



House Bill 3906 Updates

Texas Assessment Conference
November 16, 2020

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Iris Tian, Division Director, Student Assessment

- Please hold your questions until the Q&A time at the end of the session.
- This session will be recorded and will be available to conference participants.

Purpose of today's session

OBJECTIVE:

Discuss updates on the implementation of House Bill 3906.

AGENDA:

- General Overview of House Bill 3906
- Initiative Details

Other TEA sessions

Monday

TEA General Student Assessment Updates for 2020-2021

Monday, 11:15 am – 12:00 pm

During this session, TEA will share updates to test administration and policies for the 2020-2021 school year.

TEA Optional Assessment Resources for 2020-2021

Monday, 1:30 pm – 2:15 pm

TEA will provide a general overview of the optional assessment resources that are available to districts: Beginning-of-Year Assessments, STAAR Interim Assessments and the new Texas Formative Assessment Resource (TFAR).

TEA Curriculum Update

Monday, 3:15 pm – 4:00 pm

This session provides the latest information on curricular resources and the STAAR program for all of the foundation subject areas. TEA presenters will discuss the state and federal requirements and recent policy changes regarding reading language arts, mathematics, science, and social studies.

Tuesday

TEA-Assessment for Special Populations Updates

Tuesday, 10:15 am – 11:00 am

This session will focus on 2020-2021 STAAR and TELPAS accessibility policy and resources, as well as 2020-2021 updates to STAAR Alternate 2, TELPAS, and TELPAS Alternate.

New STAAR Item Types

Tuesday, 11:15 am – 12:00 pm

This session will provide more background on new item types and a preview of some of the assessment item types under consideration with opportunities for participants to provide feedback.









Investigating Serious Testing Incidents

Tuesday, 2:00 pm – 2:45 pm



What do you do if you have a reported serious testing violation in your district? We will walk you through the steps to conduct investigations and provide supporting documentation.

Overview of assessment initiatives and changes

House Bill 3906 Assessment Changes

-  1 Continues technical advisory and creates educator advisory committee
-  2 Permits use of calculator applications
-  3 Ensures availability of optional interim assessments
-  4 Moves toward electronic administration of all assessments by 2022-23
-  5 Allows assessments to be administered in multiple parts over multiple days
-  6 Creates integrated formative assessment pilot program
-  7 Caps multiple choice questions at 75% of test in 2022-23
-  8 Eliminates standalone 4 and 7 writing in 2021-22

Other Assessment Changes

-  9 Redesign RLA assessment blueprints to align with new ELAR TEKS
-  10 Prioritize cross-curricular content integration for RLA passages

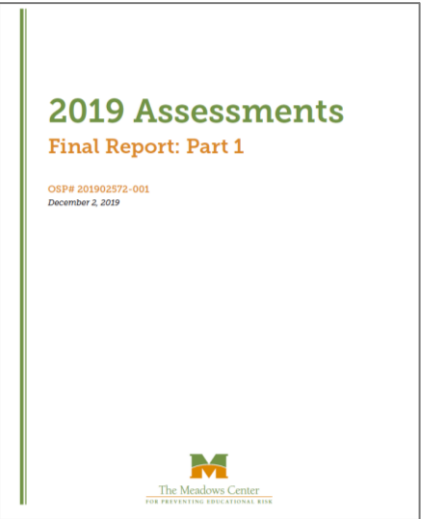
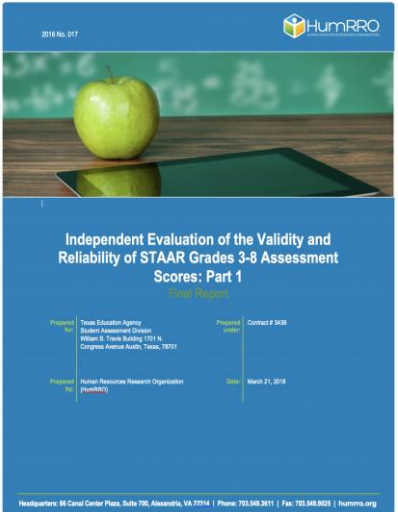
House Bill 3906 is moving academic measurement forward in Texas

- 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** authorized by HB 3906 are available to support a **balanced suite of assessments that maximizes support for students**. Educators value the data provided and are already using the resources.
- C HB 3906 has provided us with **additional opportunities to collaborate with 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



RLA Redesign: incorporate **writing** in every grade and **cross-curricular reading passages** that cover content taught in other subjects



75% Multiple-Choice Cap: explore **different item types** to limit STAAR test items 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

