STAAR Redesign

Looking at significant changes to the STAAR Assessment

February 27, 2023

From Texas Education Agency

State and Federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022-23

HB 3906 in 2019 created **transformative changes to improve the STAAR program.**

- 75% multiple choice cap
- Transition to 100% online testing
- Through-year assessment pilot
- Interim and formative assessments

Additionally, the federal government requires Texas to assess the breadth of the TEKS, which for RLA includes **writing**.

These policies are intended to ensure **assessments engage students in the same ways they are learning in the classroom and reward good instruction** while continuing to accurately measure student mastery.

NISD

STAAR Redesign

Major points from the redesign

- Online
- More questions on some assessments
- Multiple questions within one question
- Written portions added to all content areas
- Grammar and convention questions added to all grade levels
  - previously separate exam for writing in 4th and 7th grade only
  - 2021 was the last time writing was assessed
- Multiple question types that require manipulation on the screen
- Short and Extended Answer Responses

Question Types

TEA has added 14 different question types to the 2022-2023 STAAR Assessment

New STAAR Question Types

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

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English Language Arts

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
Text entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 6-8 EOC
Hot text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Grades 3-5
Multipart	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
Match table grid	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3-8 EOC
Short constructed response	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Grades 3-8 EOC
Extended constructed response	Student writes an in-depth response by explaining, analyzing, and evaluating, information provided in a reading selection or stimulus.	Grades 3-8 EOC

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

Let's review the increase in rigor and complexity that students will tackle.

Text Entry

1

GUEST, GUEST

9th Grade Biology

Giant sequoias can grow to be nearly 100 meters (328 feet) tall. They rely on a complex transport system to allow water to travel from the roots to the leaves at the top of the tree.

Which transport tissue allows water to travel upward from the roots to the leaves?

Enter your answer in the box.

This example is question #3 in the Grade 8 sampler.

3

GUEST, GUEST

Mr. Jenkins deposited $1,250 into an account that earns 4.25% simple interest annually. He made no additional deposits or withdrawals.

What will be the balance in Mr. Jenkins' account in dollars and cents at the end of 4 years?

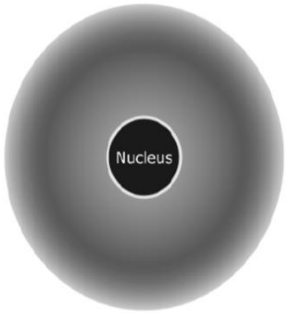
Enter your answer in the box.

1 2 3
4 5 6
7 8 9
0
. -

8th Grade Pre-Algebra

This incomplete model represents an atom of an element.

Electron Cloud Model



Enter your answers in the spaces.

Characteristics of the Element

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

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

8th Grade Science

10

GUEST, GUEST

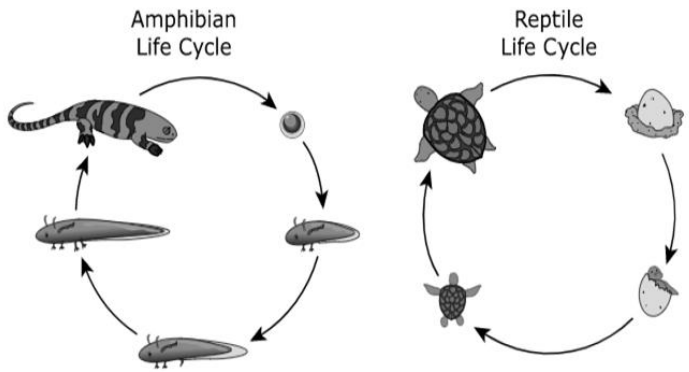
Enter your answer in the box.

In paragraph 9, the word *debut* means .

10th Grade ELA

Multi-Select

The life cycle of an amphibian and the life cycle of a reptile are shown.



Which statements describe the life cycles shown?

Select two correct answers.

- A. Both life cycles start with an egg.
- B. Both life cycles have a larval stage.
- C. The reptile life cycle has eggs at more than one stage.
- D. In both life cycles, the newly hatched organisms look like the adults.
- E. The amphibian life cycle has more stages than the reptile life cycle.

5th Grade Science

This photograph shows an event that occurred during the Great Depression.

Groups of depositors in front of the closed American Union Bank, New York City. April 26, 1932

Which actions did the federal government take to address the problem shown in the photograph?

Select two correct answers.

