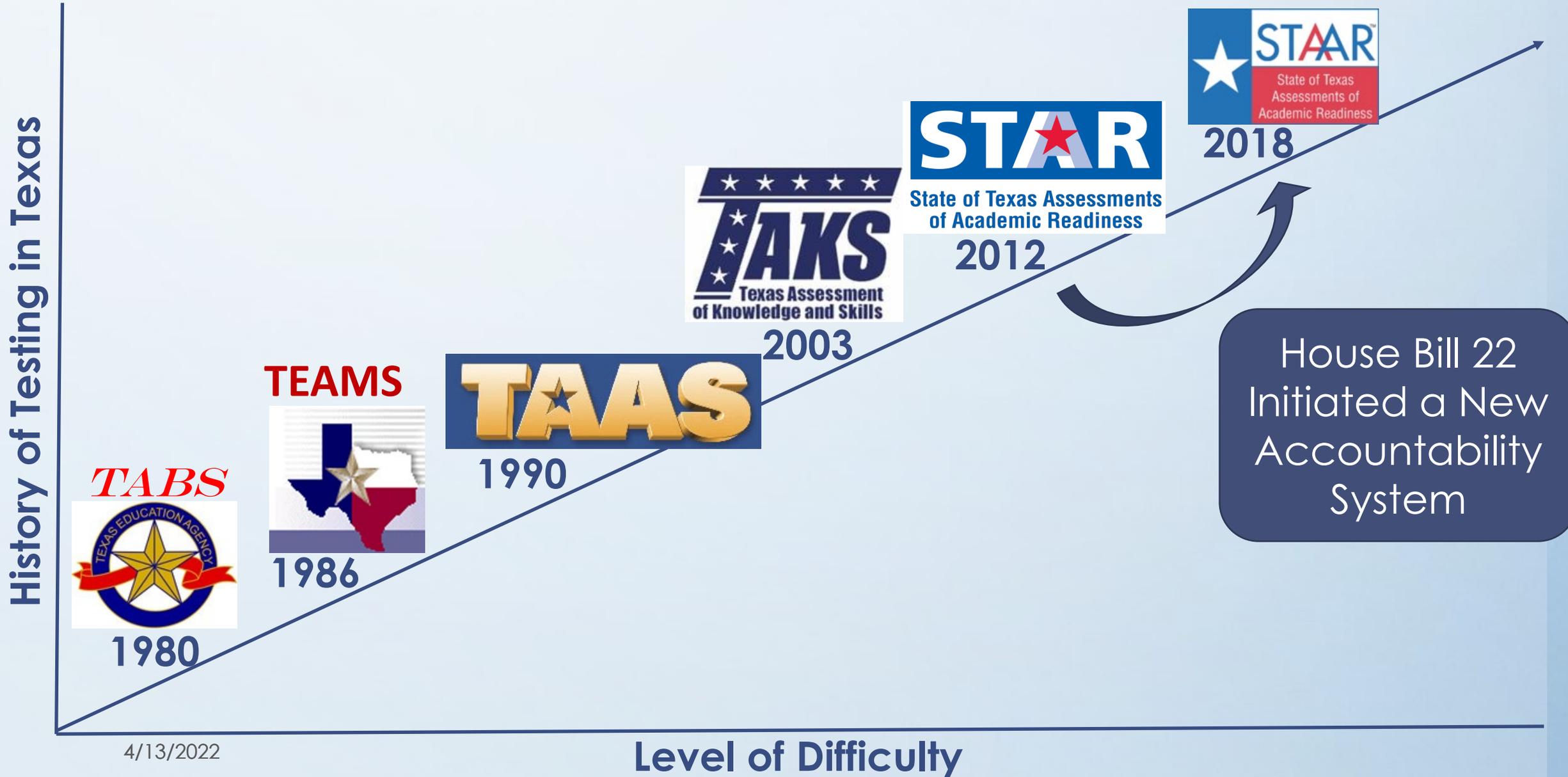


Accountability & STAAR Redesign

DEIC

Development of the State Assessment System



A–F Accountability



House Bill 22, 85th Texas Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A **B** **C** **D** or **F**



