

# STAR Test 2009

## Parent Information Meeting

### **Garden Park Elementary School**

6562 Stanford Avenue  
Garden Grove, CA 92845  
Gary M. Gerstner, Principal

# STAR STUDENT REPORT

- Mailed out in August/September
- Two sided,
- Front page.

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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



FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

SCHOOL: GARDEN PARK  
DISTRICT: GGUSD

### Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/aa](http://www.ede.ca.gov/ia/aso/aa) 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.

# STAR STUDENT REPORT

- Second page

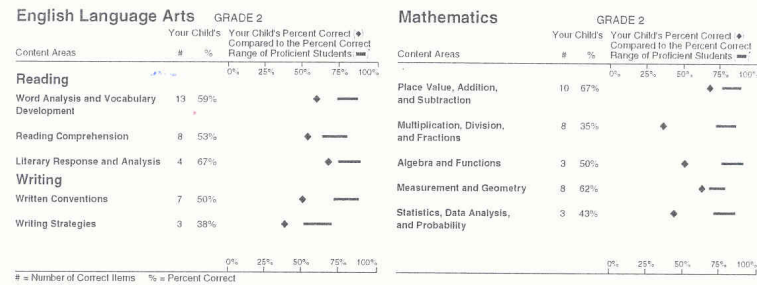
RALPH LAUREN

## 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/ta/](http://www.cde.ca.gov/be/sr/ta/).

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



### More about the English-Language Arts Standards

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

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

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

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

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

### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

## California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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/](http://www.cde.ca.gov/ta/tg/sr/).

# STAR STUDENT REPORT

## Section 1

- Your child's information.

### STAR Student Report


USING ASSESSMENTS TO HELP STUDENTS LEARN

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, 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

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/ra](http://www.ede.ca.gov/ia/aso/ra) 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.

# STAR STUDENT REPORT

## Section 2

- Words from the State Superintendent of Public Education.

### STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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. We 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,  
[Signature]  
JOCK O'CONNELL, Superintendent

SCHOOL: GARDEN PARK  
DISTRICT: CGUSD

FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

#### Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State target for all students

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/ra](http://www.ede.ca.gov/ia/aso/ra) 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.

# STAR STUDENT REPORT

## Section 3

- Individual scale scores and performance levels.

### STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2


DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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



SCHOOL: GARDEN PARK  
DISTRICT: CGUSD

FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

#### Your child's overall results on the California Standards Tests

##### Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-400	414-390
Proficient	350-411	351-413
Basic	299-318	303-348
Below Basic	262-299	256-299
Far Below Basic	150-261	150-255

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State Average for all students

#### 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.

# STAR STUDENT REPORT

## Section 3

- Individual scale scores and performance levels.



**STAR Student Report**

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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

FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

SCHOOL: GARDEN PARK  
DISTRICT: GEGUSD



**Your child's overall results on the California Standards Tests**

Your child's scale scores and performance levels

	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State target for all students

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/aa](http://www.ede.ca.gov/ia/aso/aa) 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.

# STAR STUDENT REPORT

## Section 3

- Individual scale scores and performance levels.



**STAR Student Report**  
USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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

SCHOOL: GARDEN PARK  
DISTRICT: CEGUSD

FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845



**Your child's overall results on the California Standards Tests**

Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State target for all students

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/aa](http://www.ede.ca.gov/ia/aso/aa) 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.

# STAR STUDENT REPORT

## Section 3

- Individual scale scores and performance levels.



**STAR Student Report**  
USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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

SCHOOL: GARDEN PARK  
DISTRICT: CCGUSD

FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845



**Your child's overall results on the California Standards Tests**

Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	417-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/aa](http://www.ede.ca.gov/ia/aso/aa) 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.