- A. Closed all banks temporarily
- B. Eliminated taxes on bank profits
- C. Encouraged people to take their money out of banks
- D. Limited the number of people who could visit a bank
- E. Created an insurance program to protect bank deposits

11th Grade US History

Multi-Select

Jayden rides his bike at an average speed of 9.5 miles per hour. Which equations, tables, or graphs represent Jayden's bike ride if x is the time in hours riding and y is the distance in miles traveled?

Select all the correct answers.

- ☐ A. $y = 9.5$
- ☐ B. $y = \frac{19}{2}x$
- ☐ C. Jayden's Bike Ride

Time, x (hours)	Distance, y (miles)
1	9.5
1.5	14.25
2	19

- ☐ D. Jayden's Bike Ride

Time, x (hours)	Distance, y (miles)
1	9.5
1.5	14

7th Grade Math

In both of these examples, students have more than 4 different possible options for answers. Students may choose 1 or up to all 4 or any combination of answers.

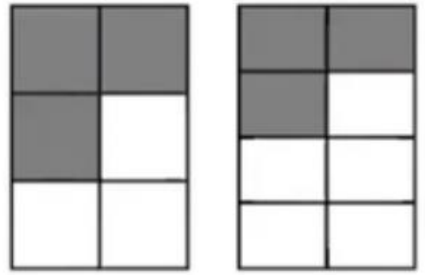
The 7th grade example is testing students on equations, charts and graphing in the same question.

Which models are shaded to show equivalent fractions?

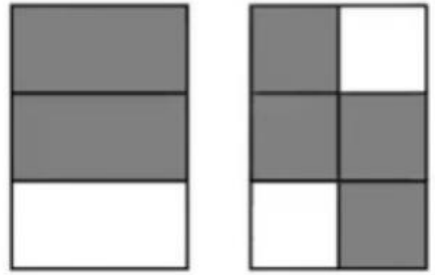
Select all the correct answers.

3rd Grade Math

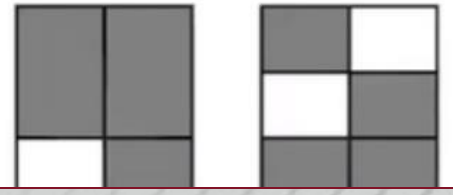
- ☐ A.



- ☐ B.



- ☐ C.



Drag and Drop

Three systems of equations are shown. Indicate the number of solutions for each system of equations.

Move the correct answer to each box.

Options may be used more than one time.

No solution	1 solution	Infinitely many solutions

$y = 4x + 8$	$2x + 3y = 21$	$3x + 5y = 15$
$y = 4x - 4$	$6x + 9y = 63$	$y - x = 2$

Algebra

Each characteristic listed was included in one of the government plans debated during the Constitutional Convention in 1787.

Move each characteristic to the plan that included it.

8th Grade SS

Characteristics of Government Plan

- Supported by states with large populations
- Supported by states with small populations
- Representation determined by population
- All states receive equal representation

Virginia Plan	New Jersey Plan

Students study the characteristics of different types of soil and create a table to display what they learn.

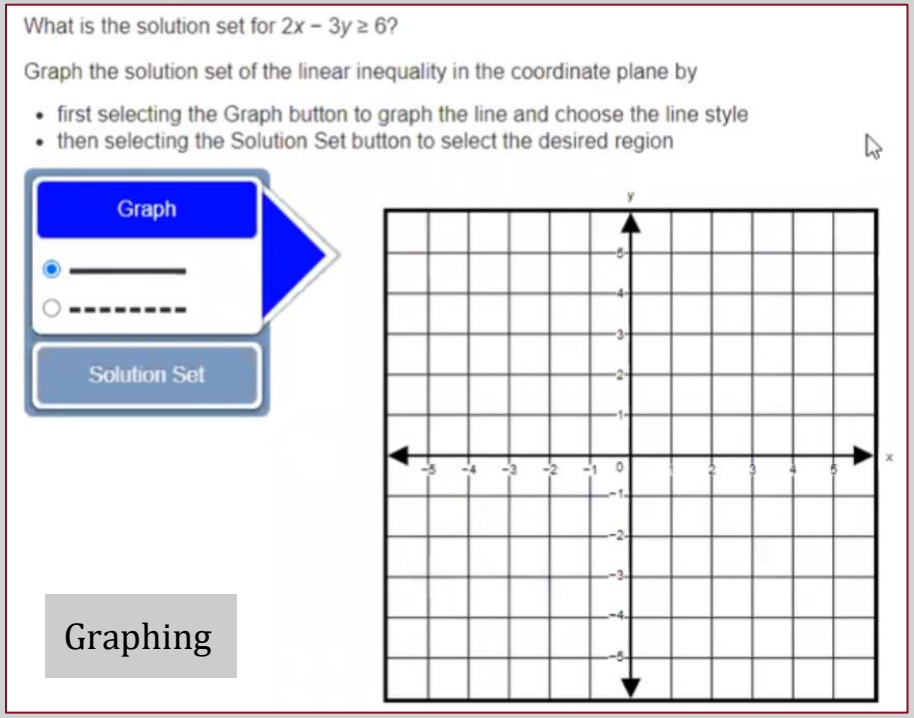
Complete the table by identifying each soil type.

