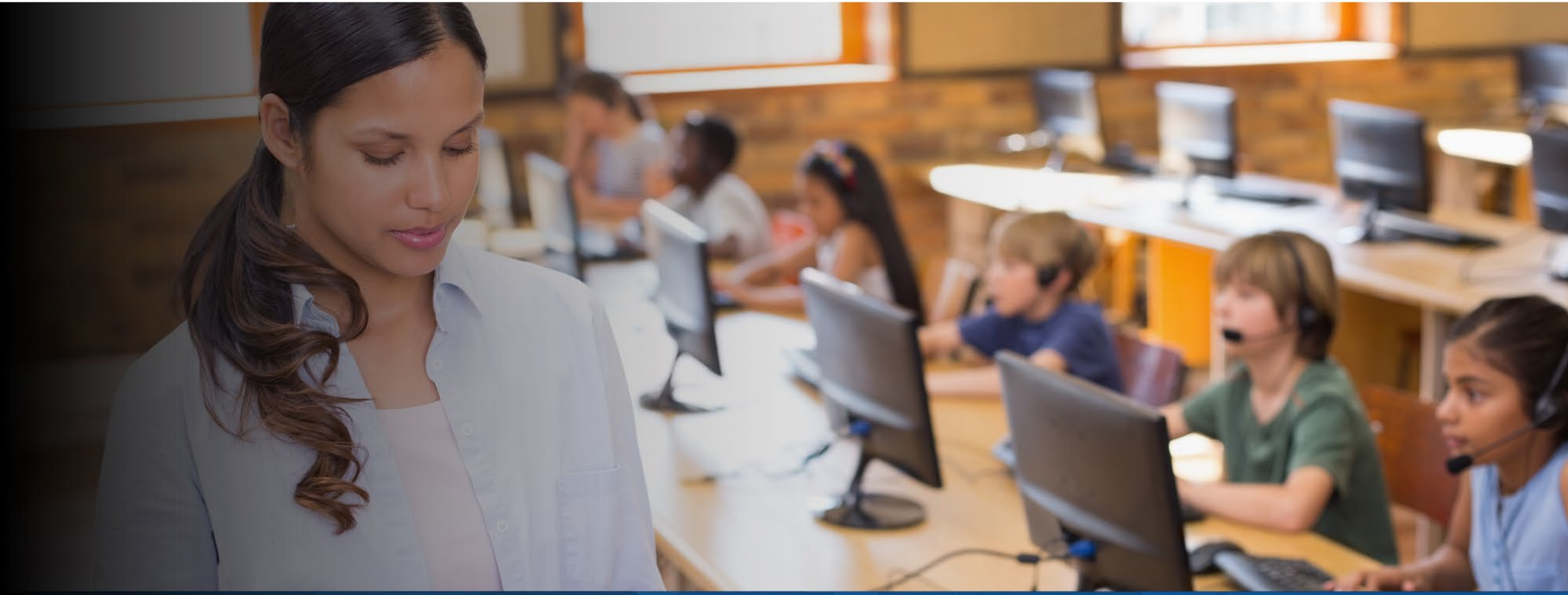

STAAR RLA Update, Assessment Development Division

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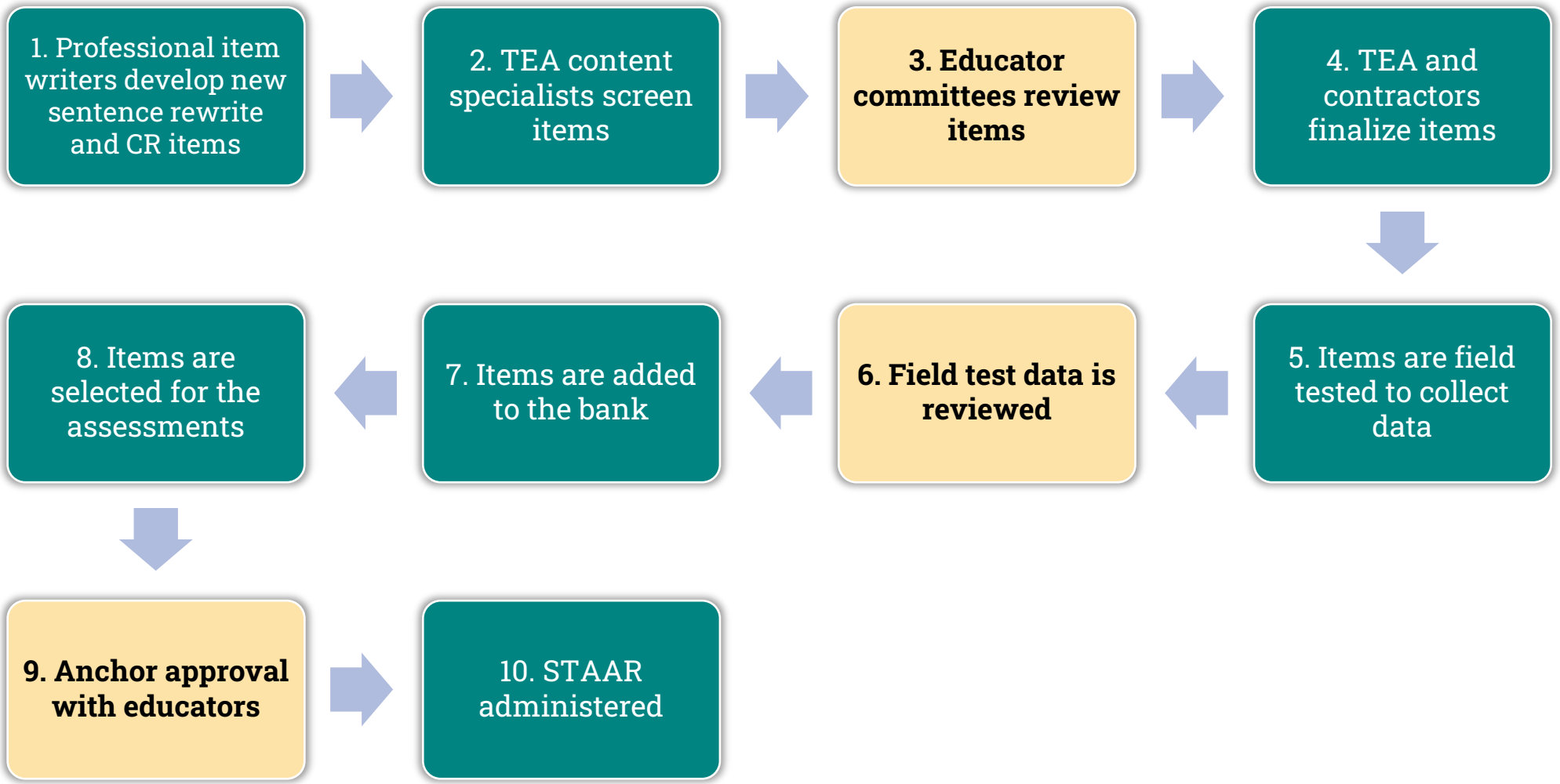
Today's Topics

- Assessment Overview and Anchor Approval Committees
- Scoring: Short Constructed Response
- Scoring: Extended Constructed Response
- 2023 STAAR RLA Takeaways
- Educator Recruitment

