

The background of the slide is an aerial photograph of a city skyline, likely Austin, Texas, featuring several tall skyscrapers and a river in the foreground. The sky is a mix of blue and orange, suggesting a sunset or sunrise. A white rectangular box is overlaid on the center of the image, containing the text.

# Social Studies Stakeholder Engagement Session

**Summer 2023 Pilot**

**August Topic: Short-Constructed Response (SCR) Scoring Process**



## AGENDA

## OBJECTIVES



Introductions and Pilot Vision

Introduce the social studies team at TEA and discuss the goals of the Stakeholder Engagement Sessions summer pilot

Meeting Protocols

Discuss the Zoom meeting protocols

**August Topic: Short-Constructed Response (SCR) Scoring Process**

**Provide information on the anchor approval committee process and educator opportunities**

Questions and Discussion

Provide opportunity for questions and discussion

Stakeholder Engagement

Discuss future communications and collect feedback



**Introductions and Pilot Vision**

## Social Studies and Reading Language Arts Team

### **Jim Doris**

Director of Social Studies and Reading Language Arts

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Social Studies Content Specialist

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Spanish Content Specialist

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### **Tamara Robert**

Reading Language Arts Content Specialist

[Tamara.Robert@tea.texas.gov](mailto:Tamara.Robert@tea.texas.gov)

On the math, science, and social studies Assessment Development team, Carmen Trejo is your primary contact for social studies.

## Math, Science, and Social Studies Team



**Carmen Trejo, Social Studies Specialist, Assessment Development Division**

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**Our contact information remains the same. The Help Desk will coordinate with the three divisions.**



**[Assessment Help Desk](#)**

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

- Topic
- Questions
- Relevant information
- Contact information  
(Please include availability if you request a phone call.)

**TEA is committed to enhancing opportunities for stakeholder engagement across the state of Texas.**



## **Social Studies Stakeholder Engagement Sessions** Summer 2023 Pilot

### **Goals**

- Share information on topics related to social studies
- Provide opportunities for general questions and discussion related to social studies
- Collect feedback from social studies stakeholders across the state of Texas
- Build relationships with social studies stakeholders

### Social Studies Stakeholder Engagement Sessions

#### Summer 2023 Schedule




JUNE	JULY	AUGUST
Thursday, June 15th 2:00 p.m. - 3:00 p.m.	Monday, July 17th 2:00 p.m. - 3:00 p.m.	Wednesday, August 9th 2:00 p.m. - 3:00 p.m.
Friday, June 16th 10:00 a.m. - 11:00 a.m.	Tuesday, July 18th 10:00 a.m. - 11:00 a.m.	Thursday, August 10th 10:00 a.m. - 11:00 a.m.
Topic: Personal Financial Literacy and Economics High School Course	Topic: Social Studies TEKS Revision and Instructional Materials	Topic: Assessment Short-Constructed Response (SCR) Scoring Process
Target Audience: High School Social Studies Teachers, District Administrators, Campus Administrators, Education Service Center Specialists, Parents, Professional Organizations, and Counselors	Target Audience: Social Studies Stakeholders- K-12 Social Studies Teachers, District Administrators, Campus Administrators, Education Service Center Specialists, Parents, Professional Organizations	Target Audience: Middle School Social Studies Teachers, High School Social Studies Teachers, District Administrators, Campus Administrators, Education Service Center Specialists



## Social Studies Stakeholder Engagement Sessions Summer 2023 Pilot

**Social Studies**



The social studies team in the Curriculum Standards and Student Support Division provides direction, leadership, and content expertise for standards-based K-12 social studies instruction. The social studies team does the following:

- Assists districts statewide with implementation of the Texas Essential Knowledge and Skills (TEKS) for social studies
- Collaborates with the Division of Student Assessment to develop state social studies assessments
- Assists the Instructional Materials and Implementation Division in the review and adoption processes for K-12 instructional materials
- Provides on-going communication with the field about current issues in social studies curriculum and policy interpretations related to graduation requirements in 19 TAC Chapter 74.

