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.
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.
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
## Standard Passage Assessment Item

### (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.

#### Passage

**Pants by Mordicai Gerstein**

- We go everywhere together.
- You carry my treasures for me.
- When I find grass on your knees and sand in your pockets, I know where I've been.
- We go everywhere together except the washing machine.
- “Don’t let them put me in there!” you beg.
- “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 suds, like me when I’m caught in an ocean wave.

#### Assessment Item

When the speaker of the poem says “you,” he is talking to —

- **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
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?

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.

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

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

Performance: 5th Grade

Enrolled Grade: 5

Mathematics

Science

Progress: From Previous Year

Reading

Mathematics

Science

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

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

Want More Resources to Help Your Child in School?

Learn More about Your Child’s Lexile Level

Texas Education Agency
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

**Feb. 25–April 5, 2019**
TELPS and TELPAS Alternate Administrations

**April 9–12, 2019**
STAAR April Administration
- Grades 4 and 7 writing
- English I and English II
- Grades 5 and 8 reading and math

**May 13–24, 2019**
STAAR May Administration
- Grades 3–8 reading and math
- Grades 5 and 8 science
- Grade 8 social studies
- English III (optional)
- Algebra II (optional)

**Dec. 3–7, 2018**
STAAR December EOC Administration

**April 1–23, 2019**
STAAR Alternate 2 Administration

**May 6–17, 2019**
STAAR May EOC Administration
- Algebra I
- Biology
- U.S. History

**June 24–28, 2019**
STAAR June Administration
- Grades 5 and 8 reading and math retests
- English I and English II
- Algebra I
- Biology
- U.S. History
### 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

<table>
<thead>
<tr>
<th>Test</th>
<th>Cost Per Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017–2018 ACT with writing</td>
<td>$62.50</td>
</tr>
<tr>
<td>2017–2018 ACT no writing</td>
<td>$46.00</td>
</tr>
<tr>
<td>2018–2019 SAT with essay</td>
<td>$64.50</td>
</tr>
<tr>
<td>2018–2019 SAT no essay</td>
<td>$47.50</td>
</tr>
<tr>
<td>MAP</td>
<td>$13.50</td>
</tr>
<tr>
<td>Program</td>
<td>2016</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>STAAR</td>
<td>$68,018,213</td>
</tr>
<tr>
<td>STAAR Alternate 2</td>
<td>$3,665,163</td>
</tr>
<tr>
<td>TELPAS</td>
<td>$7,119,603</td>
</tr>
<tr>
<td>TAKS</td>
<td>$2,758,774</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$81,561,753</td>
</tr>
</tbody>
</table>
Lexile Background Information
Lexile Framework publishes two grade ranges:

<table>
<thead>
<tr>
<th>Lexile Reader Grade Range</th>
<th>Lexile Text (CCR) Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents Lexile scores for the middle 50% of students in each grade based on performance on reading comprehension tests that report Lexile measures</td>
<td>Represents Lexile scores for the middle 50% of texts commonly used across grade levels as of 2012</td>
</tr>
<tr>
<td></td>
<td>Top 75th percentile of students is the upper bound</td>
</tr>
<tr>
<td></td>
<td>Bottom 25th percentile of students is the lower bound</td>
</tr>
<tr>
<td></td>
<td>Student comprehension of text in this range has not been examined in relation to college or career readiness</td>
</tr>
<tr>
<td></td>
<td>Instead, the range represents textbooks that advertise themselves as preparing kids for college and career</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Correlation (r value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>0.167</td>
</tr>
<tr>
<td>4th</td>
<td>-0.028</td>
</tr>
<tr>
<td>5th</td>
<td>0.053</td>
</tr>
<tr>
<td>6th</td>
<td>0.117</td>
</tr>
<tr>
<td>7th</td>
<td>0.065</td>
</tr>
<tr>
<td>8th</td>
<td>0.126</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Passage Name</th>
<th>Avg % correct</th>
<th>Lexile</th>
<th>Flesch-Kincaid*</th>
<th>Dale-Chall*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racing Team</td>
<td>72.8</td>
<td>560</td>
<td>2.5</td>
<td>7</td>
</tr>
<tr>
<td>Cupcake Queen</td>
<td>69.0</td>
<td>810</td>
<td>6.2</td>
<td>9</td>
</tr>
<tr>
<td>Star Parties</td>
<td>66.2</td>
<td>790</td>
<td>5.3</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Grade 4 Reading

