



# Overview of House Bill 3906 and the STAAR Redesign

## Agenda:

- STAAR Redesign Overview
  - Transition to Online Assessments
  - Test Design and Item Updates
- Through Year Pilot

# The STAAR redesign has four components that will make STAAR align more closely with classroom instruction



## Transition to online assessments

Allows students to receive accommodations like they get in the classroom and provides faster results to support accelerated learning.



## Addition of new item types

New, non-multiple-choice questions are more like the kind teachers ask in class and give students more ways to show understanding.



## Incorporation of cross-curricular passages in RLA

Reading comprehension test questions reference topics that students have learned about in other classes.



## Inclusion of writing on all RLA assessments

Combined reading and writing tests better support the interconnected way these subjects are taught.

# TEA has worked with stakeholders on these changes since SY 2020-21 and will fully implement the STAAR redesign in SY 2022-23

Re-design components		SY 2020-21	SY 2021-22	SY 2022-23
	<b>Transition to online</b>	<ul style="list-style-type: none"> <li>Transition to Online Assessments Feasibility Study</li> </ul>	<ul style="list-style-type: none"> <li>Transition to online testing guide for districts</li> <li>Matching grant for infrastructure</li> <li>Special administration of online assessment policy</li> </ul>	 Full implementation of STAAR Redesign
	<b>New item types</b>	<ul style="list-style-type: none"> <li>Educator focus groups</li> <li>Cognitive labs to study how students interact with proposed item types</li> <li>Sample new item types</li> </ul>	<ul style="list-style-type: none"> <li>Stand-alone field testing</li> <li>Continued educator engagement</li> <li>Blueprints and more sample new item types within online platform</li> </ul>	
	<b>Cross-curricular passages</b>	<ul style="list-style-type: none"> <li>Develop and identify informational texts that include cross-curricular content covered in other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of informational texts will have cross-curricular links</li> </ul>	
	<b>Writing in RLA</b>	<ul style="list-style-type: none"> <li>Multiple choice writing items field-tested in Spring RLA tests at all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>G4 and G7 Writing eliminated</li> <li>Continue field-testing multiple-choice writing items in RLA tests</li> </ul>	



## Transition to Online Assessments

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## Inclusion of writing on all RLA assessments

Combined reading and writing tests better support the interconnected way these subjects are taught.



# The transition to online testing opens the door to a number of benefits, including more equitable access to accommodations and faster results

*Primary benefits of online testing include...*



## **More equitable access to accommodations**

*For example, struggling readers have access to pop-ups that clarify vocabulary through the use of simpler language or pictures.*



## **Faster test scores and results**

*Not having to ship and scan materials means that educators and parents can get student results quicker.*



## **Improved test operations**

*Reduces the number of materials needed for special administrations of STAAR and eliminates the need to match test materials for oral administrations.*



## **Allows for new, non-multiple-choice questions**

*Enables more interactive and engaging questions that give students more opportunities to show what they know.*

70% of other states have already transitioned to full online testing, including a number of states with high rural populations.

Previous studies have shown no difference in performance between students who test online and students who test on paper, except for English 1 and English 2 EOCs, which is taken into account during the scoring process.



# The statewide feasibility study conducted in 2020 indicated that a two-year transition is feasible

- State benchmarking revealed that 70% of states currently have fully implemented online testing for their primary state assessments.
- The state of Texas is close to having the infrastructure necessary to fully implement online testing, with a small investment in internet connectivity needed for a subset of mostly small and rural districts. Across the state, an estimated \$4 million one-time network investment and \$13 million annual investment is needed beyond E-rate.
- A two-year transition will allow educators and students time to increase familiarity and comfort with online testing.



Video explaining the results of the study can be found on the [STAAR Redesign webpage](#).

The study recommended the legislature to take action in three ways -

- **Required:** Amend TEC §39.02341 to clarify scope and confirm timeline for implementation of online testing.
- **For consideration:** Expand authorized use of TIMA to cover internet connectivity and training for online testing.
- **For consideration:** Set up matching grant fund toward one-time network infrastructure investment.



# All three recommendations put forth in the study were passed in the 87<sup>th</sup> Texas Legislature



## House Bill 3906 *passed 2019*

- **Proposed full state transition** to online testing by 2022-2023
- **Ordered online feasibility study**, to determine districts' readiness to move towards online testing



