



Benefit for a Brighter Future 2008: It all starts here

“Do You Know” Game and Comments

Introduction

All across the nation, states have spelled out in detail what students are expected to master in each subject area at each grade. The states use their own subject content standards and tests to measure their students' subject mastery every year. All students are tested, regardless of their ability, language proficiency, or socio-economic status. In California, these standards are called the California Content Standards, and the annual testing is part of a statewide accountability system called Standardized Testing and Reporting (STAR).

The federal government uses each state's test results to gauge whether school and school districts are meeting their Adequate Yearly Performance (AYP) targets, as defined by the No Child Left Behind Act (NCLB). Many education experts agree that California has some of the most rigorous content standards and tests in the country.

As a demonstration of the rigor of our content standards, we are using some actual STAR test questions to play a game inspired by the hit show “Are You Smarter Than a Fifth Grader.” We call it: “Do You Know?” We are making it a little tougher by throwing in some bonus questions about education in California, and education funding in our Redwood City public schools.

The rules of the game:

1. Each table is a team, with a Redwood City public school student as the team captain.
2. Players have a few to look over the test questions before the test begins.
3. The moderator reads out each question and teams have one minute to confer.
4. When the moderator asks for the answer, the team captain holds up the paddle that corresponds to the answer.
5. The scorekeepers record the answers from each team.
6. The moderators shows teams the correct answer.
7. Correct responses are tallied and prizes awarded at the end of the game.

Good luck and have fun!

This answer booklet contains the game questions and answers, as well as the specific Content Standards that are being tested with each question and a list of references and resources if you'd like to learn more.

References & Resources

Curriculum standards and testing

California Department of Education:
Grades and Subjects Reported:
star.cde.ca.gov/star2006/aboutSTAR_gradesand_subjects.asp
Content Standards: www.cde.ca.gov/be/st/ss/
2003 – 2007 CST Released Questions:
www.cde.ca.gov/be/st/ss/
Accountability Progress Reporting:
<http://www.cde.ca.gov/ta/ac/ar/>

Thomas B Fordham Institute :
State of Standards 2006:
<http://vcwww.edexcellence.net/doc/California.pdf>
The Proficiency Illusion:
http://www.edexcellence.net/doc/The_Proficiency_Illusion.pdf
American Federation of Teachers Smart Testing: Let's Get It Right:
www.aft.org/presscenter/releases/2006/smarttesting/Testingbrief.pdf
Education Week: Quality Counts
www.edweek.org/ew/toc/2006/01/05/index.html
Rand Corporation: California's K-12 Public Schools -- How are They Doing:
www.rand.org/pubs/monographs/2004/RAND_MG186.pdf

Per pupil spending

EdSource: Budget and Funding:
www.californiaschoolfinance.org/BudgetandFunding/FrequentlyAskedQuestions/FAQCaliforniaSpendingComparisons/tabid/183/Default.aspx
California's Legislative Analyst's Office: Analysis of the 2008-2009 Budget Bill:
www.lao.ca.gov/analysis_2008/education/ed_anl08006.aspx
National Education Association Rankings and Estimates:
www.nea.org/edstats/images/07rankings.pdf
Education Week Research Center:
www.edweek.org/rc/2007/06/07/edcounts.html

State budget

Redwood City School District :
www.rcsd.ca.campusgrid.net/home
California Legislative Analyst's Office: Analysis of the 2008-2009 Budget Bill:
www.lao.ca.gov/analysis_2008/education/ed_anl08001.aspx#zzee_link_1_1202764956

Education foundations

Redwood City Education Foundation: rcef.org
Menlo Park Atherton Education Foundation:
<http://www.mpaef.org/>
California Consortium of Education Foundations:
<http://cceflink.org/>

