

# **STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)**

## **English I, II, and III**

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# New Assessment Design

## English I, II, and III

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- **Based on ELA/R TEKS implemented in fall 2009**
- **Assessment focuses on TEKS determined to be non-negotiable for success in current course and readiness for next course or post-secondary**  **Readiness Standards**
- **Other assessed TEKS**  **Supporting Standards**

# **New Assessment Design**

## **English I, II, and III**

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- **Readiness Standards**
  - **Are essential for success in the current course**
  - **Are important for preparedness for the next course**
  - **Support college and career readiness**
  - **Necessitate in-depth instruction**
  - **Address broad and deep concepts, skills, and ideas**

# New Assessment Design

## English I, II, and III

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- **Advanced high school course readiness measure for English I and II:**  
**English I → English II**  
**English II → English III**  
**English III → College Readiness**

# **New Assessment Design**

## **English I, II, and III**

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- **Writing component of English I, II, and III administered on Day 1 of test; reading component administered on Day 2**
- **Scores reported separately for writing and reading**
- **Students retest only in the section they fail**
- **Both writing and reading field tests embedded in operational assessments**

# Reading Test Design

## English I, II, and III

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### Genre-based

- **Literary strand: fiction, literary nonfiction, poetry, and drama**
- **Informational strand: expository and persuasive**
- **Readiness genres: fiction and expository**
- **Supporting genres: literary nonfiction, poetry, drama, and persuasive**
- **Embedded: procedural elements (in informational pieces) and media literacy (in both literary and informational pieces)**

# Reading Test Design

## English I, II, and III

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### Test Length

- **Maximum word count increases from course to course (English I–3,100 words; English II–3,300 words; English III–3,500 words)**
- **Number of pieces included on a test can vary from year to year, dependent on length (2–3 individual pieces and one pair)**
- **Different numbers of questions attached to different-length pieces**

# Reading Test Design

## English I, II, and III

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### Pairs can cross strands and genres

- **Literary–Literary (e.g., fiction–poetry, literary nonfiction–drama, fiction–literary nonfiction)**
- **Informational–Informational (e.g., expository –expository, expository –persuasive)**
- **Literary–Informational (e.g., fiction –expository, poetry–expository, literary nonfiction–persuasive)**



# Reading Test Design

## English I, II, and III

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- **Expository texts always considered a readiness genre**
- **“Large grain size” student expectations – those that can be applied to any expository text – considered readiness standards**
- **More specific student expectations that can be applied to only some expository texts considered supporting standards**

# Reading Test Design

## English I, II, and III

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- **Made and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns (Readiness Standard for Expository—English III)**
- **Distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported (Supporting Standard for Expository—English III)**

# Reading Rubrics

## English I, II, and III

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- **Two rubrics: one for questions that are attached to a single text and one for questions that connect two texts**
  - **Rubrics have been simplified and reorganized**
  - **The 2/3 line has been adjusted**
  - **Text evidence based on overall body of evidence; 1:1 correspondence between an idea and text evidence no longer required**
  - **Students must go beyond literal reading for response to be considered sufficient (SP 2)**

# Writing Design

## English I, II, and III

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- **The two types of writing assessed each year are always considered Readiness Standards**
- **Overarching student expectations considered readiness; specific revision/conventions skills considered supporting**
- **Use correct punctuation (Readiness Standard)**
- **Comma placement in nonrestrictive phrases, clauses, and contrasting expressions (Supporting Standard)**

# Revision and Editing

## English I, II, and III

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- **Revision and editing assessed separately**
- **50% of multiple-choice score from revision and 50% of score from editing**
- **Revision questions focus on effectiveness, i.e., strengthening/improving various aspects of a piece of writing: the thesis statement, the introduction and conclusion, organization/progression, development, language/word choice, and sentences**
- **Editing questions focus on correctness (conventions): capitalization, punctuation, spelling, grammar, usage, and sentence boundaries (fragments and run-ons)**

# Revision and Editing

## English I, II, and III

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- **Examples of high school revision questions:**

**Steven wants to more effectively establish the thesis in his paper. Which revision of sentence 5 can help him accomplish his goal?**

**Cristina wants to strengthen the transition between the second and third paragraphs. What sentence should she add before sentence 10? (beginning of paragraph 3)**

# Essays

## English I, II, and III

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- **Students will write two one-page essays addressing different types of writing**
  - **English I–literary and expository**
  - **English II–expository and persuasive**
  - **English III–persuasive and analytic**
- **Essays will be weighted equally and comprise 52% of the writing score**
- **No “gatekeeper” (automatic fail of the writing test for a 1)**

# Writing Prompts

## English I, II, and III

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- **Expository, persuasive, and analytic prompts contain a stimulus and are scaffolded:**

**Read, Think, Write, Be Sure to –**

- **Literary prompts contain a stimulus and are scaffolded, though less so than other prompts**
- **Analytic prompts contain a literary or informational text (approximately 1/2 to one page), which students must analyze**



# Writing Rubrics

## English I, II, and III

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- **A rubric is being developed for each writing type, but three overarching aspects of writing are addressed in all rubrics**
  - **Organization/Progression**
  - **Development of Ideas**
  - **Use of Language/Conventions**

# Writing Rubrics

## English I, II, and III

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- **Organization/Progression**
  - the degree to which form or structure is appropriate to the purpose and demands of the prompt
  - the degree to which the writer establishes and sustains focus (affecting unity and coherence of piece)
  - the degree to which the writer controls progression with transitions and sentence-to-sentence connections and establishes the relationships among ideas

# Writing Rubrics

## English I, II, and III

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- **Development of Ideas**
  - the degree to which details/examples are specific and well chosen
  - the degree to which (1) the piece is thoughtful and engaging and (2) the writer demonstrates an understanding of the task

# Writing Rubrics

## English I, II, and III

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- **Use of Language/Conventions**
  - **the degree to which word choice is thoughtful and appropriate to form, purpose, and tone**
  - **the degree to which sentences are purposeful, varied, and controlled**
  - **the degree to which the writer demonstrates a command of conventions so that the writing is fluent and clear**

# STAAR Writing Rubrics

## English I

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- **Specific bullets may be worded differently across rubrics, depending on the type of writing being assessed, but these bullets will appear in the same order across rubrics**
- **Example: Bullet #2 under Organization/ Progression addresses the degree to which the writer establishes and sustains focus (affecting unity and coherence of piece)**

# STAAR Writing Rubrics

## English I

### Bullet #2: Organization/Progression (Score Point 1)

- **Literary Writing**: Many of the details do not contribute to the story. The writer's lack of focus on character, event, or idea weakens the unity and coherence of the story.
- **Expository Writing**: Most ideas are generally related to the topic, but the thesis statement may be missing, unclear, or illogical. Because the essay lacks a clear thesis, the writer may include extraneous information or shift abruptly from idea to idea, weakening the focus and coherence of the essay.

# TEA STAAR Resources

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**Currently available at**

**<http://www.tea.state.tx.us/student.assessment/staar/>**

- **General information about STAAR—e.g., the overall assessment design and attributes**
- **Assessed curriculum**
- **Test blueprints and test design schematics**
- **Literary and expository rubrics for English I**
- **Short answer reading rubrics for single selection and pair (called connecting selections)**

**On the way in summer and fall 2011:**

- **“Mini” scoring guides—English I literary and expository writing**
- **Educator guides—including sample selections and items**

# CONTACT INFORMATION

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