Assessment Overview and Anchor Approval Committees

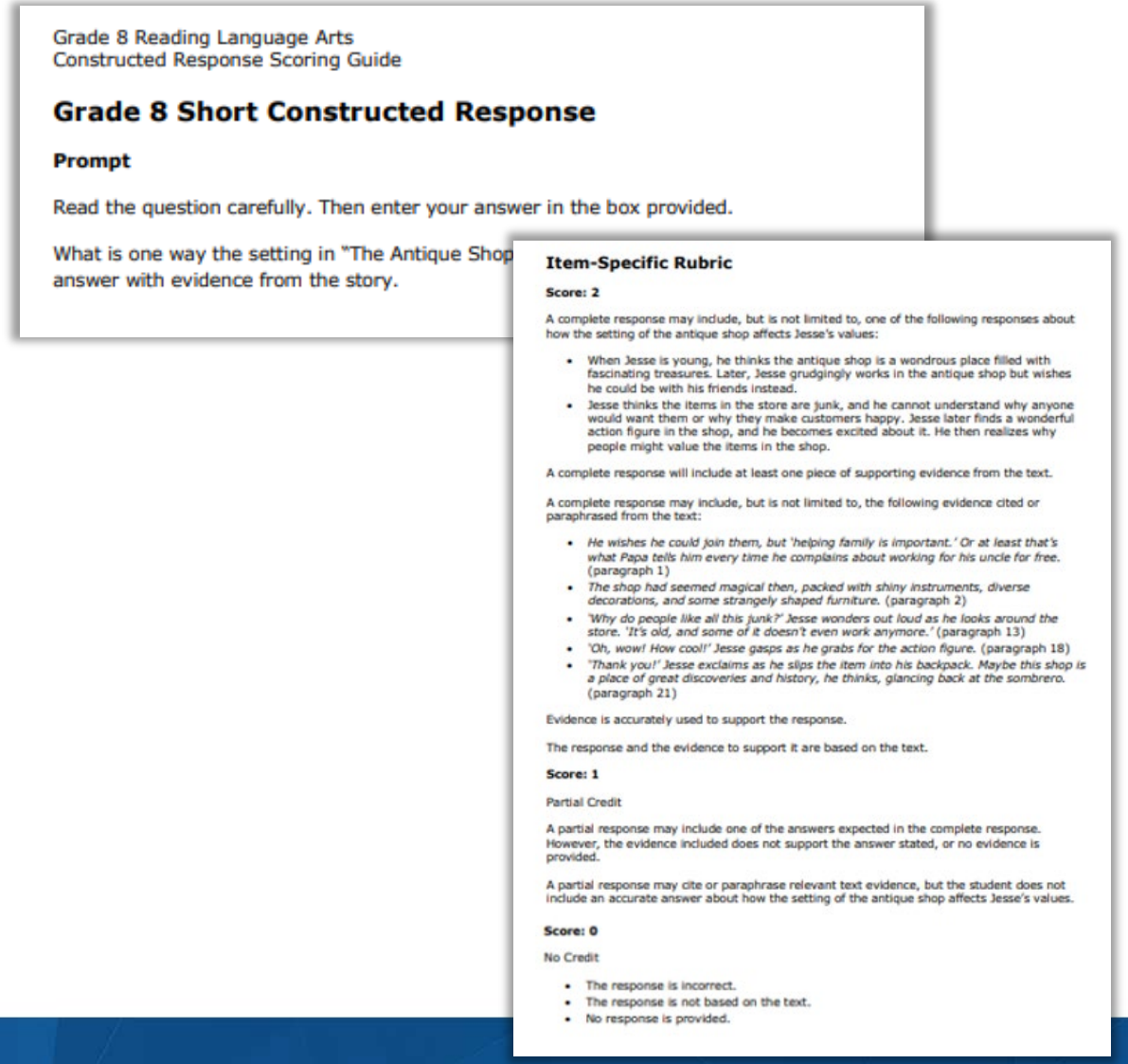
Rigorous item development process with teacher input



Reading and writing constructed response (CR) items and their associated rubrics are reviewed by educator item review (EIR) committees

The **EIR committees can provide feedback** on all items, including the ECR prompt, SCR items, and the item-specific rubrics that accompany each SCR.

This is the **opportunity for edits** to be made **to the SCR item-specific rubric(s)**, not after the question has been field-tested.



Grade 8 Reading Language Arts
Constructed Response Scoring Guide

Grade 8 Short Constructed Response

Prompt

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

What is one way the setting in "The Antique Shop
answer with evidence from the story.

Item-Specific Rubric

Score: 2

A complete response may include, but is not limited to, one of the following responses about how the setting of the antique shop affects Jesse's values:

- When Jesse is young, he thinks the antique shop is a wondrous place filled with fascinating treasures. Later, Jesse grudgingly works in the antique shop but wishes he could be with his friends instead.
- Jesse thinks the items in the store are junk, and he cannot understand why anyone would want them or why they make customers happy. Jesse later finds a wonderful action figure in the shop, and he becomes excited about it. He then realizes why people might value the items in the shop.

A complete response will include at least one piece of supporting evidence from the text.

A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:

- *He wishes he could join them, but 'helping family is important.' Or at least that's what Papa tells him every time he complains about working for his uncle for free.* (paragraph 1)
- *The shop had seemed magical then, packed with shiny instruments, diverse decorations, and some strangely shaped furniture.* (paragraph 2)
- *'Why do people like all this junk?' Jesse wonders out loud as he looks around the store. 'It's old, and some of it doesn't even work anymore.'* (paragraph 13)
- *'Oh, wow! How cool!' Jesse gasps as he grabs for the action figure.* (paragraph 18)
- *'Thank you!' Jesse exclaims as he slips the item into his backpack. Maybe this shop is a place of great discoveries and history, he thinks, glancing back at the sombrero.* (paragraph 21)

Evidence is accurately used to support the response.

The response and the evidence to support it are based on the text.

Score: 1

Partial Credit

A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided.

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about how the setting of the antique shop affects Jesse's values.

Score: 0

No Credit

- The response is incorrect.
- The response is not based on the text.
- No response is provided.

Recall: Short constructed response (SCR) and extended constructed response (ECR) items are scored differently than other item types.

Student responses are scored using a rubric.

Educator committees participate in anchor approval meetings to determine how to score each constructed response item.

The 2023 released tests and scoring guides for all content areas and grade levels were posted in August. Scoring guides include the following information for both SCRs (when applicable) and ECRs:

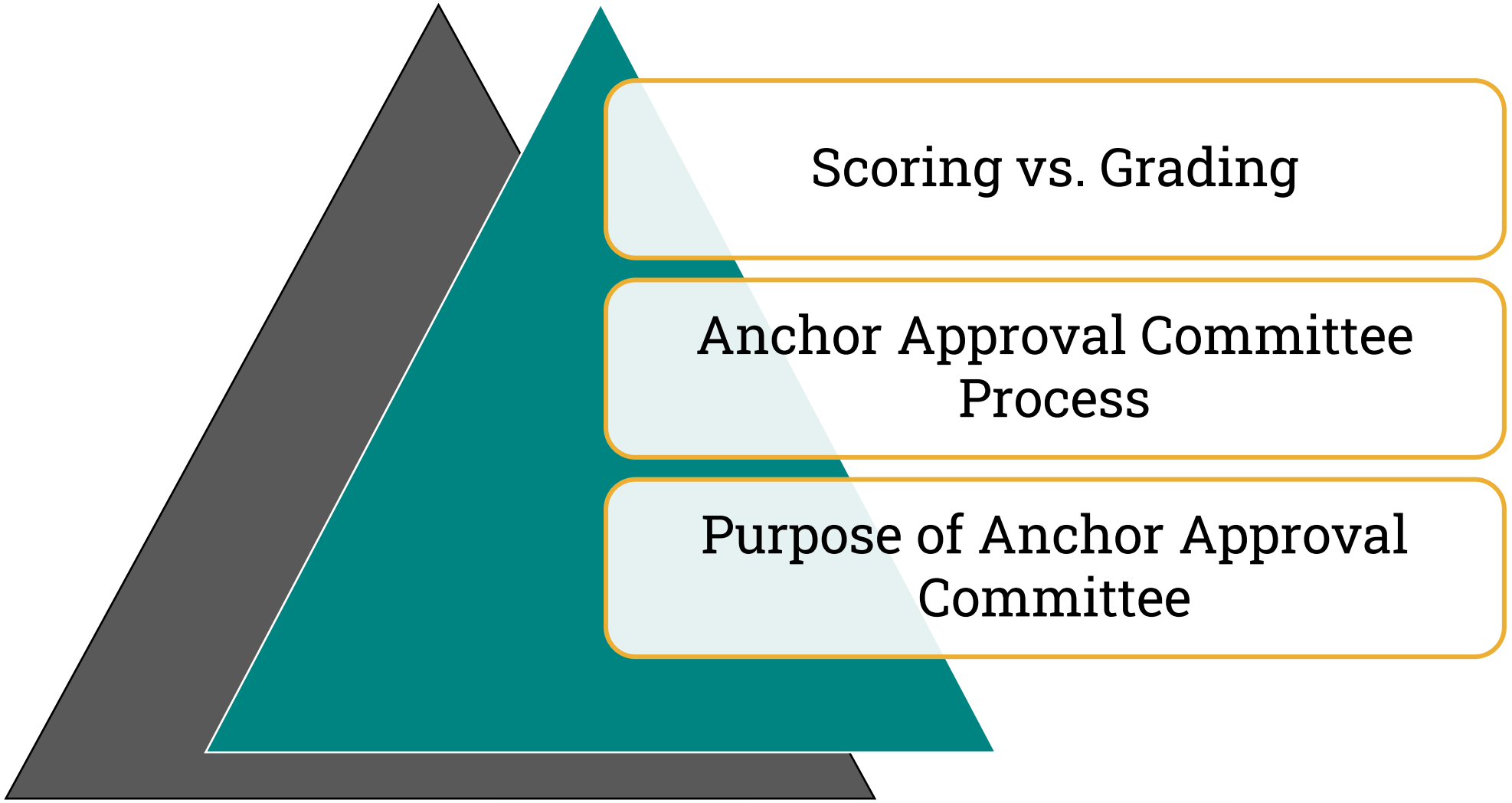
- the prompt;
- the scoring rubric; and
- annotations for student responses.

