

**GRADES FOUR
and FIVE**



Standardized Testing and Reporting (STAR) Program

Information for Parents



Background and Sample Test Questions for
the California Standards Tests (CSTs)



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Purpose of this Parent Guide

This guide has sample (released) STAR questions shown in a way to help you better understand your child's STAR results. STAR test results are only one way of showing what your child has learned. Talk with your child's teacher to discuss specific STAR test results and any questions you may have about this guide. A sample STAR report and Guide to Your STAR Student Report can be found at the end of this guide.

Introduction

Every spring, California students take tests that are a part of the Standardized Testing and Reporting (STAR) Program.

Most students take the California Standards Tests (CSTs), which were developed for California public schools and are aligned to the California content standards. California standards are statements of what students are expected to know and do and what schools are expected to teach.

Students and their parents receive individual test results showing how the student is meeting the state's academic expectations. STAR test results are one way of showing what your child has learned. Teachers and communities learn how schools are doing in getting groups of students to reach these standards. The purpose of this guide is to give parents sample test questions to help you better understand STAR results.

A sample student report and Guide to Your STAR Student Report can be found on pages 38 through 41 of this guide. This report shows which performance level a student achieved in each subject tested. In California, the performance levels are advanced, proficient, basic, below basic, and far below basic, and are shown by the dark green, light green, yellow, orange, and red bars on the student report. **The goal in California is to have all students perform at the proficient or advanced level.**

After you receive your child's report and discuss these test results with your child's teacher, this guide may be used to see the types of questions your child might answer correctly based on his or her performance level. If your child is not performing at the advanced or proficient level, you can then look at the types of questions your child needs to answer correctly to reach the state target of proficient.

Students who take the CSTs are tested in mathematics and English–language arts (grades two through eleven), science (grades five, eight, and nine through eleven), and history–social science (grades eight through eleven). The English–language arts test also includes a writing test for students in grades four and seven. See

<http://www.cde.ca.gov/ta/tg/sr/guidecstwrit08.asp>.

Grade	Math	English– Language Arts	Science	History– Social Science
2	•	•		
3	•	•		
4	•	•		
5	•	•	•	
6	•	•		
7	•	•		
8	•	•	•	•
9	•	•	•	•
10	•	•	•	•
11	•	•	•	•



The tests are kept confidential, but each year the state releases many questions to the public, and these released questions can help take much of the mystery out of the state tests. Students, parents, teachers, school officials, and other interested parties can look through dozens of questions at every grade to understand what students are expected to learn and how they are asked to demonstrate what they know and are able to do.

This parent guide includes a sample of mathematics, science, and English–language arts questions for the CSTs. Each question provides two important pieces of information:

- The correct answer
- The state content standard the question is measuring

To view more test questions, visit www.cde.ca.gov/ta/tg/sr/css05rtq.asp. This Web page offers more information about each question and about students' answers.

To see what California students are expected to know at each grade level—the content standards—visit www.cde.ca.gov/be/st/ss/.

Purposes for Testing

The results of the STAR Program tests can:

- Provide parents/guardians with one piece of information about the student's performance. Test results should be considered with all other information on the student's progress, such as report cards and parent-teacher conferences, to help parents/guardians understand how well the student knows the subject matter.
- Serve as a tool that helps parents/guardians and teachers work together to improve student learning.
- Help school districts and schools identify strengths and areas that need improvement in their educational programs.
- Allow the public and policymakers to hold public schools accountable for student achievement.
- Provide state and federal policymakers with information to help make program decisions and allocate resources.

STAR Program Tests

The STAR Program includes four types of tests. Each student is required to take the test that is right for his or her age and individual needs.

- The **California Standards Tests (CSTs)** are for California public schools and are aligned to the state content standards. Students in grades two through eleven take the CSTs for the subjects listed for their grade on page 1. The questions in this guide are CST questions previously used on actual tests.
- The **California Modified Assessment (CMA)** is a grade-level assessment for students with disabilities in California public schools who meet the state criteria.
- The **California Alternate Performance Assessment (CAPA)** is for California public school students who have significant cognitive disabilities and cannot take the CSTs even with accommodations or modifications.
- The **Standards-based Tests in Spanish (STS)** have been developed for Spanish-speaking English learners in California public schools. These tests measure the achievement of state content standards in reading/language arts and mathematics in Spanish.

Who Takes the STAR Program Tests?

All California public school students in grades two through eleven participate in the STAR Program.

How Do English Learners Participate in STAR Program Tests?

All English learners, regardless of their primary language, are required to take the STAR Program tests administered in English. California state law requires that all Spanish-speaking English learners take the STS *in addition to the English STAR Program tests* if:

- They have been enrolled in a school in the United States for less than a total of 12 months, **or**
- They receive instruction in Spanish, regardless of how long they have been in school in the United States.

How Do Students with Disabilities Participate in STAR Program Tests?

Most students with disabilities take the CSTs with all other students under standard conditions. Testing students with disabilities helps ensure that these students are getting the educational services they need to succeed. Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take tests. These are listed in the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, which is available on the California Department of Education (CDE) Web page at www.cde.ca.gov/ta/tg/sr/.

