STAAR Snapshot

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<table>
<tr><th>COMPONENT</th><th>DESCRIPTION</th><th>CONSIDERATIONS</th></tr>
<tr><td>Overview</td><td>STAAR: 3-8
STAAR: High School (End of Course)</td><td>Operating under two systems
Two year implementation plan
Awareness to Implementation</td></tr>
<tr><td>Start date</td><td>Spring 2012: grades 3-9 (for students ENTERING grade 9)</td><td>High stakes for current grade 8 students (all current middle school students)</td></tr>
<tr><td>Subjects Assessed</td><td>
<table>
<tr><th>Grades 3-8</th><th colspan="4">High School</th></tr>
<tr><td rowspan="2">Reading: Gr. 3-8
Mathematics: Gr. 3-8
Writing: Gr. 4 & 7
Science: Gr. 5 & 8
Social Studies: Gr. 8</td><td>Math</td><td>ELA</td><td>Science</td><td>Social Studies</td></tr>
<tr><td>Algebra I
Geometry
Algebra II</td><td>English I
English II
English III</td><td>Biology
Chemistry
Physics</td><td>World Geo
World Hist.
U.S. History</td></tr>
</table>
</td><td>HS: Courses with some students taking TAKS and others taking STAAR
3-8 aligned – HS courses not aligned
HS course taking patterns
Teacher content knowledge
Cumulative effect issues
Limited sample items</td></tr>
<tr><td>TEKS (Assessed Curriculum)</td><td>In general, all TEKS are eligible for the assessment if they can be tested. Classified as readiness standards or supporting standards.

FOCUS - CLARITY
Readiness standards (30-40% of eligible TEKS):
Are essential for success in the current grade or course, or
Are important for preparedness for the next grade or course, or
Support college and career readiness, or
Necessitate in-depth instruction, or
Address broad and deep ideas
Supporting standards (60-70% of eligible TEKS):
May be emphasized in a subsequent year, or
May be emphasized in a previous year, or
Do not play a central role in preparing students for the next grade or course, or
Address more narrowly defined ideas.</td><td>Bundling of standards
Pacing and depth
Prioritization of standards
Sequencing
IEPs
Concept mapping
Teacher content knowledge</td></tr>
<tr><td>Structure</td><td>DEPTH
Readiness Standards
60-65% of the assessment
2-4 questions per standard
Supporting standards
35-40% of the test
0-1 question per standard</td><td>Multiple representation of learning – novelty
Teacher concept knowledge
Teacher developed/selected assessments at level of cognitive complexity
Evaluate curriculum complexity and bundling</td></tr>
<tr><td>Process TEKS (Underlying Processes)</td><td>Assessed in context with content standards and reported along with content skills under other reporting objectives (dual coding)
<table>
<tr><th>Content Area</th><th>% of items dual coded</th></tr>
<tr><td>Underlying Processes and Mathematical Tools (Math)</td><td>≥ 75%</td></tr>
<tr><td>Scientific Investigation and Reasoning Skills (Science)</td><td>≥ 40%</td></tr>
<tr><td>Social Studies Skills (Social Studies)</td><td>≥ 30%</td></tr>
</table>
</td><td>Use process TEKS as organizer for instructional organizer
Teacher developed/selected assessments include multiple measures and application in novel situations</td></tr>
</table>

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COMPONENT	DESCRIPTION	CONSIDERATIONS
Standard Setting for STAAR	Grades 3-8 Fall 2012 – **after** the first administration End of Course February 2012 – **before** the first administration Standard setting (passing score) set as an aligned system across courses within a content area (less variance between grades/ courses)	• Adjust passing standards for all local assessments (tiered) • Grades 3-8 – spring 2012 data analysis and anchoring • Increase in the number of students not meeting standard historically correlated with dropout rate
Performance Labels	Level III: Advanced (Accomplished*) Academic Performance Level II: Satisfactory Academic Performance Level I: Unsatisfactory Academic Performance	* Accomplished for Level III of STAAR Alternate
College Readiness	Standard setting (passing score) set as an aligned system across courses within a content area (anchored on college readiness) Algebra II and English III EOC assessments will include questions and a performance standard that indicates college readiness	Integration of college readiness standards into local curriculum
Release of Test Questions	Primary forms of STAAR released every three years (2014) Sample set of assessment items released prior to 2012	Review sample set Analyze existing test banks for level of complexity and novelty
Other Versions of Assessments	Modified (designated assessments) Alternate (designated assessments) Linguistically Accommodated Tests Spanish (3-5)	Movement between and among assessments in grades 3-8 may create unintentional gaps Attend to transitional grades
Link to Promotion/ Graduation	SSI – Grades 5 and 8 for 2012 – no retest opportunities Graduation: Cumulative Score with minimum score required Retest – highest score used for cumulative – district determines use of retest score in grade Algebra II and English III Recommended plan – students must perform satisfactorily Distinguished plan – students must perform satisfactorily on college readiness component of Algebra II and English III (may retest if does not perform on that component)	Intervention for students not enrolled in the course Relationship of repeated courses and elective patterns Five years away – parent communication
Grades	Score (converted to district grading standard) on an EOC assessment will comprise 15% of the student's final grade for that course School district is not required to use the student's score on retests	Local grading policies Counselor transcript issues
Intervention/ Accelerated Instruction	A school district shall provide accelerated instruction to each student who fails to perform satisfactorily on: Grades 5 and 8 Reading and Math Any EOC assessment	Intervention plans Teacher assignment Alternative models for intervention Conflict with credit recovery models

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