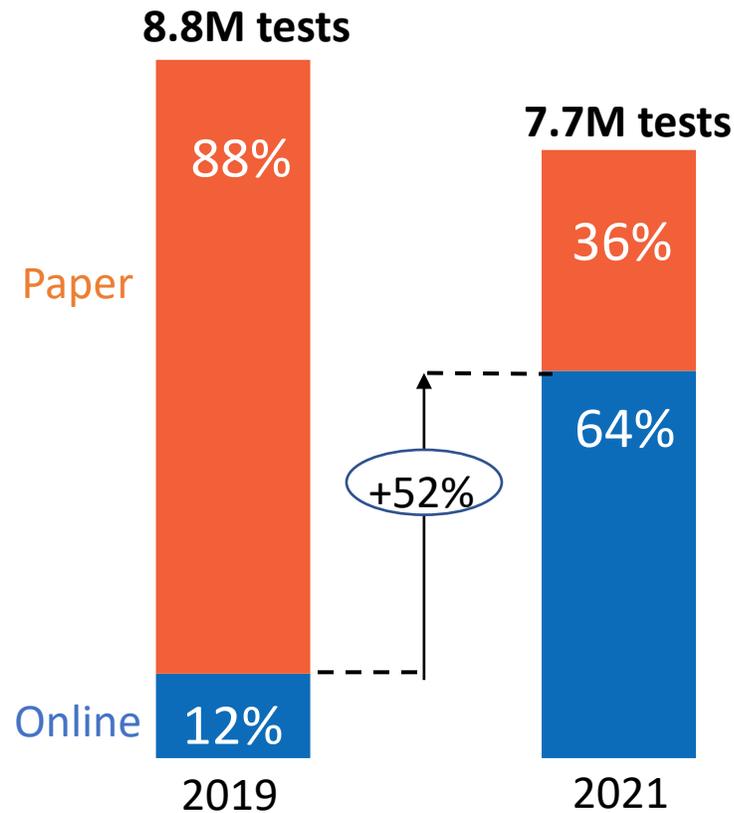
## House Bill 3261 *passed 2021*

- **Confirms move** to online testing by 2022-2023
- **Expands authorized use of TIMA** (technology and instructional materials allotment) to cover internet connectivity and training for online testing
- **Permits TEA to implement a matching grant** to support one-time network infrastructure investment

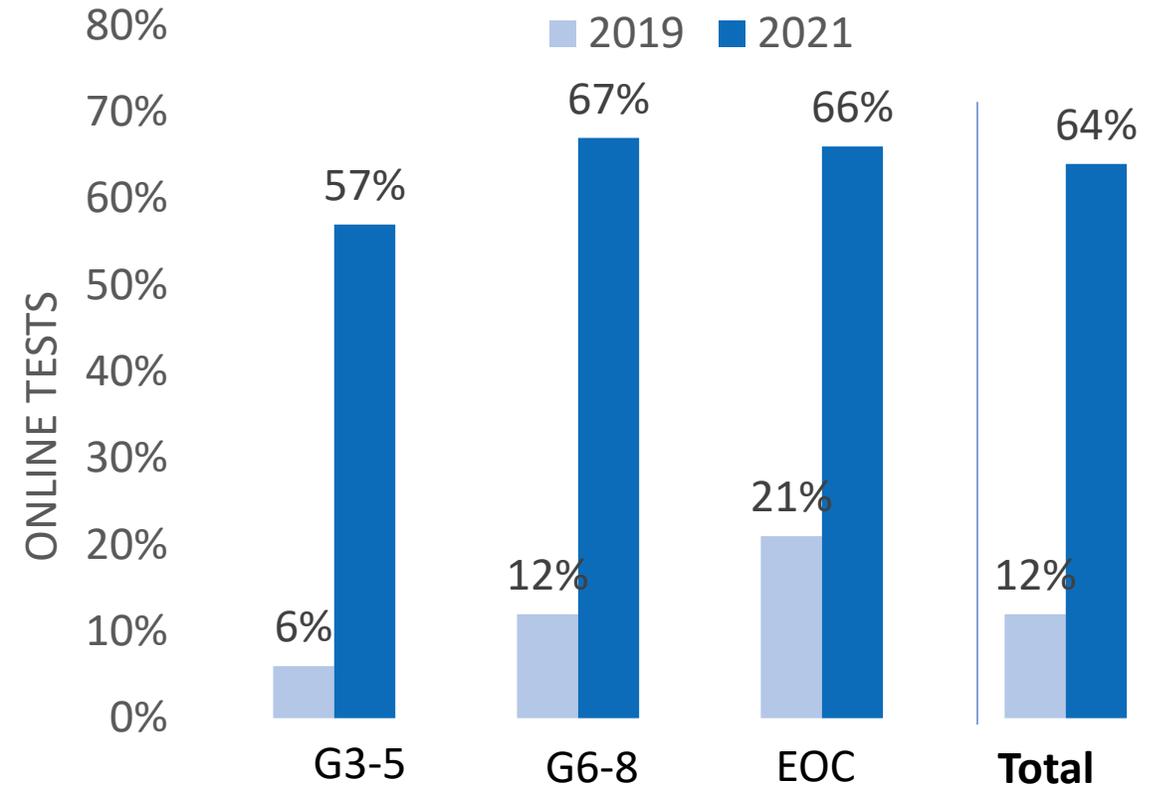


# In 2021, Spring online testing increased from 12% in 2019 to 64%

STAAR online participation increased by 52 percentage points



We saw increases in students testing online across all grade bands





# What does full implementation of online testing look like?

This includes all STAAR assessments...

