

ACCOUNTABILITY & ASSESSMENT UPDATE

May 14, 2025



- **What We Know Now...**
 - **HB 4 by Chairman Buckley**



Robert Downen @Rober... · 2h ...

Texas House just voted to end use of the STAAR test, 143 yeas to 1 Brian Harrison #txlege



4



19



57



4.1K



Dustin Burrows ✓

@Burrows4TX



Today the Texas House repealed the STAAR exam by passing HB 4. HB 4 replaces high-stakes testing with three bite-sized assessments that better measure student progress throughout the school year & allow teachers to intervene sooner. Additionally, HB 4 improves the accountability system used to measure school performance, making the system fair & predictable to ensure parents have visibility into their public schools. Thank you @BradBuckleyDVM, the Pub Ed Committee & all members for their work to pass this priority House bill that will reduce test stress & provide more transparency to parents.

7:15 PM · May 12, 2025 · 8,332 Views



Brad Buckley

@BradBuckleyDVM



Thank you Mr Speaker for designating HB 4 as a priority bill for the Texas House. These important reforms will bring forth a new day for testing and accountability in Texas. Instructionally relevant and actionable assessments are good for students, teachers and parents.

CSHB4 BILL SUMMARY

by House Public Education Committee Chairman Brad Buckley

Effective Date: September 1, 2025

Overview

CSHB 4 reshapes the Texas assessment and accountability system, replacing excessive testing with meaningful learning and ensuring transparency. This reform **builds trust and confidence in the state testing and accountability system**, includes local ownership, and prioritizes student growth at all levels.

Highlights



Testing Reform: Focused and Meaningful

- Replaces the STAAR test with a nationally norm-referenced, through-year progress monitoring system for Math, Reading, and Science.
- Provides real-time, user-friendly feedback to parents, students, and teachers, ensuring immediate transparency in student progress.
- Streamlines assessments to meet minimum federal testing requirements and eliminates stand-alone writing exams.



Strong Accountability with Local Ownership

- Maintains annual A–F ratings for campuses and districts, ensuring consistency and reliability.
- Incorporates local indicators focused on:
 - Workforce development at all levels
 - Early childhood readiness
 - Student engagement in extra/co-curricular activities
 - Advancement opportunities for high-achieving students
 - Quality teacher development



Clear and Predictable Implementation

- All rules finalized by July 15 each year to ensure stability before school starts.
- Major accountability changes require legislative approval.
- Establishes an expedited court process for potential accountability disputes.



Fiscal Responsibility

- Leverages private sector innovation to enhance effectiveness and minimize costs.
- Prioritizes efficiency without increasing bureaucracy.

Key provisions in CSHB 4 include:



Effective: September 1, 2025



Testing Reform: Focused & Meaningful

- Replaces STAAR with a nationally norm-referenced, through-year progress monitoring system for Math, Reading, and Science.
- BOY (growth), MOY (growth), and EOY (combination of state standards component + growth component); TEKS are assessed – not ignored.
- Real-time feedback. Parents, students, and teachers get user-friendly updates within 24 hours to ensure transparency in student progress.
- Less testing, more learning. Eliminates standalone writing tests and limits testing to federally required subjects only. Nationally normed tests usually require 2–3 hours per administration and EOY at the end of May provides one additional month of instruction - giving back valuable instruction time to teachers.



Accountability: Strong & Local

- Maintains annual A–F ratings for campuses and districts.
- Maintains the 3 domains of the A-F ratings framework.
- Incorporates local indicators aligned to legislative priorities:
 1. Workforce development at all levels
 2. Early childhood readiness
 3. Student engagement in extra/co-curriculars
 4. Advancement for high-achievers
 5. Quality teacher development



Implementation: Predictable & Transparent

- Rule stability. All rules finalized by July 15 each year.
- Changes to lagging indicators (i.e. graduation rates and CCMR) begin with incoming freshman class.
- Legislative control. Major accountability changes to domains and indicators require legislative approval.
- Faster resolutions. Introduces expedited court process for accountability disputes

