STAAR RLA Content Development Update
2024-2025

Agenda

STAAR Redesign

STAAR Data

Adjudication Process

Reading Language Arts (RLA) Resources

STAAR Redesign and Hybrid Scoring

One of the goals of the STAAR redesign was to align the assessment to the classroom experience, including asking students to write in response to what they have read

In effective classrooms, teachers…　　　　　　*STAAR …*

1 Coherently building students' **background knowledge and vocabulary** in all subject areas… → Prioritizes **cross-curricular passages** in RLA that reference topics that students have learned about in other classes

2 Ask students to **write about what they read using evidence from text**… → Includes **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**

3 Provide **various open-ended formats** for students to respond to questions… → Added new, **non-multiple-choice questions** that are more like questions teachers ask in class

4 Support the learning needs of all students by providing **appropriate accommodations**… → Moved to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs

# The STAAR redesign added more open-ended questions that are similar to the questions teachers ask in class

Aligning the assessment more closely with the classroom experience increased the number of constructed response questions students access.

Content Area	Item Type*	Pre-STAAR Redesign	Post-STAAR Redesign
STAAR RLA	SCR	-	1-2
(G4, G7, E1, E2)	ECR	1	1
STAAR RLA	SCR	-	1-2
(Remaining titles)	ECR	-	1
STAAR Science	SCR	-	1-2
STAAR Social Studies	SCR	-	1-2

*SCR = Short Constructed Response; ECR = Extended Constructed Response

RECALL: For constructed response questions, scorers are trained based on guidance from Anchor Approval Committees.
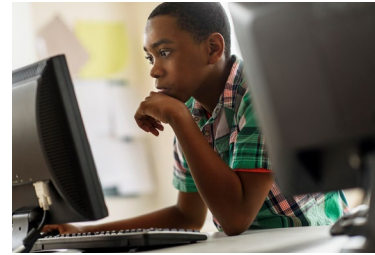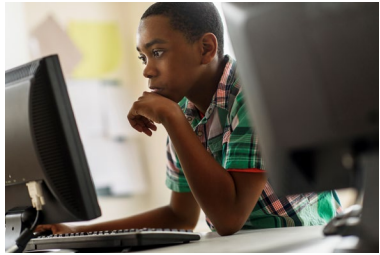
Field-test responses are scored against the rubric

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**.
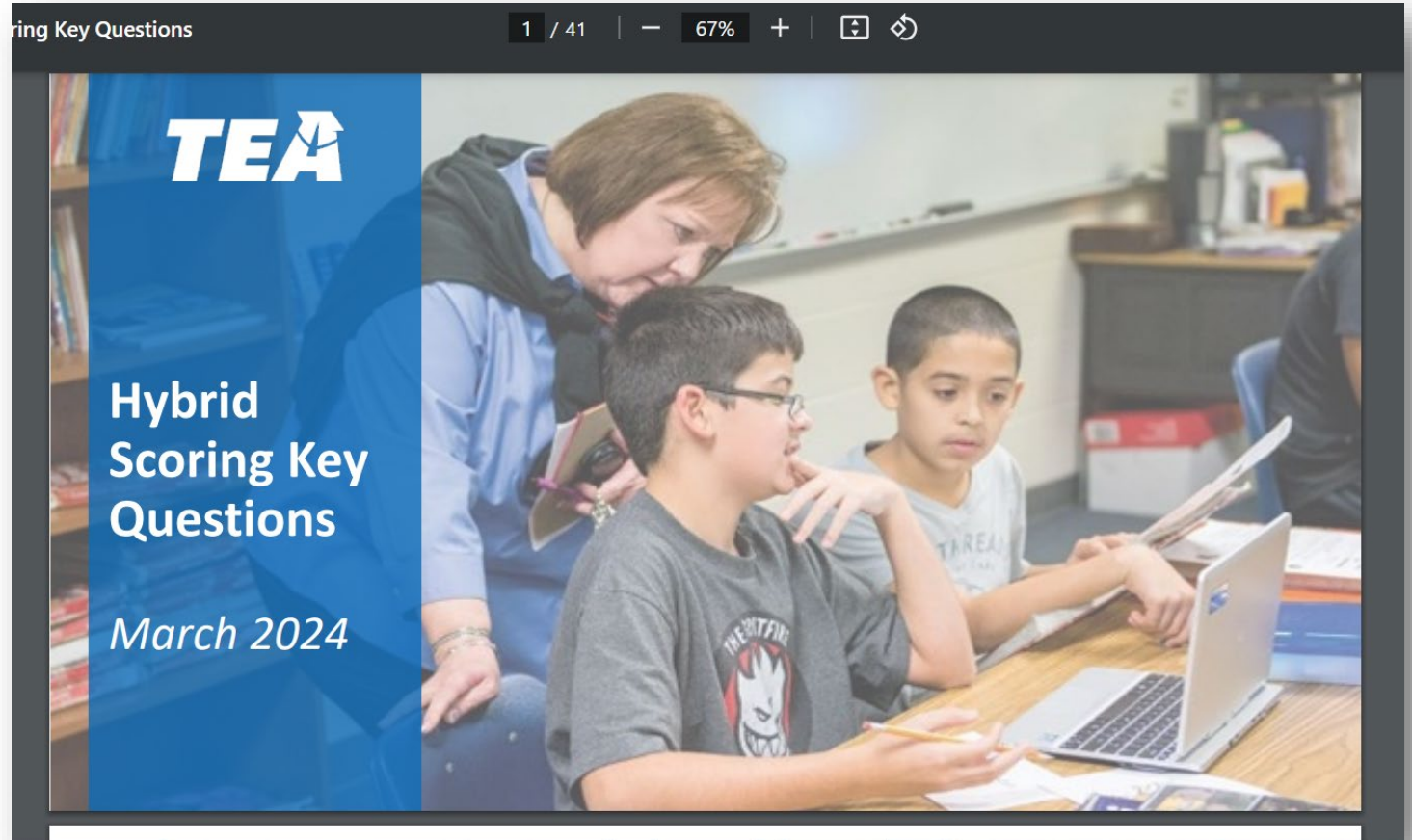
How does hybrid-scoring fit into the assessment process?

