



Reading Language Arts Update



Welcome and Introductions

STAAR Redesign Communications

STAAR Test Development

STAAR Resources

2022 STAAR Data

Educator Engagement and Recruitment

Hear what teachers are saying



<https://youtu.be/luUxviTfINI>

Today's TEA facilitators



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STAAR Redesign Communications



TE★AS ASSESSMENT

Supporting Student Success

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.

Feedback from educators informed the main components of the STAAR redesign

In effective classrooms, teachers are...

- 1** Coherently building students' **background knowledge and vocabulary** in all subject areas...
- 2** Asking students to **write about what they read using evidence from text...**
- 3** Providing **various open-ended formats** for students to respond to questions...
- 4** Supporting the learning needs of all students by providing **appropriate accommodations...**

...and avoid less effective practices by...

...not just having students **read passages on random topics**

...not just **reading without writing**

...not just having students **select among multiple choices**

...not requiring all students to perform without **appropriate supports**

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.

TEA massively expanded educator outreach to ensure that the STAAR redesign is implemented in an instructionally supportive way

In addition to the groups of current Texas educators who review and approve every passage and question on STAAR to ensure:

Alignment with TEKS

Grade level appropriateness

Lack of bias

Accessibility for all students

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

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
Objective	Teachers will learn about the STAAR redesign through live presentations and webinars hosted by TEA and ESCs	Teachers will learn about the STAAR redesign through professional developments led by ESCs and LEAs	Teachers will learn about the STAAR redesign through an online PD course
Deliverables	<ul style="list-style-type: none"> Full STAAR redesign presentation Presenter script 	<ul style="list-style-type: none"> STAAR redesign presentation with discussion questions Video recordings of the presentation 	<ul style="list-style-type: none"> Video modules of the STAAR redesign presentation Check for understanding questions
Delivery Chain			
Timeline	<p>Sept: TEA trains ESCs on updated presentation ESCs give presentation to teachers (ongoing)</p> <p>Oct: TEA to email all teachers info about TEA-led redesign webinars</p> <p>Nov: TEA gives presentation to teachers via live webinars</p>	<p>Sept: TEA trains ESCs/LEAs on PD implementation ESCs train LEAs on PD implementation</p> <p>Oct: ESCs and LEAs facilitate PD with teachers (ongoing)</p> <p><i>*This is the preferred method for communicating the redesign to teachers</i></p>	<p>Sept: TEA creates asynchronous PD materials</p> <p>Oct: TEA to email all teachers info about asynchronous PD</p> <p>Nov: Asynchronous PDs available for all teachers (ongoing)</p>



STAAR Test Development



TE★AS ASSESSMENT

Supporting Student Success

Quotes from students who interacted with potential new question types

“

I enjoyed answering some of these questions more than multiple choice problems.

The dropdown box in the sentence allows me to think, put words into sentences, and help me organize my thought. The highlighting on the map and dragging the pieces was interactive, and it made me more interested in the question than if it was multiple choice.

The questions allowed me to better organize my thoughts and pick the best option to me. Overall, I enjoyed this more than a normal test.

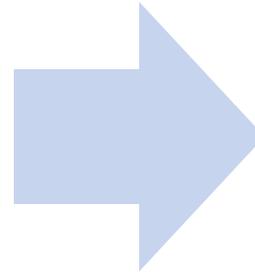
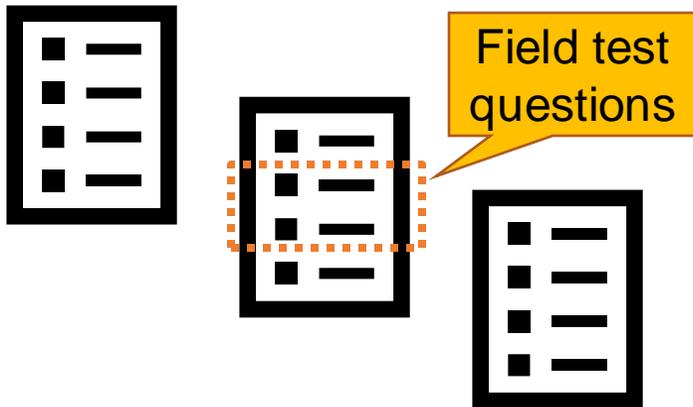
It had a different feel to it and made me feel more engaged in what I was doing.

”

Source: Student Cognitive Labs, 2021-2022

Students are an important part of the test development process

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



Field test data is:

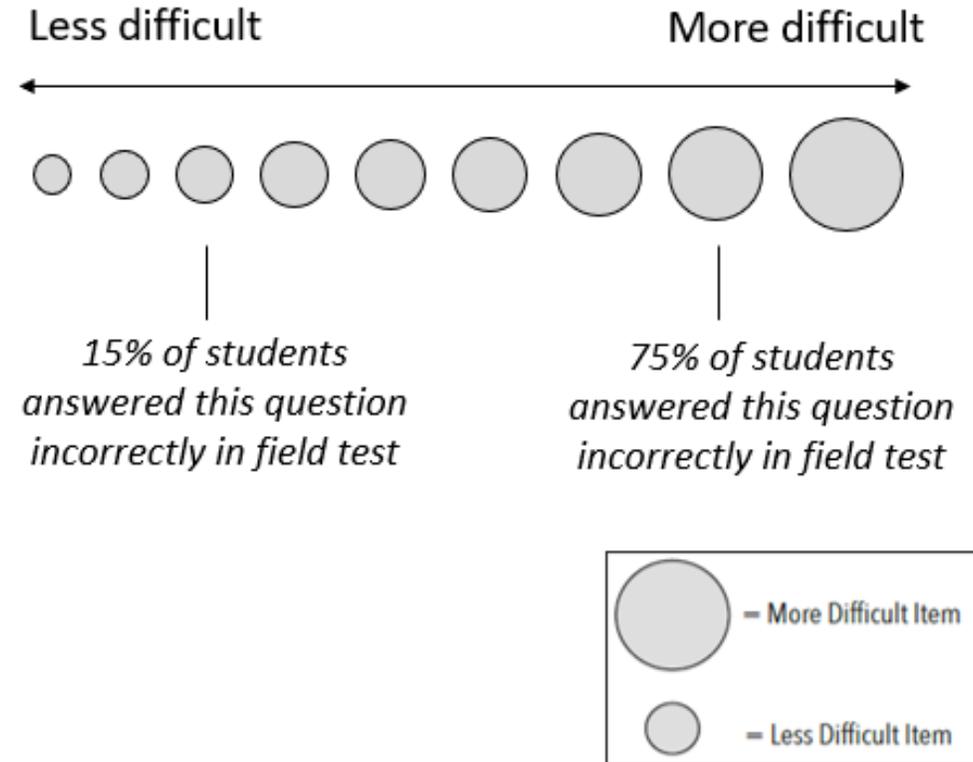
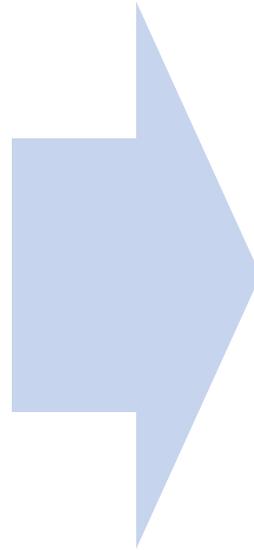
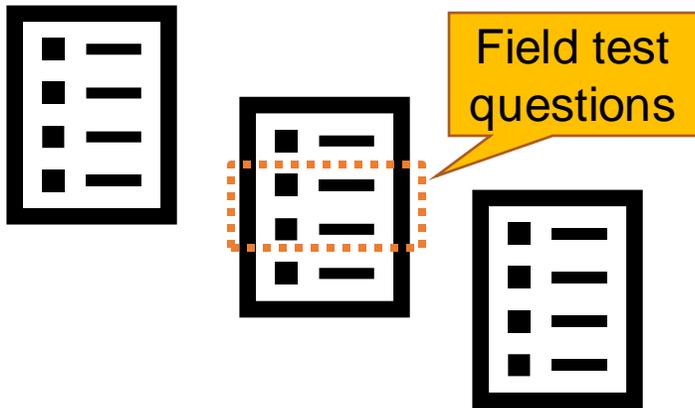
- based on a sampling of students who are representative of demographics of the state
- used to determine which field test questions perform well enough for potential use on a future STAAR assessment.
- used to build high-quality assessments

Field test data has confirmed that we can move forward with our proposed new question types

	MATH	RLA	SCIENCE	SOC STUDIES
Multiselect	✓	✓	✓	✓
Multipart		✓	✓	✓
Drag and drop	✓		✓	✓
Hot spot	✓		✓	✓
Graphing	✓			
Equation editor	✓			
Hot text		✓		✓
Inline choice	✓	✓		✓
Text entry	✓	✓	✓	
Short constructed response		✓	✓	✓
Match table grid	✓	✓		✓
Number line	✓			
Fraction model	✓			
Extended constructed response		✓		

Through field testing, we also 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)...



