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STAAR GUIDE *to Success*

Everything you need to know about

STAAR

All at your fingertips!

- STAAR Rigor and Depth of Knowledge (DOK)
- Assessed Standards with DOK Levels
- DOK Question Stems, Sentence Frames, Activities, etc.
- DOK and Bloom's Taxonomy Alignment
- English Language Proficiency Standards
- Information on All STAAR Assessments
- ELL Accommodations for Each Assessment
- ***And Much More!***



STAAR's Increased Rigor

FOCUS

DESIGN ATTRIBUTES

- A distinction has been made between “readiness” and “supporting” standards from the TEKS content standards eligible for assessment.
- A set of readiness standards has been identified for each subject and grade or course drawn from the TEKS content standards eligible for assessment.
- Readiness standards will be emphasized annually in the STAAR assessments.

READINESS STANDARDS

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

SUPPORTING STANDARDS

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

CLARITY

- Assessment focus is on readiness standards and course-specific content standards.
- The majority of the assessments will test content studied that year.
- In reading, greater emphasis will be given to critical analysis than literal understanding.

DEPTH

DESIGN ATTRIBUTES

- A greater number of items that have a higher cognitive complexity level.
- Items will more closely match the cognitive complexity level evident in the TEKS.
- In writing, students will be required to write two essays rather than one. The writing prompts will support analytical, persuasive, and expository writing in addition to literary writing.
- In social studies, science, and mathematics, process skills will be assessed in context, not in isolation, which will allow for a more integrated and authentic assessment of these content areas.
- In science and mathematics, the number of open-ended (griddable) items will increase to allow students more opportunity to derive an answer independently.

3rd Grade Science Readiness and Supporting Standards

Readiness Standards

Supporting Standards

Reporting Category 1: Matter and Energy. Student will demonstrate an understanding of the properties of matter and energy and their interactions.

3.5C predict, observe, and record changes in the state of matter caused by heating or cooling. **DOK 2**

Reporting Category 2: Force, Motion, and Energy. Student will demonstrate an understanding of force, motion, and energy and their relationships.

3.6B demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. **DOK 2**

Reporting Category 3: Earth and Space. Student will demonstrate an understanding of components, cycles, patterns, and natural systems of Earth and space systems.

3.7B investigate rapid changes on Earth's surface such as volcanic eruptions, earthquakes, and landslides. **DOK 3**

3.8D identify the planets in Earth's solar system and their position in relation to the Sun. **DOK 1**

Reporting Category 4: Organisms and Environments. Student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and their environment.

3.9A observe and describe the physical characteristics of organisms and how they affect populations and communities within a system. **DOK 3**

3.10 investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. **DOK 3**

Scientific Investigation and Reasoning Skills (These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 70% of the test questions in reporting categories 1-4 and will be identified along with content standards.)

The 3rd grade Science Investigation and Reasoning Skills below have been vertically aligned to the 5th grade process skills.

- 3.1A demonstrate safe practices and use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations
- 3.1B demonstrate changes in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastic
- 3.2A plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology to solve a specific problem in the natural world
- 3.2B collect data by observing and measuring using the metric system and recognize differences between observed and measured data
- 3.2C construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data
- 3.2D analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations
- 3.2E demonstrate that repeated investigations may increase the reliability of results
- 3.2F communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion
- 3.3A 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, to encourage critical thinking by the student
- 3.3B draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food
- 3.3C represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials
- 3.3D connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists
- 3.4A collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums
- 3.4B use safety equipment, including safety goggles and gloves

6th Grade Science Readiness and Supporting Standards

Readiness Standards

Supporting Standards

Reporting Category 1: Matter and Energy. Student will demonstrate an understanding of the properties of matter and energy and their interactions.

- 6.5C differentiate between elements and compounds on the most basic level. **DOK 2**
- 6.6A compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability; **DOK 2**
- 6.6B calculate density to identify an unknown substance. **DOK 1**

Reporting Category 2: Force, Motion, and Energy. Student will demonstrate an understanding of force, motion, and energy and their relationships

- 6.8A compare and contrast potential and kinetic energy; **DOK 2**
- 6.8C calculate average speed using distance and time measurements; **DOK 1**
- 6.8D measure and graph changes in motion; **DOK 1**
- 6.9C demonstrate energy transformation, such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy. **DOK 2**

Reporting Category 3: Earth and Space. Student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems

- 6.1A understand that gravity is the force that governs the motion of our solar system. **DOK 1**

Reporting Category 4: Organisms and Environments. Student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and their environment

- 6.2D identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms **DOK 2**

Scientific Investigation and Reasoning Skills (these skills will not be used under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions for reporting categories 1–4 and will be identified along with content standards.)
The Science Investigation and Reasoning Skills below have been vertically aligned to the 5th grade process skills.

