



# STAAR Program Updates: Spring 2023





**Thank you for joining!**

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Student Assessment Division  
Texas Education Agency

# Agenda

General Testing Requirements

Program Updates and Reminders

STAAR Redesign Overview

Questions





# General Testing Requirements



# STAAR Testing Requirements for Grades 3–8



- All students in grades 3–8 are required to take STAAR.
  - The only exception is for certain unschooled asylees or refugees who meet the requirements in TAC [§101.1005](#).
- Students in grades 3–8 are required by federal and state law to take their grade-level tests.
  - The only exception is for certain accelerated students who meet the requirements in TAC [§101.3011](#).
  - The grade-level testing requirement also applies to students who repeat a grade.



# STAAR Testing Requirements for EOC Assessments

Students enrolled in specific high school courses are required by federal and state law to take corresponding STAAR end-of-course (EOC) assessments. Example courses include:

Algebra I—03100500



U.S. History—03340100



Biology—03010200



English I—03220100 or  
English I for Speakers of  
Other Languages—03200600



English II—03220200 or  
English II for Speakers of  
Other Languages—03200700

# STAAR Testing Requirements for EOC Assessments (cont.)



- Students should take the STAAR EOC assessment as they are completing the course, regardless of enrolled grade level.



- Students should not take and are not eligible to take the assessment if they have completed only half (one semester) of the course.

# Did you know...

## **STAAR is not a high-stakes test for students?**

- There are no student-level promotion consequences associated with STAAR.
- Other assessments, such as PSAT, SAT, ACT, AP, or TSIA in addition to Individual Graduation Committees may be used to satisfy graduation requirements in place of STAAR end-of-course assessments.

## **Federal and state laws require that all students participate in STAAR?**

- Although state law provides families with the right to temporarily remove their child from a class or school activity if they have an objection to participation, it specifically does not allow families to do so to avoid a test/assessment.

## **STAAR provides families with information to understand and support their child's learning?**

- All STAAR test questions and answers are made available to families and teachers.
- The Family Portal, available at [TexasAssessment.gov](https://www.texasassessment.gov), gives families even more information, including tips for how to support learning at home.





# Program Updates and Reminders



# 2023 is a BIG year for assessments...

## SY 2022-2023

House Bill (HB) 3906  
MC Cap by 2023

House Bill (HB) 3261  
Online by 22-23

- All students online
- Dynamic new item types
- Exception Policy for students who cannot test online
- Paper versions of the new item types that were not traditional multiple choice
- Guidance for entering paper responses into online system

# Special Paper Administration of an Online Assessment

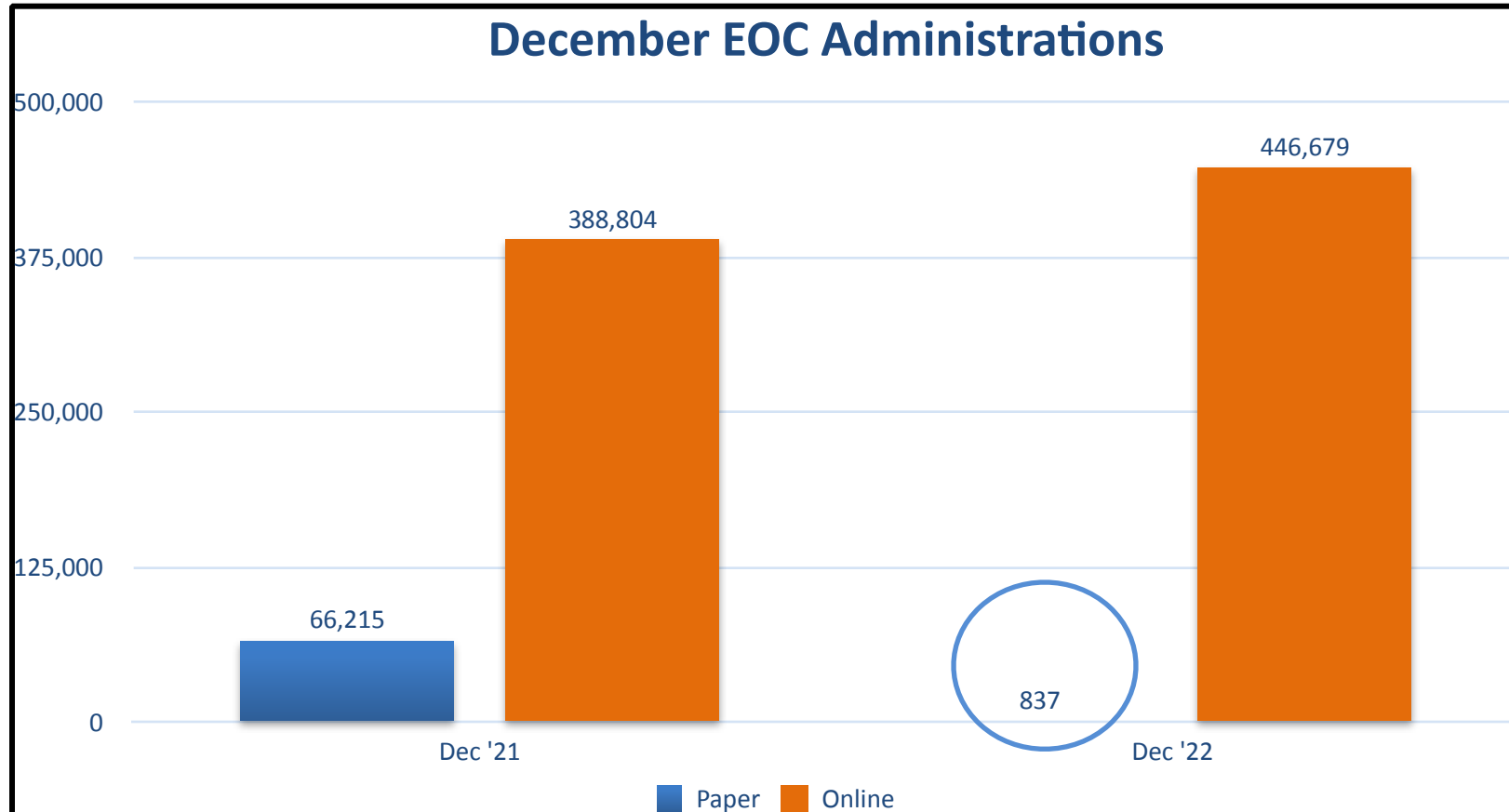
Districts are responsible for confirming a student has met criteria for a special administration of an online assessment.

504 or ARD committees must determine that

- an accommodation documented in the student's individualized education program (IEP), individual accommodation plan (IAP), or Section 504 paperwork cannot be delivered in an online format.