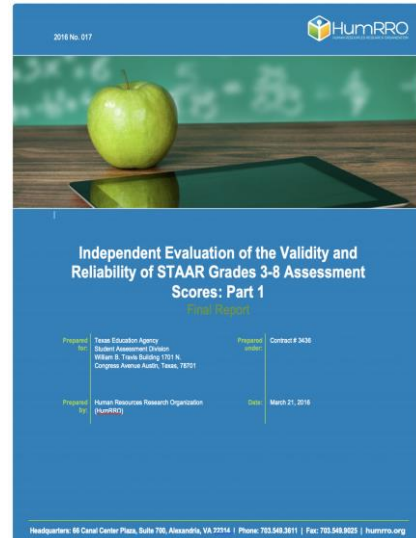
House Bill 743, Rep. Huberty/Sen. Seliger

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

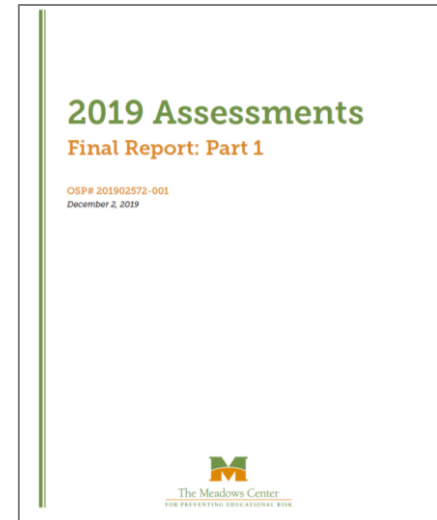
86th Texas Legislature

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.

Stakeholders are using the resources.



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

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



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

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

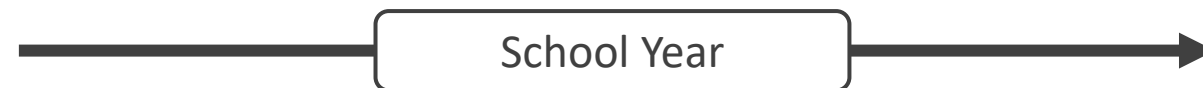


Texas Formative Assessment Resource: new tool as of September 2020 with an item bank, test-builder, and data reports to help teachers build & administer classroom quizzes to inform instruction

184 districts opted in with **90k+** students registered



STAAR is part of a balanced approach to assessment that maximizes support for students



Formative Assessments			
measure student performance on specific student expectations	throughout 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	



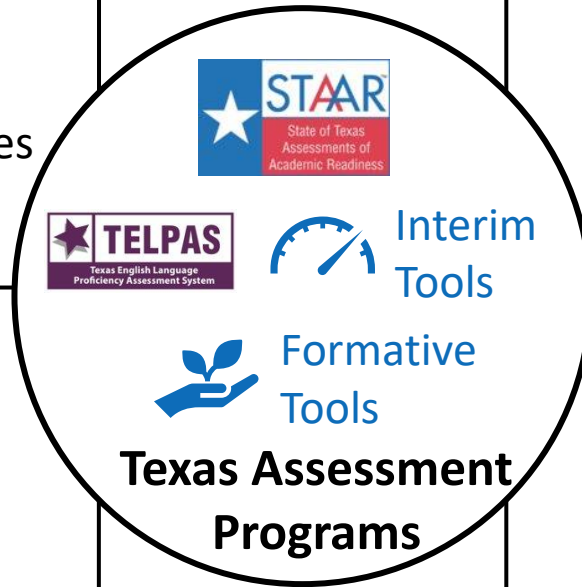
C

There continues to be increasing involvement of Texas educators and other stakeholders in all aspects of assessment: future planning, development, and 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 range finding 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.

Overview of assessment initiatives and changes

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Technical and Educator Advisory Committees



1

Continues technical advisory committee and creates educator advisory committee

- Technical advisory committee currently exists and includes national experts on assessment design and psychometrics.
- New educator advisory committee will advise the commissioner and the agency regarding the development of academically appropriate assessment instruments.



Technical and Educator
Advisory Committees

Educator Advisory Committee



Technical and Educator Advisory Committees

Stephanie Ashworth Robstown, TX	Yuridiana Lewis, Grand Prairie, TX	Cynthia Sanchez El Paso, TX
Kristin Brown Lyford, TX	Carolina Lopez Weslaco, TX	Cassandra Scott Wylie, TX
Kevin Brown Austin, TX	Deana Lopez Weatherford, TX	Janie Shielack College Station, TX
Lindsay Cooper Georgetown, TX	Linda Macias Houston, TX	Ferleshare Starks Houston, TX
Charles Dupre Sugar Land, TX	Rebekah McCallay Corsicana, TX	Cindy Tierney Lufkin, TX
Kerry Gain New Braunfels, TX	Sue Melton-Malone Robinson, TX	Karina Vergara Weslaco, TX
Adalberto Garcia El Paso, TX	Raymar Ramirez Humble, TX	Jeremy Wagner Lubbock, TX
Jonathan Lee San Antonio, TX	Ami Rubi Houston, TX	Melody Young Sherman, TX

Three initial subcommittees have been established



Reading Language Arts Redesign

Provide feedback on proposed blueprints, passage selection, genres to be assessed, assessing writing in all grade levels, reading load, cross-curricular vocabulary lists, and RLA non-MC item types.