Statements of Performance on the CSTs

In California, the performance levels used are:

- **Advanced.** This category represents a superior performance. Students demonstrate a comprehensive and complex understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Proficient.** This category represents a solid performance. Students demonstrate a competent and adequate understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Basic.** This category represents a limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.
- **Far Below/Below Basic.** This category represents a serious lack of performance. Students demonstrate little or a flawed understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

The goal in California is to have all students perform at the proficient or advanced level.

The grade-level statements of performance explain how well students understand the material being taught, including their academic strengths and weaknesses. This parent guide includes grade-level statements of performance (except for far below basic) for:

- Grade Four English–Language Arts (page 5)
- Grade Four Mathematics (page 15)
- Grade Five English–Language Arts (page 19)
- Grade Five Mathematics (page 28)
- Grade Five Science (page 32)

Following these descriptions are sample questions for the performance descriptions. The majority of students at that performance level answered the question correctly. For example, “Question 4 (Basic Sample)” indicates that most of the students who achieved an overall “basic” score were able to answer Question 4 correctly. In other words, Question 4 typifies what a student scoring at the Basic level knows and can do.

Grade Four: English–Language Arts (ELA)

Typical Grade Four ELA Performance on the CST



Advanced

Students in grade four at the advanced level demonstrate excellent comprehension of implicit and explicit features of grade-appropriate texts. They synthesize information within and across texts, infer the author's purpose in informational text, and distinguish cause and effect. Advanced students also possess a wide variety of English language skills, including using context to determine shades of meaning, understanding figurative language, identifying topic sentences, improving text by adding appropriate details, and using correct punctuation in less common situations.

Proficient

Students in grade four at the proficient level demonstrate a good understanding of implicit and explicit features of grade-appropriate texts. They follow written instructions, compare information within and across texts, identify the main events of a plot, and understand character. Proficient students also demonstrate knowledge of synonyms and multiple-meaning words, audience and purpose for writing, use of details to develop ideas, and a variety of spelling, punctuation, and capitalization rules.

Basic

Students in grade four at the basic level demonstrate understanding of explicit features of grade-appropriate texts, such as recalling key details, contrasting information within and across texts, and comparing characters in different texts. Basic students also draw conclusions regarding implicit features of texts: they distinguish between reality and fantasy, and they predict content based on the title. Language skills demonstrated by basic students include using root words, identifying synonyms for words in context, determining the purpose for writing, and using simple written conventions.

Below Basic

Students in grade four at the below basic level demonstrate an understanding of some explicitly stated aspects of grade-appropriate texts, including the topic of the text. The English language skills of below basic students include such abilities as identifying the meaning of frequently occurring words in context and recognizing the correct use of apostrophes in contractions.

Standards on Which Grade Four ELA Questions Are Based

Questions 1, 2, 3, 4 and 5 measure Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in the *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Grade Four: English–Language Arts

These reading selections are for the question on the page that follows.

Read these four passages about avocados. Think about how the passages are alike and how they are different.

Avocados

SAMPLE A

av-o-ca-do (ă'vo-kădō, ăv') *n., pl. –dos*. 1. An American tree, native to tropical regions, which bears an edible fruit that is enjoyed alone or in dishes such as salads. 2. This tree's fruit is oval or pear-shaped and has leathery green, purple, or black skin, soft yellow-green flesh, and a large pit. 3. A dull green color. [The American Spanish changed the Nahuatl (language of the Aztecs) word *ahuacatl* to *aguacate*.]

SAMPLE B

Guacamole is a Mexican dipping or topping sauce. It doesn't stay fresh very long, so just make what you need for the day. You will need two or three ripe avocados, depending on how much you want to make. A ripe avocado feels slightly soft.

First, cut the avocados in half, remove the pits, and scoop out the inside of the fruit pulp into a bowl. Then mash the pulp with a fork. You don't have to make it smooth. You should still have some small chunks of avocado. Next, mix in a tablespoon of lemon or lime juice and a tablespoon of chopped fresh cilantro for each avocado you're using. (For example, if you're using two avocados, add two tablespoons of juice and two tablespoons of cilantro.) Add a little salt too.

The other ingredients that you add depend on what you like. You might want to add mild chopped green chiles that come in a can. If you like food that is hot and spicy, you can add chopped fresh jalapeño peppers.

Some people enjoy adding things like chopped green onions, diced fresh tomatoes, garlic, or hot pepper sauce.

After adding the ingredients of your choice, bring out a bowl of tortilla chips and start dipping!



Grade Four: English–Language Arts

SAMPLE C

• Avocado

Common name for the tree *Persea americana*, a type of laurel tree. It is native to tropical America. Its fruit, of the same name, has a thick, rough, greenish skin. It is a drupe fruit, or stone fruit, meaning that it is fleshy inside and contains a single large, hard pit. (Other examples of drupe fruits are cherries, peaches, and plums.) An avocado is similar to a pear in size and shape. When avocado flesh is ripe, it has a creamy texture, like firm butter, and

a faintly nutlike flavor. It contains 10 to 20 percent oil. In addition to this high fat content, avocados are also a good source of protein. In the United States, avocados are often eaten in salads and sandwiches. In Latin America, avocados are often an ingredient in soups and sauces. There are many avocado trees grown in the southern United States.



