From TEKS to STAAR

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- Jeannette Ginther
- Jennifer Ruth

ROUTE
To
Understanding
From TEKS to STAAR

Unraveling the TEKS

Rigor and Depth of Understanding

Questioning Activity

Student Expectation Analysis

STAAR Overview

From TEKS to STAAR
To Understanding
What year was it in testing?

A timeline of the Texas Assessment Program presented by Chris Shade
Unraveling the TEKS: Where We Have Been
<table>
<thead>
<tr>
<th>Term</th>
<th>TEA Definition</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Readiness Standard** | • 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 Standard** | • 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 focused ideas.                                                                                                       | • Support a current readiness standard  
• Serve as a foundation for a readiness standard in another grade level  
• Are important but not critical to the grade level                                                                                               |
| **Process Standard**   | • Student expectations that relate to the skills of the content area.  
• 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. | • Underlying Processes and Mathematical Tools  
• Scientific Investigation and Reasoning Skills  
• Social Studies Skills                                                                                                                          |
<p>| <strong>Ineligible Standard</strong> |                                                                                                                                                                                                                  | TEKS for a grade level/course which cannot be assessed in a traditional format.                                                |
| <strong>Reporting Category</strong> |                                                                                                                                                                                                                  | Standards bundled around a common concept, topic, or context.                                                                      |</p>
<table>
<thead>
<tr>
<th>Rqgs Ca</th>
<th>STAAR</th>
<th>STAAR Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>Numbers, Operations, and Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Patterns, Relationships, Algebraic Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Geometry and Spatial Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

### Readiness Standards

1. **4.1.B** use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models
2. **4.2.D** relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models
3. **4.4.D** use multiplication to solve problems (no more than two digits times two digits without technology)
4. **4.4.E** use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)

### Supporting Standards

1. **4.1.A** use place value to read, write, compare, and order whole numbers through 999,999,999
2. **4.2.A** use concrete objects and pictorial models to generate equivalent fractions
3. **4.2.B** model fraction quantities greater than one using concrete objects and pictorial models
4. **4.2.C** compare and order fractions using concrete objects and pictorial models
5. **4.3.A** use addition and subtraction to solve problems involving whole numbers
6. **4.3.B** add and subtract decimals to the hundredths place using concrete objects and pictorial models
7. **4.4.A** model factors and products using arrays and area models
8. **4.4.B** represent multiplication and division situations in picture, word, and number form
9. **4.4.C** recall and apply multiplication facts through 12 x 12
10. **4.5.A** round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations
11. **4.5.B** use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems
12. **4.6.A** use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9)
13. **4.6.B** use patterns to multiply by 10 and 100

14. **4.8.A** identify and describe right, acute, and obtuse angles
15. **4.8.B** identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models
16. **4.9.C** use reflections to verify that a shape has symmetry
4.2 Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to

