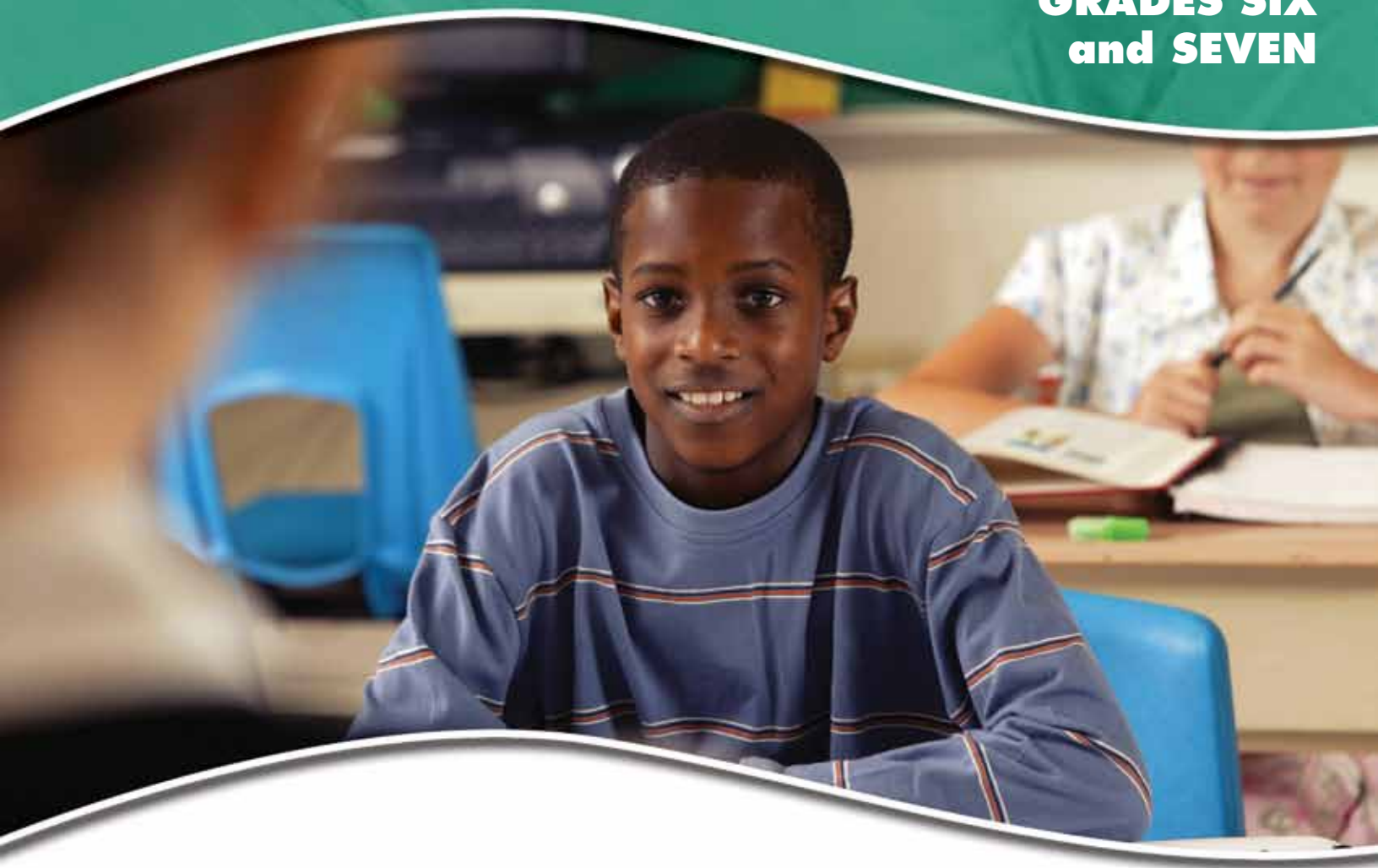


**GRADES SIX
and SEVEN**



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 34 through 37 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 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 Six English–Language Arts (page 5)
- Grade Six Mathematics (page 15)
- Grade Seven English–Language Arts (page 19)
- Grade Seven Mathematics (page 30)

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 Six: English–Language Arts (ELA)

Typical Grade Six ELA Performance on the CST



Advanced

Students in grade six at the advanced level use a variety of critical thinking skills to understand and analyze grade-appropriate literary and informational texts. They draw connections among ideas, analyze the author’s support for an idea, evaluate the use of rhetorical and poetic devices, determine the underlying organization of texts, and evaluate the intended effect of information on the reader. Students at the advanced level also demonstrate strong English language skills, including using the context to determine the meaning of unfamiliar words, understanding shades of word meaning, determining kinds of figurative language, and combining sentences effectively.

Proficient

Students in grade six at the proficient level demonstrate understanding of the essential message of grade-appropriate literary and informational texts. They identify and connect main ideas to related topics, apply information gained from reading to other contexts, and summarize support for a conclusion. They also demonstrate understanding of key aspects of literary texts, including literary genres and their characteristics, setting, point of view, and theme. Students at the proficient level also possess important English language skills, including using context to determine the meaning of words, identifying the meaning of foreign words used frequently in English, using the concepts of coordination and subordination, identifying appropriate support to develop an idea, and applying common rules of written English conventions.

Basic

Students in grade six at the basic level demonstrate understanding of some aspects of grade-appropriate literary and informational texts. They may identify main ideas, identify support for an author’s conclusion, determine the difference between fact and opinion or fantasy, identify the speaker, determine genres, and recognize literary devices. Students at the basic level demonstrate English language skills such as using explicit context clues to determine meaning, finding correct transitions between paragraphs, and applying simple rules for punctuation, spelling, and capitalization.