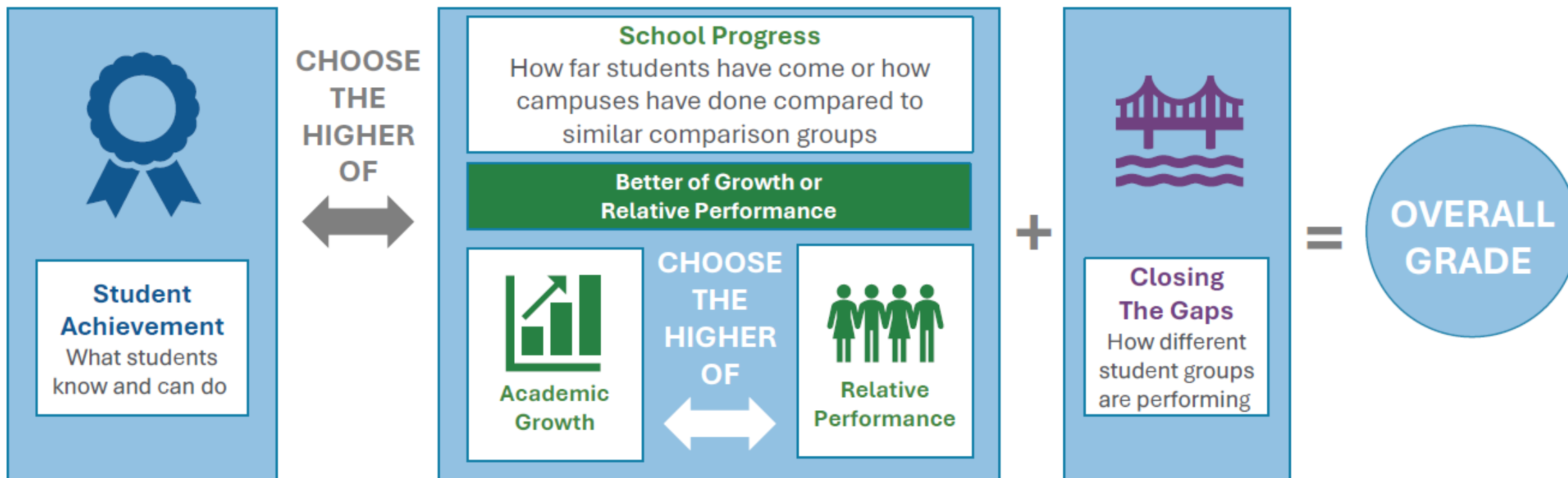
Calculating Overall A-F Ratings

CSHB 4 proposes ES & MS = 85% + 10% Local | HS = 95%

Better of Achievement or Progress: ~~70%~~

5%

~~30%~~



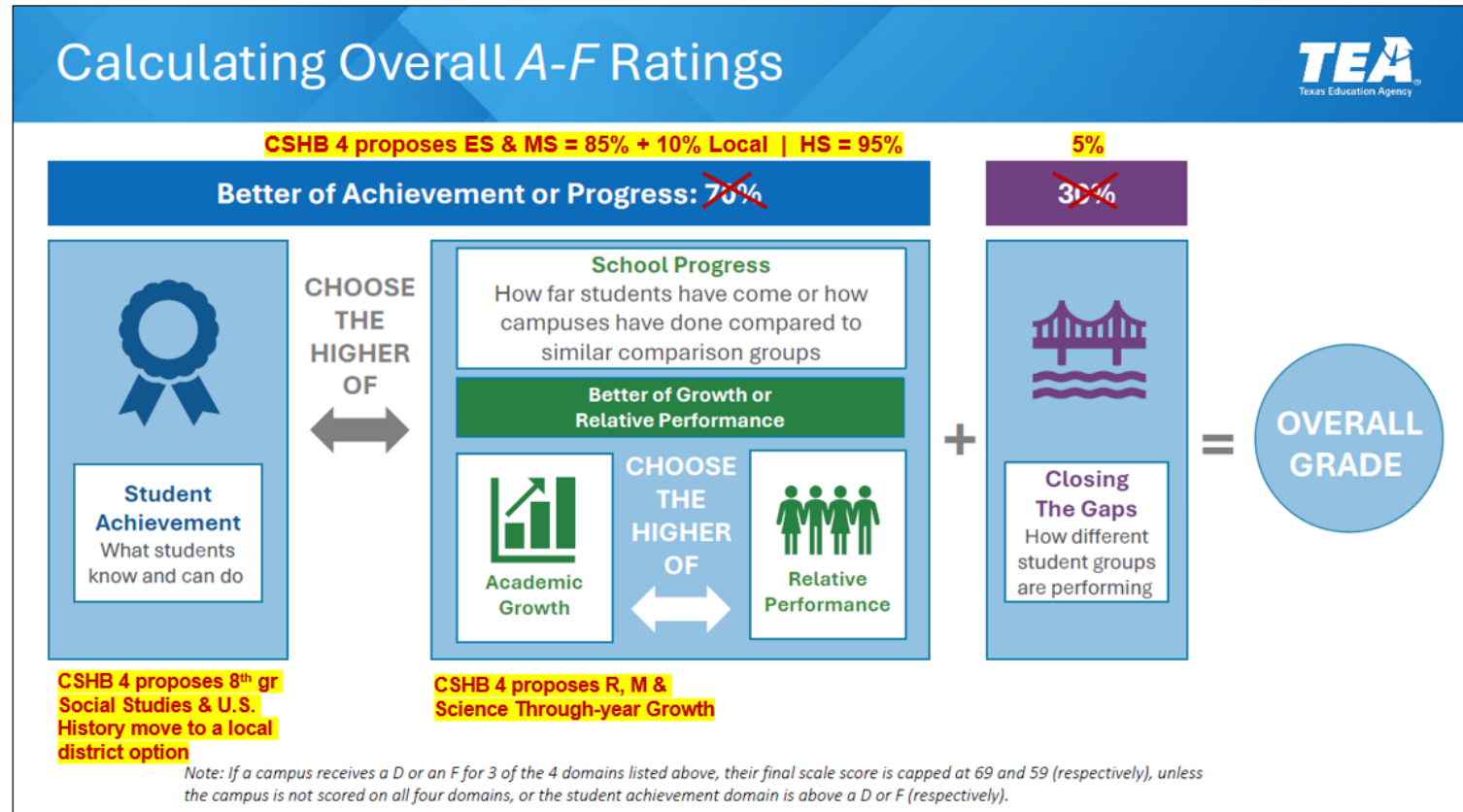
**CSHB 4 proposes 8th gr
Social Studies & U.S.
History move to a local
district option**

