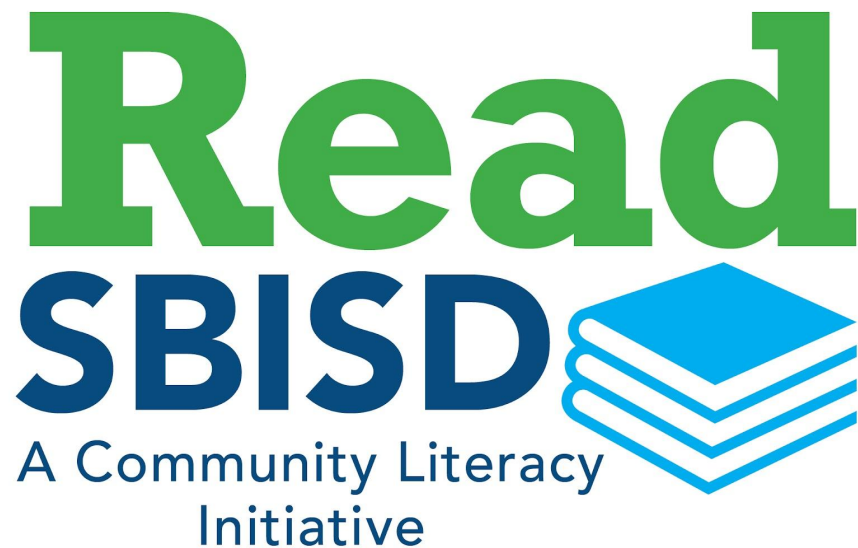




What do I need to know about
STAAR Redesign? What do I
need to know about TELPAS?

*Presented by SBISD's Humanities,
Dyslexia, Special Education and
Multilingual Departments*



How to Help My Child Prepare

TEA Confidential 2019 STAAR Report Card for:

JONATHAN HERNANDEZ-JONES

JONATHAN'S PERFORMANCE AT A GLANCE

English I	Algebra I	Biology	English II	U.S. History
Did Not Meet Grade Level Test Date: Spring 2019	Approaches Grade Level Test Date: Spring 2019	Approaches Grade Level Test Date: Spring 2019	Did Not Meet Grade Level Test Date: Spring 2019	Meets Grade Level Test Date: Spring 2019

Go to www.texasassessment.com and log in to learn more.

JONATHAN'S UNIQUE ACCESS CODE

28Q5KJ

From The Commissioner

Tests are a part of life. Our kids will take tests to get a driver's license, to get into college, and even to get certain jobs. As a parent of four myself, I know that no one test can tell me everything about my children. But the STAAR tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next.

Students who meet or master grade level by high school graduation have more than a 90% chance of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year's academic material in school and how you can help them learn even more.

What the Results Mean

This report shows how well your child did on the assessment. There are four levels of Performance.

- MASTERS GRADE LEVEL:** Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.
- MEETS GRADE LEVEL:** Strong knowledge of course content — student is prepared to progress to the next grade.
- APPROACHES GRADE LEVEL:** Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.
- DO NOT MEET GRADE LEVEL:** No basic understanding of course expectations is shown — student may need significant support in the coming year.

Maximum Time (During Parent/Teacher Conferences)

Sample Questions to Ask the Teacher:

- What does my child seem to be the most interested in at school?
- Does my child have good friends in class and at school?
- What is the most important thing that can be done to prepare my child for high school?
- Is my child getting higher level effort?
- What could my child be doing that he or she is not already doing?
- How is my child's work completion in your class?

Review Your Child's STAAR Report Card

See how your child did on the STAAR test this year. To dive deeper, and to view results from previous years, check out the Family Portal.

Go to Family Portal








<https://www.texasassessment.gov/staar-prepare>

The STAAR redesign is based on improving alignment to the classroom experience

In effective classrooms, teachers are...

The STAAR redesign will...

- | | | | | |
|---|--|---|---|--|
| 1 | Coherently building students' background knowledge and vocabulary in all subject areas | ➡ |  | Prioritize cross-curricular passages in RLA that reference topics that students have learned about in other classes |
| 2 | Asking students to write about what they read using evidence from text | ➡ |  | Include writing in all RLA tests , reflecting our updated TEKS, and having students write text-based responses |
| 3 | Providing various open-ended formats for students to respond to questions | ➡ |  | Add new, non-multiple-choice questions that are more like questions teachers ask in class |
| 4 | Supporting the learning needs of all students by providing appropriate accommodations | ➡ |  | Move to online assessments that provide a full suite of robust accommodations for students with specific learning needs |
| 5 |  Moving to online assessments supports all the changes above and provides faster test results to support accelerated learning. | | | |

Now, passages will also be intentionally selected to cover cross-curricular content

1

Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

Searching for Water

3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.



A Desert Bighorn Sheep

Direct connections to grade four science TEKS 4.10.A: explore how structures and functions enable organisms to survive in their environment

Direct connections to grade five science TEKS 5.9.A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components

TEA

20

Questions will continue to assess RLA TEKS

1

Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

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A Desert Bighorn Sheep

Sample Question from Grade 5 RLA Passage, *The Cholla Cactus*

Grade 5 Reading TEKS 5.R.7.C: Use text evidence to support an appropriate response.

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select TWO correct answers.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

A Prickly Frost

5 The cholla cactus also provides tasty meals for many other desert animals. Bats enjoy the pollen of its colorful blossoms, birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.

6 The cholla also provides nutritious food for people. Members of the Ojibwa tribe and other desert-dwelling people eat the flower buds of some types of cholla. They roll the buds on a hard surface to remove the spines and then roast them slowly on an open fire. Once the buds have been thoroughly roasted (usually for a day), they are ready to eat. Cholla buds contain protein, calcium, and fiber—all of which are important to good health.

Although the passage content is connected to science TEKS, students will continue to be assessed only on RLA TEKS

TEA

21

Nonfiction Passages on STAAR will be reading questions based on information learned in other content areas, particularly in SCIENCE and SOCIAL STUDIES.

Encouraging your child to read nonfiction books to support what they are learning in all parts of school.



Which words from paragraph ____ best helps the reader understand what _____ means?

The central idea of this article is _____?

Designed for Diving

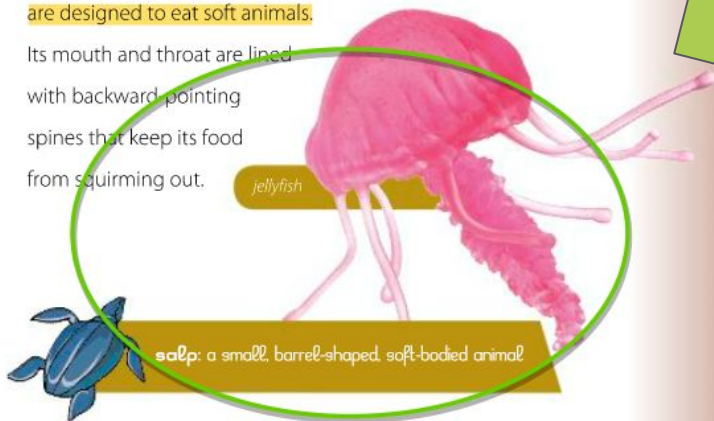
A leatherback's front flippers are long and shaped like wings. Its back flippers are short and paddle-shaped. Like other sea turtles, a leatherback can't pull its head and flippers into its shell. Its tough skin is all the protection it has.

