

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

**Grades 3–8 Reading  
Grades 4 and 7 Writing  
English I, II, and III**

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# STAAR Writing Rubric

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- **Score Point 1—VERY LIMITED**
- **Score Point 2—BASIC**
- **Score Point 3—SATISFACTORY**
- **Score Point 4—ACCOMPLISHED**

**Teachers and students need to have an in-depth understanding of the writing rubric for each type of writing!**

# Scoring Model for STAAR

**Rubrics → Summed Scores → Weighting**

- **Rubrics (used in conjunction with student responses representing each score point) are the basis for assigning scores**
- **Two readers score each student response. If there is perfect or adjacent agreement, the two readers' scores are summed.**
- **Summed scores range from 2–8  
(0 = nonscorable)**

# Scoring Model for STAAR

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<b>SCORE 1</b>	<b>SCORE 2</b>	<b>SUMMED SCORE</b>	<b>CSR RATING</b>
0	0	0	<b>Nonscorable Performance</b>
1	1	2	<b>Very Limited Performance</b>
1	2	3	<b>Between Very Limited and Basic Performance</b>
2	2	4	<b>Basic Performance</b>
2	3	5	<b>Between Basic and Satisfactory Performance</b>
3	3	6	<b>Satisfactory Performance</b>
3	4	7	<b>Between Satisfactory and Accomplished Performance</b>
4	4	8	<b>Accomplished Performance</b>

# Scoring Model for STAAR

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## Weighting

- **Grade 4: compositions not weighted**
- **Grade 7: compositions weighted by 2**
- **English I: compositions weighted by 2**
- **English II: compositions weighted by 2**
- **English III: compositions weighted by 2**

# Scoring Model for STAAR

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Grade/ Course	MC Points	Comp Points (2 comps)	Points Overall Test	MC Percent	Comp Percent
4	28	16 (8 + 8)	44	64%	36%
7	40	32 (8 + 8 x 2)	72	56%	44%
Eng I	30	32 (8 + 8 x 2)	62	48%	52%
Eng II	30	32 (8 + 8 x 2)	62	48%	52%
Eng III	30	32 (8 + 8 x 2)	62	48%	52%

