



Standardized Assessment Tasks for
STAAR Alternate

English II

Definitions/Examples for STAAR Reporting Category 1 English II (2) Essence Statement A

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

The **theme** is the universal idea that transcends social and cultural boundaries and speaks to a common human experience.

Level 3: page 4

Historical fiction is a story set in the past. The author tries to capture the social conditions and customs of the people from the time presented in the story. Actual historical persons may be in the story, but the main characters are fictional and the story is meant to entertain.

Setting is the time and place in which the story occurs.

Examples of grade-appropriate historical fiction are:

- *The Crispin: Cross of Lead* by Avi
- *The Sign of the Beaver* by Elizabeth George Speare
- *The Red Badge of Courage* by Stephen Crane
- *All Quiet on the Western Front* by Erich Maria Remarque
- *Summer of My German Soldier* by Bette Greene

Level 2: page 5

Folktales are stories passed down from generation to generation by word of mouth. They are stories about people's lives as they struggled with their fears and anxieties about the world around them. The elements of a folktale are:

- **Theme**—*the universal idea that transcends social and cultural boundaries and speaks to a common human experience.*
- **Characterization**—*uncomplicated characters who change only with the lesson learned in the story.*
- **Setting**—*described briefly often in a magical kingdom and a fantasy time (Once upon a time; Long, long ago)*
- **Plot**—*full of action with conflicts that are resolved with great deeds or acts of kindness*

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

Main characters have the most importance in the story and do the most to support the plot. Most of the action should follow the main characters.

Examples of folktales appropriate for the Level 2 task:

- *Raven: A Trickster Tale from the Pacific Northwest*
- *Why Mosquitoes Buzz in People's Ears*
- *The Story of Thunder and Lightning*
- *The Day the Yam Talked*
- *Two Sisters*
- *The One-Inch Boy*

Level 1: page 5

Fictional text is literary work invented by the imagination such as novels, short stories, dramas, and poems. Fictional text may be about real people or animals, but the text is not written for the purpose of presenting factual information.

Setting is the time and place in which the story occurs.

Informational text includes expository, persuasive, and procedural texts. A text that provides facts, clarifies, or explains something is NOT a fictional text and NOT appropriate for the Level 1 task.

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

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>English II (2) Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to</p> <p>(A) compare and contrast differences in similar themes expressed in different time periods. Supporting Standard</p>	<p>Essence Statement A: Compares themes across texts.</p>

Level 3

Prerequisite skill: compare and contrast the historical and cultural settings of two literary works

Two grade-appropriate historical fiction texts with similar themes will be presented and read. The student will determine the historical setting for each text. The student will compare the historical settings using text evidence from the texts. The student will compare the themes of the texts.

Predetermined Criteria

1. The student will determine the historical setting for each text.
2. The student will compare the historical settings using text evidence from the texts.
3. The student will compare the themes of the texts.

Level 2

Prerequisite skill: compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature

Two grade-appropriate folktales will be presented and read. The student will identify the main characters in each folktale. The student will identify one adventure in each folktale. The student will identify the theme of each folktale.

Predetermined Criteria

1. The student will identify the main characters in each folktale.
2. The student will identify one adventure in each folktale.
3. The student will identify the theme of each folktale.

Level 1

Prerequisite skill: connect the meaning of a well-known story or fable to personal experiences

The student will be presented a teacher-created fictional text with a setting to which the student can relate. The student will be presented with a representation of the setting of the text. The student will participate in pairing the representation of the setting with the text. The text will be read. As the text is read, the student will experience sensory input that simulates the setting. The teacher will connect the representation for the setting of the text to the student's personal experience in a similar setting. The student will acknowledge the two settings.

Predetermined Criteria

1. The student will participate in pairing the representation of the setting with the text.
2. The student will experience sensory input that simulates the setting.
3. The student will acknowledge the two settings.

Definitions/Examples for STAAR Reporting Category 3 English II (10) Essence Statement B

The following definitions clarify terms used in the English II 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: pages 7 and 8

A **persuasive text** is a type of informational text written with the intent to convince the reader of something or to rally support for a cause or a belief.

The **author's position** in a persuasive text is the author's opinion he or she holds relative to the issue.

Level 3: page 7

An **exaggerated statement** makes something seem greater or more important than it actually is. Examples of exaggerated statements include:

- Teachers *always* know the right answer.
- She *never* gets her work turned in on time.
- I've told you that a *million* times!

