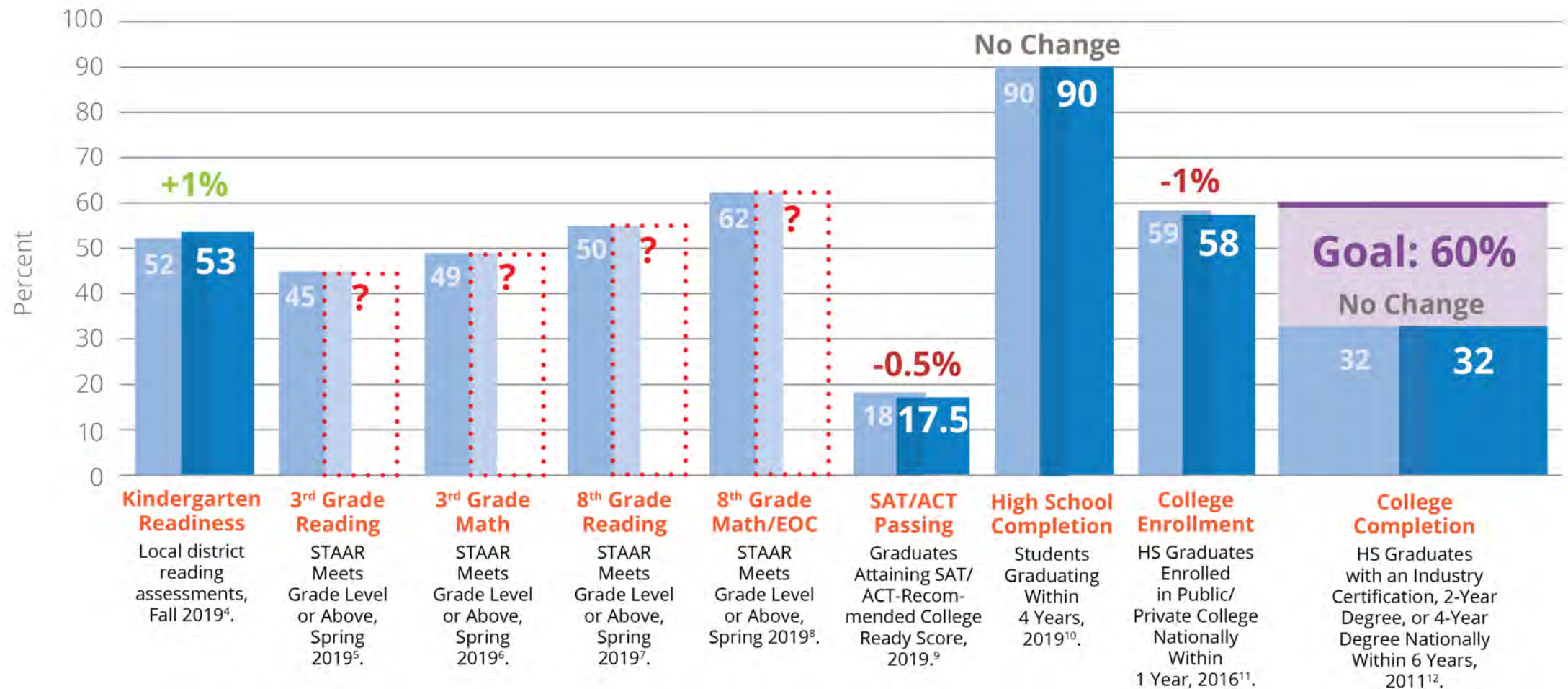


A young girl with dark hair and bangs, wearing a white t-shirt, is looking intently at a tablet computer. Her hands are positioned as if she is interacting with the screen. The background is softly blurred, showing what appears to be a classroom or office setting with colorful items.

House Bill 3906 Update
Senate Education Committee
Mike Morath – Commissioner of Education
November 13, 2020

Student Achievement and Attainment Summary



“If you don’t measure it, you don’t know what to improve”

Fitness



Weighing yourself regularly helps with hitting weight loss targets.

University of Pittsburgh, University of California, San Francisco School of Medicine.

Health



Food journals can dramatically reduce the progression of type 2 diabetes.

American Heart Association

Business



Firms who conduct routine budget audits have increased profitability.

