Study Profile: STAAR English III Writing – ACT English (★★★☆☆)

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Writing Examinees Versus Those Linked to ACT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All English	1	0%	72	0%	1,458	4%	34,543	94%	763	2%	8	0%	**36,845**
Linked	0	0%	2	0%	3	0%	3,443	97%	108	3%	0	0%	**3,556**

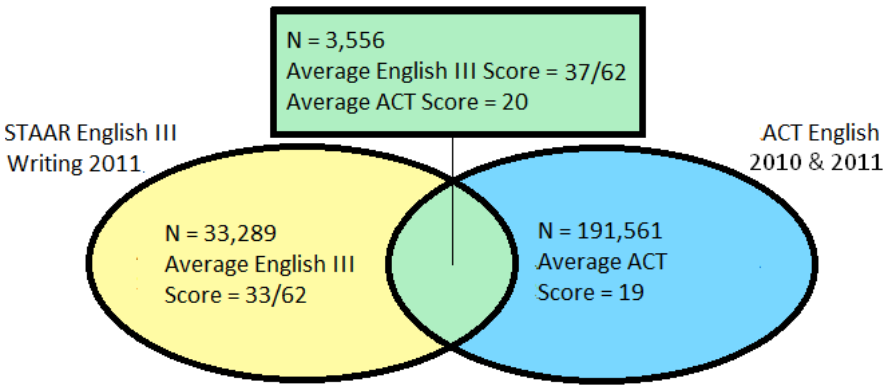
Demographic Characteristics

All English III Writing Examinees Versus Those Linked to ACT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English	18,903	51%	16,279	44%	4,646	13%	15,494	42%	14,573	40%	2,132	6%
Linked	2,031	57%	1,020	29%	391	11%	1,090	31%	1,860	52%	215	6%

Summary of STAAR English III Writing and ACT English Achievement

Linked and Unlinked Groups



Average ACT English Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
23	28

Correlation (★★★☆☆)

Correlation between STAAR English III writing and ACT English = **0.69**

Content Overlap (★★★☆☆)

There is some (approximately 42%) content/skills overlap between the STAAR English III writing assessment and the ACT English test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Writing	ACT English
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills, the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment
Content	• Measures skill level in persuasive and analytical writing, revision, and editing • Includes literary nonfiction, expository, and persuasive texts to test revision and editing skills • Compositions assess students' understanding of purpose, organization/progression, development of ideas, and language/conventions	• Measures skill level in revision and editing • Includes literary nonfiction, expository and persuasive texts to test revision and editing • Addresses approximately 42% of the content assessed on the STAAR English III assessment, primarily in revision and editing.
Item Format	30 multiple-choice items total) 2 compositions (1 persuasive, 1 analytical)	75 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 six times annually • Administered at an approved testing site (often a school with the test administered by school personnel) • Administered on paper • One timed section totaling 45 minutes
Performance Standards	Performance standards established and implemented in spring 2012	The ACT English college readiness benchmark is a scaled score of 18 (maximum score of 36). It indicates a 50% likelihood of earning a first-year college GPA of 2.7 of higher.

Study Profile: STAAR English III Writing – SAT Writing (★★★☆☆)

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Writing Examinees Versus Those Linked to SAT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All English	1	0%	72	0%	1,458	4%	34,531	94%	761	2%	8	0%	**36,831**
Linked	0	0%	1	0%	7	0%	6,621	98%	148	2%	1	0%	**6,778**

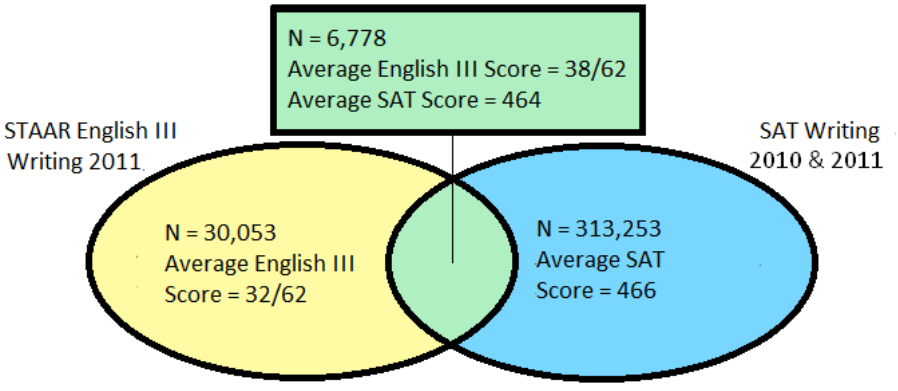
Demographic Characteristics

All English III Writing Examinees Versus Those Linked to SAT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English	18,894	51%	16,271	44%	4,646	13%	15,484	42%	14,569	40%	2,132	6%
Linked	3,843	57%	1,924	28%	888	13%	2,154	32%	3,174	47%	562	8%

Summary of STAAR English III Writing and SAT Writing Achievement

Linked and Unlinked Groups



Average SAT Writing Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
509	592

Correlation (★★★☆☆)

Correlation between STAAR English III writing and SAT writing = **0.68**

Content Overlap (★★★★☆)

There is moderate (approximately 67%) content/skills overlap between the STAAR English III writing assessment and the SAT writing test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Writing	SAT Writing
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills, the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment
Content	• Measures skill level in persuasive and analytical writing, revision, and editing • Includes literary nonfiction, expository, and persuasive texts to test revision and editing skills • Compositions assess students' understanding of purpose, organization/progression, development of ideas, and language/conventions	• Measures skill level in persuasive writing, revision and editing • Includes literary nonfiction, expository and persuasive texts to test revision and editing; also includes stand-alone items to test same skills • Composition assesses students' understanding of purpose, organization, development of ideas, and language/grammar • Addresses approximately 67% of the content assessed on the STAAR English III assessment, primarily in persuasive writing, revision, and editing
Item Format	30 multiple-choice items total) 2 compositions (1 persuasive, 1 analytical)	49 multiple-choice items total 1 composition (persuasive)
Administration	• Administered in March, July, and November • Administered by school personnel • Administered online and on paper • Four hour time limit	• Administered seven times annually • Administered at an approved testing site (often a school with the test administered by school personnel) • Administered on paper • Three timed sections totaling 60 minutes (two 25-minute sections and one 10-minute section)
Performance Standards	Performance standards established and implemented in spring 2012	The SAT Writing college readiness benchmark is a scale score of 500 (maximum score of 800). It indicates a 65% likelihood of earning a first-year college GPA of 2.7 of higher.

