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**CALIFORNIA STANDARDS TEST
HISTORY-SOCIAL SCIENCE
2004**

***Information and
Frequently Asked Questions***

Developed by

Michelle M. Herczog, Ed.D.
Consultant, History-Social Science
Los Angeles County Office of Education
(562) 922-6908
Herczog_Michelle@lacoedu.edu

in consultation with

John F. Burns
History-Social Science Consultant
California Department of Education
(916) 319-0350



**California Standards Test (CST)
History-Social Science
2004**

The scores for California, below, along with other test scores and information are posted on the STAR web site
<http://star.cde.ca.gov/star2004/viewreport.asp>.

The scores below are current as of August 26, 2004

Grades

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2	3	4	5	6	7	8	9	10	11	EOC	
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Reported Enrollment 478223 486409 490845 490445 487936 499643 500540 515546 475181 418145

History - Social Science Grade 8 Cumulative

Students Tested	486571
% of Enrollment	97.2 %
Mean Scaled Score	319.3
% Advanced	9 %
% Proficient	19 %
% Basic	31 %
% Below Basic	24 %
% Far Below Basic	18 %

History World History

Students Tested	442973
% of Enrollment	93.2 %
Mean Scaled Score	318.1
% Advanced	10 %
% Proficient	17 %
% Basic	28 %
% Below Basic	19 %
% Far Below Basic	25 %

History U.S. History

Students Tested	381179
% of Enrollment	91.2 %
Mean Scaled Score	326.1
% Advanced	11 %
% Proficient	21 %
% Basic	32 %
% Below Basic	20 %
% Far Below Basic	15 %

California Standards Tests (CSTs)

% of Enrollment

Schools submitted student information for every student enrolled on the first day the CSTs-CAT/6 Survey were administered. The percentage of enrollment is the number of students with valid test scores divided by the number of students enrolled on the first day of testing. In some instances the percentage may exceed 100% due to students who enrolled in a school after the first day of testing and were tested. The % of Enrollment is not reported in the End-of-Course (EOC) summary column for course/discipline specific tests.

Mean Scaled Score for CSTs

This is the arithmetic mean or average of the scaled scores for all students who took grade-level CSTs without modifications for whom no adult testing irregularities were reported. The scaled scores for each grade and subject area range between 150 (low) to 600 (high). Scaled scores are used to equate the CSTs from year to year and to determine the performance levels. Half of the CST questions are changed from year to year, and scaled scores are used to adjust for any differences in the difficulty levels of the tests that result from this question replacement. While the average number of questions answered correctly should not be compared from year to year, scaled scores and the percentage of students scoring at each performance level may be compared within each grade and subject area.

% (of Students Who Scored at Each) Performance Level

California uses five performance levels to report student achievement on the CSTs:

- * Advanced performance in relation to the content standards tested
- * Proficient performance in relation to the content standards tested
- * Basic performance in relation to the content standards tested
- * Below Basic performance in relation to the content standards tested
- * Far Below Basic performance in relation to the content standards tested

The percentage of students that scored at each performance level on the CSTs for English-language arts, mathematics, science, and history-social science are reported for schools, districts, counties, and the state. At grades two, three, five, six, and eight through eleven, the performance levels are based only on multiple-choice questions. The grade four and seven California English-Language Arts Standards Tests have 75 multiple-choice questions and an 8-point writing component. Scaled scores and performance levels generally are based on the 83 points possible for these tests. If grade four and seven students have a score only for the multiple-choice questions, the scaled score and performance level are based on the multiple-choice score.

The performance levels for each grade and subject area are based on scaled scores that range between 150 and 600. The score dividing the basic scores from below basic is 300 for every grade and subject area. The score dividing basic scores from proficient scores is 350 for every grade and subject area. Tables that include the score range for each grade level, subject area, and performance level are available at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. The target is for all California students to score at proficient or above.

Comparing California Standards Test (CST) Results

When comparing results for the CSTs, compare results only within the same subject and grade. That is, grade two English-language arts compared to grade two English-language arts or grade six mathematics compared to grade six mathematics. No direct comparisons should be made between grades or between content areas.

Two types of comparisons are possible: 1) comparing the average scaled score or 2) comparing the percentage of students scoring at each performance level. The reviewer may compare results for the same grade and subject across years within a school, between schools, or between a school and its district, county, or the state. When making comparisons, the reviewer should consider comparing the percentage of students scoring proficient and advanced, since the state target is for all students to score at or above proficient.

Comparisons may also be made by calculating the overall percentage of students within a school who scored proficient and advanced and comparing this to the overall percentage of students in another school, the district, the county, or the state who scored proficient or advanced. To do this first calculate the number of students who scored proficient and advanced for the subject area at each grade level ($[\%PRO + \%ADV] \times \text{number tested for the grade and subject area} = \text{No. scored PRO/ADV}$). Then add the No. scored PRO/ADV for all grades and divide by the total enrollment.

