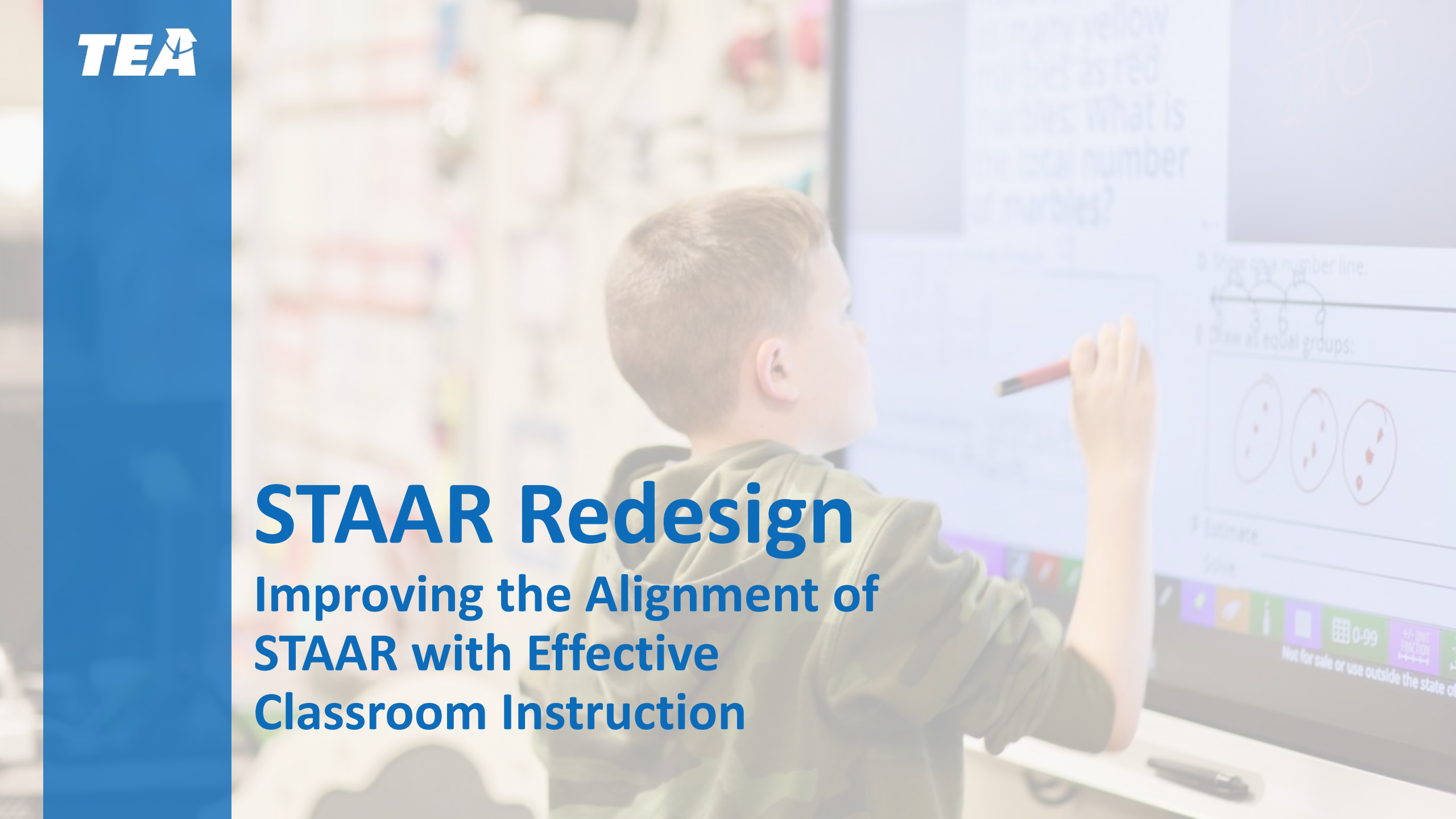
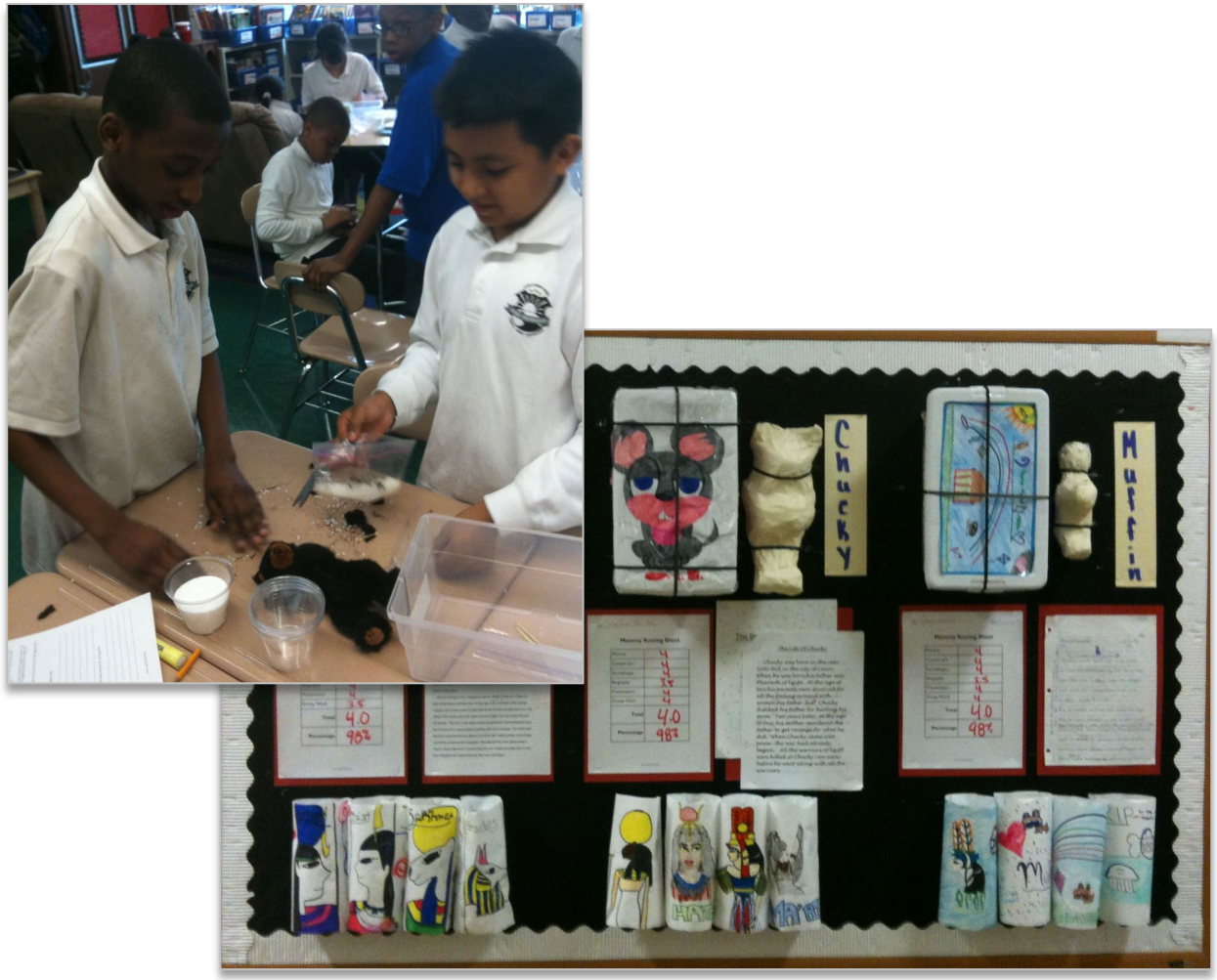


STAAR Redesign

Improving the Alignment of STAAR with Effective Classroom Instruction

Thank you for joining!



Jordan Runge

Director of Strategy and Operations,
Student Assessment Division
Texas Education Agency

Accelerating learning continues to be as important as ever and educators are doing incredible and difficult work

- Students have unprecedented needs
- The daily work of operations is consuming an outsized share of time and energy
- Efforts to improve alignment will help improve our ability to accelerate learning

HB 3906 was intended to improve instructional alignment

- The question isn't whether STAAR is designed to accurately measure student knowledge and skills. We know the answer, and it is yes.
- The question is whether STAAR can be designed differently in order to more positively influence instructional practices.

Measuring whether students have learned a concept well isn't the same as teaching it well

It is possible for the state summative assessment to be designed so that it better aligns with strong instructional practices, while still accurately measuring student mastery.

STAAR has been proven valid, reliable, aligned to the Texas Essential Knowledge and Skills (TEKS), with passage readability on grade-level

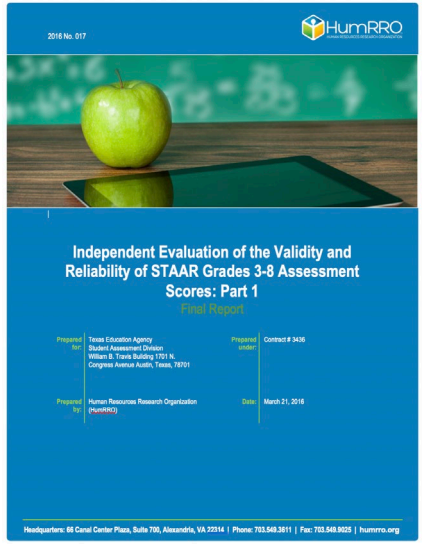
House Bill 743, Rep. Huberty/Sen. Seliger

84th Texas Legislature

"The assessment instrument must, on the basis of empirical evidence, be determined to be **valid and reliable** by an entity that is independent of the agency and of any other entity that developed the assessment instrument."

Analysis Completed in 2016

Findings: STAAR was found to be valid. The evaluation confirmed the **"test bears a strong association with on-grade curriculum requirements."**



House Bill 3, Rep. Huberty/Sen. Taylor

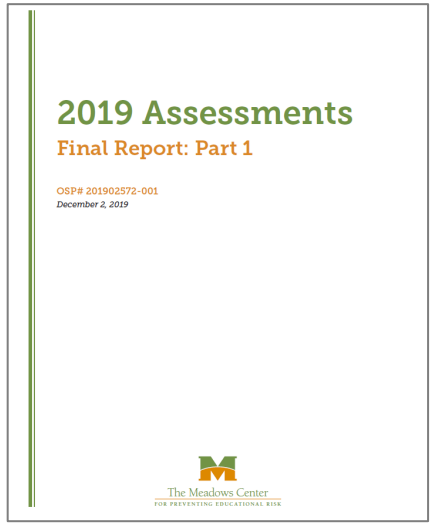
86th Texas Legislature

Required an institution of higher education to conduct a study on the state assessment instruments to independently evaluate the readability and alignment.

Analysis Completed in 2019

Findings: Across grade levels and subjects, all tests included in the study **were aligned with the TEKS** for the grade level tested.

- **91% of passages met the criterion for readability** as defined in the study in terms of text complexity



STAAR is a state "summative" assessment

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential.

State summative assessments serve several primary purposes:

- To determine mastery of a breadth of knowledge & skills for students
- To determine the effectiveness of curriculum and instruction programs after delivery (at the end of a unit or course)
- To help determine which individual students should receive additional holistic supports
- To serve as a bar for rigor and standards alignment in planning

Different types of assessment serve different purposes

1. Diagnostic

What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of Year (BOY) assessments

2. Formative

What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim

What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and identify students for intervention

Example: STAAR Interim Assessments

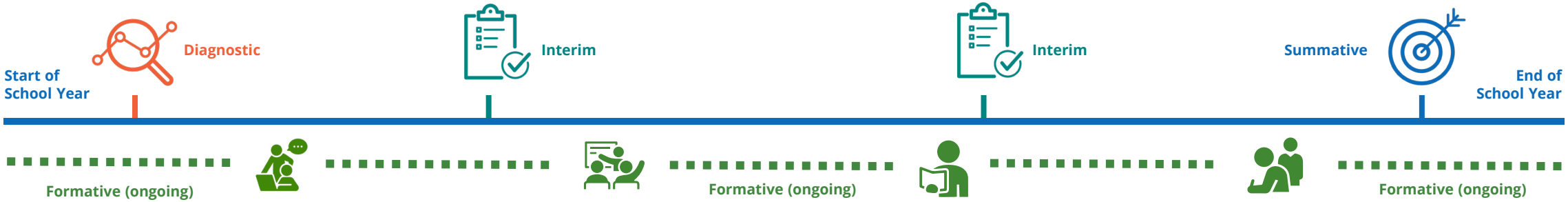
4. Summative

What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



Feedback from educators informed the main components of the STAAR redesign

	In effective classrooms, teachers are…	*...and avoid less effective practices by…*
1	Coherently building students' **background knowledge and vocabulary** in all subject areas...	…not just having students **read passages on random topics**
2	Asking students to **write about what they read using evidence from text**…	…not just **reading without writing**
3	Providing **various open-ended formats** for students to respond to questions…	…not just having students **select among multiple choices**
4	Supporting the learning needs of all students by providing **appropriate accommodations**…	…not requiring all students to perform without **appropriate supports**

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.	

The first component of the STAAR redesign is based on the importance of building background knowledge in the classroom

1

In effective classrooms, teachers are…

1 Coherently building students' **background knowledge and vocabulary** in all subject areas...

Knowledge is essential for success as learners and critical thinkers

- 1988, two young researchers and 64 students in Wisconsin changed how we think about reading comprehension.
- The researchers created a replica of a baseball field furnished with wooden figures.
- The students were handed the same story covering half an inning of made-up baseball and asked to reenact it.

Here's the passage they read

1

"Churniak swings and hits a slow bouncing ball toward the shortstop. Haley comes in, fields it, and throws to first, but too late. Churniak is on first with a single, Johnson stayed on third. The next batter is Whitcomb, the Cougar's left-fielder. The ball is returned to Claresen. He gets the sign and winds up and throws a slider that Whitcomb hits between Manfred and Roberts for a hit. Dulaney comes in and picks up the ball. Johnson has scored, and Churniak is heading for third. Here comes the throw and Churniak is out. Churniak argues but to no avail."

Who do you think did the best at correctly reconstructing the story?

1

A. Strong readers
B. Kids with good knowledge of baseball
C. It made no difference

Let's look at another example

1

"Much depended on . . . the two overnight batsmen. But this duo perished either side of lunch-the latter a little unfortunate to be adjudged leg-before--and with Andrew Symonds, too, being shown the dreaded finger off an inside edge, the inevitable beckoned, bar the pyrotechnics of Michael Clarke and the ninth wicket. Clarke clinically cut and drove to 10 fours in a 134-ball 81, before he stepped out to Kumble to present an easy stumping to Mahendra Singh Dhoni."

What happened in this passage?

How Do Children Learn To Read?

