

STAAR EOC Linking Studies

The STAAR EOC Linking Studies were designed to empirically link student performance on STAAR EOC assessments in the same content area. Linking studies for the English and Algebra EOC assessments are required by statute (Texas Education Code, Section 39.0242), starting with English III and Algebra II and linking down through corresponding courses and grade levels in the STAAR program. Study results were used to inform the alignment of performance standards across assessments. This alignment may provide an advanced indicator about whether or not students are on track to meet the performance standards on a subsequent EOC assessment. The table below shows (1) the sample sizes available for each analysis and (2) the correlations between scores from linked EOC tests.

All data for the STAAR EOC Linking Studies derive from low-stakes test administrations in 2009-2011. The Algebra links are based on a single group of students, and rely on low-stakes scores from operational administrations in 2009 (Algebra I) and 2011 (Algebra II). English links rely on stand-alone field tests (English I in 2010; English II & III in 2011). While the English I – English II links utilize scores from a single group of students, English II and English III stand-alone field tests were both administered for the first time in 2011. As such, examinees were matched statistically across assessments to create pairs of scores for analysis. Low-stakes testing scenarios generally produce lower levels of motivation among examinees. We anticipate that under high-stakes, motivated STAAR assessment conditions in 2012 and beyond, correlations between STAAR EOC tests will increase.

STAAR EOC Link			
From	To	Sample Size	Correlation*
English I reading	English II reading	17,159	0.67
English I writing	English II writing	16,641	0.71
English II reading	English III reading	68,054	0.61
English II writing	English III writing	68,691	0.68
Algebra I	Algebra II	22,075	0.68

*Correlations are statistical measures of the relationships between scores on separate STAAR assessments. Correlations can range from -1 to 1; high positive values indicate strong positive relationships. For example, students with high STAAR Algebra I scores tend to have high STAAR Algebra II scores.