

STAAR Grades 3–8 Assessments

Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the 3–8 program.

STAAR

STAAR includes assessments of mathematics, reading, writing, science, and social studies in grades 3–8.

STAAR Spanish

STAAR Spanish is provided for English language learners (ELLs) in grades 3–5 who meet specific participation requirements for a Spanish-version assessment.

STAAR A

STAAR A is an accommodated version of STAAR offered as an online assessment in the same grades and subjects as STAAR.

STAAR L

STAAR L is an online linguistically accommodated version of the STAAR grades 3–8 in mathematics, science, and social studies available for ELLs who meet participation requirements.

Assessment Scores

The following gives a brief description of scores provided for the STAAR grades 3–8 assessments. For more detailed technical information about scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

Raw Score

The raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations.

The raw score is reported by overall assessment and by reporting category.

Horizontal Scale Score

The scale score is used for the STAAR assessments for grades 4 and 7 writing, grades 5 and 8 science, and grade 8 social studies.

The scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different administrations. The horizontal scale score can be used to determine whether a student achieved satisfactory performance or advanced performance, to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the horizontal scale score cannot be used to compare a student's achievement across grades or subject areas.

Vertical Scale Score

The vertical scale score is used for the STAAR grades 3–8 reading and mathematics assessments (including Spanish versions for grades 3–5).

Another type of scale score is the vertical scale score. The important feature of the vertical scale score is that, unlike the horizontal scale score, it can be used to evaluate a student's progress across grades in a particular subject. The vertical scale score can also be used to determine whether a student achieved satisfactory performance or advanced performance, to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the vertical scale score cannot be compared across subject areas within the same assessment program. On the vertical scale, the Level II: Satisfactory standard and the Level III: Advanced standard increase for each grade.

Performance Standards

The following gives a brief description of the performance levels used on the STAAR, STAAR L, and STAAR A 3–8 assessments.

Level III: Advanced Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course and are highly likely to be successful in that grade. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course and are likely to be successful in that grade. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. However, students in this category might need some additional instruction focused on content and skills that were difficult for them.

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are not prepared for the next grade or course and are not likely to succeed in that grade without significant and ongoing instructional support. They do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Appropriate Score Uses

The STAAR 3–8 assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the [Technical Digest](#), available on TEA's Student Assessment Division website.

Individual Students

The STAAR 3–8 scale score indicates whether a student has achieved satisfactory performance and how far the student's achievement is above or below the satisfactory performance level. All students not achieving satisfactory performance on a STAAR 3–8 assessment must be offered additional instruction.

Assessment results can be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district in a particular grade level. For example, the scores for a Hispanic student in a gifted and talented program could

be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus assessed at the grade level.

Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR 3–8 scores can be analyzed within the same grade and subject area for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving satisfactory performance, the highest percentage achieving advanced performance, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, aggregations of reporting-category data can help districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all assessment scores can be compared to regional and statewide performance within the same subject area for any administration.

Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR assessment results. More detailed technical information describing cautions for score use is provided in the *Technical Digest*, available on TEA's Student Assessment Division website.

Horizontal and Vertical Scale Scores

Both the horizontal and vertical scale scores allow for a comparison of assessment scores, within a particular grade and subject area, across administrations.

Only the vertical scale score allows for a comparison of scores across grades in a particular subject. For example, a student's vertical scale score on the grade 3 reading assessment could be compared to the student's vertical scale score on the grade 4 reading assessment.

Neither the vertical nor the horizontal scale score can be used to compare achievement across subjects.

Using Reporting-Category Level Information

Reporting-category information at the individual student level should be used with caution because with the limited number of items in each reporting category these scores could be unreliable. When aggregated at the campus or district level, such information might be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other

evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

Furthermore, because each STAAR 3–8 assessment is equated only at the total assessment level, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of a STAAR 3–8 assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories assessing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category information.

Raw Score Distribution for Short Answer and Essay Questions

Because the short answer and/or essay questions from different administrations could be different items, the raw score distributions for such items across administrations are not directly comparable.

Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR 3–8 assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

The Standard and Items Correct

The passing standards for STAAR 3–8 are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each grade and subject-area assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, can fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

Report Formats

Standard and additional reports are available for the STAAR 3–8 assessments. Standard reports are provided automatically to districts. Additional reports are also available for a fee to districts. A district must submit a request through the Texas Assessment Management System to receive additional reports, which include reports on CD-ROM, paper summaries, or additional copies of paper reports.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ results is contained in the [General Information](#) chapter.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

Resources

Refer to the [General Information](#) chapter and [TEA's Student Assessment Division website](#) for additional STAAR 3–8 information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section). The following section of the guide describes the STAAR, STAAR Spanish, STAAR L, and STAAR A standard reports that districts receive.