SAMPLE D

RAMONA'S PRODUCE CENTRAL

announces



Welcome to Summer Fruit and Vegetable Sale!

Special of the Week: Avocados

Regular Price: \$1.19 per avocado

This week, you can purchase these delicious avocados for only 60¢ apiece! Buy ten, and the cost goes down to 50¢ apiece! That's only \$5.00 for ten avocados!

Think of all the salads, sandwiches, and guacamole you can make and enjoy. Come to Ramona's today!

Grade Four: English–Language Arts

Question 1 (Advanced Sample)

Based on information in the four samples, all of the following words can be used to describe avocado skin *except*

- A thick.
- B spicy.
- C leathery.
- D rough.

This question assesses the ability to summarize information from several sources about the same topic.

Correct answer: B

Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Compare and contrast information on the same topic after reading several passages or articles.

Grade Four: English–Language Arts

These reading selections are for the questions on the pages that follow.

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Grade Four: English–Language Arts

SAMPLE C

The Unique Beauty of Hawaii’s Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, Koke’e State Park has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The NaPali Coast is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup.

Shave ice comes in many tasty fruit flavors. Do you think you’ll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

**Come to Kalima’s on Kauai
and enjoy this refreshing tropical treat today!**

Grade Four: English–Language Arts

Question 2 (Proficient Sample)

All of the samples tell about what a beautiful island Kauai is *except*

- A Sample A.
- B Sample B.
- C Sample C.
- D Sample D.

This question assesses the ability to compare information from several sources about the same topic.

Correct answer: D

Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Compare and contrast information on the same topic after reading several passages or articles.

Question 3 (Proficient Sample)

Which samples tell about things you might eat in Hawaii?

- A Samples A and B.
- B Samples B and C.
- C Samples A and D.
- D Samples B and D.

This question assesses the ability to compare information from several sources about the same topic.

Correct answer: C

Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Compare and contrast information on the same topic after reading several passages or articles.

Grade Four: English–Language Arts

Question 4 (Basic Sample)

Information in *all* of the samples supports the idea that

- A Kauai has lovely state parks.
- B swimming is a popular pastime on Kauai.
- C Kauai is an enjoyable place to visit.
- D many crops are grown on Kauai.

This question assesses the ability to summarize information from several sources about the same topic.

Correct answer: C

Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Compare and contrast information on the same topic after reading several passages or articles.

Grade Four: English–Language Arts

This reading selection is for the question on the page that follows.

The Lucky Cloak A Tale from Italy

1. Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.
2. “How can this old cloak help me?” asked Antonio.
3. “You’ll see,” said his father. “Put it on and reach into the pocket.”
4. Antonio did so, and out came a silver coin. “A coin will appear whenever you need one,” Signor Luna said, “but that is not all. Button the cloak now.”
5. When Antonio buttoned the cloak’s last button, he instantly became invisible! With the cloak and his father’s good wishes, the young man went on his way.
6. After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.
7. “May I join you, Signorina?” he asked with a polite little bow.
8. “No,” she said, “for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal.”
9. Antonio’s pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.
10. With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, “Now this cloak belongs to me!”
11. Thinking quickly, Antonio said, “Wait! I’ll show you something even more wonderful about that cloak. You will be truly amazed.” With some hesitation, she removed the cloak and handed it back to Antonio.
12. “The best thing about this cloak is that when you button it—” Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.



Grade Four: English–Language Arts

Question 5 (Basic Sample)

In “The Lucky Cloak,” which of these could *not* really have happened?

- A Antonio became invisible.
- B Antonio saw a woman sitting alone.
- C Antonio walked a long distance.
- D Antonio’s father gave him an old cloak.

This question assesses the evaluation of information in the text against known information.

Correct answer: A

Standard: Comprehension and Analysis of Grade-Level-Appropriate Text

Evaluate new information and hypotheses by testing them against known information and ideas.

Grade Four: Mathematics

Typical Grade Four Mathematics Performance on the CST



Advanced

Students in grade four at the advanced level understand operational procedures with whole numbers, simple fractions, and decimals, and they apply their understanding in the context of multi-step word problems. They demonstrate a full understanding of factors and place value. They know and use foundational algebraic concepts such as variables, and they solve equations using multiple steps. They understand how to use algebraic formulas. They also demonstrate a strong knowledge of two- and three-dimensional shapes and their attributes. Advanced students correctly interpret models and displays to determine outcomes and combinations.

Proficient

Students in grade four at the proficient level have a strong grasp of operational procedures with whole numbers. Students know equivalent notations for decimals and fractions. They can perform operations in the context of word problems. They solve simple algebraic equations and can set up a correct equation from a written description. They determine measurements such as area and perimeter and understand the units required for each. They identify basic attributes of lines and two-dimensional figures and understand the concept of congruence. Proficient students interpret two-variable data from a variety of displays to solve multi-step problems, and they identify possible outcomes of simple combinations.