# Successful Transition to Online in December!



## December Administration

- < 1% tests administered on paper



- **AMAZING** collaboration between test coordinators, educators, and 504 and ARD committees

# Paper Supports



# Online Supports

## TDS Tools

ASL Videos

Refreshable Braille

Color Choices

Content and Language Supports

Speech-to-Text

Dictionary

Notepad

Sticky Notes

Highlighter

Spelling Assistance

Zoom for Large Print

Mark for Review

Large Mouse Pointer

Periodic Table

Permissive Mode

Zoom

Strikethrough

Basic Calculator

TI Scientific Calculator

TI Graphing Calculator

Desmos Graphing Calculator

Text-to-Speech

Auto Text-to-Speech

Tutorial

Video Playback Controls

Graph/Draw Tool

# Online Practice Tests

## INFORMATION



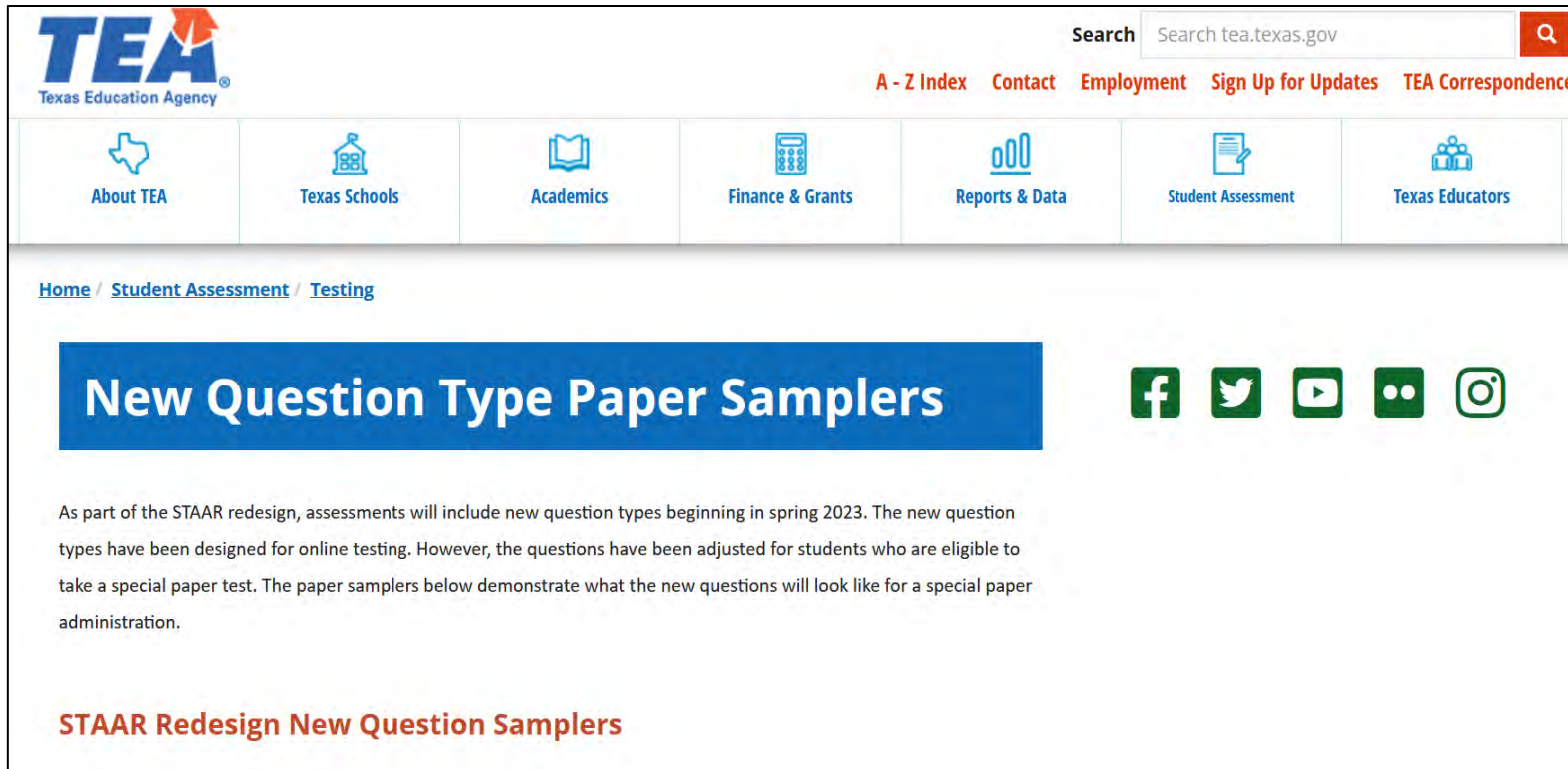
### Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.

- Designed to familiarize students with online testing environment, available tools, and various types of questions.
- Students may sign in with their credentials to access TIDE test attributes.
- Now includes STAAR redesign practice tests, 2022 STAAR released tests, and TELPAS Reading and Writing practice sets.
- Permissive Mode- make sure your operating system doesn't restrict



# Paper Samplers Available



The screenshot shows the TEA website header with the logo, search bar, and navigation menu. The main content area features a blue banner with the text 'New Question Type Paper Samplers' and a paragraph explaining the STAAR redesign. Below the banner are social media icons for Facebook, Twitter, YouTube, Messenger, and Instagram. At the bottom of the banner area, there is a link for 'STAAR Redesign New Question Samplers'.

**TEA**  
Texas Education Agency

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## New Question Type Paper Samplers

As part of the STAAR redesign, assessments will include new question types beginning in spring 2023. The new question types have been designed for online testing. However, the questions have been adjusted for students who are eligible to take a special paper test. The paper samplers below demonstrate what the new questions will look like for a special paper administration.

[STAAR Redesign New Question Samplers](#)

- Students who qualify for a paper administration of STAAR can access [samples of the paper versions of new question types](#).
- Students should be familiar with the different response methods and how to appropriately record their answers.

# Paper Version

This excerpt describes the writing of the U.S. Constitution in 1787.

Determine which parts of the excerpt explain why this event in 1787 was significant in U.S. history.

Select only **TWO** correct answers.

**A** The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention,  **B** a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787,  **C** 38 delegates signed the Constitution. . . . It was an extraordinary achievement.  **D** Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises.  **E** It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives

# Paper Version

Students are given five different mixtures to separate. What method can students **BEST** use to separate each mixture into two parts?

Select **ONE** correct answer for each row.