Study Profile: STAAR English III Writing – THEA Writing (★★☆☆☆)

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Writing Examinees Versus Those Linked to THEA Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All English	1	0%	72	0%	1,458	4%	34,543	94%	763	2%	8	0%	**36,845**
Linked	0	0%	0	0%	74	7%	948	92%	14	1%	0	0%	**1,036**

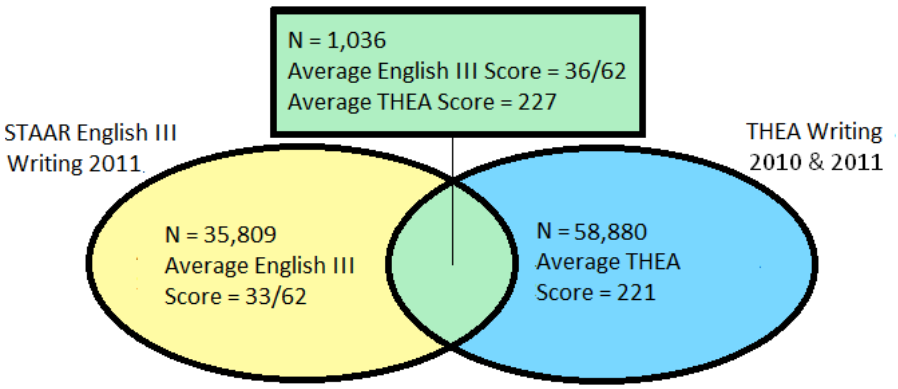
Demographic Characteristics

All English III Writing Examinees Versus Those Linked to THEA Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English	18,903	51%	16,279	44%	4,646	13%	15,494	42%	14,573	40%	2,132	6%
Linked	625	60%	325	31%	41	4%	418	40%	558	54%	19	2%

Summary of STAAR English III Writing and THEA Writing Achievement

Linked and Unlinked Groups



Average THEA Writing Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
237	255

Correlation (★☆☆☆☆)

Correlation between STAAR English III writing and THEA writing = **0.46**

Content Overlap (★★★★☆)

There is moderate (approximately 56%) content/skills overlap between the STAAR English III writing assessment and the THEA writing test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Writing	THEA Writing
Purpose	Created to determine mastery of the English II Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Created for use by Texas institutions of higher education to evaluate the reading skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges
Assessment Type	A criterion-referenced assessment	A criterion-referenced assessment
Content	• Measures skill level in persuasive and analytical writing, revision, and editing • Includes literary nonfiction, expository, and persuasive texts to test revision and editing skills • Compositions assess students' understanding of purpose, organization/progression, development of ideas, and language/conventions	• Measures skill level in persuasive writing, revision and editing • Includes expository and persuasive texts to test revision and editing • Composition assesses students' understanding of appropriateness, unity and focus, development, organization, and language/conventions • Addresses approximately 56% of the content assessed on the STAAR English III assessment, primarily in persuasive writing, revision, and editing
Item Format	30 multiple-choice items) 2 compositions (1 persuasive, 1 analytical)	40 multiple-choice items total 1 composition (persuasive)
Administration	• Administered in March, July, and November • Administered by school personnel • Administered online and on paper • Four hour time limit	• Administered in February, April, June, July and October; administered on demand via THEA Quick Test administrations • Administered on paper and online at designated institutions • Administered by trained supervisors and proctors at an approved location (typically school staff administering the test at their school) • Five hour time limit (students take one, two, or three sections of the test within the five hour session)
Performance Standards	Performance standards established and implemented in spring 2012	The minimum score needed to pass the THEA writing assessment is 220 (scale score range is 100-300).

Study Profile: College Students Taking STAAR English III Writing (★ ⯪ ☆ ☆ ☆)

The "College Students Taking STAAR English III Writing" study is designed to establish empirical links between performance on the STAAR English III writing assessment and performance in college-level English courses.

Motivation (★ ★ ☆ ☆ ☆)

This analysis was based on a single group of college students in Texas who took the STAAR English III writing test at the beginning of the fall semester in 2011. Their course grades were reported at the conclusion of the fall semester in 2011. Data from STAAR derive from a low-stakes operational administration in fall 2011 and are linked to motivated college-level English course grades from the fall 2011 semester.

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

For the purposes of this study profile, college students' demographic characteristics and academic achievement are compared to corresponding statistics from the 2011 high school STAAR English III writing examinee sample.

Grade Levels

All High School English III Writing Examinees Versus College Examinees

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		*Postsecondary*		***Total***
All English III	1	0%	72	0%	1,458	4%	34,543	94%	763	2%	8	0%	0	0%	**36,845**
College English	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	723	100%	**723**

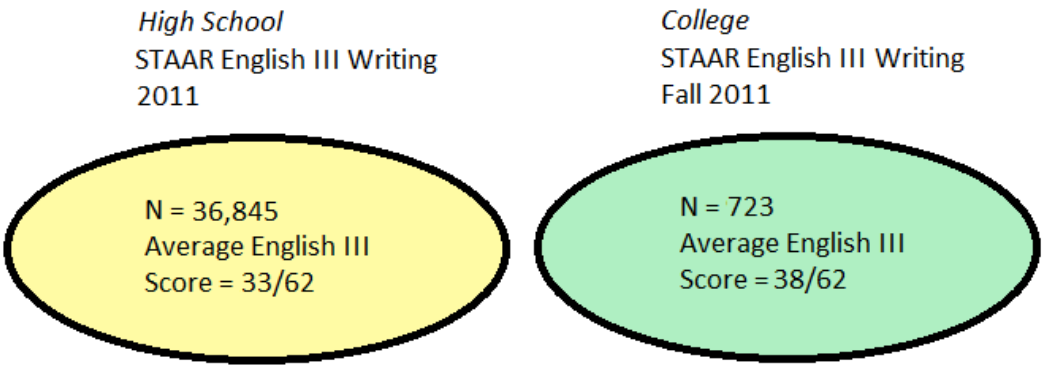
Demographic Characteristics

All High School English III Writing Examinees Versus College Examinees

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English III	18,903	51%	16,279	44%	4,646	13%	15,494	42%	14,573	40%	2,132	6%
College English	338	63%	223	54%	140	31%	191	43%	102	23%	13	3%

Summary of STAAR English III Writing Achievement

High School and College Groups



Likelihood of Earning a C or better in a Corresponding Entry-Level College Course Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
73%	89%

Correlation (★ ☆ ☆ ☆ ☆)

Correlation between STAAR English III writing and college English course grades = **0.44**

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

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Reading Examinees Versus Those Linked to ACT 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%	1	0%	4	0%	3,337	97%	102	3%	0	0%	**3,444**