Harvard Business Review

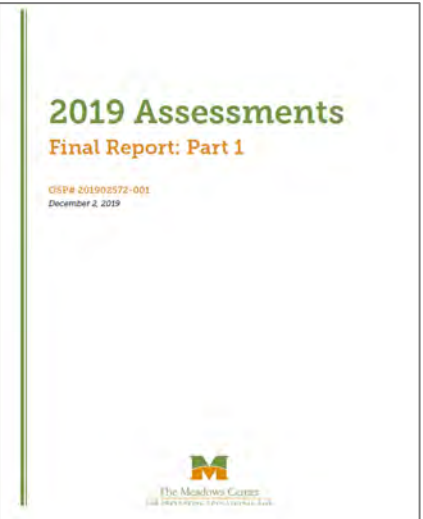
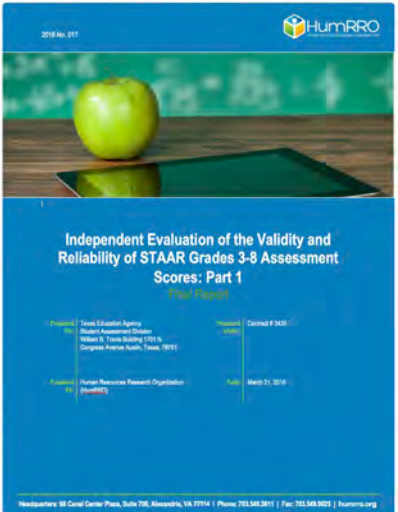
Executive Summary: House Bill 3906 is Moving Academic Measurement Forward in Texas

- 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** created by HB 3906 are available to support a **balanced suite of assessments that maximizes support for students** and saves districts money. Educators value the data provided and **are already using the resources**.
- C HB 3906 establishes an **unprecedented level of involvement of 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

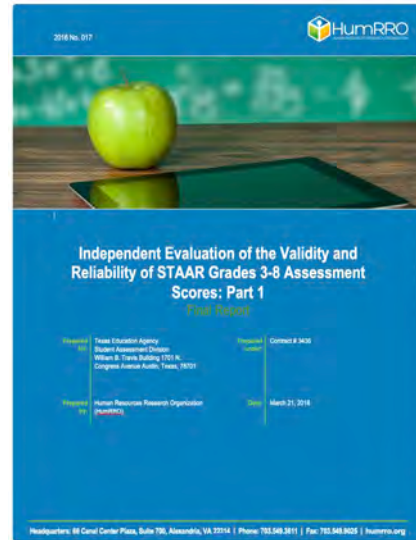
House Bill 743, Rep. Huberty/Sen. Seliger

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

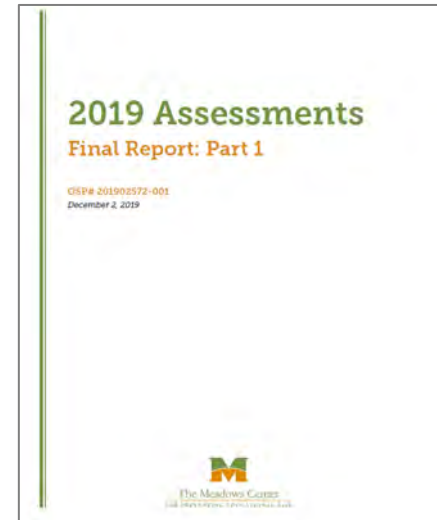
86th Texas Legislature

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 students...**


...and can create **significant cost savings** for districts.

Stakeholders **value the data provided** and 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


\$7-9M*

Over **1M** student registrations and **600k** online test submissions as of 9/25/2020

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

\$20-25M*

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

TBD

130 districts signed up in the first 3 weeks of launch

**Estimated cost savings calculated using NWEA MAP cost of \$12-15 per assessment*



STAAR is Part of a Balanced Approach to Assessment that Maximizes Support for Students



Formative Assessments			
measure student performance on specific student expectations	through-out 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	





