

A photograph of two young women sitting at a dark table in a library or study area. They are both smiling and looking at each other. The woman on the left is wearing a purple and white striped long-sleeved shirt. The woman on the right is wearing a purple long-sleeved shirt and has a headband. There are several books on the table, including one that is open. In the background, there is a doorway, a large green plant, and a framed picture on the wall.

Assessment Appendix

What is STAAR?

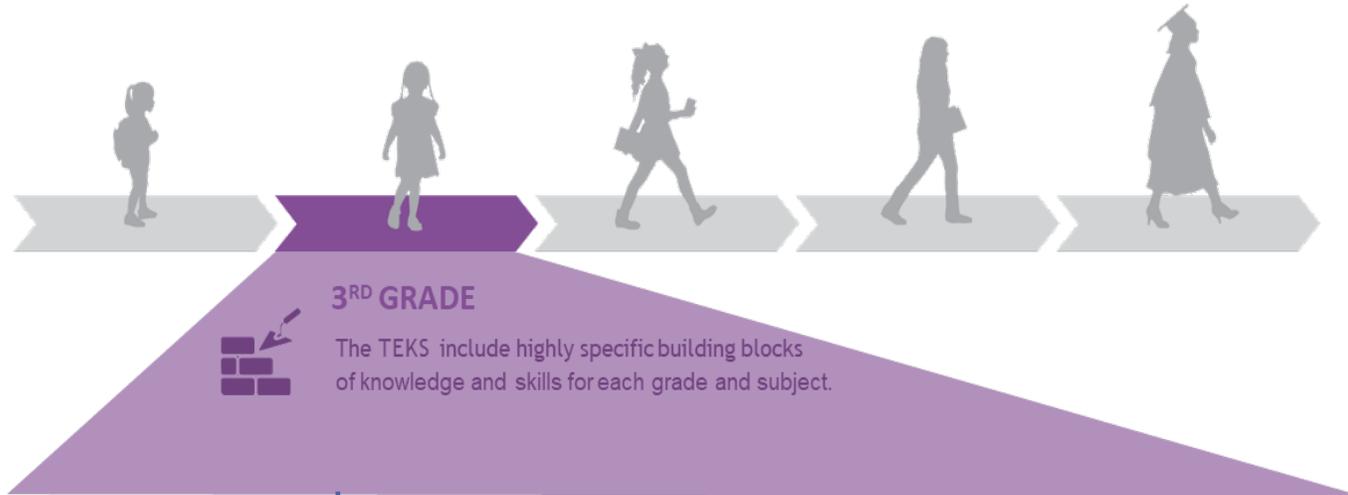
The Texas Essential Knowledge & Skills (TEKS) adopted by the State Board of Education (SBOE) outline what students should know and be able to do in each subject at each grade level.

The State of Texas Assessments of Academic Readiness (STAAR) are designed to tell us how well our students are demonstrating proficiency in the TEKS, at a level that would lead to postsecondary readiness.



OUR EXPECTATIONS FOR STUDENTS

If students are to be prepared for success after graduation, they must develop an increasingly complex set of knowledge and skills as they progress through school. In Texas, these are defined as the Texas Essential Knowledge and Skills (TEKS) and are approved by the State Board of Education. The State of Texas Assessment of Academic Readiness (STAAR) is designed to help parents, teachers and administrators know what knowledge and skill students have mastered and where they still have gaps.



Defining Expectations

Sample Student Expectation from 3rd Grade Math TEKS

Represent one-and-two **step** problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines and **equations**.

Example two-step equation: $736 + 197 - 150 = \underline{\hspace{2cm}}$

Measuring Expectations

Actual STAAR Item Based on 3rd Grade Math TEKS

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A $736 - 197 - 150 = \square$

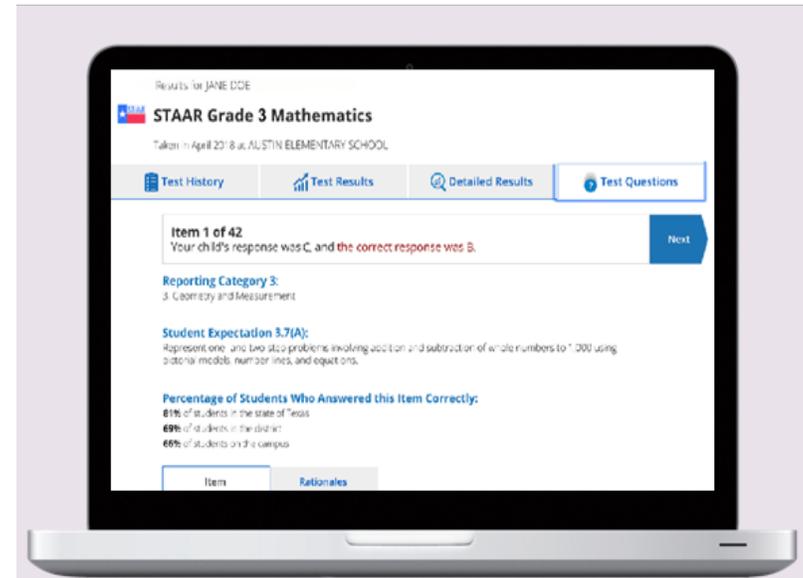
B $736 - 197 + 150 = \square$

C $736 + 197 + 150 = \square$

D $736 + 197 - 150 = \square$

How Parents View Results for Their Students

Each year a student takes the STAAR, parents receive a STAAR report card. They can also see results online at TexasAssessment.com. This allows a parent to see how a student did on the STAAR, review each individual question and answer (including their own child's answer), and learn how that question is related to a specific grade-level expectation of the TEKS.



TexasAssessment.com

An Example TEKS Standard & STAAR Question: Grade 3 Mathematics



Standard Being Assessed

(4) (G) Use strategies and algorithms, including the standard algorithm, to **multiply a two-digit number by a one-digit number**. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.



Assessment Item

A baseball league bought 9 boxes of baseballs. Each box contained 36 baseballs. How many baseballs did the league buy?

- A 324
- B 274
- C 84
- D 34

An Example TEKS Standard & STAAR Question: Grade 3 Reading Language Arts

Standard	Passage	Assessment Item
<p>(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p>Pants by Mordicai Gerstein</p> <p>We go everywhere together. You carry my treasures for me.</p> <p>5 When I find grass on your knees and sand in your pockets, I know where I've been. We go everywhere together except the 10 washing machine. "Don't let them put me in there!" you beg.</p> <p>15 "Or at least come with me!" But all I can do is watch you go round and round in the little window, tumbling in the 20 suds, like me when I'm caught in an ocean wave.</p>	<p>When the speaker of the poem says "you," he is talking to —</p> <ul style="list-style-type: none"> A his pants B his dryer C the grass D the ocean

Given the interest in passage readability, included is a passage from the 2018 3rd grade STAAR reading exam.

The Cupcake Queen

Word Count: 676 (TEA targets 3rd grade passages that range from 400-700 words)

Lexile: 810L (which falls in the 3rd grade stretch range for the Lexile measure of language structure)

Flesch-Kincaid: 3.6 (which is just past the middle of 3rd grade according to Flesch-Kincaid measure of language structure)

This passage had the highest Lexile score on the 3rd grade test. Two example questions for the passage:

27. The photograph next to paragraph 1 helps the reader understand —

- A** why Taylor works many hours
- B** how Taylor changes her recipes
- C** where Taylor stores her cupcakes
- D** what tools Taylor uses in the kitchen

29. The section titled “Rising to the Challenge” is mainly about how Taylor —

- A** first got started with her business
- B** made a lot of money at her church
- C** asked her parents to buy her a doll
- D** was able to pay her parents back

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.



Kids in Business

June 2014

In this issue:
Read all about young chefs and how
they have achieved "sweet" success



The Cupcake Queen

1 Running a baking business can be a lot of fun. Just ask Taylor Moxey. She's a successful pastry chef from Miami, Florida—and she's only eight years old.

Rising to the Challenge

2 Taylor's pastry business didn't start with flour and frosting. It started with a doll. While shopping one weekend, Taylor asked her parents to buy her a doll. Rather than giving Taylor money to purchase the doll, Taylor's father encouraged her to earn the money herself. Taylor had no problem with the challenge. In fact, she had an idea: what if she baked cupcakes and sold them at church to raise money to buy her doll?



Taylor Making Cupcakes

Courtesy of the Moxey Family

3 In order to make the cupcakes, Taylor knew she first needed some money for tools and supplies. "Her mom and I gave her a loan of \$40 and said she can pay it back," explained Taylor's father. "We were confident she'd make \$40, but we thought that'd be the extent of it. But that Sunday at church she made \$175 selling the cupcakes. We were blown away."

Warming Up

- 4 After the bake sale everyone expected Taylor to buy the doll she wanted. She certainly had made enough money for it. Imagine everyone's surprise when Taylor decided to purchase business cards instead. The business cards said "Taylor the Chef" and had her father's phone number on them. She began passing them out. This way, future customers could contact her. To her father's amazement, people started phoning him to order Taylor's cupcakes.
- 5 But baking yummy cupcakes wasn't enough for Taylor. She entered a local cornbread-baking contest and won first prize. Not only that, she defeated experienced adult chefs. One of them, a well-known chef in Miami, didn't know the contest winner was a child until Taylor showed up at his restaurant a couple of days later.
- 6 Soon after the contest Taylor became a local star. Suddenly everyone wanted to know about—and try—Taylor's scrumptious treats. Even large companies began buying her delicious baked goods. Taylor's pastry business had begun.

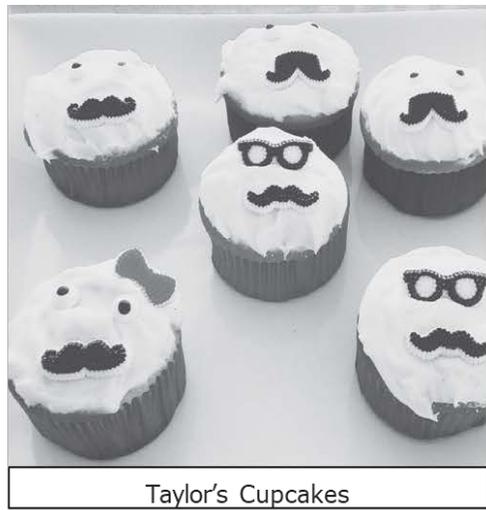


Taylor Moxey,
Cornbread-Contest Winner

Courtesy of the Moxey Family

Sweet Rewards

- 7 Of course, being eight years old has its own demands. Having a successful, thriving business doesn't get Taylor out of going to school or doing homework. She also likes to participate in other activities. As a result, Taylor must carefully manage her time. For example, instead of going to play at a friend's house or watching TV after school, Taylor might have to bake a batch of cupcakes for a customer. Because she has dance lessons on some days, she needs to get her baking done on time so she isn't late for class.



Taylor's Cupcakes

courtesy of the Moxey Family

- 8 Taylor doesn't mind these sacrifices, though. Baking may take time and be hard work, but Taylor sees the fun in it. "I think baking is mostly my passion," she says. "You get to take your recipe and different people's recipes and add different things to them." Taylor's father says that no matter how busy she is, Taylor always remembers to include a special ingredient in her cupcakes: "The cupcakes are made with love."
- 9 Taylor isn't creative just in the kitchen, though. She also decorates the boxes her baked goods are packaged in. Taylor uses markers, stickers, and other kinds of decorations to make sure each box looks special for her customers. People love the extra touch Taylor gives to her products.
- 10 So far Taylor has earned thousands of dollars selling her cupcakes. But she doesn't keep all her profits. Part of her money is donated to help people with dyslexia, a learning disorder that her father has. Dyslexia makes it difficult for people to read, write, and spell. Taylor wants others to learn about the condition.

A Recipe for the Future

- 11 Taylor wants to devote her life to baking. She may be working out of her parents' kitchen right now, but she has bigger dreams. Someday she hopes to open her own bakery.
- 12 If anyone can achieve sweet success, it's Taylor Moxey.

A New Report Card Provides STAAR Results to Parents

STAR Performance: 5th Grade

John Smith Enrolled Grade: 5
 Date of Birth: 01/01/75 Student ID: *****9501 Local Student ID: --- District: 257-999 ZY CRUZE ISD

Your Child's Performance at a Glance

Reading
Approaches
Grade Level
Test Date: March 2018

Mathematics
Approaches
Grade Level
Test Date: March 2018

Science
Approaches
Grade Level
Test Date: May 2018

Reading Test Date: March 2018

39th PERCENTILE Your child scored the same or better than 39% of all Grade 5 students in Texas.

Score Range	Grade Level	Passing	
Did Not Meet Grade Level (870-949)	Approaches Grade Level (1470-1581)	Meets Grade Level (1582-1668)	Masters Grade Level (1667-1668)

ANSWERED CORRECTLY

CATEGORY	ANSWERED CORRECTLY
1. Understanding/Analysis Across Genres	7 of 8
2. Understanding/Analysis of Literary Texts	9 of 16
3. Understanding/Analysis of Informational Texts	9 of 14
TOTAL	25 of 38

Mathematics Test Date: March 2018

51st PERCENTILE Your child scored the same or better than 51% of all Grade 5 students in Texas.

Score Range	Grade Level	Passing	
Did Not Meet Grade Level (806-889)	Approaches Grade Level (1509-1624)	Meets Grade Level (1625-1712)	Masters Grade Level (1713-2062)

ANSWERED CORRECTLY

CATEGORY	ANSWERED CORRECTLY
1. Numerical Representations and Relationships	4 of 6
2. Computations and Algebraic Relationships	12 of 17
3. Geometry and Measurement	4 of 9
4. Data Analysis and Personal Financial Literacy	3 of 4
TOTAL	24 of 36

Current Quintile Measure: 547Q

Science Test Date: May 2018

45th PERCENTILE Your child scored the same or better than 45% of all Grade 5 students in Texas.

Score Range	Grade Level	Passing	
Did Not Meet Grade Level (1174-2049)	Approaches Grade Level (2659-3046)	Meets Grade Level (4000-4407)	Masters Grade Level (4402-5092)

ANSWERED CORRECTLY

CATEGORY	ANSWERED CORRECTLY
1. Matter and Energy	2 of 6
2. Force, Motion, and Energy	3 of 6
3. Earth and Space	4 of 10
4. Organisms and Environments	4 of 12
TOTAL	13 of 36

STAR Progress: From Previous Year

John Smith
 Campus: 042 YAHOO M S Class Group: SEC E FIVE FIVE Report Date: JUNE 2018 Date of Testing: MAY 2018

Reading

Expected Progress
Your Child Showed Expected Progress For 1 Year of Instruction

Mathematics

Expected Progress
Your Child Showed Expected Progress For 1 Year of Instruction

Your Child's Reading Measure History (Lexile® Measure)

The Lexile measure indicates the difficulty of the materials that your child can read successfully.

