



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: STAAR Assessment

SUBMITTED BY: Pamela R. Juarez **OF:** Instructional Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: 12-15-10

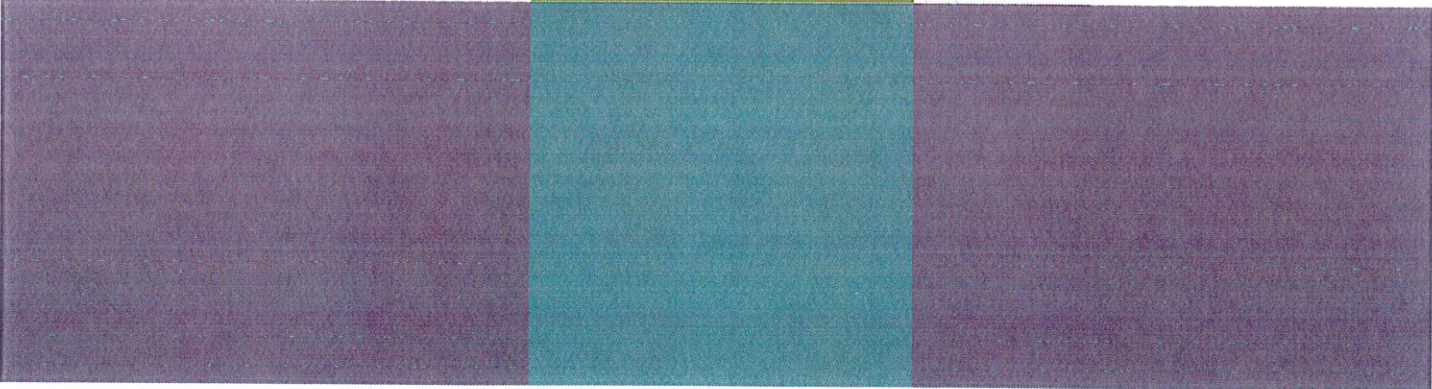
INFORMATIONAL REPORT:

Attached please find an overview of the state student Assessments to be implemented beginning 2011-2012

OVERVIEW OF STATE ASSESSMENT PROGRAM

June 2010

**Texas Education Agency
Student Assessment Division**



CURRENT ASSESSMENT PROGRAM

Texas Assessment of Academic Knowledge and Skills (TAKS)

3

Assessment	Description	Students Tested in 2009 *
TAKS Grades 3–11	General state assessment	2.3 million
TAKS in Spanish Grades 3–5	May be taken for up to 3 years	Reading: 57,000 Mathematics: 46,000

*Numbers are approximate

There are also special TAKS forms for students served by special education and for English language learners.

NEW ASSESSMENT PROGRAM

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

- ◎ More rigorous than TAKS; greater emphasis on alignment to college and career readiness
- ◎ Grades 3–8
Tests are in same grades and subjects as TAKS
- ◎ High school
Twelve end-of-course assessments in the four foundation content areas—mathematics, science, social studies, and English—replace the current high school

STAAR Assessments

Grades 3–8

- ⊙ 3–8 mathematics
- ⊙ 3–8 reading
- ⊙ 4 and 7 writing
- ⊙ 5 and 8 science
- ⊙ 8 social studies

Implemented in 2011–2012
School Year

STAAR End-of-Course High School Assessments

- ⊙ English I, English II, English III
- ⊙ Algebra I, Geometry, Algebra II
- ⊙ Biology, Chemistry, Physics
- ⊙ World Geography, World History,

U.S. History

Graduation requirement for
students entering 9th grade in
the 2011–2012 school year

