

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.

Uses and Benefits

- Students write their own original response to a question without the aid of provided response options.
- Can more accurately measure understanding of content, critical thinking skills, and communication skills.
- Students can draw on a variety of content and personal knowledge to demonstrate understanding.
- Can be used across disciplines with or without one or more stimuli.

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

Enter your answer in the space.

B *I* U
 ☰ ☰
 ↶ ↷
 abc ✓

250

Public	
Score	Description
1	Score one point for correct answers that include references to any one of the following: <ul style="list-style-type: none"> • It is a major major turning point of the war for United States. • It was a victory and gave a boost to the spirit of the Continental army. • It convinced France to become an ally with the United States. • It convinced France to enter the war against Great Britain.
0	The response is incorrect or irrelevant.

Assessed TEKS:

Grade 8 Social Studies

- 8.4.D: explain the issues surrounding important events of the American Revolution, including the Battle of Saratoga**
- 8.29.B: analyze information by identifying cause-and-effect relationships**
- 8.30.B: use effective written communication skills**

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.



A student recorded the length of a tree's shadow in two-hour intervals during one day in October. The measurements are shown in the table.

Time	Shadow Length (meters)
8:00 A.M.	5
10:00 A.M.	?
Noon	1
2:00 P.M.	3
4:00 P.M.	5

Predict the tree shadow length at 10 A.M., and explain why the shadow length is longest in the early morning and late afternoon.

Enter your answer in the space.

B *I* U ☰ ☰ ↶ ↷ abc
250

The shadow should be around 3 meters long. It is longest early in the morning and late in the afternoon because that is when the sun appears lowest in the sky. The sideways light makes a longer shadow.

Uses and Benefits

- For this item type, a student must give a brief explanation in their own words to demonstrate their understanding.
- To answer this question, the student must analyze data, predict an outcome, and explain their understanding.
- There is a character limit (250) for this item type.

Assessed TEKS:

Grade 5 Science

4.8.C, collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time

Constructed Response (Equation)

A student is asked to respond with an equation or mathematical expression.

**Assessed TEKS:
Grade 6 Math**

6.9.A, write one-variable, one-step equations and inequalities to represent constraints or conditions within problems

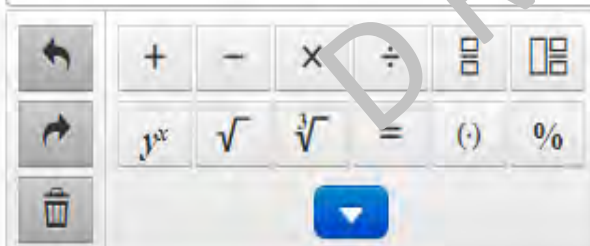
Uses and Benefits

- This item type requires the student to write the equation without the use of prompts. Prompts can be used with this item type. (c =)
- This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.

During a food drive, a sixth grade class collected 29 fewer cans of food this year than last year. This year the class collected 234 cans.

Write an equation that can be used to find the number of cans, c , that the class collected last year.

Enter your answer in the space provided.



Students must select and drag text or an object to a different location. This type of interaction can replace several multiple-choice items



The table below lists traits of four biological kingdoms. Identify the kingdom described in each column.

Move the answers to the correct boxes.

Archaea

Plantae

Animalia

Bacteria

<ul style="list-style-type: none"> • Multicellular • Autotrophic • Cell wall made of cellulose 	<ul style="list-style-type: none"> • Unicellular • No membrane-bound nucleus • Cell wall made of peptidoglycan 	<ul style="list-style-type: none"> • Unicellular • Live in extreme environments • Unique cell wall 	<ul style="list-style-type: none"> • Multicellular • Always heterotrophic • No cell wall

Uses and Benefits

- For this item type, students must match one set of elements to another by dragging and dropping.
- Allows a greater range of responses. There are 24 possible combinations of answers with only one of them correct.

