

ZOOM Virtual Meeting Norms

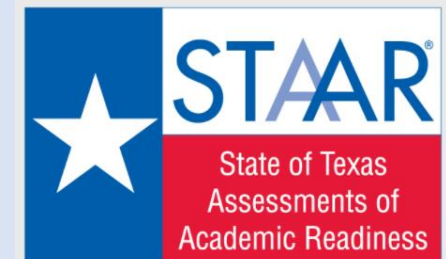
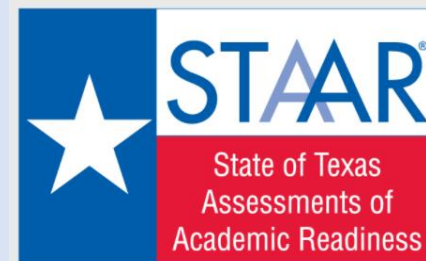
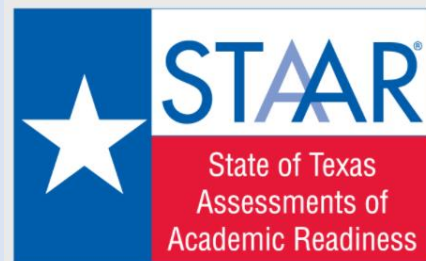
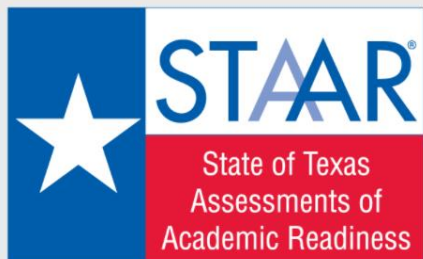
- Workshop #158261 ALL HANDOUTS are uploaded
- Remote Check In – TRSM7 (case sensitive)
- Check your audio and video.
- Keep microphone muted to minimize distraction.
- Questions can be asked in the ZOOM Chat at any point.

TRS Sixth Six Weeks Planning Session

STAAR Focus

March 24, 2021

7th Gr. TRS Math Inst. Planning
6th Six Weeks – STAAR
Workshop # 158261
2:30 PM -4:30 PM





Today's Agenda:

Data Review

Instructional Gap Considerations

Mastering What's Essential

Item Analysis of Student Responses

STAAR Instructional Resources



Learning Loss Research

Key Findings and Takeaways

Learning Loss

- Did not see blanket declines as forecasted.
- Still a lack of current data on most vulnerable student populations.
- Schools need local data to get students on track.
- Schools traditionally balance inequities.
- Differing summer experiences can make an impact.

Gaps

- Gaps increase in upper elementary and middle school.
- Gaps are greater in mathematics than reading.

What some key findings and takeaways for the learning loss research?


Recommendations


- Academic content that complements curricular standards and is taught by at least one experienced, trained teacher per classroom
- Academic classes that are limited to 15 students, with at least two adults (one lead teacher and one teaching assistant, for example)
- Group learning that is complemented with individual support
- Fun and engaging activities that are used to teach concepts
- Hands-on activities that are used to teach concepts
- Concepts that are grounded in a real-world context

Note: Voluntary Summer Reading Programs did not work



What does the data say?

<div><div></div><div>STAAR Longitudinal by SE for Region 01</div></div> <div>Source: Admin Year: 2019 Subject: Mathematics Demographic Group(s): All Students Test Version(s): STAAR Language(s): English Calculation Option: Calculated average Rereads: First Administrations</div>			
SE	Grade 07 2017	Grade 07 2018	Grade 07 2019
SE 7.1A - apply mathematics to problems arising in everyday life, society, and the workplace (P)			
SE 7.1B - 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 (P)			
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SE 7.1G - display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication (P)			
SE 7.2A - extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers (S)		74%	61%
SE 7.3A - add, subtract, multiply, and divide rational numbers fluently (S)	57%	61%	55%
SE 7.3B - apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers (R)	48%	44%	65%
SE 7.4A - represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$ (R)	60%	71%	66%
SE 7.4B - calculate unit rates from rates in mathematical and real-world problems (S)	72%		52%
SE 7.4C - determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems (S)		86%	56%
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SE 7.4E - convert between measurement systems, including the use of proportions and the use of unit rates (S)	38%	70%	76%
SE 7.5A - generalize the critical attributes of similarity, including ratios within and between similar shapes (S)	40%	61%	65%
SE 7.5B - describe pi as the ratio of the circumference of a circle to its diameter (S)		62%	55%
SE 7.5C - solve mathematical and real-world problems involving similar shape and scale drawings (R)	65%	55%	50%
SE 7.6A - represent sample spaces for simple and compound events using lists and tree diagrams (S)		72%	
DMAC Solutions © Page 1 of 3 3/22/2021			

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DMAC Solutions © Page 2 of 3 3/22/2021			



STAAR Longitudinal by SE for Region 01

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Study the data on slides 6 & 7.
What do you notice?

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Digging Deeper into the Data



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TEKS: 7.9A, 7.9B, 7.9C

How can we close some gaps?

