

# Los Angeles Unified School District Algebra 1 AB

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

CST BLUEPRINT FOR ALGEBRA 1 AB	# of Items	RC***
1.0 ...use properties of numbers to demonstrate whether assertions are true or false.	1/2**	RC1
2.0* ...understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	
3.0 ...solve equations and inequalities involving absolute values.	1	
4.0* ...simplify expressions prior to solving linear equations and inequalities in one variable.	3	
5.0* ...solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	6	
6.0* ...graph a linear equation and compute the x- and y- intercepts. They are also able to sketch the region defined by linear inequality.	4	RC2
7.0* ...verify that a point lies on a line, given an equation of the line. ...are able to derive linear equations using the point-slope formula.	4	
8.0 ...understand the concepts of parallel lines and perpendicular lines and how those slopes are related. ...are able to find the equation of a line perpendicular to a given line that passes through a given point.	1	
9.0* ...solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. ...are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	5	
10.0* ...add, subtract, multiply, and divide monomials and polynomials. ...solve multistep problems, including word problems, by using these techniques.	4	
11.0...apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	2	RC3
12.0*...simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	3	RC4
13.0* ...add, subtract, multiply, and divide rational expressions and functions. ...solve both computationally and conceptually challenging problems by using these techniques.	4	
14.0* ...solve a quadratic equation by factoring or completing the square.	3	RC3
15.0* ...apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	RC4
16.0...understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.	1/2**	
17.0...determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	1	
18.0...determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	1/2**	
19.0* ...know the quadratic formula and are familiar with its proof by completing the square.	2	
20.0*...use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3	RC3
21.0*...graph quadratic functions and know that their roots are the x-intercepts.	3	
22.0...use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.	1	
23.0* ...apply quadratic equations to physical problems.	3	RC1
24.1...explain the difference between inductive and deductive reasoning and identify and provide examples of each.	1/3**	
24.2...identify the hypothesis and conclusion in logical deduction.	1/3**	
24.3...use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	1/3**	
25.1...use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.	1/2**	
25.2...judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.	1/2**	
25.3...Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, ...determine whether the statement is true sometimes, always, or never.	1/2**	
<b>ALGEBRA 1 AB TOTAL</b>	<b>65</b>	<b>100%</b>

\* Key standards comprise a minimum of 70% of the test  
 \*\* Assessed once every two or three years, as indicated  
 \*\*\*Standards are shaded according to CST Reporting Cluster (RC), where:  
 • RC1, Number Properties, represents 26% of the CST (17 questions)  
 • RC2, Graphing, represents 22% of the CST (14 questions)  
 • RC3, Quadratics, represents 32% of the CST (21 questions)  
 • RC4, Functions, represents 20% of the CST (13 questions)  
 NOTE: Non-assessed or embedded standards are omitted.

### PERIODIC ASSESSMENT #1

ALGEBRA CONTENT STANDARDS	# of Items
1.0 ...use properties of numbers to demonstrate whether assertions are true or false.	1
2.0* ...understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	2
4.0* ...simplify expressions prior to solving linear equations and inequalities in one variable.	3
5.0* ...solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	6
6.0* ...graph a linear equation and compute the x- and y- intercepts. They are also able to sketch the region defined by linear inequality.	2
7.0* ...verify that a point lies on a line, given an equation of the line...are able to derive linear equations using the point-slope formula.	1
16.0 ...understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.	1
17.0 ...determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	1
18.0 ...determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	1
24.3 ...use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	1
25.3 ...Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, ...determine whether the statement is true sometimes, always, or never.	1
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
5.0* ...solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	

### PERIODIC ASSESSMENT #2

ALGEBRA CONTENT STANDARDS	# of Items
3.0 ...solve equations and inequalities involving absolute values.	2
4.0* ...simplify expressions prior to solving linear equations and inequalities in one variable.	1
5.0* ...solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	3
6.0* ...graph a linear equation and compute the x- and y- intercepts. They are also able to sketch the region defined by linear inequality.	2
7.0* ...verify that a point lies on a line, given an equation of the line...are able to derive linear equations using the point-slope formula.	3
8.0 ...understand the concepts of parallel lines and perpendicular lines and how those slopes are related...are able to find the equation of a line perpendicular to a given line that passes through a given point.	2
9.0* ...solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. ...are able to solve a system of two linear inequalities in two variables and to sketch the solution sets	5
15.0* ...apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	2
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
6.0* ...graph a linear equation and compute the x- and y- intercepts. They are also able to sketch the region defined by linear inequality.	

### PERIODIC ASSESSMENT #3

ALGEBRA CONTENT STANDARDS	# of Items
2.0* ...understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	2
10.0* ...add, subtract, multiply, and divide monomials and polynomials. ...solve multistep problems, including word problems, by using these techniques.	3
11.0 ...apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	2
14.0* ...solve a quadratic equation by factoring or completing the square.	2
19.0* ...know the quadratic formula and are familiar with its proof by completing the square	2
20.0* ...use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3
21.0*...graph quadratic functions and know that their roots are the x-intercepts.	3
22.0 ...use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.	1
23.0*...apply quadratic equations to physical problems	2
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
23.0* ...apply quadratic equations to physical problems	

# Algebra Readiness

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

CST GENERAL MATHEMATICS BLUEPRINT		
CALIFORNIA CONTENT STANDARDS: GRADE 7	# of Items	%
<b>Number Sense (NS)</b>	24	37%
1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using scientific notation.	1	
1.2* Add, subtract, multiply, and divide rational numbers and take positive rational numbers to whole-number powers.	4	
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	4	
1.5* Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	2	
1.6 Calculate the percentage of increases and decreases of a quantity.	1	
1.7* Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	2	
2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.	1	
2.2* Add and subtract fractions by using factoring to find common denominators.	4	
2.3* Multiply, divide, and simplify rational numbers by using exponent rules.	2	
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square...	1	
2.5* Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a...	2	
<b>Algebra and Functions (AF)</b>	21	32%
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that...	3	
1.2 Use the correct order of operations to evaluate algebraic expressions...	3	
1.3* Simplify numerical expressions by applying properties of rational numbers and justify the process used.	2	
1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by...	1	
2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication...	1	
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a...	1	
3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.	1	
3.3* Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio...	2	
3.4* Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the...	1	
4.1* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context...	4	
4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	2	
<b>Measurement and Geometry (MG)</b>	11	17%
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems...	1	
1.2 Construct and read drawings and models made to scale.	1	
1.3* Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use...	2	
2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures...	1	
2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more...	1	
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular...	1/2**	
2.4 Relate the changes in measurement with a change of scale to the units used and to conversions between units...	1/2**	
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their...	1	
3.3* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the...	3	
<b>CALIFORNIA CONTENT STANDARDS: GRADE 6</b>		
<b>Statistics, Data Analysis, and Probability (SDAP)</b>	9	14%
1.1 Compute the range, mean, median, and mode of data sets.	1	
2.5* Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1	
3.1* Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.	1	
3.3* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the...	1	
3.5* Understand the difference between independent and dependent events.	1	
<b>CALIFORNIA CONTENT STANDARDS: GRADE 7</b>		
<b>Statistics, Data Analysis, and Probability (SDAP)</b>		
1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of...	1	
1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent...	1	
1.3* Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a...	2	
<b>GENERAL MATHEMATICS TOTAL</b>	65	100%

\* Key standards (*Mathematics Framework for California Public Schools*, chapter 3)  
 \*\* Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)  
 NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

ALGEBRA READINESS BLUEPRINT	# of Items
4 NS 1.7 Write the fraction represented by a drawing...	1
6 NS 2.2 Explain the meaning of multiplication...	2
6 NS 2.3* Solve addition, subtraction...problems...	1
6 NS 2.4* Determine the least common multiple and...	2
7 NS 1.2* Add, subtract, multiply, and divide rational...	5
7 NS 2.2* Add and subtract fractions by using factoring...	3
6 AF 1.3 Apply algebraic order of operations and...	2
6 AF 1.4 Solve problems manually by using the correct...	1
7 AF 1.2 Use the correct order of operations to evaluate...	1
7 AF 1.3* Simplify numerical expressions by applying...	2
<b>MULTIPLE CHOICE ITEMS</b>	20
<b>CONSTRUCTED RESPONSE ITEM</b>	4 pts
NS 7.1.2* Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	

### PERIODIC ASSESSMENT #2

ALGEBRA READINESS BLUEPRINT	# of Items
4 NS 1.9* Identify on a number line the relative position...	1
5 NS 1.5 Identify and represent on a number line...	1
6 NS 1.2 Interpret and use ratios in different contexts...	2
7 NS 1.2* Add, subtract, multiply, and divide rational...	1
7 NS 1.3 Convert fractions to decimals and percents...	5
7 NS 1.6 Calculate the percentage of increases...	2
7 NS 1.7* Solve problems that involve discounts...	4
7 AF 4.2* Solve multistep problems involving rate...	4
<b>MULTIPLE CHOICE ITEMS</b>	20
<b>CONSTRUCTED RESPONSE ITEM</b>	4 pts
7 AF 4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	

### PERIODIC ASSESSMENT #3

ALGEBRA READINESS BLUEPRINT	# of Items
6 NS 1.1* Compare and order positive and negative fractions, decimals, and mixed numbers and place...	1
7 NS 1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using...	2
7 NS 1.2* Add, subtract, multiply, and divide rational numbers and take positive rational numbers to...	3
7 AF 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or...	2
7 AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a...	2
7 AF 3.3* Graph linear functions, noting that the vertical change per unit of horizontal change is always the...	2
7 AF 3.4* Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the...	2
7 AF 4.1* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context...	4
7 AF 4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	2
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	20
<b>CONSTRUCTED RESPONSE ITEM</b>	4 pts
7 AF 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal expression.	

\* Key Standards  
 NOTE: Unshaded standards are not assessed on the CST for General Mathematics.

# Biology

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

BIOLOGY/LIFE SCIENCES CST BLUEPRINT*	# of Items	%
<b>Cell Biology</b>	9	15%
1. The fundamental life processes of plants and animals...		
a. ...cells are enclosed within semipermeable membranes...	1	
b. ...enzymes are proteins that catalyze biochemical reactions...	1 or 2**	
c. ...how prokaryotic cells, eukaryotic cells, and viruses differ...	1 or 2**	
d. ...the central dogma of molecular biology...	1	
e. ...the role of the endoplasmic reticulum and Golgi apparatus...	1	
f. ...usable energy is captured from sunlight by chloroplasts...	1	
g. ...the role of the mitochondria...	1	
h. ... macromolecules in cells and organisms are synthesized...	1	
<b>Genetics</b>	19	32%
2. Mutation and sexual reproduction lead to genetic variation...		
a. ...meiosis is an early step in sexual reproduction...	1	
b. ...only certain cells in a multicellular organism undergo meiosis.	1	
c. ...random chromosome segregation explains the probability...	1	
d. ...new combinations of alleles may be generated in a zygote...	1	
e. ...why approximately half of an individual's DNA sequence...	1	
f. ...the role of chromosomes in determining an individual's sex.	1	
g. ...how to predict possible combinations of alleles in a zygote...	1	
3. A multicellular organism develops from a single zygote...		
a. ...how to predict the probable outcome of phenotypes...	1 or 2**	
b. ...the genetic basis for Mendel's laws...	1 or 2**	
4. Genes are a set of instructions encoded in the DNA sequence...		
a. ...the general pathway by which ribosomes synthesize proteins...	1	
b. ...how to apply the genetic coding rules to predict the sequence...	1	
c. ...mutations in the DNA sequence of a gene may or may not...	1	
d. ...specialization of cells in multicellular organisms is usually...	1	
e. ...proteins can differ from one another in the number and...	1	
5. Genetic composition of cells can be altered by incorporation...		
a. ...the general structures and functions of DNA, RNA, and protein.	1 or 2**	
b. ...how to apply base-pairing rules to explain precise copying of...	1 or 2**	
c. ...genetic engineering is used to produce novel biomedical and...	1 or 2**	
<b>Ecology</b>	7	12%
6. Stability in an ecosystem is a balance between competing effects.		
a. ...biodiversity is the sum total of different kinds of organisms...	1	
b. ...how to analyze changes in an ecosystem resulting from...	1	
c. ...fluctuations in population size in an ecosystem are...	1 or 2**	
d. ...water, carbon, and nitrogen cycle between abiotic resources...	1 or 2**	
e. ...a vital part of an ecosystem is the stability of its producers...	1	
f. ...at each link in a food web some energy is stored in newly...	1	
<b>Evolution</b>	9	15%
7. The frequency of an allele in a gene pool of a population...		
a. ...natural selection acts on the phenotype rather than the...	1	
b. ...alleles that are lethal in a homozygous individual may be...	1	
c. ...new mutations are constantly being generated in a gene pool.	1	
d. ...variation within a species increases the likelihood that...	1	
8. Evolution is the result of genetic changes...	5	
a. ...how natural selection determines the differential survival of...	1	
b. ...a great diversity of species increases the chance that at least...	1	
c. ...the effects of genetic drift on the diversity of organisms in a...	1	
d. ...reproductive or geographic isolation affects speciation.	1	
e. ... analyze fossil evidence with regard to biological diversity...	1	
<b>Physiology</b>	10	17%
9. As a result of the coordinated structures and functions of organ...		
a. ...how the complementary activity of major body systems...	2/3***	
b. ...how the nervous system mediates communication between...	1/3***	
c. ...how feedback loops in the nervous and endocrine systems...	1	
d. ...the functions of the nervous system and the role of neurons...	1	
e. ...the roles of sensory neurons, interneurons, and motor...	1/3***	
10. Organisms have a variety of mechanisms to combat disease....		
a. ...the role of the skin in providing nonspecific defenses...	1 or 2‡	
b. ...the role of antibodies in the body's response to infection.	1	
c. ...how vaccination protects an individual from infectious diseases.	1 or 2‡	
d. ...there are important differences between bacteria and viruses...	1	
e. ...why an individual with a compromised immune system...	1 or 2‡	
<b>TOTAL</b>	<b>60</b>	<b>100%</b>

\* Standards are shaded according to CST Reporting Cluster (RC), where:

- RC1 is Investigation and Experimentation
- RC2 is Cell Biology
- RC3 is Genetics
- RC4 is Ecology and Evolution
- RC5 is Physiology

\*\* Alternate years

\*\*\* Fractional values indicate rotated standards

‡ Every three years

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

BIOLOGY CONTENT STANDARDS	# of Items
1a...cells are enclosed within semipermeable membranes...	2
1b...enzymes are proteins that catalyze biochemical reactions...	2
1c...how prokaryotic cells, eukaryotic cells, and viruses differ...	2
1d...the central dogma of molecular biology...	2
1e...the role of the endoplasmic reticulum and Golgi apparatus...	1
1f...usable energy is captured from sunlight by chloroplasts...	2
1g...the role of the mitochondria...	1
1h... macromolecules in cells and organisms are synthesized...	1
4a...the general pathway by which ribosomes synthesize...	2
4b...how to apply the genetic coding rules to predict the...	2
4c...mutations in the DNA sequence of a gene may or may not...	2
4d...specialization of cells in multicellular organisms is usually...	2
4e...proteins can differ from one another in the number and...	2
5a...the general structures and functions of DNA, RNA, and...	2
5b...how to apply base-pairing rules to explain precise copying...	2
5c...genetic engineering is used to produce novel biomedical...	2
7c...new mutations are constantly being generated in a gene pool.	1
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
4a...the general pathway by which ribosomes synthesize...	
1d...the central dogma of molecular biology...	
7c...new mutations are constantly being generated in a gene pool.	

