



Who is in the room?

While you wait, please share a little about yourself & district.

<https://www.menti.com/alecnw8dev44>





SPIRALING WITH NEW QUESTION TYPES

#TAC2022

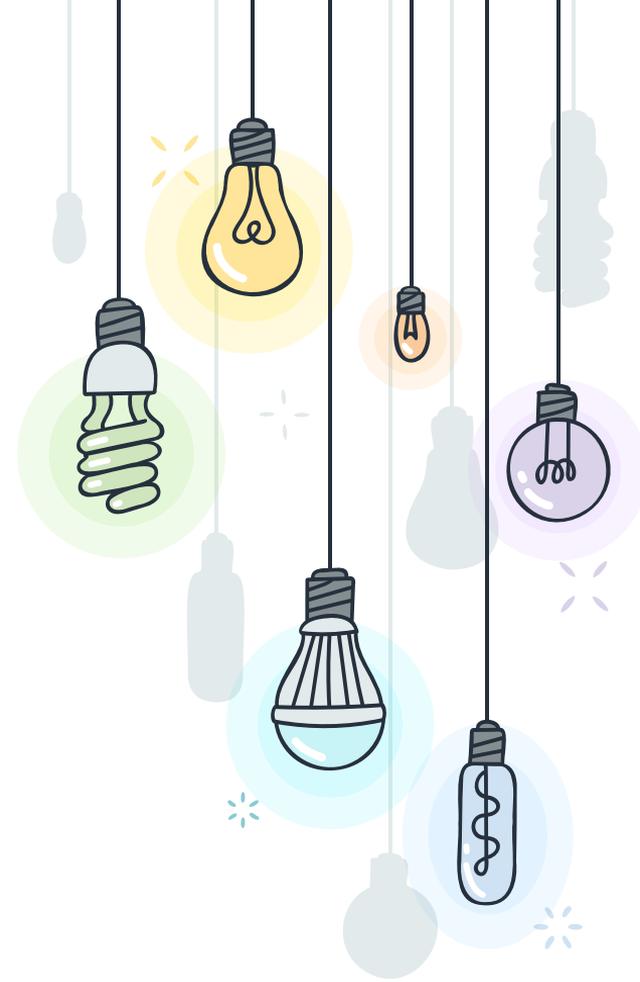


My name is **Tosh McGaughy.**

It is said “Mc-GOY”. No, really.

A couple things:

- Please stop me at anytime & ask questions.
- All session resources are shared at the link on the bookmark.





Who is in the room?



OUR TIME TOGETHER

- ❑ What is your favorite “f” word?
- ❑ How can district formative assessments inform instruction?
- ❑ What are the new question types?
- ❑ How can the new question types be used by teachers?
- ❑ How can the new question types become “at-bats” for students (& teachers) in Cambium?



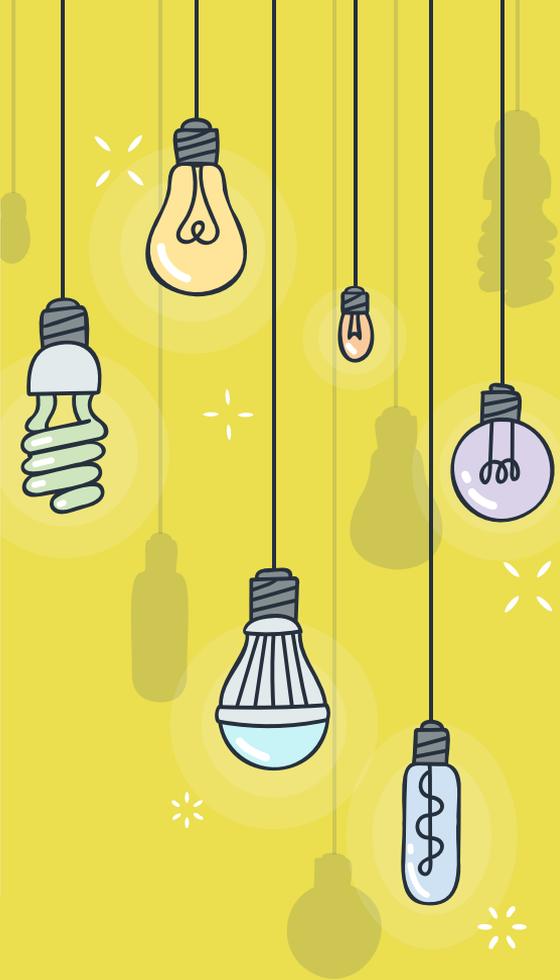
What is your favorite “f” word?

