

**Algebra I,
Geometry and
Algebra II**

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 17 through 20 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 Algebra I, Geometry, and Algebra II 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:

- Algebra I (page 5)
- Geometry (page 9)
- Algebra II (page 13)

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.

Algebra I

Typical Algebra I Performance on the CST

Advanced

Algebra I students at the advanced level have a strong understanding of number properties and logical reasoning. They understand equations, including absolute value equations, roots, and systems of linear equations. They are able to manipulate rational expressions. In addition, they fully understand the concept of functions. These students are adept at all aspects of graphing, including linear equations and inequalities. They have a strong understanding of polynomials, including factoring. Also, these students have an understanding of quadratic equations, including graphing and solving.



Proficient

Algebra I students at the proficient level have a solid understanding of rational numbers and their properties. They understand algebraic expressions. These students have a solid understanding of polynomials, including simplifying and factoring. Proficient students understand graphing, including intercepts and point-slope equations. These students are adept at solving problems involving context.

Basic

Algebra I students at the basic level have a limited understanding of the basic concepts of Algebra I. They have some understanding of algebraic expressions, including monomials. These students understand basic properties of real numbers, such as exponents and the distributive property. The basic student has a limited understanding of graphs of functions (linear and quadratic). These students can solve some problems, including one-step equations and word problems.

Below Basic

Algebra I students at the below basic level have a minimal understanding of the concept of variable and other foundational topics of Algebra I. These students have difficulty manipulating algebraic expressions. They have little understanding of functions and their graphs. They have some understanding of number properties.

Standards on Which Algebra I Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Algebra: Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.

Algebra I

Question 1 (Advanced)

$$(4x^2 - 2x + 8) - (x^2 + 3x - 2) =$$

- A $3x^2 + x + 6$
- B $3x^2 + x + 10$
- C $3x^2 - 5x + 6$
- D $3x^2 - 5x + 10$

This question assesses the ability to subtract polynomials.

Correct answer: D

Standard: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

Question 2 (Proficient Sample)

Which of the following expressions is equal to $(x + 2) + (x - 2)(2x + 1)$?

- A $2x^2 - 2x$
- B $2x^2 - 4x$
- C $2x^2 + x$
- D $4x^2 + 2x$

This question assesses adding and multiplying polynomials.

Correct answer: A

Standard: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

Algebra I

Question 3 (Basic Sample)

The sum of two binomials is $5x^2 - 6x$. If one of the binomials is $3x^2 - 2x$, what is the other binomial?

- A $2x^2 - 4x$
- B $2x^2 - 8x$
- C $8x^2 + 4x$
- D $8x^2 - 8x$

This question assesses the ability to subtract binomials.

Correct answer: A

Standard: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

Question 4 (Basic Sample)

$$\frac{5x^3}{10x^7} =$$

- A $2x^4$
- C $\frac{1}{5x^4}$
- B $\frac{1}{2x^4}$
- D $\frac{x^4}{5}$

This question assesses the ability to divide monomials.

Correct answer: B

Standard: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

Algebra I

Question 5 (Basic Sample)

Solve: $3(x + 5) = 2x + 35$	
Step 1	$3x + 15 = 2x + 35$
Step 2	$5x + 15 = 35$
Step 3	$5x = 20$
Step 4	$x = 4$

Which is the first *incorrect* step in the solution shown above?

- A Step 1
- B Step 2
- C Step 3
- D Step 4

This question assesses determining the incorrect step when solving a linear equation.