New Sample Items To Be Released

Additional sample items, representing 25% of the items from the 2004 test, will appear on the CDE web site around the end of 2004. They will be added to the items released last year so that a total of 30 released items will be available for each of grades 10 and 11, and a total of 38 items will be available for the grade 6-8 test. These can be found at: www.cde.ca.gov/ta/tg/sr/released.asp#cstrel

Information about Reauthorization

The California Standards Tests and other elements of the STAR testing program have been reauthorized by the Legislature to 2011. The reauthorization of the program was approved by the Governor on August 16, 2004 by signing Senate Bill 1448 by Senator Dede Alpert. No changes in the history-social science portion of the testing program are presently anticipated. To see the full text of the law go to: www.leginfo.ca.gov

Information about Merit Diplomas

Students may now earn the Golden State Seal Merit Diploma through results of the California Standards Tests. The Grade 11 History-Social Science CST is required for the diploma, and the Grade 10 History-Social Science CST may be used as an elective. A minimum scale score of 370 (a little above the 'proficient' level) must be achieved for a CST to be used for the diploma. Full information is available at: www.cde.ca.gov/ta/tg/sr/meritdiploma.asp

Where do these scores come from?

Information about the California History-Social Science Standards Test Scores can be found on the STAR web site at <http://star.cde.ca.gov>. 2004 test scores are based on data provided by the Educational Testing Service for the California Standards Tests under contract with the California Department of Education.

- Some districts may have no Internet reports although they have completed testing.
- In order to protect student confidentiality, no scores are reported for any group of 10 or fewer students.

The reports and data files available through the STAR web site are current as of **August 26, 2004**. They are subject to revision because:

- Statewide assessment results for some districts are still not available.
- Year-round schools in some districts test late in the calendar year.
- Some districts will be making corrections to the demographic data submitted as part of the testing program.
- A review process for data from the Standardized Testing and Reporting (STAR) Program is currently underway.
- Districts and schools have the right under the federal No Child Left Behind Act of 2001 to appeal their Adequate Yearly Progress (AYP) or Program Improvement (PI) status of their schools.

How will scores for my school be reported?

School districts will receive scores for individual students and schools to be distributed to individual school principals for administrative and teacher review. Scores will be reported by “clusters” of standards, not on individual standards. Review of the cluster scores can assist teachers to determine strong and weak points in instruction. Scores for individual students or clusters will *not* be published on the state web site. Only school and district scores can be accessed through the STAR web site: <http://star.cde.ca.gov>.

Who is required to take the California Standards Test for History-Social Science?

All eighth grade California public school students are required to take the California Standards Test for History-Social Science based on the standards for grades 6-8. Students in grades 10 and 11 are required to take the test based on the standards for those grades respectively. California history-social science students do not take any norm referenced test such as the CAT 6 or SAT 9.

Will the 2004 scores be computed into our school's API score?

Grades 6-8: The State Board of Education is considering at what percentage the total API will include the scores from the Grade 6-8 California Standards Test for History-Social Science.

Grades 10 and 11: The scores from the Grade 10 and 11 History-Social Science California Standards Tests will continue to be computed into schools' API scores representing 20% of the total.

What do the tests look like?

Grades 6-8: The Grade 6-8 History-Social Science California Standards Test contains 75 multiple choice questions that cover the California History-Social Science Content Standards, grades 6, 7, & 8. Analysis skills are embedded in at least 25% of the content items. Where possible, the items on the 2004 Grade 6-8 Test will be organized by grade and chronology. The test is *un-timed* and likely takes about 1 1/2 hours for students to complete. Six additional questions are piloted in the test for use in future tests. The total number of questions required by students to answer is 81.

Grades 10 and 11: The California Standards Tests for History-Social Science for grades 10 and 11 each contain 60 multiple choice questions with only minor adjustments made from previous tests. 100% of the Grade 10 test covers the Grade 10 California History-Social Standards. 100% of the Grade 11 test covers the Grade 11 California History-Social Standards. Analysis skills are embedded in at least 25% of the content items. The tests are *un-timed* and likely take about 1 1/4 hours for students to complete. Six additional questions are piloted in each test for use in future tests. The total number of questions required by students to answer in each test is 66.

What do the report terms and scores mean?

Report Terms are defined as:

Total Enrollment on First Day of Testing

Schools were required to submit a STAR answer document for every student enrolled on the first day of testing whether or not a student was tested. The Total Enrollment on First Day of Testing is the number of answer documents submitted for the school, district, county, or the state.

Students Tested

The number of students with valid test scores for the content area reported. This is the number of students used for calculating the average scores reported.

Mean Scaled Score for CSTs

This is the arithmetic mean of average of the scaled scores for all students who took grade-level CSTs without modifications for whom no adult testing irregularities were reported. The scaled scores for each grade and content area for the CSTs range between 150 (low) to 600 (high).