Simple View of Reading

Decoding

Ability to apply sound-symbol relationships to read words

X

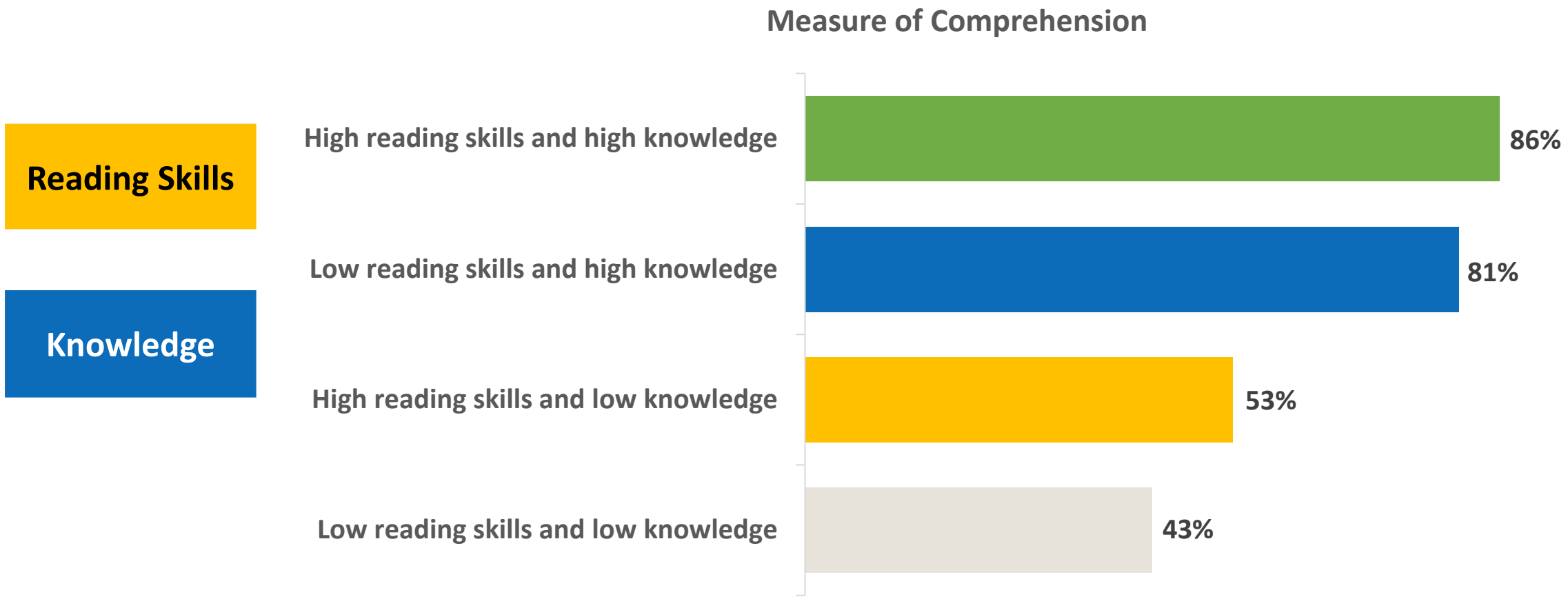
Language Comprehension

Ability to understand spoken language

=

Reading Comprehension

Background knowledge is critical



Recht, D. R. and Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." *Journal of Educational Psychology*, 80(1), (1988): p.16.

In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects (I)

1

4th Grade - Student A

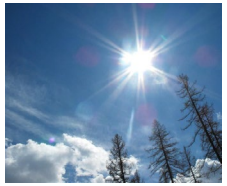
4th Grade - Student B

In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects (II)

1

4th Grade - Student A

RLA
Stories of the nautical adventures of a sailor that is also a giant



Science
Lesson about the sun as a source of energy

Social studies
Lesson about the battle of the Alamo

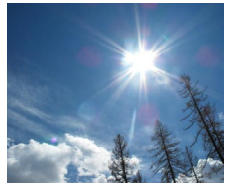
Student A learns different things in Science, Social Studies, and ELA that don't connect to each other

4th Grade - Student B

In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects (III)

4th Grade - Student A

RLA
Stories of the nautical adventures of a sailor that is also a giant

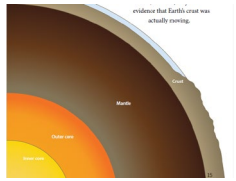


Science
Lesson about the sun as a source of energy

Social studies
Lesson about the battle of the Alamo

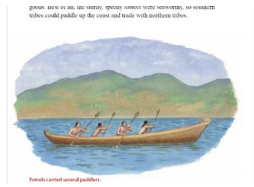
Student A learns different things in Science, Social Studies, and ELA that don't connect to each other

4th Grade - Student B



RLA
Writing lesson to explain the characteristics of earth's layers as part of geology unit

Science
Weathering lesson describing changes in the earth's surface



Social studies
Discussion of terrain and adaptations made by American Indians to navigate the land

Student B is building background knowledge through connections across subjects

The redesign better aligns STAAR with educator efforts to build students' background knowledge

1

	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

Passages already must meet several requirements and get approved by Texas teachers before appearing on STAAR RLA tests

1

Excerpt from Sample Grade 5 RLA Passage, ***The Cholla Cactus***

Searching for Water

3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

A Desert Bighorn Sheep

Passages are developed, and then reviewed and approved by Texas educators to ensure they:

- represent polished, high-quality writing and are considered exemplary samples of eligible genres
- include reliable and accurate information
- are unbiased against or toward any group
- are as engaging as possible for students
- are appropriate for the intended grade level, including readability indicators
- contain enough content to assess multiple student expectations

Now, passages will also be intentionally selected to cover cross-curricular content

Excerpt from Sample Grade 5 RLA Passage, ***The Cholla Cactus***

Searching for Water

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A Desert Bighorn Sheep

Direct connections to grade four and grade five science TEKS

- 4.10.A: explore how structures and functions enable organisms to survive in their environment
- 5.9.A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components

Although the passage content is connected to science TEKS, students will continue to be assessed only on RLA TEKS

1

Excerpt from Sample Grade 5 RLA Passage, ***The Cholla Cactus***

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3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

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A Desert Bighorn Sheep

Sample Question from Grade 5 RLA Passage, ***The Cholla Cactus***

Assesses Grade 5 Reading TEKS 5.R.7.C: Use text evidence to support an appropriate response.

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select **TWO** correct answers.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

A Prickly Feast

5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.

6 The cholla also provides nutritious food for people. Members of the O'odham tribe and other desert-dwelling people eat the flower buds of some types of chollas. They roll the buds on a hard surface to remove the spines and then roast them slowly on an open fire. Once the buds have been thoroughly roasted (usually for a day), they are ready to eat. Cholla buds contain protein, calcium, and fiber—all of which are important to good health.

The second component of the STAAR redesign is based on the interconnectedness of reading and writing

In effective classrooms, teachers are…

2 Asking students to **write about what they read using evidence from text**…

In the classroom, strong teachers are supporting students in becoming better readers by...

Having students write in **all grade levels** and **all subject areas**

Having students write **using evidence from texts** they are reading

Learning to read well means grounding reading, writing, and speaking in evidence from text

Reading and writing are reciprocal processes. Writing about what you read strengthens comprehension.

By grounding the discussion in the text, all students are **given an equal opportunity to engage**.

Support **knowledge building** in content-rich text, and point students toward the **most important parts of the text**.

The **length and quality of student recall improves** when responding to content-based lessons grounded in text.

The **ability to cite evidence differentiates strong from weak** student performance on National Assessment Education Progress, AP Exams, and other college-readiness assessments.

McKeown, M. G., Beck, I. L., & Blake, R. G. "Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches." Reading Research Quarterly, 44(3), (2009): 218-253.

Basing writing (and speaking) in text better reflects effective instructional practices

Prompt based on personal knowledge and experience:

"What is your favorite place that you've traveled to? What did it look like and what was your favorite part?"

Prompt based on text:

"Read these two articles about two different locations. Using evidence from the articles, write a summary of the advantages and disadvantages of each location and your recommendation on which one to visit."

Which of these prompts is more aligned with the writing that you have been expected to do in your adult life?

Which of these prompts relies less on school-based instruction and more on outside-of-school experiences?

The redesign better aligns STAAR with how students are writing in the classroom

2

In effective classrooms, teachers are…

The STAAR redesign will…

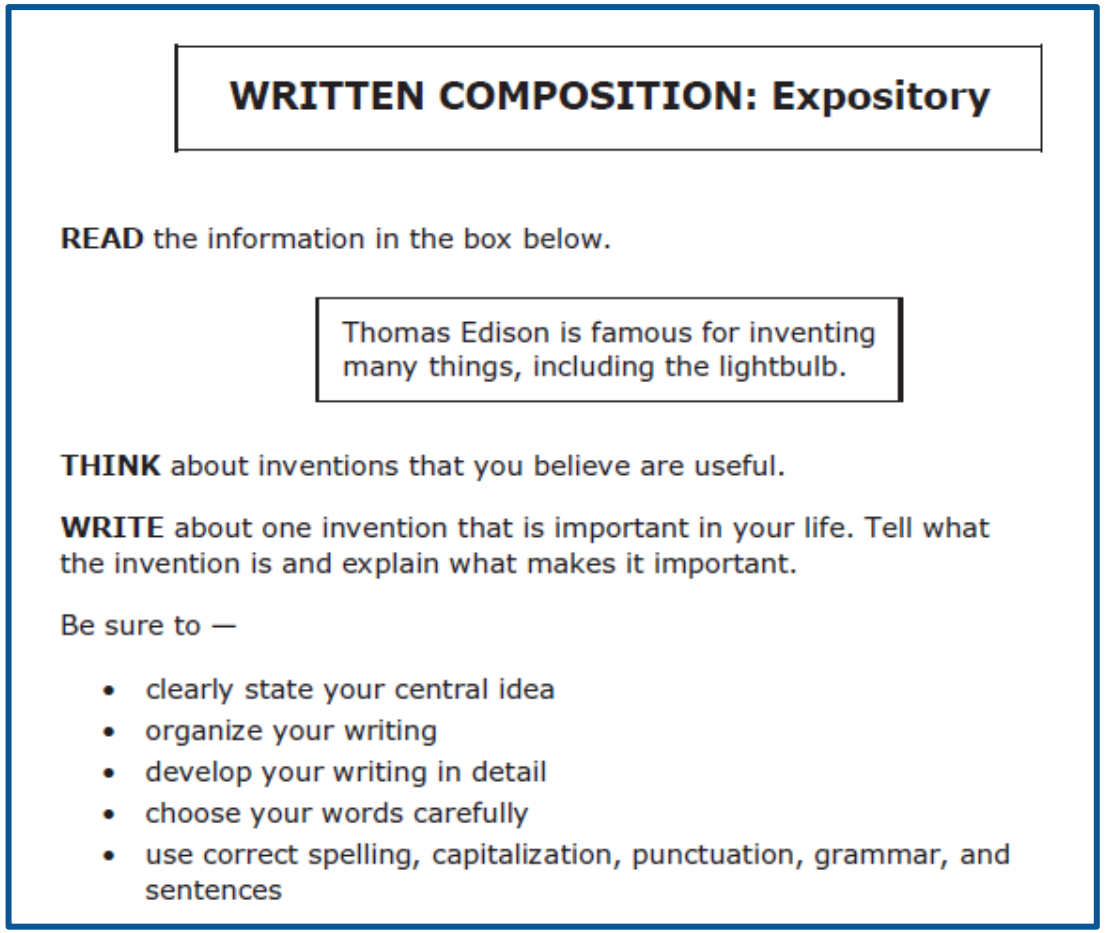
2 Asking students to **write about what they read using evidence from text**…

Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**

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

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

Example from 2019 Grade 4 STAAR assessment



WRITTEN COMPOSITION: Expository

READ the information in the box below.

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

THINK about inventions that you believe are useful.

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

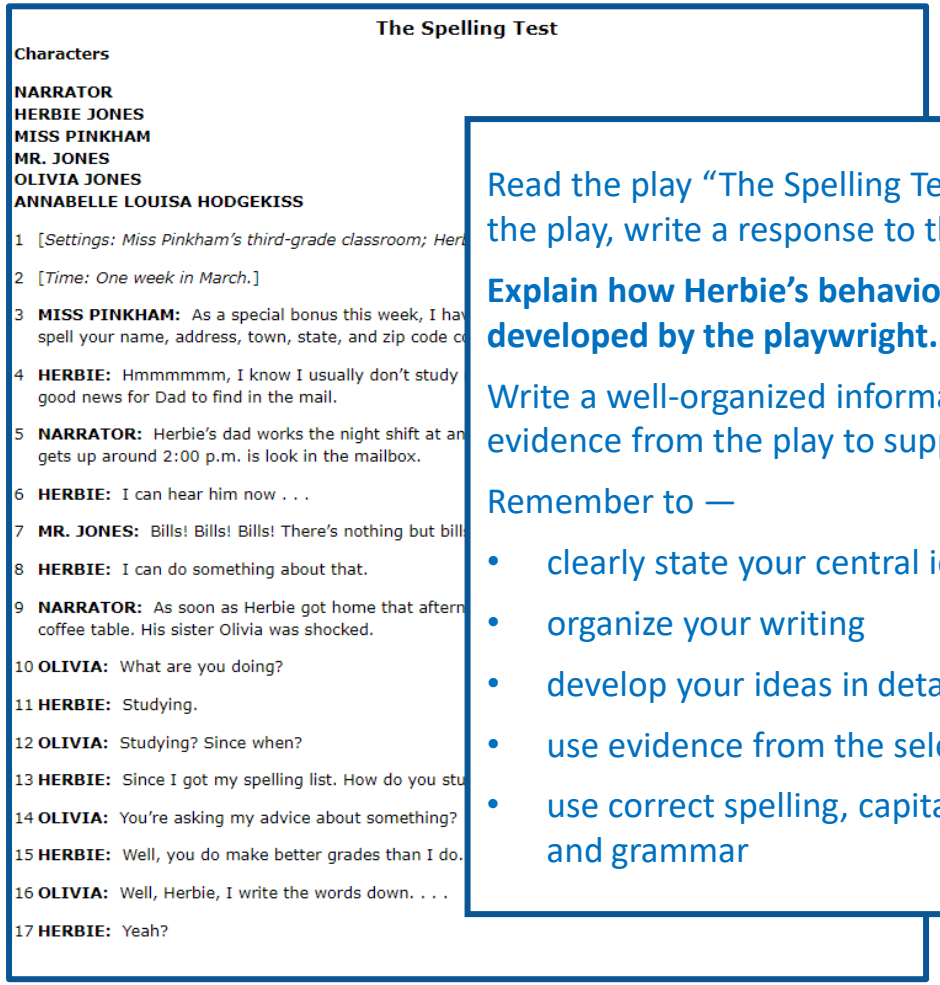
Be sure to —

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

Based on research and stakeholder feedback, redesigned STAAR will ask students to write using evidence from text

In the redesigned STAAR, writing prompts in **all grade level**s will ask students to write **using evidence from the text** to support their response.

Excerpt from Sample Grade 4 RLA Passage, ***The Spelling Test***



The Spelling Test

Characters

NARRATOR
HERBIE JONES
MISS PINKHAM
MR. JONES
OLIVIA JONES
ANNABELLE LOUISA HODGEKISS

1 [*Settings: Miss Pinkham's third-grade classroom; Her*

2 [*Time: One week in March.*]

3 **MISS PINKHAM:** As a special bonus this week, I hav spell your name, address, town, state, and zip code c

4 **HERBIE:** Hmmmmmm, I know I usually don't study good news for Dad to find in the mail.

5 **NARRATOR:** Herbie's dad works the night shift at an gets up around 2:00 p.m. is look in the mailbox.

6 **HERBIE:** I can hear him now . . .

7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bill

8 **HERBIE:** I can do something about that.

9 **NARRATOR:** As soon as Herbie got home that aftern coffee table. His sister Olivia was shocked.

10 **OLIVIA:** What are you doing?

11 **HERBIE:** Studying.

12 **OLIVIA:** Studying? Since when?

13 **HERBIE:** Since I got my spelling list. How do you stu

14 **OLIVIA:** You're asking my advice about something?

15 **HERBIE:** Well, you do make better grades than I do.

16 **OLIVIA:** Well, Herbie, I write the words down. . . .

17 **HERBIE:** Yeah?

Read the play "The Spelling Test." Based on the information in the play, write a response to the following:

Explain how Herbie's behavior changes and how this is developed by the playwright.

