STAAR Night Agenda

INFORMATION FOR

3rd and 4th Grade PARENTS

5th Grade is in the 5th Grade Pod

Sample Questions

STAAR Blueprints

How Parents Can Help

The STAAR Test
State of Texas Assessment of Academic Readiness

Texas Education Agency (TEA) uses the STAAR test to assess the knowledge and skills students are expected to acquire during each school year, beginning in 3rd grade. The STAAR test has been developed to be the ultimate assessment geared to increase instruction rigor and measure students' college and career readiness.

Promotion Criteria

- Combination of STAAR test scores and yearly averages on the report cards for grades 3-4

  - **<u>For 5th Grade Reading and Math</u>**– 5th grade reading and math are a part of the Student Success Initiative (SSI). Students who do not pass the STAAR Reading and/or Math Assessment during the first or second administration can attend summer school to take a third administration (June 20 & 21). The STAAR Reading and Math Assessments <u>are</u> included in the promotion criteria for 5th grade students.

STAAR Assessments by Grade Level

- **Third Grade**—Math and Reading
  - Math is May 8th and Reading is May 9th
- **Fourth Grade**—Writing, Math, and Reading
  - Writing is March 28th
  - Math is May 8th and Reading is May 9th
- **Fifth Grade**—Math, Reading, and Science
  - Math is March 28th and Reading is March 29th
  - Math retest is May 8th and Reading retest is May 9th
  - Science is May 10th

How your student is assessed on the Math STAAR test

- Students are not asked straight computation problems.

- Most of the math STAAR test requires reading word problems, determining what is being asked, justifying their reasoning and performing calculations to solve the problems.

- Students must read, analyze and problem solve with data in charts and graphs.

- Display conceptual understanding.

Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to

(A)   apply mathematics to problems arising in everyday life, society, and the workplace;

(B)   use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C)   select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D)   communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E)   create and use representations to organize, record, and communicate mathematical ideas;

(F)   analyze mathematical relationships to connect and communicate mathematical ideas; and

(G)   display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

3RD Grade STAAR Blueprint

STAAR Grade 3 Mathematics Blueprint

Reporting Categories	Number of Standards		Number of Questions
Reporting Category 1: **Numerical Representations and Relationships**	Readiness Standards	4	**8**
	Supporting Standards	10	
	Total	14	
Reporting Category 2: **Computations and Algebraic Representations**	Readiness Standards	5	**13**
	Supporting Standards	9	
	Total	14	
Reporting Category 3: **Geometry and Measurement**	Readiness Standards	3	**7**
	Supporting Standards	6	
	Total	9	
Reporting Category 4: **Data Analysis and Personal Financial Literacy**	Readiness Standards	1	**4**
	Supporting Standards	6	
	Total	7	
Readiness Standards	**Total Number of Standards**	13	60%–65% 19–21
Supporting Standards	**Total Number of Standards**	31	35%–40% 11–13
Total Number of Questions on Test			**29 Multiple Choice** **3 Griddable** **32 Total**

Sample 3rd Grade Math Problem

3   The Leija family is on a road trip. The number line represents the distance the family drove on Monday from their home to point *A*.

Home   *A*

0 miles   100   200   300   400   500   600
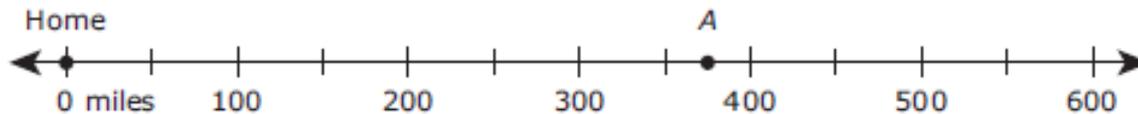
About how many miles did the family drive on Monday?