Below Basic

Students in grade six at the below basic level demonstrate limited understanding of grade-appropriate literary and informational texts. They may identify explicitly stated main ideas, recognize the difference between fact and opinion or fantasy, identify the speaker, recognize genres, and recognize literary devices. Students at this level demonstrate English language skills such as using explicit context clues to determine the meaning of common words and applying basic punctuation, spelling, and capitalization rules.

Standards on Which Grade Six ELA Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Reading Comprehension: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Grade Six: English–Language Arts

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

Read the following letter to the editor taken from a local newspaper.

Letter to the Editor

1. A debate is currently raging in our town. Should we allow the Odeon Triplex Cinema to be constructed at the Havenswood Shopping Center? There is just one large lot left to build on, and the theater would use up all of that space. Some people are thrilled at the idea of finally having our own movie theater in Havenswood. Others would rather travel ten miles north to the nearest theater in Gadway in order to keep our quiet town the way it is. They say it is enough to have Marvin’s Movie Video Rentals in the shopping center. As a Havenswood citizen and small-business owner, I would like to express my opinion on this issue.
2. There are certainly benefits to renting videos. For one thing, you can plan your own movie-watching schedule by renting and viewing movies when it is convenient for you. You can relax on your cozy couch, grab snacks from your kitchen, and take a break whenever you need one. You can also talk to friends or family members who are watching the movie with you without bothering any strangers seated nearby. In addition, it is a less expensive way to view a movie compared to going to a theater, especially if more than one person is watching the video.
3. On the other hand, seeing a movie in a theater is an experience all its own. For one thing, you can see the movie on a wide screen as the filmmaker intended. To be viewed on a television screen, a film must be changed in some way to make it smaller. One way is known as the “pan-and-scan” method, which involves removing some of the details in the picture. This results in an image that is not complete. The other way, called “letterboxing,” keeps the image the way it is on the big screen, with one annoying exception: because the big-screen version is wide, the same picture on a television screen must be long and narrow, with black strips above and below it.
4. Another issue is sound. The sound from a television, even when it’s attached to a home stereo system, cannot compare to the sound system in a movie theater. Your experience of a movie improves when you can clearly hear all of the sounds, loud and soft. Furthermore, at home, viewing companions often talk during a movie, which makes you miss out on what’s happening in the film.
5. Besides, having a movie theater will not mean that you can’t still go to Marvin’s and rent a movie! You will just have a choice that you didn’t have before. Isn’t it time for Havenswood residents to enjoy a little progress?

A Concerned Citizen

Grade Six: English–Language Arts

Question 1 (Advanced Sample)

Which of the following sources would provide the *best* evidence to support the main idea in paragraph 3?

- A an editorial page about popular movies
- B a magazine about the history of movie making
- C a story about a famous filmmaker
- D a book about changing movies into videos

Correct answer: D

This question assesses determining the source that would best support the main idea of the passage.

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

Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Question 2 (Proficient Sample)

The author’s argument in Paragraph 2 that renting videos is “less expensive” than going to the movies would have been stronger if she had included

- A a newspaper story on the expense of managing a theater.
- B a quotation from a moviegoer regarding the cost of tickets.
- C a chart comparing theater ticket prices to movie rental prices.
- D a statement from the owner of the video store about his rental fees.

Correct answer: C

This question assesses determining the source that would best support the main idea of the passage.

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

Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Grade Six: English–Language Arts

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

The World’s Fastest Human

1. In the summer of 1919, Quincy and Jesse Owens rested in the shade of an oak tree near the farmhouse where they lived. The cool shade was one of their favorite places to linger during the hot summer days. In the distance they could see their father, a sharecropper, working in the fields under the Alabama sun.
2. Quincy, who was the oldest of the eight Owens children, pulled three marbles from his pocket and tossed them onto the ground. He drew a circle in the dirt and placed the largest marble in the center. Then, while Quincy began practicing, Jesse climbed up to sit on his favorite branch.
3. A few minutes later their neighbor Sarah joined them. “Hi, guys!” she said. She took two marbles from her dress pocket and sat next to Quincy.
4. “Hi, Sarah,” the boys mumbled. A gentle breeze rustled the leaves on the tree. Quincy stopped shooting marbles and leaned against the tree’s trunk. He closed his eyes and smiled.
5. Sarah said, “We always play marbles. Let’s think of something else to do.”
6. Jesse jumped to the ground. “I know! I’ll race you, Sarah,” he said. “I’ll race you to the willow tree and back.”
7. “You’re only six years old!” said Sarah. “Besides that, I’m as fast as the wind. I can even run faster than my cousins, who are fourteen!”
8. “I’ll tell you what,” Jesse said, continuing as though he hadn’t heard her. “If you beat me, I’ll give you my kaleidoscope.”
9. With that, Sarah quickly jumped up and drew a starting line in the dirt a few yards away. “Quincy,” she said, “you count to three. Come on, Jesse. I can’t wait to play with my new kaleidoscope. Let’s start running on three.”
10. Quincy got up and stood next to the starting line. In a fatherly tone he said, “Jesse, just do your best.” Then he began counting, “One . . . two . . . THREE!”
11. A cloud of dust rose behind the two children as they took off. Sarah quickly pulled ahead of Jesse. She looked over her shoulder and smiled at him, but he didn’t even see her. He looked straight ahead at the willow tree and focused on moving his arms and legs in perfect rhythm. Three minutes later, Sarah tagged the willow tree and spun around to complete the return trip. She was startled to see Jesse right behind her.
12. Jesse tagged the tree and dashed past Sarah. He heard Quincy shout, “C’mon Jesse, you’re ahead. Run faster! Run faster!” Seconds later, Jesse crossed the finish line—ahead of Sarah. He had won the race!

