APAC & ATAC February Meeting

February 22 / February 23, 2021

Texas Education Agency | Governance & Accountability | Performance Reporting

Please mute your mic. Thank you!

Zoom Meeting Norms

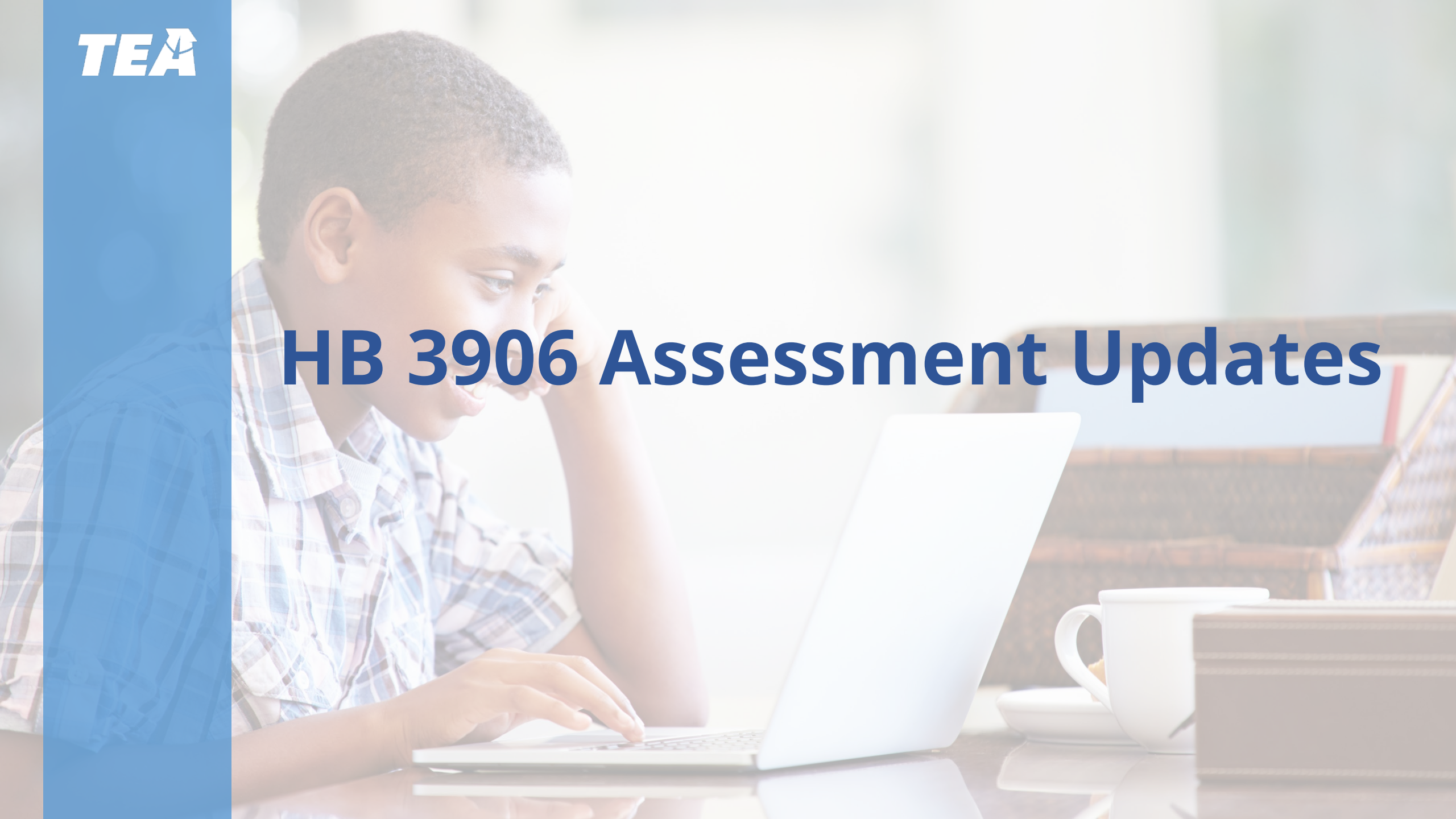
- **Mute your microphone when necessary.**
  - Zoom has a “Mute Microphone” option that cuts down on ambient feedback for the audience. When there is a lot of back-and-forth discussion you will turn this off, but you should mute yourself when listening to a presenter.

- **Use Zoom’s chat function.**
  - You can send a question or statement to everyone or privately to a participant.

- **Feel free to come and go as needed.**
  - Feel free to hop on and off as you need.

Meeting Agenda

Topic	Time
Welcome & Meeting Norms	9:00 – 9:05
HB 3906 Assessment Updates	9:05 – 9:30
ESSA Amendment & Addendum: What to Expect in 2021	9:30-10:00
Accountability Reset – Student Achievement	10:00-10:30



HB 3906 Assessment Updates

Executive Summary: House Bill 3906 is Moving Academic Measurement Forward in Texas

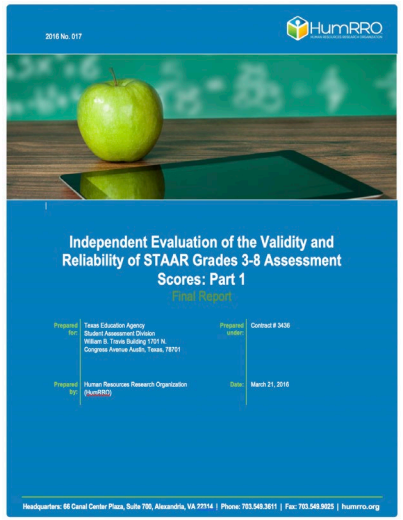
A HB 3906 creates **transformative changes to improve the STAAR program**, which has been proven **valid**, **reliable**, **and aligned** to the Texas Essential Knowledge and Skills (TEKS), with on grade-level passage **readability**.

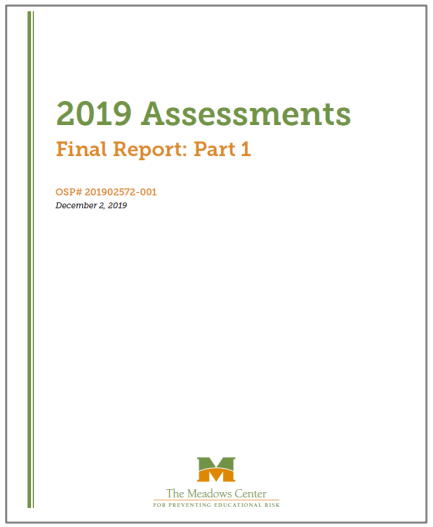
B **Formative assessment** resources**, interim assessments**, and **other valuable tools** created by HB 3906 are available to support a **balanced suite of assessments that maximizes support for students** and saves districts money. Educators value the data provided and **are already using the resources**.

C HB 3906 establishes an **unprecedented level of involvement of Texas educators and other stakeholders** in all aspects of the Texas Assessment Program: future planning, assessment development, and test administration.

A House Bill 3906 Makes Transformative Changes to Improve the STAAR Program

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





House Bill 3906 **continuously improves** the STAAR through multiple transformative changes

By 2022-2023

STAAR Redesign

RLA Redesign: measure the **new RLA TEKs**, including **writing** in every grade, and prioritize **cross-curricular reading passages** that cover content taught in other subjects

75% Multiple-Choice Cap: explore **different item types** to limit STAAR test to a max of 75% multiple-choice

Transition to Online Assessments: conduct a feasibility study and create a **legislative report to transition to 100% online testing** for faster results, more flexible scheduling, and future innovations

Through-Year Assessment Pilot: design and pilot a **multi-part assessment throughout the year** that provides more frequent information and **can potentially replace the summative**

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

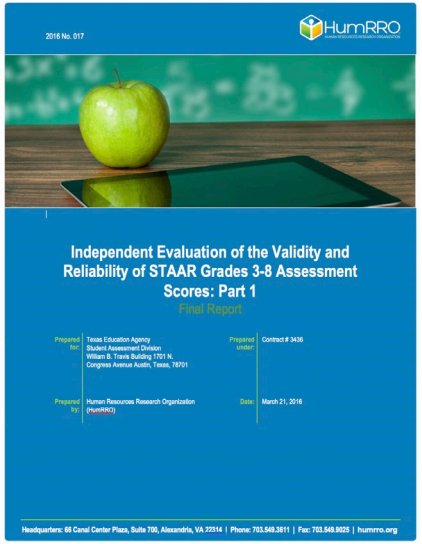
House Bill 743, Rep. Huberty/Sen. Seliger

84th Texas Legislature

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

Analysis Completed in 2016

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



House Bill 3, Rep. Huberty/Sen. Taylor

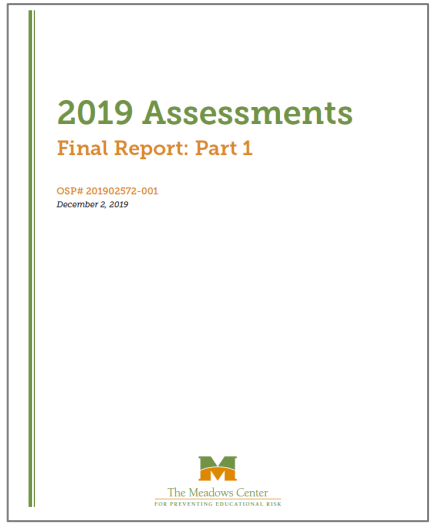
86th Texas Legislature

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

Analysis Completed in 2019

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

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



B Formative Assessment Resources, Interim Assessments, and Other Valuable Tools are Available to Support Instruction in Schools

These **free, optional resources** support a **balanced suite of assessments** that **maximizes support for teachers and students.**

End-of-Year (EOY)/Beginning-of-Year (BOY) Assessments: new **COVID-related resource** to **measure learning gaps** and **gauge student understanding of TEKS** as they begin the school year

STAAR Interim Assessments: continued **optional benchmarks** that help **monitor student progress, predict STAAR performance**, and identify students for **intervention**

Texas Formative Assessment Resource: new tool as of September 2020 with an **item bank, test-builder, and data reports** to help teachers build & administer **classroom quizzes** to inform instruction

Stakeholders are **using the resources.**

Over **1M** student registrations and **700k+** online test submissions

50% of districts participated and over **1.7M** tests were submitted last year

221 districts opted in with **190k+** students registered

STAAR is Part of a Balanced Approach to Assessment that Maximizes Support for Students

School Year

Formative Assessments			
measure student performance on specific student expectations	through-out the year	to inform a teacher's instructional choices, immediate adjustments to unit plans, or changes to lessons	

Interim Assessments			
measure a student's understanding of a broader span of student expectations	at check-points during the year	to monitor progress, predict summative performance, and identify students for intervention	