Sand	Silt	Clay

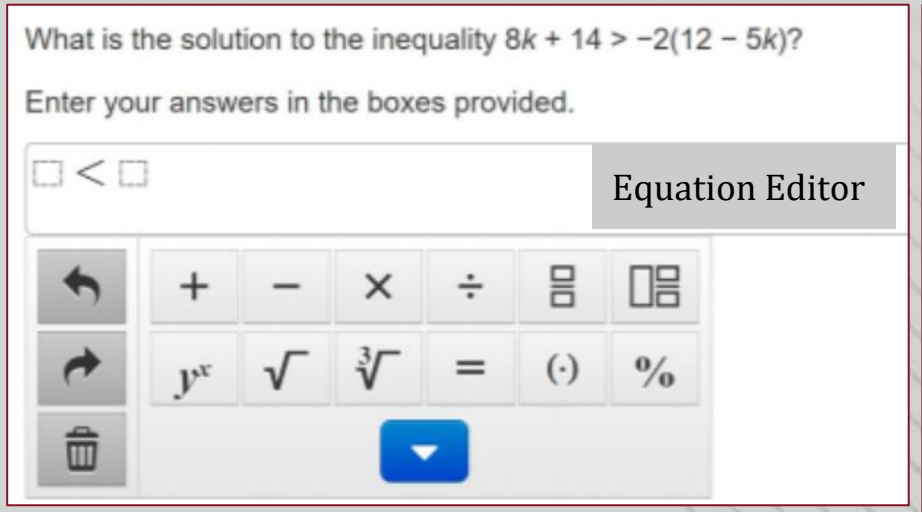
5th Grade Science

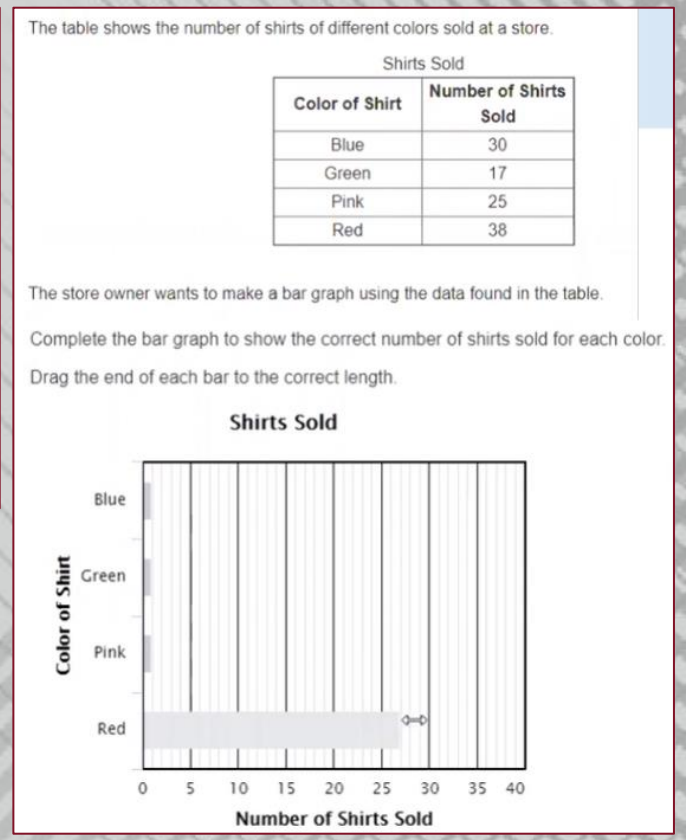
Soil Diagram	Particle Size	Air Space between Particles	Ability to Hold Water	Water Drainage	Soil Type
	Smallest	Small to none	Good	Poor	
	Medium	Medium	Medium	Medium	
	Largest	Large	Poor	Good	

Math Specific Question Types



Graphing





Number lines
Bar graphs
Strip diagrams

Short Constructed Response

NEW

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

Enter your answer in the space.

B I U | 250

Old STAAR 8th Grade

24 Which event was one cause of the U.S.-Mexican War?

F The United States banned slavery in territories acquired from Mexico.