Level 2: page 8

The **author's argument** is the **points** or the language the author includes to influence the reader to believe, buy or do something. Examples of techniques used by an author to make his or her points in an argument include:

- An *emotional appeal* to the readers emotions rather than to logic or reason
- A *sweeping generalization* making an oversimplified statement about an issue based on limited information
- An *appeal to number, facts, or statistics* showing the reader how many people think something is true

Level 1: page 8

A **persuasive statement** is a claim made with the intent to convince the reader or listener to change their position on a topic.

Examples of persuasive statements include:

- Installing a basketball court in the neighborhood will keep the older children busy and out of trouble.
- Reducing underage drinking is imperative to protect the lives of young people.
- School uniforms will unarguably protect our students from bullying.

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 Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>English II (10) Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. The student is expected to</p> <p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments. Supporting Standard</p>	<p>Essence Statement B: Uses text evidence to identify the author’s argument in persuasive texts.</p>

Level 3

Prerequisite skill: recognize exaggerated, contradictory, or misleading statements in text

The student will be presented and read a grade-appropriate persuasive text that includes exaggerated statements. The student will determine the author’s position in the persuasive text. The student will locate text evidence that supports the author’s position. The student will locate the exaggerated statements in the text.

Predetermined Criteria

1. The student will determine the author’s position in the persuasive text.
2. The student will locate text evidence that supports the author’s position.
3. The student will locate the exaggerated statements in the text.

English II; Reporting Category 3 Eng II (10); Essence Statement: B

Level 2

Prerequisite skill: explain how an author uses language to present information to influence what the reader thinks or does

The student will be presented and read a grade-appropriate persuasive text that clearly states the author's position. The student will identify the sentence in the text that states the author's position. The student will identify two points from the text that support the author's position. The student will answer a question about the author's position.

Predetermined Criteria

1. The student will identify the sentence in the text that states the author's position.
2. The student will identify two points from the text that support the author's position.
3. The student will answer a question about the author's position.

Level 1

Prerequisite skill: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language

The student will be presented a persuasive statement about an activity and its importance. A representation for the activity will be attached to the statement. As the statement is read, the student will participate in performing the activity referenced in the persuasive statement. The student will participate in sharing the statement with another person. The student will respond to the other person performing the activity referenced in the persuasive statement.

Predetermined Criteria

1. The student will participate in performing the activity referenced in the persuasive statement.
2. The student will participate in sharing the statement with another person.
3. The student will respond to the other person performing the activity referenced in the persuasive statement.

<p>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.</p>	
<p>TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation</p>	<p>Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation</p>
<p>English II (15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <p>(A) write an [analytical] essay of sufficient length Readiness Standard that includes</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. 	<p>Essence Statement C: Creates an expository text to communicate information.</p>

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 and read a job description from a want ad that does not list specific job requirements. The student will determine the skills needed for the job based on the job description. The student will generate a list of skills that he or she possesses that correspond to the job description. The student will generate a written response to the ad inquiring about the availability of a job with his or her skills.

Predetermined Criteria

1. The student will determine the skills needed for the job based on the job description.
2. The student will generate a list of skills that he or she possesses that correspond to the job description.
3. The student will generate a written response to the ad inquiring about the availability of a job with his or her skills.

Transition

Level 2

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

The student will be presented and read a "Help Wanted" ad and a list of three employment skills that the student possesses. The student will identify three skills needed for the job based on the want ad. The student will match one of his or her employment skills to a corresponding skill identified for the job. The student will complete a response to the want ad identifying his or her skills needed for the job.

Predetermined Criteria

1. The student will identify three skills needed for the job based on the want ad.
2. The student will match one of his or her employment skills to a corresponding skill identified for the job.
3. The student will complete a response to the want ad identifying his or her skills needed for the job.

Transition

English II; Reporting Category 4 Eng II (15); Essence Statement: C

Level 1

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

The student will be presented a familiar person who works in the school or community. The student will acknowledge the person. The student will be presented a representation of the person's job. The student will participate in writing a sentence about the person's job. The student will participate in pairing the sentence with the representation.

Predetermined Criteria

1. The student will acknowledge the person.
2. The student will participate in writing a sentence about the person's job.
3. The student will participate in pairing the sentence with the representation.

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 14

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 14

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.

<p>TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation</p>	<p>Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation</p>
<p>English II (15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <ul style="list-style-type: none"> (A) write an [analytical] essay of sufficient length that includes: <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; Supporting Standard (ii) rhetorical devices, and transitions between paragraphs; Supporting Standard (iii) a thesis or controlling idea; Supporting Standard (iv) an organizing structure appropriate to purpose, audience, and context; Supporting Standard (v) relevant evidence and well-chosen details; Supporting Standard (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. Supporting Standard 	<p>Essence Statement D: Revises an expository text to communicate information to a specific audience.</p>

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 a summary of an informational 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 representations 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.