



Chapter 1 Historical Overview of Assessment in Texas

Timeline

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Timeline

The State of Texas Assessments of Academic Readiness (STAAR™) program was administered to Texas students in grades 3–9 for the first time in 2011–2012. However, Texas has a long history of student assessment dating back to 1979, when the state instituted its first statewide testing program. Over the years, the assessment program has grown in size, scope, and rigor as a result of periodic changes in legislation and policy. This chapter provides an overview of these changes, starting with a timeline of key events, followed by a summary of recent changes in state law (as represented in the Texas Education Code, TEC) and accompanying administrative rules (as represented in the Texas Administrative Code, TAC), and concluding with a review of changes in the state curriculum.

—1979

The Texas assessment program began when the 66th Texas Legislature enacted a law requiring basic skills competencies in mathematics, reading, and writing for grades 3, 5, and 9.



—1980

As required by statute, Texas assessed minimum skills in mathematics, reading, and writing with the Texas Assessment of Basic Skills (TABS) assessments.

—1986

The Texas Education Agency (TEA) implemented the Texas Educational Assessment of Minimum Skills (TEAMS) examinations. TEAMS was the first statewide assessment that students were required to pass to be eligible to receive a high school diploma.





—1990

The implementation of another criterion-referenced testing program, the Texas Assessment of Academic Skills (TAAS), shifted the focus of assessment from minimum skills to academic skills. The TAAS reading, writing, and mathematics assessments were administered in the fall to students in grades 3, 5, 7, 9, and 11.

—1993

The administration of TAAS assessments was shifted to the spring, and the grades and subjects assessed were reconfigured.

TAAS was administered every spring until 2002 to students in grades 3–8 and 10 in reading and mathematics; grades 4, 8, and 10 in writing; and grade 8 in science and social studies. Passing the exit level tests in reading, writing, and mathematics at grade 10 was a requirement for graduation.

—1994

The State Board of Education (SBOE) approved a plan to develop Spanish-version assessments for grades 3–6.

Algebra I and biology end-of-course (EOC) assessments were administered to students who had completed these courses.

—1995

The Texas legislature passed a new law that required the development of English II and U.S. history EOC assessments (in addition to Algebra I and biology) as an option for meeting graduation requirements.

—1996

The Spanish-language TAAS assessments for grades 3–6 were incorporated into the testing program in 1996 (for grades 3 and 4 reading and mathematics) and 1997 (for grades 5 and 6 reading and mathematics and grade 4 writing).

—1998

The English II and U.S. history EOC assessments were first administered to students who had completed these courses. The four EOC assessments were administered as state-mandated assessments and an option for graduation requirements through 2002.

**Reading
Proficiency
Tests in English
(RPTE)**

—2000

The Reading Proficiency Tests in English (RPTE) were implemented to evaluate English language acquisition of English language learners (ELLs) in reading in grades 3–12.

—2001

The State-Developed Alternative Assessment (SDAA) was introduced and administered to eligible students receiving special education services in grades 3–8.

—2002

The 76th legislature passed a law that replaced TAAS with the Texas Assessment of Knowledge and Skills (TAKS). As a result, TAAS was administered for the last time in grades 3–8. Exit level TAAS remained the graduation requirement for students who were in grade 9 or above on January 1, 2001.

—2003

TAKS replaced TAAS as the primary statewide assessment program. TAKS was designed by legislative mandate to be more comprehensive than its predecessors and to measure more of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS also included two additional grades. As required by law, students for whom TAKS was the graduation testing requirement had to pass exit level assessments in four content areas—English language arts, mathematics, science, and social studies—to graduate from a Texas public high school. Spanish versions of TAKS were administered in grades 3–6.

The Student Success Initiative (SSI), enacted by the Texas Legislature in 1999, made satisfactory performance on the grade 3 reading assessment, the grade 5 reading and mathematics assessments, and the grade 8 reading and mathematics assessments a promotion requirement for Texas students. The first cohort of students affected by this law was the grade 3 class of 2002–2003. Student performance on the grade 5 reading and mathematics assessments was included for the first time in the 2004–2005 school year. Grade 8 promotion requirements became effective in the 2007–2008 school year.

