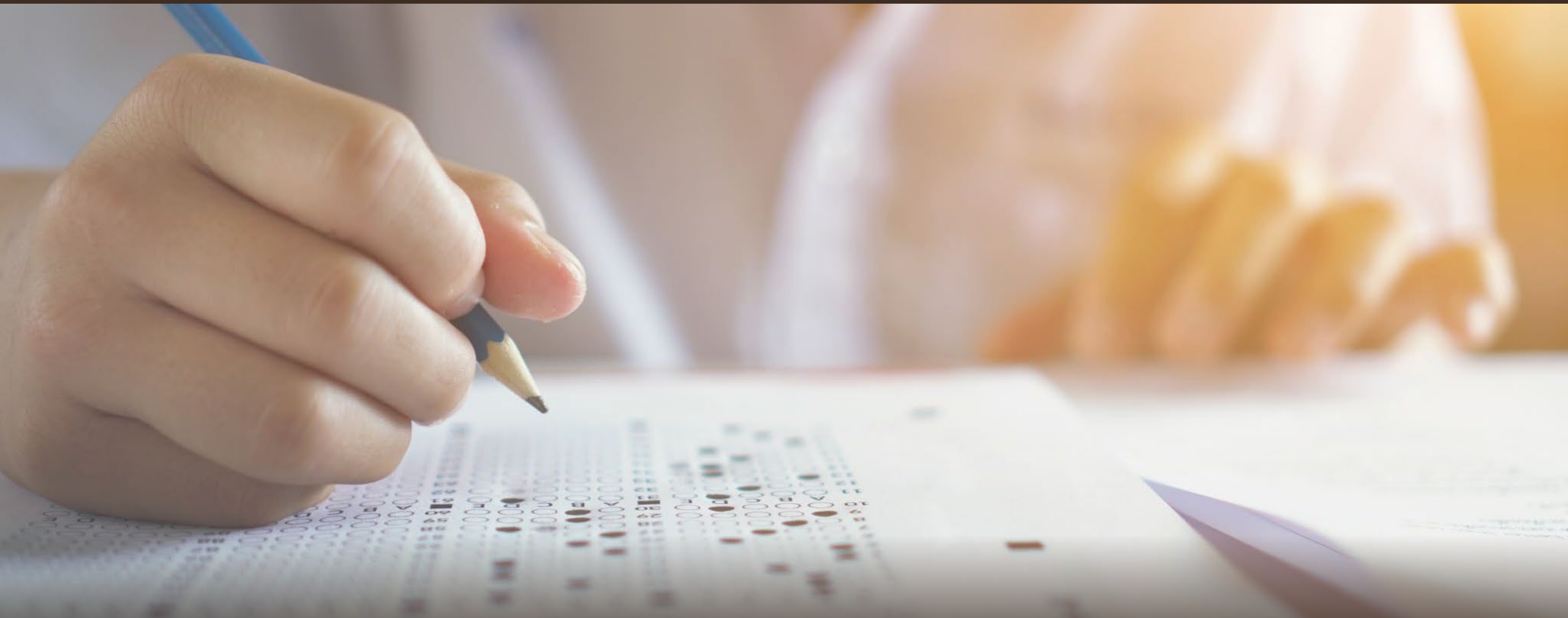




Redesigned



STAAR 2.0



Writing embedded on all RLA assessments



NEW item types

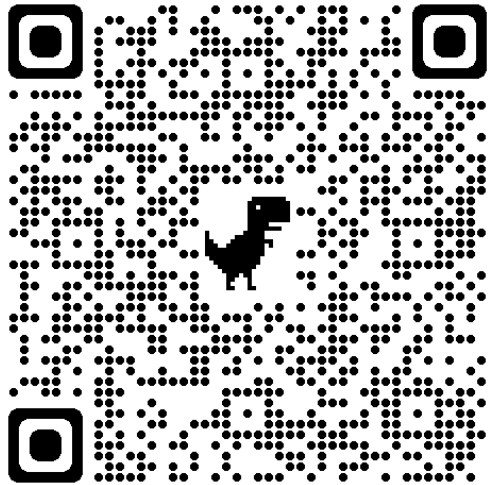


Fully online

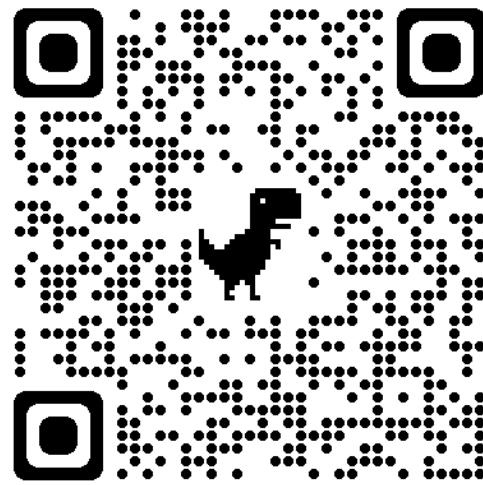


No more than 75% of items can be multiple choice

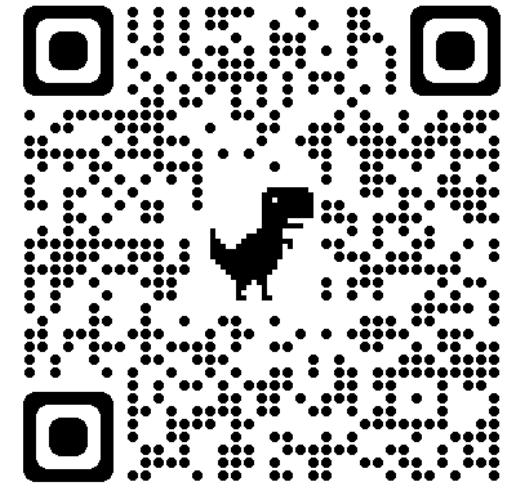
STAAR 2.0



[TEA's STAAR Redesign Resources](#)

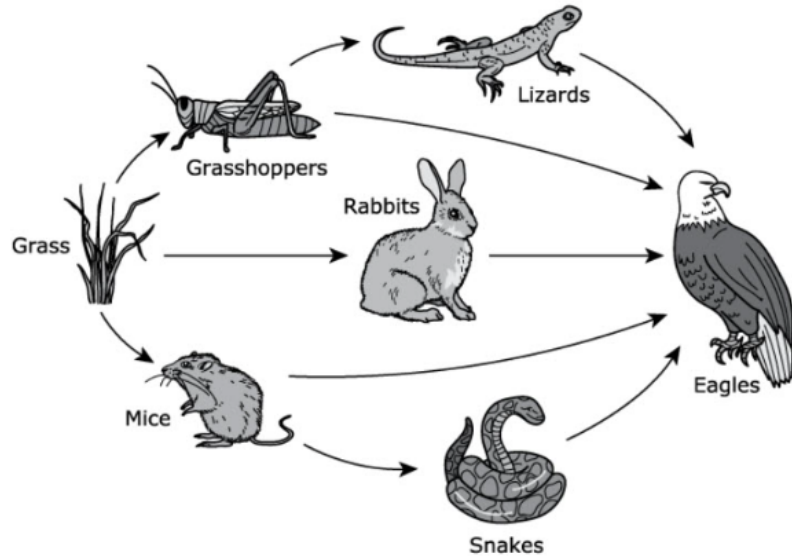


[STAAR Online Testing Sample Platform](#)



[STAAR Sample Items \(On Paper\)](#)

A picture of a grassland food web is shown.



What are **TWO** similarities between the lizards and the snakes in terms of energy flow in this food web?

Look at the diagram carefully. Then enter your answer in the box provided.

B I U T_x | ☰ ☷ ☱ ☲ | ✂ 📄 🏠 ↶ ↷ Ω

Chars 0/475











5th Grade Science

Short Constructed Response Questions

- used in RLA, Science, & Social Studies
- worth 2 points.