# STAR STUDENT REPORT

## Section 4

- Websites for complete STAR results & school accountability cards.
- <http://star.cde.ca.gov>
- [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)
- [www.ggusd.us](http://www.ggusd.us)
- [www.ggusd.us/gardenpark](http://www.ggusd.us/gardenpark)

### STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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



FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

SCHOOL: GARDEN PARK  
DISTRICT: GGUSD

#### Your child's overall results on the California Standards Tests

Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State target for all students

7. For complete STAR results, visit <http://star.cde.ca.gov> and use school accountability report (STAR) at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/) or call for a copy of the SAR 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.

# STAR STUDENT REPORT

## Section 5

- How should I use these STAR Program results?

### STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: [REDACTED]  
STUDENT #: 12345  
GRADE: 2  
DATE OF BIRTH: 1/1/2000  
TEST DATE: Spring 2008

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



FOR THE PARENT/GUARDIAN OF:  
RALPH LAUREN  
1234 SUPERSTREET  
G.G. CA 92845

SCHOOL: GARDEN PARK  
DISTRICT: GGUSD

#### Your child's overall results on the California Standards Tests

##### Your child's scale scores and performance levels

Performance Level	English Language Arts	Mathematics
Advanced	402-600	414-600
Proficient	350-401	350-413
Basic	300-349	300-349
Below Basic	262-299	236-299
Far Below Basic	150-261	150-235

Your child's scale score is 320 which is at the Basic level in English Language Arts.

Your child's scale score is 280 which is at the Below Basic level in Mathematics.

State target for all students

Find complete STAR results at <http://star.ede.ca.gov> and your school's Accountability Report Card (SARC) at [www.ede.ca.gov/ia/aso/ra](http://www.ede.ca.gov/ia/aso/ra) 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.

# STAR STUDENT REPORT

## Section 6

- A note on using this information.

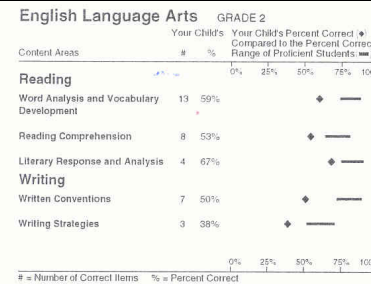
RALPH LAUREN

### 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/ta/resources.asp](http://www.cde.ca.gov/ta/tg/ta/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/bs/](http://www.cde.ca.gov/be/bs/).

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



#### More about the English-Language Arts Standards

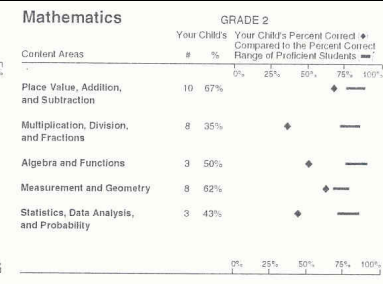
**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent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

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

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

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

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



#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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/ta/](http://www.cde.ca.gov/ta/tg/ta/).

# STAR STUDENT REPORT

## Section 7

- Student's strengths and needs based upon test results.

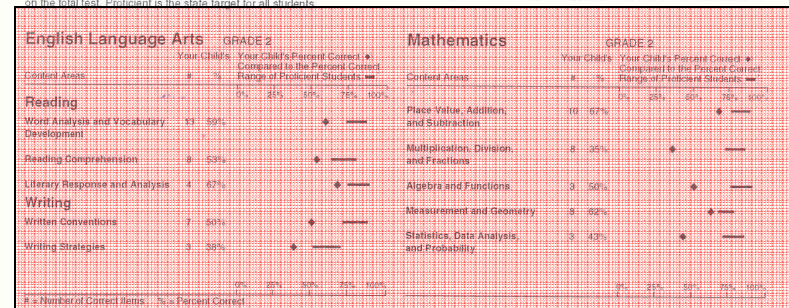
RALPH LAUREN

### 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/ta](http://www.cde.ca.gov/be/sr/ta).

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



#### More about the English-Language Arts Standards

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

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

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

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

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

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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](http://www.cde.ca.gov/ta/tg/sr).