Assessed TEKS:

Biology: B.8.C, compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals

Drag and Drop

Students must select and drag text or an object to a different location. This type of interaction can replace several multiple-choice items



Assessed TEKS:

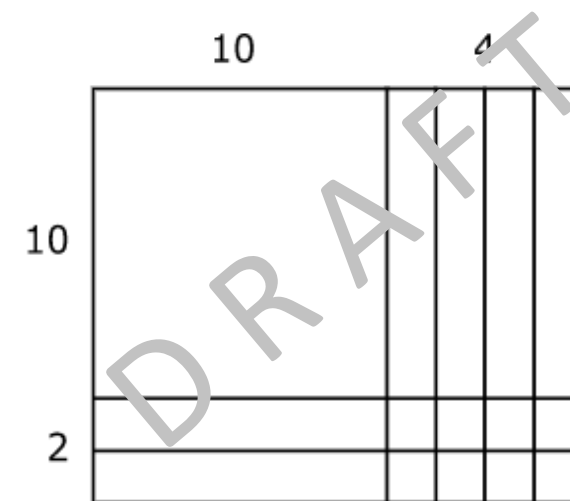
Grade 4 Math

4.4.C, represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15
4.4.D, use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

Uses and Benefits

- For this type of item, the student would select the correct number and drag it to the correct blank to construct an equation for the model.
- This item addresses the modeling in 4.4.C and multiplying a two-digit number by a two-digit number in 4.4.D. Students can choose to solve the problem using the model or by using other strategies, or the standard algorithm.

Create a multiplication equation that represents the area model shown.



Move the correct number to each box. Not all numbers will be used.

12 14 16 168 36 288 20 200 106

$$\boxed{12} \times \boxed{14} = \boxed{168}$$

A graphical interaction with a set of choices defined as areas of a graphic image. The student's task is to select one or more of the areas (hot spots) when presented with a prompt or question



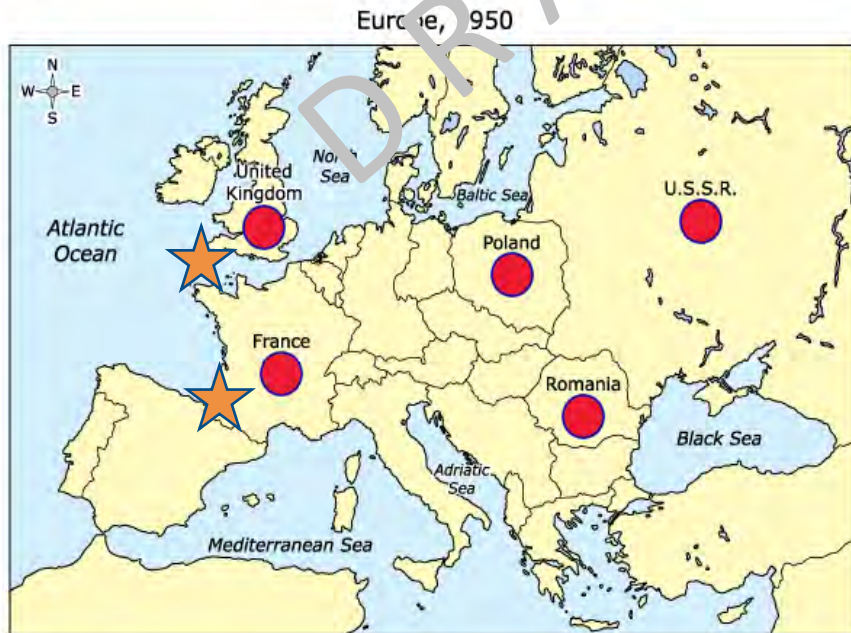
This excerpt is from a speech given by the U.S. Secretary of State in 1947.

In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy.

—U.S. Secretary of State George C. Marshall, *The Marshall Plan Speech*, June 4, 1947

Which European countries received economic aid as a result of this speech?

Select the correct answers.



Assessed TEKS:

US History: 8.A: describe U.S. responses to Soviet aggression after World War II, including the Marshall Plan

US History: 28.B: analyze information by drawing inferences and conclusions

US History: 30.B: pose and answer questions about geographic distributions and patterns shown on maps

Uses and Benefits

- Hot-spot items ask students to select one or more specific areas of a graphic as their response.
- Can be used with a wide variety of stimuli and information to engage students in higher level thinking.
- Can ask students to locate and cite evidence that supports a question response.
- Can be used across disciplines with photos, charts, graphs, diagrams, maps, political cartoons, etc.