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.**

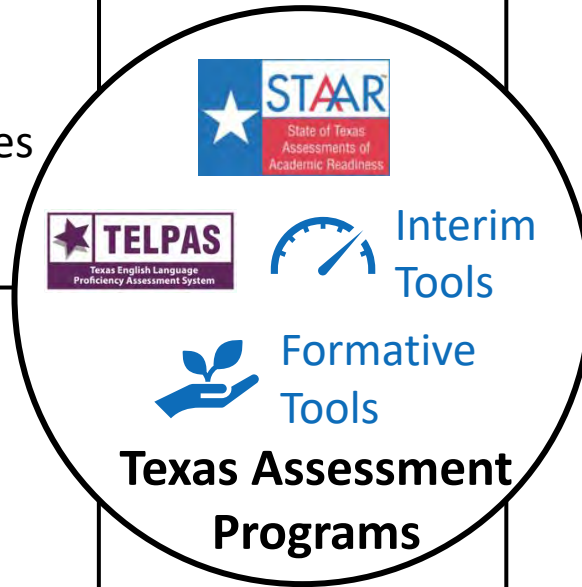
C

There is unprecedented involvement of Texas educators and other stakeholders in all aspects: future planning, assessment development, and test 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 rangefinding 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

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



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



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



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.



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 flexible with learning new systems and performing tasks on computers.
- Potential for Faster Results:** Online testing potentially allows for teachers and students to receive test scores earlier, allowing for more timely teacher and student reflection.
- Flexible Scheduling:** 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.
- Reduced Paper Materials:** Online tests require student-specific, high-resolution and present students from changing answers on tests administered on previous days. It reduces the need to store student personally identifiable information on paper documents prior to and following a test administration and reduces the risk of some procedural violations.
- 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 is more accurate in test and 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 Online Assessment Design Initiatives](#).

What Parents 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 flexible with learning new systems and performing tasks on computers.
- Potential for Faster Results:** Online testing potentially allows for teachers and students to receive test scores earlier, allowing for more timely teacher and student reflection.
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- 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 Online Assessment Design Initiatives](#).

The FAQs

- Other than STAAR, what assessment programs in Texas offer online testing?** In 2016, 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 students 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. Tutorials and previously released STAAR tests known as practice tests can be 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 full-length 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 Accommodation 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 STAAREG@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.



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



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 content of each item.



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



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	✓			



Appendix



1



Technical and Educator Advisory Committees

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

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

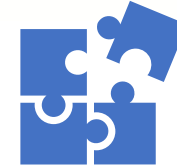


New Item Types for 75% Multiple Choice Cap

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



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.



- 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.



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



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.

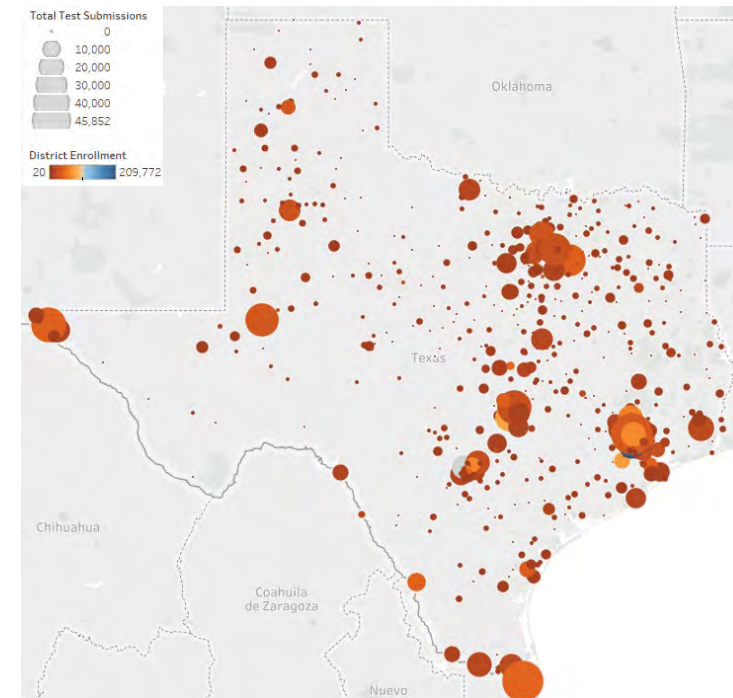
2019-2020 by the numbers...



~1.7M interim assessments were completed.



~600 districts participated in interim assessments.