What is anchor approval?

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.

The work of the anchor approval committee supports the scoring process for constructed response questions.



When formally assessing students in the classroom, how do you determine the grade a student receives?

Is there always a clear line between whether a student receives credit for a response?

How do you determine if they should receive partial credit?

When grading, the teacher knows the student and can interpret the student's knowledge.

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.

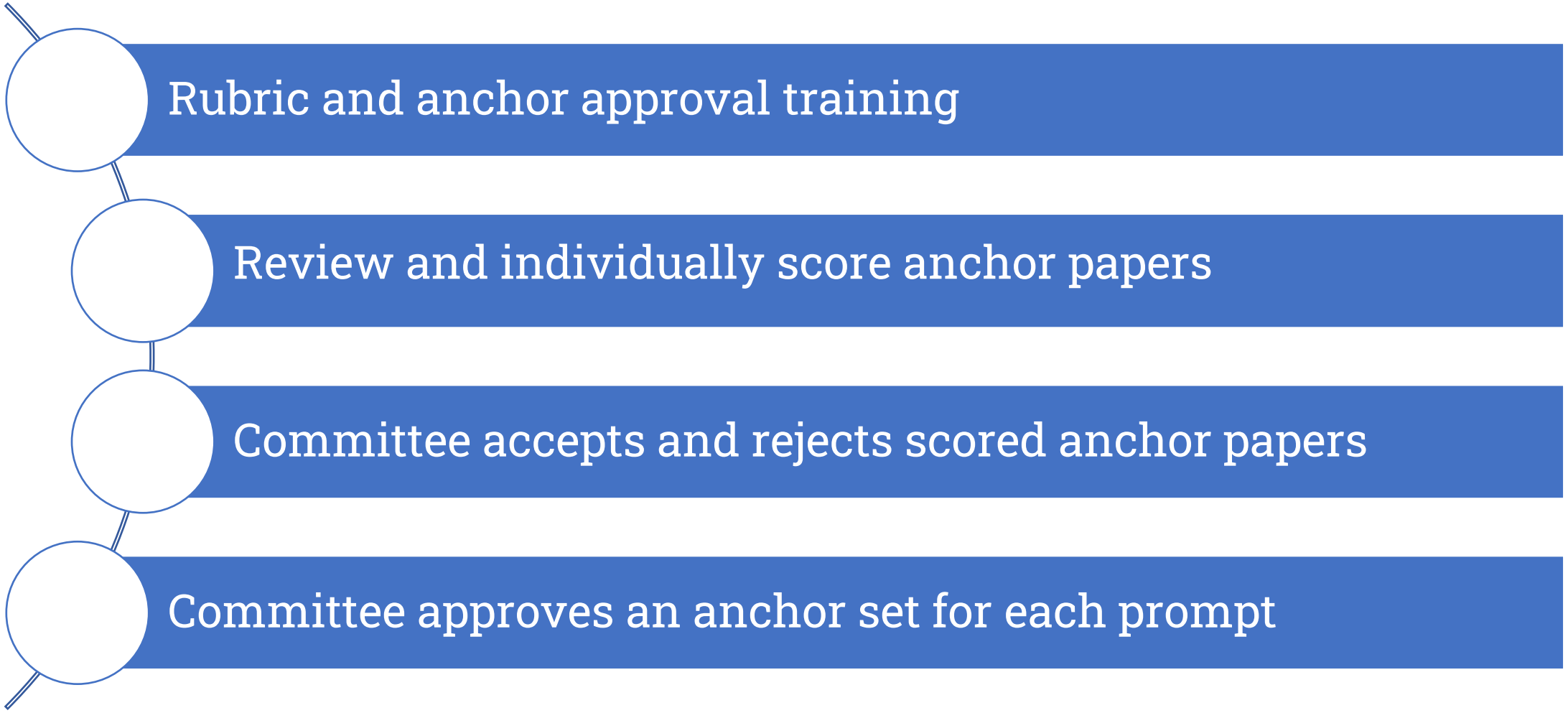
Off with the teacher hat…

- Do not judge student responses for qualities that are not addressed in the rubric or for qualities that are based on your personal preferences.
- Avoid thinking about how you teach students to write.
- Avoid overemphasizing errors in the student response.
- Avoid making assumptions about the student, such as ability or population.

On with the rater hat…

- Using the rubric as a guide, read each student response to assign a score.
- For ECRs, think holistically about the writer's communication of ideas in the response.

What does an Anchor Approval meeting look like?



When scoring, the scorer does not have previous knowledge of the student or what they know about the content.

Points are awarded based on how well the response meets the rubric criteria.

Item-Specific Rubric

Score: 1

The response is a c… …ideas in a clear and effe…

Scor…
The r…se is not a complete sentence or does not combine the ideas in a clear and effective way.

There is zero interpretation of what the student may have intended to say.

1	----------

0	----------

Scorers escalate responses that are outside the content in the rubric or scoring guidance to a supervisor for review.

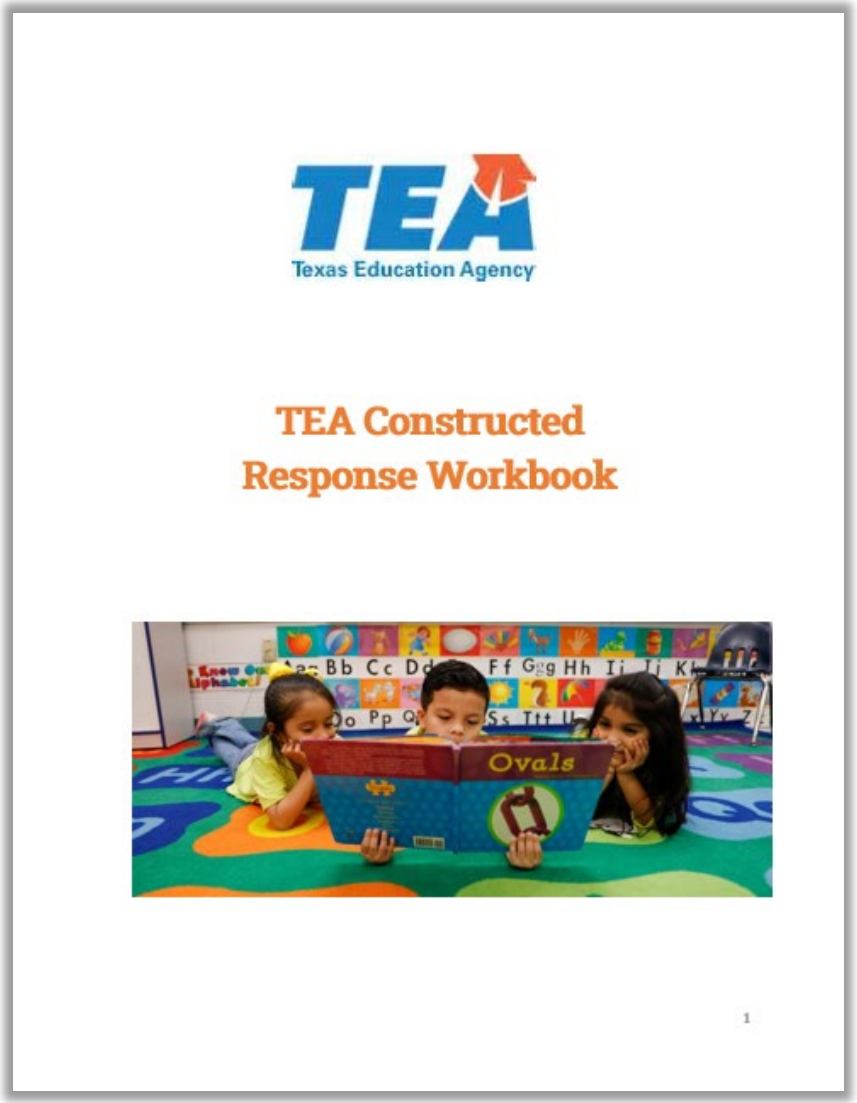
Unlike teachers providing grades on classroom assessments, **scorers cannot make judgements** outside of the rubric or scoring guidance.