Meetings to Date:

February 13, 2020
April 20, 2020
May 26, 2020
June 18, 2020

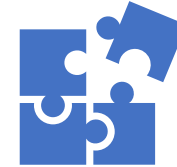


New Item Types for 75% Multiple Choice Cap

Preview potential non-multiple-choice items and provide preliminary feedback on appropriateness and usefulness

Meetings to Date:

May 1, 2020



Integrated Formative Assessment Pilot

Provide feedback on research, design principles, and resulting prototypes and provide guidance on additional stakeholder engagement

Meetings to Date:

February 18, 2020
March 6, 2020
May 22, 2020

Calculators



2



**Calculator
Application**

- School districts must permit a student enrolled in a course requiring graphing calculators to use a calculator application on a computing device, including a personal laptop or tablet computer that provides the same functionality, unless the district makes available to the student a graphing calculator at no cost to the student.
- School districts may adopt policies related to student use of computing devices.

STAAR calculator policy



- Districts must ensure that each student has a graphing calculator to use throughout the entire test when taking the STAAR grade 8 mathematics, Algebra I, Algebra II, grade 8 science, and biology assessments.
- Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.
- The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work.
- For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing.

Interim Assessments



3



Interim Assessments

Optional assessments that can be administered during the year to support academic progress

- Must be predictive of STAAR outcomes
- Must be administered electronically
- May not be used for accountability purposes

STAAR Interim Assessments



The STAAR Interim Assessments are a free, optional online tool for school districts and open-enrollment charter schools that provide data to help educators monitor progress and predict student performance on STAAR.

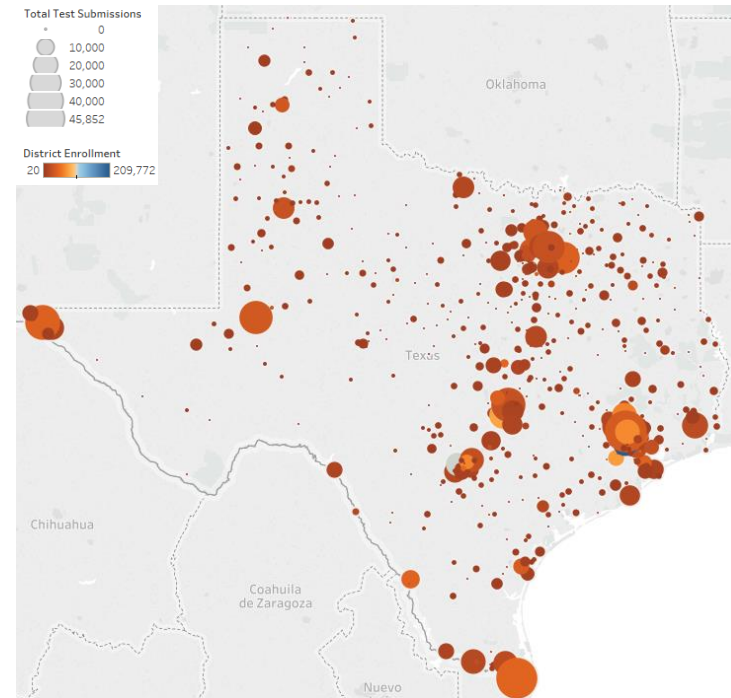
2019-2020 by the numbers...



~1.7M interim assessments were completed.



~600 districts participated in interim assessments.