### PERIODIC ASSESSMENT #2

BIOLOGY CONTENT STANDARDS	# of Items
1d...the central dogma of molecular biology...	2
1f...usable energy is captured from sunlight by chloroplasts...	1
2a...meiosis is an early step in sexual reproduction...	2
2b...certain cells in a multicellular organism undergo meiosis.	1
2c...random chromosome segregation explains the probability...	2
2d...new combinations of alleles may be generated in a zygote...	2
2e...why approximately half of an individual's DNA sequence...	1
2f...the role of chromosomes in determining an individual's sex.	1
2g...how to predict possible combinations of alleles in a zygote...	1
3a...how to predict the probable outcome of phenotypes...	2
3b...the genetic basis for Mendel's laws...	1
7a...natural selection acts on the phenotype rather than the...	1
7b...alleles that are lethal in a homozygous individual may be...	2
7c...mutations are constantly being generated in a gene pool.	2
7d...variation within a species increases the likelihood that...	2
8a...natural selection determines the differential survival of...	1
8b...diversity of species increases the chance that at least...	2
8c...the effects of genetic drift on the diversity of organisms in...	1
8d...reproductive or geographic isolation affects speciation.	1
8e... analyze fossil evidence with regard to biological diversity...	2
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
8a...natural selection determines the differential survival of...	

### PERIODIC ASSESSMENT #3

BIOLOGY CONTENT STANDARDS	# of Items
1a...cells are enclosed within semipermeable membranes...	1
1d...the central dogma of molecular biology...	1
3b...the genetic basis for Mendel's laws...	1
4a...the general pathway by which ribosomes synthesize...	1
4c...mutations in the DNA sequence of a gene may or may not...	1
5a...the general structures and functions of DNA, RNA, and...	1
6a...biodiversity is the sum total of different kinds of organisms...	2
6b...how to analyze changes in an ecosystem resulting from...	2
6c...fluctuations in population size in an ecosystem are...	3
6d...water, carbon, and nitrogen cycle between abiotic...	2
6e...a vital part of an ecosystem is the stability of its producers...	1
6f...at each link in a food web some energy is stored in newly...	2
7a...natural selection acts on the phenotype rather than the...	1
7b...alleles that are lethal in a homozygous individual may be...	1
7c...new mutations are constantly being generated in a gene....	1
7d...variation within a species increases the likelihood that...	1
9a...how the complementary activity of major body systems...	2
9b...how the nervous system mediates communication...	2
9c...how feedback loops in the nervous and endocrine...	3
9d...the functions of the nervous system and the role of...	2
10a...the role of the skin in providing nonspecific defenses...	2
10b...the role of antibodies in the body's response to infection.	2
10c...how vaccination protects an individual from infectious....	2
10d...there are important differences between bacteria and...	2
10e...why an individual with a compromised immune system...	1
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	<b>40</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
6b...how to analyze changes in an ecosystem resulting from...	

# Chemistry

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA CONTENT STANDARDS: CHEMISTRY*	# of Items	%
<b>Atomic and Molecular Structure</b>	6	10.0%
1. The periodic table displays the elements in increasing atomic number...		
a. ...relate the position of an element in the periodic table to its atomic number and atomic mass.	1	
b. ...use the periodic table to identify metals, semimetals, nonmetals...	1	
c. ...use the periodic table to identify alkali metals, alkaline earth metals...	2	
d. ...use the periodic table to determine the number of electrons available...	1	
e. ...the nucleus of the atom is much smaller than the atom yet contains most of its mass.	1	
<b>Chemical Bonds</b>	7	11.7%
2. Biological, chemical, and physical properties of matter...		
a. ...atoms combine to form molecules by sharing electrons to form...bonds	2	
b. ...chemical bonds between atoms in molecules...	1	
c. ...salt crystals are repeating patterns of positive and negative ions...	1	
d. ...the atoms and molecules in liquids move in a random pattern...	1	
e. ...how to draw Lewis dot structures.	2	
<b>Conservation of Matter and Stoichiometry</b>	10	16.7%
3. The conservation of atoms in chemical reactions...		
a. ...how to describe chemical reactions by writing balanced equations.	2	
b. ...the quantity <i>one mole</i> is set by defining one mole of carbon 12 atoms...	1	
c. ...one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).	1	
d. ...how to determine the molar mass of a molecule from its chemical...	3	
e. ...how to calculate the masses of reactants and products in a chemical...	3	
<b>Gases and Their Properties</b>	6	10.0%
4. The kinetic molecular theory describes the motion of atoms and...		
a. ...the random motion of molecules and their collisions with a surface...	1	
b. ...the random motion of molecules explains the diffusion of gases.	1	
c. ...how to apply the gas laws to relations between the pressure...	2	
d. ...the values and meanings of standard temperature and pressure (STP).	1	
e. ...how to convert between the Celsius and Kelvin temperature scales.	1/2***	
f. ...there is no temperature lower than 0 Kelvin.	1/2***	
<b>Acids and Bases</b>	5	8.3%
5. Acids, bases, and salts are three classes of compounds that form ions...		
a. ...the observable properties of acids, bases, and salt solutions.	2	
b. ...acids are hydrogen-ion-donating and bases are hydrogen-ion...	1	
c. ...strong acids and bases fully dissociate and weak acids and bases...	1	
d. ...how to use the pH scale to characterize acid and base solutions.	1	
<b>Solutions</b>	3	5.0%
6. Solutions are homogenous mixtures of two or more substances.		
a. ...the definitions of <i>solute</i> and <i>solvent</i> .	1	
b. ...how to describe the dissolving process at the molecular level...	1	
c. ...temperature, pressure, and surface area affect the dissolving process.	1/2***	
d. ...how to calculate the concentration of a solute...	1/2***	
<b>Chemical Thermodynamics</b>	5	8.3%
7. Energy is exchanged or transformed in all chemical reactions and...		
a. ...how to describe temperature and heat flow in terms of the motion of...	1	
b. ...chemical processes can either release or absorb thermal energy.	1	
c. ...energy is released when a material condenses or freezes and is...	1	
d. ...how to solve problems involving heat flow and temperature changes...	2	
<b>Reaction Rates</b>	4	6.7%
8. Chemical reaction rates depend on factors that influence the frequency...		
a. ...the rate of reaction is the decrease in concentration of reactants or...	1	
b. ...how reaction rates depend on such factors as concentration...	1 or 2**	
c. ...the role a catalyst plays in increasing the reaction rate.	1 or 2**	
<b>Chemical Equilibrium</b>	4	6.7%
9. Chemical equilibrium is a dynamic process at the molecular level.		
a. ...how to use LeChatelier's principle to predict the effect of changes...	3	
b. ...equilibrium is established when forward and reverse reaction rates...	1	
<b>Organic Chemistry and Biochemistry</b>	2	3.3%
10. The bonding characteristics of carbon allow the formation of many...		
a. ...large molecules (polymers), such as proteins, nucleic acids, and starch, are formed...	1	
b. ...the bonding characteristics of carbon that result in the formation of a large variety of...	1/2***	
c. ...amino acids are the building blocks of proteins.	1/2***	
<b>Nuclear Processes</b>	2	3.3%
11. Nuclear processes are those in which an atomic nucleus changes...		
a. ...protons and neutrons in the nucleus are held together by nuclear forces...	2/5***	
b. ...the energy release per gram of material is much larger in nuclear fusion or fission...	2/5***	
c. ...some naturally occurring isotopes of elements are radioactive, as are isotopes...	2/5***	
d. ...the three most common forms of radioactive decay...and how the nucleus changes...	2/5***	
e. ...alpha, beta, and gamma radiation produce different amounts and kinds of damage...	2/5***	
<b>TOTAL</b>	60	100%

\* Standards are shaded according to CST Reporting Cluster (RC), where:

- RC1 is Investigation and Experimentation
- RC2 is Atomic and Molecular Structure
- RC3 is Chemical Bonds, Biochemistry
- RC4 is Kinetics, Thermodynamics
- RC5 is Chemical Reactions
- RC6 is Conservation of Matter and Stoichiometry

\*\* Alternate years

\*\*\* Fractional values indicate rotated years

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

CHEMISTRY CONTENT STANDARDS	# of Items
1a...relate the position of an element in the periodic table to its atomic...	2
1b...use the periodic table to identify metals, semimetals, nonmetals...	2
1c...use the periodic table to identify alkali metals, alkaline earth metals...	3
1d...use the periodic table to determine the number of electrons...	2
1e...the nucleus of the atom is much smaller than the atom yet contains...	2
1g...relate the position of an element in the periodic table to its quantum...	1
1h...the experimental basis for Thomson's discovery of the electron...	1
1i...the experimental basis for the development of the quantum theory...	1
2a...atoms combine to form molecules by sharing electrons to form...bonds	2
2b...chemical bonds between atoms in molecules...	2
2c...salt crystals are repeating patterns of positive and negative ions...	2
2d...the atoms and molecules in liquids move in a random pattern...	2
2e...how to draw Lewis dot structures.	2
2f...predict the shape of simple molecules and their polarity from Lewis...	1
2h...identify solids and liquids held together by Van der Waals forces or...	1
3a...how to describe chemical reactions by writing balanced equations.	2
3b...the quantity <i>one mole</i> is set by defining one mole of carbon 12...	1
3c...one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).	1
MULTIPLE CHOICE ITEMS	
	30
CONSTRUCTED RESPONSE ITEM	
	4 pts
3a...how to describe chemical reactions by writing balanced equations.	

### PERIODIC ASSESSMENT #2

CHEMISTRY CONTENT STANDARDS	# of Items
1a...relate the position of an element in the periodic table to its atomic...	1
1c...use the periodic table to identify alkali metals, alkaline earth metals...	1
1g...relate the position of an element in the periodic table to its quantum...	1
3c...one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).	1
3d...how to determine the molar mass of a molecule from its chemical...	2
3e...how to calculate the masses of reactants and products in a chemical...	2
3g...identify reactions that involve oxidation and reduction and how to...	1
4a...the random motion of molecules and their collisions with a surface...	1
4b...the random motion of molecules explains the diffusion of gases.	1
4c...how to apply the gas laws to relations between the pressure...	1
4d...the values and meanings of standard temperature and pressure (STP).	1
4e...how to convert between the Celsius and Kelvin temperature scales.	1
4g...solve problems by using the ideal gas law in the form $PV = nRT$ .	1
5a...the observable properties of acids, bases, and salt solutions.	2
5b...acids are hydrogen-ion-donating and bases are hydrogen-ion...	1
5d...how to calculate the concentration of a solute...	1
5g...buffers stabilize pH in acid-base reactions.	1
6a...the definitions of <i>solute</i> and <i>solvent</i> .	1
6b...how to describe the dissolving process at the molecular level...	1
6c...temperature, pressure, and surface area affect the dissolving process.	2
6d...how to calculate the concentration of a solute...	1
6e...the relationship between the molality of a solute in a solution and the...	1
9a...how to use LeChatelier's principle to predict the effect of changes...	2
9b...equilibrium is established when forward and reverse reaction rates...	2
MULTIPLE CHOICE ITEMS	
	30
CONSTRUCTED RESPONSE ITEM	
	4 pts
6c...temperature, pressure, and surface area affect the dissolving process.	

### PERIODIC ASSESSMENT #3

CHEMISTRY CONTENT STANDARDS	# of Items
1c...use the periodic table to identify alkali metals, alkaline earth metals...	1
1d...use the periodic table to determine the number of electrons...	1
2a...atoms combine to form molecules by sharing electrons to form...bonds	1
2b...chemical bonds between atoms in molecules...	1
3a...how to describe chemical reactions by writing balanced equations.	1
4h...solve problems by using the ideal gas law	1
5b...acids are hydrogen-ion-donating and bases are hydrogen-ion...	1
5d...how to calculate the concentration of a solute...	1
6d...how to calculate the concentration of a solute...	1
6e...the relationship between the molality of a solute in a solution and the...	1
7a...how to describe temperature and heat flow in terms of the motion of...	2
7b...chemical processes can either release or absorb thermal energy.	2
7c...energy is released when a material condenses or freezes and is...	2
7d...how to solve problems involving heat flow and temperature changes...	2
8a...the rate of reaction is the decrease in concentration of reactants or...	2
8b...how reaction rates depend on such factors as concentration...	2
8c...the role a catalyst plays in increasing the reaction rate.	2
8d...definition and role of activation energy in a chemical reaction	1
10a...large molecules (polymers), such as proteins, nucleic acids, and...	2
10b...the bonding characteristics of carbon that result in the formation of...	2
10c...amino acids are the building blocks of proteins.	1
10d...system for naming the ten simplest linear hydrocarbons and...	1
10f...the R-group structure of amino acids and know how they combine...	1
11a...protons and neutrons in the nucleus are held together by nuclear...	1
11b...the energy release per gram of material is much larger in nuclear...	1
11c...some naturally occurring isotopes of elements are radioactive, as...	2
11d...the three most common forms of radioactive decay...and how the...	2
11e...alpha, beta, and gamma radiation produce different amounts and...	1
11f...calculate the amount of a radioactive substance remaining after an...	1
TOTAL MULTIPLE CHOICE ITEMS	
	40
CONSTRUCTED RESPONSE ITEM	
	4 pts
7b...chemical processes can either release or absorb thermal energy.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 2

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 2 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	22	34%
1.1 ...recognize and use knowledge of spelling patterns	3	
1.2 ...apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	3	
1.3 ...decode two-syllable nonsense words and regular multi-syllable words	3	
1.4 ...recognize common abbreviations (e.g., Jan., Sun., Mr., St.)	1	
1.5 ...identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	
1.7 ...understand and explain common antonyms and synonyms	3	
1.8 ...use knowledge of individual words in unknown compound words to predict their meaning	2	
1.9 ...know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	
1.10 ...identify simple multiple-meaning words	3	
<b>2.0 READING COMPREHENSION</b>	15	23%
2.1 ...use titles, tables of contents, and chapter headings to locate information in expository text	1	
2.3 ...use knowledge of the author's purpose(s) to comprehend informational text	2	
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	2	
2.5 ...restate facts and details in the text to clarify and organize ideas	3	
2.6 ...recognize cause-and-effect relationships in a text	3	
2.7 ...interpret information from diagrams, charts, and graphs	2	
2.8 ...follow two-step written instructions	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	6	9%
3.1 ...compare and contrast plots, settings, and characters presented by different authors	2	
3.2 ...generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives	1	
3.3 ...compare and contrast different versions of the same stories that reflect different cultures	1	
3.4 ...identify the use of rhythm, rhyme, and alliteration in poetry	2	
GRADE 2 CONTENT STANDARDS: WRITING		
<b>1.0 LANGUAGE CONVENTIONS</b>	14	22%
1.1 ...distinguish between complete and incomplete sentences	2	
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	
1.4 ...use commas in the greeting and closure of a letter and with dates and items in a series	2	
1.5 ...use quotation marks correctly	2	
1.6 ...capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	2	
1.7 ...spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	2	
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	
<b>1.0 WRITING STRATEGIES</b>	8	12%
1.1 ...group related ideas and maintain a consistent focus	3	
1.3 ...understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	2	
1.4 ...revise original drafts to improve sequence and provide more descriptive detail	3	
<b>TOTAL GRADE 2</b>	65	100%

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

### ASSESSMENT #1

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.7 ...understand and explain common antonyms and synonyms	7
1.9 ...know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	1
1.10 ...identify simple multiple-meaning words	2
2.6 ...recognize cause-and-effect relationships in a text	3
GRADE 2 CONTENT STANDARDS: WRITING	
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	10
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	10
2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	1