A   300, because point *A* is less than halfway between 300 and 400

B   500, because point *A* is more than halfway between 300 and 500

C   200, because point *A* is less than halfway between 200 and 400

D   400, because point *A* is more than halfway between 300 and 400

4th Grade STAAR Blueprint

STAAR Grade 4 Mathematics Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: **Numerical Representations and Relationships**	Readiness Standards	3	**9**	
	Supporting Standards	10		
	Total	13		
Reporting Category 2: **Computations and Algebraic Representations**	Readiness Standards	5	**11**	
	Supporting Standards	7		
	Total	12		
Reporting Category 3: **Geometry and Measurement**	Readiness Standards	4	**10**	
	Supporting Standards	7		
	Total	11		
Reporting Category 4: **Data Analysis and Personal Financial Literacy**	Readiness Standards	1	**4**	
	Supporting Standards	4		
	Total	5		
Readiness Standards	**Total Number of Standards**	13	60%–65%	20–22
Supporting Standards	**Total Number of Standards**	28	35%–40%	12–14
Total Number of Questions on Test			**31 Multiple Choice 3 Griddable 34 Total**	

Sample 4th Grade Math Problem

6 Which statement about the fractions $\frac{5}{10}$ and $\frac{6}{12}$ is true?

A These fractions are both greater than 1, because their denominators are greater than their numerators.

B These fractions are both equal to 1, because their denominators are greater than their numerators.

C These fractions are equivalent, because their denominators are half their numerators.

D These fractions are equivalent, because their denominators are twice their numerators.

What YOU Can Do To
Help Your Student in Math

- Instill in your child an interest in math by doing math together. Let them **see** you doing math at the grocery store, when cooking, elapsed time, etc.

- Ask questions that invoke thinking in terms of numbers and amounts and playing games that deal with such things as logic, reasoning, estimation, direction, classification, and time. Ask your children to explain and justify their thinking! Don't accept yes/no answers.

- Encourage your child to be persistent and to discuss problem-solving ideas, to think of math problems as puzzles or games.

What YOU Can Do To Help Your Student in Math

- When your child gets "stuck" on a problem, don't "save" them by providing the solution. Instead, suggest using another strategy to find the answer. Use questioning and let them talk it through with you. Let him/her wrestle with the problem, use critical thinking, and persevere to an end solution. You will not be by your child's side on the day of testing to act as a resource.

- Let your child know that he/she <u>can be</u> <u>successful</u> in mathematics. It takes hard work.

- Be sure your child is "fact proficient" - that is, they know their basic math facts (addition/subtraction and multiplication/division) with automaticity or fluency.

How your students are assessed on the Reading and Writing STAAR

- On the Reading STAAR students are asked to read passages and answer the multiple choice questions that follow each passage or pair of passages (4th and 5th grade).
- The Reading STAAR is genre based containing literary and informational text.
- On the Writing STAAR students are asked to write an expository composition and answer editing and revising multiple choice questions.

STAAR Grade 3 Reading Blueprint

STAAR Grade 3 Reading Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Understanding Across Genres	Readiness Standards	2	**5**	
	Supporting Standards	1		
	Total	3		
Reporting Category 2: Understanding/Analysis of Literary Texts	Readiness Standards	4	**15**	
	Supporting Standards	8		
	Total	12		
Reporting Category 3: Understanding/Analysis of Informational Texts	Readiness Standards	6	**14**	
	Supporting Standards	2		
	Total	8		
Readiness Standards	**Total Number of Standards**	12	60%–70%	20–24
Supporting Standards	**Total Number of Standards**	11	30%–40%	10–14
Total Number of Questions on Test			**34 Multiple Choice**	

3rd Grade Reading Sample Question

5. The reader can tell that Tama is allowed to stay at the station because she —

A. cares for other cats
B. walks people to the train
C. sits inside the ticket booth
D. attracts more passengers

STAAR Grade 4 Reading Blueprint

STAAR Grade 4 Reading Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: **Understanding/Analysis Across Genres**	Readiness Standards	4	8	
	Supporting Standards	1		
	Total	5		
Reporting Category 2: **Understanding/Analysis of Literary Texts**	Readiness Standards	4	15	
	Supporting Standards	9		
	Total	13		
Reporting Category 3: **Understanding/Analysis of Informational Texts**	Readiness Standards	5	13	
	Supporting Standards	4		
	Total	9		
Readiness Standards	**Total Number of Standards**	13	60%–70%	22–25
Supporting Standards	**Total Number of Standards**	14	30%–40%	11–14
Total Number of Questions on Test			**36 Multiple Choice**	

4th Grade Reading Sample Question

7. By the end of the story, what can the reader conclude about Joey and Jen's relationship?

A   They spend little time together.
B   They often fight with each other.
C   They share many common
        interests.
D   They enjoy playing jokes on each other.