# STAR STUDENT REPORT

## Section 7

- Student's strengths and needs based upon test results.

RALPH LAUREN

### 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/tes](http://www.cde.ca.gov/be/sr/tes).

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



#### More about the English-Language Arts Standards

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

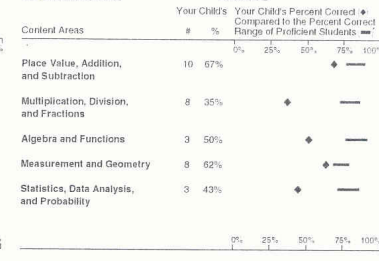
**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

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

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

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

#### Mathematics



#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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](http://www.cde.ca.gov/ta/tg/sr).

# STAR STUDENT REPORT

## Section 7

- Student's strengths and needs based upon test results.
  - Word Analysis
  - Reading Comprehension
  - Literary Response
  - Written Conventions
  - Writing Strategies

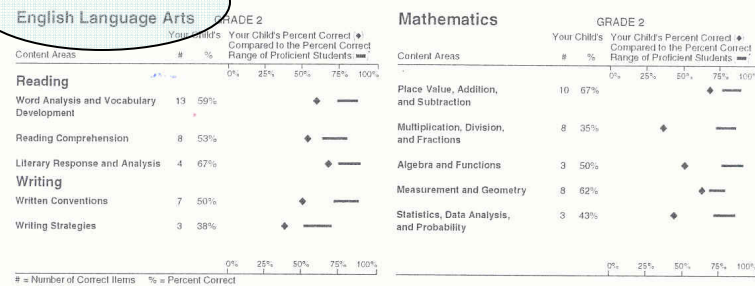
### Your child's strengths and needs based on these tests

RALPH LAUREN

**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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/ta](http://www.cde.ca.gov/be/sr/ta).

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



#### More about the English-Language Arts Standards

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

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

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

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

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

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

#### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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](http://www.cde.ca.gov/ta/tg/sr).

# STAR STUDENT REPORT

## Section 7

- Student's strengths and needs based upon test results.
  - Number Sense
  - Algebra and Functions
  - Measurement & Geometry
  - Statistics, Data Analysis & Probability

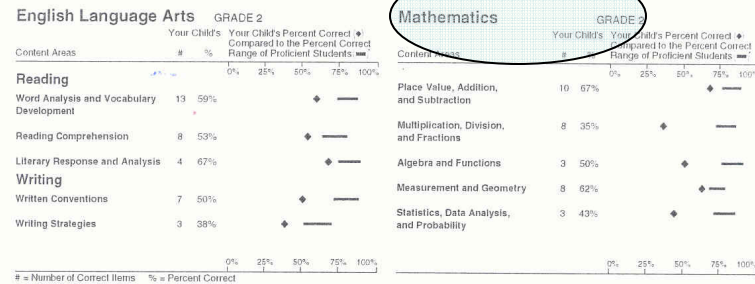
### Your child's strengths and needs based on these tests

RALPH LAUREN

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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/tes](http://www.cde.ca.gov/be/sr/tes).

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



#### More about the English-Language Arts Standards

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

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

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

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

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

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

#### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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](http://www.cde.ca.gov/ta/tg/sr).

# STAR STUDENT REPORT

## Section 8

- More information about ELA & Math for grades 2-4, 6 & 7.
- Results in science for 5, 8 or 10 grade students.
- Additional resources for 5<sup>th</sup>.

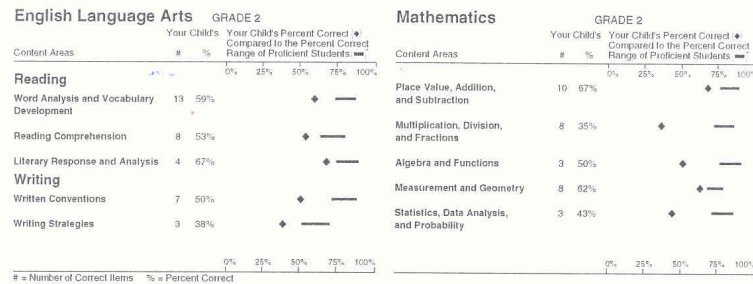
RALPH LAUREN

### 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/bs/ta/](http://www.cde.ca.gov/be/bs/ta/).

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.



