AVATAR Training Module 03

State Standards and Assessment Connections

Supplementary Materials and Resources

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State of Texas Assessments of Academic Readiness (STAAR™)
Questions and Answers (Q&As)
Updated March 9, 2012

[As policies are finalized, these Q&As will be updated. Updates are marked with NEW.]

Note that the Commissioner of Education has deferred the implementation of the 15% grading requirement for STAAR EOC assessments for the 2011–2012 school year.

1. **What is STAAR?**
   The State of Texas Assessments of Academic Readiness, or STAAR, will replace the Texas Assessment of Knowledge and Skills (TAKS) program beginning in spring 2012. The STAAR program at grades 3–8 will assess the same grades and subjects as are assessed on TAKS. For high school, general subject-area TAKS tests will be replaced with twelve STAAR end-of-course (EOC) assessments.

2. **Why is there a new assessment program for Texas students?**
   The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, is developing a new assessment system in response to requirements set forth by the 80th and 81st Texas legislatures. This new system will focus on increasing postsecondary readiness of graduating high school students and helping to ensure that Texas students are competitive with other students both nationally and internationally.

3. **In what grades, subjects, and courses will students be assessed under the new STAAR program?**
   At grades 3–8, students will be tested in mathematics and reading. Students will also be tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. STAAR EOC assessments will be available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

4. **In general, how will the STAAR assessment program be different from the TAKS assessment program?**
   The most significant changes to the assessment program include

   - increasing the rigor of both the assessments and the performance standards for all grades, subjects, and courses;
   - changing high school assessments from grade-based to course-based assessments;
   - establishing postsecondary-readiness performance standards for Algebra II and English III; and
   - using empirical validation studies as part of the standard-setting process to ensure that performance standards are linked from grade to grade and are also linked to external evidence of postsecondary readiness.

5. **What are the most significant differences between the STAAR assessments and the TAKS assessments?**

   - The rigor of items has been increased by assessing skills at a greater depth and level of cognitive complexity. In this way the tests will be better able to measure a greater range of student achievement and establish stronger links to postsecondary readiness.

- The total number of test items for the STAAR assessments has been increased for most grades, subjects, and courses.
- A four-hour time limit has been established for STAAR assessments, as opposed to TAKS, which was untimed.
- STAAR assessments in mathematics and reading will be linked from grade to grade as well as to postsecondary-readiness standards for the Algebra II and English III assessments.
- STAAR assessments have been designed to focus on "readiness" standards, which are defined as those Texas Essential Knowledge and Skills (TEKS) student expectations that are not only essential for success in the current grade or course but also important for preparedness in the next grade or course. By focusing on the student expectations that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle school to high school.
- STAAR EOC assessments will differ from the current TAKS high school assessments in that each STAAR EOC assessment will cover only the content from a particular course (e.g., Algebra I will assess only Algebra I content) rather than content from multiple courses (e.g., Algebra I and grade 8 mathematics were assessed on the TAKS grade 9 mathematics tests).
- STAAR writing assessments at grades 4 and 7 will be extended to two days.
- STAAR EOC assessments for English I, II, and III will be administered over two days, with the writing component on day one and the reading component on day two.
- The test designs for STAAR grades 4 and 7 writing and STAAR English I, II, and III will require students to write two essays addressing different purposes for writing rather than one longer personal essay, which TAKS required.
- In reading assessments for STAAR, greater emphasis will be given to critical analysis rather than literal understanding. The test designs for English I, II, and III will allow for the reading and writing components to be equated and scaled separately so that reading and writing scores can be reported separately. This means that a student will need to retake only the portion of the STAAR English I, II, or III assessment (reading or writing) that he or she did not pass.
- Most STAAR mathematics and science assessments will have an increased number of open-ended (griddable) items to allow students the opportunity to derive an answer independently without being influenced by the answer choices provided with the questions.
- STAAR grade 3 assessments will have separate answer documents instead of scorable test booklets.

6. How will student performance be described on STAAR?

There will be two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Modified, and STAAR L, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

For the STAAR Alternate assessments, the performance labels are

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

7. **What is the timeline for establishing student performance standards for the STAAR program?**
   The timeline for standard–setting activities will differ for STAAR 3–8 and STAAR EOC because of the timing of available assessment data and different legislative requirements. For STAAR EOC, operational assessment data are available from the spring 2011 administrations. Therefore, performance standards will be set in February 2012, prior to the spring administrations. However, operational assessment data for STAAR 3–8 will not be available until after the spring 2012 administrations; for this reason performance standards will be set in October 2012.

   Legislation requires a system of performance standards that are linked from grade to grade starting with postsecondary-readiness performance standards down through grade 3. Therefore, STAAR EOC performance standards must be established before standards for STAAR 3–8 can be set. Additionally, districts must be provided with test scores on STAAR EOC assessments so that they can be used as 15% of the students' final course grades for the 2011−2012 school year.

8. **What are the Student Success Initiative (SSI) requirements for the 2011–2012 school year?**
   Because there will be no performance standards in place for grades 3–8 in the 2011–2012 school year, students cannot be held subject to SSI for that year. Therefore, there are no SSI requirements for the 2011–2012 school year.

9. **Will there be SSI retest opportunities for grades 5 and 8 reading and mathematics in the 2011–2012 school year?**
   SSI retest opportunities will not be offered in May or June of 2012 because performance standards for STAAR 3–8 will not be set until October 2012. For the 2011–2012 school year, districts will make promotion/retention decisions based on the same academic information (e.g., the recommendation of the student's teacher and the student's grade in the subject) used to make these decisions in non-SSI grades. As stated in TEC §28.021(a), "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."

10. **Which students will be required to take the STAAR EOC assessments?**
    Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments for courses in which they're enrolled as part of their graduation requirements and will no longer take TAKS. Students enrolled in grade 10 or above in the 2011–2012 school year or who are repeating grade 9 in the 2011–2012 school year will graduate under TAKS requirements and do not have the option of taking STAAR assessments. These students will only take STAAR EOC assessments if their campus has been assigned to participate in the mandatory testing activities.

11. **When is it appropriate for students to take a STAAR EOC assessment?**
    For students who have STAAR as part of their graduation requirement (first enrolled in grade 9 or below in the 2011–2012 school year), they should take a STAAR EOC assessment during the spring, summer, or fall administration as they are completing the course. Most students will have received instruction in an entire course by the end of the school year so would participate in the spring administration. However, if by the end of the school year students have received instruction in only part of the course (the first half or the second half), then they would not take the STAAR EOC assessment in the spring since they have not received instruction in the entire course. When students complete the course (possibly in the summer or the next fall), they should take the test.

12. **What are the testing requirements for a student who first enters grade 9 in the 2011–2012 school year but is reclassified to grade 10 for the spring semester?**

TEC §39.025 specifies that STAAR EOC assessments be used as the graduation requirement starting with students first enrolled in grade 9 in the 2011–2012 school year. Regardless of how a student is classified at the end of the year or when he or she is expected to graduate, if the student is first enrolled in grade 9 in the 2011–2012 school year, then STAAR is his or her graduation requirement. If a student is on an accelerated path toward graduation, it is likely that he or she will have already earned some high school credits for graduation and therefore may have fewer assessments to take to meet graduation requirements.

13. What are the testing requirements for students who repeat grade 9 in the 2011–2012 school year?

Repeating grade 9 students in the 2011–2012 school year have TAKS as their graduation requirement. These students will not take the TAKS grade 9 assessments, as these tests are no longer available. However, districts may choose to administer a released TAKS test or a locally developed test to students. Students are eligible to take the TAKS grade 10 assessments as soon as they are reclassified as 10th graders.

14. How should a school district determine whether a transfer student from out-of-country is a first-time ninth grader in order to determine whether the student will graduate under the TAKS or STAAR program?

As with transfer students from other states or Texas nonpublic schools, the school district must ensure that the student's records or transcripts are evaluated and that the student is placed promptly in appropriate classes. The district may use a variety of methods to verify the content of courses for which a transfer student previously earned credit. Each local school district has the authority to determine classification of students as ninth, tenth, eleventh, or twelfth graders based on course credits earned and accepted by the district. A student has TAKS as his or her graduation requirement if he or she would have met requirements to be classified as a ninth grader in a previous school year (had the student been enrolled in a Texas public school). A student has STAAR as his or her graduation requirement if he or she meets requirements to be a ninth grader or below in the 2011–2012 school year and would not have met requirements to be a ninth grader previously.

If a student enrolls shortly before testing and time constraints prevent the school from obtaining or evaluating all necessary information for making the TAKS versus STAAR decision, appropriate campus personnel will need to make the best decision possible using the information they have been able to gather. Documentation of the effort made to obtain complete information and the justification for the assessment decision should be maintained locally. If it becomes clear that the student was tested in error once complete records and transcripts are evaluated, the student's individual results (Confidential Student Report and Confidential Student Label) may be discarded, and the student may take the correct assessment during the next test administration. Documentation of the reason for the change in the graduation requirement (TAKS versus STAAR) should be maintained locally.

Cohort assignment for graduation rate purposes is determined by the grade level submitted by the district in PEIMS submission 3. More detailed information about the graduation cohort assignment of these students may be found in the technical documentation associated with the processing of the longitudinal completion, graduation, and dropout rates, which is available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation.

15. What are the testing requirements for students in grades 3–8 who are also enrolled in a high school course with a STAAR EOC assessment?

Students in grades 3–8 who are also enrolled in a high school course will take that STAAR EOC assessment as required for graduation. Local district policies will determine whether these students are required to take the corresponding STAAR grade-level assessment; however, they must take all other STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take STAAR grade 8 reading, science, and social studies as well as STAAR Algebra I. Local school district policy will determine whether this grade 8 student will also take the STAAR grade 8 mathematics assessment.

Students in grades 5 and 8 may not be denied promotion based on unsatisfactory performance on STAAR EOC assessments.

Note that this information reflects the language in House Bill 2135, which was passed by the 82nd Legislature, and is different from what was indicated in the April 22, 2011, district communication regarding the implementation of STAAR. Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

16. What are the testing requirements for students in grades 3–8 who are receiving instruction in subjects above their enrolled grade?

These students will be required to take the STAAR assessment for the subject in which they are receiving instruction if the content covers the entire curriculum for that subject. For example, a student in grade 5 who is receiving instruction in grade 6 mathematics would take STAAR grade 5 reading and science but grade 6 mathematics if the advanced subject matter he or she is being taught covers all the TEKS required for grade 6 mathematics.

Students in grades 5 and 8 may not be denied promotion based on unsatisfactory performance on STAAR assessments above their enrolled grade level.

Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

17. If a student is enrolled in middle school and concurrently receiving instruction in a middle school course and a corresponding high school course, is the student required to take both of the related tests?

No. A student in grades 3–8 who is concurrently receiving instruction in grade-level curriculum and high school curriculum in the same content area will take the related STAAR EOC assessment as required for graduation. Local district policies will determine whether the student is required to take the corresponding grade-level assessment. For example, a grade 8 student concurrently receiving instruction in grade 8 mathematics and Algebra I will take STAAR Algebra I in addition to STAAR grade 8 reading, science, and social studies. Local school district policy will determine whether the student will also take STAAR grade 8 mathematics.

Note that this information reflects the language in House Bill 2135, which was passed by the 82nd Legislature, and is different from what was indicated in the April 22, 2011, district communication regarding the implementation of STAAR. Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

18. If a student is in an accelerated program and is concurrently receiving instruction in the entire curriculum for multiple grade levels in the same content area, what are the assessment requirements for this student?

A student in grades 3–8 who is concurrently receiving instruction in the entire curriculum for multiple grade levels in the same content area will take the higher-level STAAR assessment. Local

district policies will determine whether the student is required to take the lower-level assessment. For example, a grade 7 student concurrently receiving instruction in all of the TEKS for grade 7 and 8 mathematics will take STAAR grade 8 mathematics in addition to grade 7 reading and writing. Local school district policy will determine whether the student will also take STAAR grade 7 mathematics.

Note that this information reflects the language in House Bill 2135, which was passed by the 82nd Legislature, and is different from what was indicated in the April 22, 2011, district communication regarding the implementation of STAAR. Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

19. What are the testing requirements for a student in grades 3–8 who is receiving instruction above his or her enrolled grade in a subject that does not have annual statewide assessments?

A student in grades 3–8 who is receiving accelerated instruction (in a higher grade level or a high school course) in writing, social studies, or science will take the enrolled grade-level assessment if one exists unless they are taking a higher-level assessment.

For example, a grade 7 student who is receiving instruction in all of the TEKS for English I will take STAAR grade 7 mathematics as well as the reading and writing components of STAAR English I. Local school district policy will determine whether the student will also take the grade 7 reading and writing assessments. In this example, STAAR English I will be taken in place of the grade-level assessments based on House Bill 2135, which was passed by the 82nd Legislature.

In contrast to the example above, a grade 7 student who is receiving instruction in all of the TEKS for grade 8 social studies will not take STAAR grade 8 social studies since he or she is not enrolled in grade 8, and there is no assessment requirement for social studies at grade 7 in TEC §39.023(a). The student will take only STAAR grade 7 reading, writing, and mathematics.

Similarly, a grade 8 student who is receiving instruction in all of the TEKS for Integrated Physics and Chemistry (IPC) will not take a higher-level STAAR science assessment since there is not a STAAR assessment for IPC. Instead, the student will take the four enrolled grade-level assessments (reading, mathematics, science, and social studies) as required in TEC §39.023(a).

Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

20. What are the testing requirements for students in kindergarten, grade 1, or grade 2 who are receiving instruction in subjects above their enrolled grade level?

There are no STAAR testing requirements for students enrolled in kindergarten, grade 1, or grade 2, so these students do not test. STAAR testing requirements begin with students enrolled in grade 3.

21. What are the testing requirements for a student who moves into a Texas public high school (i.e., a student who moves from out of state, from a private school, or has migrant status)?

A student who receives high school credit out of the state or country or from a private school for a course assessed by STAAR is not required to take that assessment if the Texas school district accepts the course credit from the school in which the course was taken. As a result, the student's cumulative score will be based on fewer assessments. However, the student could choose to take the assessment and has the option of using the score in his or her cumulative score.

For migrant students who start a course in Texas but complete it in another state, the same regulation will apply. If the student receives credit for the course from another state and the credit is accepted by the Texas school district, the student will not be required to take the STAAR EOC assessment for that course. That test will not be required to be part of the student's cumulative score requirement as indicated above.

In some cases, it is possible that a student will not have to meet an assessment requirement in a specific content area if the student has already received credit for all of the courses in that content area (for example, Algebra I, geometry, and Algebra II). In this example, the student would not be required to take the assessments for Algebra I, geometry, or Algebra II. Therefore, the student would not be required to meet certain performance levels (Level II or III) on the STAAR Algebra II assessment that are required for various graduation plans.

22. Are ELLs who are enrolled in an English I or II for Speakers of Other Languages (ESOL I or ESOL II) course required to take the STAAR English I or II assessments?
Yes. In accordance with 19 TAC §101.1007, ELLs enrolled in these courses (or in English I or II courses) are required to take both the reading and writing components of the STAAR English I and II assessments. However, for eligible ELLs the rules do make special allowances regarding the way in which the scores on these tests are used to meet graduation requirements. The rule provisions are outlined in the *STAAR Decision-Making Guide for LPACs,* which is available on the Student Assessment Division's LPAC Resources page at http://www.tea.state.tx.us/student.assessment/ell/lpac/.

23. What are the testing requirements for a foreign exchange student?
In the 2011–2012 school year, STAAR will be administered only to entering ninth graders or below. This year's foreign exchange students would typically be in the TAKS cohort because they would have met requirements to be ninth graders in a previous school year.

The foreign exchange student policy for TAKS, which is not a course-based assessment program, allows a foreign exchange student to be excused from taking the TAKS grade 10 or exit level assessments if the student has waived in writing his or her intention to receive a Texas high school diploma.

For the STAAR program, a foreign exchange student is required to take STAAR EOC assessments for courses in which he or she is enrolled. The scores the students receive are required to count for 15% of their final course grades. If the foreign exchange student is an eligible ELL, the special English I/II assessment provisions under TAC §101.1007 apply.

24. How are the STAAR EOC assessments related to course grades?
The score a student receives on a STAAR EOC assessment is required to count for 15% of the student's final grade in the course. Since grading policies are determined locally and TEA lacks statutory authority in this area, districts should establish local policies to implement this statutory requirement. For the STAAR English I, II, and III assessments, which have a separate reading and writing component, districts have discretion over how the scores from each component are used to calculate the 15% grading requirement. TEA is not planning to provide a method by which scale scores can be converted into grading systems because of wide variations in grading policy from district to district.

There is no corresponding requirement for students taking a modified or alternate assessment, so districts are not required to count STAAR Modified or STAAR Alternate EOC assessment scores as 15% of a student's final course grade.

