Texas Education Agency

STAAR Redesign Supports

Superintendent Update 9/15/2022

The STAAR redesign is based on improving alignment to the classroom experience

In effective classrooms, teachers are…	*The STAAR redesign will…*
1 Coherently building students' **background knowledge and vocabulary** in all subject areas	Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes.
2 Asking students to **write about what they read using evidence from text**	Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
3 Providing **various open-ended formats** for students to respond to questions…	Add **new, non-multiple-choice questions** that are more like questions teachers ask in class
4 Supporting the learning needs of all students by providing **appropriate accommodations**	Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs

5 Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.

Actions to Prepare for Success in the Spring

We'd like to provide ways for students to meaningfully interact with the online testing platform before online testing in Spring 2023

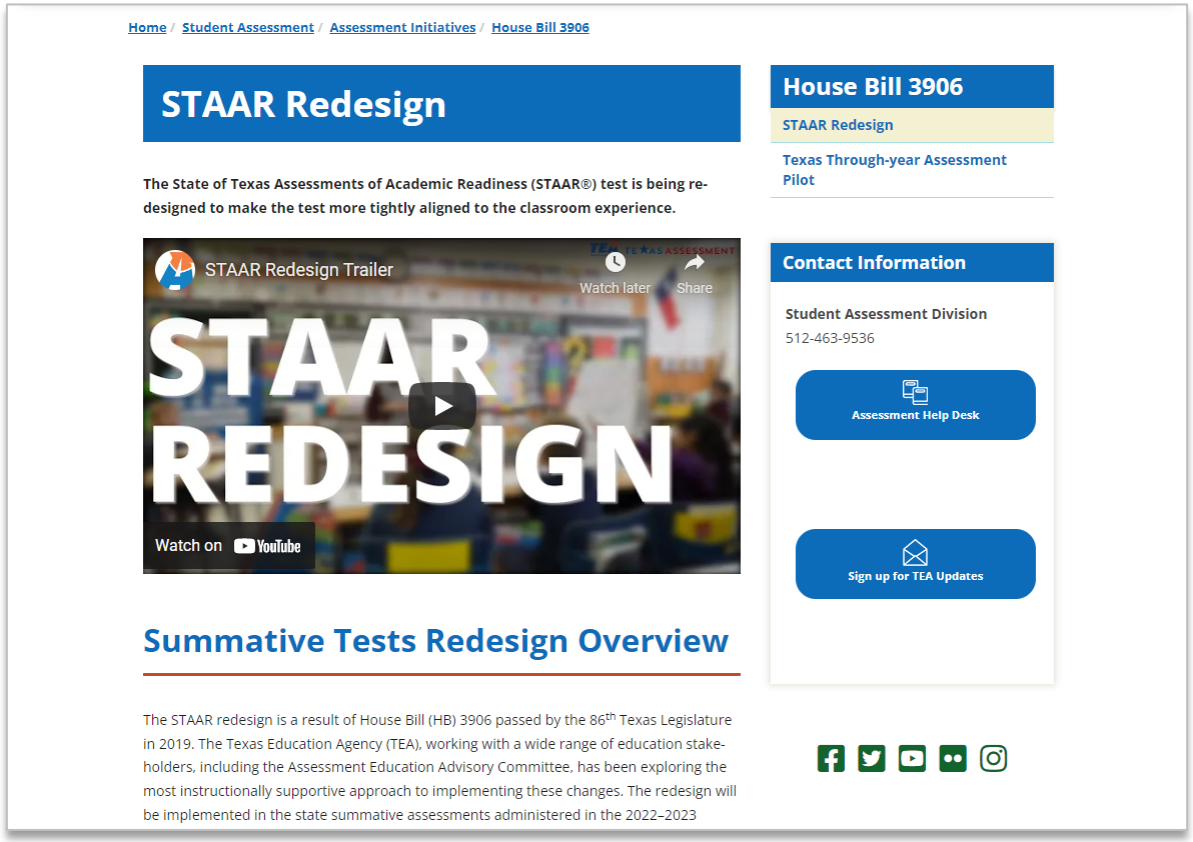
- Ideally, we want these interactions to be existing assessments, not additional assessments that take up valuable instructional time
- We don't want educators to create assessments just for the sake of giving students practice with the system. The data generated by the assessment should be actionable

