

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR®)

Redesigned English I, II, and III

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HB 5 Provisions

STAAR Redesign—English I and II

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- **Beginning in spring 2014, separate reading and writing assessments for English I and II may no longer be administered.**
- **Reading and writing components must be combined into a single English assessment with a single score (no separate reading and writing scores reported).**
- **Each combined English assessment must be administered in a single day—5-hour time limit.**

HB 5 Provisions

STAAR English III

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- **No longer a testing requirement for graduation**
- **Can be given as an optional test at the district level beginning in spring 2016**
- **Cannot be used for accountability, grades, class rank, teacher evaluation, or college admissions**
- **Can be used to evaluate students' post-secondary readiness**
- **Can be used to satisfy TSI testing requirement**

STAAR Redesign—English I and II

- **A subset of Texas educators who served on original English reading and writing standard-setting committees met in January 2014 to recommend new performance standards for Level II (Satisfactory) and Level III (Advanced) on new combined tests.**
- **Phase-in 1 is extended for the entire STAAR program for an additional year—will be in effect for 2014 English I and II spring and summer testing.**
- **Students retesting in reading, writing, or both must take the combined tests beginning in spring 2014.**

Blueprint Changes—English I, II, and III

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Reading and writing contribute equally to total test score

- **30% — reading multiple choice**
- **20% — short answer questions**
- **24% — writing multiple choice**
- **26% — essay**

Multiple choice → 54% of total test score

Performance → 46% of total test score

Blueprint Changes—English I, II, and III

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- **Reduced the amount of reading by eliminating one reading selection and one revision passage**
- **Reading selections included on each test: two literary and two informational**
- **Eliminated one essay. Students write to the following purposes:**
 - **English I — expository**
 - **English II — persuasive**
 - **English III — analytical**
 - **Reduced multiple choice by 19 questions (across reading and writing)**

2013 STAAR Short Answer Reading English I and II Statewide Distributions

English I Scores Single Selection		English II Scores Single Selection	
0 (Insufficient)	14%	0 (Insufficient)	7%
1 (Partially Sufficient)	34%	1 (Partially Sufficient)	28%
2 (Sufficient)	47%	2 (Sufficient)	52%
3 (Exemplary)	5%	3 (Exemplary)	12%

2013 STAAR Short Answer Reading English I and II Statewide Distributions

English I Scores Connecting Selections		English II Scores Connecting Selections	
0 (Insufficient)	31%	0 (Insufficient)	14%
1 (Partially Sufficient)	36%	1 (Partially Sufficient)	35%
2 (Sufficient)	29%	2 (Sufficient)	40%
3 (Exemplary)	5%	3 (Exemplary)	11%

Reading—What the Data Tell Us

- **Many students can understand what they read with teacher guidance but cannot independently “tackle”—or negotiate—texts, especially those written at higher complexity levels.**
- **Many students can define literary and informational reading terminology but do not understand how this terminology translates into “tools” the author uses to create meaning.**

Reading—What the Data Tell Us

- **Many students can connect a limited number of ideas that are relatively close to the surface and close together but cannot connect multiple ideas that are more subtle or nuanced and span a greater portion of the text (or cross texts).**
- **Many students can use text evidence in an attempt to support their ideas but do not know the difference between flawed and well-chosen evidence.**

Short Answer = Analytical Paragraph

English II Single Selection—Spring 2013

How would you describe Paul in the excerpt from *The Custom of the Country*? Support your answer with evidence from the selection.

“...and in the bedroom, on the brown wall, hung a single picture—the portrait of a boy in grey velvet—that interested Paul most of all. The boy’s hand rested on the head of a big dog, and he looked infinitely noble and charming, and yet (in spite of the dog) so sad and lonely that he too might have come home that very day to a strange house in which none of his old things could be found.” (P5)

Short Answer = Analytical Paragraph

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Score Point 1:

He was a boy that was sent away to a school when his mother had remarried. They really never worried about him. He was lonely, probably even sad that nothing was ready for his return.

“So sad and lonely.”

Short Answer = Analytical Paragraph

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Score Point 2:

Paul from “The Custom of the Country” seemed very lonely and melancholic. He feels like the boy in the painting, “so sad and lonely that he too might have come home that very day to a strange house in which none of his old things could be found.”

Short Answer = Analytical Paragraph

Score Point 3:

Paul can be described as an observing person. That is because whenever he sees something like a picture or just a scene in general, he would look at it closely and figure something out of it that can relate to him. “so sad and lonely that he too might have come home that very day to a strange house in which none of his old things could be found.” Paul related the picture to his own life here. By that you can tell Paul is very observing person.