G The U.S. Congress debated statehood for New Mexico.

H U.S. and Mexican soldiers fought over disputed territory north of the Rio Grande.

J The United States acquired the Mexican Cession.

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Short Constructed Response

NEW

Two organelles are shown in the images.

Organelle 1

Organelle 2

Discuss the chemical processes that occur in Organelle 1 and Organelle 2. In your answer, be sure to include:

- the names of the chemical processes that occur in Organelle 1 and Organelle 2
- the products and reactants of each chemical reaction
- the relationship between the two chemical reactions

Enter your answers and your explanations in the space provided.

Read the question carefully. Then enter your answer in the space provided. Support your answer with details from the image.

45 A model of two structures that perform cellular processes is shown.

I

II

What are the products of the cellular processes in these organelles?

A I: glucose and carbon dioxide
II: oxygen and water

B I: carbon dioxide and oxygen
II: glucose and water

C I: oxygen and glucose
II: water and carbon dioxide

D I: carbon dioxide and water
II: glucose and oxygen

Old STAAR Biology

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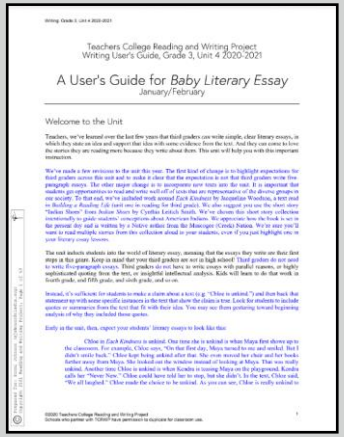
Rigorous & Aligned Curriculum

- NISD Curriculum continues to focus on high-level skill development.
- Students have opportunities to practice critical thinking skills in multiple ways and situations.
- Curriculum provides multiple opportunities for students to write across content areas while justifying their thinking and providing evidence.
- Curriculum documents have been updated with new question type examples and question stems.
- NISD CBAs include new question types for students to practice the different question types and writing opportunities.
- Students have opportunities “at bats” using the STAAR testing platform in order for the students to practice within the system as well as experience the different question types.

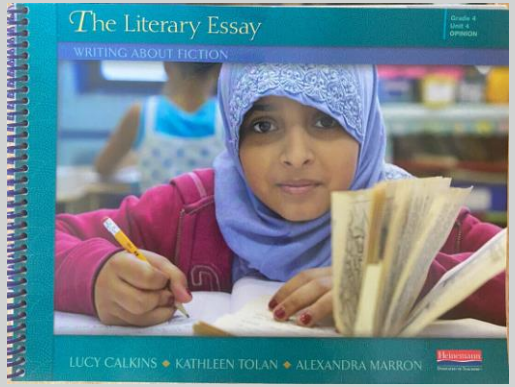
Content Literacy

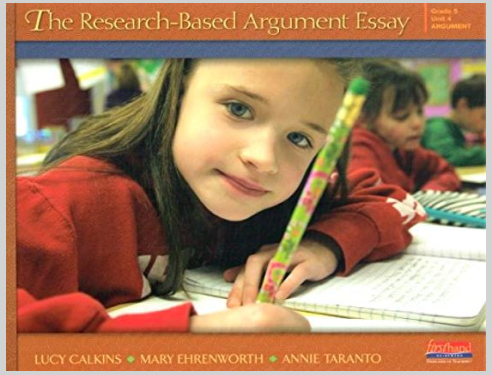
2nd - 5th has units already in their curriculum to support writing essays about a selection or read aloud in the form of a literary or argumentative essay.


Teachers College Reading and Writing Project
Writing User's Guide, Grade 3, Unit 4 2020-2021

A User's Guide for *Baby Literary Essay*
January/February

Welcome to the Unit





Use evidence to support your reasons.

- Paraphrase.
- Quote, and then unpack the quote.
- Introduce and explain the sources.
- Use "set-up" language .

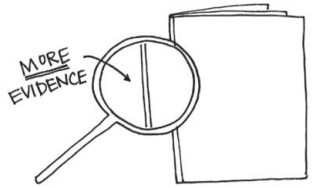
According to...

Evidence suggests...

This shows...

- Analyze and explain the evidence.
- Show the strengths and weaknesses.
- Sway your audience.
- Tell imagined, or true, stories.

Back it up! Use the book to prove it.



Identify the BEST text details to support your thinking!

1. Zoom into the text and look for specific details that match your idea.
2. Point to specific lines and say what words in the lines are most important.
3. Choose *key* words that exactly support your thinking (look for words or phrases that are synonyms of your idea).

