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State Required Assessment	Years	Grades and Subjects	Intent	High Stakes
Texas Assessment of Basic Skills (TABS)	1980-1985	February administrations for grades 3, 5, 9 in mathematics, reading, and writing	Assess basic competencies	No
Texas Educational Assessment of Minimum Skills (TEAMS)	1986-1989	February administrations for grades 1, 3, 5, 7, 9. October and May for grades 11/12 in mathematics, reading, and writing	Assess minimum	

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State Required Assessment				

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End of Course	1994-2002 and 1998-2002	Algebra I and biology (1994) English II and U.S. History (1998)	Administered to students at the end of a course	No. However, the EOC assessments could be used in place of the TAAS exit-level tests for graduation purposes
Texas Assessment of Knowledge and Skills (TAKS)	2003-2011	Spring administrations. 3-8 reading and mathematics; 4 and 7 writing; 5 and 8 science; and 8 social studies. Exit-level (grade 11) ELA, mathematics, science, and social studies.	Required to be more comprehensive than previous tests and had to measure more of the state curriculum, the Texas Essential Knowledge and Skills (TEKS)	Grade promotion requirements for reading and mathematics in grades 3, 5, and 8 (later amended to be 5 and 8 only). Graduation exit-level requirement



The required vertical linking in grades 3-

Years	Grades 3-8	EOCs	High Stakes
2012 to 2013	3-8 reading and mathematics; 4 and 7 writing; 5 and 8 science; and 8 social studies	Algebra I, Algebra II, Geometry; Biology, Chemistry, Physics; English I, English II, English III (separate reading and writing); U.S. History, World Geography, World History	Grade promotion tied to grades 5 and 8 reading and mathematics Required to take each EOC and meet a cumulative score requirement to graduate

Between 2013 and 2015, the STAAR EOC program was amended by the Texas Legislature in the following ways:

Most EOC assessments were repealed, leaving five EOCs: Algebra I, biology, English I, English II, and U.S. History

The reading and writing assessments for English I and English II were combined into one test for each subject

Students are now required to only pass each EOC for a course in which the student is enrolled in order to graduate

Until September 1, 2017, a student who takes all of that student's required EOCs and fails up to two of

The Algebra





The Texas assessment program must comply with the following state statutes:

TEC, §39.023(a): The assessments must be criterion-referenced and measure student learning of the TEKS curriculum standards





HB 743 also requires the TEA to independently verify the validity and reliability of the STAAR grades 3-8 assessments before the spring 2016 administration. The Student Assessment Division has contracted with the Human Resources Research Organization (HumRRO) for the independent evaluation of the STAAR assessments.

Federal assessment requirements must also be considered when designing an assessment and reporting program.

Federally required assessments must assess the entire curriculum in the following:

- Reading and mathematics in grades 3-8;

- Science: once in grades 3-5 and once in grades 6-8;

- For high school, one assessment each for reading, mathematics, and science.

STAAR assessments currently use the following four item types

Multiple Choice – Students select answers from a list of options.

Gridded Response -- Gridded-response items require students to determine a numerical answer and then record their answer using a griddable-item response box.

Written Compositions -- Require students to construct (i.e., write) an original response to a given prompt.

Passage-Based Multiple-



In 2006, TEA conducted an innovative science item pilot. Innovative items contained:



However, there were two main concerns:

Difficult to figure in accommodations to ensure accessibility for all students (e.g., more color –more issues for color-blind students)

Many districts and schools in Texas still do not have the infrastructure in place to accomplish online testing for the majority of Texas students



Social Studies - Manifest Destiny

Required each student to do research about an example of territorial expansion by the United States between 1803 and 1867. Students shared their information with one another, then each student wrote a letter to a U.S. senator in which the student expressed an opinion about a hypothetical bill that would provide for annexation of the moon to the United States. Students were asked to support their positions by using specific references to historical events or decisions identified during the research phase of the task.

Science - Catsup

The task was a hands-on inquiry problem in which students designed their own investigation for testing three brands of catsup for characteristics like viscosity, absorption, and color, then decided which was the best overall brand to buy.

Teachers were trained to score the tasks by means of a trainer-of-trainer system in which ESCs assumed responsibility for sending a small group of educators from their region to Austin for training and for conducting similar training in their respective regions.

Once the trained teachers completed scoring their students' responses, a 20% sample of each campus's responses was scored again by TEA for verification.

The match between the district and the verification score: 50%.

Participating educators emphasized that the performance tasks took too much time and were burdensome to score at the local level. In addition, schools and districts were responsible for purchasing the material necessary to conduct the assessments.

Implementing the performance tasks had practical difficulties – scheduling, materials acquisition, and local scoring all proved burdensome at the local level. As a result, TEA leadership recommended a shift away from performance tasks to instead focus on clarification of the curriculum and implementing appropriate staff development.

Beginning with the 2016-2017 school year, TEC, §39.02301 establishes a pilot program for the assessment of writing.

Prior to the 2016-2017 school year, TEA and its testing contractor are required to conduct a study to determine an alternative method to assess writing in place of the grades 4 and 7 writing assessments and the English I and English II EOC assessments developed under §39.023(a) and (c)

For the 2016-2017 and 2017-2018 school years, the agency must designate at least one rural, one medium-sized, and one large urban school district to participate in the writing assessment pilot program

The method to assess writing must measure:

a student's mastery of the TEKS through timed writing samples;

improvement in writing from beginning of year to end of year;

a student's ability to follow the writing process from rough to final draft; and

a student's ability to produce more than one type of writing.

Following the approval of pilot study design, TEA will provide a trainer-of-trainer system for the scoring of assessments at the local level.