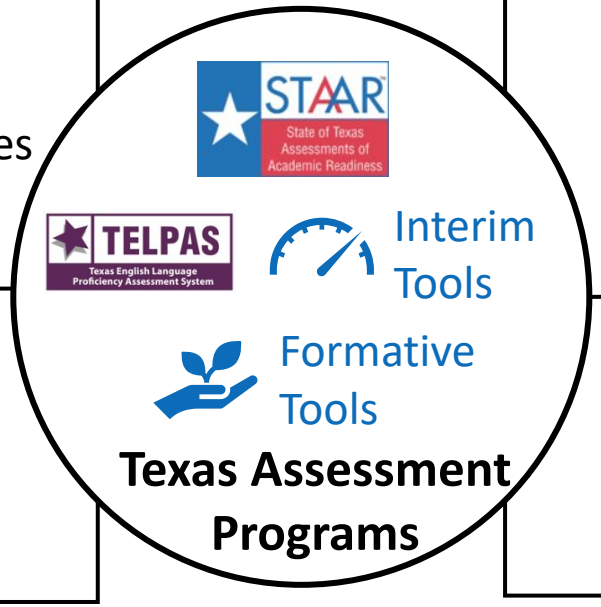
Summative Assessments			
measure student mastery of a broader span of student expectations	at the end of a unit or course	to determine the effectiveness of the program, report summative mastery, and inform future planning	

C There is unprecedented involvement of Texas educators and other stakeholders in all aspects: future planning, assessment development, and test administration

Texas teachers review items, support standard-setting during test development, and participate in focus groups to provide input on new initiatives

Texas students and parents participate in focus groups to provide input on new initiatives

Educator Advisory Committee informs future planning and provides feedback and guidance on new initiatives



Technical Advisory Committee provides technical guidance for test development and administration processes and informs development of new initiatives

Higher education representatives support test development to ensure alignment and sit on the Educator Advisory Committee to advise new initiatives

Professional organizations and associations provide feedback and support for test development and administration processes

Texas teachers are heavily involved in assessment development and future planning

Texas teachers have played a big role in test development for years…

- Each year, around 500 educators review prospective items prior to field testing.
- ★★☆ In 2017, educators became involved in rangefinding to support consistency in the grading of written essays.
- In 2018, educators became involved in early passage review to ensure all passages are appropriate for the grade level.

…and their role continues to expand in both test development and future planning.

- TEA is launching an initiative to pilot a process for teachers to write items from scratch for inclusion in Texas assessment programs.
- Over 700 teachers have participated in focus groups to inform decisions for House Bill 3906 initiatives, such as new item types for the 75% multiple choice cap and the integrated formative pilot.

Texas educators are needed for a variety of assessment activities

TEA is seeking classroom teachers, instructional coaches, campus and district content specialists, and campus administrators to serve on a variety of assessment-related committees. The involvement of Texas education professionals supports TEA in designing and building the best quality assessments.

Encourage your staff to apply to be considered for:

- Early passage review meetings
- Educator item review meetings
- Essay rangefinding meetings
- Subject-area advisory groups
- STAAR redesign focus groups

To apply to participate in these committees, educators should complete the Educator Committee Application Form at **https://www.txetests.com/edc/**

Overview of Assessment Changes

Near-Term STAAR Redesign (by 2022-23)

1. Moves toward electronic administration of all assessments by 2022-23
2. Caps multiple choice questions at 75% of test by 2022-23
3. Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
4. Prioritize cross-curricular content integration for RLA passages

Long-Term STAAR Redesign

5. Allows assessments to be administered in multiple parts over multiple days
6. Creates integrated formative assessment pilot program

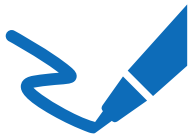
Other House Bill 3906 Assessment Changes

7. Ensures availability of optional interim assessments
8. Creates educator advisory committee and continues technical advisory
9. Permits use of calculator applications

Near-Term STAAR Redesign has four main components

All changes will be incorporated beginning in the 2022–2023 school year

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.

High level timeline of STAAR Redesign

Pending legislative session

	2020-2021	2021-2022	2022-2023
Transition to online	• *Transition to Online Assessments Feasibility Study* (Legislative action required)	• Training and resources to support districts transitioning online	Full implementation of STAAR Redesign
New item types	• Educator focus groups • Cognitive labs to study how students interact with proposed item types • Sample new item types	• Stand-alone field testing • Continued educator engagement • Blueprints and more sample new item types within online platform	
Writing in RLA	• Multiple choice writing items field-tested in Spring RLA tests at all grade levels	• G4 and G7 Writing eliminated • Continue field-testing multiple-choice writing items in RLA tests	
Cross-curricular passages	• Develop and identify informational texts that include cross-curricular content covered in other subjects	• Increased number of informational texts will have cross-curricular links	

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Transition to Online Assessments

Among other benefits, online assessments enable faster results and new, innovative item types

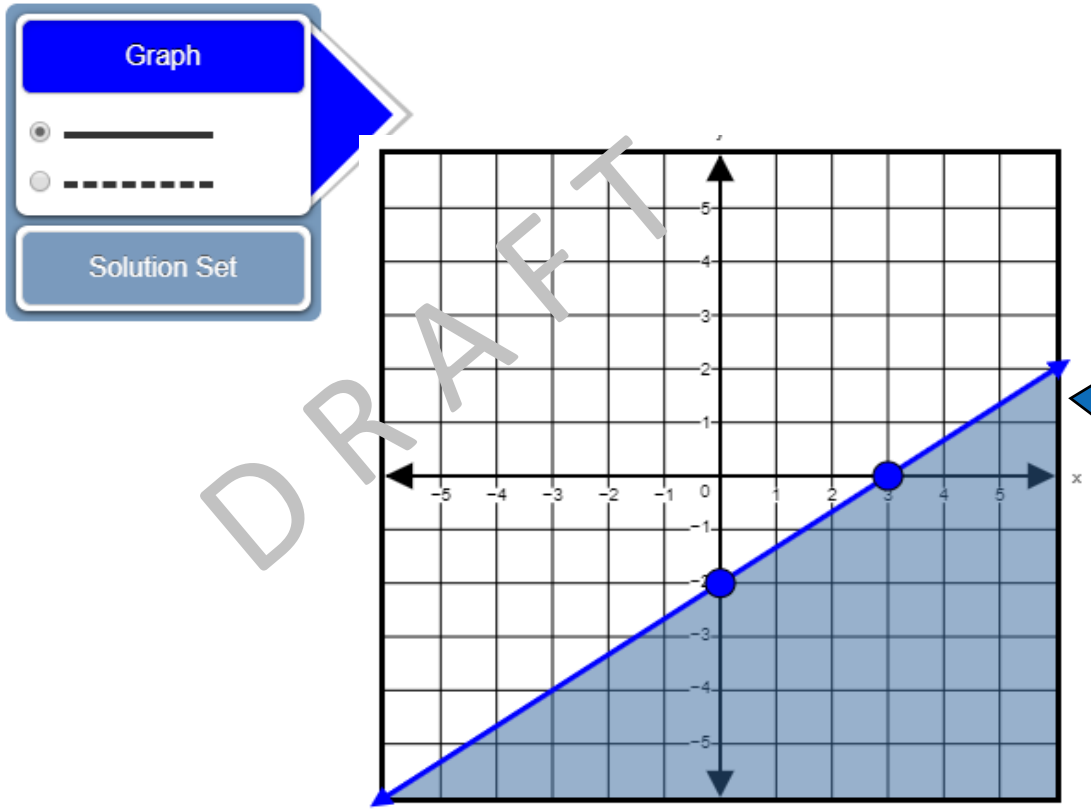
- Faster test scores and results
- Reduced operational complexity and waste
- Matches realities of today's online learning classrooms
- Better test security and improved administration
- Potential for new item types to better assess students and positively impact instruction
- More equitable access to accommodations

Example new item type: Graphing/Hot Spot

What is the solution set for $2x - 3y \geq 6$?

Graph the solution set of the linear inequality in the coordinate plane by

- first selecting the Graph button to graph the line and choose the line style
- then selecting the Solution Set button to select the desired region



Allows a test taker to respond to a question or prompt by plotting a function on a coordinate grid using a dynamic tool.

Assessed TEKS:
Algebra I:
A.3.D, graph the solution set of linear inequalities in two variables on the coordinate plane

Uses and Benefits

- This item uses the hot spot in two different ways: plotting points on a graph and selecting a region on the graph that represents the solution set.
- This item type requires the student to determine at least two points on the line, determine the type of line, and select the region of the solution set.
- **This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.**

What does it mean for testing to be 100% online?

This includes all STAAR assessments…

- ✓ grades 3–8 assessments
- ✓ EOC assessments
- ✓ Spanish assessments
- ✓ accommodated assessments

…But does not include STAAR Alternate 2 assessments

Given the unique needs of students, the STAAR Alternate 2 assessment should be permitted to be administered in the format that is most appropriate for participating students.

Most students who need accommodations already test online because of online accommodations such as content and language supports, text-to-speech, speech-to-text, spelling assistance, American sign language videos, and refreshable braille.

However, the **very small number of students (<1%) with circumstances that prevent them from testing online** (e.g., visual impairments) **will continue to test on paper**.

TEC §39.02341 requires TEA to develop a transition plan to administer all assessments electronically by 2022–23

TEA, in consultation with the SBOE, must develop a transition plan to administer all assessment instruments electronically beginning no later than the 2022–23 school year.

Report must include (excerpt from Sec. 39.02341):

1) Information from school districts **assessing the needs of those districts** in transitioning to electronic administration;
2) Any recommended **changes to state law** to assist in the transition; and
3) A **recommended timeline** for statewide implementation of electronic administration.

Transition plan is subject to legislative authorization prior to implementation.

Executive Summary: In Texas, 21st century learning is a priority.

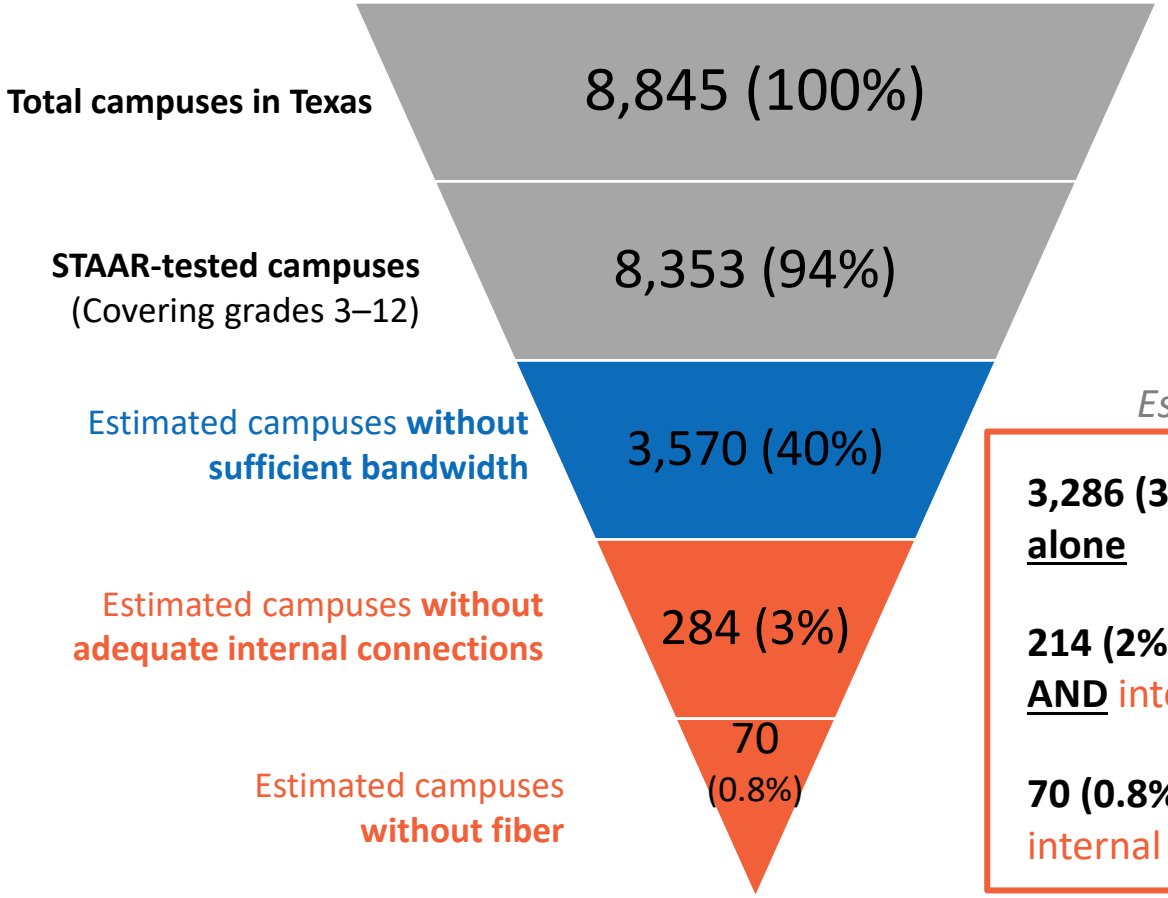
- State benchmarking revealed that 70% of states currently have 100% electronic testing for their primary state assessments.
- The state of Texas is close to having the infrastructure necessary to administer all assessments electronically, with a small investment in internet connectivity needed for a subset of mostly small and rural districts.
- A two-year transition will allow educators and students time to increase familiarity and comfort with online testing.