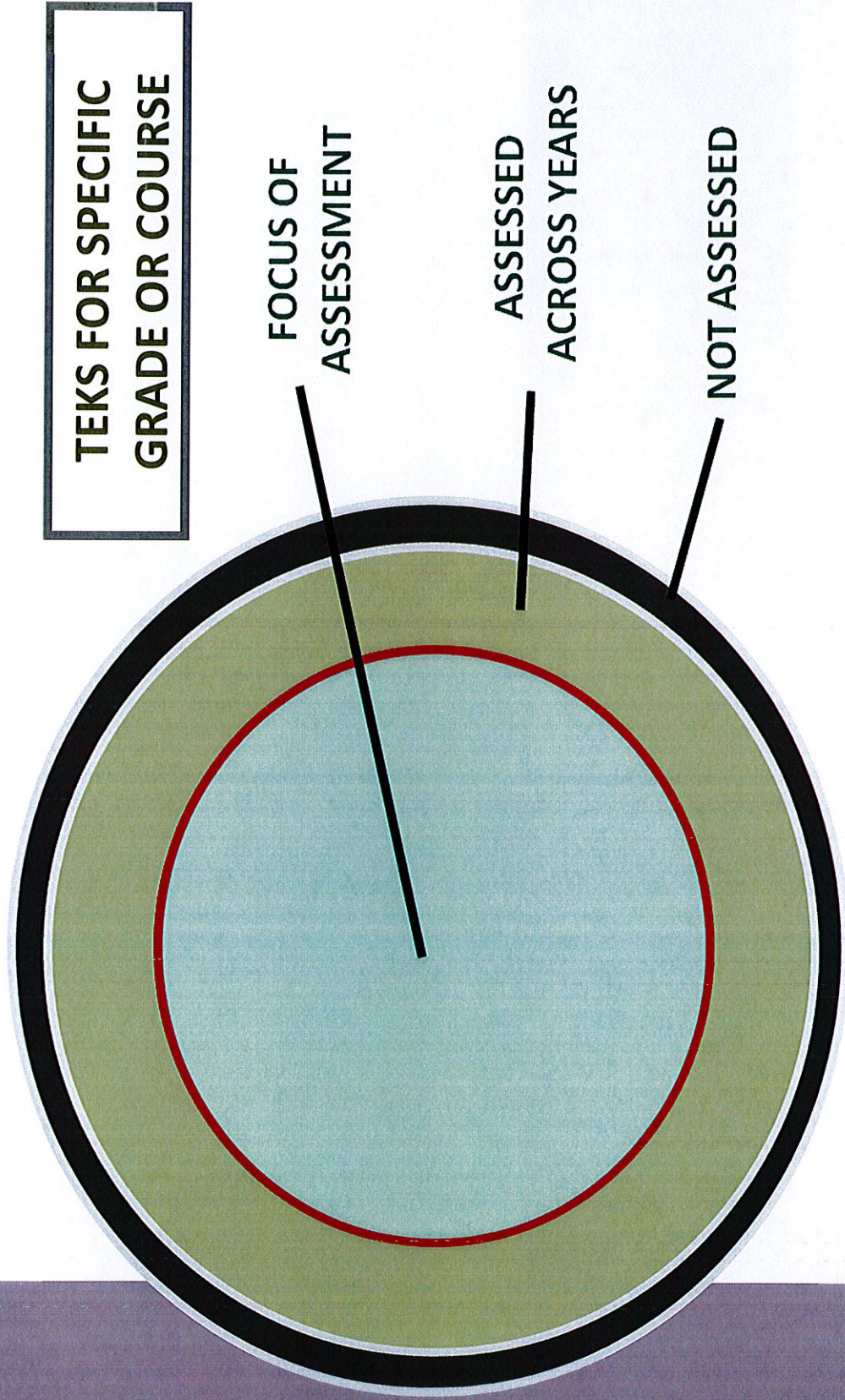
NEW ASSESSMENT DESIGN—STAAR

- ⊙ “Fewer, deeper, clearer” focus
- ⊙ Linked to college and career readiness
- ⊙ Will emphasize “readiness” standards, defined as those TEKS considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows
- ⊙ Will include other TEKS that are considered supporting standards and will be assessed, though not emphasized

COLLEGE READINESS

- © House Bill 3 defines college readiness as the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program (*Section 39.024a*)

NEW ASSESSMENT DESIGN



STAAR End-of-Course High School Assessments

11

- ◎ To graduate, a student must achieve a cumulative score at least equal to the product of the number of assessments taken in that content area and the scale score that indicates satisfactory performance
- ◎ For each of four core content areas, the cumulative score $\geq n \times$ passing scale score, where n = number of assessments taken

STAAR End-of-Course High School Assessments

For students on minimum graduation plan–

- ◎ Cumulative score is based on the number of courses taken for which an end-of-course assessment exists
- ◎ Cumulative score requirement may vary by subject area

STAAR End-of-Course High School Assessments

In addition to meeting cumulative score requirement in each of four core content areas, students on the recommended high school program have to perform satisfactorily on –

- ☉ Algebra II assessment
- ☉ English III assessment

STAAR End-of-Course High School Assessments

In addition to meeting cumulative score requirement in each of four core content areas, students on the distinguished achievement program have to perform satisfactorily on the college-readiness component of –

- ⊙ Algebra II assessment
- ⊙ English III assessment

STAAR End-of-Course High School Assessments

15

- ◎ Student is not required to retake a course as a condition of retaking the assessment for that course
- ◎ The district must provide accelerated instruction to each student who fails to perform satisfactorily on an assessment

STAAR End-of-Course High School Assessments

16

- ◎ Student's score on the assessment must be worth 15% of student's final grade for that course
- ◎ District is not required to use student's score on subsequent administrations to determine student's final grade for that course

GRADUATION REQUIREMENTS

Plan for phase-out of HS TAKS and phase-in of EOC assessments

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
GR 9	TAKS	EOC	EOC	EOC	EOC
GR 10	TAKS	TAKS	EOC	EOC	EOC
GR 11	TAKS	TAKS	TAKS	EOC	EOC
GR 12	TAKS*	TAKS*	TAKS*	TAKS*	EOC or TAKS*

*Out-of-school testers and 12th grade retesters

STANDARD SETTING PROCESS

- ◎ Under TAKS, standards were set separately for each grade and subject and were primarily informed by examination of test content
- ◎ Under STAAR, standards will be set as an aligned system across courses within a content area and will be set based on data from empirical studies of other state, national, and international assessments as well as on test content

TIMELINE FOR STANDARD SETTING

- ◎ For STAAR EOC assessments, standards to be set in fall 2011 so that scores can be reported for first high-stakes administration in spring 2012
- ◎ For STAAR 3–8 assessments, standards to be set in fall 2012, so reports for first administration in spring 2012 will be delayed

WHAT DATA WILL BE AVAILABLE WHEN

- ◎ TAKS—last year for grades 3–9 is 2011 and for grade 10 is 2012; last primary administration of exit level TAKS is spring 2013
- ◎ STAAR EOC—first reports will be available in late spring 2012; first retest will be offered in summer 2012
- ◎ STAAR 3–8—first reports with performance standards applied will be available in late fall 2012 [NOTE: No retest opportunities for SSI grades/subjects in the 2011–2012 school year]

Questions?