<table>
<thead>
<tr>
<th>#</th>
<th>Readiness Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.D</td>
<td>relate decimals to fractions that name tenths and hundredths using [concrete objects and] pictorial models</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Student Expectation</th>
<th>Type</th>
<th>2013 STAAR</th>
<th>2012 STAAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.C</td>
<td>use fraction names and symbols to describe fractional parts of whole objects or sets of objects</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.A</td>
<td>use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.B</td>
<td>use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.C</td>
<td>use concrete models to determine if a fractional part of a whole is closer to 0, ½, or 1</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.A</td>
<td>separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.B</td>
<td>use appropriate language to describe part of a set such as three out of the eight crayons are red</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.A</td>
<td>share a whole by separating it into two equal parts</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.B</td>
<td>explain why a given part is half of the whole</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://lead4ward.com/resources/
# Readiness Standards - Grade 4 Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(4.1)</strong> Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to&lt;br&gt;&lt;br&gt;(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models&lt;br&gt;&lt;br&gt;(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models&lt;br&gt;&lt;br&gt;(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to&lt;br&gt;&lt;br&gt;(D) use multiplication to solve problems (no more than two digits times two digits without technology)&lt;br&gt;&lt;br&gt;(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)&lt;br&gt;&lt;br&gt;(4.7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to&lt;br&gt;&lt;br&gt;(A) describe the relationship between two sets of related data such as ordered pairs in a table&lt;br&gt;&lt;br&gt;(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to&lt;br&gt;&lt;br&gt;(C) use essential attributes to define two- and three-dimensional geometric figures&lt;br&gt;&lt;br&gt;(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to&lt;br&gt;&lt;br&gt;(B) use translations, reflections, and rotations to verify that two shapes are congruent&lt;br&gt;&lt;br&gt;(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to&lt;br&gt;&lt;br&gt;(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths</td>
<td>Place value, Decimal, Compare, Order&lt;br&gt;&lt;br&gt;Decimal, Fraction, Tenths, Hundredths&lt;br&gt;&lt;br&gt;Multiply, Solve, Digit&lt;br&gt;&lt;br&gt;Divide, Digit, Divisor, Dividend&lt;br&gt;&lt;br&gt;Related data, Ordered pair, Table&lt;br&gt;&lt;br&gt;Attribute, Two-dimensional geometric figure, Three-dimensional geometric figure&lt;br&gt;&lt;br&gt;Translation, Reflection, Rotation, Congruent&lt;br&gt;&lt;br&gt;Number line, Point, Fraction, Decimal</td>
</tr>
</tbody>
</table>
TEKS Standards

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Process Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools to know</td>
<td>Ways to show</td>
</tr>
</tbody>
</table>

Process Standards

- Found in math and science TEKS
- Reflect how the question is asked
- Tested within the context of a content standard
- Consistent K-8th
4.11 (A)

- Readiness Standard
- Select and use appropriate units and formulas to measure length, perimeter, area, and volume
- Can be tested without a process standard
What is the area of a rectangle that measures 38 feet by 12 feet?

A  50 square feet
B  100 square feet
C  316 square feet
D  456 square feet

4.11(A) and **No Process Standard**

A rectangular driveway measures 38 feet by 12 feet. What is the area of the driveway?

A  50 square feet
B  100 square feet
C  316 square feet
D  456 square feet

4.11(A) and Process Standard 4.14(A)
Companies often place advertisements on the rectangular side panels of buses like the one below.

If the bus has panels with the dimensions shown above, what is the area available for advertisements on all 4 panels?

A  98 square inches  
B  392 square inches  
C  490 square inches  
D  1,960 square inches
Medium Level of Difficulty

4 The drawing below represents a rectangular window. Use the ruler on the Mathematics Chart to measure the dimensions of the rectangle to the nearest inch.

If 1 inch in the drawing equals 1 foot, which of the following is closest to the area of the actual window?

A  7 sq ft
B  14 sq ft
C  6 sq ft
D* 12 sq ft

4.11(A) and Process Standard 4.14(D)
11. The diagram below shows the number of congruent sections in a window. The length and width of one section are labeled in inches.

Window

What is the total area of the window?

A 2,400 square inches
B 600 square inches
C 400 square inches
D 1,000 square inches

4.11(A) and Process Standard 4.14(B)
### Examples of Increasing Difficulty Levels

