



Standardized Assessment Tasks for
STAAR Alternate

English III

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

The following definitions clarify terms used in the English III 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 5

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

The Level 3 task requires the student to use the **context** of the section on a job application to **predict** the meaning of an unfamiliar word. In order for the student to receive credit for this criterion, he or she will need to make a reasonable prediction.

Example:

If the unfamiliar word is “personal” from the application title “Personal Information,” the student should look at the elements that make up that section of the job application (first name, last name, address, city, state).

- If the student predicted the unfamiliar word “personal” to mean “where I live” the prediction, while not entirely correct, would be reasonable based on the context in that section and the student should receive credit for the predetermined criterion.
- If however the student predicted the unfamiliar word “personal” to mean “what I can do,” the student should not receive credit because the prediction is not reasonable given the context for that section (name, address, gender).

Level 2: page 5

Informational text includes expository, persuasive, and procedural text. An **expository text** that clarifies or explains something such as a student textbook would be the most appropriate type of informational text for the Level 2 task because the task specifies that the student will be presented a word from an academic content area.

An **unfamiliar term** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word. The unfamiliar term for the Level 3 task must be from an **academic content area** such as history, geography, government, or biology. The sentence with the unfamiliar term needs to include an appositive for the student to use as context for the meaning of the word.

An **appositive** is a phrase that appears directly after a noun or pronoun (in this task, the unfamiliar word) to describe or rename the noun or pronoun. An appositive can be thought of as an in-sentence restatement that identifies or renames a noun and can be used to clarify and add details to a sentence. An appositive provides direct **context** to define the word.

The examples that follow show an unfamiliar term from an academic content area with an underscore and the appositives in italics. This presentation of terms and appositives is for demonstrative purposes only. Such a presentation would NOT be appropriate for the assessment.

- The altitude of Ll_lasa, *the capital of Tibet*, is over 12,000 feet.
- George W. Bush, *the 43rd president of the United States*, was also the governor of Texas.
- Plants are not the only organisms that use photosynthesis, *the process of converting light energy from the sun to chemical energy*.
- Neil Armstrong, *the first man who walked on the moon*, is a native of Ohio.
- Mickey was asked to demonstrate a mathematical transformation, *a way of moving a figure in a plane*.

Level 1: page 6

A **compound word** is formed when two words are joined together to make a new word. In the Level 1 task, the student is presented with two words that can be combined to create a compound word. The first word of the newly formed compound word will then be removed and another word will replace it to construct a second compound word.

For example, the student is presented the words *sand* and *box* (each with its own representation). The words will be joined to create the compound word *sandbox*. Then the word *sand* will be removed from *sandbox*, along with its representation and replaced with the word and representation for *tool* to form a second compound word, *toolbox*.

Examples of compound words appropriate for the task are:

- stomach + ache = stomachache
head + ache = headache
- blue + berry = blueberry
black + berry = blackberry
- day + time = daytime
night + time = nighttime
- note + book = notebook
cook + book = cookbook

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>English III (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; Supporting Standard (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meaning; Readiness Standard (C) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; Supporting Standard (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. Readiness Standard 	<p>Essence Statement A: Uses a variety of strategies and reference materials to confirm word meanings when reading.</p>

English III; Reporting Category 1 Eng III (1); Essence Statement: A

Level 3

Prerequisite skill: use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words

The student will be presented a job application. The student will locate an unfamiliar word on the job application. The student will predict the meaning of the word using the context of the section of the application. Using a reference material, the student will determine the meaning of the word to confirm his or her prediction. The student will record the requested information in that section.

Predetermined Criteria

1. The student will predict the meaning of the word using the context of the section of the application.
2. The student will determine the meaning of the word to confirm his or her prediction.
3. The student will record the requested information in that section.

Transition

Level 2

Prerequisite skill: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words

The student will be presented and read a sentence from an informational text with an unfamiliar term from an academic content area. The sentence will contain an unfamiliar term defined by an appositive phrase. The student will identify the unfamiliar term. The student will identify the appositive phrase. The student will identify another sentence that correctly uses the unfamiliar term in context.

Predetermined Criteria

1. The student will identify the unfamiliar term.
2. The student will identify the appositive phrase.
3. The student will identify another sentence that correctly uses the unfamiliar term in context.