Here are some books recommended for your child's grade.

Your Child's Lexile History

Current Lexile Measure: 815L

Legend: ■ Expected Grade Level Range

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26Y5R7 Unique Access Code

Want More Resources to Help Your Child in School?

For helpful tips and tools, including information on how to improve math skills and participate in a summer math challenge from home, please visit www.texasassessment.com.

- Go to www.texasassessment.com
- Find your unique access code in the monitor to the left
- Enter the code and click on the button to log in and learn more!

LEXILE

Learn More about Your Child's Lexile Level

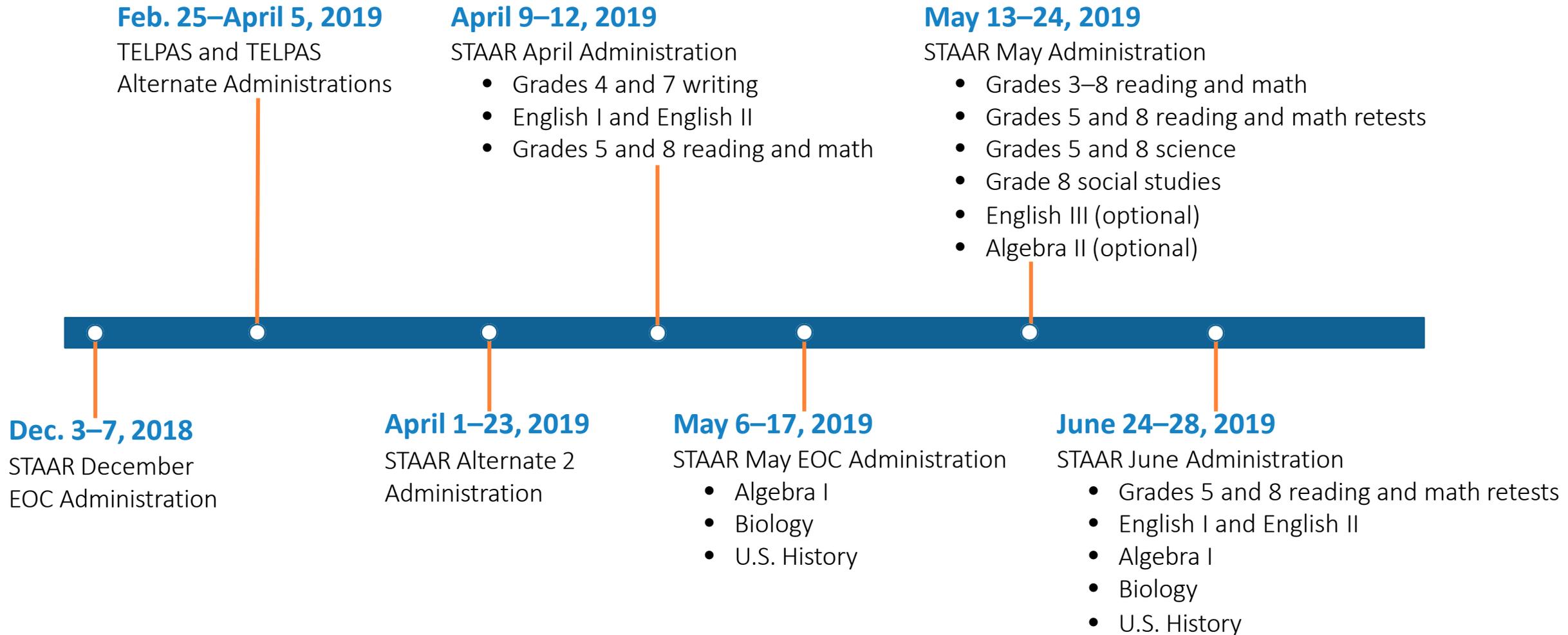
For more information about your child's reading level history, including an interactive Lexile Growth Planner™ and a Find A Book Tool, visit: www.texasassessment.com/lexile.

Students Generally Take Two STAAR Tests Per Year Starting in 3rd Grade

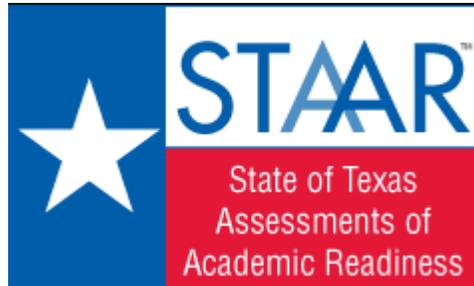
-  **Spring 2012** The State of Texas Assessments of Academic Readiness (STAAR) program was implemented for the following grades/subjects and courses:
- Reading and mathematics (Grades 3–8)
 - Writing (Grades 4 and 7)
 - Science (Grades 5 and 8)
 - Social studies (Grade 8)
 - English I, English II, Algebra I, biology and U.S history (End-of-Course)

-
-  **Spring 2016** STAAR English III and Algebra II were made available for districts to administer as **optional assessments**.

2018–2019 Dates When STAAR Tests are Administered



Assessment Costs (Per Test)



- 2017–2018 ETS contract cost : \$92,973,976
- Total STAAR tests administered: 10,361,006
- **Average cost per test administered: \$8.97**
- 2017–2018 Pearson contract cost : \$15,554,613
- Total STAAR Alt 2 and TELPAS tests: 2,520,718
- **Average cost per test administered: \$6.17**



- **2017–2018 ACT cost per test with writing: \$62.50**
- 2017–2018 ACT cost per test, no writing: \$46.00
- **2018–2019 SAT cost per test with essay: \$64.50**
- 2018–2019 SAT cost per test, no essay: \$47.50
- **MAP cost per test: \$13.50**

Assessment Costs (Total)

Program	2016	2017	2018	2019
STAAR	\$68,018,213	\$78,604,369	\$92,973,976	\$83,534,982
STAAR Alternate 2	\$3,665,163	\$3,671,074	\$5,784,583	\$6,544,619
TELPAS	\$7,119,603	\$8,233,618	\$9,522,347	\$8,789,089
TAKS	\$2,758,774	\$2,498,995	\$247,683	\$88,976
TOTAL	\$81,561,753	\$93,008,056	\$108,528,589	\$98,957,666

Lexile Background Information

What Do Lexile's Grade Ranges Mean?

Lexile Framework publishes two grade ranges:

Lexile Reader Grade Range

- Represents Lexile scores for the middle 50% of students in each grade based on performance on reading comprehension tests that report Lexile measures
 - Top 75th percentile of students is the upper bound
 - Bottom 25th percentile of students is the lower bound

Lexile Text (CCR) Grade Range

- Represents Lexile scores for the middle 50% of texts commonly used across grade levels as of 2012
 - Top 75th percentile of texts is the upper bound
 - Bottom 25th percentile of texts is the lower bound
- Student comprehension of text in this range has not been examined in relation to college or career readiness
- Instead, the range represents textbooks that advertise themselves as preparing kids for college and career

In both cases, any performance above the 75th percentile or below the 25th percentile is not identifiable using the Grade Ranges published on Lexile's website.

Lexile Linking Study

- TEA commissioned a study to inform advice provided to parents for **books they might select for their children**. During the study, a sample of students were given a Lexile-specific test. The study attempted to link the Lexile scores obtained by those students with their prior STAAR scores.
- These linkages have been published on STAAR conversion tables to provide a reference for teachers and parents to help with selecting books for their children.

Found at: <https://tea.texas.gov/student.assessment/reports/>

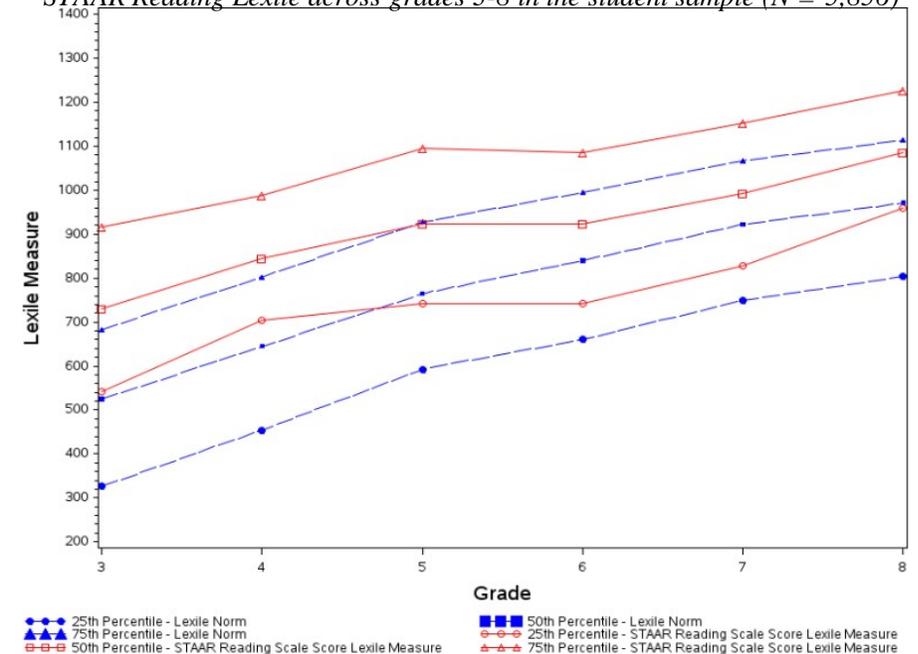
Limitations of the Study – Sample

- The study sample was not representative of the student populations of Texas, but for the purposes of informing a book selection process for parents, this study maintains usefulness.
- An example to illustrate the differences between the sample vs all Texas students: **no students requiring read-aloud accommodations** were used in the final sample.

Results from the Sample Selected

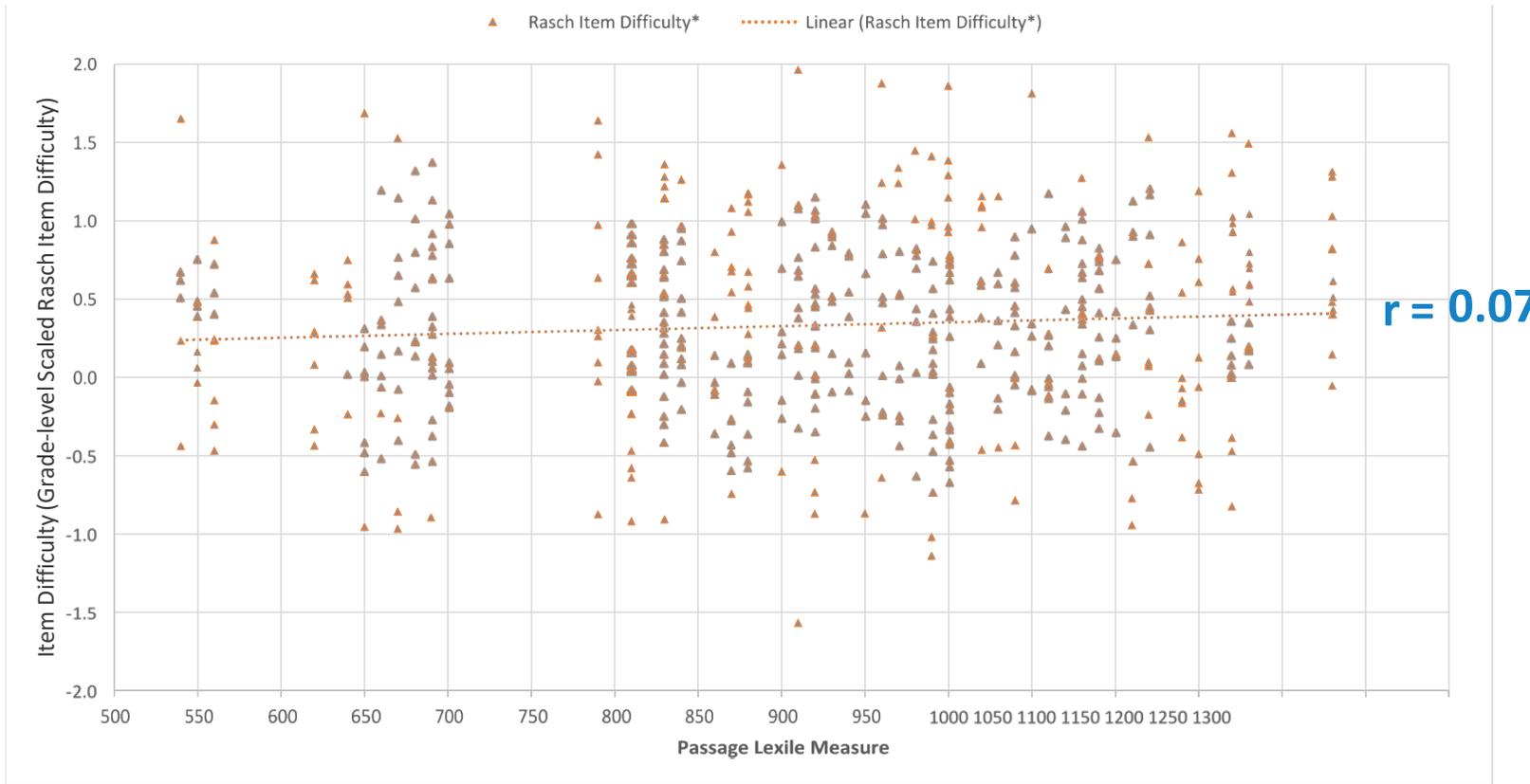
Texas students in the study sample from grades 3-8 substantially outperformed national norms, but this was because the sample of students wasn't representative of all Texas students.

