



EOC
U.S. History

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 Assessment Versions
- 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

DESIGN ATTRIBUTES

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

DEPTH

DESIGN ATTRIBUTES

- Includes 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.

U.S. History Readiness and Supporting Standards

Readiness Standards

Supporting Standards

Reporting Category 1: History. Student will demonstrate an understanding of issues and events in U.S. history.

2.B	identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; DOK 2	1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; DOK 2
3.A	analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; DOK 2	1.B	analyze and evaluate the application of these founding principles to historical events in U.S. history; DOK 2
3.B	analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; DOK 2	1.C	explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. DOK 1
3.C	analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; DOK 2	2.A	identify the major characteristics that define an historical era; DOK 1
4.A	explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; DOK 2	2.C	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; DOK 2
4.C	identify the causes of World War I and reasons for U.S. entry; DOK 1	2.D	explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (Sputnik launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). DOK 1
4.F	analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles; DOK 2	3.A	describe the optimism of the many immigrants who sought a better life in America. DOK 1
5.A	evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; DOK 2	4.B	evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; DOK 2
6.A	analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; DOK 2	4.D	understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing; DOK 1
7.A	identify reasons for U.S. involvement in World War I, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; DOK 1	4.E	analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; DOK 2
7.D	analyze major issues of World War I, including the Holocaust; the treatment of German, Italian, and Japanese Americans and military prisoners after 1906; and the development of conventional and atomic weapons; DOK 2	4.G	analyze significant events such as the Battle of Argonne Forest. DOK 1
7.G	explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. DOK 2	5.B	evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; DOK 2
8.A	describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy’s role in the Cuban Missile Crisis; DOK 1	5.C	evaluate the impact of third parties, including the Populist and Progressive parties. DOK 2
8.C	explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy DOK 2	6.B	analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. DOK 2
8.D	explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; DOK 2	7.B	evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry’s rapid mobilization for the war effort; DOK 2
8.F	describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. DOK 1	7.C	analyze the function of the U.S. Office of War Information; DOK 2
		7.E	analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps; DOK 2
		7.F	evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; DOK 2

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 describe ____?

Sentence Frames for Students

- ____ is when ____.
- ____ happened because ____.
- ____ 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 outline.
- 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 . . .

U.S. History

RC1 - HISTORY

13th amendment	13a enmienda	Bill of Rights	Bill of Rights
14th amendment	14a enmienda	Camp David Accords	Camp David Accords
15th amendment	15a enmienda	cattle industry boom	cattle industry boom
16th amendment	16a enmienda	causes ⚡☆☆	causas
17th amendment	17a enmienda	causes and effects ☆	causas y efectos
18th amendment	18a enmienda	celebrate ☆	celebrar
19th amendment ⚡	19a enmienda	characteristics ☆	características
19th century	siglo 19a	Charles A. Lindbergh	Charles A. Lindbergh
20th century	siglo 20a	Charles Carroll	Charles Carroll
21st century ⚡	siglo 21a	Chester A. Nimitz	Chester A. Nimitz
26th Amendment	26a enmienda	Chicano ☆	chicano
acquisitions	adquisiciones	children	niños
affecting	afectando	China	China
African American ☆	americano africano	chronology ☆	cronología
airplanes	aviones	citizens	ciudadanos
Alfred Thayer Mahan	Alfred Thayer Mahan	civil rights movement	derechos civiles
allies ☆	aliados	civil service reform	movimiento de los derechos
America	América	Clarence Darrow	reforma de servicio civil
American Civil Rights movement	movimiento de los derechos civiles de EEUU	Cold War ⚡	Clarence Darrow
American expansionism ☆	expansionismo americano	compare ☆	la guerra fría
American Expeditionary Forces	American Expeditionary Forces	conflicts ☆	comparar
American Indian ☆	indio americano	cons ☆	conflictos
American patriotism ☆	patriotismo americano	conservative ☆	contras
American society ⚡☆☆	sociedad americana	containment policy	conservativo
American way	forma americana	contract ☆☆☆	política de contención
analyze ⚡☆☆	analizar	contributions ⚡☆☆	contrato
analyze significant events	analizar eventos importantes	conventional weapons	contribuciones
anti-war movement	movimiento en contra la guerra	credibility gap	armas convencionales
apply ☆	aplicar	Cuban Missile Crisis	falta de credibilidad
arms race	carrera de armamentos	Declaration of Independence ☆	Crisis de misil en Cuba
assassination ☆	asesinato	define ☆	declaración de la independencia
atomic weapons	armas atómicas	demonstrate ⚡☆☆	definir
attacks ☆☆☆	ataques	describe ⚡☆☆	demonstrar
Balkans Crisis	crisis de los Balkans	development ⚡	describir
Barack Obama	Barack Obama	discuss ⚡	desarrollo
Bataan Death March	Bataan Death March	domestic ☆☆☆	discutir
Battle of Argonne Forest	Battle of Argonne Forest	domestic industry's ☆	doméstico
Battle of Midway	Battle of Midway	domestic leadership	industria nacional
Benjamin Rush	Benjamin Rush	domestic policy	liderazgo nacional
Berlin airlift	puente aéreo Berlín	Domino Theory ☆	política interior
big business	negocio grande	Douglas MacArthur	Teoría de Dominó
			Douglas MacArthur

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