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

#### Grade 5 Reading

<table>
<thead>
<tr>
<th>Passage Name</th>
<th>Avg % correct</th>
<th>Lexile</th>
<th>Flesch-Kincaid*</th>
<th>Dale-Chall*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winning Day</td>
<td>76.3</td>
<td>670</td>
<td>2.9</td>
<td>8</td>
</tr>
<tr>
<td>Light in the Dark</td>
<td>76.2</td>
<td>1060</td>
<td>8.4</td>
<td>8</td>
</tr>
<tr>
<td>Yo Yo Ma</td>
<td>72.7</td>
<td>880</td>
<td>6.1</td>
<td>7</td>
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<tr>
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<td>960</td>
<td>6.3</td>
<td>8</td>
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<td>6</td>
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*Source: Szabo and Sinclair 2018*
# Readability Algorithm Scores Don’t Affect Student Performance – Spring 2018 STAAR

## Grade 3 Reading

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<th>Flesch-Kincaid*</th>
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*Source: Micro Power and Light Co. software*
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.

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.
Raising Expectations for Students by Increasing Rigor of Texas Assessments
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.

<table>
<thead>
<tr>
<th>State Testing System</th>
<th>Goals for Question Complexity &amp; Cut Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABS Texas Assessment of Basic Skills</td>
<td>Basic skills were tested</td>
</tr>
<tr>
<td>TEAMS Texas Educational Assessment of Minimum Skills</td>
<td>Minimal skills were tested</td>
</tr>
<tr>
<td>TAAS Texas Assessment of Academic Skills</td>
<td>Academic skills were tested</td>
</tr>
<tr>
<td>TAKS Texas Assessment of Knowledge &amp; Skills</td>
<td>Reflected the newly created TEKS</td>
</tr>
<tr>
<td>STAAR State of Texas Assessments of Academic Readiness</td>
<td>Predicts Postsecondary Readiness, consistent with realigned TEKS</td>
</tr>
</tbody>
</table>
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.thecb.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)

<table>
<thead>
<tr>
<th>BARRELS OF CRUDE OIL EXPORTED MONTHLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>= 1 Million Barrels</td>
</tr>
<tr>
<td><strong>Texas</strong></td>
</tr>
<tr>
<td><strong>Alaska</strong></td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
</tr>
<tr>
<td><strong>California</strong></td>
</tr>
<tr>
<td><strong>Louisiana</strong></td>
</tr>
</tbody>
</table>

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)

![Enrollment in Britton Pre-School Graph]

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. $800
D. $6000
Exit Level TAAS Item (1999)

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

Municipal Solid Waste — 1988
(millions of tons)

What percent of the total solid was paper?

A 25%
B $32 \frac{1}{3} \%$
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.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridget</td>
<td>240</td>
</tr>
<tr>
<td>Hakeem</td>
<td>420</td>
</tr>
<tr>
<td>Maria</td>
<td>180</td>
</tr>
<tr>
<td>Viera</td>
<td>300</td>
</tr>
<tr>
<td>Tony</td>
<td>60</td>
</tr>
</tbody>
</table>

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°
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.
Establishing Grade Level Cut Scores

1. *Assessment design framework is developed
2. *Assessment blueprints are developed
3. *Educator advisory committees provide feedback
4. Professional item writers develop new items
5. TEA content specialists review items
6. Educator external review committees review items
7. Items are field tested
8. Field tested items and statistical data are reviewed
9. Items with good data are added to the item bank
10. Operational test forms are created from item bank
11. Items are accommodated
12. Assessments are administered
13. Performance review
14. *Standard setting is completed with educator input
15. Assessments are scored
16. Score reporting occurs
17. Technical reports are written

* 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.

