Standardized Assessment Tasks for STAAR Alternate

English II
Definitions/Examples for STAAR Reporting Category 2 English II (4)

Essence Statement A

The following definitions clarify terms used in the English II writing 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 4 and 5

A drama is a literary text presented in dialogue or pantomime. It is a story intended to be acted out as a play. Dramas are divided into scenes of a play which indicate to the reader a change in time or a change in location.

The structural elements of a drama include:

- The setting of a drama informs the reader of where and when the action of the play is happening.
- Characters are the people who perform the action and speak the dialogue in a drama.
- Dialogue is the lines spoken between the characters. In a drama, dialogue is the main tool the playwright uses to develop the plot and the characters.
- Plot details refer to the events that happen in the story. The opposition of characters that creates the action or the events of the story is the conflict that keeps the plot moving forward.
- Props are the objects used during a performance needed to enhance the plot or to develop the character. It is anything movable or portable on a stage or a set.
- Scenery are the backdrops, hangings, and any other accessories on a state that represent the location of the setting.
- Costumes are the clothing and accessories worn by an actor during a dramatic performance. More than any other element, costumes help the actor become the character.

Level 2: page 5

The following examples of graphic organizers help organize the structural elements of the drama including characters, setting, and plot details.

There are many different formats available on the Internet for graphic organizers.
For this task, the teacher will need to create a literary text and attach props that will be used in a dramatic recreation of the text. The literary text may best be written about a situation that might present itself in the life of a teenager. Although the text may be brief, it should contain the elements of a literary text.

Example:

Mary and Annie were good friends. They did everything together. One day at lunch Mary decided to sit with Kathleen at a different table than she usually shared with Annie. Annie was very hurt and texted a message to Mary that told her she was mad. Mary replied to Annie that she was sorry. She had thought Mary was absent because her name had been on the absentee list next to her classroom door. Annie then went to the table where Mary and Kathleen were sitting and showed them her late pass. Annie then joined the other two girls for lunch.

For the dramatic recreation:
Props: sack lunch, cell phone, late pass
Costumes: backpacks or purses, t-shirt with school logo
Characters: Mary, Kathleen, Annie
Scene: a high school lunchroom where Mary is sitting at a table with Kathleen

Kathleen: “Mary, I’m happy that you are sitting with me today.”
Mary: “Me too. I hope that tomorrow you will sit with Annie and me at our usual table. Annie isn’t here today. I see you brought your lunch.”

Annie enters the lunchroom and sees the girls sitting at a table. She gets angry and sends Mary a text message. “OMG! I can’t believe you’re eating with Kathleen instead of me. I’ll never eat with you again!”

Mary reads the text message and replies with “I’m sorry. I thought you were absent.”

Annie then walks over to the table with Mary and Kathleen.
Annie: “I was at the dentist. Here’s my late pass.”
Kathleen: “Sit with us.”
Annie: “I’d like to. I’m sorry I got so mad.”
# STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze 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 II (4) Reading/Comprehension of Literary Text/Drama.</strong> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. The student is expected toึก</td>
<td><strong>Essence Statement A:</strong> Uses text evidence to identify how structure enhances dramatic texts.</td>
</tr>
</tbody>
</table>

(A) analyze how archetypes and motifs in drama affect the plot of plays. Supporting Standard

## Level 3

**Prerequisite skill:** explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line

The student will be presented a short scene from a film set in an earlier time period. The student will be presented the text of the scene written as a drama. The student will determine how to update the dialogue, setting, props, and costumes to modern-day. The student will generate a revised dramatic text updating the scene to modern day. The student will determine the similarities between the two versions of the drama.

**Predetermined Criteria**
1. The student will determine how to update the dialogue, setting, props, and costumes to modern-day.
2. The student will generate a revised dramatic text updating the scene to modern day.
3. The student will determine the similarities between the two versions of the drama.

English II; Reporting Category 2 Eng II (4); Essence Statement: A
**Level 2**

**Prerequisite skill:** describe the structural elements particular to dramatic literature

The student will be presented a section of the text in a drama. The student will identify the labels needed for a graphic organizer based on the structural elements of drama. The student will complete the graphic organizer with details from the drama. The student will match the details from the graphic organizer to the corresponding sections in the drama as it is read.

Predetermined Criteria
1. The student will identify the labels needed for a graphic organizer based on the structural elements of drama.
2. The student will complete the graphic organizer with details from the drama.
3. The student will match the details from the graphic organizer to the corresponding sections in the drama as it is read.

**Level 1**

**Prerequisite skill:** retell or act out important events in stories

The student will be presented props attached to a teacher-generated literary text. The student will respond to the props as the text is read. The student will be provided costumes and scenery to indicate that a drama is about to begin. The student will participate in transferring the props from the text to the scenery for the drama. The text will be recreated in the format of a drama including the dialogue. The student will experience the dramatic recreation of the text.