2013 STAAR Writing

English I and II Statewide Distributions

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English I Expository Summed Scores		English II Persuasive Summed Scores	
1/1 = 2	18%	1/1 = 2	4%
1/2 = 3	18%	1/2 = 3	6%
2/2 = 4	35%	2/2 = 4	34%
2/3 = 5	14%	2/3 = 5	23%
3/3 = 6	9%	3/3 = 6	24%
3/4 = 7	3%	3/4 = 7	6%
4/4 = 8	1%	4/4 = 8	2%

Writing—The Non-negotiables

- **The form of the essay must “match” the purpose for writing.**
- **The essay must be responsive to the central “charge” of the prompt (the “Write about”).**
- **An explicit, specific thesis (expository) or position statement (persuasive) must be evident—the earlier in the paper, the better.**

Writing—The Non-negotiables

- **The essay must progress logically and smoothly from sentence to sentence.**
- **Development must be narrow and deep—focused on one or two ideas that are explained in enough depth to add substance and thoughtfulness to the essay.**
- **Each part of essay must “build” on what comes before it—meaningful transitions are essential for this to happen.**

Writing—The Non-negotiables

Two Key Points

- 1) The best development is real, based on a student's own experiences and thinking about the world.**
- 2) Development can't happen without good progression. Students have to thread sentences together (each sentence to the next) in order to build depth.**

Writing—The Non-negotiables

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- **The use of language must establish an appropriate tone and enhance the development of ideas.**
- **Sentences must be controlled and effective.**
- **Writing must be fluent and relatively free from errors.**

Remember

Control at the word and sentence level is necessary for rhetorical effectiveness at the paragraph and essay level.

How It All Plays Out

English I Expository

Taking risk is sometimes a good thing to do, its always good to take a chance. People in life take chance's not knowing what the outcome will be. America said let's fly to the moon, but we didn't know if it would work or fail. Making that one decision can change your life forever. It is allways necessary to take risk.

People for generations have made mitakes, but they overcome those mistakes and took chances. If the odds were against you in a football game, but you knew a play that would win the game would you take that chance. Chance will always come to you in life but its up to you if you want to take it or not.

How It All Plays Out

English I Expository

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Without chance we would not have all the technology we would today. Whenever my grades go down I ask my teacher for a chance to reduce my grade. The phrase “you only live once” comes to my mind whenever I need to take a chance.

You can only hurt yourself by not taking risk. Still take sometime and think about what your doing. Don't just go rushing into things. And always remember you only live once and always take chances.

BASIC WRITING = SCORE OF 2

How It All Plays Out

English I Expository

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What would life be like if the colonists didn't rebel against the British, if the Wright brothers didn't challenge the status quo that you couldn't fly. Would the world just be dull? Could the world even have meaning with no risk, no question, and no mistakes. Why is it necessary to take a chance sometimes in the world we live in?

If you don't take a chance what will you learn, nothing. Taking a chance is how you learn, sometimes for the good and sometimes bad. The colonists took a chance and rebelled against the biggest armies at the time and it paid off. The Wright brothers could have sat back and believed everyone that

How It All Plays Out

English I Expository

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you can't fly, but they didn't and they learned you can. You can't become the greatest if you don't take a chance and step out in the line of fire. If you don't take a chance you can't be stopped because you haven't even started.

Taking a chance is not sometimes necessary, it's always necessary. You can't become something without taking a chance, not going with the crowd, or even attempting to step out of your comfort zone.

SATISFACTORY WRITING = SCORE OF 3

How It All Plays Out

English I Expository

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There are many areas where it is necessary to take a chance. One such example is the field of medical research. In many cases, there is a treatment for whatever particular ailment a person is suffering from. For sinus infections, there are antibiotics. For pain, there are acetometaphines and NSAIDS. To prevent diseises, there are all kinds of vaccines. All of these medical breakthroughs were discovered because, at some point, someone took a risk. Even today, many medicines are the result of trial and error. Imagine this situation: People in a lab mix up a cocktail of compounds that they hypothesize may help cure or treat cancer. They take a chance and inject it into mice who have cancer. They observe the mice for while and some die, but most of the mice injected with the medicine

How It All Plays Out

English I Expository

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begin to improve. Eventually, through tweaking the drug until the mortality rate of mice injected is lower, they get permission to do a clinical trial. The results of the trial support what they found with the mice; their medicine cures cancer. The drug is tested again and approved by the FDA. There is now a government approved drug that cures cancer. This only was able to (hypothetically) happen because someone took a chance. They had no way of knowing whether or not it would work, but they tried it anyway. Without anyone taking a similar gamble and going through a similar process, many modern medicines would not be in existence and we would not be able to see their benefits.

ACCOMPLISHED PERFORMANCE = SCORE OF 4

Improving Writing Scores

Some Final Thoughts

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- **Good writing is impossible without good thinking.**
- **Writing is a process; it is NOT the product of following a specific pattern or filling in the boxes.**
- **Planning and revision are especially important given the space constraints of 26 lines.**

Improving Writing Scores

Some Final Thoughts

- **Real improvement can't happen unless students can apply the concepts, skills, vocabulary, and grammar they're being taught. Application is hard—it takes time and practice!**
- **The score an essay receives is dependent more on the quality of the writing than on its length. The more skillfully crafted a piece is, the higher its score.**

CONTACT INFORMATION

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