Write a well-organized informational essay that uses specific evidence from the play to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

The third component of the STAAR redesign is based on the types of questions teachers are asking throughout the year

In effective classrooms, teachers are…

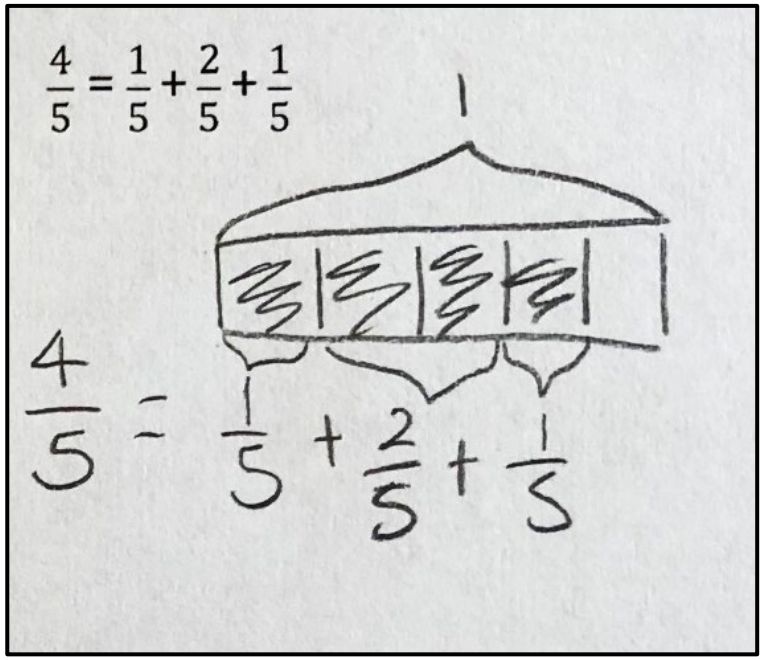
3 Providing **various open-ended formats** for students to respond to questions…

In the classroom, students are asked to engage with content in multiple ways to gain and express understanding (I)

Grade 4 Math TEKS

- 4.3A: represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b
- 4.3B: decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.

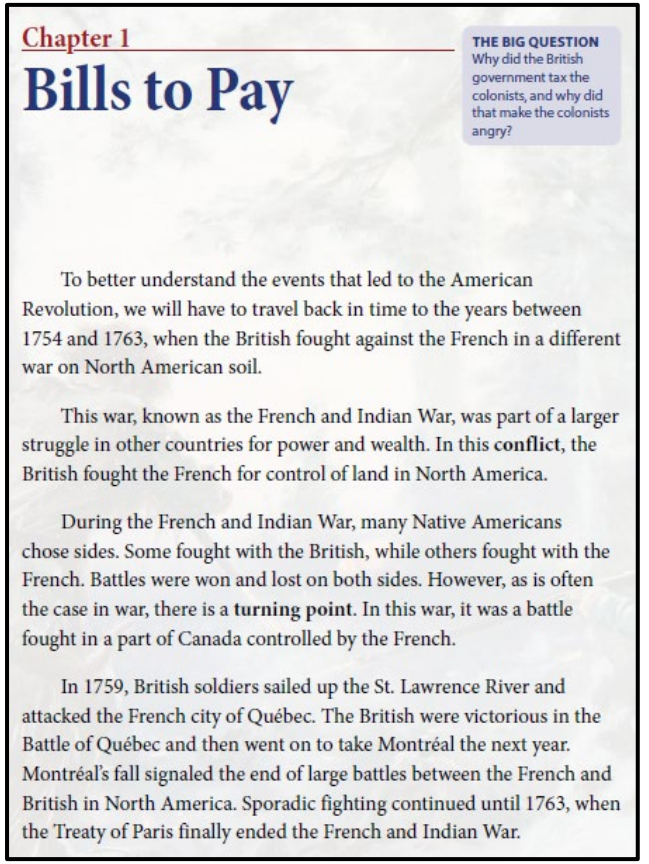
Example: "Draw and label a strip diagram to model the decomposition"



In the classroom, students are asked to engage with content in multiple ways to gain and express understanding (II)

Grade 4 RLA TEKS

- 4.6.F Make inferences and use evidence to support understanding;
- 4.8.A Infer basic themes supported by text evidence;
- 4.9.B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images



Chapter 1

Bills to Pay

THE BIG QUESTION
Why did the British government tax the colonists, and why did that make the colonists angry?

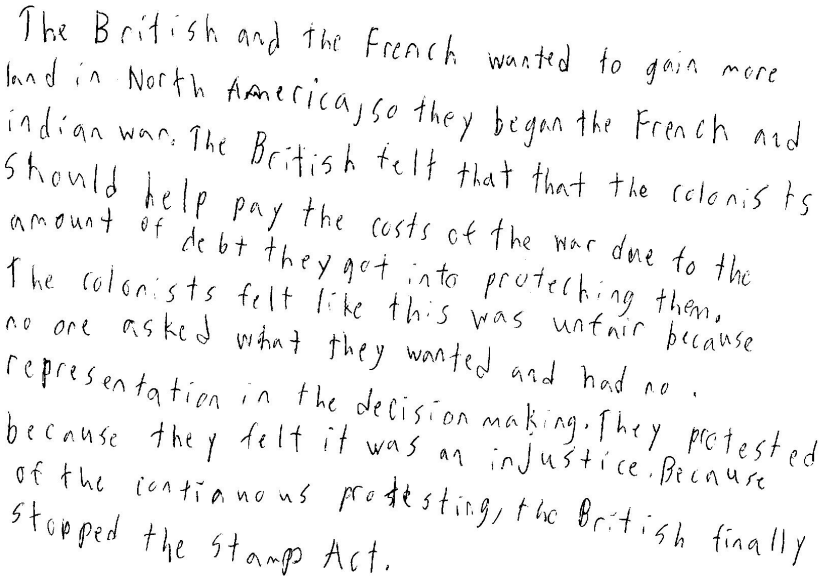
To better understand the events that led to the American Revolution, we will have to travel back in time to the years between 1754 and 1763, when the British fought against the French in a different war on North American soil.

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. The British were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between the French and British in North America. Sporadic fighting continued until 1763, when the Treaty of Paris finally ended the French and Indian War.

Example: "Write a cause and effect paragraph explaining how the French and Indian War eventually led to the Stamp Act and colonial protests"



The British and the French wanted to gain more land in North America so they began the French and indian war. The British felt that that the colonists should help pay the costs of the war due to the amount of debt they got into protecting them. The colonists felt like this was unfair because no one asked what they wanted and had no representation in the decision making. They protested because they felt it was an injustice. Because of the continuous protesting, the British finally stopped the Stamps Act.

The redesign better aligns STAAR with the types of questions teachers are asking throughout the year

3

In effective classrooms, teachers are…

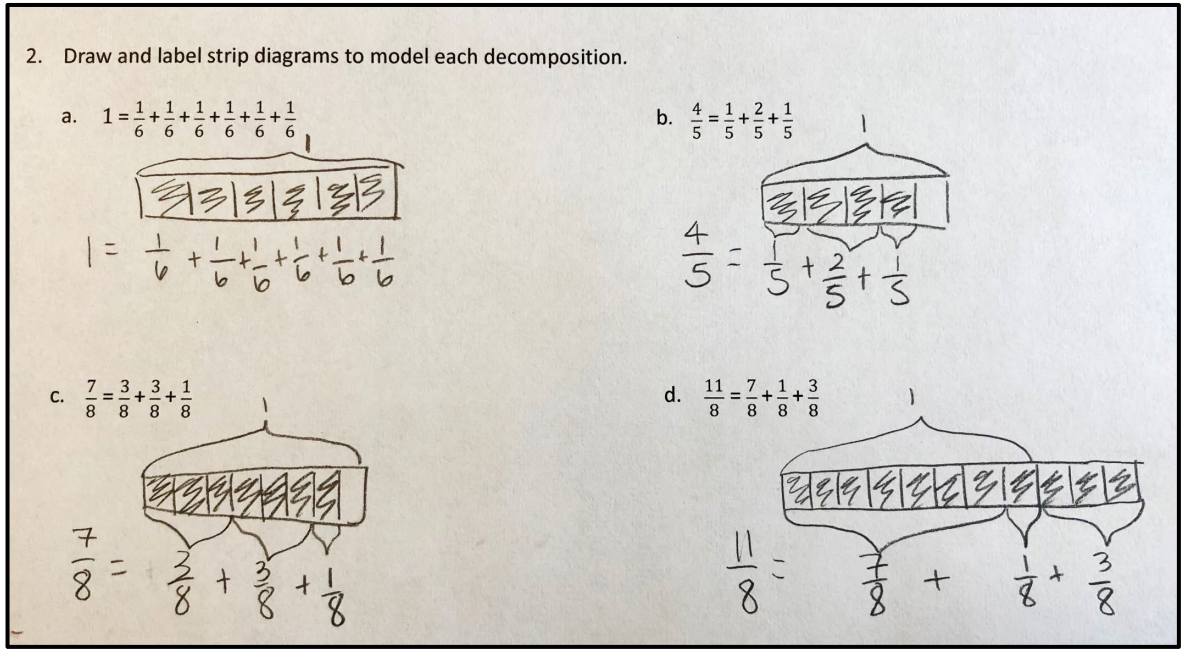
The STAAR redesign will…

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

New STAAR question types are more like the kind teachers ask in class (I)

Math, Grade 4 Lesson



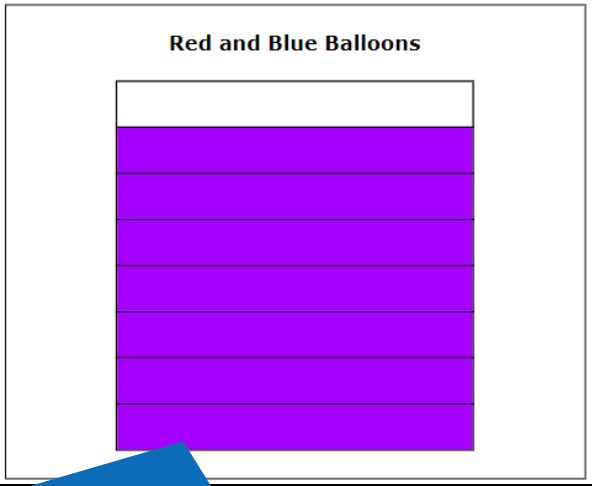
In this lesson, students are using shaded fraction models to show their understanding of adding fractions

Potential new STAAR question

In a bag of balloons, $\frac{2}{8}$ of the balloons are red and $\frac{5}{8}$ of the balloons are blue. What fraction of the balloons in the bag are either red or blue?

Complete the model so that it is shaded to represent the fraction of the balloons that are either red or blue.

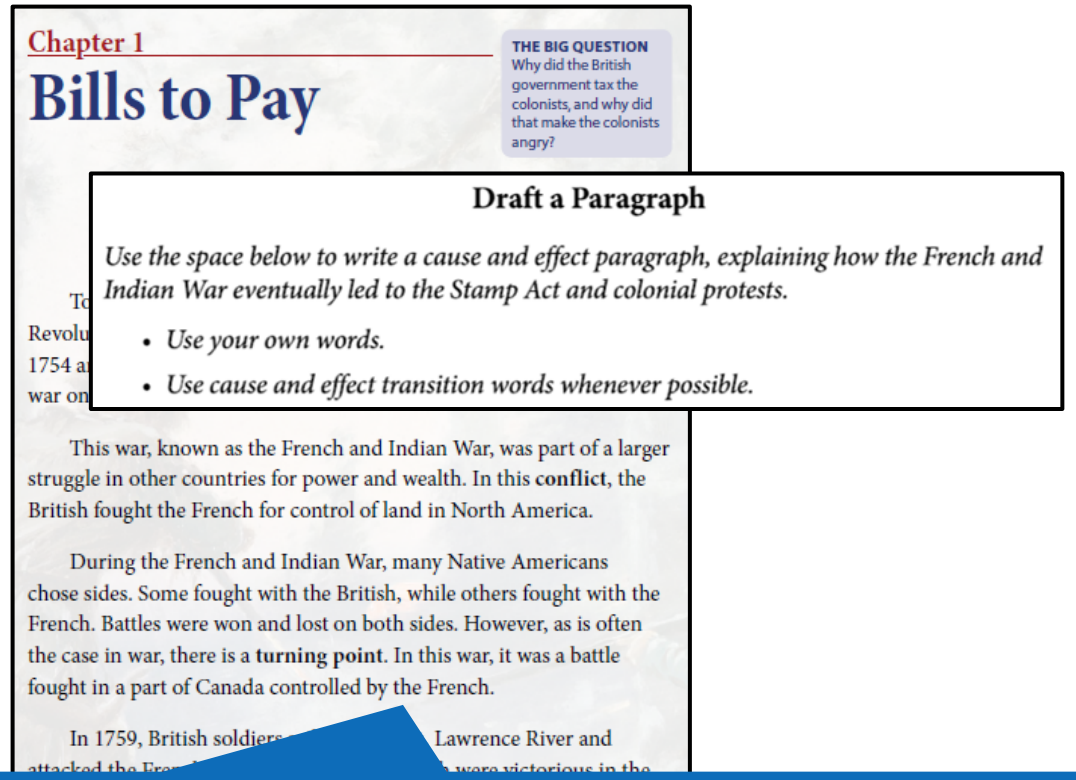
Select the parts you want to shade.



This potential new STAAR question asks students to shade in a fraction model to represent the addition of two fractions

New STAAR question types are more like the kind teachers ask in class (II)

Grade 4 Lesson



Chapter 1

Bills to Pay

THE BIG QUESTION
Why did the British government tax the colonists, and why did that make the colonists angry?

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

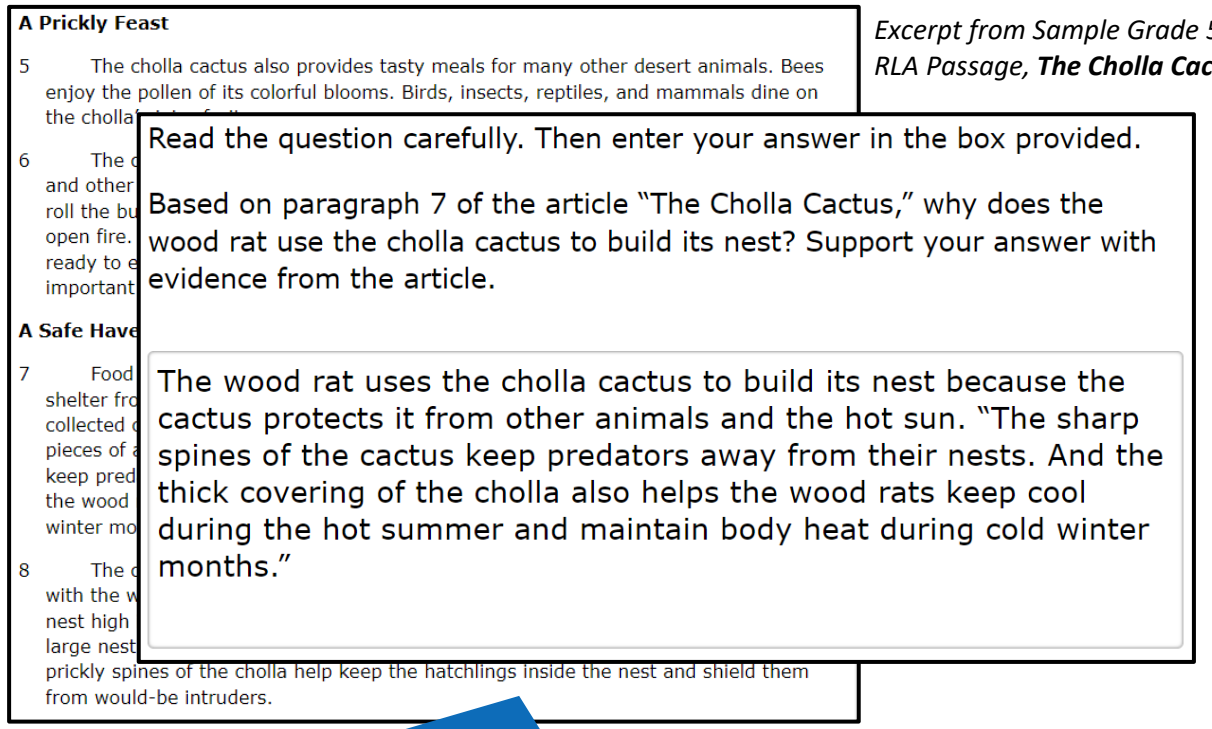
- *Use your own words.*
- *Use cause and effect transition words whenever possible.*

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

In this lesson, students are asked to write an open-ended response using evidence from the text

Potential new STAAR question



A Prickly Feast

5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla

6 The c and other roll the bu open fire. ready to e important

A Safe Have

7 Food shelter fro collected pieces of keep pred the wood winter mo

8 The with the w nest high large nest prickly spines of the cholla help keep the hatchlings inside the nest and shield them from would-be intruders.

