

Accompanying Guide to  
New Question Type  
Samplers: Reading  
Language Arts (RLA)

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# This document provides a guide to navigating the new question type samplers, including scoring and reporting information

All example questions in this guide are from the new question type samplers, which are available here: [new question type samplers](#)

Information provided in this document is subject to change following results from the Spring 2022 field test.

Please note the following about the new question type samplers:

- Sampler results are not predictive of student performance on the STAAR assessment, and instructional interpretations should not be made from the question type sampler results.
- Constructed response questions in the samplers will not be scored because they are handscored.
- Not all new question types in the samplers will appear on every STAAR test every year.

Additional information and resources about the STAAR assessment are available here: [STAAR Test](#)

# State and federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022–2023

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential.

STAAR is a summative assessment that serves several primary purposes, including determining student mastery of 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 Texas's state summative assessment (STAAR), effective 2022–2023, that will ensure STAAR is more aligned with how students are learning in the classroom.

One component of the redesign is the addition of new, non-multiple-choice questions to meet a 75% cap on multiple-choice questions.

# Any new question type will need to be able to meet our existing rigorous requirements for STAAR questions AND provide additional benefits

New questions will need to meet our existing rigorous requirements for STAAR, including:

- Valid statistics from field tests
- Alignment with TEKS
- Grade-level appropriateness
- Lack of bias
- Accessibility for all students
- Review and approval from group of Texas educators who teach the grade level and agree students should be able to answer these questions at the end of the year

TEA has worked closely with educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

## The following new question types may be included in the specified Reading Language Arts (RLA) tests starting in Spring 2023

*Question Type	Question Type Description	STAAR RLA Test Titles
<b>Text entry</b>	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 6-8 EOC
<b>Hot text</b>	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Grades 3-5
<b>Multipart</b>	Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.	Grades 3-8 EOC
<b>Match table grid</b>	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
<b>Multiselect</b>	Student can select more than one correct answer from a set of possible answers.	Grades 3-8 EOC
<b>Short constructed response</b>	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Grades 3-8 EOC
<b>Extended constructed response</b>	Student writes an in-depth response by explaining, analyzing, and evaluating, information provided in a reading selection or stimulus.	Grades 3-8 EOC

*Maximum possible points per question*

 2 points

 1 or 2 points dependent upon question

 Constructed responses are graded on a rubric greater than or equal to 2 points

\*Not all new question types will appear on every test every year

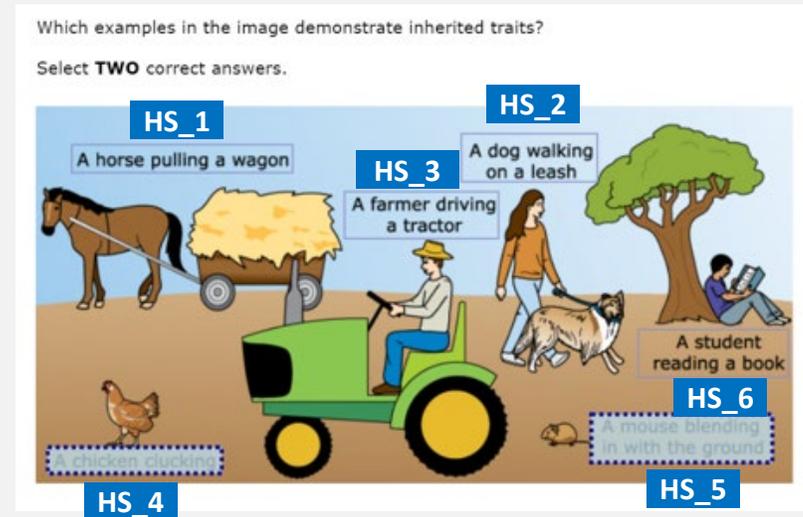
# How new question types are reported in the data file

Districts are provided a data file that details student's answers at an aggregate level:

- Actual value or texts will appear in the data file for items such as inline choice or multiple select items.
- For new question types such as match table grid or hot spot items, answer choices will be given identifiers.
- Student responses will not be transformed into a data file for some items such as graphing or number line.
- Data files will be delivered to district users' TIDE secure inbox.