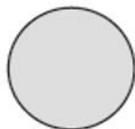
...which can then be used to build STAAR tests



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

-  = More Difficult Item
-  = Less Difficult Item
-  = Different colors represent different SEs



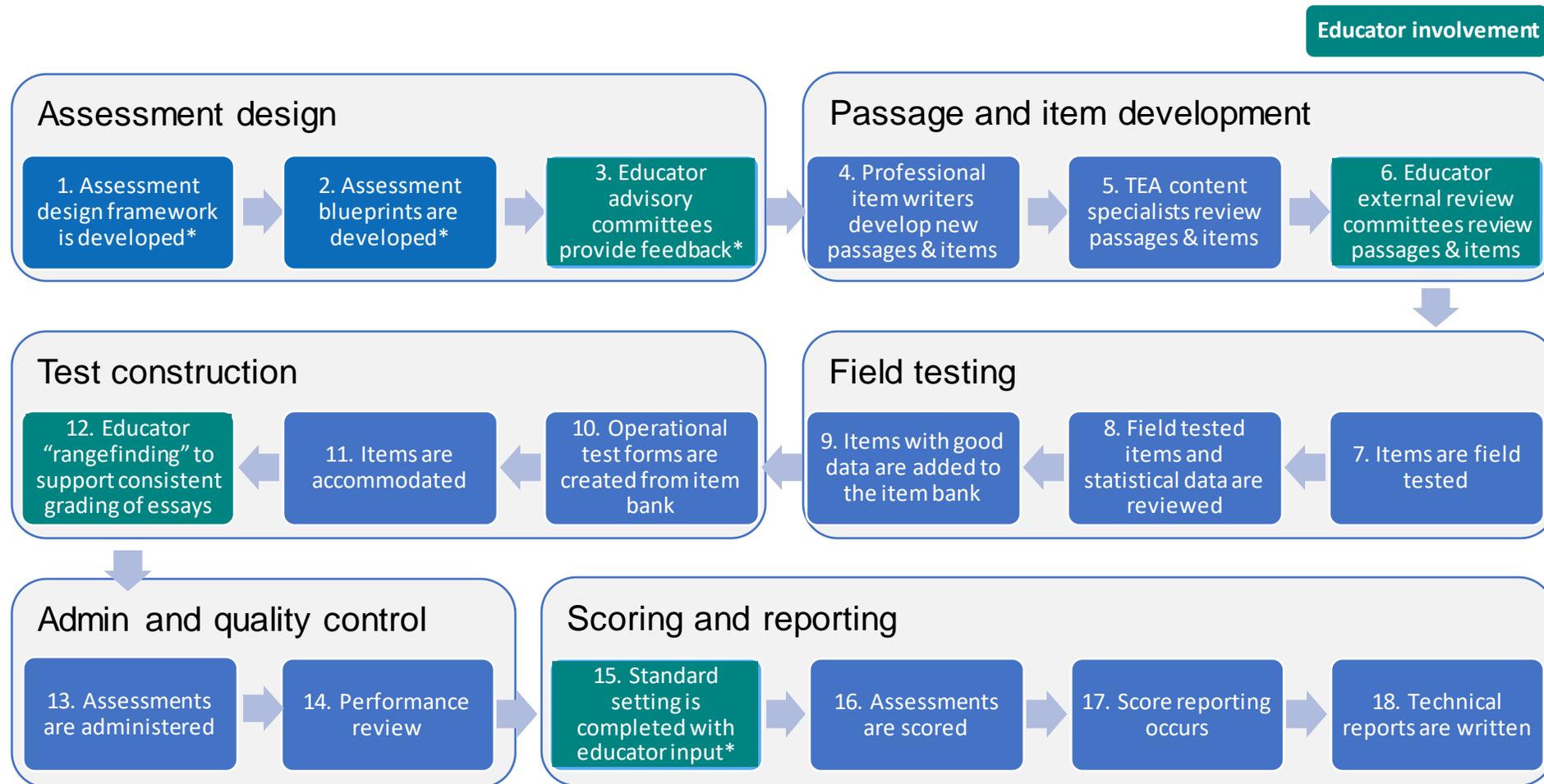
Test Difficulty



Test Difficulty

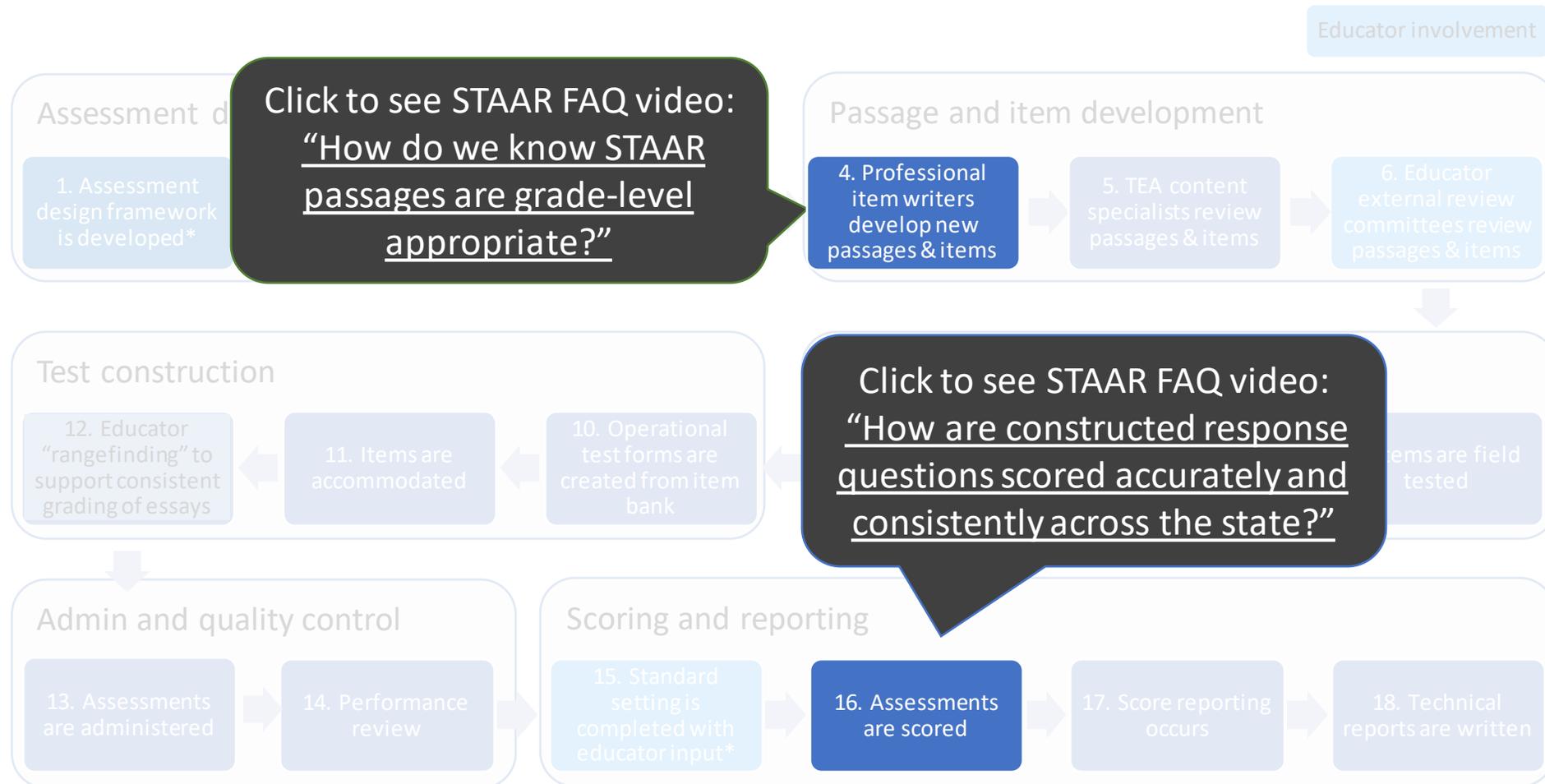
Click to see STAAR FAQ video: "How do we know the STAAR test is the same level of difficulty from year to year?"

