

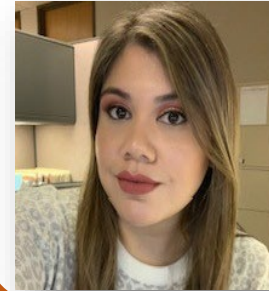


STAAR Scoring for Science and Social Studies

The math, science, and social studies team works with STAAR and STAAR Alt 2.



Brian Byrwa
Science Specialist



Carmen Trejo
Social Studies Specialist



Carrie Alexander
Math Specialist (grades 3-5)



Donna Fontenot
Math Specialist (grade 7
and Alg. I)



Erik Pinter
Math Specialist (grades 6
and 8)



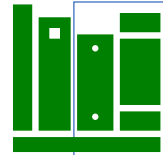
Jo Ann Bilderback
Content Director, Math,
Science, and Social Studies

Today's Topics



Scoring

Short Constructed Response (SCR)



TEKS Updates



Math Updates



FAQs





Scoring

Short Constructed Response (SCR)

RECALL: Grading allows for teacher interpretation; scoring does not.

When grading, the teacher knows the student and can interpret the student's knowledge.



In the classroom, teachers can make judgement calls on grading the student responses because they know the student and can consider the knowledge the student has previously demonstrated during classroom activities.

TEA | TEAS ASSESSMENT

Supporting Academic Achievement

Last year, we discussed the difference between grading and scoring.

Grading

- Teacher knows the student
- Judgement calls can be made
- Teacher can interpret student response by considering knowledge the student has previously demonstrated.

Scoring

- Scorer does not know the student
- Judgement calls cannot be made
- Scorer awards points based on how well the student response addresses the question according to the rubric.

When scoring, the scorer does not have previous knowledge of the student or what they know about the content.

Points are awarded based on how well the response addresses the question according to the rubric.

Item-Specific Rubric

Score: 2

Response includes specific details in reference to a description and

Description:

- The Big Stick policy used military

Examples:

- Response includes details from threatening Latin

Score: 1

Score: 0

Does not provide a response, or the response is incorrect or irrelevant.

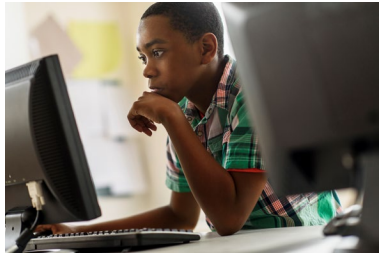
There is zero interpretation of what the student may have intended to say.

2
1
0

TEA | TEAS ASSESSMENT

Supporting Academic Achievement

RECALL: For constructed response questions, scorers are trained based on guidance from Anchor Approval Committees.



Field-test responses are scored against the rubric

Anchor Approval Committees analyze sample student responses and provide scoring guidance

Scorers are trained on the rubric for the question and guidance provided by the Anchor Approval Committee

Students respond to the question on the scored test form

Scorers evaluate student responses and assign a score according to the rubric and scoring guidance

The process for scoring constructed response questions remains the same, with the addition of the scoring engine. This is referred to the **hybrid-scoring model**.

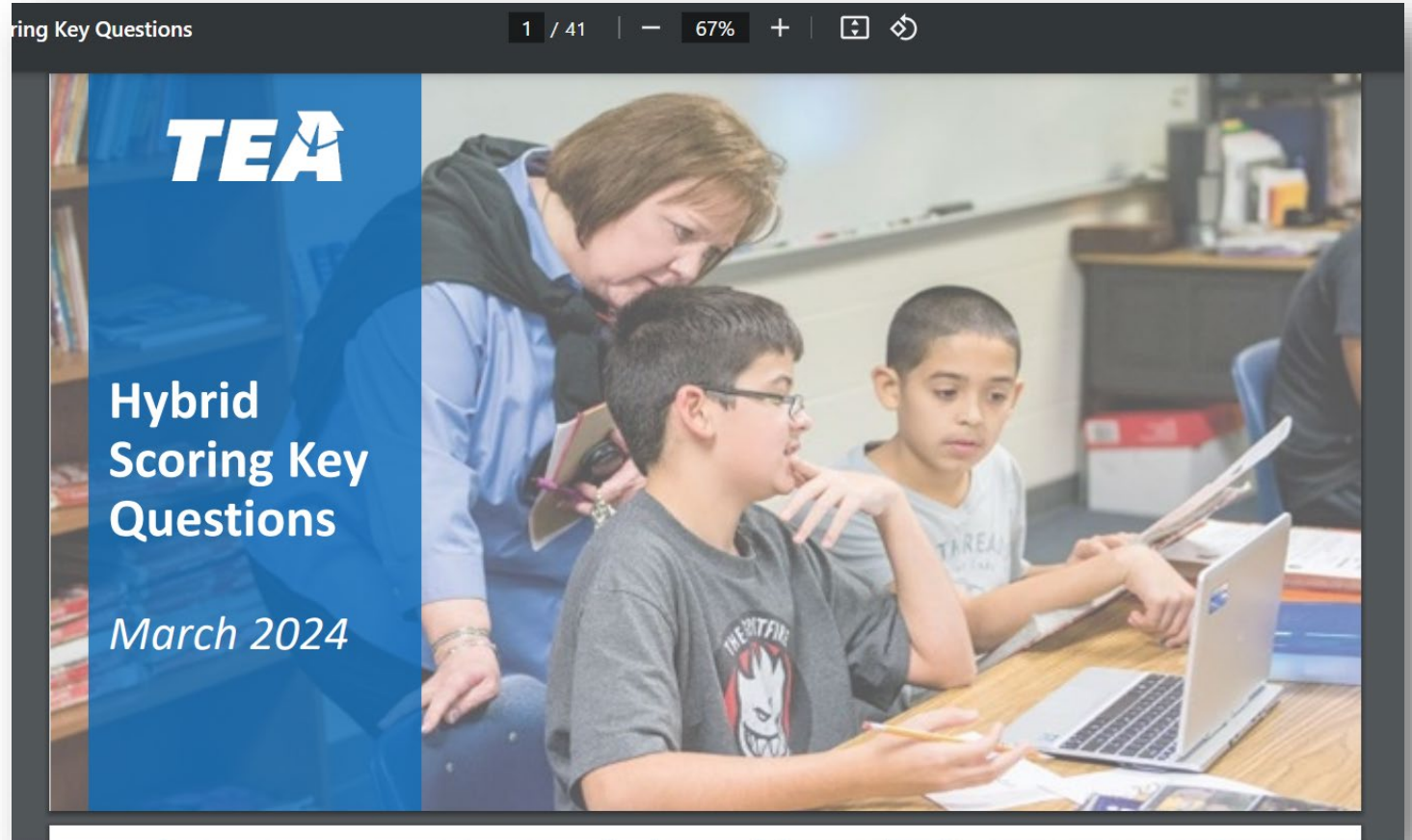
How does hybrid-scoring fit into the assessment process?

The agency addresses this question and others in a resource provided on the TEA website.

[STAAR Resources page](#)