Predetermined Criteria
1. The student will respond to the props as the text is read.
2. The student will participate in transferring the props from the text to the scenery for the drama.
3. The student will experience the dramatic recreation of the text.
Definitions/Examples for STAAR Reporting Category 3 English II (9)

Essence Statement B

The following definitions clarify terms used in the English II writing 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 10 and 11

An **expository text** that clarifies or explains something is the appropriate type of informational text for this task since the students are asked to locate information and facts that answer questions.

Examples of expository text include:
- Newspaper and magazine articles
- Encyclopedias
- Textbooks
- Trade books

Levels 3 and 2: pages 10 and 11

The **topic** is the subject or the single big idea that names what the text is about.

Examples of topics:
- Astronauts
- Glaciers
- Auto racing
- Honeybees
- Rollerblading

The **main idea** answers the question “What is the text mostly about?” The main idea is most often stated as an entire phrase or sentence while the topic is one or two words that name the big idea.

Examples of main ideas:
- What astronauts found when they landed on the moon
- The effect of global warming on glaciers
- Auto racing at the Indianapolis 500
- The importance of the queen bee
- How rollerblading has become a sport
The teacher will need to present an expository text that describes the parts of an object. The intent of this task is to demonstrate the relationship between text details and main idea using a concrete object. In the task the "parts" of the object are the details and work together (are assembled) to form a single main idea (object). The task requires the use of an expository text. Procedural texts such as recipes, how-to texts, or text with sequenced steps for assembling an object are not appropriate. Although the task refers to “actual parts,” representations can be used.

The text below is an example of a text that describes each of the parts of a computer. As the text is read, the student can be presented and explore the actual part of the computer (tower, monitor, keyboard, mouse) that is being described. These parts should initially be spread out over a work area and then be arranged together to form a complete unit.

A computer has many parts that work together. The parts that you can see and touch are called the hardware. The tower or system unit is very important. It acts like the brain and processes information. The monitor shows information using words and pictures on the part called the screen. A keyboard is used mainly for typing words into your computer. It has keys for letters, numbers, and special functions. A mouse is a small device that is used to point to and select items on the computer.

This same text could be presented in a PowerPoint presentation as shown below. In this example, the PowerPoint could be animated so that a touch of the mouse would move the computer part to an appropriate location on a table after the part is described. A switch or touch screen could be used if needed.
Other objects with parts that could be described in a text and assembled are:
- Filling snack bags with healthy choices with ingredients for trail mix
- Filling baggies with toiletries to send overseas to a military unit or to victims of natural disasters
- Making craft items, such as maracas, cuckoo clocks, or dream catchers for a multicultural celebration
<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 II (9) Reading/Comprehension of Informational Text/Expository Text.</strong> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to</td>
<td></td>
</tr>
<tr>
<td>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; Supporting Standard</td>
<td></td>
</tr>
<tr>
<td>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. Readiness Standard</td>
<td></td>
</tr>
<tr>
<td><strong>Essence Statement B:</strong> Uses text evidence to draw conclusions from informational texts.</td>
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</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order

The student will be presented and read a multi-paragraph expository text which includes a title that does not specifically relate to the topic. As each paragraph of the text is read, the student will determine the main idea of each paragraph. The student will determine a more appropriate title for the text based on the main ideas of the paragraphs. Using the main idea for each paragraph, the student will determine a conclusion about the text.

**Predetermined Criteria**
1. The student will determine the main idea of each paragraph.
2. The student will determine a more appropriate title for the text based on the main ideas of the paragraphs.
3. The student will determine a conclusion about the text.

English II; Reporting Category 3 Eng II (9); Essence Statement: B
**Level 2**

**Prerequisite skill:** identify the details or facts that support the main idea

The student will be presented and read an expository text. The student will identify the main idea of the text. The student will identify sentences from the text that support the main idea. The sentences will be reread. The student will identify a true statement about the topic from the details supporting the main idea.

Predetermined Criteria
1. The student will identify the main idea of the text.
2. The student will identify sentences from the text that support the main idea.
3. The student will identify a true statement about the topic from the details supporting the main idea.

**Level 1**

**Prerequisite skill:** restate the main idea, heard or read

The student will be provided an untitled expository text that describes the parts of an object. The actual parts of the object described in the text should be available and presented individually as each part is read and described in the text. The student will explore the actual part of the object corresponding to the text being read. The student will participate in assembling the parts into a completed object. This process will be continued until all the text has been read and all parts of the object have been assembled. After each part is added, the student will explore all the parts as a unit. The student will acknowledge the completed object.

Predetermined Criteria
1. The student will participate in assembling the parts into a completed object.
2. The student will explore all the parts as a unit.
3. The student will acknowledge the completed object.