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Summary Report	2.22
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Confidential Student Report

Examples shown: [3-subject Grade 4](#), [Grade 5 Primary](#)

A separate **Confidential Student Report (CSR)** is provided for each student for whom a STAAR, STAAR Spanish, STAAR L, or STAAR A answer document or online record was submitted. Assessment results are shown for each subject area assessed for that grade. Information from this report is useful when reporting results to students and parents. Results of a student taking one or more subjects with STAAR, one or more subjects with STAAR L, and one or more subjects with STAAR A will be combined on the same CSR.

Available:

STAAR, STAAR Spanish, STAAR L, and STAAR A results are combined on one report.

A. Student and School Identification Information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. For grades without retest administrations, the date of testing will be SPRING 2016. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

B. Test Information

Information about the assessment is provided whenever the student is assessed with something other than the STAAR English-version assessment. This is shown for both the current administration and, in grades with retest opportunities, the previous administrations of an assessment. The description of any single character used in the info column will be listed in the test information box.

Possible messages are listed below. Changes in policy might result in different messages.

b Braille Version

A braille-version assessment was indicated for this subject.

s STAAR Spanish

(grades 3–5) A Spanish-version assessment was indicated for this subject.

l STAAR L

A STAAR L version assessment was indicated for this subject.

a STAAR A

A STAAR A version assessment was indicated for this subject.

p Paper Administration

A paper version of STAAR L or STAAR A assessment was indicated for this subject.

C. Test Date

For grades without retest administrations, the date of testing will be SPRING 2016. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

D. Scale Score

The scale score shows the student's performance on the assessment. The STAAR scale score lets you compare the student's score with the Satisfactory and Advanced performance levels. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Student Assessment Division website](#).

E. Test Results

In place of a scale score, a variety of report comments might appear in each subject area, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NO INFORMATION AVAILABLE**
No information is available for this subject.
- **NOT SCORED**
The student's answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities.
- **NOT TESTED—ABSENT**
The student was absent during the test.
- **PARENTAL WAIVER (grades 5, 8)**
The parent or guardian requested that the student not participate in the third testing opportunity.
- **PREVIOUSLY ACHIEVED LEVEL II (grades 5, 8)**
Student achieved Level II: Satisfactory Academic Performance in a previous administration.

F. Satisfactory Performance and Advanced Performance

If the student's report shows a "YES" under Level III: Advanced, the student performed at a level that is well above passing. Performance in this category indicates that the student is well prepared and is highly likely to be successful in that subject area in the next grade.

If the student's report shows a "NO" under Level III: Advanced but a "YES" under Level II: Satisfactory, the student performed at a level that is at or above passing. Performance in this category indicates that the student is sufficiently prepared and is likely to be successful in that subject area in the next grade. The student might need additional instruction focused on content and skills that were difficult for him/her.

If the student's report shows a "NO" under Level II: Satisfactory, the student performed at a level that is below passing. Performance in this category indicates that the student is not prepared and is not likely to succeed in that subject area in the next grade without significant and ongoing instructional support.

G. STAAR and ELL Progress Measures

The STAAR Progress Measure is reported for most students taking reading and mathematics. The STAAR Progress Measure is based on a comparison of a student's score last year with his or her score this year. This measure gives you information about how much the student improved in the subject. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded.

The Texas English Language Learner (ELL) Progress Measure is based on how students are expected to perform on STAAR tests given their level of English proficiency and the amount of time they've been going to school in the United States. This measure gives you information about whether the student's progress in acquiring on-grade-level academic skills is reasonable based on his or her English proficiency and schooling. Individual student progress for the ELL Progress Measure is also categorized as Did Not Meet, Met, or Exceeded.

For each assessment, a student may have a STAAR Progress Measure or an ELL Progress Measure, but not both. If a student was eligible for a progress measure but does not have sufficient information needed to determine the appropriate progress measure, NO INFO AVAILABLE will be noted.

Additional information about the STAAR and ELL Progress Measures can be found in the STAAR Resources section on [TEA's Student Assessment Division website](#).

H. Scale Score Graph

The graph of the scale score shows a visual representation of how far the student's achievement is above or below the performance levels. The arrow shows where the student actually performed on the assessment. The scores needed to achieve Satisfactory Performance and Advanced Performance are also marked.

I. Scale Score Graph Legend

The legend for the scale score graph shows the scale scores needed to achieve the satisfactory performance and advanced performance standards.

