

State of Texas Assessments of Academic Readiness (STAAR®)

English I and II

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STAAR End of Course Scores

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	2015 Level II	2015 Level III	2016 Level II	2016 Level III
English I (First-time testers only)	71%	10%	71%	9%
English II (First-time testers only)	73%	5%	74	9%

English I and II Statewide Distributions 2016 (First-time Testers)

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Spring 2016 Expository Summed Scores		Spring 2016 Persuasive Summed Scores	
1/1 = 2	16%	1/1 = 2	11%
1/2 = 3	19%	1/2 = 3	15%
2/2 = 4	30%	2/2 = 4	27%
2/3 = 5	18%	2/3 = 5	20%
3/3 = 6	11%	3/3 = 6	15%
3/4 = 7	4%	3/4 = 7	7%
4/4 = 8	1%	4/4 = 8	3%

New Design of English I, II, and III Tests

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	# of Items	# of Raw Score Points	Percentage of Test	Total Number of Raw Score Points Possible
Revision (R.C. 5)	9	9	13%	68
Editing (R.C. 6)	9	9	13%	
Written Composition (R.C. 4)	1 Composition	16 (summed score X 2)	24%	
Analysis Across Genres (R.C. 1)	8	8	12%	
Analysis of Literary Texts (R.C. 2)	13	13	19%	
Analysis of Informational Texts (R.C. 3)	13	13	19%	

New Design of English I, II, and III Tests

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	Old Design	New Design	Change in raw score points
Revision	11	9	-2
Editing	11	9	-2
Composition	24	16	-8
R.C. 1	6	8	+2
Short Answers	18	0	-18
R.C. 2	11	13	+2
R.C. 3	11	13	+2
Total	92	68	-24

New Design of English I, II, and III Tests

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- To keep the weighting of reading and writing 50/50, we had to remove 4 multiple-choice items from the writing section of the test and add 6 multiple-choice items to the reading section.
 - Removed 2 multiple-choice questions each from revision and editing
 - Added 2 multiple-choice questions each to reporting categories 1, 2, and 3

New Design of English I, II, and III Tests

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- The summed score for the written composition is now weighted by 2 (instead of 3 with other iteration of the design)
- The written composition is now worth 24% of the test (instead of 26% with last iteration of the design)

New Design of English I, II, and III Tests

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- The difficulty level of the test will not change.
- The level that we use to calculate how difficult the test has not changed.

Removal of Short Answer Questions

- Beginning with the spring 2017 administrations, TEA has removed the short answer questions from the English I, II, and III tests.

Removal of Short Answer Questions

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□ Why?

- Anecdotal data provided from teachers across the state said that many students were taking the full 5 hours to take the test. Many students were having to “rush” through the last questions to complete the test. Others were not completing the test. And others did not have time to finalize their essays.

Removal of Short Answer Questions

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□ Why?

- The removal better aligns to the grades 3 through 8 reading tests, which have only multiple-choice questions.
- The student expectations measured by short answer questions could also be measured in a multiple-choice format.

Removal of Short Answer Questions

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- Instructional Implications
 - No changes to the assessed curriculum documents
 - Teachers are still required to teach analysis of literary and informational pieces.
 - Students are still required to make complex inferences/conclusions and to support those inferences/conclusions with textual evidence.
 - Analysis is still being tested—just through multiple-choice questions.

Removal of Short Answer Questions

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- ELA/R TEKS English I, II, and III
- Figure 19
 - Reading/comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers. The student is expected to
 - (B) make complex inferences about text and use textual evidence to support understanding.