Studies of Texas Students
- HS Course Grade - STAAR Comparison
- TAKS-STAAR Comparison
- ACCUPLACER/THESA - STAAR Comparison
- NAEP - STAAR Comparison
- Grade Level Linking Studies
- College Students Taking STAAR
- SAT/ACT - STAAR Comparison
- ReadStep/EXPLORE - STAAR Comparison
- PISA - STAAR Comparison
- Vertical Scale Studies

Expertise of Texas Educators
- Policy Panel
  - Business/Workforce Leaders
  - Policy Experts
  - Higher Education Professors
  - Texas Educators
  - Community Representatives
  - Legislative Staff Members

- Grade Level Teacher Committees
  - Gen Ed Teachers
  - Special Ed Teachers
  - ESL Teachers
  - Bilingual Teachers
  - Higher Education
  - Other Assignments

- Vertical Alignment Committee
  - Texas Superintendents
  - Texas Teachers
  - ESC Regional Directors
  - Higher Ed Professors
  - Chamber of Commerce Execs
  - Legislative Staff Members

Cut Scores
- Masters Grade Level
- Meets Grade Level

Source: STAAR Standard Setting Technical Report
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.
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.
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.

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*This slide has been updated to correct an error in the previous version.*
Assessment Development Life Cycle

1. *Assessment design framework is developed
2. *Assessment blueprints are developed
3. *Educator advisory committees provide feedback
4. Professional item writers develop new items
5. TEA content specialists review items
6. Educator external review committees review items
7. Items are field tested
8. Field tested items and statistical data are reviewed
9. Items with good data are added to the item bank
10. Operational test forms are created from item bank
11. Items are accommodated
12. Assessments are administered
13. Performance review
14. *Standard setting is completed with educator input
15. Assessments are scored
16. Score reporting occurs
17. Technical reports are written

New Item Development Process Steps

* Does not occur every year.
New Item Development Workflow

1. Update Item Specifications & Style Guide.
2. Train Outside Item Writers (OIWs)
3. Identify Prospective Passages (must meet Lexile requirements)
4. Conduct Early Passage Review (confirm Lexile measure)
5. Develop Items Aligned to Passages
6. Conduct Content Review
7. Conduct Fairness Review
8. Conduct Edit Review
9. Resolve Queries and Conduct Senior Review
10. Screen Passages and Items and return feedback
11. Apply TEA Review Edits and Prepare for Educator Review
12. Texas Educator Item Review (confirm Lexile measure)
13. Apply Educator Review Edits
14. Grade Level Coordinator Review Full NID Submission
15. Content Director Review of Full NID Submission
16. Senior Review Approval of Full NID Submission
17. Confirm Items are Field Test Ready

NID Start -> NID End
## 2017 Educator Passage and Item Review Committees

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## 2018
**Educator Passage and Item Review Committees**

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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.

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<tr>
<td>4–5</td>
<td>640L–850L</td>
<td>740L–1010L</td>
</tr>
<tr>
<td>6–8</td>
<td>860L–1010L</td>
<td>925L–1185L</td>
</tr>
<tr>
<td>9–10</td>
<td>960L–1120L</td>
<td>1050L–1335L</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1070L–1220L</td>
<td>1185L–1385L</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Forms</th>
<th>Current</th>
<th>Stretch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Operational</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Field Test</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2019</td>
<td>Operational</td>
<td>50% (or higher)</td>
<td>50% (Max)</td>
</tr>
<tr>
<td></td>
<td>Field Test</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2020</td>
<td>Operational</td>
<td>80% (or higher)</td>
<td>20% (Max)</td>
</tr>
<tr>
<td></td>
<td>Field Test</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>Grade 4 Reading</th>
<th>Grade 5 Reading</th>
<th>Grade 6 Reading</th>
<th>Grade 7 Reading</th>
<th>Grade 8 Reading</th>
<th>English I Reading</th>
<th>English II Reading</th>
<th>Grade 3 Spanish Reading</th>
<th>Grade 4 Spanish Reading</th>
<th>Grade 5 Spanish Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 6 Years Experience</td>
<td>5</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>26</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>60</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21+ Years Experience</td>
<td>3</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>80</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>57</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>37</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>77</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>13</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• 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.
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.
- Teacher Institute discussions focus on the meaning of the TEKS and how they should be assessed.