Grade Six: English–Language Arts

13. Quincy danced with excitement. “He won! He won!” he shouted as Sarah crossed the finish line. “Jesse beat you! My little brother beat you!”
14. Sarah placed her hands on her knees while she caught her breath. “He surely did just that!” she said with a smile. Then she put her arm around Jesse, who was beaming. “You really run like a pro!” she said.
15. Several years later, Sarah became a student at Missouri State University. She continued to run races as a member of the track team, but she always remembered her race with Jesse. One day, as she walked into a building on campus, she noticed a newspaper stand. The headlines on the newspaper caught her attention: *World’s Fastest Human: Jesse Owens Wins Four Gold Medals in Berlin Olympics*.
16. “That’s my Jesse!” she thought fondly.

Note: It was in the year 1936 that Jesse Owens won four gold medals at the Olympic Games in Berlin, Germany.

Question 3 (Proficient Sample)

This passage would most likely be found

- A in a sports magazine for young readers.
- B on the front page of a newspaper.
- C in a magazine about current world events.
- D on the editorial page of a newspaper.

This question assesses analyzing the text to determine in which resource it might be found.

Correct answer: A

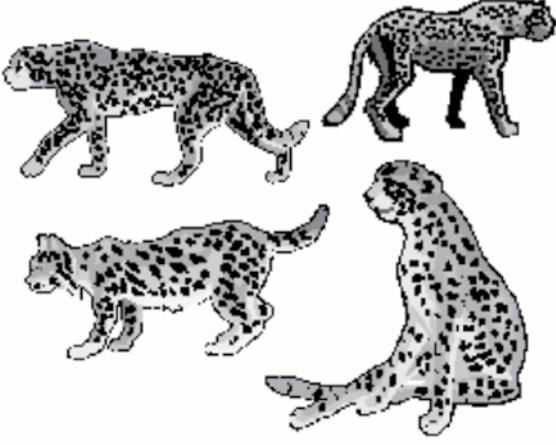
Standard: Structural Features of Informational Materials

Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Grade Six: English–Language Arts

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

Spotted Cats

1. Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.
2. Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.An illustration showing four spotted cats. At the top left is a leopard walking to the right. At the top right is a jaguar walking to the right. At the bottom left is a cheetah walking to the right. At the bottom right is an ocelot sitting and facing left. All four cats have distinct spotted patterns on their fur.
3. The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1½ to 2½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a rusty shade; their "spots" are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.
4. Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots, not rosettes or circles.
5. Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

Grade Six: English–Language Arts

Question 4 (Basic Sample)

All of these are ways to tell the difference between spotted cats *except*

- A how big they are.
- B what their spots look like.
- C where they live.
- D how beautiful they are.

This question assesses gathering information presented throughout the text and relating it to the main idea.

Correct answer: D

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

Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Grade Six: English–Language Arts

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

DOCUMENT A

Volunteering

Just like the animals we shelter, people are very special to us. The Animal Shelter of Sacramento County has 300 active volunteers and is always eager to add more. If you have a few hours each week and a love for dogs and cats, we at the shelter welcome your participation.



Youth Volunteers

The Animal Shelter of Sacramento County has volunteer opportunities for people of all ages. Children 10 years of age or older are allowed to participate in some of our programs as youth volunteers when accompanied by an adult. The adult can be a sibling, parent, or guardian 18 years of age or older. Volunteering is rewarding for a number of reasons. Youth volunteers learn responsibility as they serve the community. Volunteers are rewarded with the affection of our shelter animals. Volunteers learn about the needs of dogs and cats and how to care for those needs.

Youth Volunteer Qualifications

A youth volunteer must:

- care deeply about animals and their welfare
- be at least 10 years of age and accompanied by an adult
- complete an application form
- attend an orientation session

Youth Volunteer Opportunities

Youth volunteers may fill the position of dog nuzzler, cat snuggler, or kennel aide, provided there are openings. Please call our volunteer information hotline at 1-800-290-5992 to hear a recording of the positions currently available.

Dog Nuzzlers

Dogs need human interaction and exercise to maintain their health and level of comfort around people. Dog nuzzlers walk and groom the dogs staying at the shelter. Dog nuzzlers must be knowledgeable about dogs and able to handle medium-sized to large-sized breeds like collies and Labrador retrievers. Youth volunteer dog nuzzlers must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.

Grade Six: English–Language Arts

Cat Snugglers

Help our kittens and cats maintain their cuddly qualities by giving them lots of attention. Cat snugglers must be knowledgeable about cats and their needs. Youth volunteer cat snugglers must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.

Kennel Aides

Providing food and water for the animals at the shelter is a demanding job. Kennel aides assist the Animal Shelter staff in feeding the animals in our care. Kennel aides must be able to work at least two hours between 9 A.M. and 5 P.M. on either Saturdays or Sundays.

DOCUMENT B

Youth Volunteer Application Form

Complete all required information and mail these two forms to: Animal Shelter of Sacramento County; 133 Highway 15; Sacramento, CA 94244.

My Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - _____

I would like to work as a [check one]: dog nuzzler cat snuggler kennel aide

Days/Hours of Availability [check day/time(s)]: Saturday 9–11 11–1 1–3 3–5

Sunday 9–11 11–1 1–3 3–5

My Adult Sponsor's Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - _____

Relationship to Youth Volunteer: _____

Grade Six: English–Language Arts

DOCUMENT C

Authorization and Acknowledgment Form

I, _____, the parent or legal guardian of _____, hereby give permission for my child to participate as a youth volunteer with the Animal Shelter of Sacramento County. I authorize Animal Shelter staff to seek immediate medical treatment in case of an accident by using the emergency contact information below. My signature acknowledges that my child has no allergies or other medical conditions that would prohibit participation in this program.