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Writing About Reading Grows Across a Text

At the Beginning

Quick jots
Literal
5 W's

In the Middle

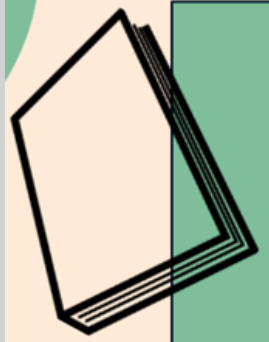
Focused -
Lens

Add to notes
over time

At the End

Solidify

Claims &
Evidence



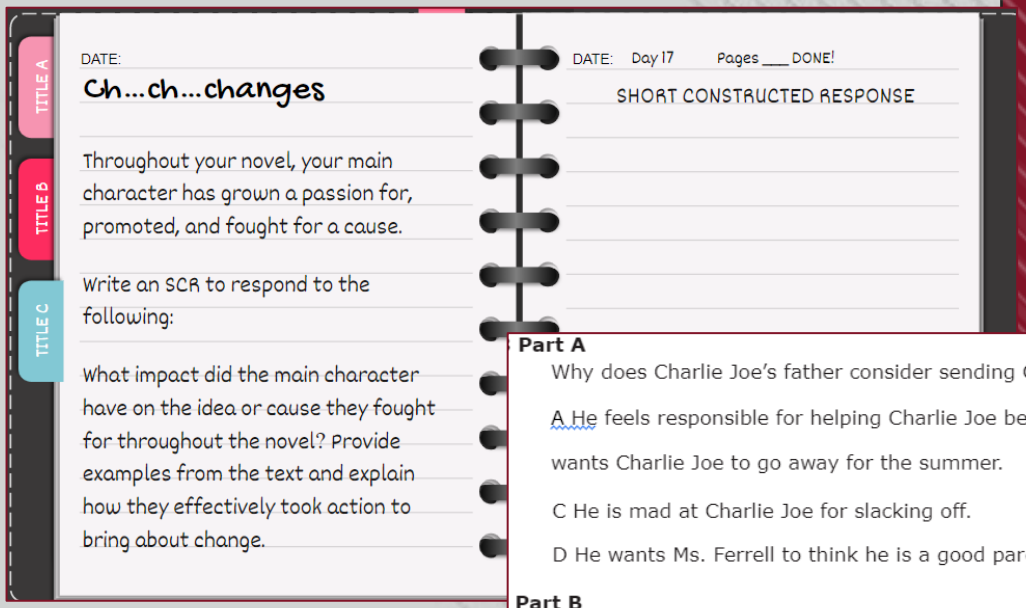
Secondary ELA

Prompt: What does the author's language in paragraph 8 of the excerpt suggest about Grandma? Support your answer with evidence from the excerpt.

Answer: The author's language in paragraph 8 suggests that Grandma remembers what she was like as a child and wishes she were still able to dream. At the end of the paragraph, Grandma talks about how she used to create bigger worlds but now she "mourned," meaning she regrets that she no longer dreams.

What do you notice about this SCR?

- **What needs to change to make this SCR compliant with the NISD Rubric?**
- **What positives do you notice about this writing?**
- **What feedback would you give the writer?**



Part A

Why does Charlie Joe's father consider sending Charlie Joe to Camp Rituhbukkee?

A He feels responsible for helping Charlie Joe become a better student. B He wants Charlie Joe to go away for the summer.

C He is mad at Charlie Joe for slacking off.

D He wants Ms. Ferrell to think he is a good parent.

Part B

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

E *Finally my dad turned around and looked at my mom, who nodded.*

F *"You've never gotten straight A's in your life."*

G *"It would be bad parenting if we just sat here while you threw your talents away."*

H *My dad thumbed through the brochure*

SCR Rubric -NISD District Wide

Short Constructed Response Rubric (6th Grade - English II)