Putting it all together: Creating high-quality assessments is a rigorous process



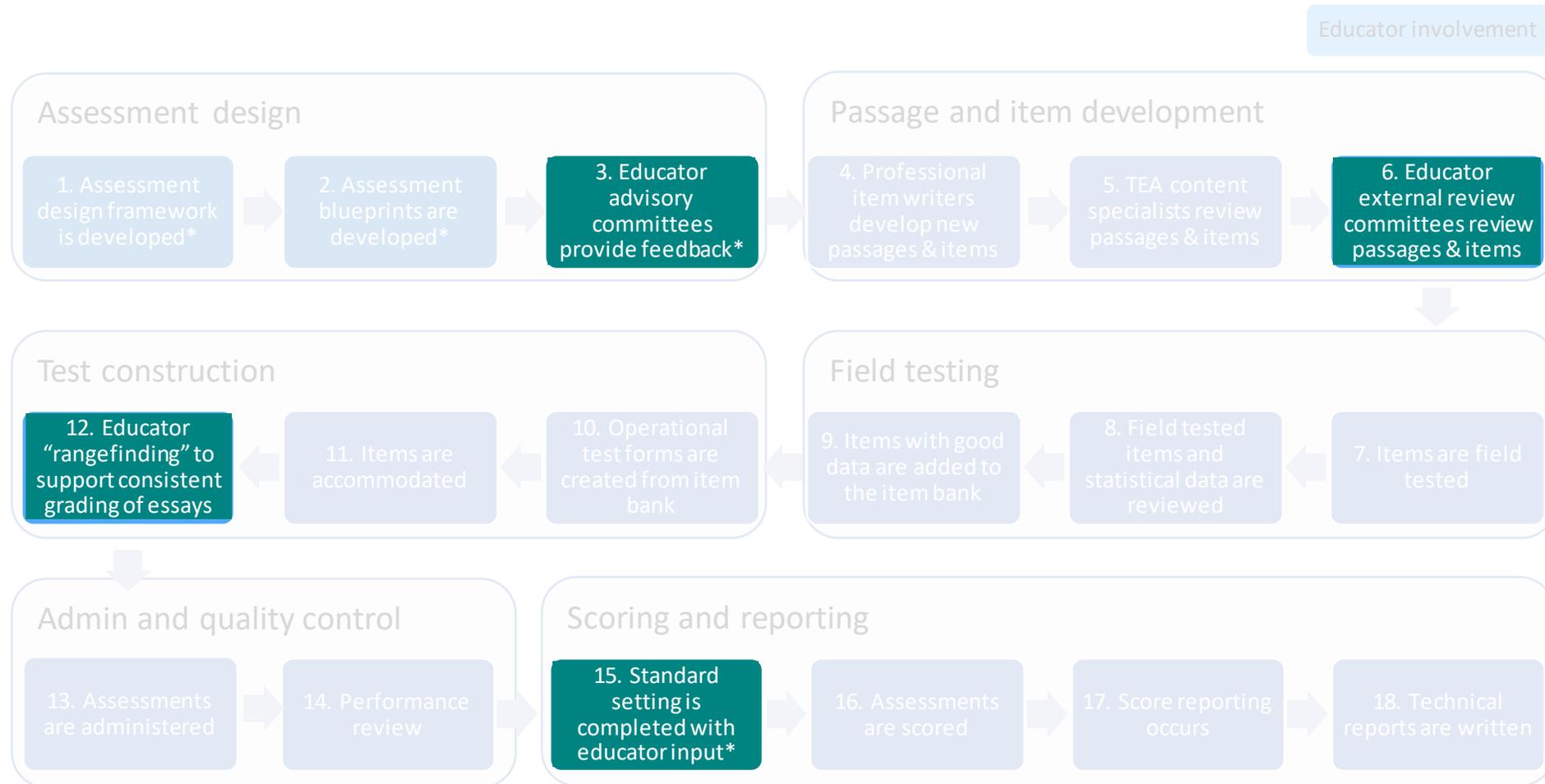
*Does not occur every year

Creating high-quality assessments is a rigorous process



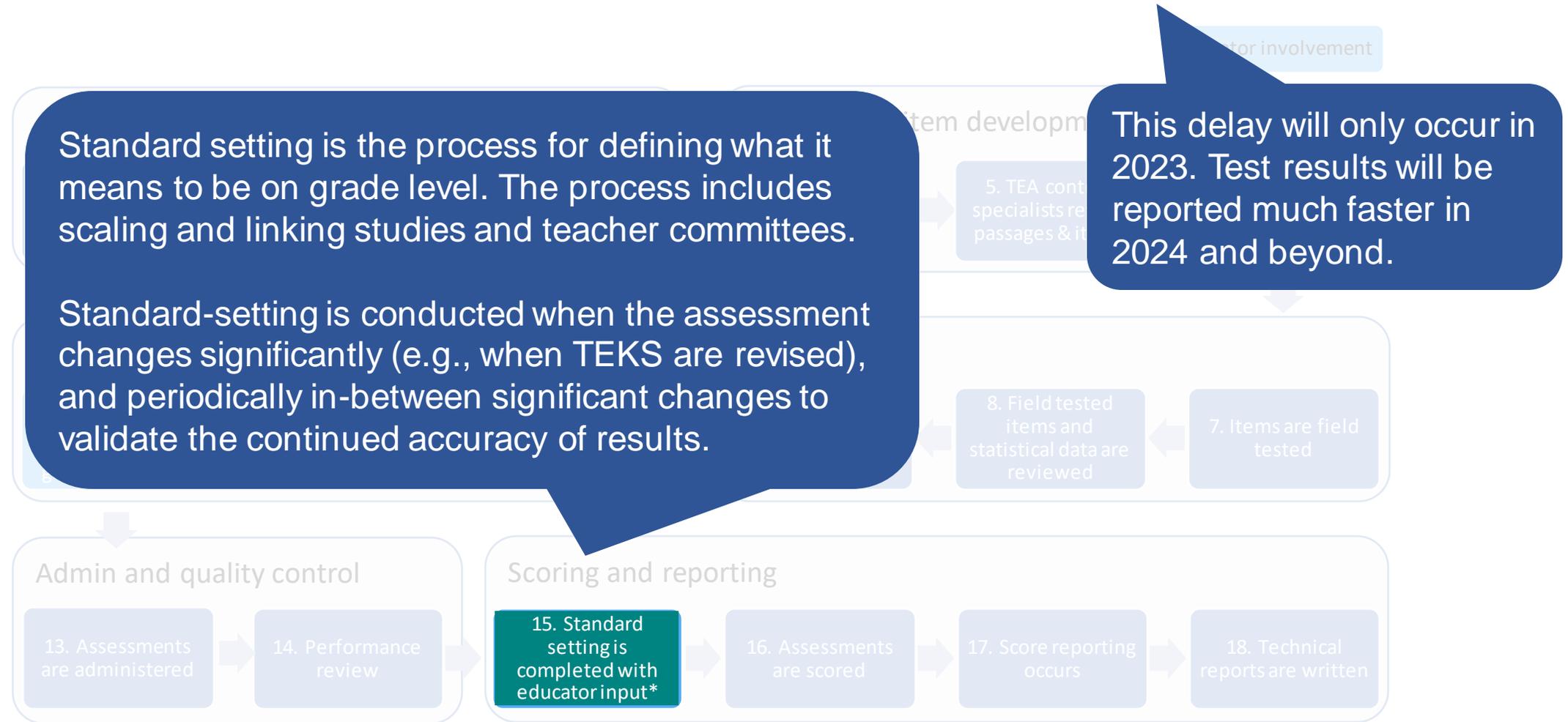
*Does not occur every year

Texas educators are key to designing and building STAAR



*Does not occur every year

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



*Does not occur every year



STAAR Resources

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

The screenshot displays the STAAR Redesign webpage layout. At the top, a breadcrumb trail reads: Home / Student Assessment / Assessment Initiatives / House Bill 3906. The main content area features a blue header for 'STAAR Redesign' and a paragraph stating: 'The State of Texas Assessments of Academic Readiness (STAAR®) test is being re-designed to make the test more tightly aligned to the classroom experience.' Below this is a video player for the 'STAAR Redesign Trailer' with 'Watch later' and 'Share' options. The video title 'STAAR REDESIGN' is prominently displayed in large white letters. A 'Watch on YouTube' button is visible at the bottom left of the video player. To the right of the main content, there is a sidebar with a blue header for 'House Bill 3906' and a yellow sub-header for 'STAAR Redesign'. Below this, it lists 'Texas Through-year Assessment Pilot'. Further down, a blue header for 'Contact Information' is followed by 'Student Assessment Division' and the phone number '512-463-9536'. Two blue buttons are present: 'Assessment Help Desk' with a help icon and 'Sign up for TEA Updates' with an envelope icon. At the bottom right of the sidebar, there are social media icons for Facebook, Twitter, YouTube, and Instagram.

Home / Student Assessment / Assessment Initiatives / House Bill 3906

STAAR Redesign

The State of Texas Assessments of Academic Readiness (STAAR®) test is being re-designed to make the test more tightly aligned to the classroom experience.