Gentle strokes of the front flippers glide the turtle through the water. **Leatherbacks are slow swimmers but deep divers.** They are the deepest diving turtle, traveling to a depth of 3,900 feet (1,189 m). On one breath of air, they can stay underwater for as long as 85 minutes.

Leatherbacks wander the world's oceans to feed.

They mainly eat jellyfish and salps. A leatherback's jaws are designed to eat soft animals.

Its mouth and throat are lined with backward-pointing spines that keep its food from squirming out.



Which text feature in the selection best helps the reader understand _____?

8th Grade Social Studies Example

Read Section 2 of John Adams' "An Act for the Punishment of Certain Crimes Against the United States"

Write:

Using your noticings from the image, the reading, and the definition below, answer the prompt below in at least three complete sentences using your supporting details from the reading as evidence.

Prompt: Do you believe John Adams' law was unconstitutional? Why or why not?



un·con·sti·tu·tion·al

/ˌən,kənˈstɪˈt(y)ooSH(ə)n(ə)l/

adjective

not in accordance with a political constitution, especially the US Constitution, or with procedural rules.
"we cannot tolerate unconstitutional action"

FIFTH CONGRESS OF THE UNITED STATES:

At the Second Session,

Begun and held at the city of Philadelphia, in the state of Pennsylvania, on Monday, the thirteenth of November, one thousand seven hundred and ninety-seven.

Entitled "An Act for the Punishment of Certain Crimes

ed, That if any person shall write, print, utter or publish, or
ritten, printed, uttered or published, or shall knowingly and
g, printing, uttering or publishing any false, scandalous and
against the government of the United States, or either house of
ates, or the Presi
or either house
n, into contemp
ed of the good
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of the United St
ny such law, or
st, oppose, or di
any foreign nati
, being thereof
sof, shall be pur
not exceeding ti

BOXES and BULLETS


Main Idea or Subtopic


- Supporting detail
- Supporting detail
- Add more bullet points if your text includes them


The following new question types may be included in the specified Reading Language Arts (RLA) tests starting in Spring 2023

*Question Type	Question Type Description	STAAR RLA Test Titles
Text entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 6-8 EOC
Hot text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Grades 3-5
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3-8 EOC
Multipart	Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.	Grades 3-8 EOC
Match table grid	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3-8 EOC
Short constructed response	Reading: Student gives a brief explanation in their own words to demonstrate their understanding of content. Writing: Student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.	Grades 3-8 EOC
Extended constructed response	Student writes an in-depth response by explaining, analyzing, and evaluating, information provided in a reading selection or stimulus.	Grades 3-8 EOC

Maximum possible points per question

 2 points

 1 or 2 points dependent upon question

 Constructed responses are scored using a rubric


*Not all new question types will appear on every test every year


The following new question types may be included in the specified Social Studies tests starting in Spring 2023

*Question Type	Question Type Description	STAAR Social Studies Test Titles
Inline choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grade 8 EOC
Hot spot	Student responds by selecting one or more specific areas of a graphic.	Grade 8 EOC
Hot text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading	Grade 8 EOC
Drag and drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (a diagram, map, chart, etc.).	Grade 8 EOC
Multipart	Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.	Grade 8 EOC
Match table grid	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grade 8 EOC
Short constructed response	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Grade 8 EOC

Max possible points per question

 2 points

 1 or 2 points dependent upon question

 Constructed responses are graded on a rubric equal to 2 points

*Not all new question types will appear on every test every year

Grades 6-8: RLA Text Entry

Read this sentence from paragraph 4.

Inside, microbes digest organic waste and produce methane bubbles.

Enter your answer in the box.

In this sentence, the word provides the best clue that microbes are things that are alive.



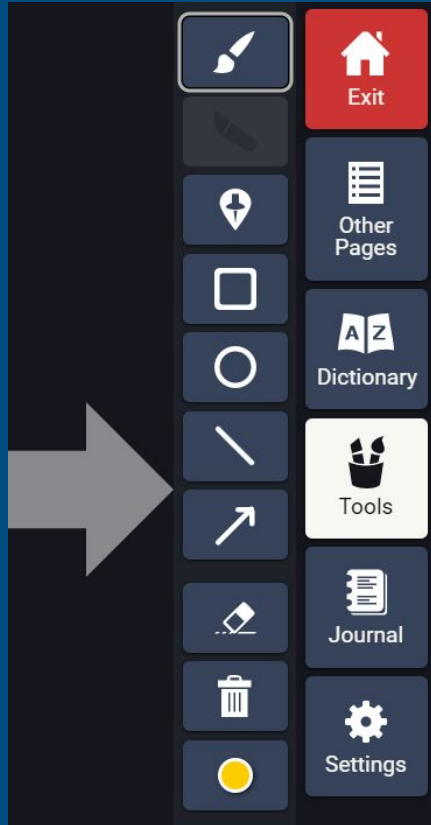
The state of Texas is led by a government. Texans elect leaders to represent them in our state government. They work to make life better for everyone who lives in our state. Texas' government is modeled after the national government. Its powers and responsibilities are separated between three branches.

Fill in the Blank

The government of Texas is _____ after the United States government.

Tip: Encourage your kids to reread before answering questions. Text entry is about precise language.

3-5 RLA and 8 SS Hot Text



Which sentence from paragraph 6 best explains why Snell thought he and his workers would know how to build a new Big Tex?

Unfortunately, in 2012 there was an accident, and Big Tex was destroyed in a fire. Although people were disappointed, a man named R. Eddy Snell realized this was a chance to make a bigger and better Big Tex. Snell's company had built a large dragon and giant cowboy boots before. Yet he knew the big cowboy would not be an easy job.

The wooden buildings on our street were piled crookedly on top of each other like a bunch of friends leaning on each other's shoulders.

The beautiful song ended. People started to drift homeward.

Careful not to trip over Mrs. O'Bannon again, I turned and ran toward home. The wind was even louder now. It sounded as loud as a huge serpent blowing fire across a field. Or at least it sounded the way I imagined a huge, angry serpent would as from the sand blowing

up of homeless people y were also trying to shield e serpent-wind. I shivered less people lived all over , and alleyways. They were down against the biting in the summer heat.

Tip: Encourage children to use the highlighting tools on myON on parts that are important to character, plot, or central idea in NF.

Tip: Have children point to an important line of text in their books and school reading assignments, if they cannot underline/highlight on the text.

