

Standardized Assessment Tasks for
STAAR Alternate

Grade 8 Social Studies

Definitions/Examples for STAAR Reporting Category 1 (8.6) Essence Statement A

The following definitions clarify terms used in the grade 8 social studies 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 – page 6

reasons people moved west – In the Level 3 assessment task, the student will generate a list of reasons people moved west during the 1800s. The student’s list should contain multiple reasons. The reasons may include both push and pull factors. Push factors are those that encourage a person to leave his place of residence/current location. Pull factors are those that attract a person to a new location.

Examples of reasons people moved west include:

- the west was becoming more accessible
 - trails and roads became easier to pass
 - the building of roads and canals such as the Erie Canal in 1825 and Ohio Canal in 1832 facilitated access to western lands
 - the development of the railroad locomotive and the steamboat made it faster and cheaper to move people and goods
- hope for economic improvement and new opportunities
 - railroads had created new jobs
 - jobs available in trapping furs
 - gold was discovered in California
 - land was in abundance and available; free farm land or could be purchased for a small price
 - land was fertile and good for farming; increasing demand for cotton helped make cotton farming more profitable
 - good timber was available to build houses
- the wilderness offered adventure and the lure of nature
- to escape religious persecution and in search of religious freedom
- the Northeast was getting overcrowded

Travel accounts for specific families and groups of people can be found in social studies textbooks and on the Internet.

Examples of transportation modes used by people traveling westward during the 1800s include:

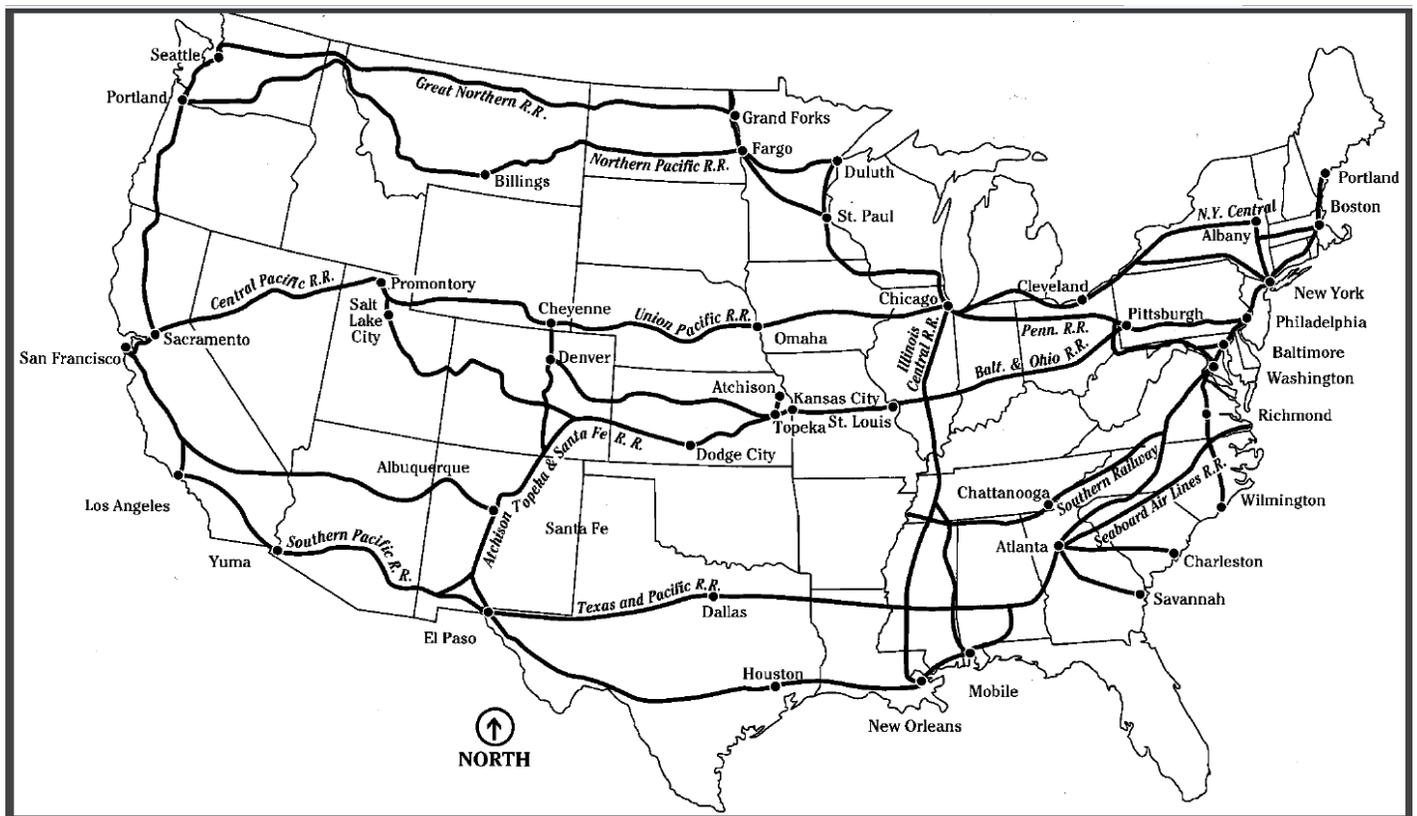
- wagon pulled by oxen, horses, or mules
- stagecoach
- horseback
- walking
- steamboat
- canal boat
- river boat
- railroad

