

## **Performance Labels and Policy Definitions for the State of Texas Assessments of Academic Readiness (STAAR™)**

The Texas Education Agency (TEA), in cooperation with the Texas Higher Education Coordinating Board (THECB), convened a Performance Descriptor Advisory Committee (PDAC) in fall 2010 to recommend performance labels and policy definitions for the performance standards of the State of Texas Assessments of Academic Readiness (STAAR). The purpose of the performance labels and policy definitions is to describe the general level of knowledge and skills evident at each performance level for all grades and subjects. The committee represented the diversity of stakeholders in public education and higher education in Texas. For more information about committee membership and the discussions and recommendations of this committee, a report is available in Appendix A of the House Bill 3 Transition Plan at <http://www.tea.state.tx.us/student.assessment/hb3plan/>.

Following the meeting, TEA staff used the PDAC recommendations to draft final TEA staff recommendations for performance labels and policy definitions. These staff recommendations were presented to a representative group of PDAC members and received their unanimous approval. The commissioner of education subsequently approved the recommendations.

There will be two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Modified, and linguistically accommodated forms of STAAR, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

Below are the policy definitions for the general STAAR assessments.

### Level III: Advanced Academic Performance\*

Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

*\*For Algebra II and English III, this level of performance also indicates students' postsecondary readiness.*

### Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

### Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

For the STAAR Alternate assessments, the performance labels are

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

Now that the definitions have been approved for the general assessments, policy definitions for STAAR Modified and STAAR Alternate will be developed. These definitions will be posted when they have been approved.