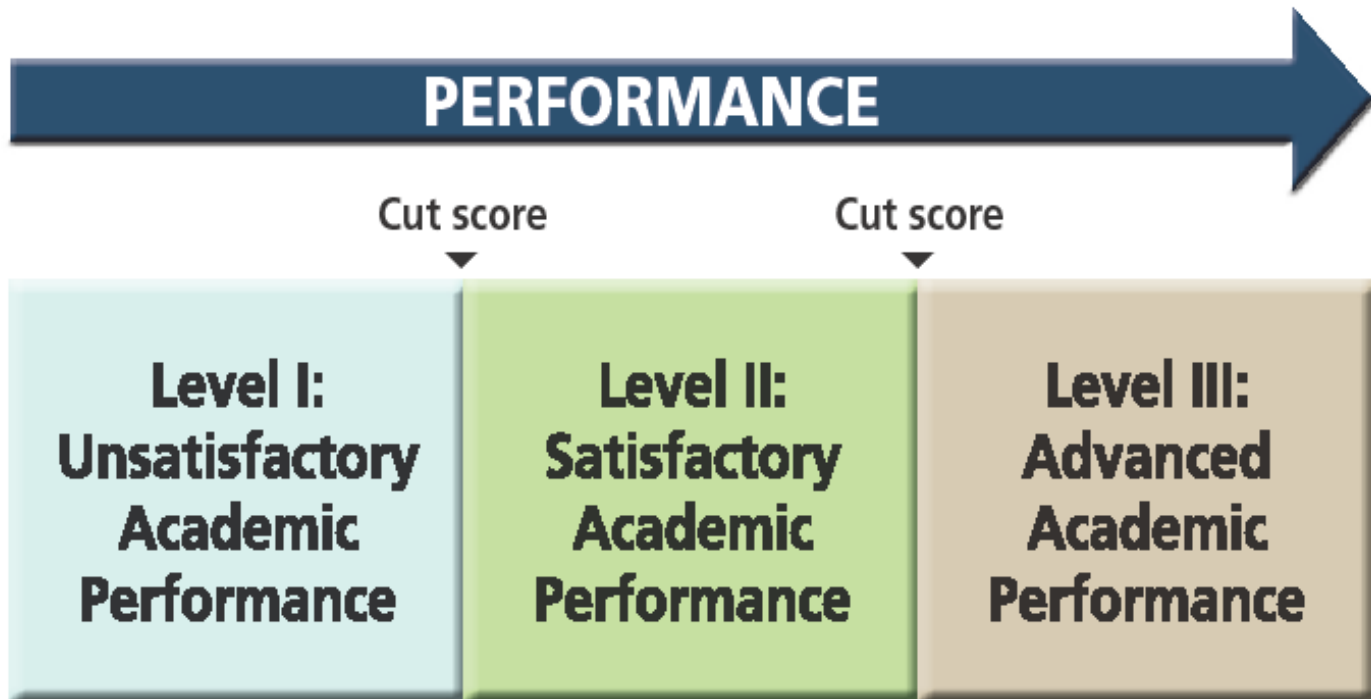
# Behind the STAAR Writing Design

7

- **Provides a broader picture of students as writers: can they write effectively for different purposes?**
- **Provides a more accurate assessment of the degree to which students are internalizing skills inherent in the writing process: as students become more experienced writers, do they become better able to apply writing skills in the context of actual writing tasks?**

# Performance Labels

8





# What Happened in English I Writing

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## Spring 2012 Results

- **Level I: 45%**
- **Level II: 52% (at least 40 points of 62)**
- **Level III: 3% (at least 57 points of 62)**

## Summer 2012 Results

- **Level I: 76%**
- **Level II: 24% (at least 40 points of 62)**
- **Level III: 0% (at least 57 points of 62)**

# What It All Means for Instruction: Questions that Require Answers

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- **Do students really understand the differences between revising and editing? Can students do both equally well?**
- **Do students know what the rubric for each purpose requires of them as writers? Can they distinguish a poorly crafted essay from one that is well crafted?**
- **Do students understand that the structure/form they use must “match” their purpose?**

# What It All Means for Instruction: Questions that Require Answers

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- **Do students understand what it means to be responsive to the prompt?**
- **Do students understand the concept of controlling idea? Can they distinguish a weak from an effective controlling idea? Can they create a specific controlling idea?**
- **Can students distinguish between a focused and unfocused piece? Can they sustain focus in their own writing? Do they understand the ways in which focus is lost?**

# What It All Means for Instruction: Questions that Require Answers

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- **Can students logically link their sentences within paragraphs and across paragraphs? Do they understand what smooth progression looks like? Do they understand what interrupts the progression of writing?**
- **Do students understand the purpose of transitions? Can they distinguish a perfunctory from a meaningful transition? Do they know how to create different kinds of transitions between sentences, ideas, and paragraphs?**

# What It All Means for Instruction: Questions that Require Answers

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- **Can students develop their ideas specifically? Do they understand that how they develop their ideas depends on their purpose for writing?**
- **Can students use language that is specific to the purpose and creates an appropriate tone?**
- **Can students write correctly? Do they understand that writing correctly makes their essay clearer and more effective?**

# In Good Writing Classrooms...

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- **Writing is a process; it is not the product of following a specific pattern or filling in the boxes.**
- **Students learn the connection between thinking and writing.**
- **Students know that the quality of writing is more important than the quantity of writing.**
- **There is balanced writing instruction: students are writing pieces of varying lengths and for different purposes; they are able to approach topics in a variety of ways**

# In Good Writing Classrooms...

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- **Writer's craft is actively taught; students have multiple opportunities to learn/practice how to make their writing more rhetorically effective.**
- **The focus of vocabulary and grammar instruction is on application, not on memorization.**
- **Every student's thinking and writing is valued.**

# **In Good Writing Classrooms...**

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**Teachers remember that the purpose of STAAR is to provide a snapshot of students as writers**