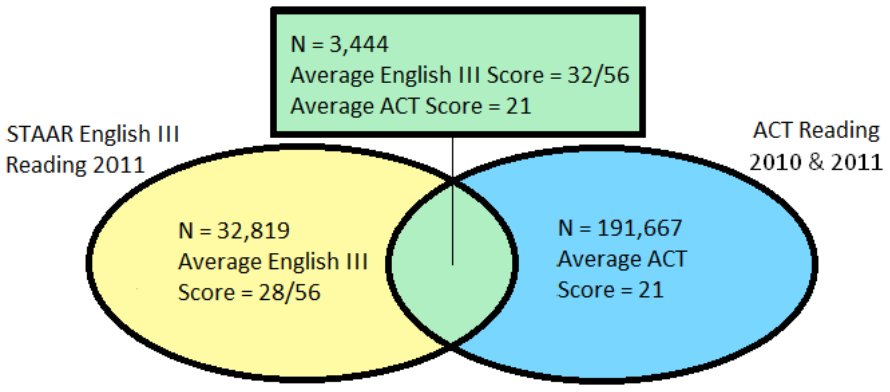
Demographic Characteristics

All English III Reading Examinees Versus Those Linked to ACT 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	1,976	57%	1,015	29%	420	12%	1,071	31%	1,754	51%	199	6%

Summary of STAAR English III Reading and ACT Reading Achievement

Linked and Unlinked Groups



Average ACT Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
23	27

Correlation (★★☆☆☆)

Correlation between STAAR English III reading and ACT reading = **0.59**

Content Overlap (★★★☆☆)

There is some (approximately 47%) content/skills overlap between the STAAR English III reading assessment and the ACT reading test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Reading	ACT Reading
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-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 comprehension • Selections from four content areas are used to test reading comprehension: social studies, natural sciences, prose fiction, and humanities. • Core skills include using vocabulary in context, identifying details, making inferences and conclusions, and analyzing author's craft. • Addresses approximately 47% 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	40 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 six times annually • Administered at an approved testing site (often a school with the test administered by school personnel) • Administered on paper • One timed section totaling 35 minutes
Performance Standards	Performance standards established and implemented in spring 2012	The ACT Reading college readiness benchmark is a scaled score of 21 (maximum score of 36). It indicates a 50% likelihood of earning a first-year college GPA of 2.7 of higher.

Study Profile: STAAR English III Reading – SAT Critical Reading (★★★☆☆)

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Reading Examinees Versus Those Linked to SAT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All English	1	0%	85	0%	1,446	4%	33,923	94%	785	2%	7	0%	**36,247**
Linked	0	0%	1	0%	6	0%	6,547	98%	148	2%	0	0%	**6,702**

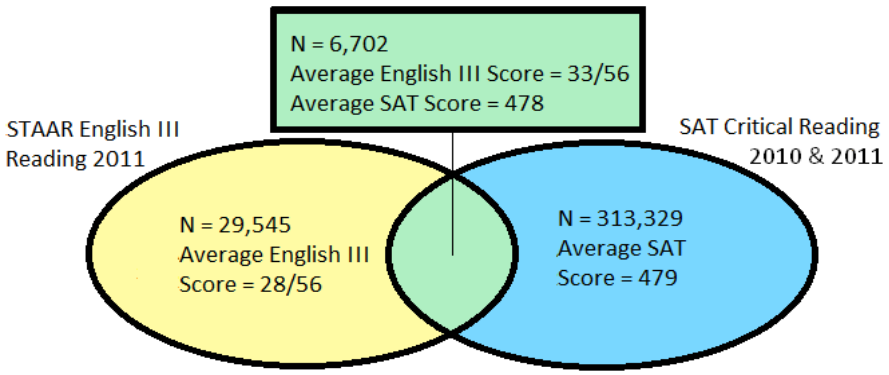
Demographic Characteristics

All English III Reading Examinees Versus Those Linked to SAT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English	18,717	52%	16,293	45%	4,815	13%	15,345	42%	13,906	38%	2,181	6%
Linked	3,796	57%	1,938	29%	909	14%	2,180	33%	3,061	46%	552	8%

Summary of STAAR English III Reading and SAT Critical Reading Achievement

Linked and Unlinked Groups



Average SAT Critical Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
508	596

Correlation (★★★☆☆)

Correlation between STAAR English III reading and SAT critical reading = **0.61**

Content Overlap (★★★★☆)

There is moderate (approximately 69%) content/skills overlap between the STAAR English III reading assessment and the SAT critical reading test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Reading	SAT Critical Reading
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills, the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-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 • Essential skills include using vocabulary in context, making complex inferences and conclusions, analyzing author's craft, and understanding purpose.	• Measures skill level in reading and vocabulary development • Includes fiction, literary nonfiction, expository and persuasive texts to test reading comprehension • Core skills include using vocabulary in context, making subtle inferences and conclusions, analyzing author's craft, and understanding tone and audience. • Addresses approximately 69% 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	67 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 seven times annually • Administered at an approved testing site (often a school with the test administered by school personnel) • Administered on paper • Three timed sections totaling 70 minutes (two 25-minute sections and one 20-minute section)
Performance Standards	Performance standards established and implemented in spring 2012	The SAT Critical Reading college readiness benchmark is a scale score of 500 (maximum score of 800). It indicates a 65% liklihood of earning a first-year college GPA of 2.7 of higher.

Study Profile: STAAR English III Reading – THEA Reading (★★½☆☆)

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

Motivation (★☆☆☆☆)

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

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

Grade Levels

All English III Reading Examinees Versus Those Linked to THEA 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%	0	0%	76	7%	961	91%	15	1%	0	0%	**1,052**

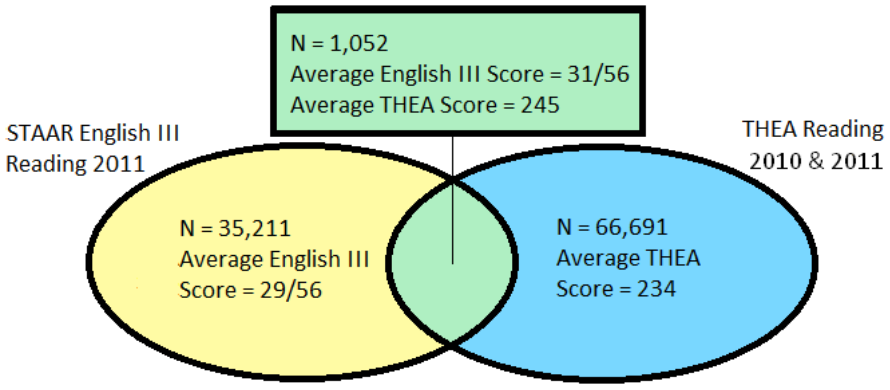
Demographic Characteristics

All English III Reading Examinees Versus Those Linked to THEA 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	630	60%	339	32%	41	4%	435	41%	558	53%	18	2%

Summary of STAAR English III Reading and THEA Reading Achievement

Linked and Unlinked Groups



Average THEA Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
256	283

Correlation (★★☆☆☆)