Railroads had an important role in the United States in the 1800s. The construction of the railroads significantly reduced the amount of time it took to move goods over long distances. Railroads helped attract settlers to undeveloped regions of the Midwest and the South. The railroads played a major role in the Civil War (1861-1865) by moving troops and supplies to battle.

Examples of railroad lines during the 1800s include:

- Central Pacific Railroad
- Union Pacific Railroad
- Northern Pacific Railroad
- Baltimore and Ohio Railroad
- Pennsylvania Railroad

Historic maps of railroad routes/lines are found on the Internet. An example is shown below.



Source: National Park Service

In the Level 2 assessment task, the student will construct a railroad route for one railroad line during the 1800s.

Examples of ways the student could construct a railroad route include:

- highlighting a railroad route on a map printed from the Internet
- placing a tactile substance along a railroad route on a map printed from the Internet
- tracing a railroad route with his or her finger while viewing a map on a computer or in a social studies textbook

Stephen F. Austin's colony

In 1820, an American named Moses Austin had a plan and received permission to start a colony in Texas in which he could bring 300 families to Texas. When Moses Austin died, his son, Stephen F. Austin took over the plan. Stephen F. Austin set out to find land for his colony. He decided on the rich river bottom between the Brazos and Colorado Rivers. The area of Stephen F. Austin's Colony was land that is now contained in 19 Texas counties. Fort Bend County was one of the most heavily populated areas of the colony. Settlers began arriving during 1821 and 1822. Colonists moved to the colony from such states as Tennessee, Kentucky, Arkansas, Louisiana, Mississippi, and Alabama. Some colonists came overland by horse, wagon, or foot, while many others sailed from New Orleans, Louisiana and Mobile, Alabama to the Texas port cities of Brazoria and Matagorda. The trip was dangerous by any of these travel modes. Once there, the colonists helped each other build log cabins with stones, mud, and timber. Men and boys hunted. The settlers grew their own crops.

In the Level 1 assessment task, the student will participate in a simulation for travel modes used by colonists traveling to Austin's Colony. These travel modes might include creating an imaginary wagon or boat by grouping chairs together, role-play riding in the wagon or boat, riding on a horse, or walking. Since the student will be role-playing the travel mode during this period of time, it would be important for the travel simulation to include some of the following challenges:

- the carrying of supplies such as clothing and food and possibly the loss of some of their items while traveling
- difficult weather conditions
- treacherous terrain including crossing rivers
- facing wild animals

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations |
| <p>(8.6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to</p> <ul style="list-style-type: none"> (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; Readiness Standard (B) explain the political, economic, and social roots of Manifest Destiny; Readiness Standard (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; Supporting Standard (D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; Readiness Standard (E) identify areas that were acquired to form the United States, including the Louisiana Purchase. Supporting Standard | <p>Essence Statement A: Recognizes westward expansion of the United States and its effects on the development of the nation.</p> |

Level 3

Prerequisite skill: identify reasons people moved west

Using reference materials, the student will generate a list of reasons people moved west during the 1800s. Using one of the reasons on the list, the student will determine a mode of transportation people took from point of origin to the final destination. The student will determine how this migration affected the population distribution in the United States.