Updates for 2020-2021 based on stakeholder feedback



Resources for teachers:

- Additional training videos
- Dashboard providing item-level and student-level data

Abilene Middle Report
2019-20 Mathematics - Q1 1

Viewing: Grade 5 - Mathematics - All Forms - May State NC - All Demographics

Report Categories

Avg Score: 1672 Students Tested: 17 Items: 60

Reporting Category Item Scores

Reporting Category Item Scores

Reporting Category Item Scores

Category	Answer Key	Item ID	Item Description	Item Type	Item Weight	Item Score	Item Status	Item Grade	Item Level	Item Score	Item Status	Item Grade	Item Level	Item Score	Item Status	Item Grade	Item Level	Item Score	Item Status	Item Grade	Item Level
3	S.1.A	A	Numerical Relationships	Multiple Choice	1	72%	79%	70%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
16	S.1.B	B	Numerical Relationships	Multiple Choice	1	50%	83%	81%	73%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
17	S.1.B	B	Numerical Relationships	Multiple Choice	1	70%	70%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
20	S.1.B	B	Numerical Relationships	Multiple Choice	1	80%	77%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
4	S.1.D	A	Numerical Relationships	Multiple Choice	1	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
21	S.1.E	C	Numerical Relationships	Multiple Choice	1	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
8	S.2.A	A	Numerical Relationships	Multiple Choice	1	64%	70%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%

Logistical improvements:



Bulk printing of student reports



Item-level data for re-attempts



Indicator for multi-stage tests



Rostering for multiple grade levels

Remote learning supports:



An in-browser option for students to take STAAR Interim Assessments from home



Test ticket delivery support to ease the distribution of student test tickets



Technical guidance for LEAs to distribute to students and parents for at home administration



4



Electronic Assessments

Moves toward electronic administration of all assessments by 2022-2023

- TEA, in consultation with the SBOE, must develop a transition plan to administer all assessment instruments electronically beginning not later than the 2022-2023 school year
- Can greatly increase results reporting speed
- Allows for more authentic, customizable assessments that operate more seamlessly with instruction
- Saves on waste and registration complexity
- Begins with a feasibility study due December 2020

Electronic Assessments



Benefits of 100% STAAR Online Assessments



Faster test scores and results



Better test security and improved administration



Reduce operational complexity and waste



More equitable access to accessibility and accommodations (e.g. content and language support)



Allow for more customizable assessments and new item types

Work done to date

1. Contracted with TAMU Education Research Center to perform study
2. Conducted research, including state benchmarking, statewide survey, and district case studies
3. Currently analyzing data gathered

Transition depends upon further legislative action

Sec. 39.02341 TRANSITION TO ELECTRONIC ADMINISTRATION OF ASSESSMENT INSTRUMENTS:

- TEA must develop a **plan to administer state summative assessments electronically beginning not later than the 2022-2023 school year.**
- TEA must provide a final report and transition plan the state legislature by Dec 1, 2020
- Statute currently states:
 - The agency shall implement the transition plan beginning on September 1, 2021.
 - **In order to ensure legislative approval of the transition plan, this subsection expires August 31, 2021.**

The transition plan will be provided by December 1.

Legislative Action will be required if the state will implement online assessments statewide by 2022-2023.

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 RESPONSIBILITY: 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

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 generally 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.
- Improved Administration**
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 complications.
- 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 answers 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 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.

What Parents Should Know About STAAR Online Testing

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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 student 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. Materials and previously released STAAR tests known as practice tests are 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

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-@ets.org or STAAREOC@ets.org.

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



Connection to Operation Connectivity



Online Feasibility Study (House Bill 3906)

What: Study online testing readiness and needs in schools and create transition plan for 100% online testing by 2022-2023

Impact:

- Implementation and funding recommendations TBD



Operation Connectivity (COVID-19 Response)

What: Improve remote learning access

Impact:

- \$900 million cumulative spending (from state and LEAs)
- Provides 1 million laptops and iPads
- Provides 480,000 internet WiFi hotspots

Increased devices as a result of Operation Connectivity can potentially increase devices available in schools once students return to the classroom.

Multiple Parts



5



Multiple Parts

Allows assessments to be administered in multiple parts over multiple days.

- Creates flexibility for districts in scheduling
- Grades 3–8 assessments may not be more than 3 parts
- No maximum number of parts for EOC
- 85% of students in grades 3 and 4 must be able to complete each part within 60 minutes
- 85% of students in grades 5–8 must be able to complete each part within 75 minutes

Multiple Parts



Stakeholder engagement revealed:



Multiple parts may not make sense for every content area and every grade band and should not be applied across the board



Multiple parts may be most useful for RLA to allow for differentiation by section so that subtests, such as decoding, can support improved accuracy for students with dyslexia and other learning disabilities

As a result, allowing assessments to be administered in multiple parts over multiple days is being considered as part of other House Bill 3906 initiatives:

- Integrated Formative Assessment Pilot
- Reading Language Arts Blueprint Redesign

Integrated Formative Assessment Pilot



6



**Integrated Formative
Assessment Pilot**

Creates integrated formative assessment pilot program

- Design will be informed by educator feedback
- Requires TEA to develop formative assessments that inform instruction during the year and can potentially replace a single summative assessment administration
- Participation by districts is optional
- Pilot participation does not affect district obligations to administer STAAR

Testing doesn't just evaluate learning; it can improve it



The Testing Effect



One of the most striking research findings is the power of active retrieval—testing—to strengthen memory, and that the more effortful the retrieval, the stronger the benefit.