25. If a student has a passing grade in a course before the EOC score is calculated but a failing grade once the EOC score is included, can the student still be given credit for the course?
No. TAC §74.26(c), regarding credit for high school graduation, stipulates that "credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course." A student whose final grade for a course is less than the equivalent of a 70 on a scale of 100 may not be given credit for that course, since by law the grade must include the student's score on the EOC assessment. Districts retain the same options that have always been available: (a) to use summer school or other remediation for purposes of allowing the student to reach a passing grade for the course or (b) to take the EOC assessment in subsequent administrations to increase that portion of the final grade.

26. Does the 15% grading requirement apply to students' grade-point average (GPA) and/or class rank?
As outlined in statute, the score a student receives on a STAAR EOC assessment is required to count for 15% of the student's final grade in the course. Districts should establish local policies to implement this statutory requirement. Although this statute does not address GPA or class rank, a relationship should exist between the 15% requirement and these other calculations just as grades in courses and scores on course examinations currently affect GPA and class rank. Calculations of GPA and class rank should be made in accordance with local policies, guidelines, and administrative regulations.

27. Can a district still award credit by semester?
Yes. However, a school district that continues to award credit by semester should keep in mind that the statute requires the score a student receives on a STAAR EOC assessment to count for 15% of the student's final grade in the course. Since the final grade is based on the entire course, districts need to determine locally how this requirement will be met. For example, a district that continues to award credit for each semester could choose to apply the 15% requirement equally across both semesters or could choose to double-weight the requirement (i.e., 30%) and apply it to the second semester only. It is important to note that these two examples may not yield the same mathematically equivalent final grade.

28. If a student does not receive a score on a STAAR EOC assessment, how is the final course grade calculated based on the 15% requirement?
If a student does not receive a score on a STAAR EOC assessment (absence, testing irregularity, failure to complete due to illness, etc.), then the district has the option of assigning the student an incomplete in the course until the next testing opportunity or factoring a zero into the calculation of the final course grade. It is anticipated that the two-week testing window for EOC assessments will accommodate most student absences.

29. Does the 15% grading requirement apply to students receiving special education services who take the general STAAR EOC assessments?
Yes. For a student receiving special education services, the score he or she receives on a general STAAR EOC assessment must count as 15% of the final course grade. Nevertheless, the student's admission, review, and dismissal (ARD) committee determines whether the student has met the course requirements.

The 15% requirement does not apply to students taking STAAR Modified or STAAR Alternate.

30. Does the 15% grading requirement apply to students who receive course credit through correspondence courses?

Yes. The score a student receives on a STAAR EOC assessment is required to count for 15% of the student's final grade in the course even if a student earns credit through a correspondence course.

31. Does the 15% grading requirement apply to students who receive course credit through dual credit?

Yes. A student receiving high school course credit through a dual credit program will take the corresponding STAAR EOC assessment. The score a student receives on the assessment is required to count for 15% of the student's final grade in the high school course. This requirement does not apply to the grade a student receives for college credit. The method and rigor of student evaluation is required to be equivalent for dual credit courses and regular college courses, however it is possible to award separate course grades for dual credit courses at high schools and at colleges.

32. Does the 15% grading requirement apply to students who receive course credit through credit by examination?

No. For credit by examination, TEC §28.023(c) requires a school district to award a student credit on the basis of a successful score on an examination and to enter the examination score on the student's transcript.

33. If a student fails the course but passes the STAAR EOC assessment, is the student required to retest when he or she retakes the course?

Districts are required to use STAAR EOC assessment scores for 15% of a student's final course grade, even when a student repeats a course. If a student is repeating a course, the student is not required to retake the assessment provided that he or she has received a score at or above the minimum score. Districts have the option to use a retest score or the original score in the 15% calculation.

34. How are the STAAR EOC assessments related to graduation requirements?

Depending on their graduation program, students will be required to meet the passing standard, Level II: Satisfactory Academic Performance (or at least achieve a predetermined minimum score), on eight to twelve STAAR EOC assessments. In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in that content area and a scale score that indicates satisfactory performance (Level II). For example, if the scale score range is 0–1000 and the passing standard, or satisfactory performance, is 700, a student would need to achieve a cumulative score of 2100 (3 assessments × 700 = 2100) in each of the four foundation content areas. A student must achieve a minimum score on an EOC assessment for the score to count toward his or her cumulative score. A student's cumulative score is determined using his or her highest score on each EOC assessment within a content area.

Cumulative score requirements do not apply to students taking STAAR Modified or STAAR Alternate, as there are no cumulative score requirements planned for these programs.

35. How will the cumulative score be reported?

The Texas Assessment Management System will generate cumulative scores for each student and for each content area based on the assessments students have taken. Districts will need to determine if each student has met the cumulative score requirement in each content area based on that individual student's circumstances. For example, a district will need to determine if a

student who has a score only for the STAAR world history and world geography assessments has met the cumulative score requirement. If the student transferred to Texas from another state and received credit for U.S. history prior to enrolling in a Texas school, for example, then the student is not required to take the STAAR U.S. history assessment. The district would then determine if the student has met the cumulative score for social studies based on only two assessments.

36. What are the STAAR EOC assessment requirements for the different graduation programs?

Students graduating under the Minimum High School Program (MHSP) must take STAAR EOC assessments for all courses in which they are enrolled and for which there is a STAAR EOC assessment available and meet a cumulative score requirement in each of the four foundation content areas. It is possible that some students graduating on the minimum plan will need to perform satisfactorily on as few as eight EOC assessments.

Students graduating under the Recommended High School Program (RHSP) must take all twelve STAAR EOC assessments (Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history) and meet the cumulative score requirement in each of the four foundation content areas. Additionally, these students must achieve Level II: Satisfactory Academic Performance on the Algebra II and English III assessments in order to receive a diploma under the RHSP.

Students graduating under the Distinguished Achievement Program (DAP) must take all twelve EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must meet Level III: Advanced Academic Performance, the postsecondary-readiness performance standard, on the Algebra II and English III assessments in order to receive a diploma under the DAP.

37. If a student is in the MHSP and takes a course that is not part of the MHSP requirements (e.g., chemistry), does the student have to take the STAAR EOC assessment for this course?

If a student on the MHSP is enrolled in a course that is not specifically required on the MHSP (refer to TAC §74) and there is a STAAR EOC assessment for that course, the student must take the assessment, and the score a student receives must count for 15% of the student's final course grade. However, the student has the option of using the score in his or her cumulative score.

38. What are the STAAR graduation requirements for students receiving special education services who take the general STAAR EOC assessments?

The assessment graduation requirements for students receiving special education services and taking general STAAR assessments are the same as those for general education students. However, the student's admission, review, and dismissal (ARD) committee determines whether the student has to meet the assessment requirements for graduation. If the ARD committee determines that a student does not have to meet the requirements (e.g., the cumulative score), then that student can graduate only under the Minimum High School Program (MHSP).

Cumulative score requirements do not apply to students taking STAAR Modified or STAAR Alternate.

39. What are the STAAR graduation requirements for students who complete a high school course prior to spring 2012, the first high-stakes administration of STAAR EOC assessments?

A student who has STAAR as his or her graduation requirement and who has completed a high school course prior to spring 2012 (e.g., a grade 8 student who completed Algebra I during the

2010–2011 school year or a freshman who will complete English I in the first semester of the 2011–2012 school year) is not required to take that specific STAAR EOC assessment to fulfill his or her graduation requirement. As a result, the student's cumulative score will be based on fewer assessments. However, the student could choose to take the assessment beginning in spring 2012 and has the option of using the score in his or her cumulative score. Scores on EOC assessments taken prior to spring 2012 will not count towards a student's cumulative score.

40. What are the STAAR graduation requirements for students who earn course credit through the Texas Virtual School Network (TxVSN)?

The TxVSN is a type of distance learning and is one of many ways students can receive instruction and fulfill their course requirements. Most students that attend TxVSN are public school students, so they are required to take STAAR EOC assessments to fulfill their testing requirements for graduation.

41. What are the STAAR graduation requirements for students who earn course credit by examination?

Students may use credit by examination to fulfill their course requirements; however, they are still required to take STAAR EOC assessments to fulfill their testing requirements.

42. Can STAAR EOC assessments be used for credit by examination?

No. STAAR EOC assessments do not meet the criteria for credit by examination and have not been approved for this purpose.

43. Can STAAR EOC assessments be used as final classroom examinations?

Yes. Districts can use STAAR EOC assessments as their final classroom examinations. However, there is no state requirement for final classroom examinations.

44. Do students who are enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course have to take the corresponding STAAR EOC assessments?

If a student is enrolled in an AP or IB course that is substituting for a TEKS-based course with a STAAR EOC assessment, then the student is required to take the STAAR assessment.

45. What types of substitute assessments can students use to fulfill their STAAR EOC assessment requirements?

TEA will be conducting studies to examine the test results of students who take both the STAAR EOC assessments and other assessments (e.g., AP, IB, and SAT subject tests) to determine if these assessments are at least as rigorous as the STAAR EOC assessments and may be used to meet the cumulative score requirement. If the research supports the validity of substitute assessments, a substitution policy may be implemented as early as the 2013–2014 school year.

46. How do the various testing requirements work with the two components (reading and writing) of the STAAR English I, II, and III assessments?

For the STAAR English I, II, and III assessments, the writing component is administered on day 1 and the reading component is administered on day 2. Because the reading and writing components assess different constructs, the two components will be scored separately (separate raw-score-to-scale-score conversion tables). In order to reduce students' and districts' testing burden, students will retake only the component of the STAAR English I, II, and III assessments they need rather than both components. To facilitate this, each component will be administered in a separate test booklet. In addition, separate test results in reading and writing will allow districts to better target remediation.

Although separate performance standards will be set on each component of the English I, II, and III assessments, the components will have the same performance levels as other STAAR EOC assessments. For a student to meet Level III: Advanced Academic Performance (the postsecondary-readiness performance standard) on the English III assessment, the student must meet the Level III cut on both the reading and writing components. Likewise, for a student to meet Level II: Satisfactory Academic Performance, the student must meet the Level II cut on both the reading and writing components. Students are not required to meet the two cut scores in the same test administration.

The cumulative score requirement for the STAAR English I, II, and III assessments will be the same as the cumulative score requirements for the other three content areas. The difference with English is that each component (three each for reading and writing) will be added together to determine the student's cumulative score for the English assessments. A student must achieve at least the minimum score in each component for that component to count toward the student's cumulative score.

The score a student receives on the STAAR English I, II, and III assessments is required to count for 15% of the student's final grade in the course. Since grading policies are determined locally, districts have discretion over how the scores from each component are used to calculate the 15% grading requirement.

47. How will STAAR EOC assessments be used to satisfy the requirements of the Texas Success Initiative (TSI)?

For a student who has graduated under the Recommended High School Program or the Distinguished Achievement Program and who has met Level III: Advanced Academic Performance, the postsecondary-readiness performance standard, on the STAAR Algebra II and English III assessments, TEC §51.3062(g-1) provides an exemption from TSI requirements in that corresponding content area.

48. How many testing opportunities will students have for the STAAR EOC assessments?

All twelve STAAR EOC assessments will be administered at the end of the first semester, at the end of the second semester, and in the summer, giving students three testing opportunities each year. Note that there will not be an administration at the end of the first semester in the 2011–2012 school year as the state makes the transition from TAKS to STAAR.

49. How many times can a student retake a STAAR EOC assessment?

TEC §39.025(b) indicates that a student "may retake an end-of-course assessment instrument for any reason." Although there is not a limit to the number of times a student can test, districts may want to establish local procedures to ensure that there are sufficient test materials, administrators, and rooms available for the number of students testing. Additionally, TEA will require districts to submit participation counts (enrollment numbers) to ensure that there are adequate testing materials provided to districts for each STAAR administration.

50. How will the STAAR Modified assessments differ from TAKS–Modified (TAKS–M)?

As with TAKS–M, the new STAAR Modified assessments for grades 3–8 and for EOC will reflect the same content as the general assessments (i.e., STAAR). The STAAR Modified assessments will retain several features of the TAKS–M assessments; however, STAAR Modified will reflect the same increased rigor and focus of the general assessments. The tests will differ from the TAKS–M assessments in the following ways:

- New performance standards will be set for STAAR Modified using available empirical data to link performance across specific grades within a subject and across courses. Additional empirical data will be collected and analyzed to provide information for the standards review process in future years.
- The STAAR Modified EOC assessments will differ from the TAKS–M high school assessments in that each STAAR Modified EOC assessment will cover only the content from a particular course (e.g., Algebra I will assess only Algebra I content) rather than content from multiple courses (e.g., Algebra I and grade 8 mathematics were assessed on the grade 9 TAKS–M mathematics tests).
- The number of items on the STAAR Modified assessments will increase from the number of items on the TAKS–M tests. The number of items on the STAAR Modified assessments has been determined by decreasing the number of STAAR Modified blueprint items proportionally from the number of items on the STAAR blueprints—by approximately 20%—for each reporting category.
- Field-test items will be embedded in the modified assessments rather than administered as stand-alone field tests every three years.
- Students will be required to respond to writing tasks focused on different purposes for writing. These purposes include personal narrative, literary, expository, persuasive, and analytical writing.

51. For which courses will STAAR Modified EOC assessments be available?

STAAR Modified assessments will be developed for nine of the twelve EOC assessments: Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history. STAAR Modified assessments will not be developed for Algebra II, chemistry, or physics, as these courses are not required on the Minimum High School Program, the graduation program for students who take STAAR Modified assessments.

52. When will students start taking STAAR Modified?

The first administration of the STAAR Modified assessments will be in spring 2012. STAAR Modified EOC assessments will be administered two times per year (fall and spring) as they become operational. All nine STAAR Modified EOC assessments will be operational in the 2014–2015 school year.

The STAAR Modified implementation plan is described in the table below. Students will not receive scores for the spring 2012 stand-alone field tests in geometry and English II. However, the decision about what types of scores will be reported for the other assessments administered in spring 2012 has not yet been finalized.

STAAR Modified Implementation Plan

	Spring 2012	**Spring 2013**	**Spring 2014**	**Spring 2015**
Grades 3–8	spring administration	operational	operational	operational
Algebra I	spring administration	operational	operational	operational
Geometry	stand-alone field test	operational	operational	operational
Biology	spring administration	operational	operational	operational
English I	spring administration	operational	operational	operational

The STAAR Modified implementation plan is described in the table below. Students will not receive scores for the spring 2012 stand-alone field tests in geometry and English II. However, the decision about what types of scores will be reported for the other assessments administered in spring 2012 has not yet been finalized.

STAAR Modified Implementation Plan

English II	stand-alone field test	operational	operational	operational
English III	no assessment available	no assessment available	spring administration	operational
World Geography	spring administration	operational	operational	operational
World History	no assessment available	spring administration	operational	operational
U.S. History	no assessment available	no assessment available	spring administration	operational

53. Can a student take a combination of STAAR and STAAR Modified assessments?
Yes. A student can take any combination of STAAR and STAAR Modified assessments with the exception of the two components of the STAAR English I, II, and III assessments. If a student takes the writing component of the STAAR Modified English I assessment, he or she must also take the reading component of the STAAR Modified English I assessment.

54. How will STAAR Alternate assessments differ from TAKS–Alternate (TAKS–Alt)?
The STAAR Alternate assessments will be similar in design to the TAKS–Alt assessments. Students will continue to perform assessment tasks linked to the grade-level TEKS. However, STAAR Alternate will incorporate a vertical alignment in the program's assessment tasks that will allow scores to be compared across different grades for the same subject and language version. The high school assessments will change from grade-level assessments to course-based assessments. STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments. STAAR Alternate high school assessments will be developed for Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history.

55. When will STAAR Alternate be implemented?
STAAR Alternate assessments will be implemented in the 2011–2012 school year. STAAR Alternate will replace TAKS–Alt assessments at all grades and subjects.

56. If a student does not actually use a predetermined accommodation during testing, should district personnel mark the accommodation on the answer document?
Yes. District personnel should mark the accommodation type for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.

If a test administrator notices that a student does not use an accommodation during the statewide assessment, the district should note this at the local level and the student's ARD, LPAC, Section 504 placement, or other campus committee should discuss this when interpreting the assessment results and when making future instructional and accommodation decisions.

57. Will the dyslexia bundled accommodations continue to be offered to eligible students taking the STAAR reading assessments?

Two of the three bundled accommodations will be available for students with dyslexia and other reading disabilities on the STAAR reading assessments in grades 3 through high school—the oral reading of item stems/answer options only and extended testing time, if needed. These accommodations do not need to be offered as a bundle; the needs of the student should be considered when determining which accommodations to use. A proper-nouns list like the one used in the TAKS assessments will no longer be provided.

58. Will dyslexic students be allowed extra time to test?

In most cases, students who are identified with dyslexia by the admission, review, and dismissal (ARD) committee or Section 504 placement committee will meet the eligibility criteria for the extra time accommodation. This accommodation provides students extra time to complete the test until the end of the regular school day.

