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Independent Evaluation of the Validity and Reliability of STAAR Grades 3-8 Assessment Scores: Item Level Information

Addendum

Item Level Results for Items with at Least One Rating of Partially or Not Aligned

Reviewers were asked to rate each item as "fully aligned", "partially aligned", or "not aligned" to the intended TEKS expectation. Three or four reviewers rated each assessment form, and ratings were averaged across reviewers to get final reported ratings. The full report provides a detailed description of how the ratings were averaged. The following guidance was provided to the reviewers:

- A rating of "fully aligned" required that the item fully fit within the expectation.

- A rating of "partially aligned" was given if some of the item content fell within the expectation, but some of the content fell outside.

- A rating of "not aligned" was assigned if the item content fell outside the content included in the expectation.

In addition to these ratings, if a reviewer provided a rating of "partially aligned" or "not aligned" he or she was asked to provide information about what content of the item was not covered by the aligned expectation and, if appropriate, to provide an alternate expectation to which the item better aligned.

This document summarizes all ratings at grades 3 through 8 mathematics and reading, science grades 5 and 8, social studies grade 8, and writing grades 4 and 7, where at least one reviewer rated the item as "partially aligned" or "not aligned". Please keep in mind that overall the alignment ratings were highly positive with the vast majority rated as fully aligned across all grades and content areas. In addition, the tables below illustrate that there were only few ratings of "not aligned" across all test forms. Reviewers felt that at least some of the content of the item was matched to the TEKS expectation when they selected a rating of "partially aligned".

Mathematics

Table 1 summarizes the mathematics items at grades 3 through 8 receiving at least one rating of "partially aligned" or "not aligned". Four reviewers rated the grade 5 and 8 forms and three reviewers rated the grades 3, 4, 6 and 7 forms. There were very few items assigned ratings other than "fully aligned" by reviewers – with only three (of 46) at grade 3, five (of 48) at grade 4, three (of 50) at grade 5, three (of 52) at grade 6, two (of 54) at grade 7 and four (of 56) at grade 8 receiving at least one "partially aligned" rating across reviewers.

Table 1. Mathematics Item Level Information for Ratings of Partially or Not Aligned.

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
Grade 3					
EM01303HZ14716	Rep Cat 1, K&S 3, Expectation H	1 (33.3%)	0 (0%)	Rep Cat 1, K&S 2, Expectation D	Must be able to represent the inequality with symbols <,>,=
EM01302DZ11009	Rep Cat 1, K&S 2, Expectation D	1 (33.3%)	0 (0%)	NA	Does not use <>= symbols
EM01302DZ14009	Rep Cat 1, K&S 2, Expectation D	1 (33.3%)	0 (0%)	NA	No symbols used
Grade 4					
EM02404AZ148Z4	Rep Cat 2, K&S 4, Expectation A	1 (33.3%)	0 (0%)	Rep Cat 2, K&S 4, Expectation H	Depending on method used to solve the problem this may involve multiplication
EM03405DZ13173	Rep Cat 3, K&S 5, Expectation D	1 (33.3%)	0 (0%)	NA	Standard doesn't specify the ability to use a ruler
EM01402CZ12001	Rep Cat 1, K&S 2, Expectation C	1 (33.3%)	0 (0%)	NA	Does not include symbols as indicated by standard
EM03408CZ14271	Rep Cat 3, K&S 8, Expectation C	1 (33.3%)	0 (0%)	NA	Also need to convert between types of measurement
EM01403DZ12027	Rep Cat 1, K&S 3, Expectation D	1 (33.3%)	0 (0%)	NA	In addition, student must be able to determine appropriate pictorial representation of the fractions
Grade 5					
EM02503CZ13100	Rep Cat 2, K&S 3, Expectation C	1 (25%)	0 (0%)	NA	In addition to dividing, need to know to round down.
EM02503EZ14144	Rep Cat 2, K&S 3, Expectation E	1 (25%)	0 (0%)	Rep Cat 2, K&S 3, Expectation B	Depending on the order of multiplication, the second step of the problem requires the multiplication of a two-digit by three digit number