## Sample data file output: Identifiers

- For this hot spot item, each answer choice is given a corresponding identifier. In a data file, it will appear that the student selected HS\_4, HS\_5 (hot spot answer choice 4 and hot spot answer choice 5) for this item.





## Scoring and Reporting Information Each New Question Type

# Overview of the scoring and reporting guide

The remainder of this resource includes information about scoring and reporting for each new question type on RLA tests.

The first slide for each new question type is an overview that includes a definition, the possible points for the question type, and the grades which may include the question type.

Then, one to two examples of the new question type are given. Each example includes a set of slides:

- Student view slides: Student view that includes the question prompt and what the student will see when they select their answer. Example student responses for each possible credit will also be given.
- Teacher view slide: Teacher view in the reporting system that includes the scoring model for the question type, the correct answer to the example question, and the score of the student answering the example question.

## Question Type: Text Entry

### *Question Type Overview*

Description: Student responds by typing a brief string of text such as a number, word, or phrase.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 6-8 and EOC

## Question Type: Text Entry

### Example #1: Student view

This example is question #10 in the English I EOC sampler.

**10** 

GUEST, GUEST

---

Enter your answer in the box.

In paragraph 9, the word *debut* means  .

## Question Type: Text Entry

### Example #1: Student view

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

Enter your answer in the box.

In paragraph 9, the word *debut* means .

This student did not enter the correct answer (0 points).

Enter your answer in the box.

In paragraph 9, the word *debut* means .

# Question Type: Text Entry

## Example #1: Teacher view

The screenshot shows the teacher interface for a text entry question. At the top, it displays 'Fall 2022 STAAR Interim' and 'Student: Demo, Student'. The current item is 10, with a score of 1/1. The question is titled '10' and is by Jennifer Strittmatter. The instruction is 'Enter your answer in the box.' The question text is 'In paragraph 9, the word *debut* means .' The scoring assertion table shows '1. The student chose the correct answer.' with an outcome of a checkmark. A student setting is shown as 'ON'.

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
ON

**10**  
Jennifer Strittmatter

Enter your answer in the box.

In paragraph 9, the word *debut* means .

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The scoring model for this text entry question is:

- To obtain full credit (1 point), the student will correctly define “debut.”
- Students will receive 0 points if the definition is missing or incorrect.

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

## Question Type: Hot Text

### *Question Type Overview*

Description: Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-5

# Question Type: Hot Text

## Example #1: Student view

This example is question #7 in the Grade 3 sampler.

7

GUEST, GUEST

Read lines 17 through 24 of the poem. Which line best shows that the speaker stays close to the pants even when he is not wearing them?

Select the correct answer.

But all I can do  
is watch you go round  
and round  
20 in the little window,  
tumbling in the suds,  
like me  
when I'm caught  
in an ocean wave.

## Question Type: Hot Text

### Example #1: Student view

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

Select the correct answer.

But all I can do  
**is watch you go round**  
and round  
20 in the little window,  
tumbling in the suds,  
like me  
when I'm caught  
in an ocean wave.

This student did not select the correct answer (0 points).

Select the correct answer.

But all I can do  
is watch you go round  
and round  
20 in the little window,  
tumbling in the suds,  
like me  
when I'm caught  
**in an ocean wave.**

# Question Type: Hot Text

## Example #1: Teacher view

The screenshot displays the 'Fall 2022 STAAR Interim' interface. At the top, it shows 'Item 6', 'Student: Demo, Student', and 'Item 8'. Below this, a navigation bar indicates 'Current Item: 7' and 'Score: 1/1'. The main content area is divided into two tabs: 'Item & Score' and 'Rubric & Resources'. Under 'Item & Score', there is a table with two columns: 'Scoring Assertion' and 'Outcome'. The table contains one row: '1. The student chose the correct answer.' with a checkmark in the 'Outcome' column. Below the table, there is a 'student setting(s)' toggle set to 'ON'. The question itself is numbered '7' and attributed to 'Jennifer Strittmatter'. It asks the student to read lines 17 through 24 of a poem and select the line that best shows the speaker stays close to the pants even when he is not wearing them. The poem text is displayed in a box with the following lines: 'But all I can do', 'is watch you go round', 'and round', '20 in the little window,', 'tumbling in the suds,', 'like me', 'when I'm caught', 'in an ocean wave.' The line 'is watch you go round' is highlighted in purple, indicating it was the student's selection.

