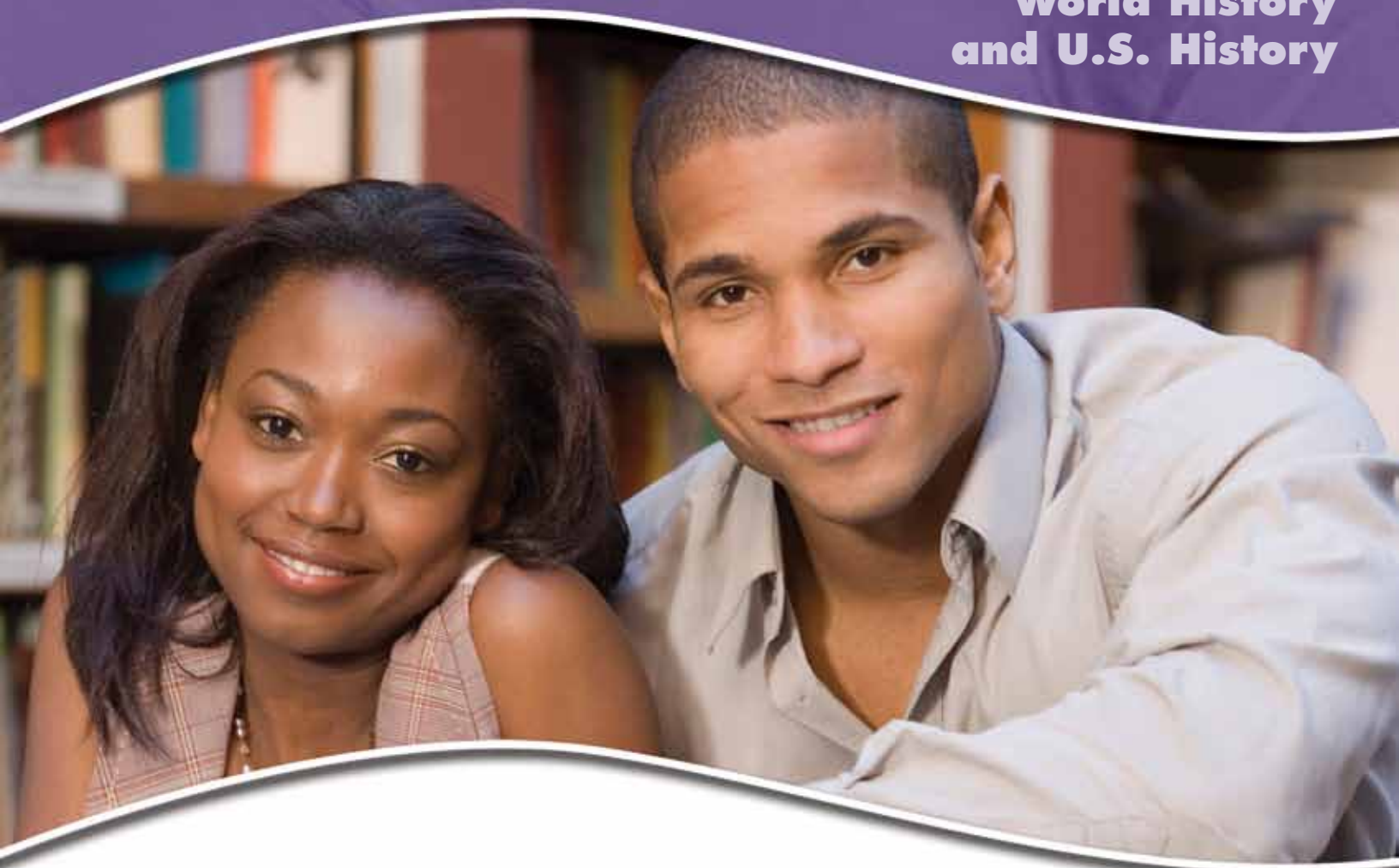
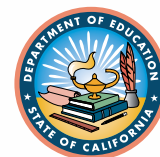


World History and U.S. History



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. Content 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 15 through 18 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 World History and U.S. History 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:

- World History (page 5)
- U.S. History (page 9)

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.