Correlation between STAAR English III reading and THEA reading = **0.55**

Content Overlap (★★★☆☆)

There is some (approximately 41%) content/skills overlap between the STAAR English III reading assessment and the THEA reading test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Reading	THEA Reading
Purpose	Created to determine mastery of the English III Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Created for use by Texas institutions of higher education to evaluate the reading skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges
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 • Essential skills include using vocabulary in context, making complex inferences and conclusions, analyzing author's craft, and understanding purpose.	• Measures skill level in reading comprehension • Short expository, persuasive, and procedural passages are used to test reading comprehension • Core skills include using vocabulary in context, identifying main ideas and details, making inferences and conclusions, and analyzing author's craft and purpose. • Addresses approximately 41% 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	40 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 in February, April, June, July and October; administered on demand via THEA Quick Test administrations • Administered on paper and online at designated institutions • Administered by trained supervisors and proctors at an approved location (typically school staff administering the test at their school) • Five hour time limit (students take one, two, or three sections of the test within the five hour session)
Performance Standards	Performance standards established and implemented in spring 2012	The minimum score needed to pass the THEA reading assessment is 230 (scale score range is 100-300).

Study Profile: College Students Taking STAAR English III Reading (★½☆☆☆)

The "College Students Taking STAAR English III Reading" study is designed to establish empirical links between performance on the STAAR English III reading assessment and performance in college-level English courses.

Motivation (★★☆☆☆)

This analysis was based on a single group of college students in Texas who took the STAAR English III reading test at the beginning of the fall semester in 2011. Their course grades were reported at the conclusion of the fall semester in 2011. Data from STAAR derive from a low-stakes operational administration in fall 2011 and are linked to motivated college-level English course grades from the fall 2011 semester.

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

For the purposes of this study profile, college students' demographic characteristics and academic achievement are compared to corresponding statistics from the 2011 high school STAAR English III reading examinee sample.

Grade Levels

All High School English III Reading Examinees Versus College Examinees

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		*Postsecondary*		***Total***
All English III	1	0%	85	0%	1,448	4%	33,936	94%	786	2%	7	0%	0	0%	**36,263**
College English	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	819	100%	**819**

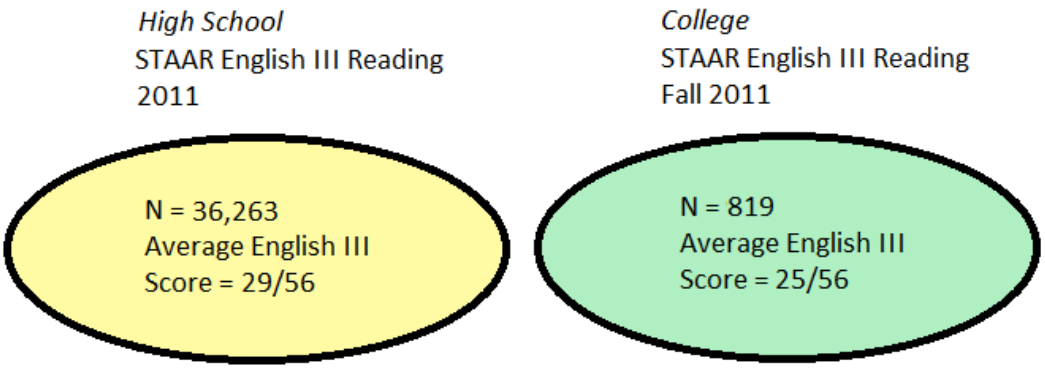
Demographic Characteristics

All High School English III Reading Examinees Versus College Examinees

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All English III	18,727	52%	16,304	45%	4,815	13%	15,359	42%	13,906	38%	2,183	6%
College English	390	58%	285	54%	164	29%	222	39%	145	26%	38	6%

Summary of STAAR English III Reading Achievement

High School and College Groups



Likelihood of Earning a C or better in a Corresponding Entry-Level College Course Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
74%	92%

Correlation (★☆☆☆☆)

Correlation between STAAR English III reading and college English course grades = **0.47**

Study Profile: STAAR Algebra II – ACT Mathematics (★★★½☆)

The STAAR Algebra II – ACT mathematics external validity study is designed to establish empirical links between performance on the STAAR Algebra II assessment and performance on the ACT mathematics test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR Algebra II and the ACT mathematics assessments in 2010 or 2011. Data from STAAR derive from a stand-alone field test administered in 2010 and a low-stakes operational administration in 2011 and are linked to motivated ACT mathematics scores in corresponding years.

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

Grade Levels

All Algebra II Examinees Versus Those Linked to ACT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All Algebra II	32	0%	2,781	3%	32,956	31%	53,140	50%	16,414	16%	8	0%	**105,331**
Linked	0	0%	20	0%	1,500	12%	8,284	65%	2,964	23%	1	0%	**12,769**

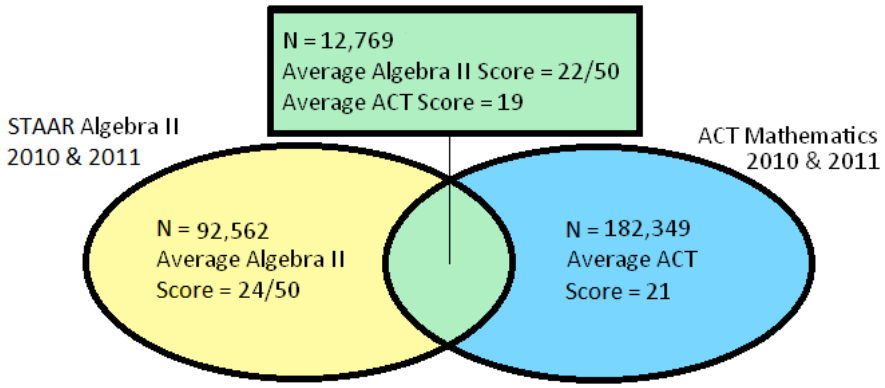
Demographic Characteristics

All Algebra II Examinees Versus Those Linked to ACT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Algebra II	53,491	51%	45,660	43%	11,881	11%	45,667	43%	39,123	37%	8,660	8%
Linked	7,147	56%	5377	42%	1,895	15%	4557	36%	5,506	43%	811	6%

Summary of STAAR Algebra II and ACT Achievement

Linked and Unlinked Groups



Average ACT Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
23	26

Correlation (★★★☆☆)

Correlation between STAAR Algebra II and ACT mathematics = **0.63**

Content Overlap (★★☆☆☆)

There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the ACT mathematics test.