### ASSESSMENT #2

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.7 ...understand and explain common antonyms and synonyms	5
1.10 ...identify simple multiple-meaning words	5
2.3 ...use knowledge of the author's purpose(s) to comprehend informational text	1
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	4
2.5 ...restate facts and details in the text to clarify and organize ideas	3
2.6 ...recognize cause-and-effect relationships in a text	2
GRADE 2 CONTENT STANDARDS: WRITING	
1.4 ...use commas in the greeting and closure of a letter and with dates and items in a series	5
1.5 ...use quotation marks correctly	5
1.6 ...capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	6
1.7 ...spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	10
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	1

### ASSESSMENT #3

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.7 ...understand and explain common antonyms and synonyms	8
1.10 ...identify simple multiple-meaning words	2
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	1
2.5 ...restate facts and details in the text to clarify and organize ideas	9
GRADE 2 CONTENT STANDARDS: WRITING	
<b>1.0 LANGUAGE CONVENTIONS</b>	2
1.1 ...distinguish between complete and incomplete sentences	3
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2
1.5 ...use quotation marks correctly	3
1.7 ...spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	1
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	10
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 2

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 2 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	22	34%
1.1 ...recognize and use knowledge of spelling patterns	3	
1.2 ...apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	3	
1.3 ...decode two-syllable nonsense words and regular multi-syllable words	3	
1.4 ...recognize common abbreviations (e.g., Jan., Sun., Mr., St.)	1	
1.5 ...identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	
1.7 ...understand and explain common antonyms and synonyms	3	
1.8 ...use knowledge of individual words in unknown compound words to predict their meaning	2	
1.9 ...know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	
1.10 ...identify simple multiple-meaning words	3	
<b>2.0 READING COMPREHENSION</b>	15	23%
2.1 ...use titles, tables of contents, and chapter headings to locate information in expository text	1	
2.3 ...use knowledge of the author's purpose(s) to comprehend informational text	2	
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	2	
2.5 ...restate facts and details in the text to clarify and organize ideas	3	
2.6 ...recognize cause-and-effect relationships in a text	3	
2.7 ...interpret information from diagrams, charts, and graphs	2	
2.8 ...follow two-step written instructions	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	6	9%
3.1 ...compare and contrast plots, settings, and characters presented by different authors	2	
3.2 ...generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives	1	
3.3 ...compare and contrast different versions of the same stories that reflect different cultures	1	
3.4 ...identify the use of rhythm, rhyme, and alliteration in poetry	2	
GRADE 2 CONTENT STANDARDS: WRITING		
<b>1.0 LANGUAGE CONVENTIONS</b>	14	22%
1.1 ...distinguish between complete and incomplete sentences	2	
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	
1.4 ...use commas in the greeting and closure of a letter and with dates and items in a series	2	
1.5 ...use quotation marks correctly	2	
1.6 ...capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	2	
1.7 ...spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	2	
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	
<b>1.0 WRITING STRATEGIES</b>	8	12%
1.1 ...group related ideas and maintain a consistent focus	3	
1.3 ...understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	2	
1.4 ...revise original drafts to improve sequence and provide more descriptive detail	3	
<b>TOTAL GRADE 2</b>	65	100%

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

### ASSESSMENT #4

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.1 ...recognize and use knowledge of spelling patterns	10
1.3 ...decode two-syllable nonsense words and regular multi-syllable words	5
1.7 ...understand and explain common antonyms and synonyms	8
1.10 ...identify simple multiple-meaning words	2
<b>2.0 READING COMPREHENSION</b>	1
2.2 ...state the purpose in reading (i.e., tell what information is sought).	1
2.3 ...use knowledge of the author's purpose(s) to comprehend informational text	1
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	1
2.5 ...restate facts and details in the text to clarify and organize ideas	6
Expository writing in preparation for the California Writing Standards Test in Grade 4	1

### ASSESSMENT #5

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.7 ...understand and explain common antonyms and synonyms	5
1.10 ...identify simple multiple-meaning words	5
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	5
2.5 ...restate facts and details in the text to clarify and organize ideas	5
GRADE 2 CONTENT STANDARDS: WRITING	
<b>1.0 LANGUAGE CONVENTIONS</b>	2
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	3
1.5 ...use quotation marks correctly	2
1.6 ...capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	3
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	10
2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	1

### ASSESSMENT #6\*

GRADE 2 CONTENT STANDARDS: READING	# of Items
1.7 ...understand and explain common antonyms and synonyms	5
1.10 ...identify simple multiple-meaning words	5
<b>2.0 READING COMPREHENSION</b>	1
2.4 ...ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	4
2.5 ...restate facts and details in the text to clarify and organize ideas	5
GRADE 2 CONTENT STANDARDS: WRITING	
<b>1.0 LANGUAGE CONVENTIONS</b>	1
1.3 ...identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	7
1.4 ...use commas in the greeting and closure of a letter and with dates and items in a series	1
1.5 ...use quotation marks correctly	1
1.6 ...capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	1
1.7 ...spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	1
1.8 ...spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	10
Expository writing in preparation for the California Writing Standards Test in Grade 4	1

\* This assessment is administered only in summer school.

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 3

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 3 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	20	31%
1.1 ...know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	2	
1.2 ...decode regular multisyllabic words	2	
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	4	
1.5 ...demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	2	
1.6 ...use sentence and word context to find the meaning of unknown words	4	
1.7 ...use a dictionary to learn the meaning and other features of unknown words	2	
1.8 ...use knowledge of prefixes and suffixes to determine the meaning of words	4	
<b>2.0 READING COMPREHENSION</b>	15	23%
2.1 ...use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	2	
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	2	
2.3 ...demonstrate comprehension by identifying answers in the text	2	
2.4 ...recall major points in the text and make and modify predictions about forthcoming information	2	
2.5 ...distinguish between main idea and supporting details in expository text	2	
2.6 ...extract appropriate and significant information from the text, including problems and solutions	3	
2.7 ...follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	8	12%
3.1 ...distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	1	
3.2 ...comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	2	
3.3 ...determine what characters are like by what they say or do and by how the author or illustrator portrays them	2	
3.4 ...determine the underlying theme or author's message in fictional and non-fiction text	1	
3.5 ...recognize the similarities of sounds in words and rhythmical patterns (e.g., alliteration, onomatopoeia) in a selection	1	
3.6 ...identify the speaker or narrator in a selection	1	
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>		
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	13	20%
1.1 ...understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	1	
1.2 ...identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	1	
1.3 ...identify and use past, present, and future verb tenses properly in writing and speaking	1	
1.4 ...identify and use subjects and verbs correctly in speaking and writing simple sentences	2	
1.5 ...punctuate dates, city and state, and titles of books correctly	2	
1.6 ...use commas in dates, locations, and addresses and for items in a series	1	
1.7 ...capitalize geographical names, holidays, historical periods, and special events correctly	2	
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	2	
1.9 ...arrange words in alphabetical order	1	
<b>1.0 WRITING STRATEGIES</b>	9	14%
1.1 ...create a single paragraph that		
a. develops a topic sentence	1	
b. includes simple supporting facts and details	2	
1.3 ...understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	
1.4 ...revise drafts to improve the coherence and logical progression of ideas by using an established rubric	3	
<b>TOTAL GRADE 3</b>	65	100%

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

### ASSESSMENT #1

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	6
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	3
2.3 ...demonstrate comprehension by identifying answers in the text	2
2.6 ...extract appropriate and significant information from the text, including problems and solutions	6
3.3 ...determine what characters are like by what they say or do and by how the author or illustrator portrays them	1
3.4 ...determine the underlying theme or author's message in fictional and non-fiction text	1
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>	<b># of Items</b>
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	4
1.1 ...understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	6
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	10
2.1 Write descriptions that use concrete sensory details to present...	1

### ASSESSMENT #2

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	4
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	3
2.3 ...demonstrate comprehension by identifying answers in the text	6
2.4 ...recall major points in the text and make and modify predictions about forthcoming information	1
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>	<b># of Items</b>
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	3
1.1 ...understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	2
1.5 ...punctuate dates, city and state, and titles of books correctly	1
1.6 ...use commas in dates, locations, and addresses and for items in a series	2
1.7 ...capitalize geographical names, holidays, historical periods, and special events correctly	2
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	10
2.2 Write descriptions that use concrete sensory details to present...	1

### ASSESSMENT #3

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	2
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	8
2.3 ...demonstrate comprehension by identifying answers in the text	2
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>	<b># of Items</b>
1.2 ...identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	3
1.3 ...identify and use past, present, and future verb tenses properly in writing and speaking	7
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	10
2.1 Write descriptions that use concrete sensory details to present...	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 3

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 3 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	20	31%
1.1 ...know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	2	
1.2 ...decode regular multisyllabic words	2	
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	4	
1.5 ...demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	2	
1.6 ...use sentence and word context to find the meaning of unknown words	4	
1.7 ...use a dictionary to learn the meaning and other features of unknown words	2	
1.8 ...use knowledge of prefixes and suffixes to determine the meaning of words	4	
<b>2.0 READING COMPREHENSION</b>	15	23%
2.1 ...use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	2	
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	2	
2.3 ...demonstrate comprehension by identifying answers in the text	2	
2.4 ...recall major points in the text and make and modify predictions about forthcoming information	2	
2.5 ...distinguish between main idea and supporting details in expository text	2	
2.6 ...extract appropriate and significant information from the text, including problems and solutions	3	
2.7 ...follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	8	12%
3.1 ...distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	1	
3.2 ...comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	2	
3.3 ...determine what characters are like by what they say or do and by how the author or illustrator portrays them	2	
3.4 ...determine the underlying theme or author's message in fictional and non-fiction text	1	
3.5 ...recognize the similarities of sounds in words and rhythmical patterns (e.g., alliteration, onomatopoeia) in a selection	1	
3.6 ...identify the speaker or narrator in a selection	1	
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>		
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	13	20%
1.1 ...understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	1	
1.2 ...identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	1	
1.3 ...identify and use past, present, and future verb tenses properly in writing and speaking	1	
1.4 ...identify and use subjects and verbs correctly in speaking and writing simple sentences	2	
1.5 ...punctuate dates, city and state, and titles of books correctly	2	
1.6 ...use commas in dates, locations, and addresses and for items in a series	1	
1.7 ...capitalize geographical names, holidays, historical periods, and special events correctly	2	
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	2	
1.9 ...arrange words in alphabetical order	1	
<b>1.0 WRITING STRATEGIES</b>	9	14%
1.1 ...create a single paragraph that		
a. develops a topic sentence	1	
b. includes simple supporting facts and details	2	
1.3 ...understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	
1.4 ...revise drafts to improve the coherence and logical progression of ideas by using an established rubric	3	
<b>TOTAL GRADE 3</b>	<b>65</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

### ASSESSMENT #4

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.1 ...know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	10
1.2 ...decode regular multisyllabic words	8
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	2
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	8
2.3 ...demonstrate comprehension by identifying answers in the text	2
2.3 Write personal and formal letters, thank-you notes, and...	1

### ASSESSMENT #5

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	4
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	8
2.3 ...demonstrate comprehension by identifying answers in the text	2
3.1 ...distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	1
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>	<b># of Items</b>
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	<b>3</b>
1.5 ...punctuate dates, city and state, and titles of books correctly	2
1.6 ...use commas in dates, locations, and addresses and for items in a series	2
1.7 ...capitalize geographical names, holidays, historical periods, and special events correctly	10
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	10
2.1 Write narratives: provide a context within which an action...	1

### ASSESSMENT #6\*

GRADE 3 CONTENT STANDARDS: READING	# of Items
1.4 ...use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	6
1.6 ...use sentence and word context to find the meaning of unknown words	4
2.2 ...ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	4
2.3 ...demonstrate comprehension by identifying answers in the text	5
2.5 ...distinguish between main idea and supporting details in expository text	1
<b>GRADE 3 CONTENT STANDARDS: WRITING</b>	<b># of Items</b>
1.2 ...identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	3
1.3 ...identify and use past, present, and future verb tenses properly in writing and speaking	3
1.6 ...use commas in dates, locations, and addresses and for items in a series	4
1.7 ...capitalize geographical names, holidays, historical periods, and special events correctly	2
1.8 ...spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	10
2.1 Write narratives: provide a context within which an action....	1

\* This assessment is administered only in summer school.

NOTE: Unshaded standards are not separately assessed on the CSTs.



# English/Language Arts Grade 4

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 4 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	18	24%
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	8	
1.3 ...use knowledge of root words to determine the meaning of unknown words within a passage	3	
1.4 ...know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	1	
1.5 ...use a thesaurus to determine related words and concepts	1	
1.6 ...distinguish and interpret multiple meaning words	5	
<b>2.0 READING COMPREHENSION</b>	15	20%
2.1 ...identify structural patterns found in informational text to strengthen comprehension	1	
2.3 ...make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	2	
2.4 ...evaluate new information and hypotheses by testing them against known information and ideas	3	
2.5 ...compare and contrast information on the same topic after reading several passages or articles	3	
2.6 ...distinguish between cause and effect and between fact and opinion in expository text	3	
2.7 ...follow multiple-step instructions in a basic technical manual	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	9	12%
3.1 ...describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	1	
3.2 ...identify the main events of the plot, their causes, and the influence of each event on future actions	2	
3.3 ...use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	1	
3.4 ...compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures	2	
3.5 ...define figurative language and identify its use in literary works	3	
GRADE 4 CONTENT STANDARDS: WRITING		
<b>1.0 LANGUAGE CONVENTIONS</b>	18	24%
1.1 ...use simple and compound sentences in writing and speaking	3	
1.2 ...combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	2	
1.3 ...identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	4	
1.4 ...use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	2	
1.5 ...use underlining, quotations marks, or italics to identify titles of documents	1	
1.6 ...capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	2	
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	4	
<b>1.0 WRITING STRATEGIES</b>	15	20%
1.1 ...select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	2	
1.2 ...create multiple-paragraph compositions that		
b. establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	1	
c. include supporting paragraphs with simple facts, details, and explanations	1	
d. conclude with a paragraph that summarizes the points	1	
1.3 ...use traditional structures for conveying information	2	
1.5 ...quote or paraphrase information sources, citing them appropriately	1	
1.6 ...locate information in reference texts by using organizational features	1	
1.7 ...use various reference materials as an aid to writing	1	
1.8 ...understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	2	
1.10...edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	3	
<b>TOTAL GRADE 4</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment

### Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

#### ASSESSMENT #1

GRADE 4 CONTENT STANDARDS: READING	# of Items
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	8
1.6 ...distinguish and interpret multiple meaning words	3
2.3 ...make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	2
GRADE 4 CONTENT STANDARDS: WRITING	
1.3 ...identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	3
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	10
2.1 Write narratives: use concrete sensory details...	1

#### ASSESSMENT #2

GRADE 4 CONTENT STANDARDS: READING	# of Items
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	6
1.3 ...use knowledge of root words to determine the meaning of unknown words within a passage	5
1.6 ...distinguish and interpret multiple meaning words	2
2.2...use appropriate strategies when reading for different purpose (e.g., full comprehension, location of information, personal enjoyment).	7
GRADE 4 CONTENT STANDARDS: WRITING	
1.1 ...use simple and compound sentences in writing and speaking	3
1.6 ...capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	7
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	10
2.3 Write information reports...	1

#### ASSESSMENT #3

GRADE 4 CONTENT STANDARDS: READING	# of Items
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	6
1.3 ...use knowledge of root words to determine the meaning of unknown words within a passage	2
1.4 ...know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	1
1.6 ...distinguish and interpret multiple meaning words	2
2.2...use appropriate strategies when reading for different purpose (e.g., full comprehension, location of information, personal enjoyment).	8
GRADE 4 CONTENT STANDARDS: WRITING	
1.4 ...use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	3
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	10
2.3 Write information reports...	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 4