World History

Typical World History Performance on the CST

Advanced

Students at the advanced level evaluate and analyze broader themes of historical continuity and change. They evaluate the motivations of major figures in history and analyze historical, political, and geographic consequences of decisions. Advanced students describe the significance of world leaders and analyze the causes and consequences of major past events. They evaluate the impact of major political ideas such as democracy and constitutional government, and relate these ideas to their ancient origins.

Proficient

Students at the proficient level describe and understand historical relationships. They understand the effects of major events and transformations in history. Proficient students understand the significance of decisions made by world leaders and describe the causes and consequences of major past events. They understand the impact of major political ideas such as democracy and constitutional government, and they describe the evolution of these ideas in different contexts.

Basic

Students at the basic level recognize the outcomes and consequences of historical change. They can recall the names and actions of major figures in history and can recognize major past events. They recognize the ideas and vocabulary of major political ideas such as democracy and they recognize these ideas in different contexts.

Below Basic

Students at the below basic level rarely recognize the outcomes and consequences of historical change. They sometimes recognize the names of major figures in history and major past events. They sometimes recognize the ideas and vocabulary of major political ideas such as democracy and recall these ideas in different contexts.

Standards on Which World History Questions Are Based

Questions 1, 2, and 4 measure Causes and Effects of the Second World War: Students analyze the causes and consequences of World War II.

Question 3 measures Causes and Effects of the First World War: Students analyze the effects of the First World War.



World History

Question 1 (Advanced Sample)

Use the following information to answer the question.

My good friends, for the second time in our history, a British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time Go home and get a nice quiet sleep.

—Neville Chamberlain, April 30, 1938
(following his return from the Munich Conference)

The statement reflects the British belief that which of the following policies would prevent another war?

- A containment
- B isolation
- C reparation
- D appeasement

This question assesses the interpretation of a primary source regarding the causes of World War II.

Correct answer: D

Standard: Students analyze the causes and consequences of World War II.

Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

Secondary Standard: Historical Research, Evidence, and Point of View

Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

World History

Question 2 (Proficient Sample)

Why did Hitler sign a non-aggression treaty with Stalin on the eve of World War II?

- A to prevent the League of Nations from acting to stop the war
- B to show that Hitler had changed his views on communism
- C to allow Germany to invade Poland without Soviet opposition
- D to insure that Germany had direct access to the Baltic Sea

Correct answer: C

This question assesses an understanding of events leading to World War II.

Standard: Students analyze the causes and consequences of World War II.

Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China, and the Stalin-Hitler Pact of 1939.

Secondary Standard: Historical Interpretation

Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Question 3 (Proficient Sample)

One way fascist leaders in the 1920s and 1930s gained popular support was by

- A promising to maintain peace with other countries.
- B attracting foreign investment for industrial development.
- C limiting military influence in the government.
- D appealing to national pride.

Correct answer: D

This question assesses knowledge of the rise of authoritarian governments in Europe during the 1930s.

Standard: Students analyze the effects of the First World War.

Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

World History

Question 4 (Basic Sample)

In 1939, France and Great Britain declared war on Germany as a direct result of the German

- A annexation of Austria.
- B occupation of the Rhineland.
- C seizure of the Sudetenland.
- D invasion of Poland.

This question assesses knowledge of the event that started World War II.

Correct answer: D

Standard: Students analyze the causes and consequences of World War II.

Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China, and the Stalin-Hitler Pact of 1939.