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
EM02504CZ14269	Rep Cat 2 K&S 4, Expectation C	1 (25%)	0 (0%)	Rep Cat 2, K&S 4, Expectation B	The item requires first generating a formula from a graph, and then generating a table of values from the formula
Grade 6					
EM02610BZ14215	Rep Cat 2, K&S 10, Expectation B	1 (33.3%)	0 (0%)	NA	The standard indicates one-step problem but the solution requires what I believe are two steps: dividing and simplifying
EM02604BZ13091	Rep Cat 2, K&S 4, Expectation B	2 (66.6%)	0 (0%)	NA	1. The expectation was somewhat vague but I could not find a more appropriate expectation for this item 2. Also involves the ability to interpret a graph
EM03608DZ10183	Rep Cat 3, K&S 8, Expectation D	1 (33.3%)	0 (0%)	NA	Also involves the ability to use a ruler
Grade 7					
EM04713CZ14403	Rep Cat 4, K&S 13, Expectation C	1 (33.3%)	0 (0%)	NA	The standard indicates "create and organize" but the statement is already created in the item. The student is only required to identify line items and calculate the difference
EM03709CZ13154	Rep Cat 3, K&S 9, Expectation C	1 (33.3%)	0 (0%)	NA	Also includes the ability for a student to use a ruler
Grade 8					
EM02808CZ14804	Rep Cat 2, K&S 8, Expectation C	1 (25%)	0 (0%)	NA	Uses graphical model, which seems outside the standard

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
EM02809AZ14230	Rep Cat 2, K&S 9, Expectation A	0 (0%)	1 (25%)	NA	You don't need to know anything about equations to solve this. You just have to be able to read a simple xy grid. This might be a weakness of the expectation rather than the item
EM03806CZ14291	Rep Cat 3, K&S 6, Expectation C	1 (25%)	0 (0%)	NA	Students could likely answer this question without understanding the Pythagorean theorem at all - could eye it and base it on the relative size
EM03807DZ14362	Rep Cat 3, K&S 7, Expectation D	0 (0%)	2 (50%)	Rep Cat 3, K&S 7, Expectation C	1. This item is not related to the standard 2. Must use Pythagorean theorem to estimate the distance between two points on a graph

Four reviewers rated all reading grades. Table 2 summarizes the reading items at grades 3 through 8 receiving at least one rating of "partially aligned" or "not aligned". While there were more items rated as "partially aligned" or "not aligned" in reading than, it should be noted that there were few "not aligned" ratings – indicating the vast majority of reviewers felt most items were aligned, at least partially, to the intended TEKS expectation. Comments, provided in the last column of the table, reveal many partial alignment ratings were given when there was overlap with another expectation and/or when one or more reviewer felt a different genre than the one assigned was a better match. At grade 3, 17 (of 40) items were rated as "partially aligned" or "not aligned" by at least one reviewer. This was true for 10 (of 44) items at grade 4, 18 (of 46) items at grade 5, seven (of 48) items at grade 6, 10 (of 50) items at grade 7, and five (of 52) items at grade 8.

Table 2. Reading Item Level Information for Ratings of Partially or Not Aligned.

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
Grade 3					
3ER01304AZ14017	Rep Cat 1, K&S 4, Expectation A	1 (25%)	0 (0%)	Rep Cat 1, K&S 4, Expectation B	Also involves using context clues
3ER02302BZ14086	Rep Cat 2, K&S 2, Expectation B	1 (25%)	0 (0%)	NA	Student is not asking questions or seeking clarification; I'm unaware of what "strategies" the student might be using here
3ER02302BZ14089	Rep Cat 2, K&S 2, Expectation B	1 (25%)	0 (0%)	NA	Student is not asking questions or seeking clarification; I'm unaware of what "strategies" the student might be using here
3ER02308AZ14021	Rep Cat 2, K&S 8, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 8 Figure 19, Expectation D	The paragraphs in question do not really sequence/summarize the plot's main events so much as they provide exposition of the story's conflict
3ER02310AZ14050	Rep Cat 2, K&S 10, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 10 Figure 19, Expectation D, Rep Cat 2, K&S 6 Figure 19, Expectation D	This item involves sensory language, but it doesn't require the test taker to identify it (as stated in the linked expectation); it asks the test taker to interpret it
3ER03312FD13158	Rep Cat 3, K&S 12 Figure 19, Expectation D	2 (50%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	1. Not Culture or History 2. This seems like it should be in the Expository category, not the Culture and History category
3ER03312FD13159	Rep Cat 3, K&S 12 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	This seems like it should be in the Expository category, not the Culture and History category

