Standardized Assessment Tasks for
STAAR Alternate

United States History
Definitions/Examples for STAAR Reporting Category 1 United States History (9) 

Essence Statement A

The following definitions clarify terms used in the United States History 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 5

civil rights leaders from American history – a leader of a political movement dedicated to securing equal opportunity for members of minority groups

- Some examples of civil rights leaders from American history would include:
  - Susan B. Anthony, leader of women’s suffrage movement /voting rights
  - Cesar Chavez, Chicano activist, organizer, and trade unionist
  - Jesse Jackson, African-American civil rights activist
  - W.E.B. Du Bois, African–American civil rights activist
  - Elizabeth Peratrovich, Alaska civil rights activist, working on behalf of equality for Alaska Native peoples

The generated list must contain several events.
### STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United States History (9) History.</strong> The student understands the impact of the American civil rights movement. The student is expected to</td>
<td><strong>Essence Statement A:</strong> Recognizes the impact of the American civil rights movement.</td>
</tr>
<tr>
<td>(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women’s, and other civil rights movements; Supporting Standard</td>
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</tr>
<tr>
<td>(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movements; Supporting Standard</td>
<td></td>
</tr>
</tbody>
</table>
(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; Readiness Standard

(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the congressional bloc of southern Democrats, that sought to maintain the status quo; Supporting Standard

(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; Readiness Standard

**Level 3**

**Prerequisite skill:** evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present

The student will be presented information about two civil rights leaders from American history. Using reference materials, the student will generate a list of significant events from the life of each of the two civil rights leaders. The student will compare the events from the two lists. The student will determine a contribution that each of the two individuals made to American society.

**Predetermined Criteria**
1. The student will generate a list of significant events from the life of each of the two civil rights leaders.
2. The student will compare the events from the two lists.
3. The student will determine a contribution that each of the two individuals made to American society.

**Process skill:** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

**Level 2**

**Prerequisite skill:** describe how individuals, events, and ideas have changed communities, past and present

Using reference materials, the student will identify a civil rights leader from American history. The student will identify a significant event in the civil rights movement associated with that leader. The student will identify one result of the leader's contribution to American society.

**Predetermined Criteria**
1. The student will identify a civil rights leader from American history.
2. The student will identify a significant event in the civil rights movement associated with that leader.
3. The student will identify one result of the leader's contribution to American society.
Level 1

Prerequisite skill: identify contributions of patriots and good citizens who have shaped the community

The student will be presented a representation for "help" and a group or individual that needs assistance. The student will participate in pairing the representation to the group or individual. The student will participate in helping the group or individual. The student will respond to the reaction of the group or individual.

Predetermined Criteria
1. The student will participate in pairing the representation to the group or individual.
2. The student will participate in helping the group or individual.
3. The student will respond to the reaction of the group or individual.
Definitions/Examples for STAAR Reporting Category 2 United States History (13)

Essence Statement B

The following definitions clarify terms used in the United States History 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 9**

**graph example** – In the Level 3 assessment task, the student will generate a graph on his or her own using information provided by the teacher. Examples of information displayed in a bar graph and a line graph are shown below:

**Texas School District 2000 - 2012**

**ABC School District 2008 - 2012**
natural geographic factors (that influence patterns of settlement) – physical characteristics of a place such as landforms, bodies and sources of water, vegetation, climate and weather patterns.

- Examples of geographic factors that have brought people to new locations:
  - Rich, fertile farmland and gold influenced early settlers to migrate westward.
  - Temperate weather and less expensive land influenced Americans to migrate to states in the Sun Belt.

characteristics of urban and rural communities – Urban communities are highly populated with many people, buildings, roads, large highways, businesses, and skyscrapers in close, crowded conditions. Rural communities have land with wide, open spaces, few roads and buildings, and are sparsely populated with few people.
STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.

<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United States History (13) Geography.</strong> The student understands the causes and effects of migration and immigration on American society. The student is expected to</td>
<td><strong>Essence Statement B:</strong> Recognizes the causes and effects of migration and immigration on American society.</td>
</tr>
<tr>
<td>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. Readiness Standard</td>
<td></td>
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</tbody>
</table>

**Level 3**

**Prerequisite skill:** analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation

The student will be presented data showing student population and number of schools for a school district over a given time period. The student will generate a graph representing the information. The student will determine the relationship between student enrollment and number of schools. The student will predict the effects of the migration trend upon the district.