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
 ON

**7**  
Jennifer Strittmatter

Read lines 17 through 24 of the poem. Which line best shows that the speaker stays close to the pants even when he is not wearing them?

Select the correct answer.

But all I can do  
is watch you go round  
and round  
20 in the little window,  
tumbling in the suds,  
like me  
when I'm caught  
in an ocean wave.

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The scoring model for this hot text question is:

- To obtain full credit (1 point), the student will correctly select the line that best shows the speaker stays close to the pants even when he is not wearing them.
- Students will receive 0 points if the selection is missing or incorrect.

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

# Question Type: Hot Text

## Example #2: Student view

This example is question #7 in the Grade 4 sampler.

**7** ☰

GUEST, GUEST

In lines 40 through 50, which line best expresses a theme of the play?

Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. *[Starts to groan.]* Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

43 **HERBIE:** *[Hopeful.]* Yeah?

44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

# Question Type: Hot Text

## Example #2: Student view

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

**7162**  
Violet Smith

In lines 40 through 50, which line best expresses a theme of the play?

Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. *[Starts to groan.]* Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

43 **HERBIE:** *[Hopeful.]* Yeah?

44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

This student did not select the correct answer (0 points).

**7162**  
Violet Smith

In lines 40 through 50, which line best expresses a theme of the play?

Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. *[Starts to groan.]* Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

43 **HERBIE:** *[Hopeful.]* Yeah?

44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

# Question Type: Hot Text

## Example #2: Teacher view

The screenshot shows the teacher interface for a Hot Text question. At the top, it displays 'Fall 2022 STAAR Interim' and 'Student: Demo, Student'. The current item is 7, with a score of 1/1. The 'Scoring Assertion' table shows the question text and a checkmark in the 'Outcome' column. Below the table, the question text is displayed: 'In lines 40 through 50, which line best expresses a theme of the play? Select the correct answer.' The text includes several lines of dialogue from a play, with line 44 highlighted in purple. A 'student setting(s)' toggle is set to 'ON'.

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
 ON

**7**  
Jennifer Strittmatter

In lines 40 through 50, which line best expresses a theme of the play?  
Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. *[Starts to groan.]* Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

43 **HERBIE:** *[Hopeful.]* Yeah?

44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

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The scoring model for this hot text question is:

- To obtain full credit (1 point), the student will correctly select the line that best expresses the theme of the play.
- Students will receive 0 points if the selection is missing or incorrect.

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

## Question Type: Multipart

### *Question Type Overview*

Description: Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-8 and EOC

# Question Type: Multipart

## Example #1: Student view

This example is question #3 in the Grade 5 sampler.

**3**  
GUEST, GUEST

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

**Part A**  
Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

- A Many animals make their homes inside of the cholla cactus.
- B Birds sing from the cholla cactus when other animals are asleep.
- C The cholla cactus provides moisture for some desert wildlife.
- D The cholla cactus is used as a food source for some animals and people.

**Part B**  
Which lines from the poem support the answer to Part A?

- A On the hottest  
summer afternoons  
when desert creatures  
look for shade (lines 1-4)
- B I sit high on a cactus  
and fling  
my loud ringing trill  
out to the sun . . .  
  
over and over  
again. (lines 8-13)
- C is a sticky branch  
in a cactus thicket.  
  
I like thorns  
in all directions. (lines 21-24)
- D It is so good a nest  
that when we leave it  
other creatures  
will move in—  
a family of crickets  
or a cactus-climbing mouse. (lines 31-36)

This is what the student will see when they select the correct answers (2 points).