<table>
<thead>
<tr>
<th>Low Level of Difficulty</th>
<th>Medium Level of Difficulty</th>
<th>High Level of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>The largest canyon in the lower 48 contiguous states is the Grand Canyon in Arizona. How did the Grand Canyon most likely form?</td>
<td>A river delta is an area where sediments are deposited.</td>
<td>The Brazos Delta is located immediately southwest of Freeport, Texas. This delta forms at the mouth of the Brazos River. Rivers deltas form slowly, over long periods as particles of mud, silt, sand, and gravel are carried by the water. Eventually, they settle to the bottom of a river at its mouth. These materials usually accumulate wherever a river’s rate of flow begins to slow down. This often happens when the river enters a large and relatively calm body of water, such as a gulf. What can you conclude from this information?</td>
</tr>
<tr>
<td>A. From a crater left by a large meteor millions of years ago.</td>
<td>The sediments in the river delta shown above most likely come from the –</td>
<td>A. A landform can be the result of changes to the Earth’s surface caused by landslides.</td>
</tr>
<tr>
<td>B. Movement from the Earth’s plates along a fault line causing a shift on the Earth’s surface.</td>
<td>A. mountain range</td>
<td>B. A landform can be the result of changes to Earth’s surface caused by water and ice.</td>
</tr>
<tr>
<td>C. Erosion from a slow moving river over millions of years.</td>
<td>B. desert</td>
<td>C. A landform can be the result of changes to Earth’s surface caused by weather and climate.</td>
</tr>
<tr>
<td>D. Wind moving particles of rock from lower elevations to the sides of the canyon.</td>
<td>C. ocean floor</td>
<td>D. A landform can be the result of changes to Earth’s surface caused by erosion and deposition.</td>
</tr>
<tr>
<td></td>
<td>D. coastline</td>
<td></td>
</tr>
</tbody>
</table>

**Content Standard**

5.7B Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth’s surface by wind, water, and ice.
How Reading is Different

- No process standards
- Readiness vs. Supporting Genres

<table>
<thead>
<tr>
<th>Literary</th>
<th>Literary Nonfiction</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>Readiness</td>
<td>Expository</td>
</tr>
<tr>
<td>Literary Nonfiction</td>
<td>Supporting</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Poetry</td>
<td>Supporting</td>
<td>Procedural</td>
</tr>
<tr>
<td>Drama</td>
<td>Supporting (Ineligible-3rd)</td>
<td>Media Literacy</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>Embedded (5th only)</td>
<td></td>
</tr>
</tbody>
</table>

- Figure 19- Reading Comprehension Skills
§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.

(a) The provisions of §§110.11-110.16 of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year.

(b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.
## Kindergarten (§110.11 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);
- (D) make inferences based on the cover, title, illustrations, and plot;
- (E) retell or act out important events in stories; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## First Grade (§110.12 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## Second Grade (§110.13 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell important events in stories in logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## Third Grade (§110.14 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## Fourth Grade (§110.15 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## Fifth Grade (§110.16 English Language Arts and Reading)

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
### Examples of Increasing Difficulty Levels

<table>
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<th>High Level of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which of these sources does Paul use to support his argument?</strong></td>
<td><strong>Paul uses the information in paragraphs 2, 3, and 6 to show that:</strong></td>
<td><strong>Based on information in his letter, Paul would most likely agree with which of these statements?</strong></td>
</tr>
<tr>
<td>A Personal experiences and information from a research report</td>
<td>A playing video games encourages people to be active in their daily lives</td>
<td>A Neighborhood libraries need more variety in the video games they have for students to use.</td>
</tr>
<tr>
<td>B Facts collected by a library and a university</td>
<td>B video games can help students strengthen their skills in a variety of areas</td>
<td>B Young people have the responsibility to keep video games from interfering with their schoolwork.</td>
</tr>
<tr>
<td>C Interviews he conducted with family members</td>
<td>C students tend to play video games that relate to what they are learning in school</td>
<td>C The skills that students need to succeed in school are best learned on computers.</td>
</tr>
<tr>
<td>D Information from a newspaper article titled “Just a Play Day”</td>
<td>D playing video games helps people develop their creativity</td>
<td>D Young people should not be allowed to play video games unless an adult is available to supervise them.</td>
</tr>
</tbody>
</table>

**Paul’s main argument is that:**

- A video games have educational value
- B young people like video games
- C video games help develop skills useful in sports
- D most young people play video games daily

**Paul organizes the information in his letter mostly by:**

- A stating the editor’s opinions about playing video games and then providing evidence to dispute them
- B comparing one person’s experience with playing video games to another person’s experience
- C describing problems with playing video games and then offering solutions
- D listing ways playing video games can improve student’s grades on skills

**Content Standard**

5.12A

Identify the author’s viewpoint or position and explain the basic relationships among ideas in the argument.
Activity

Purpose: Practice asking questions using a variety of different process standards.