Correct answer: B

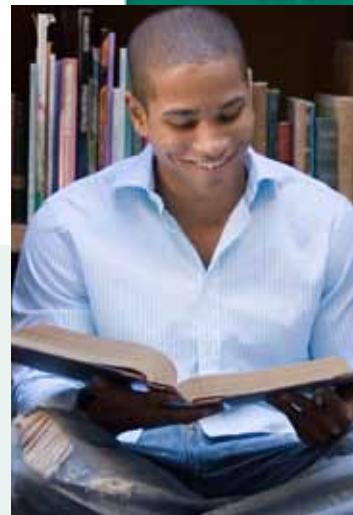
Standard: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

Geometry

Typical Geometry Performance on the CST

Advanced

Geometry students at the advanced level have a strong understanding of logic and reasoning. These students are able to apply these skills to geometric proofs, including congruent triangles. They fully understand the concepts of perimeter and volume and properties of geometric figures. The advanced student has a strong understanding of angle relationships and geometric constructions. These students have a strong understanding of trigonometry and the identities of trigonometric functions.



Proficient

Geometry students at the proficient level have a solid understanding of the structure of a proof. These students are able to solve problems involving common two- and three-dimensional figures. They have a solid understanding of properties of right triangles, including the Pythagorean theorem. Proficient students understand basic geometric constructions and can solve basic problems involving trigonometry.

Basic

Geometry students at the basic level have a limited understanding of geometric proofs. These students have some understanding of the properties of geometric shapes, including parallelograms. They have a limited understanding of area, perimeter, and volume. The basic student is able to solve simple problems involving simple figures. These students have some understanding of angle relationships, including angles created by parallel lines and a transversal. They have a limited understanding of the properties of quadrilaterals and circles.

Below Basic

Geometry students at the below basic level have a minimal understanding of the fundamental concepts of geometry. These students have a minimal understanding of the properties of basic two- and three-dimensional figures. They have a limited understanding of relationships between sides and angles, including the Pythagorean theorem. The below basic student has little to no understanding of trigonometric functions. These students have minimal understanding of geometric constructions.

Standards on Which Geometry Questions Are Based

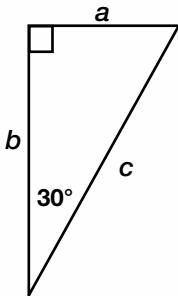
Questions 1, 2, 3, 4, and 5 measure Geometry: The geometric skills and concepts in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

Geometry

Question 1 (Advanced Sample)

If $a = 3\sqrt{3}$ in the right triangle below, what is the value of b ?

- A 9
- B $6\sqrt{3}$
- C $12\sqrt{3}$
- D 18



This question assesses knowledge and use of the theorems regarding special right triangles.

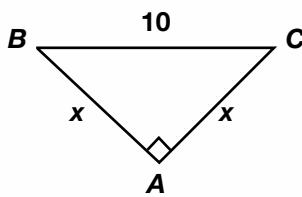
Correct answer: A

Standard: Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles.

Question 2 (Advanced Sample)

What is the value of x in the triangle below?

- A 5
- B $5\sqrt{2}$
- C $10\sqrt{3}$
- D 20



This question assesses knowledge and use of the theorems regarding special right triangles.

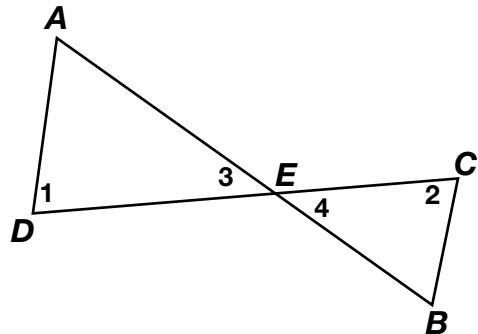
Correct answer: B

Standard: Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles.

Geometry

Question 3 (Advanced Sample)

Given: \overline{AB} and \overline{CD} intersect at point E ; $\angle 1 \cong \angle 2$



Which theorem or postulate can be used to prove $\triangle AED \sim \triangle BEC$?

- A AA
- B SSS
- C ASA
- D SAS

This question assesses knowledge and use of postulates and theorems.