A student is presented text with missing content and must choose from a drop-down list of options. This interaction can require students to evaluate and compare multiple options to determine the best answer, revealing better understanding of content



Uses and Benefits

- These items ask students to select the correct answer from a drop-down menu for each blank.
- Can measure student analysis skills and understanding of key terms, concepts and conceptual relationships in context.
- Can be used across disciplines with primary and secondary sources; reading passages; captions or headings for charts, graphs, diagrams, maps, political cartoons, etc.

This excerpt is from a U.S. Supreme Court decision.

Thus, the particular [wording] of the constitution of the United States confirms and strengthens the principle . . . that a law [not in agreement with] the constitution is void.

—*Marbury v. Madison*, 1803

Complete the sentence by selecting the correct answers from the drop-down menus.

In writing this opinion, Chief Justice John Marshall invoked the principle of

for the first time and asserted the power of .

Assessed TEKS:

Grade 8 Social Studies

8.15.D: analyze how the U.S. Constitution reflects the principles of limited government, checks and balances, and separation of powers,

8.18.A: identify the origin of judicial review

8.18.B: summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison

8.29.B: analyze information by drawing conclusions

8.30.A: use social studies terminology correctly

The student responds by entering text, which may be a numeric quantity, a word, or a phrase.



Uses and Benefits

- For this item type, the student enters a brief string of text (a number, a word, a phrase).
- Numeric text entry can assess more aspects of an SE as in this example.
- Similar to current griddables, but can also be used for text.

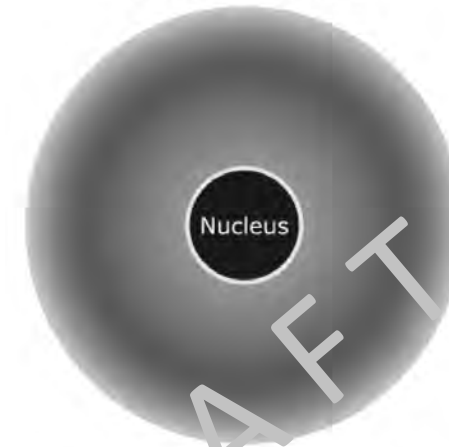
Assessed TEKS:

Grade 8 Science

8.5.A, describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud

This incomplete model represents an atom of an element.

Electron Cloud Model



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

Enter your answers in the spaces.

Characteristics of the Element

Characteristic	Value
Atomic number	<input type="text" value="13"/>
Atomic mass (amu)	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	<input type="text" value="13"/>
Number of neutrally charged particles in each atom	<input type="text" value="14"/>
Total number of particles in the nucleus of each atom	<input type="text" value="27"/>

A student must physically select text from a given passage. Students also have the ability to select multiple words or phrases if needed. A student selects from one or more choices



This excerpt discusses some of the history between the Cherokee Indian tribe and the U.S. government.

Which phrases help explain why the Cherokee Indian tribe was removed?

Select all the choices that correctly answer the question.

In 1832 the Cherokee Indian tribe lived on land guaranteed them by treaty. They found gold on that land. Georgia tried to seize the land. The Cherokees sued. And eventually the Supreme Court, in *Worcester v. Georgia*, held in favor of the Cherokees. Georgia then refused to obey the Court. President Andrew Jackson reportedly said, "John Marshall has made his decision; now let him enforce it." And Jackson sent troops to evict the Cherokees, who traveled the Trail of Tears to Oklahoma, thousands dying along the way.

—Stephen Breyer, associate justice, Supreme Court of the United States, University of Pennsylvania Law School commencement remarks, May 19, 2003

Uses and Benefits

- These items ask students to demonstrate understanding by citing evidence, either by selecting or by highlighting text in a sentence, paragraph, or extended reading.
- Can measure in-context analysis skills and understanding of key terms, concepts, and conceptual relationships.
- Can be used across disciplines with primary sources, secondary sources, reading passages, etc.

