

**Marshall High School
and MISD Present:**

**STAAR 2.0
Parent &
Community Night**

Tuesday, March 7, 2023

5:30-6:30

Marshall High School Auditorium





STAAR 2.0 Parent & Community Night & Title 1 Information Agenda

- Welcome
- Title 1 Information
- Parent & Family Engagement Policy Review/Evaluation
 - STAAR Redesign Overview & Components
 - STAAR Question Types; Grade Levels
 - MISD STAAR Roll-Out; Sequence of Item Type Focus
 - Cambium Practice
- Questions



STAAR 2.0

- The STAAR redesign (**STAAR 2.0**) is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019. The Texas Education Agency (TEA), working with a wide range of education stakeholders, including the Assessment Education Advisory Committee, has been exploring the most instructionally supportive approach to implementing these changes.



State and Federal laws require a redesign of Texas's state summative assessment (STAAR), **effective 2022-23**

HB 3906 in 2019 created **transformative changes to improve the STAAR program.**

- 75% multiple choice cap
- Transition to 100% online testing
- Through-year assessment pilot
- Interim and formative assessments

Additionally, the federal government requires Texas to assess the breadth of the TEKS, which for RLA includes **writing**.

These policies are intended to ensure **assessments engage students in the same ways they are learning in the classroom and reward good instruction** while continuing to accurately measure student mastery.

Source: TEA Presentation

- The redesign will be implemented in the state summative assessments administered in the 2022–2023 school year.



STAAR 2.0

- The STAAR redesign includes several components:
- Online Testing and Accommodations
- New Question Types
- Cross-curricular Passages
- Evidence-based Writing



STAAR 2.0

NEW ITEM TYPES

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		7

MULTISELECT

Description: Student can select more than one correct answer from a set of possible answers. Student will not be allowed to select more than the specified number of correct answers asked for within an individual question.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially(at least half) correct response.

Test Items are on

Math	RLA	Science	Social Studies
3-8, EOC	3-8, EOC	5, 8, EOC	8, EOC

Question Type: Multiselect

Example #1: Student view

This example is question #21 in the Algebra I sampler.

21

GUEST, GUEST



What are the domain and range of the function $f(x) = 3(x+9)^2 - 8$?

Select **TWO** correct answers.

☐ Domain: $x \geq -9$

☐ Domain: $y \geq -8$

☐ Domain: all real numbers

☐ Range: $x \geq -9$

☐ Range: $y \geq -8$

☐ Range: all real numbers

Question Type: Multiselect

Example #1: Student view

10

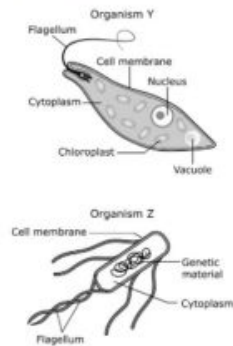
This example is question #9 in the Biology EOC sampler.

9

QUEST QUEST



Two single-celled organisms are shown.



Which statements accurately compare the two organisms?

Select **TWO** correct answers.

- ☐ Organism Y is a eukaryotic cell, while Organism Z is a prokaryotic cell.
- ☐ Organism Z has a complex structure, while Organism Y has a simple structure.
- ☐ Organism Y requires a host cell to reproduce, while Organism Z does not.
- ☐ Organism Z contains genetic material, while Organism Y does not.
- ☐ Organism Y contains membrane-bound organelles, while Organism Z does not.

INLINE CHOICE

Description: Student selects the correct answer(s) from one or more drop-down menu(s).

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response (at least half).

Math	RLA		Social Studies
3-8, EOC	3-8, EOC		8, EOC

Question Type: Inline Choice

Example: U.S. History EOC

This excerpt is from a presidential speech given in the 1930s.

It is possible that when the banks resume a very few people who have not recovered from their fear may again begin withdrawals. Let me make it clear that the banks will take care of all needs. . . . People will again be glad to have their money where it will be safely taken care of and where they can use it conveniently at any time. I can assure you that it is safer to keep your money in a reopened bank than under the mattress.

—President Franklin D. Roosevelt, March 12, 1933

Choose the correct answer from each drop-down menu to complete the sentences.

The Federal Deposit Insurance Corporation (FDIC) was created as a result of . One purpose of the FDIC was to .



World War I

the Roaring Twenties

Prohibition

the Great Depression

Question Type: Inline Choice

Example #1: Student view

This example is question #6 in the Grade 4 sampler.

6

GUEST, GUEST



Greg sorted his collection of baseball cards:

- He will give $\frac{1}{5}$ of his collection to his brother.
- He will sell $\frac{4}{10}$ of his collection to a card shop.

How much of his collection of baseball cards will Greg have left?

Choose the correct answer from the drop-down menu to complete the statement.

Greg will have of his collection left.