Excerpt from Sample Grade 5 RLA Passage, ***The Cholla Cactus***

Read the question carefully. Then enter your answer in the box provided.

Based on paragraph 7 of the article "The Cholla Cactus," why does the wood rat use the cholla cactus to build its nest? Support your answer with evidence from the article.

The wood rat uses the cholla cactus to build its nest because the cactus protects it from other animals and the hot sun. "The sharp spines of the cactus keep predators away from their nests. And the thick covering of the cholla also helps the wood rats keep cool during the hot summer and maintain body heat during cold winter months."

This potential new STAAR question asks students to answer an open-ended question using evidence from the text

Any new question type will need to be able to meet our existing current rigorous requirements for STAAR questions AND provide additional benefits

New questions will need to meet our existing rigorous requirements for STAAR, including:

- Valid statistics from field tests
- Alignment with TEKS
- Grade level appropriateness
- Lack of bias
- Accessibility for all students
- Review and approval from group of Texas educators who teach the grade level and agree students should be able to answer these questions at the end of the year

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

- **600** educators participated in focus groups on new question types
- **200+** students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge.
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

The fourth component of the STAAR redesign is based on the importance of ensuring all kids can access grade-level content

In effective classrooms, teachers are…

4 Supporting the learning needs of all students by providing **appropriate accommodations**…

In the classroom, strong teachers are supporting the unique learning needs of each of their students in many ways

- Visual anchors for vocabulary
- Pre-reading strategies
- Large print
- Calculation aids
- Line readers
- Reading text aloud
- Transcribing or speech-to-text
- And many more!

The redesign better aligns STAAR accommodations with the types of accommodations students receive throughout the year

In effective classrooms, teachers are…

The STAAR redesign will…

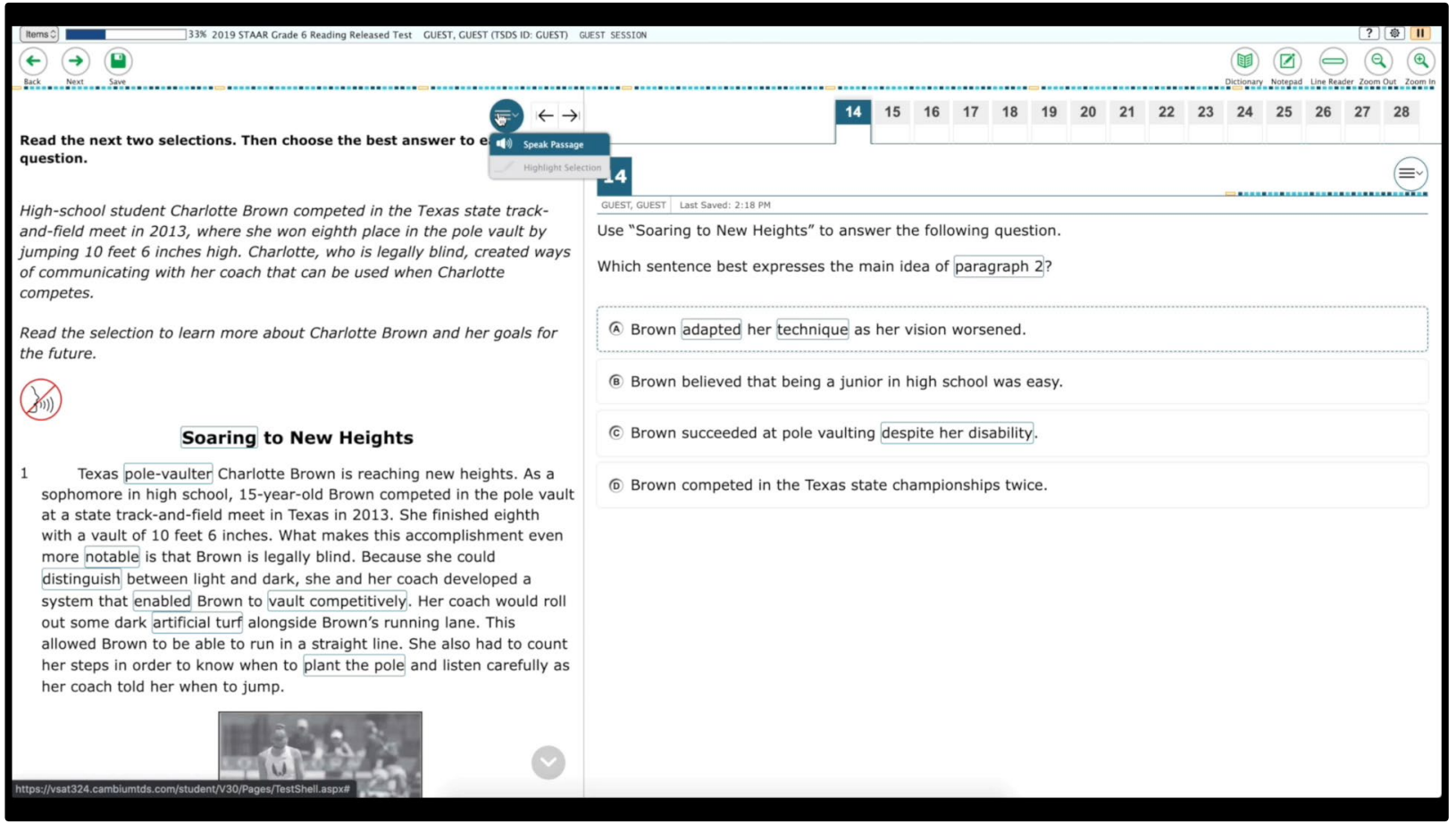
4 Supporting the learning needs of all students by providing **appropriate accommodations**…

Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs

Content and language supports and text-to-speech provide robust supports for students who need them

Watch this short video demonstrating some of the available online STAAR accommodations here.

In addition to better supporting students, these online supports greatly simplify administration for staff.



In addition to accommodations for students who need them, online testing also offers accessibility tools for all students

Accessibility Tools

- Highlighter
- Notepad
- Help
- Guideline
- Color
- Zoom
- Mouse Pointer
- Line Reader
- Mark for Review
- Answer Eliminator

Content-Specific Tools

- Basic, Scientific, and Graphing Calculators
- Customary and Metric Rulers
- Mathematics Reference Materials
- Science Reference Materials
- Dictionary

Tools to Support Student-specific Accommodations

- Content and language supports (pop-ups, rollovers, and pre-reads)
- Text-to-speech
- Speech-to-text
- Refreshable braille
- ASL videos
- Spelling Assistance
- Basic calculators for certain tests

There are multiple, meaningful ways for students to become familiar with the online testing platform

Beginning-of-Year Diagnostic Assessment	STAAR 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.*	Districts can administer **STAAR Interim Assessments** 1-2 times per year to monitor student progress. *These shouldn't be used if the district 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.*

Transitioning to online assessments enables the redesign of STAAR

In effective classrooms, teachers are…

The STAAR redesign will…

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

The transition to online testing opens the door to a number of benefits

Primary benefits of online testing include…

Broader access to accommodations

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

Faster test scores and results

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

Improved test operations

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

Allows for new, non-multiple-choice questions

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

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

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

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

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

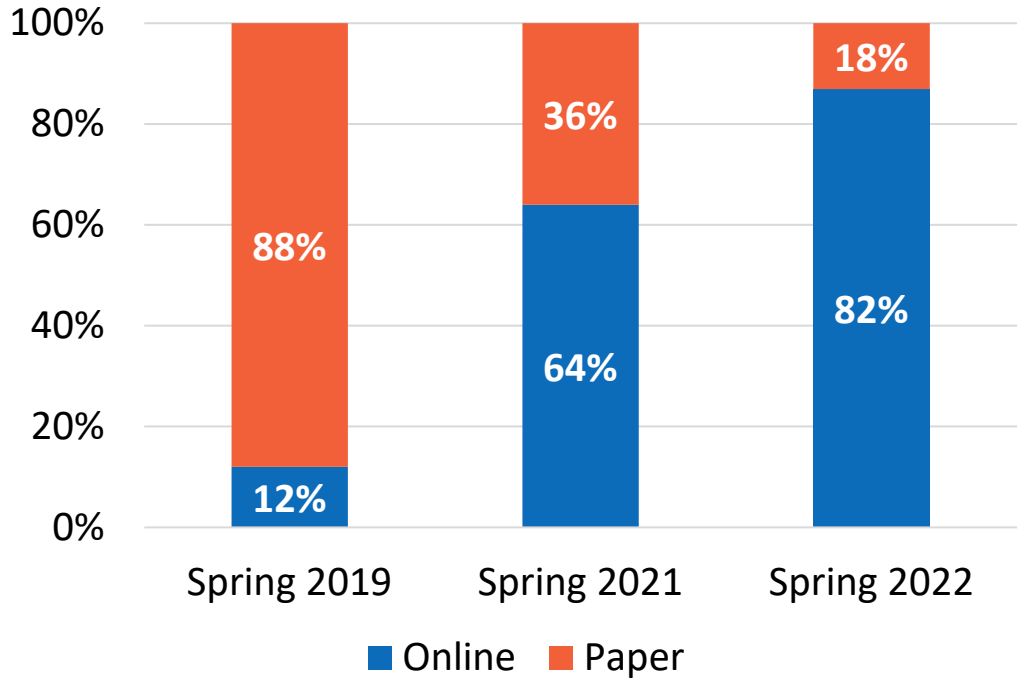
Video explaining the results of the study can be found on the STAAR Redesign webpage.

As a result of the study, the 87th Texas Legislature took action -

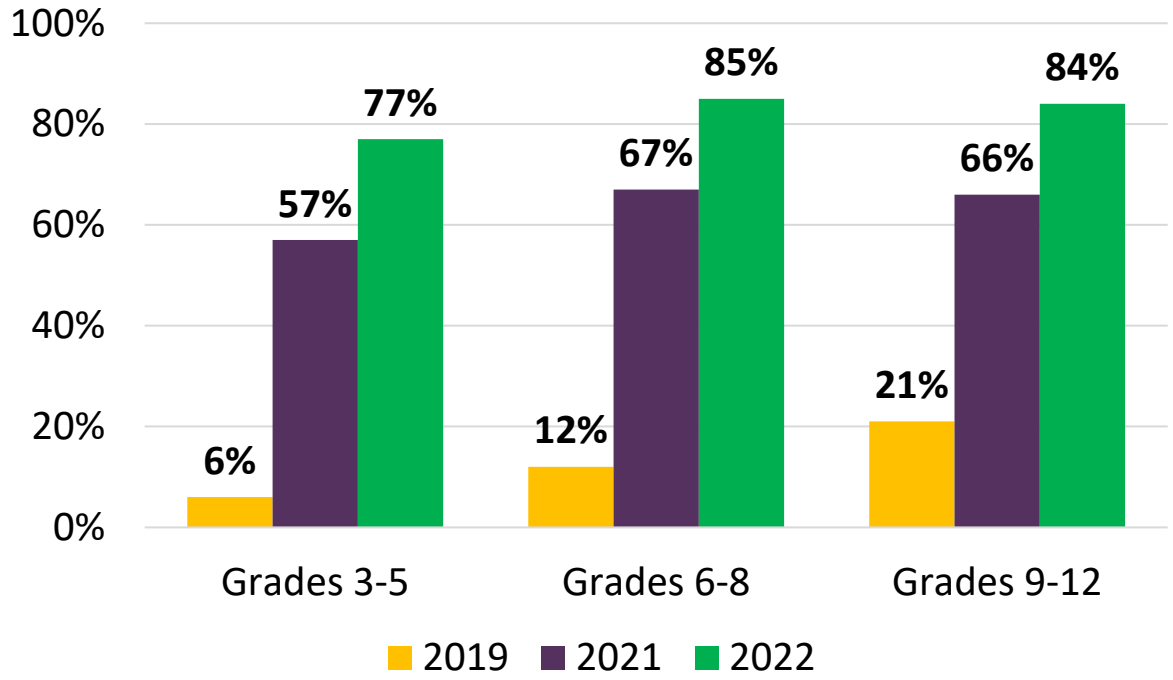
- Confirmed move to online testing by 2022-2023.
- Expand authorized use of the Technology and Instructional Materials Allotment (TIMA) to cover internet connectivity and training for online testing.
- Provides funding for TEA to implement a matching grant to support one-time network infrastructure investment

Online testing has steadily increased since 2019 with 82% of students testing online in 2022

At one point, 1.1M students tested online concurrently and no system-wide issues



Online testing has increased **across all grade bands**



Click to see STAAR FAQ video: "How will the transition to fully online testing affect students' performance on STAAR?"

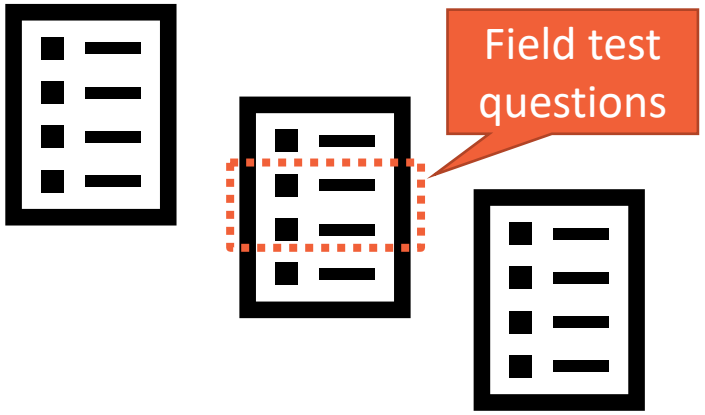
Click to see STAAR FAQ video: "How do we know that young students will be able to type constructed responses on the redesigned STAAR tests?"

All of the components of the STAAR redesign are 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.	

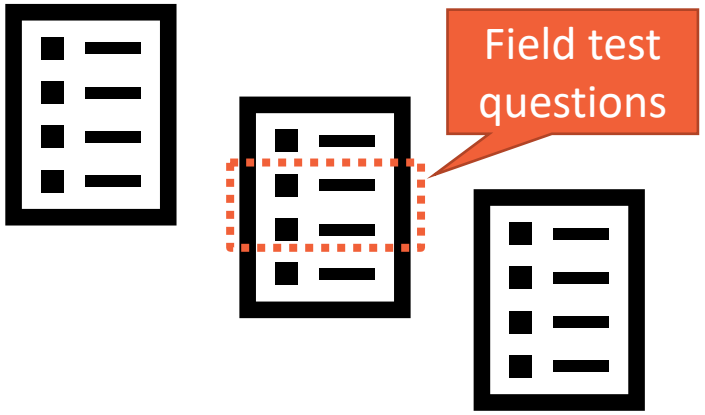
How do we know the redesigned STAAR test won't be harder?

