

**GRADES NINE,
TEN and ELEVEN
English-Language
Arts**



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 standards. 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 37 through 40 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 grades nine, ten, and eleven 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 or policy definitions 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) or policy definitions for:

- Grade Nine English–Language Arts (page 5)
- Grade Ten English–Language Arts (page 18)
- Grade Eleven English–Language Arts (page 28)

Following these descriptions or policy definitions 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 Nine: English–Language Arts (ELA)

Policy Definitions

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.

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.

Standards on Which Grade Nine ELA Questions Are Based

Questions 1, 2, and 3 measure 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 conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Question 4 measures Writing Strategies: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Questions 5 and 6 measure Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.



Grade Nine: English–Language Arts

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

excerpt from **Breaking the Barrier**

by Caroline Patterson

- 1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn, but shoes dirtied and grass grew only so fast. That’s when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we’d make for first in every category, the dazzling twenty-four dollars already weighting our pockets.
- 2 Fair week, our house was a whirlwind of activity, my mother’s VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. “I’ll leave you in the dust,” my brother would say, taping string on the back of a photograph. “You’re dead meat,” I’d yell back over the hum of the mixer.
- 3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I’d sewn. The sketch was the silhouette of a woman’s head I’d copied from a booklet called “Drawing the Human Head,” and I thought I’d done an especially good job on the ear, which the booklet said was the hardest part to draw. “Nice ear!” I could imagine the judges whispering among themselves, “See how she managed the shine on canals!”
- 4 The dress, however, was my *pièce de résistance*. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.
- 5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing. Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn’t they see my ear?
- 6 I still had my dress.
- 7 In Home Arts, ribboned entries jammed the walls: a grinning Raggedy Ann and Andy, a beaded chiffon mini, a pillow embroidered with a large McCarthy flower. The lowly, prizeless entries were jammed onto racks and shelves.
- 8 I found my dress on a rack. The tag was bare, except for a comment from the judge, written in a measured, schoolteacher’s hand: “Rickrack is such a decorative touch!”



Grade Nine: English–Language Arts

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

excerpt from **Breaking the Barrier** *(Cont'd)*

by Caroline Patterson

- 9 My brother cleaned up. He got a first on chocolate chips he'd never made before the morning our entries were due, prizes on his photographs, a car model I didn't even know he'd entered . . . It went on and on.
- 10 My brother made twenty-one dollars. I got two.
- 11 But it wasn't the fact I didn't make money, or that life was unfair, that bothered me most. It was the comment of that judge, probably some poor Home Ec teacher who'd seen a thousand dresses as badly sewn as mine that day. It was her tone of polite dismissal, her cheery insincerity, which I still associate with the voices of women in my past—the Home Ec teachers and den mothers and club presidents I still try to escape from.

“Breaking the Barrier” by Caroline Patterson originally appeared in Vol. 77, Nos. 2 & 3 of the *Southwest Review*. Reprinted by permission of *Southwest Review*, Southern Methodist University and Caroline Patterson.

Grade Nine: English–Language Arts

Question 1 (Advanced Sample)

In paragraph 5, the narrator personifies the elk in the sketch in order to

- A illustrate how disorganized the contest is.
- B emphasize how insulted she feels.
- C question the judges' authority.
- D show the superiority of the elk sketch.

Correct answer: B

This question assesses understanding of the significance of the literary device of personification.

Standard: Literary Response and Analysis

Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Question 2 (Proficient Sample)

The conflict at the end of this passage can *best* be described as

- A internal—the narrator's feelings about her brother winning.
- B external—interactions between the narrator and the judges.
- C external—interactions between the narrator and her brother.
- D internal—the narrator's feelings toward people like the judge.

Correct answer: D

This question assesses the ability to determine the conflict in a literary work.

Standard: Literary Response and Analysis

Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Grade Nine: English–Language Arts

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

A Visit with the Folks

by Russell Baker

- 1 Periodically I go back to a churchyard cemetery on the side of an Appalachian hill in northern Virginia to call on family elders. It slows the juices down something marvelous.
- 2 They are all situated right behind an imposing brick church with a tall square brick bell-tower best described as honest but not flossy. Some of the family elders did construction repair work on that church and some of them, the real old timers, may even have helped build it, but I couldn't swear to that because it's been there a long, long time.
- 3 The view, especially in early summer, is so pleasing that it's a pity they can't enjoy it. Wild roses blooming on fieldstone fences, fields white with daisies, that soft languorous air turning the mountains pastel blue out toward the West.
- 4 The tombstones are not much to look at. Tombstones never are in my book, but they do help in keeping track of the family and, unlike a family, they have the virtue of never chafing at you.
- 5 This is not to say they don't talk after a fashion. Every time I pass Uncle Lewis's I can hear it say, "Come around to the barber shop, boy, and I'll cut that hair." Uncle Lewis was a barber. He left up here for a while and went to the city. Baltimore. But he came back after the end. Almost all of them came back finally, those that left, but most stayed right here all along.
- 6 Well, not right here in the churchyard, but out there over the fields, two, three, four miles away. Grandmother was born just over that rolling field out there near the woods the year the Civil War ended, lived most of her life about three miles out the other way there near the mountain, and has been right here near this old shade tree for the past 50 years.
- 7 We weren't people who went very far. Uncle Harry, her second child, is right beside her. A carpenter. He lived 87 years in these parts without ever complaining about not seeing Paris. To get Uncle Harry to say anything, you have to ask for directions.
- 8 "Which way is the schoolhouse?" I ask, though not aloud of course.
- 9 "Up the road that way a right good piece," he replies, still the master of indefinite navigation whom I remember from my boyhood.
- 10 It's good to call on Uncle Lewis, grandmother and Uncle Harry like this. It improves your perspective to commune with people who are not alarmed about the condition of NATO or whining about the flabbiness of the dollar.