Grade 7 Mathematics COVID-19 Gap Implementation Tool
Potential Gap Considerations for 2020-2021 School Year *(applicable standards only)*

Quick Key to Reading the Mathematics COVID-19 Gap Implementation Tool

Strikethrough(s)	<p>Strikethrough(s) in the previous grade level Last 9 Weeks Standards column reflect the strikethrough(s) that appear in the previous grade level Unit IFD during the last 9 weeks. This strikethrough(s) indicates the part of the SE that was not included in the hyperlinked previous grade level unit.</p> <p>Strikethrough(s) in the current grade level Aligned Standards column reflect the strikethrough(s) that appear in the current grade level Unit IFD. This strikethrough(s) indicates the part of the SE that is not included in the current grade level unit where the gap is being considered.</p> <p>While the standards in each row of the table are vertically aligned, any strikethroughs are not necessarily vertically aligned.</p>
Underlines	<p>No underline indicates the standard was completely taught prior to the 4th nine weeks.</p> <p>Underline indicates the standard or part of the standard was not taught prior to the 4th nine weeks.</p>
Xs	<p>An X in a column with a previous grade level hyperlink indicates the current grade level unit in which all of the current grade level standards in the row occur and where the gap considerations from the previous grade level impact the current unit.</p> <p>An X in a column without a previous grade level hyperlink indicates where all or some of the current grade level standards in the row occur in the scope and sequence.</p>
Hyperlinks	A hyperlink to the previous grade level Unit IFD along with the previous grade level standards allows for quick access to view the specificity of the previous grade level standard(s) that includes a potential gap.
Alternating Shading	Alternating white and gray shading allows for easy visualization of a change in unit number.

For complete instruction on how to read this tool, see the [Mathematics COVID-19 Gap Implementation Tool Instructions](#).

Grade 7 Mathematics COVID-19 Gap Implementation Tool
Potential Gap Considerations for 2020-2021 School Year *(applicable standards only)*

2020–2021 School Year Grade 7 Units Reflected on Year at a Glance (YAG)

Grade 6 Last 9 Weeks Standards 2019-2020	Grade 7 Aligned Standards 2020-2021	Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Unit 07	Unit 08	Unit 09	Unit 10	Unit 11	Unit 12
<p>6.8C Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. <i>Supporting Standard</i></p> <p>6.8D Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. <i>Readiness Standard</i></p>	<p>7.9A Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids. <i>Readiness Standard</i></p> <p>7.9D Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net. <i>Supporting Standard</i></p>								X G6U13 6.8C 6.8D				X
<p>Considerations: Although students may have been taught 6.8C and 6.8D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.9A and 7.9D. Grade 7 teachers should be prepared to:</p> <ul style="list-style-type: none"> Pre-assess students' understanding of problems involving volume of a right rectangular prism(s) prior to introducing problems involving volume of triangular prisms, rectangular pyramids, and triangular pyramids. Pre-assess students' understanding of problems involving area of a two-dimensional figure(s) prior to introducing problems involving lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net. 													
<p>District notes: prepared to:</p>													

District notes:

Refine your results

Grade 7



Mathematics



Search

 Add Selected Components to My Favorites



Vertical Alignment



Enhanced TEKS Clarification



Year at a Glance



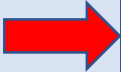
TEKS Verification



Resources



Instructional Focus Document





TEKS Verification



Resources



☐ Mathematics and Matemáticas TVD Categories



Add to My Favorites



☐ Mathematics Concepts Charts



Add to My Favorites



☐ Mathematics COVID-19 Gap Implementation Tool Grade 7



Add to My Favorites



☐ Mathematics Grade 7 Backward Design Document



Add to My Favorites



☐ Mathematics Grade 7 Enhanced TEKS Clarification



Add to My Favorites



☐ Mathematics Grade 7 Focal Points with Aligned Standards and TEKS Introduction



Add to My Favorites



☐ Mathematics Grade 7 STAAR Analysis Resources



Add to My Favorites



☐ Mathematics Grade 7 STAAR Blueprint and Item Percentages



Add to My Favorites

Grade 7 Mathematics COVID-19 Gap Implementation Tool
Potential Gap Considerations for 2020-2021 School Year *(applicable standards only)*



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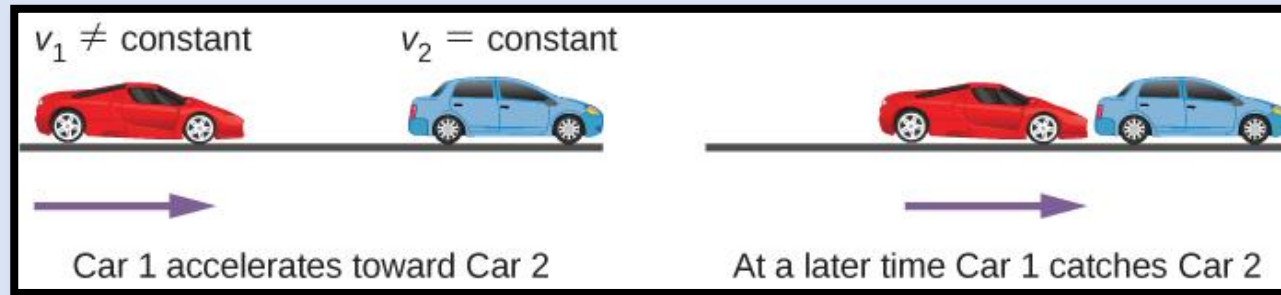
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<p>District notes:</p>													