Predetermined Criteria

1. The student will generate a list of reasons people moved west during the 1800s.
2. The student will determine a mode of transportation people took from point of origin to the final destination.
3. The student will determine how this migration affected the population distribution in the United States.

Process skill: organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

Level 2

Prerequisite skill: identify the impact of railroads on life in Texas, including changes to cities and major industries

The student will identify a transportation mode used by people traveling westward during the 1800s. The student will construct the railroad route for one railroad line during the 1800s. The student will identify the importance of railroads.

Predetermined Criteria

1. The student will identify a transportation mode used by people traveling westward during the 1800s.
2. The student will construct a railroad route for one railroad line during the 1800s.
3. The student will identify the importance of railroads.

Process skill: organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

Level 1

Prerequisite skill: identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation

The student will be presented representations of travel modes used by colonists traveling to Stephen F. Austin's Texas colony. The student will explore the representations. The student will participate in a simulation for each travel mode. The student will experience a benefit of relocating to Austin's colony.

Predetermined Criteria

1. The student will explore the representations.
2. The student will participate in a simulation for each travel mode.
3. The student will experience a benefit of relocating to Austin's colony.

Definitions/Examples for STAAR Reporting Category 2 (8.23)
Essence Statement B

The following definitions clarify terms used in the grade 8 social studies 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.

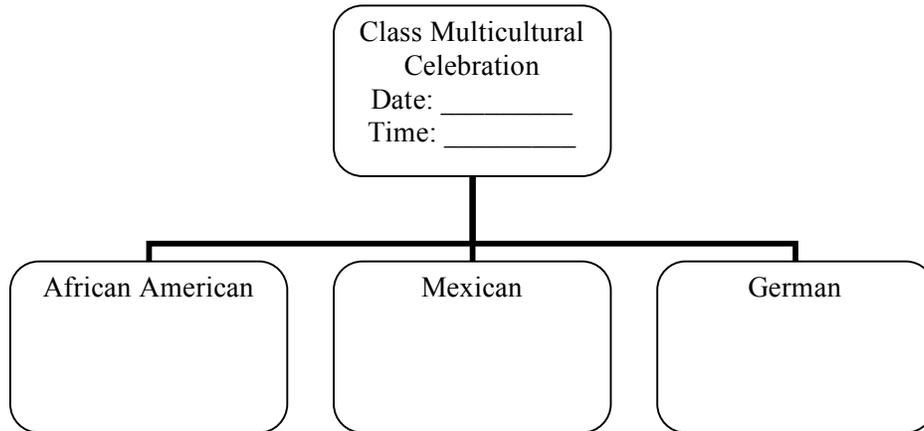
Levels 3, 2, and 1: pages 12 and 13

cultural groups in Texas include:

| Cultural group in Texas | Celebration | Prominent features that are part of the cultural celebration |
|--------------------------------|---|--|
| African American | Kwanzaa (December 26-January 1) Celebrates and honors African American heritage and culture | Colorful African clothing and kaftans Lighting kinara candles Displaying Kwanzaa symbols Feast held at the end of Kwanzaa |
| Mexican | Cinco de Mayo (May 5) Celebrates Mexican heritage and pride | Flamenco dancers /Tejano musicians Mariachi music Maracas Piñatas Chile peppers, tortillas, salsa Sombreros Twirly, ruffled skirts for girls Embroidered shirts for boys Ponchos |
| German | Oktoberfest (various days in October) Celebrates German heritage | Polka bands with accordions Dances such as waltzes and polka Sausage and sauerkraut Dirndl dresses and skirts for girls Lederhosen pants for boys |

Level 3: page 12

In the Level 3 assessment task the student will generate a plan for a class multicultural celebration that would include the features from each culture. A template for a plan might look like:



To generate the plan, the student would select a date and time for the event. In addition, the student would indicate specific activities and events that correspond to the various cultures being showcased. The student might include:

- food items
- traditional music and dance
- traditional activities or games
- informative displays or guest speakers that describe the history of the culture
- displays of traditional clothing items

Level 2: page 12

In the Level 2 assessment, the student will construct two advertisements. Each advertisement should include details about a different cultural celebration. An example of an advertisement for one celebration is shown below:



Note: For the Level 3 and Level 2 tasks for this essence statement, the student is only required to plan or advertise the cultural celebration. The celebration does not need to actually occur.