**CSHB 4 proposes R, M &
Science Through-year Growth**

Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

CSHB 4 Accountability Requirements:

- All rules finalized by July 15 before school starts.
- If TEA fails to adopt rules by July 15, then the ratings calculations revert to most recent adopted rules.
- Changes to lagging indicators (i.e. CCMR and graduation rates) begin with incoming freshman class.
- 2-year advance notice of changes.
- Major accountability changes to domains and indicators require written legislative approval.
- TEA must use the better of 2025 or 2026 ratings for the 2026 A-F ratings.
- Each domain and overall rating has little to no statistical correlation to family income.
- A campus that is in the first year of operation, assigned a new PEIMS #, or impacted by demographic shifts due to rezoning, closure, or consolidation is NOT evaluated in the CTG domain for the first year.
- If USDE eliminates ESSA, then the 5% weight is attributed to the local 10% for ES & MS.
- Keeps provision that it must be mathematically possible for all districts & campuses receive an A rating.



Source: TEA Superintendents Resources 2023 A-F Accountability 4-24-25

- FA5 – Requires TEA to apply for federal waiver for participation & graduation rates for campuses in which at least 90% of students receive SPED services.
- FA6 – Requires TEA, THECB, & TWC to work cooperatively to develop the IBC list for accountability.
- FA7 – Requires a two-year grace period before TEA takes action against campuses required to submit a campus turnaround plan during the 2024-2025 school year.

Research Question: *What is the correlation between Texas’ campus A-F accountability ratings or scale score range and percentage of economically disadvantaged students enrolled?*

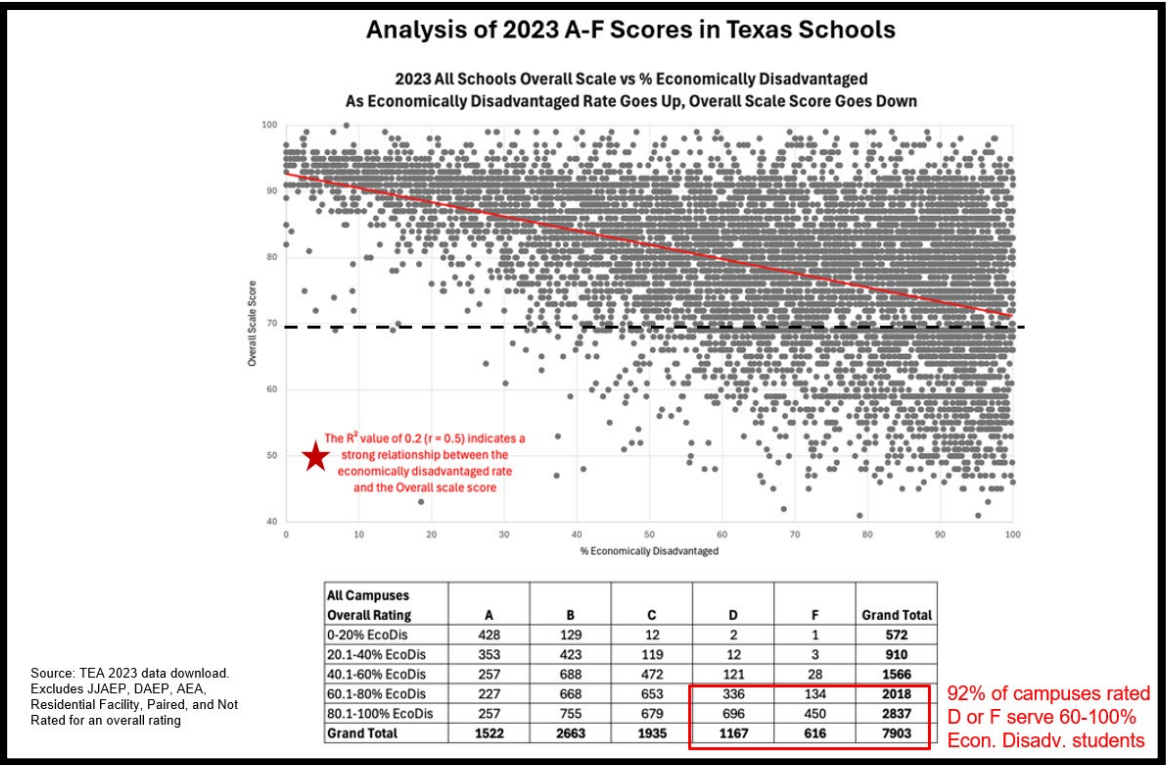
	Domain 1: Student Achievement					Domain 2: School Progress					Domain 3: Closing the Gaps					Overall Rating				
	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023
All	-0.6	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Elementary	-0.7	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Middle	-0.7	-0.7	-0.7		-0.8	-0.1	-0.1	-0.2		-0.4	-0.5	-0.5	-0.5		-0.5	-0.5	-0.5	-0.4		-0.5
High	-0.5	-0.5	-0.5		-0.4	-0.1	0.0	0.0		-0.2	-0.4	-0.4	-0.4		-0.3	-0.4	-0.4	-0.3		-0.3