Assessed TEKS:

Grade 8 Social Studies

8.5.F: explain the impact of the election of Andrew Jackson

8.5.G: analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian Era

8.29.A: use valid primary and secondary sources to acquire information about the United States

8.29.B: analyze information by identifying cause-and-effect relationships

Slider (Bar Graph)

Students create a bar graph by moving a slider that changes the length of each bar

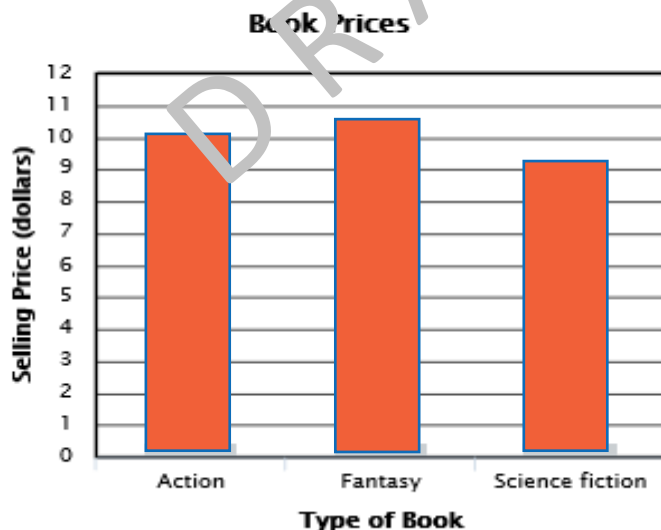


A store owner buys and sells books. The selling price of each type of book is determined from the purchase price the owner pays for the book.

Type of Book	Purchase Price (dollars)	Selling Price
Action	5.00	2 times the purchase price
Fantasy	3.50	3 times the purchase price
Science fiction	4.50	2 times the purchase price

10.00
10.50
9.00

Create a bar graph that represents the selling price of each type of book.
Drag the top of each bar to the correct height.



Assessed TEKS:

Grade 5 Math

5.9.A: represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots

5.3.E: solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

Uses and Benefits

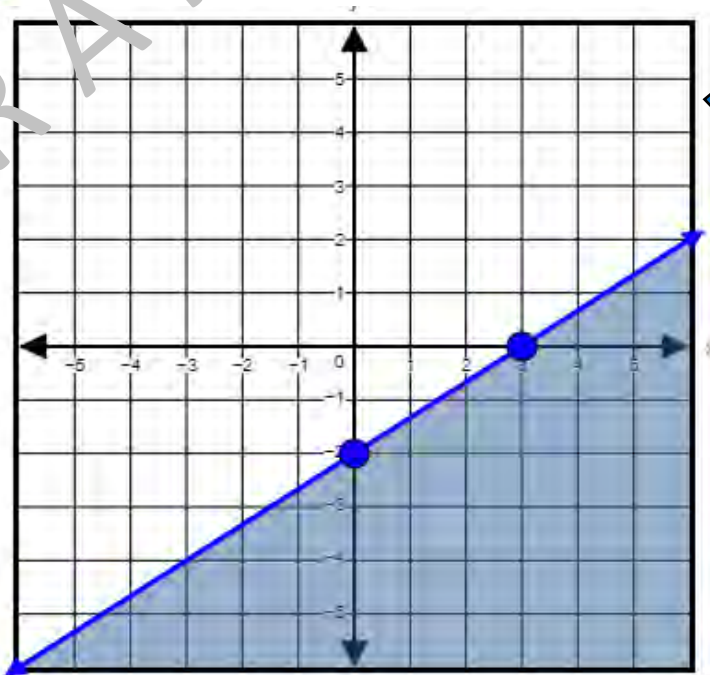
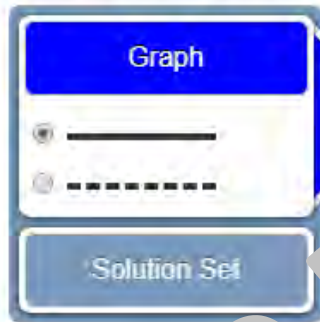
- This item type requires the student to drag the slider to the correct number for each category in the bar graph. It could also be used to indicate shading on number lines.
- This item type prompts more student engagement than a multiple-choice item and requires a higher level of thinking.

Allows a test taker to respond to a question or prompt by plotting a function on a coordinate grid using a dynamic tool.

What is the solution set for $2x - 3y \geq 6$?

Graph the solution set of the linear inequality in the coordinate plane by

- first selecting the Graph button to graph the line and choose the line style.
- then selecting the Solution Set button to select the desired region.