STAR Test Questions

<p>Question 1 Year tested: 4th grade Read this sentence from "Tim and Jim's Race:" "No one can swim faster than I can!" In this sentence, the author is using</p> <ul style="list-style-type: none"> A. simile. B. hyperbole. (ANSWER) C. a metaphor. D. rhyme. 	<p>Content Standard: Grade Four English-language Arts – Reading</p> <p>3.0. Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>
<p>Question 2 Year tested: 7th grade Mr. Ogata drove 276 miles from his house to Los Angeles at an average speed of 62 miles per hour. His trip home took 6.5 hours. How did his speed on the way home compare to his speed on the way to Los Angeles?</p> <ul style="list-style-type: none"> A. It was about 2 miles per hour faster. B. It was about 2 miles per hour slower. C. It was about 20 miles per hour faster. D. It was about 20 miles per hour slower.(ANSWER) 	<p>Content Standard: Grade Seven Mathematics – Algebra & Functions</p> <p>4.0 Students solve simple linear equations and inequalities over the rational numbers:</p> <p>4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.</p>
<p>Question 3 Year tested: 5th grade The picture below shows several different birds. (Picture of various bird species) What characteristic do all birds share?</p> <ul style="list-style-type: none"> A. They can fly. B. They have feathers. (ANSWER) C. They have webbed feet. D. They eat worms. 	<p>Content Standard: Grade Five Science – Investigation and Experimentation</p> <p>6 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>6a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p>
<p>Question 4 Year tested: 2nd grade The Seed by Aileen Fisher 1 How does it know, 2 this little seed, 3 if it is to grow 4 to a flower or weed, 5 if it is to be 6 a vine or hoot, 7 or grow to a tree 8 with a long deep root? 9 A seed is so small 10 where do you suppose 11 it stores up all 12 of the things it knows? Which words are SYNONYMS?</p> <ul style="list-style-type: none"> A. little and small (ANSWER) B. seed and root C. weed and shoot D. long and deep 	<p>Content Standard: Grade Two English-language Arts – Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p>1.7 Vocabulary and Concept Development: Understand and explain common antonyms and synonyms.</p> <p>Credit: From UP THE WINDY HILL by Aileen Fisher. Copyright ©1953 by Aileen Fisher. Copyright renewed 1981 by Aileen Fisher. Used by permission of Marian Reiner for the author.</p>
<p>Question 5 Year tested: 8th grade (Chart: Decline of Estimated Population of Central Mexico) What was the main cause of the population change shown on the chart above?</p> <ul style="list-style-type: none"> A. the migration of several culture groups to North America B. losses due to Spanish military actions against native peoples C. starvation resulting from declining agricultural production D. the introduction of disease by contact with Europeans (ANSWER) 	<p>Content Standard: Grade Seven History-Social Science – World History and Geography: Medieval and Early Modern Times</p> <p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>
<p>Question 6 Year tested: 3rd grade What number makes this number sentence true? $6 \times 9 < 3 \times \underline{\quad}$</p> <ul style="list-style-type: none"> A. 18 B. 19 (ANSWER) C. 16 D. 17 	<p>Content Standard: Grade Three Mathematics – Algebra and Functions</p> <p>1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</p> <p>1.2 Solve problems involving numeric equations or inequalities.</p>

<p>Question 7</p> <p>Year tested: 8th grade</p> <p>We regard an individual who takes no interest in public affairs not as harmless, but as useless. —Pericles' Funeral Oration</p> <p>The quotation above illustrates the importance ancient Athenians placed on individual participation in the</p> <p>A. education of young children. B. religious rituals of the community. C. political process of the city-state. (ANSWER) D. economic activities of the household</p>	<p>Content Standard: Grade Six History-Social Science – World History and Geography: Ancient Times</p> <p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.4. 3 State the key differences between Athenian, or direct, democracy and representative democracy.</p>
<p>Question 8</p> <p>Year tested: 6th grade</p> <p>Read these sentences: When they are together, Starr and Jenny are often heard to produce a steady stream of <u>giggles</u>. Jenny's brother, Arnie, is known for his sudden, alarming guffaws.</p> <p>Which of these statements is not correct?</p> <p>A. A guffaw is a loud burst of laughter. B. Guffaws and giggles are both forms of laughter. C. People who giggle are always mocking others. (ANSWER) D. Giggles are more continuous but quieter than guffaws.</p>	<p>Content Standard: Grade Six English-language Arts – Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>
<p>Question 9</p> <p>Year tested: 4th grade</p> <p>Read these sentences: When Hailey was given her surprise, she already knew about it. "Who <u>let the cat</u> out of the bag?" her father asked.</p> <p>What does Hailey's father want to know?</p> <p>A. who gave Hailey a cat without asking her parents B. who told Hailey about her surprise before she received it (ANSWER) C. who bought such a wonderful surprise gift for Hailey D. who opened the door and let Hailey's cat go outside</p>	<p>Content Standard: Grade Four English-language Arts – Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p>Vocabulary and Concept Development</p> <p>1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p>
<p>Question 10</p> <p>Year tested: 5th grade</p> <p>Why are most fossils found in sedimentary rocks?</p> <p>A. Sedimentary rocks are not very old. B. Organisms live only in areas with sedimentary rock. C. Organisms can be preserved in sedimentary rock. (ANSWER) D. Sedimentary rocks are found only at the surface of the ground.</p>	<p>Content Standard: Grade Four Science – Earth Sciences</p> <p>4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:</p> <p>4. a Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</p>
<p>Question 11</p> <p>Year tested: 3rd grade</p> <p>Miriam put 10 marbles in a paper sack. Six of the marbles were black, three were gray, and one was white. Miriam closed her eyes and took one marble out of the sack. (image of marbles)</p> <p>Is it certain, likely, unlikely, or impossible that the marble she picked was white?</p> <p>A. certain B. likely C. unlikely (ANSWER) D. impossible</p>	<p>Content Standard: Grade Three Mathematics – Statistics, Data Analysis, and Probability</p> <p>1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:</p> <p>1.1 Identify whether common events are certain, likely, unlikely, or improbable.</p>
<p>Question 12</p> <p>Year tested: 7th grade</p> <p>What is the area of trapezoid <i>QRST</i> in square units? (image of trapezoid and equation)</p> <p>A. 22 B. 27 C. 38 (ANSWER) D. 48</p>	<p>Content Standard: Grade Seven Mathematics – Measurement and Geometry</p> <p>2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:</p> <p>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.</p>