- ✓ grades 3–8 assessments
- ✓ EOC assessments
- ✓ Spanish assessments
- ✓ accommodated assessments

 ...But does not include STAAR Alternate 2 assessments

*The STAAR Alternate 2 assessment will continue to be administered in the format that is most appropriate for participating students.*

Many students who need accommodations already test online because of online accommodations such as content and language supports, text-to-speech, speech-to-text, spelling assistance, American sign language videos, and refreshable braille.

However, the **very small number of students (<1%)** with circumstances that prevent them from testing online (e.g., visual impairments, educational placement does not permit online access) **will continue to test on paper.**



# There are multiple ways for educators and students to become familiar with the online testing platform: #1 STAAR online practice tests

**TEA TEXAS ASSESSMENT** VISIT TXSCHOOLS.GOV

## Practice and Released Tests

### Printable PDF Released Tests

Printable PDF versions of released tests for STAAR and STAAR Alternate 2 are available on the TEA website. Access PDF versions of the released STAAR tests by clicking the **STAAR Released Tests** card below. Access PDF versions of the released STAAR Alternate 2 tests by clicking the **STAAR Alternate 2 Released Tests** card.

Local education agencies may order printed versions of the STAAR released tests. Use the online order form below to order printed released tests.

### Online Practice Tests

The online practice tests are designed to familiarize students with the online testing environment, the available tools, and the various types of test questions. These tests provide students with an opportunity to interact with the test interface, respond to questions, and locate and use available tools.

The practice tests are released tests that have been previously administered and are available for STAAR and TELPAS. In addition, small sets of test questions (smaller than an actual test) are available as practice sets. These practice sets are used to introduce students to new types of test questions like the new STAAR Item types. Access the online practice tests and practice sets by clicking the **Practice Tests Login** card below.

#### Printable PDF Released Tests

- STAAAR Released Tests
- STAAR Alternate 2 Released Tests
- Order Form for Printed Released Tests

#### Online Practice Tests

- Practice Tests Login: Access for students (and others) to the online practice tests.
- Test Administrator Practice Site: Access to the test administrator practice interface.

## Your Tests

Select the test you need to take.

Student Grade Level: 5

### STAAR Released and Practice Tests

- Start 2018 STAAR Grade 5 Science Released Test
- Start 2019 STAAR Grade 5 Science Released Test
- Start 2018 STAAR Spanish Grade 5 Science Released Test
- Start 2019 STAAR Spanish Grade 5 Science Released Test
- Start 2018 STAAR Grade 5 Reading Released Test
- Start 2019 STAAR Grade 5 Reading Released Test
- Start 2018 STAAR Spanish Grade 5 Reading Released Test
- Start 2019 STAAR Spanish Grade 5 Reading Released Test
- Start 2018 STAAR Grade 5 Mathematics Released Test
- Start 2019 STAAR Grade 5 Mathematics Released Test
- Start 2018 STAAR Spanish Grade 5 Mathematics Released Test
- Start 2019 STAAR Spanish Grade 5 Mathematics Released Test

### TELPAS Released and Practice Tests

- Start 2017 TELPAS Grades 4-5 Reading Released Test
- Start 2020 TELPAS Grades 4-5 Listening and Speaking Released Test
- Start 2018 TELPAS Grades 4-5 Listening and Speaking Practice Set
- Start 2020 TELPAS Grades 4-5 Reading Released Test

Online practice tests, administered on the same platform as STAAR, are available at [www.texasassessment.gov](http://www.texasassessment.gov)



# There are multiple ways for educators and students to become familiar with the online testing platform: #2 STAAR Interim Assessments

The screenshot displays the STAAR Interim Assessments interface. On the left, a passage titled "A Rite of Passage (and the Importance Penguin Etiquette)" by Chris Epting is shown. The passage contains two paragraphs. Paragraph 1 discusses the author's experience with penguins and the phrase "No pain, no gain." Paragraph 2 describes the author's trip to Antarctica to study emperor penguins. Below the text is a map of South America with the Atlantic Ocean to its east. On the right, a question is displayed: "When describing the penguins, the author mostly focuses on their —". Four multiple-choice options are provided: (A) concern for their baby chicks, (B) friendly and entertaining behavior, (C) ability to survive in their environment, and (D) dependence on one another. The interface includes navigation buttons (Back, Next, Save) at the top left and utility tools (Dictionary, Notepad, Line Reader, Zoom Out, Zoom In) at the top right. A progress bar at the top right shows the current question number (1) out of 8.

STAAR Interim Assessments are free, online tests, administered on the same platform as STAAR that mirror the summative blueprint and predict students' performance on STAAR

# There are multiple ways for educators and students to become familiar with the online testing platform: #3 Texas Formative Assessment Resource (TFAR)



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The Texas Formative Assessment Resource (TFAR) is a free, online tool used to create, administer, analyze, and share formative assessments. Tests created in TFAR are administered on the same platform as STAAR.