Grade 6 Last 9 Weeks Standards 2019-2020	Grade 7 Aligned Standards 2020-2021	Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Unit 07	Unit 08	Unit 09	Unit 10	Unit 11	Unit 12
Considerations: Although students may have been taught 6.6C, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.7A. Grade 7 teachers should be prepared to: <ul style="list-style-type: none"> Pre-assess students' understanding of representing situations involving $y = kx$ or $y = x + b$ prior to introducing representations involving $y = mx + b$. 													
District notes: []													
There are no additional COVID-19 gap considerations from the previous grade level for this unit.						X							
District notes: []													
There are no additional COVID-19 gap considerations from the previous grade level for this unit.							X						
District notes: []													
6.8C Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. <i>Supporting Standard</i>	7.9C Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles. <i>Readiness Standard</i>							X					X
6.8D Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. <i>Readiness Standard</i>								X G6U13 6.8C 6.8D					
Considerations: Although students may have been taught 6.8C and 6.8D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.9C. Grade 7 teachers should be prepared to: <ul style="list-style-type: none"> Pre-assess students' understanding of problems involving area of a two-dimensional figure(s) prior to introducing problems involving area of composite figures containing combinations of two-dimensional figures. 													
District notes: []													

Guidance from the Agency



Accelerating Instruction **Covering all standards**



Leveraging the Standards

Mastering what is essential.

Heat Map

Targeted Student Support for Maximizing Results

7th STAAR Math Student Profile

Student Name: _____

Period: _____



Cate.	TEKS	R or S	Student Expectation	Basic	Basic	Interm	Interm	Interm	Adv.	Adv.
1	7.2A	S	Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.							
1	7.6A	S	Represent sample spaces for simple and compound events using lists and tree diagrams							
1	7.6C	S	Make predictions and determine solutions using experimental data for simple and compound events							
1	7.6D	S	Make predictions and determine solutions using theoretical probability for simple and compound events							
1	7.6E	S	Find the probabilities of a simple event and its complement and describe the relationship between the two							
1	7.6H	R	Solve problems using qualitative and quantitative predictions and comparisons from simple experiments;							
1	7.6I	R	Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces							
2	7.3A	S	Add, subtract, multiply, and divide rational numbers fluently							
2	7.3B	R	Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.							

Cate.	TEKS	R or S	Student Expectation	Basic	Basic	Interm	Interm	Interm	Adv.	Adv.
2	7.4A	R	Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$;							
2	7.4B	S	Calculate unit rates from rates in mathematical and real-world problems;							
2	7.4C	S	Determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems;							
2	7.4D	R	Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems							
2	7.7A	R	Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.							
2	7.10A	S	Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems							
2	7.10B	S	Represent solutions for one-variable, two-step equations and inequalities on number lines							
2	7.10C	S	Write a corresponding real-world problem given a one-variable, two-step equation or inequality							
2	7.11A	R	Model and solve one-variable, two-step equations and inequalities							
2	7.11B	S	Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true							

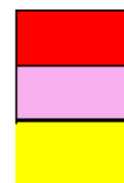
Study the Heat Map: What implications are there for the red shaded standards?

Targeted Student Support for Maximizing Results

7th STAAR Math Student Profile

Student Name: _____

Period: _____



Critical


Important

As time permits

Cate.	TEKS	R or S	Student Expectation	Basic	Basic	Interm	Interm	Interm	Adv.	Adv.
1	7.2A	S	Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.							
1	7.6A	S	Represent sample spaces for simple and compound events using lists and tree diagrams							
1	7.6C	S	Make predictions and determine solutions using experimental data for simple and compound events							
1	7.6D	S	Make predictions and determine solutions using theoretical probability for simple and compound events							
1	7.6E	S	Find the probabilities of a simple event and its complement and describe the relationship between the two							
1	7.6H	R	Solve problems using qualitative and quantitative predictions and comparisons from simple experiments;							
1	7.6I	R	Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces							
2	7.3A	S	Add, subtract, multiply, and divide rational numbers fluently							
2	7.3B	R	Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.							



Cate.	TEKS	R or S	Student Expectation	Basic	Basic	Interm	Interm	Interm	Adv.	Adv.
2	7.4A	R	Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$;							
2	7.4B	S	Calculate unit rates from rates in mathematical and real-world problems;							
2	7.4C	S	Determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems;							
2	7.4D	R	Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems							
2	7.7A	R	Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.							
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2	7.10B	S	Represent solutions for one-variable, two-step equations and inequalities on number lines							
2	7.10C	S	Write a corresponding real-world problem given a one-variable, two-step equation or inequality							
2	7.11A	R	Model and solve one-variable, two-step equations and inequalities							
2	7.11B	S	Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true							

Digging Deeper into the Data



SE 7.9A - solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids (R)	42%	56%	67%
SE 7.9B - determine the circumference and area of circles (R)	52%	59%	66%
SE 7.9C - determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles (R)	51%	45%	38%

TEKS: 7.9A, 7.9B, 7.9C



STAAR® Test	Grade 7 M	Item #	5	Content SE	7.9A	SE Type	Readiness
Administration	Spring 2019	Reporting Category	3	Process SE	Not Reported	Unit (IFD)	08, 12

5 A stereo speaker in the shape of a triangular pyramid has a height of 6 inches. The area of the base of the speaker is 11 square inches.