In the Level 1 assessment task, the student will acknowledge an invitation to attend a multicultural celebration. An example of an invitation is shown below:



| STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events. | |
|--|---|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations |
| <p>(8.23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to</p> <ul style="list-style-type: none"> (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; Readiness Standard (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs; Supporting Standard (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; Supporting Standard (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; Supporting Standard (E) identify the political, social, and economic contributions of women to American society. Supporting Standard | <p>Essence Statement B: Recognizes the relationships among people from various groups and their effects on American society.</p> |

Level 3

Prerequisite skill: identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio

Using reference materials, the student will determine two cultural groups in Texas. The student will determine one prominent feature that is a part of cultural celebrations for each group. The student will generate a plan for a class multicultural celebration that would include the features from each culture.

Predetermined Criteria

1. The student will determine two cultural groups in Texas.
2. The student will determine one prominent feature that is a part of cultural celebrations for each group.
3. The student will generate a plan for a class multicultural celebration that would include the features from each culture.

Process skill: express ideas orally based on research and experiences

Level 2

Prerequisite skill: compare ethnic and/or cultural celebrations

The student will be presented information about two cultural celebrations. The student will identify items associated with each cultural celebration. The student will identify details to include in an advertisement for each celebration. The student will construct the advertisements.

Predetermined Criteria

1. The student will identify items associated with each cultural celebration.
2. The student will identify details to include in an advertisement for each celebration.
3. The student will construct the advertisements.

Process skill: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

Level 1

Prerequisite skill: identify similarities and differences in characteristics of people

The student will acknowledge an invitation to attend a multicultural celebration. The student will participate in cultural traditions provided by two different cultures. The student will respond to each of the two cultural celebrations.

Predetermined Criteria

1. The student will acknowledge an invitation to attend a multicultural celebration.
2. The student will participate in cultural traditions provided by two different cultures.
3. The student will respond to each of the two cultural celebrations.

Transition

Definitions/Examples for STAAR Reporting Category 3 (8.20) **Essence Statement C**

The following definitions clarify terms used in the grade 8 social studies 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 15

poll – a survey to acquire information from school members, such as students and teachers, about their opinion on a selected school issue

- Examples of school issues could include:
 - school dress code
 - food choices in the school cafeteria
 - changes to a specific school rule

proposal – a plan created by the student using the results of the poll and that could be shared with the principal for his or her consideration and possible acceptance

Note: It is not necessary to have the proposal actually sent to the principal. The importance comes in having the student recognize and demonstrate one way that an individual can participate in the democratic process to improve his or her community.

Level 2: page 16

voting process – hearing arguments for the issue, creating the ballots, conducting the vote, collecting the ballots, announcing the winner

For this task, the entire process should be provided. The student will need to do at least one step of the process but be exposed to the entire process.

| STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events. | |
|--|---|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations |
| <p>(8.20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to</p> <ul style="list-style-type: none"> (A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America; Supporting Standard (B) evaluate the contributions of the Founding Fathers as models of civic virtue; Supporting Standard (C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. Supporting Standard | <p>Essence Statement C: Recognizes the importance of individual participation in the democratic process.</p> |

Level 3

Prerequisite skill: identify examples of actions individuals and groups can take to improve the community

The student will be presented a school issue concerning the school community. The student will conduct a poll to determine how members of the school community feel about the issue. The student will analyze the results of the poll. The student will generate a proposal to take to the principal based on the polling results.

Predetermined Criteria

1. The student will conduct a poll to determine how members of the school community feel about the issue.
2. The student will analyze the results of the poll.
3. The student will generate a proposal to take to the principal based on the polling results.

Transition

Social Studies Grade 8; Reporting Category 3 (8.20); Essence Statement: C

Level 2

Prerequisite skill: explain and practice voting as a way of making choices and decisions

The student will identify a change that would improve a classroom procedure. The student will assist in conducting a class vote on changing the procedure. The student will identify the results of the vote.