Responses that are **outside the scope** of the rubric or scoring guidance **are elevated to a higher review** with the vendor and TEA.

Anchor approval committees provide guidance for the scorers to use in addition to the rubric.

The anchor approval committees review actual student responses from the field test to provide feedback about the application of the scoring rubric and provide guidance for scorers to apply when responses are not clearly correct or clearly incorrect.

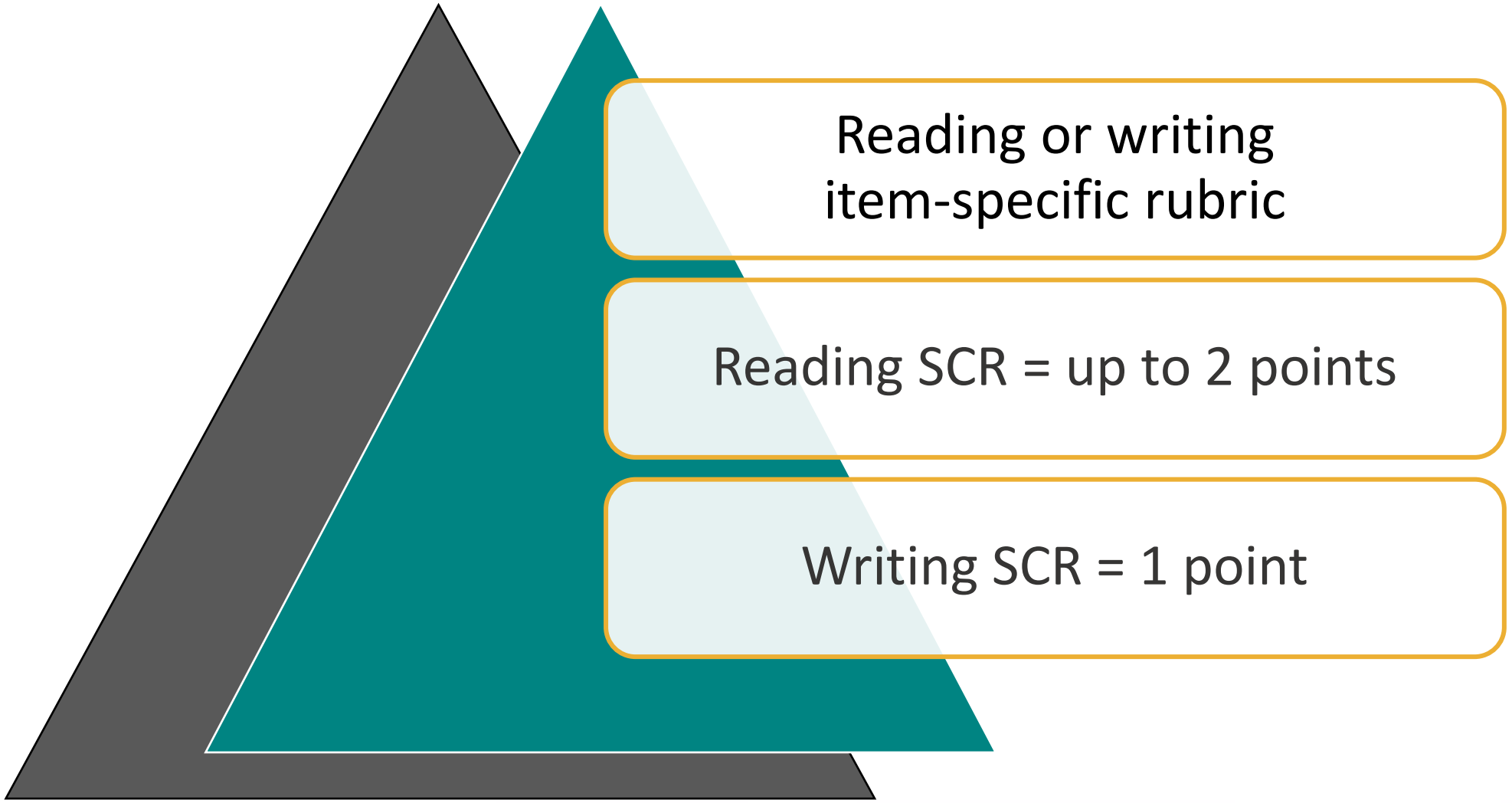
Edits are not made to the rubric after the question has been field tested.



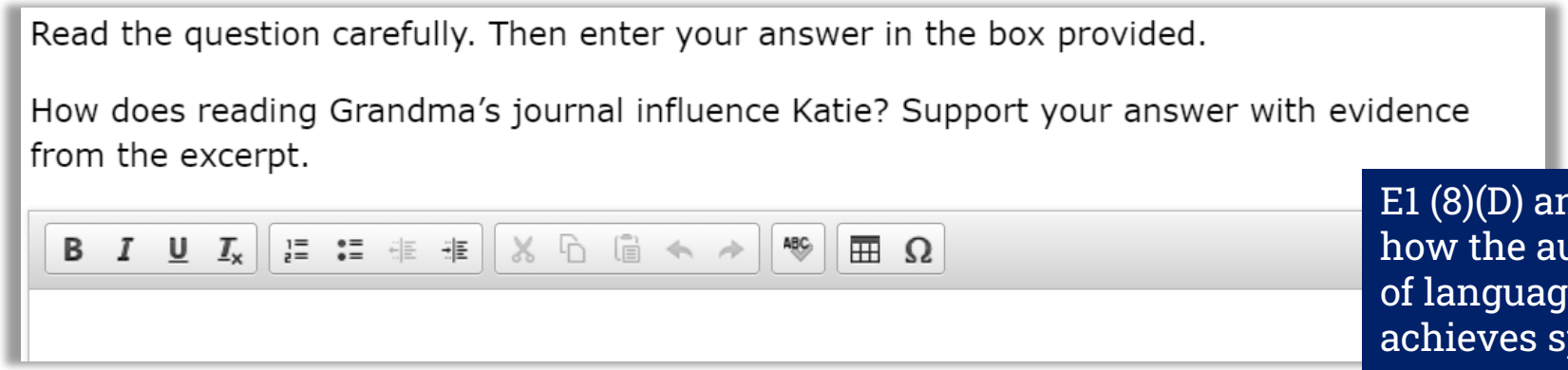
For the next couple of sections, you will need to access the TEA Constructed Response Workbook.

Scoring: Short Constructed Response (SCR)

Recall: Each SCR question has an item-specific rubric, so these questions are scored, not graded.



Scorers use the content in the rubric and the scoring guidance provided by the anchor approval committees to score these items.