	Score 4 (Masters/Meets)	Score 3 (Meets/Approaches)	Score 2 (Did Not Meet)	Score1 (Did Not Meet)
Main Idea	❑ **perceptive** / insightful ❑ unique point of view	❑ **reasonable** ❑ common point of view	❑ reasonable, but **superficial** ❑ **literal understanding** of the text	❑ **does not answer question** or is a misreading of the text ❑ too general / unclear to be understood
Text Evidence *Support*	❑ **specific/well-chosen** ❑ supports the validity of the answer ❑ **shows a deep understanding** of the text ❑ embedded within the response	❑ accurate/**relevant** ❑ **reasonably supports the answer** ❑ answer and text evidence are clearly linked ❑ embedded but does not strengthen the response	❑ **irrelevant**, too general, or incomplete ❑ weakly linked to the answer ❑ meaning is **manipulated or misinterpreted**	❑ **not present**
Analysis *Commentary*	❑ **perceptive**, insightful, and/or discerning connections are made ❑ demonstrates **universal understanding beyond the text** ❑ thoughtfully/skillfully links the answer (idea) and text evidence (support) ❑ **adds depth/value** to overall response	❑ **reasonable** conclusions/connections are made ❑ demonstrates understanding **beyond the literal meaning** of text ❑ clearly links the answer (idea) and text evidence (support) ❑ adds **some depth** to the overall response	❑ **too general** to make connections across the text ❑ demonstrates a **limited/literal understanding** of the text ❑ vaguely links the answer (idea) and text evidence (support) ❑ details are **weak (or paraphrased)** and do not contribute to the overall response	❑ connections not present or **unreasonable** ❑ demonstrates a **lack of understanding or misreading** of the text ❑ **details repeat** or "echo" the text verbatim
Use of Language	❑ *word choice* is **concise and precise** and establishes an appropriate tone ❑ sentence structure is purposeful, **varied**, and **well controlled** ❑ grammar shows a **consistent command** of spelling, capitalization, and punctuation	❑ *word choice* is effective and **establishes an appropriate tone** ❑ sentence structure is varied and **generally controlled** ❑ grammar shows a **general command** of spelling, capitalization, and punctuation	❑ *word choice* is **basic or simplistic** and does little to establish an appropriate tone ❑ sentence structure is awkward or **somewhat uncontrolled** ❑ grammar shows a **partial** command of spelling, capitalization, and punctuation	❑ *word choice* is general and **imprecise** and establishes an inappropriate tone ❑ sentence structure is **simplistic, awkward**, or uncontrolled ❑ grammar show **little or no command** of spelling, capitalization, and punctuation

Use of Language/Conventions

Word Choice	• **very effective** • **keen awareness** of purpose • establishes an **appropriate and convincing** tone • **strongly contributes** to clarity	• **effective** • **general awareness** of purpose • establishes an **appropriate** tone • **usually contributes** to clarity	• **basic or simplistic** • **limited awareness** of purpose • **does little** to establish an **appropriate** tone • **may not contribute** to clarity	• **general and imprecise** • **unsuitable** for the purpose • **inappropriate** tone • **impedes** clarity
Sentence Structure	• **purposeful, varied,** and **well controlled** • **enhances** effectiveness • **consistent** fluidity and cohesiveness	• **varied** and **generally controlled** • **mostly contributes** to effectiveness • **some** fluidity and cohesiveness	• **awkward** or **somewhat uncontrolled** • **weakens** effectiveness • **repetitive/ disconnected**	• **simplistic, awkward,** or **uncontrolled** • **fragmented/ incomplete sentences** • **ineffective**
Grammar	• **consistent command** of spelling, capitalization, and punctuation • text evidence is **correctly punctuated**	• **general command** of spelling, capitalization, and punctuation • text evidence is punctuated, but **may contain errors** (period outside the quotations, if at the end of a sentence)	• **partial command** of spelling, capitalization, and punctuation • text evidence is punctuated, but **contains multiple errors**	• **little or no command** of spelling, capitalization, and punctuation • text evidence is **not punctuated**

Analytical Body Paragraph Grading Guideline

4	3	2	1
100	85	70	65

Level 3 writing "*Meets* the Standard" and Level 4 "*Masters* the Standard."

What do these two different levels look like in student writing?

