

## Differences between TAKS–Modified and STAAR Modified

<b>TAKS–Modified</b> 	<b>STAAR Modified</b> 
	Overall test difficulty is increased by including more rigorous items, which assess skills at a greater depth and level of cognitive complexity.
	The test blueprints, which contain the number of items on each test as a whole, have been increased in length.
Stand-alone field testing	Embedded field testing
All assessments administered within a one-day time frame	Grades 4 and 7 writing as well as English I, II, and III will be administered over two days to assess writing more comprehensively and allow for the inclusion of embedded field-test items.
High school assessments included <ul style="list-style-type: none"> <li>• grade 9 reading and mathematics</li> <li>• grade 10 English language arts (ELA), mathematics, science, and social studies</li> <li>• grade 11 ELA, mathematics, science, and social studies</li> </ul>	By 2014, high school assessments will include <ul style="list-style-type: none"> <li>• English I, English II, and English III</li> <li>• Algebra I and Geometry</li> <li>• Biology</li> <li>• World Geography, World History, and U.S. History</li> </ul>
Performance standards were set <ul style="list-style-type: none"> <li>• separately for each grade and subject</li> <li>• based on the examination of test content</li> </ul>	Performance standards will be set <ul style="list-style-type: none"> <li>• so that they require a higher level of student performance</li> <li>• as an aligned system across grades and courses within a content area (from grades 3–8 through high school)</li> <li>• based on data from empirical studies</li> </ul>

<p><b>TAKS–Modified</b></p> 	<p><b>STAAR Modified</b></p> 
<p>TAKS item development guidelines and formatting were applied to each modified passage, item, and prompt.</p>	<p>STAAR item development guidelines and formatting are applied to each modified passage, item, and prompt. For instance,</p> <ul style="list-style-type: none"> <li>• process codes are implemented at grades 3–8 for some subjects</li> <li>• language is streamlined by omitting unnecessary words or phrases, such as “Which of the following...”</li> </ul>
<p>Item statistics and content were considered equally and simultaneously when eliminating a distractor during the modification process.</p>	<p>A formalized process for eliminating a distractor based on content has been developed and applied during the modification process for all assessments. This process includes some of the following:</p> <ul style="list-style-type: none"> <li>• Eliminating a distractor that was no longer viable or less viable because context/content was added to, removed from, or changed in the stimulus</li> <li>• Eliminating a distractor that was considered weak, random, or a throw-away</li> <li>• Eliminating a distractor that interacted with another item</li> </ul>
<p>Open-ended (griddable) items were deleted on mathematics and science assessments.</p>	<p>Open-ended (griddable) items are included on mathematics assessments to allow students the opportunity to derive an answer independent of answer choices.</p>
<p>In mathematics and science, the number of steps and/or operations in multi-step problems was limited.</p>	<p>Fewer modifications have been made that limit the number of steps and/or operations required for multi-step problems in mathematics and science.</p>
<p>The number of variables was reduced and digits were simplified in mathematics items.</p>	<p>Complex numbers are retained in mathematics items when calculations are not required.</p>

<p><b>TAKS–Modified</b></p> 	<p><b>STAAR Modified</b></p> 
<p>In writing, students were expected to respond to a generic prompt in any manner they chose.</p>	<p>In writing, students are expected to specifically respond to personal narrative (grade 4), expository (grade 7 and English II), literary (English I), and persuasive (English III) prompts.</p>
<p>In writing, the one scoring rubric for all grades was modified using only the TAKS rubric.</p>	<p>In writing, the rigor of the scoring rubrics will be increased by modifying each applicable STAAR rubric (e.g., personal narrative, expository, literary, and persuasive) based on sample student responses and teacher feedback from the written composition study conducted in June 2011.</p>
<p>Revising and editing passages on the writing assessment were separated into parts (chunks).</p>	<p>Revising passages are kept intact and not separated into parts (chunks).</p>
<p>“Make no change” and “No revision needed” answer choices were deleted on revising and editing items.</p>	<p>“Make no change” and “No revision needed” remain as viable answer choices on revising and editing items.</p>
<p>TAKS passages and items were modified for reading assessments; passages and items were created for ELA assessments. Published selections were never used.</p>	<p>Published reading selections, in which vocabulary and sentence structure cannot be controlled (modified), are included on reading assessments and English I, II, and III.</p>
<p>Definitions of literary terms were provided in a text box on reading and ELA multiple choice items.</p>	<p>Fewer literary terms are defined in a text box in reading multiple choice items.</p>
<p>Complex sentence structure and vocabulary in passages, items, and answer choices was simplified.</p>	<p>Fewer modifications were made that simplify vocabulary and sentence structure on all assessments.</p>