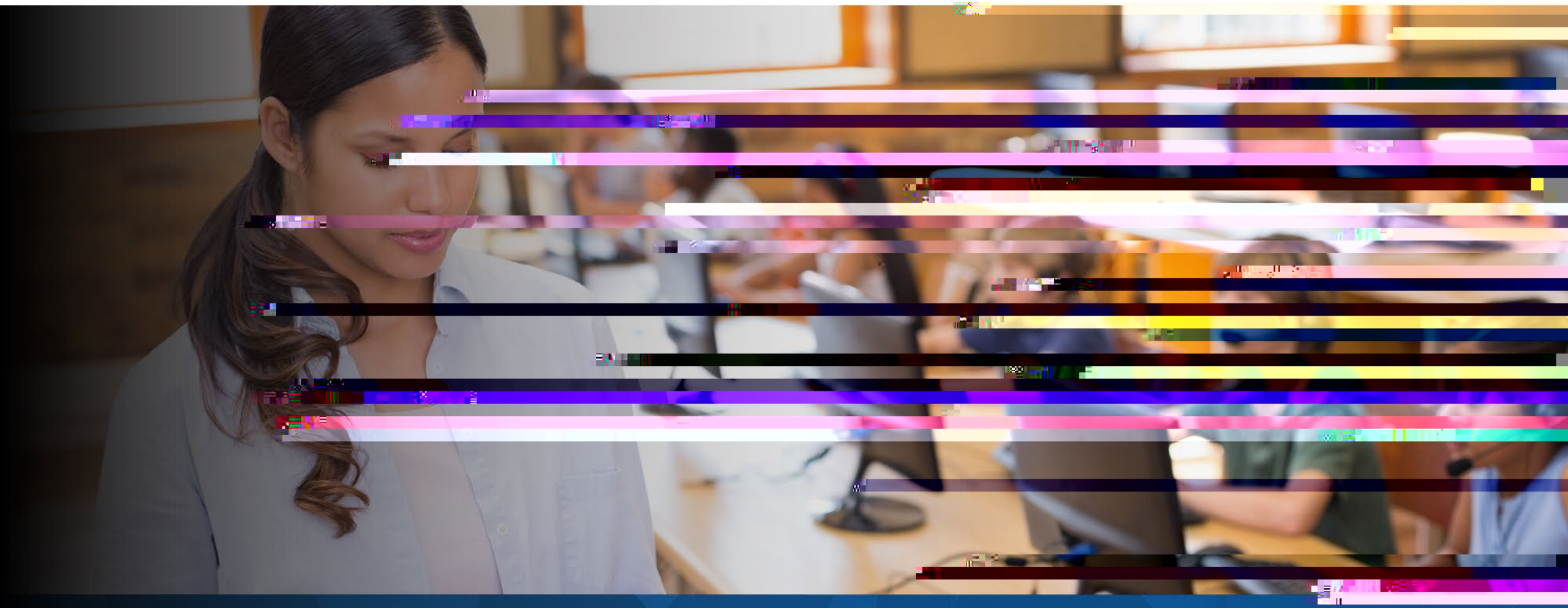

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1. Professional item writers develop new sentence rewrite and CR items
2. TEA content specialists screen items

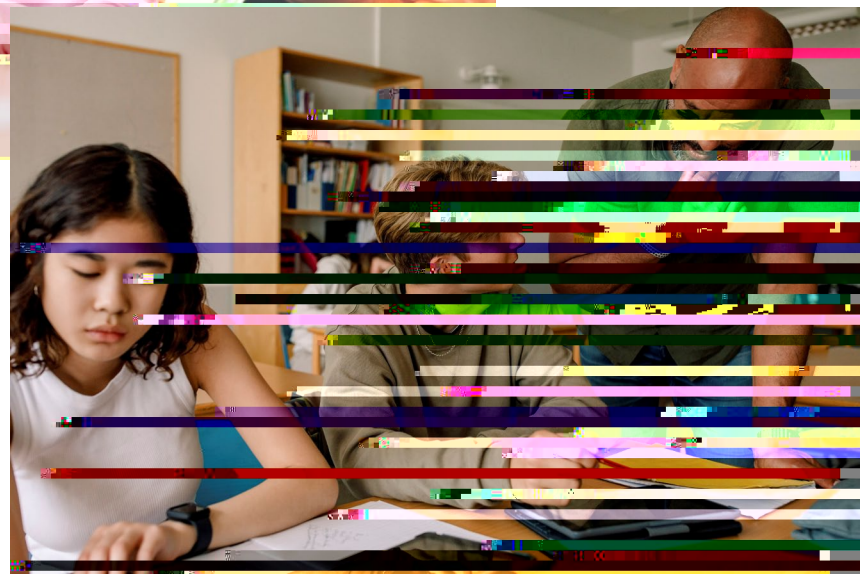
Anchor approval, also known as rangefinding, is the process of defining the range of performance of student responses that fall within each score point on a rubric. In other words, it is the process of determining how to apply the scoring criteria consistently to student test responses, thereby determining the standards used to score student responses on STAAR.