Grade Nine: English–Language Arts

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

A Visit with the Folks *(Cont'd)*

by Russell Baker

- 11 The elders take the long view. Of course, you don't want to indulge too extensively in that long a view, but it's useful to absorb it in short doses. It corrects the blood pressure and puts things in a more sensible light.
- 12 After a healthy dose of it, you realize that having your shins kicked in the subway is not the gravest insult to dignity ever suffered by common humanity.
- 13 Somewhere in the vicinity is my great-grandfather who used to live back there against the mountain and make guns, but I could never find him. He was born out that way in 1817—James Monroe was President then—and I'd like to find him to commune a bit with somebody of blood kin who was around when Andrew Jackson was in his heyday.
- 14 After Jackson and Abraham Lincoln and the Civil War, he would probably not be very impressed about much that goes on nowadays, and I would like to get a few resonances off his tombstone, a cool frisson of contempt maybe for a great-grandchild who had missed all the really perilous times.
- 15 Unfortunately, I am never able to find him, but there is Uncle Irvey, grandmother's oldest boy. An unabashed Hoover Republican. "Eat all those string beans, boy," I hear as I nod at his tombstone.
- 16 And here is a surprise: Uncle Edgar. He has been here for years, but I have never bumped into him before. I don't dare disturb him, for he is an important man, the manager of the baseball team, and his two pitchers, my Uncle Harold and my Cousin-in-law Howard, have both been shelled on the mound and Uncle Edgar has to decide whether to ask the shortstop if he knows anything about pitching.
- 17 My great-grandfather who made guns is again not to be found, but on the way out I pass the tombstone of another great-grandfather whose distinction was that he left an estate of \$3.87. It is the first time I have passed this way since I learned of this, and I smile his way, but something says, "In the long run, boy, we all end up as rich as Rockefeller," and I get into the car and drive out onto the main road, gliding through fields white with daisies, past fences perfumed with roses, and am rather more content with the world.

Grade Nine: English–Language Arts

Question 3 (Proficient Sample)

When the narrator says, “It slows the juices down . . .” he means

- A the trip makes him tired and hungry.
- B the visit makes him feel depressed.
- C the trip gives him something to do.
- D the visit changes his pace of life.

This question assesses the recognition and understanding of figurative language.

Correct answer: D

Standard: Literary Response and Analysis

Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Grade Nine: English–Language Arts

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

The following is the rough draft of Cara Johnson’s business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city’s budget priority should be to repair the high school, city hall, and airport. Don’t you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy. I see the park going to school every day. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club would like to offer the city some help. We are suggesting a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.
- 4 The club challenges other groups to do their part by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

Cara Johnson

Cara Johnson

President

Lyndon High School Ice Skating Club

CSL0P024-4

Grade Nine: English–Language Arts

Question 4 (Basic Sample)

Read the following sentences.

The Lyndon High School Ice Skating Club knows how to fix this. We want to hold a Skatathon to raise money for the park.

Which is the *best* way to revise these two sentences?

- A** The Lyndon High School Ice Skating Club would like to offer the city some help. We are suggesting a Skatathon to raise money for the park.
- B** My club is very excited about an idea we had: To hold a Skatathon to raise money for the park.
- C** We of the Lyndon High School Ice Skating Club know that we can help the city. What the city needs is a Skatathon to raise money for the park.
- D** A Skatathon is what we need. That’s how we can raise money for the park.

This question assesses revision of writing for precise word choice.

Correct answer: A

Standard: Writing Strategies

Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Grade Nine: English–Language Arts

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

Terri’s English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri’s letter. It contains errors.

School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person’s mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will become overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts. All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.
- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

CSL1P083-3

Grade Nine: English–Language Arts

Question 5 (Basic Sample)

Read this sentence.

After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will become overgrown and will bloom less intensively.

What is the correct way to punctuate the underlined part of the sentence?

- A year . . . otherwise
- B year—otherwise
- C year; otherwise
- D year: otherwise

This question assesses correctly applying rules of punctuation in clauses joined by a transitional word.

Correct answer: C

Standard: Written and Oral English Language Conventions

Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens).