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
3ER03312FD14351	Rep Cat 3, K&S 12 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	All of the linked expectations for other items about this passage classify it as an expository text, so I assume this one should, too
3ER03313AZ13161	Rep Cat 3, K&S 13, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation E	This does include identifying details, but it seems more about summarizing
3ER03313AZ14171	Rep Cat 3, K&S 13, Expectation A	1 (25%)	1 (25%)	Rep Cat 3, K&S 13 Figure 19, Expectation E; Rep Cat 3, K&S 13, Expectation D	1. This item asks for a summary of the section and its main point, not about details or facts that support a main idea 2. Also requires use of text features
3ER03313BZ14173	Rep Cat 3, K&S 13, Expectation B	0 (0%)	1 (25%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	Requires making inferences, not drawing conclusions
3ER03313BZ14177	Rep Cat 3, K&S 13, Expectation B	1 (25%)	0 (0%)	Rep Cat 3, K&S 13, Expectation D	Use of text features
3ER03313CZ13163	Rep Cat 3, K&S 13, Expectation C	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	Metacognitive/deeper thinking
3ER03313CZ13165	Rep Cat 3, K&S 13, Expectation C	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	Author's purpose
3ER03313CZ14170	Rep Cat 3, K&S 13, Expectation C	3 (75%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D; Rep Cat 3, K&S 13, Expectation B; Rep Cat 3, K&S 13, Expectation A	1. Making inferences from text 2. Not really cause and effect 3. Cause and effect relationship

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
3ER03313DZ13166	Rep Cat 3, K&S 13, Expectation D	2 (50%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation E; Rep Cat 3, K&S 15, Expectation B	1. This item requires using text features to locate information, but it also requires the test taker to understand the main point of (or summarize) each section 2. Use of graphic features
3ER03313DZ14179	Rep Cat 3, K&S 13, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation E	This item requires using text features to locate information, but it also requires the test taker to understand the main point of (or summarize) each section
Grade 4					
4ER02405AZ14132	Rep Cat 2, K&S 5, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 5 Figure 19, Expectation D	The item analyzes the author's intent. It does not analyze structural elements of the play
4ER02405FD14137	Rep Cat 2, K&S 5 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 2, K&S 3 Figure 19, Expectation D	Understanding of characters
4ER02406AZ14354	Rep Cat 2, K&S 6, Expectation A	1 (25%)	1 (25%)	Rep Cat 2, K&S 6 Figure 19, Expectation D	1. Requires inferences related to character development 2. This seems to align better with Rep Cat 2, K&S 6 Figure 19, Expectation D because it requires the test taker to make inferences

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
4ER02406BZ14356	Rep Cat 2, K&S 6, Expectation B	1 (25%)	0 (0%)	Rep Cat 2, K&S 6 Figure 19, Expectation D	This also seems to align with Figure 19, expectation D because it requires the test taker to make inferences
4ER02406BZ14357	Rep Cat 2, K&S 6, Expectation B	1 (25%)	0 (0%)	Rep Cat 2, K&S 6 Figure 19, Expectation D	This also seems to align with Figure 19, expectation D because it requires the test taker to make inferences
4ER02408AZ14362	Rep Cat 2, K&S 8, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 8 Figure 19, Expectation D	Requires inference of what simile means
4ER03410FD14188	Rep Cat 3, K&S 10 Figure 19, Expectation D	3 (75%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D	1. Fits better with Expository 2. This doesn't seem to fall into the Culture & History category
4ER03410FD14250	Rep Cat 3, K&S 10 Figure 19, Expectation D	2 (50%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D	This doesn't seem to fall into the Culture & History category
4ER03411AZ14190	Rep Cat 3, K&S 11, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation E	Requires reader to distinguish between subtle differences
4ER03411AZ14252	Rep Cat 3, K&S 11, Expectation A	1 (25%)	1 (25%)	Rep Cat 3, K&S 11 Figure 19, Expectation D; Rep Cat 3, K&S 11, Expectation C	1. This is asking for an inference based on understanding and identification of facts included in the passage 2. The item does not discuss a main idea of the text
Grade 5					
5ER01502BZ14167	Rep Cat 1, K&S 2, Expectation B	1 (25%)	0 (0%)	Rep Cat 1, K&S 2, Expectation A	Context is not really necessary to determine meaning of the word