SHORT CONSTRUCTED RESPONSE

Description: Student gives a brief explanation in their own words to demonstrate their understanding of content. Character limit of 475 characters including punctuation. Character count does not include spaces.

Point value: Short constructed responses are graded on a rubric equal to 2 points

*Spelling **WILL NOT** count against the student **IF** the grader(s) understand what the student is trying to say

	RLA	Science	Social Studies
	3-8, EOC	5,8, EOC	8, EOC

Question Type: Short Constructed Response

Example: Biology EOC

Question Type: Short Constructed Response

Example #1: Teacher view

Item 11 Student: John 166, Doe036 Item 13

Current Item: 12 Score: 2/2 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)

ON

12

QUEST: QUEST

The image shows a region before and after deforestation.

Before Deforestation After Deforestation

How does the environmental change depicted in the image affect the ecosystem's stability **AND** its ability to recover from change?

Look at the image carefully. Then enter your answer and explanation in the box provided.

Rich text editor toolbar with options for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, and undo/redo.

The scoring model for this short constructed response question is:

- To obtain full credit (2 points), the student will correctly answer how the environmental change depicted in the image affects the ecosystem's stability and its ability to recover from the change.
- To obtain partial credit (1 point), the student will correctly answer how the environmental change depicted in the image affects the ecosystem's stability or its ability to recover from the change.
- Students will receive 0 points if the answer is missing, incorrect, or irrelevant.










A rubric is used to determine the score for a short constructed response question. A correct answer to this example will receive 2 points.

Question Type: Short Constructed Response

Example: English 2 EOC

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

How does the rising action in paragraphs 3 and 4 develop a theme in the excerpt? Support your answer with evidence from the excerpt.

B **I** **U** ***I_x***           

Chars 0/475

DRAG & DROP

Description: Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (a diagram, map, chart, etc.).

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response (at least half).

Math		Science	Social Studies
3-8, EOC		5,8, EOC	8, EOC

Question Type: Drag and Drop

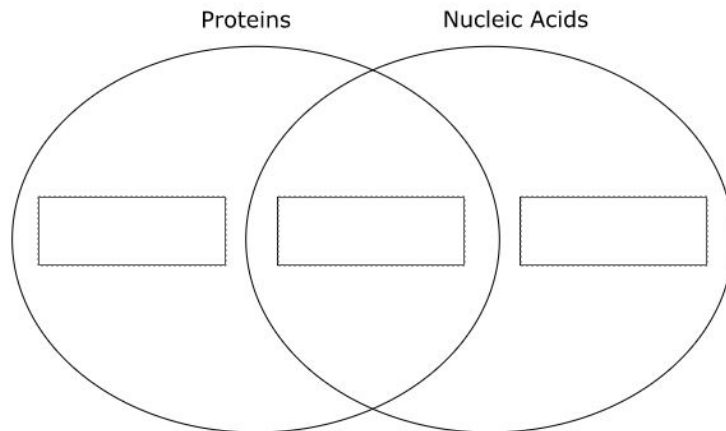
Example: Biology EOC

A Venn diagram comparing the functions of proteins and nucleic acids is shown.

Which functions **BEST** complete the Venn diagram?

Move the correct answer into each box. Not all answers will be used.

Provide energy	Are involved in translation	Encode genetic information	Transport substances	Provide insulation	Are stored as glycogen
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Question Type: Drag and Drop

Example #1: Student view

This example is question #7 in the Grade 8 sampler.

7

GUEST, GUEST



Determine which contribution explains each individual's significance to the American Revolution.

Move the answers to the correct boxes.

Summarized the reasons for breaking away from Britain in the Declaration of Independence

Became the first casualty of the American Revolution when he was killed at the Boston Massacre

Led the Continental Army in key victories against the British

Wrote ideas in the pamphlet *Common Sense* that inspired colonists to support the revolution

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question Type: Drag and Drop

Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Summarized the reasons for breaking away from Britain in the Declaration of Independence	Led the Continental Army in key victories against the British	Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Became the first casualty of the American Revolution when he was killed at the Boston Massacre

This student selected some but not all correct answers (1 point).

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Summarized the reasons for breaking away from Britain in the Declaration of Independence	Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Led the Continental Army in key victories against the British	Became the first casualty of the American Revolution when he was killed at the Boston Massacre

TEXT ENTRY & EQUATION EDITOR

Description: Student responds by typing a brief string of text such as a number, word, or phrase

Equation editor: write responses in the form of fractions, expressions, equations, or inequalities

Point value: : These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response (at least half).

Math	RLA	Science	
3-8, EOC	6-8, EOC	8, EOC	

Question Type: Text Entry

Example #1: Student view

This example is question #10 in the English I EOC sampler.

10

GUEST, GUEST



Enter your answer in the box.

