Study Profile: STAAR English III Reading – ACCUPLACER Reading (★ ★ ⯪ ☆ ☆)

The STAAR English III reading – ACCUPLACER reading external validity study is designed to establish empirical links between performance on the STAAR English III reading assessment and performance on the ACCUPLACER reading test.

Motivation (★ ☆ ☆ ☆ ☆)

This analysis was based on a single group of students who took both the STAAR English III reading and the ACCUPLACER reading assessments in 2010 or 2011. Data from STAAR derive from a stand-alone field test administered in 2011 and are linked to motivated ACCUPLACER reading scores in corresponding years.

Representativeness (★ ★ ★ ★ ☆) and Sample Size (★ ★ ★ ☆ ☆)

Grade Levels
All English III Reading Examinees Versus Those Linked to ACCUPLACER Scores

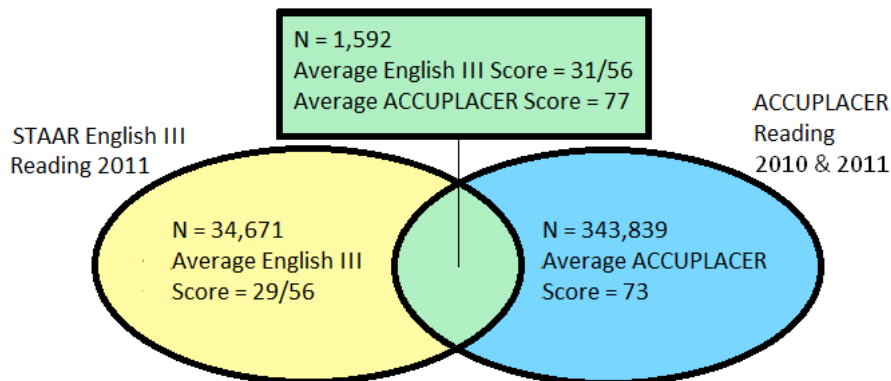| Group	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Missing		*Total*
All English	1	0%	85	0%	1,448	4%	33,936	94%	786	2%	7	0%	**36,263**
Linked	0	0%	2	0%	9	1%	1,533	96%	48	3%	0	0%	**1,592**

Demographic Characteristics
All English III Reading Examinees Versus Those Linked to ACCUPLACER Scores

Group	Female		Economically Disadvantaged		African American		Hispanic		White		Other	
All English	18,727	52%	16,304	45%	4,815	13%	15,359	42%	13,906	38%	2,183	6%
Linked	911	57%	703	44%	110	7%	767	48%	665	42%	50	3%

Summary of STAAR English III Reading and ACCUPLACER Reading Achievement
Linked and Unlinked Groups

STAAR English III Reading 2011

N = 34,671
Average English III Score = 29/56

N = 1,592
Average English III Score = 31/56
Average ACCUPLACER Score = 77

ACCUPLACER Reading 2010 & 2011

N = 343,839
Average ACCUPLACER Score = 73

Average ACCUPLACER Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
85	102

Correlation (★ ★ ★ ☆ ☆)

Correlation between STAAR English III reading and ACCUPLACER reading = **0.60**

Content Overlap (★ ★ ☆ ☆ ☆)

There is minimal (approximately 25%) content/skills overlap between the STAAR English III reading assessment and the ACCUPLACER reading test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Reading	ACCUPLACER Reading
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Under the Texas Success Initiative (TSI), the ACCUPLACER test is used to measure academic skills of students enrolling in Texas institutions of higher education to determine course placement.
Assessment Type	A criterion-referenced assessment	A criterion-referenced assessment
Content	• Measures understanding and analysis of literary, informational, and cross-genre texts • Includes fiction, poetry, drama, literary nonfiction, expository, persuasive, media literacy, and procedural texts • Core skills include using vocabulary in context, making complex inferences and conclusions, analyzing author's craft, and understanding purpose.	• Measures skill level in reading • Short expository passages are used to test reading comprehension • Core skills include identifying details, summarizing, and making inferences and conclusions • Addresses approximately 25% of the content assessed on the STAAR English III assessment, primarily in reading comprehension
Item Format	40 items total: 38 multiple choice items and 2 short answer items	20 multiple choice items total
Administration	• Administered in March, July, and November • Administered by school personnel • Administered online and on paper • Four hour time limit	• Administered on a schedule determined by colleges • Administered by colleges • Administered online: computer-adaptive test • The test is untimed
Performance Standards	Performance standards established and implemented in spring 2012	Under TSI, the scaled passing score for ACCUPLACER reading is 78 (maximum score of 120). Institutions are allowed to set higher standards independent of this passing score.