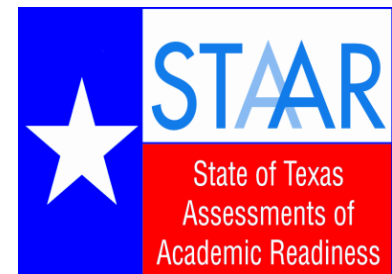


STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

STAAR Reading: Connecting Assessment and Instruction

Dr. Susan Robertson
Manager of Reading Assessments Grades 3–8
Texas Education Agency



- Statewide Summary Reports are posted on the STAAR Resources page.
- 2011-2012 Report: Percent of all students who achieved Level II: Satisfactory:

Grade 3 reading: 76%

Grade 4 reading: 77%

Grade 5 reading: 77%

Grade 6 reading: 75%

Grade 7 reading: 76%

Grade 8 reading: 80%

- 2012-2013 Report: Percent of all students who achieved Level II: Satisfactory:

Grade 3 reading: 79%

Grade 4 reading: 72%

Grade 5 reading: April 77%,
Cumulative 89%

Grade 6 reading: 71%

Grade 7 reading: 77%

Grade 8 reading: April 84%,
Cumulative 91%

- Changes in percentage of students achieving Level II performance (Spring 2012 to Spring 2013):
 - Grade 3 – up 3% from 2012
 - Grade 4 – down 5% from 2012
 - Grade 5 – no change (April testers)
 - Grade 6 – down 4% from 2012
 - Grade 7 – up 1% from 2012
 - Grade 8 – up 4% from 2012 (April testers)

Statewide Summary Reports

Grade/Course	Phase-in 1	Phase-in 2	Recommended
Grade 3	79%	58%	40%
Grade 4	72%	57%	38%
Grade 5	77%	61%	39%
Grade 6	71%	57%	40%
Grade 7	77%	59%	38%
Grade 8	84%	67%	47%

STAAR Reading Performance
Spring 2013 Statewide Results
Phase-in and Recommended Standards

- For success on STAAR reading, students must be able to –
- apply the academic vocabulary associated with literary and informational reading
- make connections within and across texts
- identify the “tools” an author uses to craft a piece and how these affect meaning
- identify text evidence to support ideas

Success on STAAR Reading

Academic Vocabulary –

Students must have a command of and be able to *apply* the academic vocabulary associated with literary and informational reading.

Success on STAAR Reading

- **By organizing paragraph 3 sequentially, the author is able to —**
- **F** compare how different types of LEGO pieces are made
- **G** explain the method for making LEGO bricks
- **H** show how LEGO is able to make toys so quickly
- **J** list the reasons why making LEGO bricks is simple

STAAR Reading – Academic Vocabulary

- **Paragraphs 6 and 7 contribute to the rising action of the story by showing that Chloe —**
- **A** no longer wants to participate in the mentoring program
- **B** has the wrong impression about first grade
- **C** is unfamiliar with the concepts being taught in first grade
- **D** does not like being told what to do

STAAR Reading – Academic Vocabulary

- **Which evidence does Tyree give to support the claim that Nomad is a unique robot?**
- **F** Nomad is equipped with a way to communicate with humans.
- **G** Nomad has the ability to differentiate between objects that appear identical.
- **H** Nomad needs to be assembled after reaching its destination.
- **J** Nomad is used to helping scientists do their work.

STAAR Reading – Academic Vocabulary

- **The imagery in stanzas 3 and 4 suggests that —**
- **A** Dad is not confident about Brandy's ability to drive
- **B** Brandy is unable to see because of the dust
- **C** Dad is in a hurry to finish the task
- **D** Brandy is keenly aware of her surroundings

STAAR Reading – Academic Vocabulary

Needed

by Sandra Gilbert Brug

When we reach north pasture, Dad jumps out,
climbs up on the load.

Tires crunch in crusty snow.