As a result, we are providing multiple ways for LEAs to administer meaningful assessments in the online testing platform:

Beginning-of-Year Diagnostic Assessment	Interim Assessments	Formative Curricular-embedded Assessments
LEAs can administer **released STAAR tests** as beginning-of-year diagnostics. *This should only be used if the LEA plans to use the resulting data.*	LEAs can administer **STAAR interim assessments** 1-2 times per year to monitor student progress. *These shouldn't be used if the LEA uses other interims or benchmarks.*	LEAs that have adopted **TEA's core OER instructional materials** can administer curricular-embedded assessments in **TFAR**. Other LEAs can recreate their existing unit tests in **TFAR**. *These should be aligned to instructional materials.*

Regional service centers are available to help you ensure your kids have at least 2 meaningful on-line testing interactions (or "at bats") during this school year, before Spring 2023.

Resources to support educators can be found on the STAAR Redesign webpage



"New and Updated STAAR Resources" TAA sent on Sept 1 includes full-length practice tests and final blueprints

https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign

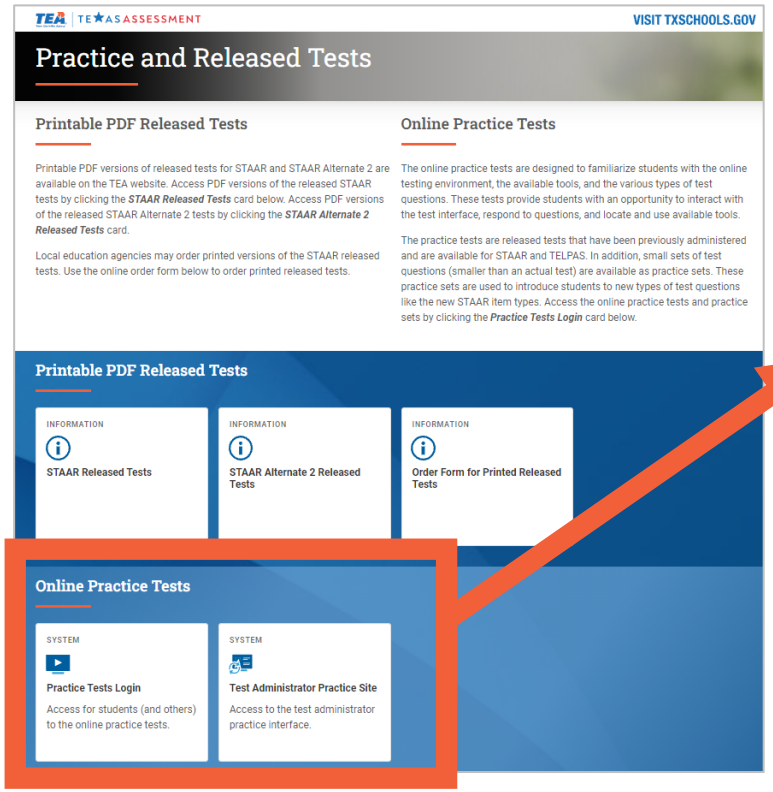
Available resources currently include…

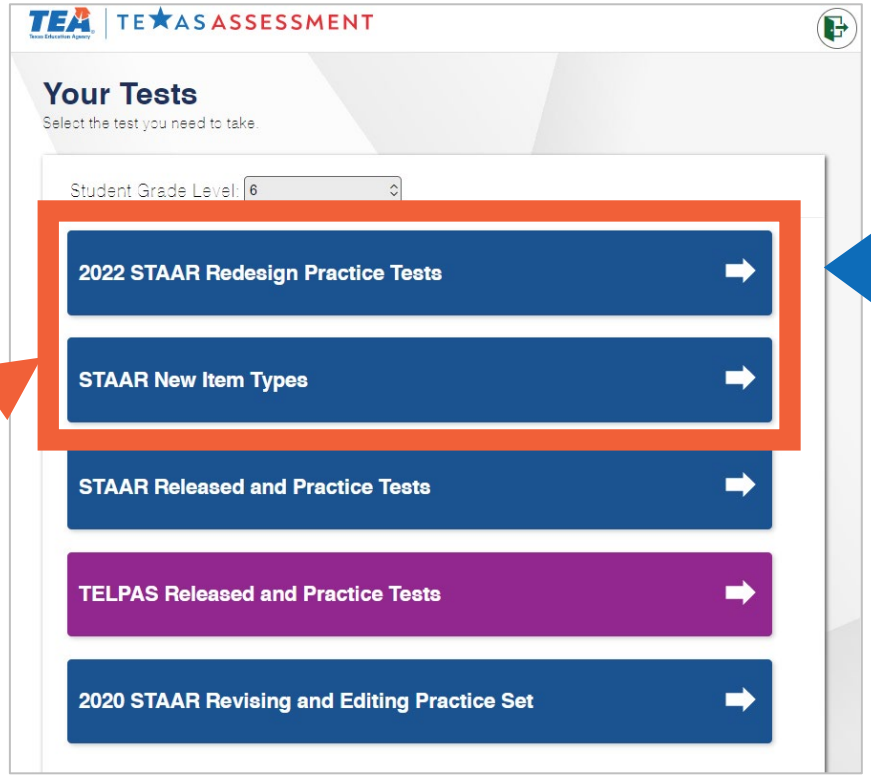
A. Full length practice tests that resemble the redesigned STAAR, and new question type samplers by content area and grade level
B. Overview of new question types by content area and grade level
C. Scoring and reporting guides by content area for new question types (constructed response scoring guides to be released in October)
D. Updated blueprints by content area and grade level
E. Policy on which students qualify for a special paper administration
F. Updated STAAR Redesign FAQs
G. Training and materials to support communications with teachers to be released by October

A

Full-length online practice tests and samplers of new item types are currently available to students, educators, and families

Online practice tests, administered on the same platform as STAAR, are available at www.texasassessment.gov





Practice tests reflect updated STAAR blueprints, but they have not undergone psychometric analysis and should not be used to assess student performance

C In October, we will publish scoring guides for short and extended constructed response items with real student responses

