

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

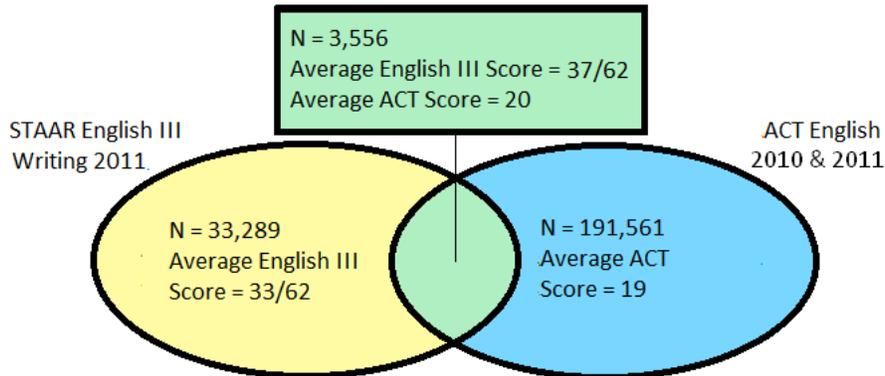
Demographic Characteristics

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Administered in March, July, and November • Administered by school personnel • Administered online and on paper • Four hour time limit 	<ul style="list-style-type: none"> • 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 or higher.