Grades 3-8: RLA and SS Multipart

2

QUEST. QUEST

This question has two parts.

Part A

In line 12, what does the word vitalized mean?

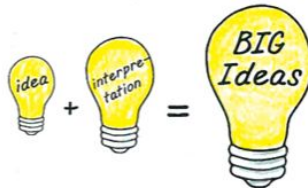
- (A) Changed in form
- (B) Moved to a new place
- (C) Praised and admired
- (D) Given strength or energy

Part B

Which word from the poem best supports the correct answer to Part A?

- (A) freedom (line 11)
- (B) won (line 11)
- (C) rest (line 12)
- (D) struggle (line 12)

Talks about big ideas



Tip: Be a strong reading partner by tagging a WHY onto your child's initial answers to help them grow ideas from literal to inferential.

A Strong Reading Partner...

<p>Listens intently</p>	<p>Asks questions</p>
<p>Checks in on goals</p>	<p>Gives specific compliments</p>
<p>Gives tips in a kind voice</p>	<p>Keeps the conversation going</p>
<p>Talks about big ideas</p>	<p>Helps revise and change thinking</p>

May be photocopied for classroom use. © 2019 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Up the Ladder Reading Action Network, Portsmouth, NH

Grades 3-8: RLA and SS Multiselect

Ways Complex Nonfiction Gets Hard

- The headings and subheadings don't help or are misleading
- There are several main ideas
- The central ideas and main ideas are implicit (hidden)
- The vocabulary is hard and technical
- There are many complex/hybrid structures
- Subtopics may each be broken into multiple parts
- Parts can shift in structure
- Sentences are longer & may deliver more information
- The text is often separated

Animal readers

Wilbur Is Lonely

In Charlotte Web I think that Wilbur is lonely because in chapter four the chapter talks loneliness and Wilbur was the main character in the chapter. Also in chapter 3 Wilbur runs away because some

(continuing) seems, continues him, and he was bored of the place - Home!

Fern Cares

I know that Fern cares about Wilbur because so far the text has said that when Wilbur was going to be killed by Fern's dad she stopped him and she took the pig as her pet. - Mello

I think that Fern is a caring person because Fern stopped her dad from killing Wilbur (the pig) and made the pig her pet. This proves Fern is a caring person. -Levi

Wilbur Is Sweet

I think that Wilbur bossed around really easily because everyone was telling him what to do and he tried to do everything I also think he is sweet because he cares about Fern. -Allissa

Wilbur and Fern are related because they both care about each other. To prove Fern cares about Wilbur is when she saves Wilbur from being killed by her father. this proves that Fern cares about Wilbur. To prove this is when Wilbur misses Fern because Fern was not visiting Wilbur and he was a bit sad.

DIRECTIONS:

1. Pick your best jot from the Padlet. Share your jots.
2. Sort/group similar jots
3. Pick one claim
4. Together create a new, improved STAR jot.

Back up Star Jot Wilbur and Fern are related because they both care about each other. To prove Fern cares about Wilbur is when she saves Wilbur from being killed by her father. this proves that Fern cares about Wilbur. To prove this is when Wilbur misses Fern because Fern was not visiting Wilbur and he was a bit sad.

Read this incomplete summary of the article.

1. Sainsbury's uses food waste to create energy sources.
2. _____.
3. Sainsbury's distributes as much food to people and animals as it can.
4. The remaining waste goes into anaerobic digesters that trap the methane gas released in decomposition.
5. Sainsbury's powers one of its stores on the biofuels the company creates.
6. _____.

Which ideas should be included to create a complete summary of the article?

Select **TWO** correct answers.

- ☐ The by-product digestate can be used to fertilize crops.
- ☐ Food waste in landfills turns into methane gas, which can be harmful.
- ☐ Germany has 9,000 anaerobic digesters for biofuel development.
- ☐ Biofuel programs are gaining popularity around the world.
- ☐ Sainsbury's collects food waste from over 1,200 of its grocery stores.

Tip: Have a fun discussion after watching a movie or TV show to list several character traits. List your top reasons for liking a certain food or place, then discuss the why behind this thinking.

Grades 3-8: STAAR Constructed Responses

	Where on the test?	Type of Response	Possible Rubric Points
Short Constructed (Reading)	Embedded with Reading Passage Questions	2-3 Sentences (Answer and Evidence)	2 Points
Extended Constructed (Reading)	Embedded with Reading Passage Questions	Informational or Argumentative Essay	5 points on the TEA Rubric, but it is worth 10 points on STAAR
Short Constructed (Writing)	Revising Passage	Complete Sentence	1 Point
Short Constructed (Social Studies)	Demonstrates knowledge of content. Stand alone question.	2-3 Sentences (Answer and Evidence)	2 Points

Grades 3-8: RLA and SS Short-Constructed Response

Tip: Encourage your child to talk in complete sentences when you ask them questions.

Tip: myON has two tools to help build response skills - the post-it and the journal.

17

9

10

11

12

13

14

15

16

17

18





19







GUEST, GUEST


Read the question carefully. Then enter your answer in the space provided.

How do the speaker's feelings change in lines 17 through 28 of the poem "Lost Treasure"? Support your answer with evidence from the poem.

B *I* U ~~X~~




ANY ROOMS


Archaeologists found many other civil dwellings.


has around 114 rooms and


They named three of them Balcony House, Square


Journal



 New Entry

 Copy Text

 Add Citation

 Delete Entry

Ch

Archaeologists found many other cliff dwellings. They named three of them Balcony House, Square

