

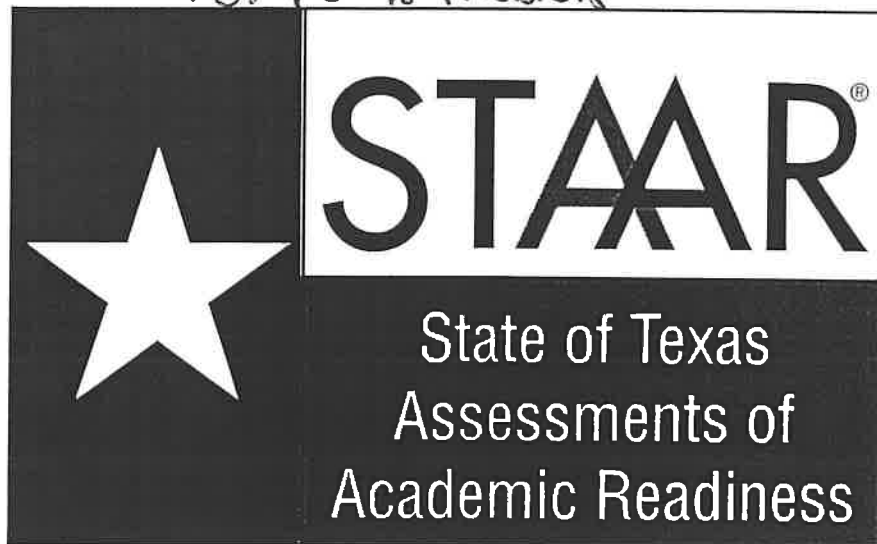
Raw score - 22

58.99 Percent score

54.38% Approaches

25.02% Meets

13.75% Masters



Hedman - 62%

James - 30.17%

**GRADE 5**

**Reading**

Kherex - 60.07%

Torres - 50.32%

**Administered April 2018**

**RELEASED**

African American - 49.24%

Special Education - 49.17%

LEP - 54.08%

# READING

Keysha is going to ask for an autograph

13 "Wow, Mom, what a great game!" I shouted. I kept my eyes on Dwight Edwards as the television announcers interviewed him on the court. When they were finally done, Dwight began walking toward the team bench.

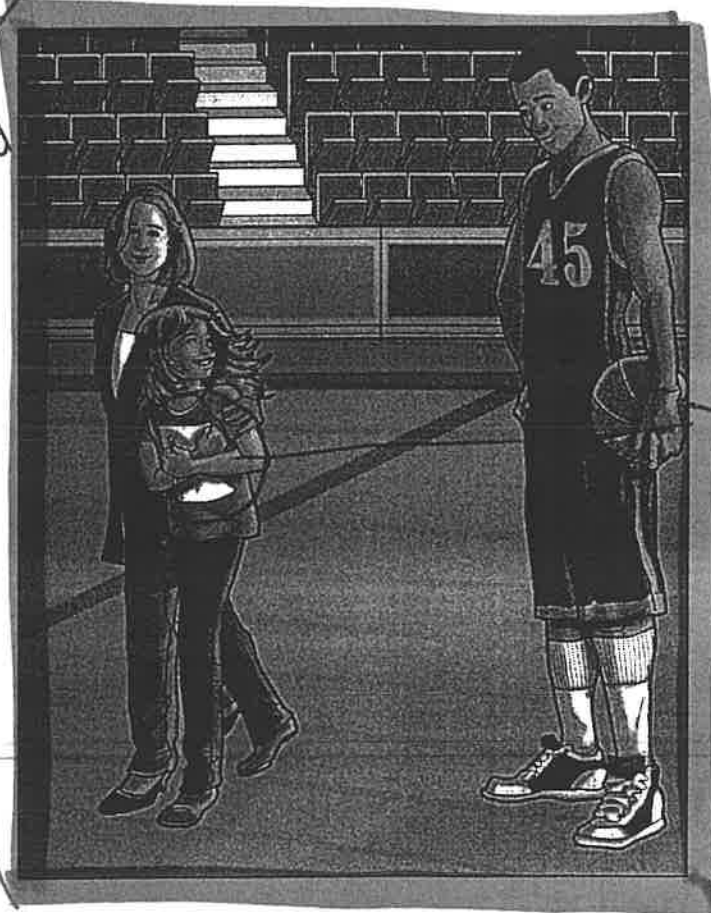
14 "Now's your chance, Keysha," Mom said with a nudge, and we walked toward Dwight.

15 "Umm . . . Mr. . . . Mr. Edwards? I'm Keysha, and I think you're amazing." As Dwight turned toward us, my heart began pounding in my chest like a bass drum. I summoned my courage and asked, "Would you please sign my photo?"

16 "Sure, Keysha. Thanks for coming today." Dwight smiled as he signed the photograph and then shook my hand. I thanked him, and Mom and I turned toward the exit. "I'm never washing this hand again," I whispered to myself.

Figurative language  
Figurative language

Keysha is excited to meet Dwight Edwards but then sees a little boy that looks sad.



Keysha looks happy. Dwight Edwards looks tall. It looks like Keysha has a piece of paper that the autograph could be on.

Q1

17 "O.K., you can breathe now, Keysha," Mom said with a laugh. As Mom guided my steps toward the exit, I watched Dwight until he disappeared into the locker room. When I turned around, I noticed a little boy in a Dwight Edwards jersey standing next to his father. He was clutching a piece of paper and a pen and was sobbing.

1 Paragraph 17 is important to the plot because it is when Keysha —

- 3.12 A learns that her mother understands the value of the photograph *not true*  
8.25 B realizes that her favorite player has to go to the locker room  
12.5 C feels content after meeting her favorite player  
76.12 D notices the crying young boy and his father *turning point*

P17

5.8C plot elements

2 Which words from paragraph 10 help the reader understand the meaning of immense?

- 1.25 F *squeaking loudly*  
3.12 G *talking to one another*  
47.5 H *towered above me*  
26.12 J *in real life*

P10

5.3B context clues

3 Which sentence from the story reveals why Keysha decides to give her signed photograph to the boy?

- 19.38 A *When I turned around, I noticed a little boy in a Dwight Edwards jersey standing next to his father.*  
61.25 B *Then I thought about how kind Mom's boss was for giving us the tickets that had allowed me to have this experience.*  
1.25 C *I pushed my way back through the crowd and saw that the boy and his father were still standing where I had seen them.*  
8.13 D *When I reached them, I tapped the boy on the shoulder.*

5.8B characters and relationships  
P23

6 In this story, the author emphasizes the importance of —

- 21.25 F making wise decisions
- 70.102 G being generous
- 4.38 H becoming popular
- 3.75 J developing strong friendships