The act of retrieving learning from memory has two profound benefits.

- 1 It tells you what you know and don't know, and therefore where to focus further study to improve the areas where you're weak.
- 2 Recalling what you have learned causes your brain to reconsolidate the memory, which strengthens its connections to what you already know and makes it easier for you to recall in the future.



Two main purposes of the integrated formative assessment pilot

Overview:

HB 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer to students integrated formative assessments. Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**



Formative and summative assessments serve different purposes



Formative assessments are part of the learning experience



Summative assessments serve as the final determination of learning

When is it assessed?

Immediately following instruction

After completion of specified portion of instructional material

Depth vs. breadth of Curriculum

Requires more depth to identify source of misunderstanding of standards

Requires more breadth to fully assess curriculum

Weight of assessment

Low stakes – intended for classroom use

High stakes – intended for accountability

Goal

Improve instruction throughout school year

Prove learning occurred and evaluate long-term knowledge & skill retention



Two initiatives required to fulfill integrated formative assessment pilot

One assessment cannot accomplish both purposes



Texas Formative Assessment Resource (TFAR)

(launched fall 2020)

A **purely formative, optional, free** tool to supplement and support existing district resources and formative assessment practices, **unrelated to accountability**



Through-year assessment pilot (optional, small-scale pilot)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace the summative assessment**

The Through-Year Assessment Pilot aims to launch an optional, small-scale pilot



A through-year assessment model has many benefits...

- Provides more timely and frequent feedback that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **within-year growth** information

...but is still relatively new and innovative

- **No state** has a fully implemented or peer-reviewed model that isn't an end-of-year summative
- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years**; won't have information to share this session

All pilot participation is optional; no new testing requirements and no requirement for district participation

Stakeholder engagement has been integral through the entire pilot design process



(Dec – Feb) Initial research and engagement



Superintendent, DTC, CAO survey and follow up (~1,500 respondents)



Full Educator Advisory Committee (24 members)



Educator Advisory Committee Subcommittee (7 members)



CAO Council (~15 participants)



Teacher Focus Groups (167 participants)



ESC Math Specialists (~30) and TASM (~200 participants)

(Mar – Apr) Prototypes developed from feedback



(May – Jul) Further refinement to finalize prototype design

May Educator Advisory Committee Subcommittee feedback meeting (5/22)

Fifteen focus groups were conducted across urban, suburban, and rural communities

- ~40 teachers
- ~50 parents
- ~25 students



Next steps for Through-Year Assessment Pilot



1. Research

- Consult Technical Advisory Committee
 - Research and analyze methods for scoring and reporting
-



2. Stakeholder engagement

- Continue working with Educator Advisory Committee and other stakeholders to finalize Year 1 pilot design
 - Gather feedback on what data and information would be useful to educators
-



3. Item development

- Create and field-test items for Year 1 of the pilot

The Texas Formative Assessment Resource is an optional tool with multiple functionalities that educators can use fully or in-part



Texas Formative Assessment Resource (TFAR)

TEKS-aligned item bank



An item bank of high-quality formative assessment items that will be built up over time

Test-builder



Teachers can use items from the bank or create their own items to build assessments

Administration platform



Teachers can assign assessments to students, who can login and take them online

Data reports



Teachers can access student-level, standard-level, and item-level data reports

Educators can use none, part, or all of the functionalities above to support existing district resources and formative assessment practices

More information about TFAR will be provided during *TEA Optional Assessment Resources for 2020-2021* at 1:30pm

Multiple Choice Cap



7



Multiple Choice Cap

Caps multiple choice questions at 75% of test starting in the 2022-2023 school year

- Design will be informed by educator feedback
- Electronic assessments will allow for greater variety of non-MC items

STAAR Assessment Redesign



New item types, which will make up a minimum of 25% of each assessment, are intended to impact instructional practices by requiring students to apply what they have learned and to engage with and think deeper about the



These items should—

- assess more content in fewer items
- require a different level of thinking from students
- engage students with a wide variety of interactive, high-interest items
- allow students to more actively demonstrate proficiency in the standards
- provide teachers more specific, actionable, data measuring student levels of understanding
- positively impact instructional practices and student learning

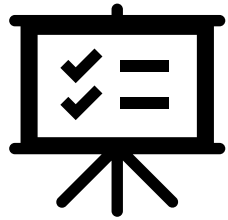
New item types under consideration



Item Type	Math	Science	Social Studies	Reading
Multipart (EBSR) - Student provides a response and a justification for the response. Also known as Evidence-Based Selected Response (EBSR).		✓	✓	✓
Multiselect - Student must select more than one correct response	✓	✓	✓	✓
Constructed response - Student provides a written response, which could consist of 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	✓			

Examples of each are included in the appendix

Please join us for a session tomorrow to learn more and provide feedback



New STAAR Item Types

Tuesday, 11:15 am – 12:00 pm

This session will provide more background on new item types and a preview of some of the assessment item types under consideration with opportunities for participants to provide feedback.

