



Standardized Assessment Tasks for
STAAR Alternate

Grade 7 Reading

Definitions/Examples for STAAR Reporting Category 1 (7.2) Essence Statement A

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 4

Homophones are words that are pronounced the same but have two different meanings and spellings. For the Level 3 task the students will be presented with two **unfamiliar homophones**. The student may or may not have seen or heard the words before, but he or she has not received instruction on the words as a pair of homophones. Examples of homophones include:

- *ad, add*
- *bare, bear*
- *chili, chilly*
- *flour, flower*
- *banned, band*
- *ring, wring*
- *cent, scent*

Level 2: page 5

Antonyms are pairs of words with opposite meanings.

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

Examples of possible unfamiliar words with antonyms are:

- clean—dirty
- exciting—boring
- young—old
- messy—neat
- close—far
- expensive—cheap
- weak—strong
- poor—rich
- floor—ceiling
- alike—different

Known words are the same as familiar words. Known words are words the student knows and whose meanings are immediately understood.

Level 1: page 5

Position words are words that tell where something is placed or moved to. Examples of position words that are opposites:

- in—out
- over—under
- on—off
- around—through
- inside—outside

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; Readiness Standard (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard 	<p>Essence Statement A: Identifies new vocabulary words in text using a variety of strategies.</p>

Level 3

Prerequisite skill: identify and use antonyms, synonyms, homographs, and homophones

The student will be presented and read two unfamiliar homophones. The student will compare the spelling of the two words. Using a reference material, the student will determine the meanings of the two words. The student will generate two sentences using each word correctly.

Predetermined Criteria

1. The student will compare the spelling of the two words.
2. The student will determine the meanings of the two words.
3. The student will generate two sentences using each word correctly.

Level 2

Prerequisite skill: identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning

The student will be presented and read one unfamiliar word and three known words, one of which is an antonym to the unfamiliar word. Using a reference material, the student will identify the meaning of the unfamiliar word. The student will identify the antonym for the unfamiliar word. When presented with three sentences, the student will identify the sentence that uses the pair of antonyms correctly.

Predetermined Criteria

1. The student will identify the meaning of the unfamiliar word.
2. The student will identify the antonym for the unfamiliar word.
3. The student will identify the sentence that uses the pair of antonyms correctly.

Level 1

Prerequisite skill: identify and use words that name actions, directions, positions, sequences, and locations

The student will be presented two written position words that are opposites and an object. The student will participate in placing the object paired with one of the words in the position indicated by the word. The student will participate in changing the object paired with the other word to the opposite position as indicated by that word. The change in positions will be repeated several times. The student will anticipate changing the object and words to the opposite positions.

Predetermined Criteria

1. The student will participate in placing the object paired with one of the words in the position indicated by the word.
2. The student will participate in changing the object paired with the other word to the opposite position as indicated by that word.
3. The student will anticipate changing the object and words to the opposite positions.

Definitions/Examples for STAAR Reporting Category 2 (7.5) Essence Statement B

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3 and 2: pages 8 and 9

A **drama** is a literary text presented in dialogue or pantomime. It is a story intended to be acted out as a play.

The Level 3 and Level 2 tasks require the student to notice the difference in the **format** between a fictional story and a dramatic play. Features of a dramatic text include:

- *Acts and Scene breaks*—in all capital letters at the top of the page to indicate for the reader a change in time or location
- *Scene directions*—set off in parentheses at the beginning of a play or an act. Tells the reader when and where the scene is set and what was happening as the scene begins
- *Stage directions*—set off in parentheses between lines of dialogue. Describes for the reader the actions and movements of the characters during the scene
- *Character stage directions*—set off in parentheses under the character's name. Brief descriptions relating to the character to suggest how the dialogue might be read
- *Character tags*—the name of the character in all capital letters followed by a colon. Identifies for the reader the character who is speaking the line of dialogue

Characters are the people or animals in stories. The main character has the most importance in the story and does the most to support the plot. Most of the action should follow the main character.

Level 3: page 8

Dialogue is the lines spoken between the characters. In a drama, dialogue is the main tool the playwright uses to develop the plot and the characters.

Conflict is the opposition of characters that creates the action or the events that keeps the plot moving forward in the story.