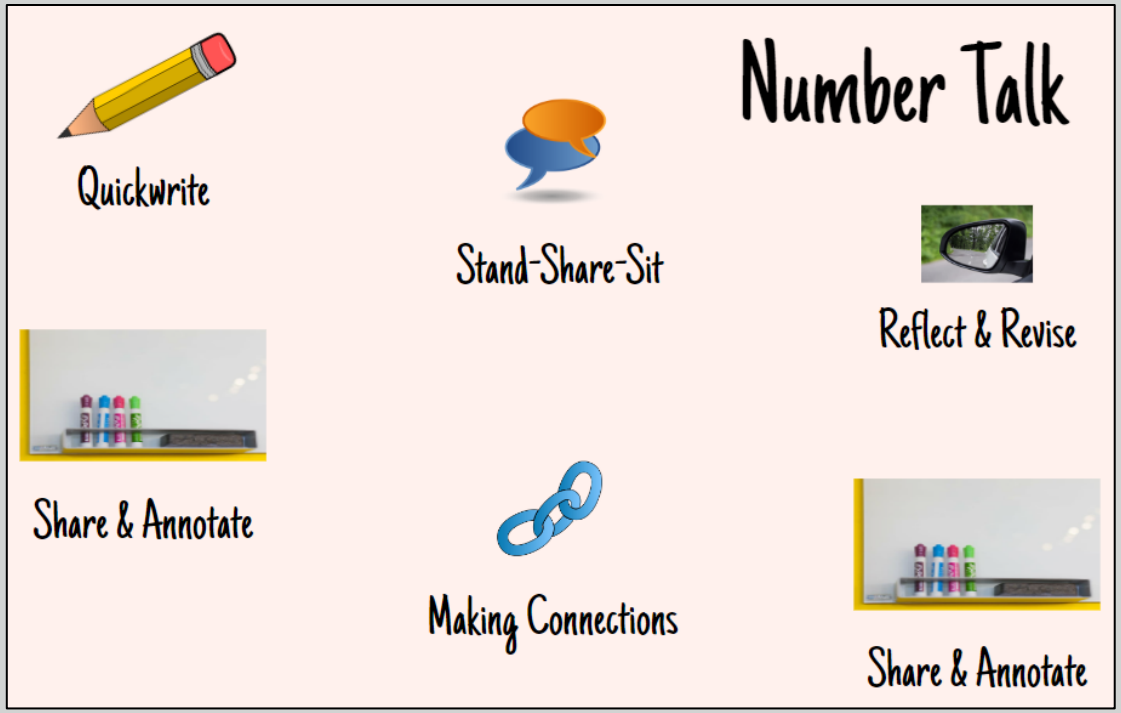
7. Read the question carefully. Then enter your answer in the box provided.

In paragraphs 11-13, what can the reader infer about the narrator's relationship with his father. Support your answer with evidence from the text. (475 character maximum excluding spaces)

Fraction Number Talks

A mental math and number sense routine that requires students to think flexibly about fractions and the mental images they create to support their thinking.

- What connections can you make between the values?
- What mathematical relationships are present?
- How could you demonstrate your depth of understanding of the mathematical relationships that connect these three values?