Eliminating Standalone Writing Assessments



8



Writing

Eliminates standalone grades 4 and 7 writing in 2021-2022

- The federal government requires that we assess the full scope of content standards, which includes writing at all grades.
- Design will be informed by educator feedback
- Grades 3-8 implementation expected in 2022-2023
- Some writing items will be field tested as part of reading assessments spring 2021

Assessing writing



Writing

Texas Education Code, §39.023(a)

All students must be assessed in:

- (1) mathematics, annually in grades three through eight
- (2) reading, annually in grades three through eight;
- (3) social studies, in grade eight;
- (4) science, in grades five and eight; and
- (5) **any other subject and grade required by federal law.**

Assessing writing as part of reading

- All grade 3-8 reading assessments are scheduled to include assessment of the writing portion of the reading language arts (RLA) TEKS beginning in 2022-2023 and will include the following:
 - 1) Multiple-choice or new item type items
 - 2) Short constructed response items that will ask a student to provide a 1-2 sentence response (may vary by grade level)
 - 3) Longer constructed response items (essays) that will ask a student to respond to a passage, instead of responding to a prompt (may vary by grade level)



Assessing writing as part of reading

- Multiple-choice items will assess students' ability to revise and edit.

New in Spring 2021:

As an interim step, single-select multiple-choice items that assess revising and editing will be field tested at every grade level in grades 3–8 in spring 2021.

These new writing items will be based on the multiple-choice format of revising and editing items currently assessed in grades 4 and 7 and EOC.

Samples of these writing items are available on the TEA website at <https://tea.texas.gov/academics/subject-areas/english-language-arts-and-reading/reading-language-arts-staar-sample-items> and are included in the appendix to this presentation.

Assessing writing as part of reading

Currently students are writing in response to a standalone prompt, without being asked to read any passages.

Here is an example:

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

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.

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

Redesign RLA Assessments for New TEKS

9



Reading Language Arts

The State Board of Education revised the English and Spanish Language arts and reading TEKS in 2017. The revised reading language arts standards emphasize the importance of integrating reading, writing, listening and speaking.

The reading assessments are being redesigned to best assess the new TEKS, to implement elements of HB 3096, and to best support strong instruction.

Multiple statutory changes and logistical issues have been factored into the full blueprint implementation plan.