Whole story

5.10A Author's message

7 What is the best summary of the story?

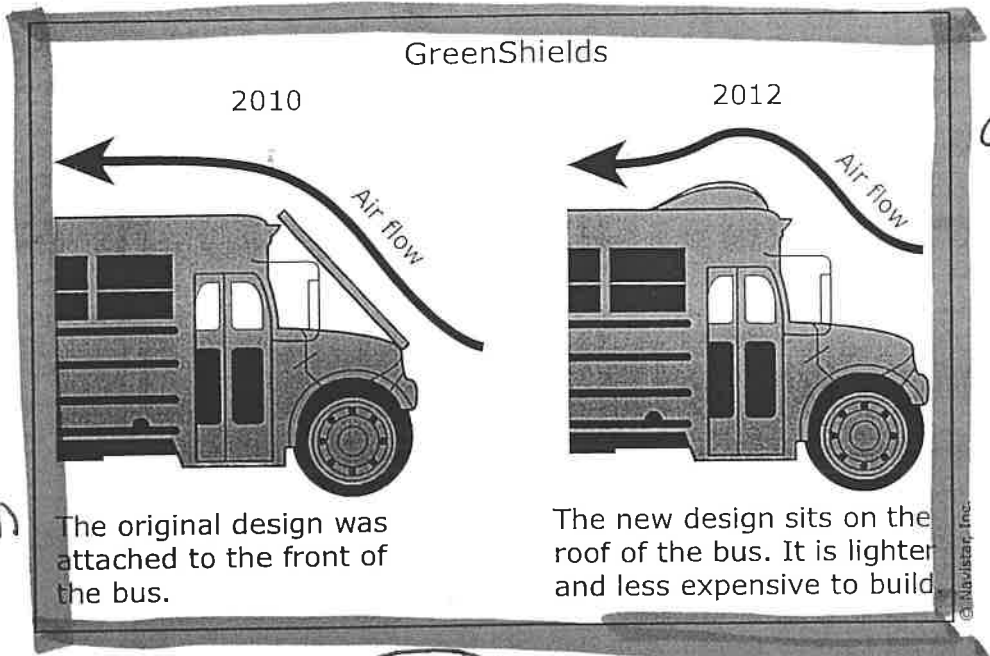
Whole story

- 5.02 A Keysha's mother receives tickets to a professional basketball game. Thankful for the tickets, Keysha and her mother enjoy the game together. They see an important basketball player who has just joined the team, and Keysha gets his autograph.
- 10 B Keysha achieves her longtime dream of meeting her hero, a basketball player named Dwight Edwards. After the game he signs a photograph for her. Keysha feels sorry for a child who is crying because he was unable to get an autograph.
- 3.12 C Eager to see her favorite basketball player, Keysha hopes that he will sign a photograph for her. After the game her mother encourages her to approach him. He agrees to sign the photograph and thanks Keysha for coming to the game.
- 81.25 D Keysha and her mother go to a basketball game to see Keysha's favorite player, Dwight Edwards. Keysha meets him after the game and gets his autograph. However, a little boy's sadness leads Keysha to give the child her signed photograph.

3.7D summarize texts

|   | B | M | E |
|---|---|---|---|
| A | ✓ | ✓ | X |
| B | X | ✓ | ✓ |
| C | X | ✓ | X |
| D | ✓ | ✓ | ✓ |

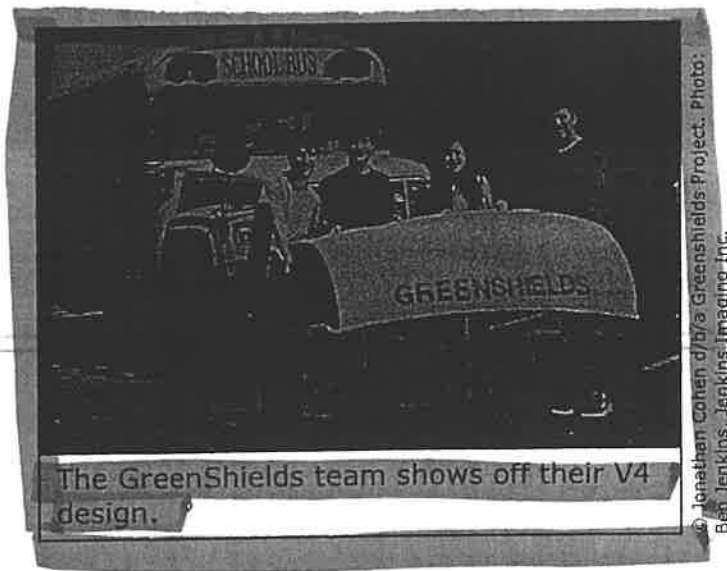
GreenShields team estimates that the V4 can save \$600 every year for every bus that uses one. With all the school buses on the road in the United States, that could save millions of dollars in gas every year.



*Shows the differences in buses.*

*V4 hasn't been approved yet, but bus styles would change.*

The V4 still needs to be approved by the U.S. Department of Transportation before it can be sold. However, Jonny and his team are determined to succeed. Jonny commented, "It's never really over until all school buses become super-efficient." So if the next school bus you board looks a little different, you may be witnessing Jonny's idea in action.



*Shows the reader what the V4 looks like*

B Jonny Cohen wanted to make buses more energy efficient.  
 M: Jonny & team applied for contest and won  
 E: Still working on getting V4 approved

Shows the reader  
what the invention  
looks like



Ann demonstrates her hollow flashlight.

Ann had to  
work hard to  
create invention  
Ann won  
scholarship and  
wants to help  
people around  
the world

Ann worked hard on her idea, juggling the project with schoolwork and other extracurricular activities. She had to make difficult calculations that required a lot of research. She admits that there were days when she thought her idea would never work but says, "You just kind of have to keep going." Finally Ann's calculations led her to the solution, and her hollow flashlight produced light. At first the light was too dim, but Ann kept experimenting and adjusting her design until the flashlight shone more brightly.

Ann entered her invention in the 2013 Google Science Fair. She was one of 15 students from around the world who were invited to present their designs at Google headquarters in California. Ann won the top prize in her age category and a \$25,000 scholarship. She hopes the flashlight can be manufactured and ultimately used all around the world by people who don't have access to electricity. She said, "I want to make sure my flashlight is available to those who really need it."

10 According to the selection, what is one reason the V4 design is better than Jonny's original idea for GreenShields?

- 8.12  
7.5  
108.00  
17.5
- F The V4 design is less distracting for bus drivers.
  - G The V4 design is simple enough for students to construct.
  - H The V4 design costs less to make.
  - J The V4 design is more visually appealing.

P4

5.7C text evidence

11 Which sentence from the selection suggests that Jonny needed to convince his community that his invention was worthwhile?

- 19.38  
22.6  
6.80  
51.25
- A But for 12-year-old Jonny Cohen, the smell of exhaust from the buses parked in front of his junior high school got him thinking about school buses and how much gasoline they use.
  - B He thought that improving its shape would reduce the amount of energy needed to move a bus.
  - C With the help of his sister and friends, Jonny started his project, which he called GreenShields.
  - D Getting votes wasn't easy—he spoke with town councils, talked to customers at grocery stores, and used social media to ask for people's support.

P3

5.6C evaluate details to determine key ideas



Answer individual passages and then BOTH

Use "On the Road to a Better School Bus" and "A Light in the Dark" to answer questions 15-18. Then fill in the answers on your answer document.

15 One **difference** in the way Jonny and Ann approached their projects is that only Jonny —



- 15.02 A did a lot of research before beginning work
- 02.5 B spent a long time developing his idea
- 2.5 C tried to make an item that would be useful
- 09.38 D chose to work as part of a team

Whole passage

S.7C text evidence

16 Both the selection and the article mainly focus on —

- 70.020 F young people who noticed a problem and decided to do something about it
- 0.2 G ways scientists learn from one another to solve common yet puzzling problems
- 0.2 H young people with an interest in science entering and winning contests
- 16.12 J ways to create a worthwhile invention with limited resources

S.6E make connections

Whole passage

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## Yo-Yo Ma: Connecting the World Through Music

1 A hush falls over the audience as low and long notes float through the room. On the stage a man sits cradling a cello. He pulls a bow slowly across its strings. Soon other notes are drifting toward to meet his as the woodwinds, brass, percussion, and other strings of the orchestra become audible. For cellist Yo-Yo Ma, this is just one of many concerts that he has performed. Yet for the crowd, it is a night never to be forgotten. The beautiful music Ma creates will stay with them forever.

2 The name *Yo-Yo Ma* may sound peculiar to people who aren't familiar with the Chinese language. Sometimes Ma gets asked about his name. "My last name is Ma," he replies with a smile. "Ma means horse, and Yo means friend. So am I a friendly horse?"

3 Like Ma, both of his parents were musicians. They left their homeland of China and relocated to Paris, France, where Ma was born in 1955.

4 Ma's mother was an opera singer, and his father taught music at a university. Ma, his older sister, and his parents lived in a one-room apartment that did not even have heat. Despite this, the family was content because they were together and could entertain themselves with their music.

5 From the very beginning Ma showed an exceptional talent for music. He started singing songs as soon as he could talk. When he was four, he began playing the cello under his father's guidance.

6 Ma quickly became extremely skilled with the instrument, and at the age of five he performed in his first recital. His fingers were agile. They moved like graceful dancers on the strings. The audience could not believe that such a young boy made such extraordinary music.

7 When Ma was seven, his family moved to the United States. He loved his new life and played the cello all the time. Shortly thereafter he and his sister were invited to join other young musicians to perform in a televised concert in Washington, D.C. The event was attended by President John F. Kennedy. All those who saw and heard Ma that day were mesmerized.