Predetermined Criteria

1. The student will identify a change that would improve a classroom procedure.
2. The student will assist in conducting a class vote on changing the procedure.
3. The student will identify the results of the vote.

Process skill: obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music

Transition

Level 1

Prerequisite skill: use voting as a method for group decision-making

The student will be presented representations for two different class activities. The student will explore the representations. The student will participate in providing and collecting the ballots for a class vote on a preferred activity. The student will participate in the activity decided upon by the class.

Predetermined Criteria

1. The student will explore the representations.
2. The student will participate in providing and collecting ballots for a class vote on a preferred activity.
3. The student will participate in the activity decided upon by the class.

Transition

Definitions/Examples for STAAR Reporting Category 4 (8.12)

Essence Statement D

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Level 3: page 20

In the Level 3 assessment task, the student will generate a list of industries located throughout Texas. The student's list should contain multiple industries.

Examples of industries located in Texas include:

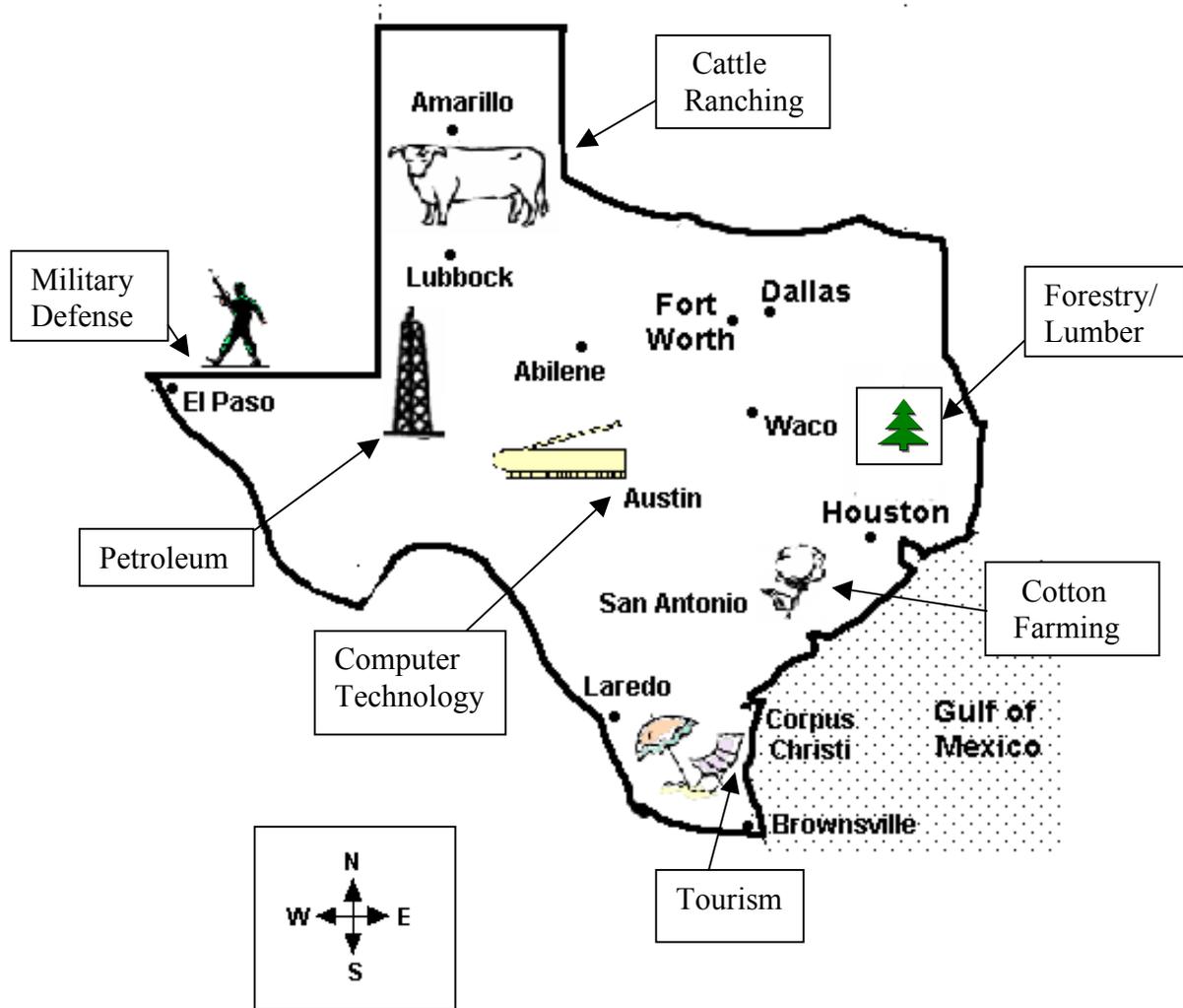
- agriculture
 - cattle ranching near Fort Stockton and Amarillo
 - rice farming in Colorado, Wharton and Matagorda counties
 - cotton farming in south Texas
- computer technology/software
 - computer components and systems in Austin and Houston
 - software development in Austin, Houston, and Dallas
 - semiconductor design in Dallas
- forestry/lumber
 - lumber production in East Texas
- healthcare
 - major medical facilities in Houston
- military defense
 - large army facility and air defense center in El Paso
- petroleum and natural gas
 - oil exploration and production in West Texas
 - headquarters of oil/gas companies in Houston
- tourism
 - popular resort areas in cities near the Gulf of Mexico