Level 1

Prerequisite skill: determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)

The student will be presented a compound word for a familiar object or activity and representations for each part of the compound word. The student will participate in pairing the two representations to the compound word. The student will be presented with a substitution word and its representation to replace the first word in the original compound word. The student will participate in replacing that word and representation with the substitution word and its representation. The student will acknowledge the new word.

Predetermined Criteria

1. The student will participate in pairing the two representations to the compound word.
2. The student will participate in replacing that word and representation with the substitution word and its representation.
3. The student will acknowledge the new word.

Definitions/Examples for STAAR Reporting Category 2 English III (4) Essence Statement B

The following definitions clarify terms used in the English III 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 8 and 9

A **drama** is a literary text presented in dialogue or pantomime. It is a story intended to be acted out as a play.

Levels 3 and 2: pages 8 and 9

Dramas are divided into **scenes** of a play which indicate to the reader a change in time or a change in location.

Level 2: page 9

The **setting** of a drama informs the reader of where and when the action of the play is happening.

In the Level 2 task, the student is required to identify words from the text that describe the setting. The words are then to be recorded in a list by the student or test administrator. A **list** consists of several related items. For the Level 2 task, each of the listed words must describe the setting.

Level 1: page 9

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.

Characters are the people who perform the action and speak the dialogue in a drama.

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 III (4) Reading/ Comprehension of Literary Text/Drama. 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 to</p> <p>(A) analyze the themes and characteristics in different periods of modern American drama. Supporting Standard</p>	<p>Essence Statement B: Uses text evidence to identify the structure and elements of drama.</p>

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 and read a scene from a grade-appropriate drama. The student will generate a summary of the scene. The student will be presented a film version of the same scene. The student will generate a summary of the film version. The student will compare the scene in the text with the scene in the film version.

Predetermined Criteria

1. The student will generate a summary of the scene.
2. The student will generate a summary of the film version.
3. The student will compare the scene in the text with the scene in the film version.

Level 2

Prerequisite skill: analyze the similarities and differences between an original text and its dramatic adaptation

The student will be presented and read a scene from a grade-appropriate drama. The student will identify words from the text that describe the setting. The words will be recorded in a list. The student will be presented a film clip depicting the same scene. Using the list, the student will identify the words that also describe the setting depicted in the film. The student will identify one difference in the setting between the scene in the drama and the film.

Predetermined Criteria

1. The student will identify words from the text that describe the setting.
2. The student will identify the words that also describe the setting depicted in the film.
3. The student will identify one difference in the setting between the scene in the drama and the film.

Level 1

Prerequisite skill: identify the elements of dialogue and use them in informal plays

The student will be presented a copy of a drama including representations for the characters next to the corresponding dialogue. The student will explore the representations. As the drama is presented, the student will participate in pairing the representations to the characters as the characters speak. The student will respond to the scenery and costumes.

Predetermined Criteria

1. The student will explore the representations.
2. The student will participate in pairing the representations to the characters as the characters speak.
3. The student will respond to the scenery and costumes.

Definitions/Examples for STAAR Reporting Category 4 English III (13) Essence Statement C

The following definitions clarify terms used in the English III 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 12 and 13

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

Examples of topics include:

- Rollerblading
- Honeybees
- Auto racing
- Glaciers
- Astronauts

Level 3: page 13

Key points are the details that support the main idea an author includes to clarify and support the topic of his or her writing.

For the Level 3 task, the student will determine the **format** for presenting his or her idea and then generate the **presentation** accordingly. The format can be an advertisement, poster, display, PowerPoint or any number of other ways the student feels would be most effective for communicating his or her idea.

Level 2: page 12

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 thesis; coherent organization; sufficient development; and effective use of language and conventions.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>Eng III (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> <ul style="list-style-type: none"> (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 rhetorical devices to convey meaning; Readiness Standard (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; Readiness Standard (D) edit drafts for grammar, mechanics, and spelling. Readiness Standard 	<p>Essence Statement C: Uses the writing process to compose cohesive text.</p>

Level 3

Prerequisite skill: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea

The student will decide what idea he or she wants to convey to a specific audience. The student will determine the format in which to present his or her idea. The student will determine the key points for his or her writing. The student will generate a presentation about the topic.

Predetermined Criteria

1. The student will determine the format in which to present his or her idea.
2. The student will determine the key points for his or her writing.
3. The student will generate a presentation about the topic.