Secondary Standard: Historical Interpretation

Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

U.S. History

Typical Grade Eleven U.S. History Performance on the CST



Advanced

Students in grade eleven at the advanced level demonstrate the ability to evaluate the effects of past domestic and foreign policy programs of the United States, and to analyze the intentions of key figures from the past. They assess policy changes and their impact. Advanced students analyze literary and artistic developments in response to economic and cultural change. Advanced students evaluate public attitudes and analyze resulting social changes. They analyze the motivations of key figures from the past and evaluate the effects of policy and ideological points of view.

Proficient

Students in grade eleven at the proficient level understand the effects of past domestic and foreign policy programs of the United States and describe the intents of key figures from the past. They describe policy changes and their impact. Proficient students describe literary and artistic developments in response to economic and cultural change. They describe public attitudes and understand resulting social changes. They understand the motivations of key figures from the past and describe their ideological points of view.

Basic

Students in grade eleven at the basic level recognize the effects of economic and political change, and recall key figures from the past. They recognize themes in literary and artistic developments. Basic students recall public attitudes and recognize their implications. They recall major issues from the past and recognize differing points of view.

Below Basic

Students in grade eleven at the below basic level may recognize patterns of economic and political change. They may recall major themes from the past. Below basic students may recall key figures and recognize major issues from the past.

Standards on Which U.S. History Questions Are Based

Question 1 measures Foundations of American Political and Social Thought: Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

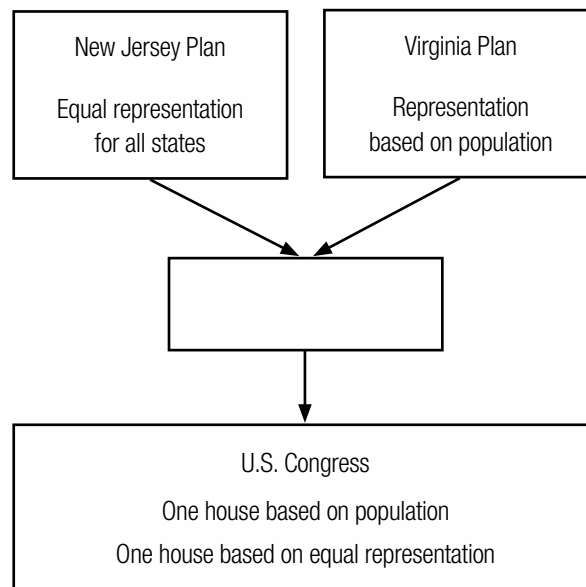
Questions 2 and 4 measure Post-World War II Domestic Issues: Students analyze the development of federal civil rights and voting rights.

Question 3 measures Post-World War II Domestic Issues: Students analyze the economic boom and social transformation of post-World War II America.

Question 5 measures World War II and Foreign Affairs: Students analyze the American participation in World War II.

U.S. History

Question 1 (Advanced Sample)



Which of the following belongs in the empty box above?

- A The Missouri Compromise
- B The Great Compromise
- C *The Federalist* papers
- D The Articles of Confederation

This question assesses knowledge of a compromise at the Constitutional Convention.

Correct answer: B

Standard: Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

U.S. History

Question 2 (Proficient Sample)

The outstanding record of African Americans who served in the military forces during World War II was one reason President Truman decided in 1948 to

- A begin drafting African Americans into the armed forces.
- B order an end to racial segregation in the military.
- C create special African-American combat units.
- D continue the Tuskegee Airmen program.

Correct answer: B

This question assesses understanding of a cause-and-effect relationship during the Civil Rights era.

Standard: Students analyze the development of federal civil rights and voting rights.

Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

Secondary Standard: Historical Interpretation

Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

U.S. History

Question 3 (Proficient Sample)

Employment Figures for Three Economic Sectors*

Year	Agriculture	Manufacturing	Service
1900	11,050	7,252	6,832
1950	6,001	18,475	20,721

*Numbers in millions

Sources: *Historical Statistics of the United States, Colonial Times to 1970*;
Statistical Abstracts of the United States, 1953, 1954, 1999.