Assessed TEKS:

Algebra I:

A.3.D, graph the solution set of linear inequalities in two variables on the coordinate plane

Uses and Benefits

- This item uses the hot spot in two different ways: plotting points on a graph and selecting a region on the graph that represents the solution set.
- This item type requires the student to determine at least two points on the line, determine the type of line, and select the region of the solution set.
- This item prompts more student engagement than a multiple-choice item and requires a higher level of thinking.

Sample Writing Items & Grading Instructions

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Amy wrote this paragraph after learning about weather. Read the paragraph and look for corrections Amy needs to make. Then answer the questions that follow.

(1) Changes in weather affect what we do each day. (2) For this reason, we should make our own outdoor center to measured the weather. (3) A few simple tools would help students understand more about weather. (4) A better place to start would be with a thermometer and a rain gauge. (5) Each day we could use the thermometer and rain gauge to record the temperature and how much it has rained. (6) These tools would allow us to predict how the weather might change over time. (7) These activities would help students study weather like real scientists. (8) We would also have fun learning about the weather in our city of El paso.

What change should be made in sentence 2?

F Change *reason* to **reasons**

G Change *should* to **shood**

H Change *our* to **your**

J Change *measured* to **measure**

Editing items will be based on shorter text selections to support an overall reduced reading load for the reading assessment.

Short Answer Question

Based on paragraphs 7 –12, what can the reader tell about the relationship between Kwan and his grandmother? Support your answer with evidence from the story.

Enter your response in the box below.

2-Point Tasks

Short constructed responses will be developed as 2-pt tasks using an item-specific rubric that specifies how student responses will be scored.

Grade 3 Assessed TEKS:

- 7.B write a response to a literary or informational text that demonstrates an understanding of a text**
- 7.C use text evidence to support an appropriate response**
- 8.B explain the relationships between the major and minor characters**

Score Point

Description

2

- A full response will accurately answer that the relationship between Kwan and his grandmother (Halmoni) is a close, caring, and/or loving relationship. Kwan wants his grandmother to be happy and to make her proud. She cares about Kwan and his feelings.
- A full response includes at least one piece of supporting evidence from the text. The response may include, but is not limited to, the following evidence cited or paraphrased from the text:
 - *His grandmother’s wide smile showed how proud of him she would be for sharing this Korean custom.*
 - *Halmoni sensed that something was wrong. “Kwan, are you worried about tomorrow?” she asked.*
 - *Kwan’s grandmother shares with Kwan happy stories from her past.*
- Evidence is accurately used to support the response.
- The response and the evidence to support it are based on the text.

1

- A partial response may include one of the answers expected in the full response. However, the evidence included does not support the answer stated, comes from outside the source text, or no evidence is provided.
- A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about the relationship between Kwan and his grandmother.

0

- The response is incorrect.
- The response is not passage based.
- No response is provided.

Short Answer Question

Explain the principal argument the author makes in the article. Your response must include evidence from the selection that clearly supports your answer.

Enter your response in the box below.

Grade 8 Assessed TEKS:

- 5.F make inferences and use evidence to support understanding
- 5.G evaluate details read to determine key ideas
- 8.E.i identifying the claim and analyzing the argument

Score Point

Description

2

- The primary argument, or claim, the author makes is that the conservation of different organisms is important because it will benefit humanity in the long run. A full response must include the claim.
- A full student response includes at least one piece of supporting evidence. The response may include but is not limited to the following supporting details from the passage:
 - Biodiversity is important to everyone.
 - Future medical discoveries may well depend on the survival of plant and animal species yet to be studied.
 - In the long run, saving a bug or a shrub will be a benefit to all.
- The response is free of errors of fact and interpretation with regard to the text.
- All evidence presented comes from the source text.

1

- A partial response must include the primary argument made by the author of the source text. However, the evidence included either does not support the argument, comes from outside the source text, or no evidence is provided.
- A partial student response may mention one of the examples included in the full response, but the explanation for how that example supports the primary argument may be vague and/or unfocused.

0

- The response is incorrect.
- The response is not passage based.
- No response is provided.

A young boy with short brown hair, wearing a green hoodie, is seen from the side, pointing with a red pencil at a large digital screen. The screen displays a math problem: "As many yellow marbles as red marbles. What is the total number of marbles?" Below the text is a number line from 0 to 9 with three groups of marbles (two red, one yellow) drawn above it. The boy is in a classroom setting with shelves of books visible in the background.

