

Chapter 4 State of Texas Assessments of Academic Readiness (STAAR)



Overview

Testing Requirements for Graduation

Test Development

Training

Test Administrations

Understanding STAAR Accessibility

Student Success Initiative

Scores and Reports

Understanding the Test Scores

Released Tests

Performance Standards

Scaling

Equating

Reliability

Validity

Measures of Student Progress

Sampling

Overview



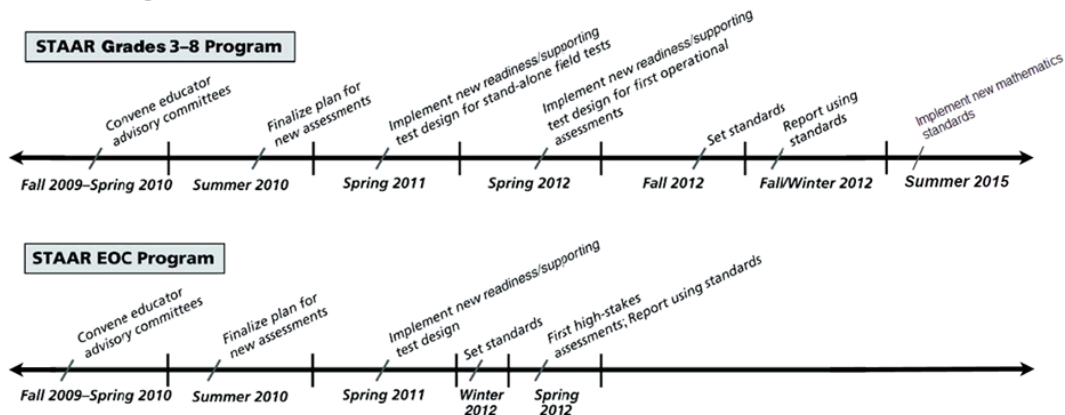
Due to the COVID-19 pandemic, the Texas Education Agency (TEA) received approval from the U.S. Department of Education (USDE) to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year. TEA created the [COVID-19 page](#) to help coordinate the flow of information from the state to districts, help districts solve problems, and provide guidance to aid in districts' decision-making.

In May 2007, the 80th Texas Legislature enacted Senate Bill (SB) 1031, which expanded the role of the end-of-course (EOC) assessment program. The bill phased out the Texas Assessment of Knowledge and Skills (TAKS) assessments for grades 9–11 and replaced them with the EOC assessments as a component of new high school graduation requirements, beginning with the incoming freshman class of 2011–2012. Additionally, SB 1031 required that the EOC assessments include items that measure students' postsecondary readiness.

In 2009, the 81st Texas Legislature passed House Bill (HB) 3, which called for a unified, comprehensive assessment program, the State of Texas Assessments of Academic Readiness (STAAR®), to replace the existing TAKS program beginning in spring 2012 for students first enrolled in grade 9 or below. TEA, in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed the STAAR program. The EOC assessments that were previously in development to fulfill the requirements of SB 1031 were updated to meet the additional legislative requirements for STAAR. The legislative requirements of HB 3 included

- increasing the rigor and relevance of both curriculum standards and assessments;
- assessing postsecondary readiness;
- developing an aligned system of assessments that connect performance from the postsecondary readiness standards in STAAR Algebra II and English III down to grade 3 mathematics and reading, from course to course and from grade to grade; and
- developing a progress measure and an on-track measure designed to provide an early-warning indicator for students who (1) are not on track to meet the *Meets Grade Level* standard, (2) might not be successful in the next grade or course, (3) might not be ready for advanced coursework in mathematics and English in high school, or (4) might not be ready for postsecondary work in mathematics and English.

Beginning in fall 2009, TEA began the development and implementation of STAAR on the schedule shown in Figure 4.1.

Figure 4.1. STAAR Development and Implementation Schedule

The performance standards for the STAAR EOC assessments were established prior to the spring 2012 test administration. Extensive research studies were conducted to support the standard-setting process and to ensure that the STAAR EOC assessments met requirements for rigor and alignment. Due to the aligned nature of the program, the performance standards for the STAAR grades 3–8 assessments could not be set until after the approval of the standards for STAAR EOC assessments. These standards were approved and implemented in spring 2012, while the standards for the STAAR grades 3–8 assessments were approved and implemented in January 2013.

In June 2013, the 83rd Texas Legislature passed HB 5, which reduced the number of STAAR EOC assessments needed for graduation from fifteen to five: Algebra I, English I, English II, Biology, and U.S. History. Only the five STAAR EOC assessments required by HB 5 were administered in 2013–2014 and 2014–2015. To meet the requirements of HB 5, the English I and English II assessments were redesigned as combined reading and writing assessments; those redesigned assessments were first administered in spring 2014.

In the 2014–2015 school year, students in grades 3–8 who received instruction in courses above their enrolled grade were required to take the STAAR assessments for those courses in which they received instruction. The revised Texas Essential Knowledge and Skills (TEKS) in mathematics, which were adopted by the State Board of Education (SBOE) in April 2012, were first implemented in classrooms and in the grades 3–8 mathematics assessment program in the 2014–2015 school year. In July 2015, TEA convened standard-setting committees that recommended performance standards for STAAR grades 3–8 mathematics that aligned to the new mathematics TEKS.

STAAR

The STAAR assessment program is designed to measure the extent to which a student has learned and is able to apply the knowledge and skills defined in the TEKS, the state-mandated curriculum. Every item is directly aligned to the TEKS currently in effect for the grade and subject or course being tested. In grades 3–8, students are tested in mathematics and reading. In addition, students are tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. In 2013–2014 and 2014–2015, only STAAR EOC assessments for Algebra I, English I, English II, Biology, and U.S.

History were available to students. As of spring 2016, STAAR Algebra II and English III are available for districts to administer as optional assessments.



Prior to spring 2017, STAAR A and STAAR L were available test versions for eligible students. STAAR A was an online accommodated version of STAAR for students with disabilities whereas STAAR L was a linguistically accommodated English version of STAAR grades 3–8 and EOC mathematics, science and social studies assessments. STAAR A and STAAR L were administered for the last time in December 2016. In spring 2017, accommodation policies were consolidated for all special populations, and the STAAR general assessment with available embedded supports replaced STAAR A and STAAR L for all eligible students. These embedded designated supports or accommodations are available for all online test forms and include content and language supports, text-to-speech (TTS), refreshable braille, basic calculator, signed videos, or spelling assistance.

STAAR Spanish

The STAAR Spanish assessments are available to students for whom the language proficiency assessment committee (LPAC) decides the Spanish assessments are the most appropriate way to measure their mastery of skills or to students who receive academic instruction in Spanish while they learn English. The STAAR Spanish assessments are offered at grades 3–5, including grades 3–5 mathematics and reading, grade 4 writing, and grade 5 science. The English and Spanish versions of STAAR assessments have the same test blueprint and assess the same TEKS student expectations for reading, mathematics, and science. Because of differences in the English and Spanish languages, the writing student expectations assessed are similar but not the same. STAAR Spanish online tests with embedded supports became available in spring 2019.

STAAR Alternate 2

STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards for students receiving special education services who have significant cognitive disabilities. STAAR Alternate 2 is described in [chapter 5, “STAAR Alternate 2.”](#)

STAAR Interim

STAAR Interim is a set of optional online interim assessments that are aligned to the TEKS. The interim assessments are available at no cost to districts and are not tied to accountability. The purpose of the interim assessment is to monitor student progress, predict student performance on STAAR summative assessments, and provide additional information about student learning and understanding that can be used in tandem with educators’ knowledge to create active learning environments to improve the learning outcomes for students in Texas. [STAAR Interim](#) is described on TEA’s website.

Testing Requirements for Graduation

Students enrolled in grade 9 or below for the first time in the 2011–2012 school year or later were required to take the STAAR EOC assessments for graduation. With the passage of HB 3, performance on the STAAR EOC assessments was linked to a student’s graduation program. The provisions of HB 3 were modified by HB 5 passed in June 2013. Under HB 5, in order to graduate, a student must score at or above the Level



II: Satisfactory Academic Performance standard on five STAAR EOC assessments: Algebra I, English I, English II, Biology, and U.S. History.

Students who took the separate STAAR English reading and writing assessments prior to 2014 were still eligible to meet their STAAR English graduation requirements based on their performances from each test. In the 2013–2014 school year, the separate reading and writing assessments transitioned to combined STAAR English assessments. During this time, TEA proposed using the minimum—and cumulative—score concepts to determine whether students taking these separate assessments met their English I and English II graduation requirements. These concepts were applied within each course, not across courses, and required students who took separate reading and writing assessments to meet three criteria:

- pass one assessment (either reading or writing);
- meet at least the minimum score on the other; and
- achieve a combined scale score of 3750 (the phase-in 1 standard), which represented the sum of the scale scores needed to reach Level II for reading (1875) and Level II for writing (1875).

In 2015, the 84th Texas Legislature passed SB 149, which revised the state's assessment graduation requirements. Beginning in May 2015, an eligible student may receive a Texas high school diploma by means of an individual graduation committee (IGC) if the student fails to achieve Satisfactory Academic Performance on no more than two STAAR EOC assessments. Eligibility criteria for an individual graduation committee are located in the Texas Education Code (TEC) [§28.0258](#).


The admission, review, and dismissal (ARD) committee makes educational decisions for a student receiving special education services, including decisions related to state assessments and graduation requirements as described in Texas Administrative Code (TAC) [§89.1070](#).

Due to the impact of COVID-19, STAAR testing was suspended for spring and summer 2020. In addition, STAAR EOC assessment graduation requirements were waived. The waiver reduces the number of EOC assessments the student must pass to meet assessment graduation requirements. To qualify for the waiver, a student must have:

- been enrolled in the course during spring or summer 2020;
- completed the full course by the end of spring or summer 2020; and
- earned full course credit by the end of the spring or summer 2020.

Students who have a STAAR EOC assessment that they have not passed from a previous year are still required to retake and pass that STAAR EOC assessment to meet graduation requirements. For additional information, please refer to the Assessment Guidance on the [COVID-19 Assessment webpage](#).

Test Development



Maintaining a high-quality student assessment program involves a complex and detailed test-development process. For more information regarding each step of the STAAR test-development process, refer to [chapter 2, “Building a High-Quality Assessment System,”](#) which outlines the processes used to develop each STAAR assessment’s framework and explains ongoing test development. TEA relies on input from educators to ensure that all measures of learning for Texas public school students are equitable and accurate.

The following points summarize the STAAR test-development activities.