Basic

Students in grade four at the basic level demonstrate some understanding of fractions and decimals, including ordering and comparing mixed numbers, unit fractions, and decimals. They know some of the foundational principles for solving algebraic equations. They understand attributes of quadrilaterals, recognize parallel and perpendicular lines, and find area by counting grid squares. They understand and can identify acute, obtuse, and right angles. Students who are at the basic level can also identify different representations of the same data and may identify the most likely outcome in a probability experiment.

Below Basic

Students in grade four at the below basic level compute multi-digit addition problems with regrouping, identify the fractional part of a figure, and identify the missing factor given the other factor. In a familiar context, they may identify that equal amounts added to equal amounts remain equal. Students at this level understand foundational geometric concepts, including visualizing how a two-dimensional pattern can create a pyramid and identifying congruency. Also, they may identify different representations of the same data and identify the outcome that occurs most often in a data set.

Standards on Which Grade Four Mathematics Questions Are Based

Questions 1, 3, 4 and 5 measure Number Sense: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

Question 2 measures Number Sense: Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.

Grade Four: Mathematics

Question 1 (Advanced Sample)

Which of the following has the greatest value?

- A 12.1
- B 0.97
- C 4.23
- D 5.08

This question assesses ordering and comparing decimal numbers.

Correct answer: A

Standard: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Order and compare whole numbers and decimals to two decimal places.

Question 2 (Proficient Sample)

There are 40 teachers at a school. Each teacher is provided with 2500 sheets of paper. How many sheets of paper is this in all?

- A 10,000
- B 100,000
- C 1,000,000
- D 10,000,000

This question assesses multiplying a four-digit number by a two-digit number.

Correct answer: B

Standard: Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:

Solve problems involving multiplication of multidigit numbers by two-digit numbers.

Grade Four: Mathematics

Question 3 (Proficient Sample)

Which of these is the number 5,005,014?

- A five million, five hundred, fourteen
- B five million, five thousand, fourteen
- C five thousand, five hundred, fourteen
- D five billion, five million, fourteen

This question assesses reading and writing whole numbers through the millions.

Correct answer: B

Standard: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Read and write whole numbers in the millions.

Question 4 (Basic Sample)

What is 583,607 rounded to the nearest hundred?

- A 583,000
- B 583,600
- C 583,700
- D 84,000

This question assesses rounding numbers to the nearest hundred.

Correct answer: B

Standard: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

Grade Four: Mathematics

Question 5 (Below Basic Sample)

Which decimal should be placed in the box to have the numbers in order from least to greatest?

- A 0.25
- B 0.45
- C 0.61
- D 0.93

This question assesses ordering and comparing decimal numbers.

Correct answer: C

Standard: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

Order and compare whole numbers and decimals to two decimal places.

Grade Five: English–Language Arts (ELA)

Typical Grade Five ELA Performance on the CST



Advanced

Students in grade five at the advanced level comprehend a wide variety of grade-appropriate literary and informational texts. They demonstrate a full understanding of the essential message of texts, draw accurate inferences, and make connections among related ideas. Advanced students also have excellent English language skills as appropriate to grade five. They demonstrate an understanding of word origins, affixes, precise use of words, and less common grammatical conventions, and they show an understanding of organizational structure in essays.

Proficient

Students in grade five at the proficient level demonstrate a good understanding of grade-appropriate literary and informational texts. They grasp key ideas, including main ideas, theme, character traits, elements of plot, and purpose of text features. Proficient students also have grade-appropriate English language skills, including knowledge of synonyms, antonyms, and root words. They demonstrate an understanding of common grammatical conventions, sentence structure, and revisions to sentences for clarity and style.

Basic

Students in grade five at the basic level comprehend simple aspects of grade-appropriate literary and informational texts. They demonstrate an understanding of explicit aspects of texts, including the steps in a process and the author's stated purpose. The English language skills of students at this level include identifying synonyms using context, recognizing simple grammatical and punctuation conventions, and identifying appropriate topic and concluding sentences.

Below Basic

Students in grade five at the below basic level comprehend simple aspects of grade-appropriate literary and informational texts. They demonstrate an understanding of explicitly stated aspects of texts, such as the major topic or problem. The English language skills of students at this level include determining the meaning of multiple-meaning words from context, and recognizing simple punctuation and spelling conventions.

Standards on Which Grade Five ELA Questions Are Based

Questions 1, 2, 3, 4 and 5 measure Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade Five: English–Language Arts

This reading selection is for the questions on the page that follows.

The following is a rough draft of a student’s report. It contains errors.

Navajo Weavers

(1) Navajo folklore relates a legend about how the Navajo people began to weave. (2) On the Navajo Reservation in Arizona there is a rock named Spider rock. (3) A legendary figure called Spider Man appeared on the rock and told the Navajo people how to make a loom, while Spider Woman taught them how to weave on it. (4) Spider Man created the loom from poles of earth and sky, sun rays, rock crystals, lightning, and white shells.