STAAR Redesign Trailer

Watch later Share

STAAR REDESIGN

Watch on YouTube

Summative Tests Redesign Overview

The STAAR 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 2022-2023

House Bill 3906

STAAR Redesign

Texas Through-year Assessment Pilot

Contact Information

Student Assessment Division
512-463-9536

Assessment Help Desk

Sign up for TEA Updates

f t y d i

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

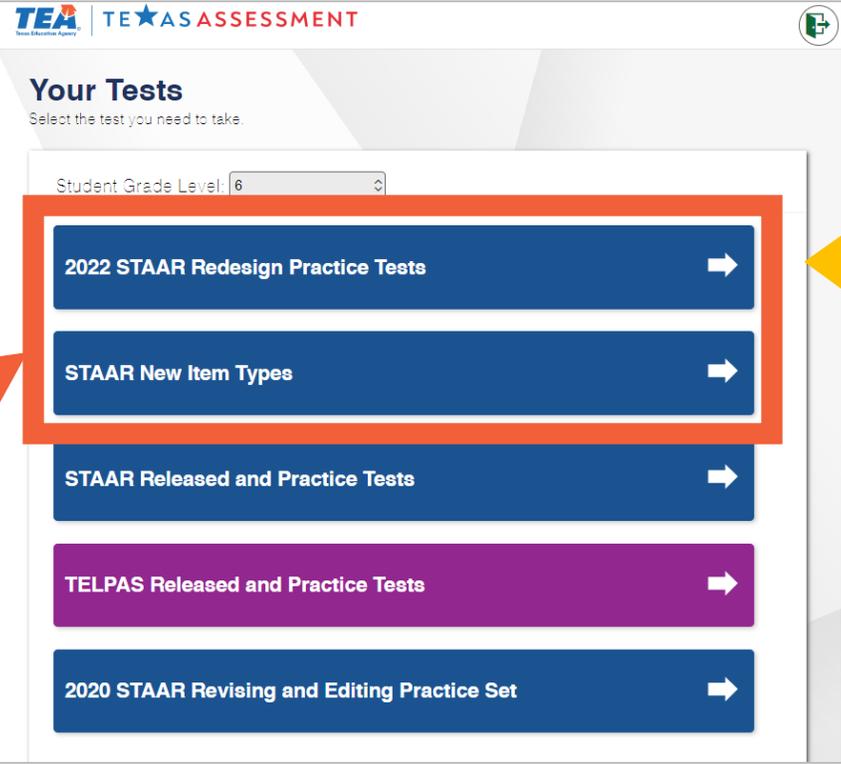
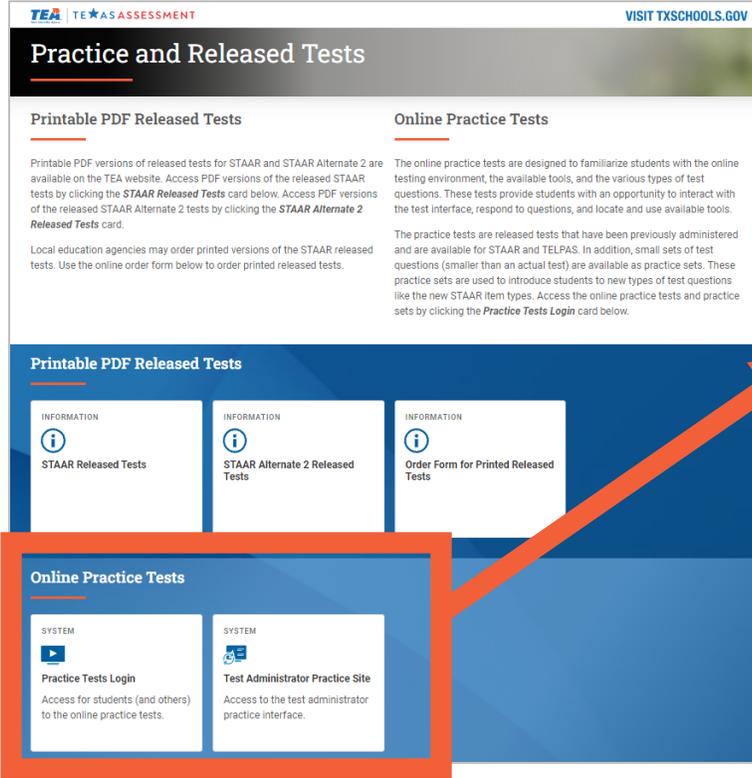
Resources include...

- 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
- D. Constructed response scoring guides
- E. Updated blueprints by content area and grade level
- F. Policy on which students qualify for a special paper administration
- G. Updated STAAR Redesign FAQs
- H. EOC-specific 2022 and 2023 resources

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

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	
Graphing	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		

Content areas and grade levels for each new question type

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

Question Type: Hot Spot
Example #1: Student view

This example is question #3 in the Grade 8 sampler.

Question Type: Hot Spot
Example #1: Student view

This is what the student will see when they select the correct answer (1 point).

This student chose an incorrect answer (0 points).

Question Type: Hot Spot
Example #1: Teacher view

The scoring model for this hot spot question is:

- To obtain full credit (1 point), the student must select the correct location on the map.
- Students would receive 0 points if the location selected is incorrect or if no location is selected.

In this example, this student chose the correct answer, so they received full credit (1 point).

TEA | TE AS ASSESSMENT

D 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 construction 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 sped on water which can help people get from one place to another quickly than in a week or two.

A TAA was sent out in October announcing the release of constructed response scoring guides.

E

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	5-7	5-9
	Supporting: 4		
2: Computations and Algebraic Relationships	Readiness: 6	15-17	17-21
	Supporting: 9		
3: Geometry and Measurement	Readiness: 3	7-9	8-12
	Supporting: 5		
4: Data Analysis and Personal Financial Literacy	Readiness: 1	3-5	3-7
	Supporting: 6		
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	26-28	28-30
	Supporting: 17		
2: Writing	Readiness: 9	17-19	26-28
	Supporting: 8		
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			

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[STAAR Reading Resources, Grades 3–8](#)
 [STAAR Resources for all Assessments](#)

Texas Education Agency

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: <ul style="list-style-type: none"> Two single reading passages and A paired reading passage (two passages read together) The writing section of the base test includes: <ul style="list-style-type: none"> Two revising passages, Two editing passages, and One extended constructed response (composition) 	The reading section of the base test includes: <ul style="list-style-type: none"> 26 to 28 multiple-choice and non-multiple-choice items The writing section of the base test includes: <ul style="list-style-type: none"> 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 	Approximately 3,650 words maximum ¹
Field Test These items do not contribute to the student's score.	The field-test section includes ONLY ONE of the following: <ul style="list-style-type: none"> A single reading passage A paired reading passage A single revising passage Two short editing passages 	The field-test section includes: <ul style="list-style-type: none"> 6 multiple-choice and non-multiple-choice items 	Approximately 900 words maximum ¹

¹Although 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 ¹ Argumentative ¹ Correspondence ¹ Persuasive ¹	Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration: <ul style="list-style-type: none"> 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.

¹100% 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

F

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

- 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.



The screenshot shows the TEA logo and contact information at the top. Below that is the title "Special Paper Administration of an Online Test Policy". The main text explains that starting December 2022, all STAAR* assessments (grades 3-8, EOC, and Spanish) will be administered online, while TELPAS listening and speaking and reading assessments will continue to be administered online. It details the requirements for requesting a special administration of an online assessment, such as a paper version of STAAR or TELPAS, which must be based on a documented accommodation in the student's IEP, IAP, or 504 paperwork that cannot be delivered online. It also notes that requests for special administration based on parent or student preference will not be granted. Finally, it states that if a student receives a special administration, their responses or ratings must be entered into the online testing system by authorized school personnel.

G

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



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

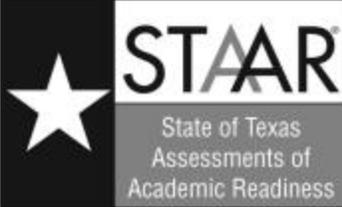
1. **What is the state summative assessment redesign?**
The state summative assessment redesign is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019. The Texas Education Agency (TEA), working with a wide range of education stakeholders, including the Assessment Education Advisory 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:

The screenshot shows the 'STAAR FAQs' page on TexasAssessment.gov. At the top, there is a search bar with the query 'How do we know the STAAR test is the same level of difficulty from year to year?'. Below the search bar is a video player titled 'STAAR FAQ: Equating' with a play button and the text 'How do we know the STAAR test is the same level of difficulty from year to year?'. To the right of the video player are 'Watch later' and 'Share' buttons. Below the video player is a list of four frequently asked questions, each with a plus sign icon:

- + How do we know that STAAR passages are grade-level appropriate?
- + How will the transition to fully online testing affect students' performance on STAAR?
- + How are constructed response questions scored accurately and consistently across the state?
- + How do we know that young students will be able to type constructed responses on the redesigned STAAR tests?

Please submit questions about the STAAR redesign to the [Student Assessment Help Desk](#)

H 2022 EOC resources are still available through December



English I Assessment

April, June, December 2022

Eligible Texas Essential Knowledge and Skills

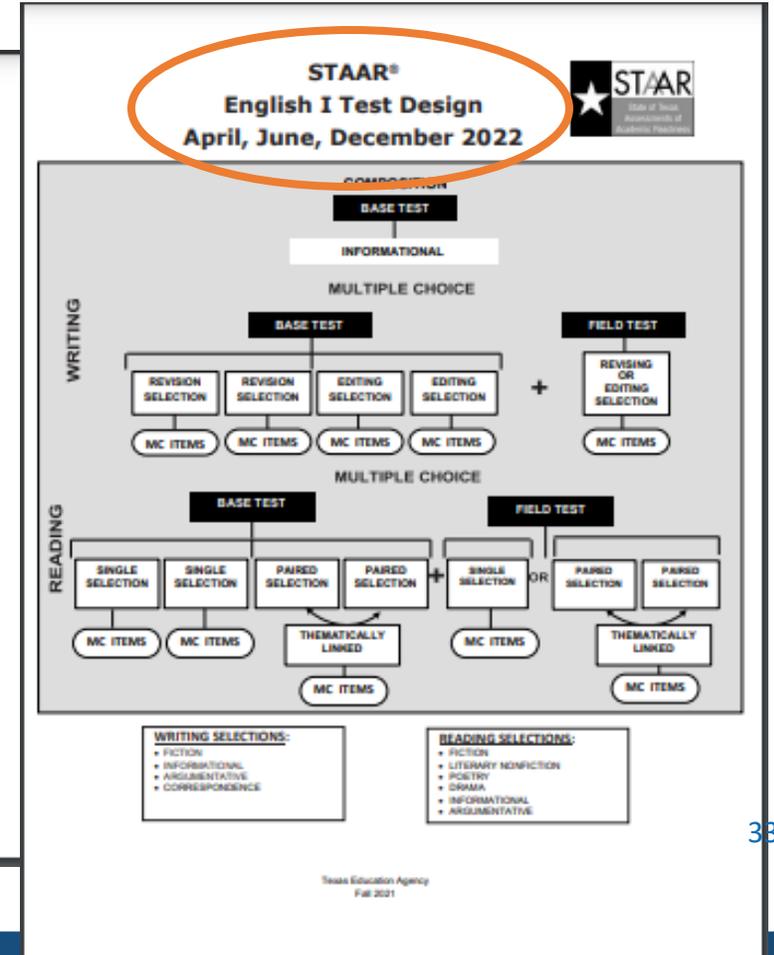
Texas Education Agency
Student Assessment Division
Fall 2021