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
5ER01519FZ10107	Rep Cat 1, K&S 19, Expectation F	0 (0%)	1 (25%)	Rep Cat 3, K&S 11, Expectation B	The test taker doesn't need to make connections across the two passages to be able to answer this correctly. The correct response is a fact stated in the first passage
5ER02503FD14287	Rep Cat 2, K&S 3 Figure 19, Expectation D	1 (25%)	0 (0%)	NA	This is not a literary text. It is informational
5ER02504FD10103	Rep Cat 2, K&S 4 Figure 19, Expectation D	0 (0%)	1 (25%)	Rep Cat 3, K&S 11, Expectation B	Even though this item uses a quote from the second passage, the answer can be found in the first passage. It requires identifying a fact in the first passage, not making an inference
5ER02506BZ14381	Rep Cat 2, K&S 6, Expectation B	0 (0%)	1 (25%)	Rep Cat 2, K&S 6 Figure 19, Expectation D	Using specific textual evidence to support understanding
5ER02506FD14383	Rep Cat 2, K&S 6 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 2, K&S 6, Expectation B	This item does require an inference, but it is similar to items 2, 4, and 5 in that it asks for inferences about a character's thoughts, desires, etc., so it seems like it should be aligned with the same expectation as those items
5ER02507AZ14288	Rep Cat 2, K&S 7, Expectation A	1 (25%)	0 (0%)	Reb Cat 3, K&S 11 Figure 19, Expectation D	Feel this fits better as an informational text rather than literary
5ER02507AZ14290	Rep Cat 2, K&S 7, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D	Feel this fits better as an informational text rather than literary
5ER02507FD14291	Rep Cat 2, K&S 7, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D	Feel this fits better as an informational text rather than literary

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
5ER02514FD10106	Rep Cat 2, K&S 14 Figure 19, Expectation D	0 (0%)	1 (25%)	Rep Cat 2, K&S 14, Expectation C	Interpreting graphics and their relationship to text
5ER02514FD14296	Rep Cat 2, K&S 14 Figure 19, Expectation D	1 (25%)	0 (0%)	NA	Feel this fits better as an informational text rather than literary
5ER03510AZ14169	Rep Cat 3, K&S 10, Expectation A	2 (50%)	0 (0%)	Rep Cat 3, K&S 12, Expectation A	Involves evaluating how well the author's purpose was achieved. This item does require drawing conclusions, but it also asks the test taker to identify the author's purpose (not to evaluate how well the purpose was achieved, as stated in the linked expectation). Therefore, I think it is better aligned with R5.03.12.A
5ER03511AZ10092	Rep Cat 3, K&S 11, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 11, Expectation B	The item does ask about a supporting detail, but it also asks the test taker to identify a fact that is reported in the article, so it seems to better align with R5.03.11.B
5ER03511AZ14256	Rep Cat 3, K&S 11, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 11, Expectation B	This involves a supporting detail, but it also requires the test taker to identify a fact
5ER03511DZ10097	Rep Cat 3, K&S 11, Expectation D	0 (0%)	1 (25%)	Rep Cat 3, K&S 11, Expectation E	This item requires the test taker to make connections between different ideas in the text. I don't see how the test taker needs to use multiple text features or graphics

