State of Texas Assessments of Academic Readiness (STAAR®)

English I and II

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STAAR End of Course Scores

	2014 Level II (2012-2015 Phase-In)	2014 Level III	2015 Level II (2012-2015 Phase-In)	2015 Level III
English I (First-time testers only)	72	8	71	10
English II (First-time testers only)	73	7	73	5

English I and II Statewide Distributions 2015 (First-time Testers)

Spring 2015 Expository Summed Scores		Spring 2015 Persuasive Summed Scores	
1/1 = 2	9%	1/1 = 2	8%
1/2 = 3	10%	1/2 = 3	10%
2/2 = 4	37%	2/2 = 4	33%
2/3 = 5	18%	2/3 = 5	20%
3/3 = 6	17%	3/3 = 6	19%
3/4 = 7	4%	3/4 = 7	6%
4/4 = 8	2%	4/4 = 8	3%

English I Short Answer Statewide Distributions 2015 (First-time Testers)

Score	English I Single	English I Crossover
0	14	11
1	23	32
2	57	54
3	6	4

English II Short Answer Statewide Distributions 2015 (First-time Testers)

Score	English II Single	English II Crossover
0	14	21
1	21	29
2	60	46
3	4	5

English I Expository Statewide Distributions 2014 → 2015 (First-time Testers)

2014 Expository Summed Scores		2015 Expository Summed Scores	
1/1 = 2	7%	1/1 = 2	9%
1/2 = 3	8%	1/2 = 3	10%
2/2 = 4	39%	2/2 = 4	37%
2/3 = 5	21%	2/3 = 5	18%
3/3 = 6	18%	3/3 = 6	17%
3/4 = 7	4%	3/4 = 7	4%
4/4 = 8	1%	4/4 = 8	2%

English II Persuasive Statewide Distributions 2014 ➡ 2015 (First-time Testers)

2014 Persuasive Summed Scores		2015 Persuasive Summed Scores	
1/1 = 2	7%	1/1 = 2	8%
1/2 = 3	9%	1/2 = 3	10%
2/2 = 4	32%	2/2 = 4	33%
2/3 = 5	21%	2/3 = 5	20%
3/3 = 6	20%	3/3 = 6	19%
3/4 = 7	6%	3/4 = 7	6%
4/4 = 8	3%	4/4 = 8	3%

Short Answers

- Students are expected to READ the pieces.
- All short answers (and all multiple-choice items) are based on the expectation that students have read the selections.

Short Answer Types of Questions

- There are two types of short answer questions
  - Sometimes students are required to answer the question asked and provide text evidence.
    - How does the author feel about XX? Support your answer with evidence from the selection.
  - Others times we ask students to explain their answer and then support it with evidence from the selections.
    - What is a primary conflict? Explain your answer and support it with evidence from the selection.
    - Do you think XX and XX have a good relationship? Explain your answer and support it with evidence from the selection.
    - What made XX happy as a child? Explain your answer and support it with evidence from the selection.

Short Answers

- Students must present a “reasonable” idea
  - A reasonable idea is one that can be supported by textual evidence from the selection(s).
  - Students must generate an idea that is not just a restatement of the text evidence they are using. We call these “echoes,” where students merely reword (or paraphrase) specific pieces of text.
  - Students should answer the question as specifically as they can.
    - Scorers should be able to tell the student has read the selection(s).

Short Answers

- Whatever students "bring to the table," they must be able to support.
  - TEA is not looking for one correct answer.
  - Students can bring their own interpretations "to the table," but this interpretation must be based on the selection(s).
- Students should stay within the confines of the text.
  - Sometimes students provide information from outside the text. This information is extraneous because it is not a direct answer to the question. The information does not affect the score and merely wastes space.

Short Answers Text Evidence

- Students must choose text evidence that actually supports their idea/explanation.
- How well students choose their evidence can be the determining factor between a 1, 2, or 3.
  - No text/Text doesn't support the idea = 1
  - Text supports the idea = 2
  - Text supports a perceptive idea = 3
  - Scorers should be able to see the link between the idea/explanation and the text evidence chosen. If the link isn't clear, then students should explain how the idea and evidence are related.

English II Short Answer

- The Fox
  - by Faith Shearin

It was an ordinary morning: November, thin light,
and we paused over our pancakes to watch
something red move outside. Our house is on

an untamed patch of land and, across the lagoon,
another house surrounded by trees. On the banks
of their shore, facing us: a fox. We thought

he might be a dog at first for he trotted and sniffed
like a dog but when he turned to us
we knew he was nobody's pet. His face was arranged

English II Short Answer

like a child's face—playful, dainty—and his eyes
were liquid and wild. He stood for awhile, looking out,
as if he could see us in our pajamas, then found

a patch of sand beneath a tree and turned himself
into a circle of fur: his head tucked into his tail.
It was awful to watch him sleep: exposed,

tiny, his eyes closed. How can any animal
be safe enough to rest? But while I washed
our dishes he woke again, yawned, and ran

away to the places only foxes know. My God
I was tired of being a person. Even now his tail
gestures to me across the disapproving lagoon.