- 6.1A demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards
- 6.1B practice appropriate and conservation of resources, including disposal, reuse, or recycling of materials
- 6.2A plan and implement qualitative and quantitative investigations by making observations, asking well-defined questions, and using appropriate equipment and technology
- 6.2B plan and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology
- 6.2C collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers
- 6.2D construct tables and graphs, using repeated trials and means, to organize data and identify patterns
- 6.2E use data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends
- 6.3A 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
- 6.3B use models to represent aspects of the natural world such as an atom, a molecule, space, or a geologic feature
- 6.3C identify advantages and limitations of models such as size, scale, properties, and materials
- 6.3D relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content
- 6.4A use appropriate tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum
- 6.4B use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher

Depth of Knowledge (DOK) Level 1

Level 1 tasks involve comprehension and application at a surface level which do not require any further mental manipulation or processing of the information beyond recall or reproduction. There is little transformation or extended processing of the target knowledge required. Evaluation at this level would require recall or recognition of a fact, information, concept, or procedure.

Key Characteristics

- Basic recall of facts, vocabulary, and attributes of objects
- Application of simple procedures or formulas
- Common tasks include listing, identifying, and defining

Student Roles

Memorizes	Interprets	Responds
Describes	Restates	Demonstrates
Explains	Remembers	Recognizes

Question Stems for Teachers

- Can you recall ____?
- When did ____ happen?
- Who was ____?
- How can you recognize ____?
- What is ____?
- How can you find the meaning of ____?
- How would you write ____?
- What might you include on a list about ____?
- Can you identify ____?
- How would you ____?

Question Stems for Students

- ____ is ____.
- ____ happened before/after ____.
- ____ was the person/character that ____.
- I recognize ____ by looking at/thinking about ____.
- ____ means ____.
- I can find the meaning of ____ by ____.
- I would write ____ like this ____.
- I would include ____ because ____.
- ____ has ____ and ____.
- ____ looks/feels/smells/sounds/tastes like ____.

Possible Products

Quiz	Example	Definition
Podcast	Commenting	Collection
Wiki	Explanation	Label
Fact Highlights	Show and Tell	Categorize

Activities Across Bloom's Taxonomy

Reading

- Remember: Recite a fact related to . . .
- Understand: Paraphrase a chapter in the book.
- Apply: Prepare a flow chart that illustrates the sequence of events.
- Analyze: Identify missing points in a text.
- Evaluate: Recommend a book and justify recommendation.
- Create: Modify the ending of the story.

Math

- Remember: Recognize a property.
- Understand: Outline main points.
- Apply: Use basic calculation tasks to solve one step problems.
- Analyze: Identify missing points in formula.
- Evaluate: Justify process of using formula.
- Create: Make a chart showing how to solve a given problem.

Science

- Remember: Recall scientific steps in a process.
- Understand: Illustrate a relationship between . . .
- Apply: Follow simple instructions to complete a lab.
- Analyze: Retrieve information from an illustration or chart.
- Evaluate: Review peer description of topic for accuracy.
- Create: Brainstorm ideas related to . . .

English Language Proficiency Standards (ELPS)

Cross-curricular second language acquisition/LISTENING Standards and PLDs

(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 when 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 an understanding of a concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language coming 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;
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with others, and taking notes commensurate with content and grade-level needs.

<p>A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:</p> <ul style="list-style-type: none"> (i) struggle to understand simple conversations and simple discussions when the topics are familiar; the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures; (ii) have difficulty to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues. 	<p>(B) Intermediate. Intermediate ELLs have a limited ability to understand simple, high-frequency spoken English in routine academic and social settings. These students:</p> <ul style="list-style-type: none"> (i) struggle to understand 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; (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. 	<p>(C) Advanced. Advanced ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:</p> <ul style="list-style-type: none"> (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; (iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear. 	<p>(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:</p> <ul style="list-style-type: none"> (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; (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
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5th Grade Academic Vocabulary

Reading (cont.)

RC2- UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS

literary nonfiction	literatura de no ficción
literary text ☆	texto literario
logical order ☆	orden lógico
maintain meaning	manteniendo el significado
make inferences ⊕	hacer inferencias
media literacy	textos publicitarios
media presentations	medios publicitarios
moral lessons	moralejas
novel ★★	novela
onomatopoeia ☆	onomatopeya
origin myths ☆	mitos originales
paraphrase ☆	parafrasear
phenomena ☆	fenómenos
plots ★	argumentos
poems ☆	poemas
poetry ☆	poesía
poets ☆	poetas
point of view	punto de vista
provide textual evidence ⊕	proporcionar evidencia de texto
relationships	relaciones
rhyme scheme ☆	esquema de la rima
roles ☆	papeles/papeles
sensory details ☆	detalles sensoriales
sensory language ☆	lenguaje sensorial
sonority ☆	sonidos
sound effects	efectos de sonido
story ★	historia
structural elements	estructuras
structure of drama ☆	estructura del drama
structure of fiction ☆	estructura de la ficción
structure of poetry ☆	estructura de la poesía
summarize	resumir
support understanding	apoyar la comprensión
theme ⊕★	tema
third-person	terceras personas
understand ⊕★	comprender
use	utilizar