A. Hand sorting    B. Magnetism    C. Filtering

Mixture	Separation Method
Sand and water	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Pebbles and glass marbles	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Ground pepper and milk	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Iron filings and sand	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Grapes and cherries	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

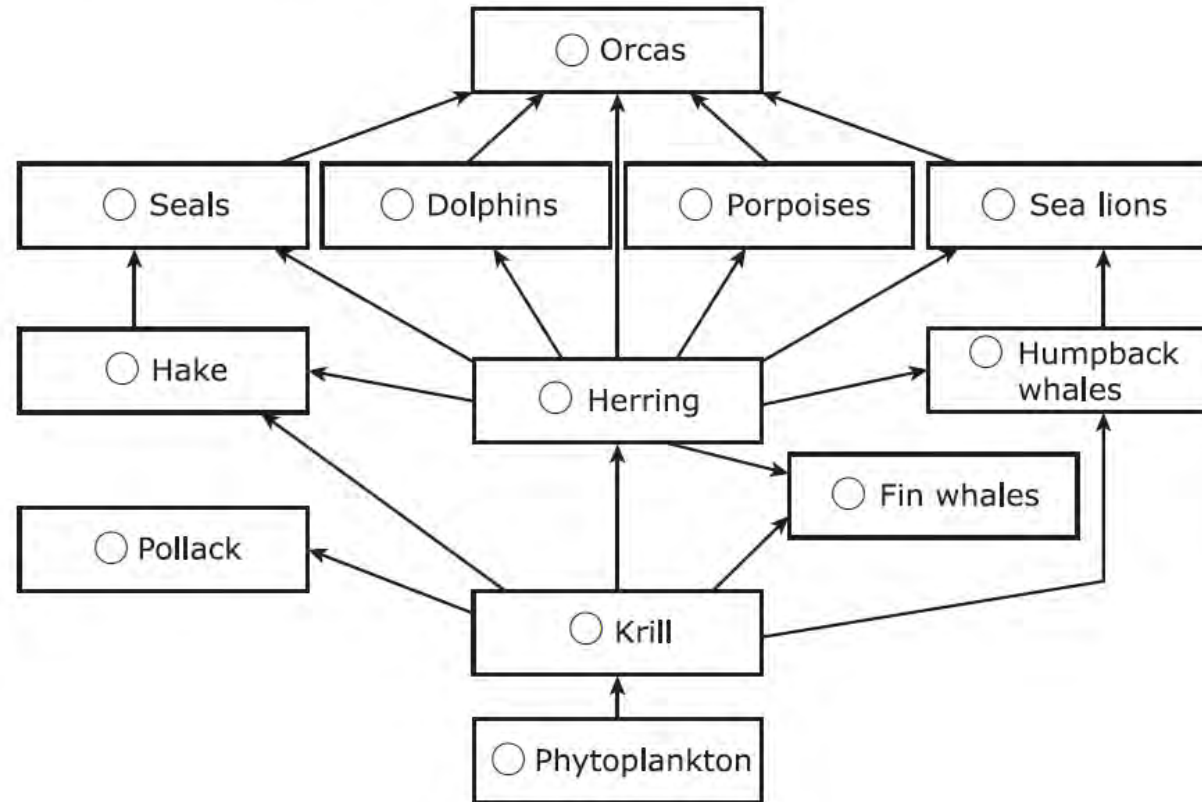


# Paper Version

- 4 An aquatic food web is shown.

Which organisms are both secondary and tertiary consumers?

Select **THREE** correct answers.



# Paper Version

- 9 What is the factored form of  $2x^2 - 14x + 24$ ?

Select the correct answer for each box. Each answer may be used more than once. Not all answers will be used.

	A +	B -	
C	2	3	E 4
F	6	G 8	H 12

$$\begin{array}{|c|c|c|} \hline \text{C} & \text{D} & \text{E} \\ \hline \text{F} & \text{G} & \text{H} \\ \hline \end{array} \left( \times \begin{array}{|c|c|} \hline \text{A} & \text{B} \\ \hline \end{array} \begin{array}{|c|c|c|} \hline \text{C} & \text{D} & \text{E} \\ \hline \text{F} & \text{G} & \text{H} \\ \hline \end{array} \right) \left( \times \begin{array}{|c|c|} \hline \text{A} & \text{B} \\ \hline \end{array} \begin{array}{|c|c|c|} \hline \text{C} & \text{D} & \text{E} \\ \hline \text{F} & \text{G} & \text{H} \\ \hline \end{array} \right)$$

# STAAR Test Session Time Limits

- Districts will no longer have to stop students from testing after a four- or five-hour testing period.
- Students are expected to complete STAAR tests in about three hours; however, any student who needs additional time may continue testing until the end of the school day.
- If possible, campuses should dismiss students from the testing session at scheduled intervals (e.g., after 1 hour, after 2 hours, etc.).
- After four hours, students who are still testing should be consolidated into a general testing area to continue testing.





# STAAR Redesign Overview





# STAAR is a state "summative" assessment

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential.

State summative assessments serve several primary purposes:

- To determine mastery of a breadth of knowledge & skills for students
- To determine the effectiveness of curriculum and instruction programs after delivery (at the end of a unit or course)
- To help determine which individual students should receive additional holistic supports
- To serve as a bar for rigor and standards alignment in planning

# STAAR has been proven **valid, reliable, aligned to the Texas Essential Knowledge and Skills (TEKS), with passage readability on grade-level**

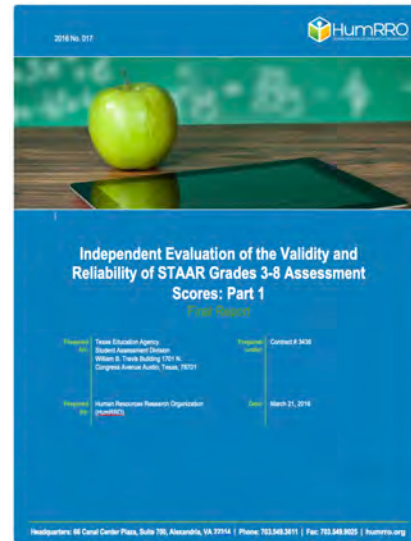
## House Bill 743, Rep. Huberty/Sen. Seliger

### 84<sup>th</sup> Texas Legislature

“The assessment instrument must, on the basis of empirical evidence, be determined to be **valid and reliable** by an entity that is independent of the agency and of any other entity that developed the assessment instrument.”

### Analysis Completed in 2016

**Findings:** STAAR was found to be valid. The evaluation confirmed the “**test bears a strong association with on-grade curriculum requirements.**”



## House Bill 3, Rep. Huberty/Sen. Taylor

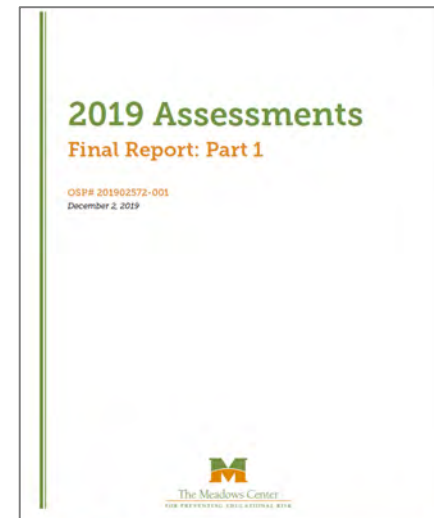
### 86<sup>th</sup> Texas Legislature

Required an institution of higher education to conduct a study on the state assessment instruments to independently evaluate the readability and alignment.