Source: TEA Accountability Data Files, various years.

Numbers represent r-values from linear regression models

Strength of Association	Coefficient, <i>r</i>	
	Positive	Negative
Small / Weak	.1 to .3	-.01 to -.03
Medium / Moderate	.3 to .5	-.03 to -.05
Large / Strong	.5 to 1.0	-.05 to -1.0

Source: <https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>



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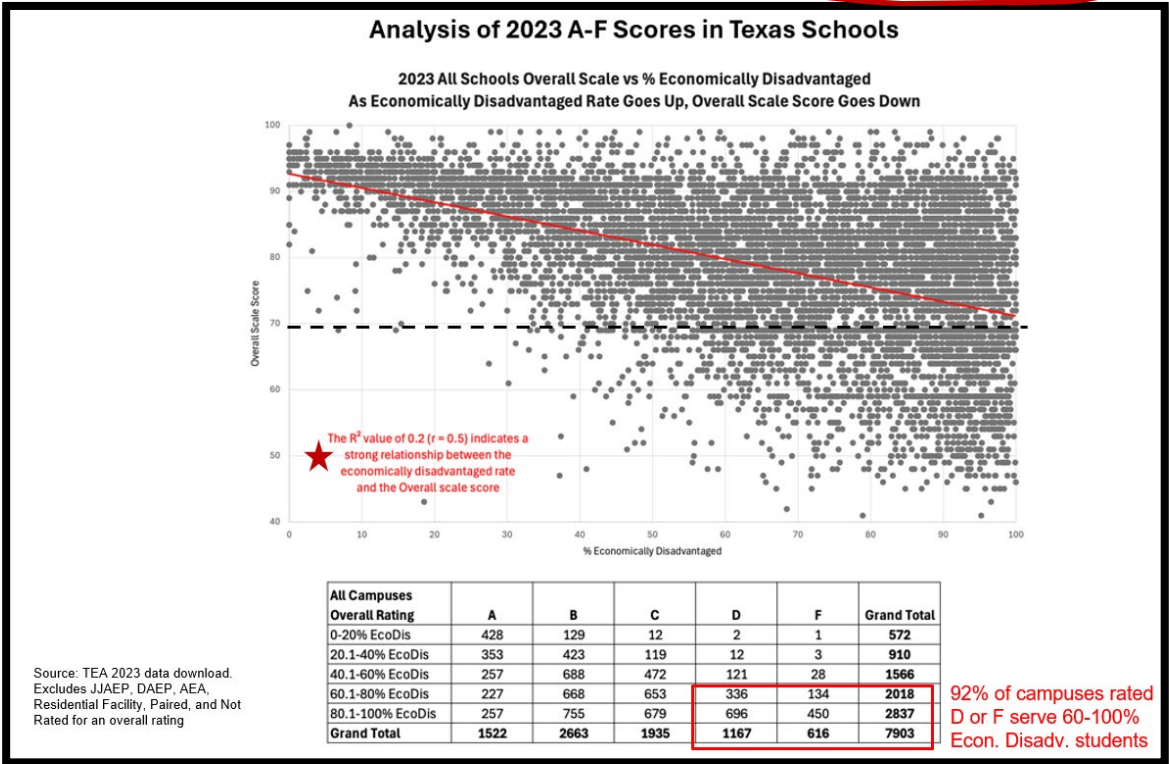
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All	-0.6	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Elementary	-0.7	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Middle	-0.7	-0.7	-0.7		-0.8	-0.1	-0.1	-0.2		-0.4	-0.5	-0.5	-0.5		-0.5	-0.5	-0.5	-0.4		-0.5
High	-0.5	-0.5	-0.5		-0.4	-0.1	0.0	0.0		-0.2	-0.4	-0.4	-0.4		-0.3	-0.4	-0.4	-0.3		-0.3

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Can state tests be both assessments OF learning and assessments FOR learning?