Hint: Mine was the answer to the Wordle.

“ Every assessment involves **three purposes**:

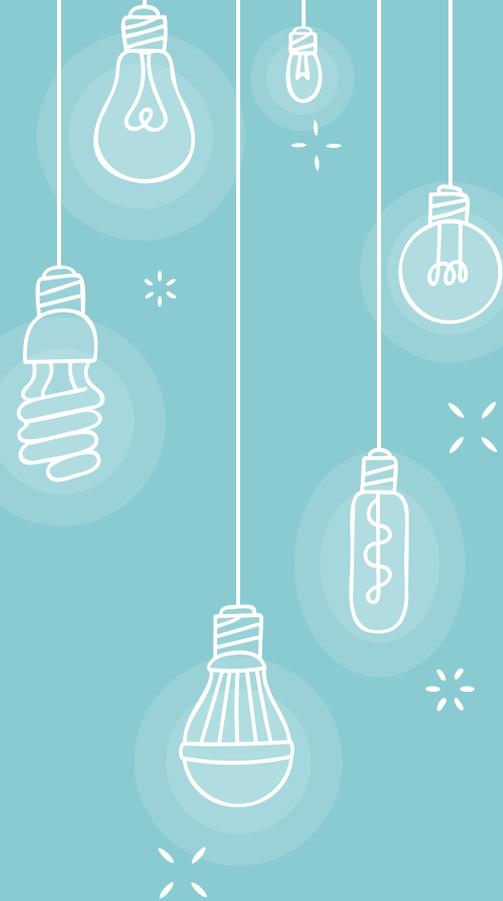
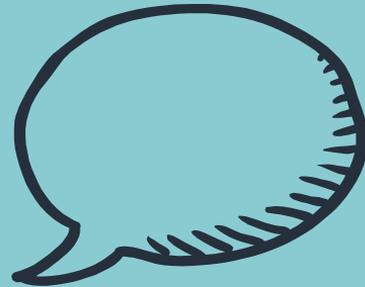
- (a) to establish expectations;
- (b) to measure outcomes; &
- (c) to provide feedback.

Nancy Gallavan, 2016



How can **formative assessments**

- ❑ establish expectations?
- ❑ measure outcomes?
- ❑ provide feedback?