**STAAR English I Blueprint
April, June, December 2022**

Reporting Categories	Number of Standards	Number of Questions		
Reporting Category 1: Understanding/Analysis Across Genres (Reading)	Readiness Standards	2		
	Supporting Standards	2		
	Total	4		
Reporting Category 2: Understanding/Analysis of Literary Texts (Reading)	Readiness Standards	9		
	Supporting Standards	10		
	Total	19		
Reporting Category 3: Understanding/Analysis of Informational Texts (Reading)	Readiness Standards	10		
	Supporting Standards	7		
	Total	17		
Reporting Category 4: Composition (Writing)	Readiness Standards	1		
	Supporting Standards	0		
	Total	1		
Reporting Category 5: Revision (Writing)	Readiness Standards	3		
	Supporting Standards	0		
	Total	3		
Reporting Category 6: Editing (Writing)	Readiness Standards	1		
	Supporting Standards	6		
	Total	7		
Readiness Standards	Total Number of Standards	26	60%–70%**	31–36**
Supporting Standards	Total Number of Standards	25	30%–40%**	16–21**
Total Reading and Writing				52 Multiple Choice 1 Composition

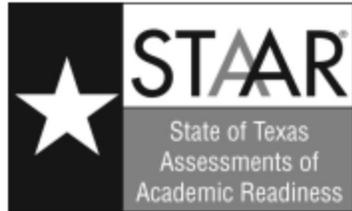
* The type of writing assessed each year—expository—is always designated as a Readiness Standard.
** The range of percentages and number of questions are based on multiple choice only.

Texas Education Agency
Student Assessment Division
Fall 2021



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2023 EOC resources have been posted and go into effect with the April 2023 administration



English II Assessment

Beginning April 2023

Eligible Texas Essential Knowledge and Skills

Texas Education Agency
Student Assessment Division
Summer 2022



STAAR English II Blueprint Effective as of Spring 2023

Reporting Category	Number of Standards	Number of Questions	Number of Points
1: Reading	Readiness: 14		
	Supporting: 15		
2: Writing	Readiness: 7		
	Supporting: 7		
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		
	2-point questions (non-multiple choice)		
	Extended Constructed Response		
Total			

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or **Readiness standards** are essential for success in the current grade and important for preparedness for the next grade and require in-depth instruction. These standards make up approximately 55-75% 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 concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up the base test.

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

STAAR passages and questions go through a [rigorous development and review process](#) to ensure they are of high quality and aligned with the TEKS.

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 on Texas students but do not count towards their scores to confirm the questions are unbiased and accurate. These are called "field questions."

[STAAR Reading Resources, Grades 3-8](#)

[STAAR Resources for all Assessments](#)

Texas Education Agency, Summer 2022



STAAR English II 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: <ul style="list-style-type: none"> Two single reading passages and A paired reading passage (two passages read together) 	The reading section of the base test includes: <ul style="list-style-type: none"> 29 to 31 multiple-choice and non-multiple-choice items 	Approximately 6,000 words maximum ¹
	The writing section of the base test includes: <ul style="list-style-type: none"> Two revising passages, Two editing passages, and One extended constructed response (composition) 	The writing section of the base test includes: <ul style="list-style-type: none"> 21 to 23 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: <ul style="list-style-type: none"> A single reading passage or A paired reading passage AND <ul style="list-style-type: none"> A single revising passage or Two short editing passages 	The field-test section includes: <ul style="list-style-type: none"> 13 multiple-choice and non-multiple-choice items 	Approximately 1,950 words maximum ¹

¹Although 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 ¹ Argumentative ¹ Correspondence ¹ Persuasive ¹	Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration: <ul style="list-style-type: none"> 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.

¹100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 8. 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).

Reminder: HB 3906 provided for optional Interim & Formative assessment resources to support districts throughout the year

STAAR Interims

Benchmark tests that allow educators to monitor student progress on grade-level standards, understand students' expected performance on STAAR, and identify students who need more targeted supports.

Free, optional, not connected to accountability

School year 2021-2022 usage:

- 3.75M tests administered
- 1.1M unique student testers
- 55% of districts

Texas Formative Assessment Resource (TFAR)

- Online platform that supports districts' existing formative assessment practices by allowing educators to create, share, administer, and analyze curricular-aligned, formative assessments.
- Free, optional, not connected to accountability
- School year 2021-2022 usage to date:
 - 154K tests administered
 - 66K unique student testers
 - 19% of districts

A photograph of students walking on a school staircase. The students are wearing backpacks and casual clothing. One student in the foreground is wearing a red hoodie with 'TIGERS' written on it. The background shows large windows and a modern building structure.

2022 STAAR Data

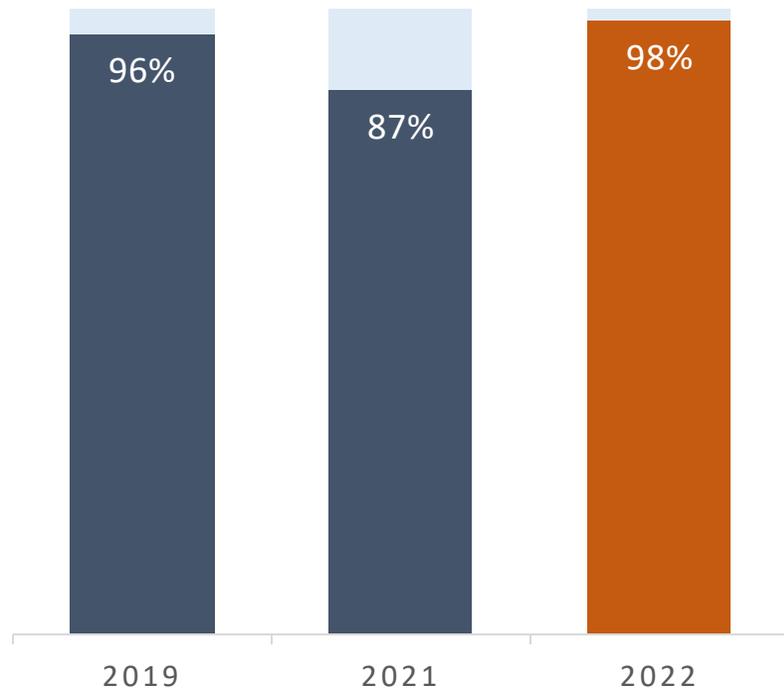
STAAR is an important part of academic recovery

After two years of pandemic-related disruptions, it is more important than ever for teachers and families to have a clear picture of how students are performing academically so that students receive the support they need.

STAAR is just one of many ways to measure student learning. It isn't meant to tell the whole story but should be considered with other measures like personal observations, teacher feedback, and grades to give families and teachers a more complete picture of a student's academic progress.

Data from STAAR will help us better target support for Texas kids

Participation in STAAR

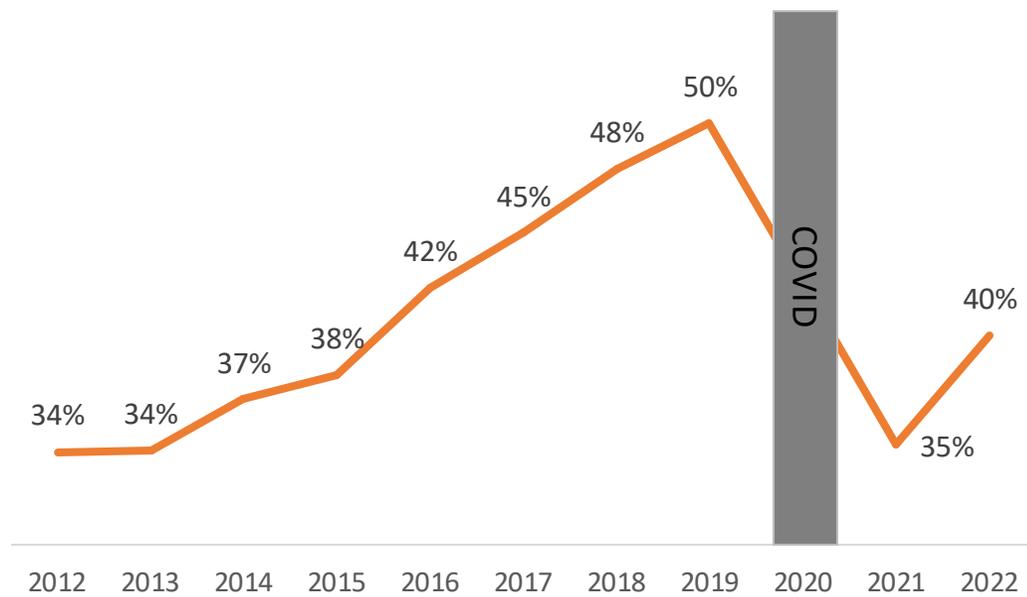


This year, we had **98%** participation in STAAR, with 87% of tests taken online.