Resources for teachers:

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



Abilene Middle Report
2019-2020 STAAR Interim II Mathematics - Grade 5

Report Category: **1672** Student Tickets: **17** Items: **60**

Reporting Category Item Scores

Category	Answer Key	Item ID	Item Description	Item Type	Item Score	Item Status							
3	S.1.A	A	View Item	72%	75%	78%	81%	84%	87%	90%	93%	96%	99%
14	S.1.B	A	View Item	50%	52%	54%	56%	58%	60%	62%	64%	66%	68%
17	S.1.B	A	View Item	70%	72%	74%	76%	78%	80%	82%	84%	86%	88%
20	S.1.B	A	View Item	80%	82%	84%	86%	88%	90%	92%	94%	96%	98%
4	S.1.D	A	View Item	80%	77%	74%	71%	68%	65%	62%	59%	56%	53%
21	S.1.E	C	View Item	78%	76%	74%	72%	70%	68%	66%	64%	62%	60%
8	S.2.A	A	View Item	64%	66%	68%	70%	72%	74%	76%	78%	80%	82%

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

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

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

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



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
(launching 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 launching 2021-2022)

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



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



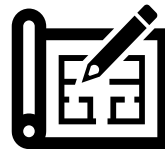
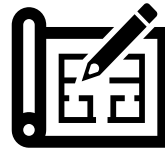
2019-2020	2020-2021	2021-2022
Conduct research and gather feedback from stakeholders to finalize design of pilot	Develop and field-test items, create trainings and materials, recruit districts	Launch Year 1 of pilot in select grades and subjects <i>(Year 1 will be a transitional model year while we ramp up item development)</i>

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

(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



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 (aiming for 2021-2022)



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

8



Writing

Eliminates standalone grades 4 and 7 writing in 2021-2022

- Grades 3-8 writing still required by federal government
- 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



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.**

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)



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.

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.

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.



10



**Cross-curricular
integration**

Prioritize cross-curricular content integration for RLA passages

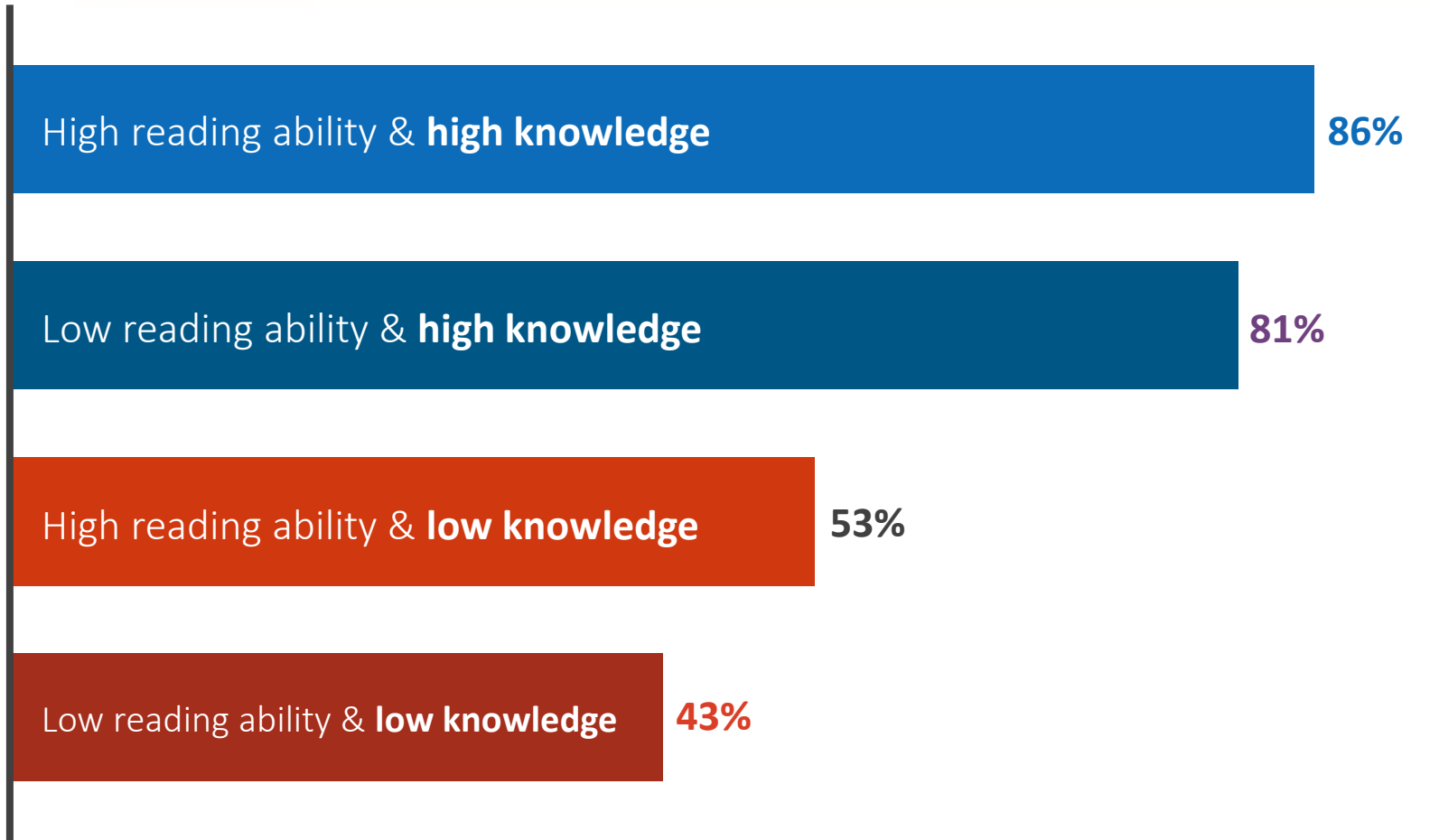
Passages will link to science, social studies, fine arts, technology, and, to a lesser degree, mathematics topics

