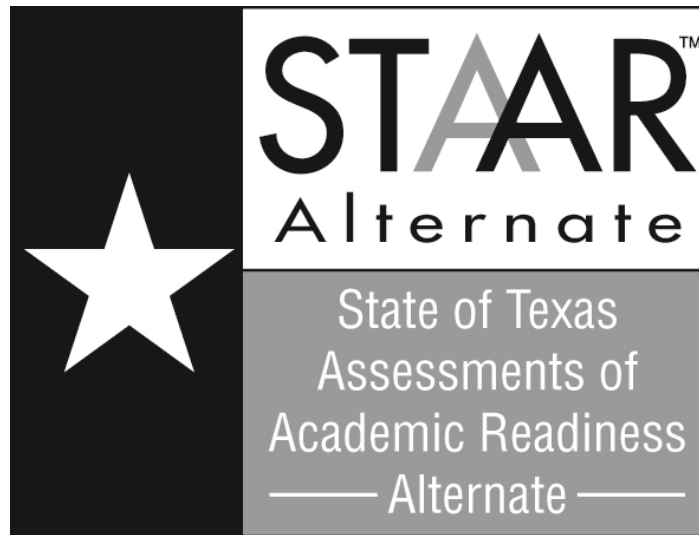




Standardized Assessment Tasks for
STAAR Alternate

Grade 8 Social Studies

Definitions/Examples for STAAR Reporting Category 1 (8.2) Essence Statement A

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 2: page 4

personal journal entry of a colonist or explorer – a diary-like chronicle that is written from the viewpoint (perspective) of a colonist (a person who migrates and settles in an area to establish a colony) or explorer (a person who travels into little known geographic regions to search, investigate, and discover) during the early colonial period and details his or her daily activities, experiences, and reflections at that time. It will be necessary for the journal entry to provide the following information:

- a reason the colonist or explorer left his or her homeland and
- specific details about the colonist's or explorer's life. The specific details could include:
 - o where the colonist/explorer found shelter
 - o ways the colonist/explorer traveled (means of transportation)
 - o the kinds of food eaten by the colonist/explorer and the sources of those foods — for example, hunting, fishing, farming, gathering wild berries, etc.
 - o what the colonist/explorer wore for clothing
 - o what kinds of chores and work-related activities did the colonist/explorer do
 - o what kinds of recreational and free-time activities did the colonist/explorer do
 - o how did the colonist/explorer obtain education, if any
 - o what other furnishings/tools were used by the colonist/explorer for survival needs

Personal journal entries can be found in social studies textbooks, especially U.S. history textbooks, and on the Internet. Personal journal entries can also be teacher-made.

Note: If a teacher-made personal journal entry is used, it may be helpful for the teacher to begin with an actual journal entry found in a textbook or on the Internet and revise the entry for appropriateness. This revision might include removing irrelevant text and inserting specific details using the ideas listed above. Any details added to the journal entry should be historically accurate and realistic for the time period.

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to (A) identify reasons for European exploration and colonization of North America; Readiness Standard (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. Supporting Standard	Essence Statement A: Recognizes reasons for exploration and colonization.

Level 3

Prerequisite skill: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation

The student will be presented information about the establishment of a colony or an expedition that explored new territory. Based on the information, the student will determine a reason the colonists or explorers left their homeland. The student will determine what needs were met by the colonization or exploration. The student will determine how those same needs are met in his or her own community.

Predetermined Criteria

1. The student will determine a reason the colonists or explorers left their homeland.
2. The student will determine what needs were met by the colonization or exploration.
3. The student will determine how those same needs are met in his or her own community.

Process skill: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting

Level 2

Prerequisite skill: describe various evidence of the same time period using primary sources such as photographs, journals, and interviews

The student will be presented a personal journal entry of a colonist or explorer that includes the reason for leaving his or her homeland and details about his or her life. The student will identify the reason the colonist or explorer left his or her homeland. The student will be presented representations or photographs depicting the details from the journal entry along with corresponding representations or photographs from the present day. The student will sort the representations or photographs into two groups, past and present. The student will match the representations or photographs from the past to the present-day counterparts.

Predetermined Criteria

1. The student will identify the reason the colonist or explorer left his or her homeland.
2. The student will sort the representations or photographs into two groups, past and present.
3. The student will match the representations or photographs from the past to the present-day counterparts.

Process skill: sequence and categorize information

Level 1

Prerequisite skill: organize their life around events, time, and routines

The student will be presented representations of basic needs that can be met at different locations. The student will participate in pairing the representations to the corresponding activities on his or her schedule. The student will participate in traveling to the locations where his or her needs can be met. The student will respond to the completed schedule to symbolize that all his or her needs have been met.

Predetermined Criteria

1. The student will participate in pairing the representations to the corresponding activities on his or her schedule.
2. The student will participate in traveling to the locations where his or her needs can be met.
3. The student will respond to the completed schedule to symbolize that all his or her needs have been met.

Transition

Definitions/Examples for STAAR Reporting Category 2 (8.10) Essence Statement B

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 6

topographical map of the United States – a map of the United States that shows geographic features including mountains, lakes, rivers, and other landforms. This commercial map is usually colored to indicate the elevation and type of landform; however, the map can be teacher-made or adapted to add texture so that geographic features are distinguishable. This map should have large cities in Texas labeled.