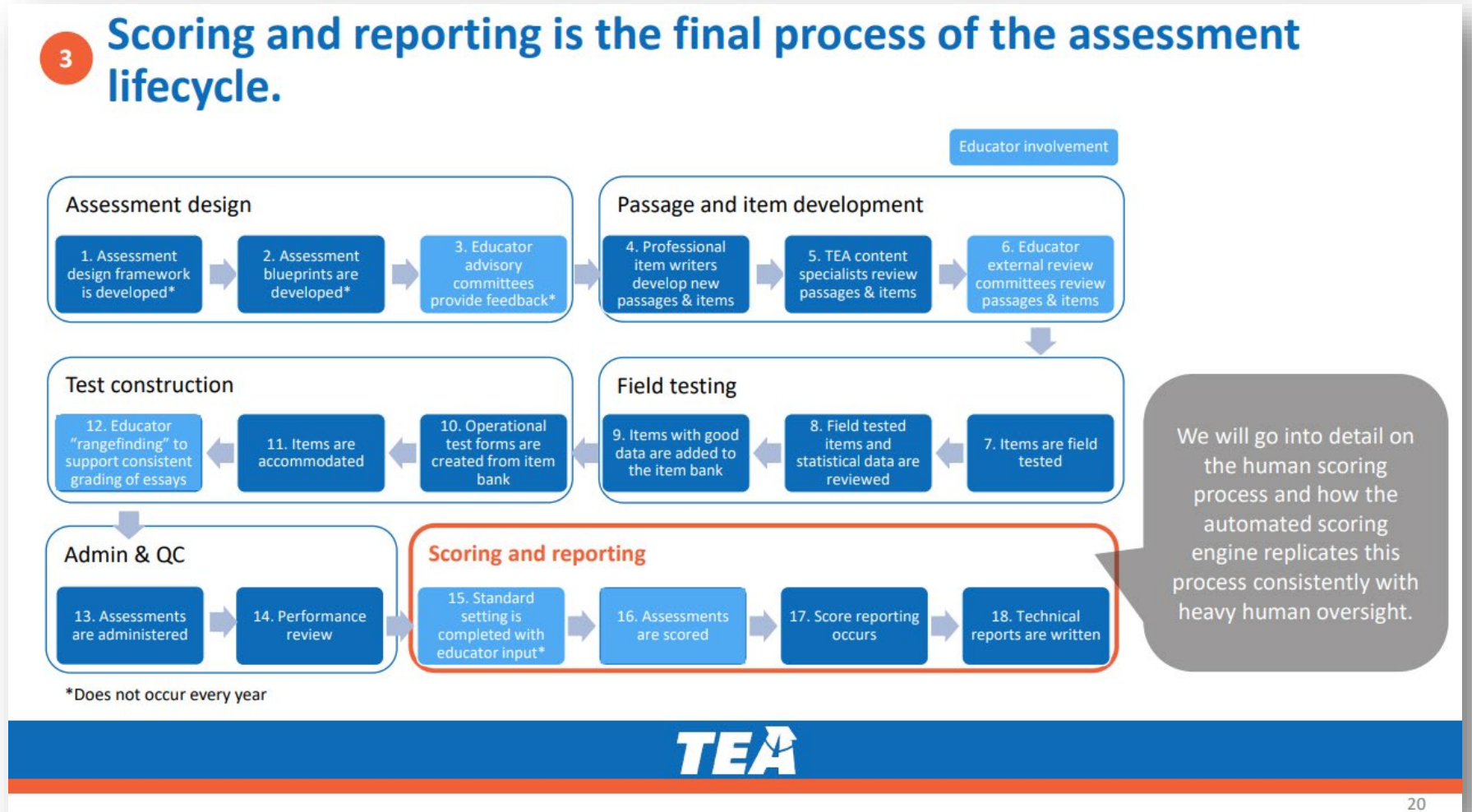
What Other Information Is Available?

- District and Campus Coordinator Resources
- STAAR Test Administrator Manual
- STAAR Paper Test Administration Information
- STAAR Accessibility Educator Guide
- October 2024 Accessibility Updates
- Hybrid Scoring Key Questions ←
- STAAR Constructed Response Scoring Process
- New Question Types by Content Area
- STAAR Substitute Assessments Flowchart
- What Families Should Know about STAAR
- What Families Should Know about STAAR-Spanish



3 How does hybrid-scoring fit into the assessment process?

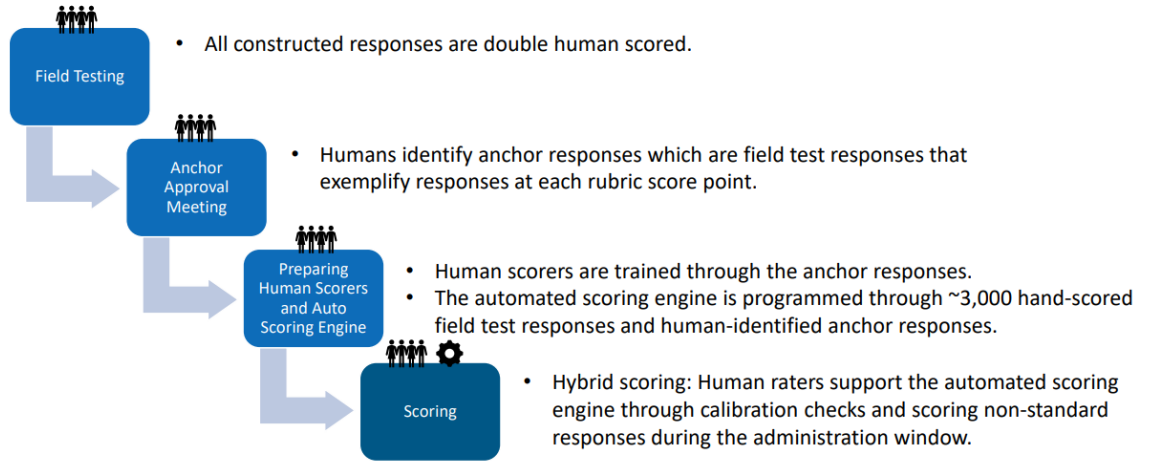
Slides 10-29 provide information about the assessment process. **Slides 21-29** provide **more details** specific to the **human scoring process** and **how the automated scoring engine replicates the process.**



3

Slides 21-22 outline how humans are involved in the scoring process and evaluation of the auto scoring engine.

3 Up until the CR scoring event itself, each part of the CR scoring prep process relies solely on human input.



3 The auto scoring engine (ASE) goes through a rigorous programming process that is led and checked by humans.

For each item being scored...

- The engine uses a sample of ~3,000 human scored responses from the field test for programming.
- The engine analyzes the responses to identify common patterns and is programmed to emulate how humans would score.
- TEA evaluates the performance for each item and compares it to how humans would score.
- The engine is monitored throughout the scoring cycle to ensure that it remains calibrated to the anchor set.

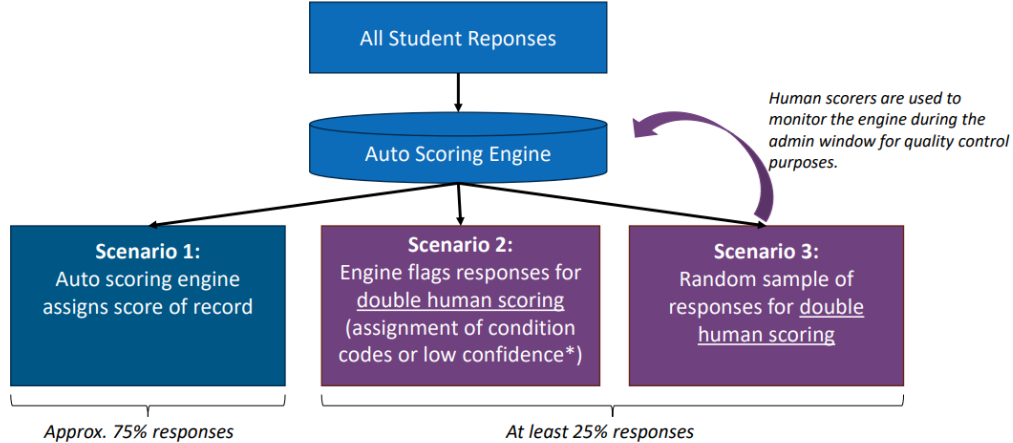
Similar to human scorers who need to be constantly calibrated throughout the scoring window, there is a parallel process for the ASE.



3

Slides 26-27 outline how the hybrid model uses the automated scoring engine.

3 The Texas hybrid scoring model uses an automated scoring engine to augment the work of human scorers.

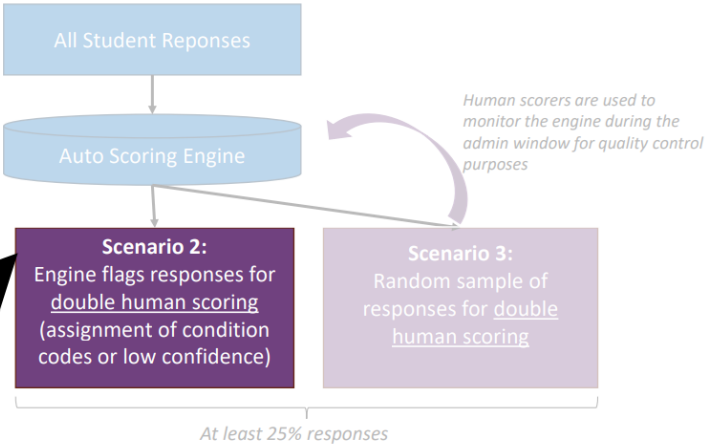


Note: Any student responses that are routed for human scoring maintain the score assigned by humans as the score of record. Human scoring will also go through the adjudication process if needed.
*Condition codes that get sent for human scoring are those flagged for unusual patterns; low confidence responses are often those responses that are on the border between two score points.

3 The ASE assigns condition codes to some responses, which are each routed to two trained human scorers.

Condition codes indicate that a response uses just a few words, uses mostly duplicated text, is written in another language, consists primarily of text from the passage, uses vocabulary that does not overlap with the vocabulary in the subset of responses used to program the ASE, or uses language patterns that are reflective of off-topic or off-task responses.

The purpose of this routing is to ensure that these unusual responses receive fair and accurate scoring. The score assigned by the human scorer is kept as the score of record for any student response that is routed for human scoring.