59. Will versions of STAAR be developed for English language learners (ELLs)?

As with TAKS, Spanish versions of STAAR will be available for eligible ELLs in grades 3–5 in each grade and subject assessed by the English versions. Additionally, linguistically accommodated versions of STAAR called STAAR L will be available for eligible ELLs in grades 3–8 and high school. ELLs not eligible to take the Spanish or STAAR L versions will take the general STAAR tests in English but may be eligible to receive certain limited linguistic accommodations. Both Spanish STAAR and STAAR L are designed to be comparable to STAAR in content, rigor, and academic achievement standards. Following implementation of the STAAR program, the Texas English Language Proficiency Assessment System (TELPAS) will be reviewed and adjusted as needed to maintain an appropriate relationship between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR.

60. Will ELL test participation criteria change for the STAAR program?

Yes. Revisions to ELL test participation criteria will be made through the commissioner of education rulemaking process and posted on the Texas Education Agency website in fall 2011.

61. What will STAAR L be like?

STAAR L will be composed of STAAR test forms in English that have built-in computer-based linguistic accommodations designed for ELLs who are eligible for a significant degree of linguistic accommodation. Two types of accommodations will be built into the STAAR L interface—clarification of unfamiliar English and reading aloud of text. As the students take the tests, they will be able to click on text to obtain English clarification of words and language structures that are likely to be unfamiliar to them. The read-aloud interface functionality will enable students to hear text read aloud. The linguistic accommodation interface will be implemented beginning in spring 2013. Until then, STAAR L tests will be administered in paper mode only, and the clarification and read-aloud accommodations will be provided by the test administrator. Beginning in 2013, these accommodations will be delivered online, and STAAR L will be administered as an online testing program.

62. Will STAAR L be available for all grades, subjects, and courses?

L versions of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies will be developed. STAAR L reading, writing, and English I–III assessments will not be developed. Like all Texas students, ELLs in grade 6 and above will be given access to dictionaries when taking STAAR reading, writing, and English I–III tests. ELLs in grades 3–5 may be eligible to use dictionaries as a linguistic accommodation when taking reading and writing tests. STAAR L versions will be administered on the same schedule as STAAR assessments.

63. Will Spanish or STAAR L versions of STAAR Modified be developed?
No. The small number of ELLs with disabilities who meet STAAR Modified participation criteria will take the STAAR Modified test forms in English but may qualify for allowable linguistic accommodations.

64. When will more information about allowable linguistic accommodations for the STAAR program be available?
More information will be available in fall 2011 on the TEA Student Assessment website.

65. For which assessments will make-up testing be available?
For the STAAR program, make-up testing opportunities for students who are absent will be available for all grades, subjects, and courses. Make-up testing opportunities will also be available for all administrations, including the summer administrations.

66. Will STAAR administrations be available online?
The STAAR grades 3–8 administrations will be available only in paper format. Paper and online administrations will be available for STAAR EOC assessments.

STAAR L and STAAR Modified will be administered on paper only in 2012. STAAR L will become an online testing program in 2013. Online administration plans for STAAR Modified for 2013 and beyond have not yet been finalized.

67. If districts administer STAAR EOC assessments online, can they get their results more quickly than if they test on paper?
Yes. Based on the time it takes to ship, process, and score paper tests, it is likely that districts who administer all the STAAR EOC assessments online will receive results before districts that administer some paper tests. However, no results will be available until after the testing window has closed.

68. If districts administer STAAR EOC assessments earlier in the testing window, can they get their results more quickly than if they test later in the window?
Yes. Based on the time it takes to process and score tests, it is likely that districts who administer STAAR EOC assessments earlier in the testing window will receive results sooner than those who test later in the window. However, no results will be available until after the testing window has closed.

69. Will there be a time limit for tests in the STAAR program?
All tests in the STAAR program will have a four-hour time limit. The test will start when students are directed to turn to the first question. TEA will review the four-hour time limit after the first STAAR administration in spring 2012 to determine if the policy needs to be reconsidered or adjusted for specific grades, subjects, or courses.

Accommodations for extra time or an extra day will be available for students who meet eligibility criteria for their use.

70. Do STAAR assessments that are designed to be administered over two days have a four-hour time limit each day?
Yes. STAAR grades 4 and 7 writing are designed to be administered over two days. Students will have a four-hour time limit each day. For the STAAR English I, II, and III assessments, the writing

component is administered on day 1, and the reading component is administered on day 2. Students will have a four-hour time limit each day.

71. Can districts offer multiple test sessions in the same day?
Districts may administer multiple test sessions in the same day. If necessary, they may decide on early start times or extending testing beyond the typical school day, particularly at the high school level.

72. What happens to students who arrive late or after testing has begun?
All students must be given the maximum of four hours to complete the tests. Districts will need to determine if the student can test on that day or on a make-up day.

73. Are breaks allowed during STAAR assessments?
Breaks are allowed during STAAR assessments; however the following breaks must be included in the four-hour time limit.

- Breaks for water or snacks
- Bathroom breaks
- Breaks for physical activity (e.g., standing up and stretching)
- Routine medical breaks (e.g., to take medicine)

Breaks for lunch are not included in the four-hour time limit; however it is recommended that lunch be scheduled outside of the testing time.

74. What type of flexibility do districts have in scheduling the STAAR grades 3–8 assessments?
Districts should administer the STAAR grades 3–8 assessments on the state-assigned days. However, TEA recognizes that sometimes districts have conflicts with the state testing schedule. If conflicts exist, districts can arrange their testing schedules to best meet their local needs as long as they administer all of the scheduled assessments in the time frame provided. For example, if during the late April testing week a district is closed on Friday, it could choose to administer all of the subject-area tests for STAAR grades 3–8 one day earlier (mathematics on Monday, reading on Tuesday, science on Wednesday, and social studies on Thursday). A district no longer has to complete the Request for Alternate Dates form to change testing dates within the state-assigned dates.

75. Are there any released tests available for STAAR?
In fall 2011, selected test questions from all grades, subjects, and courses will be released. The first full release of spring test forms of STAAR will occur in summer 2014.

76. Will TEA release item analyses and report student expectations tested for the STAAR assessments?
Yes. TEA will report the TEKS student expectations tested for the first spring administration of each general STAAR assessment. For each test question, the report will include the student expectation assessed. In social studies, science, and grades 3–8 mathematics, a process student expectation will also be reported if the test question incorporates a process skill. In addition, TEA will provide a student-level data file for all general STAAR administrations that includes student-response information for each question—"1" for a correct response and "0" for an incorrect response.

77. Will there be printed educator booklets that describe the STAAR program like the TAKS Information Booklets?

No. STAAR resources for educators will be posted online only so that educators can more easily access the most current information, such as released test questions and writing rubrics. Many educator resources for the STAAR program are already available online at http://www.tea.state.tx.us/student.assessment/staar/. However, as decisions are finalized, we will continue to clarify and update information about the program. In this way, the STAAR resources page will function as a dynamic resource that can provide educators and other stakeholders with the most up-to-date information available.

78. Are districts required to provide accelerated instruction to students who do not pass the STAAR assessments?

Yes. TEC §39.025(b-1) requires school districts to provide accelerated instruction to each student who fails to perform satisfactorily on an EOC assessment (i.e., who does not achieve Level II: Satisfactory Academic Performance). Likewise, TEC §28.0211(a-1) requires districts to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily (Level II) on an assessment administered in grades 3–8.

79. Will TEA produce summer study guides for STAAR?

No. TEC §39.0241(c) states that "the agency may develop study guides" for the STAAR assessments. However, no funds have been appropriated for the development of these guides.

80. How will reporting change when STAAR is implemented?

The implementation of STAAR will bring some key changes to the way information is reported.

For TAKS all reports were provided in hard-copy format with the option to receive online reports for a fee. With the new STAAR program, all reports will be provided online. One copy of each of the Confidential Student Reports (CSRs) and labels will be provided in hard-copy format.

Because standards for STAAR EOC will not be set until February 2012, current EOC reports provide raw scores only. With the implementation of STAAR EOC assessments, results for students for the spring administrations will be delivered online shortly after the May test administration is complete, followed by the delivery of results on paper. For specific reporting dates, please refer to the 2011−2012 testing calendar, which is posted on the Student Assessment website at http://www.tea.state.tx.us/student.assessment/calendars/.

Alternate methods of reporting assessment results will be used with STAAR, which will provide opportunities to examine data in a variety of ways. Online tools for students, teachers, and campus and district personnel will provide the ability to track progress toward graduation, compare results across years and groups, and look at growth patterns for various groups of students.

81. What are the reporting requirements for the STAAR spring 2012 administrations?

For STAAR EOC assessments, performance standards will be set in spring 2012 prior to the administrations. In early June 2012 TEA will provide Confidential Student Reports (CSRs), Confidential Student Labels, Confidential Campus Rosters, Campus and District Summary Reports, and data files to districts. Districts are required to report individual results to parents by the timeline indicated on the calendar of events. Districts are also required to provide overall assessment results to their local school board at a regularly scheduled meeting.

For STAAR grades 3–8 assessments, reporting will occur in three phases since performance standards will not be set until fall 2012. The first phase will occur in early June 2012 and will

include Confidential Campus Rosters, Campus and District Summary Reports, and data files with raw score information. The second phase will occur in late June 2012 and will include updated data files and information pertaining to AYP reports. The final phase will occur in January 2013 after performance standards are set; reports will include CSRs and Confidential Student Labels. Confidential Campus Rosters, Campus and District Summary Reports, and data files will be updated at this time. Districts are required to report individual results to parents after receiving the final phase of performance reports. Once this information is available, districts are also required to provide overall assessment results to their local school board at a regularly scheduled meeting.

82. How will the student and teacher data portals and the Texas Assessment Management System, delivered through PearsonAccess, be used with STAAR?

As with TAKS, there will be no charge for students, parents, or school districts to use the data portals of the Assessment Management System.

The student portal will continue to be used with STAAR, and beginning in 2012, students will be able to see their past TAKS and TELPAS results along with their STAAR results. Students first entering grade 9 and below in 2011–2012 will graduate under the STAAR graduation requirements. Students will be able to track their progress toward graduation within the student portal. Student results will continue to be available in the student portal at the same time that school districts receive their results online.

The teacher portal will continue to provide results at the class level for teachers. Districts will be able to upload information to create class groups and the assessment results for those students. This can be done at any time of the year so that teachers can see the past results of their current students. In addition, classroom linking information will be received from districts in the summer of each year. This information, the list of teachers, the classes they taught, and the students that were in those classes, will be provided to the assessment contractor, allowing class groups to be created to show the previous year assessment results.

Beginning in the 2011–2012 school year, districts will also have access to an analytic reporting tool in the Assessment Management System. Analytic reporting will allow users to analyze results in order to compare current and historical data. They can perform comparisons of campuses to campuses, campuses to districts, districts to districts, and districts to the state. Campus and district personnel will also be able to organize the data to examine different demographic and program information groups, enabling easy access to cross-section analysis of the assessment data.

83. In 2012, which assessments will be used in federal accountability for Adequate Yearly Progress (AYP)?

Unlike the state accountability rating, the 2012 AYP status must be evaluated based on tests administered during the 2011–2012 school year. The 2012 AYP evaluations are required by the U.S. Department of Education (USDE), including School Improvement Program (SIP) intervention stages for the 2012–2013 school year.

The initial Texas AYP Workbook amendments submitted in December 2010 included a request to carry forward the 2011 AYP status for all campuses and districts for the 2012 AYP evaluations and maintain SIP intervention stages for the 2012–2013 school year. In discussions during spring 2011, the USDE indicated that Texas must evaluate AYP based on test results available for the 2011–2012 school year.

The 2012 amendment was resubmitted in April 2011 to request the evaluation of 2012 AYP and SIP statuses based on the following 2011–2012 test results.

Texas Assessment of Knowledge and Skills (TAKS)

- TAKS grade 11 results will not be used for 2012 AYP evaluations
- Of the students who remain in the TAKS program during the 2011–2012 school year, TAKS grade 10 results

State of Texas Assessments of Academic Readiness (STAAR)

- STAAR results for students enrolled in grade 9 will not be used for 2012 AYP evaluations
- Of the students who will transition to the STAAR program in 2011–2012, grades 3–8 at the TAKS proficiency standard

For more information on possible 2012 AYP calculations, see http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147503684.

Subsequently, USDE requested that Texas redact all references to the 2012 AYP evaluations from the 2011 Texas AYP Workbook and recommended that Texas submit 2012 AYP amendment requests in a separate submission prior to February 15, 2012. TEA plans to resubmit 2012 AYP amendment requests in late fall 2011.

As in past years, TEA guidance regarding Title I School Improvement Requirements during the 2012–2013 school year will be provided to districts in late spring 2012.

84. Starting in 2013, which STAAR EOC assessments will be used in federal accountability for Adequate Yearly Progress (AYP)?

A new federal accountability system based on the STAAR assessments will be developed during the 2011–2012 school year and implemented in 2013. Information about the new accountability system will be posted at http://www.tea.state.tx.us/ayp/ as it becomes available.

85. Where can I go to find more information about the STAAR program?

For more information about the STAAR program, visit the TEA Student Assessment website at http://www.tea.state.tx.us/student.assessment/staar/.

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners'

abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(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;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.

(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. Students are expected to:

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.

(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. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.

(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. Students are expected to analyze the themes and characteristics in different periods of modern American drama.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;

(B) analyze the internal and external development of characters through a range of literary devices;

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and

(D) demonstrate familiarity with works by authors in American fiction from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

(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. Students are expected to:

(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and

(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and

(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;

(C) evaluate the objectivity of coverage of the same event in various types of media; and

(D) evaluate changes in formality and tone across various media for different audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(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;

(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;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and

(C) write a script with an explicit or implicit theme, using a variety of literary techniques.

(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. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a clear thesis statement or controlling idea;

(iv) a clear organizational schema for conveying ideas;

(v) relevant and substantial evidence and well-chosen details; and

(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;

(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:

(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;

(ii) appropriate formatting structures (e.g., headings, graphics, white space);

(iii) relevant questions that engage readers and consider their needs;

(iv) accurate technical information in accessible language; and

(v) appropriate organizational structures supported by facts and details (documented if appropriate);

(C) write an interpretation of an expository or a literary text that:

(i) advances a clear thesis statement;

(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and

(v) anticipates and responds to readers' questions or contradictory information; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;

(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);

(C) an organizing structure appropriate to the purpose, audience, and context;

(D) information on the complete range of relevant perspectives;

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;

(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

(B) uses a variety of formats and rhetorical strategies to argue for the thesis;

(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;

(D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and

(E) is of sufficient length and complexity to address the topic.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and

(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

Source: The provisions of this §110.33 adopted to be effective September 4, 2008, 33 TexReg 7162.

§110.34. English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners'

abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English IV as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of 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;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);

(D) analyze and explain how the English language has developed and been influenced by other languages; and

(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.

(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. Students are expected to:

(A) compare and contrast works of literature that express a universal theme;

(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and

(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.

(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. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.

(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. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;

(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;

(C) compare and contrast the effects of different forms of narration across various genres of fiction; and

(D) demonstrate familiarity with works of fiction by British authors from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates

imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

(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. Students are expected to:

(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and

(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and

(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;

(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and

(D) evaluate changes in formality and tone across various media for different audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(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 the rhetorical devices to convey meaning;

(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;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and

(C) write a script with an explicit or implicit theme, using a variety of literary techniques.

(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. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a clear thesis statement or controlling idea;

(iv) a clear organizational schema for conveying ideas;

(v) relevant and substantial evidence and well-chosen details;

(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and

(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;

(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:

(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;

(ii) appropriate formatting structures (e.g., headings, graphics, white space);

(iii) relevant questions that engage readers and address their potential problems and misunderstandings;

(iv) accurate technical information in accessible language; and

(v) appropriate organizational structures supported by facts and details (documented if appropriate);

(C) write an interpretation of an expository or a literary text that:

(i) advances a clear thesis statement;

(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and

(v) anticipates and responds to readers' questions and contradictory information; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);

(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);

(C) an organizing structure appropriate to the purpose, audience, and context;

(D) information on the complete range of relevant perspectives;

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and

(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;

(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

(B) uses a variety of formats and rhetorical strategies to argue for the thesis;

(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;

(D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and

(E) is of sufficient length and complexity to address the topic.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and

(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

Source: The provisions of this §110.34 adopted to be effective September 4, 2008, 33 TexReg 7162.

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§74.4. English Language Proficiency Standards.

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources;

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;

(F) use accessible language and learn new and essential language in the process;

(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade

1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;

(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:

(i) using correct verbs, tenses, and pronouns/antecedents;

(ii) using possessive case (apostrophe *s*) correctly; and

(iii) using negatives and contractions correctly;

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;

(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and

(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues,

simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and

(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences;

can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and

(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.