Emergency Contact Information

Contact: _____

Telephone Number: () _____ - _____

Family Physician: _____

Telephone Number: () _____ - _____

Question 5 (Basic Sample)

Which source would provide the *most* information about grooming dogs?

- A a book detailing the care of dogs
- B a pamphlet about dog kennels
- C a magazine article about the positive effects of owning a dog
- D a chart showing the sizes of various breeds of dogs

This question assesses determining the source that would best support the main idea of the passage.

Correct answer: A

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

Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Grade Six: Mathematics

Typical Grade Six Mathematics Performance on the CST



Advanced

Students in grade six at the advanced level understand integers and solve word problems that use integers. They solve problems involving ratios, proportions, rate, and order of operations. They understand the underlying principles of algebra and its relationship to geometry. They solve simple linear equations, find the missing angle in situations involving multiple angles, know area and volume formulas, and understand types of triangles. Advanced students solve simple probability problems and understand the ways that probability may be represented. They understand measures of central tendency and can determine how mean and median are affected by changes in the data set.

Proficient

Students in grade six at the proficient level have a good understanding of the concepts that underlie grade six mathematics, including integers, percentages, and proportions. They solve problems involving the addition of negative and positive integers, compare and order integers using visual representation, calculate percentages, and set up proportions from concrete situations. Their skills in algebra and geometry include solving one-step equations, writing expressions from word problems, solving problems involving rate, solving for the missing angle in a triangle or a supplementary angle, and identifying types of triangles. Proficient students also understand the basic concepts of probability and measures of central tendency.

Basic

Students in grade six at the basic level have mastered some of the basic concepts that underlie the mathematics they will encounter in grade seven. Students at this level compare and order integers with explicit visual representation and can represent integers on a number line. They find the greatest common divisor, solve proportions with 1 in either the numerator or denominator, write simple expressions from word problems, and solve one-step equations using addition or subtraction. They have a limited understanding of triangles, but may identify types of triangles and solve for the missing angle. Their skills in data analysis include representing probabilities, creating an organized list, and determining how to conduct a representative survey.

Below Basic

Students in grade six at the below basic level may solve proportions in which 1 appears in the numerator or denominator, solve a one-step equation involving addition or subtraction, evaluate a one-step equation using substitution, calculate the volume of a triangular prism, identify common types of triangles, represent probability as a ratio, percent, or decimal, and understand the concepts of mean and median.

Standards on Which Grade Six Mathematics Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Number Sense: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Grade Six: Mathematics

Question 1 (Advanced Sample)

In a scale drawing, $\frac{1}{2}$ inch represents 3 feet. If the same scale is used, how many inches will be needed to represent 24 feet?

- A 2 inches
- B 4 inches
- C 8 inches
- D 12 inches

This question assesses establishing and solving proportions with fractional numbers.

Correct answer: B

Standard: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Use proportions to solve problems (e.g., determine the value of N if $\frac{4}{7} = \frac{N}{21}$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Question 2 (Proficient Sample)

A company makes 5 blue cars for every 3 white cars it makes. If the company makes 15 white cars in one day, how many blue cars will it make?

- A 9
- B 13
- C 17
- D 25

This question assesses translating a simple real-life situation into a proportion and solving a proportion with whole numbers.

Correct answer: D

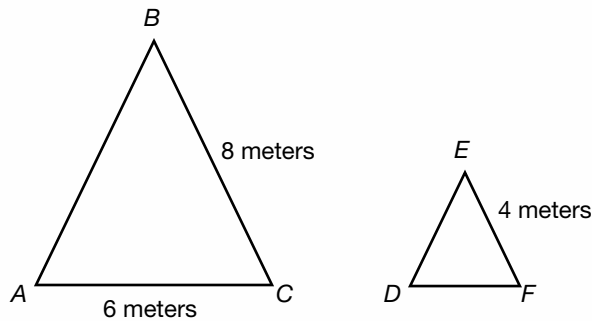
Standard: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Use proportions to solve problems (e.g., determine the value of N if $\frac{4}{7} = \frac{N}{21}$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Grade Six: Mathematics

Question 3 (Proficient Sample)

$\triangle ABC$ is similar to $\triangle DEF$. What is the length of \overline{DF} ?



- A 2 meters
- B 3 meters
- C 5 meters
- D 10 meters

This question assesses establishing and solving proportions in a geometry context.

Correct answer: B

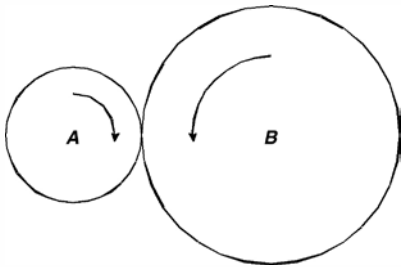
Standard: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Grade Six: Mathematics

Question 4 (Proficient Sample)

When wheel *B* turns 2 revolutions, wheel *A* turns 5 revolutions. When wheel *A* turns 40 revolutions, how many revolutions does wheel *B* turn?



- A** 4 **B** 16 **C** 80 **D** 100

This question assesses translating a complex real-life situation into a proportion and solving a proportion with whole numbers.

Correct answer: B

Standard: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Question 5 (Below Basic Sample)

A certain map uses a scale of 1 inch equals 25 miles. How many miles are represented by 5 inches on this map?

- A** 5
B 25
C 50
D 125

This question assesses establishing and solving a proportion with whole numbers.

Correct answer: D

Standard: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Grade Seven: English–Language Arts (ELA)

Typical Grade Seven ELA Performance on the CST



Advanced

Students in grade seven at the advanced level use their understanding of literary and informational texts to analyze relationships in the text, synthesize ideas, and draw logical conclusions. Advanced students draw on an excellent foundation of English language skills in both reading and writing: they use context clues to define unfamiliar words, use appropriate sentence structures, make correct connections between paragraphs, and apply complex punctuation rules.

