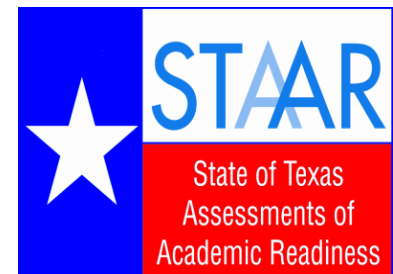


STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

STAAR Reading: Assessment, Instruction and Student Success

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Requirements of House Bill 743

- House Bill 743 added §39.023 (a-12) to the Texas Education Code.
- It requires the STAAR assessments to be designed so that
 - *85% of students can complete the grades 3–5 assessments in 2 hours*
 - *85% of students can complete the grades 6–8 assessments in 3 hours*

Requirements of House Bill 743

To meet the requirements of House Bill 743, TEA took into consideration

- Testing time data collected from the spring 2015 administrations
- Testing time data collected from the spring 2016 administrations
- Time allotted to test for grades 3–8 in some other states
- Advice from our Technical Advisory Committee
- Projected reliability estimates

Requirements of House Bill 743

- The tests were shortened to the minimum number of questions per test to maintain the necessary reliability projections and ensure the assessments are valid and reliable.
- State law, §39.0304, requires the state assessments to be valid and reliable.
- Federal law, Section 1111(b)(3)(C)(iii), also requires the state assessments to be valid and reliable.

What Is Valid and Reliable?

- Reliability indicates the precision of test scores, which also reflects the consistency of test results across testing conditions.
- Validity refers to the extent to which test scores can be interpreted as indicators of what the test is intended to measure.

What Reliability Data Was Considered?

- The concept of reliability is based on the idea that repeated administrations of the same test should generate consistent results.
- The degree to which results are consistent is assessed using a reliability coefficient.
- Reliability is a critical technical characteristic of any measurement instrument because unreliable scores cannot be interpreted in a meaningful way.

What Reliability Data Was Considered?

- Reliability coefficients based on one test administration are known as internal consistency measures because they measure the consistency with which students respond to the questions within the test.
- As a general rule, reliability coefficients
 - *from 0.70 to 0.79 are considered adequate*
 - *from 0.80 to 0.89 are considered good*
 - *at 0.90 or above are considered excellent*

What Reliability Data Was Considered?

- Reliability coefficients for the STAAR grades 3–8 assessments administered in 2015 before the blueprint changes were good to excellent ranging from 0.87 to 0.92.
- Projections of reliability coefficients for the STAAR grades 3–8 assessments to be administered in 2017 with the blueprint changes are adequate to excellent ranging from 0.77 to 0.90.



What Reliability Data Was Considered?

STAAR ASSESSMENT	GR 3 MATH	GR 4 MATH	GR 5 MATH	GR 6 MATH	GR 7 MATH	GR 8 MATH	GR 3 READING	GR 4 READING	GR 5 READING	GR 6 READING	GR7 READING	GR 8 READING	GR 4 WRITING	GR 7 WRITING	GR 5 SCIENCE	GR 8 SCIENCE	GR 8 SOCIAL STUDIES
RELIABILITY COEFFICIENT IN 2015	0.92	0.91	0.92	0.92	0.92	0.90	0.89	0.91	0.91	0.91	0.90	0.91	0.87	0.90	0.88	0.90	0.90
PROJECTED RELIABILITY COEFFICIENT IN 2017	0.88	0.88	0.90	0.90	0.89	0.88	0.87	0.89	0.90	0.89	0.89	0.87	0.77	0.84	0.86	0.88	0.88

Overview of the Changes

- The STAAR grades 3–8 assessments were shortened by 5 to 14 questions per test.
- The decrease in the number of test questions was spread proportionally across the reporting categories for each test.
- Students in grades 3–8 still have up to 4 hours to test.
- Also, the number of field-test questions was decreased from 8 to 6 questions in
 - *mathematics*
 - *reading*
 - *science*
 - *social studies*

Overview of the Changes

- The construct of what is assessed has not changed since the blueprints reduction for STAAR grades 3–8 assessments was applied proportionally across each test.
- Therefore, there is no need to change
 - *the assessed curriculum*
 - *the readiness versus supporting designations*
 - *the performance standards*
 - *the scale scores*
 - *the score interpretations*
- However, the raw score for each test will change since there are fewer questions.