In paragraph 9, the word *debut* means .

Question Type: Text Entry

Example #1: Student view

This is what the student will see when they enter the correct answer (1 point).

Enter your answer in the box.

In paragraph 9, the word *debut* means .

This student did not enter the correct answer (0 points).

Enter your answer in the box.

In paragraph 9, the word *debut* means .

Question Type: Text Entry & Equation Editor

Example: Gr. 8

CRS: Centralized Reporting System

2022 STAAR Grade 8 Mathematics New Item Types

Item 2 Student: Demo, Student Item 3

Current Item: Score: 1/1 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)
ON

Mr. Jenkins deposited \$1,250 into an account that earns 4.25% simple interest annually. He made no additional deposits or withdrawals.

What will be the balance in Mr. Jenkins' account in dollars and cents at the end of 4 years?

Enter your answer in the box.

1462.50

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
	0	
.	-	frac

The scoring model for **equation editor** questions is:

- To obtain full credit (1 point), the student will enter the correct answer in the box.
- Students will receive 0 points if the answer is missing or incorrect.

In this example, this student entered the correct answer, so they received full credit (1 point).

MULTIPART

Description: Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response. Cannot get a point for part B unless part A is correct.

	RLA	Science	Social Studies
	3-8, EOC	5, 8, EOC	8, EOC

Question Type: Multipart

Example: English 1 EOC

15 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is one counterargument the author presents in the article?

- (A) Children prefer to choose for themselves how they play.
- (B) Children are too restricted by adult-directed play activities.
- (C) Open-ended play makes many adults uncomfortable.
- (D) Open-ended play removes accountability from adults.

Part B

What evidence does the author use to rebut the counterargument in Part A?

- (A) *Imitating a character from a movie rather than creating a new one can stifle creativity.* (paragraph 2)
- (B) *In her imagination the stick transforms into something else that has its own purpose.* (paragraph 3)
- (C) *This allows for more chances to solve problems and creates opportunities for children to be successful, building confidence in their ability to reason.* (paragraph 6)
- (D) *However, boredom is not necessarily a bad thing—it can be a useful state of mind.* (paragraph 7)

EXTENDED CONSTRUCTED RESPONSE

Description: Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus

Point value: Extended constructed responses are graded on a rubric equal to 5 points. Response is graded by two graders for a total of ten points.

	RLA		
	3-8, EOC		

HOT SPOT & NUMBER LINE

Description: Student responds by selecting one or more specific areas of a graphic.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response (at least half).

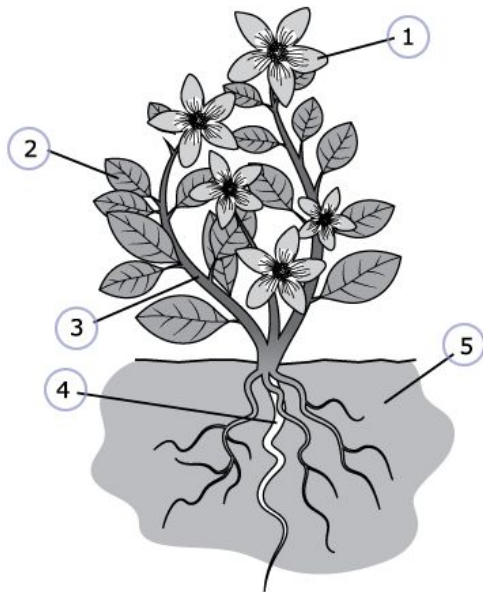
Math		Science	Social Studies
Hot spot 3-8, EOC Num. Line 6-8, EOC		5, 8, EOC	8, EOC

Question Type: Hot Spot

Example: Biology EOC

Which plant structures are **DIRECTLY** involved in the production and transport of glucose?

Select **TWO** correct answers.



MATCH TABLE GRID

Description: Student matches statements or objects to different categories presented in a table grid.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response (at least half).

Math	RLA		Social Studies
6-8, EOC	8, EOC		8, EOC

Question Type: Match Table Grid

Example: English 1 EOC

This example is question #8 in the English I EOC sampler.

8

QUEST. QUEST



Which groups are most likely the intended audience of the article?

Select the correct answer in each row.

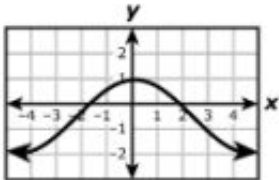
Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	<input type="checkbox"/>	<input type="checkbox"/>
Readers who want to learn more about a unique high school experience	<input type="checkbox"/>	<input type="checkbox"/>
Parents who want their children to receive sports scholarships	<input type="checkbox"/>	<input type="checkbox"/>
Baseball fans who are demanding stronger baseball players	<input type="checkbox"/>	<input type="checkbox"/>
Student-athletes who want to improve their sports abilities	<input type="checkbox"/>	<input type="checkbox"/>

Question Type: Match Table Grid

Example: Algebra EOC

Which of the relations shown represent y as a function of x ?