—2004

In order to fulfill requirements of the federal No Child Left Behind Act (NCLB), the Texas Observation Protocol (TOP) was developed. The TOP assessment program provided training and guidelines for raters so that English language proficiency ratings could be holistically developed

**State-Developed
Alternative
Assessment
(SDAA)**



for students based on observations during regular instructional time. These holistic ratings were developed in the language domains of listening, speaking, and writing in grades K–12 and in reading in grades K–2. Together with the RPTE assessments for grades 3–12, TOP formed the Texas English Language Proficiency Assessment System (TELPAS).

—2005

In response to NCLB regulations, TEA first reported assessment results using a linguistically accommodated testing (LAT) administration process in order to include eligible recent immigrant ELLs in the state’s mathematics assessments in grades 3–8 and 10.

In order to align SDAA to the statewide TAKS testing program, TEA made changes to SDAA. The first administration of SDAA II occurred in spring 2005. SDAA II, offered in mathematics, English language arts, reading, and writing, was available to students enrolled in grades 3–10 who received special education services and who were instructed in the state-mandated curriculum, but for whom TAKS was an inappropriate measure of their academic achievement and progress.

Student performance on the grade 5 reading and mathematics assessments was included for the first time in the 2004–2005 school year for SSI requirements.

In response to the Governor’s 2004 Algebra Incentive Program, the Algebra I assessment was revised to align with the TEKS and was administered on a voluntary basis to students who completed Algebra I coursework.

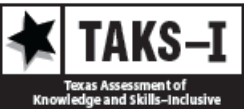
The Governor issued an executive order calling for the development of voluntary EOC assessments to enhance college readiness programs in Texas public schools.

—2006

TAKS–Inclusive (TAKS–I) was offered for the first time in 2006 for students receiving special education services and for whom TAKS, even with allowable accommodations, was not an appropriate measure of academic progress. TAKS–I met the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requirements for those subjects and grade levels that were assessed with TAKS but not with SDAA II. TAKS–I was administered in science at grades 5, 8, 10, and at exit level; in science in Spanish at grade 5; in social studies at grades 8, 10, and at exit level; and in English language arts and mathematics at exit level.



State-Developed
Alternative
Assessment II
(SDAA II)





—2007

TAKS–I and SDAA–II were administered for the final time.

In response to NCLB regulations, LAT administrations of the state’s reading and English language arts assessments were first implemented for eligible recent immigrant ELLs in grades 3–8 and 10.

The Texas Legislature passed a law requiring the replacement of the TAKS assessments in grades 9–12 with a series of EOC assessments, beginning with the entering grade 9 class of 2011–2012.

—2008

Student performance on the grade 8 reading and mathematics assessments was included for the first time in the 2007–2008 school year for SSI requirements.

EOC assessments in geometry and biology were first administered on a voluntary basis in response to the Governor’s 2005 executive order.

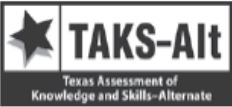
To fulfill federal accountability requirements, the TAKS–Alternate (TAKS–Alt) assessment was implemented. The TAKS–Alt assessment was an alternate assessment based on alternate achievement standards designed for students with significant cognitive disabilities.

The TAKS (Accommodated) assessment replaced TAKS–I for students receiving special education services who met the eligibility requirements for specific accommodations. TAKS (Accommodated) is a general assessment based on the same grade-level academic achievement standards as TAKS, but its form includes format changes (larger font, fewer questions per page) and contains no embedded field-test items.

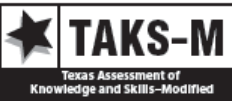
The TAKS–Modified (TAKS–M) assessment was administered for the first time for grades and subjects required for federal accountability. TAKS–M is an alternate assessment based on modified academic achievement standards designed for students receiving special education services who meet participation requirements.