### Analysis Completed in 2019

**Findings:** Across grade levels and subjects, all tests included in the study **were aligned with the TEKS** for the grade level tested.

- **91% of passages met the criterion for readability** as defined in the study in terms of text complexity



# HB 3906 was intended to improve instructional alignment

- The question isn't whether STAAR is designed to accurately measure student knowledge and skills. We know the answer, and it is yes.
- The question is whether STAAR can be designed differently in order to more positively influence instructional practices.

Measuring whether students have learned a concept well isn't the same as teaching it well

**It is possible for the state summative assessment to be designed so that it better aligns with strong instructional practices, while still accurately measuring student mastery.**

# Feedback from educators informed the main components of the STAAR redesign

*In effective classrooms, teachers are...*

- 1** Coherently building students' **background knowledge and vocabulary** in all subject areas...
- 2** Asking students to **write about what they read using evidence from text**...
- 3** Providing **various open-ended formats** for students to respond to questions...
- 4** Supporting the learning needs of all students by providing **appropriate accommodations**...

*...and avoid less effective practices by...*










- ...not just having students **read passages on random topics**
- ...not just **reading without writing**
- ...not just having students **select among multiple choices**
- ...not requiring all students to perform without **appropriate supports**



# The STAAR redesign is based on improving alignment to the classroom experience

*In effective classrooms, teachers are...*

*The STAAR redesign will...*

- 1** Coherently building students' **background knowledge and vocabulary** in all subject areas...  
  Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
- 2** Asking students to **write about what they read using evidence from text**...  
  Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
- 3** Providing **various open-ended formats** for students to respond to questions...  
  Add new, **non-multiple-choice questions** that are more like questions teachers ask in class
- 4** Supporting the learning needs of all students by providing **appropriate accommodations**...  
  Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs
- 5**  Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.

# The first component of the STAAR redesign is based on the importance of building background knowledge in the classroom

*In effective classrooms, teachers are...*

- 1 Coherently building students' **background knowledge and vocabulary** in all subject areas...

# Knowledge is essential for success as learners and critical thinkers

1

- 1988, two young researchers and 64 students in Wisconsin changed how we think about reading comprehension.
- The researchers created a replica of a baseball field furnished with wooden figures.
- The students were handed the same story covering half an inning of made-up baseball and asked to reenact it.



## Here's the passage they read

“Churniak swings and hits a slow bouncing ball toward the shortstop. Haley comes in, fields it, and throws to first, but too late. Churniak is on first with a single, Johnson stayed on third. The next batter is Whitcomb, the Cougar’s left-fielder. The ball is returned to Claresen. He gets the sign and winds up and throws a slider that Whitcomb hits between Manfred and Roberts for a hit. Dulaney comes in and picks up the ball. Johnson has scored, and Churniak is heading for third. Here comes the throw and Churniak is out. Churniak argues but to no avail.”



Who do you think did the best at correctly reconstructing the story?

1



- A. Strong readers
- B. Kids with good knowledge of baseball
- C. It made no difference

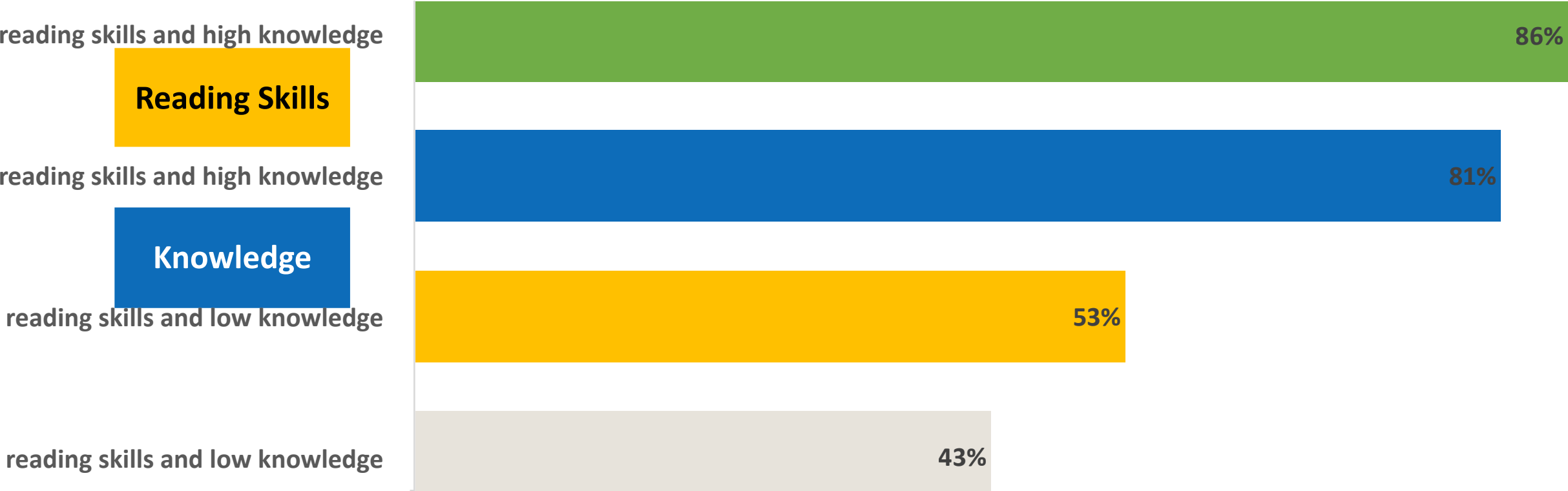
## Let's look at another example

“Much depended on . . . the two overnight batsmen. But this duo perished either side of lunch-the latter a little unfortunate to be adjudged leg-before--and with Andrew Symonds, too, being shown the dreaded finger off an inside edge, the inevitable beckoned, bar the pyrotechnics of Michael Clarke and the ninth wicket. Clarke clinically cut and drove to 10 fours in a 134-ball 81, before he stepped out to Kumble to present an easy stumping to Mahendra Singh Dhoni.”

**What happened in this passage?**

# Background knowledge is critical

Measure of Comprehension



Recht, D. R. and Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." *Journal of Educational Psychology*, 80(1), (1988): p.16.