Assessment Characteristics

Assessment Characteristic	STAAR Algebra II	ACT Mathematics
Purpose	Created to determine mastery of the Algebra II Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced test that assesses student performance against the performance of other students nationally.
Content	Measures properties and attributes of functions, representational tools to solve problems, properties of quadratic functions, representations of quadratic relations, properties of square root functions, properties of rational functions, and properties of exponential and logarithmic functions	Measures pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the ACT mathematics test.
Item Format	50 items total: 45 multiple-choice items and 5 gridded-response items	60 multiple choice items
Administration	• Administered in May, July, and December • Administered online and on paper • Administered by trained school personnel • 4 hour time limit	• Administered in February, April, June, September, October and December • Administered on paper • Administered by approved supervisors and proctors • 60 minute time limit
Performance Standards	Performance standards will be established and implemented in spring 2012	The ACT Mathematics college readiness benchmark is a scale score of 22 (on a scale score from 1-36). It indicates a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in college algebra or its equivalent.

Study Profile: STAAR Algebra II – SAT Mathematics (★★★½☆)

The STAAR Algebra II – SAT mathematics external validity study is designed to establish empirical links between performance on the STAAR Algebra II assessment and performance on the SAT mathematics test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR Algebra II and the SAT mathematics assessments in 2010 or 2011. Data from STAAR derive from a stand-alone field test administered in 2010 and a low-stakes operational administration in 2011 and are linked to motivated SAT mathematics scores in corresponding years.

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

Grade Levels

All Algebra II Examinees Versus Those Linked to SAT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All Algebra II	32	0%	2,778	3%	32,934	31%	53,095	50%	16,400	16%	8	0%	**105,247**
Linked	0	0%	15	0%	3,103	13%	15,693	67%	4,714	20%	0	0%	**23,525**

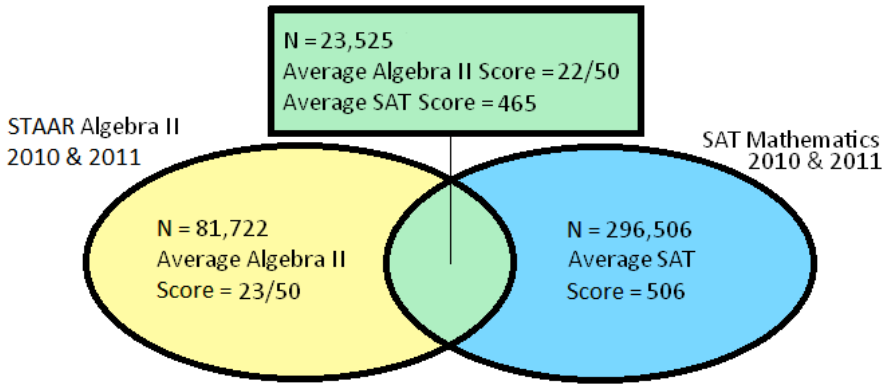
Demographic Characteristics

All Algebra II Examinees Versus Those Linked to SAT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Algebra II	53,448	51%	45,607	43%	11,879	11%	45,589	43%	39,119	37%	8,660	8%
Linked	13,003	55%	8,989	38%	3,591	15%	8,758	37%	9,282	39%	1,894	8%

Summary of STAAR Algebra II and SAT Mathematics Achievement

Linked and Unlinked Groups



Average SAT Mathematics Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
533	599

Correlation (★★★☆☆)

Correlation between STAAR Algebra II and SAT mathematics = **0.61**

Content Overlap (★★☆☆☆)

There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the SAT mathematics test.

Assessment Characteristics

Assessment Characteristic	STAAR Algebra II	SAT Mathematics
Purpose	Created to determine mastery of the Algebra II Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced test that assesses student performance against the performance of other students nationally.
Content	Measures properties and attributes of functions, representational tools to solve problems, properties of quadratic functions, representations of quadratic relations, properties of square root functions, properties of rational functions, and properties of exponential and logarithmic functions	Measures number operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the SAT mathematics test.
Item Format	50 items total: 45 multiple-choice items and 5 gridded-response items	54 items total: 44 multiple choice items and 10 gridded-response items
Administration	• Administered in May, July, and December • Administered online and on paper • Administered by trained school personnel • 4 hour time limit	• Administered seven times annually in the United States • Administered on paper • Administered by approved test supervisors and room supervisors • The mathematics test is divided into three sections consisting of two 25-minute sections and one 20-minute section for a total 70 minutes
Performance Standards	Performance standards will be established and implemented in spring 2012	The SAT Mathematics college readiness benchmark is a scale score of 500. It indicates a 65 percent probability of earning a first-year GPA of 2.67 (B-) or higher.

Study Profile: STAAR Algebra II – THEA Mathematics (★★½☆☆)

The STAAR Algebra II – THEA mathematics external validity study is designed to establish empirical links between performance on the STAAR Algebra II assessment and performance on the THEA mathematics test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR Algebra II and the THEA mathematics assessments in 2010 or 2011. Data from STAAR derive from a stand-alone field test administered in 2010 and a low-stakes operational administration in 2011 and are linked to motivated THEA mathematics scores in corresponding years.

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

Grade Levels

All Algebra II Examinees Versus Those Linked to THEA Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All Algebra II	32	0%	2,781	3%	32,956	31%	53,140	50%	16,414	16%	8	0%	**105,331**
Linked	0	0%	37	2%	532	33%	620	38%	433	27%	0	0%	**1,622**

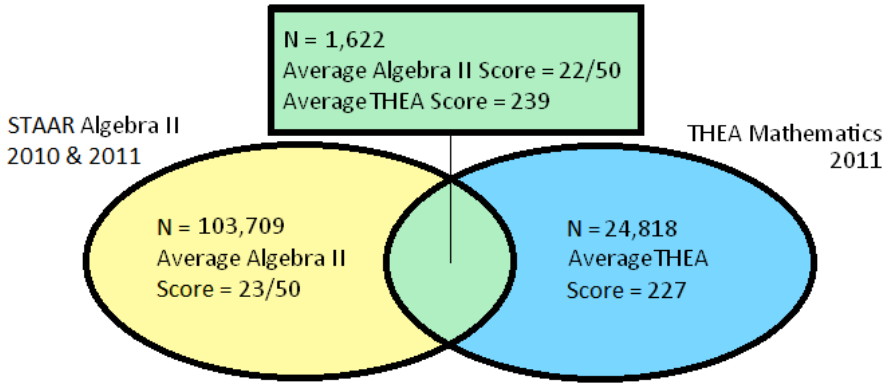
Demographic Characteristics

All Algebra II Examinees Versus Those Linked to THEA Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Algebra II	53,491	51%	45,660	43%	11,881	11%	45,667	43%	39,123	37%	8,660	8%
Linked	951	59%	763	47%	209	13%	737	45%	585	36%	91	6%

Summary of STAAR Algebra II and THEA Mathematics Achievement

Linked and Unlinked Groups



Average THEA Mathematics Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
264	291

Correlation (★★☆☆☆)

Correlation between STAAR Algebra II and THEA mathematics = **0.59**

Content Overlap (★★☆☆☆)

There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the THEA mathematics test.