For the level 3 assessment task, **cardinal directions** will include N, S, E, W as well as the intermediate directions NE, SE, SW, and NW.

Levels 3 and 2: pages 6 and 7

geographic features – natural landforms on the Earth. Geographic features appropriate for the Level 3 and Level 2 assessment tasks are natural features such as terrain types and bodies of water.

- Examples include mountains, hills, volcanoes, canyons, valleys, oceans, lakes, and rivers.
- Man-made cultural features such as highways, bridges, and buildings are NOT appropriate for this task.

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
(8.10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to (A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries; Supporting Standard (B) compare places and regions of the United States in terms of physical and human characteristics; Readiness Standard (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States. Readiness Standard	Essence Statement B: Recognizes the physical characteristics of the United States and the effects of these on historical and contemporary events.

Level 3

Prerequisite skill: create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system

The student will be presented a topographical map of the United States with large cities in Texas labeled. The student will locate a labeled large city that is close to his or her hometown. The student will locate a geographic feature that is close to the large city. Using the compass rose, the student will determine the cardinal direction from the large city to the geographic feature.

Predetermined Criteria

1. The student will locate a labeled large city that is close to his or her hometown.
2. The student will locate a geographic feature that is close to the large city.
3. The student will determine the cardinal direction from the large city to the geographic feature.

Process skill: interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

Transition

Social Studies Grade 8; Reporting Category 2 (8.10); Essence Statement: B

Level 2

Prerequisite skill: create maps to show places and routes within the home, school, and community

The student will be presented a map of his or her community including major roads and geographic features. The student will identify a location on the map. The student will identify a geographic feature on the map. The student will construct a route using existing roads between the identified location and the geographic feature.

Predetermined Criteria

1. The student will identify a location on the map.
2. The student will identify a geographic feature on the map.
3. The student will construct a route using existing roads between the identified location and the geographic feature.

Process skill: obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

Transition

Level 1

Prerequisite skill: identify tools that aid in determining location, including maps and globes

While in a starting location, the student will be presented a map that includes a representation of the starting location and a removable representation of a destination in his or her environment. The student will explore the map. The student will participate in removing the representation of the destination from the map. Using the map, the student will experience traveling to the destination. Upon arrival, the student will participate in pairing the representation of the destination back to the appropriate place on the map.

Predetermined Criteria

1. The student will participate in removing the representation of the destination from the map.
2. The student will experience traveling to the destination.
3. The student will participate in pairing the representation of the destination back to the appropriate place on the map.

Transition

Definitions/Examples for STAAR Reporting Category 3 (8.20) Essence Statement C

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 9

poll – a survey to acquire information from school members, such as students and teachers, about their opinion on a selected school issue

- Examples of school issues could include:
 - o school dress code
 - o food choices in the school cafeteria
 - o changes to a specific school rule

proposal – a plan created by the student using the results of the poll and that could be shared with the principal for his or her consideration and possible acceptance

Note: It is not necessary to have the proposal actually sent to the principal. The importance comes in having the student recognize and demonstrate one way that an individual can participate in the democratic process to improve his or her community.

Level 2: page 10

voting process – hearing arguments for the issue, creating the ballots, conducting the vote, collecting the ballots, announcing the winner

For this task, the entire process should be provided. The student will need to do at least one step of the process but be exposed to the entire process.

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
(8.20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to (A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America; Supporting Standard (B) evaluate the contributions of the Founding Fathers as models of civic virtue; Supporting Standard (C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. Supporting Standard	Essence Statement C: Recognizes the importance of individual participation in the democratic process.

Level 3

Prerequisite skill: identify examples of actions individuals and groups can take to improve the community

The student will be presented a school issue concerning the school community. The student will conduct a poll to determine how members of the school community feel about the issue. The student will analyze the results of the poll. The student will generate a proposal to take to the principal based on the polling results.

Predetermined Criteria

1. The student will conduct a poll to determine how members of the school community feel about the issue.
2. The student will analyze the results of the poll.
3. The student will generate a proposal to take to the principal based on the polling results.

Transition

Social Studies Grade 8; Reporting Category 3 (8.20); Essence Statement: C

Level 2

Prerequisite skill: explain and practice voting as a way of making choices and decisions

The student will identify a change that would improve a classroom procedure. The student will assist in conducting a class vote on changing the procedure. The student will identify the results of the vote.

Predetermined Criteria

1. The student will identify a change that would improve a classroom procedure.
2. The student will assist in conducting a class vote on changing the procedure.
3. The student will identify the results of the vote.

Process skill: obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music

Transition

Level 1

Prerequisite skill: use voting as a method for group decision-making

The student will be presented representations for two different class activities. The student will explore the representations. The student will participate in providing and collecting the ballots for a class vote on a preferred activity. The student will participate in the activity decided upon by the class.

Predetermined Criteria

1. The student will explore the representations.
2. The student will participate in providing and collecting ballots for a class vote on a preferred activity.
3. The student will participate in the activity decided upon by the class.