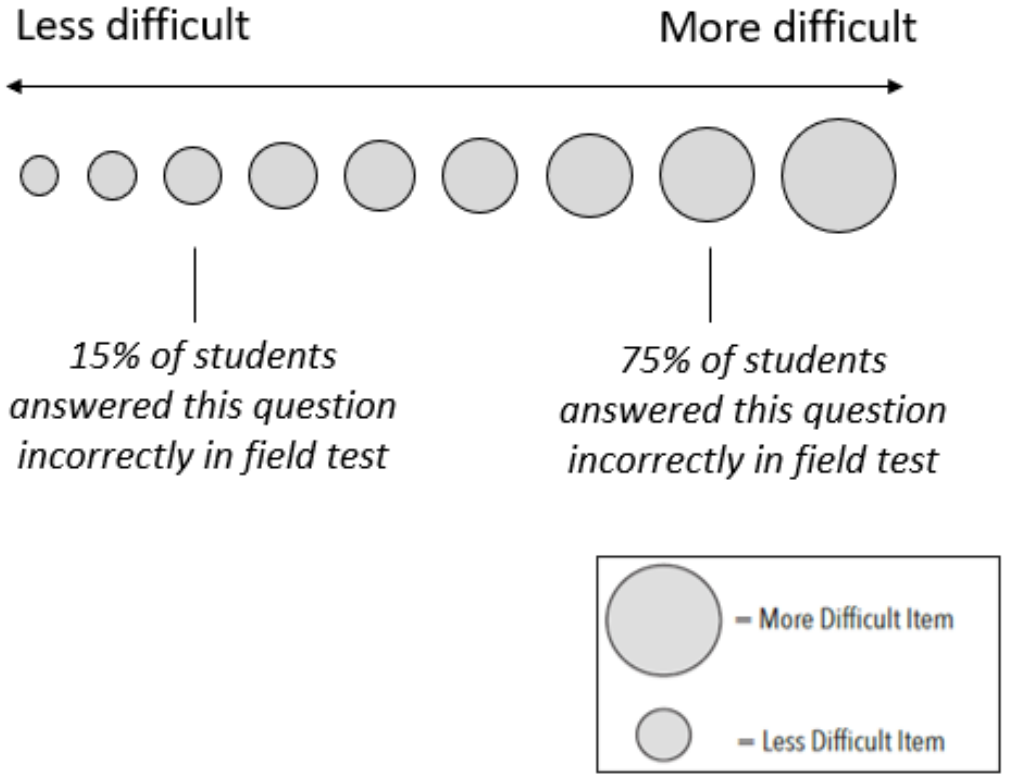
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions.**



Through field testing, we can determine the difficulty level of each question

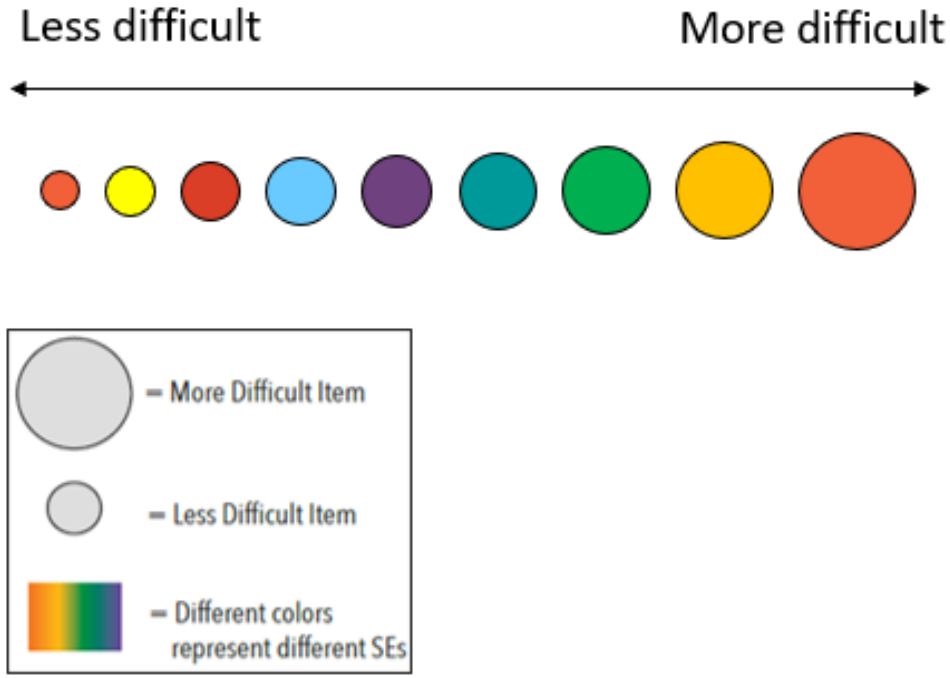
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions.**





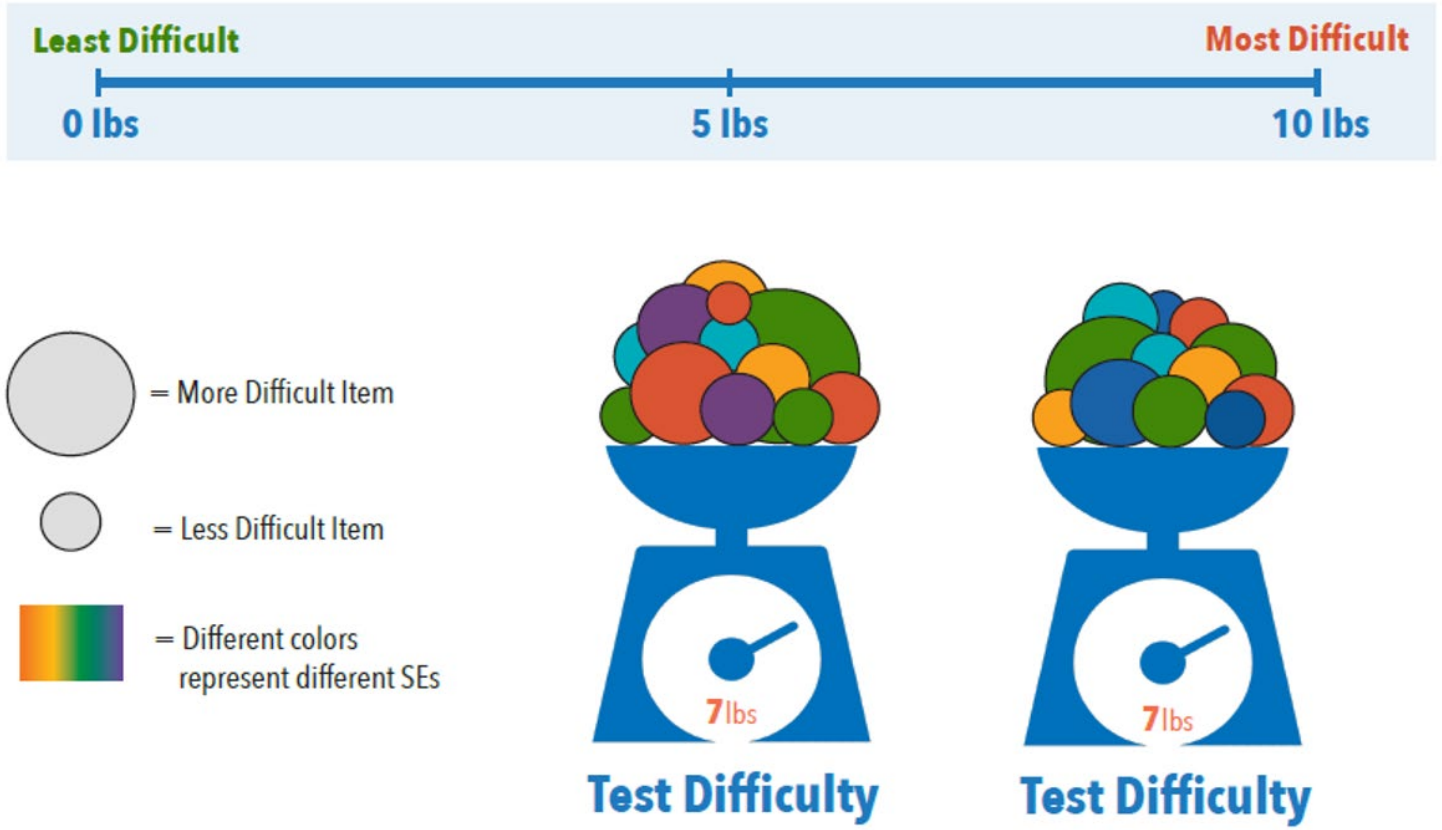
Each question is analyzed based on how it performed on the field test

Questions represent a variety of difficulty levels and student expectations (SEs)…



…which can then be used to build STAAR tests

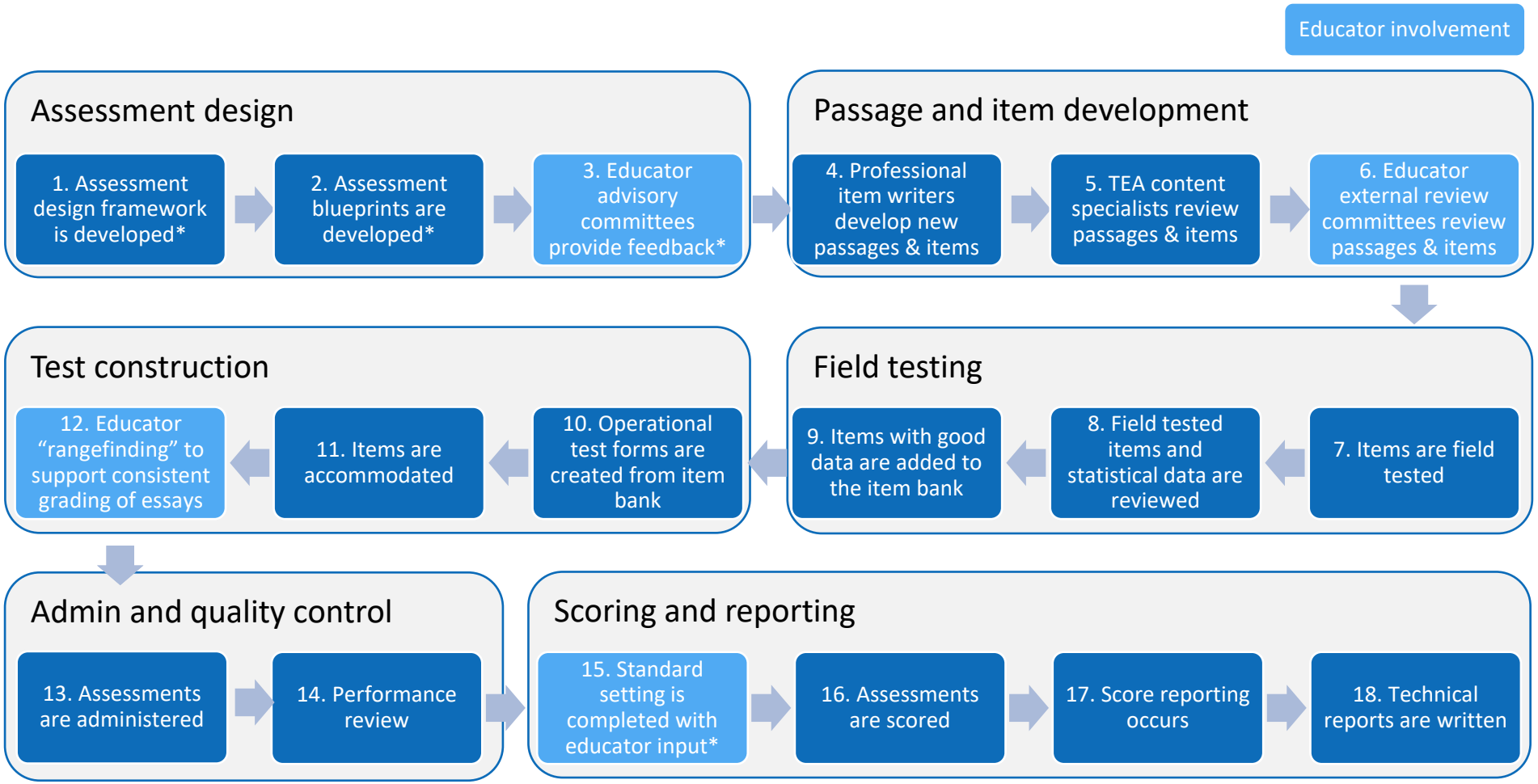
While individual questions can be easier or harder in a given year, the mix of question difficulty is balanced across years using field test results



The redesign does not mean the test will be harder

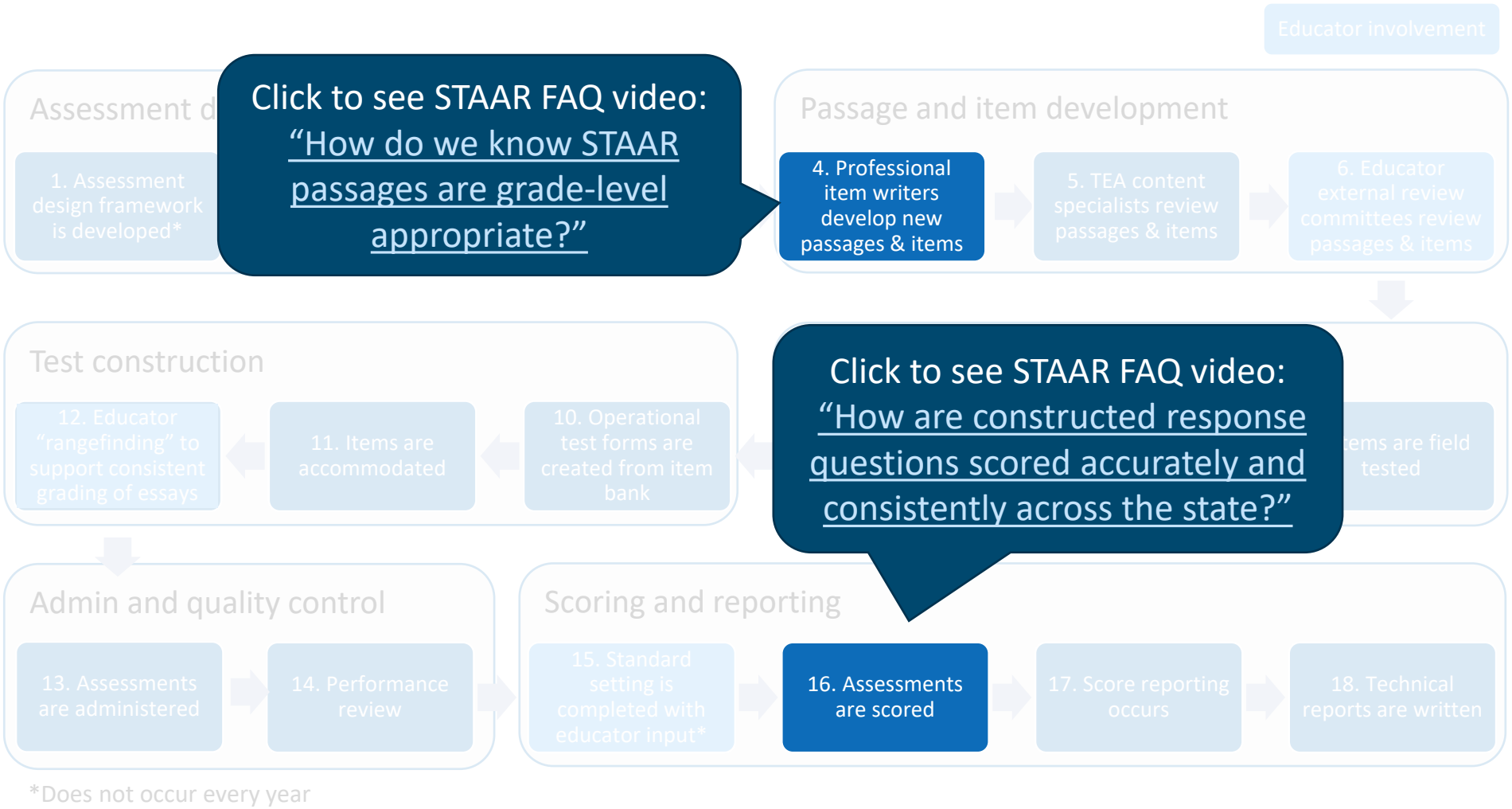
Click to see STAAR FAQ video: "How do we know the STAAR test is the same level of difficulty from year to year?"