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

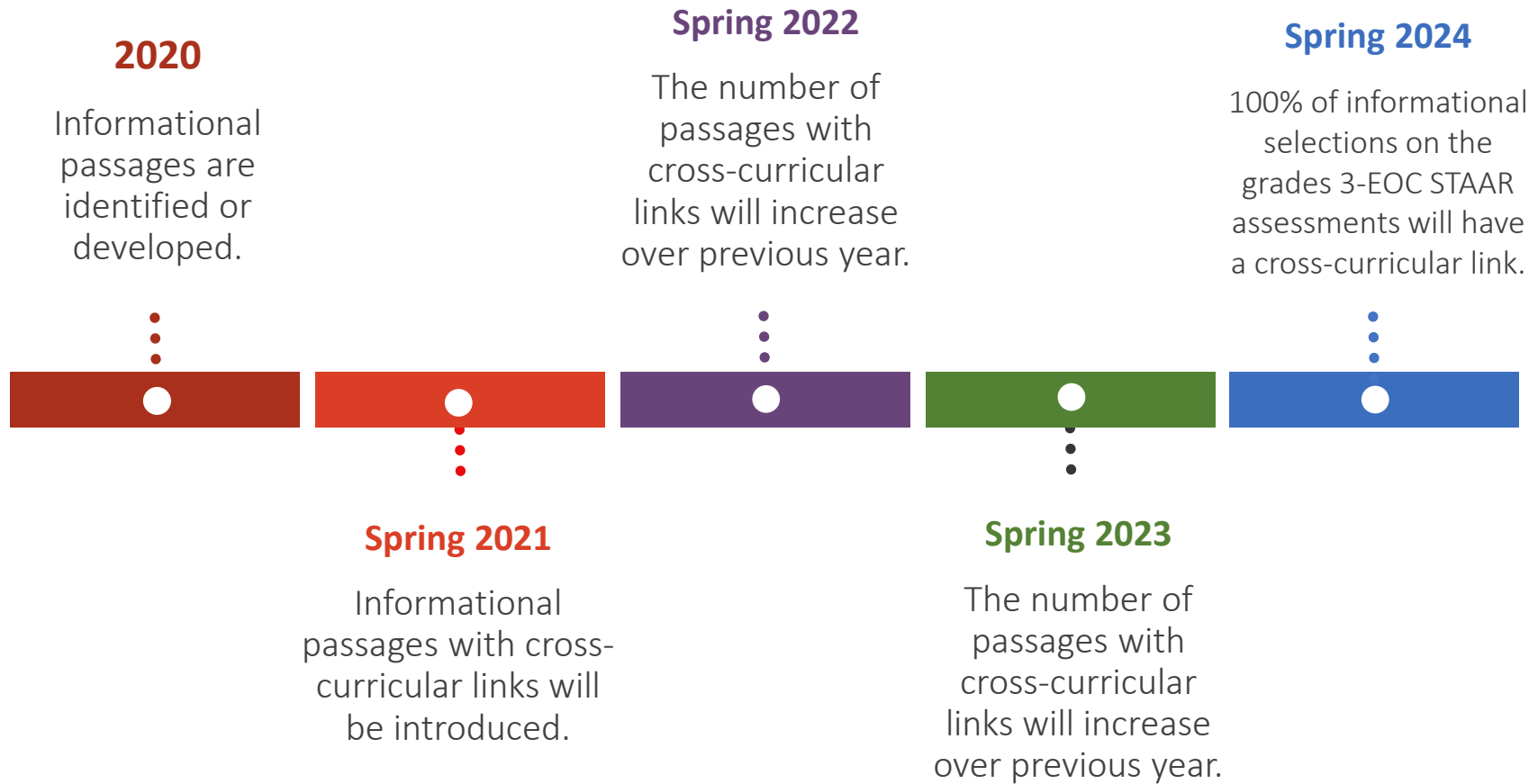


Reading assessments will continue to include informational passages and literary passages.