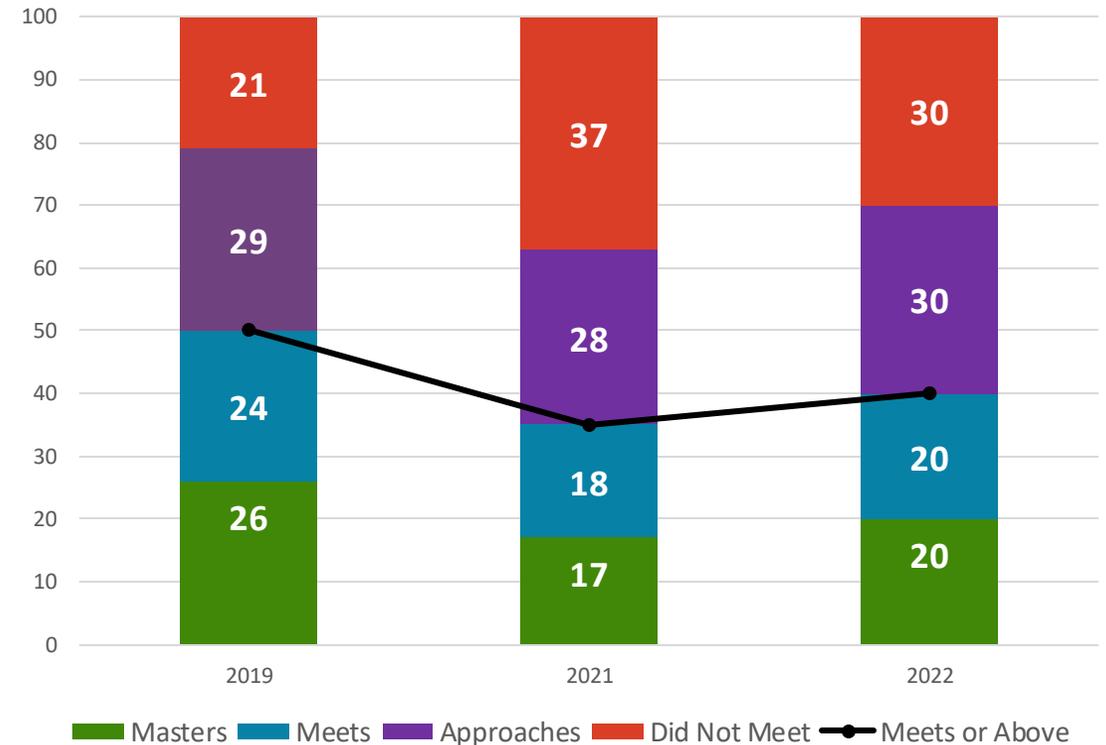
Participation is important because when we have STAAR data, we can **better target support to Texas kids**, accelerating their academic growth this summer and next year.

In Math, Texas students have improved since last year, but are still recovering from the significant impacts of COVID

Percent of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)

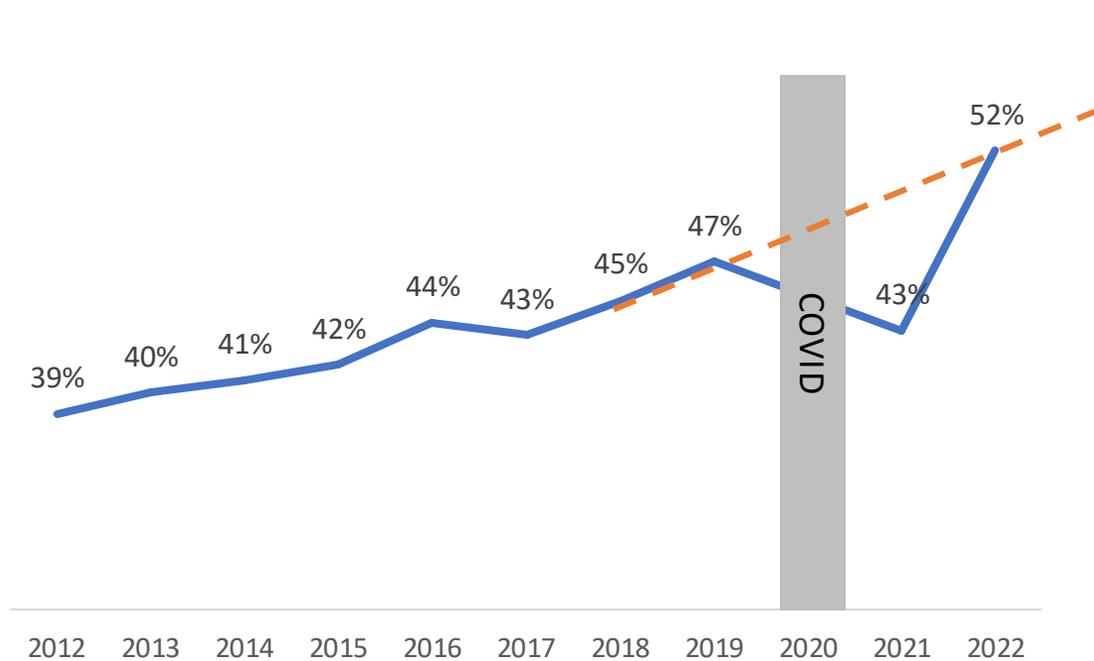


Percent of Students by Performance Level in Math (Grades 3-8 and Algebra I)

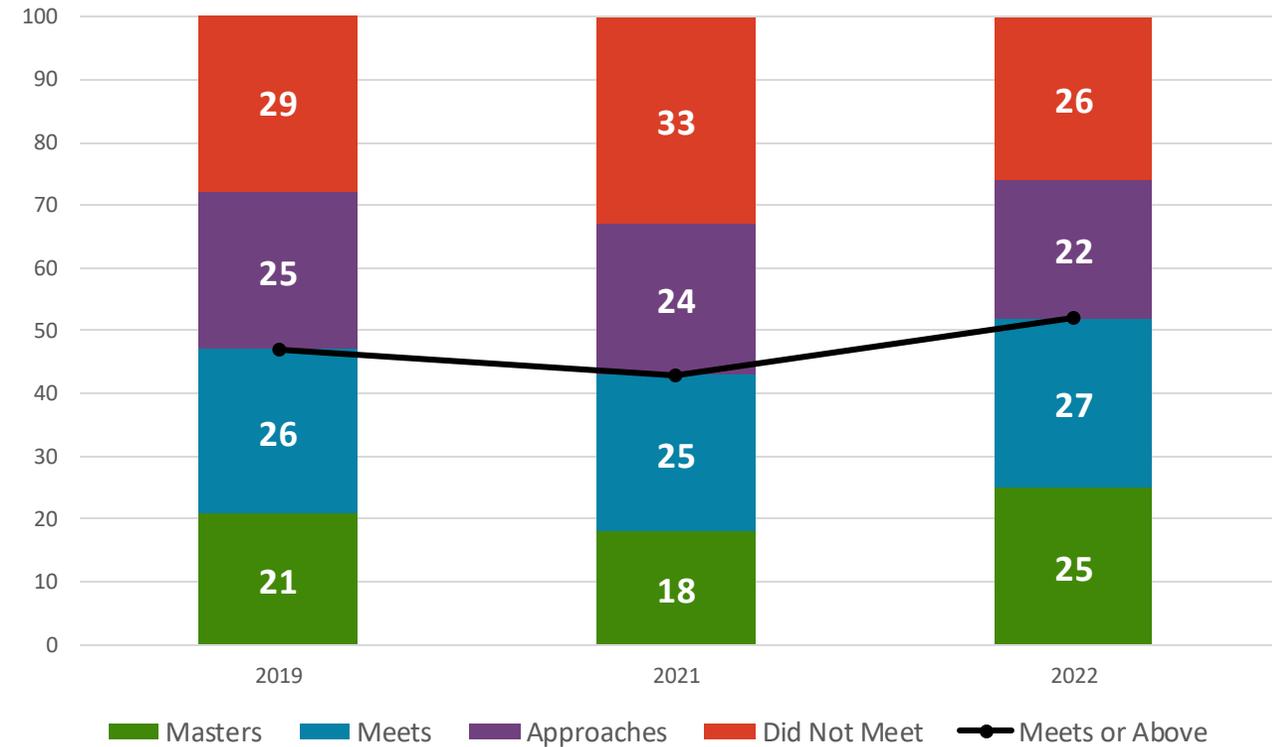


In RLA, which was impacted less by COVID, Texas students appear to have recovered

Percent of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)



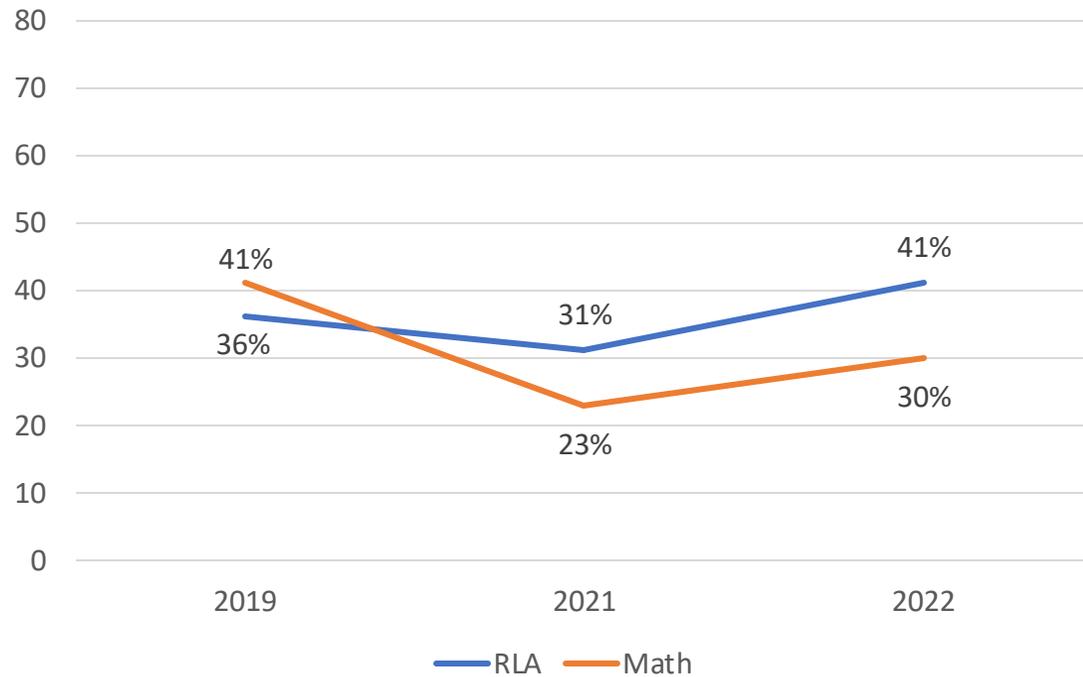
Percent of Students by Performance Level in Reading Language Arts (Grades 3-8, English I & II)