It is feasible for Texas to reach 100% online testing by 2022–23, provided that the legislature takes action –

- **Required:** Amend TEC §39.02341 to clarify scope and confirm 2022–23 deadline for moving to 100% electronic assessments.
- ***For consideration:*** Expand authorized use of TIMA to cover internet connectivity and training for online testing.
- ***For consideration:*** Set up matching grant fund toward one-time network infrastructure investment.

The state of Texas is close to having the infrastructure to administer all STAAR assessments electronically

Texas has 5.4 million students and 1,201 districts



Definitions

Sufficient Bandwidth: Internet "speed" needed for smooth digital learning and online testing [Cat 1, ongoing cost]

Internal Connections: connections within, between, and among district buildings, including routers, cabling, and wireless access points (LAN/WAN) [Cat 2, one-time cost]

Fiber: connection from main line from the street (ISP) to inside the building [Cat 1, one-time cost]

Estimated out-of-pocket costs per campus….	*Ongoing*	*One-time*
3,286 (37%) campuses lack sufficient bandwidth **alone**	*~$3.7k*	---
214 (2%) campuses lack sufficient bandwidth **AND** internal connections only	*~$4.7k*	*~$9.6k*
70 (0.8%) campuses lack sufficient bandwidth, internal connections, **AND** fiber	*~$4.7k*	*~$28.0k*

Non-ready (ongoing costs) Non-ready (one-time costs)

To meet readiness targets for 100% online testing, a subset of districts need further investment in internet connectivity and personnel

One-time costs

	Total Need	Estimated E-rate coverage	Outstanding costs
Fiber	$3.2M–$5.4M	$2.4M–$4.1M	**$0.8M–$1.3M**
Internal Connections	$9.7M	$7.0M	**$2.7M**

Annual ongoing costs

	Total Need	Estimated E-rate coverage	Outstanding costs
Bandwidth	$25.4M	$19.3M	**$6.1M**
Technology Personnel and Training	$7.3M	*N/A*	**$7.3M**

Beyond E-rate, districts need to increase spending by the following:

~$4M one-time

on network infrastructure

across the state

+

~$13M annually

for additional bandwidth and personnel-related costs

across the state

A two-year transition will allow educators and students time to increase familiarity and comfort with online testing

> **I feel the challenge we face moving toward online testing will not be due to lack of technological resources, but rather from a lack of comfort with the online testing modality. Our students, parents, and faculty are more comfortable with paper testing.**
>
> *- District administrator, May 2020 survey*

TEA:

- Continue to provide training for districts and educators
- Continue to provide practice tests, tutorials, and other tools (e.g., STAAR Interim Assessments) for students to practice interacting with the online testing platform

ESCs:

- Provide PD opportunities for educators to learn more about online testing and gain familiarity with the online testing platform

Districts:

- Continue to move towards digital literacy goals and connect the transition to online assessments to other technology initiatives
- Provide PD and other opportunities to increase digital literacy and fluency among educators and students and to increase familiarity with the online testing platform

Remote learning during COVID-19 has already increased educator and student familiarity with online platforms

The feasibility study indicates that Texas can achieve 100% electronic assessments by 2022–23, providing that the legislature takes action

Requirements to transition to 100% online testing

- **Amend TEC §39.02341 to clarify scope and confirm 2022–23 deadline for moving to 100% electronic assessments.**

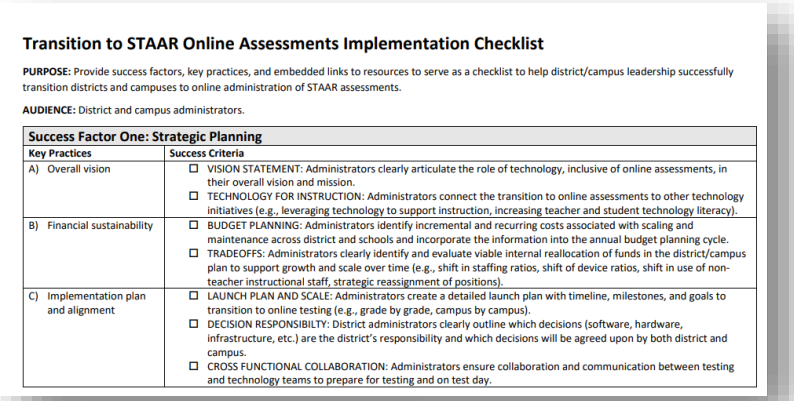
Other **considerations** to support transition to 100% online testing

- Expand authorized use of TIMA to cover internet connectivity and training for online testing.
- Set up matching grant fund toward one-time network infrastructure investment, particularly to support small and rural districts.

Available resources for online testing

For Educators

Transition to STAAR Online Implementation Checklist



Transition to STAAR Online Assessments Implementation Checklist

PURPOSE: Provide success factors, key practices, and embedded links to resources to serve as a checklist to help district/campus leadership successfully transition districts and campuses to online administration of STAAR assessments.

AUDIENCE: District and campus administrators.

Success Factor One: Strategic Planning	
Key Practices	**Success Criteria**
A) Overall vision	☐ VISION STATEMENT: Administrators clearly articulate the role of technology, inclusive of online assessments, in their overall vision and mission. ☐ TECHNOLOGY FOR INSTRUCTION: Administrators connect the transition to online assessments to other technology initiatives (e.g., leveraging technology to support instruction, increasing teacher and student technology literacy).
B) Financial sustainability	☐ BUDGET PLANNING: Administrators identify incremental and recurring costs associated with scaling and maintenance across district and schools and incorporate the information into the annual budget planning cycle. ☐ TRADEOFFS: Administrators clearly identify and evaluate viable internal reallocation of funds in the district/campus plan to support growth and scale over time (e.g., shift in staffing ratios, shift of device ratios, shift in use of non-teacher instructional staff, strategic reassignment of positions).
C) Implementation plan and alignment	☐ LAUNCH PLAN AND SCALE: Administrators create a detailed launch plan with timeline, milestones, and goals to transition to online testing (e.g., grade by grade, campus by campus). ☐ DECISION RESPONSIBILTY: District administrators clearly outline which decisions (software, hardware, infrastructure, etc.) are the district's responsibility and which decisions will be agreed upon by both district and campus. ☐ CROSS FUNCTIONAL COLLABORATION: Administrators ensure collaboration and communication between testing and technology teams to prepare for testing and on test day.

https://tea.texas.gov/student-assessment/testing/student-assessment-overview/transition-to-online-assessments

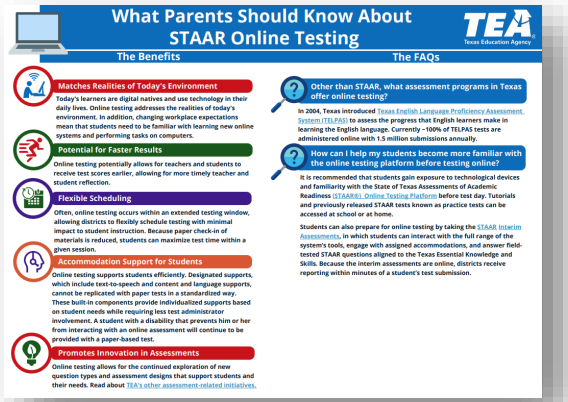
STAAR Online Testing Benefits and FAQs for Educators and Parents

What Educators Should Know About STAAR Online Testing

TEA Texas Education Agency

The Benefits

- **Matches Realities of Today's Environment**
  Today's learners are digital natives and use technology in their daily lives. Online testing addresses the realities of today's environment. In addition, changing workplace expectations mean that students need to be familiar with learning new online systems and performing tasks on computers.
- **Potential for Faster Results**
  Online testing potentially allows for teachers and students to receive test scores earlier, allowing for more timely teacher and student reflection.
- **Flexible Scheduling**
  Often, online testing occurs within an extended testing window, allowing districts to flexibly schedule testing with minimal impact to student instruction. Because paper check-in of materials is reduced, students can maximize test time within a given session.
- **Accommodation Support for Students**
  Online testing supports students efficiently. Designated supports, which include text-to-speech and content and language supports, cannot be replicated with paper tests in a standardized way. These built-in components provide individualized supports based on student needs while requiring less test administrator involvement.
  A student with a disability that prevents him or her from interacting with an online assessment will continue to be provided with a paper-based test.
- **Increased Test Security**
  Online tests require student-specific login credentials and prevent students from changing answers on tests administered on previous days. It reduces the need to secure students' personally identifiable information on paper documents prior to and following a test administration and reduces the risk of some procedural irregularities.
- **Improved Administration**
  Online testing reduces the logistical planning required for preparation, distribution, administration, and collection of paper materials. It reduces the need to secure paper testing materials before and after an administration and, if a student changes schools during testing, allows for a student to access the appropriate test with ease. Online testing increases accuracy in data and data collection, including eliminating the risk of lost paper materials.
- **Promotes Future Innovations in Assessments**
  Online testing allows for the continued exploration of new question types and assessment designs that support students and their needs. Read about TEA's other assessment-related initiatives.



