

Topic	Summary					Considerations																																														
<p><b>STAAR Assessments (as amended by HB 5)</b></p>	<table border="1" data-bbox="235 199 812 525"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Math</th> <th>Science</th> <th>Social Studies</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Grades 3-8</td> <td>3</td> <td></td> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>4</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td>5</td> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>6</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>7</td> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td rowspan="2">H.S. Courses (EOCs)</td> <td colspan="2">English I</td> <td rowspan="2">Algebra I</td> <td rowspan="2">Biology</td> <td rowspan="2">U.S. History</td> </tr> <tr> <td colspan="2">English II</td> </tr> </tbody> </table> <p>Beginning in <b>Spring 2014</b>, <b>English I and English II</b> will measure Reading and Writing achievement through a <b>single assessment</b> given in <b>1 day</b> (with a <b>5-hour testing window</b>) and students will receive a <b>single score</b></p> <p>Through the December 2013 administration of English I and II (with separate assessments for Reading and Writing), students who have taken English I or II in 2011-12 or 2012-13 may meet their graduation requirements in English I and English II by <b>passing both the Reading and the Writing assessments</b> for each course <b>OR</b>, for each course, by:</p> <ol style="list-style-type: none"> <li>1. <b>Passing one assessment</b> (either Reading or Writing)</li> <li>2. Meeting at least the <b>minimum score</b> on the other assessment, <b>AND</b></li> <li>3. Achieving a <b>combined scale score of 3750</b> (the sum of Level II – Phase 1 standards for Reading (1875) and Writing (1875))</li> </ol>						Reading	Writing	Math	Science	Social Studies	Grades 3-8	3		3			4	4	4			5		5	5		6		6			7	7	7			8		8	8	8	8	H.S. Courses (EOCs)	English I		Algebra I	Biology	U.S. History	English II		<ul style="list-style-type: none"> <li>• English I Essay (2014) = <i>Expository</i></li> <li>• English II Essay (2014) = <i>Persuasive</i></li> <li>• Abbreviations used in Blueprint chart: <ul style="list-style-type: none"> <li>▪ MC = Multiple Choice</li> <li>▪ SA = Short Answer</li> </ul> </li> <li>• Blueprint does NOT include embedded field test items: <ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <ul style="list-style-type: none"> <li>✓ 7 additional MC</li> <li>✓ 1 additional SA (from 1 additional pair or single selection)</li> </ul> </li> <li>▪ <b>Writing:</b> <ul style="list-style-type: none"> <li>✓ 6 additional MC (from 1 passage)</li> <li>✓ 1 additional Essay</li> </ul> </li> </ul> </li> <li>• A school district may not administer to any student more than two benchmark assessment instruments to prepare the student for a corresponding state-administered assessment instrument</li> </ul>
	Reading	Writing	Math	Science	Social Studies																																															
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<p><b>Performance Categories</b></p>	<table border="1" data-bbox="235 913 1250 1197"> <thead> <tr> <th colspan="2" data-bbox="235 913 568 955"><i>Satisfactory</i></th> <th colspan="2" data-bbox="568 913 909 955"><i>Advanced</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="235 955 568 1197"> <p style="text-align: center;"><b>Level I</b> <b>Unsatisfactory Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Inadequately prepared</b> for the next grade or course</li> <li>• Unlikely to succeed without <b>significant, ongoing</b> academic intervention</li> </ul> </td> <td data-bbox="568 955 909 1197"> <p style="text-align: center;"><b>Level II</b> <b>Satisfactory Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Sufficiently prepared</b> for the next grade or course</li> <li>• Reasonably likely to succeed but may need <b>short-term, targeted</b> academic intervention</li> </ul> </td> <td data-bbox="909 955 1250 1197"> <p style="text-align: center;"><b>Level III</b> <b>Advanced Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Well prepared</b> for the next grade or course</li> <li>• Likely to succeed with little or no academic intervention</li> </ul> </td> </tr> </tbody> </table>					<i>Satisfactory</i>		<i>Advanced</i>		<p style="text-align: center;"><b>Level I</b> <b>Unsatisfactory Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Inadequately prepared</b> for the next grade or course</li> <li>• Unlikely to succeed without <b>significant, ongoing</b> academic intervention</li> </ul>	<p style="text-align: center;"><b>Level II</b> <b>Satisfactory Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Sufficiently prepared</b> for the next grade or course</li> <li>• Reasonably likely to succeed but may need <b>short-term, targeted</b> academic intervention</li> </ul>	<p style="text-align: center;"><b>Level III</b> <b>Advanced Academic Performance</b></p> <p>Indicates students are:</p> <ul style="list-style-type: none"> <li>• <b>Well prepared</b> for the next grade or course</li> <li>• Likely to succeed with little or no academic intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the needs of students in each performance category</li> <li>• Organizing interventions to meet level and type of need of each student</li> <li>• Focus on Level III – Advanced Academic Performance</li> <li>• Focus on student progress: progress precedes performance</li> </ul>																																							
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<p><b>STAAR Performance Standards</b></p>	<p>STAAR performance standards are based on <b>scale scores</b>, not raw scores. A scale score:</p> <ul style="list-style-type: none"> <li>• is a conversion of a raw score onto a scale that takes into account the difficulty of the specific set of questions used on a test in any given year (and is therefore a more exact way to determine subject mastery than a raw score)</li> <li>• allows a test to have exactly the same passing standard, or level of performance required, from year to year (even though the questions on the test differ from year to year)</li> </ul>					<ul style="list-style-type: none"> <li>• Raw score conversions are helpful in evaluating the approximate level of performance required for each performance category</li> </ul>																																														
<p><b>STAAR Updates</b></p>	<p>For <b>middle school students taking Algebra I</b>, TEA has advised districts to plan on administering <b>both</b> the <b>Algebra I EOC</b> and the <b>applicable Grade Level Math test</b> in the Spring of 2014</p> <p><b>Other TEA Proposals</b></p> <ul style="list-style-type: none"> <li>• Students who received course credit for Algebra I prior to 2011-2012 will not be required to take Algebra I STAAR EOC</li> <li>• Cut scores on substitute assessments will be set to allow students to substitute certain comparable tests for STAAR EOC assessments for graduation purposes</li> <li>• STAAR English II becomes the English EOC graduation requirement for ELLs who meet special provisions</li> </ul> <p><b>STAAR Alternate</b></p> <ul style="list-style-type: none"> <li>• TEA will propose that the Phase –in standard used in 2011-2012 be applied to 2013-2014 results</li> <li>• Will be redesigned for 2014-2015 so that teachers are not required to prepare tasks or materials</li> </ul> <p><b>STAAR Modified</b></p> <ul style="list-style-type: none"> <li>• Will be administered for the final time in 2013-2014 (Information about 2014-2015 will be forthcoming)</li> </ul>					<ul style="list-style-type: none"> <li>• Multiple assessments of middle school students taking Algebra I are intended to satisfy federal accountability requirements</li> <li>• USDE has informed states that assessments based on modified standards cannot be used for accountability purposes after 2013-2104</li> </ul>																																														