

Study Profile: STAAR US History – ACT Reading (★★★★☆)

The STAAR US history – ACT reading external validity study is designed to establish empirical links between performance on the STAAR US history assessment and performance on the ACT reading test.

Motivation (★★★★☆)

This analysis was based on a single group of students who took both the STAAR US history and the ACT reading assessments between 2009 and 2011. Data from STAAR derive from low-stakes operational administrations between 2009 and 2011 and are linked to motivated ACT reading scores in corresponding years.

Representativeness (★★★★☆) and Sample Size (★★★★★)

Grade Levels

All US History Examinees Versus Those Linked to ACT Scores

Group	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Missing		Total
All US History	2	0%	870	1%	7,157	5%	141,489	92%	3,963	3%	13	0%	153,494
Linked	0	0%	8	0%	338	1%	22,471	97%	419	2%	2	0%	23,238

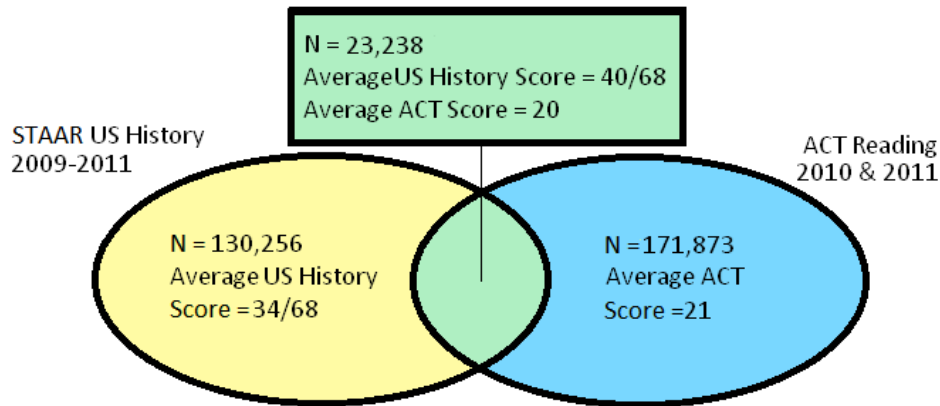
Demographic Characteristics

All US History Examinees Versus Those Linked to ACT Scores

Group	Female		Economically Disadvantaged		African American		Hispanic		White		Other	
All US History	75,504	49%	73,236	48%	19,851	13%	66,104	43%	55,023	36%	12,516	8%
Linked	12,671	55%	8,977	39%	3,004	13%	7,448	32%	10,572	45%	2,214	10%

Summary of STAAR US History and ACT Reading Achievement

Linked and Unlinked Groups



Average SAT Critical Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	Advanced Academic Performance
23	27

Correlation (★★★★☆)

Correlation between STAAR US history and ACT reading = **0.65**

Content Overlap (☆☆☆☆☆)

There is no (0%) content/skills overlap between the STAAR US history assessment and the ACT reading assessment.

Assessment Characteristics

Assessment Characteristic	STAAR U.S. History	ACT Reading
Purpose	Created to determine mastery of the U.S. history Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Designed to help college admissions officials identify students likely to be successful at their academic institutions, and to help students make decisions about which colleges to attend and which programs of study to pursue.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment and a criterion-referenced assessment
Content	<ul style="list-style-type: none"> ▪ Measures history (U.S. history from 1877 to present); geography and culture; government and citizenship; and economics, science, technology, and society. Social studies skills are incorporated into at least 30% of the test items. 	<ul style="list-style-type: none"> ▪ Measures skill level in reading ▪ Selections from four content areas are used to test reading comprehension: social studies, natural sciences, prose fiction, and humanities. ▪ The social studies selections represent multiple content areas, including anthropology, biography, business, economics, education, geography, history, political science, psychology, and sociology. ▪ There is no content overlap between the STAAR world geography and ACT Reading tests
Item Format	68 multiple-choice items	40 multiple-choice items
Administration	<ul style="list-style-type: none"> ▪ Administered in May, July and November/December ▪ Administered by school personnel ▪ Online or paper version ▪ 4 hour time limit 	<ul style="list-style-type: none"> ▪ Administered six times annually in the United States ▪ Administered by approved test supervisors, room supervisors and proctors at an approved testing site (often a school with the test administered by school staff). ▪ Administered on paper ▪ 35 minute time limit to take the reading assessment.
Performance Standards	The performance standards for STAAR U.S. History will be established and implemented in the spring of 2012.	The ACT English college readiness benchmark is a scaled score of 18 (maximum score of 36). It indicates a 50% likelihood of earning a first-year college GPA of 2.7 or higher.