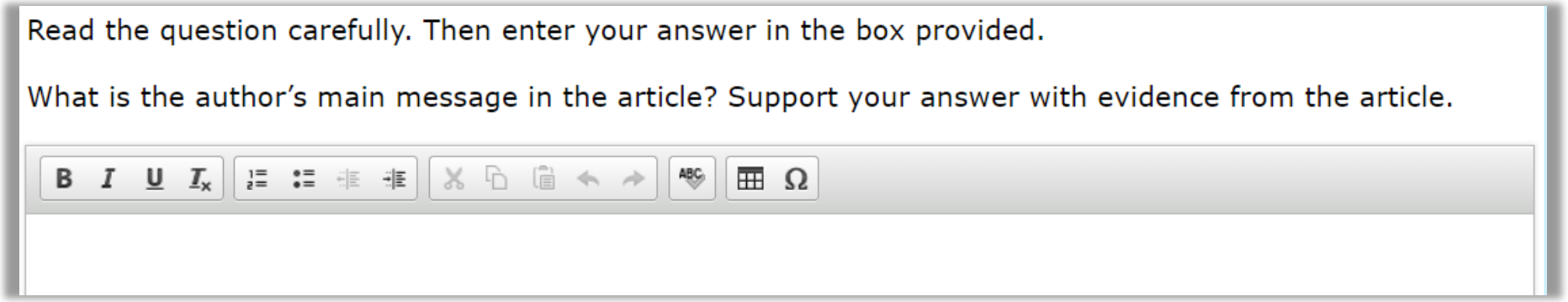
E1 (8)(D) analyze how the author's use of language achieves specific purposes;

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: • This paragraph tells us that Grandma regrets that she let her childhood dreams fade away. A complete response may include, but is not limited to, the following evidence: • In the paragraph, Grandma says, "I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams."

The **rubrics cannot** always **provide an exhaustive list** of possible answers.

Anchor approval committees provide scoring guidance that is used to train the scorers on how to score the responses.

Each reading SCR question has a 2-point item-specific rubric.



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.

Each writing SCR question has a 1-point item-specific rubric.

Original Paragraph:

(32) She listened and then a hug for me. (33) She said, "Crista, everyone makes mistakes. (34) The important thing is to be honest about them. (35) And it always feels better to do it right away!"

Prompt

Sentence 32 needs to be revised. In the box provided, write this sentence in a clear and effective way.

Score	Description
1	The response is a complete sentence that expresses the ideas in a clear and effective way,
0	The response is not a complete sentence or does not express the ideas in a clear and effective way.

5 (11)(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

Without looking at the scoring rubric, how would you answer this English I SCR Prompt?

Page 2-3 of workbook

Simply Me

by Andrea "Vocab" Sanderson

Verse 1

Woke up to an epiphany of who I've become:
The embodiment of my experiences,
coupled with temperance emanated into this song.

I know right where I belong.

Tucked underneath my skin is the perfect
blend: Grace, wisdom & certainty. My
affirmations match my expectations. My
whole body is an anthem. My heartbeat
keeps the drum. It's so amazing!

Verse 2

Feeling lush virtuosity. It's
amazing, the blend of fabric
woven meticulously.

I see the good in
me.

Natural beauty internally, it flows
through fluidly like fine linens of self-
love. Esteeming my heart in high regard
looking above fault lines. No more
earthquakes of criticism & critique.
Won't weigh myself against others.

I am
unique.

From SHE LIVES IN MUSIC by Andrea "Vocab" Sanderson, FlowerSong Books. Used by permission of FlowerSong Press.

Use "Simply Me" to answer the following question.

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

What do the single-sentence stanzas in the poem "Simply Me" help the reader understand? Support your answer with evidence from the poem.

B I U Tx Ω

Chars 0/475

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;

Discuss how your response aligns to the item-specific rubric.

Page 4 of workbook

Score	Description
2	A complete response may include, but is not limited to, one of the following responses about what the single-sentence stanzas in the poem "Simply Me" help the reader understand: • The speaker feels good about herself. • The speaker is a strong person who knows her mind. • The speaker reaches conclusions about herself. A complete response will include at least one piece of supporting evidence from the text. A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text: The speaker says she knows where she belongs, sees good in herself, and is unique. • I know right where I belong. (line 4) • I am/unique. (lines 21 and 22) Evidence is accurately used to support the response. The response and the evidence to support it are based on the text.
1	A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided. A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about what the single-sentence stanzas in the poem "Simply Me" help the reader understand.
0	The response is incorrect. The response is not based on the text. No response is provided.

How would you score this response?

Page 5 of workbook

Reading SCR Sample #1:

The single sentence stanza in the poem helps the reader by saying that all the beautiful things about her and those are single things that she likes about herself.

Reading SCR Sample #1 Annotation:

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.

How would you score this response?

Page 5 of workbook

Reading SCR Sample #2:

It helps the reader understand what the speaker feels about themself and that they're okay and happy with who they're. When it says "I see good in me" It shows she is confident and comfortable in her own skin.

Reading SCR Sample #2 Annotation:

The writer provides two accurate answers (“they’re okay and happy with who they’re”; “she is confident and comfortable in her own skin”). The first phrase, “It helps the reader understand what the speaker feels about themself,” requires additional explanation, but this writer clarifies the specific aspects of what the narrator feels with the above answers.

The writer accurately provides evidence from the passage, by quotation, that supports a correct answer. “When it says ‘I see good in me’” is one of the single-line stanzas. The writer provides an accurate answer.

The writer provides accurate supporting evidence. Score point 2.

How would you score this response?

Page 5 of workbook

Reading SCR Sample #3:

I would add more stuffs or words to my only single sentence so people understand way better than reading a small sentence

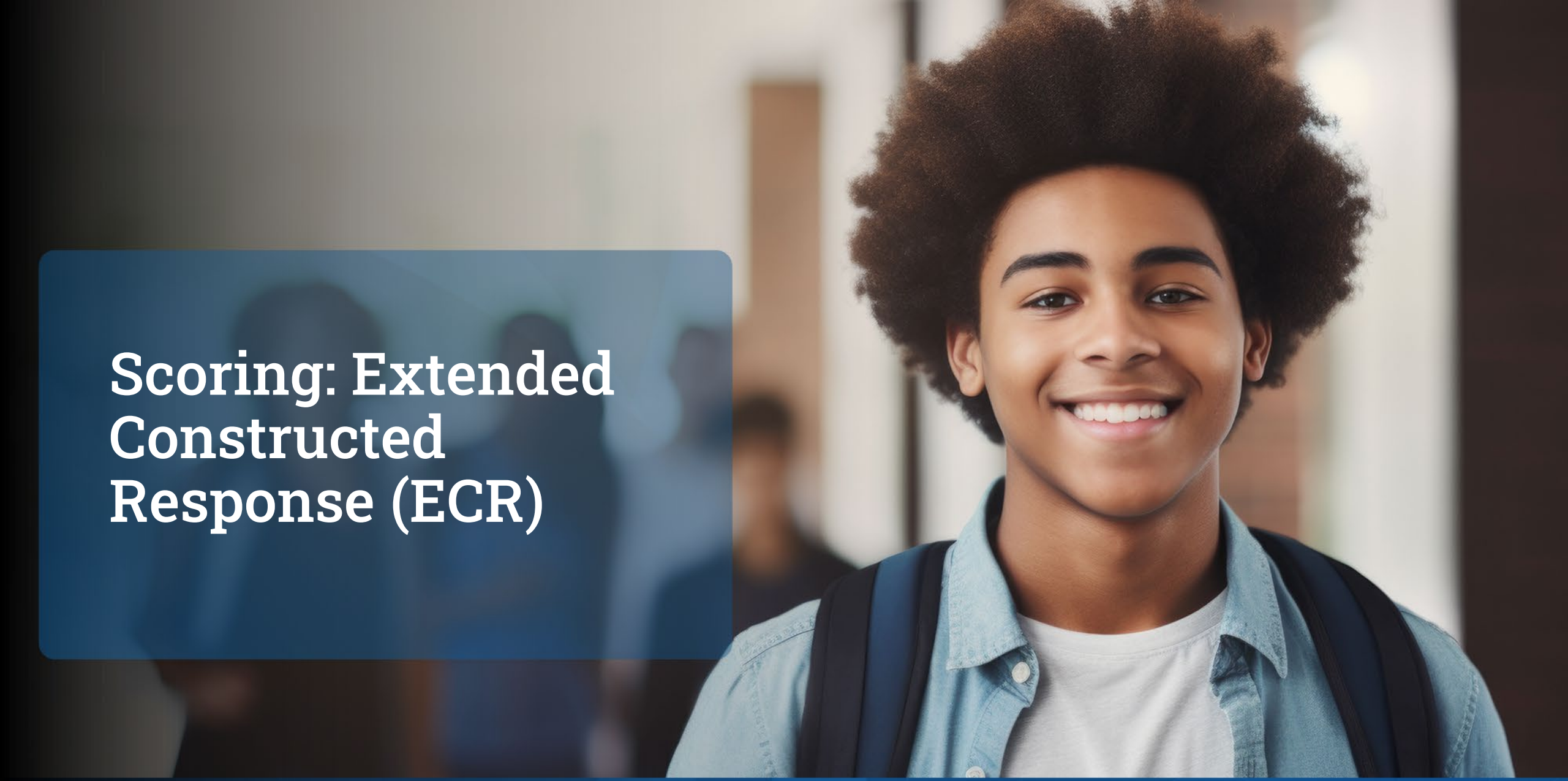
Reading SCR Sample #3 Annotation:

The writer does not provide an accurate answer. The second part of the answer, “so people understand way better than reading a small sentence,” is stating how the single-line stanza functions, which doesn’t answer the question. The first part of the answer, “I would add more stuffs or words,” is a suggestion on how to improve the single-line stanza. It does not answer the question.

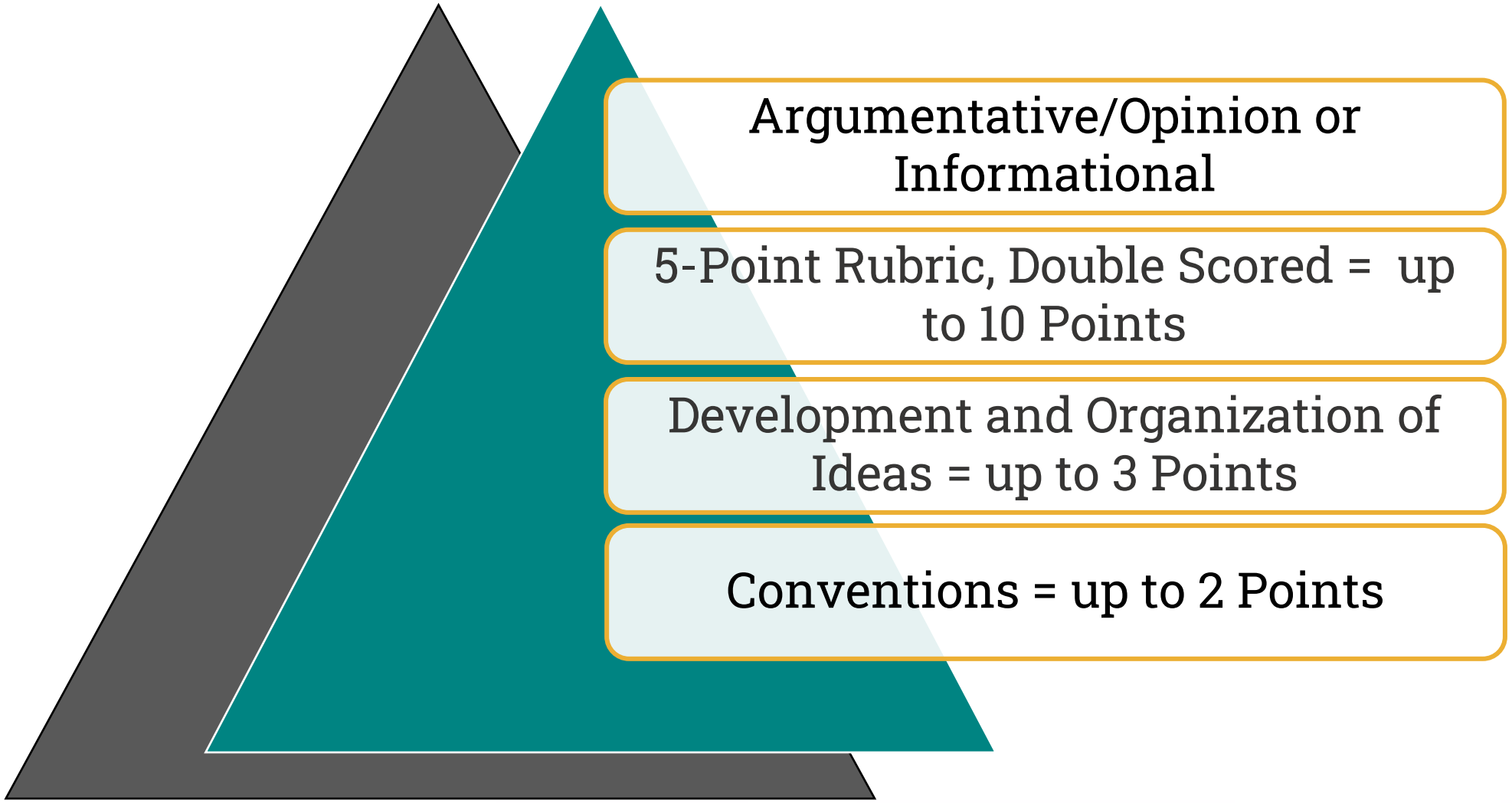
The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

An accurate answer is not provided. There is no supporting evidence. Score point 0.

Scoring: Extended Constructed Response (ECR)



Each ECR question uses a 5-point rubric, so these questions are scored not graded.



Possible 5-Point Rubric Scores

Development and Organization of Ideas/Conventions

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

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

Possible 5-Point Rubric Score Combinations

Development and Organization of Ideas/Conventions

SP 0:	SP 1:	SP 2:	SP 3:	SP 4:	SP 5:
0/0*	1/0	2/0 1/1	3/0 2/1 1/2	3/1 2/2	3/2

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

Impact of Scoring a Zero in Development and Organization of Ideas

Development and Organization of Ideas/Conventions

Student Response	Scorer 1	Scorer 2	Total Score
1	~~0/1~~ 0/0	~~0/2~~ 0/0	**0**
2	1/0	~~0/1~~ 0/0	**1**
3	1/1	~~0/1~~ 0/0	**2**
4	1/1	1/1	**4**
5	1/2	2/2	**7**

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

Even if a student's writing demonstrates consistent command of grade-level-appropriate conventions, the response will not earn points if the development and organization of ideas score is a 0.

Read this prompt and the associated article in the accompanying workbook. Review the informational rubric.

Page 8 – 13 of workbook

One Book, One Camel

1 A camel struts proudly, two boxes secured tightly to its sturdy frame. But these boxes aren't carrying what you might think—inside, you'll find adventures, fables, and voyages. That's right—you'll find books!

Libraries in Motion

2 This cool camel is part of the "Camel Mobile Library" in Kenya. The Camel Mobile Library helps to promote literacy, which is the ability to read and write. Since 1979, the government of Kenya has worked hard to improve literacy rates. Now, around 80% of adults in the country are able to explore the world of books.

3 Librarians from Kenya's National Library Service operate the Camel Mobile Library. It is a way to get books to places across the country, such as Kenya's eastern province of Garissa. The people of Garissa work as animal herders and move about from place to place. Permanent libraries aren't always nearby, so books come to the people instead.

Garissa Province in Kenya

6 (11)(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; Readiness Standard

Read the article "One Book, One Camel." Based on the information in the article, write a response to the following:

Explain how the Camel Mobile Library has affected the people of Garissa.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Review the following student responses. What do you notice? Share your thoughts with a shoulder partner.

Page 13 of workbook

Prompt: Explain how the Camel Mobile Library has affected the people of Garissa.

Student Response: people could read and learn from books. People coulddnt get books. its easy to use the library the camel mobile has effected peeple. if they didnt have the mobile library they couldnt get books. the camel mobile library brings books

Score 1	Score 2	Total Score
1/0	0/0	1

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	1/1	4

Review the following student responses. What do you notice? Share your thoughts with a shoulder partner.