- In 2010 and 2011, TEA convened advisory groups composed of curriculum specialists, teachers, and professors who provided input and guidance about which of the TEKS standards were eligible for assessment and which were critical for student success and, therefore, should be emphasized on the assessments. TEA then developed a set of readiness and supporting standards that focus the assessment at each grade/subject and course and that provide a vertical link between the assessments from grade to grade and from course to course. From these standards, a draft set of TEKS student expectations eligible for assessment on STAAR and a draft test blueprint were developed for each grade/subject and course assessed. The drafts of these assessed curricula and test blueprints were subsequently approved and published.
- With input from both national- and state-level writing experts, scoring rubrics were developed to guide the scoring of STAAR English I, English II, and English III short-answer reading items and written compositions and grades 4 and 7 written compositions. After the draft rubrics were used to evaluate field-test responses, TEA convened rubric validation committees comprising Texas writing educators to review the field-test results and validate the rubrics. Rubrics for short-answer reading, expository writing, and literary writing were validated in summer 2010. Rubrics for persuasive and analytical writing, as well as grades 4 and 7 personal narrative and expository writing, were validated in summer 2011. These draft rubrics were subsequently approved and published.
- The 2020 STAAR assessments were constructed to conform to the STAAR assessment blueprints and established test construction guidelines. Most items placed on the 2020 STAAR grades 3–8 assessments were developed and field-tested through embedded field testing on operational STAAR assessments in 2015–2018 and through stand-alone field tests for grades 4 and 7 writing in 2011, and also through stand-alone prompt study tests for grades 4 and 7 writing and EOC English I and II in 2019. For STAAR EOC assessments, the items eligible for placement were developed and field-tested through both stand-alone field testing and embedded field testing in operational EOC assessments administered in 2008–2019.
- Item development activities continue annually to develop STAAR, to support the annual release of test questions and test forms, and to build the item bank to a depth necessary to support the program. These items are subsequently field-tested, and their data results are reviewed. Field-tested items that meet established criteria are added to the bank. In early 2019, a stand-alone field test



for grades 4 and 7 writing, English I, and English II was administered to field test new writing prompts.

- As part of its design, STAAR focuses on student preparedness for success in subsequent grades and courses, and ultimately for postsecondary readiness. This ongoing focus is supported by the development of items that have a high level of cognitive complexity and that align closely with the cognitive complexity evident in the TEKS. For example, open-ended items that require students to derive a numerical answer independently are developed for mathematics and grade 8 science. Process skills in mathematics, science, and social studies are assessed in context, not in isolation, which allows for a more integrated and authentic assessment of these content areas. In reading, greater emphasis is given to critical analysis than to literal understanding. In writing, prompts are developed to support expository, persuasive, and analytical writing.
- STAAR test items are developed so that they can be delivered in both paper and online test formats. A plan was created to evaluate the comparability of assessment items delivered in paper mode and those delivered in online mode. The plan sought to minimize potential formatting issues (e.g., a student having to scroll down a screen through a long item) since these issues might create a different student experience when testing online than when testing on paper. Studies were conducted from 2009–2014 to evaluate the performance of EOC assessment items in paper and online formats. The results suggested a mode effect (i.e., differences in difficulty for online versus paper tests) for English I and English II. Information about English I and English II comparability analyses can be found in the Technical Digests from previous years.

Item Development Approach for STAAR Spanish

Passages and items for STAAR Spanish reading and writing are developed originally in Spanish. This approach allows the Spanish language arts curriculum to be assessed in a more authentic and meaningful manner. Items for STAAR Spanish mathematics and science are transadapted. Transadaptation involves translating items from English and adapting them as necessary to ensure cultural and linguistic accessibility.

TEA staff, Texas educators, and Spanish language experts collaborate to develop the STAAR Spanish test materials. Spanish bilingual educators then review all transadapted and original test items in accordance with the educator review process described in [chapter 2, “Building a High-Quality Assessment System.”](#)

STAAR English–Spanish Alignment

The following practices reinforce alignment of the STAAR English and Spanish tests.

- The development and review processes for the reading and writing assessments in English and Spanish are parallel: item reviews for English and Spanish include judgments related to each item’s alignment to the TEKS student expectations. Field-test data reviews for English and Spanish items also include item statistics reviews based on actual student performance. These safeguards ensure that only psychometrically sound items are selected for inclusion in the item bank. The Spanish mathematics and science assessments are transadapted from the corresponding English assessments.



- Item writing and review processes for transadapted items ensure that items in each language are linguistically and culturally appropriate and that the interpretations of grade-level performance expectations are the same for English and Spanish.
- The test blueprints for the English and Spanish assessments are the same, including the number of items that assess each reporting category and the number of items on the test.
- The reading and writing assessments in English and Spanish are constructed concurrently and in coordination, and they adhere to the same test construction guidelines regarding the range of item content and cognitive complexity. The mathematics and science assessments in English are constructed first and then transadapted to Spanish.
- Each year, STAAR English and STAAR Spanish development staff review the newly developed test items. They focus on the best ways to assess the TEKS, further enhancing the alignment between the English and Spanish assessments. When the performance standards for STAAR grades 3–8 were established, standard-setting panels reviewed both the English and Spanish transadapted tests to establish comparable performance standards.

Training

Test administration procedures provided in the [District and Campus Coordinator Resources](#), and the appropriate [test administrator manual](#) must be followed so that all individuals testing have an equal opportunity to demonstrate their academic knowledge and skills. To help achieve this goal, TEA develops instructional materials to support the training of all testing personnel across the state on proper test administration procedures. Preparation for test administration begins every year with a training-of-trainers session for testing coordinators and other personnel from each of the 20 Texas regional Education Service Centers (ESCs), as well as district testing coordinators from the state's 25 largest districts. Then, using materials and information provided in the TEA training session, the ESC regional testing coordinators train the district coordinators in their respective regions. District coordinators then train their campus testing coordinators, who are responsible for training any campus personnel participating in the administration of the assessments.

During the 2019–2020 school year, ESC personnel and district coordinators were also given a coordinator packet, which contained all the information and materials necessary for overseeing test administrations, and the Calendar of Events.

District and Campus Coordinator Resources and Test Administrator Manuals

The [Coordinator Resources](#) guided district and campus coordinators through their responsibilities as they oversaw the administration of the Texas assessment program. This online resource contained preparation and administration procedures for every assessment program for the 2019–2020 school year and was available prior to the annual training of ESC, district, and campus coordinators. Districts received separate test administrator manuals prior to the fall EOC assessments and spring administrations for STAAR grades 3–5 and grades 6–8.



Test Administrations

The test administrations were interrupted and suspended amid the COVID-19 pandemic in the 2019–2020 school year. The primary administrations for STAAR grades 3–8 (mathematics, reading, writing, science, and social studies) and EOC (Algebra I, Algebra II, English I, English II, English III, Biology, and U.S. History) assessments were canceled in spring 2020. The affected and canceled administrations included the retest assessments for students in the following administrations: the May and June STAAR grades 5 and 8 mathematics and reading retest and the June STAAR EOC retest. The December 2019 STAAR EOC assessments were administered both on paper and online. Table 4.1 shows the number of students tested for STAAR EOC assessments in December 2019.

Table 4.1. STAAR Assessments Administered in December 2019

STAAR Assessment	Assessments Administered
Algebra I	49,281
English I	126,756
English II	101,003
Biology	42,110
U.S. History	29,426

The Online Test Delivery System

In December 2019, STAAR online assessments were administered using the STAAR Assessment Management System, which includes the STAAR Online Testing Platform (SOTP). This system provides secure online tools for authoring tests, delivering tests, and reporting students' results. The Assessment Management System meets the stringent security requirements of the Texas assessment program and protects the integrity of test items and student data.

The Assessment Management System enables test administrators to control

- which test is administered;
- when it is administered;
- the number of testing groups;
- which students are assigned to each group; and
- access to embedded supports.

Using the Assessment Management System's *Manage Online Testing* screen, a test administrator can monitor each student's current test status while the test session is still in progress.

Additional information about the Assessment Management System, such as an overview of the system, minimum system requirements, details on delivery and reporting, and a list of frequently asked questions, is available on the [Assessment Management System](#) website.



Make-up Testing

Make-up testing opportunities for absentee students are available during the STAAR testing window for all grades/subjects and courses. Make-up testing opportunities were available for the December 2019 administration for the 2019–2020 school year.

Out-of-District Testing

For STAAR grades 5 and 8 mathematics and reading retest administrations and for STAAR EOC administrations, students who are unable to test at their home district are allowed to test out-of-district (OOD). For example, a student from Houston who spends the summer in Dallas and wants to test in Dallas could register to test OOD. To make the receiving district aware of the student's intent to test and to ensure that the receiving district receives precoded test materials, OOD students are required to complete registration prior to the close of the OOD/out-of-school (OOS) registration period. OOD students who do not register may test as walk-ins at a registered OOD test site on the day of testing at the discretion of the receiving district and the ability of the test site to accommodate them. Students must present photo identification at the test administration site on the day of the test. OOD testing also applies to students who are part of the Texas Tech University or University of Texas high school programs.

A district or campus must accommodate the request of an OOD student to participate in STAAR administrations if that district or campus is testing one or more local students on the applicable test and if the student has registered in advance for OOD testing. Districts can use test materials from the district overage received with their combined shipment of materials or place an order for additional materials through the STAAR Assessment Management System.

Out-of-School Testing

Beginning in the 2014–2015 school year, OOS testing was available for STAAR examinees who were no longer enrolled in school. This allowed examinees who had not passed a STAAR EOC assessment and were no longer enrolled in school, but had otherwise completed requirements for graduation, to take an assessment during a test administration at a participating district.

Medical Exclusions

With the implementation of the new accountability system in 2018, TEA closely monitors assessment participation rates for campuses, districts, and charter schools. Students with medical exclusion designations are not included in the participation rate calculation. Refer to the [Accountability Manual](#) for more information. To ensure that students who have experienced a significant medical event do not impact participation rates, a new process was developed for a medical exclusion from STAAR.

ELIGIBILITY CRITERIA

To be considered to receive a medical exclusion from STAAR, the student must be absent during the testing and make-up window and all efforts to assess the student have been unsuccessful. The information used to make the medical exclusion determination must reflect the student's situation throughout the testing and make-up window. Medical



exclusion requests will be reviewed on a case-by-case basis for students who meet one of the specific medical conditions listed as follows.

- The student is unable to receive sufficient or consistent homebound services due to medical issues. (This means that the student is currently receiving homebound services; however, the homebound teacher is unable to provide services for the majority of the documented time due to the medical issues.)
- The student is unable to respond to test questions due to a terminal or degenerative illness. (This means that the student’s diagnosis is actively/currently affecting their daily activities such that no available accommodations can reasonably mitigate these factors.)
- The student is receiving extensive short-term medical treatment due to a medical emergency or severe injury (e.g., coma, major head trauma, organ failure). Note: Appendectomy, tonsillectomy, or broken arms/legs do not constitute a severe medical issue.
- The student is unable to interact with peers or educators without the risk of infection or contamination to himself or herself or others (e.g., measles, respiratory illness, malaria). Note: Colds and flu do not constitute a significant medical emergency.