What Parents Should Know About STAAR Online Testing

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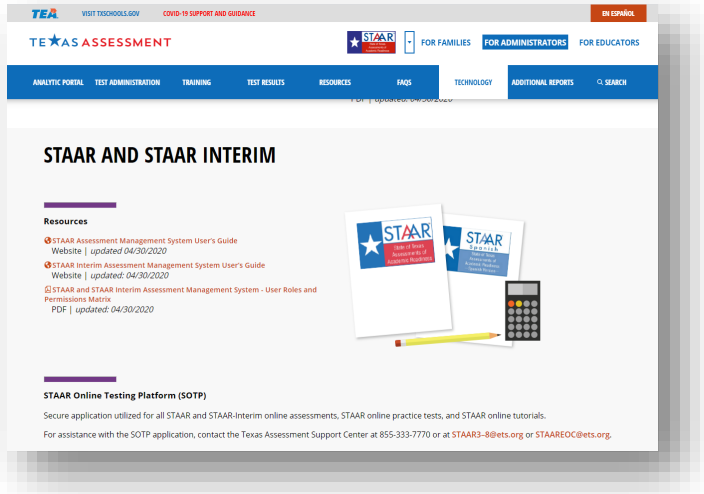
- **Promotes Innovation in Assessments**
  Online testing allows for the continued exploration of new question types and assessment designs that support students and their needs. Read about TEA's other assessment-related initiatives.

The FAQs

- **Other than STAAR, what assessment programs in Texas offer online testing?**
  In 2004, Texas introduced Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that English learners make in learning the English language. Currently ~100% of TELPAS tests are administered online with 1.5 million submissions annually.
- **How can I help my students become more familiar with the online testing platform before testing online?**
  It is recommended that students gain exposure to technological devices and familiarity with the State of Texas Assessments of Academic Readiness (STAAR®) Online Testing Platform before test day. Tutorials and previously released STAAR tests known as practice tests can be accessed at school or at home.
  Students can also prepare for online testing by taking the STAAR Interim Assessments, in which students can interact with the full range of the system's tools, engage with assigned accommodations, and answer field-tested STAAR questions aligned to the Texas Essential Knowledge and Skills. Because the interim assessments are online, districts receive reporting within minutes of a student's test submission.

For Students

STAAR Online Testing Platform Tutorials and Practice Tests



TEA VISIT TXSCHOOLS.GOV COVID-19 SUPPORT AND GUIDANCE EN ESPAÑOL

TEXAS ASSESSMENT STAAR FOR FAMILIES FOR ADMINISTRATORS FOR EDUCATORS

ANALYTIC PORTAL TEST ADMINISTRATION TRAINING TEST RESULTS RESOURCES FAQS TECHNOLOGY ADDITIONAL REPORTS SEARCH

STAAR AND STAAR INTERIM

Resources

STAAR Assessment Management System User's Guide
Website | *updated 04/30/2020*

STAAR Interim Assessment Management System User's Guide
Website | *updated: 04/30/2020*

STAAR and STAAR Interim Assessment Management System - User Roles and Permissions Matrix
PDF | *updated: 04/30/2020*

STAAR Online Testing Platform (SOTP)

Secure application utilized for all STAAR and STAAR-Interim online assessments, STAAR online practice tests, and STAAR online tutorials.

For assistance with the SOTP application, contact the Texas Assessment Support Center at 855-333-7770 or at STAAR3-8@ets.org or STAAREOC@ets.org.

https://www.texasassessment.com/staar/administrators/technology/

2

New Item Types to Meet 75% Multiple-Choice Cap

TEA is working closely with educators to determine new item types

So far, over **550 educators** have participated in focus groups related to the new item types

- **92%** of educators agree that the new item types **allow students to better demonstrate their knowledge**.
- **90%** of educators agree that the new item types **will provide useful information about student performance**.
- **80%+** of educators agree that new item types will **impact instructional planning**.

Item Types Under Consideration
Multipart (EBSR) - Student provides a response and a justification for the response.
Multiselect - Student must select more than one correct response
Constructed response - Student provides a written response (e.g., one or more sentences, an equation, or a mathematical expression)
Drag and drop - Student selects and drags text or an object to a different location
Hot spot - Student selects one or more areas of a graphic image
Inline choice - Student chooses from a drop-down list of options
Text entry - Student enters a numeric quantity, a word, or a phrase
Highlight text - Student highlights text from a given passage
Sliders (bar graph) - Student moves bars on a graph to show correct quantities
Graphing – Student plots a function on a coordinate grid using a dynamic tool

TEA and educators are considering which content areas and grade bands each new item type is most appropriate for

Item Type	Math	Science	Social Studies	Reading
Multipart (EBSR)		✓	✓	✓
Multiselect	✓	✓	✓	✓
Constructed response	✓	✓	✓	✓
Drag and drop	✓	✓	✓	
Hot spot	✓	✓	✓	
Inline choice	✓		✓	
Text entry	✓	✓		✓
Highlight text			✓	✓
Sliders (bar graph)	✓			
Graphing	✓			

Examples of each item type are included in the appendix

3

Eliminating Stand-Alone Writing and Assessing New ELAR TEKS

Assessing Writing as Part of Reading

House Bill 3906 eliminates standalone grades 4 and 7 writing in 2021-2022.

The revised reading language arts TEKS emphasize the importance of integrating reading, writing, listening and speaking.

Federal government requires Texas to assess the breadth of the RLA TEKS.

As part of the STAAR redesign (to be implemented in 2022-2023), the reading assessments are being redesigned with educator input to best assess the new TEKS, include writing in all grades, and support strong instruction.

Prior Practice: Assessing Writing Without Reading

The current 4 & 7th grade writing tests ask students to write in response to a standalone prompt, without being asked to read any passages.

Here is an example:

*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

Students will now be asked to write in response to information they have read.

In this example, students read a single literary excerpt and respond to this prompt using evidence from the text to support their responses.

Writing Prompt

10. You have read an excerpt from "After Twenty Years." Write an essay in which you describe how the author uses dialogue and events to reveal characterization and theme in the story. Use key details and examples from the passage to support your ideas.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

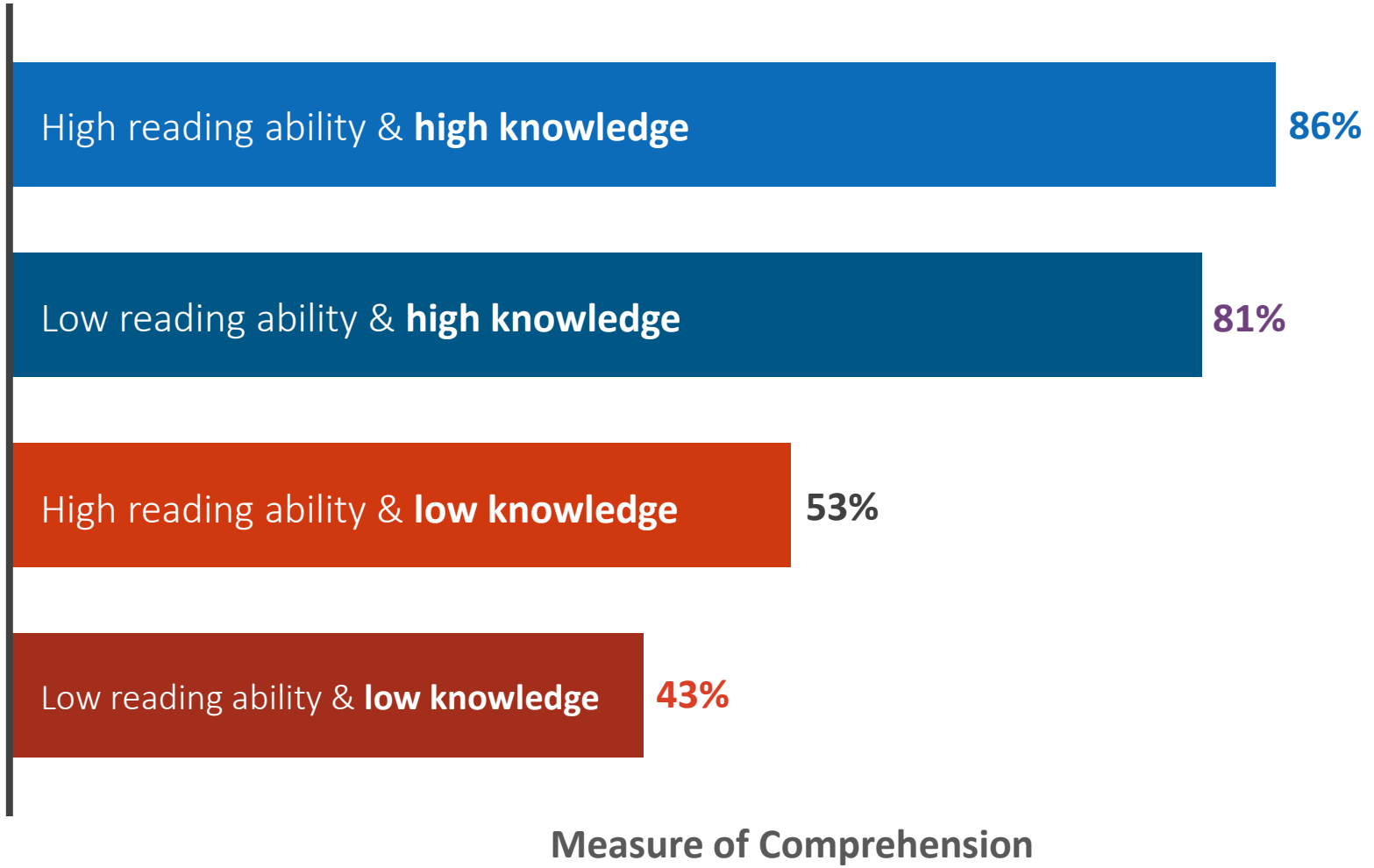
*Grade 8 Mississippi Academic Assessment Program (MAAP), 2016

4

Cross-Curricular Content Integration for RLA passages

Why does cross-curricular passage content matter?

- Evidence indicates students with **knowledge of the subject matter** have higher levels of comprehension than students with lower levels of subject matter knowledge.
- Since subject matter knowledge is covered in the TEKS for other subjects, and all students are taught the TEKS, ensuring STAAR passages have content aligned to the TEKS for other subjects ensures a **level playing field** when assessing comprehension.



Source: Recht, D. & Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers Memory of Text." (1998) Journal of Educational Psychology, Vol. 80, No. 1, 16-20

Linking informational passages to content area TEKS

Reading assessments will continue to include informational passages and literary passages.

- An informational text presents information to explain, clarify, and/or educate. These texts can clearly link to subjects such as science and social studies.
- A literary text is generally recognized as having artistic value and the purpose of entertaining the reader (e.g., prose fiction, drama, poetry, and literary nonfiction). These texts *might* reflect topics covered in other subject areas.

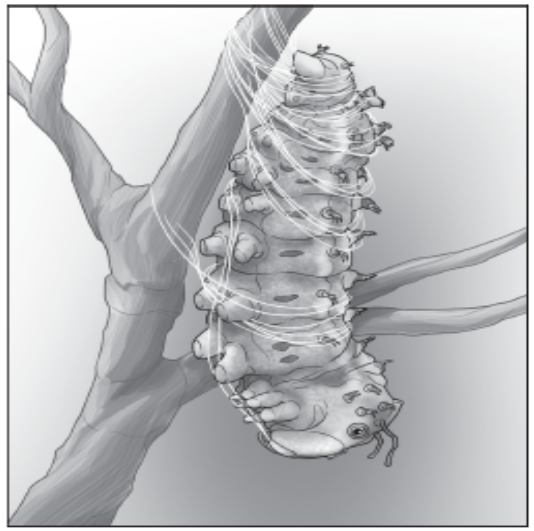
By the spring 2024 administration, 100% of information texts included in STAAR Reading & English EOC will be based on cross-curricular content covered in other TEKS subjects.