Scoring guides will break down how specific questions will be scored using real student responses:

- Available for both SCRs and ECRs
- Available for all content areas by grade band
- Aligned to the scoring rubrics
- Include samples of student responses that represent each score point

All constructed response rubrics were developed in consultation with the Educator Advisory Committee and were reviewed and approved by educators

Organization and Development of Ideas – 3

The writer offers a clear claim, "I think that steamboats changed more live's than the clipper did." An effective introduction ("In my opinion . . . day and a half") and conclusion ("To sum it up, . . . in a week or two") are evident. The organizational structure effectively supports the development of the argument by grouping each idea in paragraphs two, three, and four. In addition, paragraph-to-paragraph transitions ("First," "Next," "Last," "To sum it up") aid with organization. The writer provides relevant paraphrased evidence ("helped bring goods along the water to builders"; "steamboats held a record time of going from the Hudson River to Albany, New York") that is clearly explained ("build the towns faster so that citizens could live in the houses and continue with their life"; "This helps people because there is faster transportation"). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to convey the writer's idea and contribute to the clarity of the message. Overall, this response reflects a thorough understanding of the writing purpose.

In my opinion I think that steamboats changed more live's than the clipper did. This in because they are fast and can travel quickly through the water. They helped bring goods to other parts of the country to build large towns along the river. They can hold a lot of cargo and sometimes would trade with people along the way. The Steamboats set a record of time of traveling from the Hudson River to Albany, New York in just a day and a half.

First, steamboats helped bring goods along the water to builders that are building towns. The boats were quick so it would help the constrution workers build the towns faster so that citizens could live in the houses and continue with their life. This changes peoples lives because they can live in houses so they can be protected and can survive.