Decisions made at the anchor approval meeting are the basis for subsequent development of a scorer training program.

Scoring vs. Grading

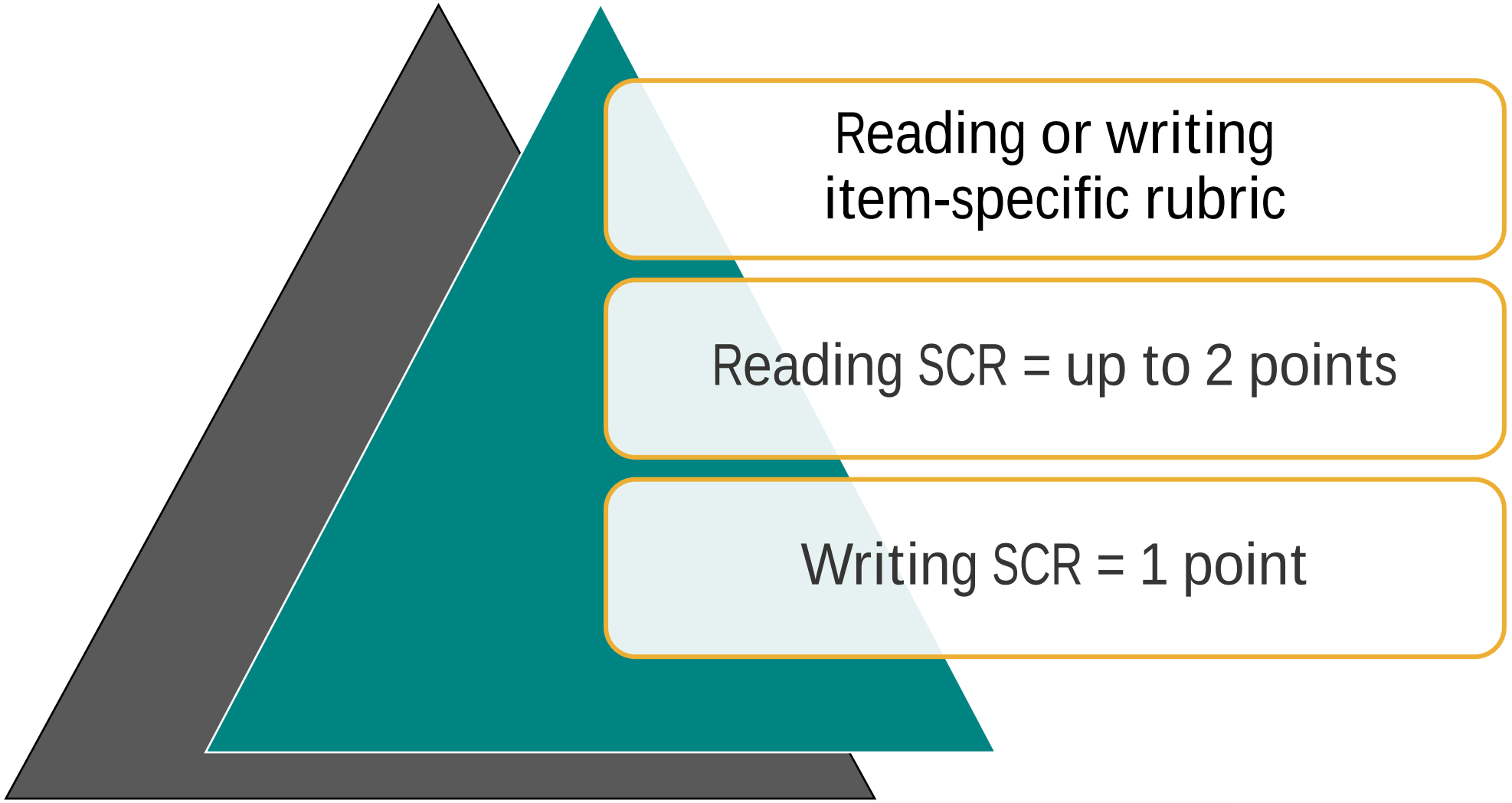
Anchor Approval Committee Process

Purpose of Anchor Approval Committee



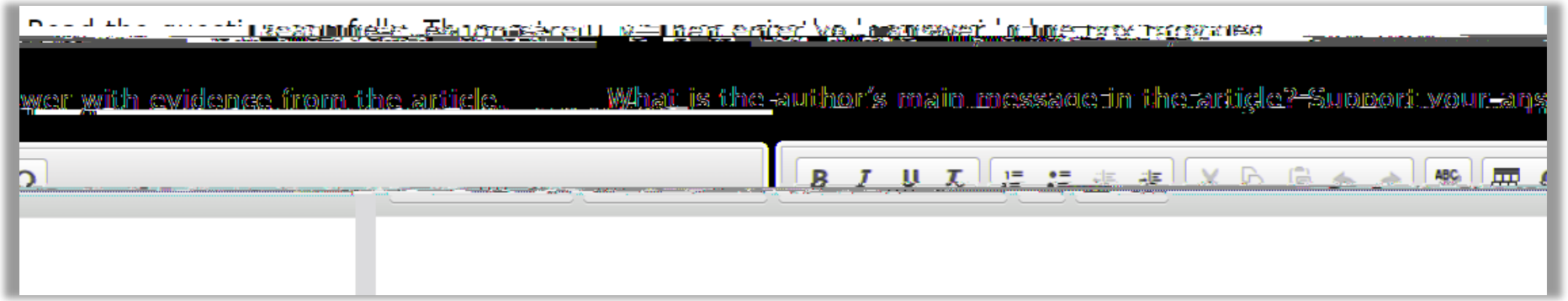
In the classroom, teachers can make judgement calls when grading student responses because they know the student and can consider the knowledge the student has previously demonstrated during classroom activities as well as other factors.