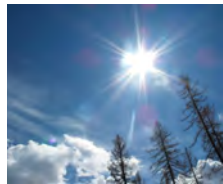
# In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects (I)

## 4<sup>th</sup> Grade - Student A



### **RLA**

Stories of the nautical adventures of a sailor that is also a giant



### **Science**

Lesson about the sun as a source of energy



### **Social studies**

Lesson about the battle of the Alamo

## 4<sup>th</sup> Grade - Student B

Student A learns different things in Science, Social Studies, and ELA that don't connect to each other



# In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects (II) 1

## 4th Grade - Student A



### **RLA**

Stories of the nautical adventures of a sailor that is also a giant



### **Science**

Lesson about the sun as a source of energy

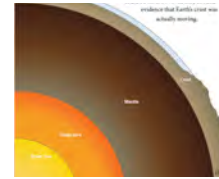


### **Social studies**

Lesson about the battle of the Alamo

Student A learns different things in Science, Social Studies, and RLA that don't connect to each other

## 4th Grade - Student B



### **RLA**

Writing lesson to explain the characteristics of earth's layers as part of geology unit



### **Science**

Weathering lesson describing changes in the earth's surface



### **Social studies**

Discussion of terrain and adaptations made by American Indians to navigate the land

Student B is building background knowledge through connections across subjects

# The redesign better aligns STAAR with educator efforts to build students' background knowledge

*In effective classrooms, teachers are...*

**1** Coherently building students' **background knowledge and vocabulary** in all subject areas...



*The STAAR redesign will...*



Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes

# Passages already must meet several requirements and get approved by Texas teachers before appearing on STAAR RLA tests

## *Excerpt from Sample Grade 5 RLA Passage, **The Cholla Cactus***

### Searching for Water

3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.



## Passages are developed, and then reviewed and approved by Texas educators to ensure they:

- represent polished, high-quality writing and are considered exemplary samples of eligible genres
- include reliable and accurate information
- are unbiased against or toward any group
- are as engaging as possible for students
- are appropriate for the intended grade level, including readability indicators
- contain enough content to assess multiple student expectations


# Now, passages will also be intentionally selected to cover cross-curricular content

## Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

**Searching for Water**

3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.



A Desert Bighorn Sheep

### Direct connections to grade four and grade five science TEKS

- 4.10.A: explore how structures and functions enable organisms to survive in their environment
- 5.9.A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components




# Although the passage content is connected to science TEKS, students will continue to be assessed only on RLA TEKS

## Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

**Searching for Water**

3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

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A Desert Bighorn Sheep

## Sample Question from Grade 5 RLA Passage, *The Cholla Cactus*

### Assesses Grade 5 Reading TEKS 5.R.7.C: Use text evidence to support an appropriate response.

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select **TWO** correct answers.

4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

**A Prickly Feast**

5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.

6 The cholla also provides nutritious food for people. Members of the O'odham tribe and other desert-dwelling people eat the flower buds of some types of chollas. They roll the buds on a hard surface to remove the spines and then roast them slowly on an open fire. Once the buds have been thoroughly roasted (usually for a day), they are ready to eat. Cholla buds contain protein, calcium, and fiber—all of which are important to good health.

## The second component of the STAAR redesign is based on the interconnectedness of reading and writing

*In effective classrooms, teachers are...*

- 2 Asking students to **write about what they read using evidence from text...**

## Learning to read well means grounding reading, writing, and speaking in evidence from text

**Reading and writing are reciprocal processes.** Writing about what you read strengthens comprehension.

By grounding the discussion in the text, all students are **given an equal opportunity to engage.**

Support **knowledge building** in content-rich text, and point students toward the **most important parts of the text.**

The **length and quality of student recall improves** when responding to content-based lessons grounded in text.

The **ability to cite evidence differentiates strong from weak** student performance on National Assessment Education Progress, AP Exams, and other college-readiness assessments.

*McKeown, M. G., Beck, I. L., & Blake, R. G. "Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches." Reading Research Quarterly, 44(3), (2009): 218-253.*

## Basing writing (and speaking) in text better reflects effective instructional practices

### Prompt based on personal knowledge and experience:

“What is your favorite place that you’ve traveled to? What did it look like and what was your favorite part?”

### Prompt based on text:

“Read these two articles about two different locations. Using evidence from the articles, write a summary of the advantages and disadvantages of each location and your recommendation on which one to visit.”

Which of these prompts is more aligned with the writing that you have been expected to do in your adult life?

Which of these prompts relies less on school-based instruction and more on outside-of-school experiences?



# The redesign better aligns STAAR with how students are writing in the classroom

*In effective classrooms, teachers are...*

*The STAAR redesign will...*

**2** Asking students to **write about what they read using evidence from text...**



Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**

## Previously, students were asked to write in response to a stand-alone question

The previous 4th and 7th grade writing prompts asked students to write in response to a stand-alone prompt, without being asked to read any associated passages.

*Example from 2019 Grade 4 STAAR assessment*

### WRITTEN COMPOSITION: Expository

**READ** the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

**THINK** about inventions that you believe are useful.

**WRITE** about one invention that is important in your life. Tell what the invention is and explain what makes it important.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

# Based on research and stakeholder feedback, redesigned STAAR will ask students to write using evidence from text

In the redesigned STAAR, writing prompts in **all grade levels** will ask students to write **using evidence from the text** to support their response.

*Excerpt from Sample Grade 4 RLA Passage, The Spelling Test*

**The Spelling Test**

**Characters**  
**NARRATOR**  
**HERBIE JONES**  
**MISS PINKHAM**  
**MR. JONES**  
**OLIVIA JONES**  
**ANNABELLE LOUISA HODGEKISS**

1 [Settings: Miss Pinkham’s third-grade classroom; Herbie Jones’s home.]  
2 [Time: One week in March.]  
3 **MISS PINKHAM:** As a special bonus this week, I have a special assignment for you. You must spell your name, address, town, state, and zip code correctly.  
4 **HERBIE:** Hmmmmmm, I know I usually don’t study good news for Dad to find in the mail.  
5 **NARRATOR:** Herbie’s dad works the night shift at an electronics store. He gets up around 2:00 p.m. and always looks in the mailbox.  
6 **HERBIE:** I can hear him now . . .  
7 **MR. JONES:** Bills! Bills! Bills! There’s nothing but bills!  
8 **HERBIE:** I can do something about that.  
9 **NARRATOR:** As soon as Herbie got home that afternoon, he found a letter on the coffee table. His sister Olivia was shocked.  
10 **OLIVIA:** What are you doing?  
11 **HERBIE:** Studying.  
12 **OLIVIA:** Studying? Since when?  
13 **HERBIE:** Since I got my spelling list. How do you study?  
14 **OLIVIA:** You’re asking my advice about something?  
15 **HERBIE:** Well, you do make better grades than I do.  
16 **OLIVIA:** Well, Herbie, I write the words down. . . .  
17 **HERBIE:** Yeah?