Predetermined Criteria
1. The student will generate a graph representing the information.
2. The student will determine the relationship between student enrollment and number of schools.
3. The student will predict the effects of the migration trend upon the district.

Process skill: analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

United States History; Reporting Category 2 US (13); Essence Statement: B
**Level 2**

**Prerequisite skill:** explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present

The student will be presented information about a group of people migrating within the United States. The student will identify a natural geographic factor that brought the people to the new location. The student will identify the route taken by the people from their original location to their final settlement. The student will identify one way the life of the people improved as a result of the relocation.

Predetermined Criteria
1. The student will identify a natural geographic factor that brought the people to a new location.
2. The student will identify the route taken by the people from their original location to their final settlement.
3. The student will identify one way the life of the people improved as a result of the relocation.

**Level 1**

**Prerequisite skill:** identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns

The student will be presented a model of an urban community and a model of a rural community. The student will explore the characteristics of both communities. The student will participate in placing representations for people into each community. The rural community will have only a few people. The urban community will have significantly more people. The student will acknowledge the greater number of people in the urban community.

Predetermined Criteria
1. The student will explore the characteristics of both communities.
2. The student will participate in placing representations for people into each community.
3. The student will acknowledge the greater number of people in the urban community.
Definitions/Examples for STAAR Reporting Category 3 United States History (22)  
Essence Statement C

The following definitions clarify terms used in the United States History 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 12

Bill of Rights – the United States Bill of Rights consists of the first 10 amendments to the United States Constitution

<table>
<thead>
<tr>
<th>Basic Principles of the Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Freedom of speech, press, religion, assembly, and the right to petition the government</td>
</tr>
<tr>
<td>2. The right to bear arms</td>
</tr>
<tr>
<td>3. The guarantee that civilians will not be forced to house soldiers during peacetime</td>
</tr>
<tr>
<td>4. Protection against unreasonable searches by law-enforcement officers</td>
</tr>
<tr>
<td>5. The right of a person under arrest to know why he or she has been arrested and to refuse to testify against himself or herself in a court of law</td>
</tr>
<tr>
<td>6. The right to a speedy and public trial by a jury of one's peers in criminal cases</td>
</tr>
<tr>
<td>7. The right to a trial by jury in civil cases involving substantial amounts of money</td>
</tr>
<tr>
<td>8. Protection against excessive bail and cruel and unusual punishment</td>
</tr>
<tr>
<td>9. The guarantee that rights not specifically listed in the Constitution are not automatically denied to the people</td>
</tr>
<tr>
<td>10. The guarantee that the people and the states are to keep powers not specifically granted to the federal government</td>
</tr>
</tbody>
</table>

Level 2: page 13

Examples of activities citizens can do to positively impact the community:
- Volunteer for a community organization by donating time and skills to a variety of organizations that improve community living (planting trees, picking up litter, etc.)
- Help keep parks and streets clean by putting trash in trash bins and recycling
- Help people in need, for example — an elderly person or a young child cross the street safely, and an elderly woman carry a heavy package
- Give away clothing you don’t use — for example, a warm coat and shoes, to people who might need them or food and water to victims of disasters
STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.

<table>
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<tr>
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</tr>
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</table>
| **United States History (22) Citizenship.** The student understands the concept of American exceptionalism. The student is expected to  
(A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.  
Supporting Standard | **Essence Statement C:** Recognizes the concept of American exceptionalism. |

**Level 3**

**Prerequisite skill:** describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

The student will be presented one fundamental right guaranteed by the Bill of Rights. Using reference materials, the student will determine the meaning of the right. The student will determine a situation in which the right is put into practice. The student will determine an outcome that might occur if the right was not guaranteed for citizens.

**Predetermined Criteria**
1. The student will determine the meaning of the right.
2. The student will determine a situation in which the right is put into practice.
3. The student will determine an outcome that might occur if the right was not guaranteed for citizens.