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

[STAAR Resources page](#)
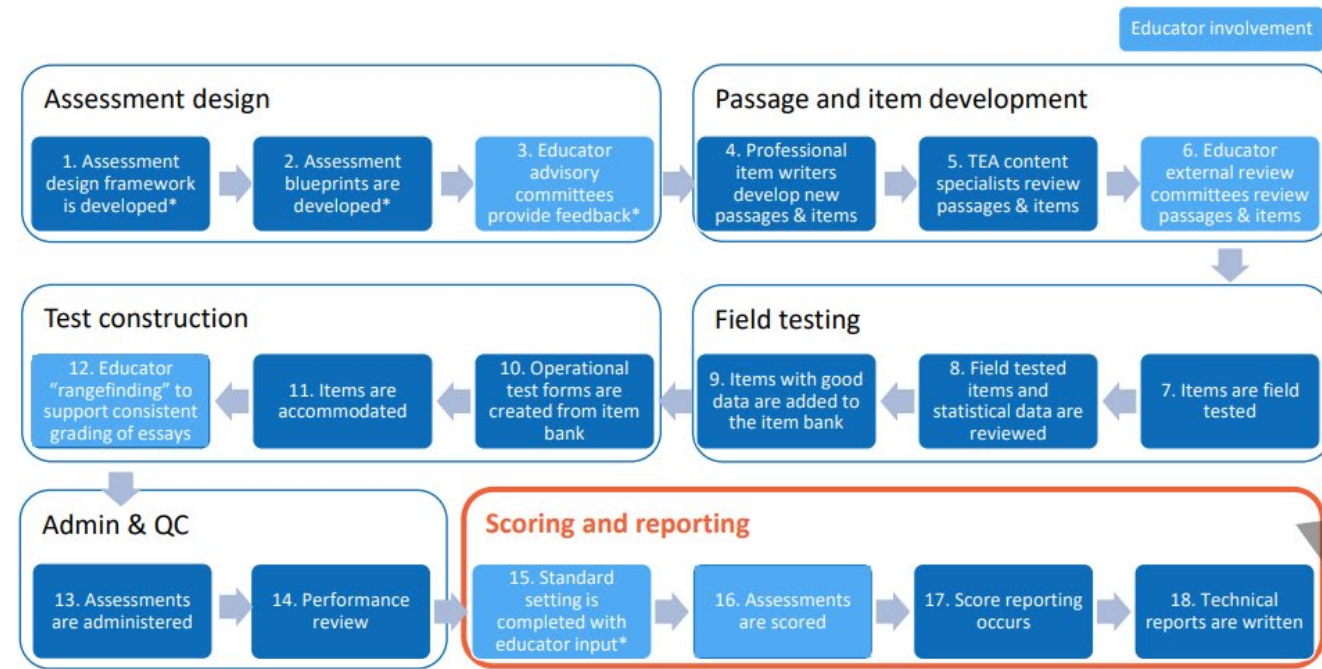

What Other Information Is Available?

- 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

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Supporting Student Success

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**.

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.**

Field Testing
- All constructed responses are double human scored.

Anchor Approval Meeting
- Humans identify anchor responses which are field test responses that exemplify responses at each rubric score point.

Preparing Human Scorers and Auto Scoring Engine
- Human scorers are trained through the anchor responses.
- The automated scoring engine is programmed through ~3,000 hand-scored field test responses and human-identified anchor responses.

Scoring
- Hybrid scoring: Human raters support the automated scoring engine through calibration checks and scoring non-standard responses during the administration window.

TEA

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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.

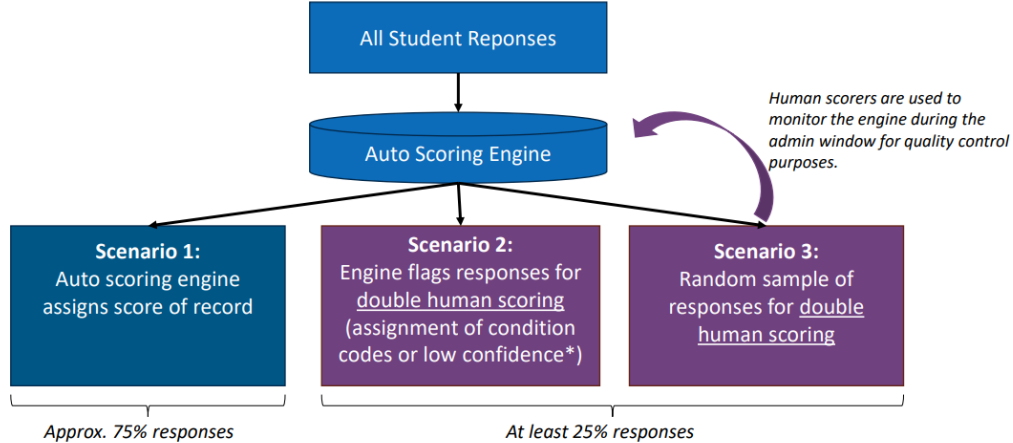The engine is monitored throughout the scoring cycle to ensure that it remains calibrated to the anchor set.

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

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

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

All Student Reponses

Auto Scoring Engine

Human scorers are used to monitor the engine during the admin window for quality control purposes.