# Administrators and technology staff can also receive training through our LMS about the technology requirements for online testing

TEAS ASSESSMENT Learning Management System

Search Home Help Administrator Jordan Runge

## Available Trainings

Note: Select a role below to view specific training webinars, videos, and modules. You can switch between roles as needed.

District Testing Coordinator Campus Testing Coordinator

Test Administrator District Testing Assistant Rater

Principal Teacher Other District Roles

Other Campus Roles **Technology Staff**

Categories

Universal Trainings

System Trainings - TIDE, TDS, CRS, etc.

**TECHNOLOGY REQUIREMENTS OVERVIEW**

Length: 48 minutes

Learn how to prepare network and student devices to support the Texas Assessment Program.

Q&A  
PowerPoint  
PDF

Launch

TEAS ASSESSMENT

Marker Tools Resources

## Technology Requirements for the Texas Assessment Program

Webinar  
July 2021

TEAS ASSESSMENT

OUTLINE

Search

1. Technology Requirements

2. Thank you!

1 / 2 00:00 / 01:35:28

PREV NEXT

This technology training, as well as many others about all aspects of the Texas assessment program, can be viewed on our LMS, <https://tx.tms.pearson.com/>



# To support districts, we have released a tool that includes next steps to be fully prepared for the transition to online

[Click here for Transition to STAAR Online Assessments Implementation Guide](#)

## Step 1: System-level pre-requisites to implement full online testing

Prerequisite #2:	Key question	Next steps if goal not met
<b>Sufficient hardware</b>  <i>To be completed before the start of SY 2022-23</i>	Does each campus have enough devices to support online testing?	<b>CREATE A STAGGERED SCHEDULE:</b> <ul style="list-style-type: none"> <li>A staggered schedule allows all students to test within the administration window given the number of students that can test at the same time.</li> </ul> <p style="text-align: center;">OR</p> <b>ACQUIRE ADDITIONAL DEVICES:</b> <ul style="list-style-type: none"> <li>Tap into other funding sources to re-allocate efforts towards network infrastructure (i.e., Technology and Instructional Materials Allotment, Emergency Connectivity Fund.)</li> <li>Devices that students are using for home-learning can also be brought in for online testing.</li> </ul>
	<b>Goal / Recommended Minimum</b>	
	3:1 student-to-device ratio	
	<b>How to determine if you've met the goal</b>	
	Determine the ratio of student testers to devices. Check the <a href="#">minimum system requirements</a> to determine which devices meet the hardware specifications	

- Pre-requisites include -*
- Adequate network infrastructure
  - Sufficient hardware
  - Software meets system requirements

## Step 2: Suggested actions for successful implementation based on district experiences

Success criteria #1: Strategic planning	
Key characteristics	Suggested next steps if key characteristics are not present
<input type="checkbox"/> District leadership is clear on what is required for full online testing implementation and why it is important.	<b>ALIGN ADMINISTRATORS AROUND A SHARED VISION:</b> <ul style="list-style-type: none"> <li>Set up strategic planning meeting for online assessment</li> <li>Ensure administrators clearly articulate the role of technology, inclusive of online assessments, in their overall vision and mission</li> <li>Assign clear initiative lead on transition to online to serve as point person and oversee end-to-end process, with district leadership backup</li> </ul>
<input type="checkbox"/> District leadership has established a plan and timeline to moving online and has communicated this across staff.	<b>CREATE A LAUNCH PLAN:</b> <ul style="list-style-type: none"> <li>Administrators create a detailed launch plan with timeline, milestones, and goals to transition to online testing (e.g., grade by grade, campus by campus). Load testing and increasing staff and students' familiarity with the system should be included in the plan.</li> </ul>

- Success criteria include -*
- Strategic planning
  - Training and familiarity
  - Program maintenance



A key component of Step 1 of the guide is to ensure districts have adequate network infrastructure to support online testing

## Goal: 500 Kilobits per second (Kbps) for each concurrent tester

There are a variety of funding to support districts that don't yet have enough bandwidth to support online testing:

- E-Rate federal funding
- TIMA (Technology and Instructional Materials Allotment)
- Emergency Connectivity Fund
- Upcoming TEA Online Testing Infrastructure Matching Grant

- \$4M matching grant intended to fund one-time investment of network infrastructure
- Award maximums will be calculated using E-Rate reimbursement rates
- Prioritizes rural and town districts that lack fiber connection and/or do not have adequate internal connections
- More information about the grant will be available by early 2022



# The implementation guide also links to a document with information about supports offered by our vendor and ESCs

## Vendor supports

- The Cambium Helpdesk provides virtual support to districts or campuses that have questions related to online testing setup or online test administration. LEAs can also call the Helpdesk for office hour supports, such as getting further guidance on optimizing network capacities.
- The helpdesk is open from 7:00 AM to 7:00 PM, Monday through Friday, and can be reached by phone, 1-833-601-8821, or email, [TexasTestingSupport@cambiumassessment.com](mailto:TexasTestingSupport@cambiumassessment.com).