Next, steamboats can hold a lot of cargo. The cargo helps with construction miles away. The steamboat can deliver cargo to other people miles away for food or supplies. This will help people miles away get what they need to live and grow. Some people would trade with the cargo on steamboats. This would help by making less trips from here or there.

Last, steamboats held a record time of going from the Hudson River to Albany, New York. This trip only took a day and a half when it usually was a week to get there from the Hudson River. This helps people because there is faster transportation. Faster transportation will help people get from a place to another place very quickly.

To sum it up, I think that the steamboat changed more people's lives than the clipper. The steamboat help give supplies from a place to another place. They hold a lot of cargo and some of the cargo is being traded by people along the river that are in need of that certain thing. It also helped people's lives because it set a new record of spped on water which can help people get from one place to another quickly than in a week or two.

A TAA will be sent out when constructed response scoring guides are available in October

G Based on educator feedback, we are supporting STAAR redesign communications with teachers in multiple ways

(A) Synchronous 'Sit and Get'	(B) Synchronous Interactive PD*	(C) Asynchronous Interactive PD

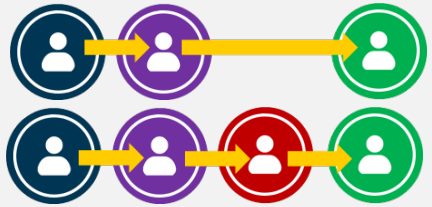
G The STAAR Redesign presentation will be updated and made available for regions to present

TEA ESC LEA Teach

	(A) Synchronous 'Sit and Get'	(B) Synchronous Interactive PD*	(C) Asynchronous Interactive PD
Description	Updated version of the STAAR redesign deck first presented by Commissioner Morath. It can be presented virtually or in-person and will take around 45-60 minutes to deliver.		
Deliver-ables	• Full STAAR redesign presentation • Presenter script		
Delivery Approach			
Timeline Sept Oct Nov	TEA trains ESCs on updated presentation **ESCs give presentation to teachers (ongoing)**		

G The STAAR Redesign presentation will be adapted into an interactive PD and leverage a train-the-trainer model

TEA ESC LEA Teach

	(A) Synchronous 'Sit and Get'	(B) Synchronous Interactive PD*	(C) Asynchronous Interactive PD
Description	Updated version of the STAAR redesign deck first presented by Commissioner Morath. It can be presented virtually or in-person and will take around 45-60 minutes to deliver.	Interactive professional development based on the STAAR redesign deck. This training can be facilitated virtually or in-person and will take around 1.5-2 hours to deliver.	
Deliver-ables	• Full STAAR redesign presentation • Presenter script	• STAAR redesign presentation with discussion questions • Video recordings of the presentation	
Delivery Approach			
Timeline Sept	TEA trains ESCs on updated presentation **ESCs give presentation to teachers (ongoing)**	TEA trains ESCs/LEAs on PD implementation ESCs train LEAs on PD implementation	
Oct		**ESCs and LEAs facilitate PD with teachers (ongoing)**	
Nov			

**This is the preferred method for communicating the redesign to teachers*

G After ESCs and LEAs have had time to share with teachers, TEA will send an email directly to teachers

TEA ESC LEA Teach

	(A) Synchronous 'Sit and Get'	(B) Synchronous Interactive PD*	(C) Asynchronous Interactive PD
Description	In October, TEA will send an email to all teachers about the availability of webinars and asynchronous PD if they haven't already participated in a STAAR redesign training or presentation from their ESC or LEA.		This is an asynchronous version of the STAAR redesign professional development and will be posted to the Student Assessment LMS. It will take around 1 hour to complete.
Deliver-ables			• Video modules of the STAAR redesign presentation • Check for understanding questions
Delivery Approach			
Timeline – Sept			TEA creates asynchronous PD materials
Timeline – Oct	TEA to email all teachers info about TEA-led redesign webinars		TEA to email all teachers info about asynchronous PD
Timeline – Nov	**TEA gives presentation to teachers via live webinars**		**Asynchronous PDs available for all teachers (ongoing)**