- At least 13 states, including Texas, are in varying stages of developing, piloting and implementing through-year assessment models.
- At their core, through-year assessments measure student performance multiple times throughout the school year rather than in a single end-of-year test.
- The goal is to provide more frequent, shorter tests that offer ongoing insight into student progress
- Research on through-year assessments for accountability is limited:
 - Education First – January 2023
 - Center for Assessment – March 2023
 - Bellwether Study – November 2023

Testing in Transition:

The Rise of Through-Year Assessments for Accountability



March 2025

Research Question: Can state tests be both assessments OF learning and assessments FOR learning?

	FEATURE	ALASKA	DELAWARE	FLORIDA	GEORGIA	INDIANA	KANSAS	LOUISIANA ELA ONLY	MAINE	MONTANA	NEBRASKA	NORTH CAROLINA	TEXAS	VIRGINIA
ASSESSMENT SYSTEM FEATURES	Timeline / Implementation	August 2022: Full Implementation	August 2024: Full Implementation	August 2023: Full Implementation	ON HOLD	Pilot: 2025-2026 Full Implementation	Refresh 2024-2025 Full Implementation	August 2023: Full Implementation	August 2023: Full Implementation	August 2025: Full Implementation	August 2023: Full Implementation	Pilot: Began in 19-20	Pilot: Began in 22-23 Year 3 of 5-Year Pilot	August 2022: Full Implementation
	Subjects & Grades	ELA & Math, Gr 3-9	Soc. Studies, Gr. 4-8	ELA Reading, Gr. VPK-10 Math, Gr. VPK-8	ELA & Math, Gr 3-8 Science, 5 & 8	ELA & Math, Gr 3-8	ELA & Math, Gr 3-12	ELA , Gr 3-8	Reading & Math, Gr 3-8 and Gr. 10	ELA & Math, Gr 3-8	ELA & Math, Gr 3-8	Reading & Math, Gr 3-8	Science, Gr 5; Math, Gr 6 & 7; Soc. Studies, Gr 8	Reading & Math, Gr 3-8
	Primary Vendor	NWEA	Pearson	VPK - 2: Renaissance 3-10: Cambium	NWEA	Cambium	State created	NWEA	NWEA	New Meridian	NWEA	State created	Pearson, Cambium	Pearson
	# of Administrations	BOY = MAP Growth MOY = MAP Growth EOY = AK STAR	BOY MOY EOY	BOY = FAST MOY = FAST EOY = FAST	BOY MOY EOY	BOY = ILEARN MOY = ILEARN EOY = ILEARN 1 Summative	BOY = KAP interim MOY = KAP interim EOY = KAP interim 1 summative	BOY = IAP MOY = IAP EOY = IAP	BOY = required MOY = optional EOY = required	BOY = testlets MOY = testlets EOY = testlets Anchor Test	BOY = required MOY = optional EOY = required	BOY = optional MOY = optional EOY = optional 1 flexible summative	BOY MOY EOY STAAR summative	BOY MOY EOY Standards of Learning summative
	Total Testing Time	2 hours per test for 4 hours + AK STAR Summative	Avg. 30 minutes per testing admin. approx. 1.5 hrs total	VPK - 45 min. K-1: 120 min. 2: 128 min. 3-5: 560 min. 6-8: 620 min. 9-10: 300 min.	Approx. 90 min. per test for about 4.5 hour total	TBD	Each interim has between 17 and 25 questions. Approx. 45 - 60 min per session for a total of approx. 3 hours	Unit models are 8-11 items and should take approx. 45-60 min. to complete	Approx. 60-min. sessions for each content area admin during BOY (fall) and EOY(spring) admin windows	40 min. per testing session for no more than four hours of total testing time over the academic year	90 minutes per test for roughly 4.5 hours total	Test admin. for NC Check-Ins 2.0 is less than 90 minutes	BOY & MOY have around 20 items each and the EOY has around 30 items.	Growth assessments are untimed, but each admin is estimated to take about half as long as the spring summative
	Adaptability	Item-level adaptive	Fixed forms	Item-level adaptive	Item-level adaptive	Initial - Fixed forms, Move to adaptive interims by 27-28	N/A	Non-adaptive	Computer adaptive	Non-adaptive in the pilot phase; explore future adaptability	Item-level adaptive	The flexible summative is a multi-staged fixed adaptive design.	Multi-stage adaptive	Item-level adaptive
TESTING WHAT'S TAUGHT	Assesses all grade-level standards each time	☑	--	☑	☑	☑	☑	☑	☑	--	☑	--	☑	☑
	Assesses a subset of standards each time	--	☑	--	--	--	--	--	--	☑	--	☑	--	--
	Syncs test w learning or scope & sequence	--	☑	--	--	☑	--	☑	--	☑	--	☑	--	--
CALCULATING SUMMATIVE SCORES FOR ACCOUNTABILITY RATINGS	Summative score based on final test	☑	--	☑	☑	☑	☑	--	☑	--	☑	☑	☑	☑
	Aggregates tests to create summative score	--	☑	--	--	--	--	☑	--	☑	--	--	--	--
	Weights Used for Accountability Ratings	BOY = 0 MOY = 0 EOY = 100% AK STAR	N/A	BOY = 0 MOY = 0 EOY = 100% FAST	N/A	TBD - legislature in session	BOY = 0 MOY = 0 EOY = 100% KAP	LA intends to weigh each admin. equally.	BOY = 0 MOY = 0 EOY = 100% GROWTH = BOY to EOY 100%	MT intends to aggregate results from all testlets to produce a summative score.	BOY = 0 MOY = 0 EOY = 100%	No decision has been made	No decision has been made	BOY = 0 MOY = 0 SoL = 100%
NOTES	High School Tests Used for ESSA	ELA, Math grade 9 Science grade 10	No state high school exams - use SAT	EOCs: RLA grade 9, Algebra I, Geometry, Biology, Civics, US History	EOCs: American Lit.& Composition, Algebra I, Biology, US History	ELA, & Math - SAT, Biology EOC, & Naturalization Exam (after US Government)	ELA, Math - grade 10 Science - grade 11	EOCs: English I, English II, Algebra I, Geometry, Biology, US History, Civics	Reading, Math - through year assessment year 2 of HS; Science - year 3 of HS	Reading, Math, Science - ACT with Writing in grade 11	Reading, English, Math, Science, Writing ACT with Writing in year 3	Biology, English II, NC Math 1, and NC Math 3 EOCs; Pre-ACT; ACT	EOCs: Algebra 1, English 1, English 2, Biology, US History	EOCs: Reading, algebra 1, geometry, algebra 2, biology, chemistry, earth science, world geography, world history 1, world history 2, Virginia & US History