## Regional ESC supports

- Listed contacts for ESC technology representatives
- Provides brief overview of each region's services that are related to transition to online testing

## Screenshot of document below -

**List of Vendor and Regional Supports for Transition to Online** (updated 11/01/21)

*Vendor Supports for Transition to Online*

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*Regional Supports for Transition to Online*

Region	Contact	Description of supports specific to transition to online
1	Ali Kollahdouz, Chief Technology Officer <ul style="list-style-type: none"> <li>• <a href="mailto:akollahdouz@esc1.net">akollahdouz@esc1.net</a></li> <li>• 956-984-6063</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ORION</b> is an E-Rate consortia that negotiates favorable volume pricing (includes LEA and libraries).</li> <li>• ORION is also a fiber optic network that implements a leased lit-fiber network (70% districts each have access to 10 Gbps internet).</li> <li>• Currently exploring peering with major content and assessment providers to further reduce potential issues during transition to electronic testing.</li> <li>• Tech support form is linked here: <a href="https://esc1orion.net/support/">https://esc1orion.net/support/</a></li> </ul>
2	Doug Tolman, Administrator, IT Services <ul style="list-style-type: none"> <li>• <a href="mailto:doug.tolman@esc2.us">doug.tolman@esc2.us</a></li> <li>• 361-561-8656</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Management Information Systems (MIS)</b> provides <b>CoBeNet</b> and Direct Internet Access services for LEAs and nonprofit organizations.</li> <li>• <b>CoBeNet</b> includes internet access, caching and web content filtering, customizable web content filtering and reporting, firewall security, Broadband connectivity and troubleshooting, priority traffic filtering, Router Lease Program, and technical support and training.</li> </ul>

Full document can be accessed under [List of Vendor and Regional Supports for Transition to Online](#)



## Test Design and Item Updates

# The STAAR redesign has four components that will make STAAR align more closely with classroom instruction



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Allows students to receive accommodations like they get in the classroom and provides faster results to support accelerated learning.



## Addition of new item types

New, non-multiple-choice questions are more like the kind teachers ask in class and give students more ways to show understanding.



## Incorporation of cross-curricular passages in RLA

Reading comprehension test questions reference topics that students have learned about in other classes.



## Inclusion of writing on all RLA assessments

Combined reading and writing tests better support the interconnected way these subjects are taught.



## Adding new, non-multiple-choice questions can give students more ways to show understanding and look more like questions teachers ask in class

TEA has worked closely with educators to determine which new question types best support students

**600** educators participated in focus groups on new question types

**92%** of educators agree that the new question types allow students to better demonstrate their knowledge.

**89%** of educators believe that the new question types are more engaging for students

**80%+** of educators agree that new question types will impact instructional planning

### Sample New Question Types Under Consideration

**Short constructed response** – Student provides a written response (e.g., one or more sentences)

**Text entry** – Student enters a numeric quantity, a word, or a phrase

**Graphing** – Student plots a function on a coordinate grid using a dynamic tool

**Multipart (evidence-based selected responses or EBSR)** – Student provides a response and a justification for the response.

**Drag and drop** – Student selects and drags text or an object to a different location

**Hot spot** – Student selects one or more areas of a graphic image

**Hot text** – Student highlights text from a given passage

**Inline choice** – Student chooses from a drop-down list of options

**Multiselect** – Student must select more than one correct response

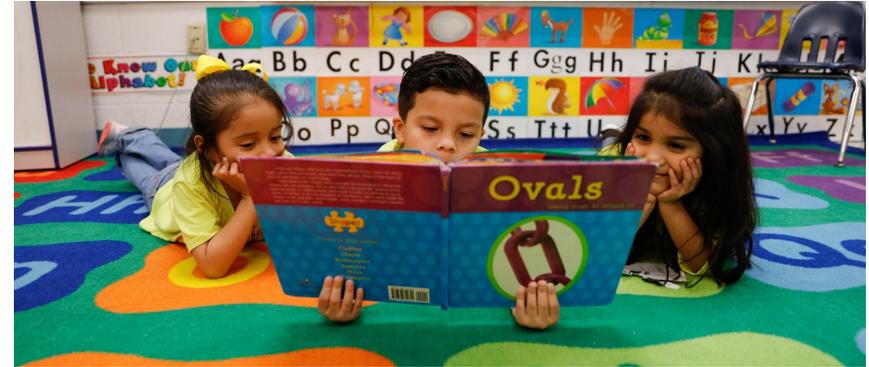
# Combined reading and writing tests better support the interconnected way these subjects are taught



House Bill 3906 eliminated standalone grades 4 and 7 writing in 2021-2022.

Federal government requires Texas to assess the breadth of the RLA TEKS.

The revised reading language arts TEKS include and emphasize the importance of the **integration of reading, writing, listening, and speaking**.



As part of the STAAR redesign, the reading assessments are being revamped to best assess the new TEKS, **include writing in all grades**.

# Previously, compositions asked students to write in response to a stand-alone question



The previous 4<sup>th</sup> and 7<sup>th</sup> grade writing prompts asked students to write in response to a stand-alone prompt, without being asked to read any associated passages.

