

STAAR EOC Test to High School Course Performance

The STAAR EOC Test to High School Course Performance studies, also known as the *grade correlation studies*, were designed to compare students' performance on EOC tests to their performance in corresponding high school courses. These studies are based on STAAR EOC scores and course grades collected from a single group of students in 2011. Grade correlation studies served to inform policy panelists as they established reasonable ranges ("neighborhoods") within which STAAR EOC performance standards might be set. It is important to note that student grading policies are not standardized statewide, and interpretations of a student's course grades may depend somewhat on the school that student attends, so these data were given limited weight during the STAAR EOC standard-setting process. The table below shows (1) the sample sizes available for each analysis, (2) the correlations between EOC test scores and course grades, and (3) the estimated likelihoods that typical students in each STAAR EOC performance level will earn a B or better in corresponding high school courses. "Typical" students are defined as those in the middle of each STAAR EOC performance level's score range.

All STAAR data for the Test to High School Course Performance studies derive from low-stakes test administrations in 2011. Specifically, data for all EOC math and science assessments, English I, world geography, and U.S. history come from operational administrations in 2011. World history, English II, and English III data come from stand-alone field tests in 2011. Low-stakes testing scenarios generally produce lower levels of motivation among examinees. We anticipate that under high-stakes, motivated STAAR assessment conditions in 2012 and beyond, correlations between test scores and course grades will increase, as will the likelihoods presented in the table below.

Test/Course	Sample Size	Correlation*	Likelihood of Earning a B or Better in Corresponding Course	
			Satisfactory	Advanced
English I reading	59,903	0.47	80%	94%
English I writing	62,175	0.48	88%	98%
English II reading	23,332	0.42	81%	93%
English II writing	23,598	0.44	87%	97%
English III reading	16,387	0.33	78%	90%
English III writing	16,872	0.36	84%	93%
Algebra I	93,848	0.60	87%	97%
Algebra II	38,443	0.45	80%	92%
Geometry	59,009	0.54	83%	96%
Biology	69,089	0.51	83%	95%
Chemistry	48,415	0.42	81%	93%
Physics	87,487	0.35	82%	92%
U.S. history	41,803	0.37	88%	94%
World history	14,317	0.38	90%	97%
World geography	58,031	0.48	87%	95%

*Correlations are statistical measures of the relationships between STAAR scores and course performance. Correlations can range from -1 to 1; high positive values indicate strong positive relationships. For example, students with high STAAR Algebra I scores tend to have high likelihoods of earning a B or better in a high school algebra course.