**Process skill:** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

United States History; Reporting Category 3 US (22); Essence Statement: C
**Level 2**

**Prerequisite skill:** explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.

The student will identify activities that citizens could do that would positively impact the community. The student will choose one of the activities. The student will identify the benefit of the activity to the community. The student will share the benefit of the activity with other students in the school.

Predetermined Criteria
1. The student will identify activities that citizens could do that would positively impact the community.
2. The student will identify the benefit of the activity to the community.
3. The student will share the benefit of the activity with other students in the school.

**Level 1**

**Prerequisite skill:** identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

The student will be presented a representation for a turn-taking activity. The student will explore the representation. The student will participate in giving the representation to another person. The student will respond to the other person as that person takes his or her turn in the activity. The student will participate in receiving the representation as a signal to take his or her turn in the activity. The student will participate in taking his or her turn.

Predetermined Criteria
1. The student will participate in giving the representation to another person.
2. The student will respond to the other person as that person takes his or her turn in the activity.
3. The student will participate in receiving the representation as a signal to take his or her turn in the activity.

Transition

United States History; Reporting Category 3 US (22); Essence Statement: C
Definitions/Examples for STAAR Reporting Category 4 United States History (27)  
Essence Statement D

The following definitions clarify terms used in the United States History 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 16

list of interview questions – In the Level 3 assessment task, the teacher will present a list of interview questions to the student. The student will provide responses to the questions based on his or her experiences in accomplishing daily routines and then get responses from an older adult using the same questions.

- Examples of interview questions are listed below:
  - What kind of telephones do you use when you are at home? away from home? What kind of telephones did you use in the past when you were at home? away from home?
  - What are ways you cook and prepare food? What are ways you cooked and prepared food in the past?
  - What technology do you use to communicate with your friends and family? What technology did you use in the past to communicate with your friends and family?

Level 2: page 16

technological inventions –new products or processes that are useful; was not previously known or existing.

- Examples of technological inventions and the products they replaced include:
  - smartphone versus rotary or crank phone
  - tablet computer versus paper, pen, typewriter
  - portable music player versus an old phonograph, stereo, or radio

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</thead>
<tbody>
<tr>
<td><strong>United States History (27) Science, technology, and society.</strong> The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to</td>
<td></td>
</tr>
<tr>
<td>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. Readiness Standard</td>
<td></td>
</tr>
<tr>
<td><strong>Essence Statement D:</strong> Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.</td>
<td></td>
</tr>
</tbody>
</table>
Level 3

Prerequisite skill: compare types and uses of technology, past and present

The student will be presented a list of interview questions that focus on how technology is used to accomplish daily routines. The student will determine responses to the interview questions focusing on his or her experiences with present-day technology. Using the same questions, the student will conduct an interview with an older adult about how he or she accomplished the same daily routines in the past. The responses will be recorded. The student will compare his or her responses with those of the older adult.

Predetermined Criteria
1. The student will determine responses to the interview questions focusing on his or her experiences with present-day technology.
2. The student will conduct an interview with an older adult about how he or she accomplished the same daily routines in the past.
3. The student will compare his or her responses with those of the older adult.

Process skill: identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants

Level 2

Prerequisite skill: identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program

The student will identify three examples of technological inventions that he or she uses today. The student will identify what he or she accomplishes by using each of these technological inventions. The student will be presented pictures and/or descriptions of how individuals long ago would have accomplished similar tasks. The student will identify one benefit of the technological inventions of today.

Predetermined Criteria
1. The student will identify three examples of technological inventions that he or she uses today.
2. The student will identify what he or she accomplishes by using each of these technological inventions.
3. The student will identify one benefit of the technological inventions of today.
**Level 1**

**Prerequisite skill:** describe how technology changes the way people work

The student will participate in using a technological device to complete a task. The student will participate in using an older method or device to complete the same task. The student will respond to the additional effort required to complete the task with the older method or device.

Predetermined Criteria
1. The student will participate in using a technological device to complete a task.
2. The student will participate in using an older method or device to complete the same task.
3. The student will respond to the additional effort required to complete the task with the older method or device.