Grade 4 Reading Passage Example, Linked to Science TEKS

A Caterpillar's Tale

by Christine Allison

1 A caterpillar had crawled up on a twig. It looked the twig over, then fastened itself tightly to it by its hind legs and began twisting itself and moving its head up and down. Every time the caterpillar's head moved, it left behind something that looked like a glistening thread of silk.



2 An ant crawling nearby stopped and looked in wonder. "What in the world are you doing?"

3 "I'm making a house," the caterpillar said, as it paused to rest for a moment.

4 A bee that had lighted close by began to buzz with laughter. "Will you tell me, if you please, what sort of house that is?" he cried.

Certain K-4 Science Topics from the TEKS	Sample K-4 Science Vocabulary Taken from the TEKS
▪ observing the life cycles of animals (SE 1.10.D) ▪ investigating the unique stages that insects undergo (SE 2.10.C) ▪ Investigating how plants and animals undergo a series of changes (SE 3.10.B) ▪ exploring, illustrating, and comparing life cycles (SE 4.10.C)	▪ cycle ▪ environment ▪ habitat ▪ investigate ▪ life cycle ▪ organism ▪ pattern ▪ system

Cross-curricular passages will be phased in

2020

Informational passages are identified or developed.

Spring 2021

Informational passages with cross-curricular links will be introduced.

Spring 2022

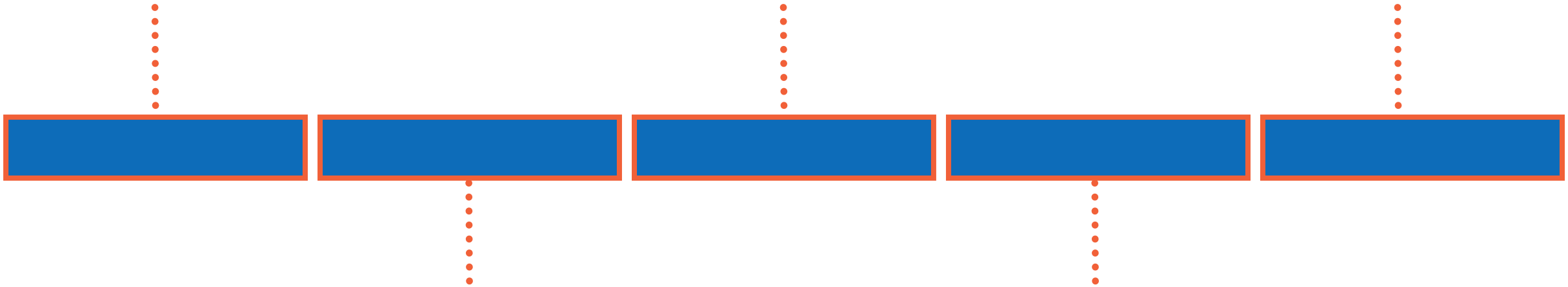
The number of passages with cross-curricular links will increase over previous year.

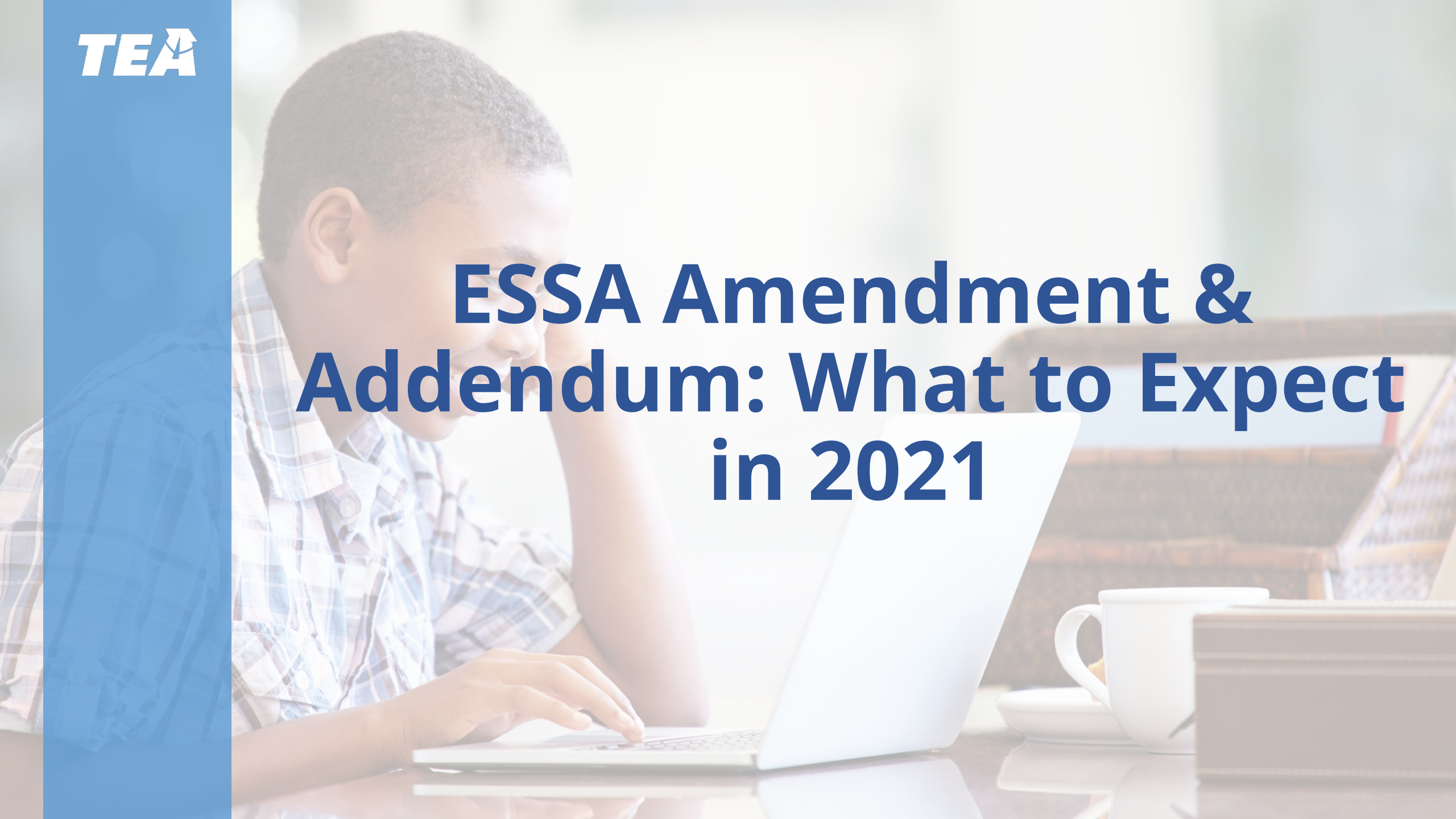
Spring 2023

The number of passages with cross-curricular links will increase over previous year.

Spring 2024

100% of informational selections on the grades 3-EOC STAAR will have a cross-curricular link.





ESSA Amendment & Addendum: What to Expect in 2021

ESSA Amendment & Addendum

- In December 2020, TEA announced its intention to submit several federal accountability modifications for 2021:
  - Delay the implementation of the accelerated testers requirement by one year.
  - Report only reading and mathematics STAAR participation rates.
  - Process the Closing the Gaps domain without the Academic Growth component.
  - Retain existing CSI, TSI, and ATS labels for 2021–22 and delay the identification of the next cohort of CSI, TSI, and ATS by one year.
  - Not calculate or assign scaled scores or *A*–*F* labels to the Closing the Gaps domain.

What to Expect in 2021

- No overall or domain scaled scores or *A–F* ratings. All districts and campuses labeled *Not Rated: Declared State of Disaster.*
  - All data will be report only.
  - Raw domain scores will *not* be displayed.
  - Raw component scores will be displayed.
- No School Progress, Part A or Closing the Gaps: Academic Growth data
- CCMR indicators updated
  - CTE coherent sequence and military enlistment removed
- STAAR components may include accelerated testers' results pending USDE response.
- Closing the Gaps federal graduation rate methodology includes growth toward target (Jan 2020 amendment).

What to Expect in 2021

Texas Education Agency
2021 Accountability Ratings Overall Summary
TEXAS H S (123456001) - TEXAS ISD

Accountability Rating Summary

	Component Score
Student Achievement	
STAAR Performance	55
College, Career and Military Readiness	63
Graduation Rate	100
School Progress	
Academic Growth	N/A
Relative Performance (Eco Dis: 46.7%)	57
	% Met of Indicators
Closing the Gaps	
Academic Achievement Status	56
Growth Status	N/A
Graduation Rate Status	0
English Language Proficiency Status	0
Student Success Status	90
School Quality Status	80
% Participation (All Tests)	
2019	100
2021	74

Distinction Designations

Distinction designations were not awarded in 2021.

Student Achievement

- STAAR Performance will be calculated (no change).
- CCMR will be calculated with the following updates:
  - Military enlistment removed (pending data receipt)
  - CTE coherent sequence removed
- Graduation Rate will be calculated (no change).

School Progress

- Part A: Academic Growth will *not* be calculated for 2021.
- Part B: Relative Performance will display STAAR (or STAAR/CCMR) raw score and economically disadvantaged percentage.

Closing the Gaps

- Academic Achievement, English Language Proficiency, Federal Graduation Rate, STAAR Only, and CCMR will be calculated at the component level.
- Academic Growth will *not* be calculated for Closing the Gaps.
- ELP credit will be awarded for advancing at least one composite rating from the prior year (2019 or 2020) to 2021 or by earning a composite rating of Basic Fluency or Advanced High.
- Weighting will *not* be applied, and a Closing the Gaps raw score will *not* be displayed.

Accountability Reset

Accountability Reset Timeline

The accountability system reset framework will be released in May 2022 for implementation in the 2022–23 school year. Targets will likely be released fall 2022 after processing 2022 STAAR data.

Accountability Reset – Student Achievement

- STAAR
  - Reset target cut points
- CCMR
  - Reset target cut points
  - Exclude CTE half point credit
  - Possibly include CTE auto-coded data
- Graduation Rate
  - Likely no changes needed

Appendix

Multipart

This item consists of two parts, the first being a traditional multiple-choice item. The second part may be multiple-choice or another type and typically asks the student to justify their response in part A. Also known as Evidence-Based Selected Response (EBSR).

Uses and Benefits

- Multipart EBSR items require a deeper analysis/understanding of text.
- These items can highlight the importance of metacognition in reading.
- The appropriate identification of textual evidence demonstrates a thorough understanding of the source text.
- Part B can come in the form of selecting from predetermined options, a constructed response, or text entry.
- This item type will be developed for all subject areas.

Assessed TEKS:

Grade 4 Reading

4.6.F, make inferences and use evidence to support understanding;

4.7.C, use text evidence to support an appropriate response;

4.8.B, explain the interactions of the characters and the changes they undergo;

4.8.C, analyze plot elements, including the rising action, climax, falling action, and resolution

This question has two parts. First, answer Part A. Then answer Part B.

Part A

In paragraph 14, what is the most likely reason the author includes the caterpillar talking to itself?