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

**Part A**

Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

- A Many animals make their homes inside of the cholla cactus.
- B Birds sing from the cholla cactus when other animals are asleep.
- C The cholla cactus provides moisture for some desert wildlife.
- D The cholla cactus is used as a food source for some animals and people.

**Part B**

Which lines from the poem support the answer to Part A?

- A On the hottest  
summer afternoons  
when desert creatures  
look for shade (lines 1-4)
- B I sit high on a cactus  
and fling  
my loud ringing trill  
out to the sun . . .  
  
over and over  
again. (lines 8-13)
- C is a sticky branch  
in a cactus thicket.  
  
I like thorns  
in all directions. (lines 21-24)
- D It is so good a nest  
that when we leave it  
other creatures  
will move in—  
a family of crickets  
or a cactus-climbing mouse. (lines 31-36)

# Question Type: Multipart

## Example #1: Student view

This student selected a correct answer for Part A and an incorrect answer for Part B (1 point).

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

### Part A

Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

- A Many animals make their homes inside of the cholla cactus.
- B Birds sing from the cholla cactus when other animals are asleep.
- C The cholla cactus provides moisture for some desert wildlife.
- D The cholla cactus is used as a food source for some animals and people.

### Part B

Which lines from the poem support the answer to Part A?

- A On the hottest  
summer afternoons  
when desert creatures  
look for shade (lines 1–4)
- B I sit high on a cactus  
and fling  
my loud ringing trill  
out to the sun . . .  
  
over and over  
again. (lines 8–13)
- C is a stickery branch  
in a cactus thicket.  
  
I like thorns  
in all directions. (lines 21–24)
- D It is so good a nest  
that when we leave it  
other creatures  
will move in—  
a family of crickets  
or a cactus-climbing mouse. (lines 31–36)

This student did not select the correct answer to Part A (0 points).

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

### Part A

Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

- A Many animals make their homes inside of the cholla cactus.
- B Birds sing from the cholla cactus when other animals are asleep.
- C The cholla cactus provides moisture for some desert wildlife.
- D The cholla cactus is used as a food source for some animals and people.

### Part B

Which lines from the poem support the answer to Part A?

- A On the hottest  
summer afternoons  
when desert creatures  
look for shade (lines 1–4)
- B I sit high on a cactus  
and fling  
my loud ringing trill  
out to the sun . . .  
  
over and over  
again. (lines 8–13)
- C is a stickery branch  
in a cactus thicket.  
  
I like thorns  
in all directions. (lines 21–24)
- D It is so good a nest  
that when we leave it  
other creatures  
will move in—  
a family of crickets  
or a cactus-climbing mouse. (lines 31–36)

# Question Type: Multipart

## Example #1: Teacher view

The screenshot shows the '2022 STAAR Interim' interface. At the top, it displays 'Item 2' and 'Student: Demo, Student'. Below this, a table shows the 'Scoring Assertion' and 'Outcome' for the current item. The 'Scoring Assertion' is '1. The student chose the correct answer.' and the 'Outcome' is a checkmark. A 'student setting(s)' button is visible. The question itself is a multipart choice question with two parts. Part A asks for an important idea from both an article and a poem. Part B asks for lines from the poem that support the answer to Part A. The interface shows four radio button options for Part A and four text-based options for Part B. The correct answer for Part A is selected, and the correct answer for Part B is also selected.

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

**3**  
Jennifer Strickmatter

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

**Part A**  
Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

- Many animals make their homes inside of the cholla cactus.
- Birds sing from the cholla cactus when other animals are asleep.
- The cholla cactus provides moisture for some desert wildlife.
- The cholla cactus is used as a food source for some animals and people.

**Part B**  
Which lines from the poem support the answer to Part A?

- On the hottest summer afternoons when desert creatures look for shade (lines 1-4)
- I sit high on a cactus and fling my loud ringing trill out to the sun . . . over and over again. (lines 8-13)
- is a stickery branch in a cactus thicket. I like thorns in all directions. (lines 21-24)
- It is so good a nest that when we leave it other creatures will move in— a family of crickets or a cactus-climbing mouse. (lines 31-36)

The scoring model for this multipart question is:

- To obtain full credit (2 points), the student will correctly answer Part A and Part B.
- To obtain partial credit (1 point) the student will correctly answer Part A.
- Students will receive 0 points if the answer to Part A is missing or incorrect.