Yo-Yo Ma is a famous musician who grew up surrounded by music

Ma's family didn't have much & when he was younger he was very good at playing at a young age

19 The information about Ma's childhood is important to the selection because it shows that —

- U.25 A Ma can appreciate the accomplishments of other musicians
- 9.30 B Ma wanted to be as talented as the rest of his family members were
- U.25 C Ma developed his musical talent at an especially young age
- U3.12 D Ma wants people who enjoy his music to relate to his personal experiences

S.4H synthesize

20 In paragraph 6, the word agile describes movement that is —

- 21.25 F made with much effort
- 9.30 G new and uncertain
- U.25 H learned over time
- U3.12 J quick and natural

S.3B context clues → what was this?

21 Ma named his program the "Silk Road Project" most likely because he —

- 53.75 A believes music has the power to bring different people together
- 19 B wishes he had more opportunities to visit his homeland
- 11.50 C is interested in trading instruments with people in other countries
- 24.30 D travels many miles between concert events

S.4F inferences

24 Which sentence from the selection best conveys the author's admiration for Ma's accomplishments?

14.38 F He loved his new life and played the cello all the time.

19.62 G He has also been a guest on children's shows like Sesame Street and Mister Rogers' Neighborhood.

21.98 H Ma has established Silk Road programs in schools around the nation.

47.5 J Ma's many contributions to the arts clearly mark him as a very good musician indeed.

5.10 F HOW AUTHOR'S USE OF VOICE CONTRIBUTES

25 The sensory language in paragraph 1 helps the reader imagine —

52.5 A what it is like to attend one of Ma's concerts

9.12 B what Ma's cello and bow look like

29.12 C how Ma feels when he is performing for an audience

11.25 D why Ma has played his cello at so many concerts

5.10 D sensory language

My father and brothers  
come closer  
and from the water  
lift their faces with  
30 wild wet smiles.  
And I think

This year!

© Mary Atkinson

29 Read the dictionary entry.

**wild** \wī(-ə)ld\ *adjective*  
1. going far off course  
2. having no basis in fact  
3. with strong emotion  
4. out of control

Which definition best matches the meaning of wild in line 30?

- 9.38  
5.62  
60.62  
24.38
- A Definition 1
  - B Definition 2
  - C Definition 3
  - D Definition 4

5.3A dictionary skills

---

30 By the end of the poem, the speaker changes her mind most likely because she —

- 6.25  
69.38  
19.38  
5
- F worries that her family is not proud of her
  - G does not want to miss out on the experience again
  - H thinks the Rock is actually closer than it appears
  - J does not want to be teased by her brothers

5.4F inference

- 5 The staff members, however, were not discouraged. "He would look on curiously," the blog reported, "until one day he showed us how it was done!" Big Bird's first attempts were short. He was wild in the air and even wilder when trying to land. There were some close calls with the beach furniture as Big Bird was learning to distinguish between the air and the ground. Little by little, though, the efforts of the staff began to pay off.



Big Bird gets flying lessons.

© Courtesy of African Safari Network, Greystoke Mahale, [www.nomad-tanzania.com](http://www.nomad-tanzania.com)

- 6 After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight. The staff attached a miniature camera to his beak to capture a view of the pelican's face as it flew. The two-minute video taken of Big Bird's flight shows the colorful streaks of the last light of day as the sun is setting behind the lake at the resort. Big Bird landed at the very same spot he took off from just as day was turning into night. "We are so proud of him, and he is such a clever bird. He can fly!" Big Bird's trainers said.
- 7 No one is sure how long Big Bird will stay at the resort. He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly. Until then, though, staff members and tourists are glad to be part of his human family.

34 Which sentence from the selection conveys the idea that people were beginning to follow Big Bird's story?

13.75

F *Startled tourists may have assumed the bird was an adult because of his large size.*

33.12

G *They cared for Big Bird, as they called the young pelican, and nursed him back to health.*

8.12

H *The staff members, however, were not discouraged.*

45

J *After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight.*

5.64 Synthesize to make new information

---

35 What is the best summary of the selection?

61.88

A Big Bird, a young pelican, landed on a beach at a Tanzanian resort after being injured in a storm. Resort staff helped him recover, feeding him and even teaching him how to fly. Big Bird, whose flight has been captured on video, is welcome at the resort as long as he wants to stay.

8.12

B Because of their size, pelicans may seem older than they really are. One example is Big Bird, a young pelican that now lives at a Tanzanian resort. He was only three months old when he first landed at the resort's beach, which meant that he had to be taught some skills to survive.

19.38

C Tourists at a resort in Tanzania were surprised when a young injured pelican swam onto the shore. Staff members at the resort named the pelican Big Bird and nursed him back to health. They also taught him how to fly because he had not learned from his flock.

10.62

D Big Bird is a pelican living at a Tanzanian resort while he recovers from injuries received during a storm. Staff members at the resort have been taking care of him. With permission from the park authority, the staff began feeding Big Bird. He grew bigger and stronger.

5.70 summarize



38 Read these sentences from the selection.

Everyone at the resort anticipated that Big Bird would fly away and rejoin his flock once he regained his health. (paragraph 4)

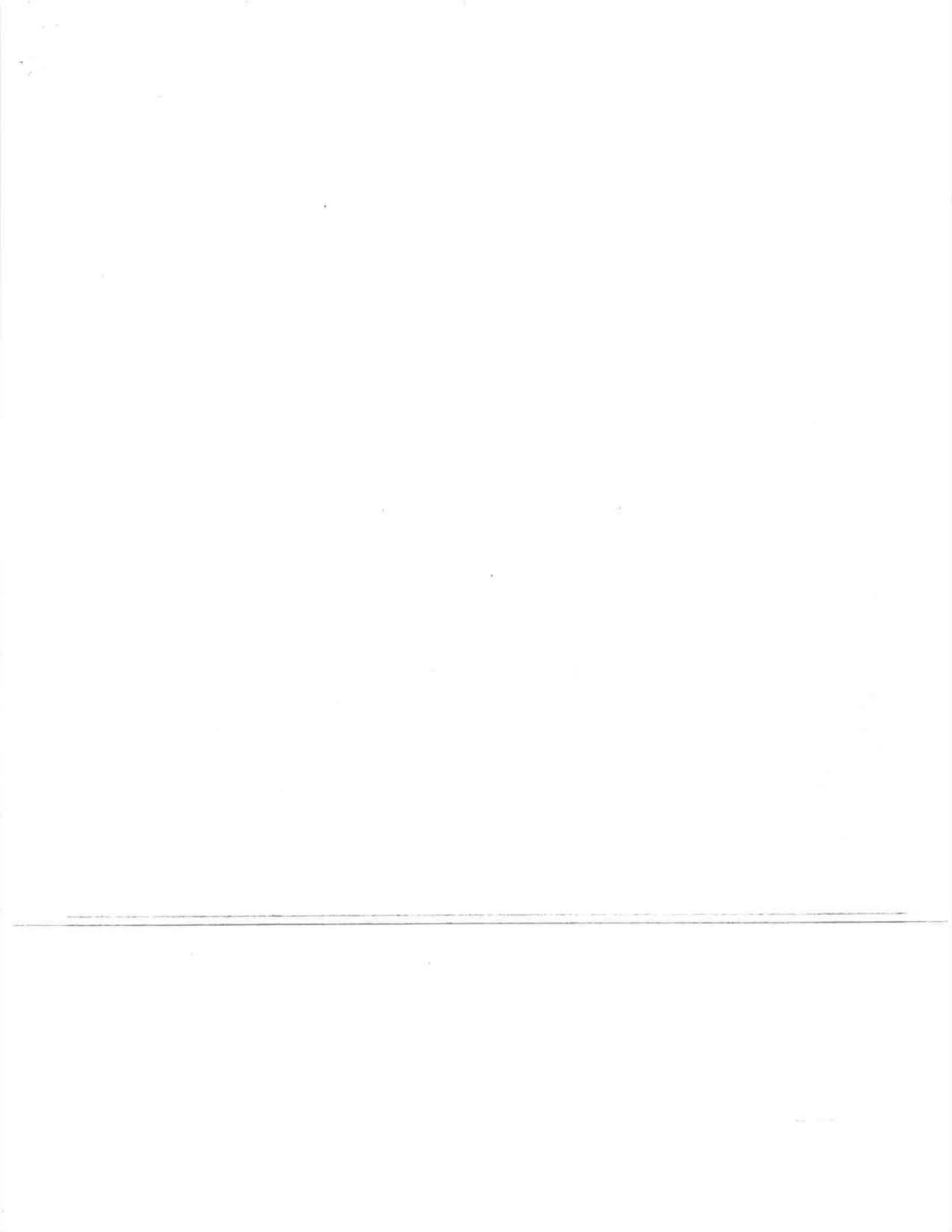
He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly. (paragraph 7)