What factor would be considered *most* responsible for the employment trend depicted in the chart?

- A the increasing use of technology
- B the issuance of an isolationist trade policy
- C the establishment of a restrictive immigration policy
- D the initiation of extensive farm subsidy programs

Correct answer: A

This question assesses the interpretation of data related to industrialization.

Standard: Students analyze the economic boom and social transformation of post-World War II America.

Trace the growth of service sector, white collar, and professional sector jobs in business and government.

Secondary Standard: Historical Interpretation

Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

U.S. History

Question 4 (Basic Sample)

The Supreme Court in *Brown v. Board of Education* (1954)

- A permitted affirmative action in admission to colleges.
- B ended Bible reading and prayer in public schools.
- C outlawed racial segregation in public schools.
- D authorized schools to censor student newspapers.

Correct answer: C

This question assesses knowledge of a major event from the Civil Rights movement.

Standard: Students analyze the development of federal civil rights and voting rights.

Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *California Proposition 209*.

U.S. History

Question 5 (Below Basic Sample)

Yesterday, December 7, 1941—a date that will live in infamy. . . .

—President Franklin Roosevelt,
December 8, 1941

What was President Roosevelt referring to in his speech?

- A a police attack on strikers in Detroit
- B the Japanese bombing of Pearl Harbor
- C an explosion in a West Virginia coal mine
- D the collapse of the New York Stock Exchange

Correct answer: B

This question assesses the interpretation of a primary source from World War II.

Standard: Students analyze the American participation in World War II.

Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

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.

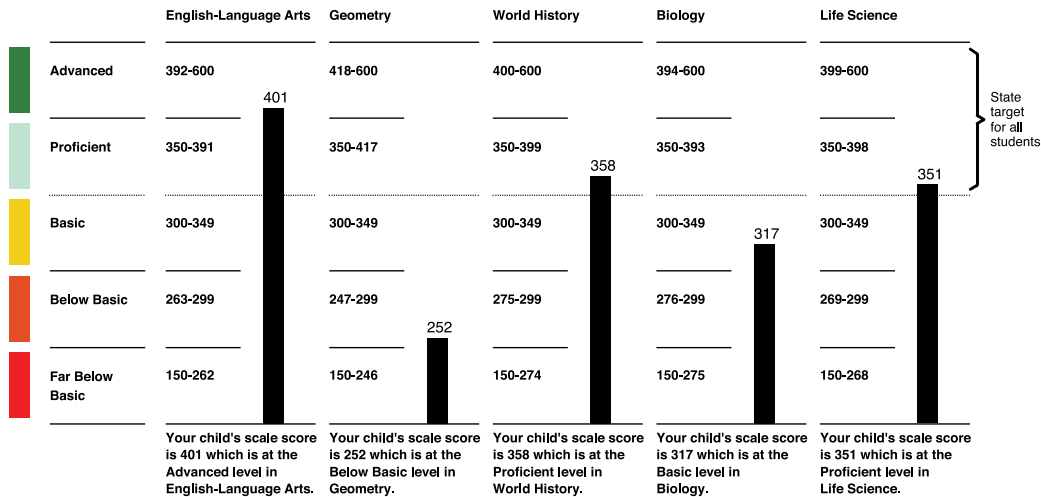
Sincerely,

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

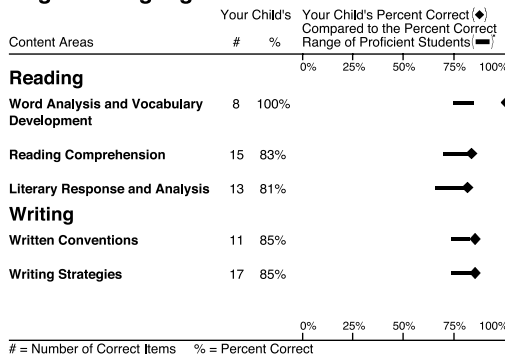
A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based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