In response to NCLB regulations, LAT administrations of the state’s science assessments were first implemented for eligible recent immigrant ELLs in grades 5, 8, and 10.

Revised TELPAS reading assessments were first administered for grades 2–12 to more fully address NCLB goals for assessing English language proficiency. TELPAS is designed to be administered as an online testing program.



**TAKS
(Accommodated)**



—2009

The TAKS–M assessment was administered for all grades and subjects.

Exit level TAAS was administered for the final time.

A vertical scale was implemented for TAKS reading and mathematics assessments in grades 3–8, as required by Texas Legislature.

The Texas Legislature passed a law that placed emphasis on postsecondary readiness, requiring that a new series of reading and mathematics assessments in grades 3–8 be linked from grade to grade to the college readiness performance standards for the Algebra II and English III assessments. The legislation removed the SSI requirement for students in grade 3 to pass the TAKS reading assessment to be promoted to grade 4 and also eliminated the grade 6 Spanish versions of TAKS, effective in the 2009–2010 school year.

EOC assessments in chemistry and U.S. history were first administered.

—2010

EOC assessments in physics and world geography were first administered.

—2011

A new assessment program—the State of Texas Assessments of Academic Readiness (STAAR)—was initiated, and test development activities began for grades 3–8. New STAAR 3–8 field-test items were embedded in most TAKS operational test forms, with the exception of grades 4 and 7 writing, which were field-tested using stand-alone field tests.

The STAAR English II, English III, and world history assessments were field-tested for the first time in 2011. In addition, the other nine EOC assessments—Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, world geography, and U.S. history—were administered as operational assessments.

—2012

In spring 2012, the STAAR program replaced TAKS. The STAAR program at grades 3–8 assesses the same subjects and grades that were assessed on TAKS. At high school, however, grade-specific assessments were replaced with 15 EOC assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I reading, English I writing, English II reading, English II writing, English III reading, English III writing, world geography, world history, and U.S. history.





Depending on their graduation program, students were required under House Bill 3 to meet the passing standard, Level II: Satisfactory Academic Performance (or at least achieve a predetermined minimum score), on 11 to 15 STAAR EOC assessments. In order to graduate, a student needed to achieve a cumulative score requirement in each content area.

STAAR Modified and STAAR Alternate replaced TAKS–M and TAKS–Alt at grades 3–8 and at high school. At grades 3–8, STAAR Modified and STAAR Alternate assessed the same subjects and grades as STAAR. At high school, STAAR Modified included 9 EOC assessments for administration in 2012–2013: Algebra I, geometry, biology, English I reading, English I writing, English II reading, English II writing, world geography, and world history. STAAR Modified English III reading, English III writing, and U.S. history were scheduled to be administered in 2013–2014. STAAR Alternate included nine EOC assessments at high school: Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history.

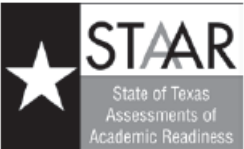
—2013

In spring 2013, TAKS exit level was administered as a primary assessment for the final time to grade 11 students. Exit level TAKS retests will continue to be administered for students with TAKS as their graduation requirement. TAKS–M was also administered for the final time in spring 2013.

In June 2013, the 83rd Texas Legislature enacted a bill reducing the number of EOC assessments from 15 to 5 tests: Algebra I, biology, English I, English II, and U.S. history. The legislation mandates a combined reading and writing assessment for English I and English II starting in spring 2014, and mandates the redesign of the current STAAR Alternate program by 2014–2015.

A phase-in period has been implemented for the STAAR performance standards in order to provide school districts with sufficient time to adjust instruction, provide new professional development, increase teacher effectiveness, and close knowledge gaps. The commissioner of education determines the appropriate timeline for phasing in the performance standards.