Journal

+ New Entry Copy Text Add Citation Delete Entry

Mesa Verde
11/6/2022

Adaptations
1/7/2022

Brian Jr.
10/21/2021

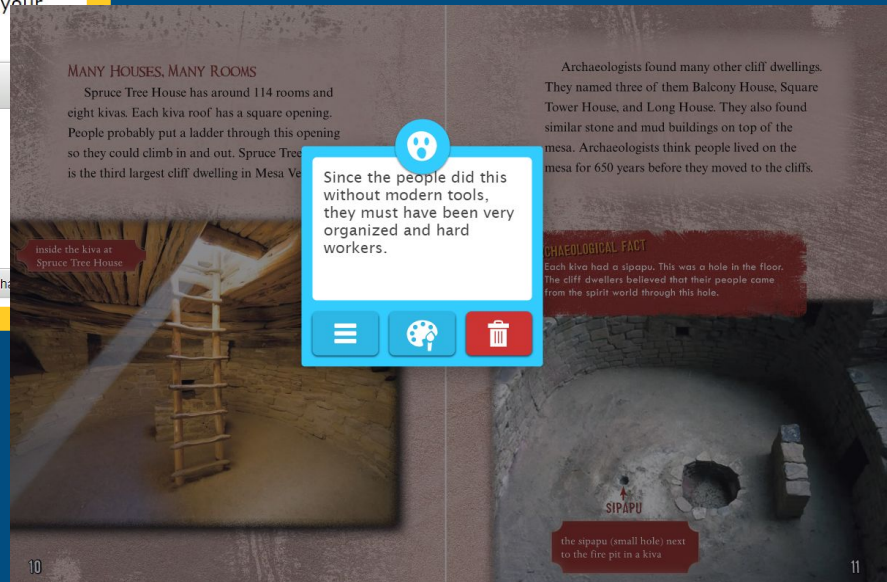
Natural Disasters
10/21/2021

Setting

Title
Mesa Verde

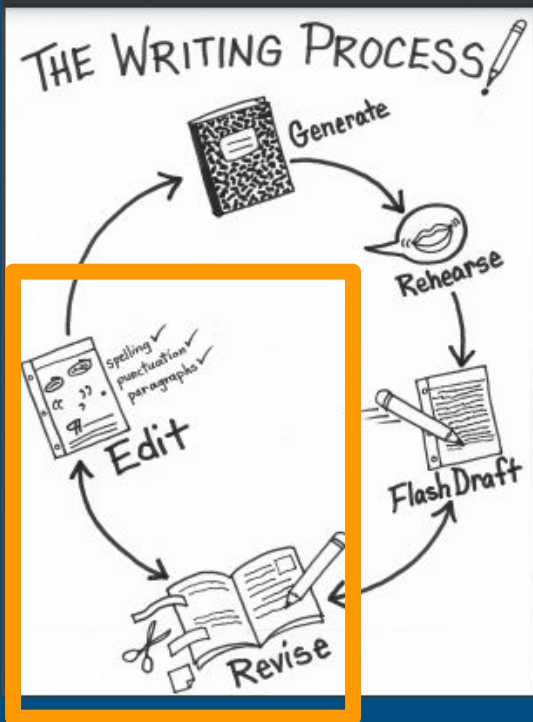
Journal
I didn't realize how large the area of the Cliff Dwellers had built. These were giant underground areas that had to be built into hard surfaces. It makes me think that the early people were very well-organized.

§ Fay, Gail. (2015). Secrets of Mesa Verde: Cliff Dwellings of the Pueblo. Retrieved from m...



Grades 3-8: RLA

Short-Constructed Response for Writing



28 29 30 31

31

GUEST, GUEST

Sentence 28 repeats information. In the space provided, rewrite sentence 28 in a clear and effective way.

B I U Ix [bulleted list] [numbered list] [link] [unlink] [undo] [redo] [Ω]

Tip: Your child should be aware of compound and complex sentences. In reading writing, have them go back and revise some of their sentences to vary sentence length and provide a more developed level of thinking.

Prompt: Steamboats and clippers were popular forms of transportation in the United States in the 1800s. Explain whether you think the steamboat or the clipper ship changed life in the United States more.

Tip: Our students are writing about a text or two that they read on STAAR.

- They need to have reading stamina and writing stamina.
- They need to be able to understand what they are reading.
- Students need to read at home for long periods of time and respond - orally and in written form.

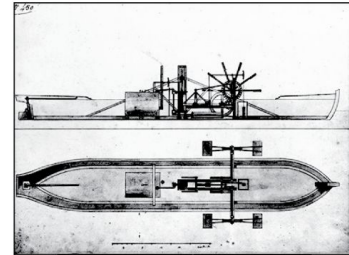
Grades 3-5 Reading Language Arts
Constructed Response Scoring Guide

Steam and Sail

- 1 Many people recognize that the growth of the railroads in the 1800s helped make the United States the country it is today. But railroads were only a piece of a larger puzzle. The United States was built on water as well as on land. Two inventions, the steamboat and the clipper ship, brought major changes to the country in the 1800s.

Full Steam Ahead

- 2 On August 17, 1807, inventor Robert Fulton revealed his latest creation. It was a steamboat called the Clermont. The Clermont used a steam engine to drive paddle wheels on the sides of the boat. Fulton's boat sailed up the Hudson River from New York City to the state capital, Albany. The Clermont kept up a steady pace of 5 miles per hour against the flow of the river. The trip normally took most of a week. The Clermont did it in a day and a half.



Roll Page to 4 of 24 Design for © Ste + Boat

Argumentative/Opinion Writing Rubric

Score Point	Development and Organization of Ideas
3	<ul style="list-style-type: none"> Argument/opinion is clear and fully developed The argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the argument/opinion. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the argument/opinion. For pairs in grades 3–5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	<ul style="list-style-type: none"> Argument/opinion is present and partially developed An argument/opinion is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be fully supported. Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure that supports logical development is consistent and may not always be fully supported. Sentence-to-sentence connections may be lacking. Evidence is limited and may not be relevant The response may include some text-based evidence that supports the argument/opinion, but it may be limited or irrelevant to the argument/opinion. Evidence is drawn from at least one of the texts. Expression of ideas is basic The writer's word choice may be limited or ineffective and may interfere with the clarity of the message.

Texas Education Agency
Student Assessment
2022

1	<ul style="list-style-type: none"> Argument/opinion is evident but not developed An argument/opinion is present but not developed appropriately in response to the writing task. Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose. Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the clarity of the message.
---	---

0	<ul style="list-style-type: none"> An argument/opinion may be evident. The response lacks an introduction and conclusion. An organizational structure is not evident. Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. The expression of ideas is unclear and/or incoherent.
---	---

Please note that if a response receives a score point 0 on the Development and Organization of Ideas trait, the response earns 0 points in the Conventions trait.

To Craft Powerful, Interpretive Essays...

Write to Grow Ideas

- Read silently, noting details and writing long off them

- Notice details that repeat and think about what patterns

- Note particulars, write a lot about them, then move to big ideas

- Lift a line and write off of it

- Study times when characters face trouble, thinking about themes

Use templates to draft and revise different possible theses

- State your idea about the text

- Think about what kinds of evidence will best support your idea

- Forecast the supports in your thesis

Provide varied evidence to support your thesis

- Mini-stories

- Quotes

- Author's craft

Draft fast and Furious, using tools to help

Develop a strong introduction

Craft a strong conclusion

© 2016 by Simmons and Lucy Colton et al., *Center of Study for Teaching Writing, Grade 5, Literary Essay*. Author Chart 2 "To Craft Powerful, Interpretive Essays..."

Students will receive up to three points for the organization and development of their writing.



