

Study Profile: College Students Taking STAAR English III Writing (★☆☆☆☆)

The “College Students Taking STAAR English III Writing” study is designed to establish empirical links between performance on the STAAR English III writing assessment and performance in college-level English courses.

Motivation (★☆☆☆☆)

This analysis was based on a single group of college students in Texas who took the STAAR English III writing test at the beginning of the fall semester in 2011. Their course grades were reported at the conclusion of the fall semester in 2011. Data from STAAR derive from a low-stakes operational administration in fall 2011 and are linked to motivated college-level English course grades from the fall 2011 semester.

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

For the purposes of this study profile, college students’ demographic characteristics and academic achievement are compared to corresponding statistics from the 2011 high school STAAR English III writing examinee sample.

Grade Levels

All High School English III Writing Examinees Versus College Examinees

Group	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Missing		Postsecondary	Total	
All English III	1	0%	72	0%	1,458	4%	34,543	94%	763	2%	8	0%	0	0%	36,845
College English	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	723	100%	723

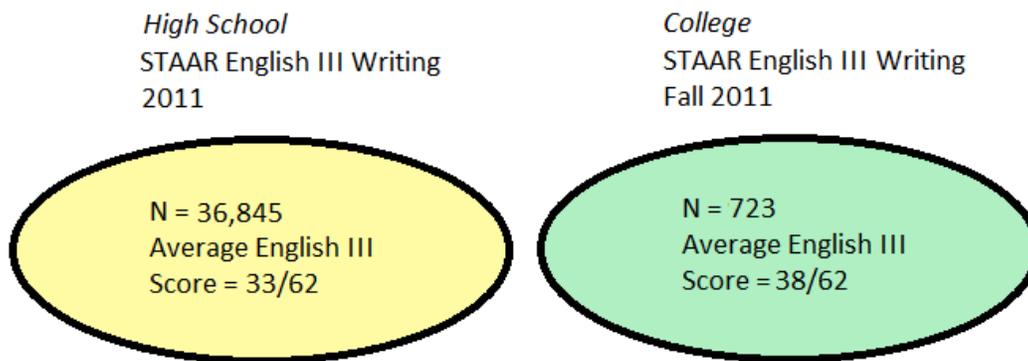
Demographic Characteristics

All High School English III Writing Examinees Versus College Examinees

Group	Female	Economically Disadvantaged	African American	Hispanic	White	Other
All English III	18,903 51%	16,279 44%	4,646 13%	15,494 42%	14,573 40%	2,132 6%
College English	338 63%	223 54%	140 31%	191 43%	102 23%	13 3%

Summary of STAAR English III Writing Achievement

High School and College Groups



Likelihood of Earning a C or better in a Corresponding Entry-Level College Course Based on Students' STAAR Performance

Satisfactory Academic Performance	Advanced Academic Performance
73%	89%

Correlation (★☆☆☆☆)

Correlation between STAAR English III writing and college English course grades = **0.44**