Student sample data - Selected percentiles (25th, 50th, and 75th) plotted for STAAR Reading Lexile across grades 3-8 in the student sample (N = 5,856)



The Relationship Between Lexile Level and Question Difficulty Is Inconsistent and Statistically Weak

Scatterplot of Rasch Item Difficulty (Estimated at Grade-level) and Passage Lexile Measure for Grades 3-8 Reading (2016-2018)



Grade	Correlation (r value)
3 rd	0.167
4 th	-0.028
5 th	0.053
6 th	0.117
7 th	0.065
8 th	0.126

Correlations of:
 +/- 0.7 are considered strong
 +/- 0.5 are considered moderate
 +/- 0.3 are considered weak

*Rasch item difficulty is a scaled measure of STAAR item difficulty, typically ranging from -3 (easy) to 3 (hard)

Readability Scores Don't Affect Student Performance – Spring 2018 STAAR

Grade 3 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Racing Team	72.8	560	2.5	7
Cupcake Queen	69.0	810	6.2	9
Star Parties	66.2	790	5.3	5

Grade 4 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Night Flyers	72.2	960	5.5	7
Chewing Gum Man	71.8	840	5.9	8
Because of Winn Dixie	67.8	540	2.7	6
Tiny Libraries	67.7	810	5.2	6
Sweet Part of Nature	62.2	980	6.8	7

Grade 5 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Winning Day	76.3	670	2.9	8
Light in the Dark	76.2	1060	8.4	8
Yo Yo Ma	72.7	880	6.1	7
School Bus	70.4	960	6.3	8
Big Bird	64.4	840	6	8

****Source: Szabo and Sinclair 2018***

Readability Algorithm Scores Don't Affect Student Performance – Spring 2018 STAAR

Grade 3 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Racing Team	72.8	560	2.5	2.9
Cupcake Queen	69.0	810	6.4	4.7
Star Parties	66.2	790	5.3	4.3

Grade 4 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Night Flyers	72.2	960	4.7	2.3
Chewing Gum Man	71.8	840	5.2	2.7
Because of Winn Dixie	67.8	540	1.9	2.5
Tiny Libraries	67.7	810	5.4	3.4
Sweet Part of Nature	62.2	980	5.3	3.3

Grade 5 Reading				
<i>Passage Name</i>	<i>Avg % correct</i>	<i>Lexile</i>	<i>Flesch-Kincaid*</i>	<i>Dale-Chall*</i>
Winning Day	76.3	670	3.2	3.5
Light in the Dark	76.2	1060	6.1	4.9
Yo Yo Ma	72.7	880	6.2	5.7
School Bus	70.4	960	5.6	4.9
Big Bird	64.4	840	4.1	4.3

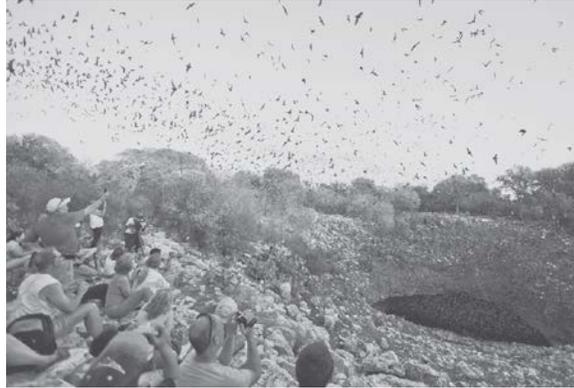
****Source: Micro Power and Light Co. software***

Readability Scores Don't Affect Student Performance – Spring 2018 STAAR Grade 4 Example

“Night Flyers”

Night Flyers

1 Under the cover of darkness, millions of small, furry bats take flight and fill the night skies of Texas. There are 47 different species of bats in the United States, and 31 species live in Texas. The most common bat found throughout the state is the Mexican free-tailed bat. Each year 20 million Mexican free-tailed bats return to Bracken Cave near San Antonio, where they give birth and raise their young. Bracken Cave is home to the largest bat colony in the world.



Lexile

960L

Avg % Correct

72.2%

from “Because of Winn Dixie”

from
Because of Winn-Dixie
by Kate DiCamillo

1 Winn-Dixie was not allowed to come inside the store (there was a big sign on the door that said NO DOGS ALLOWED), so I held the collar and the leash up to the window. And Winn-Dixie, who was standing on the other side of the window, pulled up his lip and showed me his teeth and sneezed and wagged his tail something furious; so I knew he absolutely loved that leash and collar combination. But it was very expensive.

Lexile

540L

Avg % Correct

67.8%

Raising Expectations for Students by Increasing Rigor of Texas Assessments

Texas Assessments Have Increased in Difficulty

- Texas began testing students over 35 years ago.
- There have been 5 major testing cycles, each with a higher set of goals for students than the one prior

State Testing System		Goals for Question Complexity & Cut Scores
TABS	Texas Assessment of Basic Skills	Basic skills were tested
TEAMS	Texas Educational Assessment of Minimum Skills	Minimal skills were tested
TAAS	Texas Assessment of Academic Skills	Academic skills were tested
TAKS	Texas Assessment of Knowledge & Skills	Reflected the newly created TEKS
STAAR	State of Texas Assessments of Academic Readiness	Predicts Postsecondary Readiness, consistent with realigned TEKS

Supporting College & Career Readiness

- The SBOE first adopted curriculum standards for students (TEKS) in 1998. [74th Legislative Session, SB 1] The TAKS test was designed to assess those standards.
 - The TEKS may be accessed at: <http://tea.texas.gov/curriculum/teks/>
- In 2006, the Texas Legislature required the development of College & Career Readiness Standards (CCRS), to define what those entering college & the workforce needed to know and be able to do. It also required the SBOE to embed the CCRS into the TEKS where appropriate, so that Texas K-12 students would, by graduation, obtain these Texas-specific college & career readiness knowledge & skills. [79th(3rd) HB 1]
 - The CCRS may be accessed at: <http://www.theccb.state.tx.us/index.cfm?objectid=4CEA7240-26FB-11E8-BC500050560100A9>
- In 2007, the Texas Legislature required TEA to replace TAKS [80th SB 1031]
- In 2009, the Texas Legislature required TEA to ensure the new STAAR was predictive of college readiness. [81st HB 3]

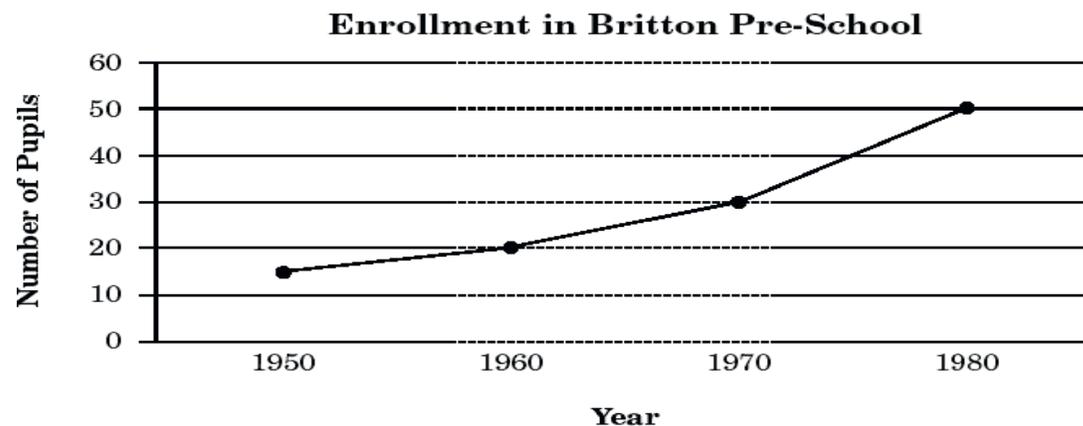
Exit Level TABS Item (1982)

BARRELS OF CRUDE OIL EXPORTED MONTHLY	
	 = 1 Million Barrels
Texas	
Alaska	
Pennsylvania	
California	
Louisiana	

Which state exports the least amount of barrels of crude oil monthly?

- A Louisiana
- B Texas
- C Alaska
- D Pennsylvania

Exit Level TEAMS Item (1986)



In 1970, tuition at Britton Pre-School was \$300 per pupil. According to this graph, how much money was collected in 1970?

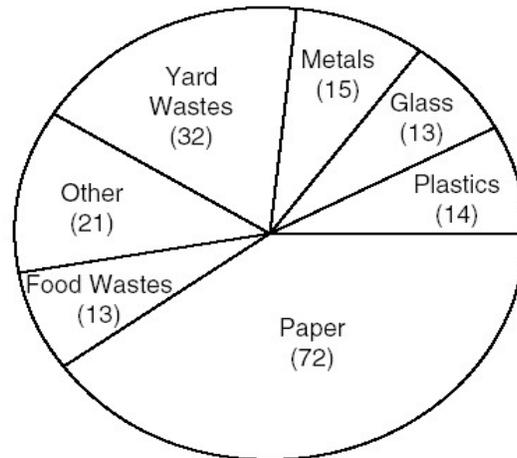
- A \$9000
- B \$900
- C \$600
- D \$6000

Exit Level TAAS Item (1999)

Exit Level TAKS Item (2003)

The graph shows the types and amounts of solid waste produced in the United States in 1988.

Municipal Solid Waste — 1988
(millions of tons)



Total Weight = 180 million tons

What percent of the total solid waste was paper?

- A 25%
- B $33\frac{1}{3}\%$
- C 40%
- D $66\frac{2}{3}\%$
- E 72%

The student council sponsor is planning to make a circle graph showing the number of votes for each of the candidates for student council president. The table below indicates the name and the vote count for each candidate.

Number of Votes per Candidate

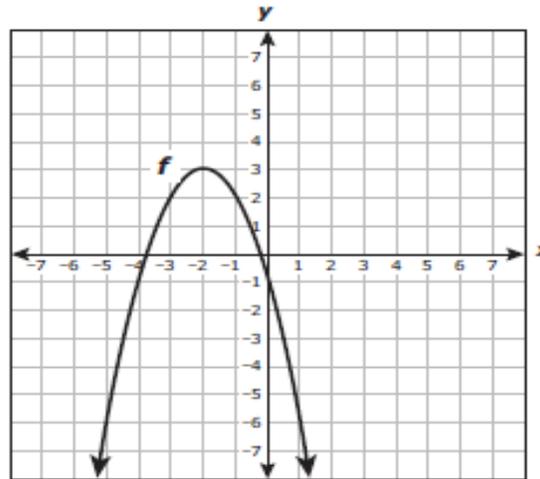
Bridget	240
Hakeem	420
Maria	180
Viera	300
Tony	60

What central angle should the sponsor use for the section representing the votes for the student who finished in third place?

- A 54°
- B 72°
- C 90°
- D 126°

Exit Level (Algebra II EOC) STAAR Item (2012)

The graph of the quadratic function f is shown on the grid below.



If the graph of f is translated 5 units to the right and 4 units down to create a new graph, which function best represents this new graph?

- A $g(x) = -(x + 3)^2 - 1$
- B $g(x) = -(x - 3)^2 - 1$
- C $g(x) = (3 - x)^2 + 1$
- D $g(x) = (3 - x)^2 - 1$

STAAR Test Construction Details

Test Construction Process – A Simple Overview

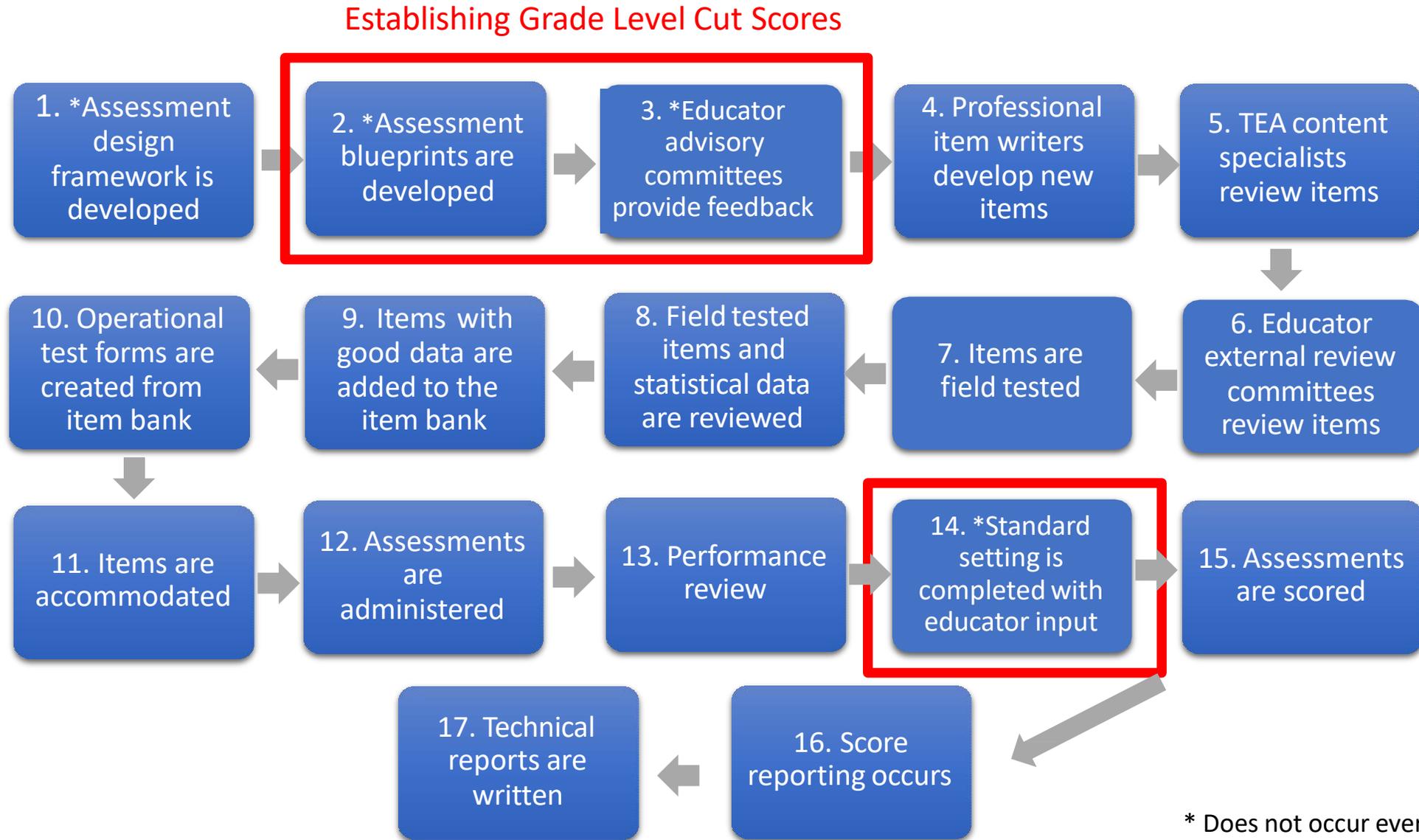


TexasAssessment.com

The website features several easy-to-understand videos that were developed to explain STAAR.

How the STAAR is Born describes how the STAAR test is built, including how test questions are developed.