Essay Opportunity in Our SBISD Elementary Writing Curriculum

	Informational Responses	Argumentative Responses
3rd Grade	Art of Information Writing Baby Lit Essay	Changing the World Baby Lit Essay
4th Grade	Informational Writing Unit Literary Essay	Boxes & Bullets Literary Essay
5th Grade	Journalism Literary Essay	Researched-Based Argument Essays Literary Essay

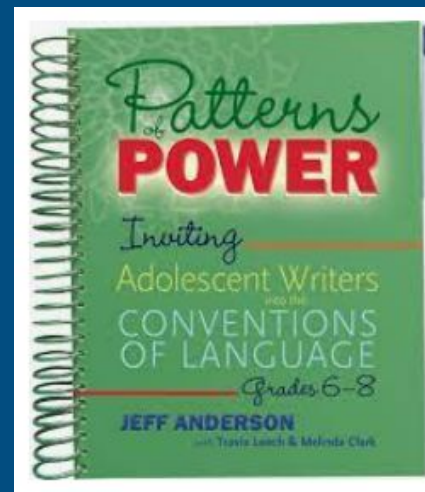
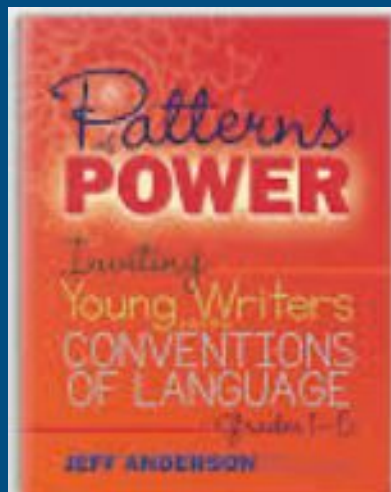
★ Essay Opportunity in Our SBISD Middle School Writing Curriculum

	Informational Responses	Argumentative Responses	Correspondence Writing
6th Grade	Research-Based Information Writing Literary Essay	Literary Essay	Correspondence Writing
7th Grade	Writing About Reading	The Art of Argument	Correspondence Writing
8th Grade	Investigating Journalism Literary Essay	Position Papers Literary Essay	Correspondence Writing

Score Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer's thoughts.</p>

0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>
---	---

Students will receive up to two points for the conventions of their writing.



What are the New Items?	What is the connection to our SBISD Curriculum?	Where do we find this item type in our LA Day?
<u>Text Entry (Grades 6-8)</u>	<ul style="list-style-type: none"> Jots, turn and talk 	reading workshop, interactive read aloud, word study, close reading
<u>Hot Text (Grades 3-5)</u>	<ul style="list-style-type: none"> club responses/debates boxes and bullets writing long off a jot and using exemplars close reading 	reading workshop, interactive read aloud, word study, close reading
<u>Multipart</u>	<ul style="list-style-type: none"> talk club responses/debates long off jots progressions 	reading workshop, interactive read aloud, word study, close reading
<u>Multiselect</u>	<ul style="list-style-type: none"> talk club responses/debates long off jots progressions 	reading workshop, interactive read aloud, word study, close reading
<u>Short Constructed Response</u>	<ul style="list-style-type: none"> talk club responses/debates long off jots progressions 	reading workshop, interactive read aloud, word study, close reading, read aloud
<u>Extended Constructed Response</u>	opinion writing writing about reading informational writing correspondence writing	reading workshop, interactive read aloud, word study, close reading, writing workshop, shared writing

Dec 10 (Fri)	Make-up sessions for tests scheduled to be administered Dec 6–10, 2022, must be completed by the end of this day.
2023 Assessments	
Test Dates	NAEP (selected sample)
Assessment Window Late Jan–Early Mar	Long-term Trend, 13-year-olds
Test Dates	TELPAS
Assessment Window Feb 20–Mar 31	TELPAS Grades K–12 Listening, Speaking, Reading, and Writing
Test Dates	TELPAS Alternate
Assessment Window Feb 20–Mar 31	TELPAS Alternate Grades 2–12 Listening, Speaking, Reading, and Writing
Test Dates	STAAR Alternate 2
Preview Window Mar 13–Apr 28	Test administrators may only preview (not administer) the assessments two weeks prior to the opening of the assessment window. Assessments may be previewed anytime during the assessment window.
Assessment Window Mar 27–Apr 28	STAAR Alternate 2 Grades 3–8 and EOC Assessments

2023 Assessments	
Test Dates	STAAR
Apr 18–Apr 28*	Grades 3–8 Reading Language Arts English I English II
Apr 28 (Fri)	Make-up sessions for tests scheduled to be administered Apr 18–28, 2023, must be completed by the end of this day.
Apr 25–May 5*	Grade 5 Science Grade 8 Science Grade 8 Social Studies Biology U.S. History
May 5 (Fri)	Make-up sessions for tests scheduled to be administered Apr 25–May 5, 2023, must be completed by the end of this day.
May 2–May 12*	Grades 3–8 Mathematics Algebra I
May 12 (Fri)	Make-up sessions for tests scheduled to be administered May 2–12, 2023, must be completed by the end of this day.








Link to SBISD Testing
Calendars, public
website

The STAAR redesign is based on improving alignment to the classroom experience

In effective classrooms, teachers are...

The STAAR redesign will...

- | | | | | |
|---|--|---|---|--|
| 1 | Coherently building students' background knowledge and vocabulary in all subject areas | ➡ |  | Prioritize cross-curricular passages in RLA that reference topics that students have learned about in other classes |
| 2 | Asking students to write about what they read using evidence from text | ➡ |  | Include writing in all RLA tests , reflecting our updated TEKS, and having students write text-based responses |
| 3 | Providing various open-ended formats for students to respond to questions | ➡ |  | Add new, non-multiple-choice questions that are more like questions teachers ask in class |
| 4 | Supporting the learning needs of all students by providing appropriate accommodations | ➡ |  | Move to online assessments that provide a full suite of robust accommodations for students with specific learning needs |
| 5 |  Moving to online assessments supports all the changes above and provides faster test results to support accelerated learning. | | | |

In the classroom, strong teachers are supporting the unique learning needs of each of their students in many ways

- Visual anchors for vocabulary
- Pre-reading strategies
- Large print
- Calculation aids
- Line readers
- Reading text aloud
- Transcribing or speech-to-text
- And many more!



Content and language supports and text-to-speech provide robust supports for students who need them

The screenshot shows a digital reading application interface. At the top, there are navigation icons and a progress bar. Below the progress bar, there is a text passage about a high-school student named Charlotte Brown. The passage is titled "Soaring to New Heights" and describes how she, despite being legally blind, became a pole vaulter by developing a system with her coach. To the right of the passage, there is a multiple-choice question asking for the main idea of paragraph 2. The interface includes various accessibility features like text-to-speech and content supports.

Read the next two selections. Then choose the best answer to each question.

High-school student Charlotte Brown competed in the Texas state track-and-field meet in 2013, where she won eighth place in the pole vault by jumping 10 feet 6 inches high. Charlotte, who is legally blind, created ways of communicating with her coach that can be used when Charlotte competes.

Read the selection to learn more about Charlotte Brown and her goals for the future.

Soaring to New Heights

1. Texas pole-vaulter Charlotte Brown is reaching new heights. As a sophomore in high school, 15-year-old Brown competed in the pole vault at a state track-and-field meet in Texas in 2013. She finished eighth with a vault of 10 feet 6 inches. What makes this accomplishment even more notable is that Brown is legally blind. Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively. Her coach would roll out some dark artificial turf alongside Brown's running lane. This allowed Brown to be able to run in a straight line. She also had to count her steps in order to know when to plant the pole and listen carefully as her coach told her when to jump.