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

## Formative Assessment

## Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

CALIFORNIA STANDARDS TEST		
GRADE 4 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	18	24%
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	8	
1.3 ...use knowledge of root words to determine the meaning of unknown words within a passage	3	
1.4 ...know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	1	
1.5 ...use a thesaurus to determine related words and concepts	1	
1.6 ...distinguish and interpret multiple meaning words	5	
<b>2.0 READING COMPREHENSION</b>	15	20%
2.1 ...identify structural patterns found in informational text to strengthen comprehension	1	
2.3 ...make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	2	
2.4 ...evaluate new information and hypotheses by testing them against known information and ideas	3	
2.5 ...compare and contrast information on the same topic after reading several passages or articles	3	
2.6 ...distinguish between cause and effect and between fact and opinion in expository text	3	
2.7 ...follow multiple-step instructions in a basic technical manual	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	9	12%
3.1 ...describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	1	
3.2 ...identify the main events of the plot, their causes, and the influence of each event on future actions	2	
3.3 ...use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	1	
3.4 ...compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures	2	
3.5 ...define figurative language and identify its use in literary works	3	
<b>GRADE 4 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS</b>	18	24%
1.1 ...use simple and compound sentences in writing and speaking	3	
1.2 ...combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	2	
1.3 ...identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	4	
1.4 ...use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions	2	
1.5 ...use underlining, quotations marks, or italics to identify titles of documents	1	
1.6 ...capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	2	
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	4	
<b>1.0 WRITING STRATEGIES</b>	15	20%
1.1 ...select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	2	
1.2 ...create multiple-paragraph compositions that		
b. establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	1	
c. include supporting paragraphs with simple facts, details, and explanations	1	
d. conclude with a paragraph that summarizes the points	1	
1.3 ...use traditional structures for conveying information	2	
1.5 ...quote or paraphrase information sources, citing them appropriately	1	
1.6 ...locate information in reference texts by using organizational features	1	
1.7 ...use various reference materials as an aid to writing	1	
1.8 ...understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	2	
1.10...edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	3	
<b>TOTAL GRADE 4</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## ASSESSMENT #4

GRADE 4 CONTENT STANDARDS: READING	# of Items
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	8
1.3 ...use knowledge of root words to determine the meaning of unknown words within a passage	1
1.6 ...distinguish and interpret multiple meaning words	2
2.2...use appropriate strategies when reading for different purpose (e.g., full comprehension, location of information, personal enjoyment).	8
3.1 ...describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	1
<b>GRADE 4 CONTENT STANDARDS: WRITING</b>	
1.3 ...identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	10
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	10
2.1 Write narratives: use concrete sensory details	1

## ASSESSMENT #5

GRADE 4 CONTENT STANDARDS: READING	# of Items
1.2 ...apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	6
1.4 ...know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	1
1.6 ...distinguish and interpret multiple meaning words	4
2.2...use appropriate strategies when reading for different purpose (e.g., full comprehension, location of information, personal enjoyment).	10
<b>GRADE 4 CONTENT STANDARDS: WRITING</b>	
1.3 ...identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	10
1.7 ...spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	10
2.3 Write information reports...	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 5

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 5 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	14	19%
1.2 ...use word origins to determine the meaning of unknown words	2	
1.3 ...understand and explain frequently used synonyms, antonyms and homographs	5	
1.4 ...know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	3	
1.5 ...understand and explain the figurative and metaphorical use of words in context	4	
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</b>	16	21%
2.1 ...understand how text features make information accessible and usable	2	
2.2 ...analyze text that is organized in sequential or chronological order	4	
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	3	
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	5	
2.5 ...distinguish facts, supported inferences, and opinions in text	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	12	16%
3.1 ...identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	1	
3.2 ...identify the main problem or conflict of the plot and how it is resolved	2	
3.3 ...contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	2	
3.4 ...understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	2	
3.5 ...describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	2	
3.6 ...evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	1	
3.7 ...evaluate the author's use of various techniques to influence readers' perspectives	2	
GRADE 5 CONTENT STANDARDS: WRITING		
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	17	23%
1.1 ...identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	4	
1.2 ...identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	3	
1.3 ...use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	3	
1.4 ...use correct capitalization	3	
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	4	
<b>1.0 WRITING STRATEGIES</b>	16	21%
1.1 ...create multiple-paragraph narrative compositions		
a. establish and develop a situation or plot	1	
b. describe the setting	1	
c. present an ending	1	
1.2 ...create multiple-paragraph expository compositions		
a. establish a topic, important ideas, or events in sequence or chronological order	2	
b. provide details and transitional expressions that link one paragraph to another in a clear line of thought	2	
c. offer a concluding paragraph that summarizes important ideas and details	2	
1.3 ...use organizational features of printed text to locate relevant information	1	
1.5 ...use a thesaurus to identify alternative word choices and meanings	1	
1.6 ...edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	5	
<b>TOTAL GRADE 5</b>	75	100%

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment

### Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

### ASSESSMENT #1

GRADE 5 CONTENT STANDARDS: READING	# of Items
1.3 ...understand and explain frequently used synonyms, antonyms and homographs	7
1.4 ...know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	2
1.5 ...understand and explain the figurative and metaphorical use of words in context	3
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	9
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	9
GRADE 5 CONTENT STANDARDS: WRITING	
1.2 ...identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	2
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	10
2.1 Write narratives...	1

### ASSESSMENT #2

GRADE 5 CONTENT STANDARDS: READING	# of Items
1.3 ...understand and explain frequently used synonyms, antonyms and homographs	7
1.5 ...understand and explain the figurative and metaphorical use of words in context	3
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	3
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	6
GRADE 5 CONTENT STANDARDS: WRITING	
1.3 ...use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	2
1.4 ...use correct capitalization	8
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	10
2.3 Write research reports about important ideas, issues, or...	1

### ASSESSMENT #3

GRADE 5 CONTENT STANDARDS: READING	# of Items
1.3...understand and explain frequently used synonyms, antonyms and homographs	6
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	2
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	8
GRADE 5 CONTENT STANDARDS: WRITING	
1.1 ...identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	4
1.2 ...identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	4
1.3 ...use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	2
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	10
2.1 Write narratives...	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 5

## Summative Assessment California Standards Test:

Provide summative, end-of-year or end-of-course results that document student achievement

CALIFORNIA STANDARDS TEST		
GRADE 5 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	14	19%
1.2 ...use word origins to determine the meaning of unknown words	2	
1.3 ...understand and explain frequently used synonyms, antonyms and homographs	5	
1.4 ...know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	3	
1.5 ...understand and explain the figurative and metaphorical use of words in context	4	
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</b>	16	21%
2.1 ...understand how text features make information accessible and usable	2	
2.2 ...analyze text that is organized in sequential or chronological order	4	
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	3	
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	5	
2.5 ...distinguish facts, supported inferences, and opinions in text	2	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	12	16%
3.1 ...identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	1	
3.2 ...identify the main problem or conflict of the plot and how it is resolved	2	
3.3 ...contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	2	
3.4 ...understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	2	
3.5 ...describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	2	
3.6 ...evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	1	
3.7 ...evaluate the author's use of various techniques to influence readers' perspectives	2	
GRADE 5 CONTENT STANDARDS: WRITING		
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	17	23%
1.1 ...identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	4	
1.2 ...identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	3	
1.3 ...use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	3	
1.4 ...use correct capitalization	3	
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	4	
<b>1.0 WRITING STRATEGIES</b>	16	21%
1.1 ...create multiple-paragraph narrative compositions		
a. establish and develop a situation or plot	1	
b. describe the setting	1	
c. present an ending	1	
1.2 ...create multiple-paragraph expository compositions		
a. establish a topic, important ideas, or events in sequence or chronological order	2	
b. provide details and transitional expressions that link one paragraph to another in a clear line of thought	2	
c. offer a concluding paragraph that summarizes important ideas and details	2	
1.3 ...use organizational features of printed text to locate relevant information	1	
1.5 ...use a thesaurus to identify alternative word choices and meanings	1	
1.6 ...edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	5	
<b>TOTAL GRADE 5</b>	75	100%

NOTE: Non-assessed or embedded standards are omitted.

## Formative Assessment

### Sacramento County Office of Education:

Provide formative, ongoing data to be used to improve teaching and learning

#### ASSESSMENT #4

GRADE 5 CONTENT STANDARDS: READING	# of Items
1.3...understand and explain frequently used synonyms, antonyms and homographs	8
1.4 ...know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	2
2.3 ...discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	1
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	7
GRADE 5 CONTENT STANDARDS: WRITING	
1.1 ...identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	3
1.2 ...identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	7
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	10
2.4 Write a persuasive letter or composition...	1

#### ASSESSMENT #5

GRADE 5 CONTENT STANDARDS: READING	# of Items
1.3 ...understand and explain frequently used synonyms, antonyms and homographs	8
1.4 ...know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	1
2.4 ...draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	9
GRADE 5 CONTENT STANDARDS: WRITING	
1.1 ...identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	3
1.4 ...use correct capitalization	2
1.5 ...spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	10
2.3 Write research reports about important ideas, issues, or...	1

NOTE: Unshaded standards are not separately assessed on the CSTs.

# English/Language Arts Grade 6

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 6 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	13	17%
1.2 ...identify and interpret figurative language and words with multiple meanings	5	
1.3 ...recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	2	
1.4 ...monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	3	
1.5 ...understand and explain "shades of meaning" in related words	3	
<b>2.0 READING COMPREHENSION</b>	17	23%
2.1 ...identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	2	
2.2 ...analyze text that uses the compare-and-contrast organizational pattern	1	
2.3 ...connect and clarify main ideas by identifying their relationships to other sources and related topics	4	
2.4 ...clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	1	
2.5 ...follow multiple-step instructions for preparing applications	2	
2.6 ...determine the adequacy and appropriateness of the evidence for an author's conclusions	2	
2.7 ...make reasonable assertions about a text through accurate, supporting citations	2	
2.8 ...note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	12	16%
3.1 ...identify the forms of fiction and describe the major characteristics of each form	1	
3.2 ...analyze the effect of the qualities of the character on the plot and the resolution of the conflict	2	
3.3 ...analyze the influence of setting on the problem and its resolution	1	
3.4 ...define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	3	
3.5 ...identify the speaker and recognize the difference between first-and third-person narration	1	
3.6 ...identify and analyze features of themes conveyed through characters, actions, and images	1	
3.7 ...explain the effects of common literary devices in a variety of fictional and nonfiction texts	2	
3.8 ...critique the credibility of characterization and the degree to which a plot is contrived or realistic	1	
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS</b>	16	21%
1.1 ...use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	4	
1.2 ...identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	3	
1.3 ...use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	3	
1.4 ...use correct capitalization	2	
1.5 ...spell frequently misspelled words correctly	4	
<b>1.0 WRITING STRATEGIES</b>	17	23%
1.1 ...choose the form of writing that best suits the intended purpose	2	
1.2 ...create multiple-paragraph expository compositions		
2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader	3	
3) conclude with a detailed summary linked to the purpose of composition	2	
1.3 ...use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	1	
1.4 ...use organizational features of electronic text to locate information	2	
1.6 ...revise writing to improve organization and consistency of ideas within and between paragraphs	7	
<b>TOTAL GRADE 6</b>	75	100%

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 6 CONTENT STANDARDS: READING	# of Items
1.2 ...identify and interpret figurative language and words with multiple meanings	5
1.5 ...understand and explain "shades of meaning" in related words	5
3.2 ...analyze the effect of the qualities of the character on the plot and the resolution of the conflict	4
3.3 ...analyze the influence of setting on the problem and its resolution	6
3.6 ...identify and analyze features of themes conveyed through characters, actions, and images	6
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>	
LC 1.1 ...use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	5
LC 1.2 ...identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	5
<b>MULTIPLE CHOICE ITEMS</b>	36
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	4 pts
R 3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict	

### PERIODIC ASSESSMENT #2

GRADE 6 CONTENT STANDARDS: READING	# of Items
1.3 ...recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	4
1.4 ...monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	6
2.2 ...analyze text that uses the compare-and-contrast organizational pattern	7
2.4 ...clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	6
2.7 ...make reasonable assertions about a text through accurate, supporting citations	1
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>	
WS 1.6 Revise writing to improve organization and consistency of ideas within and between paragraphs	6
<b>MULTIPLE CHOICE ITEMS</b>	30
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	6 pts
R 2.7 Make reasonable assertions about a text through accurate, supporting citations	

### PERIODIC ASSESSMENT #3

GRADE 6 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	4 pts
WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	4 pts
WA 2.4 Write responses to literature: a.) Develop an interpretation exhibiting careful reading, understanding, and insight. b.) Organize the interpretation around several clear ideas, premises, or images. c.) Develop and justify the interpretation through sustained use of examples and textual evidence.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 7

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 7 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>11</b>	<b>15%</b>
1.1 ...identify idioms, analogies, metaphors, and similes in prose and poetry	3	
1.2 ...use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	3	
1.3 ...clarify word meanings through the use of definition, example, restatement, or contrast	5	
<b>2.0 READING COMPREHENSION</b>	<b>18</b>	<b>24%</b>
2.1 ...understand and analyze the differences in structure and purpose between various categories of informational materials	3	
2.2 ...locate information by using a variety of consumer, workplace, and public documents	4	
2.3 ...analyze text that uses cause-and-effect organizational pattern	2	
2.4 ...identify and trace the development of an author's argument, point of view, or perspective in text	3	
2.5 ...understand and explain the use of a simple mechanical device by following technical directions	3	
2.6 ...assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>13</b>	<b>17%</b>
3.1 ...articulate the expressed purposes and characteristics of different forms of prose	1	
3.2 ...identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	2	
3.3 ...analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3	
3.4 ...identify and analyze recurring themes across works	2	
3.5 ...contrast points of view in narrative text and explain how they affect the overall theme of the work	3	
3.6 ...analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	2	
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS</b>	<b>16</b>	<b>21%</b>
1.1 ...place modifiers properly, and use the active voice	1	
1.2 ...identify and use infinitives and participles and make clear references between pronouns and antecedents	1	
1.3 ...identify all parts of speech and types and structure of sentences	4	
1.4 ...demonstrate the mechanics of writing and appropriate English usage	4	
1.5 ...identify hyphens, dashes, brackets, and semi-colons and use them correctly	1	
1.6 ...use correct capitalization	2	
1.7 ...spell derivatives correctly by applying the spellings of bases and affixes	3	
<b>1.0 WRITING STRATEGIES</b>	<b>17</b>	<b>23%</b>
1.1 ...create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	
1.2 ...support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	2	
1.3 ...use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	3	
1.4 ...identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	3	
1.5 ...give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	2	
1.7 ...revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	
<b>TOTAL GRADE 7</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 7 CONTENT STANDARDS: READING	# of Items
1.1 ...identify idioms, analogies, metaphors, and similes in prose and poetry	10
3.2 ...identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	6
3.3 ...analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3
3.4 ...identify and analyze recurring themes across works	6
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>	
LC 1.1 ...place modifiers properly, and use the active voice	5
LC 1.2 ...identify and use infinitives and participles and make clear references between pronouns and antecedents	5
<b>MULTIPLE CHOICE ITEMS</b>	<b>35</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>5 pts</b>
R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	

### PERIODIC ASSESSMENT #2

GRADE 7 CONTENT STANDARDS: READING	# of Items
1.3 ...clarify word meanings through the use of definition, example, restatement, or contrast	10
2.4 ...identify and trace the development of an author's argument, point of view, or perspective in text	7
2.6 ...assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	1
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>	
WS 1.4 ...identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	6
WS 1.5 ...give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	6
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>6 pts</b>
R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	