J. Reporting Categories

Reporting categories are listed in abbreviated form. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

K. Lexile Measure

A Lexile measure is reported for students who took grade 3-5 reading tests in English and grade 3-4 reading tests in Spanish in 2016. The Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. The purpose of the Lexile measure is to appropriately match readers with books.

L. Results and Raw Score (Items Correct and Items Tested)

The total number of items answered correctly and the number of items tested for each reporting category are found next to each reporting category heading. The bottom of these columns shows the total number of items answered correctly (the raw score) followed by the total number of items on the assessment. Refer to [Cautions for Score Use](#) in the Program Overview for more information about using reporting-category results.

M. Student Portal Information

This provides the web address and access code for parents and students to access information from the Confidential Student Report online.

N. Document Number and Process Number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Confidential Student Report
GRADE 4

FIRSTNAME I. LASTNAME
 District: 999-999 DISTRICT NAMEXX
 Date of Birth: 12/15/00 Campus: 001 CAMPUS NAMEXX
 Student ID (PEIMS): *****9999 Class Group: CLASS GROUP NAME
 Local Student ID: 999999999

A
 Report Date: JUNE 2016
 Date of Testing: SPRING 2016
 Grade: 4

How did Firstname do on the grade 4 assessments?

READING **C** **D** **E** **F** **G** **H** **J** **K**

Info Test Date Scale Score Level II: Satisfactory Level III: Advanced ELL Progress Measure
 YES NO MET
B **SPRING 2016** **1550** **YES** **NO** **EXCEEDED**

I **E** **H**

Student's Scale Score

687 840 990 1140 1290 1440 1590 1740 1890 2087

◆ = Level II: Satisfactory Academic Performance: 1434 ★ = Level III: Advanced Academic Performance: 1633

MATHEMATICS **L**

Info Test Date Scale Score Level II: Satisfactory Level III: Advanced ELL Progress Measure
 YES YES MET
SPRING 2016 **1770** **YES** **YES** **EXCEEDED**

Student's Scale Score

770 900 1030 1160 1290 1420 1550 1680 1810 2008

◆ = Level II: Satisfactory Academic Performance: 1467 ★ = Level III: Advanced Academic Performance: 1670

WRITING

Info Test Date Scale Score Level II: Satisfactory Level III: Advanced ELL Progress Measure
 YES NO MET
SPRING 2016 **3815** **YES** **NO** **EXCEEDED**

Student's Scale Score

788 1420 2050 2680 3310 3940 4570 5200 5830 6517

◆ = Level II: Satisfactory Academic Performance: 3550 ★ = Level III: Advanced Academic Performance: 4612

Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	5	10	50%
2. Understanding/Analysis of Literary Texts	17	18	94%
3. Understanding/Analysis of Informational Texts	10	16	63%
Total Reading Score	32	44	

LEXILE MEASURE: 1202L*

Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numerical Representations and Relationships	11	12	92%
2. Computations and Algebraic Relationships	16	16	100%
3. Geometry and Measurement	14	15	93%
4. Data Analysis and Personal Financial Literacy	4	5	80%
Total Mathematics Score	45	48	

Composition	Summed Score	Points Possible	Score Descriptions
1. Composition	4	8	Composition is scored on a 4-point scale by two readers. Basic (Summed score: 4 out of a possible 8)
Multiple Choice	Items Correct	Items Tested	Percent Correct
2. Revision	5	6	83%
3. Editing	8	12	67%
Total Multiple Choice Score	13	18	
Total Writing Score	17	26	

M

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2804P3. For more information about the STAAR tests, contact your child's school.
 Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2804P3. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

Document # 9999-99997 *The Lexile measure represents your child's reading ability and can be used to match him or her with books and other materials at an appropriate difficulty level. To learn more, visit www.Lexile.com. 050116-00000412-999999999



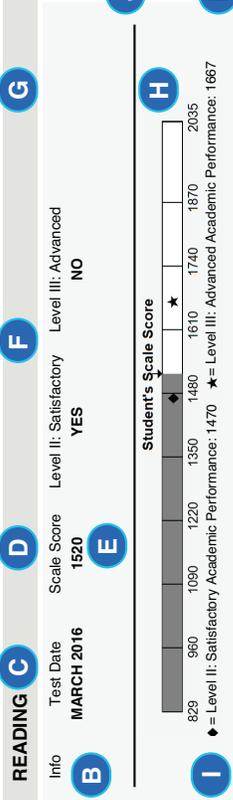
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Confidential Student Report
GRADE 5

FIRSTNAME I. LASTNAME
Date of Birth: 12/15/00
Student ID (PEIMS): *****9999
Local Student ID: 999999999

District: 999-999 DISTRICT NAMEXX
Campus: 001 CAMPUS NAMEXX
Class Group: CLASS GROUP NAME

Report Date: APRIL 2016
Date of Testing: MARCH 2016
Grade: 5

How did Firname do on the grade 5 assessments?