Grade Nine: English–Language Arts

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

The following is the rough draft of Cara Johnson’s business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city’s budget priority should be to repair the high school, city hall, and airport. Don’t you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy. I see the park going to school every day. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club would like to offer the city some help. We are suggesting a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.
- 4 The club challenges other groups to do their part by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

Cara Johnson

Cara Johnson

President

Lyndon High School Ice Skating Club

CSL0P024-4

Grade Nine: English–Language Arts

Question 6 (Below Basic Sample)

Read this sentence from paragraph 2.

It is easily the best place in the city
for: sports, picnics, concerts, walking,
and enjoying nature.

How should the underlined part of the sentence be written?

- A for-sports,
- B for; sports,
- C for sports,
- D for: sports

This question assesses correctly applying rules of punctuation for items in a series.

Correct answer: C

Standard: Written and Oral English Language Conventions

Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens).



Grade Ten: English–Language Arts (ELA)

Typical Grade Ten ELA Performance on the CST

Advanced

Students in grade ten at the advanced level comprehend explicit and implicit aspects of grade-appropriate text. They read informational and literary text with full understanding, evaluating the structure, the author's intent, the development of time and sequence, and the intended effect of literary devices. Advanced students demonstrate a full command of written English conventions and important writing strategies. They understand figurative language, use parallel structure and active voice, and use thesis statements and conclusions to unify writing.

Proficient

Students in grade ten at the proficient level demonstrate a good understanding of explicit and implicit aspects of grade-appropriate text. They understand the organization, structure, and purpose of informational text. When reading literary text, they analyze genre, plot, theme, and characterization. Proficient students have a wide variety of English language skills, including using context to define unfamiliar words, identifying appropriate support for ideas, using active voice, and applying rules for the conventions of standard written English.

Basic

Students in grade ten at the basic level demonstrate understanding of explicit aspects of grade-appropriate text. In informational text, they identify the stated purpose and use text features to understand the organization. They may identify the support an author provides for the main argument. In literary text, they identify the structural characteristics of dramatic forms, identify the speaker, and compare the motivations and reactions of characters. Students at this level demonstrate a limited command of English language skills, but they may use context clues to determine the meaning of common words, understand common word derivations, identify appropriate revisions to text, and identify common examples of correct written English.

Below Basic

Students in grade ten at the below basic level may demonstrate understanding of explicit aspects of grade-appropriate text, including text structure and purpose, speaker, character traits, and theme. In addition, students at this level can identify the literal and figurative meaning of common words, recognize the precise use of words, select an appropriate topic sentence, and identify examples of correct written English.

Standards on Which Grade Ten ELA Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Word Analysis, Fluency, and Systematic Vocabulary

Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Grade Ten: English–Language Arts

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

Skunk Dreams

by Louise Erdrich

1. When I was fourteen, I slept alone on a North Dakota football field under cold stars on an early September night. Fall progresses swiftly in the Red River Valley, and I happened to hit a night when frost formed in the grass. A skunk trailed a plume of steam across the forty-yard line near moonrise. I tucked the top of my sleeping bag over my head and was just dozing off when the skunk walked onto me with simple authority.
2. Its ripe odor must have dissipated in the heavy summer grass and ditch weeds, because it didn't smell all that bad, or perhaps it was just that I took shallow breaths in numb surprise. I felt him, her, whatever, pause on the side of my hip and turn around twice before evidently deciding I was a good place to sleep. At the back of my knees, on the quilting of my sleeping bag, it trod out a spot for itself and then, with a serene little groan, curled up and lay perfectly still. That made two of us. I was wildly awake, trying to forget the sharpness and number of skunk teeth, trying not to think of the high percentage of skunks with rabies.
3. Inside the bag, I felt as if I might smother. Carefully, making only the slightest of rustles, I drew the bag away from my face and took a deep breath of the night air, enriched with skunk, but clear and watery and cold. It wasn't so bad, and the skunk didn't stir at all, so I watched the moon—caught that night in an envelope of silk, a mist—pass over my sleeping field of teenage guts and glory. The grass harbored a sere dust both old and fresh. I smelled the heat of spent growth beneath the rank tone of my bag-mate—the stiff fragrance of damp earth and the thick pungency of newly manured fields a mile or two away—along with my sleeping bag's smell, slightly mildewed, forever smoky. The skunk settled even closer and began to breathe rapidly; its feet jerked a little like a dog's. I sank against the earth, and fell asleep too.
4. Of what easily tipped cans, what molten sludge, what dogs in yards on chains, what leftover macaroni casseroles, what cellar holes, crawl spaces, burrows taken from meek woodchucks, of what miracles of garbage did my skunk dream? Or did it, since we can't be sure, dream the plot of *Moby-Dick*, how to properly age Parmesan, or how to restore the brick-walled tumbledown creamery that was its home? We don't know about the dreams of any other biota, and even much about our own. If dreams are an actual dimension, as some assert, then the usual rules of life by which we abide do not apply. In that place, skunks may certainly dream of themselves into the vests of stockbrokers. Perhaps that night the skunk and I dreamed each other's thoughts or are still dreaming them. To paraphrase the problem of the Taoist philosopher Chuang Tzu, I may be a woman who has dreamed herself a skunk, or a skunk still dreaming that she is a woman.