Creating high-quality assessments is a rigorous process



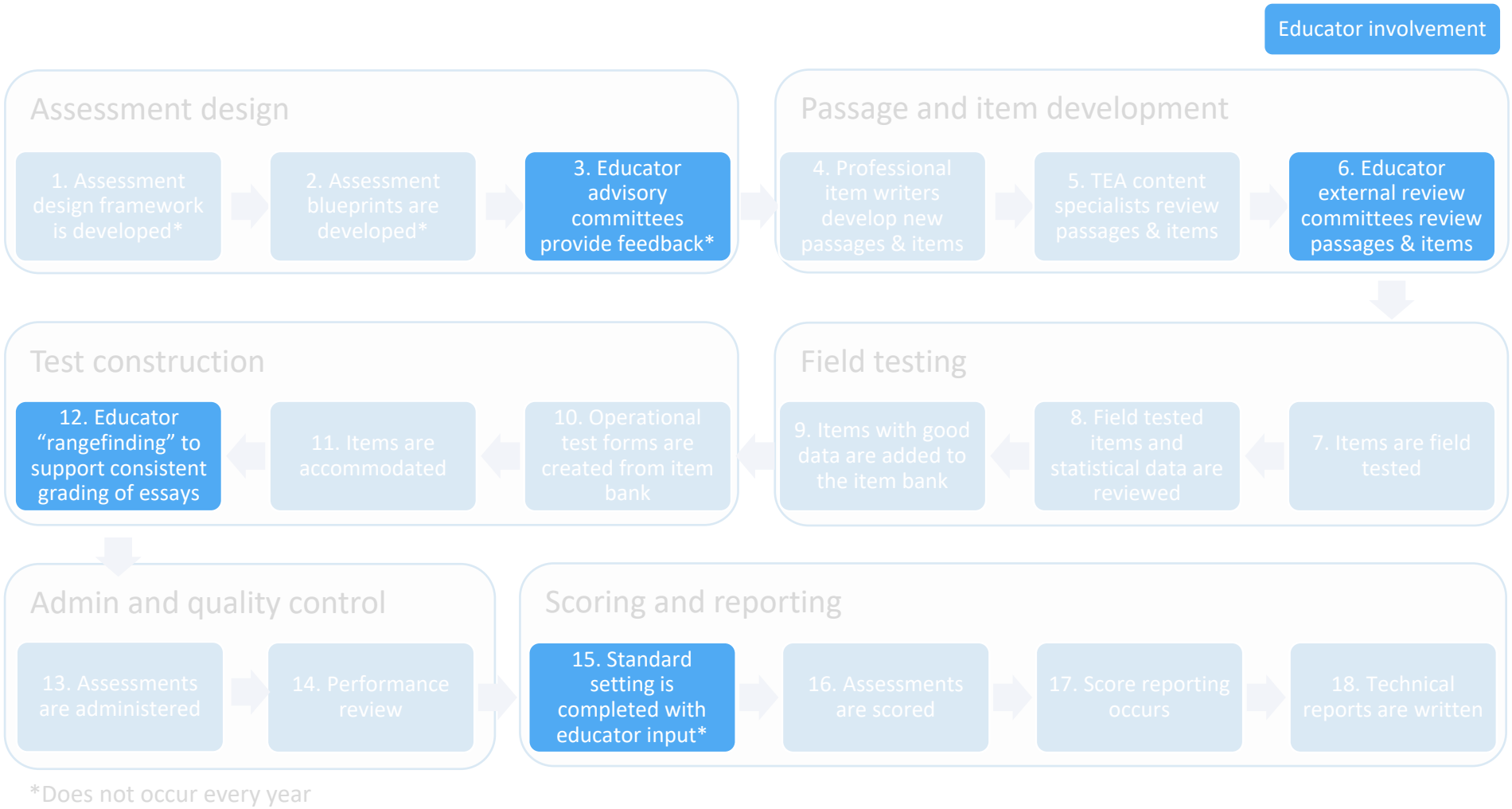
*Does not occur every year

Creating high-quality assessments is a rigorous process



*Does not occur every year

Texas educators are key to designing and building STAAR



*Does not occur every year

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways

Assessment Design and Standard-Setting:

- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific assessment design topics
- **STAAR redesign focus groups** – groups of educators are convened to provide input on implementation of the components of the STAAR redesign
- **Standard-setting meetings** – groups of educators are convened to provide recommendations on cut scores for performance standards

Passage and Item Development and Test Construction:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response rangefinding** – educators are convened to set the scoring boundaries for student essays based on the rubric

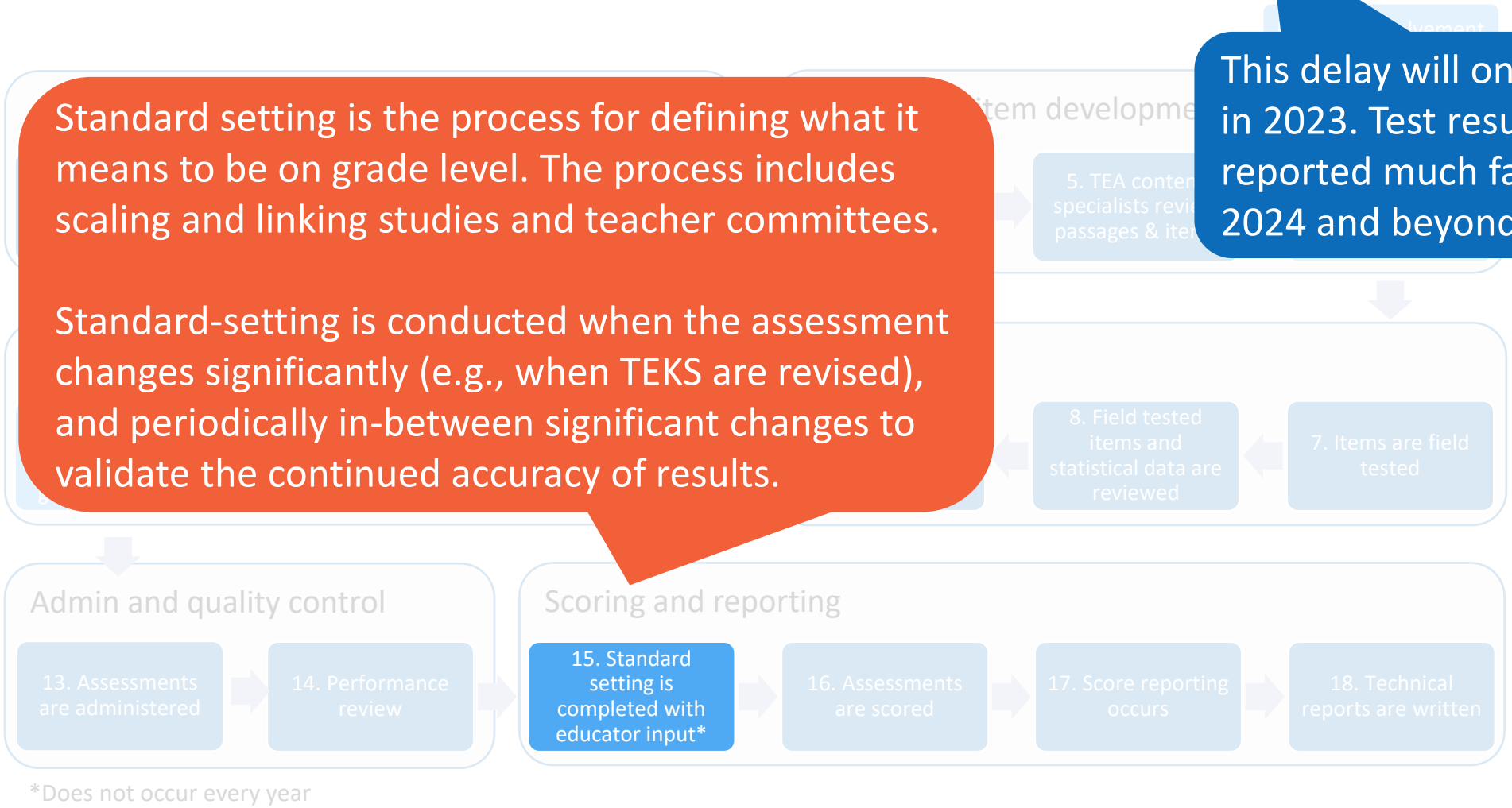
Visit the Texas Assessment Learning Management System to apply

Standard setting will occur in Spring 2023, delaying the release of STAAR results but ensuring their accuracy

Standard setting is the process for defining what it means to be on grade level. The process includes scaling and linking studies and teacher committees.

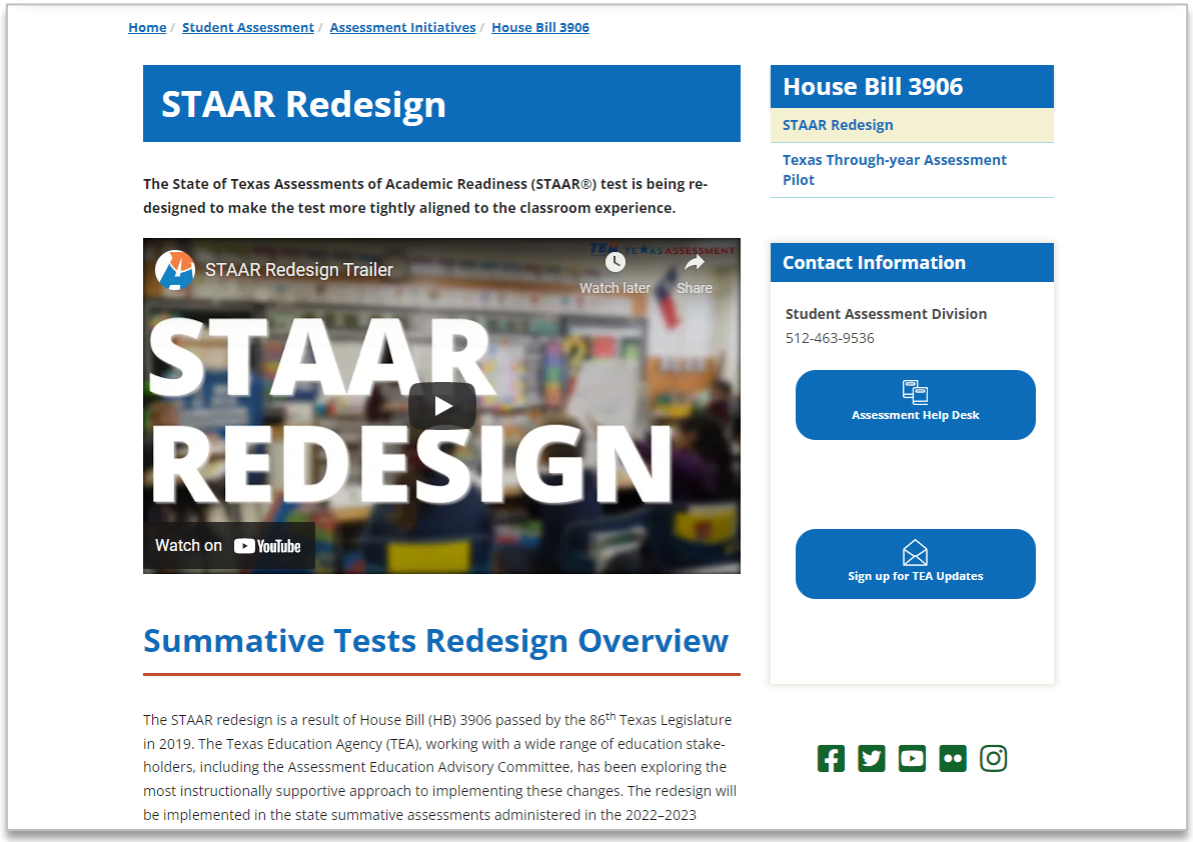
Standard-setting is conducted when the assessment changes significantly (e.g., when TEKS are revised), and periodically in-between significant changes to validate the continued accuracy of results.

This delay will only occur in 2023. Test results will be reported much faster in 2024 and beyond.



*Does not occur every year

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



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

Resources 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)

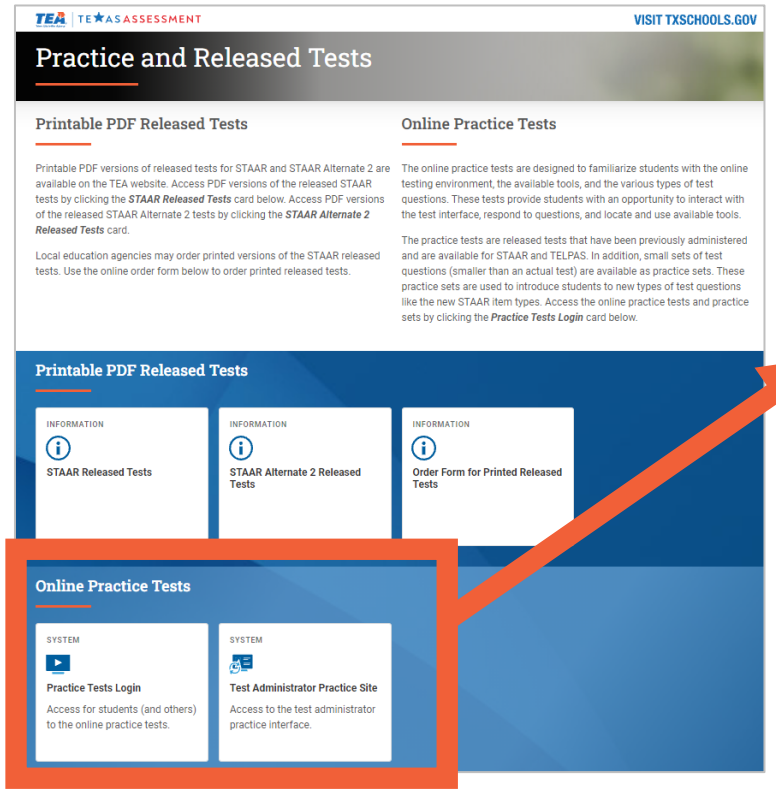
D. Updated blueprints by content area and grade level