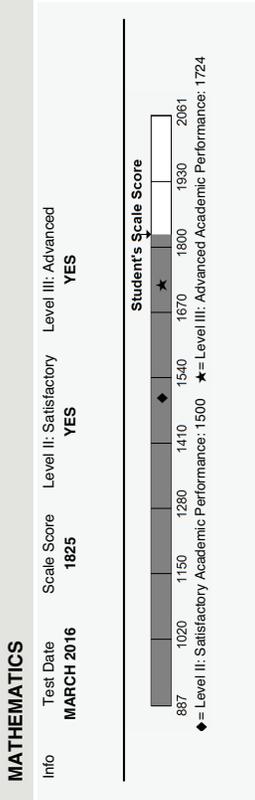


J

Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	7	10	70%
2. Understanding/Analysis of Literary Texts	17	19	89%
3. Understanding/Analysis of Informational Texts	10	17	59%
Total Reading Score	34	46	

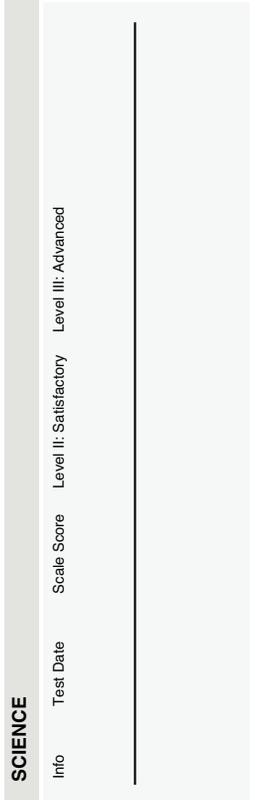
K

LEXILE MEASURE: 1300L*



L

Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numerical Representations and Relationships	7	8	88%
2. Computations and Algebraic Relationships	24	24	100%
3. Geometry and Measurement	7	12	58%
4. Data Analysis and Personal Financial Literacy	4	6	67%
Total Mathematics Score	42	50	



N

Science Test to be Administered in May 2016

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 28Q4P3. For more information about the STAAR tests, contact your child's school. Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 28Q4P3. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

Document # 9999-99993 *The Lexile measure represents your child's reading ability and can be used to match him or her with books and other materials at an appropriate difficulty level. To learn more, visit www.lexile.com.

050116-00000412-999999999

Confidential Student Label

Example shown: [3 Subject Grade 4](#)

An adhesive **Confidential Student Label** is provided for each examinee for whom a STAAR, STAAR L, or STAAR A answer document or online record was submitted. Assessment results are shown for each subject assessed, and these labels should be placed on the individual student's permanent record.

Available: The STAAR, STAAR Spanish, STAAR L, and STAAR A results are combined on one label per student.

A. Student Identification Information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

B. Test Date

The test date of the student's most recent performance status is given for each subject area.

C. Scale Score

The scale score corresponding to the student's subject-area raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for the STAAR administrations can be found on [TEA's Student Assessment Division website](#).

D. Test Results

In place of a scale score, a variety of report comments might appear in each subject area, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **ABSENT**
The student was absent during the assessment.
- **NO INFORMATION AVAILABLE**
No information is available for this subject.
- **NOT SCORED**
The student's answer document was coded "OTHER" for reasons such as illness during the assessment or administration irregularities.
- **PARENTAL WAIVER (grades 5, 8)**
The parent or guardian requested that the student not participate in the third testing opportunity.
- **PREVIOUSLY ACHIEVED LEVEL II (grades 5, 8)**
Student achieved Level II: Satisfactory Academic Performance in a previous administration.

E. Satisfactory and Advanced Academic Performance

The label indicates for each subject whether the student achieved satisfactory (Level II) or advanced (Level III) performance. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

F. Info

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

Possible messages are listed below. Changes in policy might result in different messages.

b Braille Version

A braille-version assessment was indicated for this subject.

s STAAR Spanish (grades 3–5)

A Spanish-version assessment was indicated for this subject.

l STAAR L

A STAAR L version assessment was indicated for this subject.

a STAAR A

A STAAR A version assessment was indicated for this subject.

p Paper Administration

A paper version of a STAAR L or STAAR A assessment was indicated for this subject.