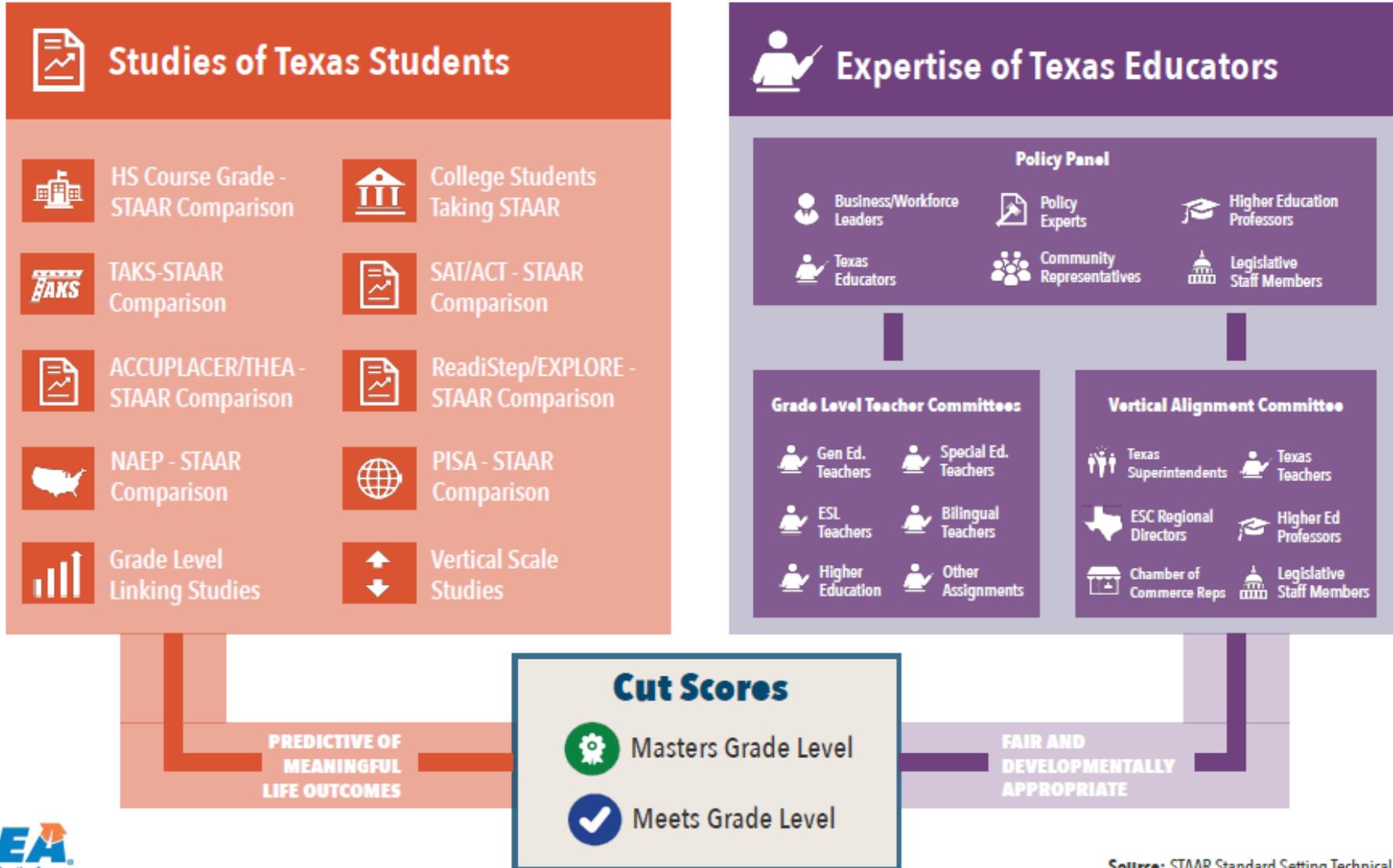
Assessment Development Life Cycle



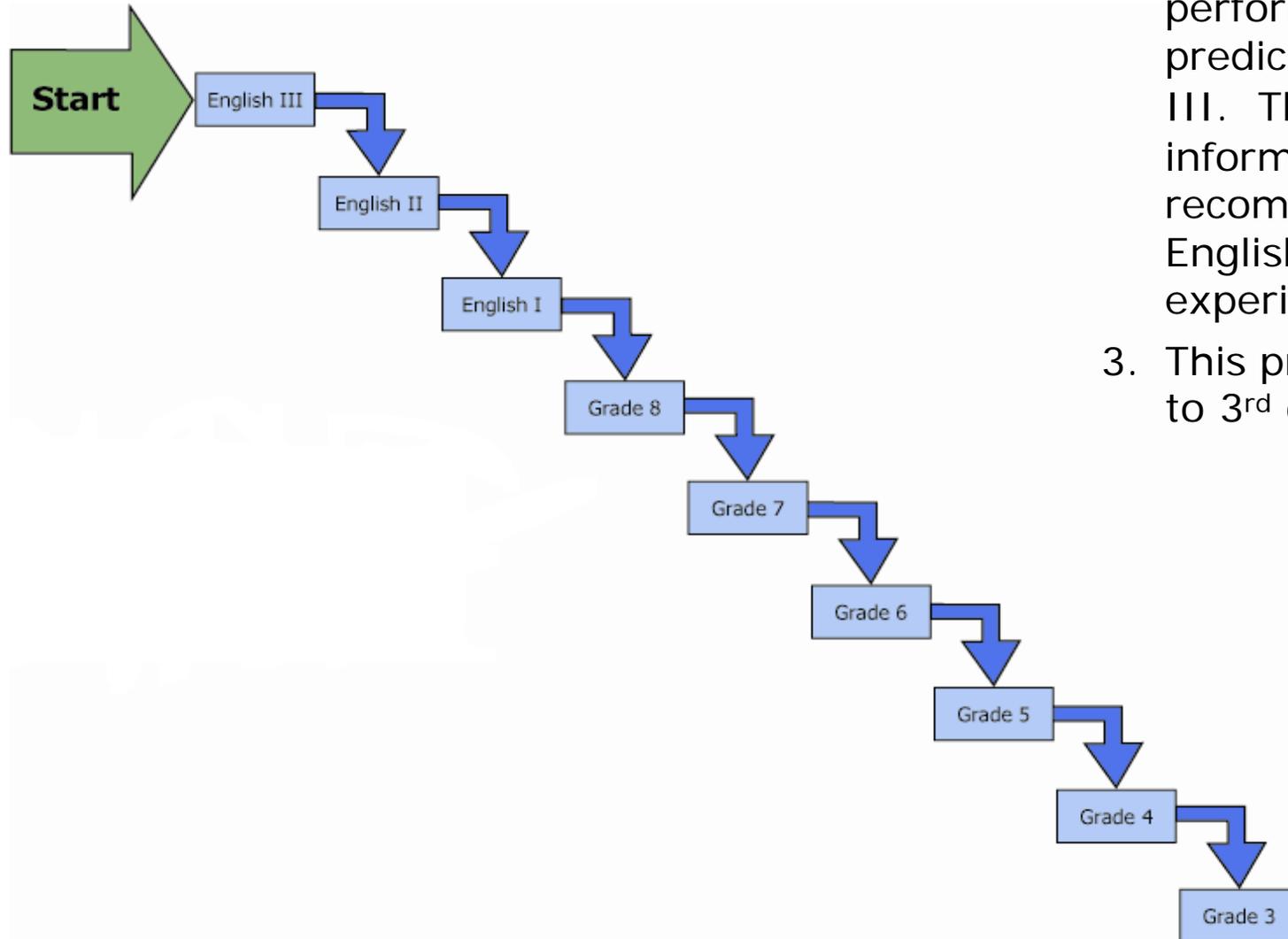
* Does not occur every year.

How Did We Arrive At Accurate Grade Level Cut Scores For STAAR?

When setting the expectations for what it means to be on grade level, TEA used a mix of both **empirical studies** and **human judgement** to set cut scores.



How Grade-Level Cut Scores Were Set



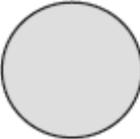
Grade Level Linking Studies

1. Goals were established for students in English III.
2. Studies analyzed how performance in English II predicted performance in English III. The analysis was used to inform Texas educators who then recommended cut scores in English II based on their experience with students.
3. This process was repeated down to 3rd grade.

How Do We Ensure Test Difficulty Stays The Same Year Over Year?

Teacher committees work diligently to supply a mix of items that ensure test difficulty is just right each year. STAAR tests ensure Student Expectations (SEs) are covered so that all students are assessed fairly.



-  = More Difficult Item
-  = Less Difficult Item
-  = Different colors represent different SEs



Test Difficulty
Year 1



Test Difficulty
Year 2

Sample “Approaches Grade Level” Equating Raw Score Results

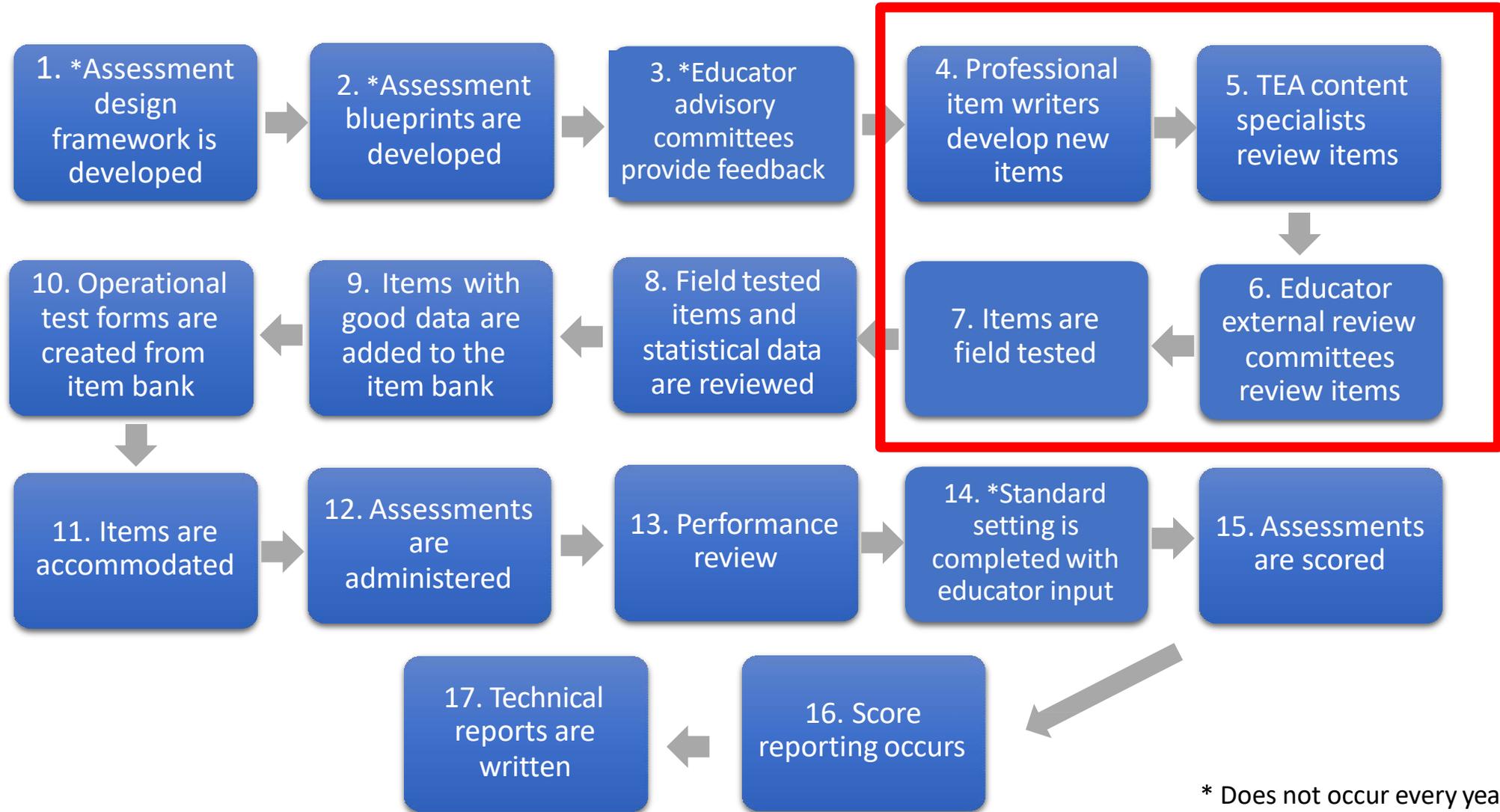
This chart shows the number of questions a student must answer correctly to “Approaches Grade Level” as equated for the 2018 tests.

Subject Area	Test/ Grade Level	Spring 2018 Administration		
		# Items	# Correct	% Correct
Reading	Grade 3	34	18	53%
	Grade 4	36	20	56%
	Grade 5	38	21	55%
	Grade 6	40	23	58%
	Grade 7	42	23	55%
	Grade 8	44	25	57%
	English I	68	41	60%
	English II	68	43	63%

*This slide has been updated to correct an error in the previous version.

Assessment Development Life Cycle

New Item Development Process Steps



* Does not occur every year.