A two-step phase-in for Level II: Satisfactory Academic Performance is in place for all STAAR 3–8 and EOC assessments. Phase-in 1 performance standards for Level II will be in effect for the 2011–2012, 2012–2013, and 2013–2014 school years.



Assessment Provisions in State Law and Administrative Rules

Texas Education Code

State law pertaining to the statewide student assessment program is found in the [TEC Chapter 39, Subchapter B](#). Assessment provisions relating to grade promotion requirements are located in [TEC §28.021](#) and [TEC §28.0211](#). Additional provisions relating to the intensive instruction districts must provide to students who do not perform satisfactorily on a state assessment are located in [TEC §28.0213](#). This section highlights legislation pertaining to the transition from TAKS to STAAR.

In May 2007, the 80th Texas Legislature enacted [Senate Bill \(SB\) 1031](#), requiring changes to the assessment program, including the implementation of an end-of-course assessment program; changes to the administration window for the assessments; limitations on the frequency of stand-alone field testing; provisions for accelerated instruction based on assessment results; and a revised release schedule for test questions and answer keys for most Texas assessments.

In June 2009, the 81st Texas Legislature enacted [House Bill \(HB\) 3](#), which made further changes to the assessment program. These included requiring TEA to develop assessments in a manner that allows for the measurement of performance across grades culminating in postsecondary readiness performance standards in Algebra II and English III. These performance measures are part of the STAAR program, which encompasses the EOC assessments mandated by SB 1031 and the new grades 3–8 assessments mandated by HB 3, and were set by the commissioner of education. STAAR testing began with the 2011–2012 school year.

Changes resulting from HB 3 that took effect during the 2008–2009 testing year included eliminating the requirement that assessments administered for the purpose of retesting were subject to mandatory release; specifying that TEA was no longer required to develop assessment study guides; eliminating exit level testing under the TAAS program; and requiring the commissioner of education, rather than the SBOE, to determine satisfactory performance levels for assessment instruments.

In 2011, the 82nd Texas Legislature passed [HB 2135](#), which stated that students were not required to take the grade-level assessment if they were taking an above-grade-level assessment in a course for which they




were enrolled. The bill also addressed the use of EOC performance results of students below grade 9 who take a STAAR EOC assessment, including how those results must be included in accountability performance indicators. HB 2135 also amended the SSI so that a student was not required to take the corresponding SSI assessment in grades 5 and 8 if the student was enrolled in either

- a course in the subject for which the student received high school academic credit and was administered a STAAR EOC assessment; or
- a course in the subject intended for students above the students' enrolled grade and was administered the corresponding assessment instrument.

HB 2135 also prohibited a student subject to SSI grade promotion requirements from being denied promotion on the basis of performance on an assessment if the student was taking an above-grade-level assessment instead of the grade-level assessment.

As required under [TEC §39.024](#) and [§39.0241](#), TEA and the Texas Higher Education Coordinating Board adopted cut scores on the STAAR Algebra II, English III reading, and English III writing assessments that exempt students from further testing under the Texas Success Initiative (TSI). These cut scores were also used to determine a student's need for enrollment in developmental education courses. The commissioner of education and the commissioner of higher education designated the final recommended cut scores for Level II: Satisfactory Academic Performance on STAAR Algebra II, English III reading, and English III writing as the initial postsecondary readiness indicator to use for TSI exemption purposes.

In June 2013, the 83rd Texas Legislature enacted [HB 5](#), which reduces the 15 EOC assessments required for graduation to 5 assessments: Algebra I, biology, English I, English II, and U.S. history. The administration of Algebra II and English III will be delayed until 2015–2016, and the assessments will be optional based on district decision. In addition, the reading and writing assessments for English I, II, and III are required to be combined into a single assessment per course with a single reported score starting with the spring 2014 administration. HB 5 removed the requirement for a cumulative score, a minimum score, and inclusion of the EOC assessment results as 15 percent of a course grade. In addition, HB 5 requires a conversion table for EOC scale scores to a 100-point scale. HB 5 requires the release of certain STAAR assessments after the 2012–2013, 2013–2014, 2014–2015, and 2015–2016 administrations.