### Social Studies TEKS

The following web page provides access to the current state standards for social studies.

- [Social Studies Texas Essential Knowledge and Skills \(TEKS\)](#)

**Subject Areas**

- [Career & Technical Education](#)
- [English Language Arts and Reading](#)
- [Fine Arts](#)
- [Health Education](#)
- [Innovative Courses](#)
- [Languages Other Than English](#)
- [Mathematics](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology Applications](#)

**Related Content**

**Recent Social Studies Communications**

The following recent communications have been shared by the TEA social studies team with stakeholders.

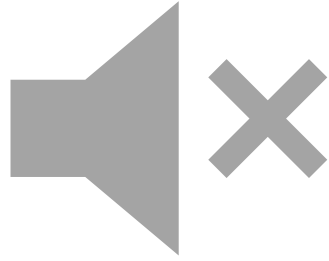
- [Social Studies Newsletter: July 2023](#)
- [Stakeholder Engagement Presentation: TEKS Revision & Instructional Materials](#)
- [Social Studies Newsletter: June 2023](#)
- [Stakeholder Engagement Presentation: Personal Financial Literacy & Economics](#)

Following the Social Studies Stakeholder Engagement Sessions, presentations are posted on the [TEA Social Studies web page](#) under the “Related Content” section in the right-hand column.



# Meeting Protocols





## **Please mute your microphone**



## **Ways to participate**

- Zoom Question & Answer feature
- Zoom Poll for participant feedback
- TEA Presentation Survey

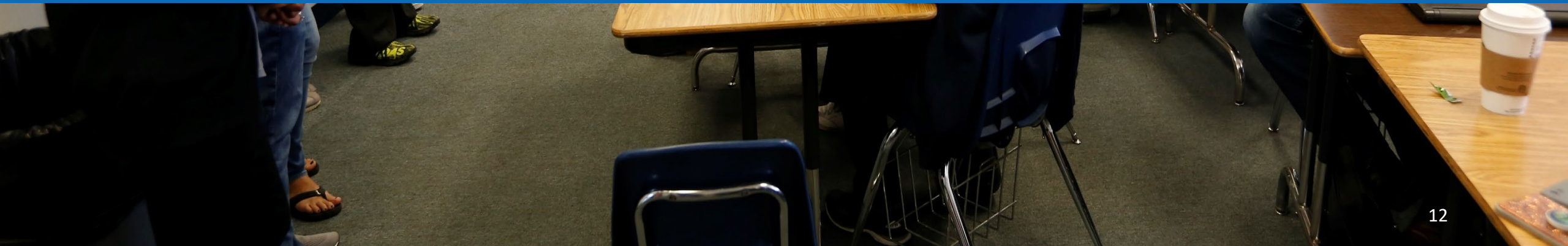



## **Accessing information**

- Shortened URLs and QR codes are included throughout the presentation for access to resources



# Assessment: Short-Constructed Response (SCR) Scoring Process



A photograph of a male teacher and a young male student sitting at a wooden table in a classroom. The teacher, on the left, is wearing a red and white striped polo shirt and a blue lanyard. He is looking towards the student. The student, on the right, is wearing a grey hoodie and bright green-rimmed glasses. He is focused on cutting a piece of cardboard with scissors. On the table are various craft supplies, including wooden clothespins, colorful markers, and pieces of paper. In the background, there are wooden storage bins and colorful decorations on the wall.

## Anchor Approval Committee Process

# Recall: Short constructed response (SCR) questions will be scored differently than other question types.



Responses are human-scored.



Educator committees participate in anchor approval meetings to determine how to score the questions.