A. To show that the caterpillar has experienced a change

B. To explain why the caterpillar feels weak

C. To indicate that the caterpillar has made a safe house

D. To illustrate why the caterpillar wants to fly

Part B

Which sentence from the story best supports the answer to Part A?

A. *It was snug and dark inside.* (paragraph 13)

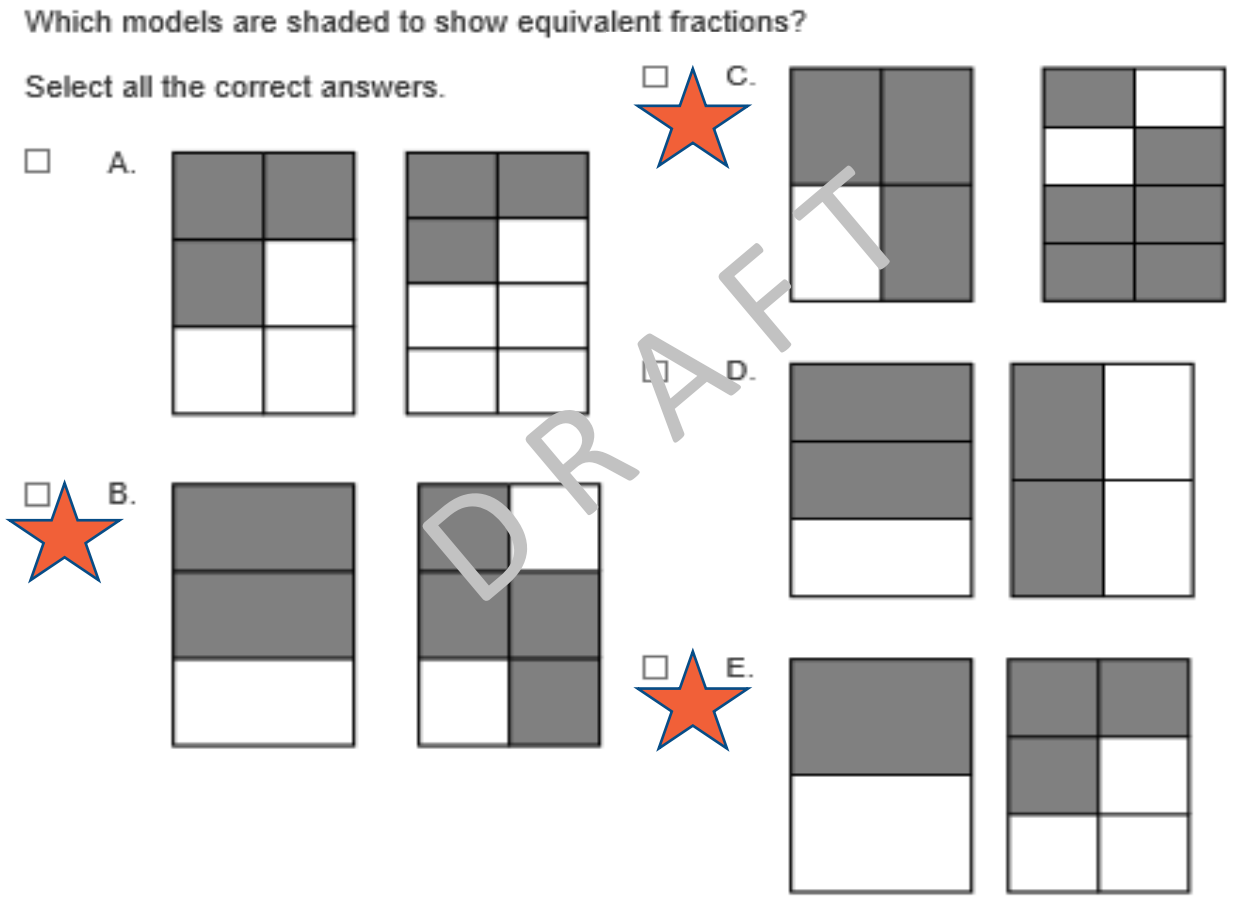
B. *It did not fly far, for it had not its full strength yet.* (paragraph 16)

C. *"So that was what you were about—growing wings in your strange house!"* (paragraph 20)

D. *"I shall come out to fly wherever I like!"* (paragraph 21)

Multiselect

Similar to a traditional multiple-choice item, except student must select more than one correct response



Uses and Benefits

- This item type requires students to demonstrate greater depth of understanding by selecting multiple correct answers to a question.
- This item type assess more breakouts in the student expectation than multiple-choice items.
- By correctly responding to this item, the student demonstrates a thorough understanding of equivalent fractions with a variety of denominators.

Assessed TEKS:

Grade 3 Math

3.2.F, represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines

Multiselect

Similar to a traditional multiple-choice item, except student must select more than one correct response

Which of the following ideas are conveyed in **both** "Red Crab Invasion" and "Monarch Magic"? Select two correct answers.

- ☐ A. Animal migration can be inconvenient for people in the surrounding area.
- ☐ B. People are often sad when an animal species leaves the area during migration.
- ☐ C. Animals have natural instincts that help them during migration.
- ☐ D. People can be strongly affected by animal migration.
- ☐ E. Animals often encounter great danger during migration.

Uses and Benefits

- Because they cover more than SE and more than one idea from a text, multiselect items can be used to replace multiple MC items in a test.
- This item type can help avoid the oversimplification of certain concepts in the classroom. For example, it can highlight the fact that authors often cover more than one theme in a single piece of writing.
- Require students to demonstrate greater depth of understanding by selecting multiple correct answers to a question.
- By correctly responding to this item, the student demonstrates a thorough understanding of key ideas presented in two different texts and how they connect across the texts.

Assessed TEKS:

Grade 6 Reading

6.5.E, make connections to ideas in other texts and society; 6.5.G, evaluate details read to determine key ideas; 6.7.A, infer multiple themes within and across texts using text evidence

Short Constructed Response

A student is asked a question that can be answered with a brief or extended response, which could consist of one or more sentences. In mathematics, the student may be asked to respond with an equation or mathematical expression.

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

In "Red Crab Invasion," what is one positive aspect of the red crab migration on Christmas Island? Support your answer with evidence from the article.

The annual migration attracts visitors to the island and helps boost the local economy
- Paragraph 7: "Also it is a way for the remote island to attract visitors"
- "Many tourists travel to Christmas Island to witness the red crab migration, boosting the local economy"

The red crab migration ensures the survival of the species
- Paragraph 6: "Then the tiny crabs travel to the forest where they will grow into adulthood and take part in the next migration"

Uses and Benefits

- For this item type, a student must give a brief explanation in their own words to demonstrate their understanding of content from the selection.
- To answer this question, the student must read and analyze the source text, identify text evidence that supports their thinking, and explain their understanding.
- This item type can be developed in multiple subject areas.

Assessed TEKS:
Grade 6 Reading

6.5.G, evaluate details read to determine key ideas; 6.6.C, use text evidence to support an appropriate response

Short Constructed Response

A student is asked a question that can be answered with a brief or extended response, which could consist of one or more sentences. In mathematics, the student may be asked to respond with an equation or mathematical expression.

Uses and Benefits

- Students write their own original response to a question without the aid of provided response options.
- Can more accurately measure understanding of content, critical thinking skills, and communication skills.
- Students can draw on a variety of content and personal knowledge to demonstrate understanding.
- Can be used across disciplines with or without one or more stimuli.

Explain the significance of the Battle of Saratoga during the American Revolution.

Enter your answer in the space.

Score	Description
1	Score one point for correct answers that include references to any one of the following: • It is a major major turning point of the war for United States. • It was a victory and gave a boost to the spirit of the Continental army. • It convinced France to become an ally with the United States. • It convinced France to enter the war against Great Britain.
0	The response is incorrect or irrelevant.

Assessed TEKS:

Grade 8 Social Studies

8.4.D: explain the issues surrounding important events of the American Revolution, including the Battle of Saratoga

8.29.B: analyze information by identifying cause-and-effect relationships

8.30.B: use effective written communication skills

Short Constructed Response

A student is asked a question that can be answered with a brief or extended response, which could consist of one or more sentences. In mathematics, the student may be asked to respond with an equation or mathematical expression.

A student recorded the length of a tree's shadow in two-hour intervals during one day in October. The measurements are shown in the table.

Time	Shadow Length (meters)
8:00 A.M.	5
10:00 A.M.	?
Noon	1
2:00 P.M.	3
4:00 P.M.	5

Predict the tree shadow length at 10 A.M., and explain why the shadow length is longest in the early morning and late afternoon.

Enter your answer in the space.

B I U 250

The shadow should be around 3 meters long. It is longest early in the morning and late in the afternoon because that is when the sun appears lowest in the sky. The sideways light makes a longer shadow.

Uses and Benefits

- For this item type, a student must give a brief explanation in their own words to demonstrate their understanding.
- To answer this question, the student must analyze data, predict an outcome, and explain their understanding.
- There is a character limit (250) for this item type.

Assessed TEKS:

Grade 5 Science

4.8.C, collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time

Constructed Response (Equation)

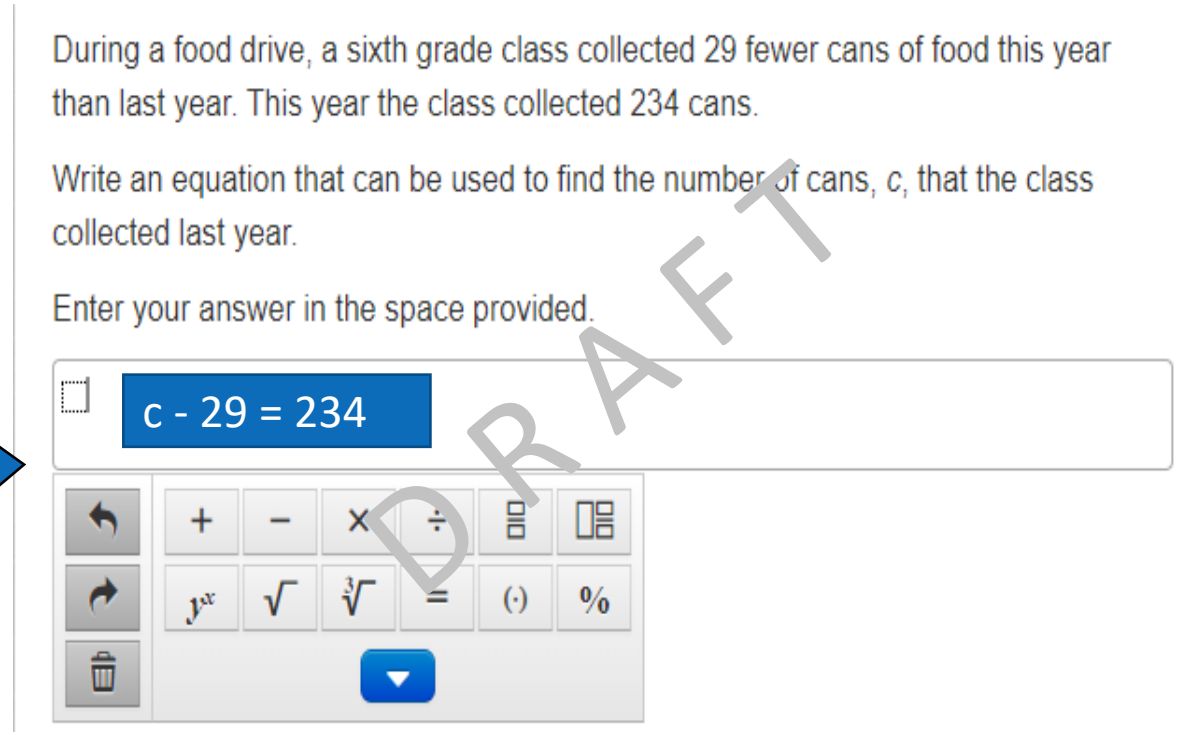
A student is asked to respond with an equation or mathematical expression.