HB 5 also impacts the STAAR Alternate assessments. Specifically, it states that beginning in 2014–2015, teachers may not be required to prepare tasks or materials for alternate assessments. In order to meet this requirement, the STAAR Alternate assessments will be redesigned.

The 83rd Texas Legislature enacted [SB 906](#), which also impacts the STAAR Alternate assessments. SB 906 states that the adopted performance standard may not “[indicate] that a student’s performance on the alternate assessment does not meet the standards if the lowest level of the assessment accurately represents the student’s developmental level.” To meet this requirement, TEA will revert to the STAAR Alternate adjusted performance standard in 2013–2014 rather than applying the final recommended standard that resulted from standard setting.

Texas Administrative Code

The [Texas Administrative Code](#) (TAC) includes rules adopted by the SBOE and the commissioner of education to address the legislative requirements of the TEC. This section highlights rules pertaining to the transition from TAKS to STAAR.

In 2009, the SBOE and commissioner rules for student assessment were reviewed as part of a four-year review cycle for all state agency rules. During this review process and in the months following the conclusion of the 81st legislative session, several amendments were made to the SBOE and commissioner rules for student assessment.

The SBOE amended the TAKS performance standards to implement the vertical scale designed to measure growth in student performance in grades 3–8 in TAKS reading and mathematics, as required under SB 1031. Although the new performance standards did not take effect until September 1, 2009, TEA reported spring 2009 student assessment results using the vertical scale for informational purposes only.

The SBOE amended [19 TAC §101.33](#), Release of Tests, to reflect the provision in HB 3 that excludes assessments administered for the purpose of retesting from the statutorily required three-year release schedule.

The commissioner of education amended [19 TAC §101.3003](#), Assessment Requirements for Graduation, to reflect the provision in HB 3 that eliminates exit level testing under the TAAS program. Students who formerly were bound to exit level testing requirements under TAAS or TEAMS now fulfill requirements for graduation with the exit level TAKS under applicable performance standards established by the commissioner of education.

In December 2009, [19 TAC §101.5](#), Student Testing Requirements, was amended to specify that Spanish versions of TAKS are available in grades 3–5 only.

In December 2009, [19 TAC §101.2003](#), Grade Advancement Requirements, was amended to include the provision that a school district or charter school shall provide accelerated instruction for students who fail to demonstrate satisfactory performance as specified in [TEC §28.0211\(a–1\) and \(c\)](#).

Furthermore, both [19 TAC §101.11](#) and the commissioner of education rule [§101.2006](#), Remediation, were amended to require that school districts and charter schools provide remediation for students in grades 3–8 who fail to demonstrate satisfactory performance on any section of the assessments of academic skills, as required by [TEC §28.0211 \(a–1\) and \(a–2\) and §28.0213](#).

Additionally, the commissioner of education made several changes to the TAC to reflect the implementation of the STAAR program as a result of HB 3 and HB 2135.

- In February 2010, [19 TAC, Chapter 101, Subchapter AA](#) was amended to reflect new testing requirements under HB 3 that changed the requirements governing the participation of certain ELL students in the state assessment program, including additional provisions for unschooled asylees or refugees.
- In April 2010, [19 TAC, Chapter 101, Subchapter BB](#) was amended to reflect new grade advancement and accelerated instruction requirements under SSI.
- In December 2011, [19 TAC, Chapter 101, Subchapter AA](#) was amended to reflect changes made to the state assessment program as a result of the implementation of the STAAR program.
- In May 2012, [19 TAC, Chapter 101, Subchapter CC](#) was amended to incorporate requirements for the STAAR EOC assessments as well as the associated cumulative score and graduation requirements. At the same time, this subchapter was amended to defer the requirement for schools to incorporate the STAAR EOC test score as 15 percent of the student's course grade for the 2011–2012 and 2012–2013 school years.
- In June 2012, [19 TAC, Chapter 101, Subchapter BB](#) was amended to clarify SSI requirements for students testing above grade level.