In this answer, the student chose the correct answers for both Part A and Part B, so they received full credit (2 points).

## Question Type: Match Table Grid

### *Question Type Overview*

Description: Student matches statements or objects to different categories presented in a table grid.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grade 8 and EOC

# Question Type: Match Table Grid

## Example #1: Student view

This example is question #8 in the English I EOC sampler.

8
☰

GUEST, GUEST

Which groups are most likely the intended audience of the article?

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input type="checkbox"/>	<input type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input type="checkbox"/>	<input type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input type="checkbox"/>	<input type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input type="checkbox"/>	<input type="checkbox"/>

This is what the student will see when they select the correct answers (2 points).

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Question Type: Match Table Grid

## Example #1: Student view

This student selected two incorrect answers (1 point).

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This student selected three incorrect answers (0 points).

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# Question Type: Match Table Grid

## Example #1: Teacher view

The screenshot shows the interface for a Match Table Grid question. At the top, it displays 'Fall 2022 STAAR Interim' and 'Student: Demo, Student'. The current item is 8, with a score of 2/2. The question asks, 'Which groups are most likely the intended audience of the article?' and instructs the student to 'Select the correct answer in each row.' The table below shows five groups and their classification as 'Intended Audience' or 'Not the Intended Audience'.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Scoring Assertion: 1. The student chose the correct answer. Outcome: ✓

student setting(s): ON

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The scoring model for this match table grid question is:

- To obtain full credit (2 points), the student will correctly classify all five groups as either the intended audience or not the intended audience of the article.
- To obtain partial credit (1 point) the student will correctly classify three or four groups.
- Students will receive 0 points if three or more classifications are missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (2 points).

## Question Type: Multiselect

### *Question Type Overview*

Description: Student can select more than one correct answer from a set of possible answers. Student will not be allowed to select more than the specified number of correct answers asked for within an individual question.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-8 and EOC

# Question Type: Multiselect

## Example #1: Student view

This example is question #1 in the Grade 3 sampler.

**1** 

GUEST, GUEST

What are the most likely reasons the author includes the photograph in the article?

Select **TWO** correct answers.

- To help the reader see how large Big Tex is
- To show the reader how Big Tex was built
- To help the reader see how Big Tex moves
- To show the reader how Big Tex is dressed
- To help the reader see how famous Big Tex is

This is what the student will see when they select the correct answers (2 points).

Select **TWO** correct answers.

- To help the reader see how large Big Tex is
- To show the reader how Big Tex was built
- To help the reader see how Big Tex moves
- To show the reader how Big Tex is dressed
- To help the reader see how famous Big Tex is

# Question Type: Multiselect

## Example #1: Student view

The student selected one correct answer and one incorrect answer (1 point).

Select **TWO** correct answers.

To help the reader see how large Big Tex is

To show the reader how Big Tex was built

To help the reader see how Big Tex moves

To show the reader how Big Tex is dressed

To help the reader see how famous Big Tex is

The student did not select the correct answers (0 points).

Select **TWO** correct answers.

To help the reader see how large Big Tex is

To show the reader how Big Tex was built

To help the reader see how Big Tex moves

To show the reader how Big Tex is dressed

To help the reader see how famous Big Tex is

# Question Type: Multiselect

## Example #1: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Student: Demo, Student' and 'Item 2'. Below this, there are tabs for 'Item & Score' and 'Rubric & Resources'. The 'Item & Score' tab is active, showing a 'Scoring Assertion' table with one row: '1. The student chose the correct answer.' and an 'Outcome' of a checkmark. A 'student setting(s)' toggle is set to 'ON'. The question text reads: 'What are the most likely reasons the author includes the photograph in the article?' followed by 'Select **TWO** correct answers.' There are five options, each in a rounded rectangle: 'To help the reader see how large Big Tex is' (checked), 'To show the reader how Big Tex was built' (unchecked), 'To help the reader see how Big Tex moves' (unchecked), 'To show the reader how Big Tex is dressed' (checked), and 'To help the reader see how famous Big Tex is' (unchecked). The interface also shows a progress bar and a copyright notice at the bottom: 'Copyright © 2022 Cambium Assessment, Inc. All rights reserved.'