These sentences help the reader understand that Big Bird's caretakers

- 16.25 F lack the resources to give Big Bird what he needs
  - 16.25 G know that Big Bird belongs in the wild
  - 8.75 H believe that Big Bird will get lost if he flies away
  - 13.12 J are trying to find out where Big Bird came from
- S.04

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS ON THE ANSWER DOCUMENT.





| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1           | 2                  | Readiness               | 5.6(A)                      | D              |
| 2           | 1                  | Readiness               | 5.2(B)                      | H              |
| 3           | 2                  | Readiness               | 5.6(B)                      | B              |
| 4           | 2                  | Readiness               | 5.6 Fig. 19(D)              | F              |
| 5           | 2                  | Readiness               | 5.8(A)                      | B              |
| 6           | 2                  | Readiness               | 5.3 Fig. 19(D)              | G              |
| 7           | 2                  | Readiness               | 5.6 Fig. 19(E)              | D              |
| 8           | 3                  | Readiness               | 5.11 Fig. 19(D)             | F              |
| 9           | 3                  | Supporting              | 5.11(B)                     | B              |
| 10          | 3                  | Readiness               | 5.11(A)                     | H              |
| 11          | 3                  | Readiness               | 5.11 Fig. 19(D)             | D              |
| 12          | 3                  | Readiness               | 5.11(D)                     | F              |
| 13          | 1                  | Readiness               | 5.2(A)                      | C              |
| 14          | 3                  | Readiness               | 5.11(A)                     | H              |
| 15          | 1                  | Readiness               | 5.19(F)                     | D              |
| 16          | 1                  | Readiness               | 5.19(F)                     | F              |
| 17          | 1                  | Readiness               | 5.19(F)                     | C              |
| 18          | 1                  | Readiness               | 5.19(F)                     | G              |
| 19          | 2                  | Supporting              | 5.7(A)                      | C              |
| 20          | 1                  | Readiness               | 5.2(B)                      | J              |
| 21          | 2                  | Supporting              | 5.7 Fig. 19(D)              | A              |
| 22          | 2                  | Supporting              | 5.7(A)                      | G              |
| 23          | 2                  | Supporting              | 5.3 Fig. 19(D)              | A              |
| 24          | 2                  | Supporting              | 5.7 Fig. 19(D)              | J              |
| 25          | 2                  | Readiness               | 5.8(A)                      | A              |
| 26          | 2                  | Supporting              | 5.4(A)                      | F              |
| 27          | 2                  | Supporting              | 5.4 Fig. 19(D)              | C              |
| 28          | 2                  | Supporting              | 5.4 Fig. 19(D)              | G              |
| 29          | 1                  | Readiness               | 5.2(E)                      | C              |
| 30          | 2                  | Supporting              | 5.4 Fig. 19(D)              | G              |
| 31          | 3                  | Readiness               | 5.11 Fig. 19(D)             | C              |
| 32          | 3                  | Readiness               | 5.11(C)                     | J              |
| 33          | 3                  | Supporting              | 5.10(A)                     | B              |
| 34          | 3                  | Readiness               | 5.11 Fig. 19(D)             | J              |
| 35          | 3                  | Readiness               | 5.11 Fig. 19(E)             | A              |
| 36          | 3                  | Supporting              | 5.10(A)                     | H              |
| 37          | 3                  | Readiness               | 5.11(A)                     | A              |
| 38          | 3                  | Readiness               | 5.11(E)                     | G              |

## 2018 STAAR Grade 5 Reading Rationales

| Item # | Rationales   |
|--------|--|
| 5      | Option B is correct<br>In paragraph 24, the language that describes the boy as small enough to peek out from "under his father's arms" suggests that he is young. The boy's "tear-streaked face" combined with the fact that he is seeking solace under his father's arms illustrates his disappointment.  |
|        | Option A is incorrect<br>While the boy is standing close to his father and seems to be seeking support, the sensory language illustrates his youth and disappointment rather than his affection for his father.  |
|        | Option C is incorrect<br>Keysha does approach the boy in paragraph 24. However, the sensory language illustrates the boy's feelings before Keysha makes her offer.   |
|        | Option D is incorrect<br>While the sensory language illustrates the boy's disappointment over not getting Dwight Edwards's autograph, it does not help the student understand why the boy did not get the autograph.   |
|        | Option G is correct<br>In this story, the author emphasizes the importance of being generous. The idea is introduced when Keysha reflects on the kindness of her mother's boss in giving away the tickets and further developed when Keysha gives the crying boy her signed photograph of Dwight Edwards. Finally, the boy's excited reaction on receiving the photograph emphasizes that generosity can have positive effects.          |
| 6      | Option F is incorrect<br>Keysha does make decisions in the story, but there is no evidence to support the conclusion that her decisions are wise, and there is little emphasis on a struggle with decisions, wise or unwise.   |
|        | Option H is incorrect<br>While Keysha's decision to give away her signed photograph of Dwight Edwards endears her to the young boy, the story does not emphasize the importance of being popular.  |
|        | Option J is incorrect<br>While Keysha does make the young boy happy, there is no evidence to support the conclusion that Keysha and the boy develop a friendship, nor does the author emphasize the importance of developing strong friendships.   |
|        | Option D is correct<br>The student should understand that this option successfully includes key events from the beginning, middle, and end of the story. The first sentence covers the events of paragraphs 1–16: Keysha meets her favorite player at the basketball game. The second sentence highlights Keysha's success in getting Dwight Edwards's autograph, and the last sentence includes the climax and resolution of the story. |
|        | Option A is incorrect<br>This summary does not specifically refer to Dwight Edwards, nor does it refer to the part of the story in which Keysha gives away her signed photograph of Dwight Edwards to the little boy. These omissions make this summary incomplete.  |
| 7      | Option B is incorrect<br>This summary is incomplete because it does not include the rising action from paragraphs 1–13 when Keysha and her mother enjoy a basketball game and watch Keysha's favorite player, Dwight Edwards.  |
|        | Option C is incorrect<br>This summary includes events from the first 16 paragraphs of the story, but it does not refer to Keysha giving away her signed photograph of Dwight Edwards to the boy. The second sentence of the summary is a minor detail that should not be included.   |