Three Domains: Combined to Calculate Overall Score

Best of Achievement or Progress -70%

30%



Student
Achievement



School
Progress

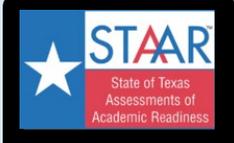


Closing
The Gaps

Student Achievement: Performance



Development of the State Assessment System



History of Testing in Texas



1980

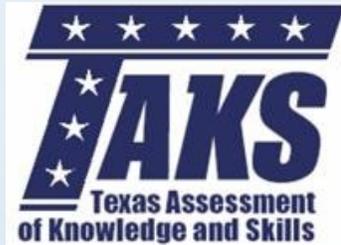
TEAMS



1986

TAAAS

1990



2003

STAR

State of Texas Assessments of Academic Readiness

2012



2018

2023

House Bill 3906 Initiated a STAAR Redesign

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

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**

STAAR Redesign for 2023 has four main components



Transition to online assessments, expedited by increased technological capabilities due to COVID-19, will allow for **faster test results, improved accommodations for struggling readers,** and the addition of **new item types**.



Adding writing to RLA assessments allows us to **ensure compliance with federal requirements, and better assess the revised RLA standards,** which emphasize the importance of **integrating reading, writing, listening and speaking**.



New item types will make up at least 25% of the test and will **positively impact instruction, increase student engagement,** and provide more opportunities for students to **demonstrate full understanding of the TEKS**.



Incorporating cross-curricular passages creates a **more level playing field** when assessing reading comprehension, because evidence indicates that students with **knowledge of the subject matter** have higher levels of comprehension.



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.



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.



Faster test scores and results

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



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.



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 Accessibility Tools

- ★ Basic, Scientific, and Graphing Calculators
- ★ Customary and Metric Rulers
- ★ Mathematics Reference Materials
- ★ Science Reference Materials
- ★ Spelling Assistance

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
- ★ Basic calculators for certain tests

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

1

Having students write in all grade levels and all subject areas

2

Having students write using evidence from texts they are reading

STAAR is getting redesigned based on these two practices



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?



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.

*Grade 4 STAAR assessment, 2019

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 levels** will ask students to write **using evidence from the text** to support their response.

The Spelling Test

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

1 [Settings: Miss Pinkham's third-grade classroom; Herbie's house.]
2 [Time: One week in March.]
3 **MISS PINKHAM:** As a special bonus this week, I have a challenge for the class. To win a special prize, you must spell your name, address, town, state, and zip code correctly. I will mail you a letter with the prize if you do.
4 **HERBIE:** Hmmmmmm, I know I usually don't study my spelling words, but I'll try. I hope I can get good news for Dad to find in the mail.
5 **NARRATOR:** Herbie's dad works the night shift at an airplane factory, and he gets up around 2:00 p.m. He always looks in the mailbox.
6 **HERBIE:** I can hear him now . . .
7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills!
8 **HERBIE:** I can do something about that.
9 **NARRATOR:** As soon as Herbie got home that afternoon, he practiced writing his name on the 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 study spelling?
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

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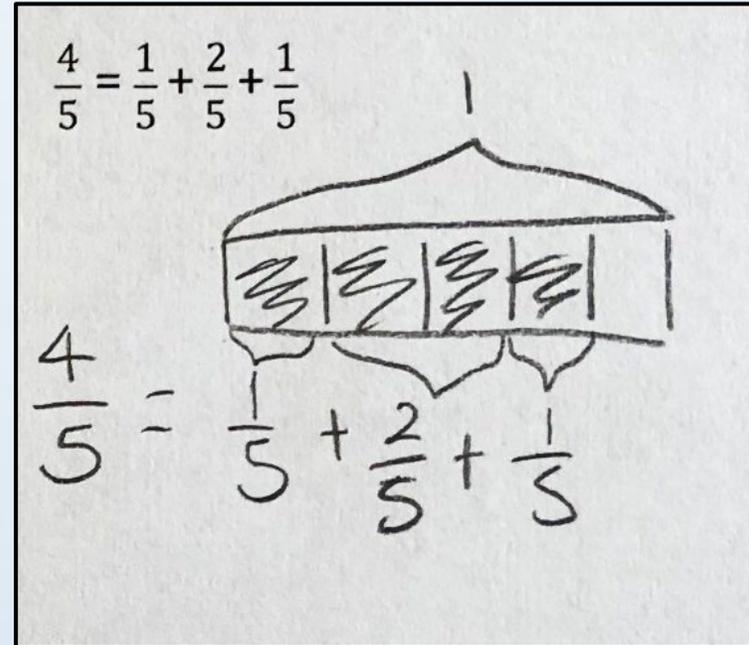