Note: Any student responses that are routed for human scoring maintain the score assigned by humans as the score of record. Human scoring will also go through the adjudication process if needed



TEKS Updates

Social Studies and Science have changes to the TEKS that impact the state assessments

Social Studies



Science

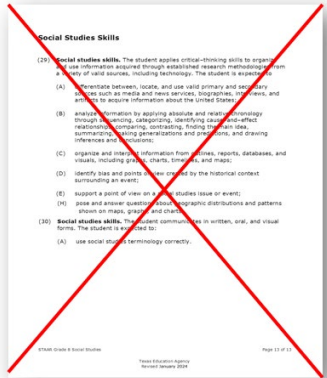


Impact on STAAR Alt 2





The social studies TEKS were revised to align with requirements outlined in Senate Bill 3 from the 87th Texas Legislature, 2nd Called Session, 2021.



(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

(B) explain the effects of the Fugitive Slave Act of 1793;

(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

(C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists;

24 (A) - describe and evaluate the historical development of the abolitionist movement;

Will now be

17 (A) - analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse;

24 (A) - describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery;

US History (EOC)

Current SE	Will now be
8 (F) - describe the responses to the Vietnam War <u>such as</u> the draft, the 26 th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	8 (F) - describe the responses to the Vietnam War <u>including</u> the draft, the 26 th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
9 (F) - discuss the impact of the writings of Martin Luther King Jr. <u>such as</u> his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;	9 (F) - discuss the impact of the writings of Martin Luther King Jr. <u>including</u> his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;

Questions are not written to the standards under the social studies skills strand, so they have been removed from the document.

Two new standards were added to the grade 8 social studies assessed curriculum. Other standards had a small amount of content added.

A few standards in USH had minor language changes.

For more information on changes to the Social Studies TEKS, visit the [Social Studies Curriculum webpage](#) on the TEA website.

Grade 8 Social Studies has two new standards and two revised standards.



(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

(B) explain the effects of the Fugitive Slave Act of 1793;

(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

(C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists;

The summer committees discussed the frequency to assess the two new standards.

- 8.5B is listed as a supporting standard.
- 8.7C is listed as a readiness standard

Standards 8.17A and 8.24A had additional content added to the existing standard.

Grade 8 Social Studies

Current SE	Will now be
17 (A) – analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason	17 (A) – analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse;
24 (A) - describe and evaluate the historical development of the abolitionist movement;	24 (A) - describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery;

The revisions to the US History standards do not affect the assessed curriculum.

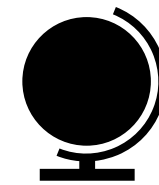


Some of the “such as” statements in the standards were changed to “including” statements.

US History (EOC)

Current SE	Will now be
8 (F) - describe the responses to the Vietnam War such as the draft, the 26 th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	8 (F) - describe the responses to the Vietnam War <u>including</u> the draft, the 26 th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
9 (F) - discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement;	9 (F) - discuss the impact of the writings of Martin Luther King Jr. <u>including</u> his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement;

It takes multiple years to implement questions to the new content into STAAR.



Summer 2024

Educators will determine if the new SEs will be added as Supporting or Readiness standards.

2024 - 2025

Questions written to assess the new standards.

2025 - 2026

Questions written to the new standards will be field-tested.

2026 - 2027

Questions written to the new/revised standards will be scored beginning with the Spring 2027 assessments.



Social Studies and Science have changes to the TEKS that impact the state assessments

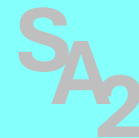
Social Studies



Science



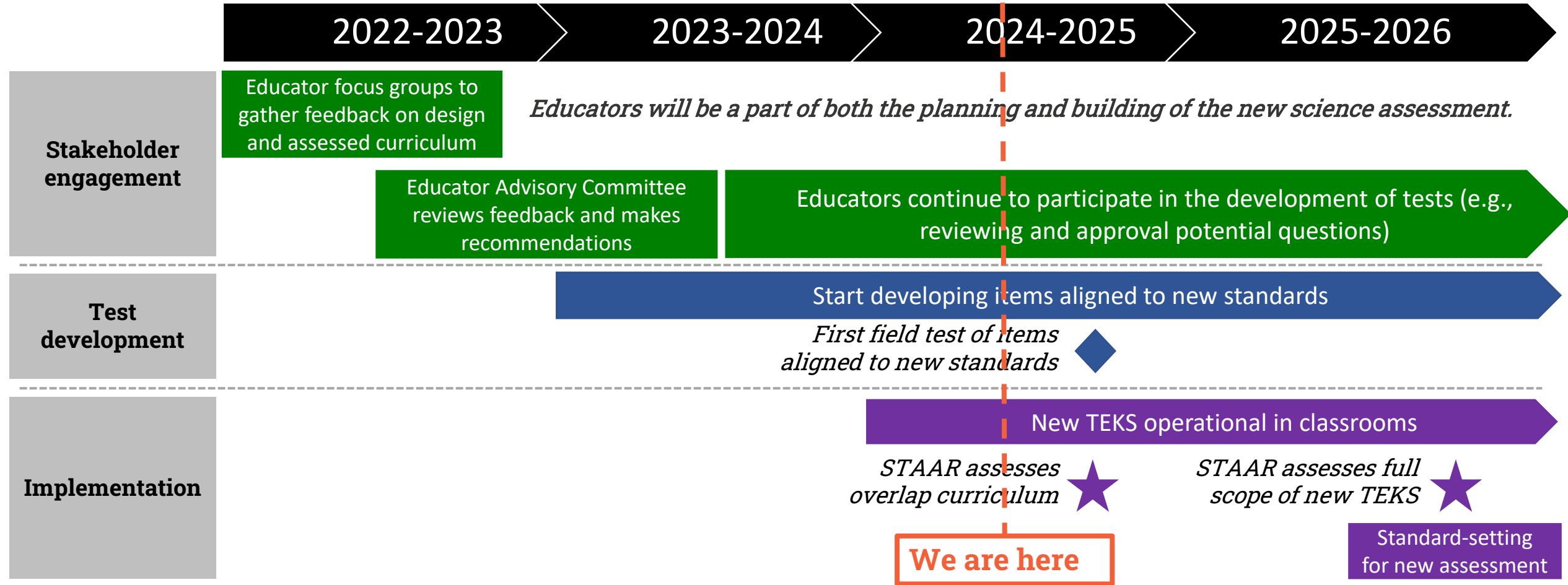
Impact on STAAR Alt 2



RECALL: Timeline for implementing the new science TEKS in the state assessment program



In 2020-2021, the SBOE has adopted revised TEKS for science in grades K-12. TEA will work with Texas educators to update the science STAAR tests to assess the newly adopted standards on the following timeline.




The Assessed Curriculum documents, Blueprints, and Reference Materials are available on the TEA website.



[Home](#) / [Student Assessment](#)

STAAR



State of Texas Assessments of Academic Readiness

The State of Texas Assessments of Academic Readiness (STAAR®) is a standardized academic achievement test designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) at each tested grade, subject, and course. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or course being assessed.

Student Assessment Overview

- [STAAR](#)
- [Mathematics Resources](#)
- [Reading Language Arts Resources](#)
- [Science Resources](#)
- [Social Studies Resources](#)
- [STAAR Spanish Resources](#)
- [Released Test Questions](#)
- [STAAR Alternate 2](#)
- [TELPAS](#)

The documents for the transition year (2025) and full implementation year (beginning Spring 2026) are located by grade level on the Science Resources page.

The documents are identified by the assessment administration.



Expand All

STAAR Science Resources



Located below are resources for STAAR grades 5 and 8 science and Biology assessments. To see all available STAAR resources, visit the STAAR Resources webpage.

State of Texas Assessments of Academic Readiness (STAAR)

- Aggregate Data Systems
- Frequency Distributions
- Mathematics Resources
- Performance Standards
- Raw Score Conversion Tables
- Reading Language Arts Resources
- Released Test Questions
- Science Resources**
- Social Studies Resources
- STAAR Spanish Resources
- Statewide Item Analysis Reports
- Statewide Summary Reports

Contact Information

Student Assessment Division

(512) 463-9536

Assessment Help Desk

Assessed Curriculum

December 2024 Only

- Biology

2024–2025 Transition Year

- Grade 5
- Grade 5 Spanish
- Grade 8
- Biology

Beginning Spring 2026

- Elementary (3–5) administered in grade 5
- Elementary (3–5) administered in grade 5 Spanish
- Middle School (6–8) administered in grade 8
- Biology

Blueprints

December 2024 Only

- Biology

2024–2025 Transition Year

- Grade 5
- Grade 8
- Biology


Beginning Spring 2026

- Elementary (3–5) administered in grade 5
- Elementary (3–5) administered in grade 5 Spanish
- Middle School (6–8) administered in grade 8
- Biology

The Reference Materials are located under “Additional Resources” and labeled by assessment administration.



STAAR Science Resources



Located below are resources for STAAR grades 5 and 8 science and Biology assessments. To see all available STAAR resources, visit the STAAR Resources webpage.