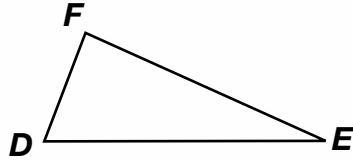
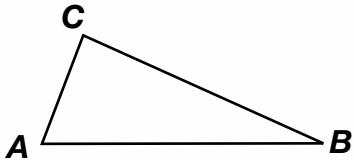
Correct answer: A

Standard: Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

Geometry

Question 4 (Proficient Sample)

In the figure below, $\overline{AC} \cong \overline{DF}$ and $\angle A \cong \angle D$.



Which additional information would be enough to prove that $\triangle ABC \cong \triangle DEF$?

- A $\overline{AB} \cong \overline{DE}$
- B $\overline{AB} \cong \overline{BC}$
- C $\overline{BC} \cong \overline{EF}$
- D $\overline{BC} \cong \overline{DE}$

This question assesses knowledge that the Side-Angle-Side postulate should be applied to this triangle problem.

Correct answer: A

Standard: Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

Question 5 (Below Basic Sample)

If a cylindrical barrel measures 22 inches in diameter, how many inches will it roll in 8 revolutions along a smooth surface?

- A 121π in.
- B 168π in.
- C 176π in.
- D 228π in.

This question assesses applying the formula for circumference to this context.

Correct answer: C

Standard: Students know, derive, and solve problems involving perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

Algebra II

Typical Algebra II Performance on the CST

Advanced

Algebra II students at the advanced level have a strong understanding of rational expressions. These students are able to manipulate polynomials, including long division. They are effective problem solvers and have a strong understanding of how to solve quadratic equations in a variety of situations. These students understand the fundamental concepts of conic sections and their equations. Advanced students have a strong understanding of logarithmic functions, including the properties of logarithms. They have a strong understanding of probability and statistics, including conditional probability.



Proficient

Algebra II students at the proficient level have a solid understanding of polynomials, including factoring. These students are able to solve systems of equations and inequalities, including those with three variables. They have a solid understanding of exponents and exponential functions, including exponential growth and decay. Proficient students understand the concept of series, including arithmetic and geometric.

Basic

Algebra II students at the basic level have a limited understanding of algebraic expressions, including simplifying monomials and polynomials. These students have some understanding of the introductory concepts of quadratic equations, including the graph of a parabola. They have a limited understanding of exponential and logarithmic functions. The basic student is able to solve simple problems involving functions and polynomials.

Below Basic

Algebra II students at the below basic level have a minimal understanding of the basic concepts of Algebra II, including solving equations. These students have some understanding of polynomials and algebraic expressions. They have minimal understanding of logarithms and some understanding of complex numbers, including the ability to identify a complex number. They have minimal understanding of exponential functions.

Standards on Which Algebra II Questions Are Based

Questions 1, 2, 3, 4, and 5 measure Algebra II: This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Algebra II

Question 1 (Advanced Sample)

Which product of factors is equivalent to $(x + 1)^2 - y^2$?

- A $(x + 1 + y)^2$
- B $(x + 1 - y)^2$
- C $(x - 1 + y)(x - 1 - y)$
- D $(x + 1 + y)(x + 1 - y)$

This question assesses application of the rules of factoring polynomials representing the difference of squares.

Correct answer: D

Standard: Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

Question 2 (Advanced Sample)

$$8a^3 + c^3 =$$

- A $(2a + c)(2a + c)(2a + c)$
- B $(2a - c)(4a^2 + 2ac + c^2)$
- C $(2a - c)(4a^2 - 4ac + c^2)$
- D $(2a + c)(4a^2 - 2ac + c^2)$

This question assesses application of the rules of factoring polynomials representing the sum of two cubes.

Correct answer: D

Standard: Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

Algebra II

Question 3 (Proficient Sample)

What is the solution to the system of equations shown below?

$$\begin{cases} 2x - y + 3z = 8 \\ x - 6y - z = 0 \\ -6x + 3y - 9z = 24 \end{cases}$$

- A $(0, 4, 4)$
- B $\left(1, 4, \frac{10}{3} \right)$
- C no solution
- D infinitely many solutions

This question assesses selecting and using an appropriate method to solve a system of linear equations, as well as recognizing when a system has no solution.