Scenario 1:
Auto scoring engine assigns score of record

Scenario 2:
Engine flags responses for double human scoring (assignment of condition codes or low confidence*)

Scenario 3:
Random sample of responses for double human scoring

Approx. 75% responses
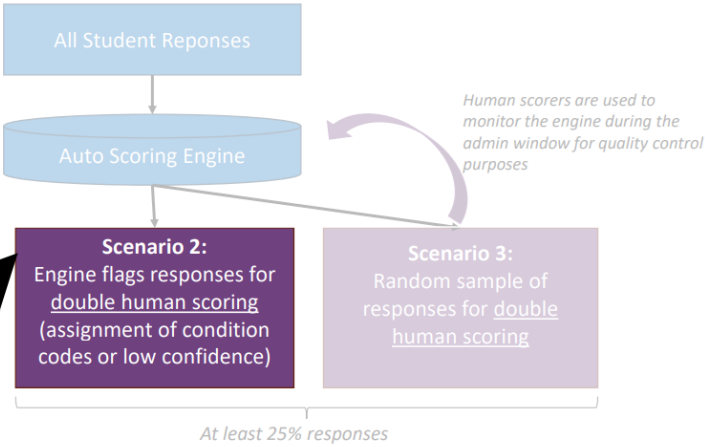
At least 25% responses

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.

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The ASE assigns condition codes to some responses, which are each routed to two trained human scorers.
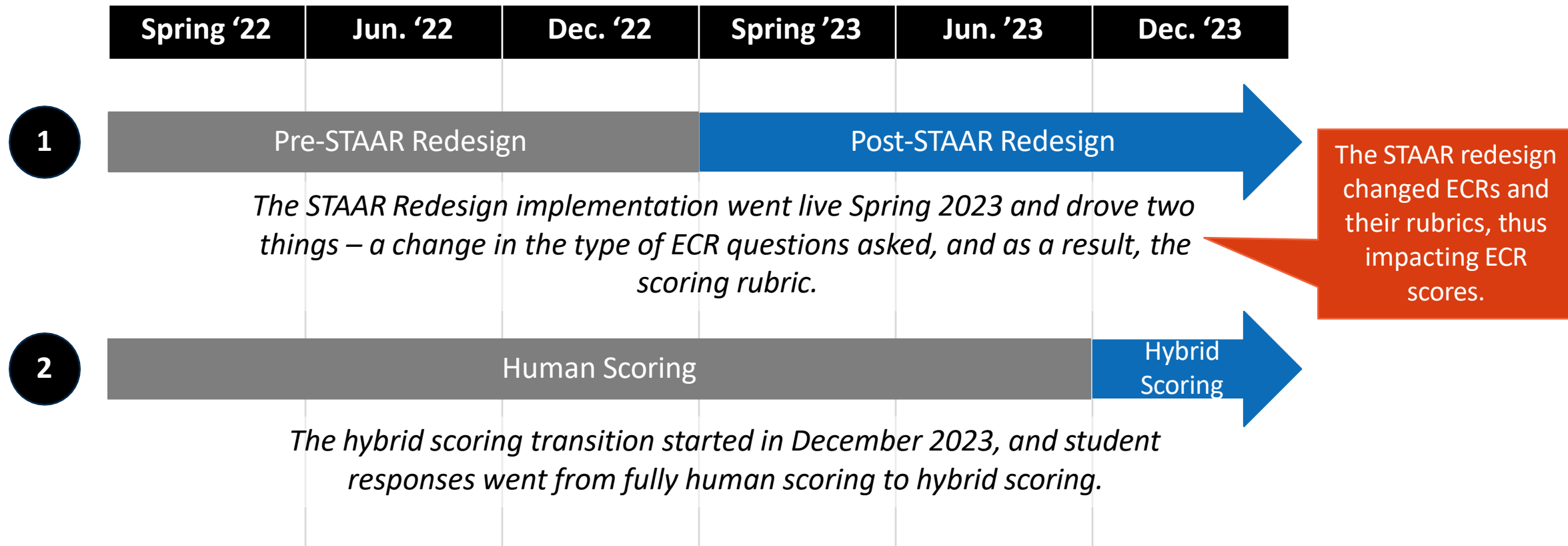
Condition codes indicate that a response uses just a few words, uses mostly duplicated text, is written in another language, consists primarily of text from the passage, uses vocabulary that does not overlap with the vocabulary in the subset of responses used to program the ASE, or uses language patterns 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.

All Student Reponses

Auto Scoring Engine

Human scorers are used to monitor the engine during the admin window for quality control purposes

Scenario 2:
Engine flags responses for double human scoring (assignment of condition codes or low confidence)

Scenario 3:
Random sample of responses for double human scoring

At least 25% responses

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

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Supporting Student Success

There are two timelines and changes to account for with respect to constructed-response questions

Spring '22	Jun. '22	Dec. '22	Spring '23	Jun. '23	Dec. '23

1

Pre-STAAR Redesign ———→ Post-STAAR Redesign →

The STAAR Redesign implementation went live Spring 2023 and drove two things – a change in the type of ECR questions asked, and as a result, the scoring rubric.

The STAAR redesign changed ECRs and their rubrics, thus impacting ECR scores.

2

Human Scoring ———→ Hybrid Scoring →

The hybrid scoring transition started in December 2023, and student responses went from fully human scoring to hybrid scoring.

Based on stakeholder feedback, constructed-response questions were redesigned to ask students to use evidence from text

Pre-STAAR Redesign
Writing responses to standalone prompts

Spring 2022 English I EOC Example

STAAR Redesign Implementation
Writing responses using evidence from text

Spring 2023 English I EOC Example

In addition, the redesigned educator-approved rubrics for ECR questions introduce a possible score of zero

Pre-STAAR Redesign

Lowest score that could be assigned to a response was a 2.

Zeros were only reserved for unscorable responses (i.e., blank books, random characters, etc.).

STAAR Redesign Implementation
Students could earn a zero through the rubric or through a non-scoreable response.

English I
Constructed Response Scoring Guide

English I Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	• **Controlling idea/Thesis is clear and fully developed** The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs in grades 6 through EII, evidence is drawn from both texts. The response reflects a thorough understanding of the writing purpose. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	• **Controlling idea/Thesis is present and partially developed** A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. • **Organization is limited** A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking. • **Evidence is limited and may include some irrelevant information** The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. • **Expression of ideas is basic** The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

English I
Constructed Response Scoring Guide

Score Point	
1	• **Controlling idea/Thesis is evident but not developed** A controlling idea/thesis is present but not developed appropriately in response to the writing task. • **Organization is minimal and/or weak** An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • **Evidence is insufficient and/or mostly irrelevant** Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. For pairs in grades 6 through EII, evidence is drawn from only one text. The response reflects a limited understanding of the writing purpose. • **Expression of ideas is ineffective** The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.
0	• A controlling idea/thesis may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. ***Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.***

Score Point	Conventions
2	Student writing demonstrates **consistent command** of grade-level-appropriate conventions, including correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has few errors, but those errors do not impact the clarity of the writing.

