

An Explanation of the Terms *Such As* and *Including* on STAAR

Since the beginning of TAKS development, Student Assessment content teams have worked with a consistent interpretation of the terms *such as* and *including*, which are used in some TEKS student expectations for mathematics, science, and social studies. This interpretation, which is detailed below, has been carried forward in the development of STAAR.

For every grade level and course assessed on STAAR, two terms—*such as* and *including*—are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways.

The term *such as* is used when the specific examples that follow it function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in addition to those listed or as replacements for those listed.

The term *including* is used when the specific examples that follow it must be taught. However, other examples may also be used in conjunction with those listed.

For the STAAR assessment, teachers should remember two things with regard to these terms.

Such As

Any example preceded by the term *such as* in a particular student expectation may or may not provide the basis for a question assessing that expectation. Because other examples may be used to teach the student expectation, it is equally likely that other examples may be used in test questions. The rule here is that an example will **not** be used as the basis for a STAAR question unless the following conditions are met.

1. It is central to the knowledge or concept the question assesses.
2. Committees of educators who review STAAR social studies questions confirm that each example used as the basis for a test question is appropriate to assess.
3. Student-performance data are examined to confirm that each question based on an example is an appropriate measure of the social studies curriculum.

For example, for the U.S. history end-of-course assessment, Reporting Category 3 is titled ***Government and Citizenship***. Under this reporting category, one TEKS knowledge and skills statement being assessed is (19): ***The student understands changes over time in the role of government***. Student expectation (D) is a supporting standard:

discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009

This student expectation includes a list to illustrate different roles assumed by the government.

Although both instruction and assessment will likely include many of these pieces of legislation, other equally significant legislation will also be included.

An example of a question assessing TEKS student expectation (19)(D) is included below. This question assesses the Family and Medical Leave Act. The correct answer is G.

- 2** An employee contacts his supervisor to request time off guaranteed to him under the Family and Medical Leave Act. Under which circumstance do the provisions of this law apply?
- F** The employee qualifies for time off to complete a college degree.
 - G** The employee qualifies for time off to care for a newborn child.
 - H** The employee qualifies for an extended vacation due to airline delays.
 - J** The employee qualifies for assignment to a different work location.

Including

It is more likely that the examples preceded by the term *including* in a particular student expectation will provide the basis for questions assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the term *including* do not represent all the examples teachers use to teach the student expectation, so other examples may also provide the basis for a test question. As above, the rule here is that an example may be used only if it is central to the knowledge or concept the question assesses. For example, for the grade 8 social studies assessment, Reporting Category 1 is titled ***History***. Under this reporting category, one TEKS knowledge and skills statement being assessed is (6): ***The student understands westward expansion and its effects on the political, economic, and social development of the nation.*** Student expectation (E) is a supporting standard:

identify areas that were acquired to form the United States, including the Louisiana Purchase

Although this student expectation requires educators to teach areas acquired through the Louisiana Purchase, it does not imply that these are the only areas acquired by the United States.

An example of a question assessing TEKS student expectation (6)(E) is included below. This question addresses the acquisition of Oregon. The correct answer is A.

- 00** The United States acquired the Oregon Territory when —
- A** a treaty divided U.S. and British claims to the land
 - B** Mexico sold the territory to the United States for \$10 million
 - C** the territory’s settlers voted for annexation by the United States
 - D** Russia sold the land to the United States for \$7.2 million