understanding STAAR 2024

getting centered – getting started

**getting centered: people and purpose**

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| measure | state patterns and trends/that’s me! | my notes |
| **affect** | * encouraged/hopeful
* discouraged/frustrated
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| **new to’s** | * increase in number
* new to profession
* new to district/campus
* new to content area (science)
* limited availability of experienced, successful mentors
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**getting started**: **student learning**

| measure | state patterns and trends/that’s me! | my notes |
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| **performance** | * trend line for student performance flat across grades/content areas
* quintile data: state’s goal for performance on STAAR is 90|60|30

(90% of students at approaches grade level or above, 60% at meets grade level or above, 30% at masters grade level* if 90% of students are scoring approaches grade level or above, half of quintile 1 would be approaches grade level - currently, quintile 1 includes few if any students who are at approaches grade level.
* if 60% of students are scoring meets grade level or above, all students in quintile 3 would be at meets grade level - currently, students in quintile 3 are not all at meets grade level.
* if 30% of students are scoring masters grade level - all of quintile 5 would be masters grade level - currently, not all students in quintile 5 are scoring masters grade level.
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| **frequency** **distribution** | * some content continues to be more highly tested, standard type and subclusters (frequency distribution)
* embedded process standards continue to impact student performance and both tools to know and ways to show assessed
* certain highly tested concepts provide areas of instructional focus:
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| reading/writing* comprehension (layered thinking and embedded inference)
* genre characteristics (inference within and between texts)
* author’s craft (application and connection)
* reading process (visualization)
* reading to writing connection (ECR)
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| math* whole number/decimal operations
* proportionality
* expressions and inequalities
* linear functions
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| science* all reporting categories
* transition to assessing new TEKS
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| social studies* comprehension of text/visuals (layered thinking and embedded inference)
* understanding the application of constitutional principles
* impact of geography and economic factors and technology over time
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| **academic growth** | * no state level data released so far, so within your district look for:
* annual growth as a way to evaluate the impact of tier 1 instruction
* accelerated instruction (1416) - performance of students who scored did not meet grade level in prior year – provides a way to evaluate the effectiveness of supplemental instruction
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| **descriptive****measures** | vocabulary* issues beyond academic vocabulary
* vocabulary as it relates to the questions
* input: comprehension issues (understanding the question)
* access: using academic vocabulary to anchor concepts
* output: representing/explaining the answer
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| visuals/visualization* access: understanding the visual/text
* application: knowing what part, if any, to answer the question
* representation/explanation: using the information accurately
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| closed ended items* higher levels of performance
* error patterns consistent (awaiting release of item level data – IQ)
* unexplained errors
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| open ended items* ECR performance still low
* SCR performance show partial explanation
* open ended items which require layered thinking are low
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