“Steer straight ahead,” he calls.

Cows come running when they see our headlights
hooves stirring up clouds of crystals.

Steamy bodies crowd around us

shoving, bawling, stealing mouthfuls of hay.

STAAR Reading – Academic Vocabulary

- **Which of these best describes Pavel's internal conflict in the story?**
- **A** He is unhappy about the cost of his ticket.
- **B** A man places him on the other side of the ship.
- **C** A man stands between him and the soup pot.
- **D** He is not prepared for the misery of the voyage to America.

STAAR Reading – Academic Vocabulary

- **Which sentence from the selection is a commonplace assertion?**
- **F** *We all know that Texans are mad about football, and the players usually get the attention.*
- **G** *Known as the Allen Eagle Escadrille (French for “squadron”), Allen’s band is considered the largest in the country—high school or college.*
- **H** *At some small schools, roughly half of the student body is in the band.*
- **J** *Griffin’s organization was formed in 1991 to better represent small schools at band competitions.*

STAAR Reading – Academic Vocabulary

Making Connections –

Students must be able to make connections – at differing levels of depth and complexity – both *within* and *across* texts (including connections between a text and its embedded media and/or procedural piece/s).

Success on STAAR Reading

- **The photograph best supports which idea from the selection?**
- **A** Jessica was on a special diet when she was a baby.
- **B** Jessica sometimes seeks the company of other hippos.
- **C** Jessica's story has made her famous around the world.
- **D** Jessica's size makes keeping her as a pet difficult.

Making Connections Within a Selection

- **Why is the boxed information at the end of the article included?**
- **F** To describe some of the many exhibits at the museum
- **G** To share information about the history of the museum
- **H** To show that the museum welcomes people of all ages
- **J** To provide details a museum visitor would need to know

Making Connections Within a Selection

- **With which statement would the author most likely agree?**
- **A** More band members should pursue careers in music.
- **B** It is possible for a school of any size to have a successful band program.
- **C** Band camps would be more effective if they didn't occur during the summer.
- **D** Large schools should consider including middle school students in marching band.

Making Connections Within a Selection

- **What can the reader conclude about the author's opinion of Washington's strategy for information-gathering?**
- **F** The author thinks Washington should have been more selective in choosing the Culper Ring.
- **G** The author admires Washington's resourcefulness.
- **H** The author believes that Washington should have been more careful about sending messages.
- **J** The author believes that Washington's patience helped him perfect his methods.

Making Connections Within a Selection

- **Which of these ideas is found in both selections?**
- **A** Animals have difficulty finding places to hide.
- **B** Scientists have many ways of studying animals in their environment.
- **C** Scientists are continuing to discover unique ways in which animals protect themselves.
- **D** Tool users are the most intelligent animals.

Making Connections Across Selections

- **Based on information provided in both selections, the reader can conclude that stage fright is the result of —**
- **A** an unexpected event that shocks a person
- **B** making a mistake in front of others
- **C** not really wanting to perform
- **D** being the center of attention

Making Connections Across Selections

- Read line 7 of the poem.

I'm only twelve, but I get to drive!

Which excerpt from "Car Talk" best matches the feeling expressed by the speaker in line 7 of the poem?

- **A** *we got into the car that first time*
- **B** *Dad and I drove around, saying almost nothing*
- **C** *that now-aging permit first found its way into my eager hands*
- **D** *a small plastic card verifying my right to drive*

Making Connections Across Selections

- **Read lines 6 through 10 from the poem.**

Fill my lines. Crowd me with words,
all kinds of words—
happy, joyous words,
angry, jangled words,
burdened words, sad words,