Proficient

Students in grade seven at the proficient level demonstrate their understanding of literary and informational texts by identifying organization and purpose, determining the support for an argument, and analyzing such characteristics of literary text as point of view, plot, and theme. Proficient students know and use a variety of English language skills, including using context to determine meaning, identifying details that support an argument, placing modifiers correctly, and using words precisely.

Basic

Students in grade seven at the basic level demonstrate a limited understanding of literary and informational texts, but they are able to identify some organizational structures, determine explicitly stated cause and effect, recognize some support for an argument, and identify characteristics of literary text such as the main events of a plot, the identity of the speaker, and genre. Students at this level demonstrate a grasp of simple English language skills, including using explicit context clues to find the meaning of common words, identifying root words, and applying common rules of grammar and punctuation.

Below Basic

Students in grade seven at the below basic level demonstrate some understanding of literary and informational texts. They may recognize the organization and purpose of informational materials, identify explicit cause and effect relationships, recognize character traits, and identify events of a plot. Students at this level have limited English language skills, but they may know the meaning of common idioms, identify misspelled words, recognize correct use of simple punctuation, and correctly link ideas within a sentence.

Standards on Which Grade Seven ELA Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Reading Comprehension: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Grade Seven: English–Language Arts

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

Proper Care and Use of a Microscope

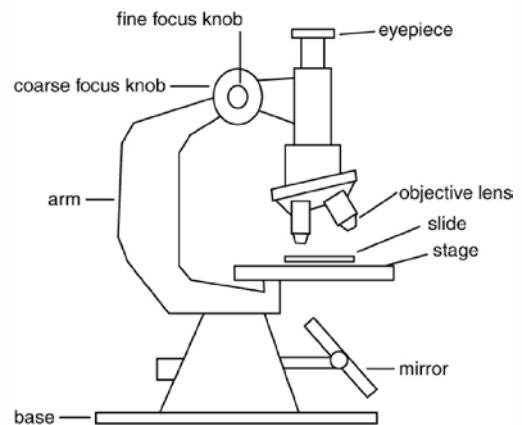
A MICROSCOPE IS A USEFUL INSTRUMENT FOR OBSERVING SMALL OBJECTS. BY PRODUCING A MAGNIFIED IMAGE, THE MICROSCOPE REVEALS DETAILS THAT ARE UNDETECTABLE TO THE NAKED EYE. BEFORE USING THE MICROSCOPE, PLEASE READ THE INSTRUCTIONS BELOW.

Caution: Microscopes are both delicate and expensive and must be handled with care.

1. Always carry the microscope with two hands—one supporting the base and the other on the arm.
2. Avoid stretching the power cable of the lamp across a walkway.
3. Keep the stage clean and always use a glass slide for specimens.
4. To avoid crushing the glass slide when focusing, begin with the lens close to the specimen and gradually back off to focus.
5. Keep the microscope covered to prevent the buildup of dust while it is being stored.

How to use the microscope:

1. Plug in the lamp.
2. Place a sample of what you wish to observe on a slide.
3. Adjust the mirror so it reflects light from the room up into the objective lens. When the mirror is correctly adjusted, a complete circle of light will appear when you look through the eyepiece.
4. Place your slide with the specimen directly over the center of the glass circle. If it is a wet slide, be sure the bottom of the slide is dry.
5. With the LOW POWER objective lens placed over the slide, use the coarse focus knob to lower the lens to the lowest point.
6. Look through the eyepiece with one eye while closing the other eye. Slowly raise the lens until the focus is relatively clear.
7. Use the fine focus knob to fine-tune the focus.
8. Without changing the focus knobs, switch to the HIGH POWER objective lens. Once you have switched to HIGH POWER, use only the fine focus knob to make the image sharper.



Grade Seven: English–Language Arts

Question 1 (Advanced Sample)

The microscope lens should initially be placed close to the glass slide

- A** because focus is achieved by moving closer to the specimen.
- B** because the specimen on the slide will be in perfect focus.
- C** to avoid breaking the glass slide when adjusting the focus.
- D** to maintain distance from the microscopic stage.

Correct answer: C

This question assesses analysis of the effect of a cause presented in the text.

Standard: Structural Features of Informational Materials

Analyze text that uses the cause-and-effect organizational pattern.

Grade Seven: English–Language Arts

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

DOCUMENT A

It's easy to spot the winners . . .



WINNING STREAK

America's favorite and safest scooter!

Constructed from strong, high-quality aluminum.

Comes with

- ◆ Skid-resistant base control for added safety
- ◆ Adjustable steering arm that ranges from 23" to 38"
- ◆ Self-adjusting shoulder strap for comfortable carrying

THE WINNING STREAK SCOOTER WEIGHS ONLY 6½ POUNDS
AND MEASURES 4½" X 9" X 26" WHEN FOLDED

Imagine being able to get a WINNING STREAK scooter for ONLY ~~\$69.95~~ **\$39.95**

All Sports Marketplace

Northgate Mall
& Gateway Shopping Center

DOCUMENT B



WINNING STREAK scooters come with a 30-day money-back guarantee. If for any reason you are not completely satisfied with your **WINNING STREAK** scooter, simply return it for a refund of the purchase price.

WARRANTY

- ◆ Warranty does not cover normal wear and tear, improper assembly, or installation of parts or accessories not originally intended for **WINNING STREAK** products. Damages due to accident, neglect, or abuse are not covered under this warranty.
- ◆ **WINNING STREAK** accepts no responsibility for personal injury or product damage sustained as the result of an accident.
- ◆ Warranty claims must be shipped (prepaid) to the manufacturer in the original packaging and accompanied by the original sales receipt.