2018 STAAR Grade 5 Reading Rationales

| Item # | Rationales   |
|--------|--|
| 12     | <p>The article's title is "A Light in the Dark," and the magazine heading includes the title <i>Young Scientist Magazine</i> as well as the subtitle "In This Issue: Amazing Inventions." Taken together, these text features support the inference that the article will contain information about a source of light (from article title) designed by a young person (from magazine heading).</p> <p>The magazine heading suggests that the article is intended for a young audience. However, there is no evidence in the title of the article or in the magazine heading that the article is about a new product or a product marketed toward young consumers.</p> <p>There is not enough information in the magazine heading and the title of the article to support the conclusion that the article is about a young person recently overcoming a problem.</p> <p>The magazine heading suggests that it is intended for young people, but there is not enough evidence from the magazine heading and the title of the article alone to suggest that the article is about a way that young people can offer help to others in need.</p>  |
| 13     | <p>The student must determine the meaning of the word presumed using the Latin root word <i>praesumere</i>, which means "to expect." Paragraph 2 describes Ann's expectations, or beliefs, relating to the performance of a device she wanted to build. With her knowledge of Peltier tiles and her flashlight design, Ann believed that the tiles would produce energy.</p> <p>While Ann does have prior knowledge of how Peltier tiles work, she is employing them in a novel manner. Additionally, the meaning of the Latin root ("to expect") suggests looking to the future, not the past.</p> <p>While Ann clearly cares about her friend in the Philippines, neither the context of the article nor the root of the word supports "cared" as the meaning of presumed.</p> <p>While Ann clearly wants her flashlight to work, she takes steps based on her beliefs related to how Peltier tiles work, not simply her desire for the device to work. Neither the context of the article nor the root of the word presumed supports this option.</p> <p>Paragraph 1 describes Ann's concerns related to her friend in the Philippines, who, because of a lack of electricity, is unable to study at night. "As a result" of Ann's concerns and based on her knowledge that the "human body produces a constant supply of heat" (paragraph 2), she is prompted to invent a flashlight that would provide light without the need for electricity.</p> <p>While Ann did enter her flashlight in the 2013 Google Science Fair, her motive for considering the use of body heat to power a flashlight was not to win the science fair.</p> <p>Ann was inspired to make a flashlight that would allow her friend in the Philippines to study at night. However, Ann was not asked to make the device; it was her idea.</p> <p>Ann does use a special material—the Peltier tile—in her flashlight. However, the desire to make the flashlight preceded Ann's interest in using this material.</p> |
| 14     | <p>Option H is correct</p> <p>Option F is incorrect</p> <p>Option G is incorrect</p> <p>Option J is incorrect</p>  |
| 15     | <p>Option D is correct</p> <p>Option A is incorrect</p> <p>Option B is incorrect</p> <p>Option C is incorrect</p> <p>Both Jonny and Ann engaged in research. Jonny studied the shape of school buses and spent "several years of researching and testing" (paragraph 4 of the selection) to fine-tune his V4 device. Ann considered the properties of Peltier tiles and "had to make difficult calculations that required a lot of research" (paragraph 3 of article).</p> <p>While Jonny did spend years developing his idea, evidence from the article suggests that Ann also spent a long time developing her flashlight. Paragraph 3 of the article notes that Ann kept "experimenting and adjusting her design" and "finally" reached a conclusion.</p> <p>Both Jonny and Ann wanted to create an item that would be useful. Jonny wanted to make a device that he hoped would solve a significant problem, and Ann hoped that her flashlight could be "used all around the world."</p>   |

2018 STAAR Grade 5 Reading Rationales

| Item # | Rationales   |
|--------|--|
| 19     | <p>Option C is correct</p> <p>Paragraph 5 states that "From the very beginning Ma showed an exceptional talent for music." According to paragraph 6, "Ma quickly became extremely skilled with the instrument, and at the age of five he performed in his first recital." Before age 10, Ma performed for the president and studied with great musicians. This information about Ma's younger years emphasizes that Ma developed his musical talent at an especially young age.</p> <p>Option A is incorrect</p> <p>Ma was around accomplished musicians—his parents—from an early age, but the information about his childhood does not show that he appreciated the accomplishments of other musicians.</p> <p>Option B is incorrect</p> <p>While Ma is a talented musician and was raised by a family of talented musicians, his skill came naturally and was nurtured by his family (paragraphs 4–6). The information about his childhood does not suggest that Ma was motivated by a desire to match his family's talent.</p> <p>Option D is incorrect</p> <p>Although the information about Ma's childhood does illustrate some of his personal experiences, the author does not present this information to show that Ma wants his fans to relate to these experiences.</p> <p>Option J is correct</p> <p>The student must use context to determine the meaning of the word <u>agile</u> as it is used to describe the movement of Ma's fingers in paragraph 6. Ma was an "extremely skilled" musician whose fingers "moved like graceful dancers on the strings." This context supports "quick and natural" as the meaning of <u>agile</u>.</p> <p>Option F is incorrect</p> <p>While Ma likely had to work hard to become such a skilled cello player, paragraph 6 does not discuss the amount of effort he put forth.</p> <p>Option G is incorrect</p> <p>Although Ma was young, his fingers "moved like graceful dancers on the strings" as he impressed the audience with his extraordinary music, suggesting that the movement his fingers made was neither "new" nor "uncertain."</p> <p>Option H is incorrect</p> <p>Paragraph 6 describes Ma's playing at a very young age. The context of this paragraph does not support "learned over time" as the meaning of <u>agile</u>.</p> |
| 21     | <p>Option A is correct</p> <p>Ma named his program the "Silk Road Project" most likely because he believes music has the power to bring different people together. According to paragraph 10, the historic Silk Road provided a link that allowed "cultural influences and new ideas to spread," and in a similar manner, "Ma is encouraging people to connect with other cultures through music."</p> <p>Option B is incorrect</p> <p>While the selection mentions that Ma's parents were originally from China, there is no evidence to support the conclusion that the musician longs for more opportunities to visit his homeland.</p> <p>Option C is incorrect</p> <p>Although Ma is clearly interested in a global exchange of music and other art forms, there is no evidence to suggest he is interested in the trading of instruments.</p> <p>Option D is incorrect</p> <p>Ma's choice of the "Silk Road Project" as the name of his program is related to his desire for cultural exchange rather than physical travel.</p> <p>Option G is correct</p> <p>In paragraph 2, Ma describes his name "with a smile" and asks if he is "a friendly horse," suggesting that the musician has a sense of humor.</p> <p>Option F is incorrect</p> <p>While the selection shows that Ma is a popular musician, the quotation from paragraph 2 does not highlight Ma's popularity.</p> <p>Option H is incorrect</p> <p>The quotation from paragraph 2 does not highlight any of Ma's accomplishments.</p> <p>Option J is incorrect</p> <p>While the selection does illustrate Ma's immense talent, the quotation from paragraph 2 does not emphasize this particular attribute.</p>   |
| 22     | <p>Option C is correct</p> <p>Paragraph 5 states that "From the very beginning Ma showed an exceptional talent for music." According to paragraph 6, "Ma quickly became extremely skilled with the instrument, and at the age of five he performed in his first recital." Before age 10, Ma performed for the president and studied with great musicians. This information about Ma's younger years emphasizes that Ma developed his musical talent at an especially young age.</p> <p>Option A is incorrect</p> <p>Ma was around accomplished musicians—his parents—from an early age, but the information about his childhood does not show that he appreciated the accomplishments of other musicians.</p> <p>Option B is incorrect</p> <p>While Ma is a talented musician and was raised by a family of talented musicians, his skill came naturally and was nurtured by his family (paragraphs 4–6). The information about his childhood does not suggest that Ma was motivated by a desire to match his family's talent.</p> <p>Option D is incorrect</p> <p>Although the information about Ma's childhood does illustrate some of his personal experiences, the author does not present this information to show that Ma wants his fans to relate to these experiences.</p> <p>Option J is correct</p> <p>The student must use context to determine the meaning of the word <u>agile</u> as it is used to describe the movement of Ma's fingers in paragraph 6. Ma was an "extremely skilled" musician whose fingers "moved like graceful dancers on the strings." This context supports "quick and natural" as the meaning of <u>agile</u>.</p> <p>Option F is incorrect</p> <p>While Ma likely had to work hard to become such a skilled cello player, paragraph 6 does not discuss the amount of effort he put forth.</p> <p>Option G is incorrect</p> <p>Although Ma was young, his fingers "moved like graceful dancers on the strings" as he impressed the audience with his extraordinary music, suggesting that the movement his fingers made was neither "new" nor "uncertain."</p> <p>Option H is incorrect</p> <p>Paragraph 6 describes Ma's playing at a very young age. The context of this paragraph does not support "learned over time" as the meaning of <u>agile</u>.</p> |