(5) Many Navajo legends, traditions, and beliefs are expressed in their weaving. (6) The Navajos have been weaving for hundreds of years and are known throughout the world for their beautiful woven rugs. (7) Today, new patterns are mixed with the handed-down designs to make creative and exciting works of art.

(8) Women do most of the weaving. (9) Navajo girls are taught to weave by their grandmothers, mothers, or aunts. (10) A young girl often begins by watching an older weaver. (11) She may also help to prepare and dye the yarn. (12) When the girl has mastered the art, she is congratulated and given a gift. (13) The older weaver presents her with a small loom, and the girl is ready to weave.

(14) In the past, all Navajo girls learned to weave. (15) Fewer girls are learning to weave today because there are different opportunities open to them. (16) Nonetheless, children in Navajo schools today are taught about the art of weaving, from preschool all the way to college. (17) “People are invited to compare a fine Navajo weaving with a fine oil painting,” explains a Navajo weaving instructor.

Grade Five: English–Language Arts

Question 1 (Advanced Sample)

What is the correct way to write the underlined words in sentence 9?

- A by their Grandmothers, Mothers, or Aunts
- B by their grandmothers, Mothers, or aunts
- C by their Grandmothers, Mothers, or aunts
- D by their grandmothers, mothers, or aunts

This question requires correctly applying rules of capitalization to names of family members.

Correct answer: D

Standard: Capitalization

Use correct capitalization.

Question 2 (Below Basic Sample)

What is the correct way to capitalize the underlined part of sentence 2?

- A spider Rock
- B spider rock
- C Spider Rock
- D Spider rock

This question requires correctly applying rules of capitalization to names of locations.

Correct answer: C

Standard: Capitalization

Use correct capitalization.

Grade Five: English–Language Arts

This reading selection is for the question on the page that follows.

The following is a rough draft of a student’s report, which may contain errors.

Cats in Ancient Egypt

(1) Many of us love cats. (2) They’re beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There were good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.

(6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don’t know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.

(10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That’s why most Egyptian families had cats for good luck.

(15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands, where they traded them for treasures. (19) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Grade Five: English–Language Arts

Question 3 (Proficient Sample)

What is the correct way to use capitalization in the underlined words in sentence 7?

- A In Grain Fields all along the Nile river,
- B In grain fields all along the Nile river,
- C In Grain fields all along the Nile River,
- D In grain fields all along the Nile River,

This question requires correctly applying rules of capitalization to names of locations.

Correct answer: D

Standard: Capitalization

Use correct capitalization.

Grade Five: English–Language Arts

This reading selection is for the question on the page that follows.

The following is a rough draft of a student’s report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado?
(2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter-clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed. (9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) They’re usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damage and hardship.
- (12) What are the biggest differences between hurricanes and tornadoes?
(13) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(14) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Grade Five: English–Language Arts

Question 4 (Proficient Sample)

Read this sentence.

Hurricanes are storms that form over tropical waters in the atlantic ocean.

What is the correct way to capitalize the words in the sentence?

- A Hurricanes are storms that form over Tropical waters in the atlantic ocean.
- B Hurricanes are storms that form over tropical waters in the Atlantic ocean.
- C Hurricanes are storms that form over tropical waters in the Atlantic Ocean.
- D Hurricanes are storms that form over Tropical waters in the Atlantic Ocean.

Correct answer: C

This question requires correctly applying rules of capitalization to names of locations.

Standard: Capitalization

Use correct capitalization.

Grade Five: English–Language Arts

This reading selection is for the question on the page that follows.

The following is a rough draft of a student’s report, which may contain errors.

Abuelita Sees the Ocean

(1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lots of ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) “Let it cool you as it flows down to your toes,” she said. (6) She’d only been here for six months after leaving Mexico city.

(7) “I love to wiggle my toes in the sand at the beach and feel the waves come up over them,” I said after finishing half of my lemonade in one long drink.

(8) “Oh, have you been there?” Abuelita asked. (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there.

(12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don’t go very often. (14) When we do go, though, we have so much fun.

(15) No amount of fun could compare, though, to the look in Abuelita’s eyes when she saw that infinite field of blue that is the Pacific Ocean. (16) Tears filled her eyes, and she couldn’t even find the words to say what she was feeling, either in English or Spanish.

(17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita’s ice-cold lemonade, which tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, beginning of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Grade Five: English–Language Arts

Question 5 (Basic Sample)

What is the correct way to capitalize the underlined words in sentence 6?

- A leaving mexico City
- B Leaving Mexico City
- C leaving mexico city
- D leaving Mexico City

This question requires correctly applying rules of capitalization to names of locations.

Correct answer: D

Standard: Capitalization

Use correct capitalization.



Grade Five: Mathematics

Typical Grade Five Mathematics Performance on the CST

Advanced

Students in grade five at the advanced level possess the ability to perform competently operations with whole numbers, fractions, and decimals. They understand key concepts that include finding equivalent fractions and decimals, factoring, rounding, and representing numbers on the number line. Students at this level also have mastered foundational principles of algebra: They can evaluate an expression with one variable, write an expression from a verbal description, and write an equation from a function table. Their skills in measurement and geometry include the ability to use the sum of interior angles of polygons and compute perimeter, area, and volume. Advanced students also have a good understanding of statistical graphs.