Removal of Short Answer Questions

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- ELA/R TEKS English I
- Reading/Comprehension of Literary Text/Fiction
 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
 - 5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices including character foils

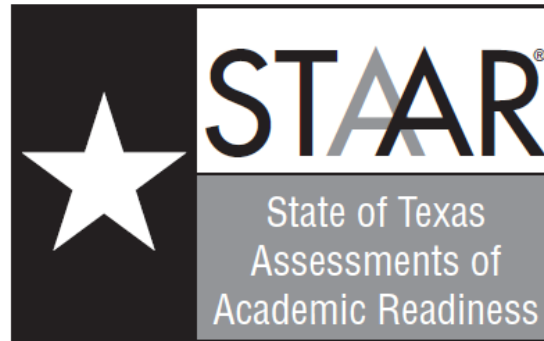
Removal of Short Answer Questions

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- Many times TEA developed short answers and multiple-choice questions that covered the same student expectations.
- There are multiple ways to ask the same question:
 - Short answer (students provide the idea + text support)
 - Multiple-choice (students must select the idea)
 - Text Support (provide students with idea; they must pick the correct evidence that supports)
 - Text Analysis (provide students with text; students pick the correct idea)

Removal of Short Answer Questions

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English I

Administered March 2016

RELEASED

Removal of Short Answer Questions

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

In Bengali tradition children are given two names at birth: an informal name used only at home and a formal name, or "good name," used in public. In this excerpt, Gogol's parents, Ashoke and Ashima, want to give him a good name to use at school.

from **The Namesake**

by Jhumpa Lahiri

- 1 There is a reason Gogol doesn't want to go to kindergarten. His parents have told him that at school, instead of being called Gogol, he will be called by a new name, a good name, which his parents have finally decided on, just in time for him to begin his formal education. The name, Nikhil, is artfully connected to the old. Not only is it a perfectly respectable Bengali good name, meaning "he who is entire, encompassing all," but it also bears a satisfying resemblance to Nikolai, the first name of the Russian Gogol. Ashoke had thought of it recently, staring mindlessly at the Gogol spines in the library, and he had rushed back to the house to ask Ashima her opinion. He pointed out that it was relatively easy to pronounce, though there was the danger that Americans, obsessed with abbreviation, would truncate it to Nick. She told him she liked it well enough, though later, alone, she'd wept, thinking of her grandmother, who had died earlier in the year, and of the letter, forever hovering somewhere between India and America, containing the good name she'd chosen for Gogol. Ashima still dreams of the letter at times, discovering it after all these years in the mailbox on Pemberton Road, opening it up only to find it blank.
- 2 But Gogol doesn't want a new name. He can't understand why he has to answer to anything else. "Why do I have to have a new name?" he asks his parents, tears springing to his eyes. It would be one thing if his parents were to call him Nikhil, too. But they tell him that the new name will be used only by the teachers and children at school. He is afraid to be Nikhil, someone he doesn't know. Who doesn't know him. His parents tell him that they each have two names, too, as do all their Bengali friends in America, and all their relatives in Calcutta. It's a part of growing up, they tell him, part of being a Bengali. They write it for him on a sheet of paper, ask him to copy it over ten times. "Don't worry," his father says. "To me and your mother, you will never be anyone but Gogol."

Removal of Short Answer Questions

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□ Short Answer Question

- In the excerpt from *The Namesake*, what is Gogol's primary conflict? Explain your answer and support it with evidence from the selection.

Removal of Short Answer Questions

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STAAR English I
March 2016

Single — 11

In the story "The Namesake", Gogol's primary conflict is that he will become a different person through the name Nikhil. "He is afraid to be Nikhil" because he has always gone by Gogol.

Score Point 2

In this satisfactory reading performance, the student presents the reasonable idea that Gogol's primary conflict is his fear of becoming "a different person" when he receives his new name. This idea is supported by relevant textual evidence (He is afraid to be "Nikhil" because he has always gone by Gogol). The combination of idea and text indicates the student has a good understanding of the selection.