Transition
Essence Statement C

The following definitions clarify terms used in the English II writing 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 14

An **expository text** that clarifies or explains something is the appropriate type of informational text for these tasks since the students are asked to locate information and facts.

For the Level 2 and Level 3 tasks, the teacher must present expository texts about an **entertainment experience**. The task requires the students to list (Level 3) or identify (Level 2) items, materials, equipment or tasks needed to engage in the experience. The teacher should present an expository text on an entertainment experience that includes these components.

Examples of entertainment experiences with these components include:

<table>
<thead>
<tr>
<th>Entertainment Experience</th>
<th>Tasks Required to Engage in the Experience</th>
<th>Materials, Equipment, Items Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camping</td>
<td>• decide where to go&lt;br&gt;• decide when to go&lt;br&gt;• find transportation&lt;br&gt;• ask permission&lt;br&gt;• call and reserve a site&lt;br&gt;• invite friends</td>
<td>• park entrance fee&lt;br&gt;• tent&lt;br&gt;• instructions for setting up tent&lt;br&gt;• sleeping bag&lt;br&gt;• food&lt;br&gt;• water&lt;br&gt;• eating utensils&lt;br&gt;• napkins&lt;br&gt;• plastic tablecloth&lt;br&gt;• hammock&lt;br&gt;• lawn chairs&lt;br&gt;• outdoor clothes and shoes</td>
</tr>
<tr>
<td>Attend a sporting event</td>
<td>• research time and place of the event&lt;br&gt;• decide if you can go at that time&lt;br&gt;• decide if you have the money needed to go&lt;br&gt;• ask permission&lt;br&gt;• invite friends&lt;br&gt;• choose a desirable seat&lt;br&gt;• find transportation</td>
<td>• ticket for event&lt;br&gt;• money for snacks&lt;br&gt;• sweater or jacket in case it’s too cold inside (or outside)&lt;br&gt;• clothes with team colors&lt;br&gt;• pom-poms or team pennant</td>
</tr>
<tr>
<td>Fishing</td>
<td>• decide where to go&lt;br&gt;• decide when to go&lt;br&gt;• find transportation&lt;br&gt;• ask permission&lt;br&gt;• get fishing license if don’t already have&lt;br&gt;• invite friends</td>
<td>• park entrance fee&lt;br&gt;• fishing license&lt;br&gt;• fishing pole&lt;br&gt;• bait or lures&lt;br&gt;• drinks and snacks&lt;br&gt;• lawn chair&lt;br&gt;• hat&lt;br&gt;• outdoor shoes</td>
</tr>
<tr>
<td>Bowling</td>
<td>• decide when to go&lt;br&gt;• find transportation&lt;br&gt;• ask permission&lt;br&gt;• decide if you have the money needed to go&lt;br&gt;• know shoe size&lt;br&gt;• call and reserve a lane&lt;br&gt;• invite friends</td>
<td>• money to bowl&lt;br&gt;• additional money for snacks&lt;br&gt;• bowling ball&lt;br&gt;• towel to wipe ball&lt;br&gt;• adaptive equipment</td>
</tr>
</tbody>
</table>
Other entertainment experiences include going to a movie or a play, going on a picnic, going roller skating, or participating in a sport.

**Level 3: page 14**

In the Level 3 assessment task, the student will generate a list of items, materials, equipment or tasks needed to engage in the entertainment experience.
**STAAR Reporting Category 4 – Composition:** The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.

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<td></td>
</tr>
<tr>
<td>(A) write an [analytical] essay of sufficient length</td>
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<tr>
<td>Readiness Standard that includes</td>
<td></td>
</tr>
<tr>
<td>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</td>
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<tr>
<td>(ii) rhetorical devices, and transitions between paragraphs;</td>
<td></td>
</tr>
<tr>
<td>(iii) a thesis or controlling idea;</td>
<td></td>
</tr>
<tr>
<td>(iv) an organizing structure appropriate to purpose, audience, and context;</td>
<td></td>
</tr>
<tr>
<td>(v) relevant evidence and well-chosen details;</td>
<td></td>
</tr>
<tr>
<td>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.</td>
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</tr>
<tr>
<td><strong>Essence Statement C:</strong> Creates an expository text to communicate information.</td>
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</tbody>
</table>
**Level 3**

**Prerequisite skill:** write responses to literary or expository texts and provide evidence from the text to demonstrate understanding

The student will be presented an expository text about a form of entertainment in which the student has shown a previous interest. The student will justify why he or she wants to engage in the entertainment experience. The student will generate a list of items, materials, equipment or tasks needed to engage in the entertainment experience. Using the student-generated list and justifications, the student will generate a step-by-step plan explaining how to engage in the entertainment experience.