\*Grade 4 STAAR assessment, 2019

## WRITTEN COMPOSITION: Expository

**READ** the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

**THINK** about inventions that you believe are useful.

**WRITE** about one invention that is important in your life. Tell what the invention is and explain what makes it important.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

# Based on research and stakeholder feedback, redesigned STAAR will ask students to write in response to reading starting Spring 2023



## Research supports having students write in response to reading

- Research shows that having students write about the texts they read improves their reading comprehension skills.<sup>1</sup>
- At least 39 other states and NAEP currently assess student writing in this way.

## Texas educators are supportive of this change

- “will significantly reduce the tendency to ‘teach to the test.’”
- “will encourage instruction in all appropriate genres rather than a focus on expository writing in most grade levels”.
- “would better reflect authentic teaching practices and promote college and career readiness.”
- “In grades where writing hasn’t been assessed, instruction would move from reading skills only to an integrated reading/writing approach.”

Students will read a selection or a pair of selections and will respond to a question using evidence from the text to support their response. Students will be asked to analyze, evaluate, or explain aspects such as craft, message, or structure, or to synthesize ideas within or across texts.

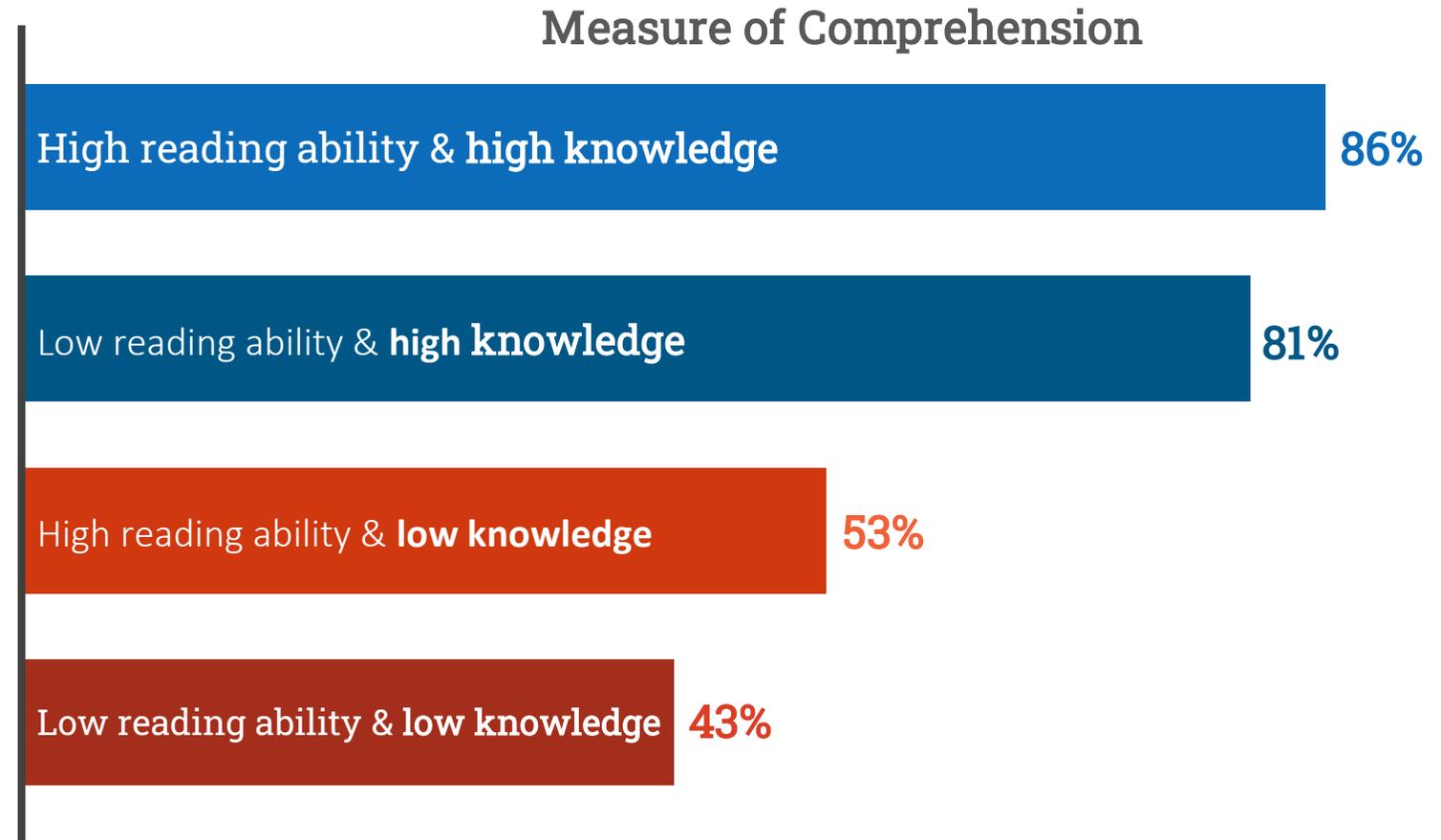
**Sample informational prompt:**  
After reading the excerpt from *Air Traffic Control*, think about the following question.  
In what ways has air traffic control changed over time?  
In a written response, explain how air traffic control has changed over time. You must support your response with details from the selection.