English I
Constructed Response Scoring Guide

Score Point	
1	Student writing demonstrates **inconsistent command** of grade-level-appropriate conventions, including limited use of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates **little to no command** of grade-level-appropriate conventions, including infrequent use of or no evidence of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

STAAR Data

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Supporting Student Success

Creating high-quality state assessments is a rigorous process that includes educators across multiple steps

Educator involvement

Assessment Design

1. Assessment design framework is developed*

2. Assessment blueprints are developed*

3. Educator advisory committees provide feedback*

Passage and Item Development

4. Professional item writers develop new passages & items

5. TEA content specialists review passages & items

6. Educator external review committees review passages & items

It takes over two years from assessment design to scoring and reporting.

Thus, any changes to assessments must be planned far in advance.

Test construction

12. Educator "rangefinding" to support consistent grading of essays

11. Items are accommodated

10. Operational test forms are created from item bank

Field testing

9. Items with good data are added to the item bank

8. Field tested items and statistical data are reviewed

7. Items are field tested

Admin & QC

13. Assessments are administered

14. Performance review

Scoring and reporting

15. Standard setting is completed with educator input*

16. Assessments are scored

17. Score reporting occurs

18. Technical reports are written

*Does not occur every year

Supporting Student Success

Equating ensures that the STAAR test is the same level of difficulty each year

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

Least Difficult   **Most Difficult**

0 lbs   5 lbs   10 lbs

= More Difficult Item

= Less Difficult Item

= Different colors represent different SEs

7 lbs   **7 lbs**

Test Difficulty   **Test Difficulty**
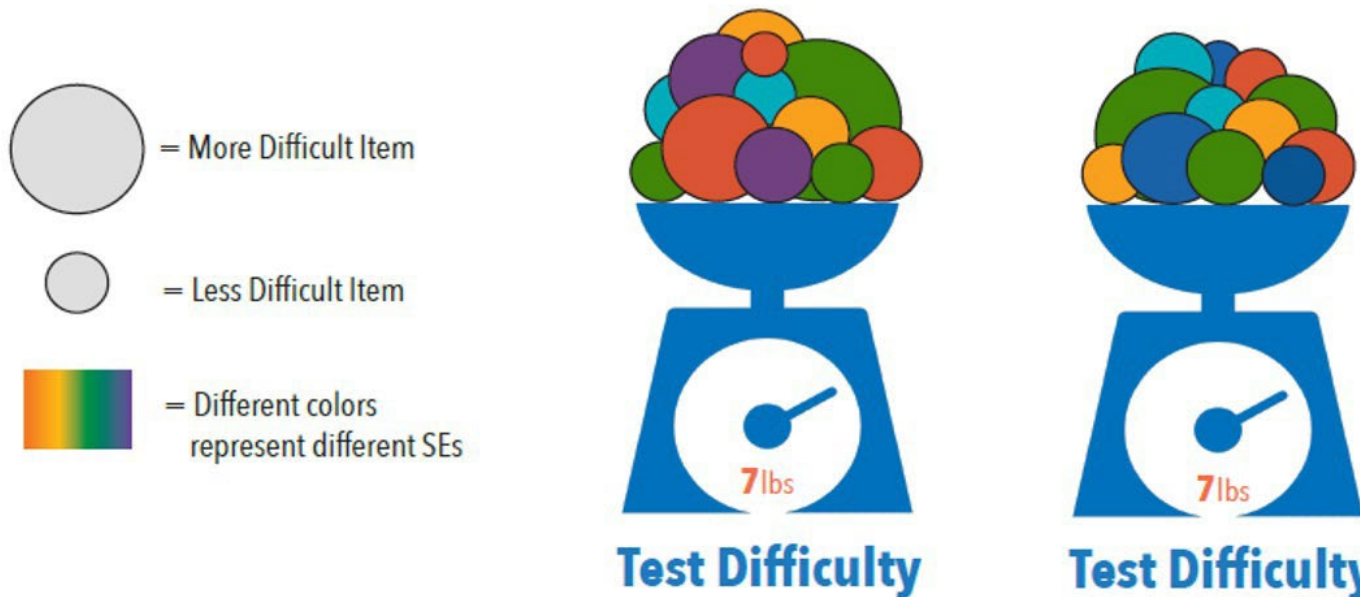
Click to see STAAR FAQ video: "How do we know the STAAR test is the same level of difficulty from year to year".

STAAR RLA: Grades 3 through 8
Comparing the Spring 2023 and 2024 Test Administrations

RLA	Performance	Spring 2023	Spring 2024	Change in Meets
3	Approaches	75%	72%	-
3	Meets	48%	46%	**-2%**
3	Masters	19%	20%	-
4	Approaches	76%	79%	-
4	Meets	46%	49%	**+3%**
4	Masters	21%	22%	-
5	Approaches	80%	78%	-
5	Meets	55%	53%	**-2%**
5	Masters	28%	28%	-

RLA	Performance	Spring 2023	Spring 2024	Change in Meets
6	Approaches	75%	75%	-
6	Meets	50%	54%	**+4%**
6	Masters	21%	25%	-
7	Approaches	77%	72%	-
7	Meets	52%	52%	**No Change**
7	Masters	26%	28%	-
8	Approaches	82%	79%	-
8	Meets	56%	54%	**-2%**
8	Masters	27%	28%	-

STAAR RLA: English I and English II
Comparing the Spring 2023 and 2024 Test Administrations

Subject	Performance	Spring 2023	Spring 2024	Change in Meets
English I	Approaches	71%	67%	-
English I	Meets	54%	54%	**No Change**
English I	Masters	14%	17%	-
English II	Approaches	74%	74%	-
English II	Meets	56%	60%	**+4%**
English II	Masters	9%	9%	-

The STAAR redesign did not negatively impact overall test performance

	Pre-STAAR Redesign	Post-STAAR Redesign	
	Human Scoring	Hybrid Scoring	

		Spring '22		Spring '23		Spring '24	
English 1	Approaches or Above on EOC	**63%**	→	**71%**	→	**67%**	
	Number Testers	*499,921*		*517,385*		*488,005*	
English 2	Approaches or Above on EOC	**71%**	→	**74%**	→	**74%**	
	Number Testers	*441,811*		*469,426*		*464,030*	

The test equating process (see slide 13) means that while individual items can be easier or harder in a given year, the mix of item difficulty is balanced across years, so overall performance on the test stayed the same or increased.