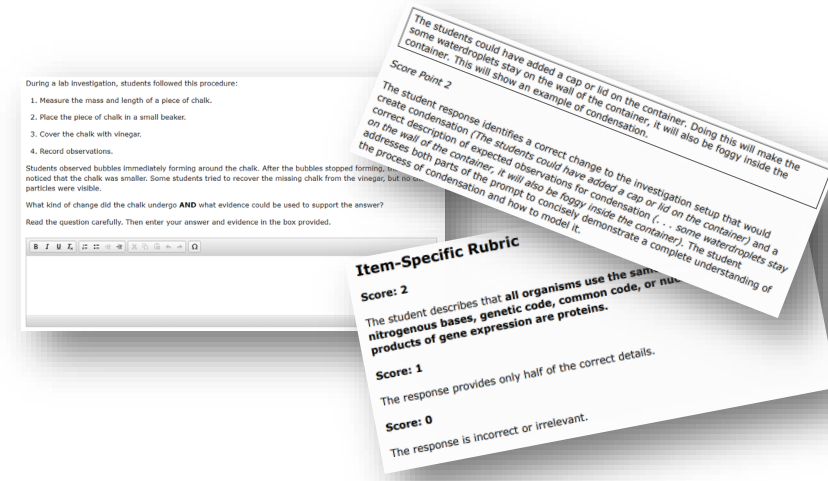
Each question has an item-specific scoring rubric.

~~technical writing~~

Scores are determined by the content of the answer, not the mechanics.

When released tests are posted, information for short constructed response questions will include:

- the question,
- the scoring rubric, and
- the scoring guides.



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



Scoring vs. Grading

Purpose of Anchor Approval  
Committee

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



In the classroom, teachers can make judgement calls on grading the student responses because they know the student and can consider the knowledge the student has previously demonstrated during classroom activities.



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 addresses the question according to the rubric.

**Item-Specific Rubric**

**Score: 2**

Response includes specific details in reference to a description and one

Description:

- The Big Stick policy used military readiness to protect the Western Hemisphere from foreign intervention.

Examples:

- Roosevelt used the Big Stick policy to protect Latin American countries from threatening Latin American interests. The United States used the Monroe Doctrine and became the dominant power in the Americas. The United States frequently used force to justify intervention in several countries, including the Panama Canal Zone, Cuba, Nicaragua, Haiti, and the Dominican Republic.

Response provides only half of the correct details.

**Score: 0**

Does not provide a response, or the response is incorrect or irrelevant.

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

2	▪ ----- ▪ -----
1	▪ ----- ▪ -----
0	▪ ----- ▪ -----

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

## Grade 8 Social Studies Prompt

This is an excerpt from a letter written by Alexander Hamilton about a protest by farmers in the early 1790s.

It appears, moreover, that on the 25th of July last the Mail of the United States, on the road from Pittsburgh to Philadelphia, was stopped by two armed Men, who cut it open, and took out all the letters, except those contained in one packet: these armed men, from all the circumstances which occurred, were manifestly acting on the part of the Insurgents.

The declared object of the foregoing proceedings, is to obstruct the execution and compel a repeal of the laws . . . on spirits distilled within the United States and upon Stills.

—Alexander Hamilton, *A Letter to George Washington, August 5, 1794*

**Prompt:** What was the cause of the farmers' protest described in Hamilton's letter **AND** how was the protest resolved?

## Item-Specific Rubric

### Score: 2

Score two points for correct answers that include a reference to **both**:

Cause of the farmers' protest:

- Tax
- Government tax
- Tax on whiskey
- Undue burden on least affording to pay
- Excessive government interference in farmers ability to make money/living

How was protest resolved:

- Government used force
- Government used the army to put down the protest
- Government arrested protestors and put them in jail
- Government charged and tried the protestors in court

### Score: 1

The response provides only half of the correct details.

### Score: 0

The response is incorrect or irrelevant.

# Rubrics are reviewed by the educator item review (EIR) committees prior to the question appearing on STAAR for field-testing.



The **EIR committees** can provide **feedback** and suggested to all items, including the SCR prompt and item-specific rubric.