Proficient

Students in grade five at the proficient level have developed a solid number sense as appropriate for grade five. They perform long division with multi-digit divisors, represent numbers on a number line, identify common fraction equivalents for decimals, add and subtract mixed numbers with unlike denominators of 20 or less, and identify the prime factors of numbers through 50. Proficient students also understand important algebraic concepts such as evaluating simple expressions and interpreting line graphs. Their skills in measurement and geometry include computing the perimeter and area of regular polygons, computing the volume of rectangular solids, and identifying angles and lines. Students at this level also can interpret the meaning of points plotted on a simple graph and identify the median of a data set.

Basic

Students in grade five at the basic level perform operations with whole numbers and identify whole numbers on a number line with positive and negative values. They identify the fraction equivalents for simple decimals and add and subtract mixed numbers with unlike denominators of 20 or less when one denominator is a divisor of the other. They can evaluate simple algebraic expressions with one variable, write a simple expression from a verbal description, and interpret line graphs. They also can identify parallel and perpendicular lines.

Below Basic

Students in grade five at the below basic level have a limited facility with the four operations with whole numbers, but they identify numbers on a number line with positive values, may identify the fractional equivalent for a decimal, and may add and subtract mixed numbers with unlike denominators of 20 or less when one denominator is a divisor of the other. Students at this level may evaluate simple algebraic expressions with one variable when expressed arithmetically. They may compute the perimeter of a regular polygon, identify parallel lines, and identify a point on a graph.

Standards on Which Grade Five Mathematics Questions Are Based

Questions 1, 2, 3, 4 and 5 measure Algebra and Functions: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Grade Five: Mathematics

Question 1 (Advanced Sample)

If $n = 31$, what is the value of $6 - n$?

- A -37
- B -25
- C 25
- D 37

This question assesses simplifying an algebraic expression by substituting an unknown value with a given value.

Correct answer: B

Standard: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

Question 2 (Proficient Sample)

If $k = 6$, what is the value of $7k - 2$?

- A 30
- B 40
- C 54
- D 65

This question assesses simplifying an algebraic expression by substituting an unknown value with a given value.

Correct answer: B

Standard: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

Grade Five: Mathematics

Question 3 (Proficient Sample)

Which expression represents the product of n and 25?

- A $25n$
- B $25 - n$
- C $25 + n$
- D $25 \div n$

This question assesses translating a verbal expression into an algebraic expression.

Correct answer: A

Standard: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

Question 4 (Basic Sample)

If $z = 3$, what is the value of $5 \times (6 - z)$?

- A 10
- B 15
- C 27
- D 53

This question assesses simplifying an algebraic expression by substituting an unknown value with a given value.

Correct answer: B

Standard: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

Grade Five: Mathematics

Question 5 (Below Basic Sample)

If $n = 4$, what is the value of $6 \times n - 3$?

- A 6
- B 9
- C 18
- D 21

This question assesses simplifying an algebraic expression by substituting an unknown value with a given value.

Correct answer: D

Standard: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.



Grade Five: Science

Typical Grade Five Science Performance on the CST

Advanced

Students in grade five at the advanced level are able to use science knowledge to make predictions about life, earth, and physical science phenomena. Advanced students have an understanding of principles of the water and rock cycle and are able to describe outcomes based on changes to the respective cycles. They are able to make predictions about organisms' characteristics based on environment. Advanced students understand the role of body systems and the interrelatedness of each. Advanced students grasp how properties of materials affect how they conduct electricity and react with other substances. Advanced students demonstrate movements of celestial bodies and describe how each movement affects other bodies. They are able to take scientific information and plan follow-up studies to broaden understanding.

Proficient

Students in grade five at the proficient level demonstrate a good understanding of Earth, space, and living systems. They are able to conduct investigations based on questions and report data. Proficient students are able to describe the importance of the body's systems. They are able to compare properties of substances. They are able to describe which traits are beneficial to organisms and how those traits aid in survival. Proficient students know that planets and other bodies have predictable patterns. They are able to control variables when conducting investigations. They are able to describe the components of the water cycle.

Basic

Students in grade five at the basic level show an understanding of Earth, space, and living systems. They are able to conduct investigations using instructions. Basic students are able to identify the functions of the body's systems. They are able to describe properties of substances and some traits that are beneficial to organisms. They are able to identify components of the water cycle and can identify planets and other extraterrestrial bodies. They are able to make and record observations.

Below Basic

Students in grade five at the below basic level are able to identify Earth and the Sun. They are able to identify water and rock cycle diagrams. Below basic students can use a magnet to identify the magnetic properties of different substances.

Standards on Which Grade Five Science Questions Are Based

Question 1 measures Physical Science: Electricity and magnetism are related effects that have many useful applications in everyday life.

Questions 2 and 3 measure Earth Science: The properties of rocks and minerals reflect the processes that formed them.

Questions 4 and 6 measure Earth Science: Waves, wind, water, and ice shape and reshape Earth's land surface.