The scoring model for this multiselect question is:

- To obtain full credit (2 points), the student will select two correct reasons the author includes the photograph in the article.
- To obtain partial credit (1 point), the student will select one correct reason the author includes the photograph in the article.
- Students will receive 0 points if both selections are missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (2 points).

# Question Type: Multiselect

## Example #2: Student view

This example is question #1 in the Grade 6 sampler.

**1** 

GUEST, GUEST | Last Saved: 10:18 PM

Which lines from the poem best support the conclusion that the speaker is familiar with monarch butterfly behavior?

Select **TWO** correct answers.

- White dots and black stripes on rust. (line 10)
- I know just where you will go, (line 16)
- As you ride the breeze to the horizon. (line 17)
- Destined to find home in Mexico. (line 20)
- Spreading your magic in that new place. (line 25)

This is what the student will see when they select the correct answers (2 points).

Select **TWO** correct answers.

- White dots and black stripes on rust. (line 10)
- I know just where you will go, (line 16)
- As you ride the breeze to the horizon. (line 17)
- Destined to find home in Mexico. (line 20)
- Spreading your magic in that new place. (line 25)

## Question Type: Multiselect

### Example #2: Student view

The student selected one correct answer and one incorrect answer (1 point).

Select **TWO** correct answers.

- White dots and black stripes on rust. (line 10)
- I know just where you will go, (line 16)
- As you ride the breeze to the horizon. (line 17)
- Destined to find home in Mexico. (line 20)
- Spreading your magic in that new place. (line 25)

The student did not select the correct answers (0 points).

Select **TWO** correct answers.

- White dots and black stripes on rust. (line 10)
- I know just where you will go, (line 16)
- As you ride the breeze to the horizon. (line 17)
- Destined to find home in Mexico. (line 20)
- Spreading your magic in that new place. (line 25)

# Question Type: Multiselect

## Example #2: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Student: Demo, Student' and 'Item 2'. Below this, there are tabs for 'Current Item: 1', 'Score: 2/2', 'Item & Score', and 'Rubric & Resources'. The 'Item & Score' tab is active, showing a 'Scoring Assertion' table with one row: '1. The student chose the correct answer.' and an 'Outcome' of a checkmark. A 'student setting(s)' toggle is set to 'ON'. The question text reads: 'Which lines from the poem best support the conclusion that the speaker is familiar with monarch butterfly behavior? Select **TWO** correct answers.' There are five answer options, each in a rounded rectangle with a checkbox: 'White dots and black stripes on rust. (line 10)', 'I know just where you will go, (line 16)', 'As you ride the breeze to the horizon. (line 17)', 'Destined to find home in Mexico. (line 20)', and 'Spreading your magic in that new place. (line 25)'. The checkboxes for the second and fourth options are checked.

The scoring model for this multiselect question is:

- To obtain full credit (2 points), the student will select two lines from the poem that correctly support the conclusion.
- To obtain partial credit (1 point), the student will select one line from the poem that correctly supports the conclusion.
- Students will receive 0 points if both selections are missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (2 points).

## Question Type: Short Constructed Response

### *Question Type Overview*

Description: Student gives a brief explanation in their own words to demonstrate their understanding of content.

Point value: Short constructed responses are graded on a rubric equal to 2 points.

RLA tests that may include these questions: Grades 3-8 and EOC

# Question Type: Short Constructed Response

## Example #1: Student view

This example is question #2 in the Grade 5 sampler.

2☰

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GUEST, GUEST | Last Saved: 10:30 PM

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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.