<sup>1</sup>Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, DC: Alliance for Excellent Education.



# RLA tests will prioritize cross-curricular passages, because research shows the importance of knowledge in reading comprehension

- Evidence indicates students with knowledge of the subject matter have higher levels of comprehension than students with lower levels of subject matter knowledge.
- Since subject matter knowledge is covered in the TEKS for other subjects, and all students are taught the TEKS, ensuring STAAR passages have content aligned to the TEKS for other subjects ensures a level playing field when assessing comprehension.



Source: Recht, D. & Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers Memory of Text." (1998) Journal of Educational Psychology, Vol. 80, No. 1, 16-20

# Test design and new question type resources will be available to support educators



Summer 2021

- Educator advisory groups provide feedback on proposed blueprints.

Fall 2021

- **Preliminary blueprints** and **RLA assessed curriculum** available on TEA website.

Winter 2021

- **New question type samplers by grade & subject** on same platform as STAAR.

Spring 2022

- Blueprints will be finalized based on the field test data.

Summer 2022

- **Final blueprints** will be published.

Fall 2022

- **Practice tests by grade & subject** on same platform as STAAR.

# Preliminary blueprints and RLA assessed curriculum are now available on the STAAR redesign webpage



## Preliminary Algebra 1 Blueprint

**Preliminary STAAR Algebra 1 Math Blueprint**  
Effective as of Academic Year 2022-23\*

Reporting Categories	Number of Standards		Number of Questions	Number of Points
Reporting Category 1: Numeric and Algebraic Methods	Readiness	2	9-11	9-14
	Supporting	11		
Reporting Category 2: Describing and Graphing Linear Functions, Equations, and Inequalities	Readiness	3	10-12	10-16
	Supporting	8		
Reporting Category 3: Writing and Solving Linear Functions, Equations, and Inequalities	Readiness	5	12-14	12-18
	Supporting	7		
Reporting Category 4: Quadratic Functions and Equations	Readiness	4	9-11	9-14
	Supporting	4		
Reporting Category 5: Exponential Functions and Equations	Readiness	2	5-7	5-9
	Supporting	3		
Readiness Standards	Total	16	60-65%	35-38
Supporting Standards	Total	35	35-40%	21-24
1-point questions (multiple-choice and non-multiple-choice items)			41	41
2-point questions (non-multiple-choice items)			9	18
<b>Total</b>			<b>50</b>	<b>59</b>

For more resources on the STAAR Algebra 1 test, including assessed curriculum, visit:  
<https://tea.texas.gov/student-assessment/testing/taar/taar-mathematics-resources>

For more STAAR resources, including all test blueprints and assessed curriculum, visit:  
<https://tea.texas.gov/student-assessment/testing/taar/taar-resources>

## Grade 4 RLA Assessed Curriculum

**STAAR Grade 4**  
**English Language Arts and Reading**

**Genres Assessed in Reading:**

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

**Reporting Category 1:  
Reading**

The student will understand and analyze a variety of texts from various genres.

(3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources to determine meaning, syllabication, and pronunciation; **Supporting Standard**
- (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Readiness Standard**
- (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; **Supporting Standard**
- (D) identify, use, and explain the meaning of homophones such as reign/rain. **Supporting Standard**

(6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

Assessed curriculum, blueprints and upcoming information will be on the [STAAR redesign webpage](#) on the TEA website.

# Detailed information and resources about new question types will be available in winter



Summer 2021

- Educator advisory groups provide feedback on proposed blueprints.

Fall 2021

- **Preliminary blueprints** and **RLA assessed curriculum** available on TEA website.

Winter 2021

- **New question type samplers by grade & subject** on same platform as STAAR.

Spring 2022

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Summer 2022

- **Final blueprints** will be published.

Fall 2022

- **Practice tests by grade & subject** on same platform as STAAR.

For more information about test design changes, including blueprints, please join us at these upcoming sessions

## **STAAR Redesign Updates for Math, Science, and Social Studies**

**Tuesday, Nov. 2, 4:00 PM (Jo Ann Bilderback, TEA)**

TEA will present current information about the State of Texas Assessment of Academic Skills (STAAR) redesign in accordance with House Bill 3906. This session covers how redesign impacts mathematics, science, and social studies.

## **Reading Language Arts Update**

**Wednesday, Nov. 3, 10:00 AM (Chelaine Marion, TEA)**

This session provides the most up-to-date information on the upcoming redesign of the Reading STAAR assessments, assessing writing, and the resources available to support implementation of the STAAR assessment program. TEA presenters will discuss timelines, notable changes, federal assessment requirements, and recent state legislative changes. Attendees will be given the opportunity to ask questions.