(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding

vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(I) read in short "chunks;"

(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and

(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:

(I) understand the meaning of very few words in English; and

(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:

(I) predictable story lines;

(II) highly familiar topics;

(III) primarily high-frequency, concrete vocabulary;

(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and

(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures;

(ii) read slowly, word by word;

(iii) have a very limited sense of English language structures;

(iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

(v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

(vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

(i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:

(I) everyday oral language;

(II) literal meanings of common words;

(III) routine academic language and terms; and

(IV) commonly used abstract language such as terms used to describe basic feelings;

(ii) often read slowly and in short phrases; may re-read to clarify meaning;

(iii) have a growing understanding of basic, routinely used English language structures;

(iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

(v) struggle to independently read and understand grade-level texts; and

(vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:

(I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;

(II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

(III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:

(i) know enough English to explain briefly and simply self-generated writing, including

emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in

English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

(B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and

(iii) exhibit writing features typical at this level, including:

(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.

(C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices, although some redundancy may occur;

(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

(D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Source: The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.

Last updated: April 21, 2010

For additional information, email rules@tea.state.tx.us.

STAAR English III Test Design

DAY 1 - WRITING

COMPOSITION

BASE TEST
- PERSUASIVE
- ANALYTICAL

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FIELD TEST
- PERSUASIVE OR ANALYTICAL

MULTIPLE CHOICE

BASE TEST
- REVISION SKILLS → MC ITEMS
- REVISION SKILLS → MC ITEMS
- REVISION SKILLS → MC ITEMS
- EDITING SKILLS → MC ITEMS
- EDITING SKILLS → MC ITEMS

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FIELD TEST
- REVISION OR EDITING SKILLS → MC ITEMS

COLLEGE READINESS MEASURE

DAY 2 - READING

BASE TEST
- 2–3 SINGLE SELECTIONS (DEPENDENT UPON LENGTH) → MC ITEMS 1 SA ITEM
- PAIRED SELECTION
- PAIRED SELECTION

THEMATICALLY LINKED → MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

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FIELD TEST
- SINGLE SELECTION → MC ITEMS 1 SA ITEM

OR

- PAIRED SELECTION
- PAIRED SELECTION

THEMATICALLY LINKED → MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

COLLEGE READINESS MEASURE

GENRES ASSESSED:

LITERARY
- FICTION
- LITERARY NONFICTION
- POETRY
- DRAMA
- MEDIA LITERACY (EMBEDDED)

INFORMATIONAL
- EXPOSITORY
- PERSUASIVE
- PROCEDURAL (EMBEDDED)
- MEDIA LITERACY (EMBEDDED)

TOTAL READING LOAD:

BASE TEST	MAXIMUM – APPROX. 3,500 WORDS
FIELD TEST	MAXIMUM – APPROX. 1,200 WORDS

(LENGTH OF SELECTIONS MAY VARY; READING LOAD IS CONSTANT)

STAAR English III Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Understanding/Analysis Across Genres (Reading)	Readiness Standards	3	**8 Multiple Choice 2 Short Answer*** (1 single selection; 1 connecting selections)	
	Supporting Standards	4		
	Total	7		
Reporting Category 2: Understanding/Analysis of Literary Texts (Reading)	Readiness Standards	4	**16 Multiple Choice**	
	Supporting Standards	10		
	Total	14		
Reporting Category 3: Understanding/Analysis of Informational Texts (Reading)	Readiness Standards	4	**14 Multiple Choice**	
	Supporting Standards	7		
	Total	11		
Readiness Standards	**Total Number of Standards**	**11**	**60%–70%**	**23–27**
Supporting Standards	**Total Number of Standards**	**21**	**30%–40%**	**11–15**
Total Reading			**38 Multiple Choice 2 Short Answer**	
Reporting Category 4: Composition (Writing)	Readiness Standards	6	**2 Compositions****	
	Supporting Standards	0		
	Total	6		
Reporting Category 5: Revision (Writing)	Readiness Standards	1	**15 Multiple Choice**	
	Supporting Standards	10		
	Total	11		
Reporting Category 6: Editing (Writing)	Readiness Standards	4	**15 Multiple Choice**	
	Supporting Standards	1		
	Total	5		
Readiness Standards	**Total Number of Standards**	**11**	**60%–75%**	**18–23**
Supporting Standards	**Total Number of Standards**	**11**	**25%–40%**	**7–12**
Total Writing			**30 Multiple Choice 2 Compositions**	

* Short answer questions are always designated as Readiness Standards.

** The two types of writing assessed each year—persuasive and analytic—are always designated as Readiness Standards.

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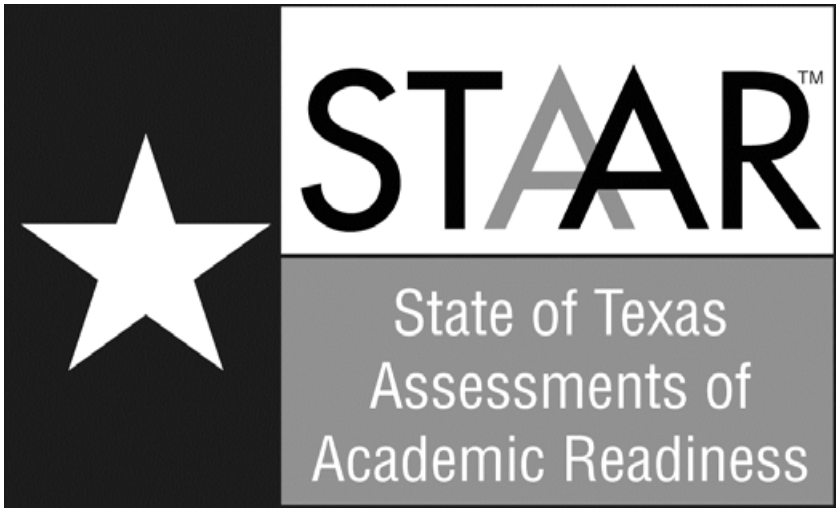
Spring 2011



English III Assessment

Eligible Texas Essential Knowledge and Skills

Texas Education Agency
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Spring 2011

STAAR English III Assessment

Genres Assessed:

Literary	**Informational**
• Fiction (Readiness)	• Expository (Readiness)
• Literary Nonfiction (Supporting)	• Persuasive (Supporting)
• Poetry (Supporting)	• Procedural (Embedded)
• Drama (Supporting)	• Media Literacy (Embedded)
• Media Literacy (Embedded)	

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.

(1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(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 meanings; ***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***

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. ***Supporting Standard***

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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. ***Readiness Standard***

Reporting Category 2:
Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

(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. Students are expected to

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; ***Readiness Standard***

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; ***Supporting Standard***

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting. ***Supporting Standard***

(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. Students are expected to

(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry. ***Supporting Standard***

(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. Students are expected to

(A) analyze the themes and characteristics in different periods of modern American drama. ***Supporting Standard***

(5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; ***Readiness Standard***

(B) analyze the internal and external development of characters through a range of literary devices; ***Readiness Standard***

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another. ***Supporting Standard***

(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. ***Supporting Standard***

(7) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. ***Supporting Standard***

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; ***Supporting Standard***

(D) evaluate changes in formality and tone across various media for different audiences and purposes. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.
Readiness Standard (Fiction) / ***Supporting Standard*** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3:
Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

(8) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. ***Readiness Standard***

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; ***Readiness Standard***

(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; ***Supporting Standard***

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. ***Readiness Standard***

(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. Students are expected to

(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts. ***Supporting Standard***

(11) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); ***Supporting Standard***

(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. ***Supporting Standard***

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; ***Supporting Standard***

(D) evaluate changes in formality and tone across various media for different audiences and purposes. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. ***Readiness Standard*** (Expository) / ***Supporting Standard*** (Persuasive)

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.

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(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***

(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. Students are expected to

(A) write an analytical essay of sufficient length ***Readiness Standard***

that includes

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a clear thesis statement or controlling idea;

(iv) a clear organizational schema for conveying ideas;

(v) relevant and substantial evidence and well-chosen details;

(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;

(C) write an interpretation of an expository or a literary text ***Readiness Standard***

that

(i) advances a clear thesis statement;

(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text;

(v) anticipates and responds to readers' questions or contradictory information.

(16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience ***Readiness Standard***

that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;

(C) an organizing structure appropriate to the purpose, audience, and context;

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

Genres Represented in the Revision and Editing Sections of the Test:	
Literary	**Informational**
• Literary Nonfiction	• Expository • Persuasive

Reporting Category 5: Revision

The student will demonstrate an ability to revise a variety of written texts.

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(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***

(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. Students are expected to

(A) write an [analytical] essay of sufficient length that includes

(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 clear thesis statement or controlling idea; ***Supporting Standard***

(iv) a clear organizational schema for conveying ideas; ***Supporting Standard***

(v) relevant and substantial evidence and well-chosen details; ***Supporting Standard***

(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources. ***Supporting Standard***

(16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; ***Supporting Standard***

(C) an organizing structure appropriate to the purpose, audience, and context; ***Supporting Standard***

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; ***Supporting Standard***

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). ***Supporting Standard***

Reporting Category 6:
Editing

The student will demonstrate an ability to edit a variety of texts.

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(D) edit drafts for grammar, mechanics, and spelling. ***Readiness Standard***

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); ***Supporting Standard***

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). ***Readiness Standard***

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) correctly and consistently use conventions of punctuation and capitalization. ***Readiness Standard***

(19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings. ***Readiness Standard***

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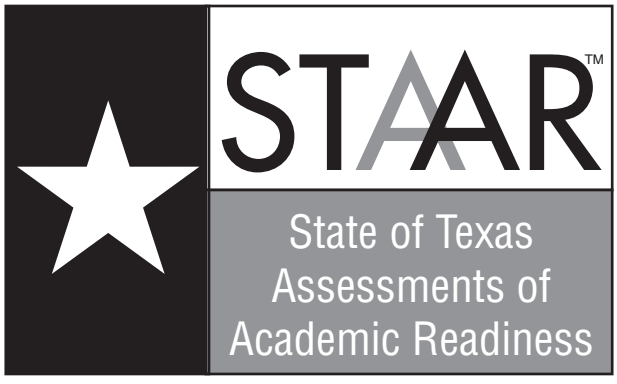

English III Reading

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Read the selection and choose the best answer to each question.

Maybe Your Inner Child Is Comfy in Middle Ages

by Burt Constable

1 What age are you?

2 No, that's how old you are. What age are you?

3 I believe everyone is born with some ideal age that fits them. Have you ever looked at a tyke in diapers and seen something in his expression that instantly makes you picture the lad as a wizened old man? Have you ever looked in the face of an old woman and seen a twinkle in her eye that reminds you of an impish teenage girl? Looking at footage of George Burns in his 40s, you can tell he wasn't going to feel comfortable with himself until he hit 80. A 16-year-old Andy Rooney surely dreamed of reaching an age when his grumpiness would be considered endearing, almost expected, and not just a character flaw. Conversely, Paul McCartney is always going to be 20, no matter how wrinkly he gets.

4 Since I can find no esoteric journal or touchy-feely college professor to lend credence to my ideal age theory, I bounce the idea off my columning buddy, Jack Mabley. Jack nods in agreement and fixes his age at 50.

5 Ah, the middle-aged man. I know lots of middle-aged men. Some are 50, some are 23 and some are 82. Early in his career, Jack became aware of the pressures of rearing a family and the chaos of a newspaper job and knew he could look forward to a more serene life at 50. ("Didn't know—hoped," Jack counters.) His longing for 50 had nothing to do with the fact his boss usually was a 50-year-old man.

6 "Maybe I'd like to have his office, but I wouldn't want to be like him," Jack remembers.

7 No, he just had a gut feeling 50 would look right on him. Jack was right. Fifty fit him when he was 35, it fit him when he was 50, and it still fits him.

8 Other people are hopelessly trapped at age 16, no matter how many marriages, jobs, kids and responsibilities they gather. Then there is the 16-year-old who plays the high school clique game, buys the hippest CD and engages in sophomoric stunts merely to fit in—while in his soul, he longs to wear a cardigan sweater, listen to talk radio and gripe about teens.

9 Every class has a girl who emerges as the "mom" of the group—curbing unruly behavior, taking confessions from the masses and generally holding civilization together. A friend of mine was a 40-year-old woman in high school, is now a 40-year-old woman in reality and someday will die as a 40-year-old woman.

10 Those of you whose ideal age is yet to come should look forward to it.

11 Me? My age is 12. That is the period of my life when I truly felt as if I had a grip on things. (Blissfully ignorant, as opposed to painfully aware ignorant.) That doesn't mean I was happier then. I'm darn happy today, but back when I was 12, l couldn't even fathom these higher levels of happiness.

What Is the Ideal Age to Be?

If you could live forever at one particular age, what age would you choose? When the Harris Poll asked this question of a cross-section of 2,306 adults nationwide, the average age chosen was 41.

But that number is deceiving. There was absolutely no consensus of one ideal age with responses ranging from younger than 21 to older than 90. "Forty-one" is just an average of the answers. When broken down by gender, women chose 43 as the ideal age, while men chose 39.

There was a distinct pattern, though. Most people chose an ideal age that was fairly close to their current age. The exception is that once folks hit 50, the age they chose was younger. A small, but not insignificant, number of people choose remarkably old ages as the ideal. Fully one in 12, or 8 percent of the total sample, see 90 or older as the ideal age if you are healthy.

If you could stop time and live forever in good health at a particular age, at what age would you like to live? The median ages they chose:

- People 18 to 24 years chose 27
- People 25 to 29 years chose 31
- People 30 to 39 years chose 37
- People 40 to 49 years chose 40
- People 50 to 64 years chose 44
- People over 65 years chose 59

The age people chose as the ideal only seemed to be influenced by their current age and not whether they were rich or poor, African American, white, Hispanic, Republican, Democrat or independent, highly educated or not.

12 My body already feels like 80 but my spirit will be 12 forever. Whenever I walk through a doorway, I must resist that urge to hop up and touch the top of the door frame. Many a night my wife has humored me as I, in the guise of picking up the kids' toys, will spend 15 minutes trying to lob a Beanie Baby into the toy box from the other side of the room. (Sometimes she even rebounds my misses for me.) When I finally "swish" my shot, I go so far as to verbalize that crowd noise guys generally make only in our heads.

13 My wife's ideal age is 30. She was just 24 when I met her, but had the maturity and common sense of someone 30. Now that she is closer to 40 than 30, she still has that spunk and sense of adventure that goes well with a 30-year-old.

14 "So this would make me a 30-year-old woman living with a 12-year-old boy?" my wife asks.

15 I interrupt my juggling of dirty sock balls to nod in agreement.

16 "Yep," my wife concludes. "That sounds about right."

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1 Why does the author begin the selection with a question?

A He plans to conclude the selection with an answer.

B He believes his question is one that all people ask themselves.

C He is playing a trick with words to introduce his main point.

D He wants the reader to reflect on what it means to be old.

---

2 Which of these lines best expresses the author's main point?

A *My wife's ideal age is 30.*

B *Fifty fit him when he was 35, it fit him when he was 50, and it still fits him.*

C *That is the period of my life when I truly felt as if I had a grip on things.*

D *A 16-year-old Andy Rooney surely dreamed of reaching an age when his grumpiness would be considered endearing, almost expected, and not just a character flaw.*

---

3 Read the following line from paragraph 8.

> *In his soul, he longs to wear a cardigan sweater, listen to talk radio and gripe about teens.*

Which of the following best represents the type of person the author is describing?

A Someone who wants to act like a 16-year-old forever

B A person who has always felt out of step with others

C A person who doesn't understand the concept of an ideal age

D Someone who wishes he could act older than he does

4 Which of the following lines would the author most likely have difficulty supporting with solid evidence?

A *Every class has a girl who emerges as the "mom" of the group. . . .*

B *I know lots of middle-aged men.*

C *Many a night my wife has humored me as I, in the guise of picking up the kids' toys, will spend 15 minutes trying to lob a Beanie Baby into the toy box from the other side of the room.*

D *Then there is the 16-year-old who plays the high school clique game, buys the hippest CD and engages in sophomoric stunts merely to fit in. . . .*

---

5 Read this line from paragraph 11.

> *(Blissfully ignorant, as opposed to painfully aware ignorant.)*

This line suggests that at age 12 the author was —

A unaware of how much happiness he was missing

B aware of how difficult being an adult can be

C too young to be aware of his lack of knowledge

D happy not to know too much

---

6 The primary support for the author's argument comes from —

A academic research

B other journalists

C statistical data

D personal observation

7 Why does the author use parenthetical asides in this selection?

A To support his arguments with evidence

B To elaborate on the origins of his theory

C To organize his ideas effectively

D To lend a playful tone to his writing

---

8 What is the primary purpose of the boxed information titled "What Is the Ideal Age to Be?"

A To show the variety of answers to the question about ideal age

B To indicate that people constantly want to change their ideal age

C To illustrate widespread agreement about ideal age

D To disprove the author's main argument about ideal age

Read the selection and choose the best answer to each question.

