



State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate) Performance Level Descriptors STAAR Alternate English II

Performance Level Descriptors

Level III: Accomplished Academic Performance

Students at Complexity Level 3 can:

- generate conclusions from a variety of expository texts using text evidence
- generate responses to a variety of job-related want ads based on employment skills
- revise student-generated presentations on a variety of researched topics

Students at Complexity Level 2 can:

- identify details that support an author's position in a variety of persuasive texts
- use text evidence to support the sequence of main events in a variety of literary texts
- construct responses to a variety of job want ads by matching personal employment skills to requested job-related skills
- revise summaries of informational texts to include additional information

Level II: Satisfactory Academic Performance

Students at Complexity Level 3 can:

- use text evidence to distinguish between an author's position and exaggerated statements in a persuasive text
- compare historical settings and themes across two texts
- generate a hyperbole
- generate a plot line designating the turning point
- determine how structural elements enhance a drama
- generate a conclusion from an expository text using text evidence
- generate a response to a job-related want ad based on employment skills
- revise a student-generated presentation on a researched topic
- generate a letter in response to information presented in an expository text
- edit spelling errors using a print or electronic resource

Students at Complexity Level 3 can (*continued*):

- edit a text to include adjectives in their comparative and superlative forms

Students at Complexity Level 2 can:

- identify details that support an author's position in a persuasive text
- identify themes across two folktales
- use text evidence to support the sequence of three main events in a literary text
- identify the meaning of a simile in a text
- identify details that enhance a drama
- identify a conclusion based on details in an expository text
- construct a response to a job want ad by matching personal employment skills to requested job-related skills
- revise a summary of an informational text to include additional information
- edit spelling of personal information
- edit by combining two simple sentences with a coordinating conjunction
- construct notes conveying intent based on information from an expository text

Students at Complexity Level 1 can:

- respond to a persuasive statement
- experience the setting for a text paired with a personal experience
- participate in acting out the main events of a literary text
- experience similar sensory characteristics for objects represented in a simile
- experience details presented during a drama
- anticipate a repeated action when a text is reread
- participate in writing a sentence about a familiar person's job
- participate in reorganizing text in a display
- participate in editing a word to create a plural noun
- participate in pairing a written response to an expository text

Level I: Developing Academic Performance

Students at Complexity Level 3 can:

- sequence the events in a literary text
- determine the skills requested in a job description
- generate notes for a research topic

Students at Complexity Level 2 can:

- find where the topic is referenced in a text
- make a list of personal job skills
- recognize that additional information is needed to complete a summary of an informational text
- identify personal information

Students at Complexity Level 1 can:

- experience a repeated action when a text is reread
- participate in spelling his or her name
- respond to a plural noun