DOCUMENT C

U.S. Buyers Safety Bureau

Winning Streak, Inc., Announces Recall of Scooters

WASHINGTON, D.C. - In cooperation with the U.S. Buyers Safety Bureau, Winning Streak, Inc., is voluntarily recalling about 25,000 scooters. The folding mechanism, where the steering column meets the scooter base, presents the danger of pinching. Winning Streak, Inc., has received six reports of users being injured while folding or unfolding the scooter.

The recall involves Winning Streak scooters sold between April and October 2002 for about \$70. The scooter has a lightweight aluminum frame with lavender foam handle grips. **WINNING STREAK** is printed in purple on the standing platform, and crossed black-and-white checkered flags appear on the base of the steering column. The scooter has 4" clear in-line style wheels.

Consumers should stop using these Winning Streak scooters immediately and call the store where the product was purchased for a refund or new scooter.

Grade Seven: English–Language Arts

Question 2 (Proficient Sample)

What should a person who buys this scooter do to make sure his or her money will be refunded for a problem covered by the warranty?

- A** Call the store where the scooter was purchased.
- B** Save the sales receipt and the box the scooter is packed in.
- C** Be very careful when using the folding mechanism.
- D** Keep track of any accidents or injuries that occur in the first 30 days.

Correct answer: B

This question assesses analysis of the effect of a cause presented in the text.

Standard: Structural Features of Informational Materials

Analyze text that uses the cause-and-effect organizational pattern.

Grade Seven: English–Language Arts

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

The Magic of Harry

1. Harry Houdini was a man who astonished and enthralled many people during his life. Whether he was escaping from a padlocked box or making things disappear and reappear, he definitely was entertaining. People thought that he must truly have some supernatural powers, but in fact, what Harry really had was drive.
2. Harry was born in Budapest, Hungary, in 1874. His real name was Ehrich Weiss and he was the third of five children. His family moved to Wisconsin not long after he was born and by the time he was nine, he was tying ropes all over his backyard and learning amazing trapeze tricks to show his friends and neighbors. He visited the local locksmith, and when he had reached his teens he could pick almost any lock that was made. He also learned how to do card tricks. He and his brother, Theo, would often entertain at local parties and clubs for extra money.
3. When Ehrich was 16, he came across a book that would literally change his life: the biography of France’s greatest magician, Jean Eugene Robert-Houdin. It showed Ehrich that his hobby of magic and tricks could also be a career. Immediately, he changed his name to Harry Houdini. He and Theo headed out to make a living as magicians.
4. In 1893, they were at the Chicago World’s Fair, and after that they traveled around giving magic shows for anyone willing to listen and pay. Theo grew restless, however, as the jobs became scarce, so he left. His timing was perfect since Harry had just fallen in love with a lovely woman named Bess who was just the right size for slipping in and out of the trunk they used in their magic tricks. They married immediately and then off they went, traveling with circuses and other road shows. Harry learned more and more tricks and spent much of his time reading and studying all kinds of locks, especially handcuffs. However, no matter what tricks they did or how hard they tried, Bess and Harry were not doing well. They tried to sell their shows for seven years and finally, in desperation, they went to Europe.



Grade Seven: English–Language Arts

5. It was the right move. Harry’s persistence and constant practice were about to pay off. To get people’s attention, he walked into police stations and offered to be handcuffed by all the policemen. They were shocked when he was loose only seconds later. Soon, everyone in Europe was talking about Houdini’s astounding feats. He was in high demand and found himself doing more and more dangerous acts. He escaped from a straitjacket hanging upside down over the street; he escaped from locked boxes of all kinds; and, of course, he got out of any kind of handcuffs put on him.
6. After several years in Europe, Bess and Harry returned to the United States in triumph. Harry was doing such amazing tricks that people felt he must have special powers. However, few realized how much time he spent practicing and studying. He would do special exercises to keep his body strong, and he would do tricks with his fingers to keep them nimble and flexible. He would spend large amounts of time tying and untying knots—with his toes! For his underwater tricks, he would get in the bathtub and practice holding his breath for longer and longer times. Since many of his tricks involved being plunged into icy water, he would pour buckets of ice in the tub to get accustomed to working in the cold.
7. The reason that Harry Houdini was such a success was that he practiced and prepared for whatever might happen. When a college student punched him in the abdomen in 1926, however, he wasn’t prepared. The punch did internal damage that not even this magician could get out of. Harry died in 1926 at 52 years of age—a master of his trade and a true legend.

Grade Seven: English–Language Arts

Question 3 (Basic Sample)

Houdini decided to become a magician after

- A he read a book about a famous magician.
- B he learned to pick a lock.
- C he started entertaining at local parties.
- D he learned to do card tricks.

This question assesses analysis of the cause of an effect presented in the text.

Correct answer: A


Standard: Structural Features of Informational Materials

Analyze text that uses the cause-and-effect organizational pattern.

Grade Seven: English–Language Arts

This reading selection is for the questions on the pages that follow.

