

Guiomar Andujar - Spanish Language Content Specialist

Agenda

Call for Grade 7 Reading Instruments

Reading Academies

Instructional Materials Updates

Assessment: Opportunities for Educators

Questions and Discussion

Grade 7 Reading Instruments -

Istation (ISIP-AR

MindPlay Universal Screener

TMSFA

Woodcock Johnson

Have to use one of those assessments. Last two years, could have a waiver to use a different assessment; no longer accepting waivers

The new list is for 2023-2027 - expected spring of 2023; reviewing them now from vendors

Not expecting to accept waivers after this time

Reading Academies

Year three - update on enrollment and completions

Discussed the different pathways

Opportunities to give additional support requests and what might be additional resources that would help; additional training for implementation; submit the form to advise them for continuous improvement

Instructional Materials Update

Proclamation 2024

State Review Panel for SRP

Personal Financial Literacy; Tech Apps, CTE Courses

Research on High Quality Materials/Impact on Learning

Yet - many teachers do not have access to high quality materials - free information

(unorganized, not standard, unreliable; smaller districts have limited purchasing power; time to research; local reviews start from scratch - takes too much time, end up looking at low quality materials)

Information about the Texas Resource Review (consumer report)

Approved Phonics List/Materials in early 2023

Can see what they are reviewing on the trr website

PreK Guidelines - will be implemented 2023-2024 school year; publishers can update materials but are not required; you can request updates;

Assessment: Opportunities for Educators

Showed the process - assessment design, passage and item development, test construction, field testing, admin and quality control, scoring and reporting - highlighted where teachers participate in the process; apply to be a part of the committees available.

Item review; Constructed response anchor approval; subject advisory groups, standard setting

Help Desk is available for you as well

Slide for Content Support Division

Ask Jim Doris about the High School TEKS Guide - [Jim.Doris@tea.texas.gov](mailto:Jim.Doris@tea.texas.gov)

Ask to help give feedback about the presentation at [www.bib.ly/TEACurriculumSurvey](http://www.bib.ly/TEACurriculumSurvey)

Talk to Chris Rozunick about our needs for/from content teams; we need a simulated item review/scoring session

West Ed Did a calibration pilot scoring - writing the annotations for the scoring guides;

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Reading Language Arts Update

Assessment Development Division - content development side staar, alt, interim, telpas, accommodations (not administration)

Chelaine Marion - Director of RLA

Valerie Pannell - RLA Assessment Specialist

STAAR Redesign Overview

STAAR Resources

Scoring

CRQ

2022 Staar data

Educator Engagement and Recruitment

STAAR Overview

Accelerated learning - unprecedented needs; daily operations and energy/time; improving alignment; told story about two kids who are embalming their stuffed animals - sarcophagi, hieroglyphics; myths; cross curricular; exciting and enjoyable to teach; teach up until spring - more rigorous lessons start to stop and turn into multiple choice and random passages; changes to staar to better align so these lessons do not have to stop; better align to better instruction that students will enjoy; can't come quick enough - still a difficult time with learning loss, meeting diverse needs, operational challenges like staff and subs, and have ongoing

convo about safety; how do we make sure the test is aligned to what is happening in class and students will be successful; how can we improve the alignment? How does staar impact planning and classroom practice? If I teach the lesson, can kids answer these kinds of staar questions? Some say, tempted to change practices in not so great ways - put the lessons on the shelf and focus on multiple choice stuff; staar was all multiple choice except writing - not the best way to get to proficiency - not really enhancing the understanding of the topic or skill; focus on how do we design better instruction and still measure student mastery

Improving accuracy of staar; Measuring whether students have learned a concept well isn't the same as teaching it. It is possible for the state summative assessment to be designed so that it better aligns with strong instructional practices, while accurately measuring student mastery. Breadth of teks to eval curriculum - but not for individual knowledge gaps. Staar won't tell if a kid knows multiplication tables.

After field test, we look at data to make sure it meets requirements of what qual - answered correctly enough - not 0 percent got right, not issues between subpops

It's for summative measurement. Don't want to discourage best instructional practices - based on convo with teachers

1. Background knowledge and vocabulary - not random topics
2. All the domains of literacy and their interconnectedness; not about reading without reading or vice versa
3. Can't feed answers and choose between four; reflection, creation, inquiry
4. Supports and accommodations

How do we do that with a test to make good practices possible?