[Expand All](#)

- Assessed Curriculum
- Blueprints
- Performance Level Descriptors
- Constructed Response Scoring Guides
- Additional Resources**

State of Texas Assessments of Academic Readiness (STAAR)

- Aggregate Data Systems
- Frequency Distributions
- Mathematics Resources
- Performance Standards
- Raw Score Conversion Tables
- Reading Language Arts Resources
- Released Test Questions
- Science Resources**
- Social Studies Resources
- STAAR Spanish Resources
- Statewide Item Analysis Reports
- Statewide Summary Reports

Contact Information

Student Assessment Division
(512) 463-9571

[Assessment Help Desk](#)

Additional Resources

- Calculator Policy
- Grade 8 Reference Materials (Spring 2025 Only)
- Middle School Reference Materials (Beginning Spring 2026)
- Timeline for Assessing New Science TEKS
- Accompanying Guide to New Question Type Samplers

The draft assessed curriculum documents reflect that science has grade-band assessments.



State of Texas Assessments of Academic Readiness

Elementary Science Assessment

Administered in Grade 5

Eligible Texas Essential Knowledge and Skills



State of Texas Assessments of Academic Readiness

Middle School Science Assessment

Administered in Grade 8

Eligible Texas Essential Knowledge and Skills

Based on the feedback of educators, the name of the assessments will better reflect that the **assessments administered in grades 5 and 8 are grade-band assessments.**

The readiness and supporting labels are not published.



Readiness and supporting labels will still be used to build the assessments; however, they **will not be published.**

STAAR Middle School Science Assessment

Matter and Energy

Grade 8

- 8.6 The student understands that matter can be classified according to its properties and matter is conserved in chemical changes that occur within closed systems. The student is expected to:
- (E) investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations, including photosynthesis

Grade 7

- 7.6 The student distinguishes between elements and compounds, classifies changes in matter, and understands the properties of solutions. The student is expected to:
- (B) use the periodic table to identify the atoms and the number of each kind within a chemical formula
 - (C) distinguish between physical and chemical changes in matter

Grade 6

- 6.6 The student knows that matter is made of atoms, can be classified according to its properties, and can undergo changes. The student is expected to:
- (C) identify elements on the periodic table as metals, nonmetals, metalloids, and rare Earth elements based on their physical properties and importance to modern life
 - (D) compare the density of substances relative to various fluids
 - (E) identify the formation of a new substance by using the evidence of a possible chemical change, including production of a gas, change in thermal energy, production of a precipitate, and color change

The blueprints have a similar layout to the other content areas but have some noticeable differences.



STAAR Biology Blueprint for the 2024-2025 School Year
Assessing the Overlap Curriculum

Reporting Category	Number of Standards *	Number of Questions	Number of Points
1: Cell Structure and Function	Readiness: 3	8–10	8–13
	Supporting: 3		
2: Mechanisms of Genetics	Readiness: 3	8–10	8–13
	Supporting: 2		
3: Biological Evolution and Classification	Readiness: 2	8–10	8–13
	Supporting: 4		
4: Biological Processes and Systems	Readiness: 3	8–10	8–13
	Supporting: 2		
5: Interdependence within Environmental Systems	Readiness: 3	8–10	8–13
	Supporting: 1		
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)	37	37
	2-point questions (non-multiple choice)	8	16
	Total	45	53

*For the transition year assessments, additional questions for readiness and supporting standards may be included to ensure the number of questions for each Reporting Category on the test form aligns to the blueprint.

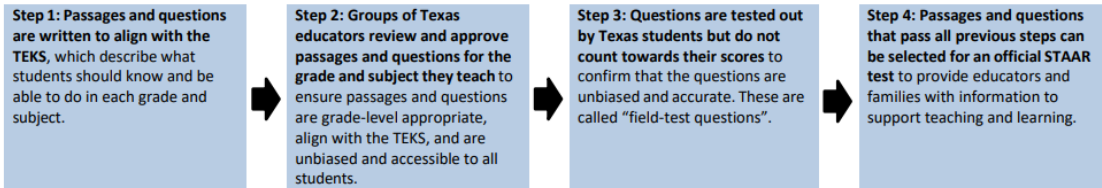
All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade level and important for preparedness for the next grade level or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55–70% of the total points on the base test.

Supporting standards play a role in preparing students for the next grade or course but not one that is central. They address more narrowly defined ideas or concepts that are emphasized in grade levels below or above the current grade level or course. Supporting standards make up approximately 30–45% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a [rigorous development and review process](#) to ensure they accurately measure student knowledge.



[STAAR Science Resources](#)

[STAAR Resources for all Assessments](#)

[STAAR Redesign Resources](#)

Texas Education Agency

Student Assessment Division

Updated Fall 2024

Biology STAAR Blueprint Effective beginning with the Spring 2026 administration

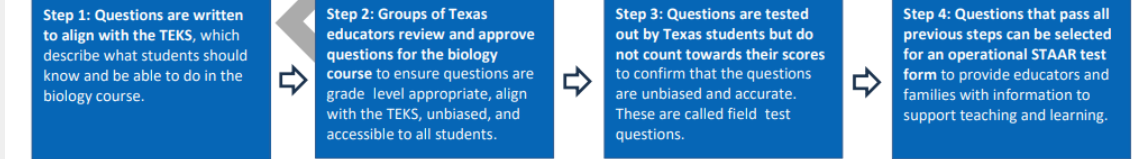
Strand	Number of Questions	Number of Points	Item Types by Point Value	
Biological Structures, Functions, and Processes	12–14	13–16	1–point questions (multiple choice and non–multiple choice)	26–30
Mechanisms of Genetics				
Biological Evolution	7–9	8–11	2–point questions (non–multiple choice)	10–14
Interdependence within Environmental Systems	5–7	6–9		
Total	33–35	40	Total	33–35

Sub-scores will not be reported for the Strands.

Curriculum: All student expectations are required to be taught in their entirety for a grade level or course. The [Assessed Curriculum document](#) outlines the student expectations that are eligible to be assessed on the Biology state summative assessment.

Question types: Drag and drop, hot spot, inline choice, match table grid, multipart, multiple choice, multiselect, short constructed response (SCR), text entry, and [cluster question sets](#). Cluster question sets are composed of a stimulus (scenario with a graphic and/or data display) and 3–5 questions. Each question in the cluster counts as a separate question in the blueprint and is scored independently from other questions in the cluster. [Practice Test site](#)

Development Process: STAAR questions go through a rigorous development and review process to ensure they accurately measure student knowledge. Every question on STAAR is created for Texas students with the review and approval of Texas educators. Texas educators can [apply to participate](#) on the [TexasAssessment.gov](#) website.



[STAAR Science Resources](#)

[STAAR Resources for all Assessments](#)

Texas Education Agency

Assessment Development Division

Updated Fall 2025

The blueprints have a similar layout to the other content areas but have some noticeable differences.



RECALL: Due to the shortened blueprint, sub-scores will not be reported for the Strands.

Strand	Number of Questions	Number of Points
Biological Structures, Functions, and Processes	12–14	13–16
Mechanisms of Genetics	7–9	8–11
Biological Evolution	7–9	8–11
Interdependence within Environmental Systems	5–7	6–9
Total	33–35	40

Sub-scores will not be reported for the Strands.

STAAR Biology STAAR Blueprint Effective beginning with the Spring 2026 administration

Strand	Number of Questions	Number of Points	Item Types by Point Value	
Biological Structures, Functions, and Processes	12–14	13–16	1-point questions (multiple choice and non-multiple choice)	26–30
Mechanisms of Genetics	7–9	8–11		26–30
Biological Evolution	7–9	8–11	2-point questions (non-multiple choice)	5–7
Interdependence within Environmental Systems	5–7	6–9		10–14
Total	33–35	40	Total	33–35 40

Sub-scores will not be reported for the Strands.

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Step 1: Questions are written to align with the TEKS, which describe what students should know and be able to do in the biology course.

Step 2: Groups of Texas educators review and approve questions for the biology course to ensure questions are grade level appropriate, align with the TEKS, unbiased, and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called field test questions.

Step 4: Questions that pass all previous steps can be selected for an operational STAAR test form to provide educators and families with information to support teaching and learning.

[STAAR Science Resources](#) [STAAR Resources for all Assessments](#)

Texas Education Agency Assessment Development Division Updated Fall 2025

NOTE: *Biology will move from 5 Reporting Categories to 4 Strands beginning in Spring 2026.*

The Strand names are directly from the TEKS.

The blueprints have a similar layout to the other content areas but have some noticeable differences.



Item Types by Point Value		
1-point questions (multiple choice and non-multiple choice)	26-30	26-30
2-point questions (non-multiple choice)	5-7	10-14
Total	33-35	40

Effective beginning with the Spring 2026 administration

Strand	Number of Questions	Number of Points	Item Types by Point Value	
Biological Processes	12-14	13-16	1-point questions (multiple choice and non-multiple choice)	26-30
Mechanisms of Genetics	7-9	8-11		
Biological Evolution	7-9	8-11	2-point questions (non-multiple choice)	5-7
Interdependence within Environmental Systems	5-7	6-9		
Total	33-35	40	Total	33-35

Sub-scores will not be reported for the Strands.