Grade Ten: English–Language Arts

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

Skunk Dreams *(Cont'd)*

by Louise Erdrich

5. Skunks don't mind each other's vile perfume. Obviously, they find each other more than tolerable. And even I, who have been in the presence of a direct skunk hit, wouldn't classify their weapon as mere smell. It is more on the order of a reality-enhancing experience. It's not so pleasant as standing in a grove of old-growth cedars, or on a lyrical moonshed plain, or watching trout rise to the shadow of your hand on the placid surface of an Alpine lake. When the skunk lets go, you're surrounded by skunk presence: inhabited, owned, involved with something you can only describe as powerfully *there*.
6. I woke at dawn, stunned into that sprayed state of being. The dog that had approached me was rolling in the grass, half addled, sprayed too. My skunk was gone. I abandoned my sleeping bag and started home. Up Eighth Street, past the tiny blue and pink houses, past my grade school, past all the addresses where I babysat, I walked in my own strange wind. The streets were wide and empty; I met no one—not a dog, not a squirrel, not even an early robin. Perhaps they had all scattered before me, blocks away. I had gone out to sleep on the football field because I was afflicted with a sadness I had to dramatize. They were nothing to me now. My emotions had seemed vast, dark, and private. But they were minor, mere wisps, compared to skunk.

"Skunk Dreams" from THE BLUE JAY'S DANCE by LOUISE ERDRICH. Copyright © 1995 by Louise Erdrich. Reprinted by permission of HarperCollins Publishers, Inc.

Grade Ten: English–Language Arts

Question 1 (Advanced Sample)

The narrator in “Skunk Dreams” describes the odor from the skunk as “powerfully *there*.” What does the author mean by this?

- A There was only a faint smell from the skunk, but it lingered for a long time.
- B The odor was so pungent that she could not escape it, and it could not be ignored.
- C The odor disappeared almost as quickly as it had arrived with the skunk.
- D The smell was so strong, the narrator believed that it would never dissipate.

Correct answer: B

This question assesses interpretation of the figurative use of words in a text.

Standard: Vocabulary and Concept Development

Identify and use the literal and figurative meanings of words and understand word derivations.

Grade Ten: English–Language Arts

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

Read the following two selections and think about how they are alike and how they are different.

Those Winter Sundays

by Robert Hayden

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
5 banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

10 Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

"Those Winter Sundays" Copyright © 1966 by Robert Hayden, from *Collected Poems of Robert Hayden* by Robert Hayden, edited by Frederick Glaysher. Used by permission of Liveright Publishing Corporation.

Grade Ten: English–Language Arts

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

The Grammar of Silk

by Cathy Song

- 1 On Saturdays in the morning
2 my mother sent me to Mrs. Umemoto’s
 sewing school.
3 It was cool and airy in her basement,
4 pleasant—a word I choose
5 to use years later to describe
6 the long tables where we sat
7 and cut, pinned, and stitched,
8 the Singer’s companionable whirr,
9 the crisp, clever bite of scissors
10 parting like silver fish a river of calico.
- 11 The school was in walking distance
12 to Kaimuki Dry Goods
13 where my mother purchased my supplies—
14 small cards of buttons,
15 zippers and rickrack packaged like licorice,
16 lifesaver rolls of thread
17 in fifty-yard lengths,
18 spun from spools, tough as tackle.
19 Seamstresses waited at the counters
20 like librarians to be consulted.
21 Pens and scissors dangled like awkward pendants
22 across flat chests,
23 a scarf of measuring tape flung across a shoulder,
24 time as a pincushion bristled at the wrist.
25 They deciphered a dress’s blueprints
26 with an architect’s keen eye.
- 27 This evidently was a sanctuary,
28 a place where women confined with children
29 conferred, consulted the oracle,
30 the stone tablets of the latest pattern books.
31 Here mothers and daughters paused in symmetry,
32 offered the proper reverence—
33 hushed murmurings for the shaantung silk
- 34 which required a certain sigh,
35 as if it were a piece from the Ming Dynasty.
36 My mother knew there would be no shortcuts
37 and headed for the remnants,
38 the leftover bundles with yardage
39 enough for a heart-shaped pillow,
40 a child’s dirndl, a blouse without darts.
41 Along the aisles
42 my fingertips touched the titles—
43 satin, tulle, velvet,
44 peach, lavender, pistachio,
45 sherbet-colored linings—
46 and settled for the plain brown-and-white
 composition
47 of polka dots on kettle cloth
48 my mother held up in triumph.
- 49 She was determined that I should sew
50 as if she knew what she herself was missing,
51 a moment when she could have come up for air—
52 the children asleep,
53 the dishes drying on the rack—
54 and turned on the lamp
55 and pulled back the curtain of sleep.
56 To inhabit the night,
57 the night as a black cloth, white paper,
58 a sheet of music in which she might find
 herself singing.
- 59 On Saturdays at Mrs. Umemoto’s sewing school,
60 when I took my place beside the other girls,
61 bent my head and went to work,
62 my foot keeping time on the pedal,
63 it was to learn the charitable oblivion
64 of hand and mind as one—
65 a refuge such music affords the maker—
66 the pleasure of notes in perfectly measured time.