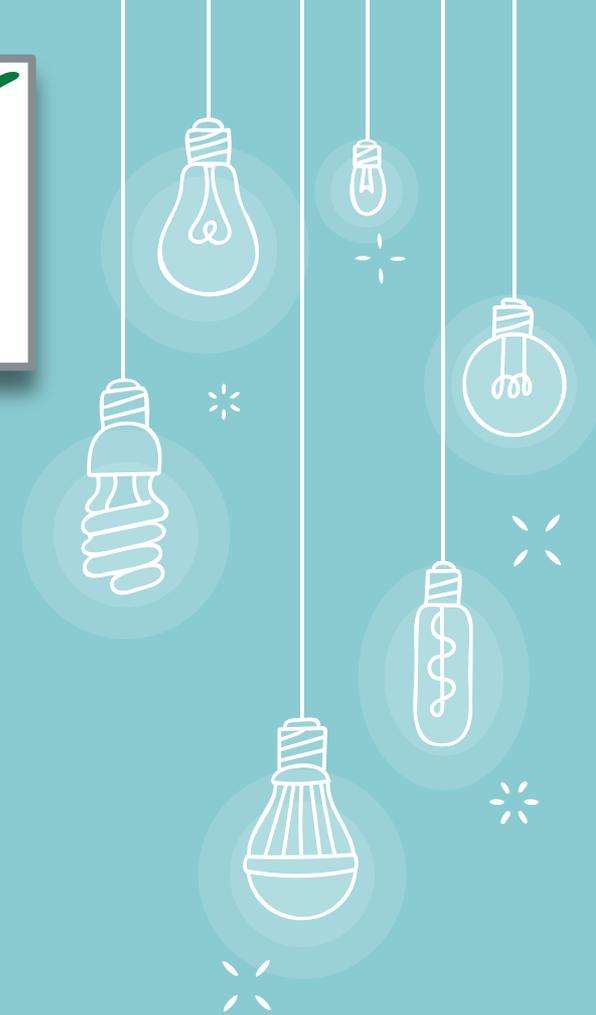




How can district formative assessments inform instruction?

Checkpoints

- ❑ administered every 3 weeks
- ❑ 5 multiple-choice questions (released STAAR questions)
- ❑ aligned to district pacing with TEKS Resource System
- ❑ given online in Eduphoria AWARE
- ❑ high-frequency tested TEKS tested (2-3 TEKS per checkpoint)





	establish expectations	measure outcomes	provide feedback
teachers	blueprints detail the TEKS assessed & they are aligned to the district scope & sequence	Which students showed mastery of which TEKS? Which students need a reteach? Which TEKS were lowest for all my students? Did I or how did I teach those TEKS?	question analysis of wrong answer options can show specific student misunderstandings, PLC discussions with other teachers for reteach strategies
students	released STAAR questions show students the level of mastery needed on the summative	What I have I learned or mastered? What do I still need to learn?	Do I need a reteach at the teacher table? Do I need to ask more questions? Do I need to attend tutorials?



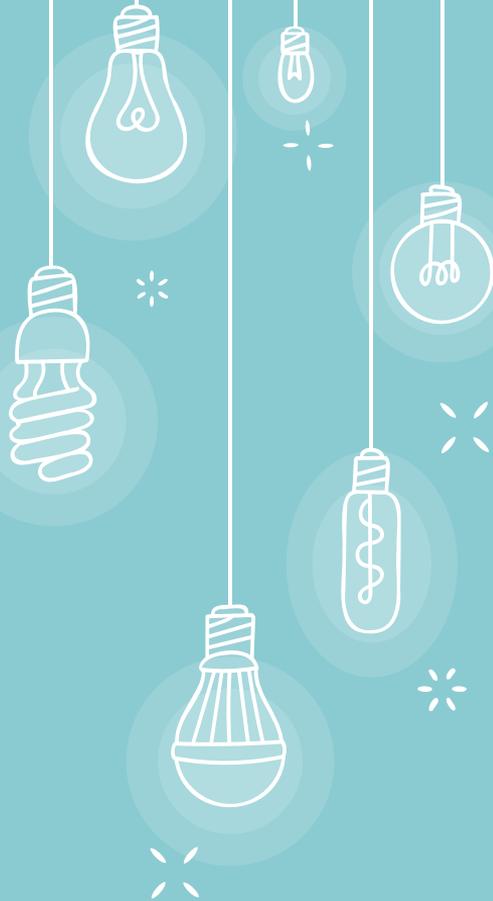
What are the new question types?