<p><b>More about the English-Language Arts Standards</b></p> <p><b>Word Analysis, Fluency, and Systematic Vocabulary Development:</b> Students understand the links between reading and writing. They select letter patterns and learn how to translate them into spoken language by using phonics, syllabication, and rhyms. They apply this knowledge to achieve fluency and extend reading.</p> <p><b>Reading Comprehension:</b> Students read and understand grade-level appropriate materials. They draw upon a variety of comprehension strategies as needed to generate and respond to essential questions, making predictions, comparing information from several sources.</p> <p><b>Literary Response and Analysis:</b> Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).</p> <p><b>Written Conventions:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><b>Writing Strategies:</b> Students write clear, coherent sentences and paragraphs that develop a central topic. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, proofreading).</p>	<p><b>More about the Mathematics Standards</b></p> <p><b>Number Sense:</b> Students understand the relationship between numbers, quantities, and their uses in whole numbers up to 1,000. Students estimate, calculate mentally, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals are related to parts of a unit and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies for addition and subtraction that involve numbers that are not ones, tens, hundreds, and thousands places.</p> <p><b>Algebra and Functions:</b> Students model, represent, and interpret number relationships to solve real-world problems involving addition and subtraction.</p> <p><b>Measurement and Geometry:</b> Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing to the item to be measured. Students identify and describe the attributes of two-dimensional shapes in the context of common objects in space.</p> <p><b>Statistics, Data Analysis, and Probability:</b> Students collect numerical data and represent, organize, display, and interpret the data in bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns govern and describe their associated events.</p>
--	--

<p><b>California Reading List (CRL)</b></p> <p>Your child's recommended California Reading List Number is 2.</p> <p>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.</p> <p>To access the California Reading List:</p> <ul style="list-style-type: none"> <li>• Visit <a href="http://star.cde.ca.gov">http://star.cde.ca.gov</a> and click on California Reading List</li> <li>• Click Search for a Reading List to find books for your child</li> </ul>	<p><b>More about the STAR Program</b></p> <p>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 <a href="http://www.cde.ca.gov/ta/tg/sr/">www.cde.ca.gov/ta/tg/sr/</a>.</p>
---	--

# STAR STUDENT REPORT

## Section 9

- Left side: California Reading List (CRL) and more STAR information.

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

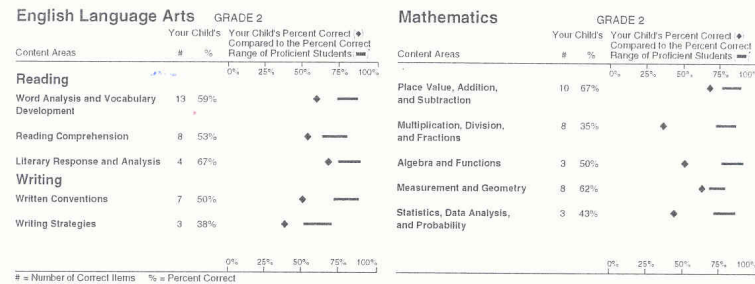
RALPH LAUREN

### 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/ea](http://www.cde.ca.gov/be/sr/ea).

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



#### More about the English-Language Arts Standards

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

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

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

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

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

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

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](http://www.cde.ca.gov/ta/tg/sr).