Read the play “The Spelling Test.” Based on the information in the play, write a response to the following:

**Explain how Herbie’s behavior changes and how this is developed by the playwright.**

Write a well-organized informational essay that uses specific evidence from the play to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

# The third component of the STAAR redesign is based on the types of questions teachers are asking throughout the year

3

*In effective classrooms, teachers are...*

- 3 Providing **various open-ended formats** for students to respond to questions...

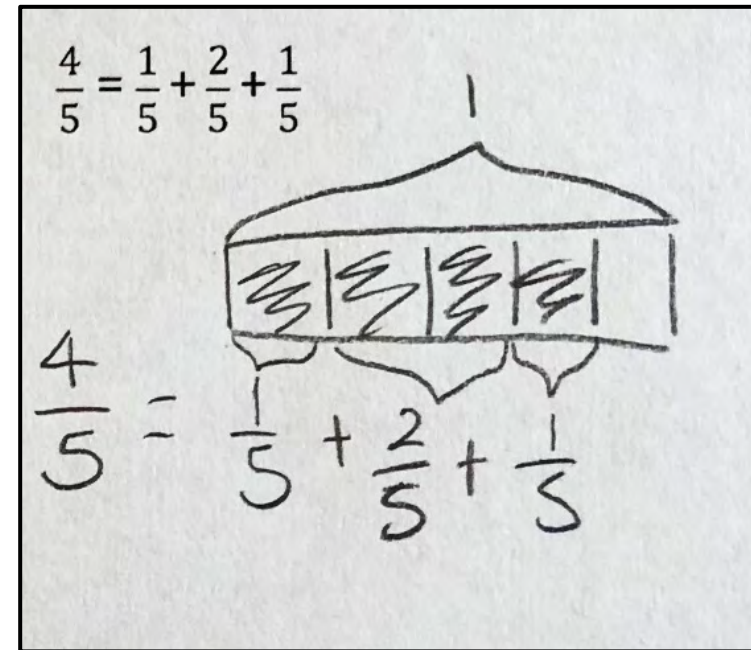


# In the classroom, students are asked to engage with content in multiple ways to gain and express understanding (I) 3

## Grade 4 Math TEKS

- 4.3A: represent a fraction  $a/b$  as a sum of fractions  $1/b$ , where  $a$  and  $b$  are whole numbers and  $b > 0$ , including when  $a > b$
- 4.3B: decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.

**Example: “Draw and label a strip diagram to model the decomposition”**



# In the classroom, students are asked to engage with content in multiple ways to gain and express understanding (II)

## Grade 4 RLA TEKS

- 4.6.F Make inferences and use evidence to support understanding;
- 4.8.A Infer basic themes supported by text evidence;
- 4.9.B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images

**Chapter 1**

### Bills to Pay

**THE BIG QUESTION**  
Why did the British government tax the colonists, and why did that make the colonists angry?

To better understand the events that led to the American Revolution, we will have to travel back in time to the years between 1754 and 1763, when the British fought against the French in a different war on North American soil.

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. The British were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between the French and British in North America. Sporadic fighting continued until 1763, when the Treaty of Paris finally ended the French and Indian War.

**Example: “Write a cause and effect paragraph explaining how the French and Indian War eventually led to the Stamp Act and colonial protests”**

The British and the French wanted to gain more land in North America, so they began the French and Indian war. The British felt that that the colonists should help pay the costs of the war due to the amount of debt they got into protecting them. The colonists felt like this was unfair because no one asked what they wanted and had no representation in the decision making. They protested because they felt it was an injustice. Because of the continuous protesting, the British finally stopped the Stamp Act.

# The redesign better aligns STAAR with the types of questions teachers are asking throughout the year

*In effective classrooms, teachers are...*

*The STAAR redesign will...*

3

Providing **various open-ended formats** for students to respond to questions...



Add new, **non-multiple-choice questions** that are more like questions teachers ask in class

# New STAAR question types are more like the kind teachers ask in class (I)

## Math, Grade 4 Lesson

2. Draw and label strip diagrams to model each decomposition.

a.  $1 = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

b.  $\frac{4}{5} = \frac{1}{5} + \frac{2}{5} + \frac{1}{5}$

c.  $\frac{7}{8} = \frac{3}{8} + \frac{3}{8} + \frac{1}{8}$

d.  $\frac{11}{8} = \frac{7}{8} + \frac{1}{8} + \frac{3}{8}$

In this lesson, students are using shaded fraction models to show their understanding of adding fractions

## Potential new STAAR question

In a bag of balloons,  $\frac{2}{8}$  of the balloons are red and  $\frac{5}{8}$  of the balloons are blue. What fraction of the balloons in the bag are either red or blue?

Complete the model so that it is shaded to represent the fraction of the balloons that are either red or blue.

Select the parts you want to shade.

**Red and Blue Balloons**

This potential new STAAR question asks students to shade in a fraction model to represent the addition of two fractions



# New STAAR question types are more like the kind teachers ask in class (II)

## Grade 4 Lesson

**Chapter 1**

### Bills to Pay

**THE BIG QUESTION**  
Why did the British government tax the colonists, and why did that make the colonists angry?

**Draft a Paragraph**

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- Use your own words.
- Use cause and effect transition words whenever possible.

To  
Revolu  
1754 at  
war on

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this conflict, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

In 1759, British soldiers  
Lawrence River and  
attacked the French  
were victorious in the

In this lesson, students are asked to write an open-ended response using evidence from the text

## Potential new STAAR question

**A Prickly Feast**

5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla.

6 The cactus and other plants roll the buds into open fire. The cholla is ready to eat important

**A Safe Haven**

7 Food shelter from collected d pieces of a keep pred the wood winter mo

8 The cactus with the w nest high large nest prickly spines of the cholla help keep the hatchlings inside the nest and shield them from would-be intruders.

Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

Read the question carefully. Then enter your answer in the box provided.

Based on paragraph 7 of the article "The Cholla Cactus," why does the wood rat use the cholla cactus to build its nest? Support your answer with evidence from the article.

The wood rat uses the cholla cactus to build its nest because the cactus protects it from other animals and the hot sun. "The sharp spines of the cactus keep predators away from their nests. And the thick covering of the cholla also helps the wood rats keep cool during the hot summer and maintain body heat during cold winter months."

This potential new STAAR question asks students to answer an open-ended question using evidence from the text

## New question types must meet our existing current rigorous requirements for STAAR questions AND provide additional benefits

New questions will need to meet our existing rigorous requirements for STAAR, including:

- Valid statistics from field tests
- Alignment with TEKS
- Grade level appropriateness
- Lack of bias
- Accessibility for all students
- Review and approval from group of Texas educators who teach the grade level and agree students should be able to answer these questions at the end of the year

TEA has worked closely with students and educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types
- **200+** students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge.
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

# The fourth component of the STAAR redesign is based on the importance of ensuring all kids can access grade-level content

*In effective classrooms, teachers are...*

- 4 Supporting the learning needs of all students by providing **appropriate accommodations...**

# In the classroom, strong teachers are supporting the unique learning needs of each of their students in many ways

- Visual anchors for vocabulary
- Pre-reading strategies
- Large print
- Calculation aids
- Line readers
- Reading text aloud
- Transcribing or speech-to-text
- And many more!