Correct answer: C

Standard: Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

Question 4 (Basic Sample)

Which polynomial represents $(3x^2 + x - 4)(2x - 5)$?

- A $6x^3 - 13x^2 - 13x - 20$
- B $6x^3 - 13x^2 - 13x + 20$
- C $6x^3 + 13x^2 + 3x - 20$
- D $6x^3 + 13x^2 + 3x + 20$

This question assesses knowledge and use of the rules to multiply polynomials.

Correct answer: B

Standard: Students are adept at operations on polynomials, including long division.

Algebra II

Question 5 (Basic Sample)

Which expression is equivalent to $(6y^2 - 2)(6y + 2)$?

- A $36y^2 - 4$
- B $36y^3 - 4$
- C $36y^2 + 12y^2 + 12y - 4$
- D $36y^3 + 12y^2 - 12y - 4$

This question assesses knowledge and use of the rules to multiply binomials.

Correct answer: D

Standard: Students are adept at operations on polynomials, including long division.

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999
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.

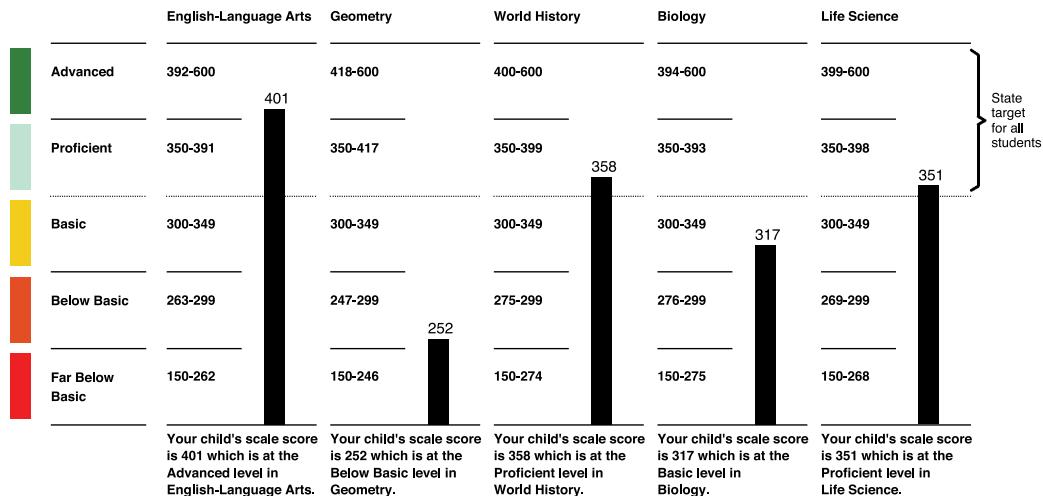
Sincerely,

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/sarc 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

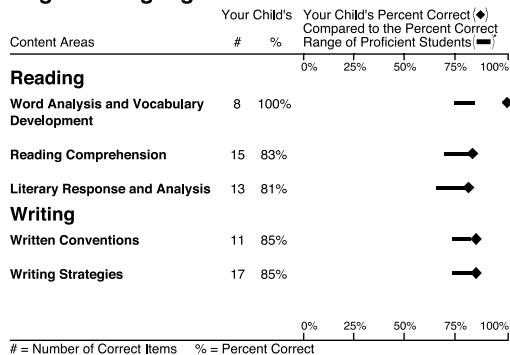
Your child's strengths and needs based on these tests

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.