Clasp

by Tai Dong Huai

1 My adoptive mom hands me the small, white cardboard box and says, "This is yours."

2 It's a Sunday afternoon in early August, the thirteenth anniversary of my adoption—*Gotcha Day* as some families call it. We're sitting at the dining room table having just finished a late breakfast. I can see my father outside the window pushing a lawn mower back and forth, and I know tonight when we go out for our customary Chinese dinner at the Ginger Dragon, his knees will be killing him.

3 "Should I call Dad in?" I ask.

4 "Not for this," my mom says. "This is between girls." I'm surprised to hear her use the word *girls*. With my mom, a product of the seventies, it's usually *women* and *young women*.

5 "Open it," she says.

6 I lift the lid, unwrap the red tissue paper, stare at it. *This is a joke*, I think to myself. *Or maybe a clue*. *Perhaps this cheap piece of junk somehow leads to my real present*.

7 "It's a hair clasp," my mother says. I weigh it in my hand. It's as light as a shelled peanut. I study the thing—a mesh butterfly with red and blue plastic inserts on the wings, with a hooked pin, its silver plating flaking badly, curled around the back. My mom tells me, "I know we usually give you a gift, but I thought it was time you got this.''

8 "Was it your mother's?" I ask.

9 "No," she says, "it was *your* mother's."

10 The story—and it's little more than that—goes like this: My Chinese mother—my "bio-mom"—was wrapping me up shortly before abandoning me in front of the Lucky 8 Supermarket in Taizhou. This hair clasp either fell, or was placed, in the blanket with me. This is what my adoptive mom wants me to believe.

11 But what I actually believe is that this cheesy trinket was placed by someone at the orphanage. A sob story to pass on to whatever fool-hearted white person was naive enough to believe it. A trick. Like turning back the mileage on a car nobody wants.

12 I leave it on the dresser next to my bed along with my ceramic moose from Canada and my crystal dolphin from Sea World. Then one Saturday, right before school is getting ready to start, I clean my room. The hair clasp, along with whatever other junk has accumulated, is raked into my wastebasket.

13 The next day, my mom takes me shopping for supplies at Office Max. When we get back into the car, she begins digging through her tote bag.

14 "Did I ever show you this?" she asks as she takes something from a small, brown velveteen sack. I glance over at the hand she holds out and see a small gold band on a thin gold chain.

15 "It's a baby's ring," she says. "Your grandma bought it right after I was born."

16 "You wore this?" I ask as I study the minute ring.

17 My mom shakes her head. "Grandma wore it. Right up until the time I was your age. Then she gave it to me. 'Wear this,' she said, 'and I'll be able to pick you out in heaven.' "

18 "So why don't you wear it?" I ask.

19 "Probably because I'm not planning on dying any time soon."

20 "Can I have it?"

21 "Uh-uh," she says as she takes it back and returns it to its pouch. She reaches forward and starts the car. "This one's mine."

22 When we get home, I take my new spiral notebooks, my pack of ten Bic pens, my four different colored Hi-Liters, up to my room. I drop them on my desk, reach under, pull out my wastebasket. It's empty. *The garage*, I think to myself. *I'll find it if I have to go through every can.*

23 Except then I see it. The hair clasp. Back in its place on the dresser as if it had never been touched. Placed there, or so it seems, by the hand of one mother or another.

1 Paragraph 17 suggests that this story explores the theme of the —

A fear of the unknown

B bond between parent and child

C ingratitude of children

D high price of ignorance

---

2 From paragraphs 10 and 11, the reader can infer that —

A the narrator thinks she is more perceptive than other people

B China has laws against child abandonment

C Chinese orphanages were sometimes poorly run

D the narrator believes that Westerners often don't respect Chinese customs

---

3 How can the narrator's adoptive family be best characterized?

A An immigrant family living in an inner-city neighborhood

B A large tight-knit family that lives on a farm

C An unhappy family that quarrels a lot

D A typical middle-class suburban family

4 Which sentence hints at the narrator's later change of heart?

A *We're sitting at the dining room table having just finished a late breakfast.*

B *My adoptive mom hands me the small, white cardboard box and says, "This is yours."*

C *I lift the lid, unwrap the red tissue paper, stare at it.*

D *Perhaps this cheap piece of junk somehow leads to my real present.*

---

5 The dialogue in paragraphs 3 through 5 suggests that the narrator's mother considers the gift very —

A strange

B practical

C impressive

D personal

---

6 Read this sentence from the selection.

> *But what I actually believe is that this cheesy trinket was placed by someone at the orphanage.*

The tone of this sentence can best be described as —

A conversational

B threatening

C contemptuous

D unemotional

7 By telling the story from the point of view of the adopted girl, the author can —

A relate the events of the story objectively

B emphasize the girl's change in attitude

C inform the reader of facts the protagonist has no way of knowing

D describe in detail what all the characters are thinking and feeling

---

8 The simile in paragraph 11 suggests that the narrator —

A wishes she had stayed in China

B is very trusting of others

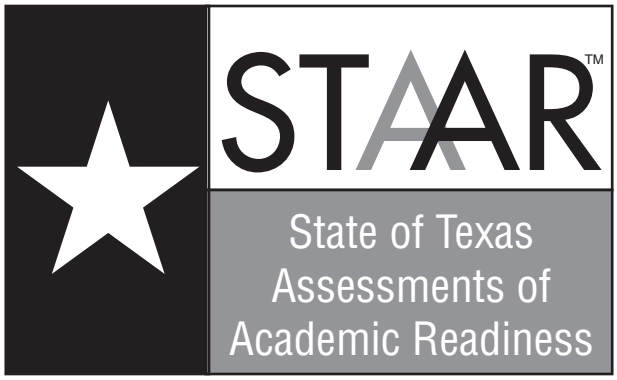
C feels resentful about her past

D is proud of her heritage

9 In "Clasp," what does the hair clasp symbolize? Explain your answer and support it with evidence from the selection.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
Reading Selection 1				
1	3	Readiness	F.8(A)	C
2	3	Supporting	F.10(A)	B
3	3	Supporting	F.10 Fig. 19(B)	D
4	3	Supporting	F.10 Fig. 19(B)	A
5	3	Supporting	F.10(A)	C
6	3	Supporting	F.10 Fig. 19(B)	D
7	3	Supporting	F.10 Fig. 19(B)	D
8	3	Supporting	F.11 Fig. 19(B)	A
Reading Selection 2				
1	2	Readiness	F.2(A)	B
2	2	Readiness	F.5(B)	A
3	2	Readiness	F.5(B)	D
4	2	Readiness	F.5(A)	D
5	2	Readiness	F.5(A)	D
6	2	Readiness	F.5 Fig. 19(B)	C
7	2	Readiness	F.5 Fig. 19(B)	B
8	2	Readiness	F.7 Fig. 19(B)	C
9	1	Readiness	Fig. 19(B)	Short Answer

For more information about the new STAAR assessments, go to www.tea.state.tx.us/student.assessment/staar/.



English III Writing

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Read the selection and choose the best answer to each question.

Maggie wrote the following paper in response to a history class assignment. Read Maggie's paper carefully and look for the revisions she should make. Then answer the questions that follow.

The Piper of D-Day

(1) On June 6, 1944, commonly known as D-day, German forces held control of the Normandy coast in France. (2) But early that morning, Allied landing craft headed for shore. (3) U.S., British, Canadian, and French forces disembarked, ready to crush Hitler's defenses along Europe's Atlantic shores, sweep through France, and free Paris from the grip of the Nazis.

(4) Rifles held high, thousands of soldiers waded onto the beach that day in the face of ferocious German resistance. (5) This, overall, is the story of just one of those soldiers, a 21-year-old Scotsman named Bill Millin. (6) Like many of his comrades, Private Millin was seasick and anxious—yet determined. (7) But unlike the other men, Millin wasn't dressed in a soldier's uniform. (8) Instead, he waded ashore in a plaid Scottish kilt. (9) And in place of a rifle, he held a set of Scottish bagpipes above his head. (10) Millin was there to play something.

(11) Bagpipes have a traditional place on the Scottish battlefield. (12) It's been said that the "whining skirl" of the pipes strikes dread into enemies and buoys the spirits of the Scottish troops. (13) Brigadier Simon Fraser, a Scottish lord and an officer in charge of one of the brigades that day, had requested that bagpipes lead his men into this critical invasion. (14) He had asked Millin to do the job.

(15) Those who were at Normandy on that June day later described a most amazing scene. (16) Three times, they said, the piper walked up and down the beach at the edge of the sea. (17) He played his instrument as fresh waves of troops came ashore. (18) He accompanied the soldiers' advance from the beach, along the roads, and across the bridges. (19) Years later interviewers asked Millin how he could continue to play as they fired all around him. (20) "When you're young," he replied, "you do things you wouldn't dream of doing when you're older."

(21) Many D-day soldiers have fond memories of Millin. (22) They note his bravery and credit his music with raising morale and urging the troops onward.

(23) Bill Millin survived the D-day invasion and lived to the age of 88. (24) In his later years he revisited the area of the invasion and, wearing traditional Scottish gear, piped his way down some of the same beaches, roads, and bridges. (25) When Millin died in August 2010, news sources around the world posted obituaries.

1 Maggie would like to use a more effective transition in sentence 5. Which of these words could best replace ***overall*** in this sentence?

A accordingly

B however

C furthermore

D likewise

---

2 Maggie wants sentence 10 to more accurately convey the controlling idea of her paper. Which of the following could replace sentence 10 and best accomplish this goal?

A Millin was there to "pipe" his comrades into battle.

B Millin should be considered a true hero in Scotland.

C Millin looked like an unusual character.

D Millin is who this paper is about.

---

3 What is the most effective way to combine sentences 16 and 17?

A Three times, they said, the piper walked up and down the beach at the edge of the sea, who played his instrument as fresh waves of troops came ashore.

B Three times, they said, the piper walked up and down the beach at the edge of the sea, playing his instrument as fresh waves of troops came ashore.

C Three times, they said, the piper played his instrument as fresh waves of troops came ashore and walked up and down the beach at the edge of the sea.

D Three times, they said, the piper walked up and down the beach at the edge of the sea, he played his instrument as fresh waves of troops came ashore.

4 To clarify the meaning of sentence 19, Maggie should change —

A ***Years later*** to **Some time later**

B ***Millin*** to **him**

C ***continue to play*** to **keep playing**

D ***they fired*** to **guns fired**

---

5 Maggie wants to add a quotation to support the idea expressed in the fifth paragraph (sentences 21–22). Which of the following could best follow sentence 22 and strengthen this paragraph?

A Scottish commando Tom Duncan recalled, "I shall never forget hearing the skirl of Bill Millin's pipes. As well as the pride we felt, it reminded us of home, and why we were fighting there for our lives and those of our loved ones."

B Bill Millin himself said of Fraser, "Everyone liked Lord Lovat. He was a typical aristocrat who would walk calmly with his head held high while all the rest of us would be ducking and diving to avoid shells."

C Allan Carswell, from the National War Museum, once said, "The story of Bill Millin and the powerful effect of his piping in battle is one which has spread across the world."

D When asked about the law that forbade bagpipes in battle, Fraser had told Millin, "Ah, but that's the English War Office. You and I are both Scottish, and that doesn't apply."

---

6 Maggie would like to strengthen the closing of this paper by including additional details in sentence 25. Which revision of sentence 25 would help bring this paper to the most effective conclusion?

A When Millin died in August 2010, news sources around the world posted obituaries to tell the world that he had died.

B When Millin died in August 2010, news sources around the world posted obituaries about his wonderful life and family.

C When Millin died in August 2010, news sources around the world posted obituaries remembering and honoring the man known as the Piper of D-day.

D When Millin died in August 2010, news sources around the world posted obituaries that told all about the D-day invasion that ended World War II.

Read the selection and choose the best answer to each question.

Quinn wrote the following paper about ancient laws. Read Quinn's paper and look for any mistakes he has made. Then answer the questions that follow.

Law and Order in Ancient Times

(1) Throughout history human societies have sought to live by a system of justice that protects right and punishes wrong. (2) Ages ago a king named Hammurabi ruled the Babylonian civilization. (3) From about 1792 B.C. to 1750 B.C., he reigned from the capitol city of Babylon, along the banks of the Euphrates River. (4) During his time in power, Hammurabi, like many other leaders, used a code of laws to maintain peace and order in his kingdom.

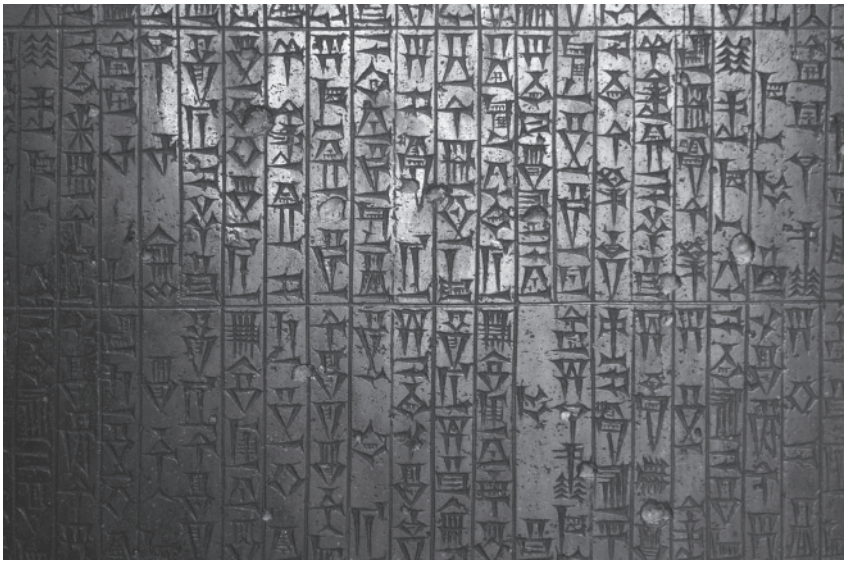
(5) Hammurabi's 282 laws reinforced his ideas of justice in nearly every aspect of life. (6) They dealt with family and business matters, military service, and government obligations. (7) The laws demanded compensation for the innocent and specified punishments for the guilty. (8) Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone. (9) He left modern archaeologists with one of the best-preserved legal documents from ancient times. (10) The Code of Hammurabi is etched on a seven-foot-tall black pillar that shows the king himself receiving the laws from the Babylonian god of justice. (11) Archaeologists discovered the artifact in 1901, and it is now displayed at the Louvre Museum in Paris, France.

The Top of the Pillar, Showing King Hammurabi Receiving the Laws

(12) Hammurabi addressed social problems that were, in many cases, strikingly similar to modern legal issues. (13) For example many of his laws dealt

with the difficulties citizens encountered in business deals. (14) Law 229 considered shoddy workmanship, decreeing, "If a builder builds a house for a man and does not make its construction sound, and the house which he has built collapses and kills the owner, then that builder shall be put to death." (15) Law 117 dealt harshly with debtors, warning, "If a man be in debt and is unable to pay his creditors, he shall sell his wife, son, or daughter, or bind them over to service. . . ." (16) Just as our legal system does not tolerate theivery, neither did the Code of Hammurabi. (17) Law 22 stated, "If anyone is committing a robbery and caught, then he shall be put to death."

(18) One group of Hammurabi's laws enforced what is known as "an eye for an eye, a tooth for a tooth" justice—but only if those involved were in the same social class. (19) If a man broke the bones of another man, for instance, his own bones would be broken. (20) If he knocked out the teeth of another man, his own teeth would be knocked out. (21) And if he put out the eye of another man, his own eye would be removed.



The Bottom of the Pillar, Where the Laws Are Etched

(22) While Hammurabi's code aimed to protect individual right's, its interpretation of justice was extremely severe, with death or physical punishment serving as the most common consequence for a crime. (23) The code shows us

that Babylonia was a harsh world of inequality and bias, justice was handed out according to social station and gender. (24) Still, it is fascinating to see the seeds of our own societal rules etched in ancient stone.

1 What change, if any, should be made in sentence 3?

A Change the comma after ***1750 B.C.*** to a semicolon

B Change ***reigned*** to **reined**

C Change ***capitol*** to **capital**

D Make no change

---

2 How should sentence 5 be changed?

A Change ***reinforced*** to **reinforce**

B Change ***his*** to **their**

C Change ***in nearly*** to **they covered nearly**

D Sentence 5 does not need to be changed.

---

3 What is the best way to correct sentences 8 and 9?

A Hammurabi wasn't the first ruler to establish a system of laws, however, by inscribing his code in stone, he left modern archaeologists with one of the best-preserved legal documents from ancient times.

B Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone, he left modern archaeologists. With one of the best-preserved legal documents from ancient times.

C Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone, he left modern archaeologists with one of the best-preserved legal documents from ancient times.

D Sentences 8 and 9 are correct as they are written.

4 What change, if any, needs to be made in sentence 13?

A Insert a comma after ***example***

B Change ***citizens*** to **citizen's**

C Insert a comma after ***encountered***

D No change needs to be made in this sentence.

---

5 How should sentence 16 be changed?

A Change ***does not tolerate*** to **did not tolerate**

B Change ***theivery*** to **thievery**

C Change the comma to a semicolon

D Sentence 16 does not need to be changed.

---

6 What change needs to be made in sentence 22?

A Change ***right's*** to **rights**

B Change ***its*** to **it's**

C Change the comma after ***severe*** to a semicolon

D Change ***consequence*** to **consequense**

7 What is the correct way to write sentence 23?

A The code shows us that Babylonia was a harsh world of inequality and bias. Where justice was handed out according to social station and gender.

B The code showing us that Babylonia was a harsh world of inequality and bias with justice handed out according to social station and gender.

C The code shows us this, Babylonia was a harsh world of inequality and bias, and justice was handed out according to social station and gender.

D The code shows us that Babylonia was a harsh world of inequality and bias and that justice was handed out according to social station and gender.

Read the information in the box below.

> Some argue that our so-called information age is really an "interruption age." With smart phones in hand, we spend much of the day texting, tweeting, and surfing the Web. Rather than concentrating on big issues, we fill our heads with the trivia and gossip that interrupts our attention. So much information passes our way that we have trouble remembering any of it.

Do you believe that instant communication is helping or hurting us? Think carefully about this question.

Write an essay stating your position on whether you believe that we live in an information age or an interruption age.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the following excerpt from John Graves's *Goodbye to a River*.

1 RAIN . . . Even in gray heaped cities it has a privacy and a sadness. Tented, cocooned in warmed quilted feathers (the pup lumped snug between your calves; you had sworn you wouldn't, but in the night he wheezed and shuddered on the chewed blanket brought for him), you come awake to its soft-drumming spatter and the curl of the river against a snag somewhere, and move your shoulder maybe against the warmth of the bag, and the shoulder prickles in separate knowledge of its wellbeing, and the still cold is against your face, and that tiny blunt wedge of sheltered space is all that exists in a sensed universe of softly streaming, gently drumming gray sadness beyond the storm flaps. And the sadness is right, is what should be. Knowing you do not have to get up at all, for an hour or for two hours or for a year, you lie there warmly sad and then you go back to sleep without dreaming.

2 And after the hour or the two hours or the year (though, without logic or the need for it, it is only now grayish dawn at the crack between the flaps), a fox or a coon or just the constantly rehearsed utile fear that grips wild things spurs a blue heron into action and he flies downriver screaming with precise panic: *Help! Help! Help! Help!* except that with distance it becomes the same old querulous *Frawnk, frawnk!* of all your life. The pup, though, it being the pristine first heron's *Frawnk, frawnk!* of his life, tenses and gruffs in the bottom of the bag. The rain has stopped; there is only a staggered drip from the leaves of the mesquite. A cardinal chits, and what lies outside the canvas wedge is no longer a void but a tentative stir of leaves and light, wings, and water, and the ragged beginnings of breeze.

Think carefully about how Graves describes the world both inside and outside his tent.

Write an essay analyzing how Graves uses a description of the natural world to reflect his own emotions.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the following excerpt from the essay "When the Going Gets Tough, Try Plan B" by Norm Kamikow.

1 James A. Yorke, the mathematician and scholar who coined the mathematical term *chaos*, once said: "The most successful people are those who are good at plan B."

2 History certainly bears him out—especially American history. The U.S. has always been a nation that thinks on its feet. The tradition started with the American Revolution, a subject on many citizens' minds as the nation celebrates Independence Day on July 4.

3 One main reason the colonists prevailed against British rule in the 1700s was that England's King George III only had plan A in his strategic arsenal. When festering discontent in the colonies erupted in violence in Lexington, Concord and Bunker Hill, he insisted that there was just one recourse: war. According to Richard M. Ketchum, senior editor of American Heritage Publishing, the king was "determined to teach the rebellious colonials a lesson, and no doubts troubled him as to the righteousness of the course he had chosen. Filled with high moral purpose and confidence, he was certain that 'when once these rebels have felt a smart blow, they will submit.'"

4 The king's decision to fight—and Parliament's willingness to go along with it—hinged on the premise that victory would be easy, early and complete. In British political and military circles, there was general agreement that the odds favored a quick triumph. How could the colonists possibly resist against the wealth and might of the invincible British Empire? Writing home from Boston in 1775, Maj. John Pitcairn said: "I am satisfied that one active campaign, a smart action, and burning two or three of their towns, will set everything to rights."

5 Both the patriotic fervor of the colonists and the logistics problems facing the British were more formidable than King George imagined, however. When the reality of the situation set in and the quick, overpowering blow that would put a sudden end to the rebellion never materialized, England didn't have a plan B ready to go.

6 The colonists, however, proved to be quite adept at adapting.

7 The outcome of the Revolution ended up as far from the foregone conclusion as anyone could possibly imagine. The sure thing turned out to be anything but. Being good at plan B is your best defense.

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Think carefully about the historical facts Kamikow uses to support his argument that people should have a backup plan.

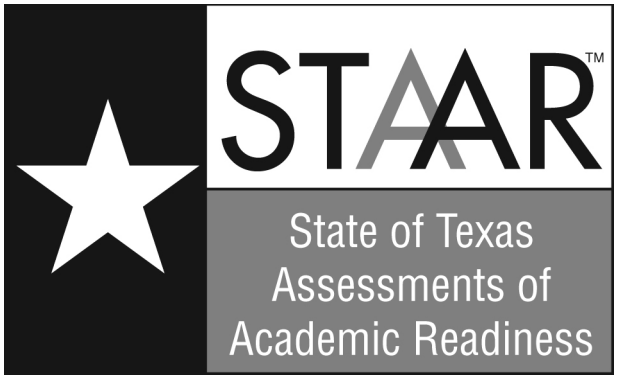
Write an essay analyzing whether Kamikow's use of history effectively supports the importance of having a backup plan.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
WRITING Selection 1				
1	5	Readiness	F.13(C)	B
2	5	Supporting	F.15(A)	A
3	5	Readiness	F.13(C)	B
4	5	Readiness	F.13(C)	D
5	5	Supporting	F.15(A)	A
6	5	Supporting	F.15(A)	C
WRITING Selection 2				
1	6	Readiness	F.13(D)	C
2	6	Readiness	F.13(D)	D
3	6	Readiness	F.17(B)	C
4	6	Readiness	F.18(A)	A
5	6	Readiness	F.19(A)	B
6	6	Readiness	F.18(A)	A
7	6	Readiness	F.17(B)	D
Sample Prompt for Persuasive Writing				
	4	Readiness	F.16(A)	Prompt
Sample Prompt for Analytical Writing (Literary)				
	4	Readiness	F.15(A)(C)	Prompt
Sample Prompt for Analytical Writing (Informational)				
	4	Readiness	F.15(A)(C)	Prompt

For more information about the new STAAR assessments, go to www.tea.state.tx.us/student.assessment/staar/.



English III — Writing

Analytical Writing Rubric

Texas Education Agency
Student Assessment Division
Fall 2011

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the analytical task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the text, may include extraneous information, or may shift abruptly from idea to idea, weakening the focus and coherence of the essay.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of the essay is weak, and the analysis is ineffective. The writer offers an unclear, simplistic, or inappropriate interpretation of the text or makes no attempt to analyze at all. The writer includes little, if any, relevant textual evidence to support the points made. Sometimes the writer simply summarizes all or parts of the text without linking the summary to an interpretation. Overall, the development of ideas is vague, insufficient, or inappropriate, and the textual evidence is weak or completely missing.
- The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the text and the analytical writing task.

Use of Language/Conventions

- The writer's word choice may be vague or limited. It reflects little or no awareness of the analytical purpose and does not establish a tone appropriate to the task. Word choice often impedes the quality and clarity of the essay.
- Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- The writer demonstrates little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the analytical task.
- Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is weak or somewhat unclear. The lack of a clear, effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships between the ideas and the evidence presented.

Development of Ideas

- The development of the essay is minimal, and the analysis is superficial. The writer offers an interpretation that is based on a literal or obvious reading of the text. The writer attempts to support this interpretation with textual evidence, but sometimes evidence is missing, irrelevant, or inaccurate. Overall, the writer develops ideas too briefly or partially and does not always link these ideas to textual evidence.
- The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the text and the analytical writing task.

Use of Language/Conventions

- The writer's word choice may be general or imprecise. It reflects a basic awareness of the analytical purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.
- Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are generally suited to the analytical task.
- The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the specific aspect of the text the writer must address. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships between the ideas and the evidence presented.

Development of Ideas

- The development of the essay is sufficient, and the analysis is largely convincing. The writer offers an explicit and thoughtful interpretation that goes beyond a literal reading of the text and is, for the most part, analytical. The writer supports this interpretation with relevant, accurate textual evidence, though at times this evidence needs to be stronger or more complete. Overall, the writer develops ideas in some depth and appropriately links these ideas to textual evidence.
- The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of both the text and the analytical writing task.

Use of Language/Conventions

- The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the analytical purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.
- Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is highly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the analytical writing task.
- The writer establishes a cogent thesis statement. All ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the analysis by clearly showing the relationships between the ideas and the evidence presented, making the writer's train of thought easy to follow.

Development of Ideas

- The development of the essay is highly effective, and the analysis is credible and compelling. The writer offers an explicit, insightful, clearly analytical interpretation of the text and supports this interpretation with relevant, well-chosen textual evidence. Overall, the writer develops ideas in sufficient depth and smoothly integrates textual evidence.
- The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of both the text and the analytical writing task.

Use of Language/Conventions

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the analytical purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

§112.35. Chemistry, Beginning with School Year 2010-2011 (One Credit).

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Required prerequisites: one unit of high school science and Algebra I. Suggested prerequisite: completion of or concurrent enrollment in a second year of math. This course is recommended for students in Grade 10, 11, or 12.

(b) Introduction.

(1) Chemistry. In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

(2) Nature of Science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

(3) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.

(4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information.

(5) Scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers;

(B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Material Safety Data Sheets (MSDS); and

(C) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(2) Scientific processes. The student uses scientific methods to solve investigative questions. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;

(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;

(C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but may be subject to change as new areas of science and new technologies are developed;

(D) distinguish between scientific hypotheses and scientific theories;

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals;

(F) collect data and make measurements with accuracy and precision;

(G) express and manipulate chemical quantities using scientific conventions and mathematical procedures, including dimensional analysis, scientific notation, and significant figures;

(H) organize, analyze, evaluate, make inferences, and predict trends from data; and

(I) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphs, journals, summaries, oral reports, and technology-based reports.

(3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;

(C) draw inferences based on data related to promotional materials for products and services;

(D) evaluate the impact of research on scientific thought, society, and the environment;

(E) describe the connection between chemistry and future careers; and

(F) research and describe the history of chemistry and contributions of scientists.

(4) Science concepts. The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to:

(A) differentiate between physical and chemical changes and properties;

(B) identify extensive and intensive properties;

(C) compare solids, liquids, and gases in terms of compressibility, structure, shape, and volume; and

(D) classify matter as pure substances or mixtures through investigation of their properties.

(5) Science concepts. The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to:

(A) explain the use of chemical and physical properties in the historical development of the Periodic Table;

(B) use the Periodic Table to identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals; and

(C) use the Periodic Table to identify and explain periodic trends, including atomic and ionic radii, electronegativity, and ionization energy.

(6) Science concepts. The student knows and understands the historical development of atomic theory. The student is expected to:

(A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom;

(B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light;

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light;

(D) use isotopic composition to calculate average atomic mass of an element; and

(E) express the arrangement of electrons in atoms through electron configurations and Lewis valence electron dot structures.

(7) Science concepts. The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to:

(A) name ionic compounds containing main group or transition metals, covalent compounds, acids, and bases, using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules;

(B) write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases;

(C) construct electron dot formulas to illustrate ionic and covalent bonds;

(D) describe the nature of metallic bonding and apply the theory to explain metallic properties such as thermal and electrical conductivity, malleability, and ductility; and

(E) predict molecular structure for molecules with linear, trigonal planar, or tetrahedral electron pair geometries using Valence Shell Electron Pair Repulsion (VSEPR) theory.

(8) Science concepts. The student can quantify the changes that occur during chemical reactions. The student is expected to:

(A) define and use the concept of a mole;

(B) use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material;

(C) calculate percent composition and empirical and molecular formulas;

(D) use the law of conservation of mass to write and balance chemical equations; and

(E) perform stoichiometric calculations, including determination of mass relationships between reactants and products, calculation of limiting reagents, and percent yield.

(9) Science concepts. The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to:

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law;

(B) perform stoichiometric calculations, including determination of mass and volume relationships between reactants and products for reactions involving gases; and

(C) describe the postulates of kinetic molecular theory.

(10) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:

(A) describe the unique role of water in chemical and biological systems;

(B) develop and use general rules regarding solubility through investigations with aqueous solutions;

(C) calculate the concentration of solutions in units of molarity;

(D) use molarity to calculate the dilutions of solutions;

(E) distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions;

(F) investigate factors that influence solubilities and rates of dissolution such as temperature, agitation, and surface area;

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid base reactions that form water;

(H) understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions;

(I) define pH and use the hydrogen or hydroxide ion concentrations to calculate the pH of a solution; and

(J) distinguish between degrees of dissociation for strong and weak acids and bases.

(11) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:

(A) understand energy and its forms, including kinetic, potential, chemical, and thermal energies;

(B) understand the law of conservation of energy and the processes of heat transfer;

(C) use thermochemical equations to calculate energy changes that occur in chemical reactions and classify reactions as exothermic or endothermic;

(D) perform calculations involving heat, mass, temperature change, and specific heat; and

(E) use calorimetry to calculate the heat of a chemical process.

(12) Science concepts. The student understands the basic processes of nuclear chemistry. The student is expected to:

(A) describe the characteristics of alpha, beta, and gamma radiation;

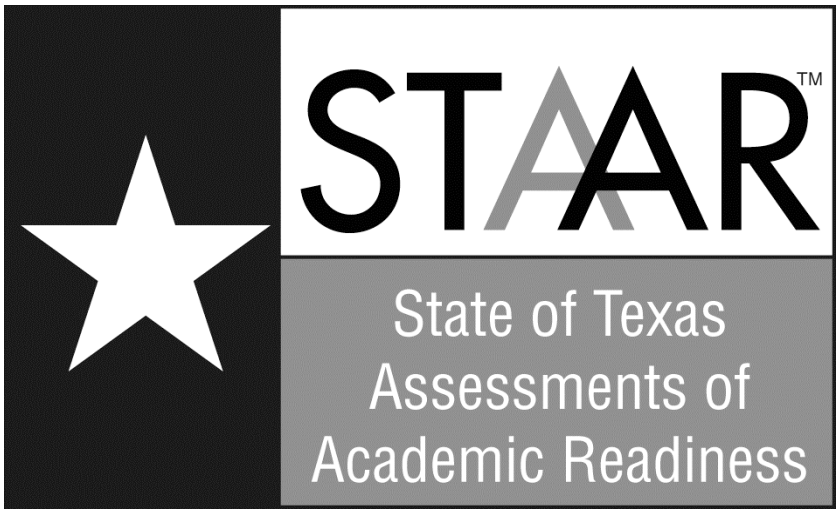
(B) describe radioactive decay process in terms of balanced nuclear equations; and

(C) compare fission and fusion reactions.

Source: The provisions of this §112.35 adopted to be effective August 4, 2009, 34 TexReg 5063.

STAAR Chemistry Blueprint

Scientific Process Skills is not a separate reporting category. These skills will be incorporated into at least 40% of the test questions from reporting categories 1–5 and will be identified along with the content standards.				
Reporting Categories	**Number of Standards**		**Number of Questions**	
Reporting Category 1: Matter and the Periodic Table	Readiness Standards	4	**12**	
	Supporting Standards	3		
	Total	7		
Reporting Category 2: Atomic Structure and Nuclear Chemistry	Readiness Standards	2	**9**	
	Supporting Standards	6		
	Total	8		
Reporting Category 3: Bonding and Chemical Reactions	Readiness Standards	5	**14**	
	Supporting Standards	5		
	Total	10		
Reporting Category 4: Gases and Thermochemistry	Readiness Standards	2	**8**	
	Supporting Standards	6		
	Total	8		
Reporting Category 5: Solutions	Readiness Standards	4	**9**	
	Supporting Standards	6		
	Total	10		
Readiness Standards	**Total Number of Standards**	**17**	**60%–65%**	**31–34**
Supporting Standards	**Total Number of Standards**	**26**	**35%–40%**	**18–21**
Total Number of Questions on Test			**47 Multiple Choice 5 Griddable 52 Total**	



Chemistry Assessment

Eligible Texas Essential Knowledge and Skills

Texas Education Agency
Student Assessment Division
Fall 2010

STAAR Chemistry Assessment

Reporting Category 1: Matter and the Periodic Table

The student will demonstrate an understanding of the properties of matter and the periodic table.