**It should not drive what happens on a daily basis in writing (and reading) classrooms!**

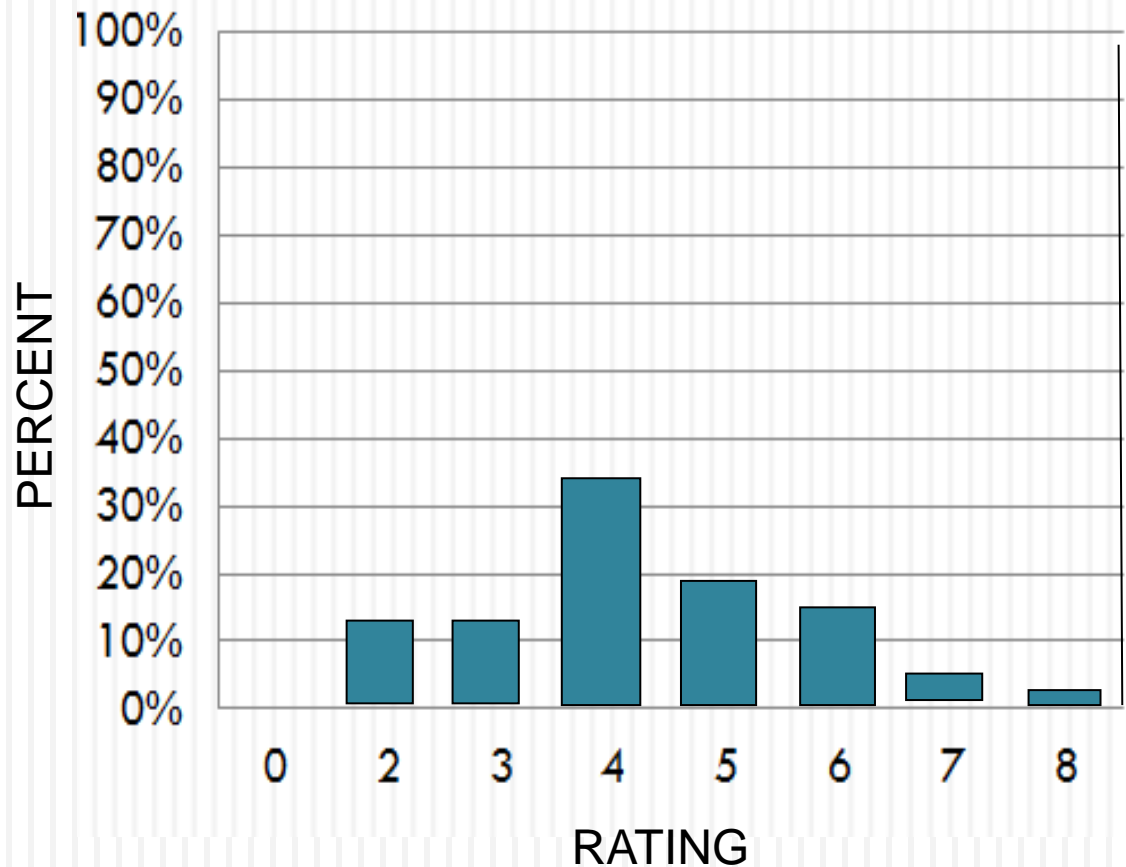


# STAAR Summary Report

## Grade 4 Personal Narrative

17

Rating	#	%
0		0
2		13
3		13
4		34
5		19
6		14
7		5
8		2
Total	332400	100

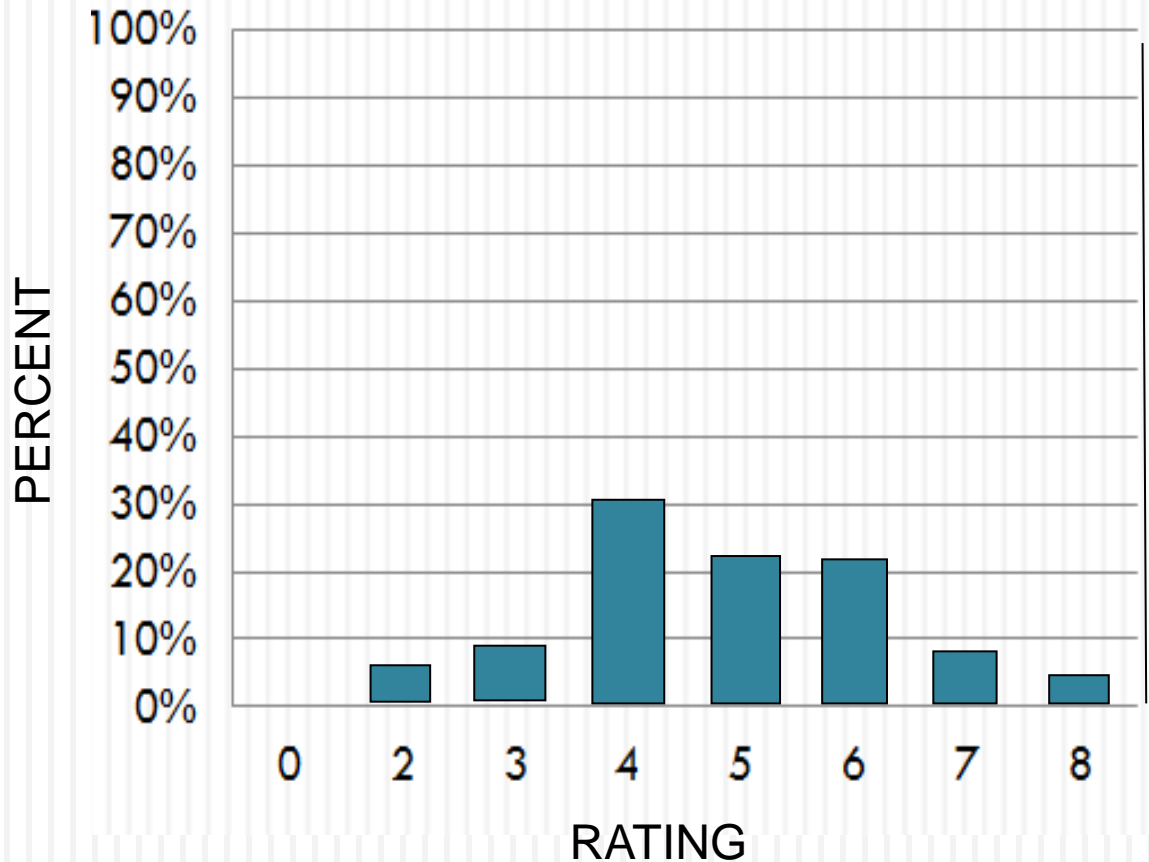


# STAAR Summary Report

## Grade 7 Personal Narrative

18

Rating	#	%
0		0
2		6
3		9
4		30
5		22
6		21
7		8
8		4
Total	347281	100