COVID-19 Senate Education Committee

Mike Morath – Commissioner of Education

November 13, 2020

Addressing COVID: Our Two Major Collective Challenges



Keep school safe in the time of COVID-19 by making operational adjustments.



Re-engineer the school experience so students reach high academic outcomes, with the same or better proficiency in 2021 as they did pre-COVID-19.

TEA Support During COVID Crisis

Public Health Guidance



K-12 COVID-19 Testing Project



TEA/TDEM/DSHS
Deploy rapid COVID-19 testing resources

Flexible school funding



On-Campus



Remote



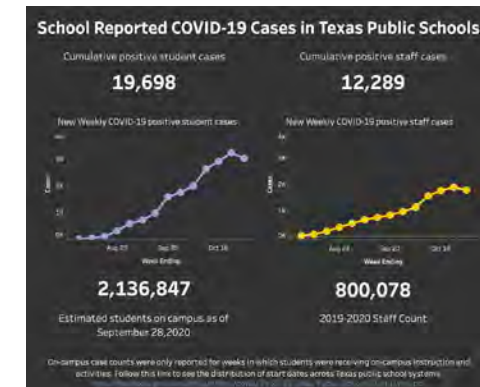
Hybrid

General Guidance

350+ pieces of guidance on
TEA's COVID page.



Joint TEA/DSHS Case tracking



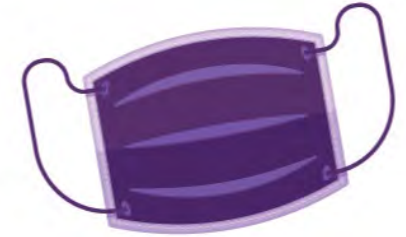
TEA Support During COVID Crisis

Public Health Operational Guidebooks and Planning Exercises



PPE Supports for all school systems

56M – Masks
37K – Thermometers
590K gallons – Hand Sanitizer
724K – Face Shields



Public Health Campaign



Meal Finder



Remote Speech Therapy Tool



TEA Support During COVID Crisis

Operation Connectivity



Over 3.2 M devices
already purchased

Free Learning Management System



Optional Beginning of Year (BOY) Assessment

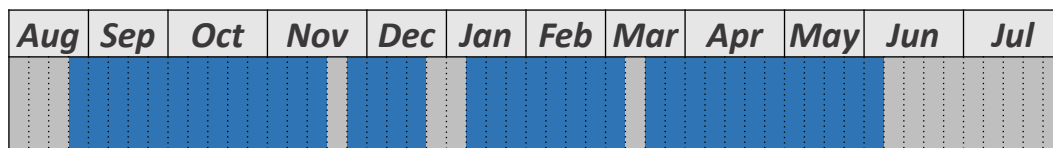


Supplemental Special Education Services

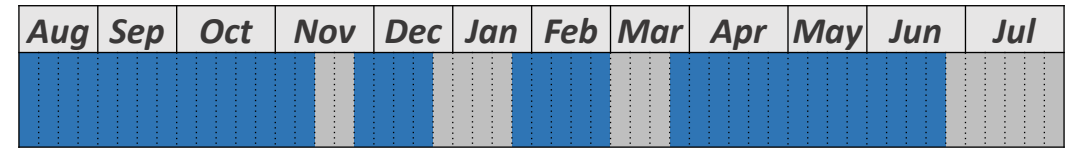


Intersessional Calendar Support

Traditional Calendar



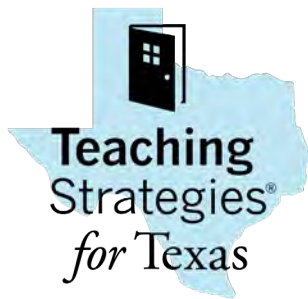
Intersessional Calendar



TEA Support During COVID Crisis



TexasHomeLearning



Remote Instruction Framework

Synchronous Instruction:



Asynchronous Instruction:



TEA Support Thanks to Extensive Appropriations for Public Education

CARES Funding

\$2,014M total
\$908M net new
(Allocated as 10/20)



Texas Home Learning
Distance Learning Tools

\$165.6M



Texas Home Learning
Implementation Support



Operation Connectivity

\$200M



LEA Reimbursement (TDEM)

\$400M



PPE (TDEM)

\$47M



LEA ADA Hold Harmless & Equitable Services

\$1,165.5M



Supplemental Special Education Services (SSES)

\$30M



TEA Admin

\$6.2M





Because of continuing challenges due to COVID-19, TEA has added flexibility to summative assessment



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

Accountability: TEA is currently discussing options with APAC, ATAC, and other stakeholders on how A-F rating calculations can be adjusted for this year.