**Which sentences from the letter
express the same idea as these lines
from the poem?**

Making Connections Across Selections

- **A** *We don't just talk about writing. We sit by ourselves inside or outside, writing at airports or on kitchen tables, even on napkins.*
- **B** *I've learned that some writers are quiet and shy, others noisy, others just plain obnoxious. Some like enchiladas and others like sushi; some like rap and others like rancheras.*
- **C** *When I was in grade school in El Paso, Texas (where I was born), I read comic books and mysteries and magazines and library books. I was soaking up language.*
- **D** *Living hurts, so sometimes we write about a miserable date, a friend who betrayed us, the death of a parent. Some days, though, we're so full of joy we feel like a kite.*

Making Connections Across Selections

- **How does the author's purpose for writing in "Dear Fellow Writer" differ from the poet's purpose in "What the Page Says"?**
- **F** Mora persuades people to start writing, while the poet describes a writer's effort.
- **G** Mora provides information about writing strategies, while the poet encourages a writer to use a specific strategy.
- **H** Mora describes the writing process for readers, while the poet does not.
- **J** Mora entertains readers with a story about writing, while the poet does not.

Making Connections Across Selections

• **Author's Craft –**

Students must be able to identify the “tools” an author uses to craft a piece and understand how they affect meaning. Students must go beyond knowing the definition of literary and informational terminology to understanding how this terminology translates into “tools” the author uses to create meaning.

Success on STAAR Reading

Saw My Teacher on a Saturday

Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

(Stanza 1)

Author's Craft

- **Why does the poet use the exclamation points in the first stanza?**
- **A** To express the speaker's joy
- **B** To describe the speaker's thoughts
- **C** To show the speaker's fear
- **D** To emphasize the speaker's surprise

Author's Craft

Waiting Room Zoo

The nurse speaks baby talk to me.
(She thinks I'm half my age.)
You'd think I was a lion being
coaxed into my cage.

"Doctor is ready now," she coos.
"Come in, lamb, you'll be fine."
(Yeah, sure. And that's a needle from
a friendly porcupine!)

Author's Craft

- **The words in parentheses in line 14 emphasize that the speaker is —**
- **F** happy that the nurse is easy to understand
- **G** annoyed by the way the nurse talks to her
- **H** disappointed that the nurse does not know how old she is
- **J** relieved that the nurse is trying to make her feel comfortable

Author's Craft

**/ felt beaten splashing out to see
How little garden was left to me.**

The poet uses these lines to show that the speaker feels—

- A** defeated by the storm
- B** confused by the effect the rain had on the garden
- C** burdened by the amount of work required to manage a garden
- D** concerned that the storm has not ended

Author's Craft

- **The poet organizes the poem by —**
- **F** explaining the reasons for each of the speaker's actions
- **G** listing the growing phases of the speaker's tomato plants
- **H** presenting the order of events in the speaker's experience
- **J** noting the frequent changes in the speaker's emotions

Author's Craft

A Run to Remember

When Cowboy and I entered the events where the horse is judged on appearance, we were quickly “shown the gate.” No amount of grooming, vitamins or unconditional love would turn Cowboy into a beauty. I finally realized that my only chance to compete would be in the timed-speed events. I chose barrel racing.

Author's Craft

- In paragraph 5, the author uses the phrase “shown the gate” to illustrate that the narrator was —
- **A** instructed where to race
- **B** eliminated from competition
- **C** told which event to enter
- **D** given a tour of the area

Author's Craft

A Run to Remember

- 1 Thirteen can be a challenging age. Not only did I have to adapt to my changing body; I also had to deal with my parents' bitter divorce, a new family and the upsetting move from my country home to a crowded suburb.
- 2 When we moved, my beloved companion, a small brown pony, had to be sold. I was trashed. Feeling helpless and alone, I couldn't eat or sleep, and I cried all of the time. I missed my family, my home and my pony. Finally, my father, realizing how much I missed my pony, purchased an old red gelding for me at a local auction.