Cross curricular passages

Interconnectedness - writing to all; write

Expand beyond mult choice

Robust accommodations through online platform

Number of focus groups to gather feedback -

Reported on how they have recruited support from the field; alignment with teks, grade level, bias and sensitivity, and accessibility for all students

STAAR Resources

Valarie Pannell - 8th year; 10 years in class at 2ndary; thank you for being here;

With redesign comes resources - tea site

Interesting - most of the time, their participants in sessions have not perused the redesign page; let's get the word out

Resources Include:

Practice tests, item samplers

Scoring guides

Blueprints

Paper admin policy

FAQ

EOC specific 22 and 23 resources

Question about EOC resources English II

Examples -

Full length practice exams

Item type samplers

Look like and functionality of items

All grades and contents including Spanish

On Cambium

Teachers, Students, and Parents can access these

\*\*\*Practice tests should not be used to evaluate student proficiency. (AMEN)

Practice tests have not gone through the rigorous process and may not be at the right level

One Pager - New Question Types by Content and Grade: great resource for a hard copy

Note multi-select is included across all content areas and all content areas; note which ones are not;

\*\*\*Multipart will not have two different student expectations; requires two parts but one standard; no double coding - 3-8 and EOC for RLA; standard is aligned to part a. Part b will choose evidence or statement to support their response

Scoring and reporting guides

Overview of new question type

Detail how items will be scored and what is eligible for partial credit

What a teacher would see in the reporting system after the test - highlighted text item for

example - will show teachers if they chose correct answer, part, or incorrect

Scoring Guides for ECR, SCR

Developed these to help us understand how RLA and Sci will be scored. In grade bands - scoring guides on data from field test in 2022, limited on data, so only released by grade bands; don't see a sample for each grade or mode - working hard to develop those to include all grade levels and an example of each for each genre - this summer, they will be putting that together, in August perhaps - don't anticipate having an ecr available this summer;

Question - would like guidance for each mode; interpreting at district and creating guides for multiple grade levels and genres; would like to have something...

Grade appropriateness is a classroom tool. We would not provide grade level appropriate guidance. It's about how they respond and give evidence. Rubrics for info work for all grades.

Arg - upper grades - requires a counter-argument;

We've had that feedback - we are limited in what we can release; passage we can't use anymore - call it burning a passage; field test were only able to field test so many; have to have enough to build the test; can't sacrifice the integrity of the staar bank and then not being able to make a test; err on the side of fewer vs more to make sure to build assessments

Question: Could we assume there is not a correspondence - not a separate rubric for correspondence; what do we use as a guide? Refer to the teks guide - even hs look at it; will not be publishing any additional guides before staar; use the scoring guides from all grade levels to inform; anything included in assessed curriculum is eligible; can't say what will or will not be assessed

Q 30 on FAQ: How many characters? 475 SCR; 2300 for ECR; punctuation counts spaces do not count; revising and editing is limited but they won't need that many

Final blueprints; avail all content and grade levels; have more info than previous ones; include test design info - reading load, genres, note about cross curricular - grade level teks alignments; cross curricular for HS include teks up to 8th and not HS

Special Admin Paper of Online Test - sped teachers helped make this policy; (504 or ARD committee) TEA does not have to approve for eligibility.

New Question types were designed for online but have been adjusted. See slide for sampler of what they look like. Can see the paper samplers also on the staar redesign page

FAQ Resource; ongoing updates; use control + f to find what you need; send a help desk ticket if the answer is not there; they also have videos for common queries;

Dec 2022 Resources are up until the end of the school year. Last test that followed the last blueprint and curriculum; time limit has been removed - can test until the end of the day

Retakes beginning in April 2023 - will take redesign like first time test takers; include the new item types; reviewing and validating the standards this year to see if changes need to be made or if the retesters need different cut scores; question 3 on FAQ

SPED with extra time MAY receive an additional day; won't be able to go back to previously done stuff; have to pick up where they left off; test will lock;

No phase in - all students beginning this class year must take redesign;

During standard setting later this month, we look at data bring teachers in and analyze the data to determine whether retesters need different cut scores than first timers (like we did for TAKS) in February for HS; 3-8 happens later

Differences between December and Spring Tests - see slides

Removal of Time Limit - see correspondence to DTC's in August.

Be sure to sign up for the listservs to make sure that you get all the information as it comes out. Do that on the home page.

Can LPAC give another day? Don't know. Email us.