Performance Standards

As adopted by the State Board, the target for all students is to reach a level of "proficient" in every subject area. Performance standards identify levels of student achievement based on a demonstrated degree of mastery of the academic content standards tested. California uses five performance standards for its California Standards Tests:

- Advanced performance in relation to the academic content standards tested
- Proficient performance in relation to the academic content standards tested
- Basic performance in relation to the academic content standards tested
- Below Basic performance in relation to the academic content standards tested
- Far-Below Basic performance in relation to the academic content standards tested

The number and percent of students with California Standards Test scores for English-language arts, mathematics, science and history-social science at each performance standard are reported for schools, districts, counties, and the state. At grades 2, 3, 5, 6, and 8 through 11, the performance standards are based only on the multiple-choice component of the standards tests. The grade 4 and 7 writing test scores are added to the multiple-choice scores, and the performance standards are based on this total English-language arts test score.

The performance standards for each grade and content area are based on scaled scores that range between 150 and 600. The score dividing the basic scores from below-basic is 300 for every grade and content area. The score dividing basic scores from proficient scores is 350 for every grade and content area. Tables that include the score range for each grade level, content area, and academic performance (achievement) standard are at <http://www.cde.ca.gov/statetests/star/star.html>.

Will the blueprints for the 2005 tests change in any way?

No, the 2004 blueprints will be exactly the same as the 2004 blueprints.

Will the questions in the 2005 tests be the same?

50% of the 2005 test questions will be different than the questions of the 2004 tests. The tests will cover the standards designated in the blueprints, just as the 2004 tests did. There is a database of hundreds of test questions. Different ones will be pulled each year for the tests and will represent as fully as possible the

standards listed in the blueprints.

Are there “key” or “essential” standards that we should exclusively focus on in our instructional program?

Absolutely not! All the History-Social Science Content Standards, as the state blueprints indicate are equally important and subject to be tested on the STAR examinations. Teachers may “unpack” or reorganize standards in order to facilitate the best instructional approach and they may choose to emphasize certain standards but *all* the standards must be treated in order to permit students to fully realize their achievement potential. Any group that suggests they have knowledge of what is going to be tested is simply stating their opinion. Their views are not consistent or recognized by state policy or documentation.

What can I do to prepare my students for the 2005 test?

Because not all subsidiary standards can be tested in any given year, emphasis within any standard may vary year by year. Teachers are still advised to teach to all the history-social science standards as reflected in the blueprint. The information from the blueprints tell us that all the California History-Social Science Academic Content Standards for grades 6-8 will be covered on the Grade 6-8 Test; all the Grade 10 Standards will be covered on the Grade 10 Test, and all the Grade 11 Standards will be covered on the Grade 11 Test. There are a number of things history-social science teachers can do to prepare their students for the 2004 tests:

1. Do all you can to help your students meet *all* the history-social science standards for their grade level.
2. Meet with history-social science teachers in the grade levels that precede the one you are teaching to clarify what it is students need to know and be able to do to successfully master the standards you need to teach.
3. Dialogue with history-social science teachers from different grade levels to identify the “big ideas,” content, and skills of standards in each grade level. Help each other understand how political, social, cultural, geographical, and economic “big ideas” spiral through different periods of history and can be built upon, as cognitive learning blocks to help students review prior knowledge, acquire new learnings in a meaningful way, and retain information over long periods of time.
4. Meet with teachers who teach the same courses you do. “Unpack” your standards together, develop and share assessment measures, rubrics, instructional strategies, materials, and resources. Rely on one another to problem solve and identify “best practices” to do all you can to enable all students to meet the standards.
5. Meet with English teachers and other content teachers at your school to make cross-curricular connections for students. Can students read historical literature in their English class that supports the standard you are teaching?
6. Acquire and implement literacy strategies in your classroom to help struggling readers access difficult text and primary sources.
7. Utilize English Language Development strategies to help your English Learners meet the standards.
8. Continue to make your instructional program exciting! We know that students learn best when they are motivated and engaged.
9. Provide opportunities for your students to practice taking multiple-choice tests and develop test-taking strategies. A list of approved test taking strategies can be found at www.lacoe.edu/historysocialscience.
10. Ask your school/district to arrange time for you to meet with elementary teachers and administrators to share information about the history-social science standards and tests. Help them understand how important it is for young students to meet the K-5 California History-Social Science Standards as a foundation for later learning in middle school and high school.
11. Talk with parents about the standards, the test, and the importance of their role to support their child’s understanding and appreciation of historical study.
12. Take advantage of quality history/social science professional development whenever possible. Attend workshops, trainings, and conferences. Bring back your learnings to share with colleagues.

Your Feedback is Requested

Scores have not improved in grades 8 and 10 between 2003 and 2004. Scores in grade 11 have declined between 2003 and 2004. The California Council for the Social Studies is interested in understanding the reasons for these trends and welcomes your input. They intend to transmit any conclusions to the California Department of Education but will not transmit any names, addresses or school affiliations. Your identify will remain confidential. Please respond to the prompts on the following questionnaire and submit to CCSS Office at ccssorg@earthlink.net or by fax at (661) 285-2277.