IDENTIFICATION PROCESS

The information used to make the medical exclusion determination must reflect the student’s situation throughout the testing and make-up window. For a student who meets one of the eligibility criteria listed above, the district or charter school must review, verify, and maintain a copy of the medical documentation (e.g., licensed physician’s note). To request a medical exclusion, the district testing coordinator must complete a [Medical Exclusion Request Form](#) for each qualifying student. Forms must be submitted by the Friday of the week following the test administration. The form must be submitted for each STAAR administration.

In addition, the student’s answer document should be marked “A” for Absent. The TEA Student Assessment Division will provide a file of all medical exclusions to the Performance Reporting Division so those records can be excluded from participation rate calculations.

Educational Materials Required for Testing

DICTIONARIES

Per the STAAR Dictionary Policy, dictionaries must be available to **all** students taking the following tests:

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests, including revising and editing
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test, including revising and editing

- STAAR English I, English II, and English III tests



The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- English as a second language (ESL) dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries are permitted, including applications on a tablet, laptop, or desktop computer. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are **NOT** allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, the dictionary must be commercially produced. Teacher-made, student-made, subject-specific, or slang dictionaries are not allowed. At minimum, schools need one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student.

Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

CALCULATORS

Per the STAAR Calculator Policy, calculators are required for the STAAR grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and Biology assessments. Calculators are not permitted for students taking the STAAR grades 3–7 mathematics

* Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for English learners (ELs) who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.



assessments or the STAAR grade 5 science assessment, including the STAAR Spanish assessments, unless a student meets the eligibility criteria for such an accommodation. Information regarding calculators as a designated support for students with disabilities can be found on the [Accommodation Resources](#) webpage.

- Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire assessment (both paper and online versions). Districts may satisfy this requirement by providing students with any of the following types of calculating devices: a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.
- Districts must ensure that students have access to a calculator with basic (i.e., four-function), scientific, or graphing capability when taking the STAAR grade 8 science or biology assessments. There should be at least one calculator for every five students taking the science assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with any of the following types of calculating devices: a handheld calculator, a calculator application, or the calculator tools included in the STAAR online testing platform.

Districts may provide calculation devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

The use of a calculating device on STAAR should not replace the teaching of the TEKS. If a student is using a certain calculator during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed unless the CAS is disabled. Calculation applications on smartphones are also not allowed.

Understanding STAAR Accessibility



The goal of STAAR accessibility is to ensure that each student can interact appropriately with the content, presentation, and response modes of the state assessment. To meet this goal, STAAR accessibility features and designated supports are designed to allow all students to demonstrate their knowledge of the content being tested without barriers of assessment format, non-tested language, or response type. The various features and designated supports made available on STAAR paper and online tests are also designed to be the same or similar to those accommodations commonly used during classroom instruction.

STAAR is available on paper and online as indicated for the grades and subjects listed in Table 4.2.

Table 4.2. STAAR Assessments in Paper and Online Formats

Program	Grade	Subject	Paper Available	Online Available
STAAR	3–8 & EOC	all	√	√
STAAR Spanish	3–5	*	√	√
STAAR Alternate 2	3–8 & EOC	all	√	

* STAAR Spanish is available in grades 3–5 in mathematics, reading, writing, and science.

Accessibility within the STAAR Program

For STAAR and STAAR Spanish, accessibility falls into three categories: accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. These are available on paper and online. A student may take STAAR online for one subject and on paper for another. Refer to the individual policy documents on the [Accommodation Resources](#) page for comprehensive information about the procedures, materials, applicable grade levels, subjects, and eligibility criteria within each of these categories.

Accessibility Features

Accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from their use during instruction; however, a student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Locally-Approved Designated Supports

Locally-approved designated supports include accommodations that may be made available to students who meet eligibility criteria. The appropriate team of people at the campus level (e.g., Response to Intervention [RTI] team, LPAC, Section 504 committee,



ARD committee) determines eligibility as indicated in each policy document. The decision to use a designated support during a state assessment should be made on an individual student basis and take into consideration the needs of the student and whether the student routinely receives the support during classroom instruction and classroom testing. In addition, the support has been proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations.

Designated Supports Requiring TEA Approval

These designated supports require the submission of an Accommodation Request Form to TEA. The appropriate team of people at the campus level as indicated in each policy document determines whether the student meets all the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will not be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions). The request must be approved by TEA before a student can use the designated support on the state assessment. This type of support must be documented in the student's paperwork as "pending TEA approval." If a request is denied, the campus should be prepared to meet the student's needs with accessibility features or any of the locally-approved designated supports.

Student Success Initiative

The Student Success Initiative (SSI) provides a system of academic support to help students achieve success in mathematics and reading. The SSI was adopted by the Texas Legislature in 1999 to ensure that all students receive the instruction and support they need to be academically successful in mathematics and reading.

Under the SSI grade advancement requirements, students are required to pass the STAAR grade 5 mathematics and reading assessments to be promoted to grade 6. Additionally, students are required to pass the STAAR grade 8 mathematics and reading assessments to be promoted to grade 9.

Students in grades 5 and 8 are provided three opportunities (April, May, and June) to pass the STAAR mathematics and reading assessments. If a student does not pass an assessment, the school is required to provide the student additional instruction after each testing opportunity, and the student is required to participate in that instruction. Parents are notified if their child does not pass a STAAR assessment that is required for promotion.

If a student does not pass after the second testing opportunity, a grade placement committee (GPC) is formed as part of the SSI requirements. The GPC—which consists of the principal, teacher, and parent or guardian—is required to create an instructional plan based on the individual needs of the student. If a student does not demonstrate proficiency on the mathematics or reading assessment on the third testing opportunity, the student can advance the next grade level only if (1) the student's parent, guardian, or designee appeals the automatic retention, (2) the student completes all accelerated instruction required by the GPC, and (3) the GPC determines, by unanimous decision,



that the student is likely to perform on grade level by the end of the next school year given additional accelerated instruction during the course of the year. In making promotion decisions, the GPC is required to consider the recommendation of the student's teacher, the student's grades, the student's state assessment scores, and any other relevant academic information.

Due to the cancellation of the STAAR administrations in spring and summer 2020, SSI promotion requirements have been waived for the 2019–2020 school year. More information about SSI can be found on TEA's [Student Success Initiative](#) webpage.

Scores and Reports

There are a variety of reports that show a student's performance on the STAAR assessments. See below for information about the types of scores given on reports and the types of reports available.

Description of Scores

Scores for the STAAR assessments include the number of items answered correctly (raw scores), the scale scores, and the resulting performance level associated with the student's score.

RAW SCORE

The number of items that a student answers correctly on a STAAR assessment is the student's raw score. The raw score can be interpreted only in terms of the specific set of test items on that test form. Because the difficulty of items might vary among test forms over time, raw scores alone cannot be used to compare performance across tests or administrations. Raw scores must be converted to scale scores to make comparisons of student performance.

SCALE SCORE

A scale score is a conversion of the raw score onto a scale that is common to all test forms for that assessment. Scale scores allow for direct comparisons of student performance between specific sets of test items from different test administrations.

The scale score is used to determine whether a student attained *Did Not Meet Grade Level*, *Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level*. (Performance-level cut scores are discussed in the [Performance Standards](#) section of this chapter.) Scale scores for all STAAR assessments are reported following each test administration.

Scale scores are also used to compare the performance of an individual student with the performance of a demographic group, a program group, an entire campus, or a district at a particular grade. For example, the scores for a Hispanic student in a gifted and talented program can be compared with the average scores of other Hispanic students, other gifted and talented students, all students on campus, or any combination of these aggregations at that grade.



Percentiles represent the percentage of students across the state who took the assessment and received a scale score less than the scale score of interest. Percentiles are calculated based on all students, except for out-of-school testers, who received valid scale scores on the assessment during the spring administration of that year.

ADDITIONAL PERFORMANCE INFORMATION

Other scores can provide information about a student's relative strengths or weaknesses in core academic areas. For example, reporting category-level data can identify areas where a student might be having difficulty. This identification can help campuses plan the most effective instructional intervention. Finally, individual student test scores are also used in conjunction with other performance indicators to assist in making placement decisions. While scores can contribute to decisions regarding placement, educational planning for a student should take into account as much student information as possible.

Assessment Reports

Standard reports are provided automatically to districts for the various testing programs. Information contained in standard reports satisfies mandatory reporting requirements. To receive additional copies of the [STAAR Report Card](#) or Confidential Student Label, the district must submit a request through the Assessment Management System in the *Additional Reports* screen. Districts are required to pay a nominal fee for each additional report requested.

For more information about scoring and reporting for STAAR, refer to the TEA publication [Interpreting Assessment Reports](#).

Use of Test Results

Test results can be used to evaluate the performance of a group over time. Average scale scores and the percentage of students meeting the *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level* performance standards can be analyzed by grade and content area across administrations to give insight into whether student performance is improving across years. For example, the average scale score for students who took the STAAR grade 4 writing test can be compared over time.

Test results can also be used to compare the performance of different demographic or program groups. STAAR scores can be analyzed within the same content area of any single administration to determine, for example, which demographic or program group had the highest average scale score, which group had the lowest percentage meeting the *Approaches Grade Level* performance standard, and which group had the highest percentage achieving the *Meets Grade Level* performance standard. Other scores can be used to help evaluate the academic performances of demographic or program groups in core academic areas. For example, reporting category data can help districts and campuses identify areas of potential academic weakness for a group of students. The same methodology can be applied to an entire district or campus. Test results for groups of students can be used when evaluating instruction or programs that require average-score or year-to-year comparisons. The tests are designed to measure content areas within the required state curriculum, and so the consideration of test results by content area and reporting category might be helpful when evaluating curriculum and instructional

programs. All test scores can be compared with statewide and regional performance within the same content area for any administration.



Generalizations from test results can be made to the specific content area being measured on the test. However, because each test measures a finite set of skills with a limited set of items, any generalizations about student achievement derived solely from a particular test should be made with great caution and with full reference to the fact that the conclusions were based only on that test. Instruction and program evaluations should take into account as much information as possible, rather than relying on test scores alone, to provide a more complete picture of performance.

Understanding the Test Scores

TEA publishes resources on both TEA's website ([Interpreting Assessment Reports](#)) and the [Texas Assessment Management System](#) website to assist school personnel in understanding and interpreting student performance data as required by [Section 39.030\(b\) of the TEC](#) and to help parents understand their child's STAAR grades 3–8 test results on the [STAAR Report Card](#). In addition, parents can access their child's STAAR test results in the secure Student Portal using unique identifying information. For the 2019–2020 school year, the available test results in the student portal are from the December 2019 STAAR EOC assessment administration.