# The redesign better aligns STAAR accommodations with the types of accommodations students receive throughout the year

*In effective classrooms, teachers are...*

*The STAAR redesign will...*

4 Supporting the learning needs of all students by providing **appropriate accommodations**...



Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs



# Content and language supports and text-to-speech provide robust supports for students who need them

Watch this short video demonstrating some of the available online STAAR accommodations [here](#).










In addition to better supporting students, these online supports greatly simplify administration for staff.

The screenshot displays the STAAR online testing interface. At the top, there is a navigation bar with a 'Speak Passage' button and a '14' indicator. Below this, the instruction reads: 'Read the next two selections. Then choose the best answer to the question.' The reading passage is titled 'Soaring to New Heights' and describes a high-school student, Charlotte Brown, who is legally blind and competes in pole vaulting. The passage includes several text-to-speech highlights. To the right of the passage, a question asks: 'Which sentence best expresses the main idea of paragraph 2?' There are four multiple-choice options (A, B, C, D) provided for selection. The interface also shows a '14' indicator and a 'Speak Passage' button.

# All of the components of the STAAR redesign are based on improving alignment to the classroom experience

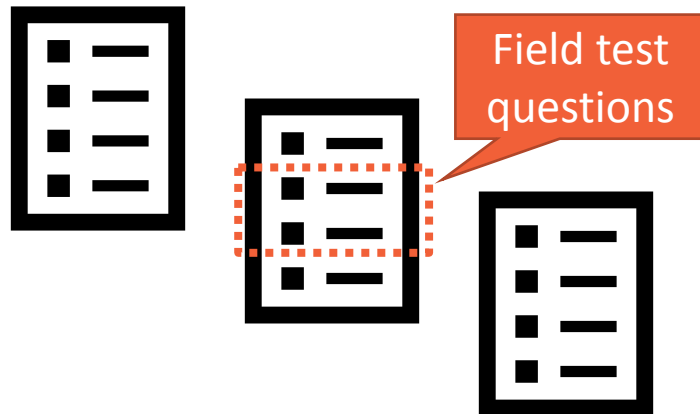
*In effective classrooms, teachers are...*

*The STAAR redesign will...*

- 1** Coherently building students' **background knowledge and vocabulary** in all subject areas...  
  Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
- 2** Asking students to **write about what they read using evidence from text**...  
  Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
- 3** Providing **various open-ended formats** for students to respond to questions...  
  Add new, **non-multiple-choice questions** that are more like questions teachers ask in class
- 4** Supporting the learning needs of all students by providing **appropriate accommodations**...  
  Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs
- 5**  Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.

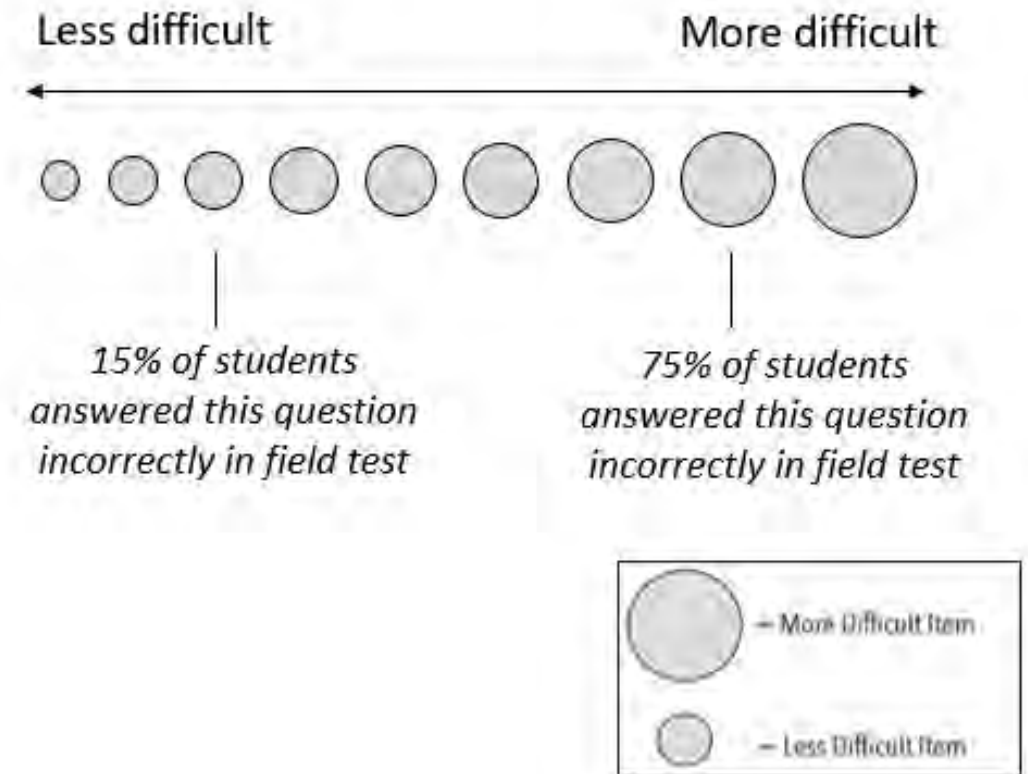
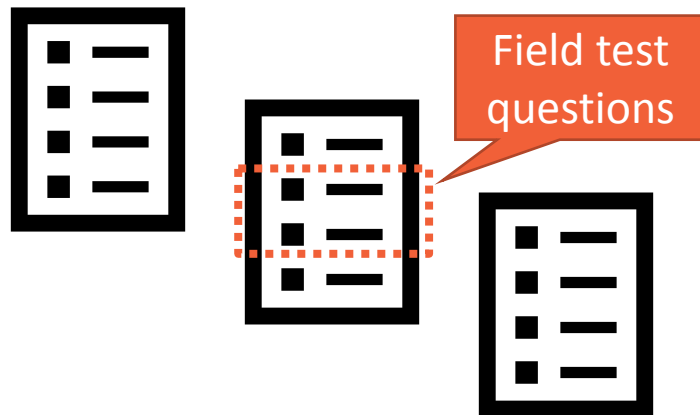
# How do we know the redesigned STAAR test won't be harder?

On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.