After generating his or her list, the student will record the industries on a map of Texas to indicate their location.

Examples of ways the information could be recorded on a map include:

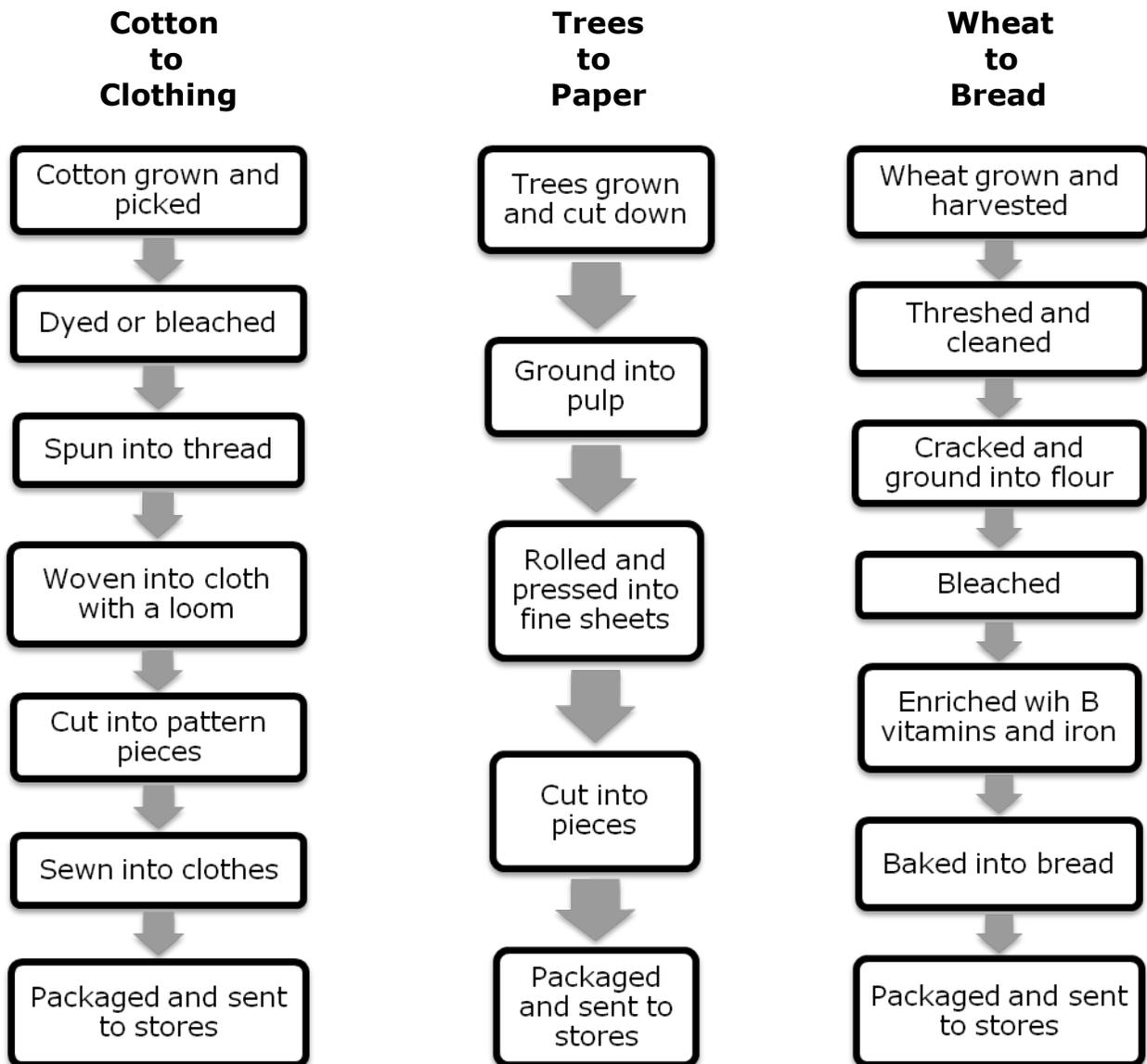
- placing picture symbols that symbolize/represent the industry—for example, oil derrick for petroleum industry, stethoscope for healthcare industry, etc., on the map
- placing labels of the name of the industry on the map
- placing small objects on the map that represent the industry. This may require the Texas map to be somewhat larger such as poster-size. Suggestions for objects might be bandage for healthcare, cotton ball for cotton farming, and small toys or tokens from board games such as soldier for military defense, cow for cattle ranching, computer for technology, and oil derrick for petroleum industry
- directing another person to place a symbol, object, or label in a specific place