Released Tests

TEA releases the primary spring administration of the following STAAR assessments:

- grades 3–8 mathematics and reading
- grades 4 and 7 writing
- grades 5 and 8 science
- grade 8 social studies
- Algebra I
- English I and English II
- Biology
- U.S. History

The released tests include STAAR Spanish versions of the grades 3–5 assessments. All the STAAR released assessments listed above can be found on the [STAAR Released Test Questions](#) page of TEA's Student Assessment Division website. For the 2019–2020 school year, there were no released tests because the primary spring administrations were canceled.

Item Analysis Reports

Confidential Student Item Analysis Reports and Item Analysis Summary Reports for STAAR assessments released in their entirety are normally provided to districts but were unavailable this year due to the canceled spring testing. Similarly, Item Analysis Summary Reports normally provided at the statewide, region, district, and campus levels were unavailable this year. These reports showed the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer

choice for that test item. The summary reports were provided for all students. The statewide [STAAR Item Analysis Summary Reports](#) for previous administrations are available on TEA's website and in the Assessment Management System.

Performance Standards

Performance standards relate levels of test performance directly to what students are expected to learn, as defined in the statewide curriculum. This is done by establishing cut scores that distinguish between performance levels. Standard setting is the process of establishing the cut scores that define the performance levels for an assessment.

Performance Levels and Policy Definitions

For STAAR and STAAR Spanish, the labels for the performance categories are as follows:

- *Did Not Meet Grade Level*
- *Approaches Grade Level*
- *Meets Grade Level*
- *Masters Grade Level*

More detailed descriptions, known as policy definitions, of each performance level are outlined below.

DID NOT MEET GRADE LEVEL

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

APPROACHES GRADE LEVEL


Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

MEETS GRADE LEVEL

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

For STAAR Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.



MASTERS GRADE LEVEL

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

For STAAR Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

Standard-Setting Process for STAAR

Standard setting for STAAR took into consideration a variety of factors such as policy, TEKS content standards, educator knowledge about what students should know and be able to do, and information about how student performance on state assessments aligns with performance on other assessments. Standard-setting committees made up of diverse groups of stakeholders carefully considered the interaction of these elements for each STAAR assessment.

The STAAR program's goal is to have a comprehensive assessment system with curriculum standards and performance standards that are vertically aligned within a content area (i.e., the curriculum and performance standards link from the high school courses back to the middle school and elementary school grades and subjects). The STAAR performance standards were set for the STAAR EOC assessments first, the middle school assessments next, and the elementary school assessments last.

TEA used an evidence-based standard-setting approach (O'Malley, Keng, & Miles, 2012) for the STAAR program. This evidence-based standard-setting approach incorporated elements of a traditional standard-setting framework (e.g., performance-level descriptors, item-mapping methods) and supported that framework with empirical-based research studies and policy considerations. Using this approach, TEA defined and implemented a nine-step process to establish performance standards for the STAAR program. The nine steps are as follows:

1. Conduct validity and linking studies.
2. Develop performance labels and policy definitions.
3. Develop grade- and course-specific performance level descriptors (PLDs).
4. Convene a policy committee and develop performance standard ranges.
5. Convene standard-setting committees.
6. Review performance standards for reasonableness.
7. Approve performance standards.
8. Implement performance standards.
9. Review performance standards.

Tables 4.3 and 4.4 provide high-level descriptions and timelines for these nine steps as implemented in the STAAR EOC and STAAR 3–8 standard-setting processes, respectively. Although HB 5 legislation removed the requirement for the review of

performance standards at least once every three years, Step 9 is included in the process because this step was considered when setting performance standards for STAAR.

Additional details about each step in the STAAR standard-setting process are given in the [STAAR Standard Setting Technical Report](#), available on the [STAAR Performance Standards](#) page of TEA's Student Assessment Division website.



Table 4.3. Overview of the STAAR EOC Standard-Setting Process

Standard-Setting Step	Description	Timeline
1. Conduct validity and linking studies	External validity evidence was collected to inform standard-setting and to support interpretations of the performance standards. Scores on each assessment are linked to performance on other assessments in the same content area.	Studies started in spring 2009 and will continue throughout the program.
2. Develop performance labels and policy definitions	A committee was convened jointly by TEA and THECB to recommend performance categories, performance category labels, and general policy definitions for each performance category.	September 2010
3. Develop course-specific PLDs	Committees composed primarily of educators developed PLDs as an aligned system, describing a reasonable progression of skills within each content area (mathematics, English, science, and social studies).	November 2011
4. Convene a policy committee and develop reasonable ranges for performance standards	A committee considered the policy implications of performance standards and empirical study results and made recommendations to identify reasonable ranges (i.e., neighborhoods) for the cut scores.	February 1–2, 2012
5. Convene standard-setting committees	Committees comprising K–12 educators and higher education faculty used the performance labels, policy definitions, PLDs, and neighborhoods set by the policy committee to recommend cut scores for each STAAR EOC assessment.	Mathematics and English: Feb. 22–24, 2012; Science and Social Studies: Feb. 29–March 2, 2012
6. Review performance standards for reasonableness	TEA and THECB reviewed the cut-score recommendations across content areas.	March 2012
7. Approve performance standards	The Commissioner of Education approved the performance standards for satisfactory academic performance and advanced academic performance.*	April 2012
8. Implement performance standards	Performance standards were reported to students for the spring 2012 administration with phase-in standards applied.	May 2012
9. Review performance standards	Performance standards are reviewed at least once every three years.**	If applicable

* Minimum scores were also established empirically below the satisfactory and advanced academic performance standards and approved by the Commissioner of Education.

** In June 2013, the 83rd Texas Legislature enacted HB 5, which removed the requirement to convene standards review panels. However, TEA and the Commissioner of Education review statewide performance

relative to the standards after each administration to help inform decisions about the appropriate schedule for the phase-in of standards.

Table 4.4. Overview of the STAAR 3–8 Standard-Setting Process

Standard-Setting Step	Description	Timeline
1. Develop performance labels and policy definitions	A committee was convened jointly by TEA and THECB to recommend performance categories, performance category labels, and general policy definitions for each performance category.	September 2010
2. Conduct validity and linking studies	External validity evidence was collected to inform standard setting and support interpretations of the performance standards. Scores on each assessment are linked across grades to performance on other assessments in the same content area.	Studies started in spring 2011 and will continue throughout the program.
3. Develop grade/subject-specific PLDs	Committees comprising primarily educators developed PLDs as an aligned system, describing a reasonable progression of skills within a subject area (mathematics, reading, writing, science, and social studies).	June 2012
4. Develop reasonable ranges for performance standards	EOC performance standards and empirical study results were used to identify reasonable ranges (i.e., neighborhoods) for the cut scores for Levels II and III.	July 2012
5. Convene standard-setting committees	Committees comprising K–12 educators used the performance labels, policy definitions, PLDs, and neighborhoods to recommend cut scores for each STAAR assessment.	October 2–12, 2012
6. Review performance standards for reasonableness	TEA reviewed the cut score recommendations across grades and subject areas.	October 2012
7. Approve performance standards	The Commissioner of Education approved the performance standards.	December 2012
8. Implement performance standards	Performance standards were reported to students for the spring 2012 administration with phase-in standards applied.	January 2013
9. Review performance standards	Performance standards are reviewed at least once every three years.*	If applicable

* In June 2013, the 83rd Texas Legislature enacted HB 5, which removed the requirement to review performance standards (Step 9).

Standard-Setting Committees

The task of each standard-setting committee was to recommend the two cut scores that would define the three original performance levels for each STAAR assessment. The standard-setting committees were made up of K–12 and higher education professionals. Each committee included general education teachers who were experts in both the assessed content and the curriculum (i.e., the TEKS). Educators who represented special populations (i.e., students with disabilities and ELs) were also part of the standard-setting committees.

Committee members were provided with reasonable ranges within which performance standards should be set. The ranges were determined after careful consideration of the alignment of performance standards with the assessments in the same content area,



relevant information from the STAAR policy committee, and the results of various empirical studies. (The studies provided research-based anchors for setting performance standards that were meaningful and rigorous.)

In February 2012, TEA convened standard-setting committees that recommended performance standards for STAAR Algebra I, Geometry, Algebra II, English I reading, English II reading, English III reading, English I writing, English II writing, English III writing, Biology, Chemistry, Physics, World Geography, World History, and U.S. History.

In October 2012, TEA convened standard-setting committees that recommended performance standards for STAAR grades 3–8 mathematics and reading, grades 4 and 7 writing, grades 5 and 8 science, and grade 8 social studies. Separate committees were convened, when applicable, for the English and Spanish versions of a STAAR assessment.

To meet the requirements of HB 5, passed by the 83rd Texas Legislature in June 2013, the STAAR English I, English II, and English III assessments were redesigned so that both reading and writing skills would be measured with a single instrument on a single day. Because of this change, TEA convened a standard-setting committee in January 2014 that recommended performance standards for STAAR English I, English II, and English III.

In July 2015, TEA convened standard-setting committees that recommended performance standards for STAAR grades 3–8 mathematics that aligned to the new mathematics TEKS first implemented in 2014–2015.

Phase-In of Performance Standards

A phase-in period was implemented for the STAAR Level II: Satisfactory Academic Performance standards to provide school districts with sufficient time to adjust instruction, to provide new professional development, to increase teacher effectiveness, and to close knowledge gaps. The Commissioner of Education determined the appropriate timeline for phasing in the performance standards.

Phase-in 1 performance standards for Level II were in effect for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 school years. In 2015–2016, the Commissioner of Education decided to replace the phase-in approach with a standard progression approach from 2015–2016 through 2021–2022, the year final standards were scheduled to be in place. Instead of larger jumps to more rigorous performance standards every few years, this progression approach would mean smaller predictable increases every year through the 2021–2022 school year.

The STAAR phase-in performance standard that students are assigned for all STAAR EOC assessments is based on the standard in place when they took an EOC assessment for the first time. For example, the 2012–2015 standard for Level II: Satisfactory Academic Performance was in effect in spring 2014. Therefore, students who first took STAAR Algebra I in spring 2014 are held to the 2012–2015 standard for Algebra I, Algebra II, English I, English II, English III, Biology, and U.S. History.

Phase-in performance standards were frozen and renamed in spring 2017.

Outcome of Standard Setting

The standard-setting process elicited recommended cut scores that reflect the level of performance a student must achieve for each performance category of the STAAR assessments. Initial performance standards for all STAAR assessments were recommended by standard-setting committees and approved by the Commissioner of Education in April and December 2012. The performance level labels were changed in the 2016–2017 school year—from Level I, Level II (phase-in), Level II (recommended), and Level III to *Did Not Meet Grade Level*, *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*—as part of the initiative to make the score reporting more family friendly. Tables 4.5 and 4.6 show the *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level* performance standards in scale scores for the STAAR grades 3–8 and EOC assessments (including STAAR Spanish).