Sources: What Are Through-Year Assessments? State Profiles, Education First, January 2023; various state education department documents.

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“What is an example of an end-of-year test that combines criterion-referenced state standards and growth?”

Alaska’s AK STAR is one example of a balanced assessment system that connects beginning-of-year or middle-of-year growth interim assessments to the end-of-year test, *“which is made up of a grade-specific summative component combined with a growth component.”*

ALASKA SYSTEM OF ACADEMIC READINESS (AK STAR)

A connected approach: bridging interim and annual summative assessments

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3–9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall or winter MAP® Growth™ interim assessments to the spring AK STAR, which is made up of a grade-specific summative component combined with a growth component. With this approach, Alaska has a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

A robust and customized approach to professional learning accompanies the new assessment system, expanding Alaska educators' assessment literacy and knowledge of strategies for data-informed decision-making and formative instructional practices.

mapGROWTH + AK STAR
BALANCED APPROACH

- ✓ **Creates coherence across assessments**
 - Growth, a summative test score, and a proficiency determination is measured in a single spring assessment
 - AK STAR reports include a display of MAP Growth results
- ✓ **Informs instruction and meets accountability needs**
 - Reports and the Achievement Level Explorer tool help teachers use the results for instruction
 - MAP Growth results continue to be available to teachers and families.

Alaska Connected Assessment System

mapGROWTH	mapGROWTH	AK STAR
		
Fall Adaptive Growth Assessment	Winter Adaptive Growth Assessment	Spring Adaptive Growth & Summative Assessment
The assessment is an adaptive growth assessment personalized for each student, adapting above and below grade level as needed to provide teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. The fall and winter assessments provide:  projected proficiency information that is predicting the likelihood a student will be proficient on the AK STAR summative assessment  interim information to inform instruction using the MAP Growth normative RIT scale, along with Instructional Area Scores  growth information when prior scores are available (i.e., meaning the student has taken the test in the past)		The assessment is an adaptive assessment personalized for each student that includes growth and summative components. The summative component addresses the breadth and depth of Alaska grade-level content standards, while the growth component personalizes the test for each student by adapting above and below grade level. It provides:  a summative test score and grade-level proficiency determination based on Alaska grade-level content standards  interim information to inform instruction using the MAP Growth normative RIT scale, including a RIT scores specific to MAP Growth Instructional Areas

AK STAR | **mapGROWTH**

A Tale of Three Assessments

NWEA ASSESSMENTS

**Maine Through Year Assessment:
Fall, Winter, & Spring**

MAP Growth

ADAPTIVE

The assessment adapts by changing the difficulty of the questions based on the student's previous answers.

NORMATIVE

Normative assessments determine if an individual's performance is at a level equal to, above, or below average. Percentile scores are frequently used, showing the percentage of individuals that score equal to or below the tester. This means comparing the individual's performance to a group.

RIT SCORE

RIT scores are used to measure growth over time and across grade levels. A student's RIT score represents the ability level at which a student has a 50% probability of answering a question correctly.

**Maine Through Year Assessment:
Spring**

ADAPTIVE

The assessment adapts by changing the difficulty of the questions based on the student's previous answers.

CRITERION-REFERENCED

Criterion-referenced assessments measure a student's knowledge and skills against an academic standard or benchmark. In criterion-referenced assessments, the performance of other students does not affect a student's score.