TEA | Texas Education Agency | TEXAS ASSESSMENT

Supporting Student Success

The variation in zero rates did not negatively impact overall test performance

				Post-STAAR Redesign			
				Spring '23		**Spring '24**	
English 1	Zero on ECR			**25%**	→	**40%**	
	Approaches or Above on EOC			**71%**	→	**67%**	
	Number of Testers			*517,385*		*488,005*	
English 2	Zero on ECR			**25%**	→	**31%**	
	Approaches or Above on EOC			**74%**	→	**74%**	
	Number of Testers			*469,426*		*464,030*	

Individual items (like ECRs) can be easier or harder in a given year, so we expect to see some variation in ECR zero rates across tests

However, the mix of item difficulty is balanced across years through equating (see slide 16). Overall performance on the test has stayed largely consistent

Data review ensures items are valid and reliable. The adjudication process for text entry items ensures responses are reviewed when students provide unique answers

## Field Test Data Review: All Item Types

1. **Reviewers**: TEA content specialists and the assessment vendor review the data received from the field-tested items.

2. **Criteria:** Content specialists decide the appropriateness for each item to be included in the summative bank.

3. **Considerations**: Decisions are content-based, and the statistical data can support it. These items are saved for future STAAR use.

Adjudication Review: Text Entry Items

1. **Reviewers:** TEA content specialists and the assessment vendor review every unique response submitted for text entry items.
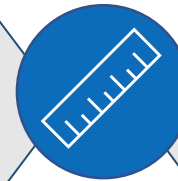
2. **Criteria**: Student responses must indicate an understanding of the skill and task.

3. **Considerations:** Students may provide other technically correct answers (i.e., capital letters, misspellings, spacing, etc.).

Adjudication for text entry items ensures students will get credit even if the response includes an error

Read the sentences from paragraph 8.

> As more young men began to seriously compete in sports, athletics became an important element of social status. Games also began to attract more spectators and to spread to other countries.

Enter your answer in the box.

In these sentences, the word [spectators] has a root word that means "to watch" in Latin.

6 (2)(C) determine the meaning and usage of grade-level academic English words derived such as mis/mit, bene, from Greek and Latin roots man, vac, scrib/script, and jur/jus.

Sample responses:

SPECTTE, Sepectaors, Specto, Spectord, sbectatorn, seoctators, spatker, specer, spectacle, spectad, stectate, stpectato, zpectators

Adjudication for text entry items ensures students will get credit even if the response includes an error

English I (2)(B) analyze context to distinguish between the denotative and connotative meanings of words.

Enter your answer in the box.

In paragraph 7, the word reciprocal means "shared, felt, or done by both sides."

Sample responses:

Feciprocal, Geciprocal, eciprocal, heciprocal, inpcial, RCIPROLA, reciplroca, reciprocak, reciprooca, rreciproca, teciprocal

Adjudication for text entry items ensures students will get credit even if the response includes an alternate answer

Read the dictionary entry.

> **engaging** \in-'gā-jiŋ\ v
>
> **1.** entering into competition or combat **2.** doing or taking part in a specific activity **3.** coming together to interlock various components **4.** arranging or obtaining the services of another

Which definition best matches the use of the word *engaging* in paragraph 1?

In the dictionary entry, Definition [**2**] best matches the use of the word *engaging* in paragraph 4 of the article "The Power of Open-Ended Play."

Enter your answer in the box.

English I (2)(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

Sample responses: doing, taking part, doing activity, specific activity, do/take part, 2 is answer, 2/two, meaning 2, number 2, option 2, i think it is 2, 2?, sentence 2

Adjudication for text entry items ensures students will get credit even if the response includes an alternate answer

Enter your answer in the box.

The third-person [**subjective**] point of view in the excerpt helps the reader understand why Lucas puts the coin in his pocket in paragraph 12.

7 (9)(E) identify the use of literary devices, including subjective and objective point of view;

Sample response: limited

Third-person subjective point of view can also be referred to as third-person limited point of view; the terms are interchangeable, and both would be correct.

Reading Language Arts (RLA) Resources

Several RLA Resources can be found on the STAAR Resources and Reading Language Arts Resources websites

STAAR Resources

STAAR Reading Language Arts Resources

http://tea.texas.gov/student-assessment/testing/staar/staar-resources

http://tea.texas.gov/student-assessment/testing/staar/staar-reading-language-arts-resources

RLA Resources include…

A. Assessed curriculum (AC) TEKS that are eligible for assessment

B. Blueprints for each grade level that guide how each test is constructed

C. Scoring guides for each grade level that provide student exemplars at all score points for constructed responses

D. Writing rubrics for constructed responses

E. A Scoring Process Document for STAAR Constructed Responses

F. Released test questions for STAAR online assessments

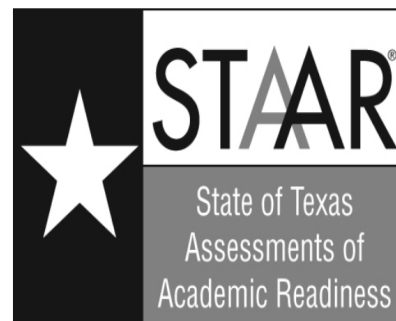G. Optional, online student interim assessments that align to the TEKS

A) Assessed curriculum documents identify which TEKS are eligible for assessment

These are available for English grades 3-8, Spanish grades 3-5, and English I and II; include student expectations for the written essay.