Table 4.5. STAAR 3–8 Performance Standards

Assessment	<i>Approaches Grade Level</i> (Scale score)	<i>Meets Grade Level</i> (Scale score)	<i>Masters Grade Level</i> (Scale score)
Grade 3 English Mathematics	1360	1486	1596
Grade 4 English Mathematics	1467	1589	1670
Grade 5 English Mathematics	1500	1625	1724
Grade 6 Mathematics	1536	1653	1772
Grade 7 Mathematics	1575	1688	1798
Grade 8 Mathematics	1595	1700	1854
Grade 3 English Reading	1345	1468	1555
Grade 4 English Reading	1434	1550	1633
Grade 5 English Reading	1470	1582	1667
Grade 6 Reading	1517	1629	1718
Grade 7 Reading	1567	1674	1753
Grade 8 Reading	1587	1700	1783
Grade 4 English Writing	3550	4000	4612
Grade 7 Writing	3550	4000	4602
Grade 5 English Science	3550	4000	4402
Grade 8 Science	3550	4000	4406
Grade 8 Social Studies	3550	4000	4268
Grade 3 Spanish Mathematics	1360	1486	1596
Grade 4 Spanish Mathematics	1467	1589	1670
Grade 5 Spanish Mathematics	1500	1625	1724
Grade 3 Spanish Reading	1318	1444	1532
Grade 4 Spanish Reading	1413	1539	1636
Grade 5 Spanish Reading	1461	1582	1701
Grade 4 Spanish Writing	3550	4000	4543



Assessment	<i>Approaches Grade Level</i> (Scale score)	<i>Meets Grade Level</i> (Scale score)	<i>Masters Grade Level</i> (Scale score)
Grade 5 Spanish Science	3550	4000	4402

Table 4.6. STAAR EOC Performance Standards

Assessment	<i>Approaches Grade Level 2012–2015</i> (Scale Score)	<i>Approaches Grade Level</i> (Scale Score)	<i>Meets Grade Level</i> (Scale Score)	<i>Masters Grade Level</i> (Scale Score)
Algebra I	3500	3550	4000	4333
Algebra II	3500 (for 2012 & 2013)	3550	4000	4411
English I	3750	3775	4000	4691
English II	3750	3775	4000	4831
English III	3750 (for 2012 & 2013)	3775	4000	4546
Biology	3500	3550	4000	4576
U.S. History	3500	3550	4000	4440

Scaling

Scaling is a statistical procedure that places raw scores on a common scoring metric to make test scores comparable across test administrations. As with previous Texas assessment programs, the STAAR program uses the Rasch Partial-Credit Model (RPCM) to place test items on the same scale across administrations for a given STAAR assessment. Once performance standards have been set for an assessment, the Rasch scale is then transformed to a more user-friendly metric to facilitate interpretation of the test scores. Details of the RPCM scaling method used in Texas are provided in [chapter 3, “Standard Technical Processes.”](#)

Reporting Scales

Scale scores for STAAR assessments are reported on either a horizontal scale or a vertical scale. Horizontal scale scores allow for direct comparisons of student performance between specific sets of test items from different test administrations. Vertical scale scores allow for direct comparisons of student scores across grades within a content area. Student increases in vertical scale scores provide information on the year-to-year growth of students. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about the scaling process for the different types of reporting scales.

HORIZONTAL REPORTING SCALES

The following STAAR assessments are reported on horizontal scales:

- STAAR English grade 4 writing
- STAAR grade 7 writing



- STAAR English grade 5 science
- STAAR grade 8 science and social studies
- STAAR Spanish grade 4 writing
- STAAR Spanish grade 5 science
- All STAAR EOC assessments

For all STAAR assessments reported on a horizontal scale, a 4000 scale score represents the *Meets Grade Level* performance standard; the standard deviation for those scales was set to 500. The *Approaches Grade Level* cut was set to 3550 for all STAAR assessments except for English I, English II, and English III, for which the cut was set to 3775. The *Masters Grade Level* cuts vary across STAAR assessments. For a given assessment, performance standards remain constant over time.

The STAAR scale scores represent linear transformations of Rasch proficiency level estimate (θ). Specifically, the transformation is made by first multiplying θ by a slope constant (A) and then adding an intercept constant (B). This operation is described by the following equation:

$$SS_{\theta} = A \times \theta + B \quad (1)$$

where SS_{θ} is the scale score for a Rasch proficiency score estimate (θ), and A and B are referred to as the horizontal scaling constants. These same transformations will be applied each year to the Rasch proficiency score estimates (θ) for that year's set of test items. Values for the horizontal scaling constants are provided in Tables 4.7 and 4.8 for the horizontally scaled STAAR grades 3–8 and EOC assessments, respectively.

Table 4.7. Horizontal Scaling Constants for STAAR 3–8

Assessment			A	B
Grade	Language	Content Area		
4	English	Writing	522.0322	3300.4769
7	English	Writing	505.0725	3227.2391
5	English	Science	439.1622	2673.7302
8	English	Science	516.7927	3051.6854
8	English	Social Studies	468.3839	2849.6491
4	Spanish	Writing	574.7681	3230.9603
5	Spanish	Science	439.1622	2673.7302

Table 4.8. Horizontal Scaling Constants for STAAR EOC

Assessment	A	B
Algebra I	441.1057	3448.1767
Algebra II	491.1456	3898.8240
English I	453.3627	3550.2642



Assessment	A	B
English II	472.9035	3482.6436
English III	526.3158	3743.1579
Biology	452.5972	3558.7180
U.S. History	494.3999	3577.7820

VERTICAL REPORTING SCALES

As required by [TEC §39.036](#), TEA developed vertical scales for assessing student performance in grades 3–8 for mathematics and reading. Vertical scales were developed for the following grades and subjects in STAAR:

- STAAR English grades 3–8 mathematics
- STAAR English grades 3–8 reading
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grades 3–5 reading

The vertical scale established for the English versions of grades 3–5 mathematics was also applied to the Spanish versions of grades 3–5 mathematics because the Spanish versions of the mathematics tests are transadapted from the English test forms. A vertical scale is not required for writing, science, or social studies at the elementary and middle school levels.

For the STAAR English grades 3–8 mathematics and reading vertical scales, a scale score of 1700 represents the *Meets Grade Level* performance standard for the grade 8 assessment. Those scales' standard deviations were set to 150.

For the STAAR English and Spanish grade 5 reading assessments, a scale score of 1582 represents the *Meets Grade Level* performance standard. This scale score is set to be the equivalent value as the *Meets Grade Level* performance standard on the STAAR English grade 5 reading assessment. The Spanish reading vertical scale's standard deviations were also set to 150.

It is important to note that although *Meets Grade Level* scale score values are fixed for the highest grade in the vertical scale, the *Meets Grade Level* scale score for the other assessments in the vertical scale will vary across grades. However, these *Meets Grade Level* scale score values, as well as the *Approaches Grade Level* and *Masters Grade Level* scale score values, remain constant over time. Please refer to the [Vertical Scale Technical Report](#) for more information.

The linear transformation of the underlying Rasch proficiency score estimate (θ) for vertical scale scores is described by the equation below for a vertical scaled test at grade g :

$$SS_{\theta} = A \times (\theta + V_g) + B \quad (2)$$

where SS_{θ} is the scale score for a Rasch proficiency score estimate (θ). A and B are the vertical scale score transformation constants, and V_g is the vertical scaling constant for the grade g test. The values of A , B , and V_g for the vertically scaled STAAR assessments are provided in Table 4.9. Once established, these same transformations are applied each year to the proficiency level estimates for that year's set of test questions.

Table 4.9. Vertical Scale Score Transformation and Scaling Constants for STAAR 3–8 Mathematics and Reading

Assessment			A	B	V_g
Grade	Language	Content Area			
3	English/Spanish	Mathematics	107.9372	1619.0471	-2.4791
4	English/Spanish	Mathematics	107.9372	1619.0471	-1.4486
5	English/Spanish	Mathematics	107.9372	1619.0471	-0.9990
6	English	Mathematics	107.9372	1619.0471	-0.1322
7	English	Mathematics	107.9372	1619.0471	0.0870
8	English	Mathematics	107.9372	1619.0471	0.0000
3	English	Reading	113.7657	1523.3219	-2.0057
4	English	Reading	113.7657	1523.3219	-1.3854
5	English	Reading	113.7657	1523.3219	-1.0586
6	English	Reading	113.7657	1523.3219	-0.6679
7	English	Reading	113.7657	1523.3219	-0.2101
8	English	Reading	113.7657	1523.3219	0.0000
3	Spanish	Reading	135.2141	1393.7820	-0.8513
4	Spanish	Reading	135.2141	1393.7820	-0.2700
5	Spanish	Reading	135.2141	1393.7820	0.0000

Equating

Overview

Used in conjunction with the scaling process, equating is the statistical process that takes into account the slight differences in difficulty across test forms and administrations and allows for the scores to be placed onto a common scale. By using statistical methods, TEA equates the results of different test forms so that scale scores across test forms and testing administrations can be compared. TEA's equating activities on the STAAR assessments include pre-equating, post-equating, field-test equating, and comparability analysis. Refer to [chapter 3, "Standard Technical Processes,"](#) for detailed information about equating.

Pre-Equating

The pre-equating process takes place prior to test administration. It places a newly developed test form onto the scale of the item bank through the use of a set of items that appeared previously on one or more test forms. This permits the difficulty level of the



newly developed form to be closely determined even prior to its administration. Therefore, the anticipated raw scores that correspond to scale scores at performance standards can be identified. Pre-equating is conducted for all tests for which scale scores are reported as part of the test construction process. For some tests, post-equating is conducted as well. However, a pre-equating-only model is used when a small or non-representative sample of students takes the assessment or when faster reporting of scores is a priority.

The pre-equating model applies to all STAAR assessments except for grades 4 and 7 writing and EOC English assessments.

Post-Equating

The post-equating process uses data from the operational test administration to re-estimate item difficulties and place them onto the scale of the item bank. For the STAAR assessments, post-equating uses a conventional common-item non-equivalent groups equating design that is described in greater detail in [chapter 3, “Standard Technical Processes.”](#) Post-equating is generally conducted for all primary administrations of the STAAR grades 4 and 7 writing and EOC English assessments.

STAAR post-equating is conducted on a sample of students. The requirements for the sample include a minimum sample size of 100,000 students, regional representation similar to the student population, ethnic distribution similar to the student population, and a stable raw score distribution. The STAAR Spanish grade 4 writing assessments, on the other hand, will include nearly the entire population of examinees because the population is relatively small.


Field-Test Equating

To replenish the item bank as new tests are created each year, newly developed items must be field-tested and equated to the item bank scale, as described in the technical details and procedures in [chapter 3, “Standard Technical Processes.”](#) Whenever possible, embedded designs are used to field test new items so that examinees are unable to distinguish between the field-test items and operational items on each test form. This results in student performance data that are more stable.