What is the volume of the speaker in cubic inches?

TEKS:7.9A

A 22 in.³

B 198 in.³

C 66 in.³

D 33 in.³

Elements Considered in TEKS Resource System™ Item Analysis

	Texas Education Agency Rationale	OPTIONS ANALYSIS			
		State			
A/F	<p>Correct – To determine the volume of (amount of three-dimensional space taken up by) the triangular pyramid in cubic inches, the student should have used the formula for volume of a pyramid from the Volume section of the STAAR Grade 7 Mathematics Reference Materials page within the student's test booklet ($V = Bh$, where V = volume, B = the area of (amount of space covered by) the base, and h = the height (vertical distance from top to bottom) of the pyramid.</p> <p>The expression that represents the volume is $\frac{1}{3} \times 11 \times 6$, which results in 22 cubic inches.</p>	52*			
B/G	<p>The student likely multiplied $3 \times 11 \times 6$ instead of $\frac{1}{3} \times 11 \times 6$, resulting in 198 cubic inches. The student needs to focus on understanding how to solve problems involving volumes of pyramids.</p>	6			
C/H	<p>The student likely did not use the formula for volume and multiplied the given values of 11 and 6. The student needs to focus on understanding how to solve problems involving volumes of pyramids.</p>	28			
D/J	<p>The student likely multiplied $\frac{1}{2} \times 11 \times 6$ instead of $\frac{1}{3} \times 11 \times 6$, resulting in 33 cubic inches. The student needs to focus on understanding how to solve problems involving volumes of pyramids.</p>	14			

Stimulus Type	Problem Situation	Revised Bloom's	Apply	DOK	Level 1
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Content KS Standard	<i>7.9 Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:</i>
Content SE Standard	7.9A Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.
Content SE Breakout	7.9A Solve problems involving the volume of triangular prisms.

TEKS Resource System™ Notes	<ul style="list-style-type: none"> • Vocabulary – volume; triangular prism; height of a triangle; area of the base of a prism (B); height of a prism (h); dimensions; inches (in.); square inches (in.²); cubic inches (in.³); measurement • Understand B represents area of the base in the formula $V = Bh$ • Understand how to determine the volume of a triangular prism using the formula $V = Bh$, where B represents the area of the triangular base and h represents the height of the triangular prism • Solve a problem involving the volume of a triangular prism
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11/01/2019

Source: STAAR® Released Items Texas Education Agency

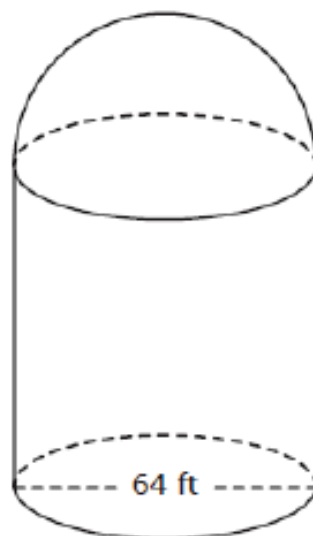
Possible Learning Objectives (Goals)

An Exemplar Response

TEKS:7.9B

STAAR® Test	Grade 7 M	Item #	2	Content SE	7.9B	SE Type	Readiness
Administration	Spring 2018	Reporting Category	3	Process SE	Not Reported	Unit (IFD)	07, 12

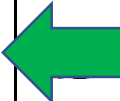
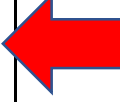
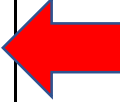
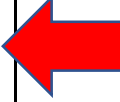
- 2 An observatory is shaped like a cylinder standing on one of its bases with a dome on top. The diameter of the floor of the observatory is 64 feet, as shown in the diagram.



Which measurement is closest to the circumference of the base of the observatory in feet?

- F 200.96 ft
- G 3,215.36 ft
- H 100.48 ft
- J 401.92 ft

Elements Considered in TEKS Resource System™ Item Analysis

	Texas Education Agency Rationale	OPTIONS ANALYSIS			
		State			
A/F	Correct – To determine the circumference (distance around a circle) of the circular base, the student should have used the formula provided in the reference materials, $C = \pi d$, where d is the diameter (straight line going through the center of a circle connecting two points on the circumference). This results in $C = \pi \times 64$ which is approximately 200.96 feet.				
B/G	The student likely used the formula for area (amount of space covered by a surface) instead of circumference, resulting in the expression $\pi \times 32^2$. The student needs to focus on understanding which formula to apply in calculations involving circles.				
C/H	The student likely determined the radius (distance from the center to the circumference of a circle) of 32 feet, but used the expression $\pi \times 32$. The student needs to focus on applying the correct formula to calculate the circumference of a circle.				
D/J	The student likely confused the given diameter of 64 as the radius. The student used the formula $C = 2\pi r$ and substituted 64 for r , resulting in $C = 2 \times \pi \times 64 \approx 401.92$. The student needs to focus on understanding the difference between the radius and the diameter.				