- Rubric and anchor approval training
- Review and individually score anchor papers
- Committee accepts and rejects scored anchor papers
- Committee approves an anchor set for each prompt


Reading or writing item-specific rubric
Reading SCR = up to 2 points
Writing SCR = 1 point

E1 (8)(D) analyze how the author's use of language achieves specific purposes;

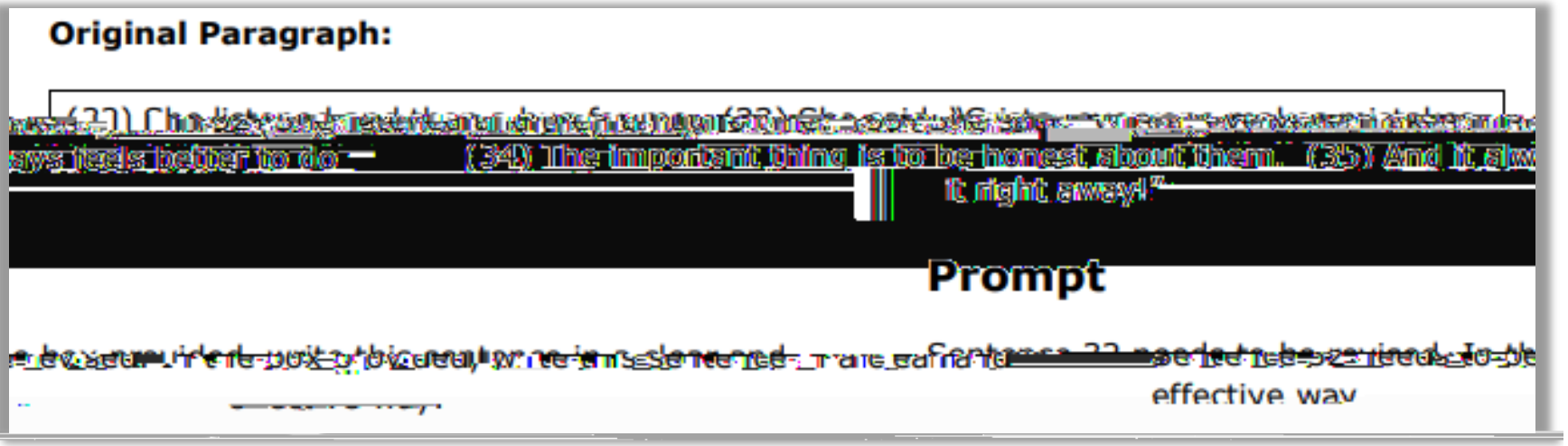
Score	Description
2	A complete response may include, but is not limited to, one of the following responses about what the author's language in paragraph 8 suggests about Grandma: •