“The Grammar of Silk” is from *School Figures*, by Cathy Song, © 1994. Reprinted by permission of the University of Pittsburgh Press.

Grade Ten: English–Language Arts

Question 2 (Advanced Sample)

Which word from “Those Winter Sundays” is derived from a Greek word meaning time?

- A labor
- B weather
- C thanked
- D chronic

This question assesses an understanding of a word derivation from a Greek root.

Correct answer: D

Standard: Vocabulary and Concept Development

Identify and use the literal and figurative meanings of words and understand word derivations.

Question 3 (Proficient Sample)

Which word from “The Grammar of Silk” is derived from a Latin word meaning “to stay behind”?

- A dangled
- B linings
- C remnants
- D triumph

This question assesses an understanding of a word derivation from a Latin root.

Correct answer: C

Standard: Vocabulary and Concept Development

Identify and use the literal and figurative meanings of words and understand word derivations.

Grade Ten: English–Language Arts

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

USING YOUR GOLDEN ARROW MULTIPURPOSE CALCULATOR TO DETERMINE THE DATE AND TIME AT YOUR LOCATION AS WELL AS LOCATIONS AROUND THE GLOBE

SETTING THE DATE AND TIME FOR YOUR LOCATION

Use the TIME ZONE chart below to locate the code that corresponds with the time zone in which you live. Select the major city that shares your time zone. Press the code that corresponds to that city (e.g., if you live in Washington, Oregon, California, or Nevada, all of which are located in the Pacific time zone, you would choose Los Angeles and press the corresponding code which is the 1 key).

1. Press **TIME** twice. The two digits representing hours will begin to flash.
2. Depress and hold the ▲ or ▼ key until the desired hour flashes. Then release.
3. Press **SET**. The two digits representing minutes will begin to flash.
4. Depress and hold the ▲ or ▼ key until the desired minute flashes. Then release.
5. Press **SET**. The two digits representing seconds will begin to flash.
6. Depress and hold the ▲ or ▼ key until 00 flashes. Then release.
7. Press **SET**.

To set the year, month, and day press **DATE** three times. Then repeat steps 2 through 7.

NOTE: At this point, hours, minutes, and seconds will change to year, month, and day.

DETERMINING DATE AND TIME FOR THE WORLD'S 16 TIME ZONES

1. Press **ZONE** twice.
2. Use the TIME ZONE chart below to locate the code that corresponds to the time zone for which you desire the date and time. Press that code (e.g., press = to determine the date and time in Honk Kong). The selected date and time will alternately display for 10 seconds and return automatically to your home date and time.

CODE	CITY	TIME
0	Honolulu	-10
1	Los Angeles	-8
2	Denver	-7
3	Chicago	-6
4	New York	-5
5	Rio de Janeiro	-3
6	London	0
7	Paris	+1

CODE	CITY	TIME
8	Cairo	+2
9	Moscow	+3
+	Karachi	+5
-	Bangkok	+7
=	Hong Kong	+8
*	Tokyo	+9
/	Sydney	+10
#	Wellington	+12

The TIME column shows the number of hours each city is ahead of or behind London.

Grade Ten: English–Language Arts

USING YOUR GOLDEN ARROW MULTIPURPOSE CALCULATOR TO DETERMINE THE DATE AND TIME AT YOUR LOCATION AS WELL AS LOCATIONS AROUND THE GLOBE *(Cont'd)*

USING THE 100-YEAR CALENDAR

You can view the calendar for the years 1950 to 2050.

1. Press **CAL** twice. The four digits representing the year will begin to flash.
2. Depress and hold the ▲ or ▼ key until the desired year flashes. Then release.
3. Press **SET**. The two digits representing the month will begin to flash.
4. Depress and hold the ▲ or ▼ key until the desired month flashes. Then release.
5. Press **SET**. The calendar for the month and year you have selected will display.
6. To return to the current clock/calendar display, press **CAL** once.

Question 4 (Basic Sample)

Which of these words connotes the concept of rights?

- A inhabitant
- B visitor
- C resident
- D citizen

This question assesses interpretation of connotative meaning of a word.

Correct answer: D

Standard: Vocabulary and Concept Development

Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Grade Ten: English–Language Arts

Question 5 (Below Basic Sample)

Read this sentence from the passage.

Depress and hold the ▲ or ▼ key until the desired hour flashes.

In which sentence does depress have the same meaning as it does in the sentence above?