CONFIDENTIAL

STUDENT: LASTNAME FIRSTNAME I
 STUDENT ID (PEIMS): 999999999
 DISTRICT: 999-999 DISTRICT NAMEXX
 CAMPUS: 999 CAMPUS NAMEXX

I = STAAR L

	Info	Test Date	Scale Score	Level II	Level III
Reading		Spring16	1550	YES	NO
Mathematics	/	Spring16	1770	YES	YES
Writing		Spring16	3815	YES	NO



DOB: 12/15/00
GRADE: 4

A

C

E

D

F

B

Confidential Campus Roster

Example shown: [STAAR L Grade 8 Science](#)

The **Confidential Campus Roster (All Students)** is available for each grade assessed at each campus and lists every student for whom an answer document or online record was submitted. This report provides detailed student-level score results for each subject area assessed.

The **Confidential Campus Roster (Students Not Achieving Satisfactory Performance)** is available for each grade assessed at each campus and lists every student for whom an answer document or online record was submitted, but did not pass the subject area assessment.

Available:

STAAR
 STAAR Spanish
 STAAR L
 STAAR A

Students NOT included in the reporting category summary results of the reports:

- Braille version of all subjects
- STAAR L paper administrations
- STAAR A paper administrations

A. Campus Identification Information

The top of the report contains identification information for the campus. The grade assessed, subject area, report date, and date of testing are also indicated. The program logo in the upper-left corner of the rosters indicates the program reported.

B. Student Information

Students are identified by name and student identification number (as used for PEIMS).

C. Grade

The student's enrolled grade is indicated.

D. Scale Score

The scale score corresponding to the student's subject-area raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Student Assessment Division website](#).

E. Performance Levels

■ Level II: Satisfactory

- If the student met Level II: Satisfactory, “YES” is shown.
- If the student did not meet Level II: Satisfactory, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

■ Level III: Advanced

- If the student met Level III: Advanced, “YES” is shown.
- If the student did not meet Level III: Advanced, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

F. Progress Measure

The STAAR Progress Measure is reported for most students taking reading and mathematics. The STAAR Progress Measure is based on a comparison of a student’s score last year with his or her score this year on the same subject-area assessment. This measure gives you information about how much the student improved in the subject. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded.

The Texas English Language Learner (ELL) Progress Measure is based on how students are expected to perform on STAAR tests given their level of English proficiency and the amount of time they’ve been going to school in the United States. The ELL Progress Measure is reported for eligible students for all subjects in grades 3–8. This measure gives you information about whether the student’s progress in acquiring on-grade-level academic skills is reasonable based on his or her English proficiency and schooling. Individual student progress for the ELL Progress Measure is also categorized as Did Not Meet, Met, or Exceeded.

For an assessment, a student may have a STAAR Progress Measure or an ELL Progress Measure, but not both. If a student was eligible for a progress measure but does not have the additional information needed to determine the appropriate progress measure, ‘ - - - ’ representing No Information Available will be noted.

Additional information about the STAAR and ELL Progress Measures can be found in the STAAR Resources section on [TEA’s Student Assessment Division website](#).

G. Results for Each Reporting Category

Reading, Mathematics, Science, and Social Studies

Reporting-category titles appear in the column headings. The number of items in each reporting category is indicated below the reporting-category titles.

Writing

Reporting category titles appear in the column headings.

Under the reporting category “Composition,” the types of compositions are listed. The number of points possible for each composition in each reporting category is shown below the reporting-category titles. The number of points scored out of the total points possible for each composition is shown in the column headed “Number of Points Scored.”

Under the reporting categories “Revision” and “Editing,” the number of items assessed in each reporting category is shown. The number of items answered correctly is shown in the columns labeled “Number of Items Correct.”

Messages

In place of reporting-category-level data, a variety of report messages might appear, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**
The student's answer document was coded "OTHER" for reasons such as illness during the assessment and administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took a grade 8 assessment).
- **NOT TESTED—ABSENT**
The student was absent during the assessment.
- **NO INFORMATION AVAILABLE**
An answer document was not submitted for this subject.
- **NOT TESTED—PARENTAL WAIVER (grades 5, 8)**
The parent or guardian requested that the student not participate in the third testing opportunity.
- **NOT SCORED—PREVIOUSLY ACHIEVED LEVEL II: SATISFACTORY (grades 5, 8)**
Student achieved satisfactory performance in a previous administration.
- **ADMINISTERED STAAR SPANISH TEST**
- **ADMINISTERED STAAR TEST IN ENGLISH**
- **ADMINISTERED STAAR L TEST**
- **ADMINISTERED STAAR A TEST**

H. Info

Information about the assessment is provided when the student was administered the braille version or paper transcription. The information is indicated by a single character, and a description of the character is shown in the legend.