What YOU Can Do To Help Your Student in Reading

- Have conversations with your child about the books you enjoyed as a child and what you are reading now.
- Read and discuss a variety of materials with your child. Make predictions about the story and check to see if they are true or false.
- Help your child to understand the meaning of new words.
- Ask who, what, when, where, and *why* questions about the story to help your child understand the main idea, author's purpose, and implied meaning of what is read.
- Help your child make connections between personal experiences and the events and characters in a story. Ask if a story is similar to other stories and why.

What YOU Can Do To Help Your Student in Reading

- Have your student practice their reading skills and strategies using Istation at home, if you have access to a computer with the Internet. This is available for 3rd through 5th grade students.

- Read with your child every day for 20 to 30 minutes a day and a have short reading conversation by asking a few questions about the story.

- Encourage your child to read brochures, maps, directions, almost any print they encounter in their every day lives.

- Try to foster a love of reading for your child by reading stories and books they enjoy just for fun.

STAAR Grade 4 Writing Blueprint

STAAR Grade 4 Writing Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: **Composition**	Readiness Standards	4	**1 Composition***	
	Supporting Standards	0		
	Total	4		
Reporting Category 2: **Revision**	Readiness Standards	1	**8 Multiple Choice**	
	Supporting Standards	3		
	Total	4		
Reporting Category 3: **Editing**	Readiness Standards	6	**16 Multiple Choice**	
	Supporting Standards	22		
	Total	28		
Readiness Standards	**Total Number of Standards**	11	60%–70%	14–17
Supporting Standards	**Total Number of Standards**	25	30%–40%	7–10
Total Number of Questions on Test			**24 Multiple Choice** **1 Composition**	

*The one type of writing assessed each year—expository—is always designated as a Readiness Standard.

4th Grade Sample Writing Prompt

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WRITTEN COMPOSITION #2: Expository

READ the information in the box below.

> In the book *Oh, the Places You'll Go!*,
> Dr. Seuss writes, "Today is your day! Your
> mountain is waiting. So . . . *get on your way!*"

THINK about all the different places you could visit or things you could do in the future.

WRITE about something that you look forward to doing. Tell what you want to do and explain why you want to do it.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

4th Grade Editing/Revising Sample Question

20 What is the correct way to write sentences 13 and 14?

   F If we had a rock-climbing wall on our playground, it could also be used for PE classes.

   G We could have a rock-climbing wall on our playground. Which could also be used for PE classes.

   H We could have a rock-climbing wall on our playground, it could also be used for PE classes.

   J The sentences are written correctly in the paper.

**21** What change, if any, should be made in sentence 19?

   A Insert a comma after *dangerous*

   B Delete *and that*

   C Change *to much* to **too much**

   D Make no change

What YOU Can Do To Help Your Student in Writing

- After your child reads a book or story have them write a summary to tell a friend or relative what the book was about. Or help your child write a response to a book to tell whether they liked it or not, or to refer it to a friend.

- Have your child keep a journal or diary to write messages or notes to his/her future self about things or events he/she wants to remember.

- Help your child with the weekly writing prompts the teachers send home.