STAAR Spanish — State of Texas Assessments of Academic Readiness —Spanish Version—

Grade 3 Reading Language Arts Assessment

STAAR — State of Texas Assessments of Academic Readiness

Grade 6 Reading Language Arts Assessment

Written Essay   Grade 3

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(B)   write a response to a literary or informational text that demonstrates an understanding of a text; **Readiness Standard**

(12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B)   compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **Readiness Standard**

(C)   compose argumentative texts, including opinion essays, using genre characteristics and craft; **Readiness Standard**

B) Blueprints for each grade level that guide how each test is constructed

STAAR Grade 5 Reading Language Arts Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Reading	Readiness:	13	24-26	26-28
	Supporting:	18		
2: Writing	Readiness:	12	15-17	24-26
	Supporting:	12		
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		38	38
	2-point questions (non-multiple choice)		2	4
	Extended Constructed Response		1	10
Total			**41**	**52**

All TEKS,
Readiness and deep ideas
and requi
Supporting ed ideas or
concepts tal points on
the base

Each blueprint includes a breakdown of the number of questions on each test as well as a general overview of how STAAR questions are developed and reviewed by Texas teachers

STAAR nowledge.

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are 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: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

STAAR Reading Resources, Grades 3–8   *STAAR Resources for all Assessments*   *STAAR Redesign Resources*

Texas Education Agency, Student Assessment Division, August 2022

STAAR Grade 5 Reading Language Arts Test Design

STAAR Test	Passages	Number of Items	Reading Load
Base Test *These items contribute to the student's score.*	The **reading** section of the base test includes • Two single reading passages and • A paired reading passage (two passages read together)	The **reading** section of the base test includes • 24 to 26 multiple-choice and non-multiple-choice items	Approximately 3,190 words maximum†
	The **writing** section of the base test includes • Two revising passages, • Two editing passages, and • One extended constructed response (composition)	The **writing** section of the base test includes • 15 to 17 multiple-choice and non-multiple-choice items, including the extended constructed response, which is a written response to a single or paired	
Fie *These items do n stud*			ely 750 mum†

†Although the length

Reading Language Arts (RLA) blueprints also include a breakdown of passages, reading load, genres, and passage considerations, including a note about cross-curricular passages

Eligib	
Passages may be from any of the following genres: **Literary** Fiction Drama Poetry Literary Nonfiction **Non-literary** Informational§ Argumentative§ Correspondence§ Persuasive§	Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration: • Passages represent polished, high-quality writing and are considered exemplary samples of the eligible genres. • Passages include reliable and accurate information. • Passages are unbiased against or toward any group or culture. • Passages are as engaging as possible for students. • Passages are appropriate for the intended grade level, including readability indicators. • Passages contain enough content to assess multiple student expectations.

§100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 5. The majority of topics for these cross-curricular passages will come from social studies and science. The rest will come from fine arts, health, physical education, technology applications, and mathematics (personal financial literacy only).

Texas Education Agency, Student Assessment Division, August 2022

https://tea.texas.gov/student-assessment/testing/staar/staar-reading-language-arts-resources

C) Scoring guides for each grade level that provide student exemplars at all score points for constructed response items

One guide per grade level includes:

- Constructed response prompts from the STAAR RLA operational test
- Actual student reading and writing constructed responses
- Annotations aligned to the components of the writing rubrics
- And...

Grade 6 Extended Constructed Response

Prompt

Read the excerpt from *The Last Wild Place* and the poem "A Wave of a Day." Based on the information in both selections, write a response to the following:

Explain how Chip in the excerpt from *The Last Wild Place* and Xavier in the poem "A Wave of a Day" behave **SIMILARLY** to each other.

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

Score Point 0

Response 1

> They both know stuff and they both teached a person about what they know and they are also good at what they do

Organization and Development of Ideas: 0

The writer of this response presents a controlling idea, but it is not developed ("They both know stuff and they both teached a person about what they know"). The response lacks an introduction and a conclusion. In addition, organization, development, and evidence are not evident. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

Please note that if a response receives a score point 0 in the Organization and Development of Ideas, the response will also earn 0 points in the Conventions trait.

NEW 2024 Scoring Guides will include a section for off-topic responses

Grade 6 Reading Language Arts
Constructed-Response Scoring Guide

Condition Code: Off Topic

During the scoring process, the Automatic Scoring Engine (ASE) assigns a "condition code" to student responses that are determined to be non-scorable by the ASE. The following student responses included language patterns that reflected an off-topic response and received the associated condition code. Responses that do not address the prompt receive a score of zero.

Response 1

i was going to go on a rolar coster and it loked really scare and I didni't want to go but my sister told me that it well be allright so i went.

https://tea.texas.gov/student-assessment/testing/staar/staar-reading-language-arts-resources

D) Writing rubrics for constructed response items

Constructed Response Type	Rubric
Extended Constructed Response	Scored using a five-point rubric
Reading Short Constructed Response	Scored using a two-point item-specific rubric
Writing Short Constructed Response	Scored using a one-point rubric

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Supporting Student Success

Two modes of writing are scored using the Informational Writing Rubric or the Argumentative/Opinion Writing Rubric

Texas STAAR Informational Writing Rubric – Grades 3-5

Score Point	Organization and Development of Ideas
3	• **Central idea is clear and fully developed** The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	• **Central idea is present and partially developed** A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. • **Organization is limited** A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking. • **Evidence is limited and may include some irrelevant information** The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. • **Expression of ideas is basic** The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

Texas STAAR Argumentative/Opinion Writing Rubric – Grades 3-5

Score Point	Development and Organization of Ideas
3	• **Argument/opinion is clear and fully developed** The argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the argument/opinion. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the argument/opinion. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	• **Argument/opinion is present and partially developed** An argument/opinion is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. • **Organization is limited** A purposeful structure that includes an introduction and conclusion is present. An organizational structure may be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. Sentence-to-sentence connections and clarity may be lacking. • **Evidence is limited and may include some irrelevant information** The response may include some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. • **Expression of ideas is basic** The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken

Informational Writing Rubric - Organization and Development of Ideas

Texas STAAR Informational Writing Rubric – Grades 3-5

Score Point	Organization and Development of Ideas
3	• **Central idea is clear and fully developed** The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	• **Central idea is present and partially developed** A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. • **Organization is limited** A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking. • **Evidence is limited and may include some irrelevant information** The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. • **Expression of ideas is basic** The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

Organization and Development of Ideas:
- **The central idea/controlling idea/thesis must be clearly identified. The writing needs to be focused on the controlling idea/thesis throughout the response.**
- **Students must develop their essays with specific, well chosen, and relevant evidence that gives meaning to the ideas presented and provide the reader with a clear understanding of the student's ideas. The student should give thought to the details and word choice and then choose the details and words that best and most clearly support the central idea.**

Informational Writing Rubric - Organization and Development of Ideas, cont.

Texas STAAR Informational Writing Rubric – Grades 3-5

Score Point	Organization and Development of Ideas
3	• **Central idea is clear and fully developed** The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
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Organization and Development of Ideas:
- **Students must present an organized essay and remain focused on their central idea. Everything a student writes should support his/her controlling idea/thesis and add to the reader's understanding. Sentences that do not do this weaken the unity and coherence of the essay. Students must organize their ideas so that each idea logically connects to the next idea. Each sentence moves the essay forward and deepens the reader's understanding. Remember that good progression is based on the logical flow of one idea to the next; whether paragraphs have been indicated does not impact the score.**

Writing Rubric - Conventions

Score Point	Conventions
2	Student writing demonstrates **consistent command** of grade-level-appropriate conventions, including correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has few errors, but those errors do not impact the clarity of the writing.
1	Student writing demonstrates **inconsistent command** of grade-level-appropriate conventions, including limited use of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates **little to no command** of grade-level-appropriate conventions, including infrequent use of or no evidence of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Conventions:
- **Students must be able to apply the conventions of the English language to write well. They must demonstrate the ability to follow the rules of correct sentence construction, punctuation, capitalization, grammar, and spelling. They must be able to write effective sentences and use words and phrases that enhance the reader's understanding of their ideas. Although students are not expected to produce error-free writing on the test, they are expected to write as clearly and correctly as possible.**

Short Constructed Response Scoring

English I Reading Short Constructed Response

Prompt:

Use the selection "Credit Where Credit Is Due" to answer the following question.

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

Based on the information in paragraph 8, what can the reader most likely infer about how individual artists feel about the internet's impact on their career. Support your answer with evidence from the selection.

The student gives a brief explanation in their own words to demonstrate their understanding of the prompt and supports their answer with evidence from the selection.

Two Point Rubric – Full Credit

Item-Specific Rubric

Score: 2

Exemplar:

A complete response will provide, but is not limited to, one of the following explanations about what the reader can most likely infer about how individual artists feel about the internet's impact on their careers:

- The reader can most likely infer that individual artists feel the internet has caused them to lose money.
- The reader can most likely infer that individual artists feel the internet has taken away their ownership of their work.

A complete response will include at least one piece of supporting evidence from the text.

A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:

- *Today, the internet gives billions of people access to a vast array of information and artistic work.* (paragraph 8)
- *Unfortunately, though, the internet also makes it easier than ever for people to use ideas or artwork without giving credit or compensation.* (paragraph 8)
- *As expert James V. Delong argues, "In the entertainment field, individual artists have always had a hard time making a buck, but the trend, as intellectual property rights become less reliable, is toward ever-greater industrial concentration."* (paragraph 8)
- *According to Delong, intellectual property rights are being eroded in part because individual artists find it virtually impossible to control the use—or theft—of their creations by potentially huge numbers of internet users.* (paragraph 8)

Evidence is accurately used to support the response.

The response and the evidence to support it are based on the text.

Scored using a two-point item-specific rubric:
- **To obtain full credit (2 points), the student will correctly explain what the reader can mostly likely infer about how individual artists feel about the internet's impact on their careers using supporting evidence from the selection.**

Two Point Rubric – Partial or No Credit

English I
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Score: 1

Partial Credit

A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided.

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about what the reader can most likely infer about how individual artists feel about the internet's impact on their careers.

Score: 0

No Credit

- The response is incorrect.
- The response is not based on the text.
- No response is provided.

Scored using a two-point item-specific rubric:

- To obtain partial credit (1 point), the student will correctly explain what the reader can most likely infer about how individual artists feel about the internet's impact on their careers without using supporting evidence from the selection, or no evidence is provided, or the student will cite relevant text evidence without an accurate answer to the question.
- Students will receive 0 points if the response is incorrect, not passage based, or no answer is provided.

Short Constructed Response One-Point Rubric

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

Grade 4 Writing Short Constructed Response

Passage: "Marvelous Marfa"

Original Paragraph:

> (29) Many artists soon followed Judd to Marfa. (30) Their presence led to more museums and to more galleries and to more festivals. (31) Today, art lovers come to Marfa from all over the world. (32) They are excited to view the interesting art that is found there.

Prompt

Words are repeated in sentence 30. In the space provided, rewrite sentence 30 in a clear and effective way.

Item-Specific Rubric

Score: 1

The response is a complete sentence that expresses the ideas in a clear and effective way.

Score: 0

The response is not a complete sentence or does not express the ideas in a clear and effective way.

The student gives a brief explanation in their own words to demonstrate their understanding of the content.

Scored using a one-point rubric:
- To obtain full credit (1 point), the student will compose a complete sentence that expresses the ideas in a clear and effective way.
- Students will receive 0 points if the response is not a complete sentence, or it does not express the ideas in a clear and effective way.