A photograph of a man and a young boy sitting at a wooden desk in a home office. The boy, on the left, is wearing a red and white shirt and is writing in a notebook with a green pen. The man, on the right, is wearing a light blue button-down shirt and is holding a tablet computer, looking at it intently. The background shows a white bookshelf filled with books and decorative items. The overall scene is brightly lit, suggesting a sunny day.

Supporting Remote Instruction



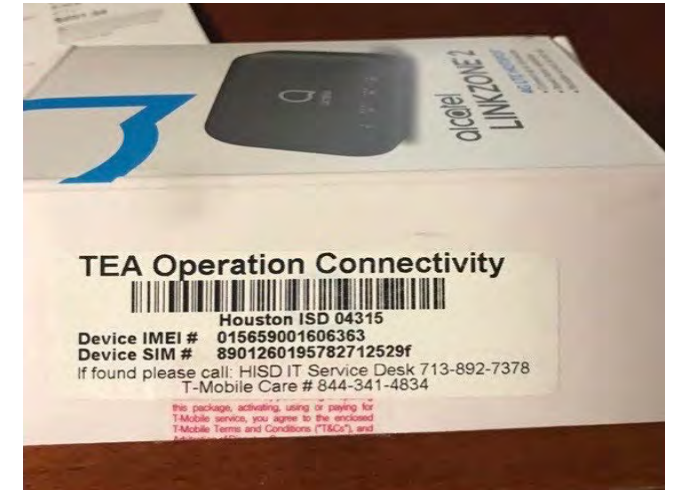
Delivery of Operation Connectivity Bulk Purchases



5,000 Laptops loading up for delivery to Aldine ISD



1 of 30 Hotspots Deployed by Etoile Academy, a Charter School with 144 Students who are 95% Eco Dis

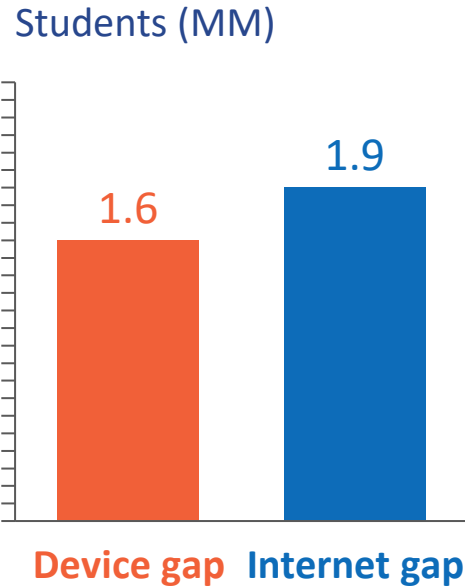


1 of 10,000 Op Con Hotspots Deployed by Houston ISD



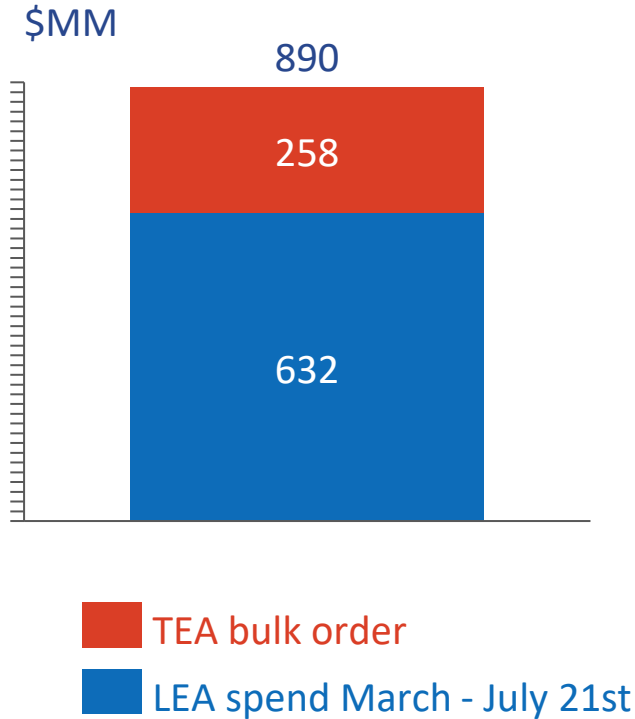
LEAs and TEA will have contributed nearly \$900M since March to close the connectivity gap, but a gap still exists