Possible messages are listed below. Changes in policy might result in different messages.

- b Braille Version**
A braille-version assessment was indicated for this subject. Data are not included in reporting category summary information.
- p Paper Administration**
A paper version of a STAAR L or STAAR A assessment was indicated for this subject. Data are not included in reporting category summary information.

I. Total Students Listed and Total Students Tested

Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the total number of students that took this assessment.

J. Average Scale Score

On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

K. Performance Results**• Number**

On the final page of the report; this number represents the total number of “YES” results for the entire report.

• Percent

On the final page of the report; this number represents the percentage of “YES” results for all students tested on the report.

L. Average Reporting Category Results

These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

M. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS L
Confidential Campus Roster

GRADE 8 SCIENCE
All Students

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: MONTH YEAR



Info	Student	Student-ID (PEIMS)	Gr	Scale Score	Level II: Satisfactory	Level III: Advanced	Results for Each Reporting Category			
							1	2	3	4
							Matter and Energy	Force, Motion, and Energy	Earth and Space	Organisms and Environments
				14	12	14	14	Number of Items Tested		
				EFL Progress Measure		Number of Items Correct				
LASTNAME	FIRSTNAME	M 123456789	08	4211	YES	NO	10	9	14	
LASTNAME	FIRSTNAME	M 123456789	08	3833	YES	NO	8	8	11	
LASTNAME	FIRSTNAME	M 123456789	08	3348	NO	NO	9	9	7	
LASTNAME	FIRSTNAME	M 123456789	08	3607	YES	NO	5	9	10	
LASTNAME	FIRSTNAME	M 123456789	08	3080	NO	NO	3	6	6	
LASTNAME	FIRSTNAME	M 123456789	08	3172	NO	NO	4	3	8	
LASTNAME	FIRSTNAME	M 123456789	08	4347	YES	NO	10	13	11	
LASTNAME	FIRSTNAME	M 123456789	08	3391	NO	NO	3	7	8	
LASTNAME	FIRSTNAME	M 123456789	08	4211	YES	NO	12	10	12	
LASTNAME	FIRSTNAME	M 123456789	08	3080	NO	NO	2	8	6	
LASTNAME	FIRSTNAME	M 123456789	08	3434	NO	NO	3	8	10	
LASTNAME	FIRSTNAME	M 123456789	08	3477	NO	NO	8	7	6	
LASTNAME	FIRSTNAME	M 123456789	08	3563	YES	NO	4	8	12	
				3596	6	0	42	57	9.3	
TOTAL STUDENTS LISTED:				13	4.6	0	5.8	7.2	7.9	9.3
TOTAL STUDENTS TESTED:				13	4.6	0	42	60	57	66
				AVERAGE NUMBER:						
				PERCENT:						

Summary Report

Example shown: [STAAR Grade 8 Mathematics, Grade 4 Writing](#)

The **Summary Report** is available for each grade assessed at each campus or district and contains aggregate information about every student for whom an answer document or online record was submitted.

Available:

STAAR
STAAR Spanish
STAAR L
STAAR A

Students NOT included in the reporting-category-level and written composition constructed-response results of the reports:

- Braille version of all subjects
- STAAR L paper administrations
- STAAR A paper administrations

A. Campus Identification Information

The top of the report contains identification information for the campus. The grade assessed, subject area, date of testing, and report date are also indicated. The program logo in the upper-left corner of the summary reports indicates the program (STAAR, STAAR Spanish, STAAR L, or STAAR A).

B. Administration Summary

This section of the report lists the number and percentage of students who were assessed, the number and percentage of students who were not assessed (broken down by students who were absent and other), and total number of documents submitted.

C. Legend

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

D. Demographic Groups and Program Information

Demographic and program categories are listed on the left side of this section. Results for students for whom no demographic or program information was coded are included in the “No Information Provided” categories.

E. Number of Students Tested

The number of students assessed is provided for each demographic group.

F. Average Scale Score

The average scale score is displayed for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores.

G. Passed

The number and percentage of students who achieved satisfactory performance and/or achieved advanced performance are displayed for each demographic group. Level II: Satisfactory Academic Performance, indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but might need short-term, targeted academic intervention.

Level III: Advanced Academic Performance, indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

H. Did Not Pass

The number and percentage of students who received unsatisfactory performance displayed for each demographic group. Level I: Unsatisfactory Academic Performance, indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard.