Curriculum: All student expectations are required to be taught in their entirety at the grade level or course. The Assessed Curriculum document outlines the student expectations that are eligible to be assessed on the Biology state assessment.

Question Types: Drag and drop, hot spot, inline choice, match table, multiple choice, multiselect, short constructed response (SCR), text entry, and cluster question sets. Cluster question sets are composed of stimulus (screen with a graphic and/or data display) and 3-5 questions. Each question in the cluster counts as a separate question in the blueprint and is scored independently from other questions in the cluster. [Practice Test site](#)

Development Process: STAAR questions go through a rigorous development and review process to ensure they accurately measure student knowledge. Every question on STAAR is created for Texas students with the review and approval of Texas educators. Texas educators can [apply to participate](#) on the [TexasAssessment.gov](#) website.

Step 1: Questions are written to align with the TEKS, which describe what students should know and be able to do in the biology course.

Step 2: Groups of Texas educators review and approve questions for the biology course to ensure questions are grade-level appropriate, align with the TEKS (unbiased and accessible to all students).

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called field-test questions.

Step 4: Questions that pass all previous steps can be selected for an operational STAAR test form to provide educators and families with information to support teaching and learning.

STAAAR Science Resources | STAAAR Resources for all Assessments

Texas Education Agency | Assessment Development Division | Updated Fall 2025

NOTE: *These totals do not include the field-test questions.*

The number of questions is listed as a range, while the number of points will remain constant.

The blueprints have a similar layout to the other content areas but have some noticeable differences.



Curriculum: [All student expectations](#) are required to be taught in their entirety for a grade level or course. The [Assessed Curriculum document](#) outlines the student expectations that are eligible to be assessed on the Biology state summative assessment.

Question types: Drag and drop, hot spot, inline choice, match table grid, multipart, multiple choice, multiselect, short constructed response (SCR), text entry, and [cluster question sets](#). Cluster question sets are composed of a stimulus (scenario with a graphic and/or data display) and 3–5 questions. Each question in the cluster counts as a separate question in the blueprint and is scored independently from other questions in the cluster. [Practice Test site](#)

Development Process: STAAR questions go through a rigorous development and review process to ensure they accurately measure student knowledge. Every question on STAAR is created for Texas students with the review and approval of Texas educators. Texas educators can [apply to participate](#) on the [TexasAssessment.gov](#) website.

Biology STAAR Blueprint Effective beginning with the Spring 2026 administration

Strand	Number of Questions	Number of Points	Item Types by Point Value		
Biological Structures, Functions, and Processes	12–14	13–16	1-point questions (multiple choice and non-multiple choice)	26–30	26–30
Mechanisms of Genetics	7–9	8–11			
Biological Evolution	7–9	8–11	2-point questions (non-multiple choice)	5–7	10–14
Interdependence within Environmental Systems	5–7	6–9			
Total	33–35	40	Total	33–35	40

Curriculum: [All student expectations](#) are required to be taught in their entirety for a grade level or course. The [Assessed Curriculum document](#) outlines the student expectations that are eligible to be assessed on the Biology state summative assessment.

Question types: Drag and drop, hot spot, inline choice, match table grid, multipart, multiple choice, multiselect, short constructed response (SCR), text entry, and [cluster question sets](#). Cluster question sets are composed of a stimulus (scenario with a graphic and/or data display) and 3–5 questions. Each question in the cluster counts as a separate question in the blueprint and is scored independently from other questions in the cluster. [Practice Test site](#)

Development Process: STAAR questions go through a rigorous development and review process to ensure they accurately measure student knowledge. Every question on STAAR is created for Texas students with the review and approval of Texas educators. Texas educators can [apply to participate](#) on the [TexasAssessment.gov](#) website.

Step 1: Questions are written to align with the TEKS, which describe what students should know and be able to do in the biology course.

Step 2: Groups of Texas educators review and approve questions for the biology course to ensure questions are grade level appropriate, align with the TEKS unaltered, and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called field test questions.

Step 4: Questions that pass all previous steps can be selected for an operational STAAR test form to provide educators and families with information to support teaching and learning.

STAAR Science Resources STAAR Resources for all Assessments

Texas Education Agency Assessment Development Division Updated Fall 2025

This information is specific for each assessment. Links are provided for easy access to documents, websites, and the educator committee application.

The Reference Materials have a few changes to the formula list based on the new TEKS.



**STAAR GRADE 8 SCIENCE
REFERENCE MATERIALS**

FORMULAS

Density = $\frac{\text{mass}}{\text{volume}}$ $D = \frac{m}{V}$

Average speed = $\frac{\text{total distance}}{\text{total time}}$ $s = \frac{d}{t}$

Net force = (mass)(acceleration) $F = ma$

**MIDDLE SCHOOL SCIENCE
STAAR REFERENCE MATERIALS**

FORMULAS

Average speed = $\frac{\text{total distance}}{\text{total time}}$ $s = \frac{d}{t}$

Net force = (mass)(acceleration) $F = ma$

$a = \frac{F}{m}$

DRAFT

Social Studies and Science have changes to the TEKS that impact the state assessments

Social Studies



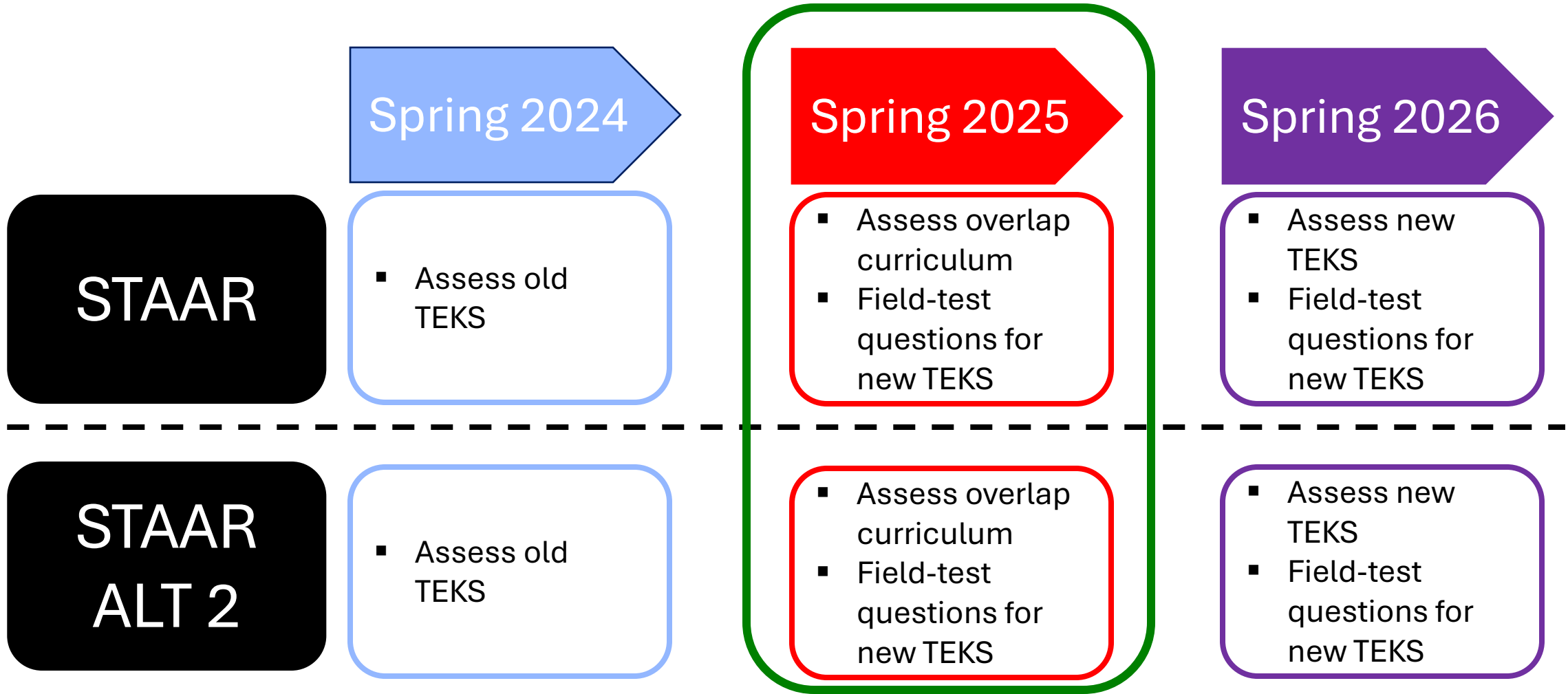
Science



Impact on STAAR Alt 2



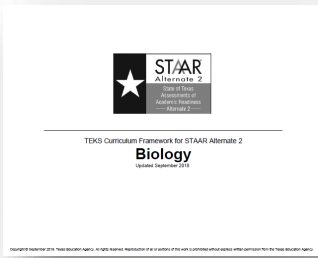
The implementation of the new science TEKS into STAAR Alt 2 follows the same timeline as STAAR.