# What you can do to help you child reach his/her potential

- Make sure that your child does his/her homework.
- Encourage your child to work hard and do their best, but do not pressure him/her to be "perfect".
- Keep a positive attitude about tests.
- Provide a quiet, well lit area with as few distractions as possible to help your child study efficiently.
- Make sure your child comes to school, unless of course he/she is ill.
- Make sure that your child gets up early enough so that he/she is on time to school.
- Let your child relax for a few hours before bedtime, it can be stressful for a child to study for hours at a time.
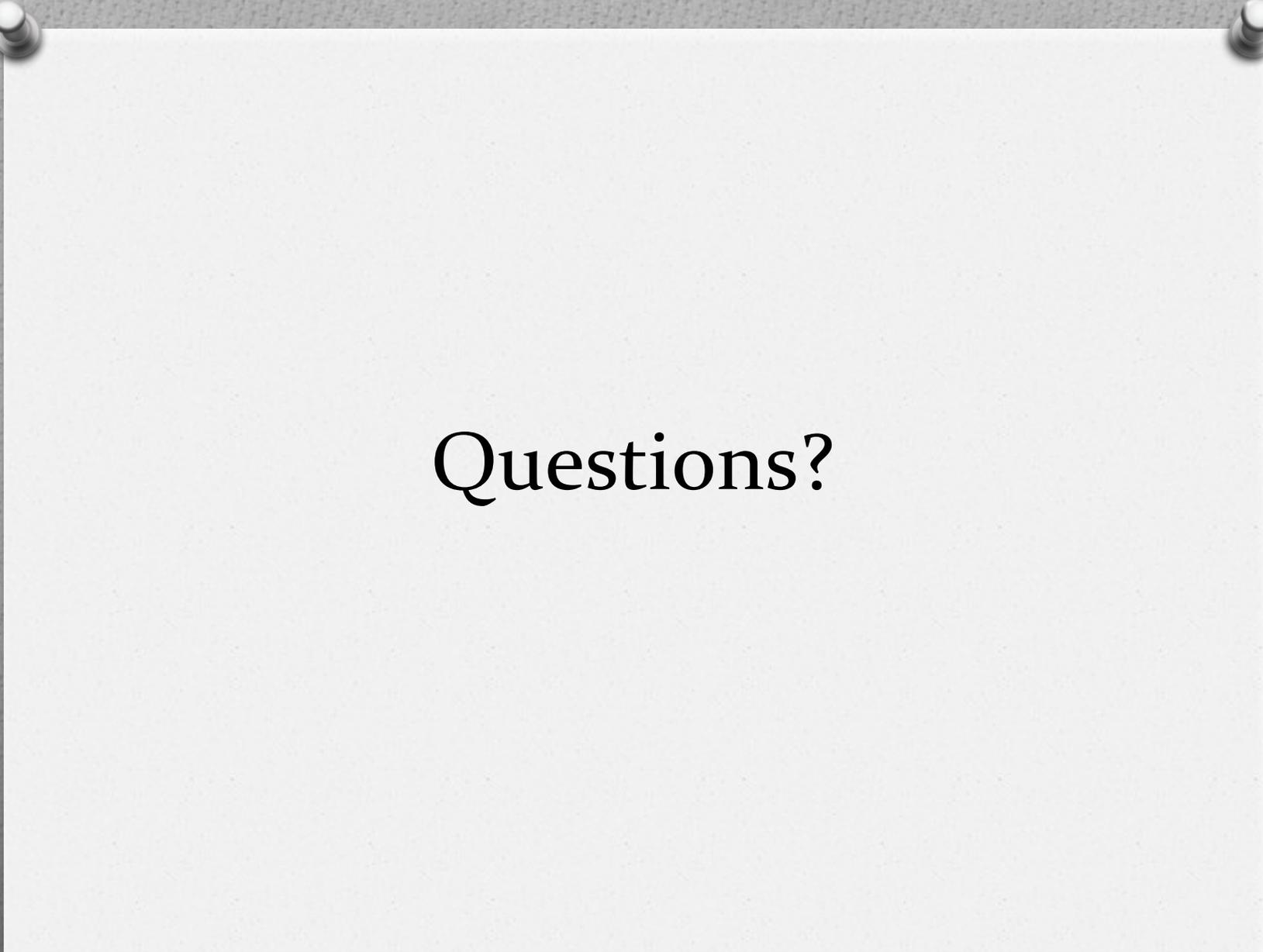
Questions?