In the classroom, students are asked to engage with content in multiple ways to gain and express understanding

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”





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

Math, Grade 4 Lesson

2. Draw and label strip diagrams to model each decomposition.

a. $1 = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

b. $\frac{4}{5} = \frac{1}{5} + \frac{2}{5} + \frac{1}{5}$

c. $\frac{7}{8} = \frac{3}{8} + \frac{3}{8} + \frac{1}{8}$

d. $\frac{11}{8} = \frac{7}{8} + \frac{1}{8} + \frac{3}{8}$

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.

Red and Blue Balloons

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

Grade 4 Lesson

Potential new STAAR question

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.

To
Revolu
1754 a
war on

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
Lawrence River and
attacked the French
were victorious in the

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 cactus and other desert plants roll the buds into open fire. They are ready to eat important

A Safe Haven

7 Food is shelter from collected pieces of keep predators the wood winter mo

8 The cactus 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.

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

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

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Knowledge is essential for success as learners and critical thinkers

- Let's suppose students were handed the same story covering half an inning of made-up baseball and asked to reenact it using pictures, models, or performing.





Here's the passage they read

“Rodriguez swings and hits a slow bouncing ball toward the shortstop. Haley comes in, fields it, and throws to first, but too late. Rodriguez 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 Rodriguez is heading for third. Here comes the throw and Rodriguez is out. Rodriguez argues but to no avail.”