Question 5 measures Earth Science: The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

Grade Five: Science

Question 1 (Advanced Sample)

Which *best* describes a parallel circuit?

- A Electricity flows along one pathway.
- B The flow of electricity comes from one source.
- C Electricity flows along more than one pathway.
- D The flow of electricity comes from more than one source.

Correct answer: C

This question assesses knowledge of the current flow of a parallel circuit.

Standard: Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

Grade Five: Science

Question 2 (Advanced Sample)

The chart below shows a part of Mohs hardness scale for minerals.

Mohs Scale of Hardness

Mineral	Talc	Gypsum	Calcite	Fluorite	Apatite
Hardness	1	2	3	4	5

A student is testing an unknown mineral for hardness. The unknown mineral is tested against fluorite, but neither mineral scratches the other. Which of the following conclusions can the student accurately make?

- A** The unknown mineral and apatite will not scratch each other.
- B** The unknown mineral and calcite will not scratch each other.
- C** The unknown mineral will scratch apatite.
- D** The unknown mineral will scratch calcite.

Correct answer: D

This question assesses drawing a conclusion about the hardness of an unknown mineral using Mohs hardness scale.

Standard: The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

Grade Five: Science

Question 3 (Proficient Sample)

Why are *most* fossils found in sedimentary rocks?

- A Sedimentary rocks are not very old.
- B Organisms live only in areas with sedimentary rock.
- C Organisms can be preserved in sedimentary rock.
- D Sedimentary rocks are found only at the surface of the ground.

Correct answer: C

This question assesses knowledge of fossils and their preservation in sedimentary rock.

Standard: The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

Grade Five: Science

Question 4 (Proficient Sample)

The landform below is a sea arch.



What is responsible for shaping this arch?

- A plate tectonics
- B earthquakes
- C deposition
- D erosion

This question assesses understanding of how a landform is shaped by moving water.

Correct answer: D

Standard: Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

Grade Five: Science

Question 5 (Basic Sample)

The largest body in our solar system is

- A Earth.
- B the Sun.
- C Jupiter.
- D the Moon.

This question assesses knowledge of the size and mass of the objects in the solar system.

Correct answer: B

Standard: The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.

Question 6 (Below Basic Sample)

Where is *most* of Earth's water located?

- A glaciers
- B lakes
- C oceans
- D rivers

This question assesses knowledge of the location of most of the water on Earth.

Correct answer: C

Standard: Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.

STAR Student Report

U S I N G A S S E S S M E N T S T O H E L P S T U D E N T S L E A R N

LOCAL ID #: 9999999999
 STUDENT #: 000052392 DATE OF BIRTH: 00/00/0000
 GRADE: 4 TEST DATE: Spring 0000



FOR THE PARENT/GUARDIAN OF:
CHILD'S NAME
 1237 Main Street
 City, CA 12345

SCHOOL: California Elementary
 DISTRICT: California Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

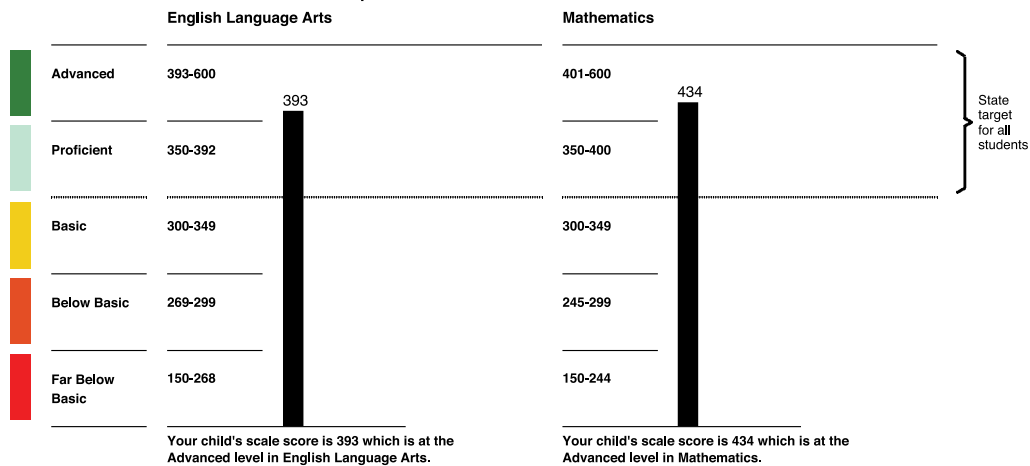
Sincerely,

Jack O'Connell
JACK O'CONNELL,
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