Select the correct answer in each row.

Relation	Function	Not a Function														
$y = -3.4x$	<input type="checkbox"/>	<input type="checkbox"/>														
<table><tr><td>x</td><td>1</td><td>1</td><td>4</td><td>4</td><td>9</td><td>9</td></tr><tr><td>y</td><td>1</td><td>-1</td><td>2</td><td>-2</td><td>3</td><td>-3</td></tr></table>	x	1	1	4	4	9	9	y	1	-1	2	-2	3	-3	<input type="checkbox"/>	<input type="checkbox"/>
x	1	1	4	4	9	9										
y	1	-1	2	-2	3	-3										
	<input type="checkbox"/>	<input type="checkbox"/>														

HOT TEXT

Description: Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially (at least half) correct responses .

	RLA		Social Studies
	3-5		8, EOC

Question Type: Hot Text

Example: U.S. History EOC

This excerpt is from a panel discussion on World War I and quotes Tony Williams, a Senior Teaching Fellow at the Bill of Rights Institute.

Which parts of the excerpt **BEST** describe the constitutional issues raised during World War I?

Select **TWO** correct answers.

"The Attorney General, Thomas Gregory, drafted the bill that would become the Espionage Act, which made it a crime to interfere with the operations of the military, or to cause insubordination, disloyalty, rioting, or refusal of duty—or . . . willfully obstruct the recruiting or enlistment services of the United States." . . .

The Wilson Justice Department went into action to enforce the law and "prosecuted 2,000 plus cases under the Espionage Act," said Williams. "Congress created the Espionage Act not just to curtail free speech, but more specifically, to prevent interference with the draft or conscription. Over 1000 convictions were upheld by the courts, including a very famous socialist, Eugene Debs."

—"Still Ripe after 100 Years; ED Panel Discusses the Constitution and World War I," U.S. Department of Education, 2017

GRAPHING

Description: Student selects, points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially (at least half) correct responses .

Math			
3-8, EOC			

Question Type: Graphing

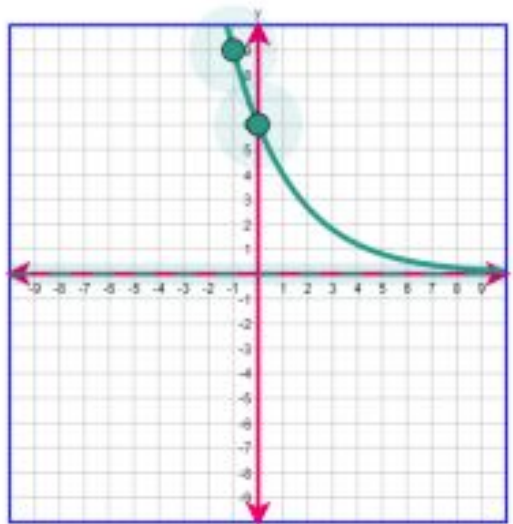
Example: Algebra EOC

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What is the graph of the function $f(x) = 6\left(\frac{2}{3}\right)^x$?

Select the type of graph. Drag the two points and the asymptote, if applicable, to their correct positions.

Linear
Absolute Value
Quadratic
Exponential



FRACTION MODEL

Description: Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially (at least half) correct responses .

Math			
3-5			

Question Type: Fraction Model

Example: Grade 4

This example is question #10 in the Grade 4 sampler.

10

GUEST, GUEST



In a bag of balloons, $\frac{2}{8}$ of the balloons are red and $\frac{5}{8}$ of the balloons are blue.

What fraction of the balloons in the bag are either red or blue?

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

Select the parts you want to shade.

Red and Blue Balloons

[illegible]

SEQUENCE OF ITEM TYPE FOCUS

Jan. 2- Week 1-	<u>Multiselect</u>
Jan. 9- Week 2-	<u>Inline Choice</u>
Jan. 17-Week 3-	<u>Short constructed Response</u>
Jan. 23-Week 4-	<u>Drag & Drop</u>
Jan. 30-Week 5-	<u>Text entry</u> <i>(includes Equation Editor)</i>
Feb. 6- Week 6-	<u>Multipart</u>
Feb. 13-Week 7-	<u>Extended Constructed Response</u>
Feb. 21-Week 8-	<u>Hot Spot</u> <i>(includes Number Line)</i>
Feb. 27-Week 9-	<u>Match Table Grid</u>
Mar. 6- Week 10-	<u>Hot Text</u>
Mar. 20-Week 11-	Graphing
Mar. 27-Week 12-	Fraction Model

Practice

Learn more about state assessments, new item types, and online practice tests at:

<https://www.texasassessment.gov/families.html>