New Item Development Workflow



ETS



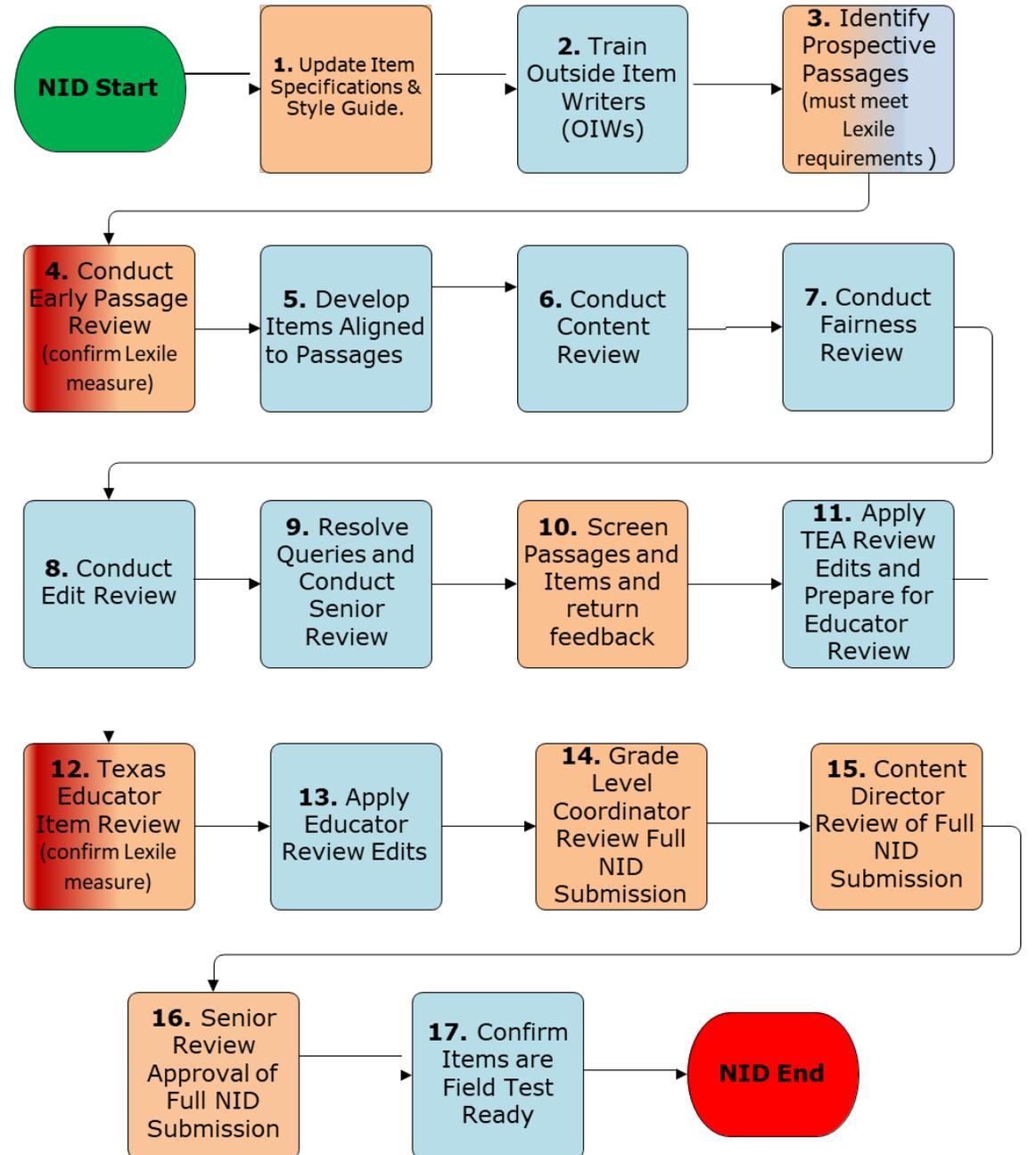
TEA



TEA and ETS



TEA, ETS, and
Teacher Committee



2017

Educator Passage and Item Review Committees

	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	English I Reading	English I Writing	English II Reading	English II Writing	Grade 3 Spanish Reading	Grade 4 Spanish Reading	Grade 5 Spanish Reading
Total Participants	14	17	16	14	18	16	24	14	26	10	14	14	18
Districts Represented	14	17	16	14	18	15	20	14	24	10	13	14	16
Regions Represented	14	13	13	12	11	10	12	13	14	9	11	11	9
Teacher	12	14	13	11	17	14	22	12	25	9	12	13	18
Specialist	2	1	2	1	1	2	2	1	0	0	2	0	0
Coordinator	0	1	1	2	0	0	0	1	1	1	0	1	0
ESC Staff	0	1	0	0	0	0	0	0	0	0	0	0	0
General Education	13	14	15	13	17	15	24	13	25	10	2	4	8
Special Education	0	3	0	0	4	2	0	2	1	0	1	0	1
Bilingual	2	2	2	2	1	1	0	0	0	0	14	13	18
ESL	2	3	2	4	5	5	2	0	3	0	3	1	3
< 6 Years Experience	1	2	4	4	3	5	2	1	5	0	5	14	18
6-10 Years Experience	2	2	2	0	7	4	6	5	9	3	3	0	0
11-20 Years Experience	7	9	6	4	5	4	7	6	4	3	4	0	0
21+ Years Experience	2	0	4	2	1	2	4	1	6	2	1	0	0
Unknown	2	4	0	4	2	1	5	1	2	2	1	0	0
Male	3	1	1	2	5	3	5	1	3	4	3	2	2
Female	11	16	15	12	13	13	19	13	23	6	11	12	16
Non-Hispanic	7	9	13	8	12	13	19	13	22	7	1	0	1
Hispanic	6	8	3	6	6	3	5	1	4	3	13	14	17
White	13	15	15	12	14	14	18	11	22	7	13	14	18
Black/African American	1	2	0	1	1	0	5	3	4	3	0	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	3	2	1	0	0	0	0	0	0
Other	0	0	1	1	0	0	0	0	0	0	1	0	0

2018
Educator Passage and Item Review Committees

	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	English I Reading	English I Writing	English II Reading	English II Writing	Grade 3 Spanish Reading	Grade 4 Spanish Reading	Grade 5 Spanish Reading
Total Participants	18	23	20	18	14	23	23	19	25	18	23	23	25
Districts Represented	18	22	20	18	14	23	23	19	25	18	23	22	25
Regions Represented	16	16	15	16	12	16	18	18	20	15	16	15	16
Teacher	18	21	19	18	14	22	21	18	25	16	22	22	21
Specialist	0	2	0	0	0	0	1	1	0	2	0	1	3
Coordinator	0	0	1	0	0	1	1	0	0	0	1	0	1
General Education	16	21	19	16	13	22	18	16	22	14	0	0	1
Special Education	1	2	3	1	1	1	4	3	4	3	0	0	0
Bilingual	2	3	0	0	1	0	0	0	1	0	23	23	25
ESL	3	2	1	1	1	3	3	1	3	1	1	2	7
< 6 Years Experience	6	5	5	5	5	4	4	7	4	4	7	3	1
6-10 Years Experience	2	5	1	3	2	6	4	3	4	3	5	6	8
11-20 Years Experience	4	3	2	4	1	3	7	3	3	4	7	10	8
21+ Years Experience	1	2	2	0	2	0	3	1	3	2	1	1	2
Unknown	5	8	10	6	4	10	5	5	11	5	3	3	6
Male	3	2	4	3	4	2	6	5	8	7	4	6	3
Female	15	21	16	15	10	21	17	14	17	11	19	17	22
Non-Hispanic	14	18	16	14	10	18	19	13	20	13	1	1	1
Hispanic	4	5	4	4	4	5	4	6	5	5	22	22	24
White	17	17	15	14	11	18	18	15	22	16	21	20	24
Black/African American	1	5	4	3	3	4	3	3	3	2	0	0	0
American Indian/Alaskan Native	0	1	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	1	1	0	0	0	0	0	0	1	2	1
Other	0	0	0	0	0	1	2	1	0	0	1	1	0

STAAR Test Construction Process Improvements

Lexile Grade Bands and Test Specifications: 2018–2020

In March of 2017 TEA adopted the Lexile grade-band framework below and established the requirement that all passage Lexile scores fall within their prescribed grade-band ranges. Two grade-band ranges are represented in Table 1 below. The “Current Lexile Band” was established by MetaMetrics in 2009; in 2012, MetaMetrics established the “Stretch Lexile Band” in response to the national movement toward increased rigor and emphasis on college and career readiness.

Table 1: The Lexile Grade-Band Framework

Grade Band	Current Lexile Band	Stretch Lexile Band
K–1	N/A	N/A
2–3	450L–730L	420L–820L
4–5	640L–850L	740L–1010L
6–8	860L–1010L	925L–1185L
9–10	960L–1120L	1050L–1335L
11–CCR	1070L–1220L	1185L–1385L

During a transitional period, TEA has identified target proportions for these bands with operational and field test administrations. These targets are desired, but not absolutes and will depend upon the robustness of the passage pool and feasible efforts to supplement this pool swiftly. In this transition, TEA will define a grade band as the score range that is marked by the bottom of the current band and the top of the stretch band. (For example, the grades 4–5 band extends from 640L to 1010L.) However, to facilitate a transition to full alignment to the Current Lexile Band over the next three years, TEA will phase in incremental targets for the Current band and will tighten limits on use of the Stretch band in operational forms and field-test developments.

Table 2: Targets and Limits on the Current and Stretch Bands

Year	Forms	Current	Stretch
2018	Operational	50%	50%
	Field Test	50%	50%
2019	Operational	50% (or higher)	50% (Max)
	Field Test	80%	20%
2020	Operational	80% (or higher)	20% (Max)
	Field Test	100%	0%

TEA has also established the guideline that text excerpts that are out of Lexile range for the intended grade may still be appropriate and eligible for use in that grade if the Lexile score for the extended work is within range. It is important to emphasize the process within which this special consideration is applied:

- Content experts review a grade-appropriate work of literature to identify excerpts that are appropriate for assessment of the TEKS. Readabilities are run for the excerpt.

- If the Lexile score for the excerpt is within grade-band range, then the excerpt remains eligible. If the Lexile score is out of range but the extended work is within range, then the passage may remain eligible if, upon further review, TEA content experts still deem the passage to be grade appropriate and useful for assessment of the TEKS.

To limit the extent to which this consideration is applied, we recommend that it remain applicable only for grade-appropriate fiction and in rare instances for literary nonfiction. Developers should use discretion in its application during each development, and an operational form should never include more than one of these cases. Additionally, developers must ensure that the number of passages that meet this criteria in a given development year does not result in a lack of sufficient passages available for use.

In addition, MetaMetrics has identified in a peer reviewed journal* an acceptable confidence interval that can be applied to shorter excerpts of text. This confidence interval is +/- 64 for a particular score. This confidence interval can be used as additional information in assigning a passage to a grade level. For example, a passage that scores 625 may still be considered in the grade 4-5 band since the score falls within a range of 64 below 640.

To limit the extent to which this exception occurs, we recommend that only one passage on an operational form may fall within either the confidence interval or the extended work exception; only one exception per form. Here, too, developers should use discretion in its application during each development.

*Stenner, A.J., Burdick, H., Sanford, E., & Burdick, D. (2006). "How accurate are Lexile text measures?" *Journal of Applied Measurement* 7(3), pp. 307-322.

Educator Involvement in STAAR Development

Teacher Institutes

- Each summer (starting in 2017), approximately **200 Texas teachers participated in activities related to STAAR item development.**
- Teacher Institutes will continue to occur each summer to obtain educator input about the assessment program and **improve Texas Essential Knowledge and Skills (TEKS) fluency in practice.**
- **Early Passage Review** - Step 4 in the New Item Development Workflow Process – was begun in 2018 with Teacher Institute participants.

Writing

- In 2017, educators participated in the review of student responses to writing assessment prompts. These reviews identify student responses that represent each of the four score points.
- In the 2017–2018 school year, about **900 teachers participated in the Texas Writing Pilot.**

External Item Review Educator Committees

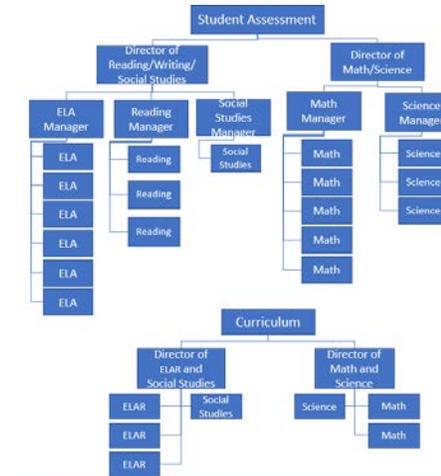
- Annually, approximately **500 educators review prospective items** prior to field testing.
- TEA continues to explore ways to include more educators in test development processes.

2018
Educator Early Passage Review Committees

	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	English I Reading	English II Reading	Grade 3 Spanish Reading	Grade 4 Spanish Reading	Grade 5 Spanish Reading
Participants	9	8	9	9	9	9	9	9	8	8	7
TOTAL											
	94										
< 6 Years Experience	5	5%									
6-10 Years Experience	26	28%									
11-20 Years Experience	60	64%									
21+ Years Experience	3	3%									
Male	14	85%									
Female	80	15%									
Non-Hispanic	57	61%									
Hispanic	37	39%									
White	77	82%									
Black/African American	13	14%									
American Indian/Alaskan Native	1	1%									
Asian	1	1%									
Other	2	2%									

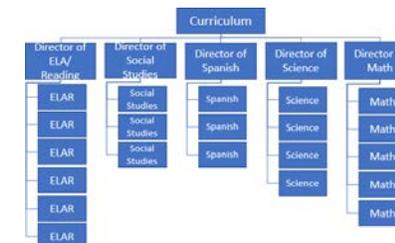
TEA Reorganization to Improve STAAR Development

- In 2017, TEA reorganized its internal staffing structure to improve efficiencies, ensure consistent support for the TEKS, and improve the process of STAAR item development.
- Prior to 2017, there were two distinct teams:
 - Curriculum – Provided close support to the SBOE on the development of student expectations, resulting in tremendous subject matter expertise related to those expectations.
 - Assessment – Performed STAAR item development functions, resulting in tremendous assessment expertise.
- As a result of the reorganization, there is only one team.
 - Combining the teams ensured that all STAAR item development is the responsibility of the same people closest to the SBOE student expectation development process.
 - This new structure supports a strong degree of alignment between STAAR items and the standards.



Pre-2017

Assessment & Curriculum were two distinct units



2017+

Assessment & Curriculum were combined

Certain Recent STAAR Development Process Improvements

Standards

- The reorganized curriculum content staff teams participate in TEKS review work groups meetings.
- TEKS Guides developed by curriculum content staff will explain each student expectation (SE) in detail.

Assessment Development

- Teacher Institute discussions focus on the meaning of the TEKS and how they should be assessed.
- Revised assessment item specifications will go into greater detail regarding content expectations of each SE.
- Improved support offered to educator external committee meetings to better ensure each item is appropriately aligned to the intended SE.

Adding Clarity to STAAR Performance Levels

- **Three Levels:** The original STAAR design created three performance levels: Level 1, Level 2, and Level 3
- **A Fourth Level:** A lower cut score was initially established for Level 2 as a phase in plan (creating Phase In Level 2 and Final Level 2). The plan was to raise that Phase In Level 2 cut score until it became the same as the Final Level 2 cut score. At that point, there would have been only three levels again.
- **Clearer Labels:** In **2017**, TEA updated the performance labels to improve transparency for parents and educators, so they would better understand the actual level of student performance.
- **Freezing the Phase-In:** As part of that plan, the then-current Phase In Level 2 cut score was frozen and made permanent, with no plan to raise it further.

<u>Performance Level</u>		<u>Public Label</u>		<u>New Label</u>
Level 1	→	Unsatisfactory	→	Does Not Meet
Phase-In Level 2	→	Satisfactory	→	Approaches
Final Level 2	→	Postsecondary Ready*	→	Meets 60%
Level 3	→	Advanced	→	Masters 75%

* This performance level was never communicated to parents via the Confidential Student Report prior to 2017, rather it was only featured on TEA-published performance reports.

STAAR Performance Levels

- **Masters Grade Level**

- Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- For students at the end of high school, this is associated with a 75% chance of passing freshman level college courses.

- **Meets Grade Level**

- Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- For students at the end of high school, this is associated with a 60% chance of passing freshman level college courses.

- **Approaches Grade Level**

- Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- This is the passing standard applied by the state to students who take the EOCs, and for students on the 5th and 8th grade in reading & math STAAR.