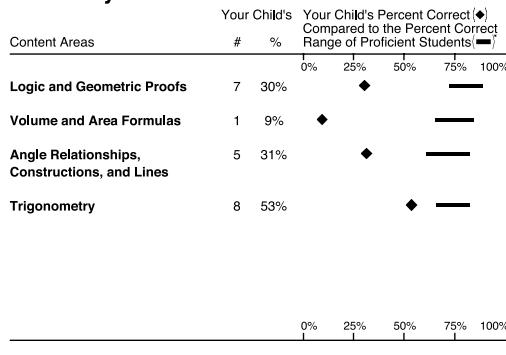
Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

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.

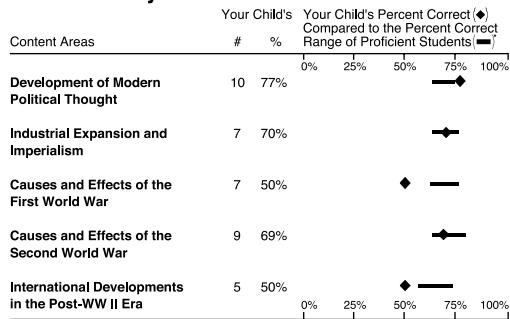
English-Language Arts GRADE 10



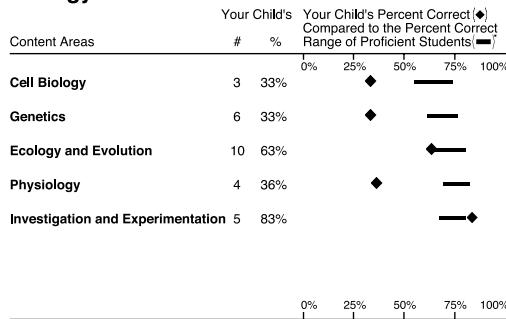
Geometry



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.

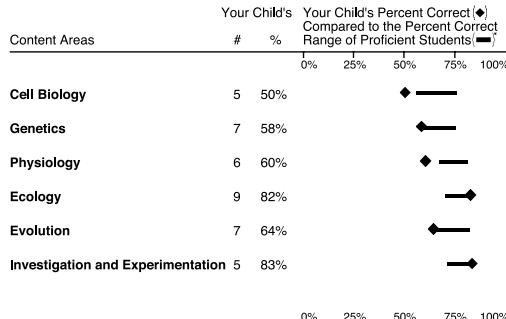
To access the California Reading List:

- 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.

The STAR Student Report document includes:

- Section 1:** A letter from the State Superintendent of Public Instruction to parents/guardians.
- Section 2:** A chart titled "Your child's overall results on the California Standards Tests" showing scale scores and performance levels for English Language Arts and Mathematics across different grade levels (2, 3, 4, 5, 6, 7, 8, 9, 10, 11).
- Section 3:** A callout pointing to the chart, stating: "Depending on your child's grade level, the content of this section will vary."
- Section 4:** A callout pointing to the letter from the State Superintendent, stating: "How should I use these STAR Program results?"
- Section 5:** A callout pointing to the letter from the State Superintendent, stating: "These results are one of several tools used to follow my child's educational progress. These provide an snapshot of what your child knows and can do at each grade level. If your child is not performing at the level you would like, talk with your child's teacher about what you can do to help him or her succeed in school. Ask your child's teacher to help focus on 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)

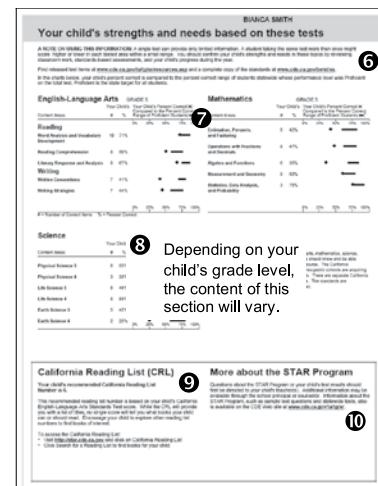
CRL — This recommended reading list number is based on your child's California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore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