This is the **opportunity for edits** to be made **to the rubric**, not after the question has been field-tested.

## United States History Prompt

**Prompt:** What was President Theodore Roosevelt's Big Stick policy **AND** what was an example of this policy?

### Item-Specific Rubric

**Score: 2**

Response includes specific details in reference to a description and one example:

Description:

- The Big Stick policy used military readiness and diplomacy to protect the Western Hemisphere from foreign intervention.

Examples:

- Roosevelt used this diplomacy to restrain European countries from threatening Latin American countries.
- Roosevelt issued this policy to enforce the Monroe Doctrine and become the international police power of the Americas.
- The United States increasingly used force to justify intervention in several countries, including securing the Panama Canal Zone, Cuba, Nicaragua, Haiti, and the Dominican Republic.

**Score: 1**

Response provides only half of the correct details.

**Score: 0**

Does not provide a response, or the response is incorrect or irrelevant.

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



The **anchor approval committees** review SCR responses from the field-test to provide feedback concerning the application of the scoring rubric and **provide guidance for scorers** to use on responses that are not clearly correct or clearly incorrect.



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

Two major military events were code orange, when they dropped stuff onto Vietnam's soil to kill off the trees so their enemies couldn't hide. the second is the new years attack where the american army were attacked unexpectedly by the vietnams.

Treaty signed by the Soviet Union and the US that limits the production of nuclear weapons.

Massacres of Vietnamese villages by American soldiers.

Guerilla warfare- The North Viatnamese used their knowlege of their homeland to their advantage by hiding in the trees and bushes.

Blockade- The US prevented North Viatnamese from getting supplies in order to starve their army.

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

## Item-Specific Rubric

### Score: 2

Score two points for correct answers that include a reference to **both**:

Cause of the farmers' protest:

- Tax
- Government tax
- Tax on whiskey
- Undue burden on least affording to pay
- Excessive government interference in farmers ability to make money/living

How was protest resolved:

- Government used force
- Government used the army to put down the protest
- Government arrested protestors and put them in jail
- Government charged and tried the protestors in court

### Score: 1

The response provides only half of the correct details.

### Score: 0

The response is incorrect or irrelevant.



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.

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

## Item-Specific Rubric

### Score: 2

Score two points for correct answers that include a reference to **both**:

Cause of the farmers' protest:

- Tax
- Government tax
- Tax on whiskey
- Undue burden on least affording to pay
- Excessive government interference in farmers ability to make money/living

How was protest resolved:

- Government used force
- Government used the army to put down the protest
- Government arrested protestors and put them in jail
- Government charged and tried the protestors in court

### Score: 1

The response provides only half of the correct details.

### Score: 0

The response is incorrect or irrelevant.



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.

# Scoring Guides

TEA will be releasing scoring guides for Grade 8 Social Studies and U.S. History.

Scoring guides will provide:

- Student exemplars at all score points
- Annotations made by the Anchor Approval Committee



## Grade 8 Social Studies

Short Constructed Response  
Scoring Guide

Spring 2023



## United States History

Short Constructed Response  
Scoring Guide

Spring 2023

# Released Tests are now available

- Released tests are now available in the [Practice Test Site](#)
- Please remember that STAAR is now fully online therefore all released tests are NOT available as PDFs.
- Answer keys, item rationales, and student expectations tested can be found in the [TEA website](#).



## Released Test Questions

Beginning with the 2022–2023 school year, STAAR assessments are administered primarily online. Released test questions for STAAR online assessments are available on the [Practice Test Site](#) and are not available as PDFs.

Click on the tabs below to find each year's released test forms or sample test questions.