RLA Passage Cross-Curricular Content Integration



10



**Cross-curricular
integration**

Prioritize cross-curricular content integration for RLA passages

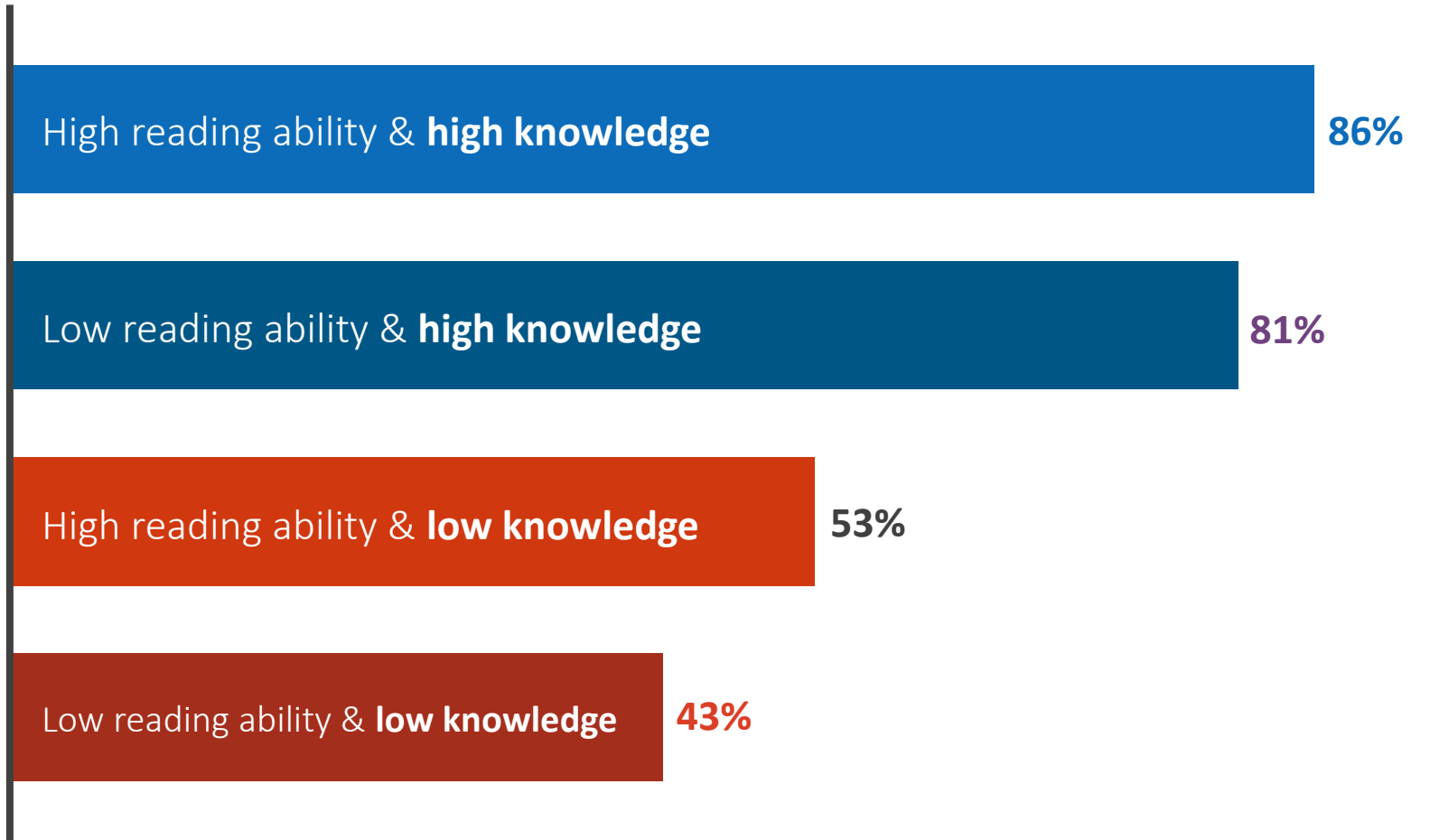
Passages will link to science, social studies, fine arts, technology, and, to a lesser degree, mathematics topics

This approach to passage selection will

- Encourage cross-curricular teaching and learning and
- Build context and strengthens academic vocabulary

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

Measure of Comprehension

Linking informational passages to content area TEKS



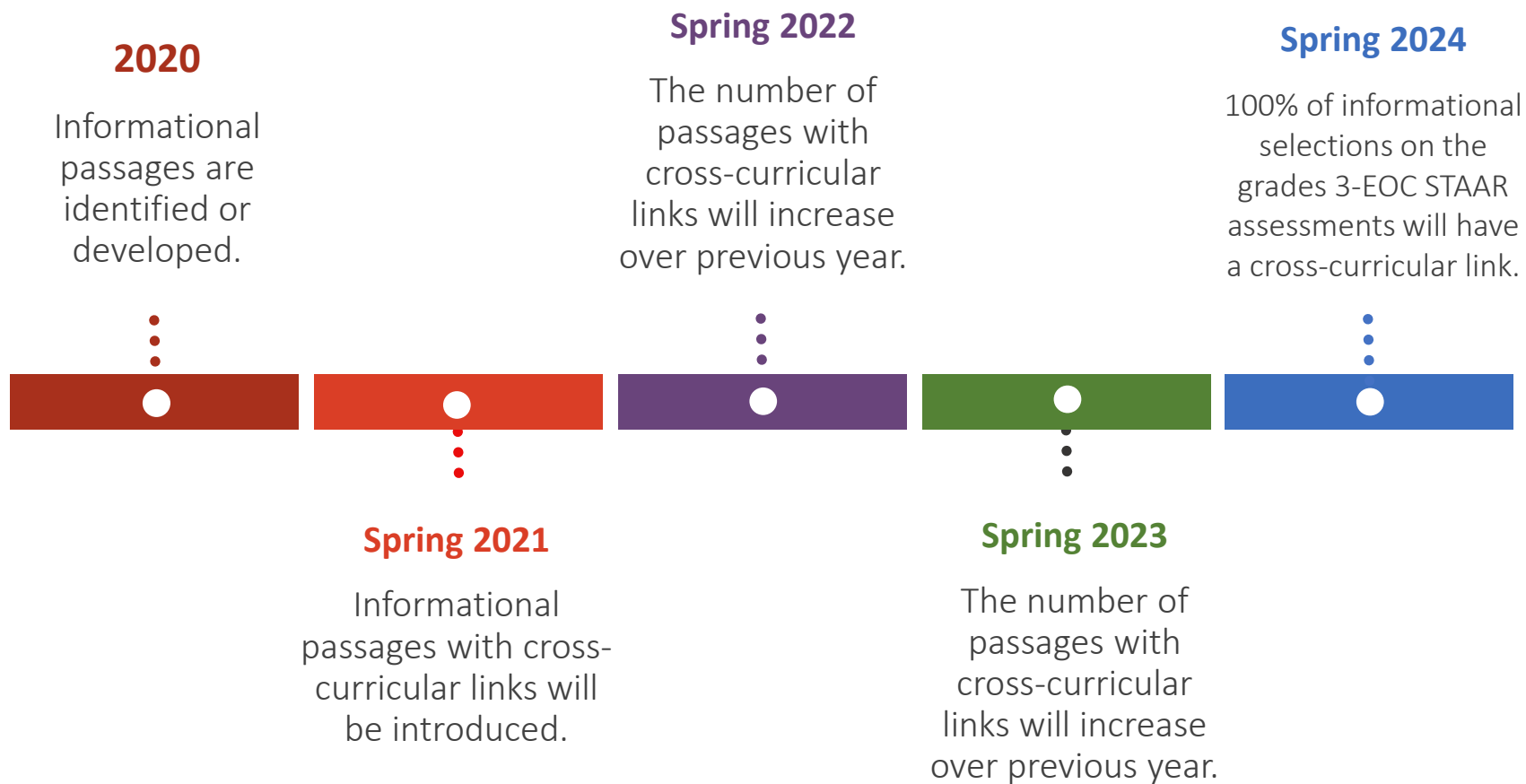
Reading assessments will continue to include informational passages and literary passages.

