

Standardized Assessment Tasks for
STAAR Alternate

Grade 3 Mathematics

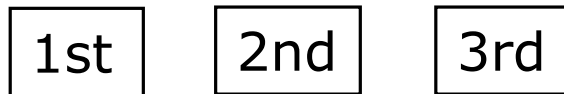
Definitions/Examples for STAAR Reporting Category 1 (3.1)
Essence Statement A

The following definitions clarify terms used in the grade 3 mathematics 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 2 and Level 1: page 4

ordinal position – order in a sequence such as first, second, third.

- For the Level 2 task and Level 1 task, cards representing ordinal positions are used. Examples of ordinal position cards:



- Cards labeled with only the numbers "1," "2," and "3" or the words "first," "second," and "third" are NOT appropriate for this task.

STAAR Reporting Category 1 – Numbers, Operations, and Quantitative	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to</p> <ul style="list-style-type: none"> (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999; Supporting Standard (B) use place value to compare and order whole numbers through 9,999; Supporting Standard (C) determine the value of a collection of coins and bills. Supporting Standard 	<p>Essence Statement A: Uses place value to demonstrate understanding of numbers.</p>

Level 3

Prerequisite skill: create sets of tens and ones using concrete objects to describe, compare, and order whole numbers

The student will be presented three sets of single units each totaling a different amount greater than ten. The student will organize the single units in each set into groups of tens and ones. The student will determine the two digit number representing the quantity of units in each set. The numbers will be recorded. The student will organize the numbers from least to greatest.

Predetermined Criteria

1. The student will organize the single units in each set into groups of tens and ones.
2. The student will determine the two digit number representing the quantity of units in each set.
3. The student will organize the numbers from least to greatest.

Level 2

Prerequisite skill: name the ordinal positions in a sequence such as first, second, third, etc.

When in a classroom setting containing desks or items in rows, the student will identify the first, second, and third rows. The student will identify the first, second, and third desks or items in one of the rows. The student will match number cards for first through third to the desks or items in a different row.

Predetermined Criteria

1. The student will identify the first, second, and third rows.
2. The student will identify the first, second, and third desks or items in one of the rows.
3. The student will match number cards for first through third to the desks or items in a different row.

Process skill: identify mathematics in everyday situations

Level 1

Prerequisite skill: use the verbal ordinal terms

The student will be presented three cards labeled "1st," "2nd," and "3rd." The student will participate in pairing the "1st" and "2nd" cards respectively to the first and second persons in a line. The student will wait for his or her turn in the line starting in the third position. The student will acknowledge the "3rd" card when paired with him or herself by the teacher. Each time the student moves up in the line, he or she will participate in receiving a number card to indicate his or her current place in line. The student will experience receiving an item or service resulting from being first in line.

Predetermined Criteria

1. The student will acknowledge the "3rd" card when paired with him or herself by the teacher.
2. The student will participate in receiving a number card to indicate his or her current place in line each time he or she moves up in the line.
3. The student will experience receiving an item or service resulting from being first in line.

Definitions/Examples for STAAR Reporting Category 3 (3.8) Essence Statement B

The following definitions clarify terms used in the grade 3 mathematics 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, Level 2, Level 1: pages 6 and 7

two-dimensional figures – flat geometric figures that have length and width. Triangles, rectangles, squares, and circles are two-dimensional geometric figures.

geometric attribute – a characteristic of a geometric figure.

- Number of sides and number of vertices (points where two sides meet) are attributes of a two-dimensional figure. Attributes could be described with phrases like, “has straight sides,” “is curved all the way around,” and “all sides are the same length.”
- In the Level 3 task, the student will generate a list of attributes for each figure. The student’s list should contain multiple attributes.
- In the Level 2 task, the student is asked to identify a word or a phrase that describes the geometric figure. The descriptions presented to the student must reflect geometric attributes.
- Color, size, texture, height, and the name of a figure are NOT geometric attributes.

Level 1: page 7

circular object – flat geometric figure in the shape of a circle.

- For this Level 1 task, circular lids, circular coasters, or circles cut out of card stock or foam board could be used.
- Spheres (balls) are NOT circular objects.

STAAR Reporting Category 3 – Geometry and Spatial Reasoning: The student will demonstrate an understanding of geometry and spatial reasoning.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to</p> <p>(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. Readiness Standard</p>	<p>Essence Statement B: Uses geometric vocabulary to identify two- and three-dimensional figures.</p>

Level 3

Prerequisite skill: describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle)

The student will be presented two different two-dimensional geometric figures. The student will generate a list of attributes for each figure. The student will determine one geometric attribute that is similar between the two figures. The student will determine one geometric attribute that is different between the two figures.

Predetermined Criteria

1. The student will generate a list of attributes for each figure.
2. The student will determine one geometric attribute that is similar between the two figures.
3. The student will determine one geometric attribute that is different between the two figures.