Which sentence best expresses the main idea of paragraph 2?

- ☒ Brown adapted her technique as her vision worsened.
- ☐ Brown believed that being a junior in high school was easy.
- ☐ Brown succeeded at pole vaulting despite her disability.
- ☐ Brown competed in the Texas state championships twice.

Online accommodations ensure that dyslexia or other learning disabilities don't prevent students from doing well on STAAR

Content and language supports

- Pre-reads that include any challenging vocabulary, novel phrases, and/or proper nouns from the passage
- Pop ups and rollovers that provide visual examples, simplified language, and definitions

Text to speech

The following can be read aloud to students:

	Direction Lines	Intro Paragraph	Passage	Test Questions	Answer choices
Reading	✓			✓	✓
Editing	✓				
Revising	✓	✓	✓	✓	✓

Both content and language supports and text to speech



Pre-reads are read aloud



Pop ups and rollovers on corresponding sections are read aloud



Parts of reading passages referenced within a question are read aloud

In addition to the online STAAR, STAAR Alternate 2 remains available for students with significant cognitive disabilities

Encouraging your child to read nonfiction books to support what they are learning in all parts of school.



Learning Ally[™]
Making reading accessible for all.[™]

In addition to accommodations for students who need them, online testing also offers accessibility tools for all students

4

Accessibility Tools

- ★ Highlighter
- ★ Notepad
- ★ Help
- ★ Guideline
- ★ Color
- ★ Zoom
- ★ Mouse Pointer
- ★ Line Reader
- ★ Mark for Review
- ★ Answer Eliminator

Content-Specific Accessibility Tools

- ★ Basic, Scientific, and Graphing Calculators
- ★ Customary and Metric Rulers
- ★ Mathematics Reference Materials
- ★ Science Reference Materials
- ★ Spelling Assistance

Tools to Support Student-specific Accommodations

- ★ Content and language supports (pop-ups, rollovers, and pre-reads)
- ★ Text-to-speech
- ★ Speech-to-text
- ★ Refreshable braille
- ★ ASL videos
- ★ Basic calculators for certain tests

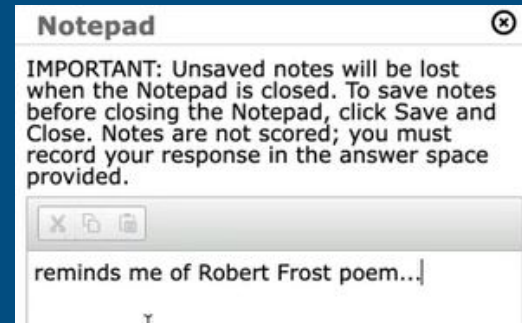
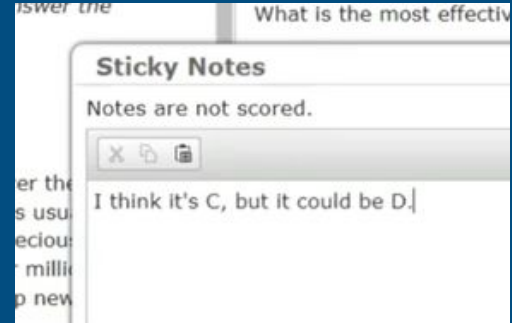
What to know about features and accommodations on STAAR

- **Accessibility features:** Available to all students
- **Designated Supports:** Available for students who
 - meet eligibility requirements
 - use them routinely, effectively and independently

Accessibility Features

Built-in Organization / Learning Supports:

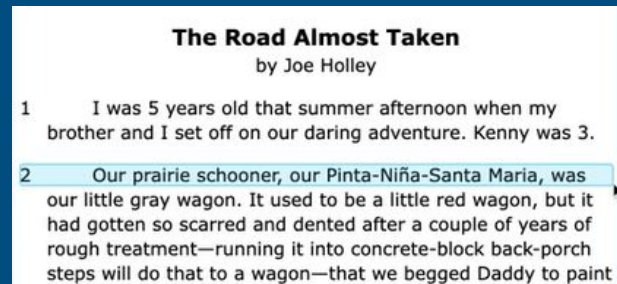
- Sticky note tool: students may make notes to themselves that remain on the question where it was created
- Notepad tool: students may make notes to themselves that can be accessed from any part of the test
- Blank Scratch Paper: includes lined paper, graph paper, plain paper, dry erase boards.



Accessibility Features

Built-in Visual Supports:

- Color settings: preferences set by the student.
- Line reader: highlights a line at a time, manipulated by the student.
- Highlighter tool: controlled by the student, to duplicate strategies used in class.



Accessibility Features

- **Reading Assistance:**

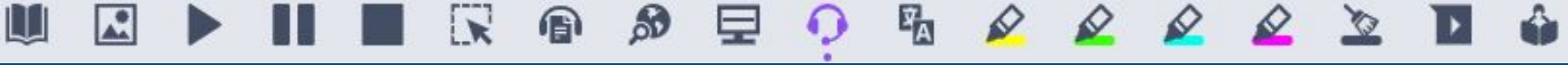
- Grade 3 math: Test administrator may read a word, phrase or sentence when requested by the student
- Any test: Test Administrator may read an extended constructed-response item or short constructed-response item to any student who requests it

Designated Supports

Oral Administration / Text-to-Speech:

- Must meet eligibility
 - Identified with dyslexia or related disorder
 - Documented evidence of reading difficulties
 - EB student taking the test in English
- Text-to-speech is built in to the online test and can be turned on for those eligible.
- Can be used on test questions, answer choices, reference materials.
- Cannot be used on reading passages. Cannot be used on editing passages, test questions or answer choices.

All students have access to Read Write Google



Text-to-speech

Language supports

Highlighting

Dictionary

This is talk and type spelling assistance you go and I think it's probably going to keep typing that because I haven't turned it off now I'm going to turn it off