RC3- UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS

analyze ⊕★	analizar
argument ★	argumento
author ☆	autor

author's message ☆	mensaje del autor
author's position ☆	posición del autor
author's purpose ☆	propósito del autor
author's viewpoint	punto de vista del autor
causality ☆	causalidad
cause-and-effect ☆	causa y efecto
charts ★	cuadros/tabla
classification schemes ☆	esquemas de clasificación
compare-and-contrast ☆	comparar y contrastar
comparison ☆	comparación
complete a task	completar una tarea
comprehension skills	destrezas de comprensión
contemporary context ☆	contexto contemporáneo
content ☆	contenido de texto
contradictory elements	afirmaciones contradictorias
cultural context	contexto cultural
demonstrate ☆	demonstrar
determine ☆	determinar
diagrams ☆	diagramas
draw conclusions ⊕	sacar conclusiones
evaluate ☆	evaluar
exaggerated statements	afirmaciones exageradas
explain ☆	explicar
expository text ☆	texto expositivo
facts	hechos
factual information	información verídica
gain an overview	obtener una visión general
genre ☆	género
glean	recabar
graphics ★★	gráficos
graphs ☆	gráficas
historical context ☆	contexto histórico
ideas ☆	idea
identify ☆	identificar
illustrations ☆	ilustraciones
images ☆	imágenes
impact meaning	influir el significado
influence ★★	influencia
informational text ☆	texto informativo
interpret ☆	interpretar
locate ☆	localizar

⊕ High-frequency (appears more than 3 times) ★ Multiple-meaning ☆ Cognate

7th Grade Academic Vocabulary

Science

RC1- MATTER AND ENERGY

carbon ☆	carbón
chemical changes	cambio químico
chemical properties ☆	propiedades químicas
contain	contener
diagram ☆	diagrama
digestive system	aparato digestivo
distinguish ☆	distinguir
elements ☆	elementos
energy ☆	energía
energy pyramids	pirámide de energía
flow of energy	flujo de energía
food chains	cadena alimenticias
food webs	redes alimenticias
hydrogen ☆	hidrógeno
identify ☆	identificar
interactions ☆	interacciones
living systems	sistemas vivos
matter ★★	materia
nitrogen ☆	nitrógeno
organic compounds	compuestos orgánicos
oxygen ☆	oxígeno
phosphorus ☆	fósforo
physical changes	cambios físicos
physical properties ☆	propiedades físicas
sulfur	azufre

RC2- FORCE, MOTION, AND ENERGY

contrast ☆	contraste
energy ☆	energía
force ★★	fuerza
motion ☆	movimiento
relationship ☆	relación
situations ☆	situaciones

RC3- EARTH AND SPACE

earth systems	sistema formado por la tierra
effects ☆	efectos
groundwater	agua subterránea
human activity ☆	actividad humana
impact ☆	impacto/impactar
model ☆	modelo
natural events ☆	eventos naturales
surface water	agua en la superficie

watershed	cuenca
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RC4- ORGANISMS AND ENVIRONMENTS

animal cell ☆	células animales
asexual reproduction ☆	reproducción asexual
biodiversity	biodiversidad
cell membrane ☆	membrana celular
cell theory ☆	teoría de la célula
cell wall	pared celular
cell ☆	célula
change ★	cambio
characteristic ☆	característica
chloroplast ☆	cloroplastos
chromosome ☆	cromosoma
circulatory system ☆	sistema circulatorio
compare ☆	comparar
complementary	complementario
compose of cells	compuesto de células
contribute ☆	contribuye
cytoplasm	citoplasma
demonstrate ☆	demostrar
describe ☆	describir
dichotomous keys	claves dicotómicas
differentiate ☆	distinguir
digestive system ☆	aparato digestivo
diverse offspring	descendencia
domestic animals ☆	animales domésticos
ecosystem ☆	ecosistema
endocrine system ☆	sistema endocrino
energy ☆	energía
environment	medio ambiente
examine ☆	examinar
excretory system ☆	sistema excretor o urinario
function ☆	función
functions ☆	funciona/funciones
garden ☆	jardín
generations ☆	generaciones
genes	genes
genetic material ☆	material genético
genetic traits	rasgos genéticos
govern	gobernar
gradual processes ☆	procesos graduales
human organism ☆	organismo humano