### PERIODIC ASSESSMENT #3

GRADE 7 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>5 pts</b>
WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	<b>4 pts</b>
WA 2.2 Write responses to literature: a.) Develop interpretations exhibiting careful reading, understanding, and insight. b.) Organize interpretations around several clear ideas, premises, or images from the literary work. c.) Justify interpretations through sustained use of examples and textual evidence.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 8

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 8 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	9	12%
1.1 ...analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	2	
1.2 ...understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	2	
1.3 ...use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	5	
<b>2.0 READING COMPREHENSION</b>	18	24%
2.1 ...compare and contrast the features and elements of consumer materials to gain meaning from documents	2	
2.2 ...analyze text that uses proposition and support patterns	3	
2.3 ...find similarities and differences between texts in the treatment, scope, or organization of ideas	2	
2.4 ...compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	2	
2.5 ...understand and explain the use of a complex mechanical device by following technical directions	3	
2.6 ...use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	3	
2.7 ...evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	15	20%
3.1 ...determine and articulate the relationship among the purposes and characteristics of different forms of poetry	2	
3.2 ...evaluate the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved	3	
3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	2	
3.4 ...analyze the relevance of the setting to the mood, tone, and meaning of the text	2	
3.5 ...identify and analyze recurring themes across traditional and contemporary works	1	
3.6 ...identify significant literary devices that define a writer's style and use those elements to interpret the work	3	
3.7 ...analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author	2	
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	16	21%
1.1 ...use correct and varied sentence types and sentence openings to present a lively and effective personal style	2	
1.2 ...identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	2	
1.3 ...use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	3	
1.4 ...edit written manuscripts to ensure that correct grammar is used	3	
1.5 ...use correct punctuation and capitalization	3	
1.6 ...use correct spelling conventions	3	
<b>1.0 WRITING STRATEGIES (WS)</b>	17	23%
1.1 ...create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	4	
1.2 ...establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	4	
1.3 ...support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	3	
1.6 ...revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6	
<b>TOTAL GRADE 8</b>	75	100%

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 8 CONTENT STANDARDS: READING	# of Items
1.1 ...analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	10
3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	2
3.5 ...identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works	6
3.7 ...analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author	6
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>	
LC 1.1 ...use correct and varied sentence types and sentence openings to present a lively and effective personal style	5
LC 1.3 ...use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	5
<b>MULTIPLE CHOICE ITEMS</b>	34
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	6 pts
R 3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	

### PERIODIC ASSESSMENT #2

GRADE 8 CONTENT STANDARDS: READING	# of Items
1.3 ...use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	10
2.3 ...find similarities and differences between texts in the treatment, scope, or organization of ideas	1
2.4 ...compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	7
2.7 ...evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	6
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>	
WS 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6
<b>MULTIPLE CHOICE ITEMS</b>	30
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	6 pts
R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas	

### PERIODIC ASSESSMENT #3

GRADE 8 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	5 pts
WS 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	4 pts
WA 2.2 Write responses to literature: a.) Exhibit careful reading and insight in their interpretations. b.) Connect the student's own responses to the writer's techniques and to specific textual references. c.) Draw supported inferences about the effects of a literary work on its audience. d.) Support judgments through references to the text, other works, other authors, or to personal knowledge.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 9

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 9 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>8</b>	<b>11%</b>
1.1 ...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3 ...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
<b>2.0 READING COMPREHENSION</b>	<b>18</b>	<b>24%</b>
2.1 ...analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2 ...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3 ...generate relevant questions about readings on issues that can be researched	2	
2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6 ...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7 ...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8 ...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>16</b>	<b>21%</b>
3.1 ...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2 ...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3 ...analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot	2	
3.4 ...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	1	
3.5 ...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6 ...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7 ...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8 ...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9 ...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10 ...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11 ...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12 ...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	<b>13</b>	<b>17%</b>
1.1 ...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2 ...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	3	
1.3 ...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5 ...reflect appropriate manuscript requirements, including	1	
1) title page presentation	1/3*	
2) pagination	1/3*	
3) spacing and margins	1/3*	
<b>1.0 WRITING STRATEGIES (WS)</b>	<b>20</b>	<b>27%</b>
1.1 ...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	3	
1.2 ...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	3	
1.3 ...use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources	2	
1.4 ...develop the main ideas within the body of the composition through supportive evidence	2	
1.5 ...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7 ...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9 ...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
<b>TOTALGRADE 9</b>	<b>75</b>	<b>100%</b>

\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 9 CONTENT STANDARDS: READING	# of Items
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4
2.8 ...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>	
LC 1.2 ...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	5
WS 1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4
WS 1.5 ...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	4
<b>MULTIPLE CHOICE ITEMS</b>	<b>21</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>4 pts</b>
R 2.5 ...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	<b>4 pts</b>
R 2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	

### PERIODIC ASSESSMENT #2

GRADE 9 CONTENT STANDARDS: READING	# of Items
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4
2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	5
2.5 ...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	6
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>	
LC 1.1 ...identify and correctly use clauses, phrases, and mechanics of punctuation	5
LC 1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3
WS 1.2 ...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	5
WS 1.9 ...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	5
<b>MULTIPLE CHOICE ITEMS</b>	<b>33</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>4 pts</b>
R 2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	

### PERIODIC ASSESSMENT #3

GRADE 9 CONTENT STANDARDS: READING	# of Items
1.1 ...identify and use the literal and figurative meanings of words and understand word derivations	6
3.1 ...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	5
3.2 ...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	5
3.12 ...analyze the way in which a work of literature is related to the themes and issues of its historical period	7
<b>MULTIPLE CHOICE ITEMS</b>	<b>23</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>7 pts</b>
R 3.5 ...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	<b>4 pts</b>
WA 2.2 Write responses to literature: a.) Demonstrate a comprehensive grasp of the significant ideas of literary works. b.) Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c.) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d.) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	

NOTE: Unshaded standards are not separately assessed on the CST.



# English/Language Arts Grade 10

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 10 CONTENT STANDARDS: READING		# of Items	%
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	8	11%
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3	...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
2.0	READING COMPREHENSION	18	24%
2.1	...including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2	...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3	...generate relevant questions about readings on issues that can be researched	2	
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6	...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7	...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
3.0	LITERARY RESPONSE AND ANALYSIS	16	21%
3.1	...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2	...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3	...analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	2	
3.4	...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy	1	
3.5	...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6	...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8	...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10	...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12	...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
GRADE 10 CONTENT STANDARDS: WRITING			
1.0	LANGUAGE CONVENTIONS (LC)	13	17%
1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2	...understand sentence construction and proper English usage	3	
1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5	...reflect appropriate manuscript requirements, including	1	
	1) title page presentation	1/4*	
	2) pagination	1/4*	
	3) spacing and margins	1/4*	
	4) integration of source and support material with appropriate citations	1/4*	
1.0	WRITING STRATEGIES (WS)	20	27%
1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	3	
1.2	...use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice	3	
1.3	...use clear research questions and suitable research methods	2	
1.4	...develop the main ideas within the body of the composition through supportive evidence	2	
1.5	...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7	...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
TOTALGRADE 10		75	100%

\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 10 CONTENT STANDARDS: READING		# of Items
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	5
2.3	...generate relevant questions about readings on issues that can be researched	5
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	2
GRADE 10 CONTENT STANDARDS: WRITING		
LC 1.2	...understand sentence construction and proper English usage	4
LC 1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	4
WS 1.4	...develop the main ideas within the body of the composition through supportive evidence	4
WS 1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	4
MULTIPLE CHOICE ITEMS		28
SHORT CONSTRUCTED RESPONSE (SCR)		5 pts
R 2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	

### PERIODIC ASSESSMENT #2

GRADE 10 CONTENT STANDARDS: READING		# of Items
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	1
2.5	...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	5
GRADE 10 CONTENT STANDARDS: WRITING		
LC 1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	4
LC 1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4
WS 1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	4
TOTAL MULTIPLE CHOICE ITEMS		18
SHORT CONSTRUCTED RESPONSE (SCR)		6 pts
R 2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	
EXTENDED CONSTRUCTED RESPONSE (ECR)		4 pts
WA 2.3	Write expository compositions, including analytical essays and research reports: a.) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b.) Convey information and ideas from primary and secondary sources accurately and coherently. c.) Make distinctions between the relative value and significance of specific data, facts, and ideas. d.) Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e.) Anticipate and address readers' potential misunderstandings, biases, and expectations. f.) Use technical terms and notations accurately.	

### PERIODIC ASSESSMENT #3

GRADE 10 CONTENT STANDARDS: READING		# of Items
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5
3.3	...analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	7
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	6
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	6
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1
GRADE 10 CONTENT STANDARDS: WRITING		
WS 1.4	Develop the main ideas within the body of the composition through supportive evidence	4
WS 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	4
TOTAL MULTIPLE CHOICE ITEMS		33
SHORT CONSTRUCTED RESPONSE (SCR)		7 pts
R 3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	

NOTE: Unshaded standards are not separately assessed on the CST.

# Geometry AB

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

CST BLUEPRINT FOR GEOMETRY AB	# of Items	RC***
1.0* ... demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	2	RC1
2.0* ... write geometric proofs, including proofs by contradiction.	3	
3.0* ... construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	4	
4.0* ... prove basic theorems involving congruence and similarity.	5	
5.0 ... prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	2	
6.0 ... know and are able to use the triangle inequality theorem.	1	
7.0* ... prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.	5 2/3**	
8.0* ... know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	4	RC2
9.0 ... compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	2	
10.0* ... compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	4	
11.0 ... determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	1	
12.0* ... find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	5	
13.0 ... prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.	2	RC3
14.0* ... prove the Pythagorean theorem.	1/3**	
15.0 ... use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	2	
16.0* ... perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	4	
17.0* ... prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	3	
18.0* ... know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example $\tan x = \sin x / \cos x$ , $\sin^2 x + \cos^2 x = 1$	3	RC4
19.0* ... use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.	3	
20.0 ... 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.	1	
21.0* ... prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	5	
22.0* ... know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	3	
<b>GEOMETRY AB TOTAL</b>	<b>65</b>	<b>100%</b>

\* Key standards comprise a minimum of 70% of the test

\*\* Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

\*\*\*Standards are shaded according to CST Reporting Cluster (RC), where:

- RC1, Logic and Geometric Proofs, represents 35% of the CST (23 questions)
- RC2, Volume and Area Formulas, represents 17% of the CST (11 questions)
- RC3, Angle Relationships, Constructions, and Lines, represents 25% of the CST (16 questions)
- RC4, Trigonometry, represents 23% of the CST (15 questions)

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GEOMETRY CONTENT STANDARDS	# of Items
1.0* ... demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	2
2.0* ... write geometric proofs, including proofs by contradiction.	3
3.0* ... construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	2
7.0* ... prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.	3
12.0* ... find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	5
13.0 ... prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.	2
16.0* ... perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	2
17.0* ... prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	1
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
12.0* ... find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	

### PERIODIC ASSESSMENT #2

GEOMETRY CONTENT STANDARDS	# of Items
3.0* ... construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	1
4.0* ... prove basic theorems involving congruence and similarity.	5
5.0 ... prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	3
6.0 ... know and are able to use the triangle inequality theorem.	1
7.0* ... prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.	3
15.0 ... use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	2
16.0* ... perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	2
17.0* ... prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	3
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
14.0* ... prove the Pythagorean theorem.	

### PERIODIC ASSESSMENT #3

GEOMETRY CONTENT STANDARDS	# of Items
3.0* ... construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	1
8.0* ... know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	4
9.0 ... compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	2
10.0* ... compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	4
11.0 ... determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	1
18.0* ... know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example $\tan x = \sin x / \cos x$ , $\sin^2 x + \cos^2 x = 1$	3
19.0* ... use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.	3
20.0 ... 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.	2
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
11.0 ... determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	

# History/Social Science Grade 7

## Assessment OF Learning, California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

## Assessment FOR Learning, LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

CST BLUEPRINT FOR GRADE 7 HISTORY/SOCIAL SCIENCE GRADE 7 STANDARDS ONLY***	# of Items	%
RC† 2: LATE ANTIQUITY AND THE MIDDLE AGES	14	18%
7.1 Analyze the causes and effects of the vast expansion...	1	
1. Study the early strengths and lasting contributions of Rome...	A**	
2. Discuss the geographic borders of the empire at its height...	C**	
3. Describe the establishment by Constantine of the new capital, ...	B**	
7.2 Analyze the geographic, political, economic, religious...	2	
1. Identify the physical features and describe the climate ...	C**	
2. Trace the origins of Islam and the life and teachings ...	A**	
3. Explain the significance of the Qur'an and the Sunnah ...	A**	
4. Discuss the expansion of Muslim rule through military...	B**	
5. Describe the growth of cities and the establishment of trade...	C**	
6. Understand the intellectual exchanges among Muslim...	B**	
7.3 Analyze the geographic, political, economic, religious,...	2	
1. Describe the reunification of China under the Tang Dynasty...	A**	
2. Describe the agricultural, technological, and commercial...	*	
3. Analyze the influences of Confucianism and changes in...	B**	
4. Understand the importance of both overland and maritime...	*	
5. Trace the historic influence of such discoveries as tea, the...	A**	
6. Describe the development of the imperial state and the scholar...	B**	
7.4 Analyze the geographic, political, economic, religious...	2	
1. Study the Niger River and the relationship of vegetation zones...	A**	
2. Analyze the importance of family, labor specialization...	*	
3. Describe the role of the trans-Saharan caravan trade in the...	B**	
4. Trace the growth of the Arabic language in government...	B**	
5. Describe the importance of written and oral traditions...	*	
7.5 Analyze the geographic, political, economic, religious...	2	
1. Describe the significance of Japan's proximity to China and...	B**	
2. Discuss the reign of Prince Shotoku of Japan and the...	C**	
3. Describe the values, social customs, and traditions prescribed...	A**	
4. Trace the development of distinctive forms of Japanese...	C**	
5. Study the ninth and tenth centuries' golden age of literature...	*	
6. Analyze the rise of a military society in the late twelfth....	A**	
7.6 Analyze the geographic, political, economic, religious...	3	
1. Study the geography of the Europe and the Eurasian...	*	
2. Describe the spread of Christianity north of the Alps...	*	
3. Understand the development of feudalism, its role in the...	A**	
4. Demonstrate an understanding of the conflict and cooperation...	A**	
5. Know the significant developments in medieval English legal...	B**	
6. Discuss the causes and course of the religious Crusades...	A**	
7. Map the spread of the bubonic plague from Central Asia to...	*	
8. Understand the importance of the Catholic church as...	B**	
9. Know the history of the decline of Muslim rule...	*	
7.7 Compare and contrast the geographic, political, economic...	2	
1. Study the locations, landforms, and climates of Mexico...	*	
2. Study the roles of people in each society, including...	A**	
3. Explain how and where each empire arose and how the...	A**	
4. Describe the artistic and oral traditions and architecture...	B**	
5. Describe the Meso-American achievements in astronomy...	B**	
RC 3: RENAISSANCE/REFORMATION	10	13 %
7.8 Analyze the origins, accomplishments, and geographic...	2	
1. Describe the way in which the revival of classical learning...	A**	
2. Explain the importance of Florence in the early stages...	*	
3. Understand the effects of the reopening of the ancient...	*	
4. Describe the growth and effects of new ways of disseminating...	B**	
5. Detail advances made in literature, the arts, science...	A**	
7.9 Students analyze the historical developments of the...	3	
1. List the causes for the internal turmoil in weakening...	A**	
2. Describe the theological, political, and economic ideas...	A**	
3. Explain Protestants' new practices of church self-government...	B**	
4. Identify and locate the European regions that remained...	A**	
5. Analyze how the Counter-Reformation revitalized the Catholic...	B**	
6. Understand the institution and impact of missionaries on...	C**	
7. Describe the Golden Age of cooperation between Jews and...	B**	
7.10 Students analyze the historical developments of the...	2	
1. Discuss the roots of the Scientific Revolution...	A**	
2. Understand the significance of the new scientific theories...	A**	
3. Understand the scientific method advanced by Bacon and...	B**	
7.11 Students analyze political and economic change in the...	3	
1. Know the great voyages of discovery, the locations of the...	A**	
2. Discuss the exchanges of plants, animals, technology...	B**	
3. Examine the origins of modern capitalism; the influence	A**	
4. Explain how the main ideas of the Enlightenment...	*	
5. Describe how democratic thought and institutions...	A**	
6. Discuss how the principles in the Magna Carta were...	*	
ITEMS ALIGNED TO 7 <sup>TH</sup> GRADE STDS ON GRADE 7 CST		31 %
†RC: CST Reporting Cluster * Standard not ranked for emphasis. ** Emphasis: A = high; B = medium; C = low *** Items on the 7 <sup>th</sup> Grade standards make up 31% of the CST for this grade level (24 of 75 total questions)		

## PERIODIC ASSESSMENT #1

HISTORY 7 CONTENT STANDARDS	# of Items
7.1.1. Study the early strengths and lasting contributions of Rome...	2
7.1.3. Describe the establishment by Constantine of the new capital, ...	1
7.2.2. Trace the origins of Islam and the life and teachings ...	2
7.2.3. Explain the significance of the Qur'an and the Sunnah ...	1
7.2.4. Discuss the expansion of Muslim rule through military...	1
7.4.1. Study the Niger River and the relationship of vegetation zones...	2
7.4.3. Describe the role of the trans-Saharan caravan trade in the...	1
7.4.4. Trace the growth of the Arabic language in government...	1
7.7.2. Study the roles of people in each society, including...	1
7.7.3. Explain how and where each empire arose and how the...	2
7.7.5. Describe the Meso-American achievements in astronomy...	1
MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
7.2.3. Explain the significance of the Qur'an and the Sunnah ...	

