

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

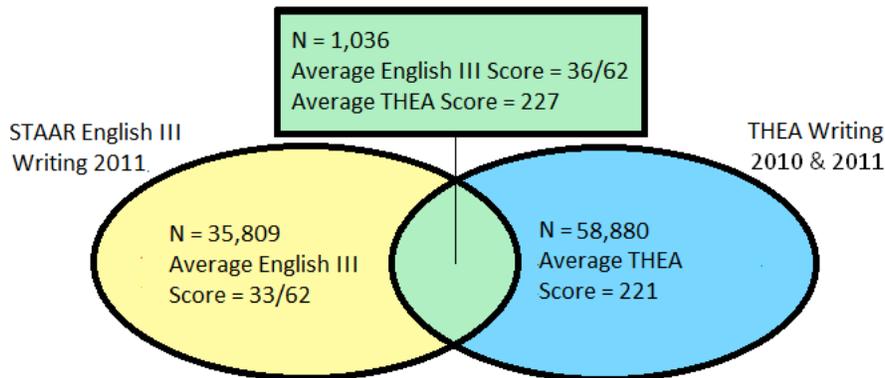
Demographic Characteristics

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	<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 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	<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 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).