Comparability Analyses

When tests are administered both online and on paper, the Standards for Educational and Psychological Testing (American Educational Research Association [AERA], American Psychological Association [APA], National Council on Measurement in Education [NCME], 2014) require that comparability information regarding test scores that result from online and paper modes be collected and evaluated.

As part of the equating process during the spring administrations in 2009, 2010, and 2011, comparability analyses were conducted for all STAAR EOC assessments. The results of these analyses showed no effect of testing mode for the mathematics, science, and social studies EOC assessments. However, some differences in student performance between online and paper modes were observed for the STAAR English assessments. As a result, additional studies to evaluate the comparability between online and paper testing modes were planned for the English assessments. These studies started with the spring 2012 administration of the STAAR English I reading and writing assessments and



continued with the STAAR English II reading and writing assessments in spring 2013. Information about STAAR English I and English II comparability analyses can be found in the [Technical Digests](#) from previous years.

Comparability analyses were conducted for the redesigned STAAR English I and English II assessments in spring 2014 and for STAAR English III in spring 2016 to determine whether the use of the same raw score to scale score (RSSS) conversion table for both testing modes (online and paper) was warranted. The matched sample comparability analyses method (MSCA) (Way, Davis, & Fitzpatrick, 2006) was used to evaluate comparability at the test level. Both analyses suggested an effect of testing mode. Consequently, comparability adjustments were made to generate separate RSSS tables for online and paper tests for the spring, summer, and fall 2014 administrations of STAAR English I and English II and for the spring 2016 administration of STAAR English III. These adjustments involved using a raw score equivalency table, which maps each raw score on the online test to an equivalent raw score on the paper test to produce equivalent scale scores for the online assessment.

Comparability analyses were conducted for the revised STAAR English I, English II, and English III tests in the spring 2018 administration. The comparability analysis results showed test mode effects on the three tests. Therefore, for each test the post-equating process was employed to equate the online scale to the paper scale using the common multiple-choice items as anchors. For the details on the common-item non-equivalent groups equating design, see [chapter 3, “Standard Technical Processes.”](#)

Reliability

Reliability refers to the expectation that repeated administrations of the same test should generate consistent results. Reliability is a critical technical characteristic of any measurement instrument because unreliable scores cannot be interpreted as valid indicators of students' knowledge and skills.

Reliability for the STAAR test score was estimated using statistical measures such as internal consistency, classical standard error of measurement, conditional standard error of measurement, and classification consistency and accuracy. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about reliability.

Internal Consistency

Internal consistency is a measure of the consistency with which students respond to the items within a test. For tests involving dichotomously scored (i.e., multiple-choice and gridded-response) items, the Kuder-Richardson 20 (KR20) statistic was used to estimate reliability. For tests involving a combination of dichotomous and polytomous constructed-response items, stratified coefficient alpha was used to estimate reliability.

As a rule, reliability coefficients ranging from 0.70 to 0.79 are considered adequate, those from 0.80 to 0.89 are considered good, and those at 0.90 or above are considered excellent. However, what is considered appropriate can vary in accordance with how assessment results are used.



Because internal consistency estimates typically decrease as the number of test items decreases, internal consistency estimates for individual reporting categories can be noticeably lower than those for the full assessment. Lower internal consistency estimates indicate that reporting category scores were not as reliable as those based on the full assessment. Therefore, the lower reliability at the reporting category level should be considered when making interpretations of the scores at this level.

Classical Standard Error of Measurement

Classical standard error of measurement (SEM) represents the amount of variance in a score that results from random factors other than what the assessment is intended to measure. The SEM is helpful for quantifying the margin of uncertainty that occurs on every test.

Conditional Standard Error of Measurement

It is important to note that the SEM index provides only an estimate of the average test score error for all students regardless of their individual levels of proficiency. By comparison, the conditional standard error of measurement (CSEM) provides a reliability estimate at each score point on a test. More specifically, CSEM is an estimate of the average test score measurement error that is conditional on the proficiency or scale score estimate.

Classification Consistency and Accuracy

Classification consistency is the degree to which a test consistently classifies students into the same performance levels if they look at two parallel forms of the test, while classification accuracy provides an estimate of the accuracy of student classifications into performance categories based on current test results.

Validity

Validity refers to the extent to which a test measures what it is intended to measure. When test scores are used to make inferences about student achievement, it is important that the assessment supports those inferences. In other words, the assessment should measure what it was intended to measure in order for any uses and interpretations about test results to be valid.

Texas follows national standards of best practice and collects validity evidence annually to support the interpretations and uses of the STAAR test scores. The Texas Technical Advisory Committee (TTAC), a panel of national testing experts created specifically for the Texas assessment program, provides ongoing input to TEA about STAAR validity evidence. Validity evidence for an assessment can come from a variety of sources, including test content, response processes, internal structure, relationships with other variables, and analysis of the consequences of testing. The sections that follow describe how different types of validity evidence were collected for the STAAR assessments. Refer to [chapter 3, “Standard Technical Processes,”](#) for additional information about validity.

Evidence Based on Test Content

Validity evidence based on test content refers to evidence of the relationship between tested content and the construct that the assessment is intended to measure. The STAAR assessments have been developed to align with content as defined by the TEKS. Content



validity evidence is collected at all stages of the test-development process. Nationally established test-development processes for the Texas assessment program are followed while developing the STAAR assessments. This supports the use of STAAR scores in making inferences about students' knowledge and understanding of the TEKS.

RELATIONSHIP TO THE STATEWIDE CURRICULUM

The TEKS are designed to ensure that Texas students receive a solid education that will enable them to be successful in life, whether they choose to pursue higher education or enter the workforce directly after graduation. Specifically, the TEKS are aligned to the Texas College and Career Readiness Standards (CCRS). The CCRS specify the knowledge and skills necessary to succeed in entry-level community college and university courses. The CCRS have been incorporated into the secondary TEKS to form a vertically articulated set of curriculum standards. STAAR focuses on fewer skills and addresses those skills in a deeper manner. This is accomplished through the identification of readiness and supporting standards in the TEKS and includes a larger number of items that assess readiness standards in the test blueprint. The STAAR assessments, therefore, focus on the TEKS that are most critical to success in the next grade or course.

EDUCATOR INPUT

As part of the development of STAAR, teachers, curriculum specialists, test development specialists, college educators, and TEA staff worked together in advisory committees to identify appropriate assessment reporting categories for the STAAR assessments. The input of the advisory committees is reflected in the assessed curricula and test blueprints. In addition, prototype items were developed for the STAAR assessments early in the development process. The educator advisory committees reviewed these prototypes to identify how well the items would measure the student expectations to which the items were aligned. These early reviews provided valuable suggestions for item development guidelines and item types. Item development guidelines continue to be refined through the test development process, as various STAAR item review educator committees share their feedback about how the student expectations could be effectively assessed.

As part of the annual process of item development, committees of Texas educators meet to review the STAAR items, including STAAR Spanish, and confirm that each item appropriately measures the TEKS to which it is aligned. These committees also review items for content and bias. Two distinct types of educator committee meetings are regularly held to support the validity of test content: item review committees and content validation committees. Item review committees are made up of Texas educators, and these committees revise and edit items, as appropriate, prior to field testing. Item review committees are convened for all STAAR assessments. Content validation committees, by comparison, are made up of university faculty who are experts in the relevant subject matter. Though these committees do not edit or revise items, they can recommend that certain items not be replaced on operational assessments. Content validation is conducted for all STAAR EOC assessments.



TEST DEVELOPER INPUT

Item writers and reviewers follow test development guidelines that explain how content aligned to given TEKS should be measured. At each stage of development, writers and reviewers verify the alignment of the items with the assessed student expectations.

Evidence Based on Response Processes

Response processes refer to the cognitive behaviors that are required to respond to a test item. Texas collects evidence to show that the way students respond to items on the STAAR assessments reflects accurate measurement of the construct.

ITEM TYPES

Student response processes on the STAAR assessments vary per item type and administration mode. Across STAAR, three types of responses are required of students: multiple-choice items on all assessments, gridded-response items on mathematics and science assessments, and constructed-response items (e.g., written composition) on grades 4 and 7 writing, English I, English II, and English III assessments.

Multiple-choice items are developed so that students must apply what they have learned about the content, thereby supporting an accurate measurement of the construct being assessed.

Gridded-response items require students to determine a numerical answer and then record their answer using a griddable-item response box. This item type facilitates the assessment of the students' knowledge and skills at an even deeper level by requiring students to generate answers independently without being influenced by given answer options. This item type is helpful in assessing the constructs of mathematics and science.

Written compositions require students to construct (i.e., write) an original response to a given prompt. This provides an authentic way to evaluate how well students can compose a written response within various genres of writing.

In addition, passage-based multiple-choice responses are used for the STAAR reading and writing assessments. Passage-based items are a group of items associated with a common stimulus, such as a literary selection or an informational passage. The use of passage-based items requires students to apply their knowledge and skills within the context introduced by the stimulus to respond correctly to the items. This skill is important in assessing the language arts constructs of reading and writing.

To support these mixed-format assessments, Texas gathers theoretical and empirical evidence that supports the expectation that the way students respond to test items does not add construct-irrelevant variance. Texas also gathers evidence confirming that response processes do not result in an advantage or disadvantage for any student group. This evidence comes from several sources. When new item types or changes to the format of existing item types are considered for STAAR assessments, cognitive labs are used to study the way students engage with the various item presentations. After item types are determined to be appropriate for STAAR, evidence about student responses is gathered annually through educator and expert reviews and analyses of individual student



responses to these items. Every year, during item reviews, educators evaluate whether the content for a given item type is being appropriately assessed and whether students will be able to accurately demonstrate their knowledge of the construct given the items' planned format. When items are field-tested, additional data are gathered about students' responses. Data such as item difficulty, item point-biserial correlations, and differential item functioning are all evaluated regarding the item type. For additional information, see the Item Analyses section of [chapter 3, "Standard Technical Processes."](#)

SCORING PROCESS

The process used to score items can provide additional validity evidence based on response processes. This type of validity evidence is predicated on accurate scoring.

For multiple-choice items, statistical key checks are conducted for all STAAR assessments (including STAAR Spanish) during the equating process. A statistical key check is a procedure in which the statistical properties of all items on every test form are computed. Items whose statistics do not meet predetermined criteria (see the Item Analyses section in [chapter 3, "Standard Technical Processes"](#)) are flagged for further review by content experts to verify that they are correctly keyed and scored.