**Assessment Development**

- 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.

### Performance Level vs. Public Label vs. New Label

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Public Label</th>
<th>New Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Unsatisfactory</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Phase-In Level 2</td>
<td>Satisfactory</td>
<td>Approaches</td>
</tr>
<tr>
<td>Final Level 2</td>
<td>Postsecondary Ready*</td>
<td>Meets 60%</td>
</tr>
<tr>
<td>Level 3</td>
<td>Advanced</td>
<td>Masters 75%</td>
</tr>
</tbody>
</table>

* 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.
• 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
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

<table>
<thead>
<tr>
<th>Reading Language Arts</th>
<th>DOK 1 (Recall)</th>
<th>DOK 2 (Basic Application)</th>
<th>DOK 3 (Strategic Thinking)</th>
<th>DOK 4 (Extended Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas Grade 5</strong></td>
<td>4%</td>
<td>85%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Florida Grade 5</td>
<td>24%</td>
<td>62%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Massachusetts Grade 5</td>
<td>9%</td>
<td>64%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Texas Grade 8</strong></td>
<td>0%</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Florida Grade 8</td>
<td>19%</td>
<td>63%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Massachusetts Grade 8</td>
<td>&lt;5%</td>
<td>59%</td>
<td>34%</td>
<td>3%</td>
</tr>
</tbody>
</table>

## Depth of Knowledge Reading Language Arts

<table>
<thead>
<tr>
<th>Reading Language Arts</th>
<th>Total Number of Items</th>
<th>DOK 1 (Recall)</th>
<th>DOK 2 (Basic Application)</th>
<th>DOK 3 (Strategic Thinking)</th>
<th>DOK 4 (Extended Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>40</td>
<td>5</td>
<td>13%</td>
<td>35</td>
<td>87%</td>
</tr>
<tr>
<td>Grade 4 Reading</td>
<td>44</td>
<td>4</td>
<td>9%</td>
<td>36</td>
<td>82%</td>
</tr>
<tr>
<td>Grade 5 Reading</td>
<td>46</td>
<td>2</td>
<td>4%</td>
<td>39</td>
<td>85%</td>
</tr>
<tr>
<td>Grade 6 Reading</td>
<td>48</td>
<td>0</td>
<td>0%</td>
<td>48</td>
<td>100%</td>
</tr>
<tr>
<td>Grade 7 Reading</td>
<td>50</td>
<td>1</td>
<td>2%</td>
<td>49</td>
<td>98%</td>
</tr>
<tr>
<td>Grade 8 Reading</td>
<td>52</td>
<td>0</td>
<td>0%</td>
<td>47</td>
<td>90%</td>
</tr>
<tr>
<td>English I</td>
<td>53</td>
<td>1</td>
<td>2%</td>
<td>46</td>
<td>87%</td>
</tr>
<tr>
<td>English II</td>
<td>58</td>
<td>0</td>
<td>0%</td>
<td>53</td>
<td>91%</td>
</tr>
</tbody>
</table>
## Sample State Comparison on Other Factors

### Passage Word Count (approximate)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Texas</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>400-700</td>
<td>100-700</td>
</tr>
<tr>
<td>4</td>
<td>400-800</td>
<td>100-900</td>
</tr>
<tr>
<td>5</td>
<td>500-800</td>
<td>200-1000</td>
</tr>
<tr>
<td>6</td>
<td>600-900</td>
<td>200-1100</td>
</tr>
<tr>
<td>7</td>
<td>600-900</td>
<td>300-1100</td>
</tr>
<tr>
<td>8</td>
<td>600-900</td>
<td>350-1200</td>
</tr>
</tbody>
</table>

### Passage Lexile Range (approximate)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Texas</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>420L-820L</td>
<td>450L-900L</td>
</tr>
<tr>
<td>4</td>
<td>640L-1010L</td>
<td>770L-1050L</td>
</tr>
<tr>
<td>5</td>
<td>640L-1010L</td>
<td>770L-1050L</td>
</tr>
<tr>
<td>6</td>
<td>860L-1185L</td>
<td>955L-1200L</td>
</tr>
<tr>
<td>7</td>
<td>860L-1185L</td>
<td>955L-1200L</td>
</tr>
<tr>
<td>8</td>
<td>860L-1185L</td>
<td>955L-1200L</td>
</tr>
</tbody>
</table>
STAAR is Based on the TEKS.