Estimated 1.6–1.9M of Texas' 5.5M students lack connectivity²

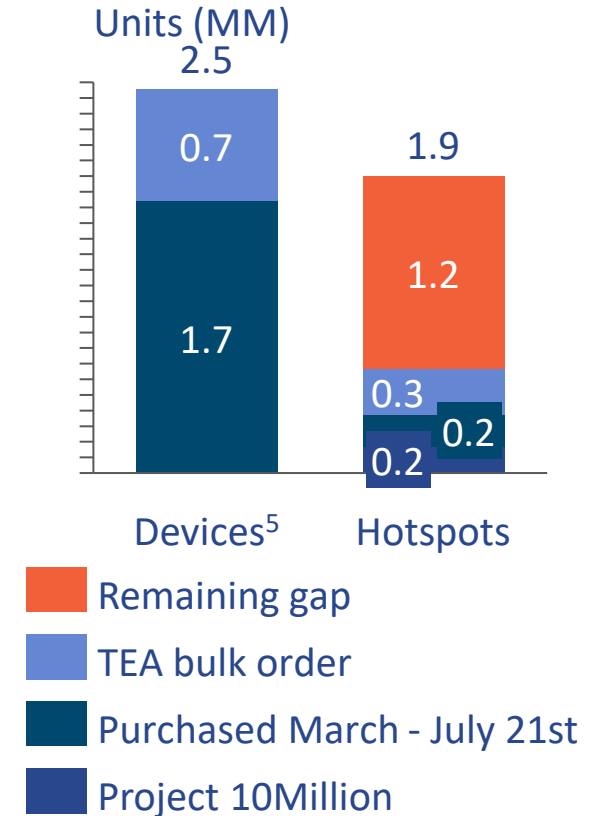


~61% of Texas students are categorized¹ as “economically disadvantaged”

LEAs and TEA will have spent \$890M since March³ to close gap



2.5M learning devices purchased, 700K hotspots⁴



Note: LEA spend on fixed internet solutions excluded from analysis as large majority of solutions reported did not provide internet access to students in their home; Update is as of 8/11/2020, numbers will continue to be finalized in coming days; 1. October 2019 PEIMS submissions; 2. number of students lacking connectivity (device or high speed internet subscription) determined based on max between LEA submissions in June 2020 Operation Connectivity survey and American Community Survey census data; 3. Spend between March – May reported through TEA reimbursement survey, spend May 21 and July 21 reported by LEAs in TEA bulk order request 4. Still awaiting final confirmation on additional LEA orders 5. Although enough devices have been purchased in aggregate, individual LEAs could still have a gap



Remote Instruction Requirements: Asynchronous instruction involves far more self-guided student instruction



- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone
- Must address the required curriculum per TEC, §28.002
- Eligible for all grades
- School grading policies for remote student work must be consistent with those used before COVID-19 for on campus assignments
- LEAs must submit a **plan** to TEA for **approval** to generate funding for asynchronous, although not necessarily before the start of school



Remote Instruction Requirements: Asynchronous can apply for those without Internet at home, but Internet at home is superior

- Generates **full-day funding** for each day “engaged”, which is any of these three:
 - Progress (as defined in the approved learning plan) in the Learning Management System (LMS) made that day
 - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
 - Turn-in of assignment(s) that day
- Plans must address four key requirements:
 - **Instructional Schedule:** Expectations for when and in what setting students are learning, loosely equivalent to an on-campus instructional day
 - **Material Design:** Curriculum must be designed for asynchronous student learning
 - **Student Progress:** Daily student progress is defined and measured
 - **Implementation:** The LEA must provide educators with support to provide remote instruction