## 2018 STAAR Grade 5 Reading Rationales

| Item # | Rationales  |
|--------|---|
| 27     | Option C is correct<br>The student should notice that these two stanzas are set apart from the rest of the poem while wondering what causes the speaker to not participate in swimming to the Rock. The simple, one-line descriptions in stanzas 2 and 4 call attention to the reason: the Rock is "very, very far away" and the swim takes the father and brothers "a long, long time." The student should infer that these two stanzas are written as one line most likely to highlight the reasons the speaker is afraid to make the swim. |
|        | Option A is incorrect<br>While the speaker does watch the father and brothers undertake "a long, long" swim to a rock that is "very, very far away" and likely is impressed by their actions, the focus of the two stanzas is her perception of how far away the Rock is, not her feelings toward her father and brothers.  |
|        | Option B is incorrect<br>While a "long, long" swim to a rock that is "very, very far away" could potentially be dangerous, there is no text evidence in the poem to support that there is actual danger in swimming to the Rock. In fact, the father and brothers are thrilled by the adventure and invite the speaker to join them.  |
|        | Option D is incorrect<br>While it may be that the speaker doubts her swimming abilities, the importance of being able to swim well is not strongly related to the meaning of the poem. Therefore, it is not likely that stanzas 2 and 4 are intended to highlight that idea.  |
|        | Option G is correct<br>The capitalization of the word "Rock" (lines 2, 7, 16) gives it a sense of significance, which is supported by the idea that swimming to the Rock is a tradition (line 6, "Maybe next year") and a cause for celebration (line 21, "I can't hear it but I know they are cheering"). The poet's repeated capitalization of "Rock" most likely is meant to show that the Rock is a special place to the family.  |
| 28     | Option F is incorrect<br>While the poet's choice to capitalize "Rock" throughout the poem suggests that it is significant to the family, there is no evidence to support the conclusion that the Rock appears on a map.   |
|        | Option H is incorrect<br>While the poet's choice to capitalize "Rock" may emphasize its popularity within the speaker's family, there is no indication that the Rock is a popular place for other people to visit.  |
|        | Option J is incorrect<br>The poem suggests that swimming to the Rock is a tradition in the speaker's family. However, there is no text evidence to suggest that the Rock is a place that was discovered long ago, nor that the poet wished to emphasize the time of its discovery.  |
|        | Option C is correct<br>In lines 19 through 21, the father and brother are waving their fists in the air and cheering, suggesting they are experiencing strong emotions. This sense of strong emotion continues in lines 26 through 30 as the father and brothers swim back toward the speaker and lift their "wild wet" smiling faces from the water.   |
|        | Option A is incorrect<br>While the father and brothers do swim out to a rock that is far from the speaker, they reach their destination and return from it as planned. There is no context to support the meaning of wild as "going far off course."  |
|        | Option B is incorrect<br>The poem is a fictional account of an event rather than a presentation of facts. However, there is no context to support the meaning of wild as "having no basis in fact."   |
|        | Option D is incorrect<br>While the father and brothers are having a fun time on the Rock and in the water, there is nothing in the poem to suggest that their wild smiles mean they are "out of control."   |
|        | Option E is incorrect<br>The poem does not suggest that the speaker is afraid to swim to the Rock. In fact, the speaker is excited to go.   |
|        | Option I is incorrect<br>The poem does not suggest that the speaker is afraid to swim to the Rock. In fact, the speaker is excited to go.   |
|        | Option K is incorrect<br>The poem does not suggest that the speaker is afraid to swim to the Rock. In fact, the speaker is excited to go.   |

2018 STAAR Grade 5 Reading Rationales

| Item # | Rationales   |
|--------|--|
| 34     | Option J is correct<br>The reference to Big Bird's "growing fan club" in this sentence suggests that people were interested in Big Bird's story and that this interest was increasing. It can be inferred that the video allowed the staff to share the pelican's first flight with a wider audience.  |
|        | Option F is incorrect<br>While this sentence suggests that tourists noticed Big Bird and had ideas about him, it does not convey the idea that people took an interest in the pelican or began to follow his story.  |
|        | Option G is incorrect<br>While this sentence shows that staff members at the resort were interested in helping Big Bird, it does not convey any sense of Big Bird's growing popularity with the general public.  |
|        | Option H is incorrect<br>This sentence supports the analysis that staff members continued to work with Big Bird despite setbacks. However, the sentence does not convey information about other people taking an interest in the pelican or following his story.   |
|        | Option A is correct<br>The student should understand that this option successfully includes key events from the entire selection while leaving out nonessential details. The first sentence of the summary introduces the topic of the selection. The second sentence refers to the staff's efforts to help Big Bird recover, while the third sentence of the summary refers to the conclusion of the selection.   |
| 35     | Option B is incorrect<br>This option does not address the fact that resort staff members took an interest in the pelican, ultimately nursed him back to health, and taught him how to fly. It also includes a nonessential detail related to the size and age of pelicans.   |
|        | Option C is incorrect<br>This option does not include the information about the video of Big Bird's successful flight or his continued presence at the resort as presented in paragraphs 6-7. The lack of this information makes this summary incomplete.  |
|        | Option D is incorrect<br>This option includes key elements from the middle of the selection. However, it does not refer to the pelican's actual arrival at the resort, address his successful mentoring in the art of flight, or show that he is a welcome guest at the resort for as long as he chooses to stay.  |
|        | Option H is correct<br>In paragraph 4, the blog post describes how staff members weren't "sure how much flying" Big Bird might have done before arriving at the resort and how the pelican "was pretty shaky." Paragraph 5 describes how the bird, while working on his flying skills, showed staff members "how it was done!" The content of these blog posts indicates that the author includes them to share details about Big Bird's progress as he was learning to fly. |
|        | Option F is incorrect<br>While paragraph 7 states that Big Bird may "find a flock of pelicans to join," the blog posts do not indicate that the author is attempting to help locate people who know of a flock Big Bird could join.  |
| 36     | Option G is incorrect<br>While the resort staff does seek permission from the park authority to feed Big Bird, the blog posts are not included to show the park authority that the pelican is being well cared for.  |
|        | Option J is incorrect<br>While tourists are likely among the members of Big Bird's "fan club" and the blog posts may garner interest in the resort, the author does not include the name of the resort in the selection, and nothing in the blog posts specifically encourages tourists to visit the resort.   |