"The Fox" by Faith Shearin, from MOVING THE PIANO, Stephen F. Austin Press, 2011. Used by permission.

English II Short Answer

- The question:

- In “The Fox,” how would you describe the speaker’s attitude toward the fox? Support your answer with evidence from the selection.

English II Short Answer

Score point 0:

In “The Fox,” the speaker seems to be amazed.

English II Short Answer

Score Point 1

In “The Fox,” the speaker seems to be amazed and almost jealous of the fox.

English II Short Answer

Score point 2

In “The Fox,” the speaker seems to be amazed and almost jealous of the fox. He says “My God I was tired of being a person.”

English II Short Answer

Score point 3

In “The Fox,” the speaker seems to be amazed and almost jealous of the fox. He says “My God I was tired of being a person,” which emphasizes the longing and yearning of the speaker to live the “untamed” and “exposed” life that the fox lives. The speaker also asks “How can any animal be safe enough to rest?” Which implies that the speaker feels too safe and secure in his own mundane life. The speaker wishes to be set free of his human chains and responsibilities. He wants to live as the fox lives – free.

Scoring

- Scoring is not like grading, where everyone starts with a 100 and then you “take off” points.
- Scoring you move up through the score points.
- Remember scoring is holistic. We match the responses to a rubric. Readers should read the response as a whole.

Short Answer Scoring

- Scorers should read the response in its entirety.
  - Students are allowed to write the idea at the beginning of the response, at the end of the response, or anywhere in between.
  - Students have to do the work; they should not rely on the scorers to do the work for them.

Short Answer Scoring—Idea

- When looking at students' responses, the readers are trained to look for the idea first. The idea is what moves the response from a 0 to a 1.
  - Is the idea reasonable?
  - Is the idea based on a valid reading of the text?
  - Is the idea based on a literal reading of the text, or has the student drawn a valid interpretation or conclusion?

Short Answer Scoring—Text Evidence

- What is text evidence?
  - Text evidence provides credibility to a student's answer.
  - Text evidence (STAAR)
    - Direct Quotation
    - Paraphrase of text
    - Specific Synopsis (very rare because students are limited to 10 lines)

Short Answer Scoring—Text Evidence

- If the idea is reasonable, then the scorers should look for text evidence.
  - Does the text evidence support what the student has presented for an idea?
  - If not, the the response receives a score point 1.
  - If the evidence supports a valid idea, then the response will receive a 2.
  - If the evidence is well-chosen and supports a perceptive idea, then the response receives a 3.

Spring 2015 Sample Responses

- I would describe the speaker's attitude towards the fox as jealousy.
  - Is the idea (jealousy) an answer to the questions asked?
  - Is the idea based on a valid reading of the text?
  - If yes, does the text evidence support the idea?
  - Score Point 1

Spring 2015 Sample Responses

- In “The Fox,” I would describe the speaker’s attitude towards the fox as envious. In “The Fox,” the author wrote, “My God I was tired of being a person.” The author envies the fox.

  - Is the idea (envy) an answer to the questions asked?
  - Is the idea based on a valid reading of the text?
  - If yes, does the text evidence support the idea?
  - Score point 2

Spring 2015 Sample Responses

- The speaker attitude toward the fox is fear I guess. The speaker at first thought it was a dog. Then it looked at him and then realized it was a fox.

  - Is this an answer that is based on the text?
  - Is there any evidence to support the speaker is scared of the fox?
  - Score Point 0

Spring 2015 Sample Responses

- The speaker in “The Fox” admires the fox and his behavior. When observing the fox from the house, the speaker describes his face as “liquid and wild.” The curious vocabulary the speaker uses implies how she is interested in the fox and views him as an entertaining creature. Later, the speaker proclaims she is “tired of being a person.” This shows the envy she feels for the freedom the fox portrays. The descriptive vocabulary and confession of envy proves the speaker admires the fox.

- In this response the student moves through the piece and analyzes the characterization of the speaker. The student explains thoroughly the speaker’s ambiguity and different reactions to the fox’s freedom. This analysis exemplifies perceptiveness. All aspects of the analysis are supported by well-chosen text evidence.

Things to Remember

- Teaching students to read closely and think critically is not just a skill they need to pass the test. Reading closely and thinking critically will help them in their lives outside the classroom.
- The goal is to help students survive when they are no longer inside classrooms. Students should have choices after high school. Whatever their choice may be, then you should know that they will be able to read closely and think critically. This is a great gift you can give them!

CONTACT INFORMATION

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