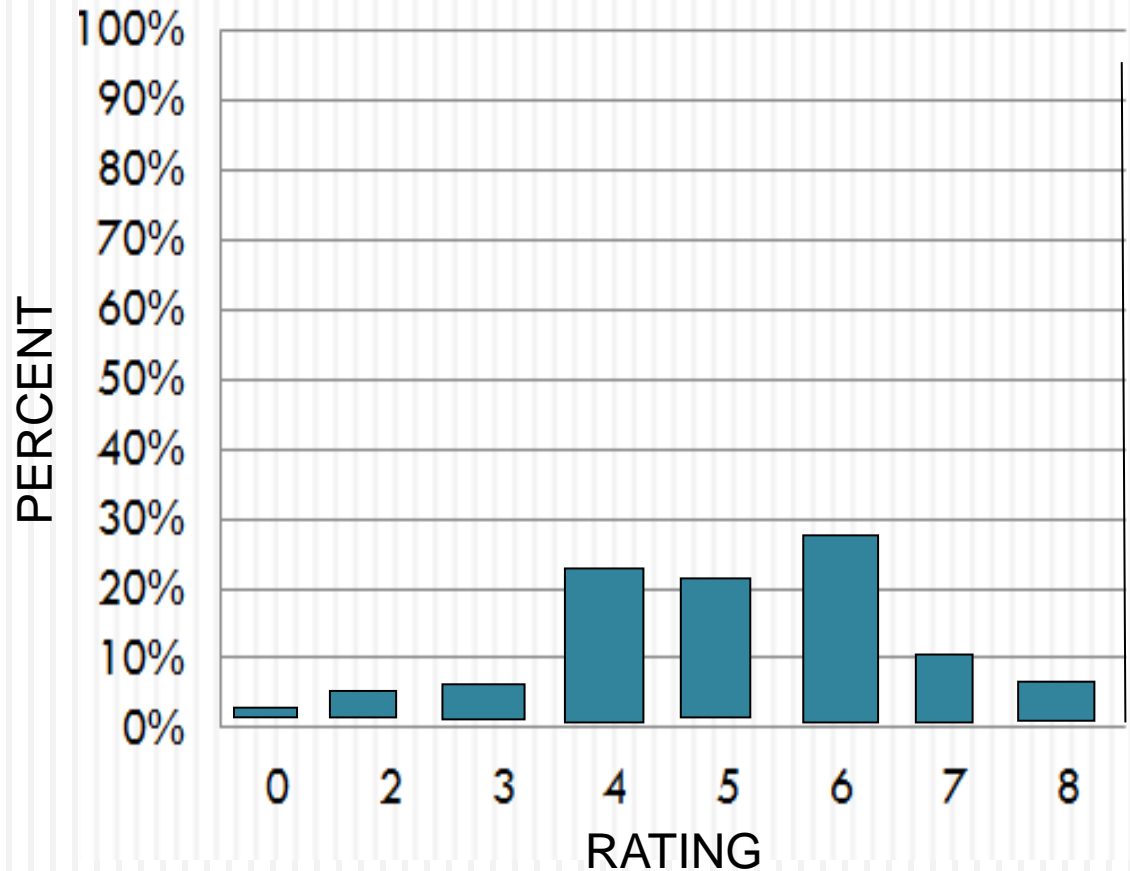


# STAAR Summary Report

## English I Literary

19

Rating	#	%
0		1
2		5
3		6
4		23
5		22
6		28
7		10
8		6
Total	334927	100



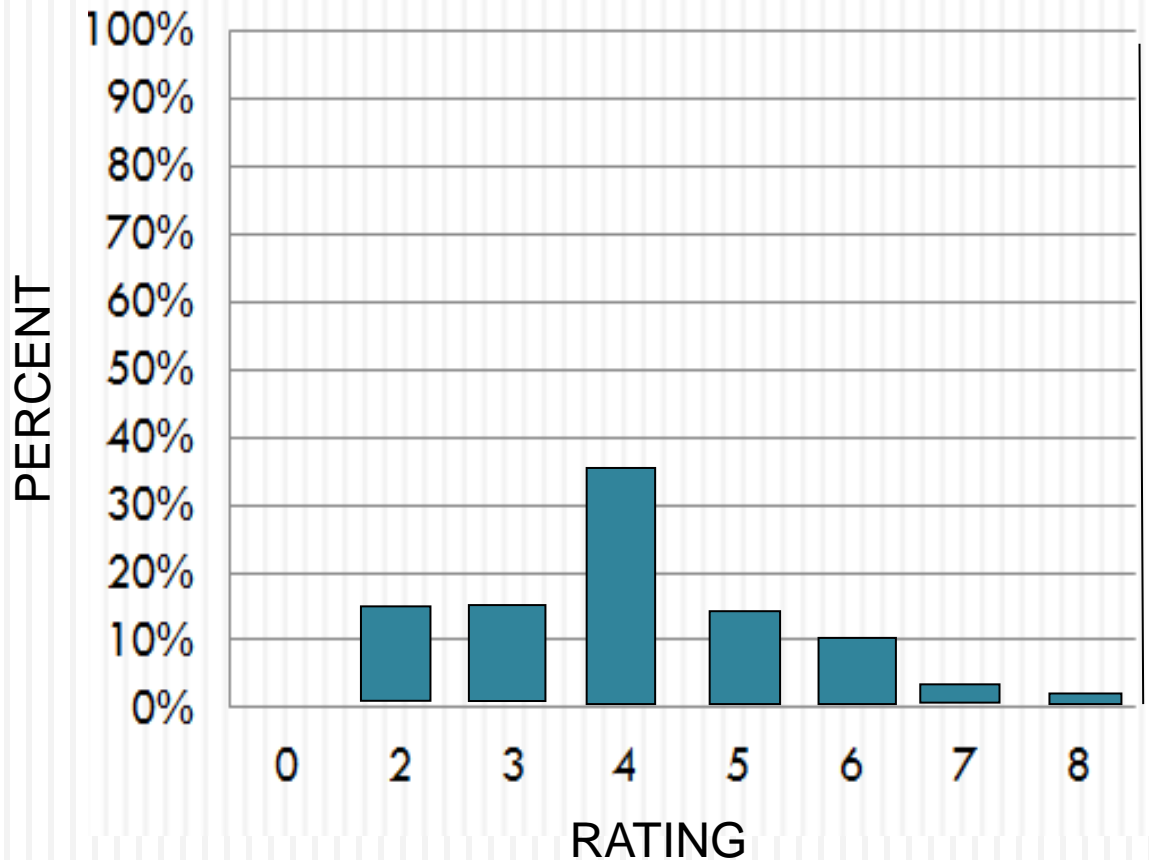
# STAAR Summary Report

## Grade 4 Expository Writing

20

20

Rating	#	%
0		0
2		15
3		16
4		38
5		17
6		10
7		2
8		1
Total	332400	100

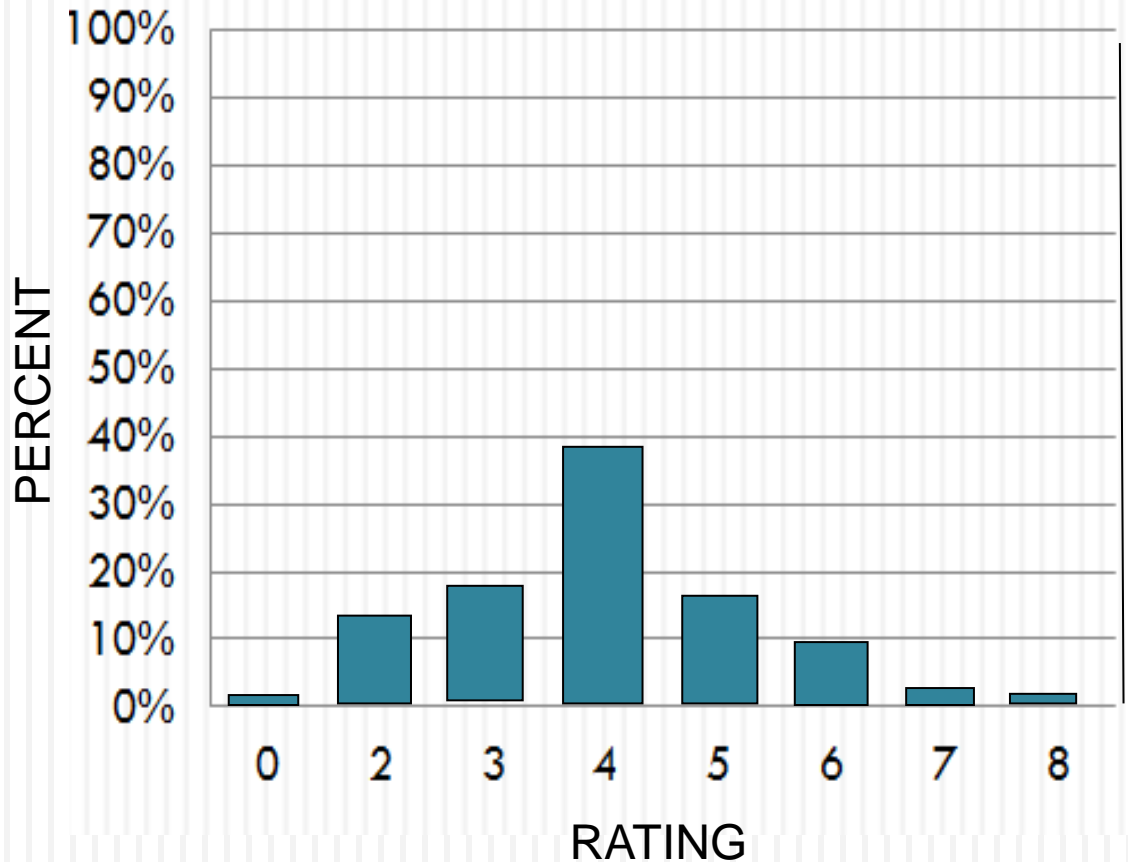


# STAAR Summary Report

## Grade 7 Expository

21

Rating	#	%
0		1