What were **TWO** significant ways in which the Louisiana Purchase of 1803 affected the future development of the United States?

Think about the question carefully. Then enter your answer in the box provided.

B *I* U ~~X~~          

8th Social
Studies

Biology EOC

11

GUEST, GUEST



Prochlorococcus is a bacterium that lives in marine environments and produces hydrogen peroxide as a byproduct of its biological processes. Hydrogen peroxide is toxic to *Prochlorococcus*. Another marine bacterium, called *Alteromonas*, produces an enzyme that breaks down the hydrogen peroxide as a result of normal metabolism. This prevents both organisms from being harmed.

Based on the information above, address the following questions:

- What are the two relationships that could exist between *Prochlorococcus* and *Alteromonas*?
- What additional information would be required to determine which of the two relationships exists between *Prochlorococcus* and *Alteromonas*?

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

B *I* U ~~X~~

Chars 0/475

3rd Grade Reading

Read the selection and choose the best answer to each question.

Pants

by Mordicai Gerstein

We go everywhere
together.
You carry my treasures
for me.
5 When I find grass
on your knees and
sand in your pockets,
I know where I've been.
We go everywhere together
10 except
the washing machine.
"Don't let them
put me in there!"
you beg.
15 "Or at least
come with me!"
But all I can do
is watch you go round
and round
20 in the little window,
tumbling in the suds,
like me
when I'm caught
in an ocean wave.
25 I hear your buttons
clicking in
the spinning dryer.
You emerge, limp
and lifeless,
30 till I slip my legs
inside you.
You're alive again!
Eager
for our next
35 adventure!

DEAR HOT DOG by Mordicai Gerstein, Copyright © 2011 by Mordicai Gerstein. Used by permission of Abrams Books for Young Readers, an imprint of Harry N. Abrams, Inc., New York. All rights reserved.

9

GUEST, GUEST

Read the poem "Pants." Based on the information in the poem, write a response to the following:

Explain the relationship between the poet and the pants and how this relationship is developed by the poet.

Write a well-organized informational essay that uses specific evidence from the poem to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

B I U T [bulleted list] [numbered list] [link] [undo] [redo] [font color] [font size] [Ω]

Extended Constructed Response Question

- *students write an essay on the RLA assessments at all tested grade levels*



4 By 1953, Big Tex could speak. Words that had been prerecorded played over speakers while the giant cowboy's mouth moved. As the words played, his mouth moved like a puppet—open, closed, open, closed.

5 In 1997, Big Tex got a new look. His body was rebuilt with stronger materials. And by 2000, his arm could move. Big Tex waved at visitors as they entered the state fair.

Big Tex Gets Bigger

6 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.

7 Snell had big ideas for the new cowboy. The new Big Tex would be taller. He would stand firmly on the ground without wires attached to hold him up. The new Big Tex's face would move and look more like a real cowboy. He would also have fingers that move and point. Overall, the new Big Tex would be more lifelike.

8 Snell's company wanted the new Big Tex to surprise people at the fair, so the company worked secretly for ten months. The workers were not allowed to tell anyone what they were building. In fact, they used a secret code for Big Tex in emails and on the phone. They called him "fried chicken." Drawings of the designs were also labeled "fried chicken." This way, the workers could keep the big cowboy a secret until he was finished.

9 Snell's workers found a new way to make Big Tex's face. A soft, light material called Styrofoam was used. It could be carved easily into the shape of a face. Then, thin layers of other soft materials were placed on top. This way, the

This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the most likely reason the author wrote this article?

- Ⓐ To share interesting facts about Big Tex
- Ⓑ To explain why the Texas State Fair is enjoyable
- Ⓒ To show that cowboys are important in the state of Texas
- Ⓓ To tell how to make something as large as Big Tex

Part B

Which sentence from the article best supports the answer to Part A?