For written compositions, rubrics are used by human readers to score student responses. All score rubrics for the STAAR assessments have been validated by educator committees and content experts. In addition, TEA has implemented a rigorous scoring process for the written compositions that includes training and qualification requirements for readers; ongoing monitoring during scoring; adjudication and resolution processes for student responses that do not meet the exact/adjacent scoring requirements; and rescoring of responses for which concerns have been raised by districts, campuses, or teachers regarding the assigned score. A more comprehensive description of the scoring process for constructed-response items is available in [chapter 2, "Building a High-Quality Assessment System."](#)

Score reliability for every STAAR assessment is generated and evaluated in terms of reader agreement rates and the commonly-used kappa with quadratic weights (Fleiss & Cohen, 1973). The written compositions are scored with the adjacent agreement model. The exact agreement rate, the adjacent agreement rate, and the total agreement rate (exact and adjacent) between the first reader's score and the second reader's score are generated. When the first reader's score and the second reader's score are not in exact or adjacent agreement, the written composition student response is adjudicated by a scoring leader.

Validity is evaluated through validity papers, which are student responses from the field-test and current administrations that are representative of different levels of writing performance based on the scoring rubrics. Validity papers are identified by scoring leaders and approved by the TEA English language arts and writing team. Then they are given to readers systematically throughout the scoring project. An important feature of validity papers is that they are not identifiable as such; in fact, they are indistinguishable from unscored student responses. Each reader's daily scores on validity papers are compared with the scores approved by TEA. Validity papers are used throughout the

scoring project as a primary quality control measure, the purpose of which is to ensure that readers are scoring accurately and reliably on a daily basis and across time.

ADMINISTRATION MODE

All English and Spanish STAAR assessments are administered in both paper and online testing modes. Texas has conducted comparability studies (as described in the [Comparability Analyses](#) section) comparing student responses in paper and online versions for all STAAR English and Spanish assessments having more than 5 percent regular online examinees. In these studies, the comparability of scores was evaluated to determine whether an effect due to testing mode exists.

Evidence Based on Internal Structure

Texas collects evidence that shows the relationship of students' responses between items, within reporting categories of items, and within the full tests to verify that the elements of an assessment conform to the intended test construct. Except for 2019–2020 school year, Texas conducts annual internal consistency studies to gather evidence based on internal structure. The internal consistency of the STAAR assessments is evaluated every year using KR20 for assessments that have only dichotomously scored items (i.e., multiple-choice and gridded-response items). For the STAAR assessments that have a combination of multiple-choice items and written compositions (i.e., grade 4 writing, grade 7 writing, English I, English II, and English III assessments), internal consistency is evaluated using stratified coefficient alpha. These internal consistency evaluations are made for all students and for student groups such as female, male, African American, Hispanic, and white students. Refer to the [Reliability](#) section in this chapter for more information on internal consistency evaluations.

Evidence Based on Relationships to Other Variables

Another method Texas uses to provide validity evidence for the STAAR assessments is analyzing the relationship between performance on STAAR and performance on other assessments, a process that supports what is referred to as criterion-related validity. Evidence can be collected to show that the empirical relationships are consistent with the expected relationships. Numerous research studies can be conducted as part of the development of STAAR to evaluate the relationships between scores on the STAAR assessments and other related variables. These studies can be used to inform the establishment of performance standards across the STAAR assessments and can be grouped into the following six categories:

- STAAR-to-TAKS comparison studies, which link performance on the STAAR assessments to performance on TAKS assessments (e.g., STAAR grade 7 mathematics and TAKS grade 7 mathematics)
- STAAR linking studies, which link performance on the STAAR assessments across grade levels or courses in the same content areas (e.g., grade 4 reading and grade 5 reading or grade 8 mathematics and Algebra I)
- STAAR correlation estimates, which evaluate the strength of the relationship (or the lack of one) between scores on the STAAR assessments across different





content areas (e.g., grade 4 mathematics and grade 4 reading, or Biology and U.S. History)

- Grade correlation studies, which link performance on the STAAR EOC assessments to course grades
- External validity studies, which link performance on the STAAR assessments to external measures (specifically SAT, ACT, THEA, ACCUPLACER, Explore, and Readistep)
- College students taking STAAR studies, which link performance on the STAAR EOC assessments to college course grades

Detailed information from the related documents can be found by referring to the following resources:

- For a detailed discussion of the process by which research studies were planned and implemented to support the STAAR standard-setting process, refer to chapter 3 of the [State of Texas Assessments of Academic Readiness \(STAAR\) Standard-Setting Technical Report](#), available on the [STAAR Performance Standards](#) page of TEA's Student Assessment Division website.
- Results for most of the EOC research studies are available in individual study profiles and in an overall study quality summary on the [STAAR EOC External Validity Studies](#) page of TEA's Student Assessment Division website.

Evidence Based on the Consequences of Testing

Another method to provide validity evidence is by documenting the intended and unintended consequences of administering an assessment. The collection of consequential validity evidence typically occurs after a program has been in place for some time and on a regular basis. Surveys should be developed and administered to educators and stakeholders in the state to evaluate the impact of STAAR test results on classroom instruction, resource allocation, teacher development, and student academic choices and postsecondary endeavors.

Intended Interpretations and Uses of STAAR Test Scores

Given the important stakes associated with the STAAR assessment program, valid STAAR test scores are critical in supporting their intended interpretations and uses. For the STAAR assessments, the intended interpretations of test results are stated in the policy definitions of the performance levels. Student test results for STAAR are classified into one of four performance levels:

- *Did Not Meet Grade Level*
- *Approaches Grade Level*
- *Meets Grade Level*
- *Masters Grade Level*

Refer to the [Performance Standards](#) section in this chapter for the policy definitions of the STAAR performance levels. Each performance level describes a student's knowledge and skills in a content area and a student's level of preparation for the next grade or course. Below are intended uses of STAAR test scores based on the policy definitions for the performance levels.



STUDENT-LEVEL

- Performance on STAAR is one indicator of a student's level of proficiency in a content area or specific course.
- Performance on STAAR is one indicator of a student's readiness for the next course or grade level in the same content area.
- Performance on STAAR is one indicator of a student's possible need for academic intervention.
- Performance on STAAR across years provides one indicator of a student's academic progress within a content area.
- Performance on STAAR may provide information about expected student performance on external assessments, such as the American College Testing (ACT) or Scholastic Aptitude Test (SAT), that measure similar knowledge and skills.

DISTRICT- OR CAMPUS-LEVEL

- STAAR performance results can be aggregated to provide one indicator of overall student proficiency at a district or campus.
- STAAR performance results can be aggregated to provide one indicator of overall student readiness (for the next course or grade level in the same content area) at a district or campus.
- STAAR performance results can be aggregated across years to provide one indicator of overall student academic progress at a district or campus.

Measures of Student Progress

Student progress measures provide information beyond performance levels by providing a comparison of performance over time. Whereas performance-level information describes students' current achievement, progress measures describe students' achievement across multiple years.

Progress measures are legislatively mandated as an essential aspect of the Texas assessment program. Specifically, the STAAR progress measures must reflect annual improvement and indicate the progress required for students to perform satisfactorily in grades 5 and 8 and on the EOC assessments required for graduation ([TEC §39.034](#)).

For STAAR, progress is measured as a student's gain score, meaning the difference between the scale score a student achieved in the prior accountability year and the scale score a student achieved in the current accountability year. These gain scores are then classified as *Limited*, *Expected*, and *Accelerated* in relation to progress targets.

In 2012–2013, STAAR progress measures were reported for the first time.

2013–2014 Progress Measure Updates

Updates to the implementation of progress measures both to include more students in the calculation of progress measures and to respond to legislative changes were made in 2013.

CHANGES MADE TO INCLUDE MORE STUDENTS IN PROGRESS MEASURE CALCULATIONS

- Accelerated students/skipped grade(s)
 - In 2013, students had to follow the typical grade/course sequence and test in consecutive grades/courses in order to receive a progress measure, except for students who went from grade 7 mathematics to Algebra I. Beginning in 2014, progress measures were also provided for students who received accelerated instruction and skipped grades or courses. For example, a progress measure was reported if a student tested in grade 5 reading in the 2012–2013 accountability year and in grade 7 reading in the 2013–2014 accountability year.
- Changes related to different language-version tests
 - Beginning in 2014, progress measures were reported for students who test in a different language in subsequent school years for mathematics. Because Spanish and English mathematics tests consist of the same items (i.e., the Spanish items are transadapted versions of the English items) and because the Spanish and English mathematics scores are reported on the same scale, progress measures are generated despite the change from one language-version test to the other. Specifically, progress measures are reported for students who test in Spanish and then in English, as well as those who test in English and then in Spanish.
 - The same change was not made for reading because the Spanish and English tests contain different items, and scores are reported on separate scales. Therefore, progress measures for reading are provided only for students who test in the same language in the prior accountability year and the current accountability year.
- Progress measures for EOC assessments
 - In 2013, only the spring administrations of EOC assessments were used to compute progress measures. Beginning in 2014, all EOC administrations were considered for use within these calculations. However, a progress measure is computed only on a student's first attempt of an EOC test.
- Previous accountability year retests
 - Beginning in 2014, if a student retested in the previous year in grades 5 or 8 (e.g., a current grade 6 student who retested in grade 5 or a current Algebra I student who retested in grade 8 mathematics), the higher valid score between the primary administration and May administration is used for progress measure calculation. Retest scores for the June grades 5 and 8 administration from the previous accountability year are not used for progress measure calculations. If a student took the same EOC test multiple times during the previous accountability year, the score from the

first administration of the previous accountability year test is used to calculate progress.

PROGRESS MEASURE UPDATES MADE IN RESPONSE TO LEGISLATIVE CHANGES IN 2013

- English tests
 - Beginning in 2014, redesigned STAAR English tests were administered. Rather than having separate English reading and writing tests, these assessments were combined into one test per course (STAAR English I and STAAR English II). This change to the assessments impacted STAAR progress measures. To measure progress across two assessments, the tests must measure the same construct or content area. For example, in 2013 progress was measured from grade 8 reading to English I reading. Beginning in 2014, however, the English I test included both reading and writing content; therefore, progress could not be measured from either grade 8 reading or grade 7 writing to the new combined English I test.
 - Additionally, students took separate STAAR English I reading and STAAR English I writing tests in 2013, and progress could not be measured from those separate English I tests to the new combined STAAR English II test administered in 2014. For most students, progress for STAAR English II was measured for the first time in spring 2015, after the new combined English tests had been administered for two years.

2014–2015 Progress Measure Updates

Changes to various aspects of the STAAR program affected TEA's ability to report student progress on the assessments. The following list outlines adjustments to the STAAR progress measures reported for the 2014–2015 school year:

- Students did not receive a STAAR progress measure for mathematics in grades 4–8 (Algebra I students still received a STAAR progress measure).
- A STAAR progress measure was reported for the first time for grade 7 writing.
- A STAAR progress measure was reported for eligible STAAR A students who took STAAR or STAAR L in 2013–2014.
- Students did not receive a STAAR Alternate 2 progress measure.

2015–2016 Progress Measure Updates

There were some adjustments to the STAAR progress measures reported for the 2015–2016 accountability year:

- Students did not receive a STAAR progress measure for grade 7 writing because grades 4 and 7 writing tests were shortened in the 2015–2016 school year.
- A progress measure was available for STAAR Alternate 2 in 2016.