2		14
3		18
4		39
5		17
6		9
7		2
8		1
Total	347281	100



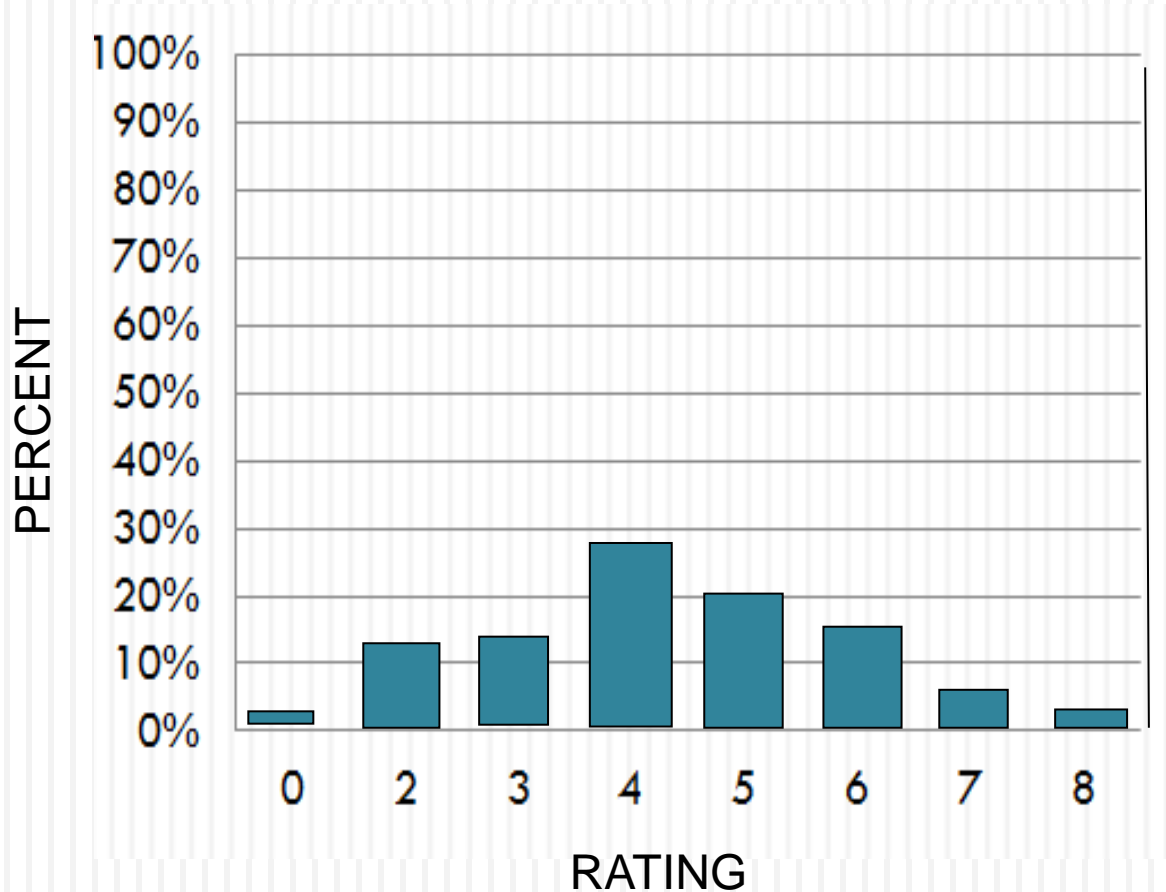
# STAAR Summary Report

## English I Expository

22

22

Rating	#	%
0		2
2		11
3		13
4		28
5		20
6		17
7		6
8		3
Total	334927	100



# Student Success on STAAR

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- **Teach both readiness and supporting skills**
- **Develop coherent instructional programs that integrate the scaffolding/building blocks necessary for students to do on-grade-level work**
- **Emphasize critical/inferential thinking, problem solving, and application rather than isolated skills**
- **Teach expository reading across the curriculum**

# Student Success on STAAR

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- **Teach students the academic vocabulary unique to each content area**
- **Reinforce the connections between different content areas (math and science, reading and writing, reading and science, reading and social studies, reading and math, writing and science, writing and social studies)**



# Student Success on STAAR

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- **Use benchmarks that have instructional value**
- **Teach students to use test-taking strategies judiciously, especially given the 4-hour time limit**

# CONTACT INFORMATION

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