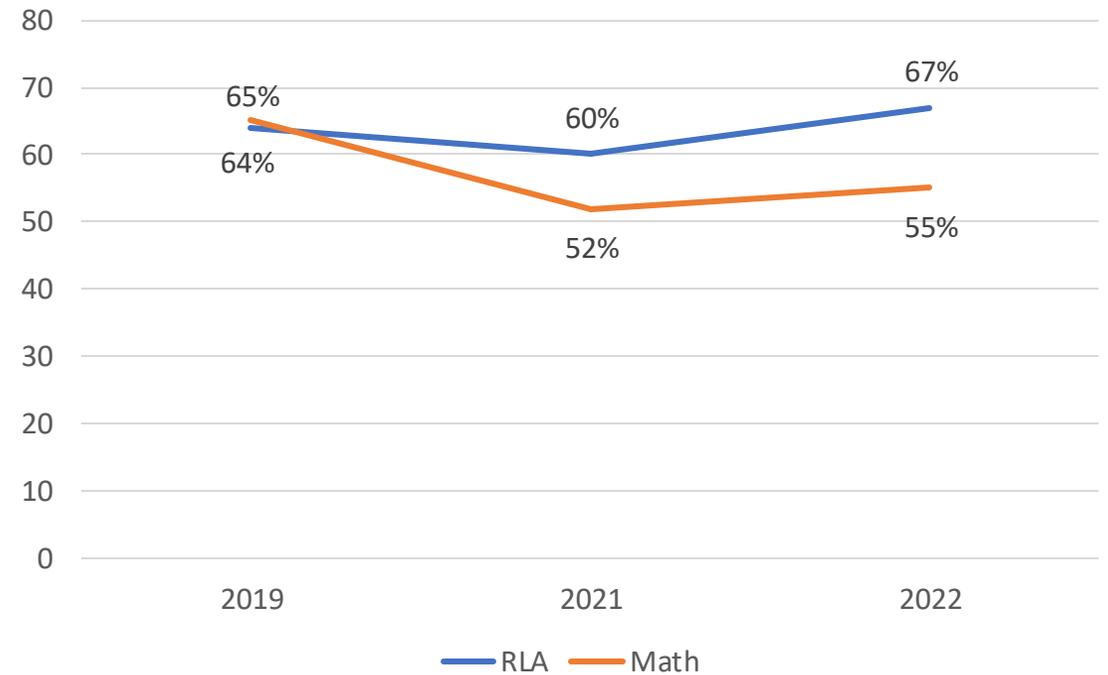
Source: Spring 2019, Spring 2021 and Spring 2022 STAAR Data

Economically disadvantaged and non-economically disadvantaged students saw improvements, but the achievement gap persists

Economically Disadvantaged: Percent of Students that Met Grade Level or Above

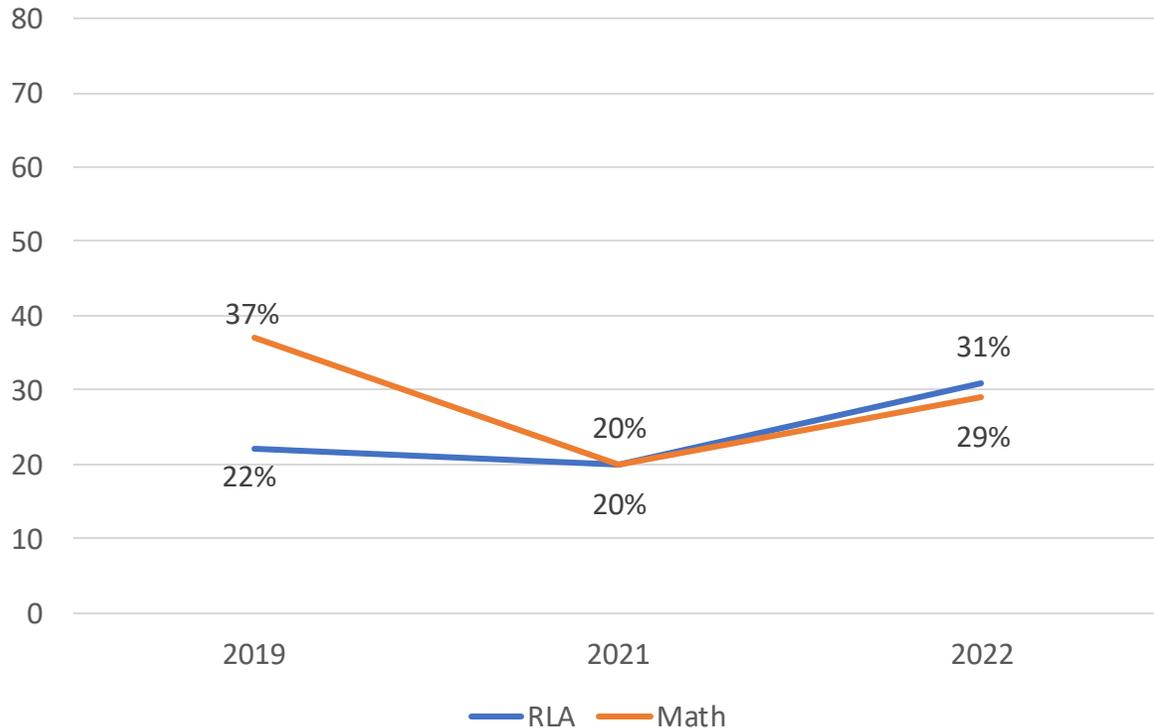


Non-Economically Disadvantaged: Percent of Students that Met Grade Level or Above