Student Learning Standard Breakdown

|                |                           | Mock STAAR Grade 5 Reading 2020-2021 |        |        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |           |               |            |               |         |            |  |       |  |         |  |
|----------------|---------------------------|--------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|-----------|---------------|------------|---------------|---------|------------|--|-------|--|---------|--|
|                |                           | All Learning Standards               |        |        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |           | Raw Score     |            | Percent Score |         | Approaches |  | Meets |  | Masters |  |
| Total Students |                           | 5.3(A)                               | 5.3(B) | 5.3(C) | 5.6(E) | 5.6(F) | 5.6(G) | 5.6(H) | 5.7(C) | 5.7(D) | 5.8(B) | 5.8(C) | 5.9(D) | 5.10(A) | 5.10(B) | 5.10(C) | 5.10(D) | 5.10(F) | Raw Score | Percent Score | Approaches | Meets         | Masters |            |  |       |  |         |  |
| 45             | Hedman, Maurice           | 64.44%                               | 56.67% | 62.22% | 65.19% | 69.44% | 46.67% | 63.33% | 65.93% | 73.33% | 64.44% | 84.44% | 53.33% | 63.89%  | 43.33%  | 64.44%  | 59.26%  | 53.33%  | 24        | 62.47%        | 64.44%     | 31.11%        | 13.33%  |            |  |       |  |         |  |
| 41             | Economic Disadvantage     | 63.41%                               | 57.32% | 58.54% | 63.41% | 67.07% | 48.78% | 62.80% | 65.04% | 74.39% | 63.41% | 82.93% | 53.66% | 61.59%  | 41.46%  | 65.04%  | 59.35%  | 51.22%  | 23        | 61.61%        | 60.98%     | 31.71%        | 12.2%   |            |  |       |  |         |  |
| 5              | Black/African American    | 20%                                  | 60%    | 60%    | 60%    | 60%    | 50%    | 55%    | 73.33% | 60%    | 80%    | 80%    | 60%    | 75%     | 40%     | 73.33%  | 40%     | 80%     | 23        | 60.60%        | 60%        | 40%           | 20%     |            |  |       |  |         |  |
| 34             | Hispanic                  | 67.65%                               | 52.94% | 61.76% | 62.75% | 69.85% | 47.06% | 64.71% | 63.73% | 73.53% | 61.76% | 85.29% | 52.94% | 59.56%  | 44.12%  | 59.80%  | 62.75%  | 44.12%  | 23        | 61.38%        | 61.76%     | 29.41%        | 11.76%  |            |  |       |  |         |  |
| 6              | White                     | 83.33%                               | 75%    | 66.67% | 83.33% | 75%    | 41.67% | 62.50% | 72.22% | 83.33% | 66.67% | 83.33% | 50%    | 79.17%  | 41.67%  | 83.33%  | 55.56%  | 83.33%  | 27        | 70.17%        | 83.33%     | 33.33%        | 16.67%  |            |  |       |  |         |  |
| 1              | First Year of Monitoring  | 100%                                 | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 0%     | 100%   | 100%   | 75%     | 100%    | 100%    | 100%    | 100%    | 36        | 95%           | 100%       | 100%          | 100%    |            |  |       |  |         |  |
| 17             | LEP                       | 64.71%                               | 50%    | 47.06% | 54.90% | 63.24% | 41.18% | 60.29% | 47.06% | 70.59% | 76.47% | 35.29% | 57.35% | 35.29%  | 35.29%  | 54.90%  | 56.86%  | 41.18%  | 21        | 55%           | 58.82%     | 17.65%        | 5.88%   |            |  |       |  |         |  |
| 6              | Second Year of Monitoring | 100%                                 | 75%    | 66.67% | 77.78% | 83.33% | 75%    | 70.83% | 83.33% | 83.33% | 66.67% | 100%   | 100%   | 66.67%  | 41.67%  | 61.11%  | 72.22%  | 66.67%  | 28        | 74.33%        | 66.67%     | 66.67%        | 33.33%  |            |  |       |  |         |  |
| 2              | Special Ed Indicator      | 100%                                 | 75%    | 100%   | 83.33% | 75%    | 75%    | 75%    | 66.67% | 100%   | 100%   | 100%   | 50%    | 87.50%  | 25%     | 66.67%  | 50%     | 100%    | 29        | 75%           | 100%       | 50%           | 0%      |            |  |       |  |         |  |
| 7              | James, Julie              | 42.86%                               | 14.29% | 42.86% | 23.81% | 25%    | 28.57% | 46.43% | 28.57% | 57.14% | 28.57% | 42.86% | 14.29% | 42.86%  | 14.29%  | 23.81%  | 28.57%  | 28.57%  | 12        | 31.43%        | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 5              | Economic Disadvantage     | 40%                                  | 20%    | 20%    | 13.33% | 30%    | 40%    | 55%    | 33.33% | 50%    | 20%    | 40%    | 20%    | 45%     | 20%     | 26.67%  | 26.67%  | 20%     | 12        | 32.40%        | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 1              | Black/African American    | 0%                                   | 0%     | 0%     | 0%     | 25%    | 0%     | 75%    | 0%     | 50%    | 0%     | 0%     | 0%     | 50%     | 0%      | 33.33%  | 0%      | 0%      | 8         | 21%           | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 4              | Hispanic                  | 75%                                  | 12.50% | 50%    | 25%    | 25%    | 37.50% | 43.75% | 33.33% | 37.50% | 50%    | 25%    | 43.75% | 12.50%  | 33.33%  | 33.33%  | 50%     | 50%     | 13        | 34%           | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 2              | White                     | 0%                                   | 25%    | 50%    | 33.33% | 25%    | 25%    | 37.50% | 33.33% | 100%   | 0%     | 100%   | 0%     | 37.50%  | 25%     | 16.67%  | 16.67%  | 0%      | 12        | 31.50%        | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 1              | LEP                       | 100%                                 | 50%    | 0%     | 33.33% | 25%    | 50%    | 50%    | 33.33% | 50%    | 0%     | 0%     | 100%   | 25%     | 0%      | 33.33%  | 100%    | 100%    | 15        | 39%           | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 6              | Special Ed Indicator      | 33.33%                               | 16.67% | 33.33% | 22.22% | 25%    | 33.33% | 50%    | 27.78% | 58.33% | 16.67% | 50%    | 16.67% | 41.67%  | 16.67%  | 27.78%  | 22.22%  | 16.67%  | 12        | 31%           | 0%         | 0%            | 0%      |            |  |       |  |         |  |
| 68             | Knezek, Helen             | 66.18%                               | 57.35% | 69.12% | 56.37% | 59.93% | 51.47% | 59.19% | 67.16% | 72.06% | 73.53% | 80.88% | 38.24% | 66.18%  | 43.38%  | 59.80%  | 58.33%  | 48.53%  | 23        | 60.28%        | 55.88%     | 33.82%        | 19.12%  |            |  |       |  |         |  |
| 59             | Economic Disadvantage     | 62.71%                               | 54.24% | 66.10% | 54.80% | 57.20% | 52.54% | 55.51% | 64.41% | 70.34% | 72.88% | 79.66% | 38.98% | 63.14%  | 39.83%  | 57.06%  | 57.06%  | 45.76%  | 22        | 57.95%        | 49.15%     | 30.51%        | 18.64%  |            |  |       |  |         |  |
| 8              | Black/African American    | 37.50%                               | 31.25% | 62.50% | 33.33% | 50%    | 43.75% | 59.38% | 58.33% | 75%    | 50%    | 75%    | 50%    | 34.38%  | 31.25%  | 33.33%  | 54.17%  | 25%     | 18        | 46.75%        | 12.5%      | 12.5%         | 12.5%   |            |  |       |  |         |  |
| 42             | Hispanic                  | 71.43%                               | 59.52% | 69.05% | 56.35% | 60.12% | 50%    | 60.71% | 65.08% | 73.81% | 83.33% | 78.57% | 33.33% | 70.24%  | 42.86%  | 65.08%  | 56.35%  | 50%     | 23        | 61.31%        | 61.9%      | 35.71%        | 19.05%  |            |  |       |  |         |  |
| 3              | Two or More Races         | 33.33%                               | 33.33% | 66.67% | 66.67% | 41.67% | 16.67% | 33.33% | 88.89% | 66.67% | 33.33% | 33.33% | 100%   | 50%     | 66.67%  | 44.44%  | 66.67%  | 33.33%  | 20        | 52%           | 33.33%     | 0%            | 0%      |            |  |       |  |         |  |
| 15             | White                     | 73.33%                               | 70%    | 73.33% | 66.67% | 66.67% | 66.67% | 60%    | 73.33% | 66.67% | 66.67% | 86.67% | 46.67% | 75%     | 46.67%  | 62.22%  | 64.44%  | 60%     | 25        | 66.27%        | 66.67%     | 46.67%        | 26.67%  |            |  |       |  |         |  |
| 1              | First Year of Monitoring  | 100%                                 | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%    | 0%      | 66.67%  | 100%    | 100%    | 33        | 87%           | 100%       | 100%          | 100%    |            |  |       |  |         |  |
| 7              | LEP                       | 42.86%                               | 78.57% | 42.86% | 57.14% | 53.57% | 42.86% | 39.29% | 57.14% | 71.43% | 71.43% | 42.86% | 42.86% | 67.86%  | 28.57%  | 38.10%  | 33.33%  | 28.57%  | 19        | 51%           | 57.14%     | 14.29%        | 0%      |            |  |       |  |         |  |
| 3              | Second Year of Monitoring | 100%                                 | 66.67% | 66.67% | 77.78% | 58.33% | 66.67% | 66.67% | 66.67% | 100%   | 66.67% | 100%   | 33.33% | 75%     | 50%     | 66.67%  | 33.33%  | 100%    | 26        | 67.67%        | 100%       | 33.33%        | 0%      |            |  |       |  |         |  |
| 17             | Special Ed Indicator      | 47.06%                               | 52.94% | 58.82% | 52.94% | 55.88% | 47.06% | 51.47% | 52.94% | 61.76% | 58.82% | 76.47% | 29.41% | 61.76%  | 35.29%  | 50.98%  | 43.14%  | 35.29%  | 20        | 51.94%        | 47.06%     | 23.53%        | 11.76%  |            |  |       |  |         |  |
| 45             | Torres, Gabrielle         | 51.11%                               | 56.67% | 62.22% | 60%    | 66.11% | 40%    | 60%    | 67.41% | 71.11% | 44.44% | 75.56% | 42.22% | 63.89%  | 27.78%  | 58.52%  | 57.78%  | 42.22%  | 22        | 57.89%        | 51.11%     | 11.11%        | 6.67%   |            |  |       |  |         |  |
| 44             | Economic Disadvantage     | 52.27%                               | 56.82% | 63.64% | 59.85% | 66.48% | 38.64% | 60.80% | 68.18% | 72.73% | 43.18% | 75%    | 43.18% | 64.20%  | 28.41%  | 58.33%  | 57.58%  | 40.91%  | 22        | 58.14%        | 52.27%     | 11.36%        | 6.82%   |            |  |       |  |         |  |
| 3              | Black/African American    | 33.33%                               | 50%    | 66.67% | 66.67% | 50%    | 16.67% | 66.67% | 55.56% | 50%    | 33.33% | 33.33% | 33.33% | 33.33%  | 33.33%  | 55.56%  | 44.44%  | 0%      | 18        | 46.33%        | 33.33%     | 0%            | 0%      |            |  |       |  |         |  |
| 36             | Hispanic                  | 55.56%                               | 59.72% | 66.67% | 58.33% | 67.36% | 41.67% | 58.33% | 71.30% | 73.61% | 47.22% | 83.33% | 47.22% | 65.97%  | 23.61%  | 61.11%  | 58.33%  | 50%     | 23        | 59.50%        | 52.78%     | 13.89%        | 8.33%   |            |  |       |  |         |  |
| 1              | Two or More Races         | 100%                                 | 50%    | 100%   | 100%   | 50%    | 50%    | 100%   | 100%   | 100%   | 0%     | 100%   | 0%     | 75%     | 50%     | 66.67%  | 100%    | 0%      | 28        | 74%           | 100%       | 0%            | 0%      |            |  |       |  |         |  |
| 5              | White                     | 20%                                  | 40%    | 20%    | 60%    | 70%    | 40%    | 60%    | 40%    | 60%    | 40%    | 40%    | 20%    | 65%     | 50%     | 40%     | 53.33%  | 20%     | 19        | 50%           | 40%        | 0%            | 0%      |            |  |       |  |         |  |
| 2              | First Year of Monitoring  | 100%                                 | 25%    | 100%   | 33.33% | 75%    | 50%    | 62.50% | 50%    | 75%    | 50%    | 100%   | 50%    | 87.50%  | 25%     | 50%     | 50%     | 50%     | 23        | 59.50%        | 100%       | 0%            | 0%      |            |  |       |  |         |  |
| 13             | LEP                       | 53.85%                               | 57.69% | 69.23% | 58.97% | 63.46% | 26.92% | 48.08% | 82.05% | 65.38% | 53.85% | 69.23% | 38.46% | 67.31%  | 15.38%  | 53.85%  | 38.46%  | 38.46%  | 21        | 55.69%        | 38.46%     | 7.69%         | 0%      |            |  |       |  |         |  |
| 1              | Second Year of Monitoring | 100%                                 | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 66.67% | 100%   | 100%   | 100%   | 100%   | 75%     | 50%     | 100%    | 100%    | 100%    | 35        | 92%           | 100%       | 100%          | 100%    |            |  |       |  |         |  |