# Through field testing, we can determine the difficulty level of each question

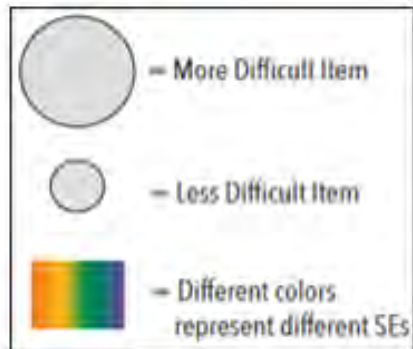
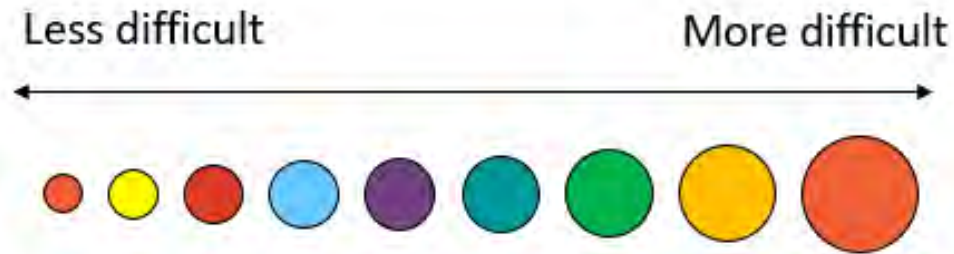
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.



# Each question is analyzed based on how it performed on the field test

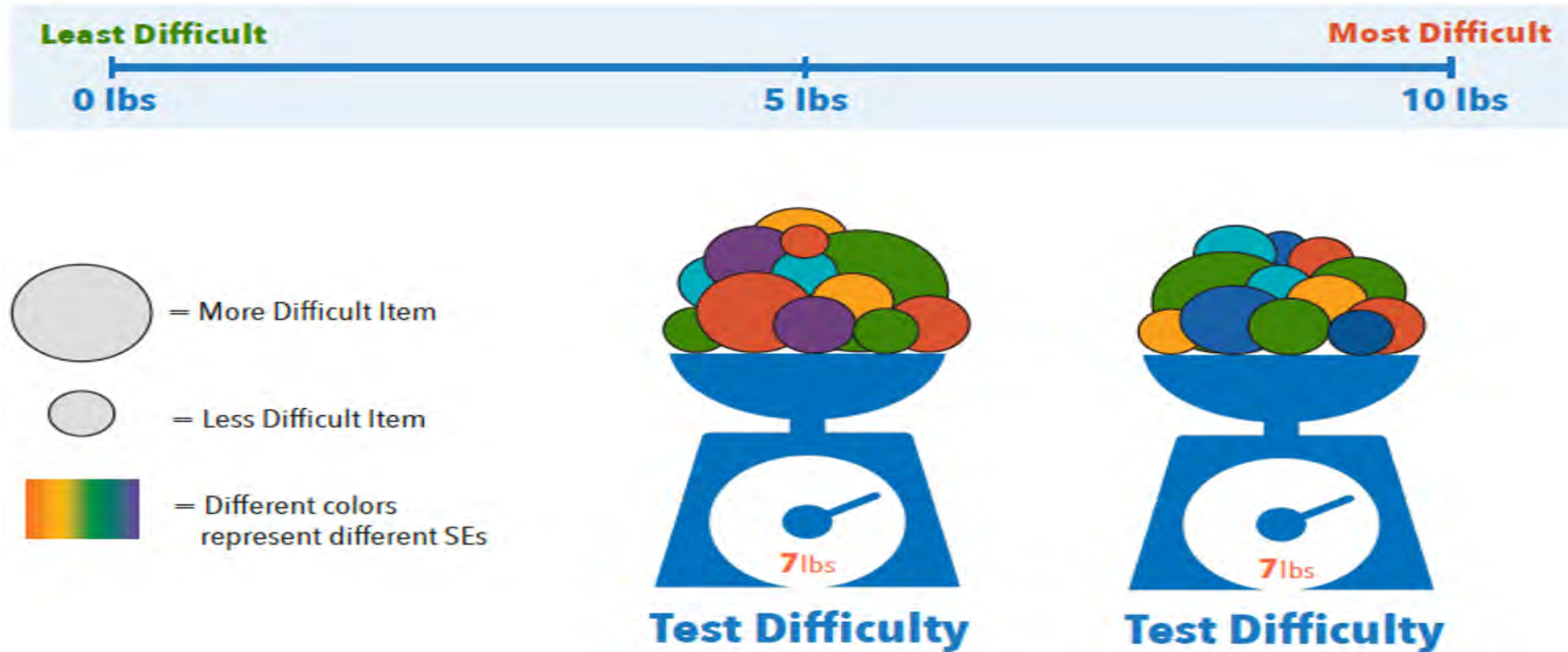
Questions represent a variety of difficulty levels and student expectations (SEs)...

...which can then be used to build STAAR tests





While individual questions can be easier or harder in a given year, the mix of question difficulty is balanced across years using field test results



# Resources to support educators can be found on the STAAR Redesign webpage

The screenshot displays the STAAR Redesign webpage layout. At the top, a breadcrumb trail reads: Home / Student Assessment / Assessment Initiatives / House Bill 3906. The main content area features a blue header for 'STAAR Redesign' with a sub-header 'House Bill 3906'. Below this, a text block states: 'The State of Texas Assessments of Academic Readiness (STAAR®) test is being re-designed to make the test more tightly aligned to the classroom experience.' A video player for the 'STAAR Redesign Trailer' is shown, with the text 'STAAR REDESIGN' overlaid in large white letters. To the right, a sidebar contains a 'Contact Information' section for the Student Assessment Division (512-463-9536), with buttons for 'Assessment Help Desk' and 'Sign up for TEA Updates'. At the bottom of the page, there are social media icons for Facebook, Twitter, YouTube, LinkedIn, and Instagram. A paragraph at the bottom explains that the redesign is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019, and that the redesign will be implemented in the state summative assessments administered in the 2022-2023 school year.

<https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign>

# Resources include...

- A. Full length practice tests that resemble the redesigned STAAR, and new question type samplers by content area and grade level
- B. Overview of new question types by content area and grade level
- C. Scoring and reporting guides by content area for new question types, including constructed response scoring guides
- D. Updated blueprints by content area and grade level
- E. Policy on which students qualify for a special paper administration
- F. Updated STAAR Redesign FAQs

# TEA Contact Information

For inquiries related to development and administration of state assessments, reporting activities, or data corrections, please contact:

- [Student Assessment Help Desk](#)
- (512) 463-9536
- <https://tea.Texas.gov/student.assessment/>



# QUESTIONS





A photograph of students in a classroom setting. They are gathered around a table, using tablets and mathematical manipulatives. One student in the foreground is smiling and looking at a tablet. The table is covered with various educational materials, including trays of colorful blocks and cards. The background shows more students and materials, creating a collaborative learning environment.

**Thank you for everything  
you do for our Texas students!**