Pending STAAR Process Improvements

TEA is committed to continuously improving its processes. Several process changes will be pursued in 2019, including:

- **Reporting Categories**
 - Rename ELAR and SLAR reporting categories, consistent with the new ELAR and SLAR standards.
- **Writing-related Questions**
 - Blueprint update to incorporate writing concepts into the reading assessment, as required by federal law.
- **Prior Knowledge**
 - Update passage selection process to ensure, to the extent possible, that topics covered in passages are topics that would have been included in other content area TEKS (ex: social studies) in the same grade or a previous grade.
- **Educator Committee Support**
 - Provide scoring rubric and updated training resources for educator committee members.
- **Passage Length**
 - Verify that guidelines for both individual passage length and combined passage lengths are appropriate.
- **Math/Science/Social Studies Reading Levels**
 - Write items for other subject area tests to ensure that the tests measure the content as accurately as possible as opposed to measuring a student's ability to read on grade level.

The Cognitive Difficulty of STAAR

DOK: Analyzing Cognitive Complexity of Student Tasks

Using the Depth of Knowledge (DOK) definitions below, independent analysts rated the cognitive complexity associated with each STAAR item on the 2016 tests.

Recall (Level 1)

- Students are required to recall a fact, definition, procedure, or piece of information.

Basic Application (Level 2)

- Students are required to use a skill or concept.

Strategic Thinking (Level 3)

- Students are required to demonstrate deep content knowledge and engage in abstract thinking.

Extended Thinking (Level 4)

- Students are required to demonstrate complex reasoning processes, higher-order thinking, and deep conceptual understanding.

Depth of Knowledge State Comparison

Reading Language Arts	DOK 1 (Recall)	DOK 2 (Basic Application)	DOK 3 (Strategic Thinking)	DOK 4 (Extended Thinking)
Texas Grade 5	4%	85%	11%	0%
Florida Grade 5	24%	62%	14%	0%
Massachusetts Grade 5	9%	64%	27%	0%
Texas Grade 8	0%	90%	10%	0%
Florida Grade 8	19%	63%	17%	0%
Massachusetts Grade 8	<5%	59%	34%	3%

Sources: Fordham - <http://files.eric.ed.gov/fulltext/ED565742.pdf> Florida DOE - <http://www.fldoe.org/core/fileparse.php/5663/urlt/1415TechV2FSA.pdf>

Depth of Knowledge Reading Language Arts

Reading Language Arts	Total Number of Items	DOK 1 (Recall)		DOK 2 (Basic Application)		DOK 3 (Strategic Thinking)		DOK 4 (Extended Thinking)	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Grade 3 Reading	40	5	13%	35	87%	0	0%	0	0%
Grade 4 Reading	44	4	9%	36	82%	4	9%	0	0%
Grade 5 Reading	46	2	4%	39	85%	5	11%	0	0%
Grade 6 Reading	48	0	0%	48	100%	0	0%	0	0%
Grade 7 Reading	50	1	2%	49	98%	0	0%	0	0%
Grade 8 Reading	52	0	0%	47	90%	5	10%	0	0%
English I	53	1	2%	46	87%	6	11%	0	0%
English II	58	0	0%	53	91%	5	9%	0	0%

Sample State Comparison on Other Factors

Passage Word Count (approximate)

Grade Level	Texas	Florida
3	400-700	100-700
4	400-800	100-900
5	500-800	200-1000
6	600-900	200-1100
7	600-900	300-1100
8	600-900	350-1200

Passage Lexile Range (approximate)

Grade Level	Texas	Florida
3	420L-820L	450L-900L
4	640L-1010L	770L-1050L
5	640L-1010L	770L-1050L
6	860L-1185L	955L-1200L
7	860L-1185L	955L-1200L
8	860L-1185L	955L-1200L

STAAR is Based on the TEKS.

As **TEKS Revision or Streamlining** occurs, STAAR is adjusted as well.

Overview of Streamlined TEKS

EOC	Previous	Streamlined	% Reduction
English I	72	62	13.9%
English II	73	62	15.1%
Algebra I	NA	56	NA
US History	130	108	17%
Biology	58	51	12.1%

Reading Language Arts			
	Current	Streamlined	% Reduction
Grade 3	80	65	18.75%
Grade 4	68	63	7.4%
Grade 5	78	63	19.3%
Grade 6	75	64	14.7%
Grade 7	73	63	14.7%
Grade 8	73	64	12.4%

Mathematics	
	Streamlined
Grade 3	52
Grade 4	53
Grade 5	46
Grade 6	59
Grade 7	50
Grade 8	52

Number of Student Expectations – Streamlined All Grades

Reading Language Arts			Mathematics		Science			Social Studies		
	Current	Streamlined		Streamlined		Current	Streamlined		Current	Streamlined
Kindergarten	73	56	Kindergarten	36	Kindergarten	31	30	Kindergarten	38	33
Grade 1	85	60	Grade 1	50	Grade 1	33	32	Grade 1	51	44
Grade 2	76	62	Grade 2	50	Grade 2	35	32	Grade 2	57	43
Grade 3	80	65	Grade 3	52	Grade 3	35	31	Grade 3	59	42
Grade 4	68	63	Grade 4	53	Grade 4	32	29	Grade 4	80	67
Grade 5	78	63	Grade 5	46	Grade 5	38	32	Grade 5	81	71
Grade 6	75	64	Grade 6	59	Grade 6	43	41	Grade 6	82	64
Grade 7	73	63	Grade 7	50	Grade 7	44	40	Grade 7	81	71
Grade 8	73	64	Grade 8	52	Grade 8	40	37	Grade 8	110	95
English I	72	62	Algebra I	56	IPC	40	42	U.S. History	130	108
English II	73	62	Geometry	49	Biology	58	51	World History	123	117
English III	70	63	Algebra II	55	Chemistry	61	58	World Geography	67	67
English IV	69	63			Physics	51	41	U.S. Government	80	70
								Economics	88	69

STAAR tests are listed in gold. Student Expectations (SEs) in the TEKS form the basis of the STAAR. Generally, SEs are categorized into Readiness (always tested) vs Supporting (sometimes tested).

Assessed Curriculum

Grade/Subject	2012 Assessed Curriculum			2014 Assessed Curriculum			2015 Assessed Curriculum			2019 Assessed Curriculum		
	Readiness	Supporting	Total				Readiness	Supporting	Total	Readiness	Supporting	Total
Grade 3 Math	9	19	28				13	31	44			
Grade 3 Reading	12	11	23									
Grade 4 Math	10	23	33				13	28	41			
Grade 4 Reading	13	14	27									
Grade 4 Writing	12	25	37				11	25	36			
Grade 5 Math	10	20	30				12	24	36			
Grade 5 Reading	15	19	34									
Grade 5 Science	12	22	34							11	19	30
Grade 6 Math	10	21	31				16	35	51			
Grade 6 Reading	13	21	34									
Grade 7 Math	12	23	35				13	25	38			
Grade 7 Reading	14	20	34									
Grade 7 Writing	12	18	30				11	18	29			
Grade 8 Math	11	22	33				13	27	40			
Grade 8 Reading	13	21	34									
Grade 8 Science	15	34	49							14	29	43
Grade 8 Social Studies	36	56	92									
Algebra I	13	26	39				16	33	49			
Biology	16	26	42							16	19	35
English I Reading	9	23	32	20	37	57						
English I Writing	12	14	26									
English II Reading	9	23	32	20	39	59						
English II Writing	12	16	28									
US History	43	66	109									



No change (8 grades/reading, SS)



Number decreased (9 grades/writing, science)



Number increased (7 grades/math)

Assessed Curriculum

There has been a decrease in the number of assessed standards in the assessed curriculum for science and writing.

Grade/Subject	2012 Assessed Curriculum			2014 Assessed Curriculum			2015 Assessed Curriculum			2019 Assessed Curriculum		
	Readiness	Supporting	Total				Readiness	Supporting	Total	Readiness	Supporting	Total
Grade 4 Writing	12	25	37				11	25	36			
Grade 5 Science	12	22	34							11	19	30
Grade 7 Writing	12	18	30				11	18	29			
Grade 8 Science	15	34	49							14	29	43
Biology	16	26	42							16	19	35
English I Reading	9	23	32	20	37	57						
English I Writing	12	14	26									
English II Reading	9	23	32	20	39	59						
English II Writing	12	16	28									

For the spring 2020 assessed curriculum, there will be a decrease in assessed standards for social studies, reading, and English as a result of the SBOE’s revision and streamlining of those standards.

Assessed Mathematics Curriculum

Grade/Subject	2012 Assessed Curriculum			2015 Assessed Curriculum		
	Readiness	Supporting	Total	Readiness	Supporting	Total
Grade 3 Math	9	19	28	13	31	44
Grade 4 Math	10	23	33	13	28	41
Grade 5 Math	10	20	30	12	24	36
Grade 6 Math	10	21	31	16	35	51
Grade 7 Math	12	23	35	13	25	38
Grade 8 Math	11	22	33	13	27	40

In all grade levels, an increase in assessed math standards occurred for three main reasons.

- Standards that could not previously be assessed were rewritten so that they are assessable.
- Standards that had multiple parts were broken into separate standards to add clarity and specificity.
- The addition of personal financial literacy standards at every grade level K-8 was legislatively required.

Example:

2012 assessed standard

Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.
7(2)(B) The student is expected to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

2015 assessed standard

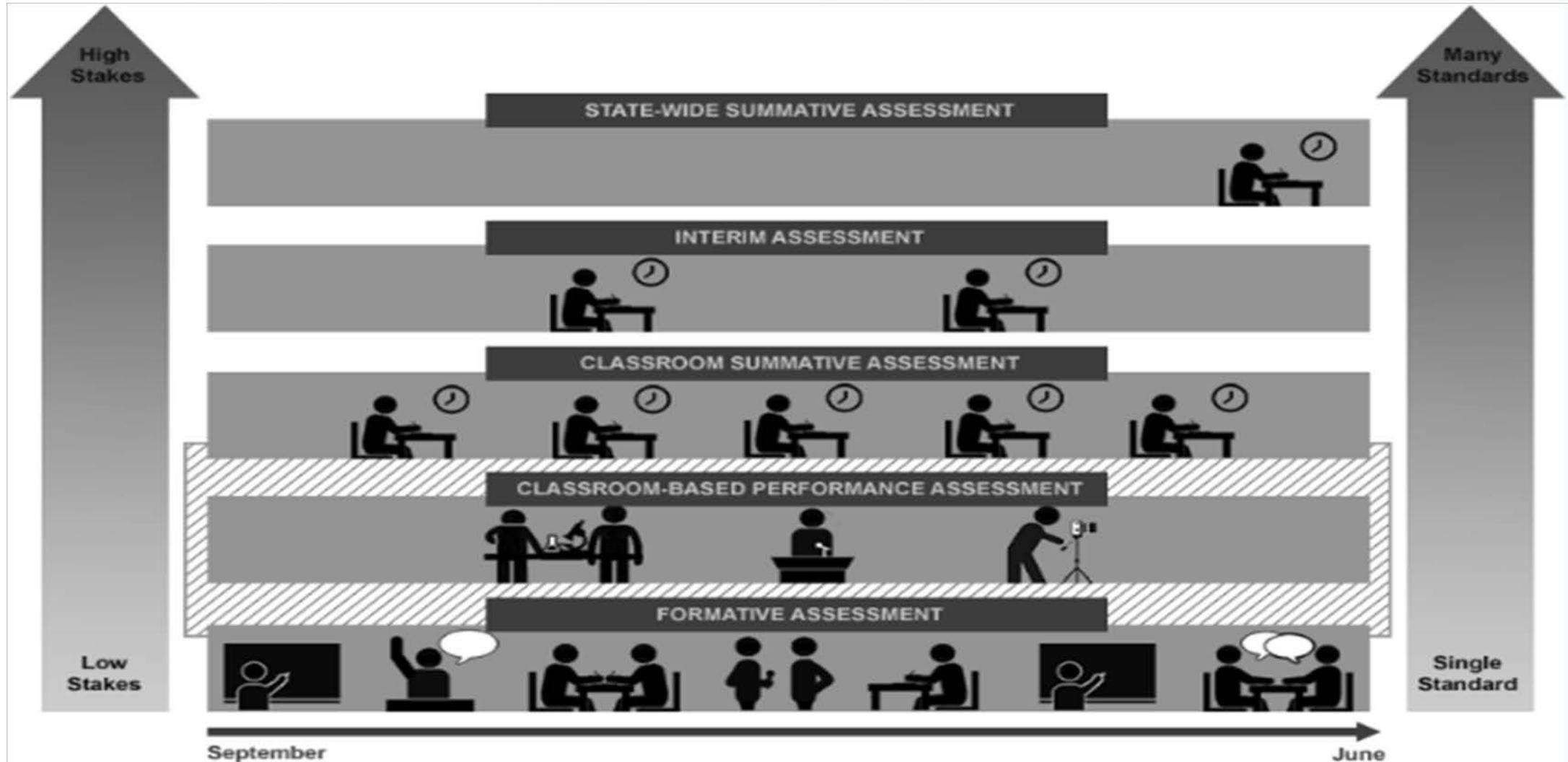
Number and operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions.

7(3)(A) The student is expected to add, subtract, multiply, and divide rational numbers fluently. (*Supporting Standard*)

7(3)(B) The student is expected to apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers. (*Readiness Standard*)

Assessment Background Information

An Assessment System Framework



☑ Performance Tasks can be used for both Formative and Classroom Summative Assessments

A Selection of Research-Based Assessment Types

Adaptive Assessments

- An assessment that is tailored specifically to each student based on his or her performance on previous items within the assessment.
- These types of assessments allow for more accurate growth measures (specifically high- and low-performing students).

Portfolio Assessments

- An assessment that learners complete together with their teachers.
- The writing pilot and proposed writing program use a portfolio approach.

Classic Standardized Summative Assessments

- An assessment that contains the same questions for all test takers.
- The STAAR assessments currently use this design.