One example of how industries could be recorded on a map of Texas is shown below.



Level 2: page 21

Examples of production cycles of a product from natural resource to consumer include:



Level 1: page 21

Examples of community workers include:

- doctor or nurse provides healthcare (service)
- dentist provides dental care (service)
- cook in a restaurant prepares food (product)
- waiter in a restaurant serves food and drinks (service)
- librarian helps locate and check out books (service)
- barber/hair stylist cuts and styles hair (service)

Nonexample: A teacher assistant providing care for personal needs is NOT an appropriate example of a community worker/service for the purposes of this assessment.

| STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events. | |
|---|--|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations |
| <p>(8.12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to</p> <ul style="list-style-type: none"> (A) identify economic differences among different regions of the United States; Supporting Standard (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; Readiness Standard (C) explain the reasons for the increase in factories and urbanization; Supporting Standard (D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history. Readiness Standard | <p>Essence Statement D: Recognizes the development of different patterns of economic activity among various U.S. regions.</p> |

Level 3

Prerequisite skill: compare how people in different parts of the United States earn a living, past and present

Using reference materials, the student will generate a list of industries located throughout Texas that provide job opportunities for Texans. The student will record the industries on a map of Texas to indicate their location. The student will determine a major employer in the region in which he or she lives.

Predetermined Criteria

1. The student will generate a list of industries located throughout Texas that provide job opportunities for Texans.
2. The student will record the industries on a map of Texas to indicate their location.
3. The student will determine a major employer in the region in which he or she lives.

Process skill: organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

Social Studies Grade 8; Reporting Category 4 (8.12); Essence Statement: D

Level 2

Prerequisite skill: examine the development of a product from a natural resource to a finished product

Given a scenario or video clip about the production cycle of a product from natural resource to the consumer, the student will identify the natural resource used to produce the product. The student will identify how the product is made. The student will identify how the product is transported to the consumer.

Predetermined Criteria

1. The student will identify the natural resource used to produce the product.
2. The student will identify how the product is made.
3. The student will identify how the product is transported to the consumer.

Process skill: obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

Level 1

Prerequisite skill: discuss the roles and responsibilities of community workers

Given a role-playing scenario or real-life situation of a community worker performing his or her job responsibilities, the student will acknowledge the community worker. The student will participate in paying the worker for the product or service. The student will participate in the benefit provided by the product or service to the consumer.

Predetermined Criteria

1. The student will acknowledge the community worker.
2. The student will participate in paying the worker for the product or service.
3. The student will participate in the benefit provided by the product or service to the consumer.

Transition