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
5ER03511EZ14261	Rep Cat 3, K&S 11, Expectation E	2 (50%)	0 (0%)	Rep Cat 3, K&S 11, Expectation B; Rep Cat 3, K&S 11, Expectation A; Rep Cat 3, K&S 11 Figure 19, Expectation D	Also includes understanding supporting details and identifying true statements. There is only one text- no comparison across 2 or more texts
5ER03511EZ14262	Rep Cat 3, K&S 11, Expectation E	2 (50%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D; Rep Cat 3, K&S 10, Expectation A	There is only one text- no comparison across 2 or more texts
5ER03512FD14175	Rep Cat 3, K&S 12 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 12, Expectation A	This item does require making inferences, but it also asks about the author's position
Grade 6					
6ER02604AZ13062	Rep Cat 2, K&S 4, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 4 Figure 19, Expectation D	Author's purpose
6ER02607FD12144	Rep Cat 2, K&S 7 Figure 19, Expectation D	1 (25%)	0 (0%)	NA	Character analysis; This item does not tap author's message, which seems to be one of two defining factors in aligning with Figure 19 (the other defining factor is metacognition)
6ER02608AZ12151	Rep Cat 2, K&S 8, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 8 Figure 19, Expectation D	Author's purpose
6ER02608AZ14321	Rep Cat 2, K&S 8, Expectation A	1 (25%)	0 (0%)	Rep Cat 2, K&S 8 Figure 19, Expectation D	Author's purpose
6ER03609FD13051	Rep Cat 3, K&S 9 Figure 19, Expectation D	2 (50%)	0 (0%)	Rep Cat 3, K&S 10 Figure 19, Expectation D	More Expository than Culture

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
6ER03610AZ13052	Rep Cat 3, K&S 10, Expectation A	1 (25%)	0 (0%)	R Rep Cat 3, K&S 10, Expectation D	The reader is required to make connections between the facts/details and the question
6ER03610FD13053	Rep Cat 3, K&S 10 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 10, Expectation A	This item also requires identifying supporting details. It is also similar to item 23 and seems like it should be linked to the same expectation
Grade 7					
7ER01702AZ13151	Rep Cat 1, K&S 2, Expectation A	2 (50%)	0 (0%)	Rep Cat 1, K&S 2, Expectation B	1. This seems to fit better with R7.01.02.B 2. More about using context and not explicitly about linguistic roots
7ER02706CZ14114	Rep Cat 2, K&S 6, Expectation C	1 (25%)	0 (0%)	Rep Cat 2, K&S 6 Figure 19, Expectation D	Also involves author's purpose
7ER02707FD13155	Rep Cat 2, K&S 7 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 2, K&S 8, Expectation A	Also involves sensory language
7ER03709FD13234	Rep Cat 3, K&S 9 Figure 19, Expectation D	3 (75%)	0 (0%)	Rep Cat 3, K&S 10 Figure 19, Expectation D	1. Not Culture or History 2. If no other items for this passage are in the Culture and History category, then I don't think this one should be either
7ER03709FD14092	Rep Cat 3, K&S 9 Figure 19, Expectation D	3 (75%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D; Rep Cat 3, K&S 13 Figure 19, Expectation D	1. Not Culture or History 2. I don't think this belongs in the Culture and History category 3. Fits better with media lit

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
7ER03709FD14095	Rep Cat 3, K&S 9 Figure 19, Expectation D	3 (75%)	0 (0%)	Rep Cat 3, K&S 11 Figure 19, Expectation D; Rep Cat 3, K&S 13 Figure 19, Expectation D	1. Not Culture or History 2. I don't think this belongs in the Culture and History category 3. Fits better with media lit.
7ER03709FD14178	Rep Cat 3, K&S 9 Figure 19, Expectation D	2 (50%)	1 (25%)	Rep Cat 3, K&S 10 Figure 19, Expectation D	1. This question is about the author's purpose, and I don't see why that would make it a Culture and History item. I think it makes more sense (and is consistent with other items about this passage) to put it in the Expository category 2. Not Culture or History
7ER03710DZ13239	Rep Cat 3, K&S 10, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 10 Figure 19, Expectation D	Also requires metacognition
7ER03711FD14100	Rep Cat 3, K&S 11 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	Involves media literacy
7ER03711FD14102	Rep Cat 3, K&S 11 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 3, K&S 13 Figure 19, Expectation D	Involves media literacy
Grade 8					
8ER02805FD14103	Rep Cat 2, K&S 5 Figure 19, Expectation D	1 (25%)	0 (0%)	Rep Cat 2, K&S 5, Expectation A	This item also gets at how Kyli is characterized
8ER02806AZ14291	Rep Cat 2, K&S 6, Expectation A	1 (25%)	0 (0%)	NA	Does not determine whether or how the conflict is resolved