I. Results for Each Reporting Category

These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

J. Written Composition Summary

The STAAR writing assessments include essays with scores ranging from 0 to 8. The number of possible points for each essay item is 8 for grade 4 and 16 for grade 7. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

K. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
 Summary Report
 GRADE 8 MATHEMATICS

District: 999-999 DISTRICT NAME
 Campus: 998 CAMPUS NAME

Report Date: MAY 2016
 Date of Testing: MAY 2016

Administration Summary	Number	Percent	Number of Students Tested	Average Score	PASSED		DID NOT PASS		Results for Each Reporting Category*													
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1 Numerical Relationships and Representations			2 Computations and Algebraic Relationships			3 Geometry and Measurement			4 Data Analysis and Personal Literacy		
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	128	1484	34	27	8	6	94	73	1.7	33	27	7.8	39	2.2	34	2.2	34	2.2				
Male	87	1453	17	20	6	7	70	80	1.4	28	25	6.9	33	1.9	19	1.7	19	1.7				
Female	41	1548	17	41	2	5	24	59	2.2	44	---	10.1	51	3.2	35	3.2	35	3.2				
Legend				---																		
--- = No Data Reported For Fewer Than Five Students				---																		
No Information Provided	15	1459	0	0	0	0	15	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Hispanic/Latino	5	1434	0	0	0	0	10	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
American Indian or Alaska Native	10	1150	0	0	0	0	10	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Black or African American	5	1495	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Native Hawaiian or Other Pacific Islander	5	1342	0	0	0	0	5	100	1.0	20	9	1.8	9	0.0	0	0.0	0	0.0				
Two or More Races	88	1536	34	39	8	9	54	61	2.4	48	31	9.6	48	3.1	35	3.1	35	3.1				
No Information Provided	20	1308	0	0	0	0	20	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Economically Disadvantaged	5	1393	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
No Information Provided	103	1522	34	33	8	8	69	67	2.1	42	29	6.5	29	9.1	45	2.7	30	2.7				
Title I, Part A	5	1434	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
No Information Provided	15	1231	0	0	0	0	15	100	0.0	0	0	1.4	6	1.8	9	0.0	0	0.0				
Migrant	5	1383	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
No Information Provided	11.4	1488	34	30	8	7	80	70	1.9	37	28	6.2	28	8.5	42	2.4	27	2.4				
Limited English Proficient	5	1459	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Current LEP	5	1434	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Non-LEP (Monitored 1st Year)	5	1057	0	0	0	0	5	100	0.0	0	0	0.2	1	0.0	0	0.0	0	0.0				
Non-LEP (Monitored 2nd Year)	5	1243	0	0	0	0	5	100	0.0	0	0	1.2	5	1.2	6	0.0	0	0.0				
No Information Provided	99	1524	34	35	8	8	64	65	2.2	44	30	6.7	30	8.9	45	2.8	31	2.8				
Bilingual	5	1383	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Participants	15	1389	0	0	0	0	15	100	0.0	0	0	4.1	18	5.1	25	0.6	7	0.6				
No Information Provided	108	1499	34	31	8	7	74	69	2.0	40	29	6.3	29	8.4	42	2.5	28	2.5				
ESL	5	1383	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Participants	20	1321	0	0	0	0	20	100	0.0	0	0	3.3	15	4.7	23	0.0	0	0.0				
No Information Provided	5	1519	34	33	8	8	69	67	2.1	42	30	6.5	30	8.7	43	2.8	31	2.8				
Special Education	10	1383	2	20	1	10	8	80	0.0	0	0	3.0	14	4.2	21	0.0	0	0.0				
No Information Provided	10	1389	0	0	0	0	10	100	0.0	0	0	2.6	12	2.5	13	0.9	10	0.9				
Gifted/Talented	6	1385	0	0	0	0	6	100	0.3	7	0	2.8	13	3.8	19	0.3	4	0.3				
Participants	10	1389	0	0	0	0	10	100	0.0	0	0	2.6	12	2.5	13	0.9	10	0.9				
No Information Provided	112	1501	34	30	8	7	78	70	1.9	38	29	6.6	29	8.5	43	2.4	27	2.4				
At-Risk	5	1383	0	0	0	0	5	100	0.0	0	0	0	0	0.0	0	0.0	0	0.0				
Participants	113	1509	34	30	8	7	79	70	0.0	0	0	5.0	14	4.2	21	0.0	0	0.0				
No Information Provided	48	1471	15	39	4	11	31	67	2.3	49	5.3	28	9.8	48	3.9	27	3.9					
Career/Technical Education	29	1409	2	39	1	3	27	98	0.0	0	0	4.9	22	4.3	32	0.6	26	0.6				
No Information Provided	53	1533	17	32	2	4	36	68	1.8	36	30	6.5	30	9.3	47	2.3	25	2.3				

