

Standardized Assessment Tasks for
STAAR Alternate

English I

Definitions/Examples for STAAR Reporting Category 2 English I (3) 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 4 and 5

Poems are a type of literature in which the author, poet, uses the sound and meaning of words to create ideas and feelings. Poems are usually presented in verse composed of short lines that include rhythm, rhyme, or both.

Level 3: page 4

Personification is figurative language in which non-human things are represented as having human qualities.

Examples of personification:

- In *Two Sunflowers Move in the Yellow Room* by William Blake, the author personifies the sunflowers as weary travelers that talk:
*"Ah, William, we're weary of weather,"
said the sunflowers, shining with dew.
"Our traveling habits have tired us.
Can you give us a room with a view?"*
- In *The Train* by Emily Dickinson, the author personifies the train by giving it life-like characteristics such as lapping, licking, and feeding:
*I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step . . .*

Levels 2 and 1: page 5

Alliteration is the repetition of the same sounds at the beginning of two or more adjacent words or stressed syllables.

Examples of alliteration:

- From *The Raven* by Edgar Allan Poe:

*Once upon a midnight dreary while I pondered **weak** and **weary**
And the **silken sad** uncertain rustling of each purple curtain
Doubting, dreaming dreams no mortal ever **dared** to **dream** before*

Cited texts are provided only as examples and do not imply TEA endorsement.

- From *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge

For the **sky** and the **sea** and the **sea** and the **sky**

Level 1: page 5

For the Level 1 task, the teacher is asked to create a poem describing the student that includes alliteration using the student's first initial.

Example of alliteration for a student named Larry:

Little Larry likes quite a **lot**
He likes **lollipops**, **limes** and **lizards**.
But **Little Larry lashed** out and fought,
When for **lunch** his mom brought him gizzards.

Example of alliteration for a student named Olivia:

Olivia likes **olives** on her pizza
But **only** when smothered with cheese.
She likes them green, pitted and with pimento
And a soda on the side if you please.

Example of alliteration for a student named Pablo:

Slender as a **pencil** is **Pablo**,
Proud and **princely**, too.
You will never find him wearing **polka** dots
But checkered **plaids** will do.

Example of alliteration for a student named Sharika:

Sharika shrieks when **she** is excited
and **shrinks** in her chair when sad,
But one thing you can always count on
Is **Sharika** is never bad.

Cited texts are provided only as examples and do not imply TEA endorsement.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>English I (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. The student is expected to</p> <p>(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. Supporting Standard</p>	<p>Essence Statement A: Uses text evidence to identify imagery in poetry.</p>

Level 3

Prerequisite skill: explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem

A poem that includes personification will be presented and read. The student will locate the noun in the poem that is an example of personification. The student will generate an explanation of how the noun is an example of personification. Given an object, the student will generate an example of personification.

Predetermined Criteria

1. The student will locate the noun in the poem that is an example of personification.
2. The student will generate an explanation of how the noun is an example of personification.
3. The student will generate an example of personification.

Level 2

Prerequisite skill: analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems

The student will be presented and read a phrase that includes alliteration. The student will identify the letter that is repeated to form the alliteration. A poem that includes alliteration will be read. The student will identify the alliteration phrases as the poem is read. Given a word, the student will construct a phrase with alliteration using additional words.

Predetermined Criteria

1. The student will identify the letter that is repeated to form the alliteration.
2. The student will identify the alliteration phrases as the poem is read.
3. The student will construct a phrase with alliteration using additional words.

Level 1

Prerequisite skill: respond to and use rhythm, rhyme and alliteration in poetry

The student will be presented his or her name with the first letter emphasized. The student will explore the emphasized letter in his or her name. The student will be presented a teacher-created poem including several words beginning with the first letter of the student's name. The words will describe the student and the first letter in the words will be emphasized in the same way as the first letter in his or her name. The student will experience the poem. The student will participate in matching his or her name to the poem.

Predetermined Criteria

1. The student will explore the emphasized letter in his or her name.
2. The student will experience the poem.
3. The student will participate in matching his or her name to the poem.

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 7

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

Level 2: page 8

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: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>English I (11) Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to</p> <p>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); Supporting Standard</p> <p>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. Supporting Standard</p>	<p>Essence Statement B: Follows instructions in procedural texts to determine clarity.</p>

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 assist in completing 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

Definitions/Examples for STAAR Reporting Category 4 English I (14) Essence Statement C

The following definitions clarify terms used in the English I 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

A **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the setting, and the plot.

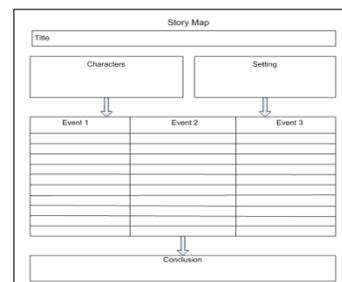
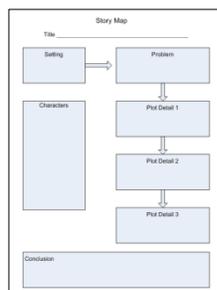
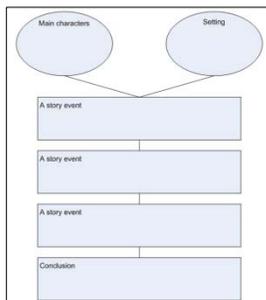
Levels 3 and 2: pages 10 and 11

The literary elements of a story include the characters, the setting, plot details, and a conclusion. **Characters** are the people or animals in the story. The **setting** is the time and place in which the story occurs. **Plot details** refer to the specific events in the story. The **conclusion** of the story is when the reader learns how the problem was solved.