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

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



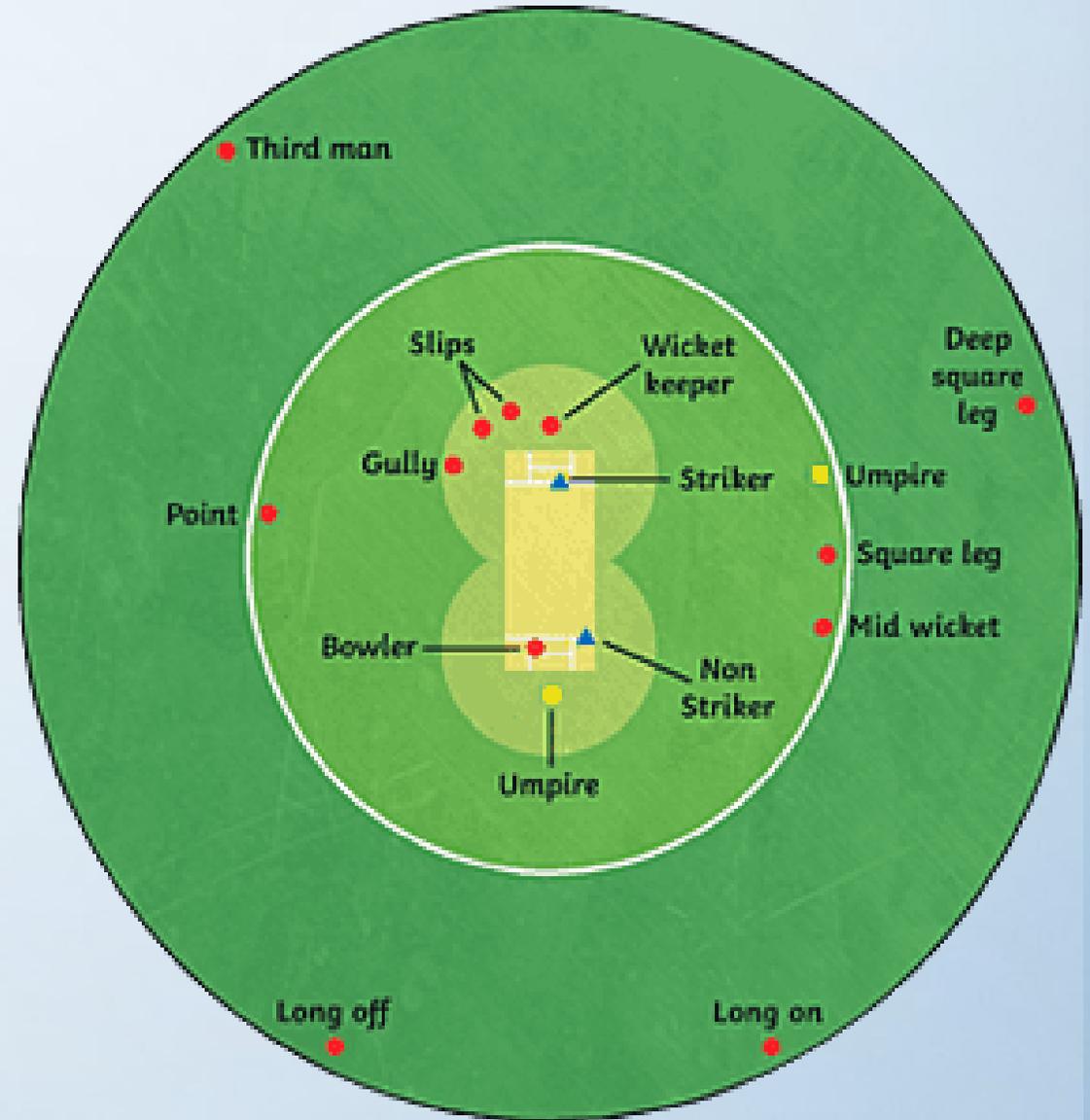


Let's look at another example

“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 is this one about?

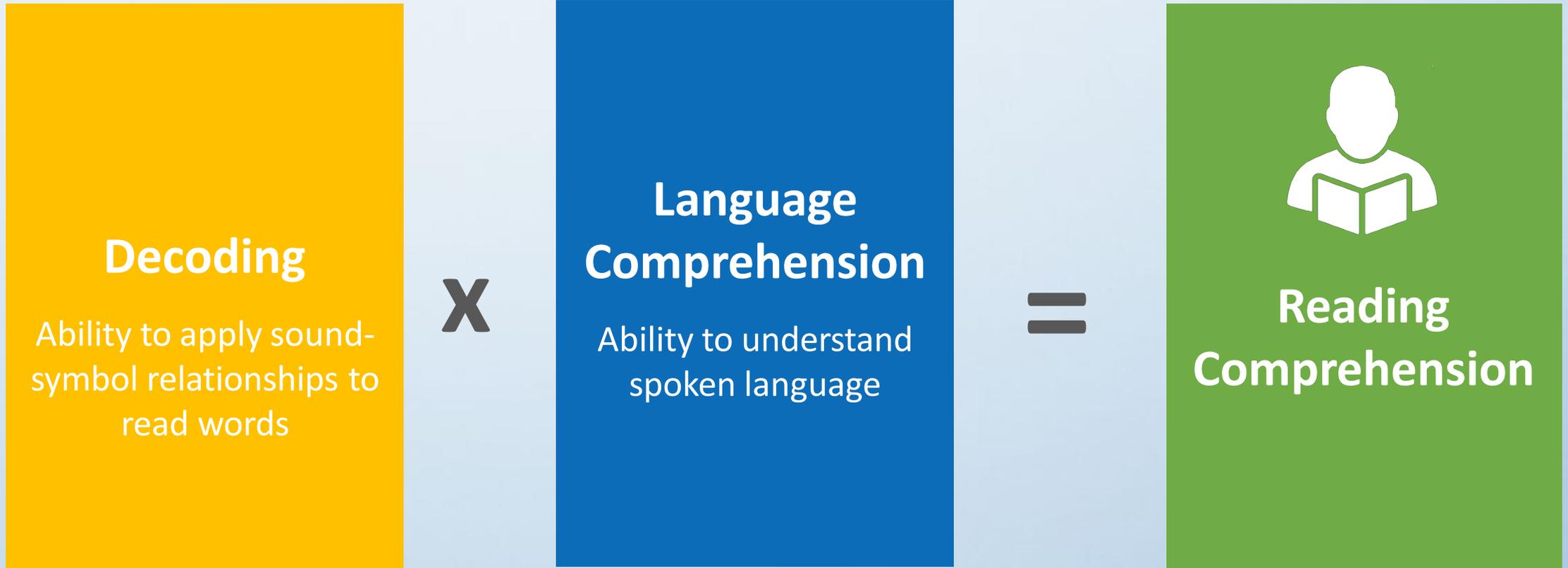
Cricket





How Do Children Learn To Read?