E) A Scoring Process Document for STAAR Constructed Responses
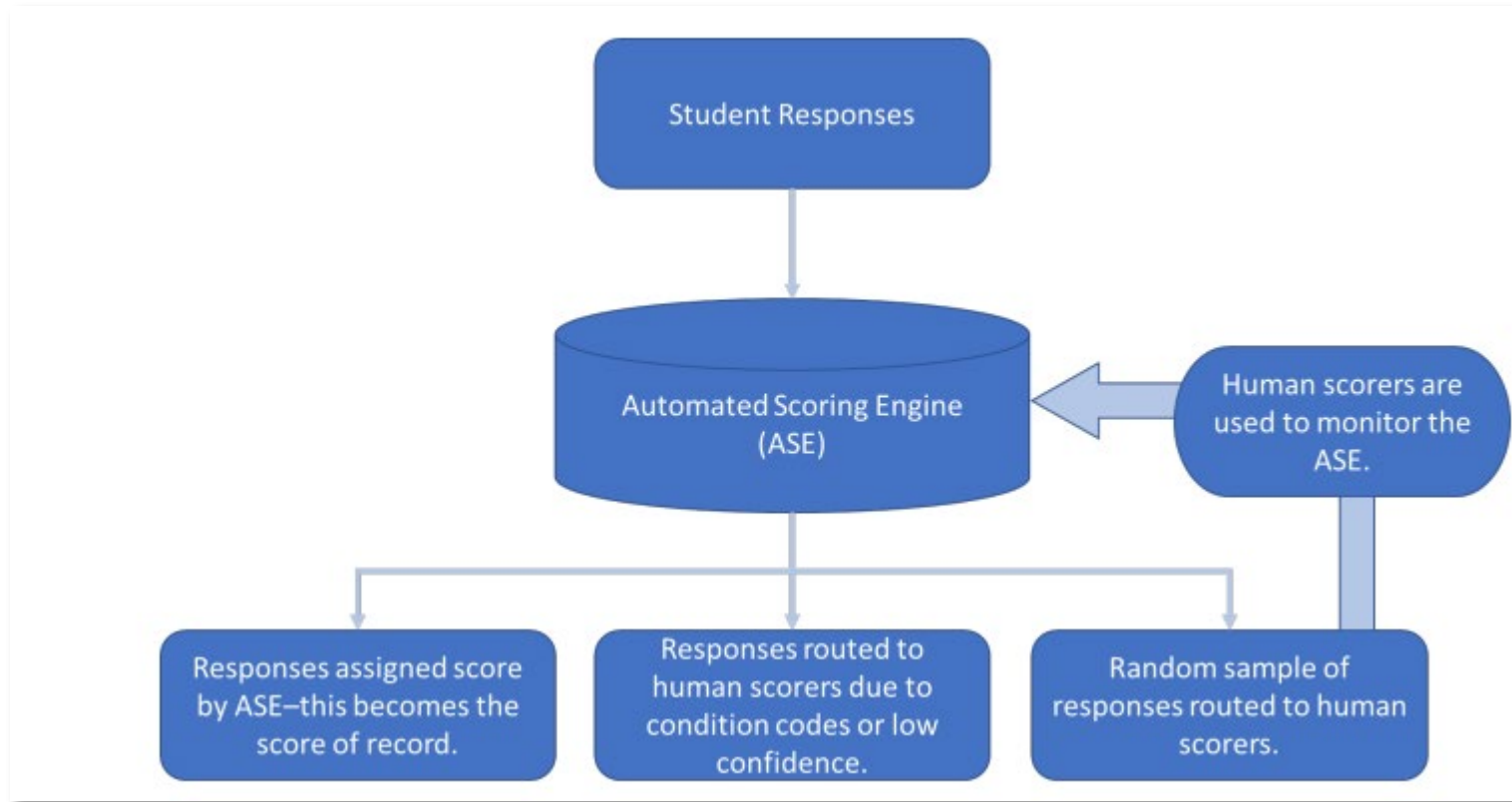
This document outlines the scoring process the Texas Education Agency (TEA) uses for STAAR SCRs and ECRs.

https://tea.texas.gov/student-assessment/testing/staar/scoring-process-staar-constructed-response.pdf

F) Released test questions for STAAR online assessments

Released test questions: https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions

Practice Test Site:
https://login6.cambiumtds.com/student_core/V99/Pages/LoginShell.aspx?c=Texas_PT&a=Student

- Beginning with the 2022–2023 school year, STAAR assessments were administered primarily online.

- Released test questions for STAAR online assessments are available on the Practice Test Site.

- PDF versions of STAAR released tests are no longer available since STAAR is now an online assessment with technology enhanced items.

G) Optional, online student interim assessments that align to the TEKS

STAAR Interim Assessments may be used to:

- monitor academic improvement, which may be especially helpful for students who are performing below grade level;

- predict summative performance and guide student groupings for differentiation; and

- serve as a benchmarking instrument at the campus or district level.

Interim Testing Windows For 2024–2025

Window	Opening Date	Closing Date	Content Area
Window 1	October 14, 2024	December 20, 2024	Reading Language Arts and Mathematics
Window 2	October 14, 2024	April 4, 2025	Science and Social Studies
Window 3	January 21, 2025	April 4, 2025	Reading Language Arts and Mathematics

For more information regarding STAAR Interim Assessments, please visit the TEA STAAR Interim Assessments website.
https://tea.texas.gov/student-assessment/assessment-initiatives/staar-interim-assessments

Texas Educator Committees

Educator input is critical to the review, revision, and approval of high-quality test questions and ensures assessment questions reflect the kinds of questions students are asked in the classroom. Watch this video to hear educators reflect on their participation on these important committees.

Texas Educator Committees Application:
https://app.smartsheet.com/b/form/dd1f05842b8c4a71bc492ffa08e22ff9

Educator Recruitment Frequently Asked Questions:
https://files.portal.cambiumast.com/texas/Media/Resources/Educator%20Recruitment%20FAQ.pdf

Our contact information remains the same

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

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

[Assessment Help Desk](#)

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  https://public.govdelivery.com/accounts/TXTEA/subscriber/new

Thank you for your time and attention

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