For the 2024-2025 school year, the new Curriculum Framework will be used with the blueprint from 2023-2024 school year.

Spring 2024

- Curriculum Framework 2023-2024

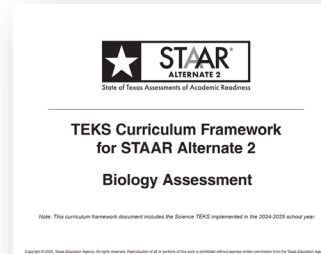


- Blueprint Effective as of 2022-2023

Reporting Category	Number of Students eligible for testing based on STAAR Blueprint	Number of Questions Eligible for testing based on STAAR Alternate 2 Curriculum Framework	Number of Questions**	Number of Items***
Reporting Category 1: Cell Structure and Function	10	10	4	8
Reporting Category 2: Molecular Structure of Matter	10	10	4	8
Reporting Category 3: Biological Processes	10	10	4	8
Reporting Category 4: Biological Systems	10	10	4	8
Reporting Category 5: Biological Processes	10	10	4	8
Reporting Category 6: Biological Systems	10	10	4	8
Reporting Category 7: Biological Processes	10	10	4	8
Reporting Category 8: Biological Systems	10	10	4	8
Reporting Category 9: Biological Processes	10	10	4	8
Reporting Category 10: Biological Systems	10	10	4	8
Total	100	100	40	80

Spring 2025

- High School Biology Curriculum Framework

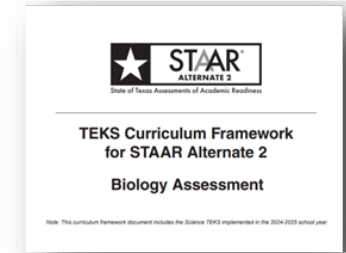


- Blueprint 2022-2023

Reporting Category	Number of Students eligible for testing based on STAAR Blueprint	Number of Questions Eligible for testing based on STAAR Alternate 2 Curriculum Framework	Number of Questions**	Number of Items***
Reporting Category 1: Cell Structure and Function	10	10	4	8
Reporting Category 2: Molecular Structure of Matter	10	10	4	8
Reporting Category 3: Biological Processes	10	10	4	8
Reporting Category 4: Biological Systems	10	10	4	8
Reporting Category 5: Biological Processes	10	10	4	8
Reporting Category 6: Biological Systems	10	10	4	8
Reporting Category 7: Biological Processes	10	10	4	8
Reporting Category 8: Biological Systems	10	10	4	8
Reporting Category 9: Biological Processes	10	10	4	8
Reporting Category 10: Biological Systems	10	10	4	8
Total	100	100	40	80

Spring 2026

- High School Biology Curriculum Framework



- Biology Blueprint (Beginning Spring 2026)

Reporting Category	Number of Students eligible for testing based on STAAR Blueprint	Number of Questions Eligible for testing based on STAAR Alternate 2 Curriculum Framework	Number of Questions**	Number of Items***
Reporting Category 1: Cell Structure and Function	10	10	4	8
Reporting Category 2: Molecular Structure of Matter	10	10	4	8
Reporting Category 3: Biological Processes	10	10	4	8
Reporting Category 4: Biological Systems	10	10	4	8
Reporting Category 5: Biological Processes	10	10	4	8
Reporting Category 6: Biological Systems	10	10	4	8
Reporting Category 7: Biological Processes	10	10	4	8
Reporting Category 8: Biological Systems	10	10	4	8
Reporting Category 9: Biological Processes	10	10	4	8
Reporting Category 10: Biological Systems	10	10	4	8
Total	100	100	40	80

The Assessed Curriculum documents, Blueprints, and Reference Materials for STAAR Alt 2 are posted on the STAAR Alt 2 Resource webpage.

Blueprints Curriculum Framework Essence Statements TEKS Vertical Alignment Instructional Terms Lists

Expand All

- Grade 3 Blueprints
- Grade 4 Blueprints
- Grade 5 Blueprints
 - Grade 5 Math Blueprints
 - Grade 5 ELA Blueprints
 - Grade 5 Science Blueprints

Blueprints Curriculum Framework Essence Statements TEKS Vertical Alignment Instructional Terms Lists

Expand All

- Grade 3 Curriculum Framework
- Grade 4 Curriculum Framework
- Grade 5 Curriculum Framework
 - Grade 5 Math Curriculum Framework
 - Grade 5 Science Curriculum Framework

Blueprints Curriculum Framework Essence Statements TEKS Vertical Alignment Instructional Terms Lists

Expand All

- Grade 3 Essence Statements
- Grade 4 Essence Statements
- Grade 5 Essence Statements
 - Grade 5 Math
 - Grade 5 ELA
 - Grade 5 Science

The Assessed Curriculum documents, Blueprints, and Reference Materials for STAAR Alt 2 are posted on the STAAR Alt 2 Resource webpage.

The screenshot shows a navigation bar with five tabs: Blueprints, Curriculum Framework, Essence Statements, **TEKS Vertical Alignment**, and Instructional Terms Lists. The 'TEKS Vertical Alignment' tab is highlighted with a green box. Below the navigation bar, the text reads: "The Texas Essential Knowledge and Skills (TEKS) Vertical Alignment documents provide a complete listing of the TEKS curriculum from pre-kindergarten through end-of-course (EOC). These documents provide a total overview of the knowledge and skills statements and align student expectations across the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2." Below this text is a bulleted list with two items: "Mathematics TEKS Vertical Alignment" and "Science TEKS Vertical Alignment". The "Science TEKS Vertical Alignment" item is highlighted with a green box.

The screenshot shows a navigation bar with five tabs: Blueprints, Curriculum Framework, Essence Statements, TEKS Vertical Alignment, and **Instructional Terms Lists**. The 'Instructional Terms Lists' tab is highlighted with a green box. Below the navigation bar, the text reads: "In addition to the prerequisite skills, there are specific terms that students will need exposure to during instruction. This list does not encompass all of the curriculum a student would be responsible for; it is a unique list of instructional terms developed by educator teams. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades." Below this text is a bulleted list with two items: "Mathematics Instructional Terms Lists" and "Science Instructional Terms Lists". The "Science Instructional Terms Lists" item is highlighted with a green box.

A photograph of a school hallway with a staircase. Several students are walking on the stairs. In the foreground, a boy with a blue backpack is walking down the stairs. To his right, two girls are walking up the stairs, talking. Further up, a girl and a boy are also walking up. At the top of the stairs, another boy is walking away. The scene is brightly lit, suggesting a modern school building.

Math Updates

The STAAR Calculator Policy has not changed, however one statement has been added for clarity.

STAAR Calculator Policy

Calculators are required for the following STAAR assessments: **grade 8 mathematics, grade 8 science, Algebra I, and Biology**. Calculator tools appropriate for these tests and that fulfill this requirement are available for student use in the online testing platform.

Calculators are not permitted for students taking the STAAR grades 3-7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria to use a calculator as an accommodation. Information regarding calculators as a designated support for students with disabilities can be found in the [Accommodations](#) section of the [District and Campus Coordinator Resources](#).

STAAR calculator requirements may also be met with the following calculation devices: a handheld calculator or a calculator application on an allowable device. Students may have access to more than one calculation device for testing. For students testing online or on paper with one or more of these calculation devices, the following information applies.