The Solution

Possible Misconceptions

Stimulus Type	Diagram	Revised Bloom's	Apply	DOK	Level 1
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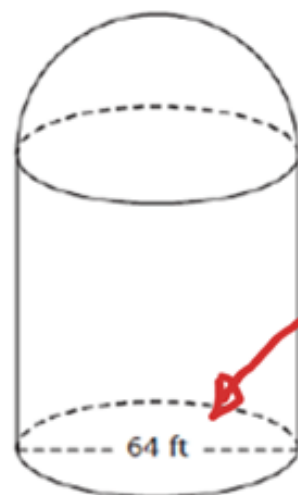
Content KS Standard	7.9 Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:
Content SE	7.9B Determine the circumference and area of circles.

An Exemplar Response

TEKS:7.9B

STAAR® Test	Grade 7 M	Item #	2	Content SE	7.9B	SE Type	Readiness
Administration	Spring 2018	Reporting Category	3	Process SE	Not Reported	Unit (IFD)	07, 12

- 2 An observatory is shaped like a cylinder standing on one of its bases with a dome on top. The diameter of the floor of the observatory is 64 feet, as shown in the diagram.



Which measurement is closest to the circumference of the base of the observatory in feet?

F 200.96 ft

G 3,215.36 ft

H 100.48 ft

J 401.92 ft

Solution

$$C = 200.96 \text{ ft}$$

① use this formula

$$C = \pi \cdot d$$

② d is the diameter

$$d = 64 \text{ ft}$$

③ substitute (plug in) the values

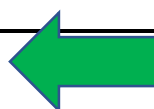
$$C = \pi \cdot d$$

$$C = 3.14 \cdot 64$$

STAAR® Test	Grade 7 M	Item #	2	Content SE	7.9B	SE Type	Readiness
Administration	Spring 2018	Reporting Category	3	Process SE	Not Reported	Unit (IFD)	07, 12

Standard	
Content SE Breakout	7.9B Determine the circumference of circles.

Possible mini topics and/or learning targets	<ul style="list-style-type: none"> • Vocabulary – diameter; radius; circle; circumference; pi (π); measurement; dimensions; feet (ft) • Recognize the diameter of a circle in a three-dimensional diagram • Recognize a circle in a three-dimensional diagram • Understand the diameter of a circle is twice the length of the radius of the circle • Understand how to determine the circumference of a circle using the formula $C = 2\pi r$, where π is approximated as 3.14 and r represents the radius of the circle, or the formula $C = \pi d$, where π is approximated as 3.14 and d represents the diameter of the circle • Determine the circumference of a circle
	<p>TEKS Resource System™ Notes</p> <p>Grade Level Note(s):</p> <ul style="list-style-type: none"> • Grade 6 determined solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. • Grade 8 will solve problems involving the volume of cylinders, cones, and spheres. • Grade 8 will use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders. • Various mathematical process standards will be applied to this student expectation as appropriate.



Checkpoint: Review of our learning

Breakout Session (8 Mins.)

Heat Map

Learning Loss Research Key Findings and Takeaways

Learning Loss

- Did not see blanket declines as forecasted.
- Still a lack of current data on most vulnerable student populations.
- Schools need local data to get students on track.
- Schools traditionally balance inequities.
- Differing summer experiences can make an impact.

Gaps

- Gaps increase in upper elementary and middle school.
- Gaps are greater in mathematics than reading.

Recommendations

- Academic content that complements curricular standards and is taught by at least one experienced, trained teacher per classroom
- Academic classes that are limited to 15 students, with at least two adults (one lead teacher and one teaching assistant, for example)
- Group learning that is complemented with individual support
- Fun and engaging activities that are used to teach concepts
- Hands-on activities that are used to teach concepts
- Concepts that are grounded in a real-world context

Note: Voluntary Summer Reading Programs did not work

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Cate.	TEKS	R or S	Student Expectation	Basic	Basic	Interm	Interm	Interm	Adv.	Adv.
2	7.4A	R	Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.							
2	7.4B	S	Calculate unit rates from rates in mathematical and real-world problems.							
2	7.4C	S	Determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems.							
2	7.4D	R	Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.							
2	7.5A	R	Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.							
2	7.5B	S	Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.							
2	7.5C	S	Represent solutions for one-variable, two-step equations and inequalities on number lines.							
2	7.5D	S	Write a corresponding real-world problem given a one-variable, two-step equation or inequality.							
2	7.5E	R	Model and solve one-variable, two-step equations and inequalities.							
2	7.5F	S	Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.							