- Ⓐ *You might hear stories of the exciting rides, tasty food, and interesting farm animals.* (paragraph 1)
- Ⓑ *He thought it would be nice to have a big cowboy as a symbol of Texas at the fair.* (paragraph 2)
- Ⓒ *The giant cowboy was made out of metal, paper, cardboard, and glue.* (paragraph 3)
- Ⓓ *Snell is happy with the work his team did to build Big Tex.* (paragraph 13)

3rd Grade Reading

Multi-Part Question

- *Two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.*
- *Used in RLA, Science, & Social Studies*

5th Grade Science

7

Seaweeds look like plants. They have leaflike structures that make food from light energy and rootlike structures to hold them in place. However, seaweeds are not plants. They are part of a different group of organisms called algae. Seaweeds and plants are compared in the table.

Comparison of Seaweeds with Plants

Seaweeds (algae)	Plants
Can capture energy from the sun with all parts	Mainly capture energy from the sun with leaves
Have simple rootlike structures that can attach to hard surfaces like rocks	Have advanced root systems that get water and nutrients from the soil
Have simple systems inside the organism to absorb water and nutrients directly through all parts	Have advanced systems inside the plant to carry nutrients and water between the roots and the leaves
Have no flowers	Can have flowers

Part A

Which statement **BEST** explains why seaweeds (algae) have some special characteristics that are different from plants?

- Ⓐ Seaweeds can live only in a specific type of environment.
- Ⓑ Seaweeds compete directly with plants to make food.
- Ⓒ Seaweeds need to reproduce faster than plants reproduce.
- Ⓓ Seaweeds can survive in areas without sunlight or nutrients.

Part B

Which statement **BEST** supports the answer to Part A?

- Ⓐ Seaweeds can switch to a system of moving water and nutrients to survive on land.
- Ⓑ Seaweeds can grow the same parts as plants if needed.
- Ⓒ Seaweeds have parts and systems that help them survive in bodies of water.
- Ⓓ Seaweeds grow quickly, so they can make more food than plants can.

Biology EOC

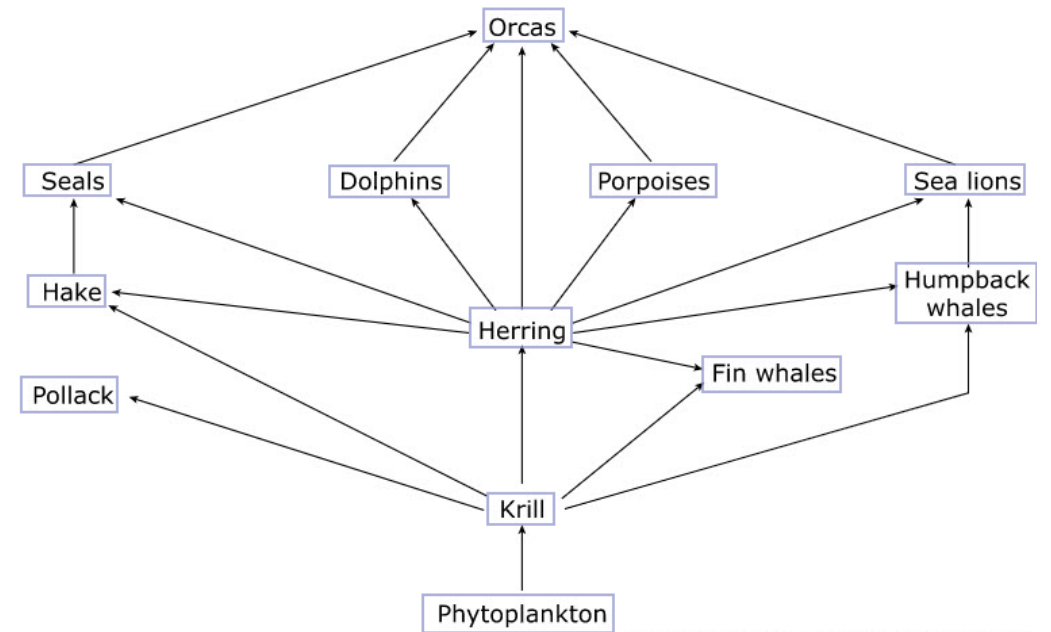
Multiselect Items

- Can have more than one answer.
- Used in all subjects

An aquatic food web is shown.