MAINE-SPECIFIC SCALE SCORE

The Maine-specific scale score is used to measure student performance according to grade-level standards. Scores are aligned to an achievement level of Well Below, Below, At, and Above State Expectations.

Cut Scores

On this assessment, cut scores represent the difficulty level at which a student has a 50% probability of answering a question at that achievement level correctly.

Note on Cut Scores

Cut scores based on 50% probability are common for adaptive tests and align with how RIT scores are determined. Cut scores based on 67% probability are more common for fixed form assessments.

MEA SCIENCE

Maine Science Assessment

FIXED FORM

Questions on the assessment are "fixed," or the same for all students.

CRITERION-REFERENCED

Criterion-referenced assessments measure a student's knowledge and skills against an academic standard or benchmark. In criterion-referenced assessments, the performance of other students does not affect a student's score.

SCALE SCORE

The scale score is used to measure student performance according to grade-level standards. Scores are aligned to an achievement level of Well Below, Below, At, and Above State Expectations.

Cut Scores

On this assessment, cut scores represent the difficulty level at which a student has a 67% probability of answering a question at that achievement level correctly.

The Maine Through Year Assessment

Students are assessed two to three times per year for performance monitoring, and teachers receive interactive reports and tools designed to provide timely and actionable information.

The Maine Through Year Assessment will produce two scores in the spring for each student: a summative, criterion-referenced score based on the student's performance according to grade-level state standards, and a norm-referenced RIT score useful for measuring a student's growth over time.

How does it work?

The summative score is determined by a student's performance on the summative portion of the spring assessment, which can **adapt** within one-grade level above and below the assessed grade. In addition, an RIT score is determined by all questions on the spring assessment, including both the summative portion and a diagnostic portion from NWEA's MAP Growth item bank which can **adapt** across multiple grade levels. The required fall and optional winter assessment administrations will also produce RIT scores so that growth can be measured not only between academic years but also throughout the year.





NEBRASKA

DEPARTMENT OF EDUCATION

Interpreting Student NSCAS Growth Scores

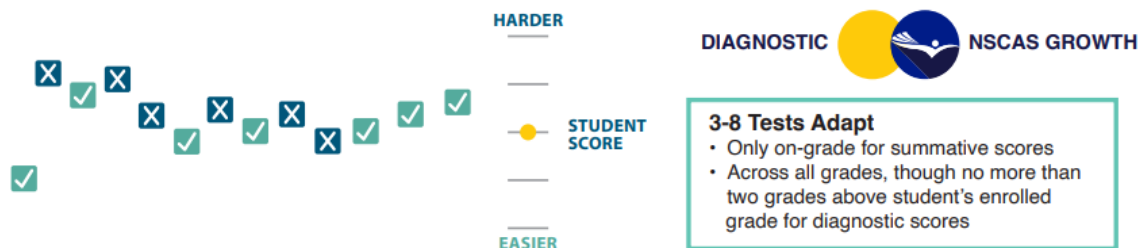
How the computer adaptive design impacts understanding student scores

As a District Assessment Coordinator (DAC), you play an important role in supporting district and school staff as they administer NSCAS Growth and use the data from the assessment. As school leaders and educators dig into their student's results from this spring's NSCAS Growth administration, the Nebraska Department of Education (NDE) wants to equip DACs with information on interpreting student NSCAS Growth scores.

NSCAS Growth is a computer adaptive assessment designed to both provide students a chance to answer items above or below grade level to allow them to demonstrate where they are in their learning while also ensuring there are enough on-grade level items for summative purposes. Computer adaptive tests select items that are tailored to a student's performance throughout the assessment. Items get easier if a student answers an item incorrectly and harder if a student answers an item correctly. As a student responds to items, the computer adaptive assessment better understands where a student is in their learning.

NSCAS Growth generates two different scores that aim to provide comprehensive information on a student's results – the NSCAS scale score (summative) and RIT score (diagnostic).

- The NSCAS scale score and associated achievement level is based on a subset of items (about 27 items) that are on-grade and aligned to the state summative blueprint.
- The RIT score is based on all items that a student took during that test (about 27 on-grade-level items plus about 13 items that adapt on- and off-grade-level as needed).



What are the benefits to NSCAS Growth?

The NSCAS Growth assessments help to unify district and state assessments that measure student academic growth and mastery of Nebraska's College and Career Ready Standards, and growth relative to national norms.

This approach to measure growth and proficiency throughout the year in the unified assessment system provides coherence across the assessments, helping to inform instruction with timely results to teachers within 72 hours, and meeting accountability requirements – all while reducing the overall number of assessments students are required to take.