(C.4) **Science concepts.** The student knows the characteristics of matter and can analyze the relationships between chemical and physical changes and properties. The student is expected to

(A) differentiate between physical and chemical changes and properties; ***Readiness Standard***

(B) identify extensive and intensive properties; ***Supporting Standard***

(C) compare solids, liquids, and gases in terms of compressibility, structure, shape, and volume; and ***Supporting Standard***

(D) classify matter as pure substances or mixtures through investigation of their properties. ***Readiness Standard***

(C.5) **Science concepts.** The student understands the historical development of the Periodic Table and can apply its predictive power. The student is expected to

(A) explain the use of chemical and physical properties in the historical development of the Periodic Table; ***Supporting Standard***

(B) use the Periodic Table to identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals; and ***Readiness Standard***

(C) use the Periodic Table to identify and explain periodic trends, including atomic and ionic radii, electronegativity, and ionization energy. ***Readiness Standard***

Texas Education Agency
Student Assessment Division
Fall 2010

Reporting Category 2:
Atomic Structure and Nuclear Chemistry

The student will demonstrate an understanding of atomic theory and nuclear chemistry.

(C.6) **Science concepts.** The student knows and understands the historical development of atomic theory. The student is expected to

(A) understand the experimental design and conclusions used in the development of modern atomic theory, including Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, and Bohr's nuclear atom; ***Supporting Standard***

(B) understand the electromagnetic spectrum and the mathematical relationships between energy, frequency, and wavelength of light; ***Supporting Standard***

(C) calculate the wavelength, frequency, and energy of light using Planck's constant and the speed of light; ***Supporting Standard***

(D) use isotopic composition to calculate average atomic mass of an element; and ***Supporting Standard***

(E) express the arrangement of electrons in atoms through electron configurations and Lewis valence electron dot structures. ***Readiness Standard***

(C.12) **Science concepts.** The student understands the basic processes of nuclear chemistry. The student is expected to

(A) describe the characteristics of alpha, beta, and gamma radiation; ***Supporting Standard***

(B) describe radioactive decay process in terms of balanced nuclear equations; and ***Readiness Standard***

(C) compare fission and fusion reactions. ***Supporting Standard***

Texas Education Agency
Student Assessment Division
Fall 2010

Reporting Category 3:
Bonding and Chemical Reactions

The student will demonstrate an understanding of how atoms form bonds and can qualify the changes that occur during chemical reactions.

(C.7) **Science concepts.** The student knows how atoms form ionic, metallic, and covalent bonds. The student is expected to

(A) name ionic compounds containing main group or transition metals, covalent compounds, acids, and bases, using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules; ***Readiness Standard***

(B) write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases;
Readiness Standard

(C) construct electron dot formulas to illustrate ionic and covalent bonds; ***Readiness Standard***

(D) describe the nature of metallic bonding and apply the theory to explain metallic properties such as thermal and electrical conductivity, malleability, and ductility; and
Supporting Standard

(E) predict molecular structure for molecules with linear, trigonal planar, or tetrahedral electron pair geometries using Valence Shell Electron Pair Repulsion (VSEPR) theory.
Supporting Standard

(C.8) **Science concepts.** The student can quantify the changes that occur during chemical reactions. The student is expected to

(A) define and use the concept of a mole;
Supporting Standard

(B) use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material;
Readiness Standard

(C) calculate percent composition and empirical and molecular formulas; ***Supporting Standard***

Texas Education Agency
Student Assessment Division
Fall 2010

(D) use the law of conservation of mass to write and balance chemical equations; and ***Readiness Standard***

(E) perform stoichiometric calculations, including determination of mass relationships between reactants and products, calculation of limiting reagents, and percent yield. ***Supporting Standard***

Texas Education Agency
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Fall 2010

Reporting Category 4:
Gases and Thermochemistry

The student will demonstrate an understanding of the conditions that influence the behavior of gases and the energy changes that occur in chemical reactions.

(C.9) **Science concepts.** The student understands the principles of ideal gas behavior, kinetic molecular theory, and the conditions that influence the behavior of gases. The student is expected to

(A) describe and calculate the relations between volume, pressure, number of moles, and temperature for an ideal gas as described by Boyle's law, Charles' law, Avogadro's law, Dalton's law of partial pressure, and the ideal gas law; ***Readiness Standard***

(B) perform stoichiometric calculations, including determination of mass and volume relationships between reactants and products for reactions involving gases; and
Supporting Standard

(C) describe the postulates of kinetic molecular theory.
Supporting Standard

(C.11) **Science concepts.** The student understands the energy changes that occur in chemical reactions. The student is expected to

(A) understand energy and its forms, including kinetic, potential, chemical, and thermal energies;
Supporting Standard

(B) understand the law of conservation of energy and the processes of heat transfer; ***Supporting Standard***

(C) use thermochemical equations to calculate energy changes that occur in chemical reactions and classify reactions as exothermic or endothermic; ***Readiness Standard***

(D) perform calculations involving heat, mass, temperature change, and specific heat; and ***Supporting Standard***

(E) use calorimetry to calculate the heat of a chemical process.
Supporting Standard

Texas Education Agency
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Reporting Category 5:
Solutions

The student will demonstrate an understanding of solutions and can apply the factors that influence the behavior of solutions.

(C.10) **Science concepts.** The student understands and can apply the factors that influence the behavior of solutions. The student is expected to

(A) describe the unique role of water in chemical and biological systems; ***Supporting Standard***

(B) develop and use general rules regarding solubility through investigations with aqueous solutions; ***Readiness Standard***

(C) calculate the concentration of solutions in units of molarity; ***Supporting Standard***

(D) use molarity to calculate the dilutions of solutions; ***Supporting Standard***

(E) distinguish between types of solutions such as electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions; ***Readiness Standard***

(F) investigate factors that influence solubilities and rates of dissolution such as temperature, agitation, and surface area; ***Readiness Standard***

(G) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions and predict products in acid-base reactions that form water; ***Supporting Standard***

(H) understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions; ***Readiness Standard***

(I) define pH and use the hydrogen or hydroxide ion concentrations to calculate the pH of a solution; and ***Supporting Standard***

(J) distinguish between degrees of dissociation for strong and weak acids and bases. ***Supporting Standard***

Scientific Process Skills

These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions from reporting categories 1–5 and will be identified along with content standards.

(C.1) **Scientific processes.** The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to

(A) demonstrate safe practices during laboratory and field investigations, including the appropriate use of safety showers, eyewash fountains, safety goggles, and fire extinguishers;

(B) know specific hazards of chemical substances such as flammability, corrosiveness, and radioactivity as summarized on the Material Safety Data Sheets (MSDS); and

(C) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(C.2) **Scientific processes.** The student uses scientific methods to solve investigative questions. The student is expected to

(A) know the definition of science and understand that it has limitations, as specified in chapter 112.35, subsection (b)(2) of 19 TAC;

(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;

(C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but may be subject to change as new areas of science and new technologies are developed;

(D) distinguish between scientific hypotheses and scientific theories;

(E) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting equipment and technology, including graphing calculators, computers and probes, sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders,

volumetric flasks, safety goggles, and burettes, electronic balances, and an adequate supply of consumable chemicals;

(F) collect data and make measurements with accuracy and precision;

(G) express and manipulate chemical quantities using scientific conventions and mathematical procedures, including dimensional analysis, scientific notation, and significant figures;

(H) organize, analyze, evaluate, make inferences, and predict trends from data; and

(I) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphs, journals, summaries, oral reports, and technology-based reports.

(C.3) **Scientific processes.** The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to

(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;

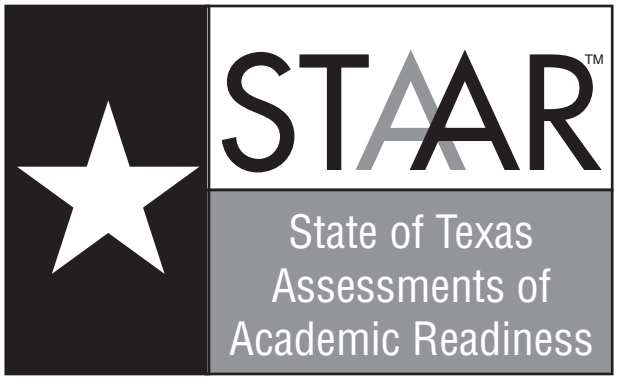
(C) draw inferences based on data related to promotional materials for products and services;

(D) evaluate the impact of research on scientific thought, society, and the environment;

(E) describe the connection between chemistry and future careers; and

(F) research and describe the history of chemistry and contributions of scientists.

Texas Education Agency
Student Assessment Division
Fall 2010



Chemistry

2011 Released Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

1 A chemistry student's investigation is described below.

1. The student obtains 15 g of an unknown substance.
2. The student notes that at room temperature the substance is a solid and is colored white.
3. The student determines that the density of the substance is 2.17 g/cm^3.
4. The student then determines that the substance is soluble in water.

The student determines that the unknown substance is sodium chloride. Which of the following is an extensive property of sodium chloride?

A Mass of 15 g

B White color

C Density of 2.17 g/cm^3

D Solubility in water

---

2 Which of the following elements has the smallest atomic radius?

A Sulfur

B Chlorine

C Aluminum

D Sodium

3 Based on his observations, the English chemist John Dalton formulated an atomic theory.

Dalton's Atomic Theory
1. All elements are made up of tiny indivisible particles called atoms.
2. Atoms of the same element are identical. The atoms of one element are different from the atoms of another element.
3. Atoms of different elements chemically combine to form chemical compounds.
4. During chemical reactions, atoms are rearranged. Atoms of one element cannot be changed into atoms of a different element as a result of a chemical change.

In 1897, J. J. Thomson showed that negative charges could be made to move from one end of a cathode ray tube to another, causing the tube to glow. Because of this, Thomson is credited with the discovery of the electron. Based on this information, which part of Dalton's atomic theory conflicted with Thomson's new data?

A 1

B 2

C 3

D 4

---

4 Some properties of scandium are determined by the electron arrangement within scandium atoms. What is the ground state electron configuration of scandium?

A $[Ar]4s^2 3p^1$

B $[Ar]4s^2 3d^1$

C $[Ar]4s^2 4p^1$

D $[Ar]4s^2 4d^1$

5 Element X has two known naturally occurring isotopes. The mass and relative abundance of each isotope are shown below.

Relative Abundance	Mass (amu)
50.57%	78.92
49.43%	80.92

What is the average atomic mass of Element X to the nearest hundredth of an atomic mass unit?

Record your answer and fill in the bubbles on your answer document.

---

6 Carbon dioxide is a compound that forms with the combustion of carbon in the presence of oxygen. Electron-dot formulas are used to model the bonds that form. Which of these is the electron-dot formula for carbon dioxide?

A 

B 

C 

D 

7 Some students burned magnesium in excess oxygen, as described by the equation

$$2Mg(s) + O_2(g) \xrightarrow{\Delta} 2MgO(s).$$

They recorded their data in the table below.

Mass of Crucible	35.84 g
Mass of Crucible + Mg	38.35 g
Mass of Mg	?
Mass of Crucible + MgO	39.45 g
Mass of MgO	?

What is the percentage yield of MgO in this reaction?

A 97.2%

B 86.8%

C 58.0%

D 51.0%

---

8 $$\_\_\_\_ + 4HCl(aq) \longrightarrow PbCl_2(s) + Cl_2(g) + 2H_2O(l)$$

The partial chemical equation above represents the formation of lead(II) chloride. What is the missing reactant?

A $PbO(s)$

B $Pb(s)$

C $PbO_2(s)$

D $PbCl_4(s)$

9 A gas was held at a constant temperature in a closed system. The initial pressure of the gas was 1.20 atm, while its initial volume was 2.30 L. The final volume of the gas was 1.50 L. What was the final pressure of the gas to the nearest hundredth of an atmosphere?

Record your answer and fill in the bubbles on your answer document.

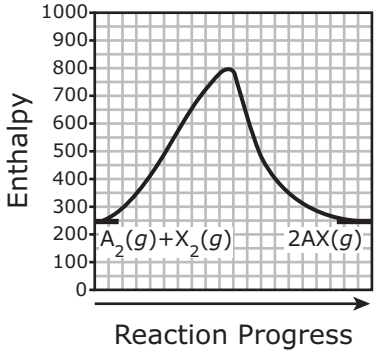
---

10 Which enthalpy diagram shows that the reaction

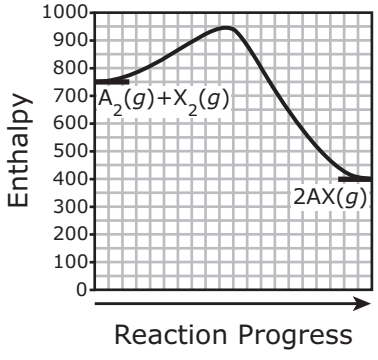
$$A_2(g) + X_2(g) \longrightarrow 2AX(g)$$

is an exothermic reaction that produces 550 kJ of heat?

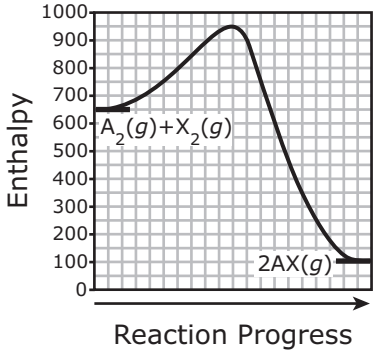
A



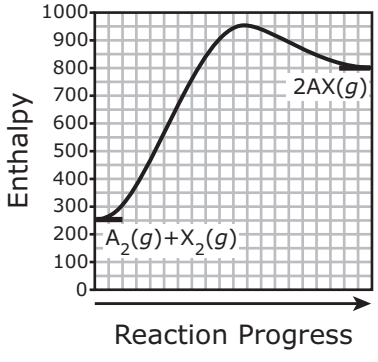
C



B

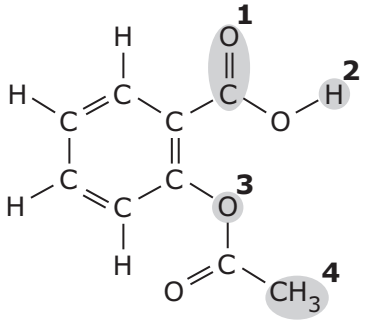


D



11 The diagram below shows the structure of a common pain reliever.

Aspirin
(acetylsalicylic acid)



Which of the highlighted atoms or group of atoms makes aspirin a Brønsted-Lowry acid?

A 1

B 2

C 3

D 4

---

12 Which of the following chemical reactions will produce a precipitate?

A $3KBr + AlPO_4 \longrightarrow K_3PO_4 + AlBr_3$

B $ZnCl_2 + Mg_2SO_4 \longrightarrow ZnSO_4 + MgCl_2$

C $Na_2CO_3 + CaCl_2 \longrightarrow CaCO_3 + 2NaCl$

D $NH_4OH + KCl \longrightarrow KOH + NH_4Cl$

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Process Student Expectation	Correct Answer
1	1	Supporting	C.4(B)	C.2(E)	A
2	1	Readiness	C.5(C)		B
3	2	Supporting	C.6(A)	C.3(F)	A
4	2	Readiness	C.6(E)		B
5	2	Supporting	C.6(D)	C.2(G)	79.91
6	3	Readiness	C.7(C)		B
7	3	Supporting	C.8(E)	C.2(G)	B
8	3	Readiness	C.8(D)		C
9	4	Readiness	C.9(A)	C.2(H)	1.84
10	4	Readiness	C.11(C)	C.2(H)	B
11	5	Supporting	C.10(G)		B
12	5	Readiness	C.10(H)		C

For more information about the new STAAR assessments, go to www.tea.state.tx.us/student.assessment/staar/.