## PERIODIC ASSESSMENT #2

HISTORY 7 CONTENT STANDARDS	# of Items
7.3.1. Describe the reunification of China under the Tang Dynasty...	1
7.3.3. Analyze the influences of Confucianism and changes in...	1
7.3.5. Trace the historic influence of such discoveries as tea, the...	2
7.3.6. Describe the development of the imperial state and the...	1
7.5.1. Describe the significance of Japan's proximity to China and...	1
7.5.3. Describe the values, social customs, and traditions prescribed...	2
7.5.6. Analyze the rise of a military society in the late twelfth....	2
7.6.3. Understand the development of feudalism, its role in the...	1
7.6.4. Demonstrate an understanding of the conflict and cooperation...	1
7.6.5. Know the significant developments in medieval English legal...	1
7.6.6. Discuss the causes and course of the religious Crusades...	1
7.6.8. Understand the importance of the Catholic church as...	1
MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
1. Describe the reunification of China under the Tang Dynasty...	

## PERIODIC ASSESSMENT #3

HISTORY 7 CONTENT STANDARDS	# of Items
7.8.1. Describe the way in which the revival of classical learning...	1
7.8.4. Describe the growth and effects of new ways of disseminating...	1
7.8.5. Detail advances made in literature, the arts, science...	2
7.9.1. List the causes for the internal turmoil in weakening...	1
7.9.2. Describe the theological, political, and economic ideas...	2
7.9.4. Identify and locate the European regions that remained...	1
7.9.5. Analyze how the Counter-Reformation revitalized the...	1
7.10.1. Discuss the roots of the Scientific Revolution...	1
7.10.2. Understand the significance of the new scientific theories...	1
7.10.3. Understand the scientific method advanced by Bacon and...	1
7.11.1. Know the great voyages of discovery, the locations of the...	1
7.11.3. Examine the origins of modern capitalism; the influence	1
7.11.5. Describe how democratic thought and institutions...	1
TOTAL MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
7.10.1. Discuss the roots of the Scientific Revolution...	

Los Angeles Unified School District  
**History/Social Science Grade 8**

**Assessment OF Learning,  
 California Standards Tests:**

Provide summative, end-of-year or end-of-course results  
 that document student achievement

**Assessment FOR Learning,  
 LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to  
 increase student achievement

CST BLUEPRINT FOR GRADE 8 HISTORY/SOCIAL SCIENCE GRADE 8 STANDARDS ONLY***	# of Items	%
RC† 4: U.S. CONSTITUTION AND THE EARLY REPUBLIC	22	29%
8.1 Understand the major events preceding the founding of the ...	3	
1. Describe the relationship between moral and political ideas ...	B**	
2. Analyze the philosophy of government expressed in the ...	A**	
3. Analyze how the American Revolution affected other nations, ...	C**	
4. Describe the nation's blend of civic republicanism, classical ...	A**	
8.2 Analyze political principles underlying the U.S. Constitution ...	4	
1. Discuss the significance of the Magna Carta, the English Bill ...	C**	
2. Analyze the Articles of Confederation and the Constitution ...	B**	
3. Evaluate the major debates that occurred during the ...	A**	
4. Describe political philosophy underpinning the Constitution ...	B**	
5. Understand the significance of Jefferson's Statute for ...	B**	
6. Enumerate the powers of government set forth in the ...	A**	
7. Describe the principles of federalism, dual sovereignty, ...	A**	
8.3 Understand the foundation of the American political system ...	3	
1. Analyze the principles and concepts codified in state ...	B**	
2. Explain how the ordinances of 1785 and 1787 privatized ...	*	
3. Enumerate the advantages of a common market among the ...	*	
4. Understand how the conflicts between Jefferson and Hamilton ...	A**	
5. Know the significance of domestic resistance movements and ...	B**	
6. Describe the basic law-making process and how the ...	A**	
7. Understand the functions and responsibilities of a free press.	*	
8.4 Analyze the aspirations and ideals of the people of the new ...	2	
1. Describe the country's physical landscapes, political divisions, ...	*	
2. Explain the policy significance of famous speeches ...	B**	
3. Analyze the rise of capitalism and the economic problems and ...	B**	
4. Discuss daily life, including traditions in art, music, and ...	A**	
8.5 Analyze U.S. foreign policy in the early Republic.	2	
1. Understand political and economic causes and consequences ...	B**	
2. Know the changing boundaries of the United States and ...	A**	
3. Outline the major treaties with American Indian nations during ...	*	
8.6 Analyze the divergent paths of the American people from ...	3	
1. Discuss the influence of industrialization and technological ...	*	
2. Outline physical obstacles to and the economic and political ...	A**	
3. List the reasons for the wave of immigration from Northern ...	B**	
4. Study the lives of black Americans who gained freedom in the ...	*	
5. Trace development of the American education system from its ...	*	
6. Examine the women's suffrage movement ...	A**	
7. Identify common themes in American art as well as ...	B**	
8.7 Analyze divergent paths of the American people in the South...	2	
1. Describe development of the agrarian economy in the South...	A**	
2. Trace the origins and development of slavery; its effects on ...	A**	
3. Examine characteristics of white Southern society and how ...	C**	
4. Compare the lives of and opportunities for free blacks in the ...	C**	
8.8 Analyze divergent paths of the American people in the West ...	3	
1. Discuss the election of Andrew Jackson as president in 1828, ...	A**	
2. Describe the purpose, challenges, and economic incentives ...	A**	
3. Describe the role of pioneer women and the new status that ...	B**	
4. Examine the importance of the great rivers and the struggle ...	B**	
5. Discuss Mexican settlements and their locations, cultural ...	B**	
6. Describe the Texas War for Independence and the Mexican-...	A**	
RC 5: CIVIL WAR AND ITS AFTERMATH	13	18%
8.9 Analyze the early and steady attempts to abolish slavery and ...	4	
1. Describe the leaders of the movement (e.g., John Quincy ...	A**	
2. Discuss the abolition of slavery in early state constitutions.	C**	
3. Describe the significance of the Northwest Ordinance in ...	B**	
4. Discuss the importance of the slavery issue as raised by the ...	A**	
5. Analyze the significance of the States' Rights Doctrine, the ...	A**	
6. Describe the lives of free blacks and the laws that limited their ...	C**	
8.10 Analyze the multiple causes, key events and complex ...	4	
1. Compare the conflicting interpretations of state and federal ...	A**	
2. Trace the boundaries constituting the North and the South, ...	B**	
3. Identify the constitutional issues posed by the doctrine of ...	B**	
4. Discuss Abraham Lincoln's presidency and his significant ...	A**	
5. Study the views and lives of leaders and soldiers on both ...	B**	
6. Describe critical developments and events in the war, ...	A**	
7. Explain how the war affected combatants, civilians, the ...	*	
8.11 Analyze the character and lasting consequences of ...	3	
1. List original aims of Reconstruction and describe its effects ...	A**	
2. Identify push-pull factors in the movement of former slaves ...	C**	
3. Understand the effects of the Freedmen's Bureau and the ...	A**	
4. Trace the rise of the Ku Klux Klan and describe the Klan's ...	C**	
5. Understand the Thirteenth, Fourteenth, and Fifteenth ...	A**	
8.12 Analyze the transformation of the American economy and ...	2	
1. Trace patterns of agricultural and industrial development as ...	C**	
2. Identify reasons for the development of federal Indian policy ...	A**	
3. Explain how states and the federal government encouraged ...	C**	
4. Discuss entrepreneurs, industrialists, and bankers in politics, ...	A**	
5. Examine the location and effects of urbanization, renewed ...	B**	
6. Discuss child labor, working conditions, and laissez-faire ...	B**	
7. Identify the new sources of large-scale immigration and the ...	C**	
8. Identify the characteristics and impact of Grangerism and ...	C**	
9. Name significant inventors and their inventions and identify ...	C**	
ITEMS ALIGNED TO 8 <sup>TH</sup> GRADE STDS ON GRADE 8 CST	35	47%

†RC: CST Reporting Cluster

\* Standard not ranked for emphasis.

\*\* Emphasis: A = high; B = medium; C = low

\*\*\* Items on the 8<sup>th</sup> Grade standards make up 47% of the CST for this grade level (35 of 75 total questions)

**PERIODIC ASSESSMENT #1**

HISTORY 8 CONTENT STANDARDS	# of Items
8.1.1. Describe the relationship between moral and political ideas ...	1
8.1.2. Analyze the philosophy of government expressed in the ...	2
8.2.2. Analyze the Articles of Confederation and the Constitution ...	1
8.2.3. Evaluate the major debates that occurred during the ...	1
8.2.6. Enumerate the powers of government set forth in the ...	2
8.2.7. Describe the principles of federalism, dual sovereignty, ...	2
8.3.4. Understand how conflicts between Jefferson and Hamilton ...	1
8.3.5. Know the significance of domestic resistance movements ...	1
8.3.6. Describe the basic law-making process and how the ...	2
8.4.2. Explain the policy significance of famous speeches ...	1
8.4.4. Discuss daily life, including traditions in art, music, and ...	1
MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
8.2.3. Evaluate the major debates that occurred during the development of...	

**PERIODIC ASSESSMENT #2**

HISTORY 8 CONTENT STANDARDS	# of Items
8.5.1. Understand political and economic causes and consequences...	1
8.5.2. Know the changing boundaries of the United States and ...	1
8.6.2. Outline physical obstacles to and the economic and political ...	1
8.6.6. Examine the women's suffrage movement ...	1
8.7.1. Describe development of the agrarian economy in the South...	2
8.7.2. Trace the origins and development of slavery; its effects on ...	1
8.8.1. Discuss the election of Andrew Jackson as president in 1828, ...	1
8.8.2. Describe the purpose, challenges, and economic incentives ...	2
8.8.6. Describe the Texas War for Independence and the Mexican-...	1
8.9.1. Describe the leaders of the movement (e.g., John Quincy ...	1
8.9.3. Describe the significance of the Northwest Ordinance in ...	1
8.9.4. Discuss the importance of the slavery issue as raised by the ...	1
8.9.5. Analyze the significance of the States' Rights Doctrine, the ...	1
MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
8.6.6. Examine the women's suffrage movement (e.g., biographies, writings, ...	

**PERIODIC ASSESSMENT #3**

HISTORY 8 CONTENT STANDARDS	# of Items
8.10.1. Compare the conflicting interpretations of state and federal ...	1
8.10.2. Trace the boundaries constituting the North and the South, ...	1
8.10.3. Identify the constitutional issues posed by the doctrine of ...	1
8.10.4. Discuss Abraham Lincoln's presidency and his significant ...	2
8.10.5. Study the views and lives of leaders and soldiers on both ...	1
8.10.6. Describe critical developments and events in the war, ...	2
8.11.1. List original aims of Reconstruction and describe its effects ...	1
8.11.3. Understand the effects of the Freedmen's Bureau and the ...	2
8.11.5. Understand the Thirteenth, Fourteenth, and Fifteenth ...	1
8.12.2. Identify reasons for the development of federal Indian policy ...	1
8.12.4. Discuss entrepreneurs, industrialists, and bankers in politics...	1
8.12.7. Identify the new sources of large-scale immigration and the ...	1
TOTAL MULTIPLE CHOICE ITEMS	15
SHORT CONSTRUCTED RESPONSE ITEMS	1
8.11.1. List original aims of Reconstruction and describe its effects ...	