New Question Types by Grade Level and Content Area

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		Grade 8 EOC
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		

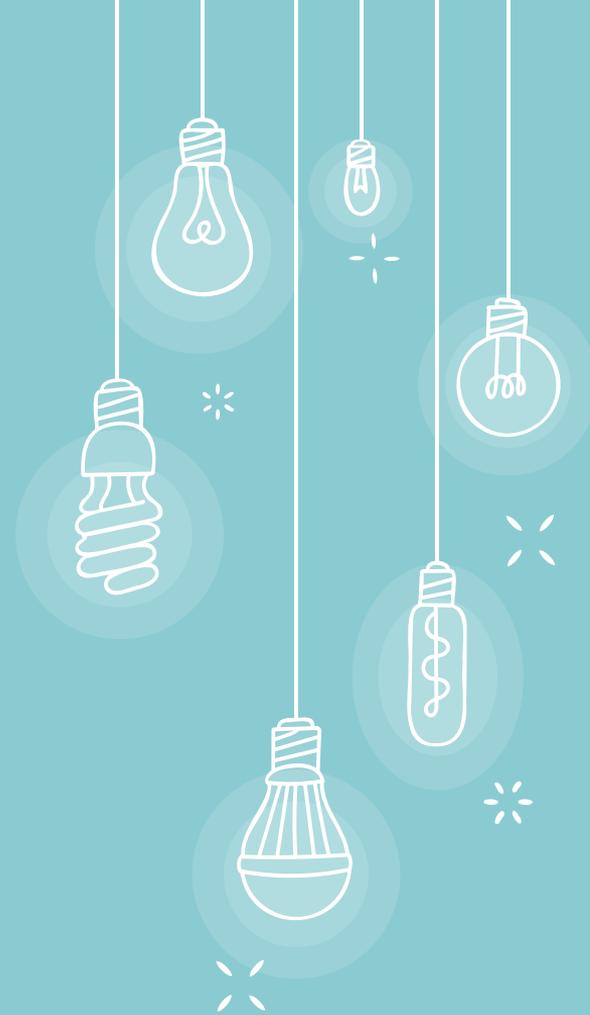




**How can the new question types
be used by teachers?**

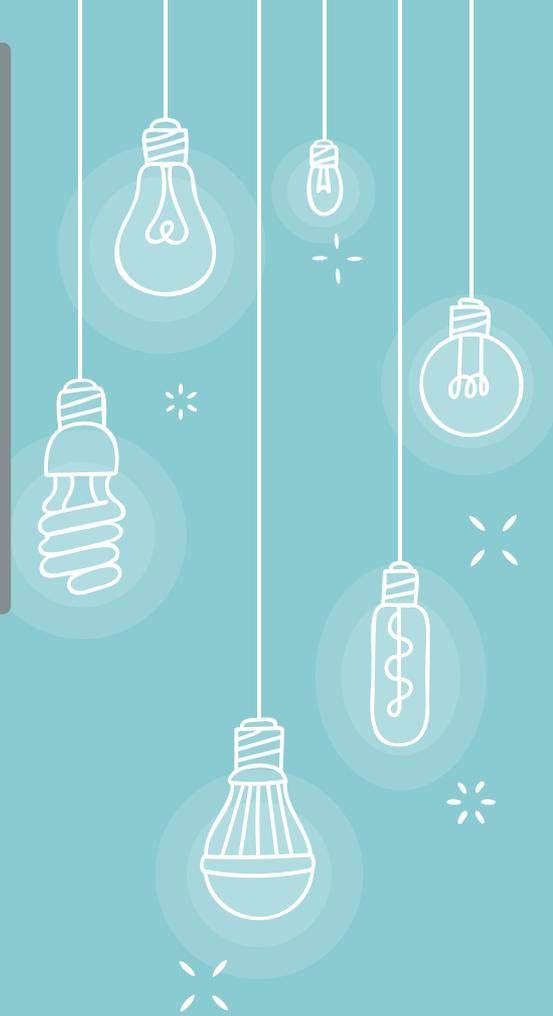
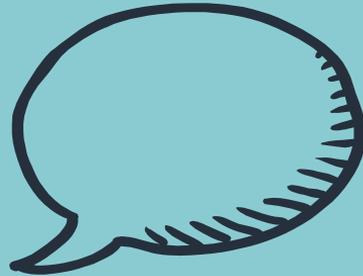
Check for Understanding

- ❑ one question (think “exit ticket”)
- ❑ the lowest TEKS from district formative assessment
- ❑ given after the teacher does a reteach
- ❑ an appropriate new question type for the TEKS



**How will this help students and
how will this help teachers?**

**What “next steps” would you
predict if you tried this?**





**How can the new question types
become “at-bats” for students
(& teachers) in Cambium?**

Original Plan: Spiral re-teach TEKS with Eduphoria Interactive Question Types

Then Commissioner Morath strongly encourages
“familiarity with the online system” with at least
two “at-bats” in the Cambium platform.