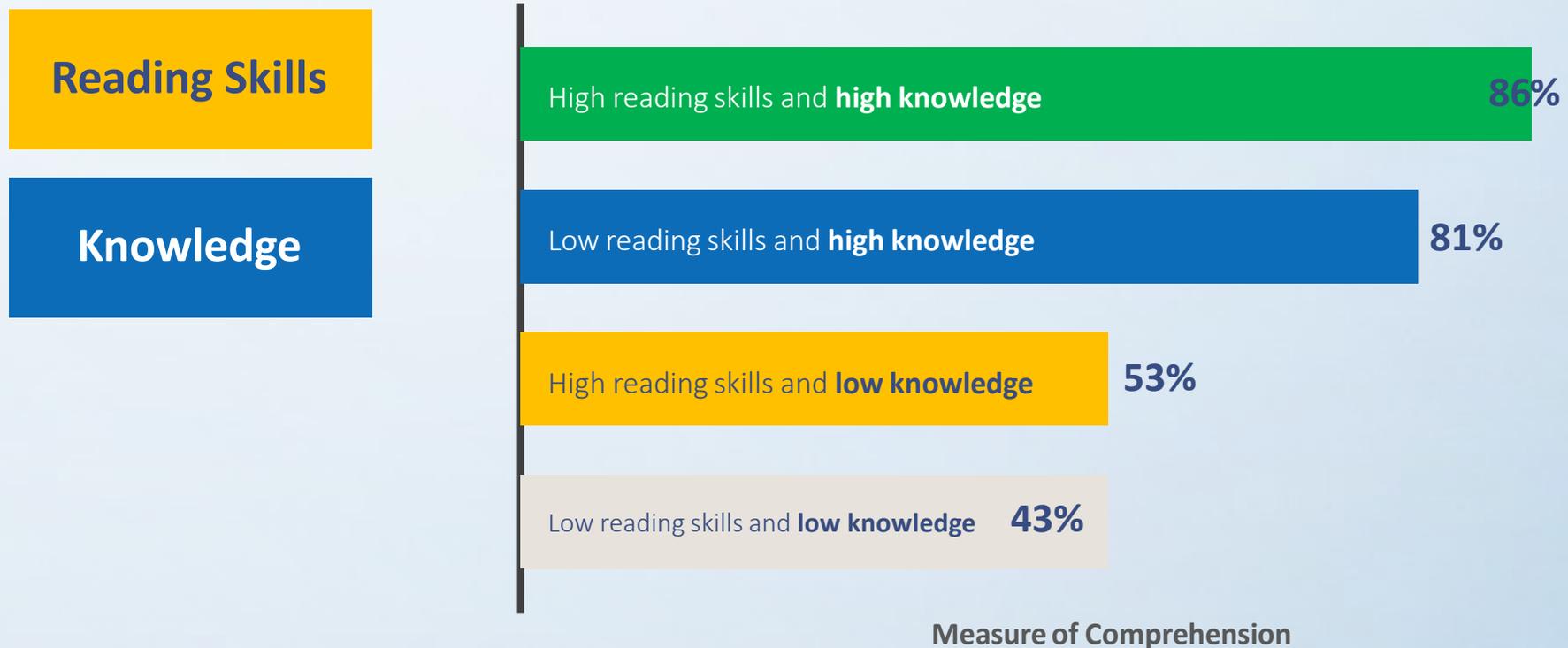
Simple View of Reading





Knowledge of the topic had a much bigger impact on comprehension than generalized reading ability.

But background knowledge is critical.

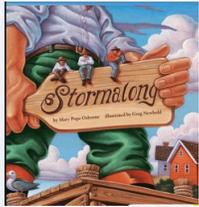


Recht, D. R. and Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." *Journal of Educational Psychology*, 80(1), (1988): p.16.

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

4th Grade - Student A

ELA



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

ELA

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

For scientists interested in continental drift, it was the slowly moving material in the middle of the mantle that caught their attention. Did material movement in the mantle contribute to crust movement, too? Could this be part of the reason why continents drift? Some scientists thought so. Before they could be sure, however, they needed evidence that Earth's crust was actually moving.

Science

Weathering lesson describing changes in the earth's surface



Social studies

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! *Tomols* could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy *tomols* were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.



Tomols carried several paddlers.

Discussion of terrain and adaptations made by Native Americans to navigate the land

Student B is building background knowledge through connections across subjects



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. | | |

Questions?



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