• Content standard cards
• Process standard cards
• Turn over one of each and write a question.
Example

Content Standard
Solve with fluency one and two step problems involving multiplication and division, including interpreting remainders.

Process Standard
Apply mathematics to problems arising in everyday life, society, and the workplace.

Question: Maria is creating a backdrop for the stage at school. She wants to cover a 100 square foot board for the stage with spray paint. One can of spray paint can paint 13 square feet. How many cans of spray paint will she need to buy?
Rigor and Depth of Understanding

Questioning Activity
The point of education is effective understanding.

4.14(A)
Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
<table>
<thead>
<tr>
<th>Know a lot</th>
<th>Really understand</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Yellow Post-it" /></td>
<td><img src="image2.png" alt="Blue Post-it" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Purple Post-it" /></td>
<td><img src="image4.png" alt="Yellow Post-it" /></td>
</tr>
</tbody>
</table>

What can you do if you....
<table>
<thead>
<tr>
<th>Know a lot</th>
<th>Really understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Tell someone that advertising can be positive, and give an example: When it centers around healthy habits (like dental care).</td>
<td>✓ Realize how/why advertising affects you personally, especially when at home or in other non-school environments.</td>
</tr>
<tr>
<td>✓ Tell someone that advertising can be negative, and give an example: When it promotes unhealthy behavior (like smoking).</td>
<td>✓ Evaluate information before purchasing a product.</td>
</tr>
<tr>
<td>✓ Given a sample advertisement, identify whether the technique being used would have a positive or negative effect impact on consumer behavior.</td>
<td>✓ Understand why it is important to be aware of the impact of advertising.</td>
</tr>
</tbody>
</table>

**Level I**

**Level II**

**Level III**
State of Texas Assessments of Academic Readiness (STAAR™)
Performance Level Descriptors
Grade 4 Reading

Performance Level Descriptors

When reading texts of increasing complexity, * students achieving Level III: Advanced Academic Performance can

- Analyze expository text by utilizing multiple text features and organizational patterns to understand the context.
- Analyze literary texts by recognizing how one event influences another event within and between literary texts.
- Make complex inferences within and between literary texts with strong support from textual evidence.

When reading texts of increasing complexity, * students achieving Level II: Satisfactory Academic Performance can

- Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes.
- Recognize how the author’s use of sensory and figurative language creates images and affects meaning.
- Analyze a variety of literary texts by identifying the theme or message, determining the order and importance of the plot’s main events, describing the interaction of characters, and recognizing how structural elements affect meaning.
- Demonstrate an understanding of expository texts by identifying the author’s purpose, summarizing the text to maintain meaning, recognizing how organizational patterns create explicit and implicit relationships among ideas, and using multiple text features to locate information and gain important details.
- Recognize the logical connections and thematic links between literary and expository texts.
- Make reasonable inferences about literary and informational texts with strong support from textual evidence.

When reading texts of increasing complexity, * students achieving Level I: Unsatisfactory Academic Performance can

- Determine the meaning of unfamiliar words using explicit context.
- Demonstrate a literal understanding of literary and expository texts.
- Make plausible inferences about literary and expository texts.
How can we teach so that students really understand?

✓ Engage students in cognitively demanding (rigorous) tasks

✓ Recognize the difference between rigor and difficulty

✓ Identify the skills a student must master in order to achieve a Level II or III Performance on STAAR
Cognitive Demand = Rigor

Cognitive Demand is:

✓ The type and level of thinking required of students to successfully engage in and understand a concept or task and the ways in which students interact with content.

Instruction is Rigorous when students must:

✓ Demonstrate, derive, design, justify, or prove something using evidence.