Assessed TEKS:
Grade 6 Math

6.9.A, write one-variable, one-step equations and inequalities to represent constraints or conditions within problems

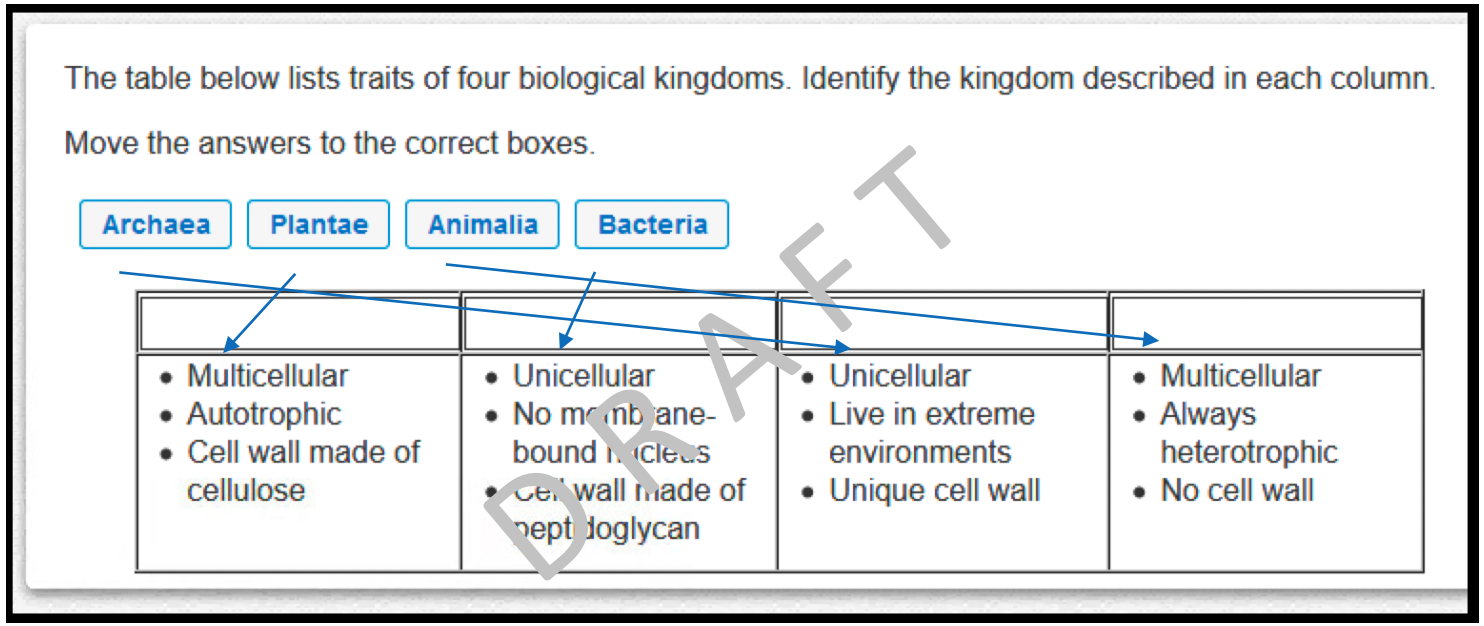
Uses and Benefits

- This item type requires the student to write the equation without the use of prompts. Prompts can be used with this item type. (c ☐ ☐ = ☐)
- This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.



Drag and Drop

Students must select and drag text or an object to a different location. This type of interaction can replace several multiple-choice items



Assessed TEKS:
Biology: B.8.C, compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals

Uses and Benefits

- For this item type, students must match one set of elements to another by dragging and dropping.
- Allows a greater range of responses. There are 24 possible combinations of answers with only one of them correct.

Drag and Drop

Students must select and drag text or an object to a different location. This type of interaction can replace several multiple-choice items

Assessed TEKS:

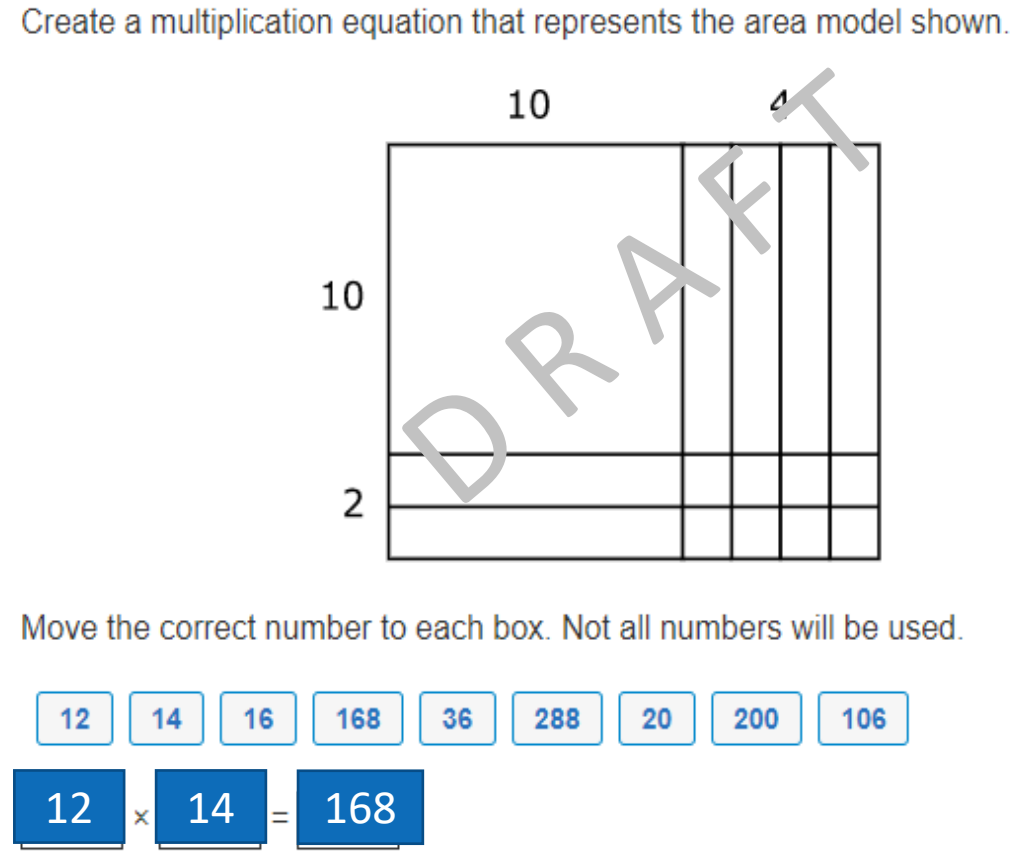
Grade 4 Math

4.4.C, represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15

4.4.D, use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

Uses and Benefits

- For this type of item, the student would select the correct number and drag it to the correct blank to construct and equation for the model.
- This item addresses the modeling in 4.4.C and multiplying a two-digit number by a two-digit number in 4.4.D. Students can choose to solve the problem using the model or by using other strategies, or the standard algorithm.



Hot Spot

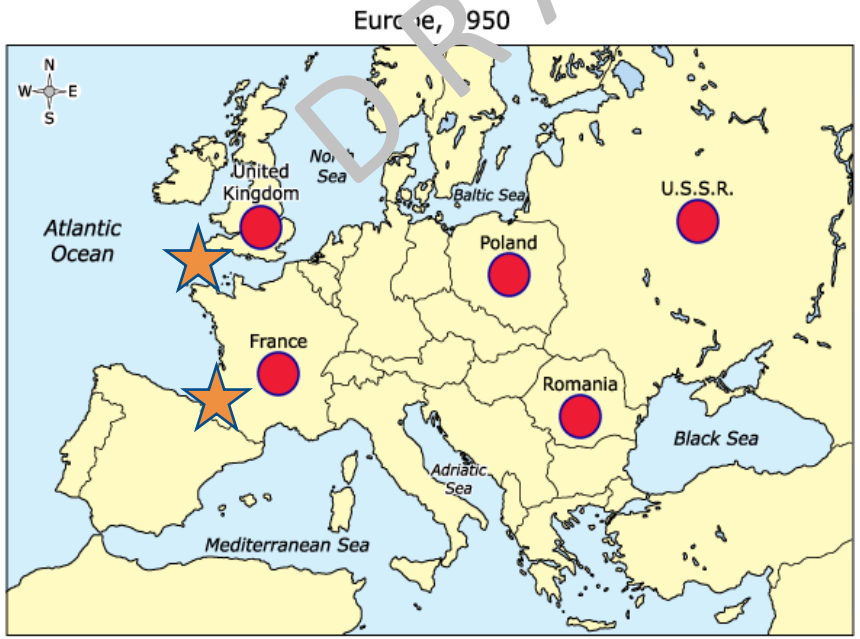
A graphical interaction with a set of choices defined as areas of a graphic image. The student's task is to select one or more of the areas (hot spots) when presented with a prompt or question

This excerpt is from a speech given by the U.S. Secretary of State in 1947.

> In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy.
>
> —*U.S. Secretary of State George C. Marshall, The Marshall Plan Speech, June 4, 1947*

Which European countries received economic aid as a result of this speech?

Select the correct answers.