Author's Craft

- **Why did the author include paragraphs 1 and 2 in the selection?**
- **F** To illustrate why the narrator loved the pony she had to sell
- **G** To show why the narrator enjoyed living in the country
- **H** To explain why the narrator's father bought her a new horse
- **J** To create a description of the narrator's new home

Author's Craft

From Confessions of a Teenage Drama Queen

15 "All right," I snapped. "So what if I am?" I glared at her. "I wish I'd done it when you wanted me to. I could have saved myself a lot of time and trouble."

Author's Craft

- **The author included paragraph 15 in order to —**
- **F** explain why Lola has decided she does not want to perform in the play
- **G** let the reader know that at one time Ella did not want Lola to act in the play
- **H** show the reader that Lola is no longer interested in being in the play
- **J** demonstrate that Ella is upset with Lola for not following her earlier advice about being in the play

Author's Craft

Midnight

by Sara Holbrook

When it's Sunday
and it's midnight,
the weekend
put back in its chest,
the toys of recreation,
party times
and needed rest.

When I lie in wait for Monday
to grab me by the ear,
throw me at the shower,
off to school
and when I hear
the train at midnight from so many miles away...

Author's Craft

- **Dividing the poem into two stanzas allows the poet to —**
- **A** compare the speaker's schedule with the train's schedule
- **B** ask questions to keep the reader guessing about what will happen
- **C** contrast the speaker's feelings about weekends and Mondays
- **D** incorporate reminders for the reader about where the action takes place

Author's Craft

Marching to Different Drummers

by Charles Boisseau

- 1 Imagine flying over Texas on some warm Friday night this autumn.
- 2 Look down from your window seat and you could easily spot a most interesting phenomenon: all those blazing stadium lights and the buzzing of all the crowds attending hundreds of high school football games simultaneously under way across the Lone Star State. At halftime, you'll see a real spectacle: uniformed marchers fanning across green fields, forming patterns, drumming beats, blaring horns, flashing flags and twirling batons.
- 3 As you hover, consider this: Every Friday night during the fall, an estimated 140,000 young people from more than 850 Texas high schools dress up in crisp uniforms, tall hats with fancy plumes and gawky white shoes, and march and make music for countless fans, family members and townspeople.
- 4 We all know that Texans are mad about football, and the players usually get the attention. But what's a football game without the marching band?

Author's Craft

- **The author chose the title of this selection to highlight the idea that —**
- **A** Texas marching band members are talented
- **B** there is variety among Texas marching bands
- **C** Texas marching band members are dedicated
- **D** there are a large number of Texas marching bands

Author's Craft

- **By presenting the ideas included in paragraphs 1 through 3, the author is able to —**
- **F** explain why students join marching bands in Texas
- **G** describe the equipment required by Texas marching bands
- **H** emphasize that marching bands in Texas are a common sight
- **J** identify the most popular instruments in Texas marching bands

Author's Craft

• Text Evidence –

Students must be able to identify and use text evidence to support ideas both within and across texts.

Text Evidence

- **Which sentence from the selection best supports the idea that there have been many changes made to potato chips?**
- **F** *It was not long before people wanted potato chips without having to go to a restaurant to get them.*
- **G** *Over the years many more people began making and selling potato chips.*
- **H** *Bigger and better kinds of packages were designed, and different flavors of chips started appearing.*
- **J** *What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.*

Text Evidence

- **Which sentence from the story best explains why Kwan agrees to share his wrapping cloths with his classmates?**
- **F** *Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van.*
- **G** *His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.*
- **H** *Kwan usually spent some time each evening working on a cloth, but that evening he did not.*
- **J** *"When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made."*

Text Evidence

- **The author's opinion that stage fright can be overcome is best supported by —**
- **F** the reaction of Mariah Carey's fans
- **G** Mariah Carey's experience
- **H** the description of how a body reacts to stress
- **J** information about the source of stage fright