- 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

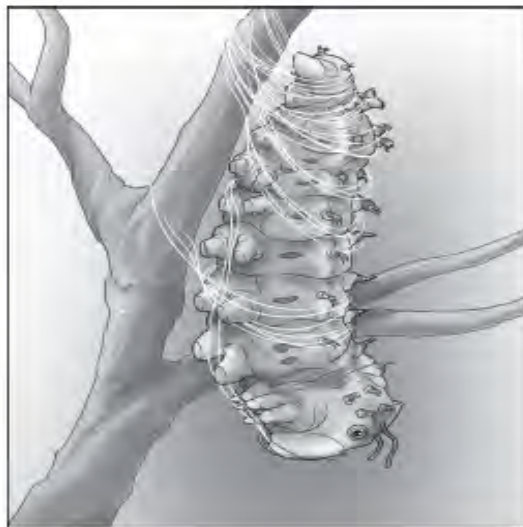




A Caterpillar's Tale

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



COVID-19 has necessitated additional support and changes



COVID RESPONSE

In addition to these changes, the need for additional assessment data and supports to districts is high during COVID



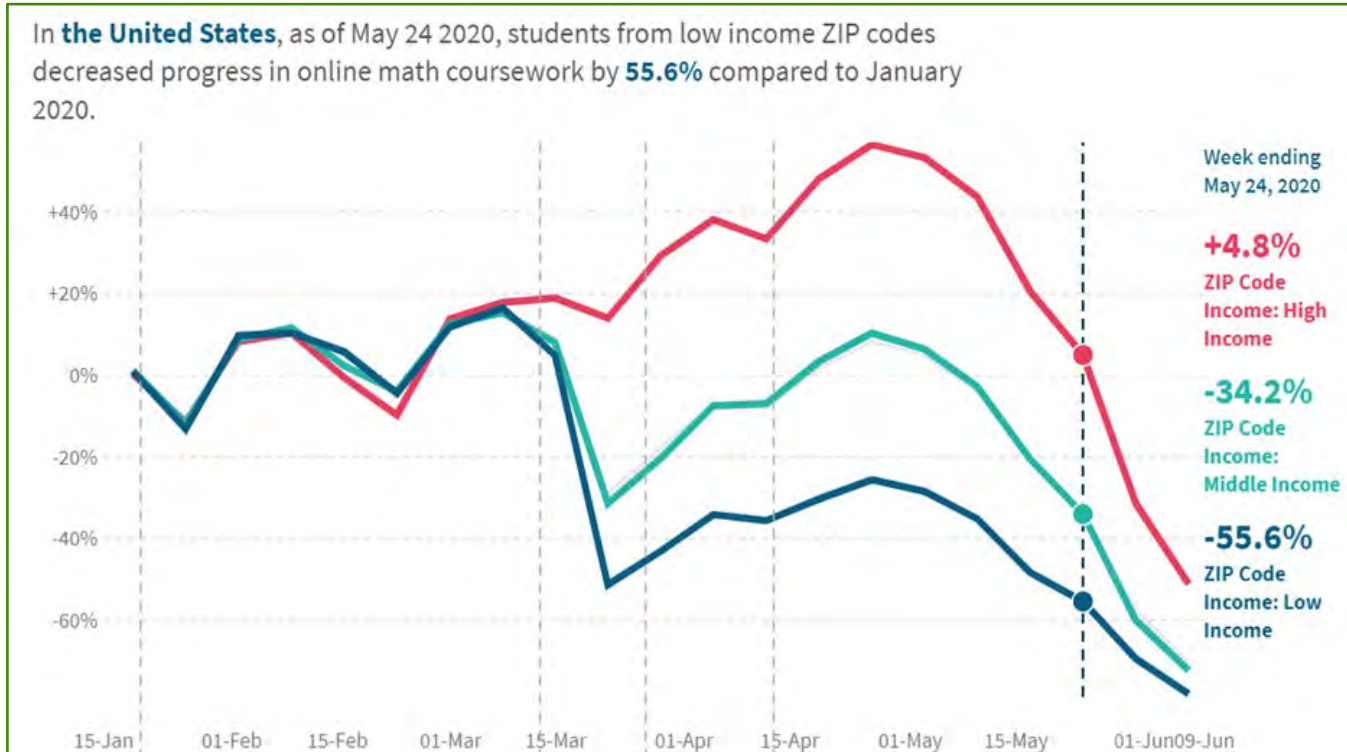
Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted by COVID-19 school closures.