SPECIFIC CHANGES FOR EACH CONTENT AREA

SPECIFIC CHANGES TO STAAR GRADES 3–8 READING

Specific Changes for Reading

- The STAAR grade 3 reading assessment was shortened by 6 questions.
- The STAAR grades 4–8 reading assessments were shortened by 8 questions each.
- The number of field-test questions was decreased from 8 to 6 questions.
- There is no change to the
 - *assessed curriculum*
 - *number of passages*
 - *word count per assessment*



Specific Changes for Reading

STAAR ASSESSMENT	GR 3 READING		GR 4 READING		GR 5 READING		GR 6 READING		GR 7 READING		GR 8 READING	
BLUEPRINT	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017
REPORTING CATEGORY 1	6	5	10	8	10	8	10	8	10	8	10	8
REPORTING CATEGORY 2	18	15	18	15	19	16	20	17	21	18	22	19
REPORTING CATEGORY 3	16	14	16	13	17	14	18	15	19	16	20	17
TOTAL NUMBER OF QUESTIONS	40	34	44	36	46	38	48	40	50	42	52	44

SPECIFIC CHANGES TO STAAR GRADES 4 AND 7 WRITING

Specific Changes for Grade 4 Writing

- The STAAR grade 4 writing assessment was shortened by a total of 4 multiple-choice questions and 1 written composition.
- The number of written compositions decreased by 1 (from 2 to 1).
- The number of multiple-choice questions decreased by 4 (from 28 to 24).
- The test was changed from a two-day test to a one-day test.
- The number of field-test questions was not changed; there will continue to be 5.
- There is no change to the assessed curriculum

Specific Changes for Grade 7 Writing

- The STAAR grade 7 writing assessment was shortened by a total of 10 multiple-choice questions and 1 written composition.
- The number of written compositions decreased by 1 (from 2 to 1).
- The number of multiple-choice questions decreased by 10 (from 40 to 30).
- The test was changed from a two-day test to a one-day test.
- The number of field-test questions was not changed; there will continue to be 6.
- There is no change to the assessed curriculum



Specific Changes for Writing

STAAR ASSESSMENT	GR 4 WRITING		GR 7 WRITING	
BLUEPRINT	2015	2017	2015	2017
REPORTING CATEGORY 1 Written Composition	2	1	2	1
REPORTING CATEGORY 2	9	8	16	13
REPORTING CATEGORY 3	19	16	24	17
TOTAL NUMBER OF QUESTIONS	30 2 compositions 28 multiple-choice	25 1 composition 24 multiple-choice	42 2 compositions 40 multiple-choice	31 1 composition 30 multiple-choice

- Data Dive (more like a snorkel)

Grade 3 Reading	2014	2015	2016
Level 1	24%	23%	26%
Level 2	76%	77%	74%
Level 3	17%	22%	24%

STAAR Reading Performance Across Years

Grade 4 Reading	2014	2015	2016
Level 1	26%	26%	23%
Level 2	74%	74%	77%
Level 3	18%	21%	20%

STAAR Reading Performance Across Years

Grade 5 Reading	2014	2015	2016
Level 1	24%	22%	25%
Level 2	76%	78%	75%
Level 3	20%	23%	25%

STAAR Reading Performance Across Years

Grade 6 Reading	2014	2015	2016
Level 1	23%	24%	29%
Level 2	77%	76%	71%
Level 3	15%	19%	19%

STAAR Reading Performance Across Years

Grade 7 Reading	2014	2015	2016
Level 1	25%	25%	28%
Level 2	75%	75%	72%
Level 3	19%	19%	22%

STAAR Reading Performance Across Years

Grade 8 Reading	2014	2015	2016
Level 1	25%	22%	17%
Level 2	75%	78%	83%
Level 3	19%	23%	23%

STAAR Reading Performance Across Years

- For success on STAAR reading *across all genres*, students must be able to –
- apply the content-specific vocabulary associated with literary and informational reading (based on the TEKS)
- Identify text evidence to support ideas
- make connections within and across texts
- identify the “tools” an author uses to craft a piece and how these affect meaning (in both literary and informational texts)
- Summarize

Success on STAAR Reading

- Quick Note: An item can only be aligned to one standard, that does not mean it doesn't require students to have other skills.
- Reading skills are intertwined.
- ***Be wary of Student Expectations Tested document.***

Content-Specific Vocabulary –

This is not the assessment driving instruction, it's the TEKS driving instruction.

This poem is an example of narrative poetry mostly because it –

- F** tells a story
- G** has a funny ending
- H** describes feelings
- J** has lines that rhyme

Grade 3/Poetry/6(A)

Which of Maya's statements is an example of stereotyping?

- F** *I think sailing around the world would be a fabulous idea, but when you are 18 and legally an adult.*
- G** *Even if Laura completes her schoolwork onboard the boat, she would miss the opportunity to work in a group and share her ideas with other students.*
- H** *I think parents and judges should make the decision because teenagers often make irrational decisions, especially when trying to obtain attention for a world record.*
- J** *Time passes quickly; every minute is one less minute to live.*

Grade 7/Persuasive/11 (B)

Making Connections –

Students must be able to make connections – at differing levels of depth and complexity – both *within* and *across* texts (including connections between a text and its embedded media and/or procedural piece/s).

Success on STAAR Reading

Which statement could be supported by both the poem and the selection?

- F** Those who moved across the prairie could not easily contact family.
- G** Pioneers organized their personal belongings for their trip.
- H** Crossing the prairie in a covered wagon was often expensive.
- J** Traveling across the prairie in a covered wagon was a time-consuming experience.