# History/Social Science Grade 10

## Assessment OF Learning, California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

CST BLUEPRINT FOR GRADE 10 HISTORY/SOCIAL SCIENCE GRADE 10 STANDARDS ONLY***	# of Items	%
<b>RC† 1: DEVELOPMENT OF MODERN POLITICAL THOUGH</b>	13	22 %
10.1 Relate the moral and ethical principles in ancient Greek and...	5	
1. Analyze the similarities and differences in Judeo-Christian...	*	
2. Trace the development of the Western political ideas of the...	*	
3. Consider the influence of the U.S. Constitution on political ...	*	
10.2 Compare and contrast the Glorious Revolution of England...	8	
1. Compare the major ideas of philosophers and their effort...	A**	
2. List the principles of the Magna Carta, the English Bill of...	A**	
3. Understand the unique character of the American Revolution...	*	
4. Explain how the ideology of the French Revolution led...	A**	
5. Describe the growth of cities and the establishment of trade...	*	
<b>RC† 2: INDUSTRIAL EXPANSION AND IMPERIALISM</b>	10	16.5 %
10.3 Analyze the effects of the Industrial Revolution in England...	7	
1. Analyze why England was the first country to industrialize.	A**	
2. Examine how scientific and technological changes and...	*	
3. Describe the growth of population, rural to urban migration...	*	
4. Trace the evolution of work and labor, including the demise...	*	
5. Understand the connections among natural resources...	*	
6. Analyze the emergence of capitalism as a dominant...	A**	
7. Describe the emergence of Romanticism in art and literature...	*	
10.4 Analyze patterns of global change in the era of New...	3	
1. Describe the rise of industrial economies and their link...	A**	
2. Discuss the locations of the colonial rule of such nations...	*	
3. Explain imperialism from the perspective of the colonizers and...	A**	
4. Describe the independence struggles of the colonized regions...	*	
<b>RC† 3: CAUSES AND EFFECTS OF THE FIRST WORLD WAR</b>	14	23 %
10.5 Analyze the causes and course of the First World War...	7	
1. Analyze the arguments for entering into war presented by...	*	
2. Examine the principal theaters of battle, major turning points...	*	
3. Explain how the Russian Revolution and the entry...	*	
4. Understand the nature of the war and its human costs...	*	
5. Discuss human rights violations and genocide, including...	*	
10.6 Analyze the effects of the First World War.	7	
1. Analyze the aims and negotiating roles of world leaders...	A**	
2. Describe the effects of the war and resulting peace treaties...	*	
3. Understand the widespread disillusionment with prewar...	*	
4. Discuss the influence of World War I on literature, art...	*	
<b>RC† 4: CAUSES AND EFFECTS OF THE FIRST WORLD WAR</b>	13	22 %
10.7 Analyze the rise of totalitarian governments after the...	6	
1. Understand the causes and consequences ...	*	
2. Trace Stalin's rise to power in the Soviet Union and the...	*	
3. Analyze the rise, aggression, and human cost of totalitarian...	*	
10.8 Analyze the causes and consequences of World War II	7	
1. Compare the German, Italian, and Japanese drives for...	A**	
2. Understand the role of appeasement, nonintervention...	*	
3. Identify and locate the Allied and Axis powers on a map and ...	*	
4. Describe the political, diplomatic, and military leaders...	*	
5. Analyze the Nazi policy of pursuing racial purity, especially...	A**	
6. Discuss the human costs of the war, with particular attention...	*	
<b>RC† 5: INTERNATIONAL DEVELOPMENTS IN THE POST...</b>	10	16.5 %
10.9 Analyze the international developments in the...	8	
1. Compare the economic and military power shifts caused by...	B**	
2. Analyze the causes of the Cold War, with the free world on...	A**	
3. Understand the importance of the Truman Doctrine and...	A**	
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung...	B**	
5. Describe the uprisings in Poland (1952), Hungary (1956)...	B**	
6. Understand how the forces of nationalism developed in the...	A**	
7. Analyze the reasons for the collapse of the Soviet Union...	*	
8. Discuss the establishment and work of the United Nations...	B**	
10.10 Analyze instances of nation-building in the contemporary...	1	
1. Understand the challenges in the regions, including the...	*	
2. Describe the recent history of the regions, including the...	*	
3. Discuss the important trends in the region today and whether...	*	
10.11 Analyze the integration of countries into the world ...	1	
<b>ITEMS ALIGNED TO 10<sup>TH</sup> GRADE STDS ON GRADE 10 CST</b>		100 %
†RC: CST Reporting Cluster		
* Standard not ranked for emphasis.		
** Emphasis: A = high; B = medium; C = low		

## Assessment FOR Learning, LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

HISTORY 10 CONTENT STANDARDS	# of Items
10.1.1. Analyze the similarities and differences in Judeo-Christian...	2
10.1.2. Trace the development of the Western political ideas of the...	1
10.2.1. Compare the major ideas of philosophers and their effort...	1
10.2.2. List the principles of the Magna Carta, the English Bill of...	2
10.2.4. Explain how the ideology of the French Revolution led...	1
10.2.5. Describe the growth of cities and the establishment of trade...	1
10.3.1. Analyze why England was the first country to industrialize.	1
10.3.2. Examine how scientific and technological changes and...	1
10.3.3. Describe the growth of population, rural to urban migration...	1
10.3.6. Analyze the emergence of capitalism as a dominant...	2
10.4.1. Describe the rise of industrial economies and their link...	1
10.4.3. Explain imperialism from the perspective of the colonizers...	1
<b>MULTIPLE CHOICE ITEMS</b>	15
<b>SHORT CONSTRUCTED RESPONSE ITEMS</b>	1
10.2.2. List the principles of the Magna Carta, the English Bill of...	

### PERIODIC ASSESSMENT #2

HISTORY 10 CONTENT STANDARDS	# of Items
10.5.1. Analyze the arguments for entering into war presented by...	1
10.5.2. Examine the principal theaters of battle, major turning points...	1
10.5.3. Explain how the Russian Revolution and the entry...	1
10.5.4. Understand the nature of the war and its human costs...	1
10.5.5. Discuss human rights violations and genocide, including...	1
10.6.1. Analyze the aims and negotiating roles of world leaders...	2
10.6.2. Describe the effects of the war and resulting peace treaties...	1
10.6.3. Understand the widespread disillusionment with prewar...	1
10.6.4. Discuss the influence of World War I on literature, art...	1
10.7.1. Understand the causes and consequences ...	2
10.7.2. Trace Stalin's rise to power in the Soviet Union and the...	1
10.7.3. Analyze the rise, aggression, and human cost of totalitarian...	2
<b>MULTIPLE CHOICE ITEMS</b>	15
<b>SHORT CONSTRUCTED RESPONSE ITEMS</b>	1
3. Analyze the rise, aggression, and human cost of totalitarian...	

### PERIODIC ASSESSMENT #3

HISTORY 10 CONTENT STANDARDS	# of Items
10.8.1. Compare the German, Italian, and Japanese drives for...	2
10.8.2. Understand the role of appeasement, nonintervention...	1
10.8.3. Identify and locate the Allied and Axis powers on a map and ...	1
10.8.4. Describe the political, diplomatic, and military leaders...	1
10.8.5. Analyze the Nazi policy of pursuing racial purity, especially...	1
10.9.1. Compare the economic and military power shifts caused by...	1
10.9.2. Analyze the causes of the Cold War, with the free world on...	1
10.9.3. Understand the importance of the Truman Doctrine and...	2
10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung...	1
10.9.6. Understand how the forces of nationalism developed in the...	1
10.9.8. Discuss the establishment and work of the United Nations...	1
1. Understand the challenges in the regions, including the...	1
2. Describe the recent history of the regions, including the...	1
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	15
<b>SHORT CONSTRUCTED RESPONSE ITEMS</b>	1
2. Analyze the causes of the Cold War, with the free world on...	

MATHEMATICS K-5  
TO BE REVISED FOR  
SCHOOL YEAR 2011-2012

Los Angeles Unified School District  
**Mathematics Grade 6**

**Assessment OF Learning  
 California Standards Tests:**

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 6 MATHEMATICS STANDARDS	# of Items	%
Number Sense	25	39%
1.1* Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	3	
1.2* Interpret and use ratios in different to show the relative sizes of two quantities, using appropriate.	1	
1.3* Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	6	
1.4* Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	5	
2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	1/2**	
2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations.	1/2**	
2.3* Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	6	
2.4* Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions.	3	
Algebra and Functions	19	29%
1.1* Write and solve one-step linear equations in one variable.	6	
1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.	1	
1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	1	
1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.	1	
2.1 Convert one unit of measurement to another.	1	
2.2* Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.	6	
2.3 Solve problems involving rates, average speed, distance, and time.	1	
3.1 Use variables in expressions describing geometric quantities.	1	
3.2 Express in symbolic form simple relationships arising from geometry.	1	
Measurement and Geometry	10	15%
1.1* Understand the concept of a constant such as $\pi$ ; know the formulas for the circumference and area of a circle.	3	
1.2 Know common estimates of $\pi$ (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.	1/2**	
1.3 Know and use the formulas for the volume of triangular prisms and cylinders; compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.	1/2**	
2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.	1	
2.2* Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.	4	
2.3 Draw quadrilaterals and triangles from given information about.	1	
Statistics, Data Analysis, and Probability	11	17%
1.1 Compute the range, mean, median, and mode of data sets.	1/3**	
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3**	
1.3 Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3**	
2.2* Identify different ways of selecting a sample and which method makes a sample more representative for a population.	3	
2.5* Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1/3**	
3.1* Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.	3	
3.3* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, 1 - P is the probability of an event not occurring.	3	
3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.	1/3**	
3.5* Understand the difference between independent and dependent events.	1/3**	
Grade 6 Total	65	100%

\* Key standards

\*\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning  
 LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to increase student achievement

**PERIODIC ASSESSMENT #1**

GRADE 6 MATHEMATICS STANDARDS	# of Items
Number Sense	14
1.1* Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	5
2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	2
2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations.	2
2.4* Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions.	5
Algebra and Functions	6
1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.	2
1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	2
1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.	2
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
NS 1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	

**PERIODIC ASSESSMENT #2**

GRADE 6 MATHEMATICS STANDARDS	# of Items
Number Sense	9
1.2* Interpret and use ratios in different to show the relative sizes of two quantities, using appropriate.	1
1.3* Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding...	5
2.3* Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations...	3
Algebra and Functions	11
1.1* Write and solve one-step linear equations in one variable.	4
2.1 Convert one unit of measurement to another.	1
2.2* Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.	5
2.3 Solve problems involving rates, average speed, distance, and time.	1
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
NS 1.3* Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	

**PERIODIC ASSESSMENT #3**

GRADE 6 MATHEMATICS STANDARDS	# of Items
Number Sense	5
1.4* Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	5
Statistics, Data Analysis, and Probability	15
1.1 Compute the range, mean, median, and mode of data sets.	1
2.2* Identify different ways of selecting a sample and which method makes a sample more representative for a population.	4
2.5* Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1
3.1* Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.	4
3.3* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable...	4
3.5* Understand the difference between independent and dependent events.	1
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
SDAP 2.2* Identify different ways of selecting a sample and which method makes a sample more representative for a population.	

# Los Angeles Unified School District Mathematics Grade 7

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 7 MATHEMATICS STANDARDS	# of Items	%
<b>Number Sense</b>	<b>22</b>	<b>34%</b>
1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using scientific notation.	1	
1.2* Add, subtract, multiply, and divide rational numbers and take positive rational numbers to whole-number powers.	4	
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	1	
1.4* Differentiate between rational and irrational numbers.	1	
1.5* Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	1	
1.6 Calculate the percentage of increases and decreases of a quantity.	1	
1.7* Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	5	
2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.	1	
2.2* Add and subtract fractions by using factoring to find common denominators.	1	
2.3* Multiply, divide, and simplify rational numbers by using exponent rules.	3	
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square...	1	
2.5* Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	2	
<b>Algebra and Functions</b>	<b>25</b>	<b>38%</b>
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities...	1	
1.2 Use the correct order of operations to evaluate algebraic expressions.	1	
1.3* Simplify numerical expressions by applying properties of rational numbers and justify the process used.	5	
1.4 Use algebraic terminology correctly.	1/3**	
1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	2/3**	
2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.	1	
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials...	1	
3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.	2/3**	
3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths.	1/3**	
3.3* Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of a graph.	2	
3.4* Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the quantities.	2	
4.1* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	5	
4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	5	
<b>Measurement and Geometry</b>	<b>13</b>	<b>20%</b>
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.	2/3**	
1.2 Construct and read drawings and models made to scale.	1/3**	
1.3* Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	3	
2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.	1/3**	
2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.	1/3**	
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids....	1/3**	
2.4 Relate the changes in measurement with a change of scale to the units used and to conversions between units.	1/3**	
3.1 Identify and construct basic elements of geometric figures by using a compass and straightedge.	1/3**	
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them...	1/3**	
3.3* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	4	
3.4* Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	2	
3.6* Identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.	1	
<b>Statistics, Data Analysis, and Probability</b>	<b>5</b>	<b>8%</b>
1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms...	1	
1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables.	1	
1.3* Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.	3	
<b>Grade 7 Total</b>	<b>65</b>	<b>100%</b>

\* Key standards

\*\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 7 MATHEMATICS STANDARDS	# of Items
<b>Number Sense</b>	<b>13</b>
1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using scientific notation.	1
1.2* Add, subtract, multiply, and divide rational numbers and take positive rational numbers to whole-number powers.	4
1.4* Differentiate between rational and irrational numbers.	1
1.5* Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	1
2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.	1
2.2* Add and subtract fractions by using factoring to find common denominators.	2
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square...	1
2.5* Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	2
<b>Algebra and Functions</b>	<b>11</b>
1.2 Use the correct order of operations to evaluate algebraic expressions.	1
1.3* Simplify numerical expressions by applying properties...	5
2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.	1
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
AF1.3* Simplify numerical expressions by applying properties of rational numbers...	

### PERIODIC ASSESSMENT #2

GRADE 7 MATHEMATICS STANDARDS	# of Items
<b>Number Sense</b>	<b>7</b>
1.3 Convert fractions to decimals and percents and use...	1
1.6 Calculate the percentage of increases and decreases...	1
1.7* Solve problems that involve discounts, markups...	5
<b>Algebra and Functions</b>	<b>13</b>
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities...	1
1.4 Use algebraic terminology correctly.	1
4.1* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	6
4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	5
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
AF4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	

### PERIODIC ASSESSMENT #3

GRADE 7 MATHEMATICS STANDARDS	# of Items
<b>Number Sense</b>	<b>3</b>
2.3* Multiply, divide, and simplify rational numbers by using exponent rules.	3
<b>Algebra and Functions</b>	<b>6</b>
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials...	2
3.3* Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of a graph.	2
3.4* Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the quantities.	2
<b>Measurement and Geometry</b>	<b>11</b>
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.	1
1.2 Construct and read drawings and models made to scale.	1
1.3* Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	3
3.3* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	4
3.4* Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	2
<b>MULTIPLE CHOICE ITEMS</b>	<b>20</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
AF3.4* Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the quantities.	



# Science Grade 4

## Assessment OF Learning, California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 5 CST SCIENCE BLUEPRINT	# of Items	%
Physical Science	18	30%
Physical Sciences – Grade 5	11	
1. Elements and their combinations account for all the varied types of matter in the world.		
a. ...during chemical reactions the atoms rearrange	1	
b. ...all matter is made of atoms	1	
c. ...metals have properties in common	1 or 2*	
d. ...each element is made of one kind of atom	1	
e. ...instruments can create images of atoms and molecules	1	
f. ...differences in properties are used to identify compounds	2	
g. ...properties of solid, liquid, and gaseous substances	2	
h. ...organisms and materials are composed of a few elements	1	
i. ...the common properties of salts, such as sodium chloride	0 or 1*	
Physical Sciences – Grade 4	7	
1. Electricity and magnetism are related effects		
a. ...how to design and build simple series and parallel circuits	1	
b. ...how to build a simple compass and use it	1	
c. ...electric currents produce magnetic fields	1	
d. ...the role of electromagnets in motors and generators	1	
e. ...electrically charged objects attract or repel each other	1	
f. ...magnets have two poles	1	
g. ...electrical energy can be converted to heat, light, and motion	1	
Life Science	18	30%
Life Sciences – Grade 5	9	
2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.		
a. ...many multicellular organisms have specialized structures	1	
b. ...blood circulates through the heart, lungs, and body	2	
c. ...sequential steps of digestion and system structures	2	
d. ...the role of the kidney in removing cellular waste from blood	1	
e. ...how sugar, water, and minerals are transported	1	
f. ...plants use carbon dioxide (CO <sub>2</sub> ) and energy from sunlight	1	
g. ...plant and animal cells break down sugar to obtain energy	1	
Life Sciences – Grade 4	9	
2. All organisms need energy and matter to live and grow.		
a. ...plants as the primary source of matter, energy in food chains	1	
b. ...producers and consumers are related in food chains	2	
c. ...decomposers recycle matter from dead plants and animals	1	
3. Living organisms depend on one another and on their environment for survival.		
a. ...ecosystems can be characterized by their components	1	
b. ...some kinds of plants and animals survive well, others don't	2	
c. ...many plants depend on animals for pollination	1	
d. ...most microorganisms do not cause disease	1	
Earth Science	18	30%
Earth Science – Grade 5	11	
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.		
a. ...most of Earth's water is present as salt water in the oceans	0 or 1*	
b. ...when liquid water evaporates, it turns into water vapor	1	
c. ...water vapor in the air moves and forms clouds, rain, snow	1	
d. ...the amount of fresh water is limited	1	
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.		
a. ...uneven heating of Earth causes air movements	1	
b. ...the influence that the ocean has on the weather	1	
c. ...the causes and effects of different types of severe weather	1	
d. ...how to use weather maps and data to predict local weather	1	
e. ...the Earth's atmosphere exerts a pressure	1	
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths.		
a. ...the Sun is the central body in the solar system	0 or 1*	
b. ...the components of the solar system	1	
c. ...how the path of a planet around the Sun is determined	1	
Earth Science – Grade 4	7	
4. The properties of rocks and minerals reflect the processes that formed them.		
a. ...differentiate among rocks by referring to their properties	1	
b. ...identify common minerals by using a table of properties	1	
5. Waves, wind, water, and ice shape and reshape Earth's land surface.		
a. ...changes in the earth are due to slow and rapid processes	2	
b. ...natural processes cause rocks to break down	1	
c. ...moving water erodes landforms, reshaping the land	2	
Investigation and Experimentation	6	10%
Investigation and Experimentation – Grade 5	4	
Investigation and Experimentation – Grade 4	2	
TOTALGRADE 5	60	100%