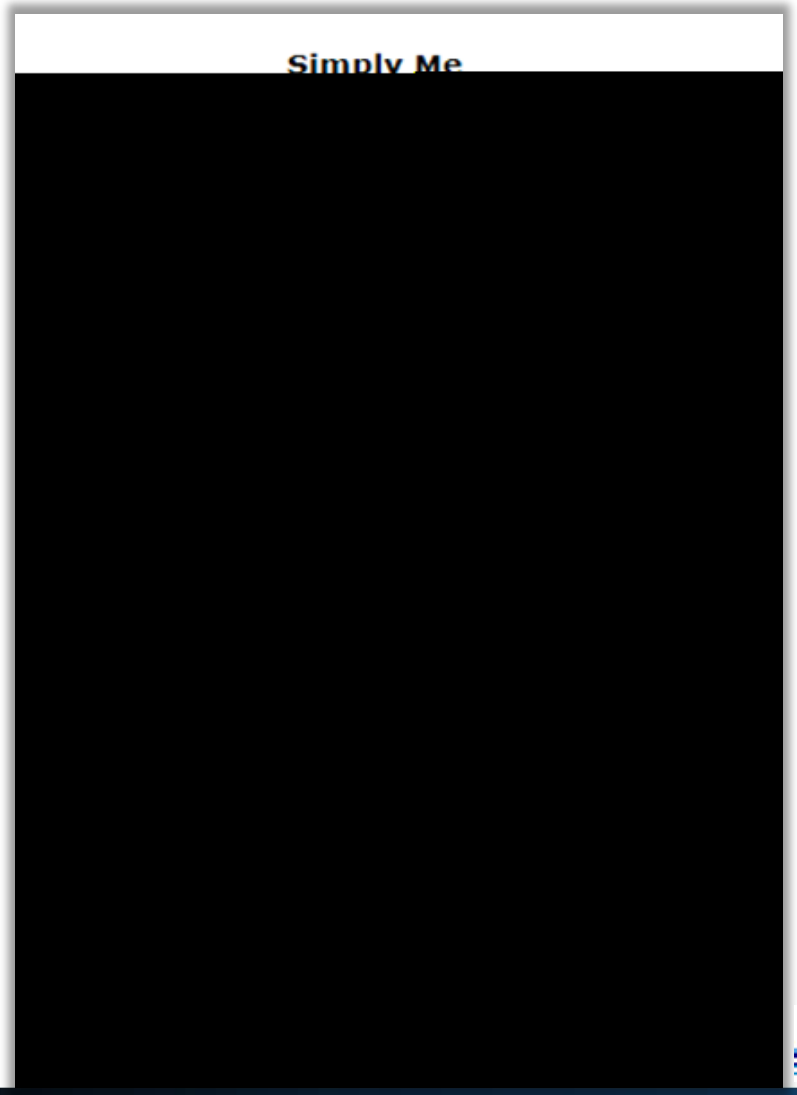


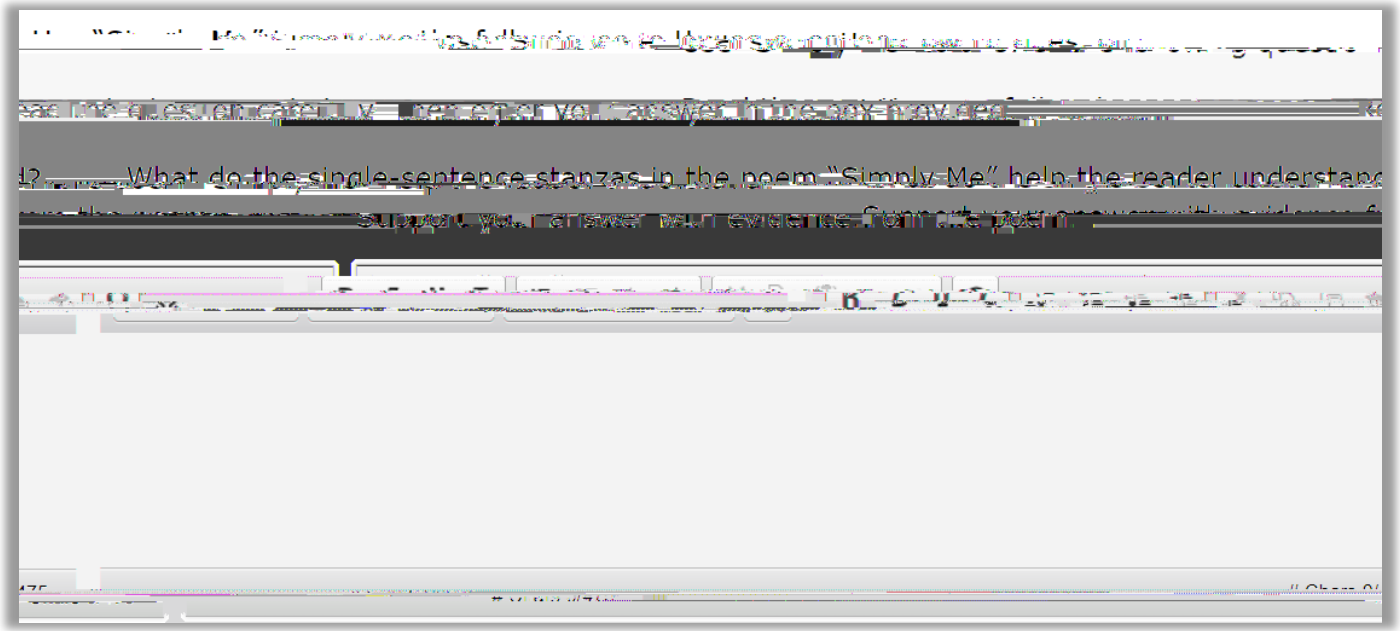
6 (9)(A) explain the author's purpose and message within a text;

Score	Description
2	A complete response may include one of the following explanations about the author's main message in the article and will include at least one piece of relevant text evidence from the text. Many types of teamwork are needed on the ISS. • There is a lot of planning that is needed for life at the ISS. • Astronauts show hard work in their life at the ISS. Potential list of text evidence is provided.
1	A partial response may include an accurate explanation, but the evidence included does not support the answer stated, or no evidence is provided. A partial response may provide relevant text evidence, but the student does not include an accurate explanation.
0	The response is incorrect. The response is not based on the text.

Original Paragraph:







E1 (7)(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

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Page 5 of workbook

Reading SCR Sample #1:

The writer provides an accurate answer (“all the beautiful things about her and those are single things that she likes about herself”). Both of those ideas answer the question about what the reader understands.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

The writer provides an accurate answer. There is no supporting evidence. Score point 1.