Accurate, valid, and reliable assessment data can provide valuable information in times of disruption and uncertainty...

...losing these data may make the challenge of understanding and addressing the disruption of the COVID-19 crisis that is occurring for our students, and especially for those who are historically underserved, more difficult.



- *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement, NWEA, April 2020*



Source: Chetty, Friedman, Hendren, Stepner and the Opportunities Insights team, *The Economic Impacts of COVID-19: Evidence from a New Public Database Built from Private Sector Data*, Sep 2020.





Because of continuing challenges due to COVID-19, TEA has added flexibility for the 2020-2021 school year



SSI waiver

The Governor and Commissioner waived the grade promotion requirement related to STAAR testing for the upcoming 2020-21 school year



Extended testing windows

The STAAR online testing windows have been extended to up to five weeks to allow districts greater flexibility in scheduling

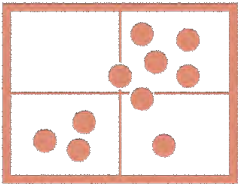


Due to last year's STAAR cancellation, TEA provided optional end-of-year and beginning-of-year assessments



What are the end-of-year (EOY) and beginning-of-year (BOY) assessments?

The EOY and BOY assessments are optional tools the Texas Education Agency (TEA) provided school districts, open-enrollment charter schools, and parents to measure student learning.



What is the purpose of the EOY and BOY assessments?

- The EOY and BOY assessments are intended to support district, campus, and classroom-level analysis of student progress and understanding of the statewide curriculum.
- Student performance data from EOY assessments could have been used by districts as one of several data points to evaluate the progress their students made last school year.
- BOY assessments are designed to diagnose understanding of the TEKS from the previous school year and should be administered to students based on their *prior year* enrolled grade level.



When are the EOY and BOY assessments available?

The EOY assessments were available from 05/1/2020 – 06/12/2020. BOY assessments opened 07/27/2020 and were recently extended to close 10/16/2020.

Sample New Item Types

This item consists of two parts, the first being a traditional multiple-choice item. The second part may be multiple-choice or another type and typically asks the student to justify their response in part A. Also known as Evidence-Based Selected Response (EBSR).



Uses and Benefits

- Multipart EBSR items require a deeper analysis/understanding of text.
- These items can highlight the importance of metacognition in reading.
- The appropriate identification of textual evidence demonstrates a thorough understanding of the source text.
- Part B can come in the form of selecting from predetermined options, a constructed response, or text entry.
- This item type will be developed for all subject areas.

Assessed TEKS:

Grade 4 Reading

- 4.6.F, make inferences and use evidence to support understanding;
- 4.7.C, use text evidence to support an appropriate response;
- 4.8.B, explain the interactions of the characters and the changes they undergo;
- 4.8.C, analyze plot elements, including the rising action, climax, falling action, and resolution

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

Part A

In paragraph 14, what is the most likely reason the author includes the caterpillar talking to itself?

- A. To show that the caterpillar has experienced a change
- B. To explain why the caterpillar feels weak
- C. To indicate that the caterpillar has made a safe house
- D. To illustrate why the caterpillar wants to fly

Part B

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

- A. *It was snug and dark inside.* (paragraph 13)
- B. *It did not fly far, for it had not its full strength yet.* (paragraph 16)
- C. *"So that was what you were about—growing wings in your strange house!"* (paragraph 20)
- D. *"I shall come out to fly wherever I like!"* (paragraph 21)

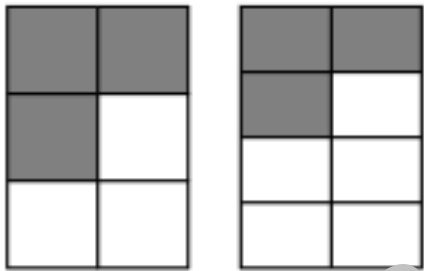
Similar to a traditional multiple-choice item, except student must select more than one correct response



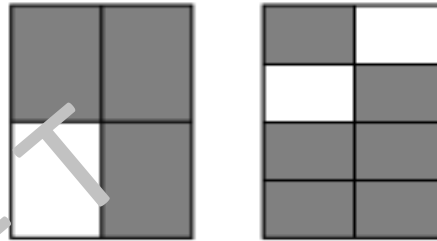
Which models are shaded to show equivalent fractions?