Elements Considered in TEKS Resource System™ Item Analysis					
		Texas Education Agency Rationale		OPTIONS ANALYSIS	
		State			
A/F	Correct – To determine the volume of (amount of three-dimensional space taken up by) the triangular pyramid in cubic inches, the student should have used the formula for volume of a pyramid from the Volume section of the STAAR Grade 7 Mathematics Reference Materials page within the student's test booklet ($V = Bh$, where V = volume, B = the area of (amount of space covered by) the base, and h = the height (vertical distance from top to bottom) of the pyramid. The expression that represents the volume is $\frac{1}{3} \times 11 \times 6$, which results in 22 cubic inches.	52*			
B/G	The student likely multiplied $3 \times 11 \times 6$ instead of $\frac{1}{3} \times 11 \times 6$, resulting in 198 cubic inches. The student needs to focus on understanding how to solve problems involving volumes of pyramids.	6			
C/H	The student likely did not use the formula for volume and multiplied the given values of 11 and 6. The student needs to focus on understanding how to solve problems involving volumes of pyramids.	28			
D/J	The student likely multiplied $\frac{1}{2} \times 11 \times 6$ instead of $\frac{1}{3} \times 11 \times 6$, resulting in 33 cubic inches. The student needs to focus on understanding how to solve problems involving volumes of pyramids.	14			

- In your group, discuss how one or all of these documents can help you improve teaching and learning.
- Be prepared to share some of your responses



**Share
Out!**

STAAR Instructional Resources



STAAR Grade 7 Mathematics Assessment Eligible TEKS

1. Probability and Numerical Representations (6 questions)			2. Computations and Algebraic Relationships (15 questions)		
S	7.2A	Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.	S	7.3A	Add, subtract, multiply, and divide rational numbers fluently.
S	7.6A	Represent sample spaces for simple and compound events using lists and tree diagrams.	R	7.3B	Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.
S	7.6C	Make predictions and determine solutions using experimental data for simple and compound events.	R	7.4A	Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.
S	7.6D	Make predictions and determine solutions using theoretical probability for simple and compound events.	S	7.4B	Calculate unit rates from rates in mathematical and real-world problems.
S	7.6E	Find the probabilities of a simple event and its complement and describe the relationship between the two.	S	7.4C	Determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems.
R	7.6H	Solve problems using qualitative and quantitative predictions and comparisons from simple experiments.	R	7.4D	Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.
R	7.6I	Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.	R	7.7A	Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.
			S	7.10A	Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.
			S	7.10B	Represent solutions for one-variable, two-step equations and inequalities on number lines.
			S	7.10C	Write a corresponding real-world problem given a one-variable, two-step equation or inequality.
			R	7.11A	Model and solve one-variable, two-step equations and inequalities.
			S	7.11B	Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.

STAAR Items in A Box

STAAR 2018
8.2C-3 (9)

Item 1

A square with a perimeter of 20 units is graphed on a coordinate grid. The square is dilated by a scale factor of 0.4 with the origin as the center of dilation.

If (x, y) represents the location of any point on the original square, which ordered pair represents the coordinates of the corresponding point on the resulting square?

A. $(20x, 20y)$
B. $(0.4x, 0.4y)$
C. $(x + 20, y + 20)$
D. $(x + 0.4, y + 0.4)$

STAAR 2018
8.2C-3 (9)

Item 2

An equation is written below with water. The graph shows the height of the water over time on the coordinate plane.

Which statement best describes the rate of change for the equation?

A. The height of the water increases 20 inches per second.
B. The height of the water increases 10 inches per second.
C. The height of the water increases 5 inches per second.
D. The height of the water increases 2 inches per second.

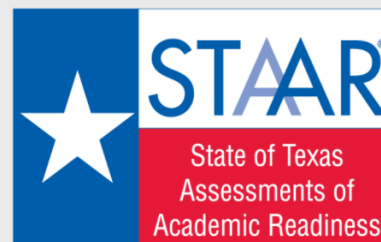
STAAR 2018
8.2C-3 (9)

Item 3

A square with a perimeter of 20 units is graphed on a coordinate grid. The square is dilated by a scale factor of 0.4 with the origin as the center of dilation.

If (x, y) represents the location of any point on the original square, which ordered pair represents the coordinates of the corresponding point on the resulting square?

A. $(20x, 20y)$
B. $(0.4x, 0.4y)$
C. $(x + 20, y + 20)$
D. $(x + 0.4, y + 0.4)$



Select a test to take

Summative Assessment

Interim Assessment

Practice

Tutorials



STAAR Grade 7 Mathematics Assessment Eligible TEKS

1. Probability and Numerical Representations (6 questions)

S	7.2A	Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.
S	7.6A	Represent sample spaces for simple and compound events using lists and tree diagrams.
S	7.6C	Make predictions and determine solutions using experimental data for simple and compound events.
S	7.6D	Make predictions and determine solutions using theoretical probability for simple and compound events.
S	7.6E	Find the probabilities of a simple event and its complement and describe the relationship between the two.
R	7.6H	Solve problems using qualitative and quantitative predictions and comparisons from simple experiments.
R	7.6I	Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.

2. Computations and Algebraic Relationships (15 questions)

S	7.3A	Add, subtract, multiply, and divide rational numbers fluently.
R	7.3B	Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.
R	7.4A	Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.
S	7.4B	Calculate unit rates from rates in mathematical and real-world problems.
S	7.4C	Determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems.
R	7.4D	Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.
R	7.7A	Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.
S	7.10A	Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.
S	7.10B	Represent solutions for one-variable, two-step equations and inequalities on number lines.
S	7.10C	Write a corresponding real-world problem given a one-variable, two-step equation or inequality.
R	7.11A	Model and solve one-variable, two-step equations and inequalities.
S	7.11B	Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.