Item ID	Intended TEKS Expectation (Reporting Category, Knowledge & Skills, Expectation)	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested, when provided (Reporting Category, Knowledge & Skills, Expectation)	Justifications for less than full alignment
8ER02806BZ14294	Rep Cat 2, K&S 6, Expectation B	1 (25%)	0 (0%)	Rep Cat 2, K&S 6, Expectation A	This item asks about an event in the plot (Noah's response) that adds to the conflict, which seems better aligned with R8.02.06.A
8ER03810DZ14220	Rep Cat 3, K&S 10, Expectation D	2 (50%)	0 (0%)	Rep Cat 3, K&S 10, Expectation C; Rep Cat 3, K&S 10, Expectation A	1. This item asks about a main idea of the passage, which would be covered by R8.03.10.A 2. Also includes making subtle inferences
8ER03811BZ14304	Rep Cat 3, K&S 11, Expectation B	0 (0%)	2 (50%)	Rep Cat 3, K&S 11 Figure 19, Expectation D	1. This item asks about stirring emotions, which doesn't seem like it involves the use of fallacies 2. Not about rhetorical or logical fallacies

Four reviewers rated both science forms. Table 3 summarizes the science items at grades 5 and 8 receiving at least one rating of "partially aligned" or "not aligned". At grade 5 there were three (of 44) items with one reviewer rating as "partially aligned" or "not aligned". At grade 8, five (of 54) items were rated as "not aligned" by one reviewer each. The science assessments included items assessing standards at and below that of the grade assessed; therefore, we include grade level information for each listed TEKS.

Table 3. Science Item Level Information for Ratings of Partially or Not Aligned.

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
Grade 5					
EN01505AZ14006	Grade 5, Rep Cat 1, K&S 5, Expectation A	0 (0%)	1 (25%)	NA	Analytical reasoning; No science knowledge is needed. It's a logic question. Using a 4 x 4 grid makes it easier to solve
EN03408BZ14121	Grade 4, Rep Cat 3, K&S 8, Expectation B	1 (25%)	0 (0%)	NA	Rated partial given the use of "and" before "the role of the Sun"
EN04509AZ14237	Grade 5, Rep Cat 4, K&S 9, Expectation A	1 (25%)	0 (0%)	Grade 3, Rep Cat 4, K&S 9, Expectation A	Seems like a small part of the standard and may be a fit to the grade 3 Rep Cat 4, K&S 9, Expectation A
Grade 8					
EN02806AZ12815	Grade 8, Rep Cat 2, K&S 6, Expectation A	0 (0%)	1 (25%)	Grade 8,Rep Cat 2, K&S 6, Expectation C	Solve for net force in F=m*A problem
EN02806AZ13062	Grade 8, Rep Cat 2, K&S 6, Expectation A	0 (0%)	1 (25%)	Grade 8,Rep Cat 2, K&S 6, Expectation C	Solve for acceleration in F=m*A problem
EN02806CZ14098	Grade 8, Rep Cat 2, K&S 6, Expectation C	0 (0%)	1 (25%)	Grade 8,Rep Cat 2, K&S 6, Expectation A	Identifying unbalanced and balanced forces
EN02806CZ14372	Grade 8, Rep Cat 2, K&S 6, Expectation C	0 (0%)	1 (25%)	Grade 8,Rep Cat 2, K&S 6, Expectation A	Identifying unbalanced and balanced forces
EN04712FZ12172	Grade 7, Rep Cat 4, K&S 12, Expectation F	0 (0%)	1 (25%)	NA	No knowledge is needed to answer this item. The answer can be deduced from basic logic

Four reviewers rated the social studies form. Table 4 summarizes the social studies items at grades 8 receiving at least one rating of "partially aligned" or "not aligned". There were 13 items, of the total 52, with at least one reviewer providing a rating of "partially aligned" or "not aligned".

Table 4. Social Studies Item Level Information for Ratings of Partially or Not Aligned.