✓ Create something new from learned knowledge, including the ability to critique, create analogies and metaphors, draw inferences, construct meaning, translate, predict, and synthesize.

✓ Use learned knowledge in new, unique, or unpredictable situations and contexts, including the ability to build, create, invent, perform, produce, solve, and test.
It’s NOT about the verb...

The depth of understanding a student demonstrates of a task is NOT determined by the verb (Bloom’s Taxonomy), but by the context in which the verb is used and the cognitive demand required.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Skill</th>
<th>Cognitive Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe three characteristics of metamorphic rocks.</td>
<td>Simple recall</td>
<td>Low</td>
</tr>
<tr>
<td>Describe what makes metamorphic and igneous rocks different.</td>
<td>Mental processing of the differences between the two rock types</td>
<td>Medium</td>
</tr>
<tr>
<td>Describe a model that you might use to represent the relationships that exist within the rock cycle.</td>
<td>Complex reasoning, understanding of the rock cycle, and ability to visualize a representation of the relationships</td>
<td>High</td>
</tr>
</tbody>
</table>

Myth: If you have rigorous standards, you have a rigorous curriculum. Rigor isn’t as much about the standards as it is about how you ask students to reach the standards.

Myth: Rigor means more work. While rigorous instruction may require that students put forth more effort, it is not based on the volume of work students complete. Rigor is about the quality of the work students are asked to do, not the quantity.

Myth: Rigorous means higher difficulty. Rigorous classrooms do present more challenge to students but there is a difference between challenging and difficult. Challenging work asks students to stretch and reach for new understanding. Difficult work can be harder because of unclear instructions, lack of adequate support, time limitations, etc.
Level I
Knows a lot

- Requires recall of information, such as a fact, definition, term, or performance of a simple process or procedure.
- Answering a Level I item can involve following a simple, well-known procedure or formula.

Recall

Compare/Contrast

Determine Point of View
Don't Buy It
GET MEDIA SMART!

Advertising Tricks
Food Advertising Tricks
Create Your Own Ads

Design A Cereal Box
What's In An Ad?
Be the ad detective!
freaky flakes!  Design a cereal box

Step 1. select a color

**click a color to select it!**

- **Red** helps people feel like they have the power to make choices.
- **Orange** stimulates the appetite and is one of the most popular cereal box colors.
- **Blue** calms and relaxes people. It’s not a popular cereal box color because advertisers want to catch people’s attention and stimulate appetite.
- **Yellow** can make people feel cheerful and energized.

Next Step
Level II
Really understands

☑ Includes the engagement of some mental processing beyond recalling or reproducing a response

☑ Items require students to make some decisions as to how to approach the question or problem

☑ Actions imply more than one mental or cognitive process/step

Inferencing, drawing conclusions

http://pbskids.org/dontbuyit/buyingsmart/shoppingbag_6.html

Q. How many berries are in Wildberry Fruit Roll-Ups?

Your Answer: None.

You're correct! There's not even a single berry in Wildberry Fruit Roll-Ups. This snack is mostly made from sugar and chemical flavoring. The only fruity ingredient we found was some pear concentrate. Would you eat that?

Evaluating, making a relevant personal, emotional connection
The cognitive demands are complex and abstract.

An assessment item that has more than one possible answer and requires students to justify the response would most likely be a Level III.
what you can do
Make a difference in the Media.

get involved

learn more

Meet Some teen heroes
Don't like something you've seen or heard in the media? Do something about it! Here are some ways to make a difference.

**Talk Back — Write a letter, send e-mail, or make a call!**

**Tell the Toy Makers:**
Mad about a toy you bought that's not as hot as the commercial said it was? Unhappy about violence in a video game? Tell the people who made it.

**Bandai America, Inc.**
5551 Katella Avenue
Cypress, CA 90630
Phone: (714) 816-9560
E-Mail: customerservice@bandai.com
Web: www.bandai.com
Products: Power Rangers, Sailor Moon

**Tell the Government:**
It's the job of some government agencies and elected officials to protect people against media messages that are false, misleading or harmful. If you've got a problem, contact them.