Grade 6/Poetry-Expository Pair/19(F)

- 1 Which event from the excerpt suggests that Byrd will resolve her conflict?
- A Byrd remembers that she has food she can share with the girl on the train.
 - B Byrd discusses her book with the girl on the train.
 - C Byrd explains why she dislikes her full name to the girl on the train.
 - D Byrd discovers that the girl on the train is also a pilot.

apply the content-specific vocabulary
associated with literary and
informational reading

Make connections within a text

- 2 What does Byrd's explanation in paragraph 13 reveal to the reader?
- F Byrd and her mother have different expectations about how Byrd should live her life.
 - G Byrd is puzzled by her mother's motivation for giving her an elaborate name.
 - H Byrd's mother thinks Byrd should spend more time helping support the family.
 - J Byrd's mother disapproves of the nickname Byrd has given herself.

Author's Craft –

Students must be able to identify the “tools” an author uses to craft a piece and understand how they affect meaning. Students must go beyond knowing the definition of literary and informational terminology to understanding how this terminology translates into “tools” the author uses to create meaning.

Success on STAAR Reading

The author begins and ends the selection by bringing together the idea that —

- F** 2011 marked a milestone in the history of the Peace Corps
- G** President Kennedy's 1961 address was the foundation on which the Peace Corps was built
- H** the young people of America show good citizenship by joining the Peace Corps
- J** the Peace Corps is still a success 50 years after its founding

Grade 8/Expository/10(D)

The authors of the two selections probably intend for the reader to learn how —

- A** the two organizations selected leaders who could accomplish more than members expect
- B** food banks are involved with organizations that aid children
- C** each organization grew out of a person's desire to help others
- D** the two organizations make use of volunteers

Grade 4/Expository-Expository Pair/19(F)

Text Evidence –

Students must be able to identify and use text evidence to support ideas both within and across texts.

Text Evidence

Which sentence shows that the author believes that the Wetheads are doing exceptional work at the Tantramar Wetlands Centre?

- A** *Every year more than 100 high school volunteers, known as Wetheads, learn about the value of wetlands.*
- B** *They learn how to paddle canoes, give oral presentations, and identify the plants, birds, and mammals that make the wetlands their habitat.*
- C** *Through their enthusiasm and dedication, these high school students have done more to change how people think about wetlands than any other youth group in Canada.*
- D** *Wetheads are also trained how to place bands on the legs of birds.*

Text Evidence

3 The author builds tension at the beginning of the excerpt by —

- A suggesting that Byrd is uncomfortable talking to people she does not know
- B hinting that the train trip will be lengthy
- C indicating that Byrd does not have the resources to live on her own
- D implying that Byrd has run away from home

identify the “tools” an author uses

apply the content-specific vocabulary, make connections

4 Which event initiates the rising action of the excerpt?

- F The girl on the train tells Byrd that they have reached Texas.
- G The girl on the train notices the book Byrd is reading.
- H Byrd is assisted by the conductor at the start of the trip.
- J Byrd falls asleep while reading her favorite book.

Identify text evidence to support ideas

An item can only be aligned to one standard, that does not mean it doesn't require students to have other skills.

23 Which sentence from the excerpt best illustrates Noah's conflict?

- A *My mother insisted that I write a B & B letter to my grandparents.*
- B *"Is Joey writing a B & B to Grandma and Grandpa Eberle?"*
- C *She explained—not too patiently—that a B & B letter is a bread and butter letter you write to people to thank them for having you as their houseguest.*
- D *My brother Joey had been sent to my other set of grandparents, who live in a normal suburb in Connecticut.*

Summarize –

Students must be able to summarize texts and parts of texts. Summarizing helps all of these other areas of understanding a text.

9 What is the best summary of the excerpt?

Summarize

- A Byrd is riding on a train to Sweetwater, Texas. She meets a young woman who is traveling to the same place. Byrd shares food with the young woman, and they talk about a book they both have read.
- B As Byrd rides on a train to Texas, she remembers how her mother once took away her favorite book about a female pilot. Byrd meets a young woman who notices that Byrd's book is in bad condition. They soon realize that they are both traveling to Sweetwater.
- C Byrd dreams of flying, but her mother does not understand and forbids Byrd from even reading about a female pilot. Byrd decides to travel to Sweetwater, Texas, to train as an air force pilot. While riding the train, she meets a young woman who understands how she feels and shares her dream.
- D Byrd is traveling to Sweetwater, Texas, by train. She falls asleep while reading her book, and when she awakens, a young woman explains that the train has already reached Texas. Byrd finds out that the young woman is also going to Sweetwater and is delighted to make the acquaintance of another female pilot.

This is all based on the TEKS:

- Students understand, make inferences and draw conclusions about the structure and elements of ...
- Students understand, make inferences and draw conclusions about the varied structural patterns and features of ...

Success on STAAR Reading

Content-Specific Vocabulary –

Students must have a command of and be able to *apply* the content-specific vocabulary associated with literary and informational reading.

Success on STAAR Reading

Making Connections –

Students must be able to make connections – at differing levels of depth and complexity – both *within* and *across* texts (including connections between a text and its embedded media and/or procedural piece/s).

Success on STAAR Reading

Which statement could be supported by both the poem and the selection?

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Grade 6/Poetry-Expository Pair/19(F)

Making Connections Across Selections