Assessment Characteristics

Assessment Characteristic	STAAR Algebra II	THEA Mathematics
Purpose	Created to determine mastery of the Algebra II Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum	Created for use by Texas institutions of higher education to evaluate the mathematics skills that entering freshmen should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges
Assessment Type	A criterion-referenced assessment	A criterion-referenced assessment
Content	Measures properties and attributes of functions, representational tools to solve problems, properties of quadratic functions, representations of quadratic relations, properties of square root functions, properties of rational functions, and properties of exponential and logarithmic functions	Measures fundamental mathematics, algebra, geometry, and problem solving. There is minimal (approximately 20%) content/skills overlap between the STAAR Algebra II assessment and the THEA mathematics test.
Item Format	50 items total: 45 multiple-choice items and 5 gridded-response items	50 multiple-choice items total
Administration	• Administered in May, July, and December • Administered online and on paper • Administered by trained school personnel • 4 hour time limit	• Administered in February, April, June, July and October; administered on demand via THEA Quick Test administrations • Administered on paper and online at designated institutions • Administered by trained supervisors and proctors at an approved location (typically school staff administering the test at their school) • 5-hour time limit (students take one, two, or three sections of the test within the five-hour session)
Performance Standards	Performance standards will be established and implemented in spring 2012	Scale score range is 100-300; minimum passing score is 230; college readiness cut score is 270; colleges and universities may consider this cut when placing students in college algebra courses.

Study Profile: College Students Taking STAAR Algebra II **(★★★☆☆)**

The "College Students Taking STAAR Algebra II" study is designed to establish empirical links between performance on the STAAR Algebra II assessment and performance in college-level mathematics courses.

Motivation (★★★☆☆)

This analysis was based on a single group of college students in Texas who took the STAAR Algebra II assessment at the beginning of the fall semester in 2011. Their course grades were reported at the conclusion of the fall semester in 2011. Data from STAAR derive from a low-stakes operational administration in fall 2011 and are linked to motivated college-level mathematics course grades from the fall 2011 semester.

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

For the purposes of this study profile, college students' grade levels, demographic characteristics, and academic achievement are compared to corresponding statistics from the 2010 and 2011 high school STAAR Algebra II examinee sample.

Grade Levels

All High School Algebra II Examinees Versus College Examinees

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		*Postsecondary*		***Total***
All Algebra II	32	0%	2,781	3%	32,956	31%	53,140	50%	16,414	16%	8	0%	0	0%	**105,331**
College Algebra	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	933	100%	**933**

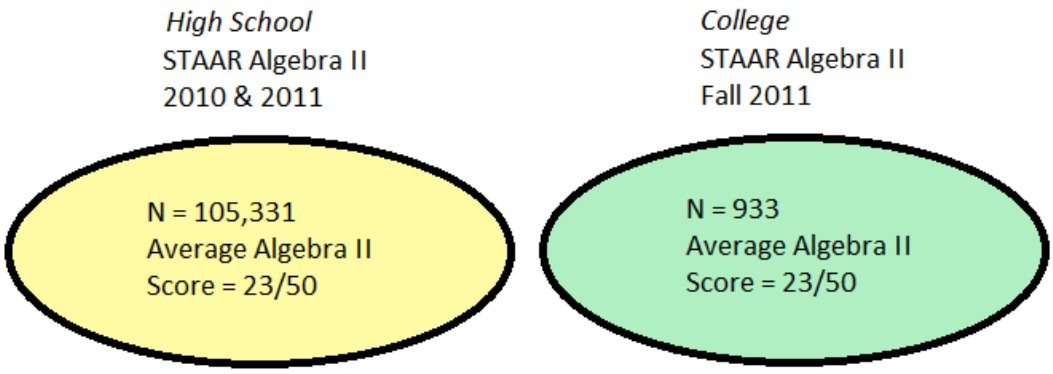
Demographic Characteristics

All High School Algebra II Examinees Versus College Examinees

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Algebra II	53,491	51%	45,660	43%	11,881	11%	45,667	43%	39,123	37%	8,660	8%
College Algebra	439	59%	272	48%	127	21%	252	41%	188	31%	47	7%

Summary of STAAR Algebra II Achievement

High School and College Groups



Likelihood of Earning a C or better in a Corresponding Entry-Level College Course Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
81%	94%

Correlation (★★★☆☆)

Correlation between STAAR Algebra II and college mathematics course grades = **0.61**

Study Profile: STAAR Biology – ACT Science (★★★☆☆)

The STAAR biology – ACT science external validity study is designed to establish empirical links between performance on the STAAR biology assessment and performance on the ACT science test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR biology and the ACT science assessments between 2009 and 2011. Data from STAAR derive from low-stakes operational administrations between 2009 and 2011 and are linked to motivated ACT science scores in corresponding years.

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

Grade Levels

All Biology Examinees Versus Those Linked to ACT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All Biology	1,225	0%	263,171	78%	66,925	20%	5,096	2%	1,969	1%	14	0%	**338,400**
Linked	5	0%	4,290	44%	4,637	48%	480	5%	327	3%	0	0%	**9,739**

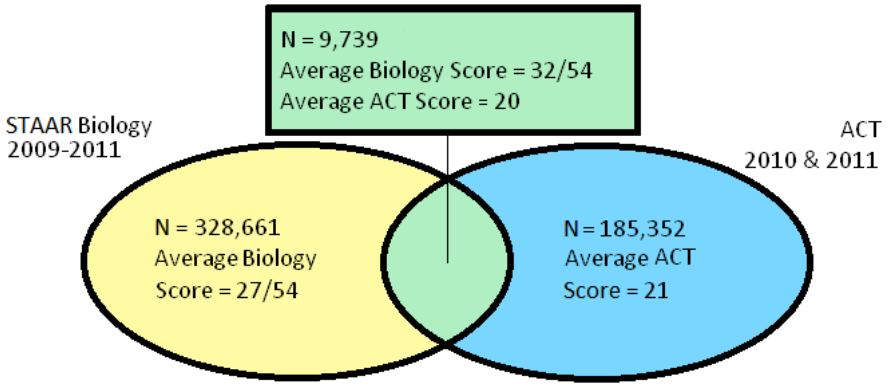
Demographic Characteristics

All Biology Examinees Versus Those Linked to ACT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Biology	167,493	49%	167,876	50%	44,072	13%	144,350	43%	128,124	38%	21,854	6%
Linked	5,333	55%	3895	40%	1,185	12%	3050	31%	4,533	47%	971	10%

Summary of STAAR Biology and ACT Achievement

Linked and Unlinked Groups



Average ACT Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
22	26

Correlation (★★★☆☆)

Correlation between STAAR biology and ACT science = **0.66**

Content Overlap (★★☆☆☆)

There is minimal (5 %) content/skills overlap between the STAAR biology assessment and the ACT science assessment.