2022-2023	2021-2022	2020-2021	2018-2019	Sample Test Questions
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[Expand All](#)

<b>Grade 3</b>	▼
<b>Grade 4</b>	▼
<b>Grade 5</b>	▼
<b>Grade 6</b>	▼
<b>Grade 7</b>	▼
<b>Grade 8</b>	▶
<ul style="list-style-type: none"><li>Math Answer Key</li><li>Math Item Rationale</li><li>Math Student Expectations Tested</li><li>RLA Answer Key</li><li>RLA Item Rationale</li><li>RLA Student Expectations Tested</li><li>Science Answer Key</li><li>Science Item Rationale</li><li>Science Student Expectations Tested</li><li>Social Studies Answer Key</li><li>Social Studies Item Rationale</li><li>Social Studies Student Expectations Tested</li></ul>	
<b>High School</b>	▼



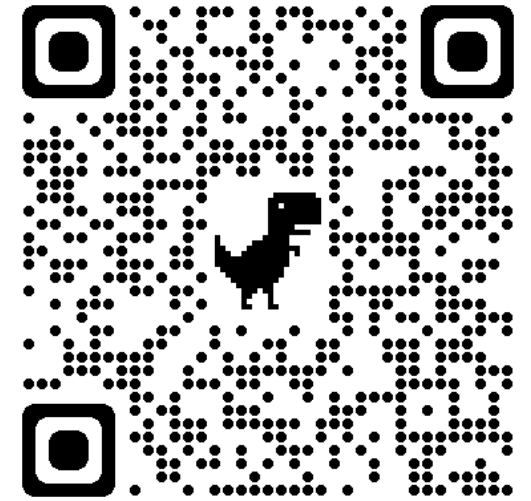
A photograph of a male teacher and a young male student sitting at a wooden table in a classroom. The teacher, wearing a red and white striped polo shirt and a blue lanyard, is looking at the student. The student, wearing a grey hoodie and bright green-rimmed glasses, is focused on cutting a piece of cardboard with scissors. On the table are various craft supplies like wooden clothespins, colored paper, and glue. In the background, there are wooden storage bins and colorful decorations on the wall.

# Educator Opportunities

# Please register for one of our committees on the Texas Assessment Learning Management System!

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

- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **Standard-setting** – groups are convened to establish cut scores that define the performance levels
- **Anchor Approval Committees** - educators are convened to set the scoring boundaries for student constructed responses based on the rubric



[Educator Committee Application](#)

# 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.

# We just finished a very successful round of Educator Committees

## Educator Item Review

- Reviewed over 700 questions for Grade 8 Social Studies and U.S. History
- Over 40 educators from across the state provided feedback for all 700+ questions

## Standard Setting

- Reviewed cut scores that define performance levels for all STAAR Assessments
- Over 100 educators from across the state helped TEA complete this task over the summer

# We just finished a very successful round of Educator Committees

## Subject Area Advisory Group

- **groups of educators are convened to provide feedback on subject-area-specific topics**

## Anchor Approval Committee

- **educators are convened to set the scoring boundaries for student constructed responses based on the rubric**
- **We hope to see many of y'all here!**

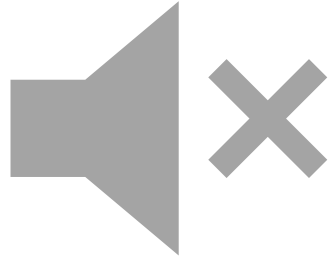
# Educators interested in qualifying to be a scorer can apply directly with Pearson

- Educators go through a rigorous process to qualify as a scorer.
- To apply, educators can visit the [Pearson Scoring Jobs](#) webpage.