Some Legislative Options to Change STAAR Administration

Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests

Multiple Test Sections

- Allows for fewer questions in a section
- Provides **stronger alignment to regular classroom instructional experiences**
- Accessible to all students with clear breaks
- Allows for continued instruction during test window
- Allows for differentiation by section so that subtests, such as decoding, **can support improved accuracy for students with dyslexia and other learning disabilities**

Flexible Scheduling

- Can be **given over multiple days**
- Allows schools and districts to schedule each section to fit unique school schedules
- Includes an open test window over two-three weeks
- **No content specific assigned test dates**

Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests

Subject	Grade 3			Total Time	Total Items
	Subtest 1	Subtest 2	Subtest 3		
Reading Language Arts	75 minutes 1 prompt	35 minutes 19 items	35 minutes 15 items / 1 edit task (5 edits)	145 minutes	34 MC 2 CR
Math	55 minutes 10 items + performance task	20 minutes 10 items	20 minutes 11 items	95 minutes	31 MC 1 CR

Subject	Grades 4 and 5			Total Time	Total Items
	Subtest 1	Subtest 2	Subtest 3		
Reading Language Arts	75 minutes 1 prompt	35 minutes 19 items	35 minutes 15 items / 1 edit task (5 edits)	145 minutes	34 MC 2 CR
Math	55 minutes Gr4: 10 items + performance task Gr5: 12 items + performance task	20 minutes Gr4: 10 items Gr5: 12 items	20 minutes Gr4: 10 items Gr5: 12 items	95 minutes	30 MC + 1 CR 36 MC + 1 CR
Science Grade 5		40 minutes 25 items	38 minutes 24 items	78 minutes	49 MC

Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests

Subject	Grades 6, 7, and 8			Total Time	Total Items
	Subtest 1	Subtest 2	Subtest 3		
Reading Language Arts	90 minutes 1 prompt	35 minutes 19 items	35 minutes 15 items / 1 edit task (5 edits)	160 minutes	34 MC 2 CR
Math	60 minutes Gr6: 12 items + performance task Gr7: 12 items + performance task Gr8: 12 items + performance task	25 minutes Gr6: 10 items Gr7: 12 items Gr8: 12 items	25 minutes Gr6: 10 items Gr7: 12 items Gr8: 12 items	110 minutes	32 MC + 1 CR 36 MC + 1 CR 36 MC + 1 CR
Science Grade 8		48 minutes 35 items	47 minutes 34 items	95 minutes	69 MC
Social Studies Grade 8	30 minutes 1 extended response item	45 minutes 25 items	45 minutes 25 items	120 minutes	50 MC 1 CR

Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests

Course	Subtest 1	Subtest 2	Subtest 3	Total Time	Total Items
English I	90 minutes 1 prompt	40 minutes 17 items	45 minutes 17 items / 1 edit task (7 edits)	175 minutes	34 MC 2 CR
English II	90 minutes 1 prompt	40 minutes 17 items	45 minutes 17 items / 1 edit task (7 edits)	175 minutes	34 MC 2 CR
English III	90 minutes 1 prompt	40 minutes 17 items	45 minutes 17 items / 1 edit task (7 edits)	175 minutes	34 MC 2 CR
Algebra I	45 minutes 13 items	30 minutes 9 items	30 minutes 8 items	105 minutes	30 MC
Algebra II	45 minutes 16 items	30 minutes 11 items	30 minutes 12 items	105 minutes	39 MC
Biology		45 minutes 25 items	45 minutes 25 items	90 minutes	50 MC
U.S. History	60 minutes 1 extended response item	45 minutes 25 items	45 minutes 25 items	150 minutes	50 MC 1 CR

Prior Reductions in STAAR Test Length

Subject	Grade	2015				2016		2017				Overall Reduction						2018**		
		Base Test	Field Test	Base+Field Test	Reliability	Base Test	Reliability	Base Test	Field Test	Base+Field Test	Reliability	Field Test #	Field Test %	Base Test #	Base Test %	Total Test #	Total Test %	Base Test	Field Test	Base+Field Test
Mathematics	3	46	8	54	0.92	46	0.92	32	6	38	0.90	2	25%	14	30%	16	30%	32	6	38
	4	48	8	56	0.91	48	0.91	34	6	40	0.90	2	25%	14	29%	16	29%	34	6	40
	5	50	8	58	0.92	50	0.92	36	6	42	0.89	2	25%	14	28%	16	28%	36	6	42
	6	52	8	60	0.92	52	0.92	38	6	44	0.91	2	25%	14	27%	16	27%	38	6	44
	7	54	8	62	0.92	54	0.92	40	6	46	0.91	2	25%	14	26%	16	26%	40	6	46
	8	56	8	64	0.90	56	0.90	42	6	48	0.90	2	25%	14	25%	16	25%	42	6	48
Reading	3	40	8	48	0.89	40	0.89	34	6	40	0.91	2	25%	6	15%	8	17%	34	6	40
	4	44	8	52	0.91	44	0.91	36	6	42	0.89	2	25%	8	18%	10	19%	36	6	42
	5	46	8	54	0.91	46	0.91	38	6	44	0.89	2	25%	8	17%	10	19%	38	6	44
	6	48	8	56	0.91	48	0.91	40	6	46	0.89	2	25%	8	17%	10	18%	40	6	46
	7	50	8	58	0.90	50	0.90	42	6	48	0.89	2	25%	8	16%	10	17%	42	6	48
	8	52	8	60	0.91	52	0.89	44	6	50	0.89	2	25%	8	15%	10	17%	44	6	50
Writing	4	28 MC + 2 Essays	5*	33 MC + 2 Essays	0.87	18 MC + 1 Essay	0.72	24 MC + 1 Essay	5*	29 MC + 1 Essays	0.84	0	0%	4	14%	4	12%	24 MC + 1 Essay	5*	29 MC + 1 Essays
	7	40 MC + 2 Essays	6*	46 MC + 2 Essays	0.90	30 MC + 1 Essay	0.84	30 MC + 1 Essay	6*	36 MC + 1 Essays	0.86	0	0%	5	17%	5	14%	30 MC + 1 Essay	6*	36 MC + 1 Essays
Science	5	44	8	52	0.88	44	0.88	36	6	42	0.86	2	25%	8	18%	10	19%	36	6	42
	8	54	8	62	0.90	54	0.90	42	6	48	0.87	2	25%	12	22%	14	23%	42	6	48
Social Studies	8	52	8	60	0.90	52	0.90	44	6	50	0.90	2	25%	8	15%	10	17%	44	6	50

*Only MC items were embedded as Field Test items

based on MC itemsonly
 based on MC + Essays items

**2018 test length is same as 2017

Eliminate Student “Passing” Requirements in Grades 5 & 8

- Students must Approach Grade Level in reading & math STAAR tests in 5th & 8th grade in order to be promoted to the next grade, unless overridden by a grade placement committee (GPC).
- Students who initially Do Not Meet Grade Level are required to take at least one retest, in May. A subset of those students take another in June.
- The majority of students who take the retest are promoted through retest scores or GPCs but do not score at Approaches or higher the following year, indicating the current policy may not be impactful in improving student outcomes long term.
- Reducing the number of administrations reduces the testing footprint in schools.

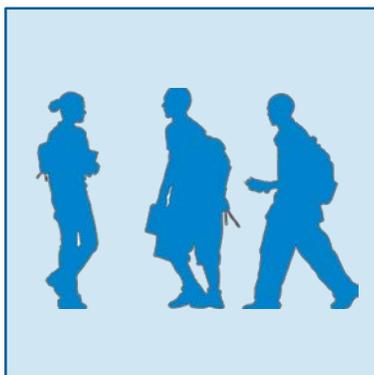


* Estimated

Eliminate Optional EOCs

- Statute requires TEA to make available English III and Algebra II EOCs for districts to use at their option, but statute prevents them from being used for accountability or teacher evaluation purposes in those districts.
- Given the statutory restrictions, the percent of districts participating in these two optional high school EOCs has decreased to 4%.
- Eliminating these tests will reduce costs.

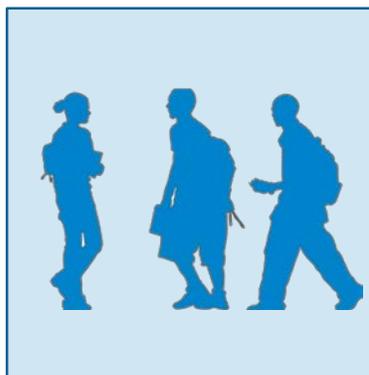
STAAR Algebra II
EOC Assessment



\$307,758

+

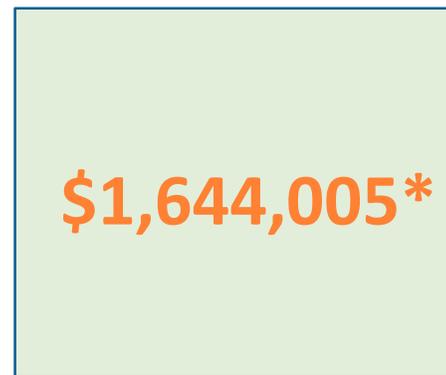
STAAR English III
EOC Assessment



\$1,336,246

=

Total Cost Savings



\$1,644,005*

* Estimated

Texas Commission of School Finance Rec # 26: Fund SAT/ACT once for all students

Add funds for SAT or ACT.

- Increase of universal SAT or ACT costs of ~\$20M including writing (Juniors only) per TEC §39.0261(a)(3).
- Decrease in district and/or parent out-of-pocket expenses (varies, min. \$20M+ savings statewide).
- Decrease in EOC retesting for students who use SAT or ACT as substitutes for EOC assessments.
- Supports federal testing requirements for accelerated students.

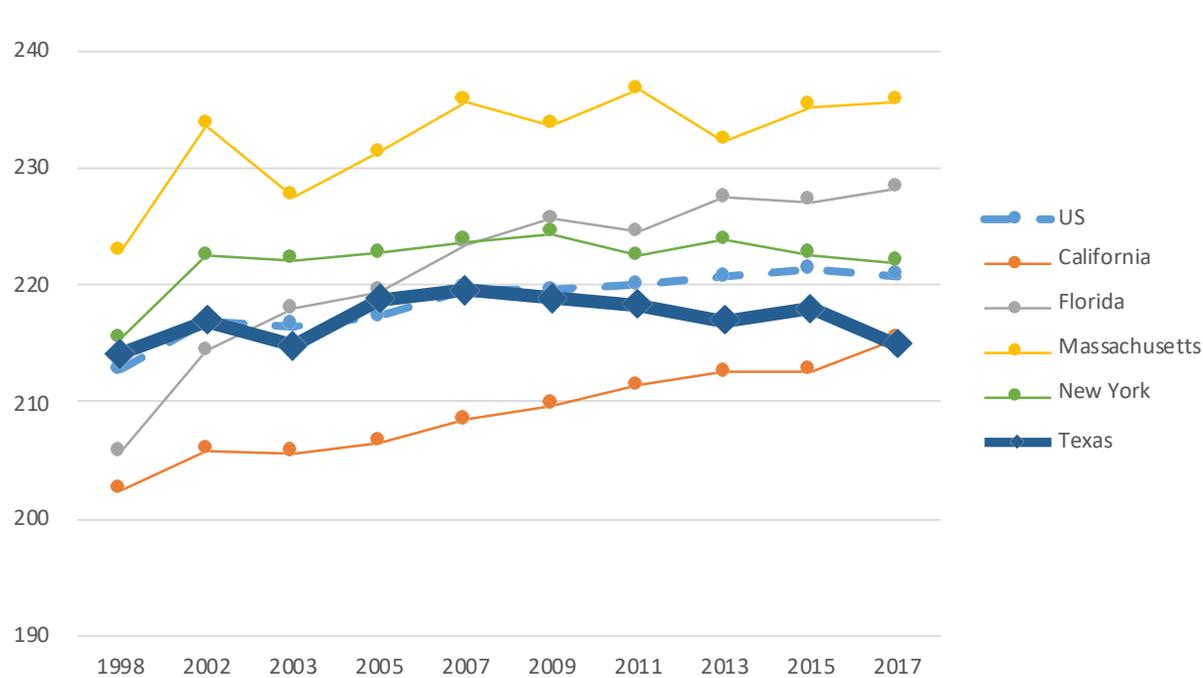
Detailed NAEP Performance Information

4th Grade Reading NAEP

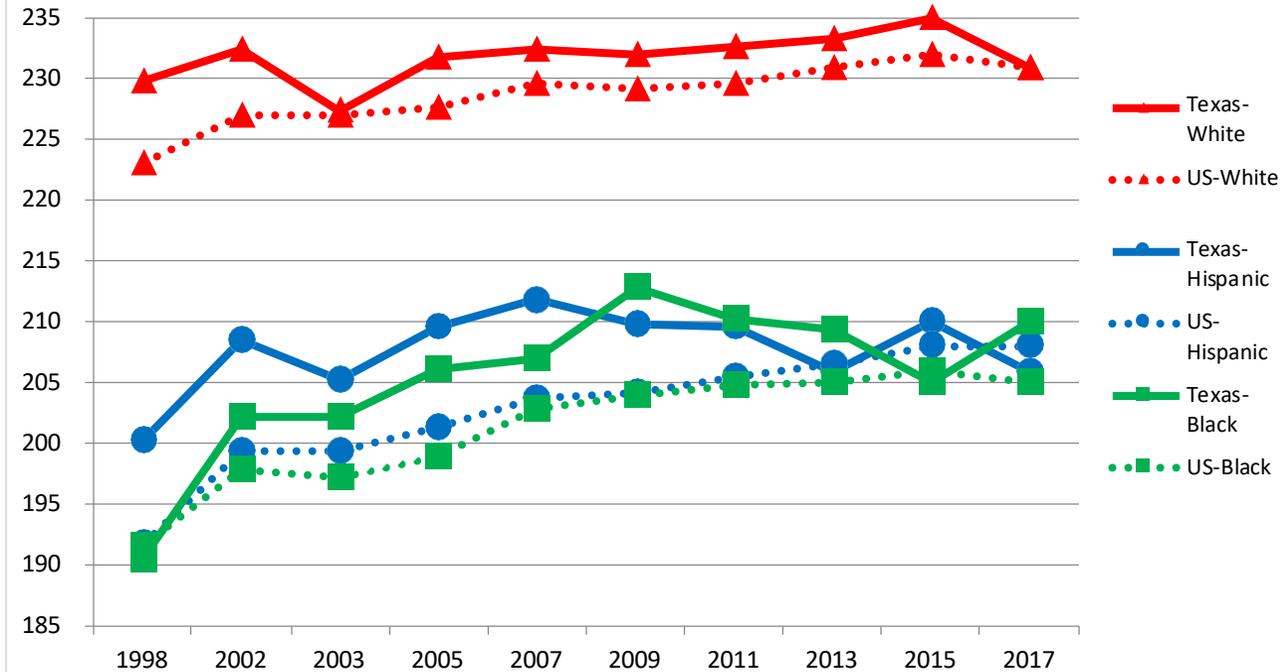
- Texas rank vs other states (right)
- Average of all students over time (below)
- Texas sub-groups over time (below right)