Which organisms are both secondary and tertiary consumers?

Select **THREE** correct answers.



Source: Surma, S., Pitcher, T., Kumar, R., Varkey, D., Pakhomov, E., and Lam, M., *PLoS One*, 2018



Mr. Cona is a third-grade teacher. Which factors would most likely affect the amount of money he is paid for his job?

Select **TWO** correct answers.

The number of years he has been teaching

The cost of his home

The type of teaching degree he has

The bank he uses

The distance he lives from the school

3rd Grade Math

6th Math

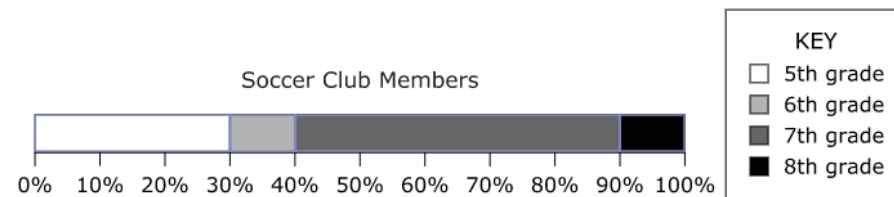
The table shows the number of students from each grade in a soccer club.

Soccer Club Members

Grade	Number of Members
5th grade	15
6th grade	20
7th grade	10
8th grade	5

Which bars in the percentage bar graph correctly represent the data?

Select **TWO** correct answers.



U.S. History EOC

Hot Spot Questions

- Students respond to the question by selecting 1 or more specific areas of a graphic
- Used in Math, Science, & Social Studies

4

GUEST, GUEST

This excerpt is from a speech given by the U.S. Secretary of State in 1947.

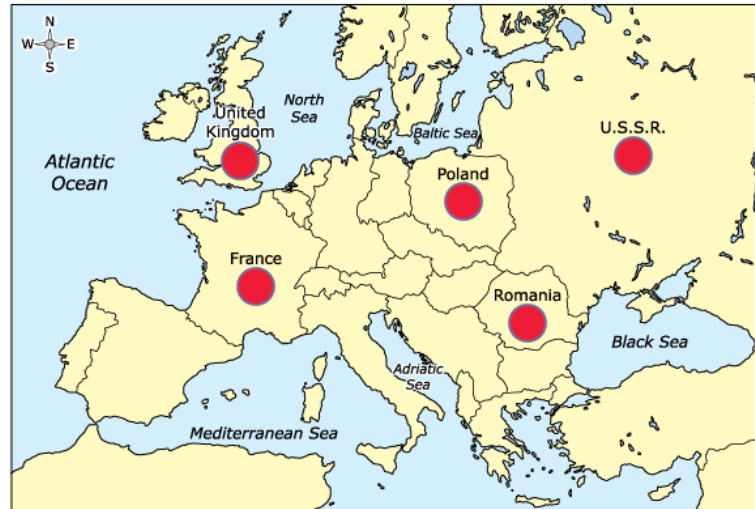
In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become clear in recent months that this visible destruction was probably less serious than the dislocation of the structure of European economy.

—U.S. Secretary of State George C. Marshall, *The Marshall Plan Speech*,

Which European countries received economic aid as a result of this speech?

Select **TWO** correct answers.

Europe, 1950





- 6 Laboratory technicians recorded the population of a species of bacteria each hour for 7 hours. The population in thousands after x hours can be modeled by the exponential function $f(x) = 575(1 + 0.40)^x$.

Select **ONE** correct answer in each box to complete each sentence.

The initial population of bacteria when the technicians began

recording was

The population is
 at a rate of

 per hour.

...es of bacteria each hour for 7 hours. The population in
...al function $f(x) = 575(1 + 0.40)^x$.

... complete the statements.