- A The slow, mournful music was beginning to depress Maddie.
- B The flood of CD players on the market served to depress their price.
- C Ian had to depress the lever several times to get the jack to the proper height.
- D According to one economist, another drop in employment could depress the economy.

Correct answer: C

This question assesses the interpretation of multiple meanings of a word.

Standard: Vocabulary and Concept Development

Identify and use the literal and figurative meanings of words and understand word derivations.



Grade Eleven: English–Language Arts

Policy Definitions

- **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.

Standards on Which Grade Eleven ELA Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Grade Eleven: English–Language Arts

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

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

A Family of Stars

(1) William Herschel and his sister Caroline Lucretia Herschel made large contributions to the field of astronomy. (2) William Herschel moved from Germany to England in 1757. (3) He became an organist at a chapel in Bath in 1766. (4) Although he was a musician by occupation, William Herschel developed a growing interest in the skies throughout the 1770s. (5) Unlike many current astronomers, _____ his focus was on distant celestial bodies rather than nearby objects. (6) He began to make telescopes, even grinding his own mirrors to make them large enough to view far into space. (7) His first major find was the discovery of the planet Uranus in 1781, which earned him fame, the Copley Medal of the Royal Society, and the post of Court Astronomer to King George III. (8) Finally, at the age of 43, he was able to give up music to pursue astronomy full time.

(9) Caroline Herschel joined her brother in Bath in 1772 and became his assistant, recording his observations and calculating the position of various objects in outer space. (10) In 1786 the brother and sister team moved to a house in Slough with a yard big enough for their telescopes. (11) Caroline used these large telescopes to locate a new comet in 1786. (12) This discovery brought Caroline fame, publication in the Royal Society’s journal, and official acknowledgement as William’s assistant, a job which paid 50 pounds per year. (13) After William’s death in 1822, Caroline continued her brother’s work. (14) She won the Royal Astronomical Society’s gold medal in 1828 and became an honorary member in 1835, making her one of the most famous and admired women astronomers.

Grade Eleven: English–Language Arts

Question 1 (Advanced Sample)

The underlined word focus in sentence 5 should be replaced because in this context it

- A carries a tone that is inappropriate for a student report.
- B carries a second, humorous meaning related to the use of telescopes.
- C suggests that Herschel inappropriately neglected his primary occupation.
- D suggests that Herschel’s contributions were more important than his sister’s.

Correct answer: B

This question assesses revision of writing for appropriate tone.

Standard: Evaluation and Revision

Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Grade Eleven: English–Language Arts

Question 2 (Proficient Sample)

Which of the following is the *best* way to combine sentences 2 and 3?

- A** William Herschel moved from Germany to England in 1757, then he became an organist at a chapel in Bath in 1766.
- B** When William Herschel moved from Germany to England in 1757, he became an organist at a chapel in Bath in 1766.
- C** William Herschel moved from Germany to England in 1757 and became an organist at a chapel in Bath in 1766.
- D** Since William Herschel moved from Germany to England in 1757, he became an organist at a chapel in Bath in 1766.

Correct answer: C

This question assesses revision using a variety of sentence structures while maintaining clarity.

Standard: Evaluation and Revision

Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Grade Eleven: English–Language Arts

Question 3 (Proficient Sample)

Read this sentence from the report.

Unlike many current astronomers, _____ his focus was on distant celestial bodies rather than nearby objects.

What would be the *best* transition to place in the blank?

- A therefore,
- B nevertheless,
- C meantime,
- D however,

This question requires appropriate use of a transition word.

Correct answer: D

Standard: Evaluation and Revision

Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Grade Eleven: 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.

Was Early Medicine Just What the Doctor Ordered?

(1) The medical profession has come a long way, but it had to start somewhere. (2) Early medicine was often based on inadequate or unscientific information. (3) Early physicians sometimes did the right thing even if they did not do it in precisely the correct way. (4) For example, the ancient Egyptians used thousands of herbs for their incredible healing power. (5) There is also evidence that they set and splinted fractured bones. (6) They even attempted surgery, but due to a lack of anesthesia, the patient usually had another problem, a bump on the head after being knocked unconscious. (7) However, ancient medical practice involved not only direct treatment but also philosophical ideas. (8) The Greek physician Hippocrates, known as the “father of medicine,” created a code of ethical medical behavior that is still used by doctors today.

(9) Renaissance physicians began to search for more scientific evidence to support their medical findings. (10) This search did not stop all old practices. (11) For instance, some of the first barbers also were considered to be surgeons. (12) They performed minor surgeries along with hair cuts and attention to small wounds; however, they were not as respected as physicians. (13) While some of these methods may seem like common sense and others demonstrate a lack of sense, the work of these early physicians pushed people to question and learn, essential practices in the world of medicine.

Grade Eleven: English–Language Arts

Question 4 (Basic Sample)

Which of the following is the *best* way to combine sentences 9 and 10?