**Government Agencies and Elected Officials**
To complain about violence on television programs:

**Federal Communications Commission**
Complaints and Investigative Branch
445 12th Street SW
Washington, DC 20554
Phone: (888) CALL-FCC
Web: fccinfo@fcc.gov
E-Mail: www.fcc.gov

To complain about false or misleading advertising:
I can use my comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning!

I can apply logic to analyze patterns and descriptions and to evaluate conclusions!

I can describe insights gained about myself, others, and the world. I can also engage in scholarly dialogue and inquiry!

Bobby Age 9

Bobby Age 19
STAAR Overview

Rigor and Depth of Understanding
Assessment Process

What students have learned – What they are ready to learn

MAP Assessment

DesCartes

Classroom Assessment

Classroom Observation

Measuring Against State Standards

STAAR

TPRI/TLee

TELPAS

Curriculum Plan

TEKS

Instructional Adaptation:

Strategies
Scaffolding
Grouping
Differentiation

Lesson Development and Delivery

CogAT

Verbal Battery

CogAT
Nonverbal Battery

CogAT
Quantitative Battery

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How students learn
What is STAAR?

- **State of Texas Assessment of Academic Readiness**
- Based on the Texas Essential Knowledge and Skills
- Grades 3-8
- Grades 9-12 STAAR End of Course (EOC)
- Focus is increasing postsecondary readiness
TAKS

• Fail, Pass, or Commended
• Identifies students who are proficient at grade level skills
• Fewer test questions at each grade level
• Untimed- students have an entire school day to complete

STAAR

• Level I Unsatisfactory Performance, Level II Satisfactory Performance, Level III Advanced Performance
• Identifies students who are on their way to being sufficiently prepared for the next grade or course
• More questions at each grade level
• Timed-students have 4 hours to complete each assessment
While scale scores stay consistent, the raw score number correct and the percentage may fluctuate slightly year to year.

<table>
<thead>
<tr>
<th>Level II Phase-In</th>
<th>4th Reading</th>
<th>4th Math</th>
<th>4th Writing</th>
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<tr>
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Level II Recommended Level III
# Confidential Student Report

## Reading

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<tr>
<th>Reporting Categories</th>
<th>Items Correct</th>
<th>Items Tested</th>
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<tbody>
<tr>
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<td>2. Understanding/Analysis of Literary Tests</td>
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<tr>
<td>3. Understanding/Analysis of Informational Texts</td>
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<td><strong>TOTAL</strong></td>
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## Mathematics

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<td>1. Numbers, Operations, and Quantitative Reasoning</td>
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<tr>
<td>2. Patterns, Relationships, and Algebraic Reasoning</td>
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<td>3. Geometry and Spatial Reasoning</td>
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<td>4. Measurement</td>
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<tr>
<td>5. Probability and Statistics</td>
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<td>5</td>
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<td><strong>TOTAL</strong></td>
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## Writing

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<th>Points Possible</th>
<th>Score Description</th>
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<td>Personal Narrative</td>
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<td>Between Satisfactory and Accomplished (summed score: 7 out of a possible 8)</td>
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<td>Expository</td>
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<td>8</td>
<td>Between Basic and Satisfactory (summed score: 5 out of a possible 8)</td>
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<td><strong>TOTAL COMPOSITION SCORE</strong></td>
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## Multiple-Choice Scores

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<td>3. Editing</td>
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<td><strong>TOTAL MULTIPLE-CHOICE SCORE</strong></td>
<td><strong>21</strong></td>
<td><strong>28</strong></td>
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</table>
2013 STAAR Grade 3-5 Reading & Math Phase-In-1 and Recommended Standards