Education Questions

<p>Question 13</p> <p>California has content standards that define the knowledge, concepts, and skills that students should acquire at each grade level, from kindergarten to 12th grade. The state tests students in second grade and above on the standards in language arts, mathematics, science and social studies. However, only mathematics and language arts are tested every year.</p> <p>When are students tested on science?</p> <p>A. 4th, 6th and 8th grades B. 3rd, 5th and 7th grades C. 5th and 8th grades (ANSWER) D. 4th and 8th grades</p>	<p>Science is tested only in 5th & 8th grades at the elementary and middle school level. Social studies/history is tested in 8th grade.</p> <p>According to recent studies, California ranks between 1st and 5th nationally for its clear, complete and rigorous standards.</p> <p>Every subject taught in California schools has a set of content standards, including subjects the state no longer fully funds, such as art, music, PE, and dance.</p>
<p>Question 14</p> <p>With more than 6 million public school students and 9,674 public schools, California has the largest public school system in the country.</p> <p>As of 2005, how does California rank nationwide in per pupil spending?</p> <p>A. 15th B. 29th (ANSWER) C. 37th D. 47th (ANSWER)</p>	<p>Determining per pupil spending is complex, like everything else about education in California. The number changes depending on the types of funding included and the ways students are counted.</p> <p>According to the National Education Association's (NEA) Rankings and Estimates, in 2005-06, California ranked 29th nationwide in per pupil expenditures, well behind states like New Jersey, New York, and Massachusetts.</p> <p>Education Week puts California's per pupil spending at 47th, behind Missouri, Louisiana, and Mississippi and just ahead of Utah, Arizona, and Idaho. This figure represents per-pupil education expenditure adjusted for regional cost differences using the NCES Geographic Cost of Education Index.</p>
<p>Question 15</p> <p>Governor Schwarzenegger has proposed reducing the state's education budget by 10% or around \$4.4 billion. This would require suspending Proposition 98, which amended California's constitution to guarantee a minimum annual funding level for K-12 schools and community colleges.</p> <p>If the legislature accepts the Governor's proposal, approximately how much less will Redwood City schools receive on average from the state?</p> <p>A. \$45 less per student B. \$347 less per student C. \$500 less per student D. \$750 less per student (ANSWER)</p>	<p>The district anticipates a reduction in funding from the state of around 10 %or \$6 million. However, there will be a revision of the governor's proposed state budget in May, and the numbers may all change. The district is required by law to submit a budget by June 30, even if the state budget has not been passed. If there is no state budget, the district must use the governor's May numbers.</p> <p>In 2002, the budget was not signed until September 5. In the past 25 years, the legislature has met the June 15 budget deadline only 6 times.</p>
<p>Question 16</p> <p>Before the passage of Proposition 13 in 1978, which effectively took away local control of school financing and gave it to Sacramento, there were approximately 25 education foundations in California.</p> <p>Today, more than 600 of California's 1,054 school districts have an education foundation working to raise funds for their schools. Last year, our neighboring communities, San Carlos, Menlo Park, and Mountain View raised on average \$425 per student.</p> <p>What is the average amount raised per student by the Redwood City Education Foundation?</p> <p>A. \$27 per student B. \$32 per student (ANSWER) C. \$375 per student D. \$500 per student</p>	<p>In California there are only two ways communities can raise money for their school districts: with education parcel taxes and through education foundations.</p> <p>In the Bay Area all the highest achieving school districts have both. For example, this year the Menlo Park-Atherton Education Foundation provided \$2 million to support the 2,350 students in that district. The district also benefits from a \$544 parcel tax, for a further \$4 million. Combined, this community provides an additional \$2,500 per student over what is received from the state.</p> <p>In comparison, the Redwood City Education Foundation provided around \$260,000 to support the 8,000 students in our district this school year. We have no education parcel tax. Our community is currently providing about \$32 per student over what is received from the state.</p> <p>In 2006, California education foundations raised more than \$130 million dollars. Education foundations are also creating a significant pool of education leaders; it is estimated that 20% of school board members once served on an education foundation.</p>
<p>Question 17</p> <p>The primary purpose of education foundations is to fill the gap between state funding and the local community's expectations of their schools. In Redwood City, the RCEF funds music education for all 2nd through 4th graders, the Outdoor Education science program for 5th graders, and a Wellness Coordinator who serves all schools in the district. What programs could the RCEF fund if we had \$375 per student?</p> <p>A. Donuts for all teachers and staff every day B. Art and music education for all grades C. PE teachers for all grades D. All the above (ANSWER)</p>	<p>The RCEF's long-term aspirations include providing arts education, science, and PE to all grades in every school in the district. We also plan to continue providing grants to schools to use for programs that meet their individual needs.</p>