District- or Student-Supplied Calculation Devices

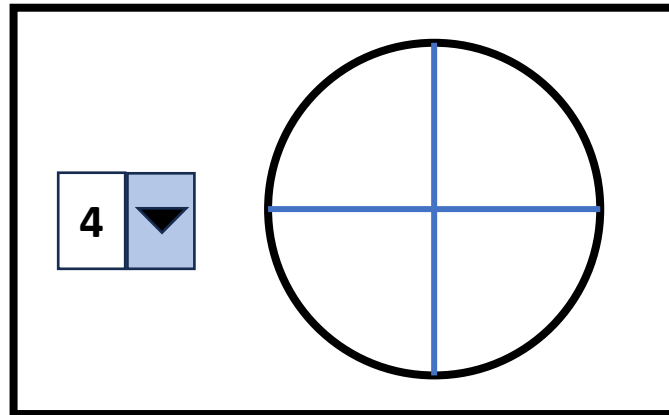
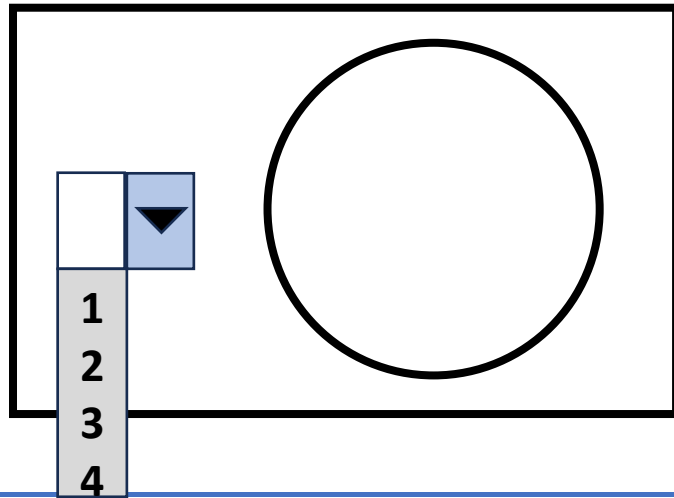
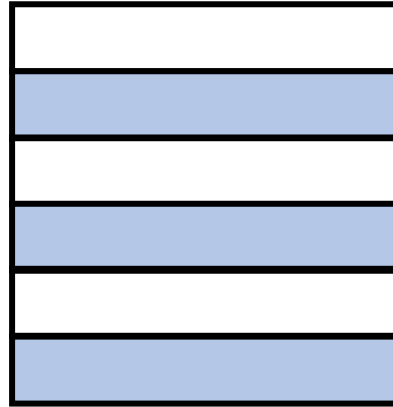
- The district may provide calculation devices, or students may bring them from home.
- To the extent allowable, students should be provided or allowed to use the same type of calculation device during testing that they routinely use in the classroom. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student.
- For the STAAR grade 8 mathematics and Algebra I assessments, each student must have access to a graphing calculation device throughout the entire test.
- For the STAAR grade 8 science and Biology assessments, students must have access to a calculation device with basic four-function capability at a minimum. There should be at least one calculation device for every five students taking these assessments.
- The use of a calculation device during STAAR should not compromise the assessment of the Texas Essential Knowledge and Skills (TEKS). District personnel should be aware that some calculation devices include programs, applications, or resources that could aid students during testing. Therefore, district and campus personnel should carefully consider the use of these devices for the assessment, and any programs, applications, or resources that would compromise the assessment of the TEKS must be disabled or removed from the device. The following functions must be disabled for testing:
 - geometry functions;
 - graphing implicit equations and inequalities;
 - graphing inequalities (calculator or application automatically interprets the inequality symbol);
 - polynomial root finders;
 - simultaneous equation solvers; and
 - functions that automatically calculate mean absolute deviation.
- All memory must be cleared to factory default on any calculation device both before and after testing. If calculation devices are shared during the test, the memory must be cleared after each student uses it.
- For calculator devices that are applications, all internet capabilities must be disabled for use during testing. In addition, the calculator application being used must be locked down or in kiosk mode to prevent the use of other applications during testing. Refer to the [Technology Guidelines](#) page of the [Coordinator Resources](#) for more information regarding the security and validity of the assessments.

STAAR calculator requirements may also be met with the following calculation devices: a handheld calculator or a calculator application on an allowable device. Students may have access to more than one calculation device for testing. For students testing online or on paper with one or more of these calculation devices, the following information applies.

In response to questions from the field, this statement was added to clarify that students may still have both calculator applications on separate devices and/or handheld calculators. Keep in mind that students will be most comfortable with devices that have been used in the classroom throughout the school year.

The [STAAR Calculator Policy](#) is included the DCCR and on the TEA website.

New fraction model types have been developed and will be field tested during the Spring 2025 STAAR.



The new fraction model question types will allow students to actively create fractions and generate answers as they relate to the question being asked. These question types will only be used in grades 3, 4, and 5.

Students must be provided blank scratch paper for STAAR math assessments.

All students taking a STAAR mathematics assessment **must** be provided blank scratch paper.

- Grades 3–8
- Algebra I
- Spanish grades 3–5

*Students **should** be provided blank scratch paper for other assessments as requested.

*Minimum requirement – At district discretion, scratch paper may be distributed to all students prior to the assessment.

What is considered blank scratch paper? Any blank medium that can be erased or destroyed may be used as blank scratch paper. If the medium has been manipulated to encourage the use of a specific strategy, then it does not fit the category of scratch paper and would instead be considered a [blank graphic organizer](#).



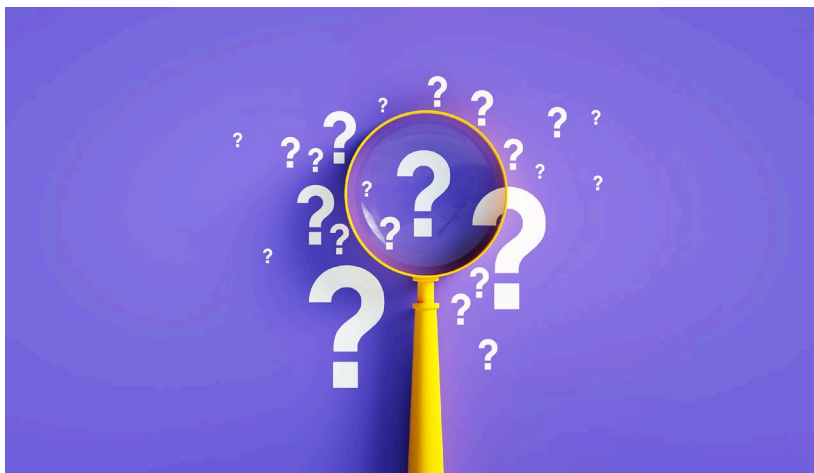
FAQs

1. Interpreting data from the STAAR summative

2. Assessing the new science TEKS

1

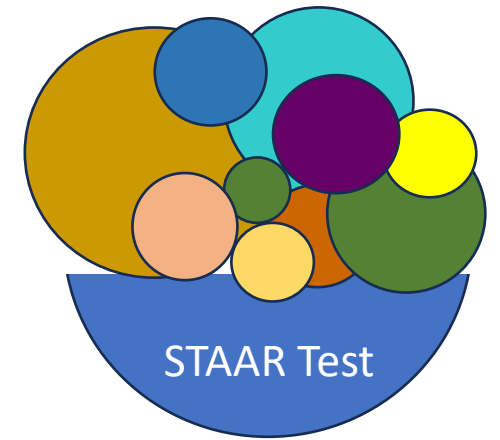
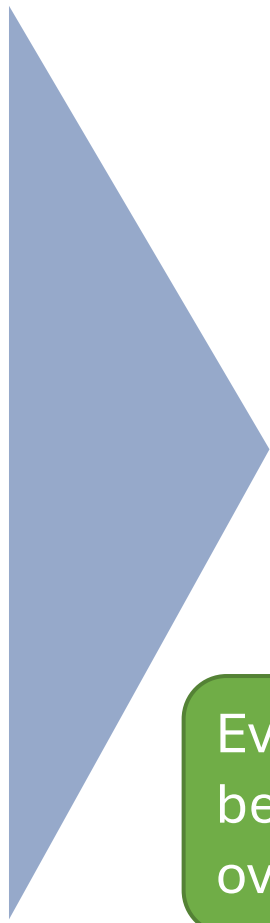
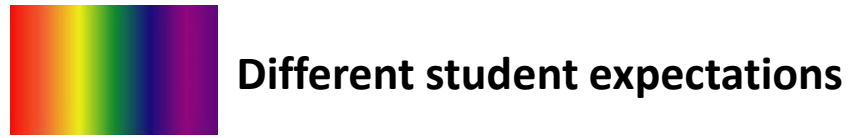
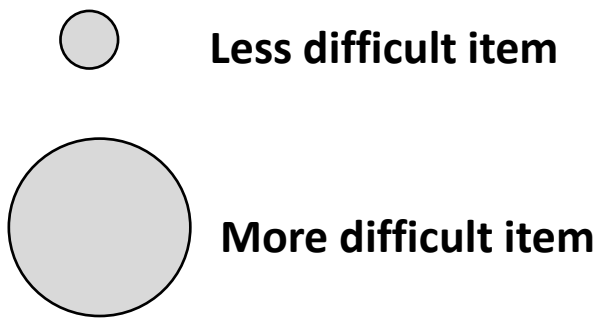
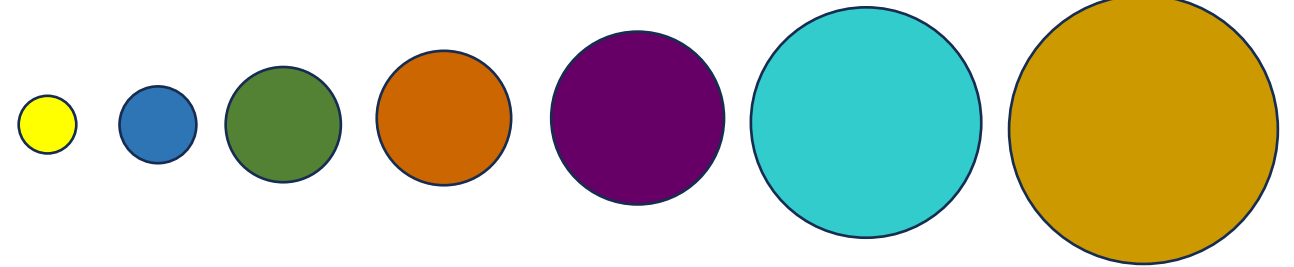
Common concern we hear from the field



Some districts wondered if looking at data from a single year of summative assessments was leading to potentially incomplete conclusions about student performance.