STAAR Grade 7 Mathematics Assessment Eligible TEKS

3. Geometry and Measurement (12 questions)

S	7.4E	Convert between measurement systems, including the use of proportions and the use of unit rates.
S	7.5A	Generalize the critical attributes of similarity, including ratios within and between similar shapes.
S	7.5B	Describe π as the ratio of the circumference of a circle to its diameter.
R	7.5C	Solve mathematical and real-world problems involving similar shape and scale drawings.
R	7.9A	Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.
R	7.9B	Determine the circumference and area of circles.
R	7.9C	Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.
S	7.9D	Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.
S	7.11C	Write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.

4. Data Analysis and Personal Financial Literacy (7 questions)

R	7.6G	Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents.
R	7.12A	Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads.
S	7.12B	Use data from a random sample to make inferences about a population.
S	7.12C	Compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.
S	7.13A	Calculate the sales tax for a given purchase and calculate income tax for earned wages.
S	7.13B	Identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget.
S	7.13C	Create and organize a financial assets and liabilities record and construct a net worth statement.
S	7.13D	Use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby.
S	7.13E	Calculate and compare simple interest and compound interest earnings.
S	7.13F	Analyze and compare monetary incentives, including sales, rebates, and coupons.

Blueprint Summary

	Total	STAAR	
Readiness	13	60%-65%	24 – 26
Supporting	25	35%-40%	14 – 16
Total Number of Questions on Test:			
36 Multiple Choice; 4 Griddable; 40 Total			

Not Eligible for STAAR

7.6B	Select and use different simulations to represent simple and compound events with and without technology.
7.6F	Use data from a random sample to make inferences about a population.
7.8A	Model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas.
7.8B	Explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.
7.8C	Use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas.

STAAR Items in A Box



8.3C – 3 (R)

thirteen X

- 29 A square with a perimeter of 20 units is graphed on a coordinate grid. The square is dilated by a scale factor of 0.4 with the origin as the center of dilation.

If (x, y) represents the location of any point on the original square, which ordered pair represents the coordinates of the corresponding point on the resulting square?

- A $(20x, 20y)$
- B $(0.4x, 0.4y)$
- C $(x + 20, y + 20)$
- D $(x + 0.4, y + 0.4)$

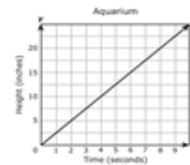
1



8.4B – 2 (R)

fourteen Z

- 3 An aquarium is being filled with water. The graph shows the height of the water over time as the aquarium is being filled.



Which statement best describes the rate of change for this situation?

- A The height of the water increases 20 inches per second.
- B The height of the water increases 1 inch per second.
- C The height of the water increases 5 inches per second.
- D The height of the water increases 2.5 inches per second.

2



8.3C – 3 (R)

thirteen X

- 29 A square with a perimeter of 20 units is graphed on a coordinate grid. The square is dilated by a scale factor of 0.4 with the origin as the center of dilation.

If (x, y) represents the location of any point on the original square, which ordered pair represents the coordinates of the corresponding point on the resulting square?

- A $(20x, 20y)$
- B $(0.4x, 0.4y)$
- C $(x + 20, y + 20)$
- D $(x + 0.4, y + 0.4)$

3



7.3B – 2 (R)

Answer to every problem is
hidden in plain sight. Simply
transpose the letters
ABCD = WXYZ = FGHI

three W

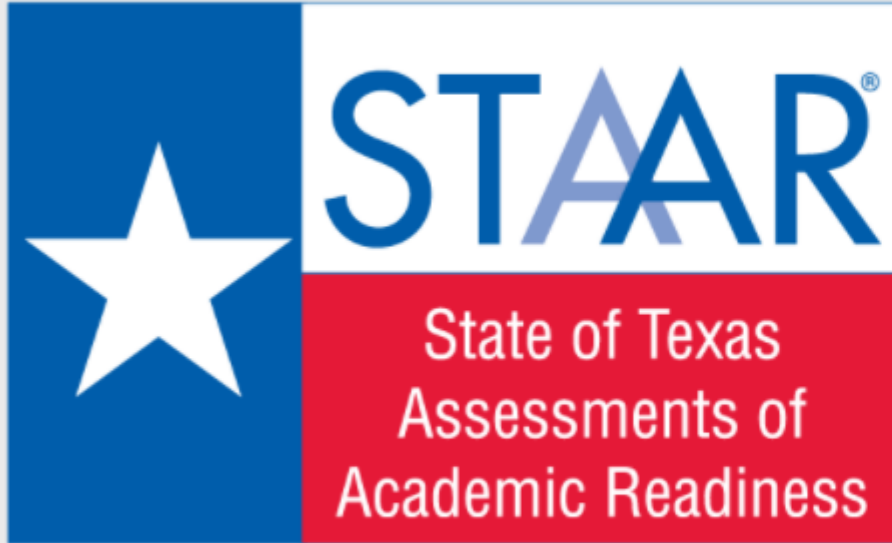
- 8** Ms. Blankenship had \$80 to purchase school supplies for her class. She bought 32 glue sticks and 32 boxes of crayons. Each glue stick cost \$1.40, and each box of crayons cost \$0.59. How much money did Ms. Blankenship have left after these purchases?