Source: Nebraska's Transition to NSCAS Growth Frequently Ask Questions (FAQ)



Senate Bill 2 (ESA vouchers) and CSHB 4 (testing & accountability) both include ‘nationally norm-referenced tests.’ *“What are the benefits of using a nationally-normed referenced test vs. a criterion-referenced test (STAAR)?”*

- ✓ **Parity with Private Schools.** If a nationally-normed test is good enough for private schools (and ESA students), then it is good enough for public schools.
- ✓ **Less Testing Time.** Nationally normed tests usually require 2–3 hours per administration, much less than STAAR’s 6–7 hour reading test and 3-4 hours for math, science, and social studies, giving back valuable instructional time.
- ✓ **Immediate (or Nearly Immediate) Results.** Unlike STAAR’s 4 to 6 weeks delay, nationally normed tests typically provide quick or immediate feedback, allowing teachers to adjust instruction while it still matters (immediate acceleration).
- ✓ **Designed for Measuring Growth.** Tests like i-Ready and NWEA MAP are built to measure growth over time, offering more intentional and consistent tracking of student progress across the year rather than relying on post-hoc growth estimates like STAAR.
- ✓ **Greater Confidence in Results.** Users trust the validity and purpose of tests like PSAT, SAT, i-Ready, and MAP while STAAR often faces skepticism from educators and parents who question what the scores really mean.
- ✓ **Broader, Meaningful Comparisons.** Nationally normed tests allow Texas to compare student performance of districts not just within the state, but also against national benchmarks, providing a clearer picture of how we are improving relative to the rest of the country. TEC 39.028 COMPARISON OF STATE RESULTS TO NATIONAL RESULTS.



“What is an end-of-year test that combines criterion-referenced standards and growth?”

Alaska’s AK STAR is one example of a balanced assessment system that connects beginning-of-year or middle-of-year growth interim assessments to the end-of-year test, which is made up of a grade-specific summative component combined with a growth component.

What is AK STAR?

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3-9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall or winter MAP® Growth™ interim assessments to the spring AK STAR, which is made up of a grade-specific summative component combined with a growth component. With this approach, Alaska has a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

What do the AK STAR scores mean?

Summative Component

- The summative component addresses the breadth and depth of Alaska grade-level content standards, by showing what a student knows and can do by designating one of the four Achievement Levels.
- The summative component measures student understanding of what they have learned over time. Summative scale scores describe student performance based on Alaska standards.

What are the Achievement Levels for Summative?

Non-Proficient		Proficient	
Needs Support	Approaching Proficient	Proficient	Advanced
Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.	Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

For more information on grade-specific achievement levels please visit:
<https://education.alaska.gov/assessments/akstar/assessment-design>



Growth Component (Powered By MAP Growth)

- The Growth component provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- The Growth component measures what a student knows at that time, and then is compared to their previous MAP® Growth™ assessments, either fall or winter to provide a conditional growth score. Growth uses a Rasch unit (RIT) scale and compares your student at that point in time to all other students in the nation who took MAP® Growth™.
- The Growth component shows growth based on student's fall or winter MAP® Growth™ Assessment.

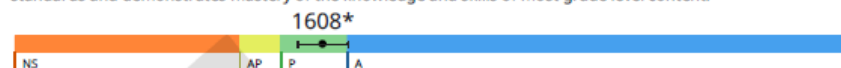
MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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English Language Arts

Summative Component Score: **Proficient**

This score falls in the **Proficient** ranges for English Language Arts, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.



**If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

NS Needs Support 1420 - 1570 **AP** Approaching Proficient 1571 - 1595 **P** Proficient 1596 - 1629 **A** Advanced 1630 - 1780

Comparison to State, District, and School Performance

Scale Score Median Comparisons	# Tested	Non-Proficient				Proficient			
		NS	AP	P	A	NS	AP	P	A
Alicia									
School Median Score	7								
District Median Score	567								
State Median Score	6,233								

Growth Component Scores (Powered By MAP Growth)

Reading Overall RIT

229 RIT Score +19 from Fall	82nd Achievement Percentile	89th Conditional Growth High
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Reading Instructional Area RIT

218 Literary Text	230 Informational Text	224 Vocabulary
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MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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For more information, contact your student's school.

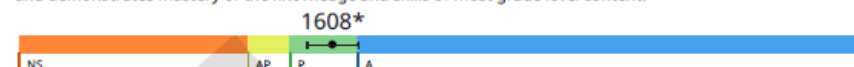


For more information on AK STAR, please visit education.alaska.gov/akstar

Mathematics

Summative Component Score: **Proficient**

This score falls in the **Proficient** ranges for Mathematics, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.



**If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

NS Needs Support 1420 - 1570 **AP** Approaching Proficient 1571 - 1595 **P** Proficient 1596 - 1629 **A** Advanced 1630 - 1780

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Alicia									
School Median Score	7								
District Median Score	567								
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Growth Component Scores (Powered By MAP Growth)

Math Overall RIT

229 RIT Score -2 from Fall	82nd Achievement Percentile	89th Conditional Growth High
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Math Instructional Area RIT

220 Numbers and Operations	230 Operations and Algebraic Thinking	232 Geometry	222 Measurement and Data
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MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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For more information, contact your student's school.



For more information on AK STAR, please visit education.alaska.gov/akstar