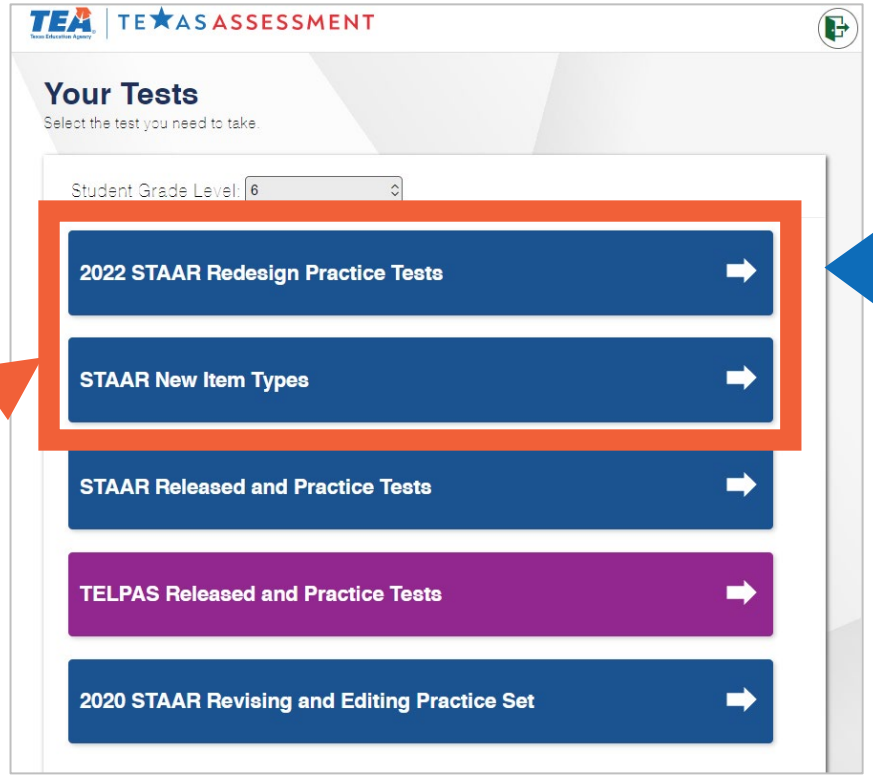
E. Policy on which students qualify for a special paper administration

F. Updated STAAR Redesign FAQs

A Online practice tests and samplers of new item types are also available to students, educators, and families

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



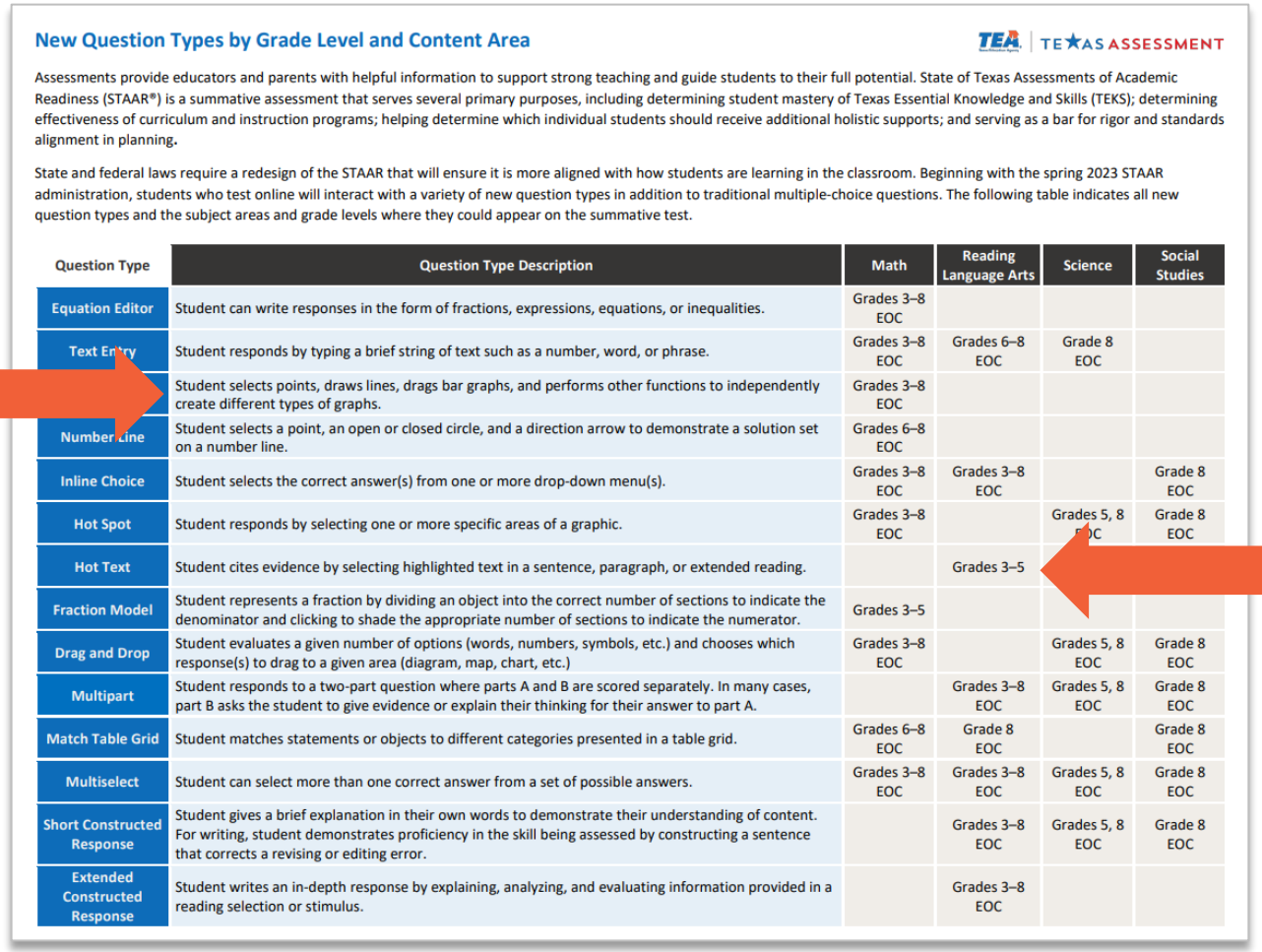


Practice tests reflect updated STAAR blueprints, but they have not undergone psychometric analysis and should not be used to assess student performance

B A one-page overview provides descriptions of each question type and details which content areas and grade levels they may appear in

A brief description of how each question type functions

Content areas and grade levels for each new question type



New Question Types by Grade Level and Content Area

TEA | TEXAS ASSESSMENT

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential. State of Texas Assessments of Academic Readiness (STAAR®) is a summative assessment that serves several primary purposes, including determining student mastery of Texas Essential Knowledge and Skills (TEKS); determining effectiveness of curriculum and instruction programs; helping determine which individual students should receive additional holistic supports; and serving as a bar for rigor and standards alignment in planning.

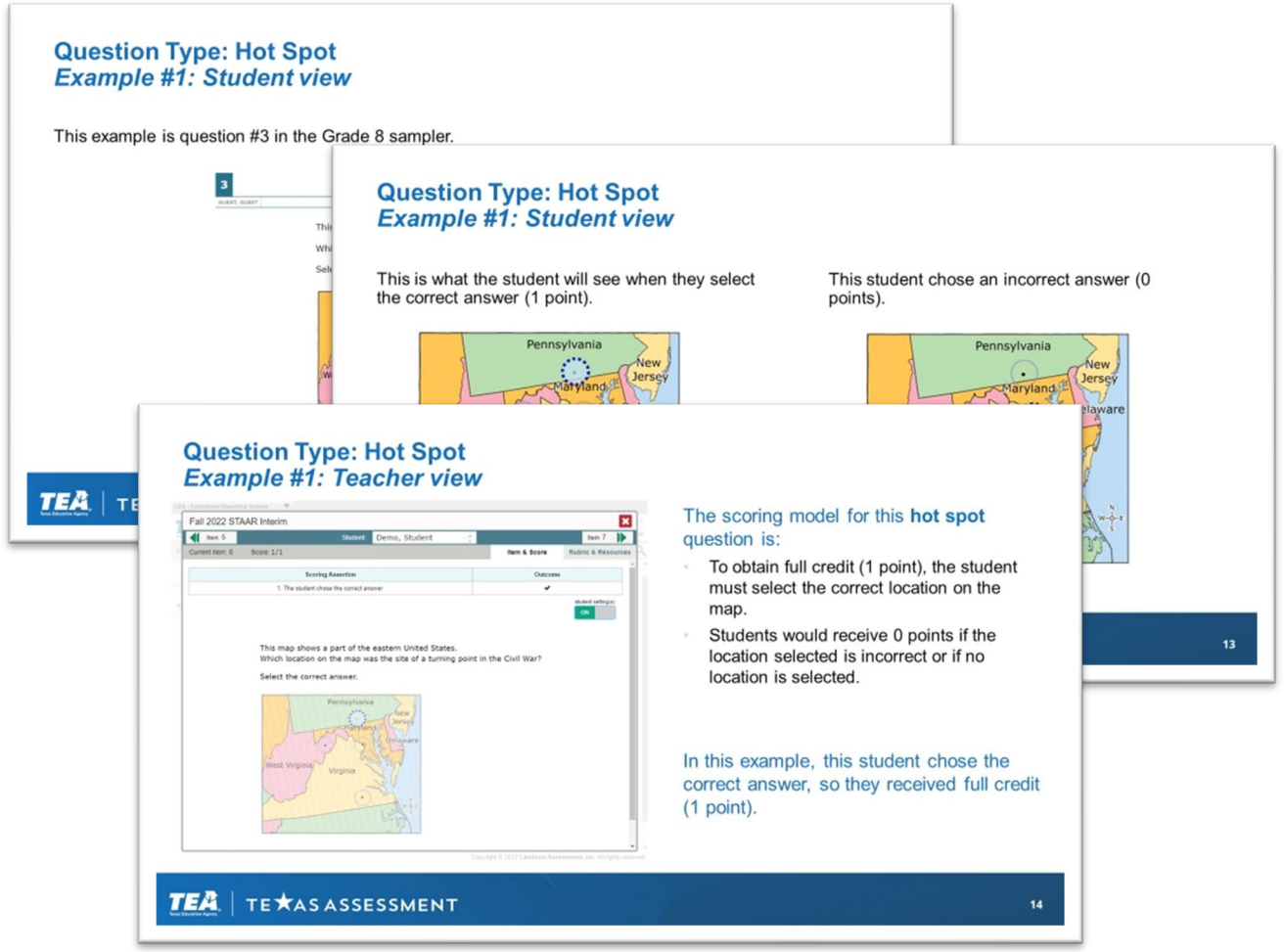
State and federal laws require a redesign of the STAAR that will ensure it is more aligned with how students are learning in the classroom. Beginning with the spring 2023 STAAR administration, students who test online will interact with a variety of new question types in addition to traditional multiple-choice questions. The following table indicates all new question types and the subject areas and grade levels where they could appear on the summative test.

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
[illegible]	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content. For writing, student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

C A scoring and reporting guide for each content area explains how new question types will be scored and reported

One guide per content area provides an overview of each new question type, including:

- Examples from the sampler
- Sample responses, including potential partial credit
- What educators could see in the reporting system after STAAR is administered



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.

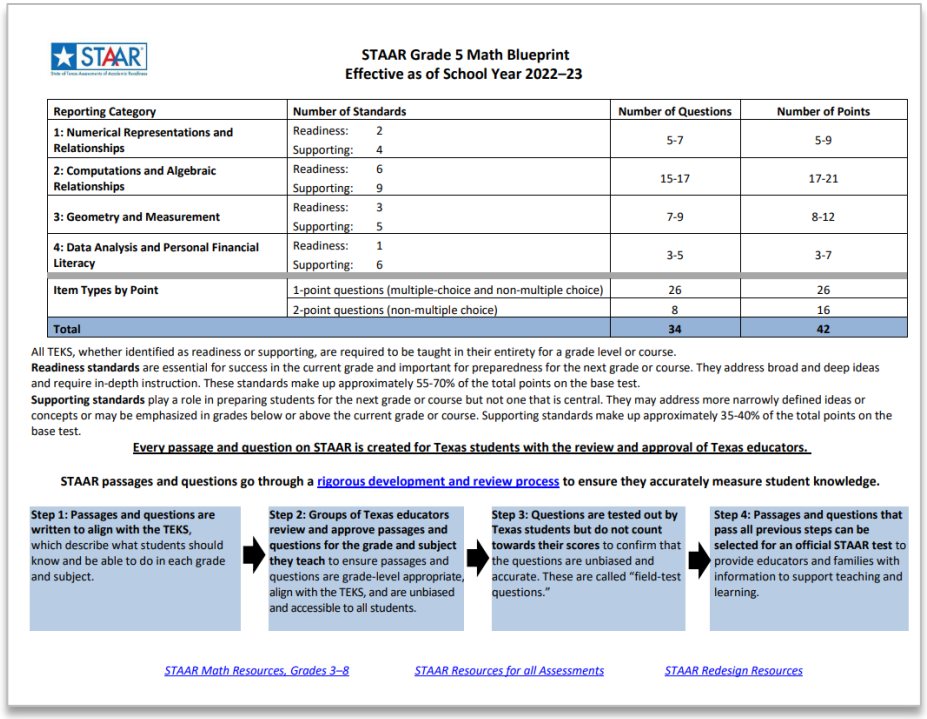
A TAA will be sent out when constructed response scoring guides are available in October

D

Final blueprints for STAAR redesign are available for each content area and grade level

Each blueprint includes a breakdown of the number of questions on each test and a general overview of how STAAR questions are developed and reviewed by Texas teachers

Reading Language Arts (RLA) blueprints also include a breakdown of passages, reading load, genres, and passage considerations, including a note about cross-curricular passages



STAAR Grade 5 Math Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards	Number of Questions	Number of Points
1: Numerical Representations and Relationships	Readiness: 2 Supporting: 4	5-7	5-9
2: Computations and Algebraic Relationships	Readiness: 6 Supporting: 9	15-17	17-21
3: Geometry and Measurement	Readiness: 3 Supporting: 5	7-9	8-12
4: Data Analysis and Personal Financial Literacy	Readiness: 1 Supporting: 6	3-5	3-7
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)	26	26
	2-point questions (non-multiple choice)	8	16
Total		34	42

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.
Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-70% of the total points on the base test.
Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 35-40% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.

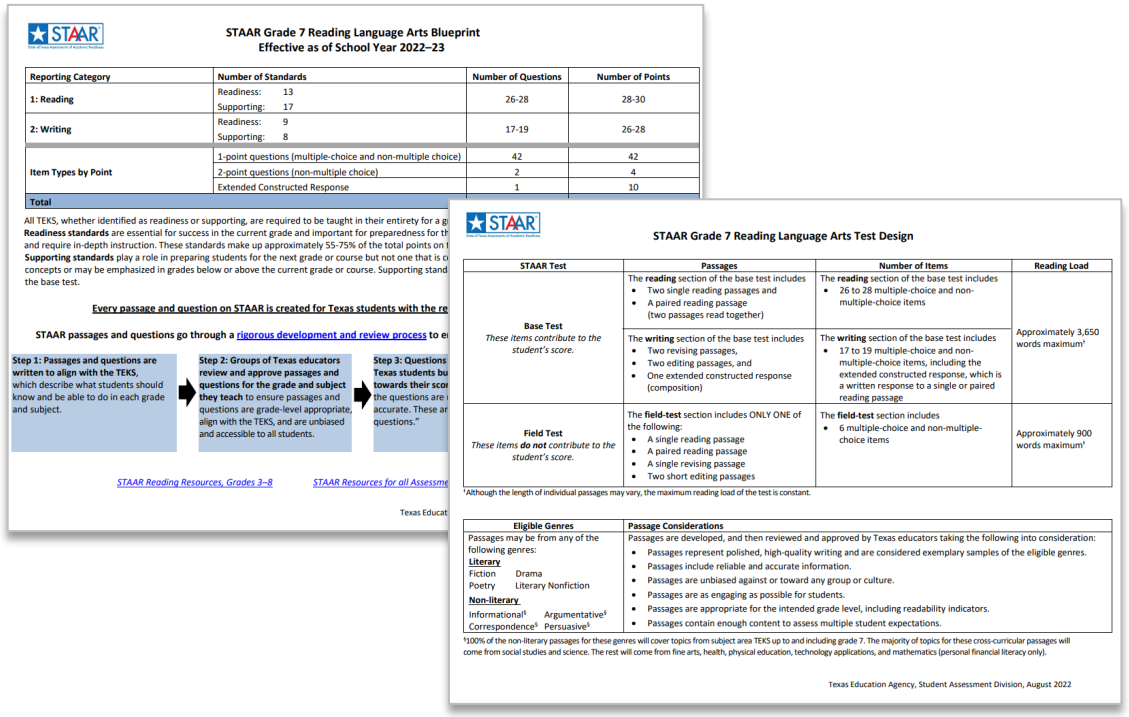
Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called "field-test questions."

Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

STAAR Math Resources, Grades 3–8 | STAAR Resources for all Assessments | STAAR Redesign Resources



STAAR Grade 7 Reading Language Arts Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards	Number of Questions	Number of Points
1: Reading	Readiness: 13 Supporting: 17	26-28	28-30
2: Writing	Readiness: 9 Supporting: 8	17-19	26-28
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)	42	42
	2-point questions (non-multiple choice)	2	4
	Extended Constructed Response	1	10
Total			

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a g
Readiness standards are essential for success in the current grade and important for preparedness for th
and require in-depth instruction. These standards make up approximately 55-75% of the total points on t
Supporting standards play a role in preparing students for the next grade or course but not one that is c
concepts or may be emphasized in grades below or above the current grade or course. Supporting stand
the base test.

Every passage and question on STAAR is created for Texas students with the re

STAAR passages and questions go through a rigorous development and review process to e

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions Texas students bu towards their scor the questions are accurate. These ar questions."

STAAR Reading Resources, Grades 3–8 | STAAR Resources for all Assessme

Texas Educat

STAAR Grade 7 Reading Language Arts Test Design

STAAR Test	Passages	Number of Items	Reading Load
Base Test *These items contribute to the student's score.*	The **reading** section of the base test includes • Two single reading passages and • A paired reading passage (two passages read together)	The **reading** section of the base test includes • 26 to 28 multiple-choice and non-multiple-choice items	Approximately 3,650 words maximum[1]
	The **writing** section of the base test includes • Two revising passages, • Two editing passages, and • One extended constructed response (composition)	The **writing** section of the base test includes • 17 to 19 multiple-choice and non-multiple-choice items, including the extended constructed response, which is a written response to a single or paired reading passage	
Field Test *These items **do not** contribute to the student's score.*	The **field-test** section includes ONLY ONE of the following: • A single reading passage • A paired reading passage • A single revising passage • Two short editing passages	The **field-test** section includes • 6 multiple-choice and non-multiple-choice items	Approximately 900 words maximum[1]

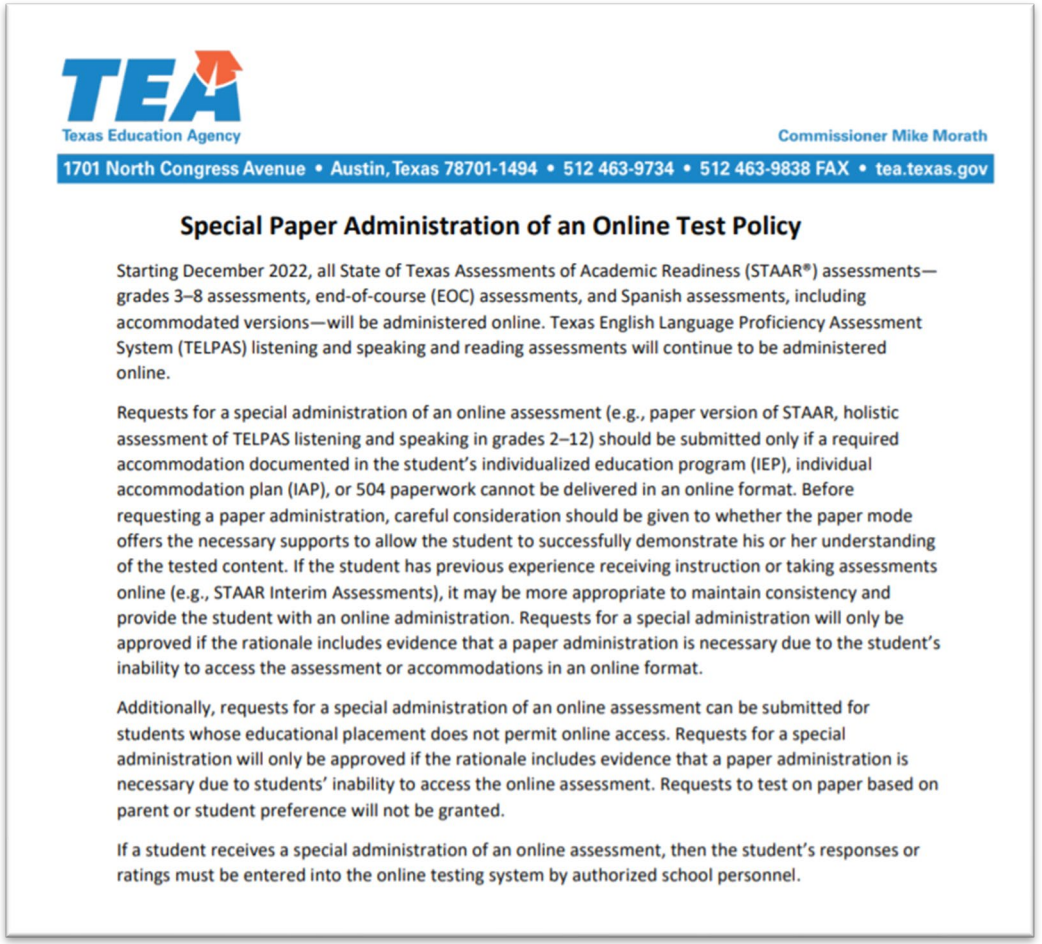
[1]Although the length of individual passages may vary, the maximum reading load of the test is constant.

Eligible Genres	Passage Considerations
Passages may be from any of the following genres: **Literary** Fiction Drama Poetry Literary Nonfiction **Non-literary** Informational[§] Argumentative[§] Correspondence[§] Persuasive[§]	Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration: • Passages represent polished, high-quality writing and are considered exemplary samples of the eligible genres. • Passages include reliable and accurate information. • Passages are unbiased against or toward any group or culture. • Passages are as engaging as possible for students. • Passages are appropriate for the intended grade level, including readability indicators. • Passages contain enough content to assess multiple student expectations.

[§]100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 7. The majority of topics for these cross-curricular passages will come from social studies and science. The rest will come from fine arts, health, physical education, technology applications, and mathematics (personal financial literacy only).

Texas Education Agency, Student Assessment Division, August 2022

E Online testing policy provides guidance to districts about which students qualify for a special paper administration



Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Special Paper Administration of an Online Test Policy

Starting December 2022, all State of Texas Assessments of Academic Readiness (STAAR®) assessments—grades 3–8 assessments, end-of-course (EOC) assessments, and Spanish assessments, including accommodated versions—will be administered online. Texas English Language Proficiency Assessment System (TELPAS) listening and speaking and reading assessments will continue to be administered online.

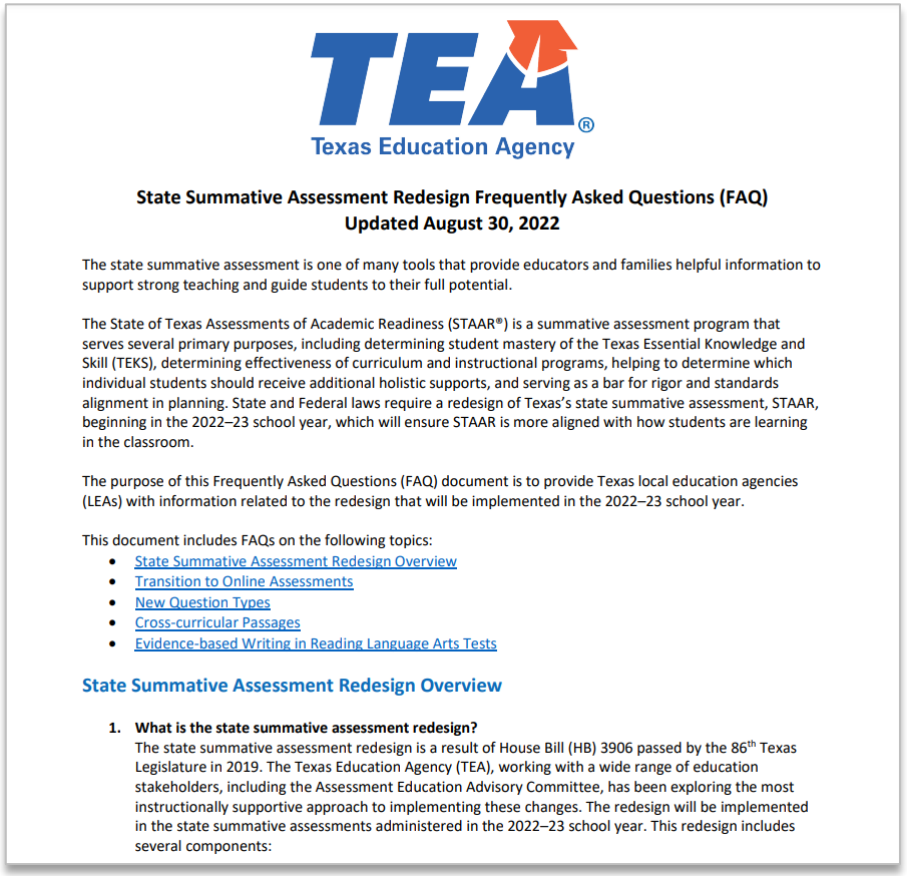
Requests for a special administration of an online assessment (e.g., paper version of STAAR, holistic assessment of TELPAS listening and speaking in grades 2–12) should be submitted only if a required accommodation documented in the student's individualized education program (IEP), individual accommodation plan (IAP), or 504 paperwork cannot be delivered in an online format. Before requesting a paper administration, careful consideration should be given to whether the paper mode offers the necessary supports to allow the student to successfully demonstrate his or her understanding of the tested content. If the student has previous experience receiving instruction or taking assessments online (e.g., STAAR Interim Assessments), it may be more appropriate to maintain consistency and provide the student with an online administration. Requests for a special administration will only be approved if the rationale includes evidence that a paper administration is necessary due to the student's inability to access the assessment or accommodations in an online format.

Additionally, requests for a special administration of an online assessment can be submitted for students whose educational placement does not permit online access. Requests for a special administration will only be approved if the rationale includes evidence that a paper administration is necessary due to students' inability to access the online assessment. Requests to test on paper based on parent or student preference will not be granted.

If a student receives a special administration of an online assessment, then the student's responses or ratings must be entered into the online testing system by authorized school personnel.

- The policy was designed with feedback from special education educators.
- A student may test on paper if a required accommodation documented in the student's individualized education program (IEP), individual accommodation plan (IAP), or Section 504 paperwork cannot be delivered in an online format or if a student is unable to access an online test due to a student's educational placement.
- Local 504 and admission, review, and dismissal (ARD) committees are responsible for determining which students meet the criteria above. TEA approval is not required.

F The STAAR Redesign FAQs document will continue to be updated over time, and video FAQs have been added to TexasAssessment.gov



Texas Education Agency

State Summative Assessment Redesign Frequently Asked Questions (FAQ)
Updated August 30, 2022

The state summative assessment is one of many tools that provide educators and families helpful information to support strong teaching and guide students to their full potential.

The State of Texas Assessments of Academic Readiness (STAAR®) is a summative assessment program that serves several primary purposes, including determining student mastery of the Texas Essential Knowledge and Skill (TEKS), determining effectiveness of curriculum and instructional programs, helping to determine which individual students should receive additional holistic supports, and serving as a bar for rigor and standards alignment in planning. State and Federal laws require a redesign of Texas's state summative assessment, STAAR, beginning in the 2022–23 school year, which will ensure STAAR is more aligned with how students are learning in the classroom.

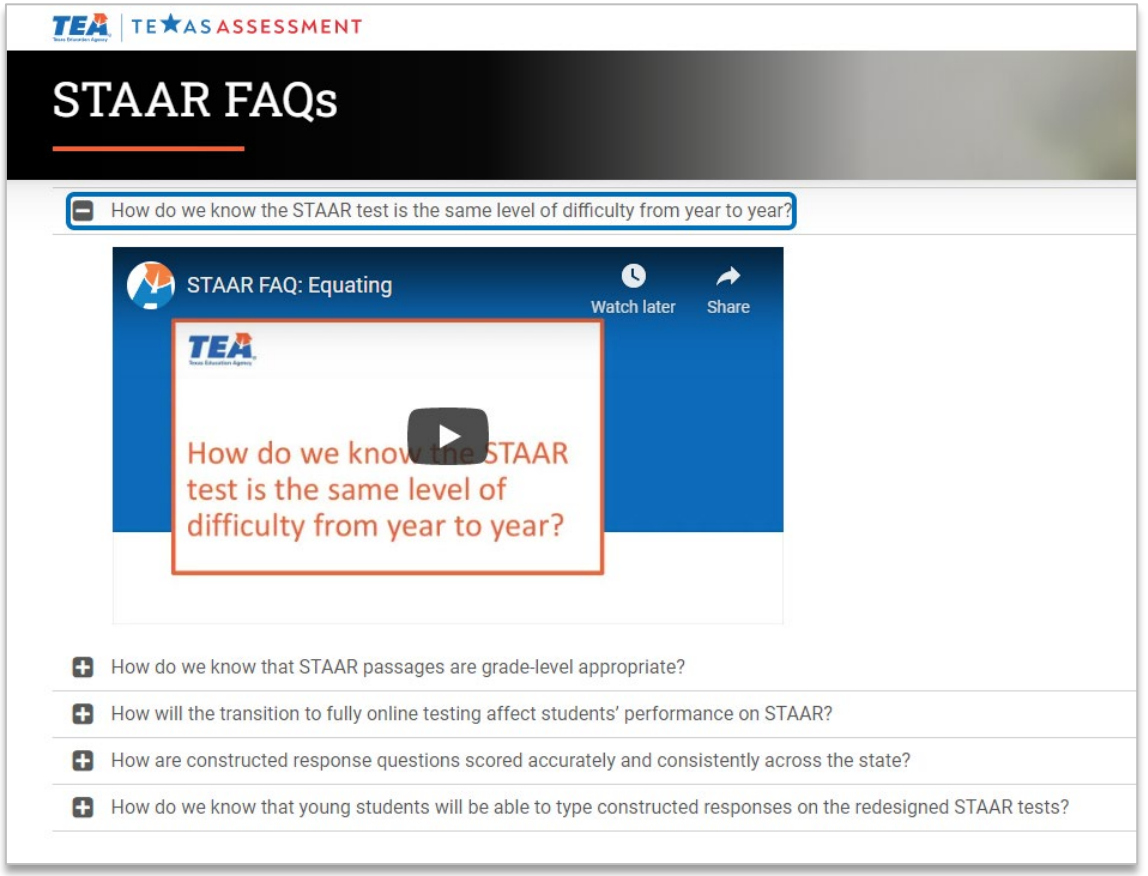
The purpose of this Frequently Asked Questions (FAQ) document is to provide Texas local education agencies (LEAs) with information related to the redesign that will be implemented in the 2022–23 school year.

This document includes FAQs on the following topics:

- State Summative Assessment Redesign Overview
- Transition to Online Assessments
- New Question Types
- Cross-curricular Passages
- Evidence-based Writing in Reading Language Arts Tests

State Summative Assessment Redesign Overview

1. **What is the state summative assessment redesign?**
   The state summative assessment redesign is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019. The Texas Education Agency (TEA), working with a wide range of education stakeholders, including the Assessment Education Advisory Committee, has been exploring the most instructionally supportive approach to implementing these changes. The redesign will be implemented in the state summative assessments administered in the 2022–23 school year. This redesign includes several components:



Please submit questions about the STAAR redesign to the Student Assessment Help Desk

We are grateful for your time and attention and would appreciate your feedback about the STAAR redesign

Survey Link

To earn 1 CPE credit hour, remember to include your name and email address in the optional fields at the bottom of the survey