Seeing in Stereo

1. Have you ever asked yourself why you have two eyes instead of one, three, or even hundreds as some insects have? Have you wondered why your eyes are set close together on the front of your face rather than on the sides of your head, as on animals like rabbits, antelopes, and horses? The reasons are simple—and important to the way you see the rest of your world.
- 
2. Your eyes are like two small cameras. A camera captures an image of an object and records this image in miniature on a small piece of film. Similarly, when you look at something, each eye takes in what it sees and sends this image to the back of the eyeball. From each eye, an optic nerve then sends the image to the brain. Because your eyes are set close together, they view the world from about the same height but from slightly different angles. While your right eye sees an object a little to the right, your left eye sees the same object slightly to the left. Working as a team, the eyes send the images to the part of your brain called the *cerebral cortex*, which assembles them into a single, centered image.
 3. Seeing with two eyes working together is called *stereoscopic vision*. This allows you to view the world in three dimensions, or 3-D. These dimensions are height, width, and depth. Perceiving depth allows you to judge the distance between you and the objects you see. It also helps you to adjust to the changing angle at which you see something as you move closer to or farther away from it. As you walk along a sidewalk, for example, seeing in stereo helps you to know how close you are to the street, how far you need to walk to arrive at a certain building, and how close you are to stepping on a rock or a piece of glass. As your body moves, your eyes give you a continual flow of information about where things are in relation to where you are.
 4. If images are coming from only one eye, however, only two of these dimensions—height and width—can be perceived. A world seen with one eye is thus two-dimensional, as in a photograph. Depth perception is lacking, making it more difficult to move around safely.
 5. Now consider why your two eyes are located on the front of your face. Think of other animals with this same arrangement. Some examples are lions, wolves, and owls. What do these creatures have in common? They are all animals that hunt. These animals have eyes facing directly in front of them. This provides a field of vision that is about 180 degrees wide, like a half-circle. This kind of sight is called *binocular vision*.

Grade Seven: English–Language Arts

6. On the other hand, animals that are hunted have eyes on the sides of the head. This provides nearly a 360-degree field of vision. Because these animals need to be on the alert in order to stay alive, they need to see things coming from the sides and from behind. However, without stereoscopic vision, these animals have a more difficult time determining how far away a threat is.
7. With vision that is both stereoscopic and binocular, humans share with predators the ability to see clearly from side to side and to accurately determine how far away objects are. If you think it would be great to have another type of vision, perhaps with hundreds of tiny eyes like many insects do, think again! Each tiny insect eye sees only a tiny part of what the creature is viewing. Besides, what if you needed glasses? Be glad for the eyesight that you have.

Question 4 (Basic Sample)

Stereoscopic vision is a result of having

- A** hundreds of eyes, all seeing parts of an image.
- B** two eyes close to one another that work together.
- C** a three-hundred-sixty-degree field of vision.
- D** one eye on either side of the head, each seeing a different image.

Correct answer: B

This question assesses analysis of the cause of an effect presented in the text.

Standard: Structural Features of Informational Materials

Analyze text that uses the cause-and-effect organizational pattern.

Grade Seven: English–Language Arts

Question 5 (Below Basic Sample)

Owls, hawks, and eagles have eyes facing forward because they are

- A prey.
- B birds.
- C hunters.
- D large.

This question assesses analysis of the cause of an effect presented in the text.

Correct answer: C

Standard: Structural Features of Informational Materials

Analyze text that uses the cause-and-effect organizational pattern.



Grade Seven: Mathematics

Typical Grade Seven Mathematics Performance on the CST

Advanced

Students in grade seven at the advanced level have a strong understanding of rational numbers, including scientific notation, exponents, and percents. These students have a strong understanding of the basic elements of pre-algebra, including algebraic expressions and variables. They are fully capable of solving problems in a wide variety of contexts. They have a strong understanding of geometric concepts, including the Pythagorean theorem. The advanced student is able to read and interpret data representations.

Proficient

Students in grade seven at the proficient level have a solid understanding of rational numbers, including operations, percents, and absolute value. These students have an understanding of the introductory concepts of functions. They are able to use formulas to solve problems in geometry and are able to solve problems using a variety of measurement systems. Proficient students understand common terms and concepts involving measures of central tendency of data sets, including median, minimum, maximum, and scatter plots.

Basic

Students in grade seven at the basic level have a limited understanding of rational numbers, but can convert from one form to another. These students have some understanding of how to apply number sense skills to real-world problems. They have a beginning understanding of graphs and their features. Also, they have some understanding of geometric properties, including the volume of a rectangular prism. Basic students have some understanding of statistics and data analysis, including the median of a data set.

Below Basic

Students in grade seven at the below basic level have a minimal understanding of rational numbers. These students understand the basic foundations of exponents. In addition, they have a limited understanding of how to translate between verbal and algebraic expressions. Below basic students have a minimal understanding of some aspects of geometry, such as the concept of congruence. In addition, these students understand only the most basic concepts of statistics, such as the median.

Standards on Which Grade Seven Mathematics Questions Are Based

Questions 1, 2, 3, and 4 measure Algebra and Functions: Students solve simple linear equations and inequalities over the rational numbers.

Question 5 measures Algebra and Functions: Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.

Grade Seven: Mathematics

Question 1 (Advanced Sample)

Juanita earns \$36 for 3 hours of work. At that rate, how long would she have to work to earn \$720?

- A 12 hours
- B 20 hours
- C 60 hours
- D 140 hours

This question assesses solving a multi-step problem involving rate.

Correct answer: C

Standard: Students solve simple linear equations and inequalities over the rational numbers.

Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.

Question 2 (Proficient Sample)

What is the value of x if $-3x + 2 = -7$?

- A $x = -6$
- B $x = -3$
- C $x = 3$
- D $x = 6$

This question assesses solving a two-step linear equation with one variable.

Correct answer: C

Standard: Students solve simple linear equations and inequalities over the rational numbers.

Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

Grade Seven: Mathematics

Question 3 (Proficient Sample)

Marisa's car gets an average of 28 miles per gallon of gas. She plans to drive 200 miles today and 220 miles tomorrow. How many gallons of gas should she expect to use in all?

- A 15 gallons
- B 28 gallons
- C 56 gallons
- D 67 gallons

This question assesses solving a multi-step problem involving rate.

Correct answer: A

Standard: Students solve simple linear equations and inequalities over the rational numbers.

Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.

Question 4 (Basic Sample)

What value of x satisfies the equation $4x + 2 = 22$?

- A 3.5
- B 5.0
- C 6.0
- D 7.5

This question assesses solving a two-step linear equation with one variable.

Correct answer: B

Standard: Students solve simple linear equations and inequalities over the rational numbers.

Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

Grade Seven: Mathematics

Question 5 (Below Basic Sample)

The sum of a number (n) and 14 is 72. Which equation shows this relationship?

A $14 + n = 72$

B $72n = 14$

C $14 - n = 72$

D $72 + n = 14$

This question assesses knowledge of algebraic terminology and correct usage of variables and operations when writing an equation.

Correct answer: A

Standard: Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.

Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

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 #: 999999999
 STUDENT #: 0000052392 DATE OF BIRTH: 00/00/0000
 GRADE: 6 TEST DATE: Spring 0000



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

SCHOOL: California Middle
 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.

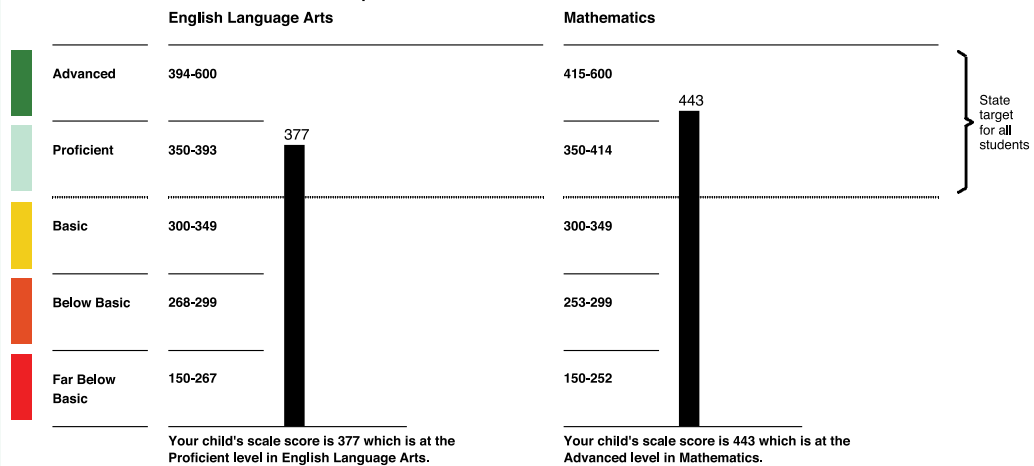
Sincerely,

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.

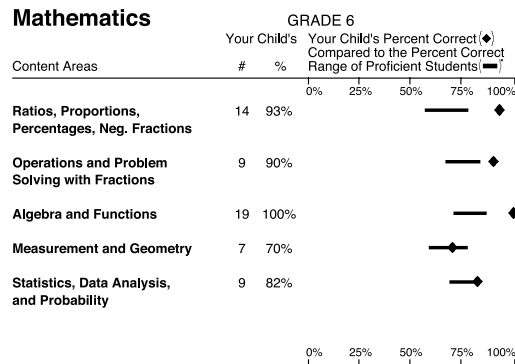
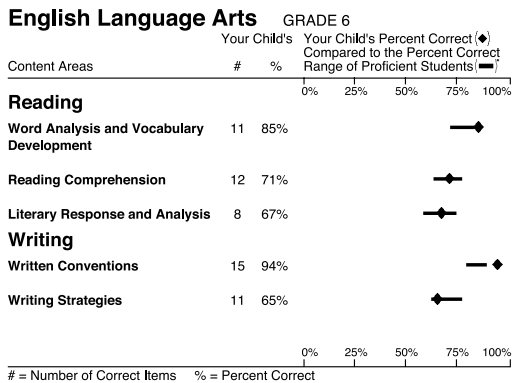
CHILD'S NAME

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 use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

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

Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

More about the Mathematics Standards

Number Sense: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Algebra and Functions: Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions. Students investigate geometric patterns and describe them algebraically.

Measurement and Geometry: Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. Students identify and describe the properties of two-dimensional figures.

Statistics, Data Analysis, and Probability: Students compute and analyze statistical measurements for data sets. Students use data samples of a population and describe the characteristics and limitations of the samples. Students determine theoretical and experimental probabilities and use these to make predictions about events.

California Reading List (CRL)

Your child's recommended California Reading List Number is 10.

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

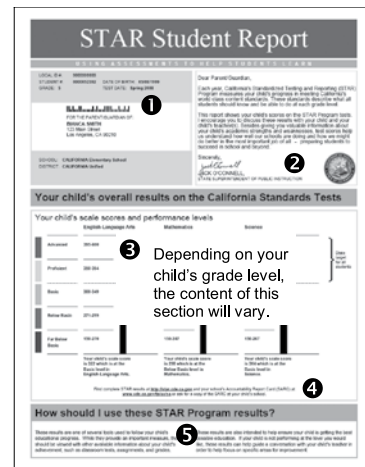
Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

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)

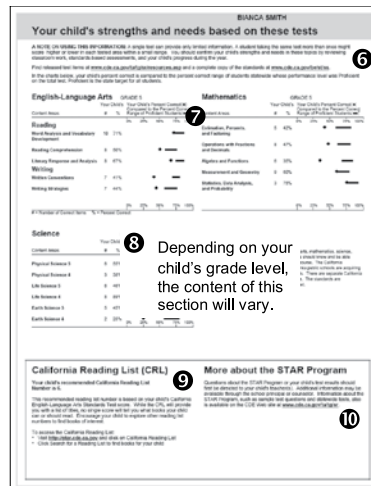
CRL — This recommended reading list number is based on your child’s California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore 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/>