Page 13 – 14 of workbook

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	1/1	4

Have youve heard of the Camle mobile library? Well if you havent I'll tell you all about it! To start let me explain a bit about the Camle mobile library it was made for people leving in plasces like Grassis were land is to rough to even get there so to deliver there books and more they get on Camle and set up shop to give children a chance to have a type of education,and too learn about new things through saidso books how do I knoe this? Well in a article called, "One Book, One Camel" it says, "the camel moble library helps to poromote literacy , which is the ability to read and write" , this evidence proves that the Camle Mobile library was there to help children to understand and be able to read and write ,and tell what is what. Thats why the Camle mobile library i super important.

Score 1	Score 2	Total Score
2/0	2/0	4

How would you score this response?

ECR Sample #1:

The camel mobile liberry has helped many people of Garissa have fun reading all thanks to the unice transpertation of bringing books on top of cameles.Why cameles you might be thinking why not cars trucks or cargo ships it is becouse Garissa is located in a desert With rough landscape.

ECR Sample #1 Annotation:

Organization and Development of Ideas: 1

The writer presents the controlling idea that "The camel mobile liberry has helped many people of Garissa have fun reading . . . of bringing books on top of cameles." The writer does not include an introduction or conclusion, and an organizational structure is not evident. The writer provides little text-based evidence in the form of a paraphrase ("Why cameles you might be thinking why not cars trucks or cargo ships it is becouse Garissa is located in a desert With rough landscape") to insufficiently develop and support the controlling idea. Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors include capitalization ("The camel mobile liberry," "is located in a desert With rough landscape"), missing commas ("why not cars trucks or cargo ships"), and spelling ("liberry," "unice," "transpertation," "cameles," "becouse"). In addition, the response consists of two sentences, the second of which is a run-on sentence. These errors impact the clarity of the writing and the reader's understanding of the writing.

How would you score this response?

Page 15 of workbook

ECR Sample #2:

People is Garissa had a low literacy rate, and the Kenyan government works to change that. To do that, they created something called the "Camel Mobile Library" to transport books to children. The camels carry books around, and when they stop, they set up a temporary library so that children and adults alike may come and read. This makes it so the literacy rate rises since they now have the want to read. The people also learn easier without having to attend classes or learn by speech. There are several other effects of the Camel Mobile Library, so many that it cannot be listed in a mere paragraph. Mainly, without the Camel Mobile Library, the residents would not have even discovered the joy of reading nor have been learning as much as they do.

ECR Sample #2 Annotation:

Organization and Development of Ideas: 3

The writer offers the clear controlling idea that "they created something called the 'Camel Mobile Library' to transport books to children." An effective introduction ("People is Garissa had a low literacy rate, and the Kenyan government works to change that") and conclusion ("Mainly, without the Camel Mobile Library, the residents would not have even discovered the joy of reading nor have been learning as much as they do") is present. The organizational structure is appropriate and effectively supports the development of the controlling idea. The focus is consistent throughout, creating a response that is unified and easy to follow. The writer provides relevant paraphrased evidence ("The camels carry books around, and when they stop, they set up a temporary library so that children and adults alike may come and read") that is clearly explained ("This makes it so the literacy rate rises since they now have the want to read"). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to convey the writer's ideas ("The people also learn easier without having to attend classes or learn by speech"). This response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. A spelling error in the first sentence ("is" [instead of in]) does not impact the clarity of the writing.

How would you score this response?

Page 16 of workbook

ECR Sample #3:

How the Camel Mobile Library has affected the people of Garissa is that it helps encourage kids to learn more and read more. The Camel Mobile Library also encourages other people to learn about the unique library and learn more about Garissa. It says in paragraph four that delivering books by camel is a creative solution to help more children learn how to read. That is creative because it can get children to enjoy reading because it gets delivered by camel. By the books getting delivered by camel it solves one of the problems which is that vehiciles have a difficult time in Garissa.

ECR Sample #3 Annotation:

Organization and Development of Ideas: 2

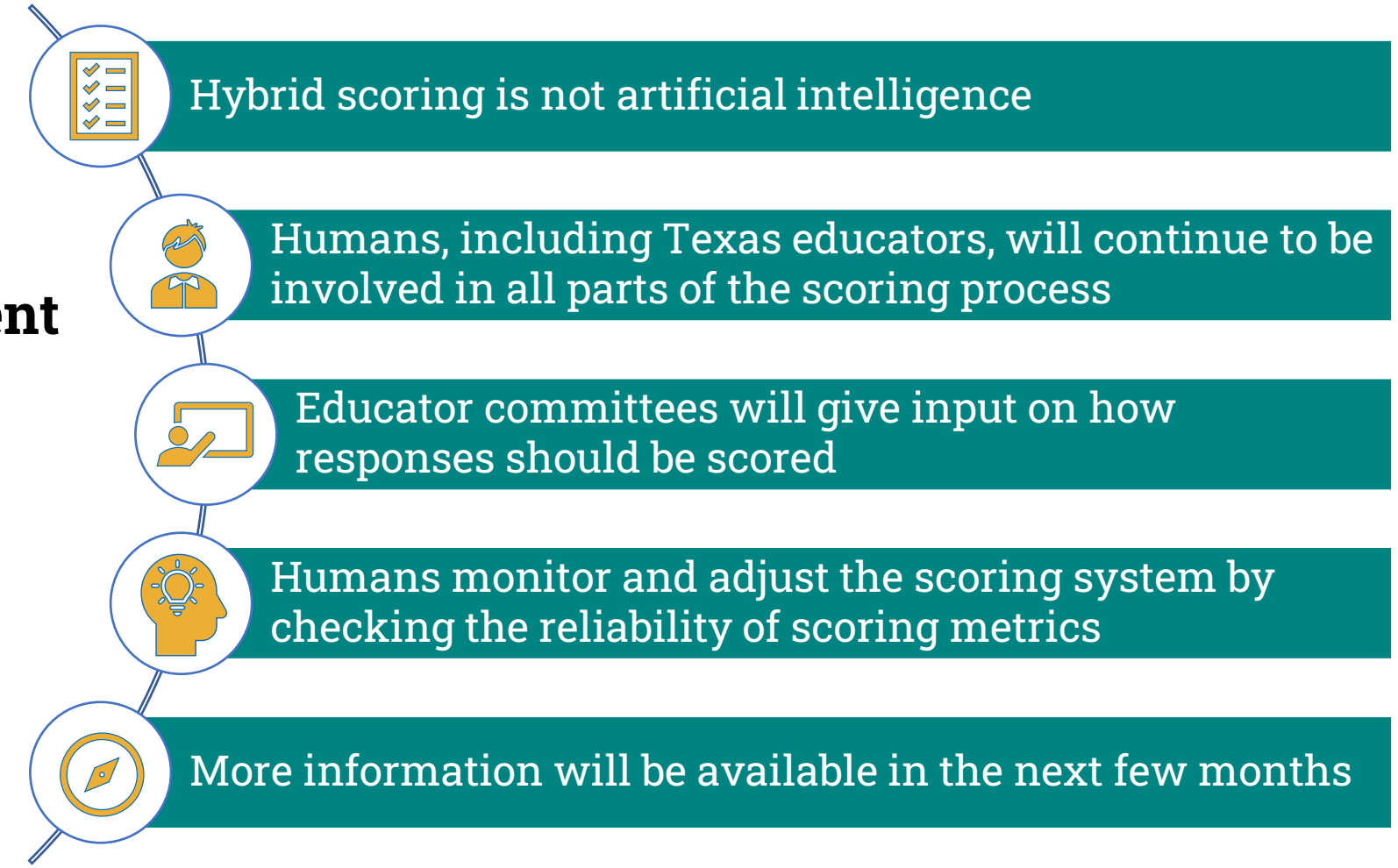
The writer offers the controlling idea that "How the Camel Mobile Library has affected the people of Garissa is that it helps encourage kids to learn more and read more." A brief introduction ("How the Camel Mobile Library has affected the people of Garissa") and conclusion ("By the books getting delivered . . . vehiciles have a difficult time in Garissa") are present. An organizational structure is not consistent since sentence-to-sentence connections are not strong enough to support a logical development of the controlling idea. Relevant evidence is provided ("delivering books by camel is a creative solution to help more children learn how to read") that is insufficiently explained ("That is creative because it can get children to enjoy reading because it gets delivered by camel"). In addition, the expression of ideas is basic ("it gets delivered by camel," "it solves one of the problems"). This response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. An error in spelling ("vehiciles") is present. The response has few errors, and those errors do not impact the clarity of the writing.