Assessment Characteristics

Assessment Characteristic	STAAR Biology	ACT Science
Purpose	Created to determine mastery of the biology Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum	Designed to help college admissions officials identify students likely to achieve success in general science courses.
Assessment Type	A criterion-referenced assessment	A criterion-referenced assessment
Content	Measures cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems, and interdependence within environmental systems. At least 40% of the test questions will incorporate scientific process skills.	The science component of the ACT is designed to assess process skills involving interpretation, analysis, evaluation, reasoning, and problem-solving in the context of biology, chemistry, physics, geology, astronomy, and meteorology.
Item Format	54 multiple choice items total	40 multiple-choice items total
Administration	• Administered in May, July, and December • Administered online and on paper • Administered by trained school personnel • 4 hour time limit	• Administered in February, April, June, September, October, and December • Administered on paper • Administered by trained supervisors and proctors at an approved location (typically a local school with school district staff administering the test) • 35 minute time limit
Performance Standards	Performance standards will be established and implemented in spring 2012	• Score scale is 1–36. • Average score is 21 • College readiness benchmark score is 24

Study Profile: STAAR Biology – SAT Mathematics (★★½☆☆)

The STAAR biology – SAT mathematics external validity study is designed to establish empirical links between performance on the STAAR biology assessment and performance on the SAT mathematics test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR biology and the SAT mathematics assessments between 2009 and 2011. Data from STAAR derive from low-stakes operational administrations between 2009 and 2011 and are linked to motivated SAT mathematics scores in corresponding years.

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

Grade Levels

All Biology Examinees Versus Those Linked to SAT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All Biology	1,225	0%	263,171	78%	66,925	20%	5,096	2%	1,969	1%	14	0%	**338,400**
Linked	6	0%	8,249	48%	7,614	44%	775	5%	567	3%	2	0%	**17,213**

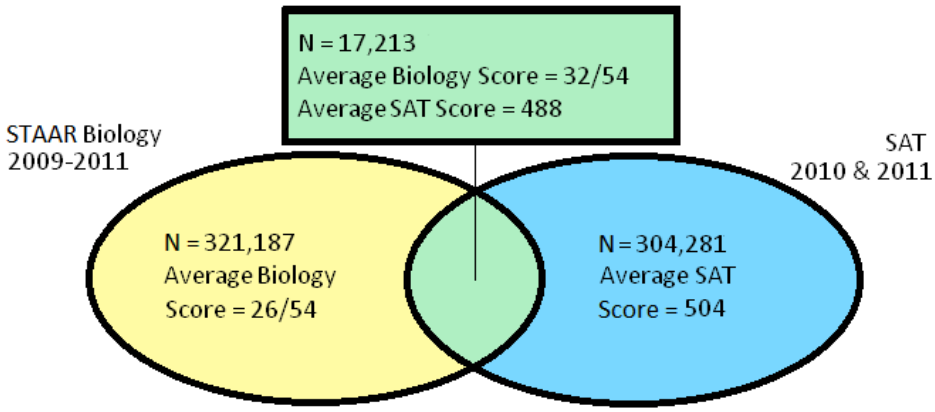
Demographic Characteristics

All Biology Examinees Versus Those Linked to SAT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All Biology	167,493	49%	167,876	50%	44,072	13%	144,350	43%	128,124	38%	21,854	6%
Linked	9,433	55%	5974	35%	2,435	14%	5535	32%	7,796	45%	1,447	8%

Summary of STAAR Biology and SAT Achievement

Linked and Unlinked Groups



Average SAT Mathematics Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
528	615

Correlation (★★★☆☆)

Correlation between STAAR biology and SAT mathematics = **0.69**

Content Overlap (☆☆☆☆☆)

There is no (0%) content/skills overlap between the STAAR biology assessment and the SAT mathematics assessment. These assessments do not cover the same content area.

Assessment Characteristics

Assessment Characteristic	STAAR Biology	SAT Mathematics
Purpose	Created to determine mastery of the biology Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment
Content	Measures cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems, and interdependence within environmental systems. At least 40% of the test questions will incorporate scientific process skills.	Measures arithmetic operations, algebra, geometry, statistics, and probability.
Item Format	54 multiple choice items total	54 items total: 44 multiple choice and 10 gridded response items
Administration	• Administered in May, July, and December • Administered online and on paper • Administered by trained school personnel • 4 hour time limit	• Administered seven times annually • Administered by approved test supervisors, room supervisors and proctors at an approved testing site (often a school with the test administered by school staff). • Students use an answer document to record answers to exam questions. • Students have 70 minutes to take the math assessment. The mathematics test is divided into three sections. Students have two 25-minute sections and one 20-minute section.
Performance Standards	Performance standards will be established and implemented in spring 2012	The SAT Mathematics is scored on a scale of 200 to 800. The SAT Mathematics college readiness benchmark is a scale score of 500. It indicates a 65 percent probability of earning a first-year GPA of 2.67 (B-) or higher.

Study Profile: STAAR US History – ACT Reading (★★★☆☆)

The STAAR US history – ACT reading external validity study is designed to establish empirical links between performance on the STAAR US history assessment and performance on the ACT reading test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR US history and the ACT reading assessments between 2009 and 2011. Data from STAAR derive from low-stakes operational administrations between 2009 and 2011 and are linked to motivated ACT reading scores in corresponding years.

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

Grade Levels

All US History Examinees Versus Those Linked to ACT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All US History	2	0%	870	1%	7,157	5%	141,489	92%	3,963	3%	13	0%	**153,494**
Linked	0	0%	8	0%	338	1%	22,471	97%	419	2%	2	0%	**23,238**

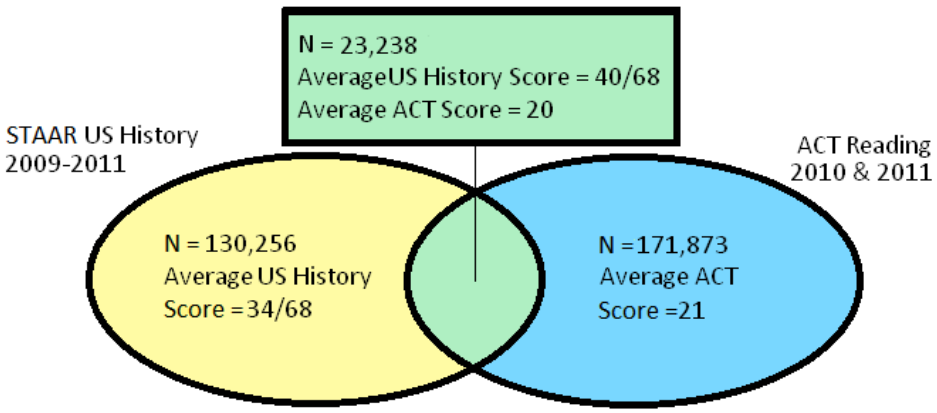
Demographic Characteristics

All US History Examinees Versus Those Linked to ACT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All US History	75,504	49%	73,236	48%	19,851	13%	66,104	43%	55,023	36%	12,516	8%
Linked	12,671	55%	8,977	39%	3,004	13%	7,448	32%	10,572	45%	2214	10%

Summary of STAAR US History and ACT Reading Achievement

Linked and Unlinked Groups



Average SAT Critical Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
23	27

Correlation (★★★☆☆)

Correlation between STAAR US history and ACT reading = **0.65**

Content Overlap (☆☆☆☆☆)

There is no (0%) content/skills overlap between the STAAR US history assessment and the ACT reading assessment.