Predetermined Criteria
1. The student will justify why he or she wants to engage in the entertainment experience.
2. The student will generate a list of items, materials, equipment or tasks needed to engage in the entertainment experience.
3. The student will generate a step-by-step plan explaining how to engage in the entertainment experience.

**Level 2**

**Prerequisite skill:** write responses to literary or expository texts that demonstrate an understanding of the text

The student will be presented an expository text about a form of entertainment new to the student. The student will identify items, materials, equipment or tasks needed to participate in the entertainment experience. The student will arrange the details presented in the text in the order needed to engage in the entertainment experience. Using information from the text, the student will assist in writing a note summarizing the entertainment experience.

Predetermined Criteria
1. The student will identify items, materials, equipment or tasks needed to participate in the entertainment experience.
2. The student will arrange the details presented in the text in the order needed to engage in the entertainment experience.
3. The student will assist in writing a note summarizing the entertainment experience.
Level 1

Prerequisite skill: write brief compositions about topics of interest to the student

The student will be presented a text about an activity paired with a representation for the activity. The student will experience the activity. The student will participate in writing a phrase describing the activity. The student will participate in pairing the descriptive phrase to the representation for the activity.

Predetermined Criteria
1. The student will experience the activity.
2. The student will participate in writing a phrase describing the activity.
3. The student will participate in pairing the descriptive phrase to the representation for the activity.
Definitions/Examples for STAAR Reporting Category 5 English II (15)
Essence Statement D

The following definitions clarify terms used in the English II writing 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 18

The topic is the subject or the single big idea that names what the text is about.

The Level 3 task requires the student to determine how to present research on a topic and then to generate the presentation. Examples of presentations acceptable for this Level 3 task include:

- a poster
- a PowerPoint presentation
- a short research paper

The audience for the Level 3 task can be one or more person(s) such as the teacher, a peer, a small group of students, a paraprofessional, the principal or others.

The Level 3 task also requires feedback from the teacher. The feedback does not need to be extensive but should include a few types of edits including grammar, punctuation, and content (tell me more about..., what else...).

Level 2: page 18

Informational text includes expository, persuasive, and procedural text.

An expository text in the form of an article that clarifies or explains something through the presentation of facts is the appropriate type of informational text for the Level 2 task.

Literary texts are fictional stories that may be about real people or animals, but the text is NOT written for the purpose of presenting factual information and is NOT appropriate for this task.
**STAAR Reporting Category 5 – Revision: The student will demonstrate an ability to revise a variety of written texts.**

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<thead>
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<tr>
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<td><strong>Essence Statement D:</strong> Revises an expository text to communicate information to a specific audience.</td>
</tr>
<tr>
<td>(A) write an [analytical] essay of sufficient length that includes:</td>
<td></td>
</tr>
<tr>
<td>(i) effective introductory and concluding paragraphs and a variety of sentence structures; Supporting Standard</td>
<td></td>
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<tr>
<td>(ii) rhetorical devices, and transitions between paragraphs; Supporting Standard</td>
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<td>(v) relevant evidence and well-chosen details; Supporting Standard</td>
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<td>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. Supporting Standard</td>
<td></td>
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</table>
**Level 3**

**Prerequisite skill:** synthesize the research into a written or an oral presentation that compiles important information from multiple sources

The student will decide on a topic for research. The student will compile information on the topic from multiple sources. The student will determine how to present the results of his or her research. The student will generate a presentation to communicate the research to a specific audience. The student will revise the presentation based on feedback from the teacher.

Predetermined Criteria
1. The student will determine how to present the results of his or her research.
2. The student will generate a presentation to communicate the research to a specific audience.
3. The student will revise the presentation based on feedback from the teacher.

**Level 2**

**Prerequisite skill:** draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used

The student will be presented an informational article and a summary of the article. The summary will be read. The article will be read. The student will identify one piece of information in the article that was not included in the summary. The student will revise the summary adding the additional information. The student will revise the summary to add the author’s name and the date the article was written before presenting the summary to a specific audience.

Predetermined Criteria
1. The student will identify one piece of information in the article that was not included in the summary.
2. The student will revise the summary adding the additional information.
3. The student will revise the summary to add the author’s name and the date the article was written.
Level 1

Prerequisite skill: create a visual display or dramatization to convey the results of the research

The student will be presented an object known to be favored by the student. The object will become the topic for a display. The student will participate in finding similar objects to be included in the display. Representations or images of the objects will be collected and paired with descriptive phrases. The teacher will create a display of the representatives or images and phrases in a specific configuration. The student will explore the display as the descriptive phrases are read. The student will participate in reorganizing the representations or images. The display will be shared with another person.

Predetermined Criteria
1. The student will participate in finding similar objects to be included in the display.
2. The student will explore the display as the descriptive phrases are read.
3. The student will participate in reorganizing the representations or images.