New Plan: Spiral re-teach TEKS in Cambium through TFAR



New Plan: Spiral re-teach TEKS in Cambium through TFAR

The screenshot displays the Cambium Authoring interface. At the top, there are three tabs: 'Items' (highlighted in yellow), 'Tests' (highlighted in pink), and 'Standards' (highlighted in purple). Below the tabs, the main content area is titled 'Welcome to Authoring!' and includes a sub-header: 'To view or create content, select a quick link below. You can return to this page by selecting the dashboard tab in the top left corner.'

Two panels are shown side-by-side:

- Items Panel (Yellow Header):** Contains a list of links: [Create New Item](#), [Find Items by Standard](#), [View Items I Created](#), [View Items Shared with Me](#), and [View Shared Libraries](#). To the right of the links is a vertical menu icon with a plus sign and three horizontal bars.
- Tests Panel (Pink Header):** Contains a list of links: [Create New Test](#), [Test Generator Wizard](#), [Find Tests by Standard](#), and [View Tests I Created](#). To the right of the links are three icons: a plus sign, a list icon, and a test icon.



New Plan: Spiral re-teach TEKS in Cambium through TFAR

1. Instructional specialists create new-question-type exit tickets in Cambium for every TEKS tested on the Checkpoints.
2. Grade levels identify the lowest TEKS for the Checkpoint through DDI process in PLCs.
3. Teachers reteach their lowest TEKS and reassess students using the **new-question-type exit tickets** in Cambium.
4. PLCs analyze exit ticket data to inform small groups for the next week.

New Plan: Spiral re-teach TEKS in Cambium through TFAR

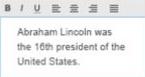
New Question Types that Lend Themselves to Exit Tickets

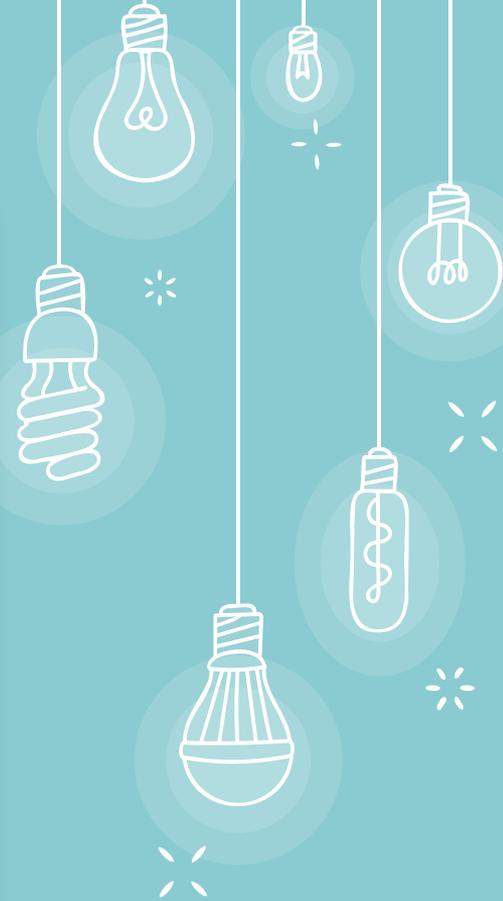
- text entry
- inline choice
- hot spot
- multipart
- multiselect
- short constructed response

