

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

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

Motivation (★★★★☆)

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

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

Grade Levels

All US History Examinees Versus Those Linked to SAT 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%	25	0%	515	1%	40,946	97%	859	2%	1	0%	42,346

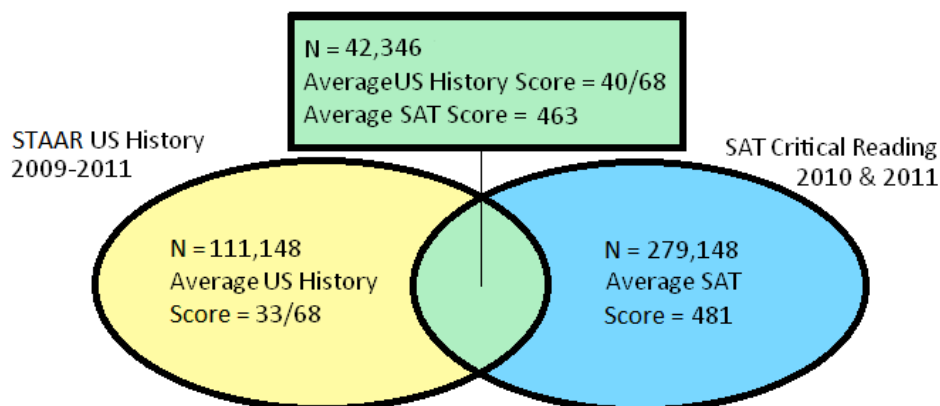
Demographic Characteristics

All US History Examinees Versus Those Linked to SAT 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	22,699	54%	16,105	38%	5,901	14%	15,134	36%	16,919	40%	4392	10%

Summary of STAAR US History and SAT Critical Reading Achievement

Linked and Unlinked Groups



Average SAT Critical Reading Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	Advanced Academic Performance
509	587

Correlation (★★★★☆)

Correlation between STAAR US history and SAT critical reading = **0.71**

Content Overlap (☆☆☆☆☆)

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

Assessment Characteristics

Assessment Characteristic	STAAR U.S. History	SAT Critical 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.
Assessment Type	A criterion-referenced assessment	A norm-referenced assessment
Content	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.	Measures skill level in reading and vocabulary development Includes reading passages from different subject areas including Natural Sciences, Humanities, Social Sciences and Literary Fiction. Passages from all four subject areas may not be included on every test
Item Format	68 multiple-choice items	67 multiple-choice items total: 48 passage-based reading questions and 19 sentence-completion questions.
Administration	▪ Administered in May, July and November/December ▪ Administered by school personnel ▪ Online or paper version ▪ 4 hour time limit	▪ Administered seven times annually ▪ Administered by test supervisors, room supervisors and proctors at an approved testing site (often a school with the test administered by school staff) ▪ Administered on paper ▪ Students have 70 minutes to take the critical reading assessment. The critical reading test is divided into three sections. Students have two 25-minute sections and one 20-minute section.
Performance Standards	The performance standards for STAAR U.S. History will be established and implemented in the spring of 2012.	The SAT Critical Reading college readiness benchmark is a scale score of 500 (maximum score of 800). It indicates a 65% likelihood of earning a first-year college GPA of 2.7 or higher.