



State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2
Performance Level Descriptors
English I

Performance Level Descriptors
When reading texts of increasing complexity,* students achieving Accomplished Performance can • Use context such as definition and examples to clarify the meaning of unfamiliar and multiple-meaning words • Make inferences and use text evidence to support understanding of informational and narrative text, with adult assistance • Discuss plot elements including conflict and resolution • Identify the author’s purpose for writing text • Use coordinating conjunctions to form compound subjects, predicates, and sentences with subject-verb agreement • Revise drafts by adding, deleting, and combining ideas to improve sentence structure and word choice
When reading texts of increasing complexity,* students achieving Satisfactory Performance can • Use context to determine the meaning of unfamiliar words and multiple-meaning words • Evaluate details to determine what is most important • Describe characters, setting, and plot and recognize chronological order • Use coordinating conjunctions in sentences with subject-verb agreement • Revise drafts by adding or deleting sentences for improved clarity
When reading texts of increasing complexity,* students achieving Developing Performance can • Use context and illustrations to determine the meaning of unknown words, with adult assistance • Synthesize information to create new understanding, with adult assistance • Identify characters, events, or setting in literary text, with adult assistance • Identify prepositions and prepositional phrases, with adult assistance • Revise drafts by adding details using words, with adult assistance

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging; (2) sentence structures may be more varied and sophisticated; (3) the topic/content may be less familiar or more challenging; and (4) relationships among ideas may require more reasoning and inferential thinking. This applies to text that is read aloud to the student as well as text the student may be able to read independently.