

Mastering the Craft

The redesigned STAAR will allow students to demonstrate their subject knowledge and skills, help determine the effectiveness of the curriculum, provide a gauge for potential holistic supports, and serve as a beacon for classroom rigor and standards planning. Along with strong educator support, this can help guide students to their full potential. Meeting individual student needs during the school year depends greatly on schools, parents, and community members working together.



Where Students STAAR...

Reserve a Seat

Districts must provide all eligible students with the opportunity to take the STAAR. If a parent refuses or the student does not test, the district is obligated to submit the lowest possible score for the student, which will trigger other state-required obligations to provide the student with accelerated instruction.



Successful Rehearsals

Assessment training is available for region and district personnel and teachers. Visit <https://www.texasassessment.gov/testing-personnel.html> for important dates and resources to learn more about the redesigned STAAR, test preparation and administration, and accessing scores and data. For educators, the goal is to make sure that all students receive the resources they need to be academically successful.



Informing educators and parents.
Supporting strong teaching.
Guiding students to their full potential.

...With a Standing Ovation

More than 700 educators and 200 students provided valuable input into the redesign of the State of Texas Assessments of Academic Readiness (STAAR®) to better align the summative test with effective classroom instruction.



A New STAAR Takes the Stage

STAAR was redesigned to better align with the instruction students receive in classrooms.

Act I: Online Testing and Accommodations

The redesigned STAAR is required to be administered online. Aside from providing faster results, benefits will include a full suite of accommodations for students with specific learning needs, including content and language supports and text-to-speech tools. The online testing platform will allow students to receive accommodations like those they get in the classroom.

Act II: New Question Types

Content experts, educators, and psychometricians worked to develop questions that effectively measure the TEKS on the redesigned STAAR. New, non-multiple-choice questions will be like test questions students get from their teachers in class. New question types were field-tested with students to ensure validity before they are incorporated into the redesigned test.

Act III: Cross-Curricular Passages

Reading Language Arts (RLA) passages will reference content from other subject areas (e.g., social studies, science, mathematics, fine arts, etc.) on the redesigned STAAR. This means students won't have to read random passages on topics disconnected from what they may be learning in other classes. Reading and writing prompts that reference topics learned in other classes, reinforce the expanded use of knowledge and vocabulary.

Act IV: Evidence-Based Writing

Writing components on redesigned STAAR RLA tests will reflect updated TEKS, and students will need to provide text-based responses. Assessments will include both reading and writing at every grade level. All RLA assessments will include short- and extended-constructed response questions, which require students to write an essay based on a reading passage.

It's as important for educators to know why they're using a particular assessment as it is for them to understand how to use the data each provides.

Diagnostic

Educators use the data prior to instruction to inform teaching plans and curriculum to meet the needs of individual students.

Example: Beginning of Year (BOY) Assessments

Formative

Educators use formative assessment data following instruction to identify parts of upcoming lessons and units where students need practice and support.

Examples: Texas Formative Assessment Resource (TFAR) and embedded unit assessments included within High-Quality Instructional Materials (HQIM)

Interim

Educators use data to determine targeted supports and predict performance on summative assessments. Not intended to influence the reteaching of specific content.

Example: STAAR Interim Assessments

Summative

Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning.

Examples: State of Texas Assessments of Academic Readiness (STAAR®), STAAR Alternate 2, TELPAS, and TELPAS Alternate