Student Reporting Category Breakdown

| Mock STAAR Grade 5 Reading 2020-2021 |                |         |        |        |           |               |            |        |         |  |
|--------------------------------------|----------------|---------|--------|--------|-----------|---------------|------------|--------|---------|--|
|                                      | Total Students | All RCs |        |        | Raw Score | Percent Score | Approaches | Meets  | Masters |  |
|                                      |                | R1      | R2     | R3     |           |               |            |        |         |  |
| <b>Hedman, Maurice</b>               | 45             | 60%     | 65.33% | 63.84% | 24        | 62.47%        | 64.44%     | 31.11% | 13.33%  |  |
| Economic Disadvantage                | 41             | 59.15%  | 64.88% | 62.97% | 23        | 61.61%        | 60.98%     | 31.71% | 12.2%   |  |
| Black/African American               | 5              | 50%     | 56%    | 67.27% | 23        | 60.60%        | 60%        | 40%    | 20%     |  |
| Hispanic                             | 34             | 58.82%  | 67.06% | 61.50% | 23        | 61.38%        | 61.76%     | 29.41% | 11.76%  |  |
| White                                | 6              | 75%     | 63.33% | 74.24% | 27        | 70.17%        | 83.33%     | 33.33% | 16.67%  |  |
| First Year of Monitoring             | 1              | 100%    | 80%    | 90.91% | 36        | 95%           | 100%       | 100%   | 100%    |  |
| LEP                                  | 17             | 52.94%  | 63.53% | 57.75% | 21        | 55%           | 58.82%     | 17.65% | 5.88%   |  |
| Second Year of Monitoring            | 6              | 79.17%  | 76.67% | 66.67% | 28        | 74.33%        | 66.67%     | 66.67% | 33.33%  |  |
| Special Ed Indicator                 | 2              | 87.50%  | 70%    | 77.27% | 29        | 75%           | 100%       | 50%    | 0%      |  |
| <b>James, Julie</b>                  | 7              | 28.57%  | 31.43% | 38.96% | 12        | 31.43%        | 0%         | 0%     | 0%      |  |
| Economic Disadvantage                | 5              | 25%     | 28%    | 43.64% | 12        | 32.40%        | 0%         | 0%     | 0%      |  |
| Black/African American               | 1              | 0%      | 20%    | 45.45% | 8         | 21%           | 0%         | 0%     | 0%      |  |
| Hispanic                             | 4              | 37.50%  | 35%    | 40.91% | 13        | 34%           | 0%         | 0%     | 0%      |  |
| White                                | 2              | 25%     | 30%    | 31.82% | 12        | 31.50%        | 0%         | 0%     | 0%      |  |
| LEP                                  | 1              | 50%     | 20%    | 45.45% | 15        | 39%           | 0%         | 0%     | 0%      |  |
| Special Ed Indicator                 | 6              | 25%     | 26.67% | 40.91% | 12        | 31%           | 0%         | 0%     | 0%      |  |
| <b>Knezek, Helen</b>                 | 68             | 62.50%  | 65.88% | 61.90% | 23        | 60.28%        | 55.88%     | 33.82% | 19.12%  |  |
| Economic Disadvantage                | 59             | 59.32%  | 64.75% | 58.71% | 22        | 57.95%        | 49.15%     | 30.51% | 18.64%  |  |
| Black/African American               | 8              | 40.63%  | 57.50% | 43.18% | 18        | 46.75%        | 12.5%      | 12.5%  | 12.5%   |  |
| Hispanic                             | 42             | 64.88%  | 66.19% | 65.37% | 23        | 61.31%        | 61.9%      | 35.71% | 19.05%  |  |
| Two or More Races                    | 3              | 41.67%  | 66.67% | 42.42% | 20        | 52%           | 33.33%     | 0%     | 0%      |  |
| White                                | 15             | 71.67%  | 69.33% | 66.06% | 25        | 66.27%        | 66.67%     | 46.67% | 26.67%  |  |
| First Year of Monitoring             | 1              | 100%    | 100%   | 90.91% | 33        | 87%           | 100%       | 100%   | 100%    |  |
| LEP                                  | 7              | 60.71%  | 48.57% | 49.35% | 19        | 51%           | 57.14%     | 14.29% | 0%      |  |
| Second Year of Monitoring            | 3              | 75%     | 53.33% | 69.70% | 26        | 67.67%        | 100%       | 33.33% | 0%      |  |
| Special Ed Indicator                 | 17             | 52.94%  | 52.94% | 55.08% | 20        | 51.94%        | 47.06%     | 23.53% | 11.76%  |  |
| <b>Torres, Gabrielle</b>             | 45             | 56.67%  | 58.67% | 61.01% | 22        | 57.89%        | 51.11%     | 11.11% | 6.67%   |  |
| Economic Disadvantage                | 44             | 57.39%  | 58.18% | 61.36% | 22        | 58.14%        | 52.27%     | 11.36% | 6.82%   |  |
| Black/African American               | 3              | 50%     | 40%    | 51.52% | 18        | 46.33%        | 33.33%     | 0%     | 0%      |  |
| Hispanic                             | 36             | 60.42%  | 61.11% | 61.87% | 23        | 59.50%        | 52.78%     | 13.89% | 8.33%   |  |
| Two or More Races                    | 1              | 75%     | 80%    | 81.82% | 28        | 74%           | 100%       | 0%     | 0%      |  |
| White                                | 5              | 30%     | 48%    | 56.36% | 19        | 50%           | 40%        | 0%     | 0%      |  |
| First Year of Monitoring             | 2              | 62.50%  | 60%    | 68.18% | 23        | 59.50%        | 100%       | 0%     | 0%      |  |
| LEP                                  | 13             | 59.62%  | 56.92% | 56.64% | 21        | 55.69%        | 38.46%     | 7.69%  | 0%      |  |
| Second Year of Monitoring            | 1              | 100%    | 100%   | 90.91% | 35        | 92%           | 100%       | 100%   | 100%    |  |