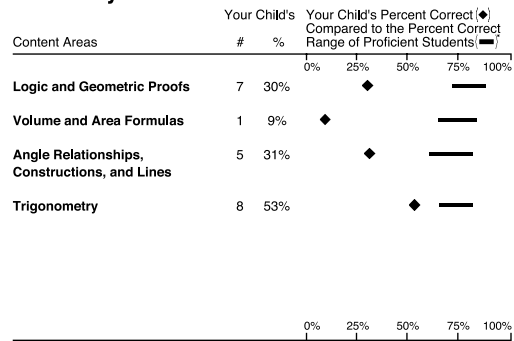
In the charts below, your child's percent correct is compared to the percent correct copy of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

English-Language Arts

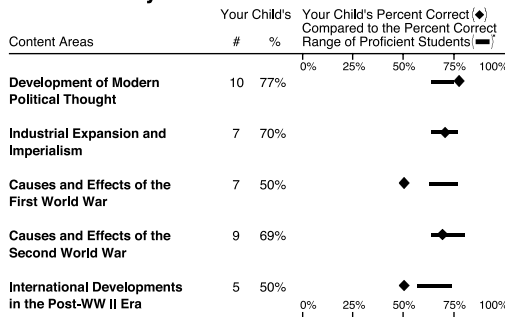
GRADE 10



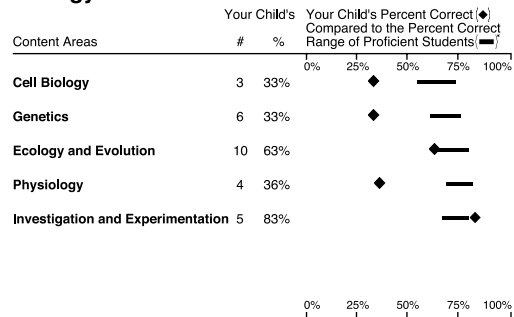
Geometry



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:

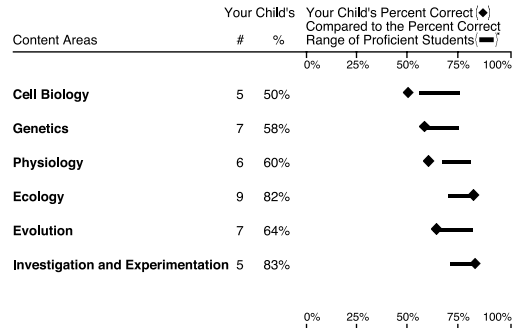
- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

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

GRADE 10





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

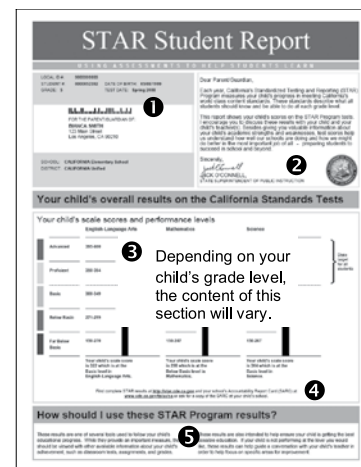
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's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

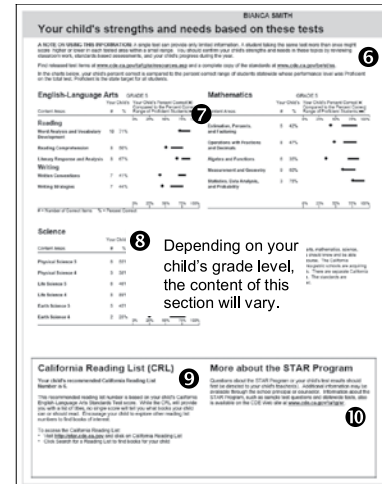
CRL — This recommended reading list number is based on your child's California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore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