Let's look at how the difficulty levels of items on summative assessments will vary as well as the importance of looking at data trends over numerous years as opposed to data from one year.

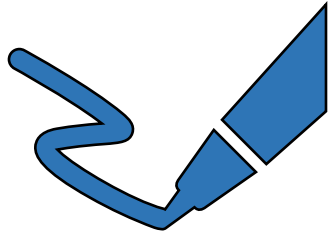
1 Though each STAAR math test is always designed using the same test blueprint, items on the assessment will vary in difficulty level.



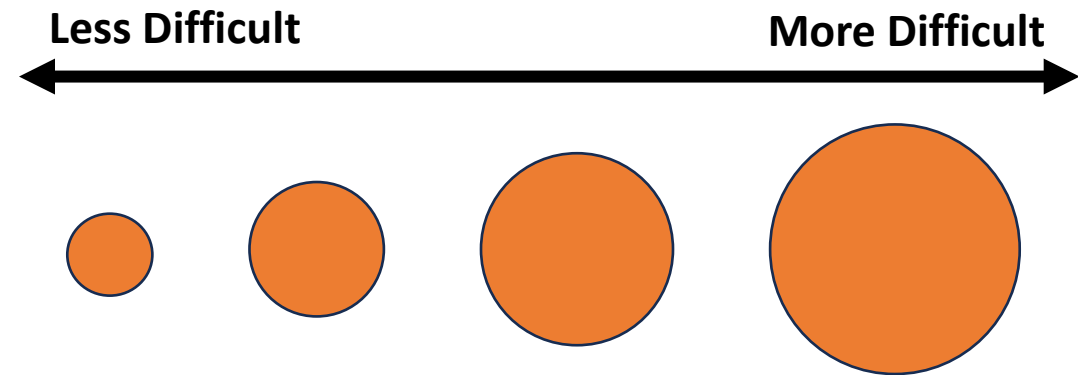
Every year, each test title must be designed to meet a specific overall difficulty level.

1

Every year item writers develop items for each student expectation at different difficulty levels so a balanced assessment can be created.



A single student expectation (SE) can have different questions written to it, each with a different difficulty level.



1

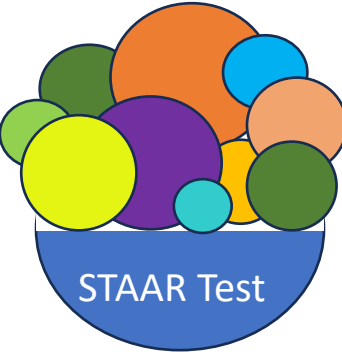
Districts should be cognizant that information from a single year is not a valid measurement of program success for a specific skill or student expectation.

Results for this student expectation in 2023 may look low – however it was assessed at a high difficulty level that year.

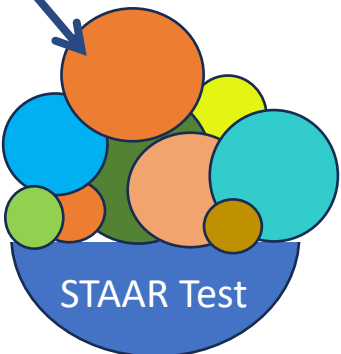
The next year the item for that SE may be a lower difficulty and scores may look improved artificially.



2021



2022



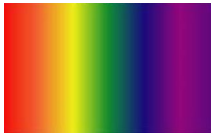
2023



2024

Less difficult item

More difficult item



Different student expectations

It is important to look at the data trends for a skill or student expectation over multiple years.

2

What does the instruction and assessment timeline look like in the classroom?

2024-2025

Transition Year

Instruction: NEW TEKS (Adopted 2020 and 2021)

Assessment: Content that overlaps new and old TEKS

- **Assessed Curriculum:** Side-by-Side Document [2024-2025 Transition Year](#)
- **Blueprint:** Same blueprint from 2023-2024 [2024-2025 Transition Year](#)
- **Reference Materials (Gr. 8 Only):** Same reference materials from 2023-2024 [Grade 8 Reference Materials](#)

2025-2026

Full Implementation into STAAR

Instruction: NEW TEKS (Adopted 2020 and 2021)

Assessment: NEW TEKS using NEW blueprint

- **Assessed Curriculum:** NEW Assessed Curriculum documents [Full Implementation \(Beginning Spring 2026\)](#)
- **Blueprint:** NEW blueprints [Full Implementation \(Beginning Spring 2026\)](#)
- **Reference Materials (Middle School Only):** NEW reference materials [Middle School Science Reference Materials](#)

2

What TEKS are eligible to be assessed with the full implementation into STAAR?

2025-2026

Full Implementation into STAAR

- **Assessed Curriculum:** NEW Assessed Curriculum documents
[Full Implementation \(Beginning Spring 2026\)](#)
- **Blueprint:** NEW blueprints
[Full Implementation \(Beginning Spring 2026\)](#)
- **Reference Materials (Middle School Only):** NEW reference materials
[Middle School Science Reference Materials](#)

For Spring 2026 ONLY, the grade 3 and grade 6 standards included on the assessed curriculum documents will not be included on STAAR to allow for instructional shifts in the new TEKS.

2026-2027

and following years

- **Assessed Curriculum:** NEW Assessed Curriculum documents
[Full Implementation \(Beginning Spring 2026\)](#)
- **Blueprint:** NEW blueprints
[Full Implementation \(Beginning Spring 2026\)](#)
- **Reference Materials (Middle School Only):** NEW reference materials
[Middle School Science Reference Materials](#)

Beginning with the Spring 2027 administration, all standards on the assessed curriculum documents are available to be assessed on STAAR.

2

What does the Biology assessed curriculum look like for Spring, Summer, and December administrations?

December 2024

Spring 2025

Summer 2025

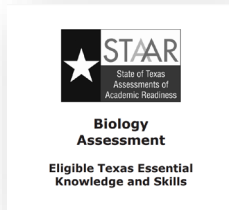
December 2025

Spring 2026

Summer 2026

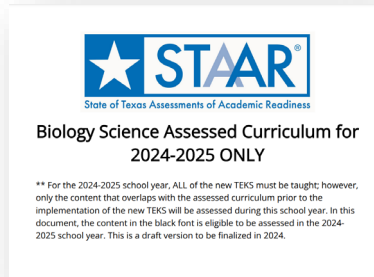
December 2026

Assessed Curriculum 2023-2024



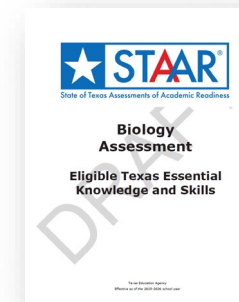
Blueprint 2023-2024

2024-2025 Biology Assessed Curriculum



2024-2025 Biology Blueprint

Biology Assessed Curriculum (Beginning Spring 2026)



Biology Blueprint (Beginning Spring 2026)

Please contact us through the Assessment Help Desk.



[Assessment Help Desk](#)

When you contact the Help Desk, please include the following information:

- Topic
- Questions
- Relevant information
- Contact information
(Please include availability if you request a phone call.)

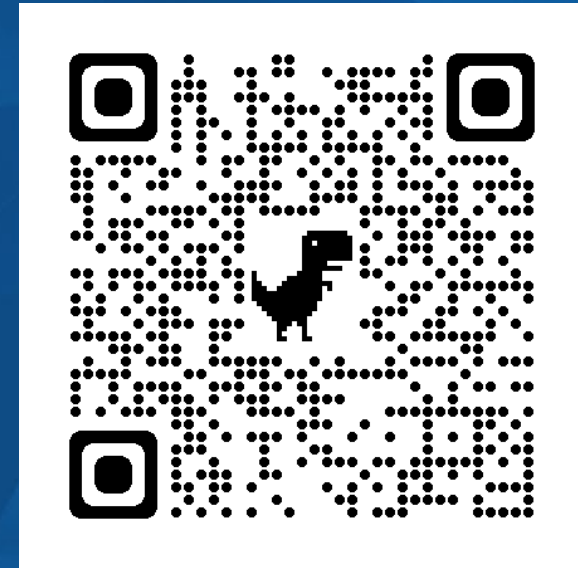
Thank you for attending our session today.

Carrie Alexander
Donna Fontenot
Erik Pinter

Brian Byrwa
Carmen Trejo

Math/Science/Social Studies Director
JoAnn Bilderback

Please provide your input.



TE★AS ASSESSMENT