Level 2: page 11

For the Level 2 task, the student will be using a **story map** to help organize the story elements. There are many types of story maps available from general education teachers and the internet.

The following examples can be changed to meet the teacher's needs or task requirements:



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.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>English I (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. The student is expected to</p> <p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. Readiness Standard</p>	<p>Essence Statement C: Creates a story using elements of literary text.</p>

Level 3

Prerequisite skill: write imaginative stories that build the plot to a climax and contain details about the characters and setting

The student will generate an idea for a story. The student will determine the characters, setting, three plot details, and conclusion. The student will generate the story. The story will be recorded and read.

Predetermined Criteria

1. The student will generate an idea for a story.
2. The student will determine the characters, setting, three plot details, and conclusion.
3. The student will generate the story.

Level 2

Prerequisite skill: write brief stories that include a beginning, middle, and end

The student will be presented and read ideas for writing a story. The student will decide on a story idea. The student will choose characters, setting, two plot details, and a conclusion that support his or her story idea. The student will be presented a labeled story map. The student will complete the story map with the selected characters, setting, two plot details, and a conclusion for his or her story. The student will identify a title for the story.

Predetermined Criteria

1. The student will choose characters, setting, two plot details, and a conclusion that support his or her story idea.
2. The student will complete the story map with the selected characters, setting, two plot details, and a conclusion for his or her story.
3. The student will identify a title for the story.

Level 1

Prerequisite skill: dictate or write sentences to tell a story and put the sentences in chronological sequence

The student will be presented representations of activities that happen during the day. The student will acknowledge the representations of activities. The student will participate in sequencing the representations of activities as they occurred during the day. The student will participate in writing a story about his or her day.

Predetermined Criteria

1. The student will acknowledge the representations of activities.
2. The student will participate in sequencing the representations of activities as they occurred during the day.
3. The student will participate in writing a story about his or her day.

Definitions/Examples for STAAR Reporting Category 5 English I (13) Essence Statement D

The following definitions clarify terms used in the English I 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 14

The **topic** is the subject or the single big idea that names what the text is about. The topic reflects the overall idea of the text and informs the reader of what to expect from the text. The topic should be simply stated and generally in one or two words. Examples of topics include:

- Castles
- Japan
- Mosaics
- Soccer
- Roller coasters

An **essay** is a piece of writing usually written from the author's point of view.

For the Level 3 task the student will generate a short essay and present it to an audience for feedback. The **audience** can be one or more person(s) such as the teacher, a peer, a small group of students, a paraprofessional, the principal or others who can provide appropriate feedback regarding the student's essay. The **feedback** does not need to be extensive but should include a few types of edits such as grammar, punctuation, and content (tell me more about..., what else...).

Level 2: page 15

A **sentence fragment** is a group of words that is capitalized and punctuated as a sentence but lacks the grammatical structure to express a complete thought.

The Level 2 task requires the student to identify and correctly edit a sentence fragment. The sentence fragment should be embedded within a paragraph and the other sentences surrounding the fragment can be the choices required for a Level 2 task.

Example of paragraphs that include sentence fragments:

- The first sentence is a sentence fragment.

Antonia ran as fast as she could to. When she got there, she was still late and missed out on the best seat. She enjoyed the movie anyway.

- The second sentence is a sentence fragment.

Yesterday, Leonardo went to the mall to apply for a job. *Asked the interviewer if he would have to work on the weekends.* Since the job did not require working on the weekends, Leonardo shook the interviewer's hand and accepted the job.

- The third sentence is a sentence fragment.

The sly cat crouched low to the ground as he watched to mouse playing in the grass. The cat quietly moved closer and closer to his prey. *Suddenly, he pounced on.*

Level 1: page 15

A **simple sentence** has a subject and a verb and expresses a complete thought.

Examples of simple sentences include:

- Boys run.
- Birds fly.
- Students learn.
- Seeds grow.
- Balls bounce.

STAAR Reporting Category 5 – Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>English I (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(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</p>	<p>Essence Statement D: Revises a text to improve writing.</p>

Level 3

Prerequisite skill: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience

The student will select a topic of interest. The student will generate a short essay about the selected topic. The essay will be presented to an audience. The student will be presented feedback from the audience for improving the essay. The student will revise the essay using the feedback.

Predetermined Criteria

1. The student will select a topic of interest.
2. The student will generate a short essay about the selected topic.
3. The student will revise the essay using the feedback.

Level 2

Prerequisite skill: revise drafts by adding or deleting words, phrases, or sentences

The student will be presented a paragraph that includes a sentence fragment. The paragraph will be read. The student will identify the fragment in the paragraph. The student will identify the word or words that are needed to make the fragment a sentence. The student will revise the fragment into a complete sentence.

Predetermined Criteria

1. The student will identify the fragment in the paragraph.
2. The student will identify the word or words that are needed to make the fragment a sentence.
3. The student will revise the fragment into a complete sentence.

Level 1

Prerequisite skill: revise drafts by adding details or sentences

The student will participate in writing a simple sentence. The student will be presented a representation paired with a word that will add a specific detail to the sentence. The student will explore the representation paired with the word as it is read. The student will participate in adding the word to the sentence. The revised sentence will be read.

Predetermined Criteria

1. The student will participate in writing a simple sentence.
2. The student will explore the representation paired with the word as it is read.
3. The student will participate in adding the word to the sentence.