- A Although Renaissance physicians began to search for more scientific evidence to support their medical findings, this search did not stop all old practices.
- B Specifically, Renaissance physicians began to search for more scientific evidence to support their medical findings; this search did not stop all old practices.
- C Because Renaissance physicians began to search for more scientific evidence to support their medical findings, this search did not stop all old practices.
- D Since Renaissance physicians began to search for more scientific evidence to support their medical findings this search did not stop all old practices.

Correct answer: A

This question assesses sentence combining for clarity of meaning.

Standard: Evaluation and Revision

Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Grade Eleven: 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.

Su Lee
Geography
Ms. Jacobson
March 5, 2003

Climbing Mount Everest

1. Imagine a group of mountain climbers at the summit of Mount Everest. It has taken the climbers days to ascend to an altitude of 29,000 feet. They have covered some of the most treacherous terrain imaginable, but the final 300 feet will prove to be the most formidable. From the South Summit, the climbers will traverse a narrow ridge that is vertically exposed on both sides, requiring them to proceed cautiously. Due to the high altitude and physical difficulty of the climb, the climbers will be forced to stop between steps to breathe six to eight times before continuing. Exhausted when they reach the top, the climbers will have little energy left for celebrating.
2. Since 1953, when Edmund Hillary and Tenzing Norgay became the first to climb Mount Everest, only a little more than one thousand mountain climbers have successfully completed the 29,028-foot climb to the highest point on earth. Beginning their journey in Kathmandu, Nepal, mountain climbers must hike more than 100 miles, reaching an elevation of over 17,000 feet, to reach the base of Mount Everest. This trek takes three weeks and helps the body adjust to the decreased oxygen levels experienced at higher altitudes. A process called *acclimatization* begins soon after climbers are exposed to higher elevations, increasing their bodies’ ability to make more red blood cells to carry oxygen. Complete acclimatization, however, takes several weeks. Even after reaching base camp, climbers have to make several round-trips to higher areas on Mount Everest to prepare their bodies for the lack of oxygen they will experience on the mountain.
3. Acclimatization is only the first of many challenges confronted by the climbers. One of the most daunting requirements of the climb to the top of Mount Everest is crossing Everest’s icefalls, which are deep crevasses in the mountain that continually open and close due to the constantly shifting glaciers. Sometimes there is no way around an icefall, and lightweight aluminum ladders must be laid across the gap to form a bridge for the climbers. Avalanches, too, are a common occurrence, and they are by far the most dangerous obstacle climbers face. High winds at the top of Mount Everest can also be problematic. Hypothermia and frostbite are serious potential health risks.
4. In spite of the dangers involved in climbing Mount Everest and the odds against reaching Everest’s summit, adventurers flock to the mountain to have their strength, courage, and climbing abilities tested. While some people wonder why anyone would face such obstacles to achieve this goal, climbers who dream of scaling Mount Everest identify with the legendary British climber George Mallory, who, when asked why he wanted to climb Mount Everest, replied, “Because it’s there.”

Grade Eleven: English–Language Arts

Question 5 (Below Basic Sample)

Read this sentence from paragraph 1 of the report.

Exhausted when they reach the top, the climbers will have little energy left for celebrating.

In which sentence would the placement of the word finally best help to clarify meaning?

- A Exhausted when they reach the top, finally, the climbers will have little energy left for celebrating.
- B Exhausted when they reach the top, the climbers finally will have little energy left for celebrating.
- C Exhausted when they finally reach the top, the climbers will have little energy left for celebrating.
- D Exhausted when they reach the top, the climbers will have little energy left, finally, for celebrating.

Correct answer: C

This question requires revision of writing to clarify meaning.

Standard: Evaluation and Revision

Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999
 STUDENT #: 0000052392 DATE OF BIRTH: 00/00/0000
 GRADE: 10 TEST DATE: Spring 0000



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

SCHOOL: California High School
 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.