- Reading Phase In 1: Grade 3 - 88, Grade 4 - 85, Grade 5 - 88
- Reading Recommended Standard: Grade 3 - 56, Grade 4 - 58, Grade 5 - 59
- Math Phase In 1: Grade 3 - 82, Grade 4 - 78, Grade 5 - 84
- Math Recommended Standard: Grade 3 - 48, Grade 4 - 48, Grade 5 - 57
STAAR Grade 4 Math 2012 - Item Difficulty

- **20 items** (42% of the test) difficulty 75%-79%
- **17 items** (35% of the test) difficulty 70%-74%
- **11 items** (23% of the test) difficulty 65%-69%

**Easiest Items**
- 95%-100%: 2 items
- 90%-95%: 3 items
- 85%-89%: 5 items

**Hardest Items**
- 95%-100%: 4 items
- 90%-95%: 2 items
- 85%-89%: 2 items
**STAAR Grade 4 Math 2013**

<table>
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<tr>
<th>I</th>
<th>% P Value</th>
<th>% P District</th>
<th>P Diff</th>
<th>Student Expectation</th>
<th>Process SE</th>
<th>RC</th>
<th>RS</th>
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<td>4.13(B)</td>
<td>4.14(B)</td>
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<td>4.14(C)</td>
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<td>4.14(D)</td>
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Student Expectation: 5.5(A)

Describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.
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<thead>
<tr>
<th></th>
<th>Item # _____</th>
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<td>2. Readiness Standards</td>
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<tr>
<td>3. Teacher Perception</td>
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<td>medium</td>
<td>hard</td>
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<td>4. STAAR Perform.</td>
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<td>5. Supporting Standards</td>
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</tr>
<tr>
<td>4.9 (B) Use translations, reflections and rotations to verify that two shapes are congruent.</td>
<td>4.7 (A) Describe the relationship between 2 sets of related data such as ordered pairs in a table.</td>
<td>4.13 (B) Use pictures to make generalizations about determining all possible combinations of a given set of data.</td>
<td></td>
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<td>4.7 (A) Describe the relationship between 2 sets of related data such as ordered pairs in a table.</td>
<td>4.13 (B) Use pictures to make generalizations about determining all combinations of a given set of data.</td>
</tr>
<tr>
<td>3. Teacher Perception</td>
<td>easy medium hard&lt;br&gt;Most kids can easily recall and use these terms.</td>
<td>easy medium medium hard&lt;br&gt;Students really struggle with reading data in tables and graphs. They confuse the terms median, mode, and range.</td>
<td>easy medium medium hard&lt;br&gt;Most kids can make generalizations about data. Some struggle to read the data.</td>
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</tr>
<tr>
<td>5. Supporting Standards</td>
<td>4.9 (C) Use reflections to verify that a shape has symmetry.&lt;br&gt;3.9(A) Identify congruent two-dimensional figures.</td>
<td>3.7 (A) Generate a table of paired numbers based on a real-life situation such as insects and legs.</td>
<td>3.13 (A) Collect, organize, record, and display data in pictographs and bar graphs.&lt;br&gt;3.13 (B) Interpret information from pictographs and bar graphs.</td>
</tr>
<tr>
<td>6. STAAR Performance</td>
<td>4.9 (C) 75%</td>
<td>3.7 (A) 58%</td>
<td>3.13 (A) 77%&lt;br&gt;3.13 (B) 81%</td>
</tr>
<tr>
<td>7. Process Standard</td>
<td>No Process Standard Used</td>
<td>4.15(B) Relate informal language to mathematical tools and symbols.</td>
<td>4.14(C) Select or develop an appropriate problem-solving plan or strategy.</td>
</tr>
<tr>
<td>8. Units</td>
<td>Unit 4 Size, Shape, and Symmetry</td>
<td>Unit 8 How Many Packages? How Many Groups</td>
<td>Unit 2 Describing the Shapes of Data</td>
</tr>
<tr>
<td></td>
<td>Item # 3</td>
<td>Item # 4</td>
<td>Item # 11</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Readiness</td>
<td>4.9 (B) Use translations, reflections and rotations to verify that two</td>
<td>4.7 (A) Describe the relationship between 2 sets of related data such</td>
<td>4.13 (B) Use pictures to make generalizations about determining all</td>
</tr>
<tr>
<td>Standards</td>
<td>shapes are congruent.</td>
<td>as ordered pairs in a table.</td>
<td>combinations of a given set of data.</td>
</tr>
<tr>
<td>3. Teacher</td>
<td>✗ easy medium hard</td>
<td>easy medium ✗ hard</td>
<td>easy ✗ medium hard</td>
</tr>
<tr>
<td>Perception</td>
<td>Most kids can easily recall and use these terms.</td>
<td>Students really struggle with reading data in tables and graphs. They</td>
<td>Most kids can make generalizations about data. Some struggle to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>confuse the terms median, mode, and range.</td>
<td>the data.</td>
</tr>
</tbody>
</table>