STAAR CHEMISTRY REFERENCE MATERIALS

STAAR State of Texas Assessments of Academic Readiness

ATOMIC STRUCTURE

Speed of light = (frequency)(wavelength) $c = f\lambda$

Energy = (Planck's constant)(frequency) $E_{photon} = hf$

$$\text{Energy} = \frac{(\text{Planck's constant})(\text{speed of light})}{(\text{wavelength})} \qquad E_{photon} = \frac{hc}{\lambda}$$

BEHAVIOR OF GASES

$$\text{Total pressure of a gas} = \begin{pmatrix}\text{sum of the partial pressures}\\ \text{of the component gases}\end{pmatrix} \qquad P_T = P_1 + P_2 + P_3 + \ldots$$

(Pressure)(volume) = (moles)(ideal gas constant)(temperature) $PV = nRT$

$$\frac{(\text{Initial pressure})(\text{initial volume})}{(\text{Initial moles})(\text{initial temperature})} = \frac{(\text{final pressure})(\text{final volume})}{(\text{final moles})(\text{final temperature})} \qquad \frac{P_1V_1}{n_1T_1} = \frac{P_2V_2}{n_2T_2}$$

(Initial pressure)(initial volume) = (final pressure)(final volume) $P_1V_1 = P_2V_2$

$$\frac{(\text{Initial volume})}{(\text{Initial temperature})} = \frac{(\text{final volume})}{(\text{final temperature})} \qquad \frac{V_1}{T_1} = \frac{V_2}{T_2}$$

$$\frac{(\text{Initial volume})}{(\text{Initial moles})} = \frac{(\text{final volume})}{(\text{final moles})} \qquad \frac{V_1}{n_1} = \frac{V_2}{n_2}$$

SOLUTIONS

$$\text{Molarity} = \frac{\text{moles of solute}}{\text{liter of solution}} \qquad M = \frac{\text{mol}}{\text{L}}$$

$$\text{Ionization constant of water} = \begin{pmatrix}\text{hydrogen ion}\\ \text{concentration}\end{pmatrix}\begin{pmatrix}\text{hydroxide ion}\\ \text{concentration}\end{pmatrix} \qquad K_w = [H^+][OH^-]$$

$$\begin{pmatrix}\text{Volume of}\\ \text{solution 1}\end{pmatrix}\begin{pmatrix}\text{molarity of}\\ \text{solution 1}\end{pmatrix} = \begin{pmatrix}\text{volume of}\\ \text{solution 2}\end{pmatrix}\begin{pmatrix}\text{molarity of}\\ \text{solution 2}\end{pmatrix} \qquad V_1M_1 = V_2M_2$$

pH = –logarithm (hydrogen ion concentration) $pH = -\log[H^+]$

THERMOCHEMISTRY

$$\text{Heat gained or lost} = (\text{mass})\begin{pmatrix}\text{specific}\\ \text{heat}\end{pmatrix}\begin{pmatrix}\text{change in}\\ \text{temperature}\end{pmatrix} \qquad Q = mc_p\Delta T$$

$$\begin{matrix}\text{Enthalpy of}\\ \text{reaction}\end{matrix} = \begin{pmatrix}\text{enthalpy}\\ \text{of products}\end{pmatrix} - \begin{pmatrix}\text{enthalpy}\\ \text{of reactants}\end{pmatrix} \qquad \Delta H = \Delta H_f^o(\text{products}) - \Delta H_f^o(\text{reactants})$$

STAAR CHEMISTRY REFERENCE MATERIALS

OTHER FORMULAS

$$\text{Density} = \frac{\text{mass}}{\text{volume}} \qquad D = \frac{m}{V}$$

$$\text{Percent error} = \left(\frac{\text{accepted value} - \text{experimental value}}{\text{accepted value}}\right)(100)$$

$$\text{Percent yield} = \left(\frac{\text{actual yield}}{\text{theoretical yield}}\right)(100)$$

CONSTANTS AND CONVERSIONS

$$\text{Avogadro's number} = 6.02 \times 10^{23} \text{ particles per mole}$$

$$h = \text{Planck's constant} = 6.63 \times 10^{-34} \text{ J} \cdot \text{s}$$

$$c = \text{speed of light} = 3.00 \times 10^{8} \frac{\text{m}}{\text{s}}$$

$$K_w = \text{ionization constant of water} = 1.00 \times 10^{-14} \left(\frac{\text{mol}}{\text{L}}\right)^2$$

$$\text{alpha particle } (\alpha) = {}^{4}_{2}\text{He} \qquad \text{beta particle } (\beta) = {}^{0}_{-1}\text{e} \qquad \text{neutron} = {}^{1}_{0}\text{n}$$

standard temperature and pressure (STP) = 0°C and 1 atm

0°C = 273 K

$$\text{volume of ideal gas at STP} = 22.4 \frac{\text{L}}{\text{mol}}$$

$$1 \text{ cm}^3 = 1 \text{ mL} = 1 \text{ cc}$$

1 atm = 760 mm Hg = 101.3 kPa

$$R = \text{ideal gas constant} = 0.0821 \frac{\text{L} \cdot \text{atm}}{\text{mol} \cdot \text{K}} = 8.31 \frac{\text{L} \cdot \text{kPa}}{\text{mol} \cdot \text{K}} = 62.4 \frac{\text{L} \cdot \text{mm Hg}}{\text{mol} \cdot \text{K}}$$

1 calorie (cal) = 4.18 joules (J)

1000 calories (cal) = 1 Calorie (Cal) = 1 kilocalorie (kcal)

RULES FOR SIGNIFICANT FIGURES

1. Non-zero digits and zeros between non-zero digits are always significant.
2. Leading zeros are not significant.
3. Zeros to the right of all non-zero digits are only significant if a decimal point is shown.
4. For values written in scientific notation, the digits in the coefficient are significant.
5. In a common logarithm, there are as many digits after the decimal point as there are significant figures in the original number.

STAAR CHEMISTRY REFERENCE MATERIALS

POLYATOMIC IONS

Acetate	$C_2H_3O_2^-$, CH_3COO^-
Ammonium	NH_4^+
Carbonate	CO_3^{2-}
Chlorate	ClO_3^-
Chlorite	ClO_2^-
Chromate	CrO_4^{2-}
Cyanide	CN^-
Dichromate	$Cr_2O_7^{2-}$
Hydrogen carbonate	HCO_3^-
Hydroxide	OH^-
Hypochlorite	ClO^-
Nitrate	NO_3^-
Nitrite	NO_2^-
Perchlorate	ClO_4^-
Permanganate	MnO_4^-
Phosphate	PO_4^{3-}
Sulfate	SO_4^{2-}
Sulfite	SO_3^{2-}

SOLUBILITY OF COMMON IONIC COMPOUNDS IN WATER

Soluble compounds contain	**Common exceptions**
$C_2H_3O_2^-$, CH_3COO^-	None
NH_4^+	None
NO_3^-	None
CN^-	None
ClO^-	None
ClO_2^-	None
ClO_3^-	None
ClO_4^-	None
Br^-	Compounds of Ag^+, Pb^{2+}, and Hg_2^{2+}
Cl^-	Compounds of Ag^+, Pb^{2+}, and Hg_2^{2+}
I^-	Compounds of Ag^+, Pb^{2+}, and Hg_2^{2+}
SO_4^{2-}	Compounds of Sr^{2+}, Ba^{2+}, Pb^{2+}, and Hg_2^{2+}

Insoluble compounds contain	**Common exceptions**
CO_3^{2-}	Compounds of NH_4^+ and the alkali metal cations
PO_4^{3-}	Compounds of NH_4^+ and the alkali metal cations
CrO_4^{2-}	Compounds of NH_4^+ and the alkali metal cations
$Cr_2O_7^{2-}$	Compounds of NH_4^+ and the alkali metal cations
OH^-	Compounds of NH_4^+, the alkali metal cations, Ca^{2+}, Sr^{2+}, and Ba^{2+}
S^{2-}	Compounds of NH_4^+, the alkali metal cations, Ca^{2+}, Sr^{2+}, and Ba^{2+}

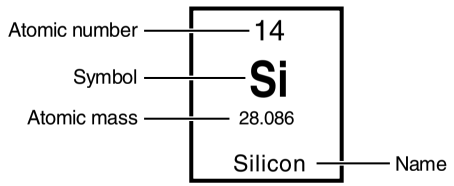
ACTIVITY SERIES

Metal

Lithium
Potassium
Barium
Calcium
Sodium
Magnesium
Aluminum
Manganese
Zinc
Chromium
Iron
Cobalt
Nickel
Tin
Lead
(Hydrogen)
Copper
Mercury
Silver
Platinum
Gold

STAAR CHEMISTRY REFERENCE MATERIALS

PERIODIC TABLE OF THE ELEMENTS



	1 1A												13 3A	14 4A	15 5A	16 6A	17 7A	18 8A
1	1 H 1.008 Hydrogen	2 2A																2 He 4.003 Helium
2	3 Li 6.941 Lithium	4 Be 9.012 Beryllium											5 B 10.812 Boron	6 C 12.011 Carbon	7 N 14.007 Nitrogen	8 O 15.999 Oxygen	9 F 18.998 Fluorine	10 Ne 20.180 Neon
3	11 Na 22.990 Sodium	12 Mg 24.305 Magnesium	3 3B	4 4B	5 5B	6 6B	7 7B	8	9 8B	10	11 1B	12 2B	13 Al 26.982 Aluminum	14 Si 28.086 Silicon	15 P 30.974 Phosphorus	16 S 32.066 Sulfur	17 Cl 35.453 Chlorine	18 Ar 39.948 Argon
4	19 K 39.098 Potassium	20 Ca 40.078 Calcium	21 Sc 44.956 Scandium	22 Ti 47.867 Titanium	23 V 50.942 Vanadium	24 Cr 51.996 Chromium	25 Mn 54.938 Manganese	26 Fe 55.845 Iron	27 Co 58.933 Cobalt	28 Ni 58.693 Nickel	29 Cu 63.546 Copper	30 Zn 65.38 Zinc	31 Ga 69.723 Gallium	32 Ge 72.64 Germanium	33 As 74.922 Arsenic	34 Se 78.96 Selenium	35 Br 79.904 Bromine	36 Kr 83.798 Krypton
5	37 Rb 85.468 Rubidium	38 Sr 87.62 Strontium	39 Y 88.906 Yttrium	40 Zr 91.224 Zirconium	41 Nb 92.906 Niobium	42 Mo 95.96 Molybdenum	43 Tc (98) Technetium	44 Ru 101.07 Ruthenium	45 Rh 102.906 Rhodium	46 Pd 106.42 Palladium	47 Ag 107.868 Silver	48 Cd 112.412 Cadmium	49 In 114.818 Indium	50 Sn 118.711 Tin	51 Sb 121.760 Antimony	52 Te 127.60 Tellurium	53 I 126.904 Iodine	54 Xe 131.294 Xenon
6	55 Cs 132.905 Cesium	56 Ba 137.328 Barium	71 Lu 174.967 Lutetium	72 Hf 178.49 Hafnium	73 Ta 180.948 Tantalum	74 W 183.84 Tungsten	75 Re 186.207 Rhenium	76 Os 190.23 Osmium	77 Ir 192.217 Iridium	78 Pt 195.085 Platinum	79 Au 196.967 Gold	80 Hg 200.59 Mercury	81 Tl 204.383 Thallium	82 Pb 207.2 Lead	83 Bi 208.980 Bismuth	84 Po (209) Polonium	85 At (210) Astatine	86 Rn (222) Radon
7	87 Fr (223) Francium	88 Ra (226) Radium	103 Lr (262) Lawrencium	104 Rf (267) Rutherfordium	105 Db (268) Dubnium	106 Sg (271) Seaborgium	107 Bh (272) Bohrium	108 Hs (270) Hassium	109 Mt (276) Meitnerium	110 Ds (281) Darmstadtium	111 Rg (280) Roentgenium							

Mass numbers in parentheses are those of the most stable or most common isotope.

Lanthanide Series	57 La 138.905 Lanthanum	58 Ce 140.116 Cerium	59 Pr 140.908 Praseodymium	60 Nd 144.242 Neodymium	61 Pm (145) Promethium	62 Sm 150.36 Samarium	63 Eu 151.964 Europium	64 Gd 157.25 Gadolinium	65 Tb 158.925 Terbium	66 Dy 162.500 Dysprosium	67 Ho 164.930 Holmium	68 Er 167.259 Erbium	69 Tm 168.934 Thulium	70 Yb 173.055 Ytterbium
Actinide Series	89 Ac (227) Actinium	90 Th 232.038 Thorium	91 Pa 231.036 Protactinium	92 U 238.029 Uranium	93 Np (237) Neptunium	94 Pu (244) Plutonium	95 Am (243) Americium	96 Cm (247) Curium	97 Bk (247) Berkelium	98 Cf (251) Californium	99 Es (252) Einsteinium	100 Fm (257) Fermium	101 Md (258) Mendelevium	102 No (259) Nobelium

Updated Spring 2011

Biology, Chemistry and Physics Equipment/Materials Lists
Beginning 2010-2011

Biology	Chemistry	Physics	
Knowledge and Skills:	**Knowledge and Skills:**	**Knowledge and Skills:**	
The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate and ethical practices.	The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate and ethical practices.	The student, for at least 40% of instructional time, using safe environmentally appropriate and ethical practices.	
The student is expected to demonstrate safe practices during laboratory and field investigations.	The student is expected to demonstrate safe practices during laboratory and field investigations including the appropriate use of safety showers, eye wash fountains, safety goggles and fire extinguishers.	The student is expected to demonstrate safe practices during laboratory and field investigations.	
The student is expected to communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports and technology-based reports.	The student is expected to communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports and technology-based reports.	The student is expected to communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports and technology-based reports.	
Scientific Investigation:	**Scientific Investigation:**	**Scientific Investigation:**	
Calculators	Graphing Calculators	Scientific Calculators	
Computers	Computers	Computers	
Data-collecting Probes	Probes	Data Acquisition Probes	
Electronic Balances	Electronic Balances	Triple Beam Balances	
Meter Sticks		Meter Sticks	
Content Specific:	**Content Specific:**	**Content Specific:**	
Standard Laboratory Glassware	Sufficient Scientific Glassware	Course Apparatus, equipment, techniques and procedures	Mini Lamps (bulbs) and Sockets
Spreadsheet Software	Erlenmeyer Flasks	Multi-meters (current, voltage, resonance)	Discharge Tubes with power supply (H, He, Ne, Ar)
Microscopes	Pipettes	Batteries	Resistors
Various Prepared Slides	Graduated Cylinders	Clamps	Friction Blocks
Stereoscopes	Volumetric Flasks	Prisms	Trajectory Apparatus
Metric Rulers	Beakers	Collision Apparatus	Electrostatic Kits
Gel Electrophoresis Apparatuses	Burettes	Protractors	90-degree rod clamps
Micropipettes	Adequate supply of consumable chemicals	Hand-held visual Spectroscope	Metric Rulers
Hand Lenses		Hot Plates	Spring Scales
		Slotted and Hooked Lab Masses	Knife Blade Switches

Biology, Chemistry and Physics Equipment/Materials Lists
Beginning 2010-2011

Biology	Chemistry	Physics	
Celsius Thermometers		Bar Magnets	Celsius Thermometers
Hot Plates		Horseshoe Magnets	Graphing Technology
Notebooks/ Journals		Plane Mirrors	Laser Pointers
Timing Devices		Convex Lenses	Ballistic Carts or Equivalent
Cameras		Pendulum Support	Resonance Tubes
Petri Dishes		Power Supply	Periodic Table
Lab Incubators		Ring Clamps	Containers of Iron Filings
Dissection Equipment		Ring Stands	Rolls of White Craft Paper
		Stopwatches	Copper Wire
Models, Diagrams or Samples of Biological Specimens or Structures		Dynamics Demonstration Equipment	Spools of Nylon Thread or String
Specialized Cells including roots, stems and leaves of plant cells and animal cells such as blood, muscle and epithelium.		Cathode Ray Tubes with Horseshoe Magnets	Electromagnetic Spectrum Charts
		Carbon Paper	Slinky Springs
		Graph Paper	Wave Motion Ropes
		Magnetic Compasses	Real-time technology
		Polarized Film	Tuning Forks
Implied and Mentioned Equipment:	**Implied and Mentioned Equipment:**	**Implied and Mentioned Equipment:**	
Recycling Bins	Recycling Bins	Recycling Bins	Optics Kit
Broken Glass Disposal Container	Broken Glass Disposal Container	Wave Motion Rope	Pulley with Table Clamp
Aprons	Aprons	Aprons	Resonance Tube
Gloves	Gloves	Gloves	Ring Stand Screen
Fire Blanket	Fire Blanket	Fire Blanket	Four Inch Ring
Chemical Splash Goggles	Safety goggles	Chemical Splash Goggles	Stroboscope
Eye/Face Wash		Eye/Face Wash	Ripple Tank with Wave Generator
Fire Extinguisher		Fire Extinguisher	Ticker Timer
Dichotomous Keys	Periodic Table	Graduated Cylinders	Motion Detectors
		Optics Bench	Photogates
		Computer	Inclined Plane
		Broken Glass Disposal Container	Electroscope
		Radiation Monitor	Ballistic Pendulum
		Caliper	Micrometer

Biology, Chemistry and Physics Equipment/Materials Lists
Beginning 2010-2011

Biology	Chemistry	Physics
Safety Equipment:	**Safety Equipment:**	**Safety Equipment:**
None specifically listed.	Chemical Splash Goggles	None specifically listed.
	Eye/Face Wash	
	Fire Extinguisher	
	Safety Showers	