Staar interims and tfar - be sure to look at these; optional interim and formative resources are available for free; will not be on staar resource page; not connected to accountability

Question about the staar branching like the interim. No - won't do that. Could see different field test questions

### STAAR Redesign Scoring

Scoring is dependent on question type and possibility of partial credit - see the one pager slide for this; only for current items being developed for rla; text entry right now for rla are one point

Example of RLA multiselect - more than one correct answer; can't select more than the specified number requested; Select **TWO** correct answers. What are the most likely reasons If they leave it blank and only choose one - they get it wrong.

Text Entry Item - students cite evidence by selecting hotspot choices - worth a max of two with one point for partial credit. They must read the instructions carefully, especially for these new items. Line that best expresses the theme of the play. Choose to not answer - 0 points. Only one point in RLA. Other content areas can have up to two points (fix to six options choosing two or three) Get only four options. Only 6-10.

Match table grid - statements to categories in a grid; can be 2 points; full credit - must correctly classify all five groups as intended or not intended audience. 8-10. Can get partial credit. Could earn one point if it is 50% or more correctly. Fewer than 50% and get 0. 3 out of 5 gets partial credit. Fewer than three is zero

Question: Difficult to write? What training? Answer - participate in item development committee where you will learn how to develop these. Shona - write to what's her name to ask for training for the field. It shouldn't just be for committees.

T=Train - Training for summative items for this summer. More later.

Multipart - A and B - scored separately. B will ask to give evidence or explain thinking, Max of two. Can get 1. A and B =2; A correct =1; A= missing or incorrect =0 points; all grade levels

### CS Questions

Writing SCR - One Point; brief expl in own words understanding of content; Different than writing; assessing revision for example

Rose wants to combine the ideas in sentences 4 and 5. IN the space provided, with a new sentence that combines these ideas in a clear and effective way.

Playing a team sport is one way to get this exercise, but not every kid wants to join a team. Notice the student composed a complete sentence, combined the details, comma and conjunction to connect/combine the ideas. Receive the full credit. Reviewing on a case by case level - not assessing for specific conventions because it is a revision tek. Have to be thoughtful about how they are scored - if it is combined and makes sense - they get credit. Not even capitals. Those are assessed in editing. Don't lock kids out from points. Multiple ways the students could combine - must show the contrast - word choice is very important and not just throwing in words - has to make sense with the idea - the effective part; the STUDENT corrected and connected the ideas. The word is combined to show the proper relationship between ideas.

Reading ECR - 2 points; passage based; go beyond simple recall and recognition - best for analyze, synth, compare, categorize, cause effect, ...there was another word I missed...

Not about grammar and conventions.

Emphasize - reading scr using item specific rubric; developed concurrently with the item; many different possibilities for correct/acceptable answers; helps set standards for raters

ECR; performance tasks of single or paired; show skills analyze eval expla craft message structure or to synth across texts; must include supporting evidence;

This is how they demonstrate evidence.

Go past stand alone prompt

English One from the namesake - Based on the information from the excerpt, write a response to the following: Explain how the characterization of Ashoke and Mrs. Lapidus contribute to the development of the plot in this excerpt Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer

Strong relevant evidence to support their thesis.

Attend item development and range findings to learn more about how to do this.

2022 Staar data - highlights after pandemic 2 year interruptions...just one data point - consider other data points as well to give a broader picture

98% students participated 87% of tests taken online.

Math - 35-40 percent was at 50

Rla - was 47, covid 434, Back to 52 after covid

ECO DIS comparison gap still persists at the same rate

Special ed and EB gaps persist

race/eth - gaps exist in both math and rla

Families can get data in TexasAssessment.gov with support ideas for home; personalized snapshot of progress

Educator Engagement and Recruitment

Passage Review

Item Review

Const Response Ranging

Subject Area Advisory

Standard Setting

Benefits of participation - review items, make recommendations, collaborate and be enriched by others; 16-36 cpe hours

\*\*\*\*T-Trade - Summative Item-Writing (4 Days)

Teachers demonstrate proficiency in writing multiple choice and new question types. Math teachers piloted this the last two years. Grade 5 is adding RLA,

Reliability and Validity

Teks Alignment

UNiversal Design

Use of Item-writing best practices

Cognitive complexity and difficulty

Alignments to item specifications

Appropriate questions type to assess the content

Benefits: Experienced writers, network for teachers, assessment committees, item bank; items may be used on staar tests;

Steps for acceptance

Attend training



Write items in the platform  
Participate in peer review  
Items evaluated  
May be put in two banks

Due by March 6 - Begins July 10-13