Teacher A  | easy to teach | hard to teach | hard to teach |
Teacher B  | easy to teach | hard to teach | medium |
Teacher C  | easy to teach | hard to teach | easy to teach |
Teacher D  | easy to teach | hard to teach | easy to teach |
Guiding Questions

What resources are available to support the SE?
- AIM 5 Measurement Activities
- Covering and Surrounding Teacher book
- Engaging Mathematics: TEKS-based Activities
- Accelerated Curriculum for Mathematics Grade 5

Why are students struggling with the SE? Could the Process Standard contribute to the level of difficulty?
- Students are not able to visualize the difference between area, perimeter, and volume. They need more hands on experiences.

If the teacher perception is that the SE is not being taught to the depth and rigor expected by the end of Grade 5, you get support to help the teachers with:
- The entire team feels like 5.10(C) is too difficult. I would need a specialist to help us on this unit. We have to pay more attention to that during inservice training.
- The curriculum department. In addition, we need to develop a plan for how to support teachers in understanding and implementing this standard.

If the teacher perception is that the SE is not being taught but the students need to cement their understanding:
- Students need to cement their understanding of these concepts. Since this is the end of the year, it is difficult to find enough time to reteach it.

Is the SE taught close to the testing time?
- Yes, it is taught close to the testing time. It is important to ensure that students have a thorough understanding of the material before the test.

Is the SE taught early in the year? Do teachers report that topics from the SE are difficult to condense into the time for the unit?
- Yes, it is taught early in the year. Teachers report that it is difficult to condense the curriculum into the unit.

Reflect and analyze the Process Standard. Was it the Process Standard or the Content Standard that made this item difficult for students?
- 5.16(A) is a challenging Process Standard. We need to provide more opportunities for students to answer questions using this Process Standard.

What do I need to do next?
Create an actionable plan. Here are a few examples of steps your team might take next. Which of the following can address your team’s needs?

<table>
<thead>
<tr>
<th>What do I need to do next?</th>
<th>SE 5.10(C)</th>
<th>SE 5.3(A)</th>
<th>SE 5.3(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe teachers effectively teaching these Student Expectations.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Plan for Quality Questioning strategies.</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Understand and analyze Content Standards for each Student Expectation.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and analyze Process Standards for each Student Expectation.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify any other factor that you perceive as preventing you from delivering the curriculum as intended: I need to manage time better to get to the entire curriculum.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“When you have eliminated the impossible, whatever remains, however improbable, must be the truth.”

Sherlock Holmes
Resources

• inside.pisd/curriculum/assessment/index.shtml
  – STAAR trainings
  – Sample answer documents
  – STAAR accommodations

• http://lead4ward.com/resources/
  – STAAR vocabulary
  – TEKS scaffolding documents
  – STAAR standards snapshots

• www.tea.state.tx.us/student.assessment/staar
  – Sample test items
  – Performance Level Descriptors
    *(What does Level I, II, or III performance mean?)*

• Websites with Student Activities
  – http://k12.pisd.edu/reading-language-arts
  – http://k-12.pisd.edu/currinst/elemen/math/Math_Online