**B** *I* U ~~T<sub>x</sub>~~    ☰ ☱ ☲ ☳    ✂ 📄 🗑️ ↶ ↷ Ω

# Chars 0/475

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

# Question Type: Short Constructed Response

## Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 1 Student: Demo, Student Item 3

Current Item: 2 Score: 2/2 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
ON

2

GUEST, GUEST Last Saved: 10:30 PM

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.

# Chars 0/475

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The scoring model for this short constructed response question is:

- To obtain full credit (2 points), the student will correctly explain why the wood rat uses the cholla cactus to build its nest, using supporting evidence from the article.
- To obtain partial credit (1 point), the student will correctly explain why the wood rat uses the cholla cactus to build its nest without using supporting evidence from the article, or the student will cite relevant text evidence without an accurate answer to the question.
- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for a short constructed response. A correct answer to this example will receive 2 points.

# Question Type: Short Constructed Response

## Example #2: Student view

This example is question #8 in the Grade 6 sampler.

**8**

GUEST, GUEST

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

In paragraph 3 of "George Washington's Portrait," why does the author include the detail of Gilbert Stuart talking to George Washington about horses? Support your answer with evidence from the article.

**B I U I<sub>x</sub>** **¶** **☰** **☒** **✂** **📄** **🗑** **↶** **↷** **Ω**

# Chars 0/475

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

# Question Type: Short Constructed Response

## Example #2: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 1 Student: Demo, Student Item 3

Current Item: 2 Score: 2/2 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
ON

8

GUEST, GUEST

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

In paragraph 3 of "George Washington's Portrait," why does the author include the detail of Gilbert Stuart talking to George Washington about horses? Support your answer with evidence from the article.

# Chars 0/475

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The scoring model for this short constructed response question is:

- To obtain full credit (2 points), the student will correctly explain why the author includes the detail of Gilbert Scott talking to George Washington about horses, using supporting evidence from the article.
- To obtain partial credit (1 point), the student will correctly explain why the author includes the detail of Gilbert Scott talking to George Washington about horses without using supporting evidence from the article, or the student will cite relevant text evidence without an accurate answer to the question.
- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for a short constructed response. A correct answer to this example will receive 2 points.

# Question Type: Extended Constructed Response

## *Question Type Overview*

Description: Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.

Point value: Extended constructed responses are graded on a rubric equal to 5 points.

RLA tests that may include these questions: Grades 3-8 and EOC

# Question Type: Extended Constructed Response

## Example #1: Student view

This example is question #6 in the English I EOC sampler.

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

**6**

GUEST, GUEST

Read the excerpt from "The Namesake." Based on the information from the excerpt, write a response to the following:  
Explain how the characterizations of Ashoke and Mrs. Lapidus contribute to the development of the plot in this excerpt.  
Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

**B I U I<sub>x</sub>** **¶** **☰** **☲** **☱** **☴** **☵** **☶** **☷** **☸** **☹** **☺** **☻** **☼** **☽** **☿** **♁** **♂** **♀** **♃** **♄** **♅** **♆** **♇** **♈** **♉** **♊** **♋** **♌** **♍** **♎** **♏** **♐** **♑** **♒** **♓** **Ω**

# Question Type: Extended Constructed Response

## Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 2 Student: Demo, Student Item 4

Current Item: 3 Score: 5/5 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓ student setting(s) ON

6

Read the excerpt from "The Namesake." Based on the information from the excerpt, write a response to the following:  
Explain how the characterizations of Ashoke and Mrs. Lapidus contribute to the development of the plot in this excerpt.  
Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to –

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can –

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

The scoring model for this extended constructed response question is:

- To obtain full credit (5 points), the student will correctly explain how the characterizations of Ashoke and Mrs. Lapidus contribute to the development of the plot, using supporting evidence from the article.
- To obtain partial credit (1-4 points), answers will vary.
- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for an extended constructed response. A correct answer to this example will receive 5 points.

# Additional Resources

Additional information about STAAR and STAAR Redesign is available via the following links:

- [STAAR Redesign Resources](#)
- [STAAR 3-8 Reading Resources](#)
- [STAAR English I and II Resources](#)
- [STAAR Resources for all Assessments](#)