Removal of Short Answer Questions

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Single — 14

In the excerpt from "The Namesake" by Jhumpa Lahiri, Gogol's main conflict is finding his own voice. Bengali tradition states that each child, at birth, is given a formal and a good name. The good name is used by everyone except the parents; they use the formal name. Gogol doesn't want his good name, Nikhil, to be what everyone calls him. When his father says, "But his good name is Nikhil" (Gogol doesn't protest, he simply refuses to answer questions when addressed by Nikhil (Lahiri #43)). When alone with the principal of Gogol's new school Gogol is asked if he wants to be called by another name. In reply, "he shakes his head" (Lahiri #51). Gogol's parents then get a letter stating Gogol will only be known as Gogol at school, as are his wishes. In the end, Gogol courageously found his own voice and used it to get what he wanted all along.

Score Point 3

In this accomplished reading performance, the student presents the perceptive idea that Gogol's conflict stems from finding his own voice. The student supports this idea with a specific synopsis of the selection. Making discerning connections across the text, the student is able to create a coherent response that demonstrates a deep understanding of the selection.

Removal of Short Answer Questions

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☐ Multiple choice

☒ What is Gogol's primary conflict?

- ☐ A He doesn't like his teacher.
- ☐ B He has trouble fitting in.
- ☒ C* He doesn't want a new name.
- ☐ D He has difficulty writing his name.

Removal of Short Answer Questions

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□ Text Support

- Which quotation best supports the idea that Gogol doesn't want a "good name"?
 - A *Gogol picks up a pencil, grips it tightly, and forms the letters of the only word he has thus far to write from memory, getting the "L" backward due to nerves.*
 - B *"Don't be scared, Gogol," he says, raising his son's chin with his finger. "You're a big boy now. No tears."*
 - C* *He is afraid to be Nikhil, someone he doesn't know.*
 - D *But they tell him the new name will be used only by the teachers and children at school.*

Removal of Short Answer Questions

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□ Text Analysis

- Read this quotation from paragraph 2.

He is afraid to be Nikhil, someone he doesn't know.
Who doesn't know him.

- Based on this quotation what inference can be made about Gogol's character?
 - A Gogol thinks the teachers will not know who he really is.
 - B Gogol doesn't want to get to know Nikhil.
 - C* Gogol doesn't want to be called by another name.
 - D Gogol thinks the students in his new school will not accept him.

Teacher Committees

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- Each year the Student Assessment Division invites teachers from across the state to come to Austin to participate in external reviews.
- Teachers/administrators review all items that will be field tested the next year. The review committees get a chance to edit the items any way they see fit.

Teacher Committees

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- To recommend a teacher or an administrator for an educator review committee, please go to the Student Assessment Division's website at the following link:
<http://tea.texas.gov/student.assessment/>
- Go to the A–Z directory and look for educator committees.

Writing Prompt Study

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- To replenish the test bank, TEA will be conducting a writing prompt study during the 2017–2018 school year.
- Beginning with the 2014 administrations of the test, the field test prompts were no longer embedded into the spring tests.
- Field testing: the purposes of field testing is to test the items, not to test the students

Writing Prompt Study

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- A vast majority of districts around the state will be involved in the writing prompt study.
- Writing prompt study will occur once every three years.
- More information about the writing prompt study will be disseminated at the beginning of next school year.

Texas Pilot Program

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Caprice Day-Borgeson, Ed.D.

Coordinator of Writing Pilot Program

Student Assessment Division

Texas Education Agency

Background



- HB 1164
- Original Pilot Design
- Scoring Plan

Year-One Progress



- 3 participating Education Service Centers
- Writing Pilot Rubric development
- Timed Sample I
- Process Sample I and II
- Process Sample III and Timed Sample II
- Writing Process and Portfolio evaluation
- Feedback to date

Goals for Year-Two



- Reflect and evaluate feedback; modify and adapt
- Add additional participants
- Focus on feasibility and sustainability

Texas Writing Pilot

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- Information about the writing pilot program can be obtained by emailing the Student Assessment Division at student.assessment@tea.texas.gov or by contacting Caprice Day-Borgeson at caprice.dayborgeson@tea.texas.gov

Student Assessment Division

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Questions

CONTACT INFORMATION

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