Process skill: relate informal language to mathematical language and symbols

Level 2

Prerequisite skill: describe and identify an object by its attributes using informal language

The student will be presented an art design that includes at least three geometric figures. The student will identify one of the geometric figures. The student will be presented words or phrases that describe each of the geometric figures. The student will choose the word or phrase that describes the geometric figure identified by the student. The student will identify the same geometric figure in the classroom environment.

Predetermined Criteria

1. The student will identify one of the geometric figures.
2. The student will choose the word or phrase that describes the geometric figure identified by the student.
3. The student will identify the same geometric figure in the classroom environment.

Process skill: relate everyday language to mathematical language and symbols

Level 1

Prerequisite skill: name common shapes

The student will be presented a circular object. The student will explore the shape of the object as the object's geometric attributes are emphasized. The student will participate in rolling the object. The student will participate in finding a real object shaped like a circle in the environment.

Predetermined Criteria

1. The student will explore the shape of the object as the object's geometric attributes are emphasized.
2. The student will participate in rolling the object.
3. The student will participate in finding a real object shaped like a circle in the environment.

STAAR Reporting Category 4 – Measurement: The student will demonstrate an	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to</p> <ul style="list-style-type: none"> (A) use a thermometer to measure temperature; Supporting Standard (B) tell and write time shown on analog and digital clocks. Supporting Standard 	<p>Essence Statement C: Identifies temperature and time.</p>

Level 3

Prerequisite skill: read time to the hour and half-hour using analog and digital clocks

The student will be presented a digital clock set to a time to the hour. The student will determine how to set the hands on an analog clock to display the time on the digital clock. Using this hour, the student will determine what the time will be in 30 minutes. The student will record the time to the half hour.

Predetermined Criteria

1. The student will determine how to set the hands on an analog clock to display the time on the digital clock.
2. The student will determine what the time will be in 30 minutes.
3. The student will record the time to the half hour.

Process skill: use tools such as real objects, manipulatives, and technology to solve problems
Transition

Mathematics Grade 3; Reporting Category 4 (3.12); Essence Statement: C

Level 2

Prerequisite skill: read a calendar using days, weeks, and months

The student will be presented a 12-month calendar. The student will identify the current month. The student will identify the current date on a calendar. The student will identify the current day of the week.

Predetermined Criteria

1. The student will identify the current month.
2. The student will identify the current date on a calendar.
3. The student will identify the current day of the week.

Process skill: use tools such as real objects, manipulatives, and technology to solve problems
Transition

Level 1

Prerequisite skill: use language to describe concepts associated with the passing of time

The student will be directed to his or her daily schedule. The student will respond to a representation for a specific activity on the schedule for the day. The student will participate in the activity. After returning to the schedule, the student will participate in adjusting the schedule to indicate the activity/time period is over.

Predetermined Criteria

1. The student will respond to a representation for a specific activity on the schedule for the day.
2. The student will participate in the activity.
3. The student will participate in adjusting the schedule to indicate the activity/time period is over.

Transition

Definitions/Examples for STAAR Reporting Category 5 (3.13) Essence Statement D

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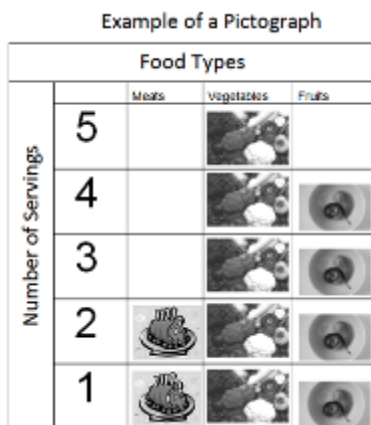
Level 3, Level 2 and Level 1: pages 13 and 14

Appropriate topics for graphs for these tasks could include:

- Kinds of pets/number of pets
- Favorite items (foods, colors, animals, cartoon characters, books, activities, games)
- Personal traits (hair color, eye color, left or right handedness)
- Weather types (rainy sunny, windy)
- Clothing worn at the time (shorts or pants, sandals or tennis shoes)
- Types/ shapes of food items (various types of crackers)

Level 3 and Level 2: pages 13 and 14

picture graph – a graph that displays pictures to represent data; also called a pictograph.

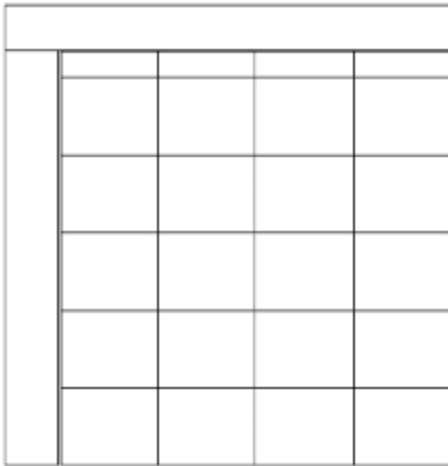


real-object graph – a graph that displays real objects to represent data. See *three-column graph* at the bottom of the next page for an example of a real-object graph.

