

Study Profile: STAAR English III Writing – ACCUPLACER Written Essay (★★★★☆)

The STAAR English III writing – ACCUPLACER written essay external validity study is designed to establish empirical links between performance on the STAAR English III writing assessment and performance on the ACCUPLACER written essay test.

Motivation (★★★★☆)

This analysis was based on a single group of students who took both the STAAR English III writing and the ACCUPLACER written essay assessments in 2010 or 2011. Data from STAAR derive from a stand-alone field test administered in 2011 and are linked to motivated ACCUPLACER written essay scores in corresponding years.

Representativeness (★★★★☆) and Sample Size (★★★★☆)

Grade Levels

All English III Writing Examinees Versus Those Linked to ACCUPLACER Scores

Group	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Missing	Total	
All English	1	0%	72	0%	1,458	4%	34,543	94%	763	2%	8	0%	36,845
Linked	0	0%	1	0%	7	0%	1,559	96%	51	3%	0	0%	1,618

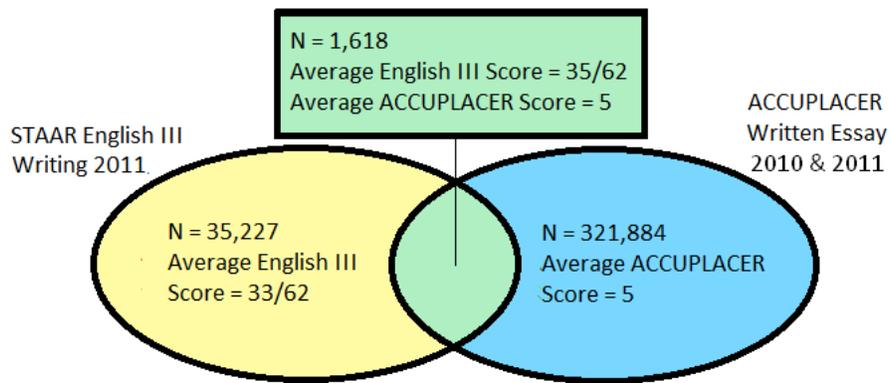
Demographic Characteristics

All English III Writing Examinees Versus Those Linked to ACCUPLACER Scores

Group	Female		Economically Disadvantaged		African American		Hispanic		White		Other	
All English	18,903	51%	16,279	44%	4,646	13%	15,494	42%	14,573	40%	2,132	6%
Linked	908	56%	701	43%	104	6%	783	48%	685	42%	46	3%

Summary of STAAR English III Writing and ACCUPLACER Written Essay Achievement

Linked and Unlinked Groups



Average ACCUPLACER Written Essay Scores Based on Students' STAAR Performance

Satisfactory Academic Performance	Advanced Academic Performance
5.52	6.36

Correlation (★★★★☆)

Correlation between STAAR English III writing and ACCUPLACER written essay = **0.49**

Content Overlap (★★★★☆)

There is some (approximately 26%) content/skills overlap between the STAAR English III writing assessment and the ACCUPLACER written essay test.

Assessment Characteristics

Assessment Characteristic	STAAR English III Writing	ACCUPLACER Written Essay
Purpose	Created to determine mastery of the English II Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.	Under the Texas Success Initiative (TSI), the ACCUPLACER test is used to measure academic skills of students enrolling in Texas institutions of higher education to determine course placement.
Assessment Type	A criterion-referenced assessment	A criterion-referenced assessment
Content	<ul style="list-style-type: none"> • Measures skill level in persuasive and analytical writing, revision, and editing • Includes literary nonfiction, expository, and persuasive texts to test revision and editing skills • Compositions assess students' understanding of purpose, organization/progression, development of ideas, and language/conventions 	<ul style="list-style-type: none"> • Measures skill level in persuasive writing • Composition assesses students' understanding of purpose, organization, development of ideas, and language/grammar Addresses approximately 26% of the content assessed on the STAAR English III assessment, primarily in persuasive writing
Item Format	30 multiple-choice items) 2 compositions (1 persuasive, 1 analytical)	1 composition (persuasive)
Administration	<ul style="list-style-type: none"> • Administered in March, July, and November • Administered by school personnel • Administered online and on paper • Four hour time limit 	<ul style="list-style-type: none"> • Administered on a schedule determined by colleges • Administered by colleges • Administered online: computer-adaptive test • The test is untimed
Performance Standards	Performance standards established and implemented in spring 2012	Under TSI, the scaled passing score for ACCUPLACER written essay is 6 (maximum score of 8). Institutions are allowed to set higher standards independent of this passing score.