2016–2017 Progress Measure Updates

- Beginning in spring 2017, the previous three-performance level system (i.e., *Unsatisfactory*, *Satisfactory*, and *Advanced*) was replaced with the four-performance level system (i.e., *Did Not Meet Grade Level*, *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*).





- The previous labels for STAAR progress measure (i.e., *Did Not Meet*, *Met*, and *Exceeded*) were replaced with *Limited*, *Expected*, and *Accelerated*.
- STAAR A and STAAR L were no longer administered. The elimination of STAAR A and STAAR L changed the eligibility rules.
- Blueprints for STAAR grades 3–8 tests, STAAR English I, STAAR English II, and STAAR English III were changed. Short-answer items were removed from the STAAR EOC tests (STAAR English I, STAAR English II, and STAAR English III) beginning in spring 2017. This had impacts on the maximum and chance scores in Table 4.10.

2017–2018 Progress Measure Updates

- Beginning in the 2017–2018 accountability year, progress measure was also calculated for ELs. Progress for students who take STAAR or STAAR Spanish was measured in the same way for all students, including ELs. Prior to the 2017–2018 accountability year, qualifying ELs who tested in English received the EL progress measures rather than the STAAR progress measures.

2018–2019 Progress Measure Updates

- Beginning in the 2018–2019 accountability year, qualifying ELs who tested in English also received an EL performance measure, which shows whether or not an eligible EL is making sufficient progress on each STAAR content-area assessment based on predetermined performance measure progress expectations. The EL performance measure is calculated and reported for all STAAR assessments except STAAR Spanish, Algebra II, and English III. More information can be found TEA's [Assessment Scoring and Reporting](#) website.

2019–2020 Progress Measure Updates

- Due to the impact of COVID-19, administrations of STAAR assessments were canceled in spring and summer 2020. Progress measures were not available for the 2019–2020 accountability year.

Progress Classifications

To interpret the gain scores, the scores are compared to progress targets to determine if a student made *Limited*, *Expected*, and *Accelerated* progress. The progress targets define the expectation of annual progress for each grade and content area. These progress targets are grounded in the STAAR performance standards and the goal of having all students achieve *Meets Grade Level* or above and having high performing students maintain *Masters Grade Level* performance.

Specifically, for students who achieved *Did Not Meet Grade Level*, *Approaches Grade Level*, or *Meets Grade Level* in the prior year, the *Expected* progress target is defined as the distance between the *Meets Grade Level* performance standard on the prior-accountability year test and the *Meets Grade Level* performance standard on the current accountability year test in the same content area. For students who achieved *Masters Grade Level* in the prior year, the progress target is based on the distance between the *Masters Grade Level* on the prior accountability year test and the *Masters Grade Level* in the current accountability year test in the same content area.



The *Accelerated* progress classification is a designation reserved for those students who have demonstrated significant growth over the course of the year, beyond that of the *Expected* progress target. The *Accelerated* progress target is defined as the distance between the *Meets Grade Level* on the prior-year test and the *Masters Grade Level* on the current-year test.

Students with gain scores less than the *Expected* progress target are classified as *Limited* progress. Students with gain scores greater than or equal to the *Expected* progress target and less than or equal to the *Accelerated* progress target are classified as having *Expected* progress. Students with gain scores greater than the *Accelerated* progress target are classified as having *Accelerated* progress.

Because the performance standards are not the same across grades and content areas (i.e., they do not have the same numerical value), the *Expected* and *Accelerated* progress targets differ from grade to grade and across content areas. Table 4.10 lists the 2019 values used to compute the STAAR grades 3–8 progress measure.

Table 4.10. 2019 Values Used to Compute the STAAR Grades 3–8 Progress Measure

Subject	Language	Current Grade	Prior Grade	A ¹	X ²	B ³	MAX ⁴	Chance ⁵
Mathematics	English	8	7	12	56	166	42	9
Mathematics	English	8	6	47	80	201	42	9
Mathematics	English	8	5	75	130	229	42	9
Mathematics	English	8	4	111	184	265	42	9
Mathematics	English	8	3	214	258	368	42	9
Mathematics	English	7	6	35	26	145	40	9
Mathematics	English	7	5	63	74	173	40	9
Mathematics	English	7	4	99	128	209	40	9
Mathematics	English	7	3	202	202	312	40	9
Mathematics	English	6	5	28	48	147	38	8
Mathematics	English	6	4	64	102	183	38	8
Mathematics	English	6	3	167	176	286	38	8
Mathematics	English & Spanish	5	4	36	54	135	36	8
Mathematics	English & Spanish	5	3	139	128	238	36	8
Mathematics	English & Spanish	4	3	103	74	184	34	7
Reading	English	8	7	26	30	109	44	11
Reading	English	8	6	71	65	154	44	11
Reading	English	8	5	118	116	201	44	11
Reading	English	8	4	150	150	233	44	11



Subject	Language	Current Grade	Prior Grade	A ¹	X ²	B ³	MAX ⁴	Chance ⁵
Reading	English	8	3	232	228	315	44	11
Reading	English	7	6	45	35	124	42	10
Reading	English	7	5	92	86	171	42	10
Reading	English	7	4	124	120	203	42	10
Reading	English	7	3	206	198	285	42	10
Reading	English	6	5	47	51	136	40	10
Reading	English	6	4	79	85	168	40	10
Reading	English	6	3	161	163	250	40	10
Reading	English	5	4	32	34	117	38	9
Reading	English	5	3	114	112	199	38	9
Reading	English	4	3	82	78	165	36	9
Reading	Spanish	5	4	43	65	162	38	9
Reading	Spanish	5	3	138	169	257	38	9
Reading	Spanish	4	3	95	104	192	36	9
Algebra I	English		Grade 3 Mathematics	2514	2737	2847	54	12
Algebra I	English		Grade 4 Mathematics	2411	2663	2744	54	12
Algebra I	English		Grade 5 Mathematics	2375	2609	2708	54	12
Algebra I	English		Grade 6 Mathematics	2347	2561	2680	54	12
Algebra I	English		Grade 7 Mathematics	2312	2535	2645	54	12
Algebra I	English		Grade 8 Mathematics	2300	2479	2633	54	12
English II	English		English I	0	140	831	68	17

NOTE:

¹ A is the distance or difference between the Meets cut scale scores on the current-year and the prior-year tests.

² X is the distance or difference between the Masters cut scale scores on the current-year and the prior-year tests.

³ B is the distance or difference between the Masters cut scale score on the current-year test and the Meets cut scale score on the prior-year test.

⁴ MAX is the maximum possible raw score on the current-year test.

⁵ Chance score is the raw score that could be reasonably attained through guessing alone. For all the tests listed here except for English II, "chance" is defined as $\frac{1}{4}$ of the multiple-choice questions (i.e., not including griddable questions for math tests). "Chance" on English II is defined as $\frac{1}{4}$ of the possible multiple-choice raw-score points, plus the weight (i.e., 2) times the sum of the lowest non-zero score (i.e., 1) students can get from each of the two raters (e.g., $2 \times 2 = 4$) on the written composition. Chance score is rounded to the smallest integer.

Additional information such as steps for calculating progress measures and progress targets for each STAAR grade and content area, including when students skip grade levels, can be found on the [Progress Measures](#) page of TEA's Performance Reporting Division website.



Classification Exceptions

There are some places on the STAAR scale, specifically at the extreme high and low ends of the scale, where the application of the *Limited*, *Expected*, and *Accelerated* definitions would not be appropriate. At the extreme ends of the scale, unlike the rest of the scale, answering one more question correctly results in large differences in scale scores. For this reason, several places on the scale have been identified as exceptions to the *Limited*, *Expected*, and *Accelerated* definitions.

- All students scoring at the three highest raw scores in the current year will be classified as having *Accelerated* progress.
- Students who maintained *Masters Grade Level* from the prior year to the current year will be classified as having *Expected* or *Accelerated* progress. (*Limited* classification will not be applied to these students.)
- Students scoring at or below chance in the current year will be classified as having *Limited* progress.

Chance represents the score that could be reasonably obtained by guessing alone. For the mathematics and reading assessments, chance is defined as 25 percent of the possible multiple-choice raw-score points, as these questions have four answer options. The STAAR English I and English II assessments include multiple-choice questions and essays that are then weighted and combined to compute the total test score. Chance on these assessments is defined as 25 percent of the possible multiple-choice raw-score points, plus the weighted value (2x) associated with summed scores of 2 on the essays (representing a rubric score of 1 from both raters).

The score values associated with these exceptions for each STAAR grade and content can be found in Table 4.10 and in the *Calculating Progress Measures* document on the [Progress Measures](#) page of TEA's Performance Reporting Division website.

STAAR On-Track Measure

[TEC §39.034\(d\)](#) mandates the development of a measure to determine the necessary annual amount of improvement required for a student to be prepared to perform satisfactorily on grade 5, grade 8, and EOC assessments. To meet these requirements, TEA developed the STAAR on-track measure to provide additional information about student performance that builds upon the existing STAAR progress measure.

While the STAAR progress measure accounts for performance from the prior year and the current year, it does not include any information about how the student is likely to perform in the future. Because this additional information may be helpful to students, teachers, and other stakeholders, TEA developed the STAAR on-track measure, which was reported for the first time in 2013–2014. Specifically, the on-track measure used the STAAR progress measure and extrapolated performance into future years to determine if a student is on-track to achieve *Meets Grade Level* in a later grade or course.

On-track is measured for students who take STAAR assessments (including STAAR Spanish). The STAAR Alternate 2 on-track measure was available to districts starting in spring 2017.



To calculate the STAAR on-track measure, three assessments covering the same content area must be available (previous year, current year, and target year). For example, on-track can be calculated for grade 7 reading (current year assessment) because the previous year assessment was grade 6 reading and the target year assessment will be grade 8 reading—all three of these assessments measure reading. However, on-track cannot be calculated for grade 8 reading because the next assessment in a traditional course-taking sequence will be English I, which includes both reading and writing content. Therefore, although the previous year assessment (grade 7 reading) and the current year assessment (grade 8 reading) cover the same content area, the target year assessment (English I) covers additional content and an on-track measure cannot be calculated. In addition, the STAAR on-track measure cannot be calculated for English I because the previous year assessment (grade 8 reading) covers different content.

In the 2019–2020 school year, the on-track measure was not available due to the cancellation of STAAR testing impacted by COVID-19. Additional information about the STAAR on-track measure and the steps taken to calculate these measures can be found on the [Progress Measures](#) page of TEA's Performance Reporting Division website.

Sampling

Sampling plays a critical role in the research and annual development activities that are necessary in supporting the Texas assessment program. A sample is a group of students smaller than the population that can be used to represent the overall population. Through the careful selection of student samples, TEA gathers reliable information about student performance on its assessments while minimizing the burden placed on districts and campuses.