- In August 2012, 19 TAC, Chapter 101, Subchapter CC was amended to incorporate the performance standards for STAAR EOC.
- In March 2013, 19 TAC, Chapter 101, Subchapter AA was amended to allow that refugees may be exempted from a STAAR administration upon completion of a full school year.
- In June 2013, revisions to 19 TAC, Chapter 101, Subchapter CC were made to include the STAAR 3–8 assessments, STAAR Modified assessments, and STAAR Alternate assessments.

Curriculum Guidelines for Assessment

The TEKS were adopted by the SBOE in July 1997 and were implemented as the statewide curriculum for Texas in the 1998–1999 school year. The TEKS replaced the Essential Elements, which had been implemented in 1984. The TEKS were developed to be more specific and focused than the Essential Elements, with emphasis placed on the knowledge and skills students were expected to learn rather than on the delivery standards expected of teachers. The TEKS are reviewed and updated on a regular basis by the SBOE. As revisions are made to the TEKS, changes are subsequently made to the assessment program to maintain a strong, direct, and effective link between the TEKS curriculum and the statewide assessments.

The TAKS assessment program was developed to have objectives that correspond to the TEKS student expectations that are eligible for testing. These are available on the [TAKS Resources](#) page on TEA’s Student Assessment Division website. Similarly, the STAAR reporting categories and the corresponding TEKS student expectations that are eligible for testing are available on the [STAAR Resources](#) page on TEA’s Student Assessment Division website.



TEKS Revisions

Following the regular schedule for TEKS review, the SBOE most recently revised the TEKS as follows.

- In 2005, the SBOE adopted the refinements made to the elementary and secondary mathematics TEKS. All of the TAKS mathematics assessments were subsequently revised to fully align to the 2005 refined mathematics TEKS.
- In 2008, the SBOE adopted new TEKS for English language arts/reading (ELA/R) and Spanish language arts (SLA), and alignment with the new TEKS was reflected in the 2010 and 2011 TAKS reading, writing, and ELA assessments.
- In 2009, the SBOE adopted revised science TEKS, and alignment with those TEKS was reflected in the 2011 TAKS science assessments.
- In 2010, the SBOE adopted revised social studies TEKS, and alignment with those TEKS was reflected in the 2012 STAAR social studies assessments.
- In 2012, the SBOE adopted new mathematics TEKS, and alignment with the new TEKS will be reflected in the 2015 and 2016 STAAR mathematics assessments.

In addition to being reflected in the TAKS assessments, changes made to the TEKS between 2005 and 2009 were also reflected in the EOC assessments and eventually in the STAAR assessments in grades 3–8.

In 2008, TEA and the Texas Higher Education Coordinating Board (THECB) established vertical teams to develop College and Career Readiness Standards (CCRS), as required by HB 1. TEA and the THECB undertook an additional process of vertical alignment to link the CCRS to the TEKS in ELA/R, mathematics, science, and social studies. As part of the TEKS review process, the SBOE incorporated the CCRS into the TEKS, making Texas the first state in the country to adopt a curriculum aligned to college and career readiness. Additional information about this topic can be found in the [Texas College and Career Readiness Standards](#) report available on THECB's website.

English Language Proficiency Standards

The state's standards for addressing the English language proficiency needs of ELLs were revised in 2006–2007 to explicitly require all teachers to address English language proficiency standards in the instruction of ELLs. The SBOE adoption of new grades K–12 [Texas English Language Proficiency Standards \(ELPS\)](#) for ELLs was effective

in December 2007. The 2008 revised TELPAS reading assessments were aligned to these standards.

In August 2013, a review of the TELPAS reading performance standards was conducted to evaluate the alignment of the performance standards between the TELPAS and STAAR assessments. The new TELPAS performance standards will be implemented in the 2013–2014 school year.