Designated Supports

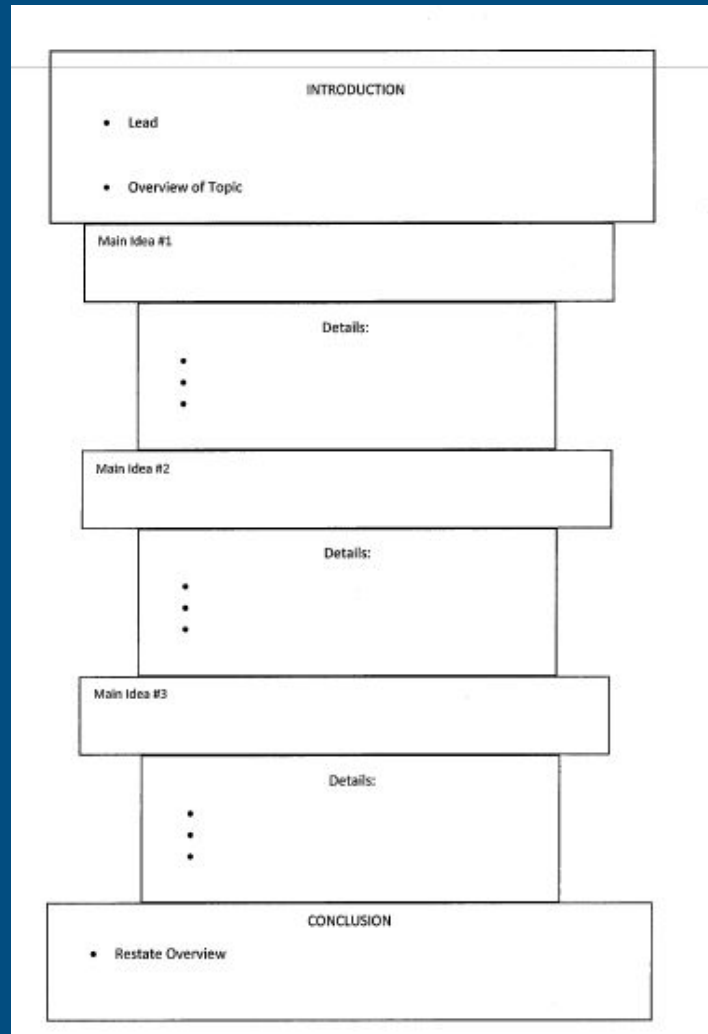
Supplemental Aids:

- **Must meet eligibility**
 - Routinely, independently, effectively use it during instruction
- **Examples:**
 - Mnemonic Devices (HOMES, PEMDAS)
 - Blank Graphic Organizers
 - Math Charts
 - Graphics

Designated Supports

Blank Graphic Organizers:

Supporting Students to
Effectively Use a Blank Organizer



Designated Supports

Blank Graphic Organizers:

Supporting Students to
Effectively Use a Blank Organizer

INTRODUCTION

-
-

#1

Details:

-
-
-

#2

Details:

-
-
-

#3

Details:

-
-
-

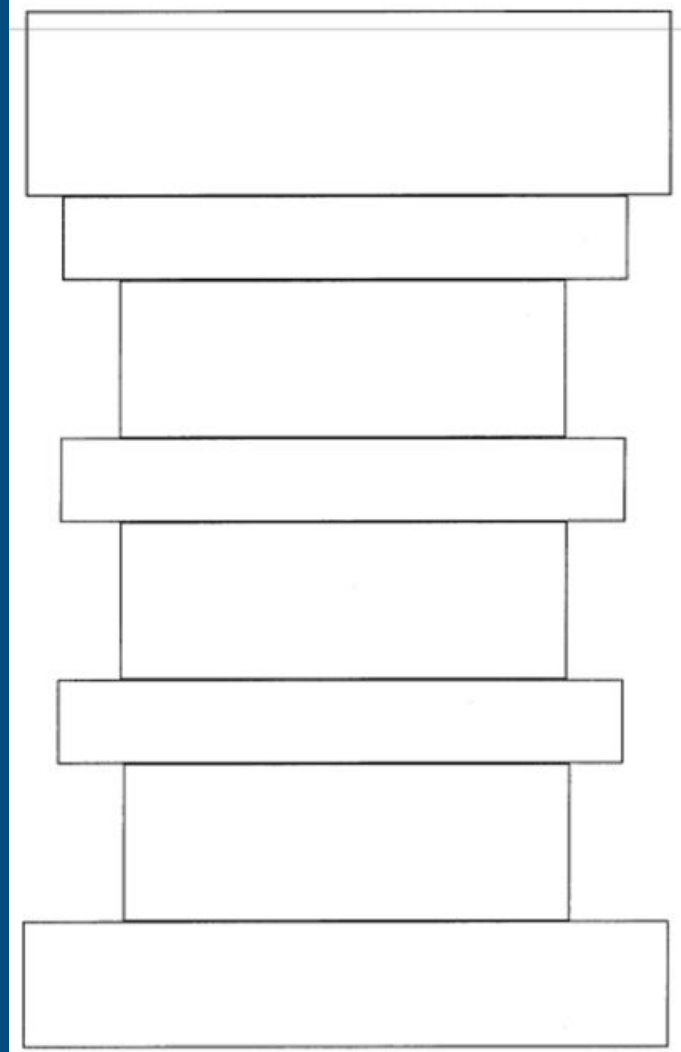
CONCLUSION

-

Designated Supports

Blank Graphic Organizers:

**Supporting Students to
Effectively Use a Blank Organizer**



Designated Supports



Extra Time



Proper Administration

TELPAS-*Texas English Language Proficiency Assessment System*

<i>Who?</i>	Students in grades K-12 who have been identified as an EL.
<i>What?</i>	TELPAS is an assessment program for students in Texas public schools who are learning the English language.
<i>When?</i>	TELPAS tests are given in the Spring.
<i>Where?</i>	TELPAS test are given to students at their own school.
<i>Why?</i>	TELPAS tests are designed to measure the progress that each EL makes in becoming proficient in the use of academic English.
<i>How?</i>	TELPAS tests are offered in both paper and online formats

2022-2023 Student Assessment Testing Calendar

2022–2023 STUDENT ASSESSMENT TESTING CALENDAR	
2022 Assessments	
Test Dates	STAAR
Dec 6 (Tue)	English I
Dec 8 (Thu)	English II
Dec 9 (Fri)	Make-up sessions for STAAR English I and English II must be completed by the end of this day.
Dec 6–Dec 16*	Algebra I Biology U.S. History
Dec 16 (Fri)	Make-up sessions for tests scheduled to be administered Dec 6–16, 2022, must be completed by the end of this day.
2023 Assessments	
Test Dates	NAEP (selected sample)
Assessment Window Late Jan–Early Mar	Long-term Trend, 13-year-olds
Test Dates	TELPAS
Assessment Window Feb 20–Mar 31	TELPAS Grades K–12 Listening, Speaking, Reading, and Writing
Test Dates	TELPAS Alternate
Assessment Window Feb 20–Mar 31	TELPAS Alternate Grades 2–12 Listening, Speaking, Reading, and Writing
Test Dates	STAAR Alternate 2
Preview Window Mar 13–Apr 28	Test administrators may only preview (not administer) the assessments two weeks prior to the opening of the assessment window. Assessments may be previewed anytime during the assessment window.
Assessment Window Mar 27–Apr 28	STAAR Alternate 2 Grades 3–8 and EOC Assessments
2023 Assessments	
Test Dates	STAAR
Apr 18–Apr 28*	Grades 3–8 Reading Language Arts English I English II
Apr 28 (Fri)	Make-up sessions for tests scheduled to be administered Apr 18–28, 2023, must be completed by the end of this day.
Apr 25–May 5*	Grade 5 Science Grade 8 Science Grade 8 Social Studies Biology U.S. History
May 5 (Fri)	Make-up sessions for tests scheduled to be administered Apr 25–May 5, 2023, must be completed by the end of this day.
May 2–May 12*	Grades 3–8 Mathematics Algebra I
May 12 (Fri)	Make-up sessions for tests scheduled to be administered May 2–12, 2023, must be completed by the end of this day.
Test Dates	STAAR
Jun 20–Jun 30**	Algebra I English I English II Biology U.S. History
Jun 30 (Fri)	Make-up sessions for tests scheduled to be administered Jun 20–30, 2023, must be completed by the end of this day.