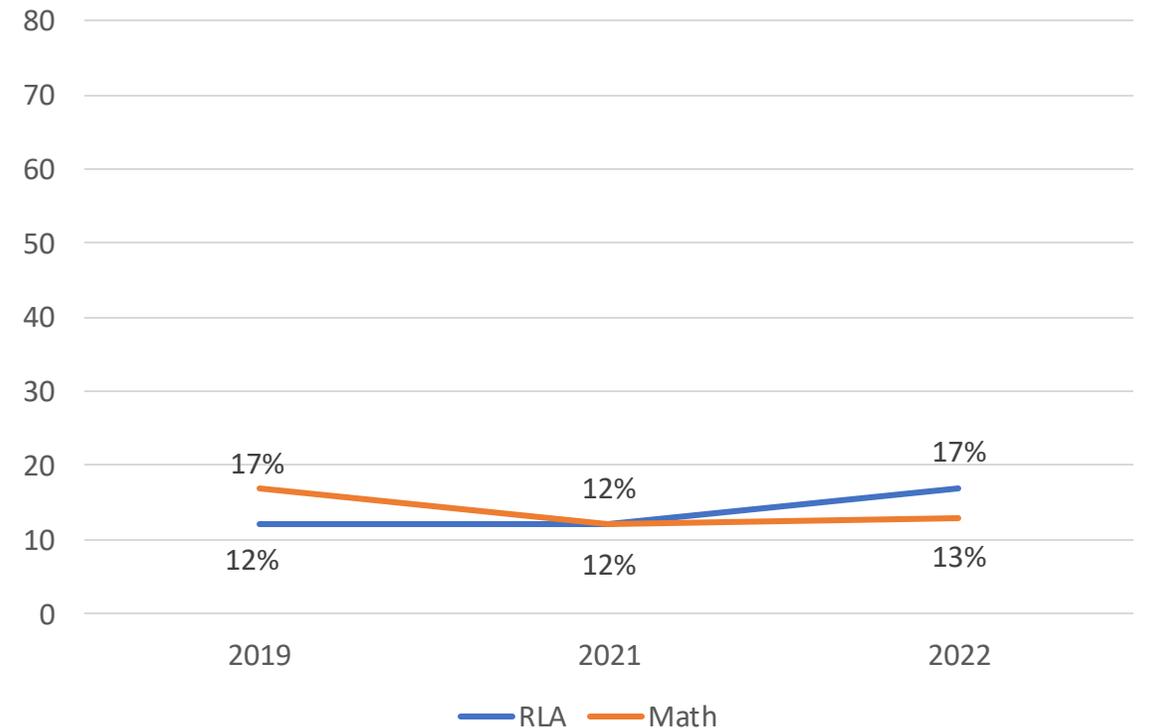


We see similar trends across Emergent Bilingual and Special Education students

Emergent Bilingual: Percent of Students that Met Grade Level or Above

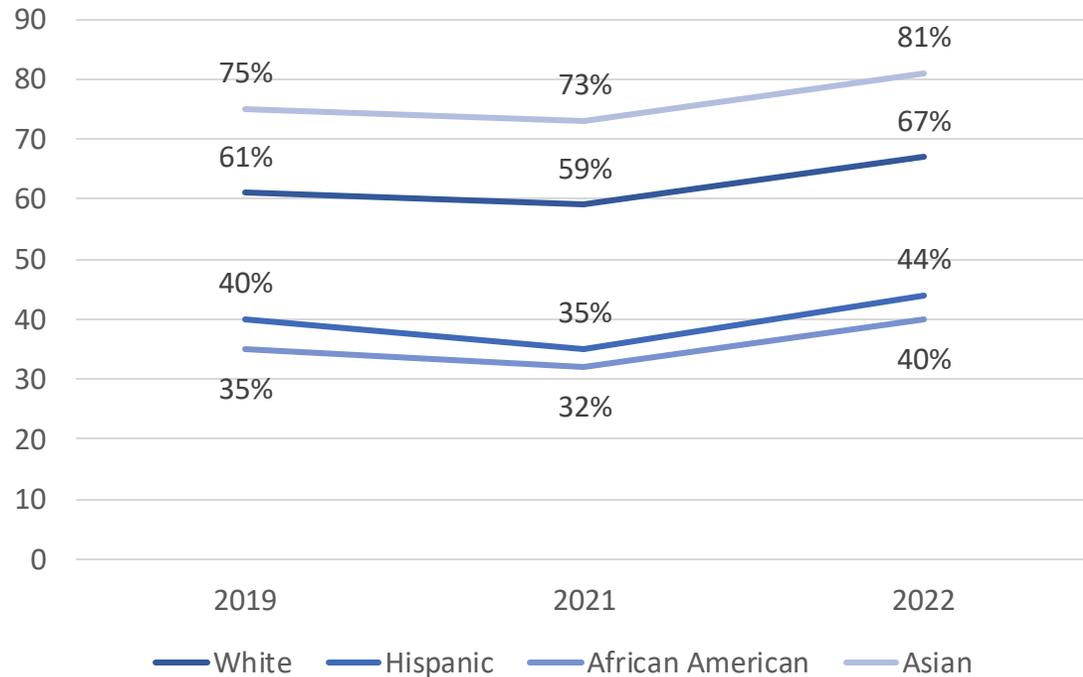


Special Education: Percent of Students that Met Grade Level or Above

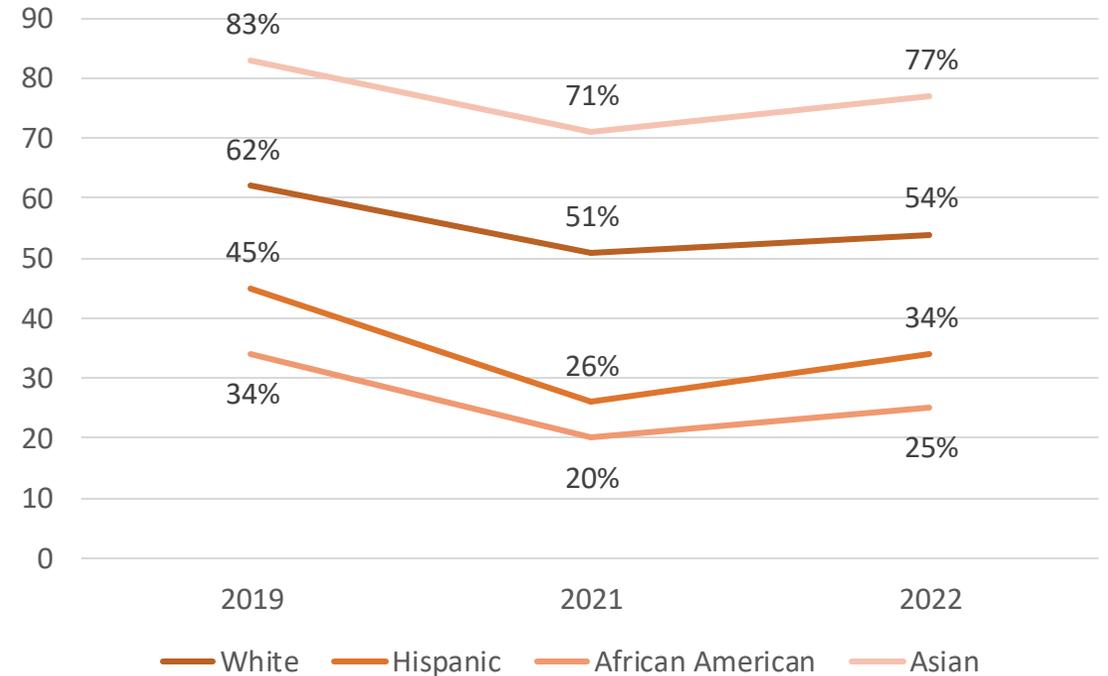


We see similar trends across race and ethnicity

RLA: Percent of Students that Met Grade Level or Above by Race/Ethnicity



Math: Percent of Students that Met Grade Level or Above by Race/Ethnicity



Families can log in and learn more on TexasAssessment.gov

Parents can see how their children answered each question and details of each question, including the linked curriculum concept, and why one might get it wrong.



Item #	Student's Response	Correct Response	% of Students Who Answered Correctly		
			State	District	Campus
1	D	✓	73	57	62
2	F	✓	65	54	58
3	B	✓	60	51	55
4	H	✓	73	83	87
5	D	C	64	26	28
6	F	✓	80	43	47
7	B	✓	80	49	60
8	H	✓	60	45	55
13	D	✓	63	35	38
14	G	✓	65	31	32
15	D	C	64	26	28
16	F	✓	62	69	70
17	A	✓	71	66	68
18	*	H	62	25	30
19	D	✓	69	49	60

Test History | Test Results | Detailed Results | Test Questions | Resources

Item 6 of 38
Your child's response was J, and it was correct.

Reporting Category 2:
2. Computations and Algebraic Relationships

Student Expectation 6.10(B):
(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

(B) determine if the given value(s) make(s) one-variable, one-step

Percentage of Students Who Answered this Item Correctly:
45% of students in the state of Texas
71% of students in the district
79% of students on the campus

Item | Rationales

Which inequality is true if $p = 3.4$?

F $3p < 10.2$
G $13.6 \leq 3.9p$
H $5p > 17.1$
J $8.5 \geq 2.5p$

Item	Rationales
Option J is correct	To determine which inequality is true when $p = 3.4$, the student should have substituted the value of 3.4 for p in the inequality $8.5 \geq 2.5p$ and determined that $8.5 \geq 2.5(3.4)$ because $8.5 \geq 8.5$ (8.5 is greater than or equal to 8.5).
Option F is incorrect	The student likely substituted the value of 3.4 for p in the inequality $3p < 10.2$, mistook the less than symbol ($<$) for an equal sign ($=$), and determined that $3(3.4) = 10.2$, resulting in $10.2 = 10.2$. The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.
Option G is incorrect	The student likely substituted the value of 3.4 for p in the inequality $13.6 \leq 3.9p$, determined that $13.6 \leq 3.9(3.4)$, resulting in $13.6 \leq 13.26$, and confused \leq (less than or equal to) for \geq (greater than or equal to). The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.
Option H is incorrect	The student likely substituted the value of 3.4 for p in the inequality $5p > 17.1$, determined that $5(3.4) > 17.1$, resulting in $17 > 17.1$, and confused $>$ (greater than) for $<$ (less than). The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.

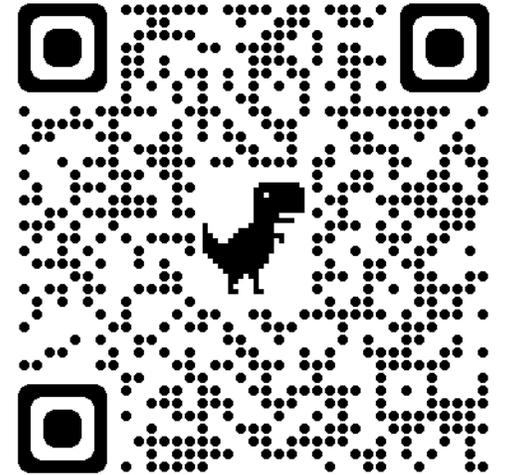


Educator
Engagement and
Recruitment

Please register for one of our committees on the Texas Assessment Learning Management System!

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

- **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 range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **Standard-setting** – groups of educators are convened to establish cut scores that define the performance levels



Benefits of participating in the STAAR educator item review committee include:



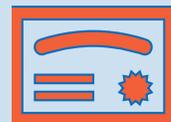
Review potential STAAR items before field testing



Make recommendations for changes to items



Share knowledge with a diverse group of educators from across Texas



Earn 16-36 CPE hours

Visit the [Texas Assessment Learning Management System](#) to apply.

Contact us

TEA Reading Language Arts Team

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- Colin Sembello
- Catherine Stapleton
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Student Assessment Help Desk

Please help us enhance future presentations by completing this short survey on today's presentation.

<https://forms.microsoft.com/r/399y3mU6wk>



Thank you for your participation.



TEXAS ASSESSMENT