Reading SCR Sample #3:

Development and Organization of Ideas/Conventions

3/2 3/1 3/0	2/2 2/1 2/0	1/2 1/1 1/0	0/0*

Note that if a response receives **0 points for organization and development of ideas, the response will also earn **0 points for conventions.***

Development and Organization of Ideas/Conventions

SP 1:

1/0

SP 3:

3/0

2/1

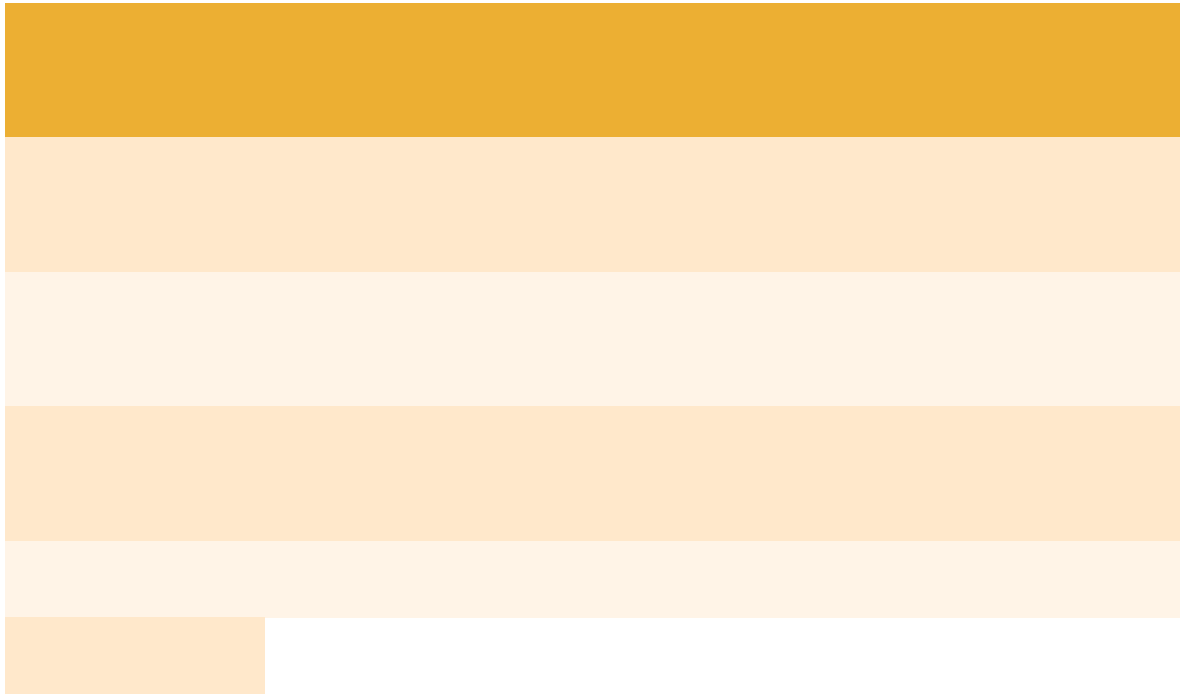
1/2

SP 4:

3/1

2/2

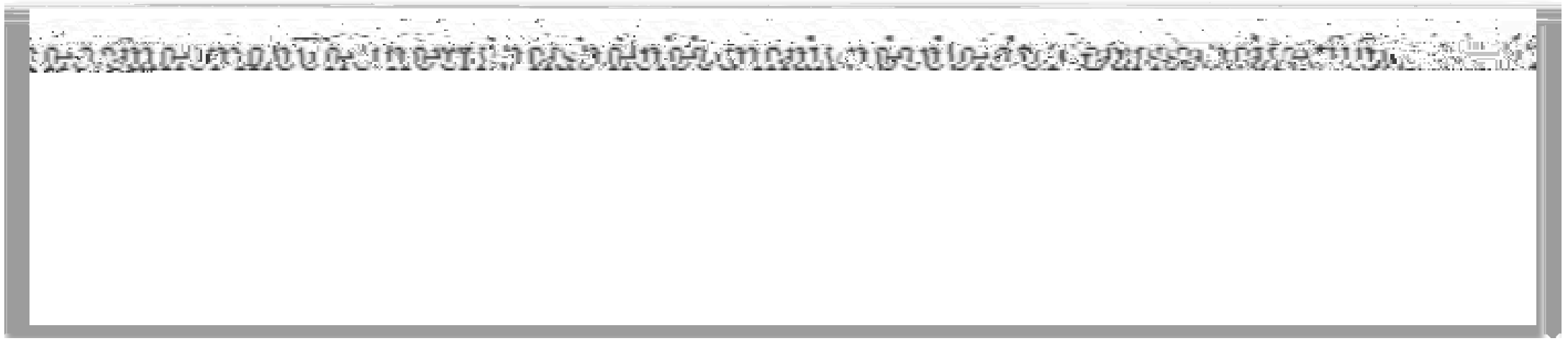
Development and Organization of Ideas/Conventions



Student Response: Camel Moblie Library helps because it improves the Literacy rate so when they become older, They will know how to read and write. Since some kids cant get books from a library because it is too far away the moblie library brings books to kids in need.