**Math friends are
using their full
toolbox.**

New Plan: Spiral re-teach TEKS in Cambium through TFAR

Home | Items | Tests | Standards

Stimulus 	Multiple Choice/Select Which animal lives in the ocean? <input type="radio"/> Cat <input checked="" type="radio"/> Bird <input type="radio"/> Fish <input type="radio"/> Bear	Hot Text Abraham Lincoln was the 16th president of the United States. He preserved the Union during the U.S. Civil War.	Hot Spot 	Edit Task Inline Choice Abraham Lincoln was the 16th [dropdown] of the United States. He was born during the month of [dropdown]. [dropdown] [dropdown] [dropdown]	Edit Task Abraham Lincoln was the 16th [dropdown] of the United States. He preserved the [dropdown] during the U.S. Civil War.									
Simple Text Entry Who is Abraham Lincoln? <input type="text"/>	Embedded Text Entry Abraham Lincoln was the 16th [dropdown] of the United States. He preserved the [dropdown] during the U.S. Civil War.	Text Drag and Drop 16th [dropdown] Abraham Lincoln was the [dropdown] president of the [dropdown] of the United States. He preserved the Union during the U.S. [dropdown] War.	Image Drag and Drop 	Table Match <table border="1"><thead><tr><th></th><th>True</th><th>False</th></tr></thead><tbody><tr><td>Eagle</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Zebra</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></tbody></table>		True	False	Eagle	<input type="checkbox"/>	<input type="checkbox"/>	Zebra	<input type="checkbox"/>	<input type="checkbox"/>	Equation Response 245 <input type="text"/> <input type="text"/> <input type="text"/>
	True	False												
Eagle	<input type="checkbox"/>	<input type="checkbox"/>												
Zebra	<input type="checkbox"/>	<input type="checkbox"/>												
Multi-Part 														



Q: Do We Need to Reinvent the Wheel?

A: Not Unless You Really Want To

If you are using released STAAR questions for the original formative assessments, you can take those exact questions (including passages) and create a new-question-type exit ticket.

In other words, **convert that multiple choice question into a non-multiple choice question.**



New Plan: Spiral re-teach TEKS in Cambium through TFAR

What are the most likely reasons the author includes paragraphs 1 and 2 of the article "The Cholla Cactus"?

Select **TWO** correct answers.

- To connect the reader to the topic
- To argue for the protection of a species
- To explain how a cactus grows in the desert
- To provide a mental picture of the subject
- To show how animals survive in harsh climates

**New question
type sample**

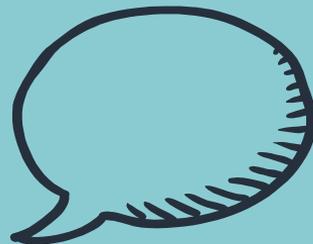
- 20** The author included the information in paragraph 1 to help the reader —
- F** visualize a hot desert region
 - G** learn about people who live in extreme conditions
 - H** understand the kinds of plants that live in sandy soil
 - J** identify the ways in which animals survive in the desert

**2016
released**

What are obstacles or barriers to implementing district-wide new-question-type exit tickets?

How do you build teacher confidence & capacity with the new question types?

2:00





*“At its core, assessment is a **feedback mechanism** for students and teachers. Assessments should provide students with information about how to advance their understanding of content and teachers with information about how to help students do so.”*

Marzano, Robert. *The New Art and Science of Teaching*. Solution Tree Press, 2017

A decorative header featuring several hanging lightbulbs of various styles and colors (yellow, blue, purple, green) against a white background. Some bulbs are glowing, and there are small starburst icons around them.

RESOURCES

Tosh STAAR Redesign Resources

Texas Assessment site

Online portal for reports, practice tests, & testing support

Online practice site for teachers & students

TEA STAAR Redesign page

site with videos and links for the near and long-term redesign



RESOURCES

TFAR Educator Guide

TFAR Resource Page (includes links to training courses for teachers)

* CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- + Presentation template by [SlidesCarnival](#)
- + Photographs by [Unsplash](#)