Assessment Characteristics

Assessment Characteristic	STAAR U.S. History	ACT Reading
Purpose	Created to determine mastery of the U.S. history Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions, and to help students make decisions about which colleges to attend and which programs of study to pursue.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment and a criterion-referenced assessment
Content	▪ Measures history (U.S. history from 1877 to present); geography and culture; government and citizenship; and economics, science, technology, and society. Social studies skills are incorporated into at least 30% of the test items.	▪ Measures skill level in reading ▪ Selections from four content areas are used to test reading comprehension: social studies, natural sciences, prose fiction, and humanities. ▪ The social studies selections represent multiple content areas, including anthropology, biography, business, economics, education, geography, history, political science, psychology, and sociology. ▪ There is no content overlap between the STAAR world geography and ACT Reading tests
Item Format	68 multiple-choice items	40 multiple-choice items
Administration	▪ Administered in May, July and November/December ▪ Administered by school personnel ▪ Online or paper version ▪ 4 hour time limit	▪ Administered six times annually in the United States ▪ Administered by approved test supervisors, room supervisors and proctors at an approved testing site (often a school with the test administered by school staff). ▪ Administered on paper ▪ 35 minute time limit to take the reading assessment.
Performance Standards	The performance standards for STAAR U.S. History will be established and implemented in the spring of 2012.	The ACT English college readiness benchmark is a scaled score of 18 (maximum score of 36). It indicates a 50% likelihood of earning a first-year college GPA of 2.7 or higher.

Study Profile: STAAR US History – SAT Critical Reading (★★★☆☆)

The STAAR US history – SAT critical reading external validity study is designed to establish empirical links between performance on the STAAR US history assessment and performance on the SAT critical reading test.

Motivation (★★★☆☆)

This analysis was based on a single group of students who took both the STAAR US history and the SAT critical reading assessments between 2009 and 2011. Data from STAAR derive from low-stakes operational administrations between 2009 and 2011 and are linked to motivated SAT critical reading scores in corresponding years.

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

Grade Levels

All US History Examinees Versus Those Linked to SAT Scores

Group	*Grade 8*		*Grade 9*		*Grade 10*		*Grade 11*		*Grade 12*		*Missing*		***Total***
All US History	2	0%	870	1%	7,157	5%	141,489	92%	3,963	3%	13	0%	**153,494**
Linked	0	0%	25	0%	515	1%	40,946	97%	859	2%	1	0%	**42,346**

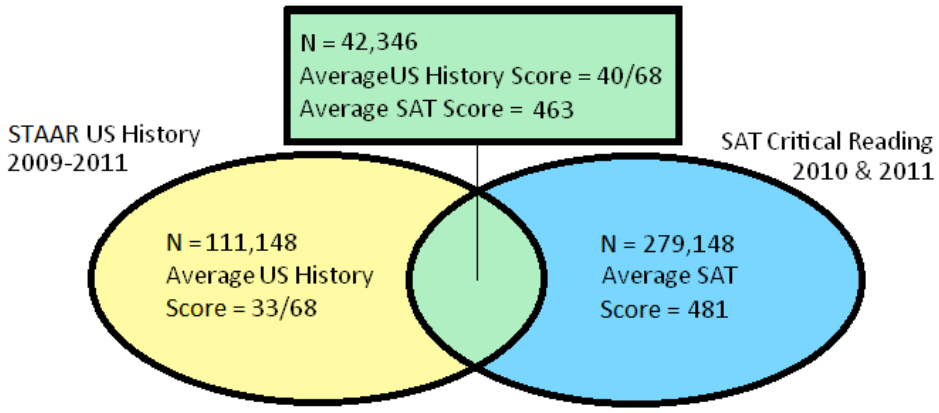
Demographic Characteristics

All US History Examinees Versus Those Linked to SAT Scores

Group	*Female*		*Economically Disadvantaged*		*African American*		*Hispanic*		*White*		*Other*	
All US History	75,504	49%	73,236	48%	19,851	13%	66,104	43%	55,023	36%	12,516	8%
Linked	22,699	54%	16,105	38%	5,901	14%	15,134	36%	16,919	40%	4392	10%

Summary of STAAR US History and SAT Critical Reading Achievement

Linked and Unlinked Groups



Average SAT Critical Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	*Advanced Academic Performance*
509	587

Correlation (★★★★☆)

Correlation between STAAR US history and SAT critical reading = **0.71**

Content Overlap (☆☆☆☆☆)

There is no (0%) content/skills overlap between the STAAR US history assessment and the SAT critical reading assessment.

Assessment Characteristics

Assessment Characteristic	STAAR U.S. History	SAT Critical Reading
Purpose	Created to determine mastery of the U.S. History Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment
Content	Measures history (U.S. history from 1877 to present); geography and culture; government and citizenship; and economics, science, technology, and society. Social studies skills are incorporated into at least 30% of the test items.	Measures skill level in reading and vocabulary development Includes reading passages from different subject areas including Natural Sciences, Humanities, Social Sciences and Literary Fiction. Passages from all four subject areas may not be included on every test
Item Format	68 multiple-choice items	67 multiple-choice items total: 48 passage-based reading questions and 19 sentence-completion questions.
Administration	▪ Administered in May, July and November/December ▪ Administered by school personnel ▪ Online or paper version ▪ 4 hour time limit	▪ Administered seven times annually ▪ Administered by test supervisors, room supervisors and proctors at an approved testing site (often a school with the test administered by school staff) ▪ Administered on paper ▪ Students have 70 minutes to take the critical reading assessment. The critical reading test is divided into three sections. Students have two 25-minute sections and one 20-minute section.
Performance Standards	The performance standards for STAAR U.S. History will be established and implemented in the spring of 2012.	The SAT Critical Reading college readiness benchmark is a scale score of 500 (maximum score of 800). It indicates a 65% likelihood of earning a first-year college GPA of 2.7 or higher.