	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017
US-White	223	227	227	228	230	229	230	231	232	231
US-Black	192	198	197	199	203	204	205	205	206	205
US-Hispanic	192	199	199	201	204	204	205	207	208	208
Texas-White	230	232	227	232	232	232	233	233	235	231
Texas-Black	191	202	202	206	207	213	210	209	205	210
Texas-Hispanic	200	208	205	210	212	210	210	206	210	206
Average Gap	5	6	4	7	5	6	4	2	1	1
Texas-White-Rank*	3	7	16	11	11	11	11	11	11	24
Texas-Hispanic-Rank*	9	5	18	11	11	18	14	34	22	32
Texas-Black-Rank*	21	16	13	9	13	5	7	13	22	9
Texas-Overall-Rank*	22	29	36	29	31	33	36	40	39	46

Reading Grade 4 - Average Score



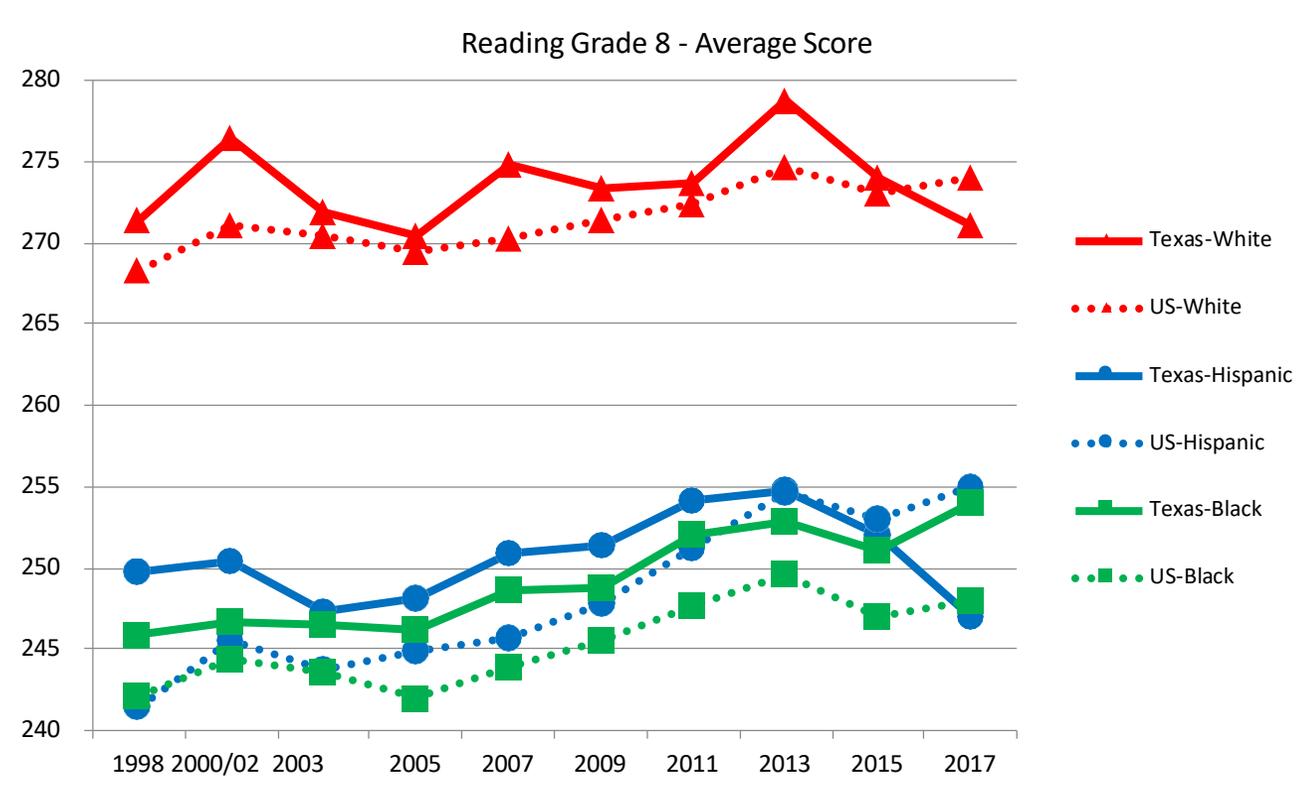
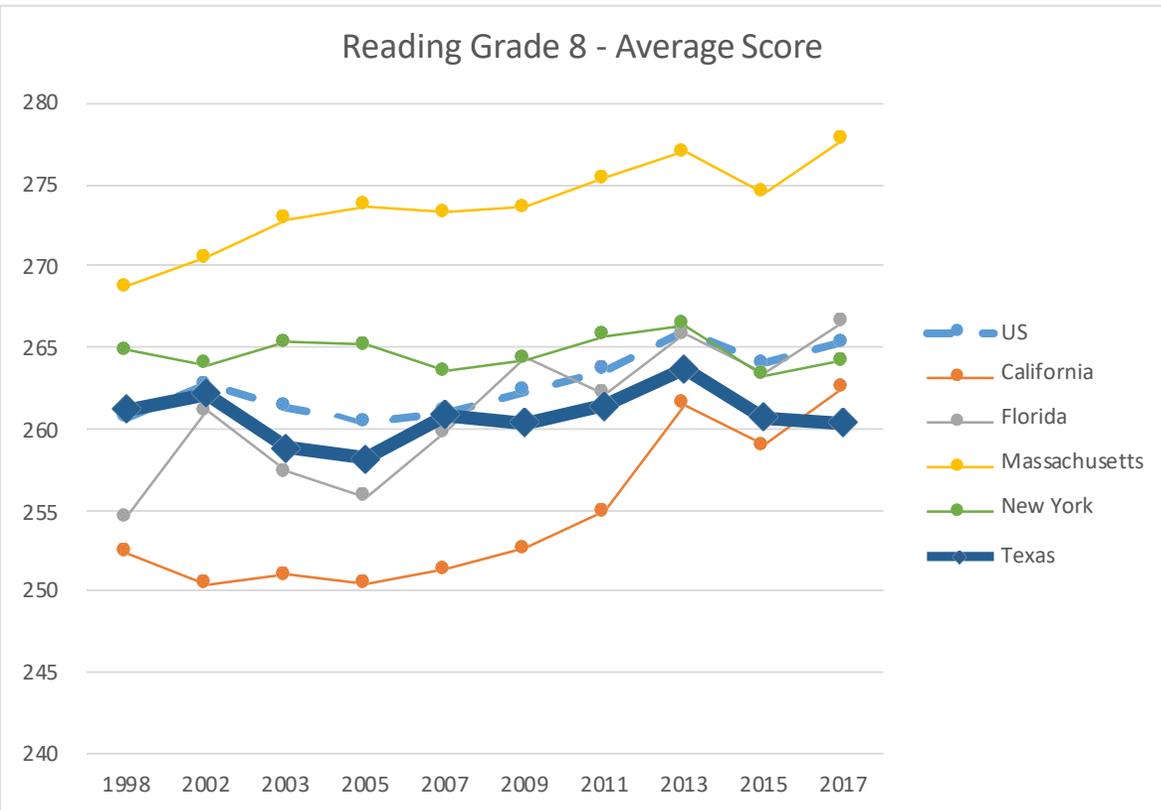
Reading Grade 4 - Average Score



8th Grade Reading NAEP

- Texas rank vs other states (right)
- Average of all students over time (below)
- Texas sub-groups over time (below right)

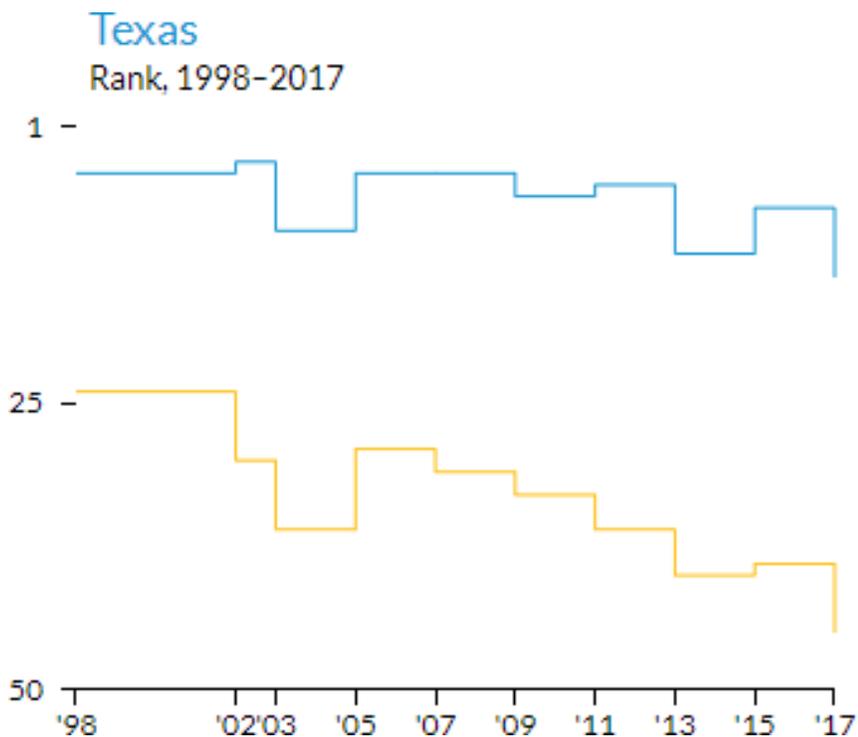
	1998	2000/02	2003	2005	2007	2009	2011	2013	2015	2017
US-White	268	271	270	269	270	271	272	275	273	274
US-Black	242	244	244	242	244	245	248	250	247	248
US-Hispanic	241	245	244	245	246	248	251	255	253	255
Texas-White	271	276	272	270	275	273	274	279	274	271
Texas-Black	246	247	247	246	249	249	252	253	251	254
Texas-Hispanic	250	250	247	248	251	251	254	255	252	247
Average Gap	5	4	3	3	5	3	3	3	1	(2)
Texas-White-Rank*	9	4	13	21	5	10	14	8	20	37
Texas-Hispanic-Rank*	7	9	15	15	12	19	23	28	34	31
Texas-Black-Rank*	10	9	13	10	10	17	10	13	8	21
Texas-Overall-Rank*	21	26	36	36	31	34	36	37	38	42



NAEP State Rankings - 2017

Absolute vs Demographically Adjusted

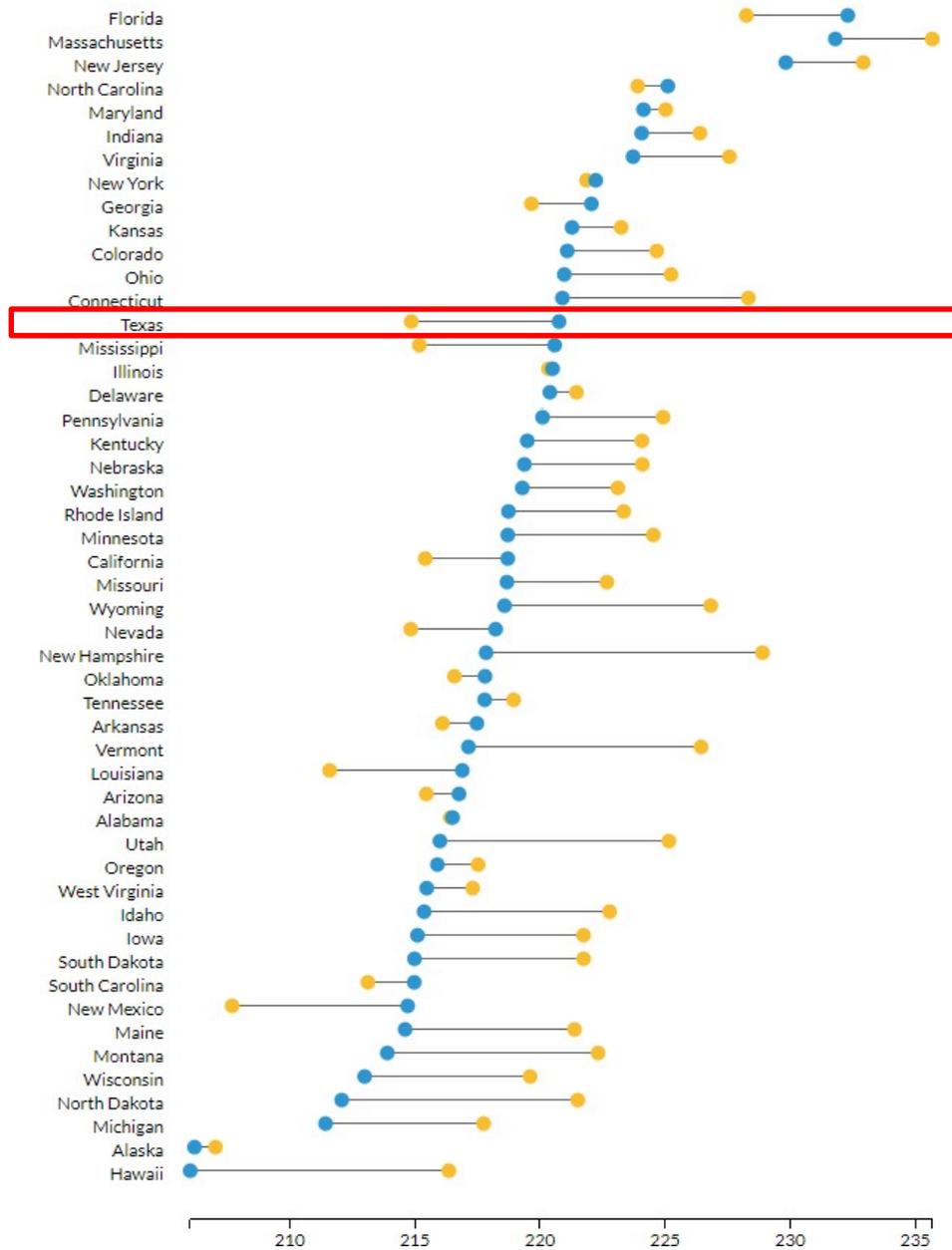
See: <http://apps.urban.org/features/naep/>



Texas 4th grade NAEP performance has declined in recent years on an **absolute basis** and on a **demographically adjusted basis**. Even with the declines, performance remains above average when adjusting for demographics, but overall reading proficiency is very low.

Unadjusted v. adjusted scores

2017 4th grade reading with controls for age, race/ethnicity, frequency of English spoken at home, special education status, free or reduced-price lunch eligibility, and English language learner status



Improved Support for Educators: Texas Reading Initiative



Support all teachers in learning the science of teaching reading

Reading Academies

Science of Teaching Reading Credential



Provide high-quality, standards-aligned instructional materials

Interim and Formative Assessments

Instructional Materials Portal

Open Education Resources

TEKS Guides



Invest in students and families

Early Childhood Education

Family Engagement



**Reading
on Grade
Level**