As **TEKS Revision or Streamlining** occurs, STAAR is adjusted as well.
## Overview of Streamlined TEKS

<table>
<thead>
<tr>
<th>EOC</th>
<th>Previous</th>
<th>Streamlined</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>72</td>
<td>62</td>
<td>13.9%</td>
</tr>
<tr>
<td>English II</td>
<td>73</td>
<td>62</td>
<td>15.1%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>NA</td>
<td>56</td>
<td>NA</td>
</tr>
<tr>
<td>US History</td>
<td>130</td>
<td>108</td>
<td>17%</td>
</tr>
<tr>
<td>Biology</td>
<td>58</td>
<td>51</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Language Arts</th>
<th>Current</th>
<th>Streamlined</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>80</td>
<td>65</td>
<td>18.75%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>68</td>
<td>63</td>
<td>7.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>78</td>
<td>63</td>
<td>19.3%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>75</td>
<td>64</td>
<td>14.7%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>73</td>
<td>63</td>
<td>14.7%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>73</td>
<td>64</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Streamlined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>52</td>
</tr>
<tr>
<td>Grade 4</td>
<td>53</td>
</tr>
<tr>
<td>Grade 5</td>
<td>46</td>
</tr>
<tr>
<td>Grade 6</td>
<td>59</td>
</tr>
<tr>
<td>Grade 7</td>
<td>50</td>
</tr>
<tr>
<td>Grade 8</td>
<td>52</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>2012 Assessed Curriculum</th>
<th>2014 Assessed Curriculum</th>
<th>2015 Assessed Curriculum</th>
<th>2019 Assessed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readiness</td>
<td>Supporting</td>
<td>Total</td>
<td>Readiness</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>9</td>
<td>19</td>
<td>28</td>
<td>13</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
<td>12</td>
<td>11</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>10</td>
<td>23</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>Grade 4 Reading</td>
<td>13</td>
<td>14</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Grade 4 Writing</td>
<td>12</td>
<td>25</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Grade 5 Reading</td>
<td>15</td>
<td>19</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>12</td>
<td>22</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>10</td>
<td>21</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Grade 6 Reading</td>
<td>13</td>
<td>21</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Grade 7 Math</td>
<td>12</td>
<td>23</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>Grade 7 Reading</td>
<td>14</td>
<td>20</td>
<td>34</td>
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- **No change (8 grades/reading, SS)**
- **Number decreased (9 grades/writing, science)**
- **Number increased (7 grades/math)**
There has been a decrease in the number of assessed standards in the assessed curriculum for science and writing.

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>2012 Assessed Curriculum</th>
<th>2014 Assessed Curriculum</th>
<th>2015 Assessed Curriculum</th>
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<td>English I Reading</td>
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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.
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)*

---

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>2012 Assessed Curriculum</th>
<th>2015 Assessed Curriculum</th>
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</thead>
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Assessment Background Information
An Assessment System Framework
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

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<thead>
<tr>
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<td>10 items + performance task</td>
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Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests
## Allow STAAR Subtests: From 1 Longer Test to 2-3 Shorter Tests

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<tr>
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<th>Total Items</th>
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### Prior Reductions in STAAR Test Length

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</table>

*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**
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.

May Retest 1
$1,497,074

June Retest 2
$864,701

$2,361,775*
Total Cost Savings

* Estimated
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.
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)

<table>
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### 8th Grade Reading NAEP

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

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</tr>
<tr>
<td>Texas-Hispanic</td>
<td>250</td>
<td>250</td>
<td>247</td>
<td>248</td>
<td>251</td>
<td>251</td>
<td>254</td>
<td>255</td>
<td>252</td>
<td>247</td>
</tr>
</tbody>
</table>

- 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
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.
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