$\frac{1}{4}$

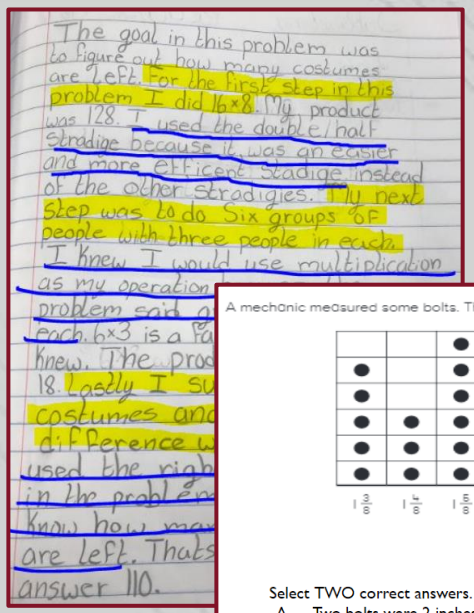
$\frac{3}{8}$

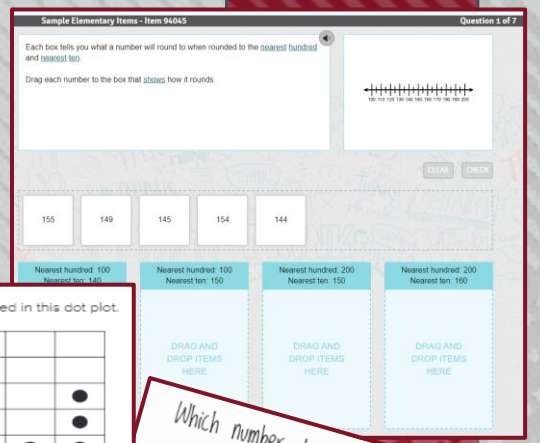
$\frac{1}{2}$

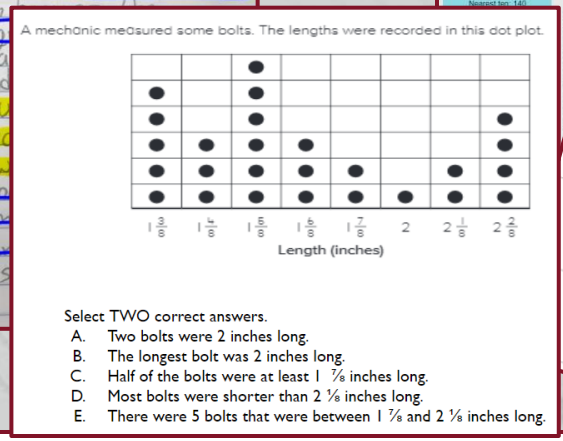
Math Curriculum

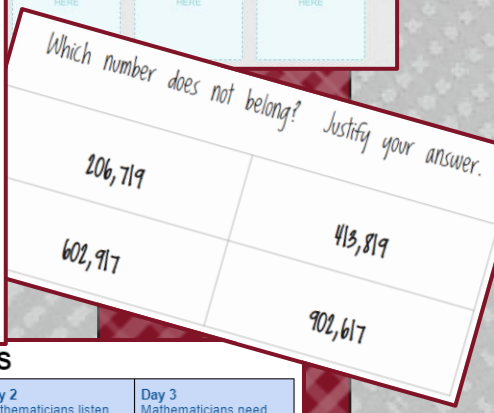
- 2-year curriculum and instruction emphasis on problem solving and math journals to elicit authentic student thinking and representations
  - Content literacy-focused Foundations curriculum emphasizes the skills students need to read, write, represent, speak, and think like a mathematician
  - Problem solving block and lesson-aligned tasks emphasize authentic student strategies and representations, as well as intentional connections among multiple representations
  - Math journals provide daily opportunities for students to explain and justify their thinking
- Instructional strategies that promote the Process Standards

- Curriculum opportunities includes drag & drop, multi-select, inline choice, equation editor, and text entry
- New item types embedded on all 3-5 CBAs
- Interim benchmark includes new item types









FOUNDATIONS OF MATHEMATICS

Weeks 1-2: 1A, 1B, 1F I Will Think Like a Mathematician			Day 1 Mathematicians have a growth mindset.	Day 2 Mathematicians listen attentively.	Day 3 Mathematicians need solo time.
	Day 4 Mathematicians command the room.	Day 5 Mathematicians keep a math journal.	Day 6 Mathematicians learn from mistakes.	Day 7 Mathematicians know learning is a journey.	Day 8 Mathematicians set goals.
Week 3: 1B I Will Read Like a Mathematician	Day 9 Mathematicians visualize as they read.	Day 10 Mathematicians read through different lenses.	Day 11 Mathematicians annotate their thoughts.	Day 12 Mathematicians read to solve problems.	Day 13 Mathematicians read to solve problems.
Week 4: 1C, 1D I Will Represent Like a Mathematician		Day 14 Mathematicians select and use tools to solve problems.	Day 15 Mathematicians use quick sketches and pictorial models to solve problems.	Day 16 Mathematicians can represent their thinking in many ways.	Day 17 Mathematicians can represent their thinking in many ways.
Weeks 5-6: 1G I Will Speak Like a Mathematician	Day 18 Mathematicians are both listeners and speakers.	Day 19 Mathematicians use academic vocabulary.	Day 20 Mathematicians partner and learn.	Day 21 Mathematicians give and receive feedback.	Day 22 Mathematicians share and clarify their thinking.
	Day 23 Mathematicians listen carefully to one another.	Day 24 Mathematicians deepen their reasoning.	Day 25 Mathematicians think with others.	Day 26 Mathematicians think with others.	Day 27 Mathematicians think with others.
Weeks 7-8: 1D, 1E, 1G I Will Write Like a Mathematician	Day 28 Mathematicians engage in exploratory writing (annotate).	Day 29 Mathematicians evaluate for reasonableness.	Day 30 Mathematicians use logical reasoning to predict solutions.	Day 31 Mathematicians clearly explain their processes.	Day 32 Mathematicians justify their strategies and solutions.
	Day 33 Mathematicians write to clearly communicate.	Day 34 Mathematicians write to clearly communicate.	Day 35 Mathematicians examine exemplars.	Day 36 Mathematicians reflect and set goals.	Day 37 Mathematicians reflect and respond to feedback.
Week 9+: 1A, 1B I Will Solve Problems Like a Mathematician	Day 38 Mathematicians reflect on their progress.	Day 39 Mathematicians write a complete solution when solving problems.	Day 40 Mathematicians use metacognition to think critically.	Day 41 Mathematicians use strategies to solve problems.	Day 42 Mathematicians use strategies to get unstuck.

Supporting Teachers

- Teachers have been exposed to all of the new STAAR question types and rubrics.
- Teachers have worked with coordinators and coaches to review and create annotated examples of short and extended constructed responses.
- Writing calibration to ensure alignment in feedback and support.
- Continuous support for teachers on using research-based high yield instructional strategies that promote critical thinking.

Questions