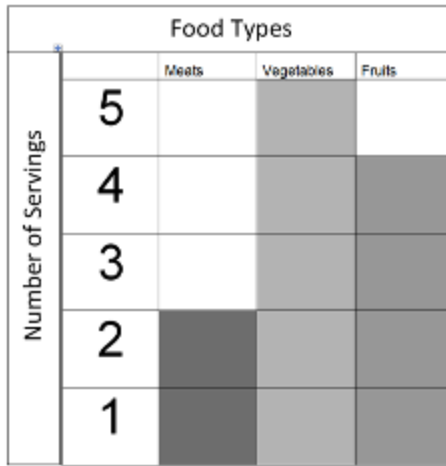
Level 3: page 13

bar-type graph – a graph that displays bars to represent data. In this Level 3 task, the student must be presented an unlabeled bar-type graph. The student should label and record data on the graph on his or her own.

Example of an Unlabeled Bar-Type Graph



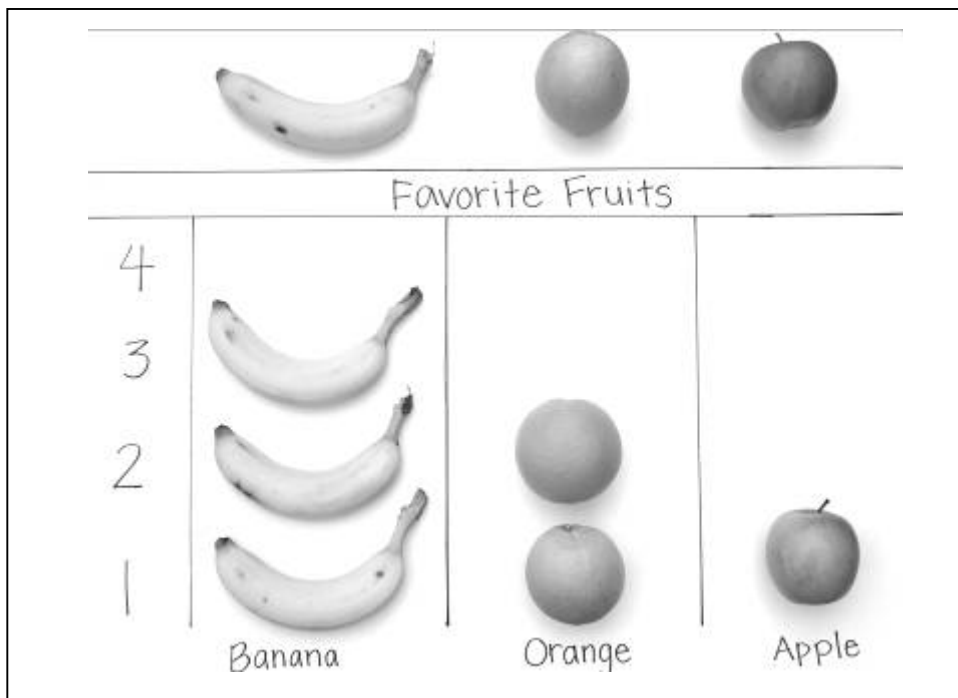
Example of Completed Bar-Type Graph



Level 2: page 14

three-column graph – a graph that displays three categories of data; can show photographs, pictures, or real objects as data.

- Three-column graph example:



Level 1: page 14

graphic display – any presentation that displays data; must show real objects as data in this Level 1 task.

- Example of an appropriate presentation for this Level 1 task:



STAAR Reporting Category 5 – Probability and Statistics: The student will demonstrate an understanding of probability and statistics.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to</p> <ul style="list-style-type: none"> (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data; Readiness Standard (B) interpret information from pictographs and bar graphs; Supporting Standard (C) use data to describe events as more likely than, less likely than, or equally likely as. Supporting Standard 	<p>Essence Statement D: Uses data to solve problems.</p>

Level 3

Prerequisite skill: use organized data to construct real-object graphs, picture graphs, and bar-type graphs

The student will be presented a set of simple data and an unlabeled graph. The student will determine the labels for the graph. The student will record the data on the graph. The student will answer a question about the graph.

Predetermined Criteria

1. The student will determine the labels for the graph.
2. The student will record the data on the graph.
3. The student will answer a question about the graph.

Level 2

Prerequisite skill: construct graphs using real objects or pictures in order to answer questions

The student will be presented objects or representations that can be sorted into three categories. The student will sort the objects or representations into the three categories. The student will be presented with a three-column graph. The columns will be labeled to correspond to each category. The student will arrange the objects or representations on the graph according to the labeled categories. The student will answer a question about the data in the graph.

Predetermined Criteria

1. The student will sort the objects or representations into the three categories.
2. The student will arrange the objects or representations on the graph according to the labeled categories.
3. The student will answer a question about the data in the graph.

Level 1

Prerequisite skill: collect data and organize it in a graphic representation

The student will be presented three identical objects. The student will explore the objects. The student will participate in placing each object on a graphic display one at a time. The student will experience the three objects placed together in the graphic display.

Predetermined Criteria

1. The student will explore the objects.
2. The student will participate in placing each object on a graphic display one at a time.
3. The student will experience the three objects placed together in the graphic display.