A group of students is walking on a wide, modern staircase in a school hallway. The students are wearing backpacks and casual clothing. One student in the foreground is wearing a red hoodie with 'TIGERS' written on it. The background shows large windows and a bright, airy atmosphere.

# Through-Year Assessment Pilot

# House Bill 3906 requires that the TEA develop an integrated formative assessment pilot

## Overview:

HB 3906 requires the TEA to develop a pilot program in which participating school districts administer to students integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

## Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**

# Formative and summative assessments serve different purposes

	 Formative assessments are part of the learning experience	 Summative assessments serve as the final determination of learning
When is it assessed?	<b>Immediately</b> following instruction	<b>After completion</b> of specified portion of instructional material
Depth vs. breadth of Curriculum	Requires <b>more depth</b> to identify source of misunderstanding of standards	Requires <b>more breadth</b> to fully assess curriculum
Goal	<b>Improve instruction</b> throughout school year	<b>Prove learning occurred</b> and evaluate long-term retention

# Integrated formative pilot split into two separate initiatives that serve two distinct purposes

Covered in this session



## Texas Formative Assessment Resource or TFAR (launched fall 2020)

An optional, free tool to supplement and **support existing district resources and formative assessment practices**, unrelated to accountability

- Data used to **determine proficiency at the standard level**
- Data used to **inform instructional decisions**



## Through-Year Assessment Pilot (optional, small-scale pilot launching 2022-2023)

A multi-part, through-year assessment pilot that aims to **generate a cumulative score similar to STAAR** and someday potentially **replace the summative**

- Data used to **identify students** in need of **support**
- Data used to **evaluate program effectiveness** over time

# We aim to launch an optional, small-scale pilot in SY 2022-23, and will expand testing over multiple years

## A through-year assessment model has many benefits...

- Provides **more timely and frequent feedback** that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **within-year growth** information

## ...but is still relatively new and innovative

- **No state has a fully implemented or peer-reviewed model that isn't an end-of-year summative**
- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years**; will need multiple years of data to determine feasibility

2019-2021	2021-2022	2022-2023	2023-2025 (2)	2025-2026
<ul style="list-style-type: none"> <li>• Conduct research and gather feedback</li> <li>• Develop items</li> </ul>	<ul style="list-style-type: none"> <li>• Iterate on pilot design with stakeholders</li> <li>• Field-test items</li> <li>• Create trainings and materials</li> <li>• Recruit districts</li> </ul>	<ul style="list-style-type: none"> <li>• Launch Year 1 of pilot in select grades and subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Add additional grades and subjects</li> <li>• Conduct study on results and improve on original pilot design</li> <li>• Provide reports to Legislature</li> </ul>	<ul style="list-style-type: none"> <li>• Earliest possible potential for statewide launch (depending on data from pilot, stakeholder feedback, and legislative action)</li> </ul>

**All pilot participation is optional; no new testing requirements and no requirement for district participation**

# Current pilot design addresses stakeholders' desire for more frequent feedback about student learning and providing students with multiple opportunities to demonstrate proficiency

**Administered  
3x a Year**

Intended to combine STAAR Interims and STAAR Summative into one system

**Full Scope**

Cover the entire curriculum in each test to allow for growth measures

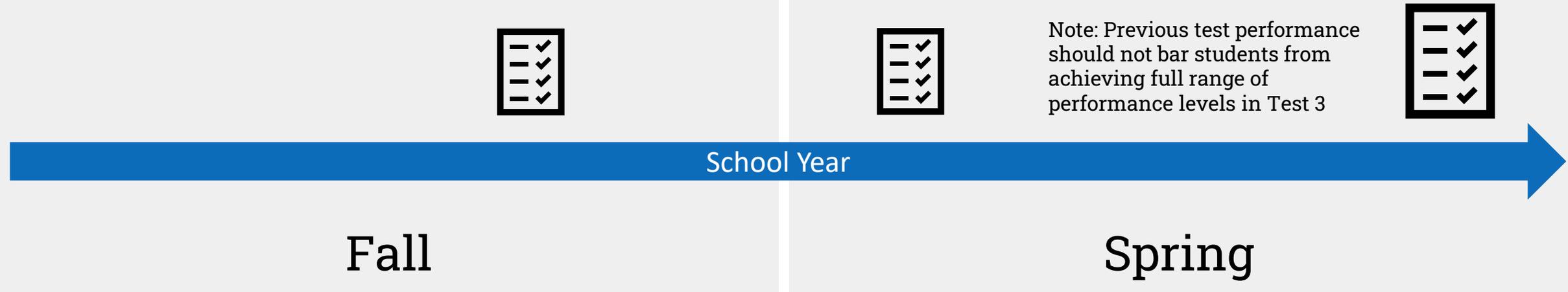
**Multi-stage Adaptive**

Stage adaptive tests allow for shorter and more accurate tests, and routes students based on performance

**Online**

Allows for faster result turnaround and inclusion of new question types that are part of the STAAR redesign

## Administration



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Please submit any additional questions about this presentation via the [Student Assessment Help Desk](#).



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