Assessed TEKS:

US History: 8.A: describe U.S. responses to Soviet aggression after World War II, including the Marshall Plan

US History: 28.B: analyze information by drawing inferences and conclusions

US History: 30.B: pose and answer questions about geographic distributions and patterns shown on maps

Uses and Benefits

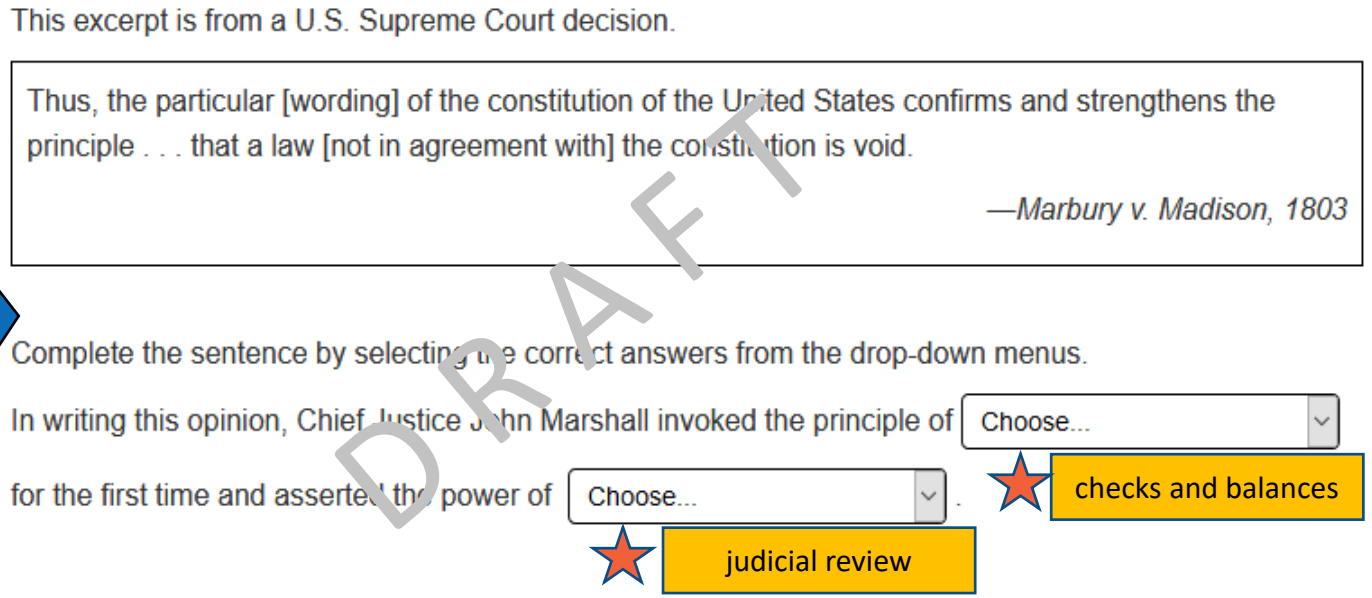
- Hot-spot items ask students to select one or more specific areas of a graphic as their response.
- Can be used with a wide variety of stimuli and information to engage students in higher level thinking.
- Can ask students to locate and cite evidence that supports a question response.
- Can be used across disciplines with photos, charts, graphs, diagrams, maps, political cartoons, etc.

In-line Choice

A student is presented text with missing content and must choose from a drop-down list of options. This interaction can require students to evaluate and compare multiple options to determine the best answer, revealing better understanding of content

Uses and Benefits

- These items ask students to select the correct answer from a drop-down menu for each blank.
- Can measure student analysis skills and understanding of key terms ,concepts and conceptual relationships in context.
- Can be used across disciplines with primary and secondary sources; reading passages; captions or headings for charts, graphs, diagrams, maps, political cartoons, etc.



Assessed TEKS:

Grade 8 Social Studies

8.15.D: analyze how the U.S. Constitution reflects the principles of limited government, checks and balances, and separation of powers,

8.18.A: identify the origin of judicial review

8.18.B: summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison

8.29.B: analyze information by drawing conclusions

8.30.A: use social studies terminology correctly

Text Entry

The student responds by entering text, which may be a numeric quantity, a word, or a phrase.

Uses and Benefits

- For this item type, the student enters a brief string of text (a number, a word, a phrase).
- Numeric text entry can assess more aspects of an SE as in this example.
- Similar to current griddables, but can also be used for text.

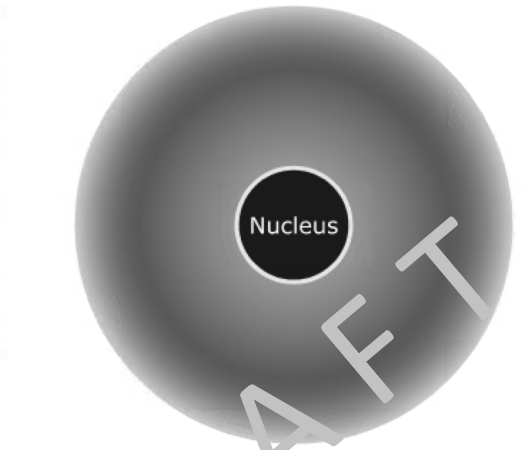
Assessed TEKS:

Grade 8 Science

8.5.A, describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud

This incomplete model represents an atom of an element.

Electron Cloud Model



Fill in the missing parts of the table to provide more information about the characteristics of the element represented by the atom.

Enter your answers in the spaces.

Characteristics of the Element

Characteristic	Value
Atomic number	13
Atomic mass (amu)	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	13
Number of neutrally charged particles in each atom	14
Total number of particles in the nucleus of each atom	27

Highlight Text

A student must physically select text from a given passage. Students also have the ability to select multiple words or phrases if needed. A student selects from one or more choices

This excerpt discusses some of the history between the Cherokee Indian tribe and the U.S. government.

Which phrases help explain why the Cherokee Indian tribe was removed?

Select all the choices that correctly answer the question.

In 1832 the Cherokee Indian tribe lived on land guaranteed them by treaty. They found gold on that land. Georgia tried to seize the land. The Cherokees sued. And eventually the Supreme Court, in *Worcester v. Georgia*, held in favor of the Cherokees. Georgia then refused to obey the Court. President Andrew Jackson reportedly said, "John Marshall has made his decision; now let him enforce it." And Jackson sent troops to evict the Cherokees, who traveled the Trail of Tears to Oklahoma, thousands dying along the way.

—*Stephen Breyer, associate justice, Supreme Court of the United States, University of Pennsylvania Law School commencement remarks, May 19, 2003*

Uses and Benefits

- These items ask students to demonstrate understanding by citing evidence, either by selecting or by highlighting text in a sentence, paragraph, or extended reading.
- Can measure in-context analysis skills and understanding of key terms, concepts, and conceptual relationships.
- Can be used across disciplines with primary sources, secondary sources, reading passages, etc.

Assessed TEKS:

Grade 8 Social Studies

8.5.F: explain the impact of the election of Andrew Jackson

8.5.G: analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian Era

8.29.A: use valid primary and secondary sources to acquire information about the United States

8.29.B: analyze information by identifying cause-and-effect relationships

Slider (Bar Graph)

Students create a bar graph by moving a slider that changes the length of each bar

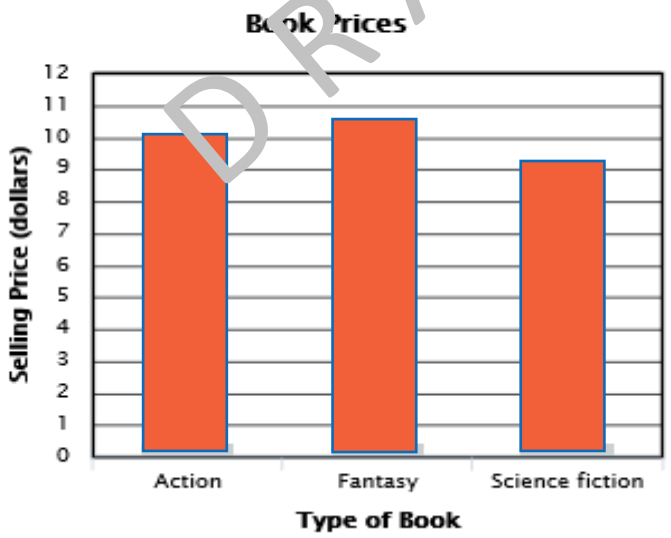
A store owner buys and sells books. The selling price of each type of book is determined from the purchase price the owner pays for the book.

Book Prices

Type of Book	Purchase Price (dollars)	Selling Price	
Action	5.00	2 times the purchase price	10.00
Fantasy	3.50	3 times the purchase price	10.50
Science fiction	4.50	2 times the purchase price	9.00

Create a bar graph that represents the selling price of each type of book.

Drag the top of each bar to the correct height.



Assessed TEKS:

Grade 5 Math

5.9.A: represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots

5.3.E: solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

Uses and Benefits

- This item type requires the student to drag the slider to the correct number for each category in the bar graph. It could also be used to indicate shading on number lines.
- This item type prompts more student engagement than a multiple-choice item and requires a higher level of thinking.

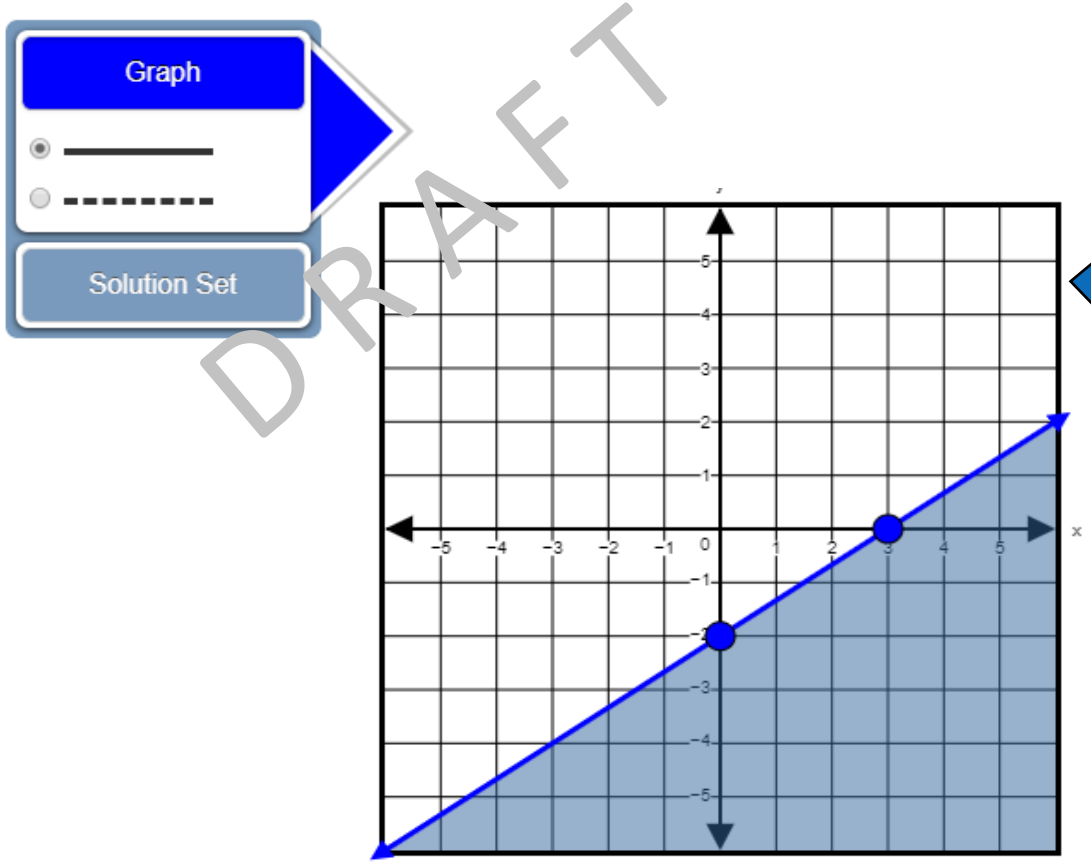
Graphing/Hot Spot

Allows a test taker to respond to a question or prompt by plotting a function on a coordinate grid using a dynamic tool.

What is the solution set for $2x - 3y \geq 6$?

Graph the solution set of the linear inequality in the coordinate plane by

- first selecting the Graph button to graph the line and choose the line style
- then selecting the Solution Set button to select the desired region



Assessed TEKS:

Algebra I:

A.3.D, graph the solution set of linear inequalities in two variables on the coordinate plane

Uses and Benefits

- This item uses the hot spot in two different ways: plotting points on a graph and selecting a region on the graph that represents the solution set.
- This item type requires the student to determine at least two points on the line, determine the type of line, and select the region of the solution set.
- This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.