Level 2

Prerequisite skill: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

The student will be presented three writing topics. The student will decide on the topic he or she wants to write about. The student will identify relevant details about the topic. The student will identify the topic sentence. The student will construct the first draft.

Predetermined Criteria

1. The student will identify relevant details about the topic.
2. The student will identify the topic sentence.
3. The student will construct the first draft.

Level 1

Prerequisite skill: publish and share writing with others

The student will be presented a familiar item. The student will participate in writing a sentence about the familiar item. The student will participate in pairing the familiar item with the sentence. The student will participate in sharing the sentence about the familiar item. The sentence will be read. The student will respond to the reaction from his or her audience.

Predetermined Criteria

1. The student will participate in writing a sentence about the familiar item.
2. The student will participate in sharing the sentence about the familiar item.
3. The student will respond to the reaction from his or her audience.

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

The following definitions clarify terms used in the English III 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 16

Transition words are words or phrases that help connect one idea to the next within a paragraph. Examples of **transition words**:

- Then
- Next
- As an example
- Even though
- However
- Previously
- In summary
- Furthermore
- However

Level 2: page 17

A **letter** begins with a salutation, includes one or two paragraphs, and ends with a closing. The **salutation** is the greeting to the person for whom the letter is addressed. The paragraphs that follow state the purpose for writing and comprise the **body** of the letter. The **closing** of the letter comes just before the signature of the person sending the letter.

For the Level 2 task, the student will be presented an informal letter to a friend. The letter will then be revised into a formal letter to an authority figure. The salutation and closing will need to be revised as well as any informal language used in the body of the letter. The actual topic of the letter should not change so the teacher will need to be mindful to pick a topic that works for both an informal and formal letter. The skill being measured for the Level 2 task is that the language one uses in writing must be appropriate for the intended audience.

Example ideas for letters appropriate for the Level 2 task might include:

- the desire for a butterfly garden at school
- the start up of a school club
- the need to clean the campus grounds

The **informal letter** to the friend would be a casual discussion of the current condition of something the writer wants improved upon or the desire for the implementation of something new. The informal letter might include complaints about the existing conditions and express the need for a change or the desire for something new. The letter could then

be revised into a formal letter to an authority figure using formal language, citing the conditions in a factual manner and then proposing a plan of action.

Example salutations for informal letters:

- Hey,
- Hi,
- Greetings,

Example salutations for formal letters:

- Dear (Mr., Ms. or Mrs.):
- To Whom it May Concern:
- Dear Sir: or Madame:

Example closings for informal letters:

- Sincerely yours,
- Love,
- Your friend,
- Missing you,
- See ya,
- Take care,

Example closings for formal letters:

- Sincerely,
- Respectfully,
- With regards,
- Best regards,
- Cordially,

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>Eng III (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 clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases. Readiness Standard</p>	<p>Essence Statement D: Revises a text to clarify meaning.</p>

Level 3

Prerequisite skill: revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed

The student will be presented and read several paragraphs without transitions. The student will determine where transitions are needed. The student will determine the best transition words to clarify meaning in the paragraphs. The student will revise the paragraphs.

Predetermined Criteria

1. The student will determine where transitions are needed.
2. The student will determine the best transition words to clarify meaning in the paragraphs.
3. The student will revise the paragraphs.

English III; Reporting Category 5 Eng III (13); Essence Statement: D

Level 2

Prerequisite skill: revise drafts for coherence, organization, use of simple and compound sentences, and audience

The student will be presented and read an informal letter to a friend. The student will be asked to revise the informal letter to convey the same information to an authority figure. The student will revise the salutation to appropriately address an authority figure. The student will revise the body of the letter for appropriate word choice. The student will revise the closing. The revised letter will be read.

Predetermined Criteria

1. The student will revise the salutation to appropriately address an authority figure.
2. The student will revise the body of the letter for appropriate word choice.
3. The student will revise the closing.

Level 1

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

The student will be presented a representation for a person he or she wants to send a note. The student will participate in writing a note to the person. The teacher will write the wrong person's name on the note and alert the student of the mistake. The student will participate in revising the name on the note to correctly reflect the intended recipient. The student will participate in pairing the representation of the intended person to the name on the revised note. The student will participate in giving the revised note to the intended person.

Predetermined Criteria

1. The student will participate in writing a note to the person.
2. The student will participate in revising the name on the note to correctly reflect the intended recipient.
3. The student will participate in pairing the representation of the intended person to the name on the revised note.