Standardized Assessment Tasks for STAAR Alternate

English I
Definitions/Examples for STAAR Reporting Category 2 English I (6)

Essence Statement A

The following definitions clarify terms used in the English I 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 3 and 4

A memoir is the written record of a personal experience or observation.

The following are appropriate memoirs for students in English I:

- Boy: Tales of Childhood by Roald Dahl
- To Sir With Love by Edward Ricardo Braithwaite
- Marley and Me by John Grogan
- Sky of Stars by Homer Hickman
- The Life and Times of the Thunderbolt Kid: A Memoir by Bill Bryson

Level 1: page 4

The Level 1 task requires the student to be presented with a memoir that shows a change in emotion from beginning to end.

The following are examples of memoirs with significant emotional change:

- Julie and Julie: 365 Days, 324 Recipes, 1 Tiny Apartment by Julie Powell
- Knucklehead: Tall Tales and Almost True Stories of Growing Up Scieszka by Jon Scieszka
- Going Solo by Roald Dahl
- Awkward and Definition: The High School Chronicles of Ariel Schrag by Ariel Schrag
- Jungle Jack: My Wild Life by Jack Hanna

Cited texts are provided only as examples and do not imply TEA endorsement.
### STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts:

<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English I (6) Reading/Comprehension of Literary Text/Literary Nonfiction.</strong> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. The student is expected to (A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. Supporting Standard</td>
<td><strong>Essence Statement A:</strong> Recognizes the author’s use of language in literary nonfiction.</td>
</tr>
</tbody>
</table>

#### Level 3

**Prerequisite skill:** summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

The student will be presented and read a memoir. The student will determine the change in feelings felt by the author throughout the memoir. The student will locate words that show evidence of the feelings expressed by the author. The student will determine the author's overall attitude about that time in his or her life.

**Predetermined Criteria**
1. The student will determine the change in feelings felt by the author throughout the memoir.
2. The student will locate words that show evidence of the feelings expressed by the author.
3. The student will determine the author’s overall attitude about that time in his or her life.

English I; Reporting Category 2 Eng I (6); Essence Statement: A
Level 2

**Prerequisite skill:** make inferences about text and use textual evidence to support understanding

The student will be presented and read a memoir. The student will identify the events that happened in the memoir. The student will identify the overall feeling of the author during that time in his or her life. The student will identify text evidence that supports the overall feeling of the author during that time in his or her life.

Predetermined Criteria.
1. The student will identify the events that happened in the memoir.
2. The student will identify the overall feeling of the author during that time in his or her life.
3. The student will identify text evidence that supports the overall feeling of the author during that time in his or her life.

Level 1

**Prerequisite skill:** make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

The student will be presented a memoir in which the author started out feeling a strong emotion that changed to a significantly different emotion at the end of the memoir. The student will be presented representations for the two strong emotions. The student will explore the representations. As the text is read, the student will participate in pairing the representations for the emotions with the corresponding event in the text. The student will participate in acting out the events that led to the strong emotions felt in the text.

Predetermined Criteria
1. The student will explore the representations.
2. The student will participate in pairing the representations for the emotions with the corresponding event in the text.
3. The student will participate in acting out the events that led to the strong emotions felt in the text.
Definitions/Examples for STAAR Reporting Category 3 English I (11)  
Essence Statement B

The following definitions clarify terms used in the English I 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 6**

**Procedural steps** refer to the actual directives that tell the reader exactly what must be done to complete a desired task.

**Level 2: page 7**

**Procedural text** is a type of informational text that is written with the intent to explain the steps in a process.
### STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts

<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>English I (11) Reading/Comprehension of Informational Text/Procedural Texts.</strong> Students understand how to glean and use information in procedural texts and documents. The student is expected to</td>
<td><strong>Essence Statement B:</strong> Follows instructions in procedural texts to determine clarity.</td>
</tr>
<tr>
<td>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. Supporting Standard</td>
<td></td>
</tr>
</tbody>
</table>

### Level 3

**Prerequisite skill:** follow multi-tasked instructions to complete a task, solve a problem, or perform procedures

Procedural steps for assembling a product will be presented. The steps will be read. Using the text, the student will locate the materials needed to complete the steps. The student will execute the steps to assemble the product. The student will evaluate the clarity of the steps.

Predetermined Criteria
1. The student will locate the materials needed to complete the steps.
2. The student will execute the steps to assemble the product.
3. The student will evaluate the clarity of the steps.

Transition

---

English I; Reporting Category 3 Eng I (11); Essence Statement: B
**Level 2**

**Prerequisite skill:** determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)

The steps of a procedural text will be individually presented and read in random order. The student will be told that one step has been omitted. The student will arrange the steps in logical order. The student will identify the step that is missing. The student will identify where to place the omitted step in the sequence. The student will follow the steps to complete the procedure.

Predetermined Criteria
1. The student will arrange the steps in logical order.
2. The student will identify the step that is missing.
3. The student will identify where to place the omitted step in the sequence.