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
Grade 8					
ET01803AZ13014	Rep Cat 1, K&S 3, Expectation A	2 (50%)	0 (0%)	Rep Cat 1, K&S 3, Expectation B	This seems more directly aligned with S8.01.03.B
ET01805FZ14071	Rep Cat 1, K&S 5, Expectation F	1 (25%)	2 (50%)	Rep Cat 1, K&S 5, Expectation A; Rep Cat 3, K&S 15, Expectation D	1. This item doesn't seem to address the impact of the election of Jackson, so I don't think it fits with this expectation. I don't see an expectation that is a great fit, but S8.01.05.A might be better than the currently linked expectation 2. I think there is an implication that Andrew Jackson had issues with cronyism, but that's not explicit in the standards, so I'm not sure this is aligned or not. I could be. So I gave it a 2 (50%). Perhaps a standard about checks and balances being established 3. Not clearly about Andrew Jackson

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
ET01808BZ14110	Rep Cat 1, K&S 8, Expectation B	1 (25%)	1 (25%)	Rep Cat 1, K&S 9, Expectation A	1. (PA) The expectation is about the causes of the Civil War. The question is about Reconstruction. 2. (NA) Doesn't really get at causes of the civil war
ET01809CZ14119	Rep Cat 1, K&S 9, Expectation C	1 (25%)	0 (0%)	Rep Cat 1, K&S 9, Expectation D	This could also addresses the effects of legislative acts
ET02811BZ14146	Rep Cat 2, K&S 11, Expectation B	1 (25%)	0 (0%)	NA	The expectation specifies that positive and negative consequences of human modification on the environment. The question leaves out the positive and negative consequences
ET02811CZ12115	Rep Cat 2, K&S 11, Expectation C	1 (25%)	0 (0%)	NA	The item is about immigrant groups, but the expectation is focused on how immigrant groups interacted with the environment. If it is a broad interpretation of geography and environment it might fit, but even so, the first and fourth bullets are not really about geography
ET02825CZ12148	Rep Cat 2, K&S 25, Expectation C	2 (50%)	0 (0%)	Rep Cat 3, K&S 19, Expectation B	1. This item is more about identifying a right guaranteed by the First Amendment than about analyzing its impact 2. I think this is more of identification than an "analysis."

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
ET03816AZ13261	Rep Cat 3, K&S 16, Expectation A	1 (25%)	0 (0%)	NA	The item asks about the purpose of an amendment. The expectation is to summarize the purposes for and process of amending the Constitution not the purpose of specific amendments. It does better fits under the more general knowledge and skill
ET03817AZ14217	Rep Cat 3, K&S 17, Expectation A	1 (25%)	0 (0%)	NA	The item is about an anti-federalist, but it does not require students to analyze arguments as required by 03.17.A
ET03818AZ14226	Rep Cat 3, K&S 18, Expectation A	1 (25%)	2 (50%)	Rep Cat 3, K&S 18, Expectation B	1. This item requires the test taker to summarize a landmark Supreme Court case 2. Meets the boarder knowledge and skill, but not the expectation
ET04813BZ13229	Rep Cat 4, K&S 13, Expectation B	1 (25%)	0 (0%)	NA	This is more about the effect of the industrial revolution on population patterns - less so about the economic forces that resulted in the industrial revolution
ET04827AZ14300	Rep Cat 4, K&S 27, Expectation A	1 (25%)	0 (0%)	Rep Cat 4, K&S 12, Expectation B	S8.04.12.B says, "explain reasons for the development of the plantation system, which is precisely what this item is measuring
ET04828AZ13248	Rep Cat 4, K&S 28, Expectation A	1 (25%)	0 (0%)	Rep Cat 4, K&S 12, Expectation D	The TEKS says that the item identifies differences among regions, but actually it's more a cause and effect - the innovations had the effect of what the correct response is. That's (D), not (A)

Four reviewers rated the two writing forms. Table 5 summarizes the writing items at grades 4 and 7 receiving at least one rating of "partially aligned" or "not aligned". Of the 19 grade 4 writing items, 4 were rated as "partially aligned" or "not aligned" by at least 1 reviewer each. Eleven of the 31 grade 7 writing items were rated as "partially aligned" or "not aligned" by at least one reviewer.