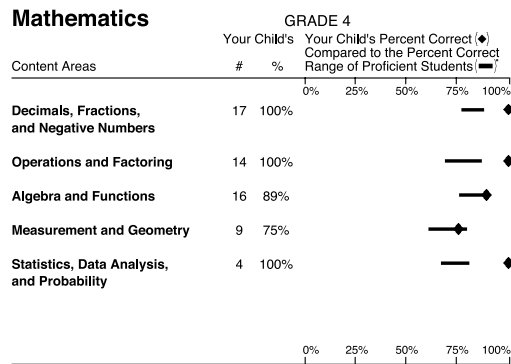
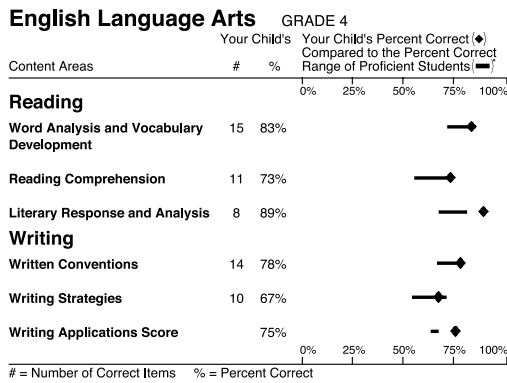
CHILD'S NAME

Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.



More about the English-Language Arts Standards

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Written Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Writing Strategies: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences.

More about the Mathematics Standards

Number Sense: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

Algebra and Functions: Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

Measurement and Geometry: Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

California Reading List (CRL)

Your child's recommended California Reading List Number is 7.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.



THE GUIDE TO YOUR STAR STUDENT REPORT CALIFORNIA STANDARDS TESTS

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

3 Your child's scale scores and performance levels

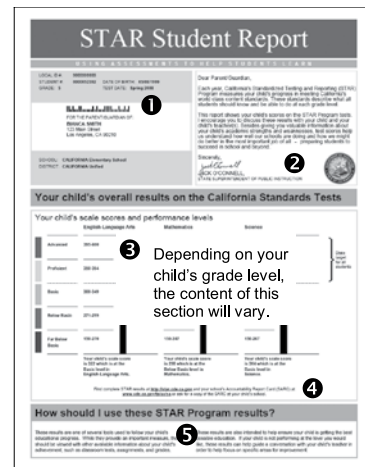
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

English–language arts and mathematics are tested for most students in Grades 2–11. All students in Grades 8 and 11 are tested in history–social science, and some high school students take an end-of-course world history test. All students in Grades 5, 8, and 10 are tested in science and some high school students take end-of-course science tests. Scores are provided for all of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted.

4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's accountability report card (www.cde.ca.gov/ta/ac/sa/). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas for improvement.



6 A note on using this information

A single test can provide only limited information. A student taking the same test more than once might score higher or lower within a small range in each content area tested. You should confirm your child’s strengths and needs in these topics by reviewing classroom work, standards-based assessments, and progress reports during the year.

7 Your child’s strengths and needs based on these tests

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Most reports for students in Grades 2–11 include English–language arts and mathematics. Reports for students in Grades 5, 8, and 10 include science. Reports for students in Grades 8 and 11 include history–social science. Reports for high school students may include results for end-of-course tests in science or world history.

The items on the California Standards Test (CST) are grouped into the content areas on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade level. (If your child did not take any of the tests expected for his/her grade level or if a score was unavailable to be reported, this is noted on the report.)

Next to the name of each content area are the number of questions your child answered correctly in that content area and the percentage of questions your child answered correctly in that content area, represented by a diamond on the chart. The bar shows the range of scores for students who scored at the proficient level on the test for that content area.

Below the chart is additional information about your child’s performance on each test.

8 This section contains one of the following:

- More information about the English–Language Arts Content Standards and the grade-level Mathematics Content Standards (Grades 2–4, 6 and 7) or Algebra I Standards (Grade 7).
- Content area results in science (Grades 5, 8, and 10), history–social science (Grades 8 and 11), and end-of-course tests.
- Additional resources (Grade 5).

9 Left: California Reading List (CRL), and: More about the STAR Program or Early Assessment Program (EAP) (for Grade 11)

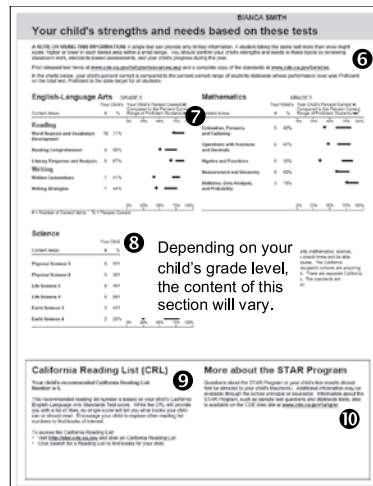
CRL — This recommended reading list number is based on your child’s California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest. Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List.
- Click Search for a Reading List to find books for your child.

EAP — If your child is in Grade 11, this section also presents information about the California State University’s Early Assessment Program (EAP) and results for the EAP, if your child took the EAP. Additional information regarding EAP can be found at www.calstate.edu/eap.

10 More about the STAR Program — This section provides information about how you can get answers to your questions about the STAR Program and your child’s STAR test results.



Want to see more questions?

CDE released test questions: www.cde.ca.gov/ta/tg/sr/css05rtq.asp

More samples with information similar to what is found in this parent guide:
www.starsamplequestions.org

Want to see the California content standards?

www.cde.ca.gov/be/st/ss/

Want more information about how students have performed?

<http://star.cde.ca.gov/>