For the Level 3 task, the student-generated description of one of the characters should be based on character traits. The traits should be inferred from the dialogue when the character is in conflict with another character. Physical traits, such as height, size, hair color, etc., are NOT character traits. Examples of character traits include:

- honesty
- bravery
- friendliness

- shyness
- laziness
- thoughtful

Level 1: page 9

A **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the setting, and the plot.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(7.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. The student is expected to</p> <p>(A) explain a playwright’s use of dialogue and stage directions. Supporting Standard</p>	<p>Essence Statement B: Identifies the structure and elements of a drama.</p>

Level 3

Prerequisite skill: explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed

The student will compare the format of a grade-appropriate drama to the format of a story. The drama will be read with different people reading different parts. The student will locate a series of dialogue in the drama between two characters having a conflict. The student will generate a description of one character based on the dialogue.

Predetermined Criteria

1. The student will compare the format of a grade-appropriate drama to the format of a story.
2. The student will locate a series of dialogue in the drama between two characters having a conflict.
3. The student will generate a description of one character based on the dialogue.

Level 2

Prerequisite skill: identify the elements of dialogue and use them in informal plays

The students will identify the characters in a grade-appropriate drama. The student will match the characters with the section of the drama spoken by the characters. The drama will be read. The student will identify a relationship between two of the characters.

Predetermined Criteria

1. The student will identify the characters in a grade-appropriate drama.
2. The student will match the characters with the section of the drama spoken by the characters.
3. The student will identify a relationship between two of the characters.

Level 1

Prerequisite skill: create or recreate stories, moods, or experiences through dramatic representations

The student will be presented sentences from a teacher-generated story that can be dramatized. The teacher will read the sentences without inflection, emotion, or movement. The student will acknowledge the teacher's presentation of the sentences as they are read. The teacher will convert the sentences into a two-person dialogue exchange. The teacher will read his or her section of the dialogue with exaggerated inflections, emotions, and movements. The student will respond to the teacher's exaggerations. The student will participate in his or her part of the dialogue exchange.

Predetermined Criteria

1. The student will acknowledge the teacher's presentation of the sentences as they are read.
2. The student will respond to the teacher's exaggerations.
3. The student will participate in his or her part of the dialogue exchange.

Definitions/Examples for STAAR Reporting Category 3 (7.10) Essence Statement C

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 13 and 14

Informational text includes expository, persuasive, and procedural text.

Level 3: page 13

In the Level 3 task, the student will be presented with a grade-appropriate **expository text** that presents both **positions**, or viewpoints (sides), of an argument.

A persuasive text is NOT appropriate for this task because persuasive text presents only one viewpoint. A procedural text is NOT appropriate for this task because it has no viewpoint.

The **author's argument** is the **points** or the language the author includes to influence the reader to believe, buy or do something.

Pros and cons are the arguments both for and against an issue.

For the Level 3 task, the student's justification of which argument the author supported most effectively would most likely be based on the student's analysis of the listed pros and cons.

Level 2: page 13

In the Level 2 task, the student will be presented with a grade-appropriate **expository text** which includes a **cause and effect** occurrence.

- A **cause** is something that makes something else happen. Of the two events, it is the event that happens first. To determine the cause, ask the question "Why Did it Happen?"
- An **effect** is what happens as a result of the cause. Of the two events, it's the one that happens second or last. To determine the effect, ask the question "What Happened?"

The **topic** is the subject or the single big idea that names what the text is about. The **main idea** answers the question "What is the text mostly about?"

Level 1: page 14

The **topic** is the subject or the single big idea that names what the text is about. **Details** are the smaller ideas that work together to support the topic. The text used in this task should be an informational text about the object and its parts. It may be more appropriate to use a short teacher-generated text for this task since it is so specific.