*Districts may choose to administer assessments on Monday of the second testing week without submitting a request to TEA.

**If a district is no longer in session (i.e., providing instruction to students) during the June administration window, the district may adjust the testing schedule to test on Monday, June 19, 2023.

Review Your Child's TELPAS Report Card

See how your child did this year as well as his or her TELPAS score history. You will learn how they are progressing and help them do their best.

Go to Family Portal

TELPAS Texas English Language Proficiency Assessment System (Sistema de Texas para Evaluar el Dominio del Inglés)		YYYY TELPAS Report Card Informe de calificaciones de TELPAS YYYY	
FIRSTNAME M. LASTNAME		Local Student ID: 999999999	District: DISTRICTNAMEXX (County) 999-999
Date of Birth: MM/DD/YYYY (Fecha de nacimiento)	Student ID: _____ (Número de identificación del estudiante)	Local Student ID: 999999999 (Código de identificación local del estudiante)	District: DISTRICTNAMEXX (County) 999-999
<p>The TELPAS tests have been designed to assess students who are learning the English language. This report gives you information on your child's English language proficiency and provides resources for you to help them improve even more. (Las pruebas TELPAS se han diseñado para evaluar a los estudiantes que están aprendiendo el idioma inglés. Este informe le proporciona información sobre el dominio que tiene su hijo del idioma inglés y le brinda recursos para ayudarlos aún más.)</p>  <p>Mike Morath, Commissioner of Education (Comisionado de Educación)</p>			
Proficiency Levels (Niveles de desempeño)			
IL Beginning (Principiante) students are in the beginning stages of learning English (los estudiantes están en las etapas iniciales de aprendizaje de inglés)	I Intermediate (Intermedio) students use common, basic academic English, but need considerable support (los estudiantes usan un inglés académico básico y común, pero necesitan apoyo considerable)	A Advanced (Avanzado) students understand and use academic English with some support (los estudiantes entienden y usan el inglés académico con algo de apoyo)	AH Advanced High (Avanzado superior) students use academic English with little support (los estudiantes usan el inglés académico con poco apoyo)
TELPAS Proficiency at a Glance (Información general del desempeño en TELPAS)			
L Listening (Habilidad para escuchar) AH Advanced High (Avanzado superior)	S Speaking (Habilidad para hablar) A Advanced (Avanzado)	R Reading (Habilidad para leer) B Beginning (Principiante)	W Writing (Habilidad para escribir) AH Advanced High (Avanzado superior)
Listening (Habilidad para escuchar) Advanced High (Avanzado superior) IL [] I [] A [] AH [] Beginning Intermediate Advanced Advanced High (0999-9999) (9999-9999) (9999-9999) (9999-9999)			
Speaking (Habilidad para hablar) Advanced (Avanzado) AS [] I [] A [] AH [] Beginning Intermediate Advanced Advanced High (0999-9999) (9999-9999) (9999-9999) (9999-9999)	CATEGORY Word Meaning (Significado de la palabra) 5 of 5 Basic Understanding (Entendimiento básico) 16 of 16 Analyzing and Evaluating (Análisis y evaluación) 43 of 43 TOTAL 27 of 27		
Reading (Habilidad para leer) Beginning (Principiante) B [] BS [] I [] A [] AH [] Beginning Intermediate Advanced Advanced High (0999-9999) (9999-9999) (9999-9999) (9999-9999)	CATEGORY Summarizing (Resumen) 12 of 16 Analyzing (Análisis) 13 of 30 TOTAL 25 of 36		
Writing (Habilidad para escribir) Beginning (Principiante) B [] BS [] I [] A [] AH [] Beginning Intermediate Advanced Advanced High (0999-9999) (9999-9999) (9999-9999) (9999-9999)	CATEGORY Word Meaning (Significado de la palabra) 2 of 12 Basic Understanding (Entendimiento básico) 5 of 10 Analyzing and Evaluating (Análisis y evaluación) 5 of 15 TOTAL 12 of 27		
Writing (Habilidad para escribir) Advanced High (Avanzado superior) The writing test is a holistic rating test; this means there is one overall score, with no individual categories. (La prueba de habilidad para escribir es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)			
XXX999 To view your child's scores online, go to TexasAssessments.gov (Para ver las calificaciones de su hijo en internet, visite la página TexasAssessments.gov)			

TELPAS Redesign

The TELPAS assessment is categorized into 3 categories:

1. Writing Sample-*Write a Story*
2. Reading & Writing-*Fill in the blanks*
3. Listening & Speaking-*Describing, Following Directions, Matching and Listen to a Video/Answer Questions*

Writing Sample

Write or Listen to a Story...Beginning, Middle & End

Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.



1

GUEST, GUEST

- Explain what the problem was.
- Tell who the people were, what they did and said, and how they felt.
- Explain how the problem was solved.

B *I* U *I*_x

Reading & Writing

Multiple Choice (fill in the blank)

Mrs. Ling cooked dinner. Now she _____ the food to her family.



☐ (A) eats

☐ (B) stirs

☒ (C) serves

☐ (D) buys

Jonas Salk studied medicine in the 1900s. He learned about viruses. Viruses can cause diseases. Salk wanted to stop a disease called polio. Polio made people sick and unable to walk. Salk created a vaccine to protect people from polio. The vaccine helped _____ the number of people with polio.



☐ (A) call

☐ (B) see

☐ (C) lower

☐ (D) learn

Listening & Speaking

Describing, Follow Directions, Matching and Video-Questions

Listen to the audio. Follow the directions you hear.



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Look at the picture and listen to the audio. Choose the answer that best matches the picture.



A



B



C



D

How to Help Your Child Prepare for the TELPAS Assessment



Home to School Connection

The home to school connection is critical to achieve student success. Frequent two-way communication is necessary to offer feedback, share strategies that are working, determine if student support is sufficient or determine whether additional supports are needed.



Review TELPAS Parent Tips

Take a look at specific tips for parents of TELPAS takers.

[Go to TELPAS Tips for Parents](#)



Don't Stress; Do Your Best

Before the test, the best preparation is to help your child spend some time relaxing, getting a good night's rest, and eating healthy meals.

**Thank you for your
time.**

We are here to help.

**If you have any
questions, let us know.**