Transition

Definitions/Examples for STAAR Reporting Category 4 (8.28) Essence Statement D

The following definitions clarify terms used in the grade 8 social studies assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 13

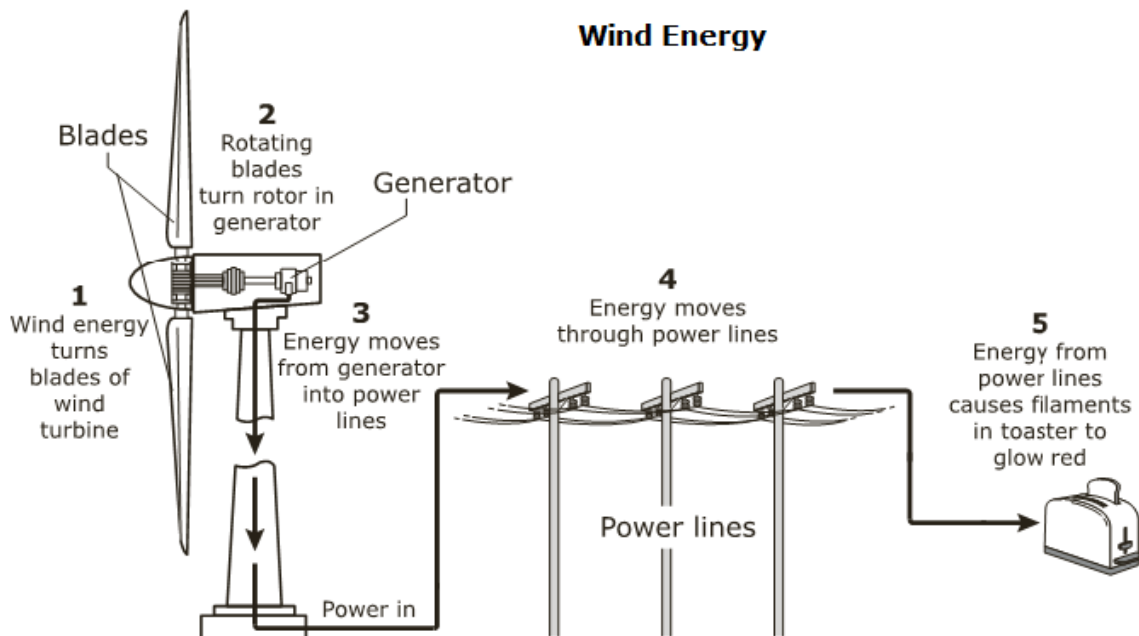
energy sources – sources from which energy can be obtained to provide heat, light, and power

- Appropriate energy sources include fossil fuels such as oil and natural gas, solar energy, wind energy, nuclear energy, hydropower (electricity generated by water, most often through a dam), and biomass (any plant or animal matter used to produce energy).

A generated list of energy sources should include several entries.

presentation – a way to display the information the student has obtained about the one energy source he or she has selected for research. The presentation could be oral, visual, or a combination.

- A presentation can be a poster, brochure, slide presentation, report, model, or any other produced work that the student generates about the selected energy source
- An example of a presentation is shown below:



Levels 2 and 1: page 14

technology – Technology includes any use of knowledge that gives humans new capabilities. Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line.

- Some examples of technology and how it has helped people in daily life are listed below:
 - o A cell phone helps people communicate and stay in contact easily from most any location.
 - o A computer helps people get information, communicate with others, and share information quickly.
 - o A microwave helps people prepare food quickly and easily.
 - o A portable communication device helps people communicate and respond to conversations by selecting text or pictures and “speaking” for its user.
 - o A digital audio reader helps people get information orally from a printed text.
 - o An electronic wheelchair helps people travel to new locations in their surrounding environment.

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
(8.28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; Supporting Standard (B) identify examples of how industrialization changed life in the United States. Supporting Standard	Essence Statement D: Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.

Level 3

Prerequisite skill: describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

The student will generate a list of energy sources in Texas. From the list, the student will select an energy source that he or she would like to research. Using reference materials, the student will generate a presentation about the energy source. The student will determine ways the energy source impacts his or her daily life.

Predetermined Criteria

1. The student will generate a list of energy sources in Texas.
2. The student will generate a presentation about the energy source.
3. The student will determine ways the energy source impacts his or her daily life.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

Transition

Level 2

Prerequisite skill: explain how science and technology change the ways in which people meet basic needs

The student will identify an example of technology. The student will assist in using the technology. The student will identify one way in which the technology helps people in daily life.

Predetermined Criteria

1. The student will identify an example of technology.
2. The student will assist in using the technology.
3. The student will identify one way in which the technology helps people in daily life.

Process skill: express ideas orally based on knowledge and experiences

Transition

Level 1

Prerequisite skill: identify examples of technology used in the home and school

The student will be presented an example of technology. The student will acknowledge the technology. As the technology is demonstrated, the student will respond to the demonstration. The student will participate in using the technology.

Predetermined Criteria

1. The student will acknowledge the technology.
2. The student will respond to the demonstration.
3. The student will participate in using the technology.

Transition