Score 1	Score 2	Total Score
1/1		

ECR Sample #1:

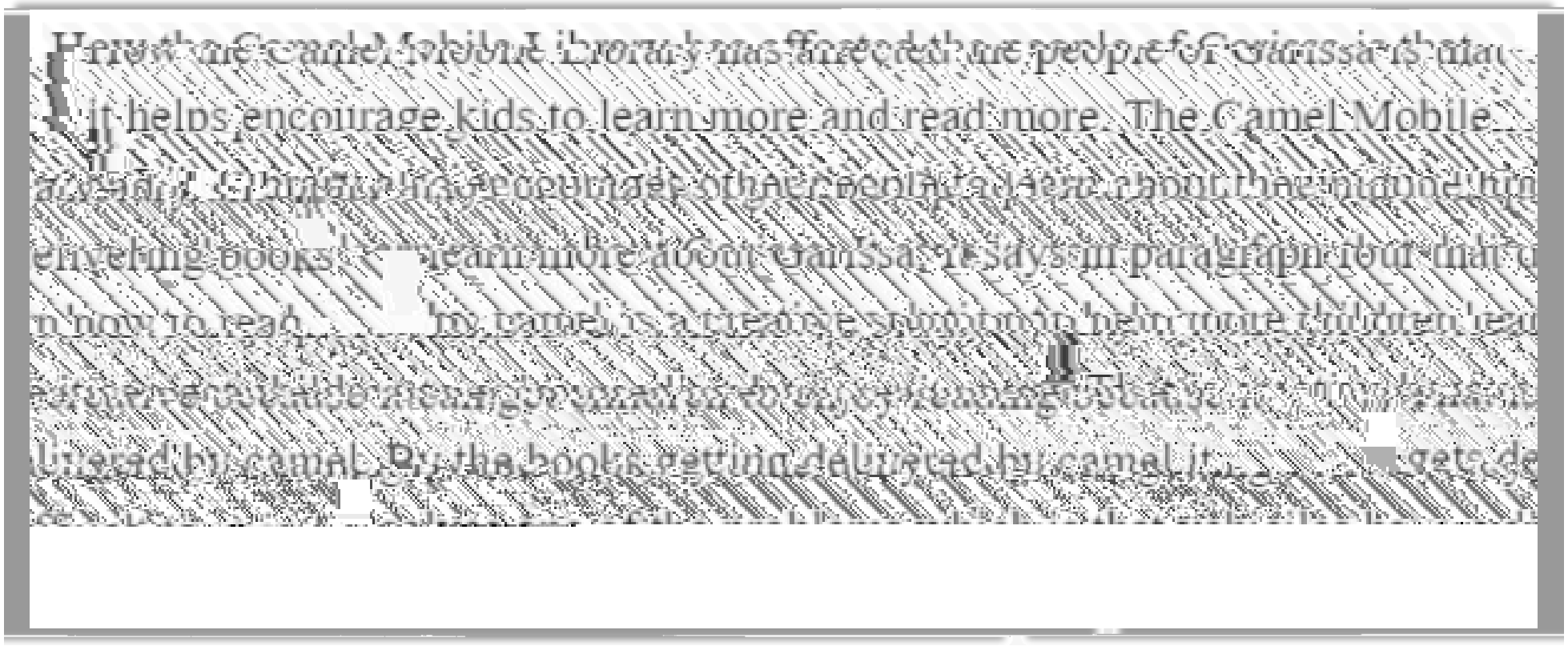


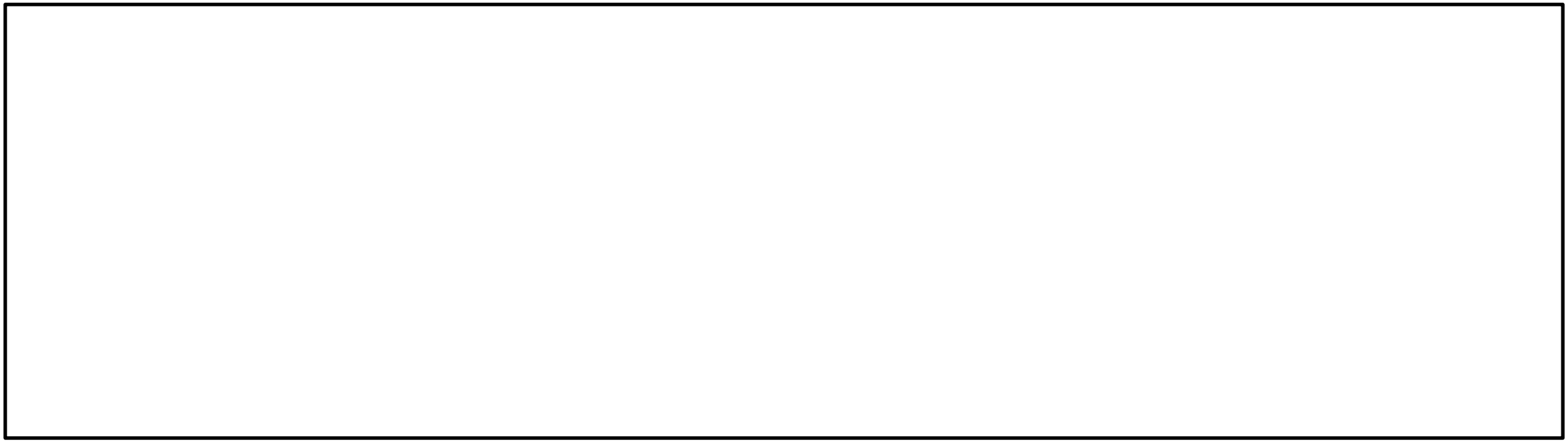
ECR Sample #2:

Organization and Development of Ideas: 3

The writer offers the clear controlling idea that “they created something called the ‘Camel Mobile

ECR Sample #3:





in December 2023, TEA will implement a hybrid-scoring model

Beginning in December 2023, TEA will implement a hybrid-scoring model that incorporates automated scoring alongside our human expert scorers.

- Hybrid scoring is not artificial intelligence
- Humans, including Texas educators, will continue to be involved in all parts of the scoring process
- Educator committees will give input on how responses should be scored
- Humans monitor and adjust the scoring system by checking the reliability of scoring metrics
- More information will be available in t-t next few mont-t

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

Adjudication Review: Text Entry Items

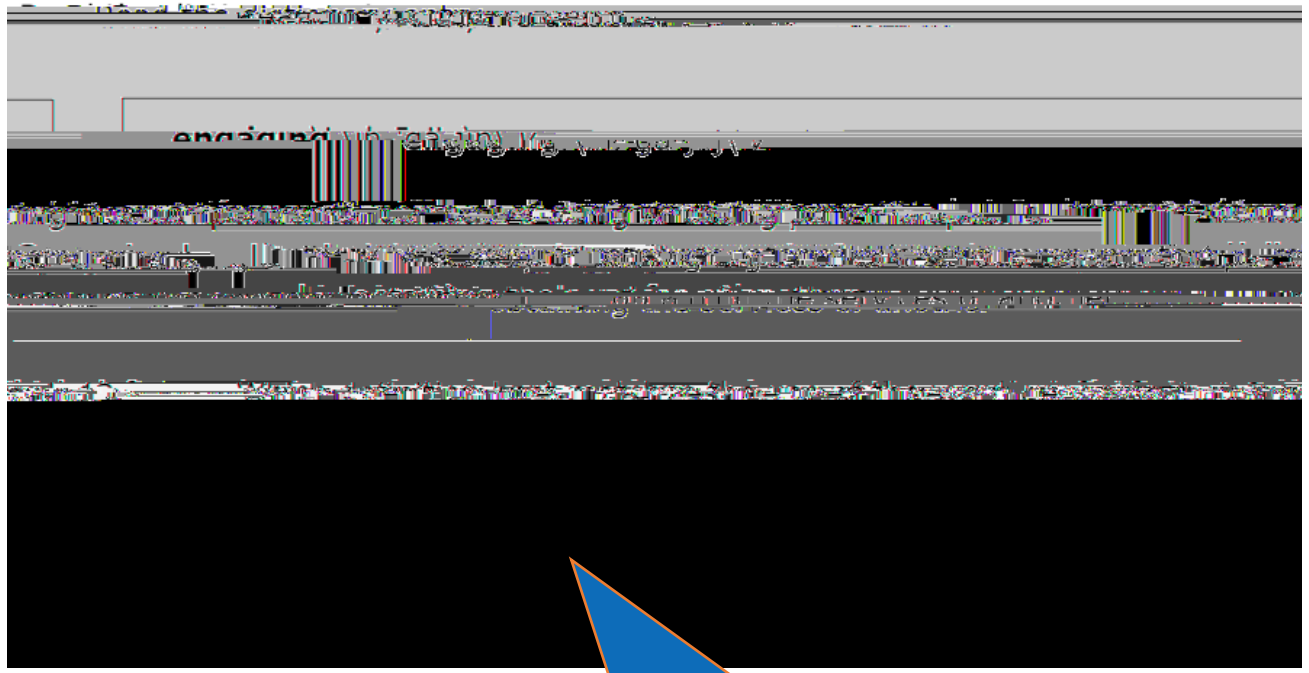
1. Reviewers: TEA content specialists and the assessment vendor review every unique response submitted for text entry items.

2. Criteria: Student responses must indicate an understanding of the skill and task.

3. Considerations: Students may provide other technically correct answers All capital letters, misspellings, and spacing must be considered.