The Level 1 task uses two objects to demonstrate the relationship between the topic of a text and its details. The task specifies starting with a whole, complete object as a representation for the topic. This object will remain intact and be placed in the center of a graphic organizer. A second identical object will be presented but will be disassembled into pieces and placed in the graphic organizer to represent the details of the text as it is read. Examples of objects that could be used include:

- 3 dimensional wooden puzzles that can be disassembled
- art formed from a combination of shapes such as those cut from construction paper and fit together to make a house, animal, rocket or 3 dimensional shapes used in the same manner
- an artificial or real flower that can be pulled apart into the stem, leaves, petals and possibly seeds
- a piece of fruit with many parts such as an orange that can be divided into the peeling, fruit, and seeds



STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(7.10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to</p> <ul style="list-style-type: none"> (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; Readiness Standard (B) distinguish factual claims from commonplace assertions and opinions; Supporting Standard (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; Readiness Standard (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. Readiness Standard 	<p>Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts.</p>

Level 3

Prerequisite skill: summarize the main idea and supporting details in text in ways that maintain meaning

A grade-appropriate informational text that provides both positions of an argument will be presented and read. The student will generate a list of the points made in the text. The student will organize the points into pros and cons. The student will justify which argument the author supported most effectively.

Predetermined Criteria

1. The student will generate a list of the points made in the text.
2. The student will organize the points into pros and cons.
3. The student will justify which argument the author supported most effectively.

Level 2

Prerequisite skill: identify the main idea in a text and distinguish it from the topic

A grade-appropriate informational text will be presented and read. The student will identify the topic of the text. The student will identify the cause and effect of an occurrence in the text. The student will identify the main idea.

Predetermined Criteria

1. The student will identify the topic of the text.
2. The student will identify the cause and effect of an occurrence in the text.
3. The student will identify the main idea.

Level 1

Prerequisite skill: identify the topic and details in expository text heard or read, referring to the words and/or illustrations

A teacher-created informational text about an object and its parts will be presented. The student will be presented two identical objects that are the topic of the text. The student will explore the first object. The student will participate in placing the object into a graphic organizer to represent the topic of the text. As the text is read, the student will participate in removing parts of the second object. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

Predetermined Criteria

1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.
2. The student will participate in removing parts of the second object as the text is read.
3. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

Definitions/Examples for STAAR Reporting Category 3 (7.12) Essence Statement D

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 17

Informational text includes expository, persuasive, and procedural text.

An **article** is a written work published in a print or electronic medium for the purpose of reporting news, findings from research, or academic discussions and/or debates.

An expository text in the form of an article is an appropriate informational text for the Level 3 task.

A fictional literary text—novel, short story, drama, poem—would NOT be appropriate for the Level 3 task.

A **timeline** is used in informational text as a way of displaying a list of events in chronological order. It is usually a long bar with points labeled with dates on one side and events on the other side. The events are assigned to the date the event occurred.

The timeline for the Level 3 task must support the text in the article. Timelines are often used as a way to summarize and sequence the main events in an article. Examples of informational text that include timelines are:

- magazine articles
- newspaper articles
- encyclopedias
- textbooks

Level 1: page 18

Examples of signs with words that can meaningfully take on the universal no symbol



include:



The following signs would NOT be appropriate:



The no icon is never used with the yield sign.



This sign does not have any words as is required by the task.



This sign already includes a "no" command.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(7.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to</p> <p>(B) explain the function of the graphical components of a text. Supporting Standard</p>	<p>Essence Statement D: Uses graphic features to understand procedural texts.</p>

Level 3

Prerequisite skill: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)

The student will be presented an article that includes a timeline. The article will be read. The student will locate information in the article that supports each point on the timeline. Using the timeline, the student will compare the information over the years. The student will determine how the timeline was helpful.

Predetermined Criteria

1. The student will locate information in the article that supports each point on the timeline.
2. The student will compare the information over the years.
3. The student will determine how the timeline was helpful.

Level 2

Prerequisite skill: follow and explain a set of written multi-step directions

The student will be presented a written recipe involving multi-step directions. One of the steps will require the student to refer to a servings chart on a package. The student will begin to follow the directions. When the chart is referenced in the directions, the student will identify the chart on the package. Using the chart, the student will identify the amounts needed per serving for each ingredient in the servings chart. The student will complete the directions for the recipe.

Predetermined Criteria

1. The student will identify the chart on the package.
2. The student will identify the amounts needed per serving for each ingredient.
3. The student will complete the directions for the recipe.

Level 1

Prerequisite skill: identify the meaning of specific signs (e.g., traffic signs, warning signs)

The student will be presented a sign with text. The student will participate in performing the action connected with the sign. The student will participate in placing the universal no icon on the sign. The student will respond to the change in information.

Predetermined Criteria

1. The student will participate in performing the action connected with the sign.
2. The student will participate in placing the universal no icon on the sign.
3. The student will respond to the change in information.