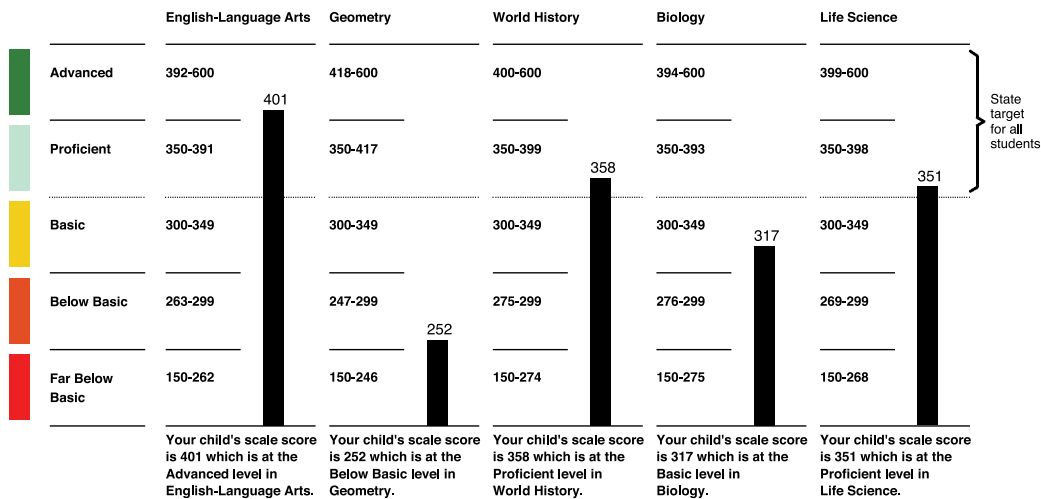
Sincerely,

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

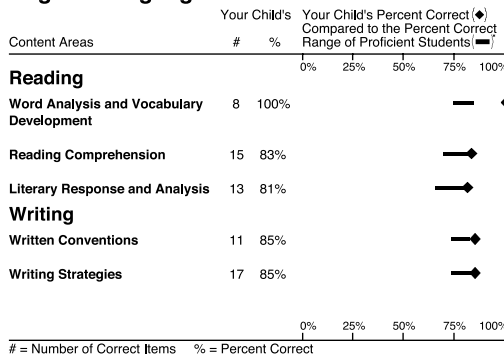
Your child's strengths and needs based on these tests

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.

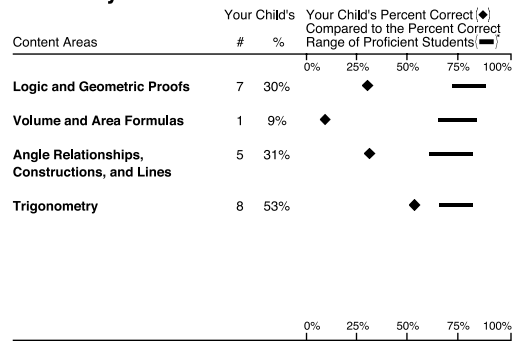
Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

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.

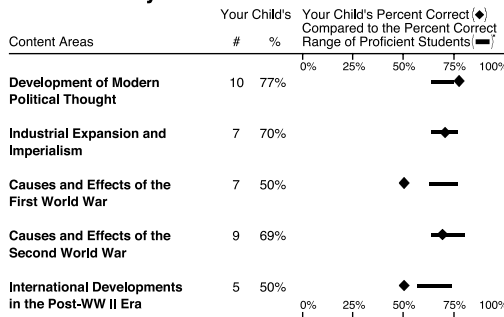
English-Language Arts GRADE 10



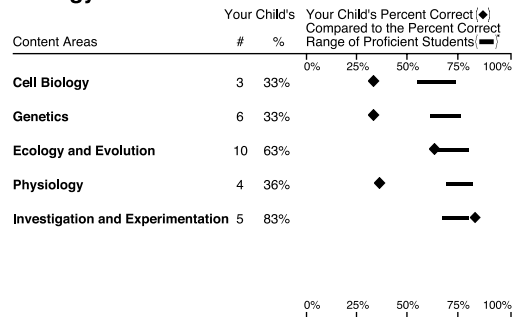
Geometry



World History



Biology



California Reading List (CRL)

Your child's recommended California Reading List Number is 12.

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.

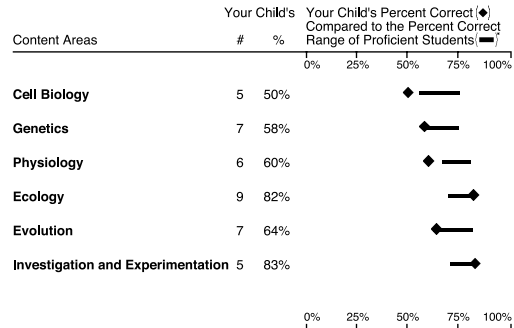
To access the California Reading List:

- 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.

Life Science





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

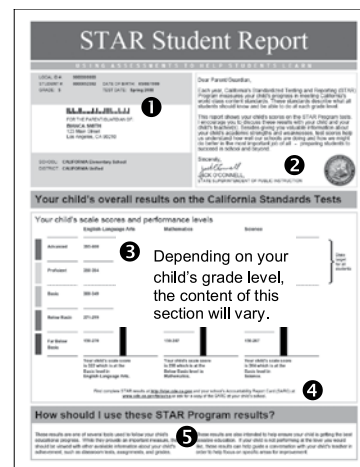
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's 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)

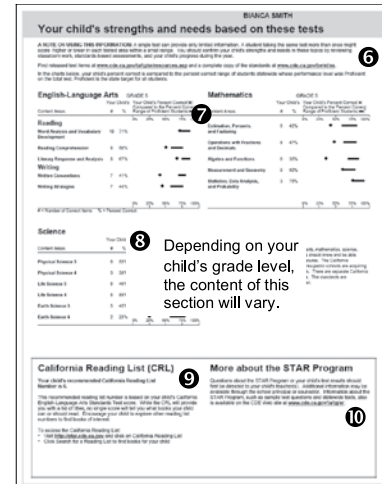
CRL — This recommended reading list number is based on your child's California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore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