Text Evidence

- **Which sentence from the article best supports the claim that Rezwan's boats have successfully addressed a problem in Bangladesh?**
- **A** *The purpose of the organization is to help the people of Bangladesh receive an education and also to bring technology and an improved quality of life to poor people in remote areas of the country.*
- **B** *In all, these boats help educate close to 90,000 families in Bangladesh.*
- **C** *Each boat was built to accommodate between 30 and 35 students.*
- **D** *Students study using solar lamps that are charged during the day at stations near the river.*

Text Evidence

- **Which sentence from the story best shows that Brody realizes that he has been an irresponsible team leader?**
- **A** *“Um, let’s just go up the way we came down.”*
- **B** *He deserved every bit of the anger he sensed from them.*
- **C** *“Early tomorrow morning, we’ll beat all the other teams’ times.”*
- **D** *The team traced the route to Area 1 on paper and then practiced it at least 10 times.*

Text Evidence

- A greater emphasis *must* be placed on critical analysis rather than a literal understanding of texts. Instruction must emphasize critical/inferential thinking and analysis rather than isolated skills.
- Students must be provided in-depth instruction in *all* genres represented by the ELA/R TEKS.
- Genres should not be taught in isolation and/or at only one point in the school year.

Student Success on STAAR Reading

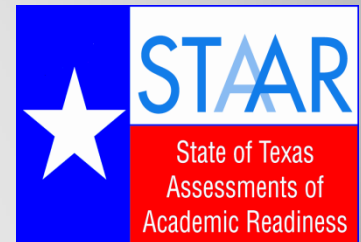
- Students must learn to analyze both fiction and expository genres — the readiness genres — at elementary, middle, and high school.
- Students must receive thorough instruction in the genres/TEKS *prior* to the year the genre is assessed on STAAR.
 - Students are expected to “make connections to ideas in other texts” and “discuss textual evidence” in Kindergarten (Figure 19F)
 - Literary nonfiction begins in 1st grade
 - Drama begins in 2nd grade
 - Persuasive text begins in 3rd grade

Student Success on STAAR Reading

- General STAAR resources, released test questions, assessed curriculum documents, test blueprints, test design schematics, dictionary policy, STAAR statewide summary reports, and STAAR statewide item analysis reports are currently available at

<http://www.tea.state.tx.us/student.assessment/staar/>

STAAR Reading Resources



- Additional educator resources can be found at <http://www.englishspanishteks.net/>. These resources include a vertical alignment of the English and Spanish language arts and reading TEKS, the ELA/R TEKS glossary, and a Reading Resource Websites List.

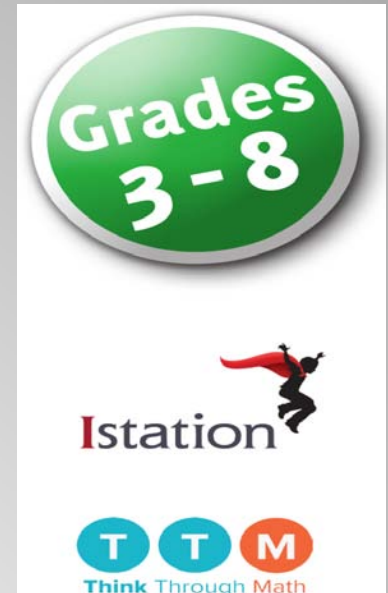
Reading Resources



- Reading resources for educators and students can be found at www.projectsharetexas.org



- Istation Reading is available through <http://texassuccess.org>.



For further assistance with resources, contact the TEA Curriculum Division at (512) 463-9581.

Additional Reading Resources

- For updates and notifications from the Texas Education Agency, please join both the **Student Assessment** and **ELA-Reading** mailing lists at <http://miller.tea.state.tx.us/list/>

TEA Mailing Lists

Susan Robertson

Manager of Reading Assessments Grades 3–8

susan.robertson@tea.state.tx.us

(512) 463-9536

Victoria Young

Director of Reading, Writing, and Social
Studies Assessments

victoria.young@tea.state.tx.us

(512) 463-9536

TEA Contacts