Family Math Night until 7:00

- 3rd Grade families will remain in the café
- 4th grade families will go to the 4th grade pod
  - Math games will be played in math teachers' classrooms
  - Each classroom will have different games
    - Come and go to classrooms
- Estimation stations at each grade level
  - Estimation for your grade level
  - Estimation winners will be announced tomorrow morning during announcements
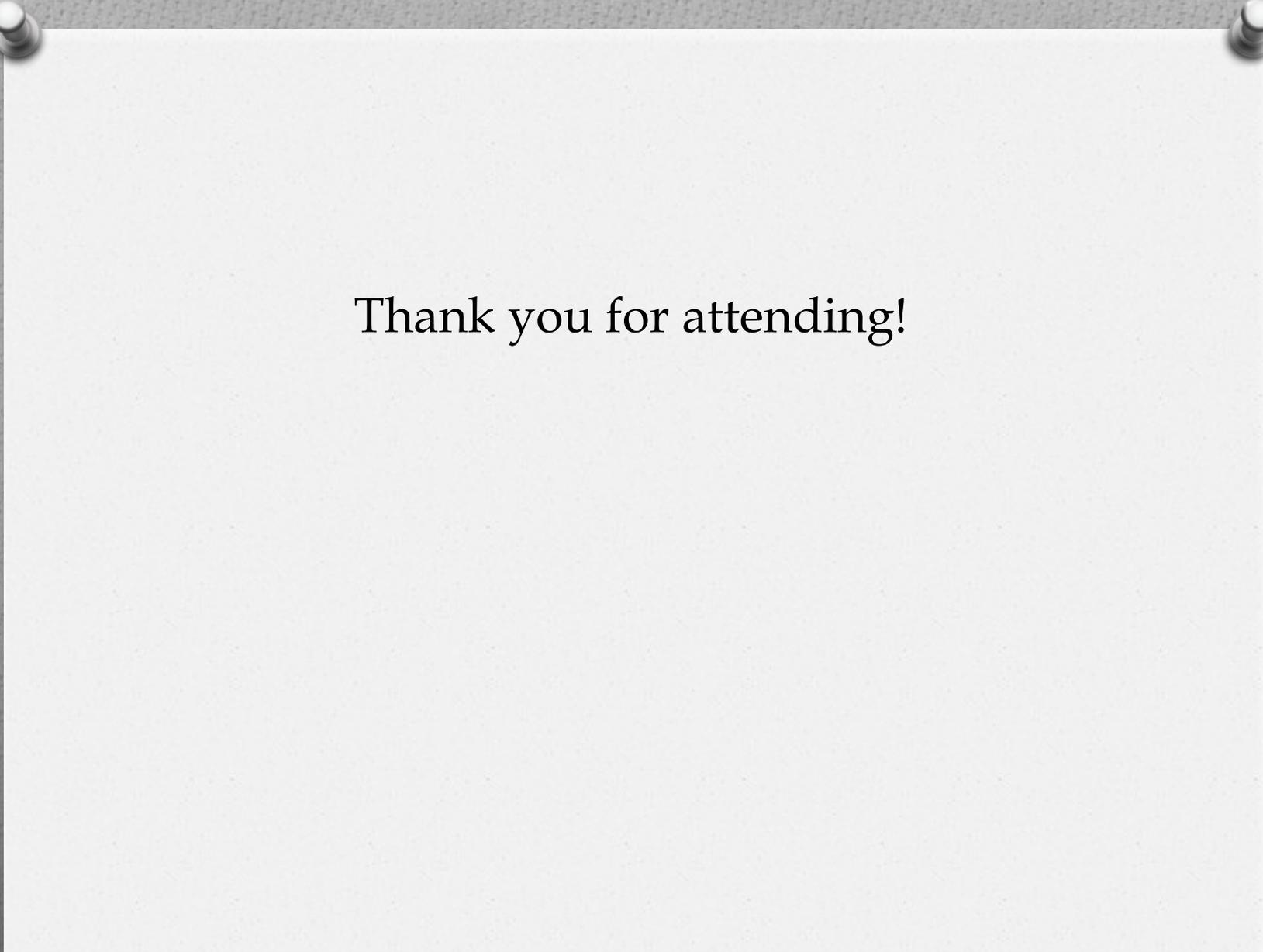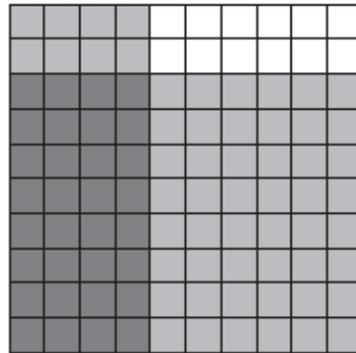
Thank you for attending!

Sample 5ᵗʰ Grade Math Problem

4   The hundredths model in the figure is shaded to represent the multiplying of two numbers.

Which equation can be represented by the shaded parts of the model?

A $80 \times 40 = 3{,}200$

B $0.08 \times 0.04 = 0.32$

C $0.80 \times 0.40 = 0.32$

D $0.08 \times 0.04 = 0.032$

5th Grade Sample Reading Questions

7 Which sentence best foreshadows what happens at the end of the story?

   A *"We might be doing all this work for nothing."*

   B *"So Linda needs someone to take care of her own dog, Princess, for a week."*

   C *"You taking that thing to the dump?"*

   D *"He's getting a dog, and it's going to need a house."*

21 What is the best summary of the story?

   A A peasant finds a bag of money behind a fish market and returns it to a merchant for a reward. The merchant refuses to pay the reward. The peasant goes to the prince and tells his story. The merchant also tells his story. The bag is supposed to have 1,000 coins but has only 900. The prince listens to both the peasant and the merchant.