Select all the correct answers.

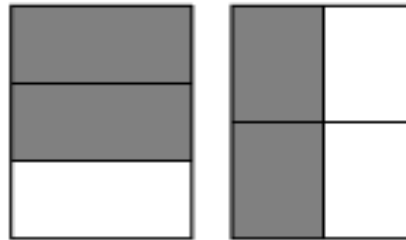
A.



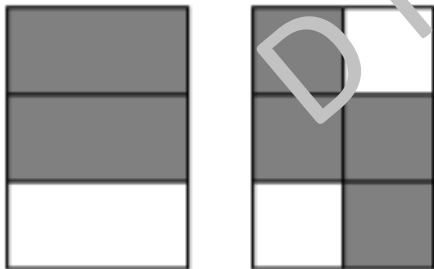
C.



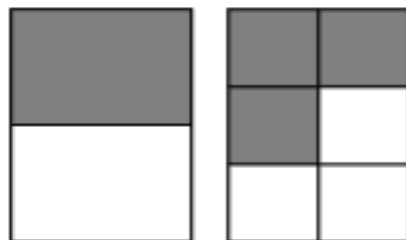
D.



B.



E.



Uses and Benefits

- This item type requires students to demonstrate greater depth of understanding by selecting multiple correct answers to a question.
- This item type assesses more breakouts in the student expectation than multiple-choice items.
- By correctly responding to this item, the student demonstrates a thorough understanding of equivalent fractions with a variety of denominators.

Assessed TEKS:
Grade 3 Math

3.2.F, represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines

Similar to a traditional multiple-choice item, except student must select more than one correct response



Which of the following ideas are conveyed in **both** “Red Crab Invasion” and “Monarch Magic”? Select two correct answers.

- A. Animal migration can be inconvenient for people in the surrounding area.
- B. People are often sad when an animal species leaves the area during migration.
- C. Animals have natural instincts that help them during migration.
- D. People can be strongly affected by animal migration.
- E. Animals often encounter great danger during migration.

Uses and Benefits

- Because they cover more than SE and more than one idea from a text, multiselect items can be used to replace multiple MC items in a test.
- This item type can help avoid the oversimplification of certain concepts in the classroom. For example, it can highlight the fact that authors often cover more than one theme in a single piece of writing.
- Require students to demonstrate greater depth of understanding by selecting multiple correct answers to a question.
- By correctly responding to this item, the student demonstrates a thorough understanding of key ideas presented in two different texts and how they connect across the texts.

Assessed TEKS:

Grade 6 Reading

6.5.E, make connections to ideas in other texts and society; 6.5.G, evaluate details read to determine key ideas; 6.7.A, infer multiple themes within and across texts using text evidence

Short Constructed Response

A student is asked a question that can be answered with a brief or extended response, which could consist of one or more sentences. In mathematics, the student may be asked to respond with an equation or mathematical expression.



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

In “Red Crab Invasion,” what is one positive aspect of the red crab migration on Christmas Island? Support your answer with evidence from the article.

B *I* U ☰ ☷ ↶ ↷ abc ✓ 1000

The annual migration attracts visitors to the island and helps boost the local economy

- Paragraph 7: “Also it is a way for the remote island to attract visitors”
- “Many tourists travel to Christmas Island to witness the red crab migration, boosting the local economy”

The red crab migration ensures the survival of the species

- Paragraph 6: “Then the tiny crabs travel to the forest where they will grow into adulthood and take part in the next migration”

Uses and Benefits

- For this item type, a student must give a brief explanation in their own words to demonstrate their understanding of content from the selection.
- To answer this question, the student must read and analyze the source text, identify text evidence that supports their thinking, and explain their understanding.
- This item type can be developed in multiple subject areas.

Assessed TEKS:

Grade 6 Reading

**6.5.G, evaluate details read to determine key ideas;
6.6.C, use text evidence to support an appropriate response**