\* Alternate years

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning, LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PHYSICAL SCIENCE ASSESSMENT

GRADE 4 CONTENT STANDARDS	# of Items
1. Electricity and magnetism are related effects	
a. ...how to design and build simple series and parallel circuits	3
b. ...how to build a simple compass and use it	3
c. ...electric currents produce magnetic fields	3
d. ...the role of electromagnets in motors and generators	3
e. ...electrically charged objects attract or repel each other	1
f. ...magnets have two poles	4
g. ...electrical energy can be converted to heat, light, and motion	3
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
1.a. ...how to design and build simple series and parallel circuits 1.g. ...electrical energy can be converted to heat, light, and motion	

### LIFE SCIENCE ASSESSMENT

GRADE 4 CONTENT STANDARDS	# of Items
2. All organisms need energy and matter to live and grow.	
a. ...plants as the primary source of matter, energy in food chains	2
b. ...producers and consumers are related in food chains	4
c. ...decomposers recycle matter from dead plants and animals	3
3. Living organisms depend on one another and on their environment for survival.	
a. ...ecosystems can be characterized by their components	4
b. ...some kinds of plants and animals survive well, others don't	3
c. ...many plants depend on animals for pollination	2
d. ...most microorganisms do not cause disease	2
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
2.a. ...plants as the primary source of matter, energy in food chains 2.b. ...producers and consumers are related in food chains	

### EARTH SCIENCE ASSESSMENT

GRADE 4 CONTENT STANDARDS	# of Items
4. The properties of rocks and minerals reflect the processes that formed them.	
a. ...differentiate among rocks by referring to their properties	4
b. ... identify common minerals by using a table of properties	5
5. Waves, wind, water, and ice shape and reshape Earth's land surface.	
a. ...changes in the earth are due to slow and rapid processes	4
b. ...natural processes cause rocks to break down	3
c. ...moving water erodes landforms, reshaping the land	4
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
5.a. ...differentiate among rocks by referring to their properties 5.b. ...natural processes cause rocks to break down	

# Science Grade 5

## Assessment OF Learning, California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 5 CST BLUEPRINT	# of Items	%
Physical Sciences	18	30%
Physical Sciences – Grade 5	11	
1. Elements and their combinations account for all the varied types of matter in the world.		
a. ...during chemical reactions the atoms rearrange	1	
b. ...all matter is made of atoms	1	
c. ...metals have properties in common	1 or 2*	
d. ...each element is made of one kind of atom	1	
e. ...instruments can create images of atoms and molecules	1	
f. ...differences in properties are used to identify compounds	2	
g. ...properties of solid, liquid, and gaseous substances	2	
h. ...organisms and materials are composed of a few elements	1	
i. ...the common properties of salts, such as sodium chloride	0 or 1*	
Physical Sciences – Grade 4	7	
1. Electricity and magnetism are related effects		
a. ...how to design and build simple series and parallel circuits	1	
b. ...how to build a simple compass and use it	1	
c. ...electric currents produce magnetic fields	1	
d. ...the role of electromagnets in motors and generators	1	
e. ...electrically charged objects attract or repel each other	1	
f. ...magnets have two poles	1	
g. ...electrical energy can be converted to heat, light, and motion	1	
Life Science	18	30%
Life Sciences – Grade 5	9	
2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.		
a. ...many multicellular organisms have specialized structures	1	
b. ...blood circulates through the heart, lungs, and body	2	
c. ...sequential steps of digestion and system structures	2	
d. ...the role of the kidney in removing cellular waste from blood	1	
e. ...how sugar, water, and minerals are transported	1	
f. ...plants use carbon dioxide (CO <sub>2</sub> ) and energy from sunlight	1	
g. ...plant and animal cells break down sugar to obtain energy	1	
Life Sciences – Grade 4	9	
2. All organisms need energy and matter to live and grow.		
a. ...plants as the primary source of matter, energy in food chains	1	
b. ...producers and consumers are related in food chains	2	
c. ...decomposers recycle matter from dead plants and animals	1	
3. Living organisms depend on one another and on their environment for survival.		
a. ...ecosystems can be characterized by their components	1	
b. ...some kinds of plants and animals survive well, others don't	2	
c. ...many plants depend on animals for pollination	1	
d. ...most microorganisms do not cause disease	1	
Earth Science	18	30%
Earth Science – Grade 5	11	
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.		
a. ...most of Earth's water is present as salt water in the oceans	0 or 1*	
b. ...when liquid water evaporates, it turns into water vapor	1	
c. ...water vapor in the air moves and forms clouds, rain, snow	1	
d. ...the amount of fresh water is limited	1	
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.		
a. ...uneven heating of Earth causes air movements	1	
b. ...the influence that the ocean has on the weather	1	
c. ...the causes and effects of different types of severe weather	1	
d. ...how to use weather maps and data to predict local weather	1	
e. ...the Earth's atmosphere exerts a pressure	1	
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths.		
a. ...the Sun is the central body in the solar system	0 or 1*	
b. ...the components of the solar system	1	
c. ...how the path of a planet around the Sun is determined	1	
Earth Science – Grade 4	7	
4. The properties of rocks and minerals reflect the processes that formed them.		
a. ...differentiate among rocks by referring to their properties	1	
b. ...identify common minerals by using a table of properties	1	
5. Waves, wind, water, and ice shape and reshape Earth's land surface.		
a. ...changes in the earth are due to slow and rapid processes	2	
b. ...natural processes cause rocks to break down	1	
c. ...moving water erodes landforms, reshaping the land	2	
Investigation and Experimentation	6	10%
Investigation and Experimentation – Grade 5	4	
Investigation and Experimentation – Grade 4	2	
TOTALGRADE 5	60	100%

\* Alternate years

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning, LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PHYSICAL SCIENCE ASSESSMENT

GRADE 5 CONTENT STANDARDS	# of Items
1. Elements and their combinations account for all the varied types of matter in the world.	
a. ...during chemical reactions the atoms rearrange	3
b. ...all matter is made of atoms	2
c. ...metals have properties in common	2
d. ...each element is made of one kind of atom	2
e. ...instruments can create images of atoms and molecules	1
f. ...differences in properties are used to identify compounds	3
g. ...properties of solid, liquid, and gaseous substances	3
h. ...organisms and materials are composed of a few elements	2
i. ...the common properties of salts, such as sodium chloride	2
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
1.a. ...during chemical reactions the atoms rearrange 1.b. ...all matter is made of atoms 1.f. ...differences in properties are used to identify compounds	

### LIFE SCIENCE ASSESSMENT

GRADE 5 CONTENT STANDARDS	# of Items
2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.	
a. ...many multicellular organisms have specialized structures	3
b. ...blood circulates through the heart, lungs, and body	3
c. ...sequential steps of digestion and system structures	3
d. ...the role of the kidney in removing cellular waste from blood	2
e. ...how sugar, water, and minerals are transported	3
f. ...plants use carbon dioxide (CO <sub>2</sub> ) and energy from sunlight	3
g. ...plant and animal cells break down sugar to obtain energy	3
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
2.a. ...many multicellular organisms have specialized structures 2.c. ...sequential steps of digestion and system structures	

### EARTH SCIENCE ASSESSMENT

GRADE 5 CONTENT STANDARDS	# of Items
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.	
a. ...most of Earth's water is present as salt water in the oceans	2
b. ...when liquid water evaporates, it turns into water vapor	2
c. ...water vapor in the air moves and forms clouds, rain, snow	2
d. ...the amount of fresh water is limited	1
e. ...the origin of the water used by their local communities	1
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.	
a. ...uneven heating of Earth causes air movements	2
b. ...the influence that the ocean has on the weather	1
c. ...the causes and effects of different types of severe weather	1
d. ...how to use weather maps and data to predict local weather	3
e. ...the Earth's atmosphere exerts a pressure	2
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths.	
a. ...the Sun is the central body in the solar system	1
b. ...the components of the solar system	1
c. ...how the path of a planet around the Sun is determined	1
MULTIPLE CHOICE ITEMS	20
CONSTRUCTED RESPONSE ITEM	4 pts
4.a. ...uneven heating of Earth causes air movements 4.b. ...the influence that the ocean has on the weather 4.d. ...how to use weather maps and data to predict local weather	

NOTE: Unshaded standards are not separately assessed on the CST.

**Los Angeles Unified School District**  
**Science Grade 8**

**Assessment OF Learning,  
California Standards Tests:**

Provide summative, end-of-year or end-of-course results  
that document student achievement

GRADE 8 SCIENCE BLUEPRINT	# of Items	%
<b>Motion</b>	<b>8</b>	<b>13%</b>
1. The velocity of an object is the rate of change of its position.		
a. ...position is defined in relation to some choice of a standard...	1	
b. ...average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path...	1	
c. ...solve problems involving distance, time, and average speed.	2	
d. ...the velocity of an object must be described by specifying both the direction and the speed of the object.	1	
e. ...changes in velocity may be due to changes in speed, direction, or both.	1	
f. ...interpret graphs of position versus time and graphs of speed...	2	
<b>Forces</b>	<b>8</b>	<b>13%</b>
2. Unbalanced forces cause changes in velocity.		
a. ...a force has both direction and magnitude.	1	
b. ...when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.	1	
c. ...when the forces on an object are balanced, the motion of the object does not change.	1	
d. ...identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to...	2	
e. ...when the forces on an object are unbalanced, the object will...	1	
f. ...the greater the mass of an object, the more force is needed to...	1	
g. ...the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.	1	
<b>Structure of Matter</b>	<b>9</b>	<b>15%</b>
3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter...		
a. ...the structure of the atom and know it is composed of protons...	2	
b. ...compounds are formed by combining two or more different...	2	
c. ...atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain...	1	
d. ...the states of matter depend on molecular motion.	1	
e. ...in solids the atoms are closely locked in position and can only...	2	
f. ...use the periodic table to identify elements in simple compounds.	1	
<b>Earth in the Solar System (Earth Science)</b>	<b>7</b>	<b>12%</b>
4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution...		
a. ...galaxies are clusters of billions of stars and may have different shapes.	1	
b. ...the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.	2	
c. ...use astronomical units and light years as measures of distances between the Sun, stars, and Earth.	1	
d. ...stars are the source of light for all bright objects in outer space and the Moon and planets shine by reflected sunlight, not by...	1	
e. ...the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets...	2	
<b>Reactions</b>	<b>7</b>	<b>12%</b>
5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.		
a. ...reactant atoms and molecules interact to form products with...	1	
b. ...the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no...	2	
c. ...chemical reactions usually liberate heat or absorb heat.	1	
d. ...physical processes include freezing and boiling, in which a material changes form with no chemical reaction.	2	
e. ...determine whether a solution is acidic, basic, or neutral.	1	
<b>Chemistry of Living Systems (Life Science)</b>	<b>3</b>	<b>5%</b>
6. Principles of chemistry underlie the functioning of biological systems.		
a. ...carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry...	1	
b. ...that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.	1	
c. ...that living organisms have many different kinds of molecules...	1	
<b>Periodic Table</b>	<b>7</b>	<b>12%</b>
7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.		
a. ...identify regions corresponding to metals, nonmetals, and inert gases.	2	
b. ...each element has a specific number of protons in the nucleus...	2	
c. ...substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and...	3	
<b>Density and Buoyancy</b>	<b>5</b>	<b>8%</b>
8. All objects experience a buoyant force when immersed in a fluid.		
a. ...density is mass per unit volume.	1	
b. ...calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.	2	
c. ...the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.	1	
d. ...predict whether an object will float or sink.	1	
<b>Investigation and Experimentation</b>	<b>6</b>	<b>10%</b>
<b>Total Grade 8</b>	<b>60</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning,  
LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to  
increase student achievement

**PERIODIC ASSESSMENT #1**

SCIENCE 8 CONTENT STANDARDS	# of Items
1a...position is defined in relation to some choice of a standard...	1
1b...average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path...	2
1c...solve problems involving distance, time, and average speed.	2
1d...the velocity of an object must be described by specifying both the direction and the speed of the object.	2
1e...changes in velocity may be due to changes in speed, direction...	2
1f...interpret graphs of position versus time and graphs of speed...	2
2a...a force has both direction and magnitude.	2
2b...when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.	2
2c...when the forces on an object are balanced, the motion of the object does not change.	2
2d...identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to...	2
2e...when the forces on an object are unbalanced, the object will...	2
2f...the greater the mass of an object, the more force is needed to...	1
8a...density is mass per unit volume.	2
8b...calculate the density of substances from measurements...	2
8c...the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.	2
8d...predict whether an object will float or sink.	2
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
1c...solve problems involving distance, time, and average speed.	
1f...interpret graphs of position versus time and graphs of speed...	

**PERIODIC ASSESSMENT #2**

SCIENCE 8 CONTENT STANDARDS	# of Items
3a...the structure of the atom and know it is composed of protons...	1
3b...compounds are formed by combining two or more different...	2
3c...atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain...	2
3d...the states of matter depend on molecular motion.	2
3e...in solids the atoms are closely locked in position and can only...	3
3f...use the periodic table to identify elements in simple compounds.	2
5a...reactant atoms and molecules interact to form products with...	2
5b...the idea of atoms explains the conservation of matter: In...	3
5c...chemical reactions usually liberate heat or absorb heat.	2
5d...physical processes include freezing and boiling, in which a material changes form with no chemical reaction.	2
5e...determine whether a solution is acidic, basic, or neutral.	2
7a...identify regions corresponding to metals, nonmetals, and inert...	2
7b...each element has a specific number of protons in the nucleus...	2
7c...substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and...	3
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
5b...the idea of atoms explains the conservation of matter: In chemical...	
5c...chemical reactions usually liberate heat or absorb heat.	

**PERIODIC ASSESSMENT #3**

SCIENCE 8 CONTENT STANDARDS	# of Items
1b...average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path...	2
2e...when the forces on an object are unbalanced, the object will...	1
2g...the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system	4
3d...the states of matter depend on molecular motion	1
3e...in solids the atoms are closely locked in position and can only...	1
4a...galaxies are clusters of billions of stars and may have different shapes.	3
4b...the Sun is one of many stars in the Milky Way galaxy and...	4
4c...use astronomical units and light years as measures of distances between the Sun, stars, and Earth.	3
4d...stars are the source of light for all bright objects in outer space and the Moon and planets shine by reflected sunlight, not by...	3
4e...the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets...	4
5c...chemical reactions usually liberate heat or absorb heat.	1
5d...physical processes include freezing and boiling, in which a...	1
6a...carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry...	3
6b...that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.	3
6c...that living organisms have many different kinds of molecules...	3
7b...each element has a specific number of protons in the nucleus...	1
8b...calculate the density of substances from measurements of...	1
8c...the buoyant force on an object in a fluid is an upward force...	1
<b>TOTAL MULTIPLE CHOICE ITEMS</b>	<b>40</b>
<b>CONSTRUCTED RESPONSE ITEM</b>	<b>4 pts</b>
4e...the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets...	