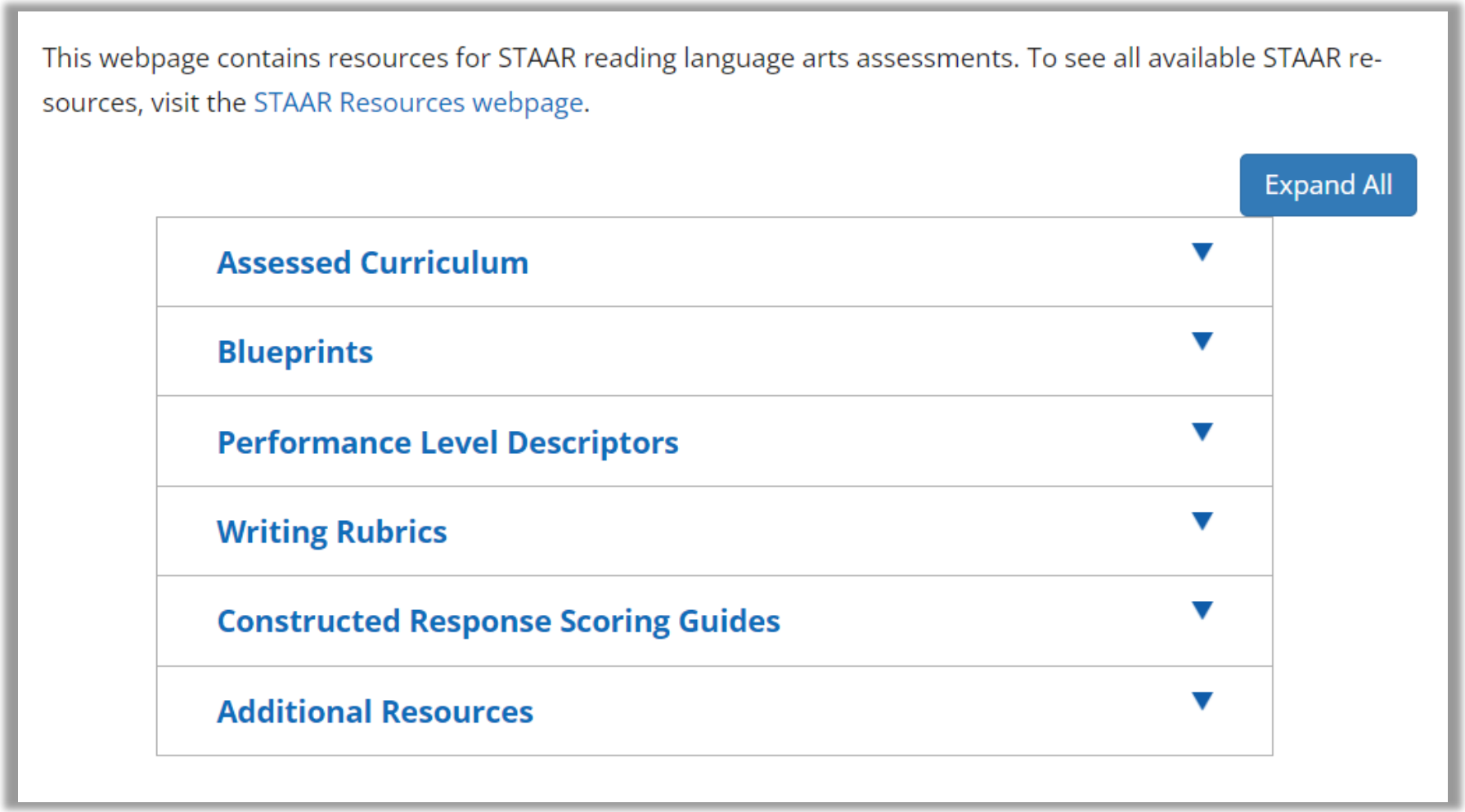
Beginning in December 2023, TEA will implement a hybrid-scoring model

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



STAAR Reading Language Arts Resources

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



2023 STAAR RLA Takeaways

Data Review Process

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.

2. Criteria: Content specialists decide the appropriateness for each item to be included in the summative bank.

3. Considerations: Decisions are content-based, and the statistical data can support it. These items are saved for future STAAR use.

What does the data show?

Read the dictionary entry.

> **engaging** \in-'gā-jiŋ\ *v*
>
> **1.** entering into competition or combat **2.** doing or taking part in a specific activity **3.** coming together to interlock various components **4.** arranging or obtaining the services of another

Which definition best matches the use of the word *engaging* in paragraph 1?

In the dictionary entry, Definition [2] best matches the use of the word *engaging* in paragraph 4 of the article "The Power of Open-Ended Play."
Enter your answer in the box.

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 number …" or "In the dictionary entry, definition number [ ] best matches…" makes it clear to the student what is expected in terms of a text entry response.**

What does the data show?

7 (9)(E) identify the use of literary devices, including subjective and objective point of view;

Enter your answer in the box.

The third-person **subjective** point of view in the excerpt helps the reader understand why Lucas puts the coin in his pocket in paragraph 12.

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

Takeaways:

- **Third-person subjective point of view can also be referred to as third-person limited point of view; the terms are interchangeable, and both would be correct.**

What does the data show?

10 like a child's face—playful, dainty—and his eyes
were liquid and wild. He stood for awhile, looking out,
as if he could see us in our pajamas, then found

Enter your answer in the box.

In stanza 4 (lines 10-12), the poet uses the word **dainty** to emphasize the fox's delicate beauty.

EII (8)(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;

- **Students could be awarded credit for typing**
  - **misspellings of the word "dainty" (i.e., dainy, danty, daintu)**

- **Student responses will not be awarded credit for typing the line number (e.g., line 10, ten, 10) as the item is specifically asking for a word.**
- **Student responses that come from other than stanza 4 will not be awarded credit.**

Takeaways:

- **Text entry items allow for students to enter a brief string of text such as a word or number.**
- **Students must identify the type of response required (i.e., a word, a line number, or a paragraph number, etc.).**

What does the data show?

This includes the reading and writing short constructed responses.

Multipart

The data showed that students were able to:

- Accurately identify correct answers and provide support.

This demonstrates that:

- Students are engaging in a deeper analysis of the text.

Multiselect

The data showed that students were able to:

- Identify multiple correct answers.

This demonstrates that:

- Students are applying higher-level thinking by engaging deeply with the text.

Match Table Grid

The data showed that students were able to:

- Accurately match correct statements to assessed categories.

This demonstrates that:

- Students are making generalizations about and critically evaluating a text.

Short Constructed Response

The data showed that students were able to:

- Construct a clear response and support the response with relevant text evidence.
- Construct a clear and effective revised sentence.

This demonstrates that:

- Students are meeting the cognitive demand of constructed responses.

Educator Recruitment

Benefits of participating in the STAAR educator item review committee include:

- Review potential STAAR items before field testing
- Make recommendations for changes to items
- Share knowledge with a diverse group of educators from across Texas
- Earn 16-36 CPE hours

Complete the Educator Committee Application Form found in the Texas Assessment Learning Management System.

Educators interested in qualifying to be a scorer can apply directly with Pearson.

Educators go through a rigorous process to qualify as a scorer. The training consists of multiple rounds of scoring:

- ❑ Review anchor sets
- ❑ 3 practice sets
- ❑ 2 qualifying sets

Educators can apply to be a scorer via the Pearson website at the link below.

https://www.pearsonassessments.com/campaign/pearson-scoring-assessment-resources-employment.html

Texas educators are key to designing and building high quality assessments.

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

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response rangefinding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics

Visit the Texas Assessment Learning Management System to apply.

Thank you for your time and attention.

Student Assessment Help Desk

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

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

Please help us improve our presentations by providing your feedback.

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