Table 5. Writing Item Level Information for Ratings of Partially or Not Aligned.

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
Grade 4					
EW01418AZ13823	Rep Cat 1, K&S 18, Expectation A	1 (25%)	0 (0%)	NA	Writing an essay includes elements of most expectations (e.g., anything involving writing, organizing, grammar, capitalization, punctuation, spelling). However, if I had to choose one expectation to link it to, I would choose the one already listed here
EW03420BB13063	Rep Cat 3, K&S 20, Expectation B	1 (25%)	0 (0%)	Rep Cat 3, K&S 21, Expectation C	This item also involves recognizing correct punctuation
EW03420BC14153	Rep Cat 3, K&S 20, Expectation B	1 (25%)	0 (0%)	Rep Cat 3, K&S 21, Expectation C	This item also involves recognizing correct punctuation
EW03422DD13068	Rep Cat 3, K&S 22, Expectation D	1 (25%)	1 (25%)	Rep Cat 3, K&S 20, Expectation A, Rep Cat 3, K&S 22, Expectation A	1. This item falls under the W4.03.20.A expectation (see reflexive pronouns) 2. This also involves plural rules
Grade 7					
EW01717AZ12832	Rep Cat 1, K&S 17, Expectation A	1 (25%)	0 (0%)	NA	Writing an essay includes elements of most expectations (e.g., anything involving writing, organizing, grammar, capitalization, punctuation, and spelling). However, if I had to choose one expectation to link it to, I would choose the one already listed here

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
EW02714CD14038	Rep Cat 2, K&S 14, Expectation C	1 (25%)	0 (0%)	Rep Cat 3, K&S 20, Expectation B; Rep Cat 3, K&S 14, Expectation D	To avoid the most attractive distractor, the test taker has to identify correct punctuation
EW02714CG14037	Rep Cat 2, K&S 14, Expectation C	1 (25%)	0 (0%)	Rep Cat 3, K&S 19, Expectation C	Misplaced modifiers are an issue in some distractors
EW02714CK14041	Rep Cat 2, K&S 14, Expectation C	0 (0%)	1 (25%)	Rep Cat 2, K&S 17, Expectation A	Appropriate/extraneous facts
EW02717AE14090	Rep Cat 2, K&S 17, Expectation A	0 (0%)	2 (50%)	Rep Cat 2, K&S 14, Expectation C; Rep Cat 3, K&S 20, Expectation B; Rep Cat 3, K&S 14, Expectation D	1. Also includes Revision for clarity/coherence 2. This assesses word choice and sentence use. Additionally, one distractor involves identifying incorrect punctuation
EW02717AH14083	Rep Cat 2, K&S 17, Expectation A	1 (25%)	2 (50%)	Rep Cat 2, K&S 14, Expectation C; Rep Cat 3, K&S 20, Expectation B; Rep Cat 3, K&S 14, Expectation D	1. Also includes Revision for clarity/coherence 2. This assesses word choice and use of complex or compound sentences. Additionally, to avoid the most attractive distractor, the test taker has to identify correct punctuation 3. Also includes use of simple, compound, and complex sentences
EW03719CC14139	Rep Cat 3, K&S 19, Expectation C	0 (0%)	1 (25%)	Rep Cat 3, K&S 18, Expectation A	Addition of subordinate conjunction ("as")
EW03720BE14134	Rep Cat 3, K&S 20, Expectation B	1 (25%)	0 (0%)	Rep Cat 3, K&S 14, Expectation D	Apostrophe usage

Item ID	Intended TEKS Expectation	Partially Aligned Ratings # (%)	Not Aligned Ratings # (%)	Alternate/additional alignment suggested (when applicable)	Justifications for less than full alignment
EW03720BE14162	Rep Cat 3, K&S 20, Expectation B	1 (25%)	0 (0%)	Rep Cat 3, K&S 14, Expectation D	Apostrophe usage
EW03721AC14164	Rep Cat 3, K&S 21, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 14, Expectation D	Comment not provided
EW03721AC14300	Rep Cat 3, K&S 21, Expectation A	1 (25%)	0 (0%)	Rep Cat 3, K&S 14, Expectation D	Comment not provided