Transition

**Level 1**

**Prerequisite skill:** follow written multi-step directions with picture cues to assist with understanding

A recipe will be presented and read to the student. The student will be presented the materials needed for the recipe. The student will participate in pairing the materials to each step. The student will experience completing the steps. The student will respond to the end product.

Predetermined Criteria
1. The student will participate in pairing the materials to each step.
2. The student will experience completing the steps.
3. The student will respond to the end product.

Transition

English I; Reporting Category 3 Eng I (11); Essence Statement: B
The following definitions clarify terms used in the English I 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: page 10

A topic sentence is a sentence in an expository paragraph that introduces the main idea and summarizes the paragraph. Details are the smaller ideas that work together to support the topic.
STAAR Reporting Category 4 – Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

<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>English I (13) Writing/Writing Process.</strong> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</td>
<td><strong>Essence Statement C:</strong> Uses the writing process to compose a cohesive text.</td>
</tr>
<tr>
<td>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(D) edit drafts for grammar, mechanics, and spelling. Readiness Standard</td>
<td></td>
</tr>
</tbody>
</table>
Level 3

**Prerequisite skill:** follow the research plan to collect information from multiple sources of information, both oral and written, including: student-initiated surveys, on-site inspections, and interviews

The student will be presented questions to be used for interviewing a person about a specific event. The student will conduct the interview of the person regarding the event. The responses will be recorded. The student will generate a topic sentence about the person’s attitude toward the event. The student will determine evidence to support the attitude with responses from the interview. The evidence will be recorded to complete a first draft based on the interview.

Predetermined Criteria
1. The student will conduct the interview of the person regarding the event.
2. The student will generate a topic sentence about the person’s attitude toward the event.
3. The student will determine evidence to support the attitude with responses from the interview.

Level 2

**Prerequisite skill:** gather evidence from available sources (natural and personal) as well as from interviews with local experts

The student will be presented and read an interview of a person regarding a specific event. The student will identify a sentence that best represents the attitude of the person toward the event to use as a topic sentence. The student will identify three sentences from the interview to support the person’s attitude. The student will arrange the sentences to create a first draft about the interview.

Predetermined Criteria
1. The student will identify a sentence that best represents the attitude of the person toward the event to use as a topic sentence.
2. The student will identify three sentences from the interview to support the person’s attitude.
3. The student will arrange the sentences to create a first draft about the interview.
Level 1

Prerequisite skill: gather evidence from provided text sources

The student will be presented representations for activities that happen during the student’s day. The representations must be presented in random order. The student will acknowledge the representations of the activities. The student will participate in sequencing the representations of the activities as they occur during the day. The teacher will write a brief story about the student’s day using sentences in which the words for some of the activities are omitted. The student will participate in adding representations paired with the words to the incomplete sentences.

Predetermined Criteria
1. The student will acknowledge the representations of the activities.
2. The student will participate in sequencing the representations of activities as they occur during the day.
3. The student will participate in adding representations paired with the words to the incomplete sentences.

English I; Reporting Category 4 Eng I (13); Essence Statement: C
STAAR Reporting Category 6 – Editing: The student will demonstrate an ability to edit a variety of texts.

<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English I (13) Writing/Writing Process.</strong> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</td>
<td><strong>Essence Statement D</strong>: Edits a variety of texts using correct grammar, mechanics, and spelling.</td>
</tr>
<tr>
<td>(D) edit drafts for grammar, mechanics, and spelling. Readiness Standard</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill**: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric

The student will be presented a completed invitation and a corresponding addressed envelope. The addressed envelope will not include any capitalization or punctuation. The student will locate the capitalization and punctuation errors. The student will edit the capitalization errors. The student will edit the punctuation errors.

**Predetermined Criteria**
1. The student will locate the capitalization and punctuation errors.
2. The student will edit the capitalization errors.
3. The student will edit the punctuation errors.

**Transition**

English I; Reporting Category 6 Eng I (13); Essence Statement: D
**Level 2**

**Prerequisite skill:** edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric

The student will be presented a paragraph containing a minimum of four sentences. The paragraph will include three different errors: two lowercase proper nouns (one name of a person and one name of a place) and one sentence without ending punctuation. The student will be presented a list of the errors in the paragraph. The paragraph will be read. The student will edit the name of the person that needs capitalization. The student will edit the name of the place that needs capitalization. The student will edit the sentence with the missing punctuation.

**Predetermined Criteria**
1. The student will edit the name of the person that needs capitalization.
2. The student will edit the name of the place that needs capitalization.
3. The student will edit the sentence with the missing punctuation.

**Level 1**

**Prerequisite skill:** share writing with others

The student will be presented a note for a person in the school. In the note that is signed with the student’s name, the first letter of the student’s name will not be capitalized. The student will participate in finding the capitalization error. The student will participate in replacing the lowercase letter with the capital letter. The student will participate in sharing the note.

**Predetermined Criteria**
1. The student will participate in finding the capitalization error.
2. The student will participate in replacing the lowercase letter with the capital letter.
3. The student will participate in sharing the note.