   B After losing a bag of money, a merchant promises a reward of 100 coins for its return. When the bag is returned by a peasant, the merchant tries to avoid paying the reward by saying the peasant took some of the money. They both go before a Romanian prince. The prince uses the merchant's statements against him to reward the peasant.

   C One day a Romanian prince asks a peasant and a merchant to appear in his chambers to talk about a bag of money. The merchant says the peasant took some money out of the bag. The prince can tell that the merchant is greedy. He holds up the money bag. It is made of leather just like other money bags. The prince says the bag does not belong to the merchant.

   D A merchant travels to Romania, where he loses a bag of money. He says that he will give 100 coins to the person who finds it. A peasant finds the bag and returns it to the merchant. The merchant tells the peasant that the bag is missing the reward money. The peasant says that he did not take any money out of the bag. The prince gives the bag of money to the peasant.

STAAR Grade 5 Reading Blueprint

STAAR Grade 5 Reading Blueprint

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Understanding/Analysis Across Genres	Readiness Standards	4	8	
	Supporting Standards	1		
	Total	5		
Reporting Category 2: Understanding/Analysis of Literary Texts	Readiness Standards	5	16	
	Supporting Standards	9		
	Total	14		
Reporting Category 3: Understanding/Analysis of Informational Texts	Readiness Standards	6	14	
	Supporting Standards	9		
	Total	15		
Readiness Standards	**Total Number of Standards**	15	60%–70%	23–27
Supporting Standards	**Total Number of Standards**	19	30%–40%	11–15
Total Number of Questions on Test			**38 Multiple Choice**	

Sample 5th Grade Science Question

8 Some students investigate the properties of four objects using a hand lens, a magnet, and a beaker containing water. Their observations are recorded in the table.

Observed Properties

Object	Mass (g)	Observations
Cork	2	• Light brown • Has small holes • Floats in water
Marble	2	• Blue • Shiny • Sinks in water
Wood cube	2	• Light brown • Not attracted by a magnet • Floats in water
Rubber stopper	2	• Black • Sinks in water • Not attracted by a magnet

Which statement identifies a property that could be used to classify these objects into two different groups?

F Density can be used to separate objects that sink in water from objects that do not.

G Magnetism can be used to separate objects that are attracted by a magnet from objects that are not.

H Solubility can be used to separate objects that dissolve in water from objects that do not.

J Physical state can be used to separate objects that are solids from objects that are not.

5ᵗʰ Grade STAAR Blueprint

STAAR Grade 5 Mathematics Blueprint

Reporting Categories	Number of Standards		Number of Questions		
Reporting Category 1: **Numerical Representations and Relationships**	Readiness Standards	2	**6**		
	Supporting Standards	4			
	Total	6			
Reporting Category 2: **Computations and Algebraic Representations**	Readiness Standards	6	**17**		
	Supporting Standards	9			
	Total	15			
Reporting Category 3: **Geometry and Measurement**	Readiness Standards	3	**9**		
	Supporting Standards	5			
	Total	8			
Reporting Category 4: **Data Analysis and Personal Financial Literacy**	Readiness Standards	1	**4**		
	Supporting Standards	6			
	Total	7			
Readiness Standards	**Total Number of Standards**	12	60%–65%	22–24	
Supporting Standards	**Total Number of Standards**	24	35%–40%	12–14	
Total Number of Questions on Test			**33 Multiple Choice** **3 Griddable** **36 Total**		

5ᵗʰ Grade Science Blueprint

STAAR Grade 5 Science Blueprint

Scientific Investigation and Reasoning Skills is not a separate reporting category. These skills will be incorporated into at least 40% of the test questions from reporting categories 1–4 and will be identified along with the content standards.

Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: **Matter and Energy**	Readiness Standards	1	8	
	Supporting Standards	4		
	Total	5		
Reporting Category 2: **Force, Motion, and Energy**	Readiness Standards	3	10	
	Supporting Standards	2		
	Total	5		
Reporting Category 3: **Earth and Space**	Readiness Standards	4	12	
	Supporting Standards	11		
	Total	15		
Reporting Category 4: **Organisms and Environments**	Readiness Standards	4	14	
	Supporting Standards	5		
	Total	9		
Readiness Standards	**Total Number of Standards**	12	60%–65%	26–29
Supporting Standards	**Total Number of Standards**	22	35%–40%	15–18
Total Number of Questions on Test			**43 Multiple Choice** **1 Griddable** **44 Total**	