STAAR Data Review: All Item Types

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



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;

- **Students could be awarded credit for typing**
  - **definition 2**
  - **two**
  - **partial text (i.e., taking part)**

- **Text entry responses in a language other than English are not awarded credit (i.e., dos).**

Takeaways:

- **Text entry assessing SE 2A may produce various adjacent correct answers.**

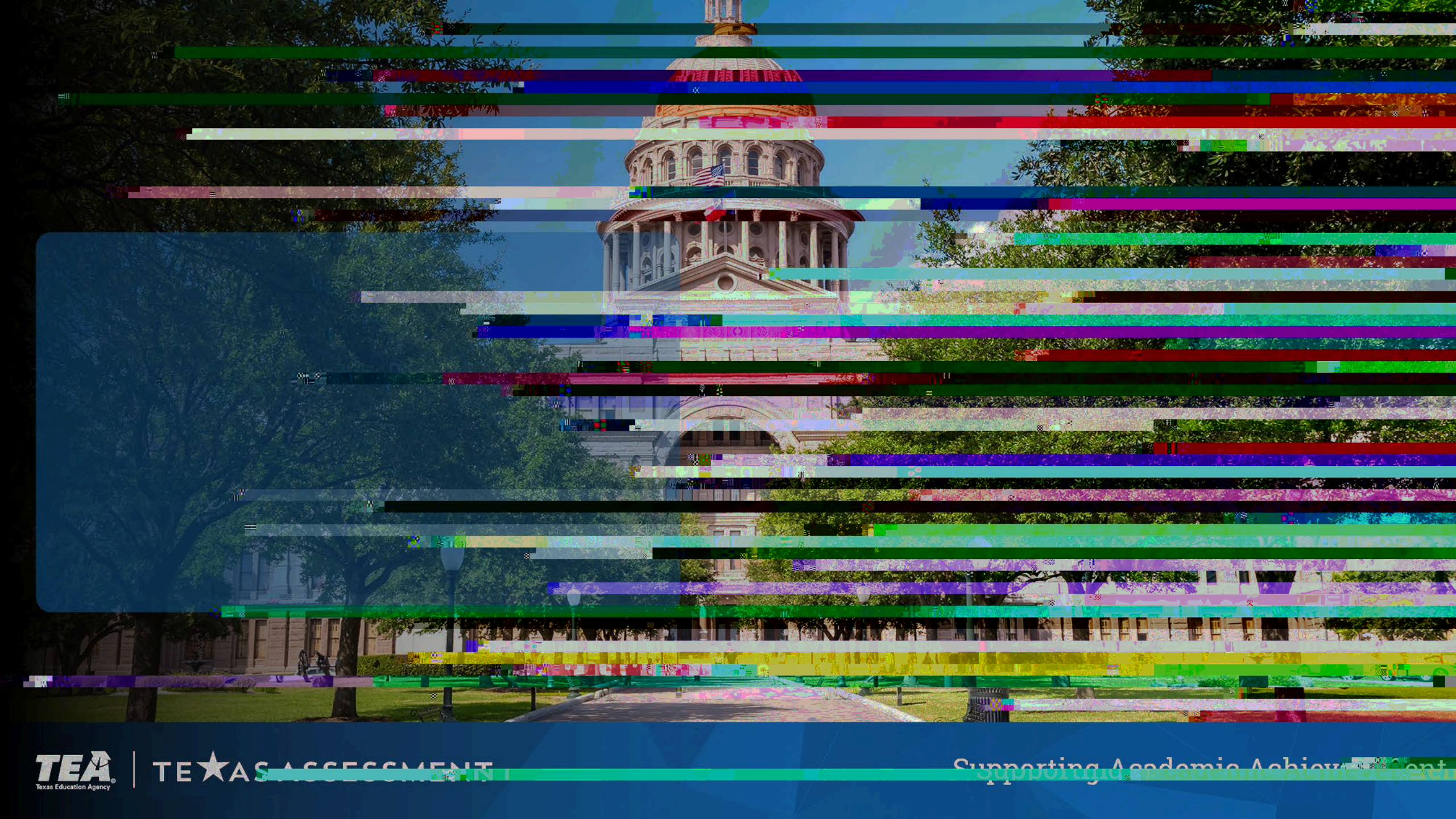
- **Modifying the stem to “Which definition**

- **Students could be awarded credit for typing**
  - **misspellings of the word “subjective” (i.e., subective, subjecive, sujectuve)**
  - **the word “limited”**

Takeaways:

- **Third-**

Multipart	Multiselect
The data showed that	


TEA
Texas Education Agency
TEXAS ASSESSMENT
Supporting Academic Achievement

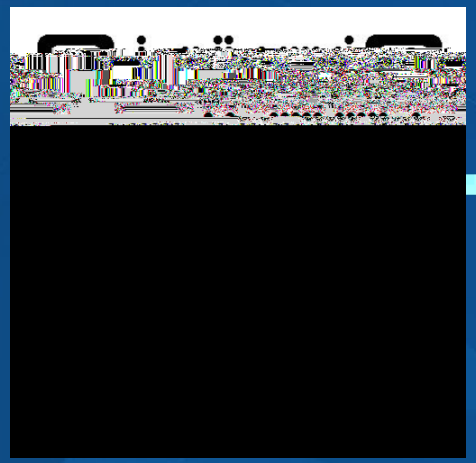
Complete the Educator Committee Application Form found in the Texas Assessment Learnin (n)2.4 ((ng.2 (e)-4.0F)5g.2 an)2.4 (e-.8 aa7D(p)

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

-

Student Assessment Help Desk

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

- Topic
- Question(s)
- Relevant information
- Contact information

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