# STAR STUDENT REPORT

## Section 10

- Right side: National comparison for grades 3 and 6.
- <http://star.cde.ca.gov>

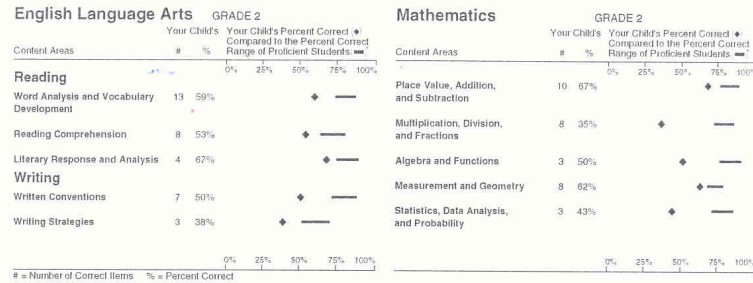
RALPH LAUREN

### 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](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/sr/tes](http://www.cde.ca.gov/be/sr/tes).

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



#### More about the English-Language Arts Standards

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

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

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

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

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

#### More about the Mathematics Standards

**Number Sense:** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers. Students model and solve simple problems involving multiplication and division. Students understand that fractions and decimals may refer to parts of a set and parts of a whole. Students model and solve problems by representing, adding, and subtracting amounts of money. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

**Algebra and Functions:** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

**Measurement and Geometry:** Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. Students identify and describe the attributes of common figures in the plane and of common objects in space.

**Statistics, Data Analysis, and Probability:** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 2.

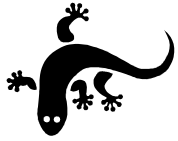
This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers 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 teachers. Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr/](http://www.cde.ca.gov/ta/tg/sr/).

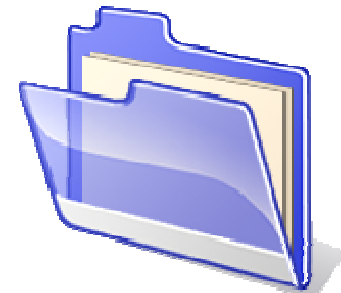


# Academic Binder



## Academic Journey

- Three ring binder (1", 2" or 3")
- 8-10 tabs
  - STAR Letters (all)
  - Bench Mark Tests: ELA (2 yrs)
  - Bench Mark Tests: Math (2 yrs)
  - Report Cards (all)
  - Reports (selective)
  - Focus: AR Quizzes (2 yrs)
  - SARC (2 yrs)
  - Notes



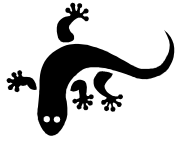


# Success: Our Scores

## API Scores Over Time

School Wide:

- 2003 = 840 (base)
- 2007 = 838
- 2008 = 844 (+8)
- 2009 = 865 (+21) (estimate)
- Over six years we've grown 25 API points!
- Over the last two years we've grown 23 API points!



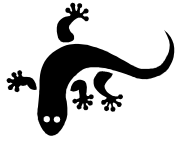
# Success: Our Scores

## Pro/Adv Comparisons

School Wide: 865 (+21)

### Proficient/Advanced

ELA	MATH	SCIENCE
57.0%	72.5%	40.6% (2007)
62.5%	65.2%	79.5% (2008)
69.5%	74.9%	53.2% (2009)
+7.0%	+9.7%	-26.3%



# Success: Our Scores

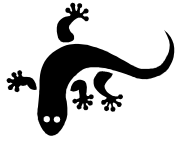
## Band Jumpers: ELA

1 band = 38

2 bands = 8

Advanced = 60

Maintained Adv. 2 years in a row = 28



# Success: Our Scores

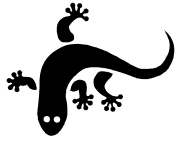
## Band Jumpers: MATH

1 band = 36

2 bands = 5

Advanced = 71

Maintained Adv. 2 years in a row = 40



# Success: Our Scores

## Band Jumpers: ALL

1 band = 74

2 bands = 13

Advanced = 131

Maintained Adv. 2 years in a row = 68

Total of 87 students jumped bands.....

# STAR STUDENT REPORT

## Q & A