F \$16.32

G \$18.88

H \$63.68

J \$35.20



Select a test to take

Summative Assessment

Interim Assessment

Practice

Tutorials

<https://tx-tss.caltesting.org/inbrowser/>

New Texas Formative Assessment Resource (TFAR) and Updates to STAAR Interim Assessments

 New-Texas-Formative-Assessment-Resource-TFAR-and-Updates-to-STAAR-Interim-Assessments.pdf

120.96 KB

Date:	August 20, 2020
Subject:	New Texas Formative Assessment Resource (TFAR) and Updates to STAAR Interim Assessments
Category:	Student Assessment
Next Steps:	Please share with district and campus administrators

The purpose of this To the Administrator Addressed (TAA) is to inform superintendents and district and campus administrators about the new Texas Formative Assessment Resource (TFAR) and updates to the STAAR Interim Assessments due to COVID-19.

Texas Formative Assessment Resource (TFAR)

TEA is launching the TFAR, which is a new, free, optional, online tool consisting of an item bank aligned to the Texas Essential Knowledge and Skills (TEKS). This optional tool is designed to support teachers in gaining real-time, formative feedback on student learning as instruction occurs. Teachers will be able to create and deliver quizzes and analyze results to help inform instructional choices such as making immediate lesson plan adjustments or providing specific interventions for students at the level of individual standards. TFAR can be used as part of on-campus or virtual instruction.

TFAR is meant to supplement and support existing district resources and formative assessment practices. Quizzes built using this tool should be combined with a broader set of classroom formative practices that are part of a coherent instructional framework.

TFAR will be available starting August 31, 2020. Initially, the item bank within TFAR will contain STAAR released items, but, over time, additional items will be added. Teachers will be able to create their own TEKS-aligned items to administer within the platform.

There will be a webinar on August 24, 2020, with additional information. To read the frequently asked questions or register to join the webinar, please visit the [Texas Formative Assessment Resource](#) webpage.

STAAR Interim Assessments

STAAR Interim Assessments, an optional online tool to help educators monitor progress and predict student performance, will continue for the 2020–2021 school year for all STAAR tested grades and subjects. In response to COVID-19, TEA has provided additional support and guidance for districts who would like students to complete an interim assessment at home.

To see recordings of previous webinars, register for upcoming webinars, and view the frequently asked questions, please visit the [STAAR Interim Assessments](#) web page.

Texas Education Agency
Student Assessment Division
[Help Desk](#)

Texas Formative Assessment Resource



The Texas Education Agency (TEA) has created an **optional online formative assessment resource** that aligns to the Texas Essential Knowledge and Skills (TEKS). This tool will be available at no cost to districts and charter schools, and is not tied to accountability. The Texas Formative Assessment Resource (TFAR) is an assessment tool designed to inform teaching decisions and improve instructional supports.

Key Dates

TFAR Registration Open	August 27, 2020
TFAR Launches	August 31, 2020

Resources

- [Texas Formative Assessment Resource FAQs](#) (PDF updated 09/14/20)
- [TFAR General Webinar](#) (Video posted 08/27/20)
- [TFAR General Webinar](#) (PDF posted 09/01/20)

Registration Materials for Districts

The materials below are for testing coordinators wishing to register for TFAR.

Good news! Workshops with hands on support are available to testing coordinators.

Please see the [Student Assessment Correspondence with Districts](#) webpage to view the correspondence sent out for demonstrations.

- [TFAR Registration Webform](#)
- [TFAR Registration Presentation](#) (Video posted 08/26/20)
- [TFAR Registration Presentation](#) (PDF posted 08/26/20)
- [TFAR Registration Data File Format](#) (PDF updated 09/04/20)
- [TFAR Registration File Header](#) (Excel posted 08/27/20)
- [TFAR Data Extraction and Submission for SIS Vendors](#) (PDF posted 08/31/20)
- [TFAR Roles and Permissions Matrix](#) (PDF posted 08/28/20)

Testing

[STAAR Report Card](#)

[Student Assessment Overview](#)

[Accommodation Resources](#)

[Assessments for English Learners](#)

[Assessments for Students with Disabilities](#)

[STAAR Spanish Resources](#)

[STAAR Alternate 2](#)

[STAAR Interim Assessments](#)

[State of Texas Assessments of Academic Readiness \(STAAR\)](#)

[Results](#)

[TAKS](#)

[TELPAS Alternate](#)

[Texas English Language Proficiency Assessment System \(TELPAS\)](#)

[Texas Formative Assessment Resource \(TFAR\)](#)

Contact Information

Have questions? Submit them to the Student Assessment [HelpDesk](#)!

Campuses or districts that want to share resources created in-house related to TFAR can send those to:
studentassessment@tea.texas.gov

Resources shared will be available on this page for other districts to access and use.



Key Components of Data Driven Instruction

Teachers need the following:

- ☒ Deep Content Knowledge
- ☒ Varied Assessment Practices
- ☒ Strong Classroom Management
- ☒ Effective Instructional Delivery
- ☒ Engaging Lessons

Commit to improve on 2 of these for next year

What other resources or support do you need from the ESC or your district?



Post in the CHAT Activity



Thank You

Contact Information

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