- 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.



Cross-curricular passages will be phased in



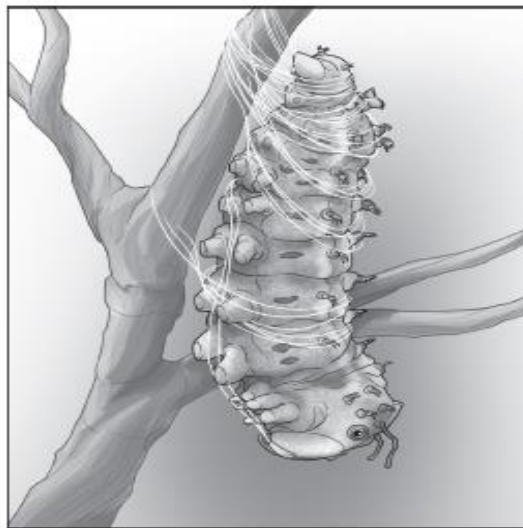


Grade 4 Reading passage example, linked to Science TEKS

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

- 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)

Sample K-4 Science Vocabulary Taken from the TEKS

- cycle
- environment
- habitat
- investigate
- life cycle
- organism
- pattern
- system

Upcoming TEA sessions

Monday

TEA Optional Assessment Resources for 2020-2021

Monday, 1:30 pm – 2:15 pm

During this session, TEA will provide a general overview of the optional assessment resources that are available to districts: Beginning-of-Year Assessments, STAAR Interim Assessments and the new Texas Formative Assessment Resource (TFAR).

TEA Curriculum Update

Monday, 3:15 pm – 4:00 pm

This session provides the latest information on curricular resources and the STAAR program for all of the foundation subject areas. TEA presenters will discuss the state and federal requirements and recent policy changes regarding reading language arts, mathematics, science, and social studies.

Tuesday

TEA-Assessment for Special Populations Updates

Tuesday, 10:15 am – 11:00 am

This session will focus on 2020-2021 STAAR and TELPAS accessibility policy and resources, as well as 2020-2021 updates to STAAR Alternate 2, TELPAS, and TELPAS Alternate.

New STAAR Item Types

Tuesday, 11:15 am – 12:00 pm

This session will provide more background on new item types and a preview of some of the assessment item types under consideration with opportunities for participants to provide feedback.

Investigating Serious Testing Incidents

Tuesday, 2:00 pm – 2:45 pm

What do you do if you have a reported serious testing violation in your district? We will walk you through the steps to conduct investigations and provide supporting documentation.



Q&A: Please submit your questions in the chat.

For questions we don't get to today, please submit a ticket to the TEA Student Assessment Help Desk at [Helpdesk.tea.texas.gov](https://helpdesk.tea.texas.gov)