# Questions and Discussion



## **Please mute your microphone**



## **Ways to participate**

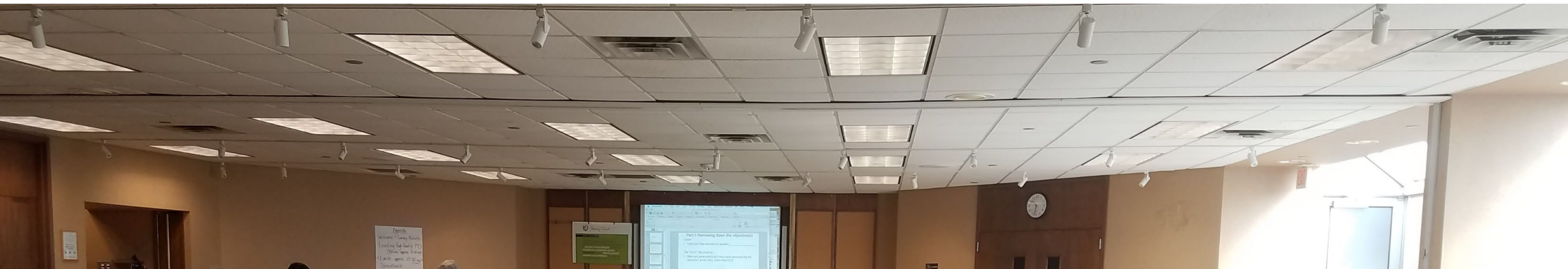
- Zoom Question & Answer feature
- Presentation survey
- Zoom Poll for session feedback



## **Accessing information**

- Shortened URLs and QR codes are included throughout the presentation for future access to materials





# Future Stakeholder Engagement



# Stakeholder Engagement: Feedback

**TEA is committed to enhancing opportunities for stakeholder engagement across the state of Texas.**

## **Social Studies Stakeholder Engagement Sessions Summer 2023 Pilot**

**In order to best serve stakeholders, the social studies team would like your feedback regarding future stakeholder engagement sessions.**

**Please complete the Zoom poll to provide your feedback.**

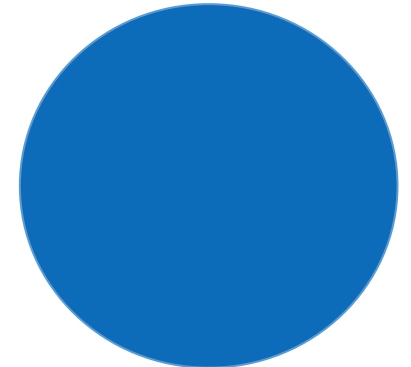


## Zoom Poll: 7 Questions

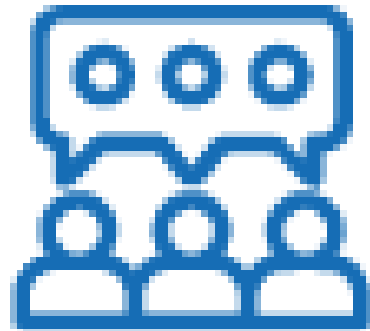
- 1. How could the TEA social studies team advertise the Social Studies Stakeholder Engagement Sessions to maximize stakeholder engagement?** (Short Answer)
- 2. How can the TEA social studies team schedule Social Studies Stakeholder Engagement Sessions to maximize stakeholder engagement during the school year?** (Short Answer)
- 3. Should TEA record Stakeholder Engagements Sessions and provide the recordings on the TEA social studies web page?** (Multiple Choice)
- 4. Rank the top three topics in the order you would be most interested in being a focus of a future Social Studies Stakeholder Engagement Session.** (Rank Order: Top 3 Choices)  
Choose your top 3 topic choices and then rank them in order of priority
- 5. Do you have any topic suggestions that are not included in the above list?** (Short Answer)
- 6. The TEA social studies team should continue providing Social Studies Stakeholder Engagement Sessions throughout the school year.** (Rating Scale: 0-Strongly Disagree to 10-Highly Agree)
- 7. How often should the TEA social studies team provide Social Studies Stakeholder Engagement Sessions?** (Single Choice)



**3-minute timer**



Please help us enhance future presentations by completing a brief survey on today's presentation.



[www.bit.ly/TEACurriculumSurvey](http://www.bit.ly/TEACurriculumSurvey)

Please contact us with any questions.



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## Tim Bryant

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## Jim Doris

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**Thank you!**

**Curriculum Standards and Student Support Division**