...gan recording was

 805,000
 575,000
 230,000

Algebra I EOC

Inline Choice Items

- have drop-down menus where students select the correct answer
- These item types can occur in RLA, Social Studies, & Math.

8th Social Studies

Hot Text Question

- Students cite evidence by selecting appropriate text from highlighted options.
- Can occur in RLA & Social Studies

6

GUEST, GUEST | Last Saved: 12:06 PM



This excerpt describes the writing of the U.S. Constitution in 1787.

Determine which parts of the excerpt explain why this event in 1787 was significant in U.S. history.

Select **TWO** correct answers.

The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives



The map shows the route an airplane takes from Buenos Aires, Argentina, to Houston, Texas. A flight from Buenos Aires to Houston takes about 12 hours to complete.



A plane leaves Buenos Aires at 10:00 P.M. during a time when Earth's northern hemisphere is at its maximum tilt away from the sun. What is the season in Houston when the plane leaves **AND** what is the time of day in Buenos Aires when the plane lands?

Move **ONE** correct answer to each box.

spring summer fall winter

The flight takes place when it is in Houston.

morning afternoon nighttime

When the plane lands in Houston, it will be in Buenos Aires.

8th Science

Drag & Drop

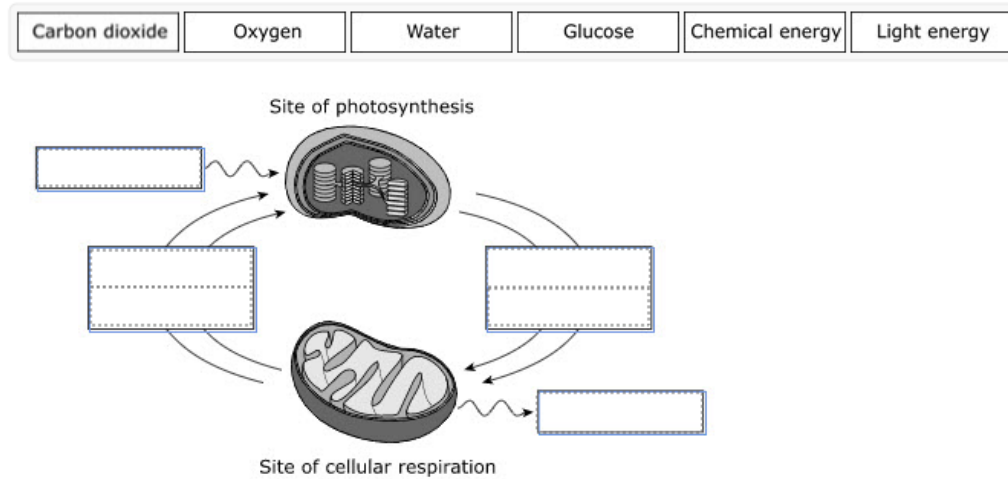
- *Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.).*
- *Can occur in Math, Science, & Social Studies*



The relationship between two cellular processes is shown in the diagram.

What is the relationship between the site of photosynthesis and the site of cellular respiration?

Move the answers to the correct boxes. Each box may require **ONE** or **TWO** answers.



Biology EOC



Determine whether each protection of minority rights was addressed by the U.S. Supreme Court decision in *Brown v. Board of Education* or *Sweatt v. Painter*.

Select the correct answer in each row.

Protection of Minority Rights	Addressed by <i>Brown v. Board of Education</i>	Addressed by <i>Sweatt v. Painter</i>
Declared that a separate law school for African Americans would be inferior	<input type="checkbox"/>	<input type="checkbox"/>
Began the desegregation of public K-12 schools	<input type="checkbox"/>	<input type="checkbox"/>
Allowed for minority admittance into university graduate programs	<input type="checkbox"/>	<input type="checkbox"/>
Formally ended the "separate but equal" doctrine	<input type="checkbox"/>	<input type="checkbox"/>

U.S. History EOC

Match Table Grid

- *Student matches statements or objects to different categories presented in a table grid.*
- Can occur on Math, RLA, & Social Studies.