* Students who took the braille version of the test are not included in the reporting category results.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
 Summary Report
 GRADE 4 WRITING

Report Date: JUNE 2016
 Date of Testing: SPRING 2016

District: 999-999 DISTRICT NAME
 Campus: 999 CAMPUS NAME

Administration Summary	Number		Percent		Students Tested	Scale Score	PASSED		DID NOT PASS		Results for Each Reporting Category*							
	Students Tested	Students Not Tested	Absent	Other			Total Documents Submitted	Level II: Satisfactory	Level III: Advanced	Level I: Unsatisfactory	1	2	Revision		Editing			
	#	#	#	#			#	#	#	#	#	#	#	%	#	%	#	%
All Students	85	3350	22	26	8	63	74	44	3.5	2.1	26	2.5	41	1.5	12	3.7	30	
Male	65	3213	14	22	2	51	78	41	3.3	3.3	38	2.8	47	1.0	8	3.4	28	
Female	20	3794	8	40	6	30	12	60	4.3	4.3	53	4.6	77	4.4	36	4.4	36	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	13	4003	7	54	3	23	6	46	5.2	4.4	64	4.4	73	4.8	40	4.8	40	
American Indian or Alaska Native	5	3219	0	0	0	0	0	0	4.4	4.4	55	4.2	70	2.2	18	2.2	18	
Asian	8	1683	0	0	0	0	0	0	0.5	0.6	6	0.6	10	0.3	2	0.3	2	
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	5	4602	5	100	3	60	0	0	7.0	8.8	88	10.0	100	8.0	67	8.0	67	
Two or More Races	5	2610	0	0	0	5	100	0	0.8	1.0	10	1.8	30	2.4	20	2.4	20	
No Information Provided	48	3390	9	19	2	4	39	81	3.4	3.4	42	4.3	71	3.6	30	4.3	30	
Economically Disadvantaged	15	2435	1	7	0	0	0	0	2.1	1.5	26	2.5	41	1.5	12	3.7	30	
No Information Provided	5	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
Participants	65	3602	21	32	8	12	44	68	3.9	3.9	49	4.3	72	4.4	37	4.4	37	
Title I, Part A	5	3219	0	0	0	0	0	0	4.4	4.4	55	4.2	70	2.2	18	2.2	18	
Nonparticipants	13	2118	0	0	0	0	0	0	1.5	1.5	18	1.5	24	0.5	4	0.5	4	
No Information Provided	67	3599	22	33	8	12	45	67	3.9	3.9	48	4.4	73	4.4	37	4.4	37	
Migrant	5	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
No Information Provided	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
Participants	72	3440	22	31	8	11	50	69	3.6	3.6	45	4.1	68	4.1	34	4.1	34	
Limited English Proficient	13	4003	7	54	3	23	6	46	5.2	4.4	64	4.4	73	4.8	40	4.8	40	
Current LEP	5	3219	0	0	0	0	0	0	4.4	4.4	55	4.2	70	2.2	18	2.2	18	
Non-LEP (Monitored 1st Year)	5	1316	0	0	0	0	0	0	0.0	0.0	0	0.2	3	0.2	2	0.2	2	
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	5	3443	15	25	5	8	44	75	4.4	4.4	44	4.2	71	4.0	33	4.0	33	
No Information Provided	59	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
Participants	11	3869	3	27	3	27	8	73	4.5	4.5	57	3.9	65	4.3	36	4.3	36	
Nonparticipants	69	3306	19	28	5	7	50	72	3.4	3.4	42	4.0	66	3.8	31	4.0	31	
No Information Provided	16	3215	7	44	3	19	9	56	3.5	3.5	44	3.0	50	3.7	31	3.7	31	
ESL	5	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
Participants	64	3426	15	23	5	8	49	77	3.6	3.6	45	4.2	70	3.9	32	4.2	32	
Nonparticipants	8	3577	2	25	2	25	6	75	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
No Information Provided	69	3379	20	29	6	9	49	71	3.6	3.6	45	4.1	68	4.1	34	4.1	34	
Special Education	6	3072	1	17	0	0	0	0	3.3	3.3	42	3.3	56	2.3	19	2.3	19	
Participants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
Nonparticipants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
No Information Provided	71	3427	21	30	8	11	50	70	3.6	3.6	45	4.0	67	4.0	34	4.0	34	
Gifted/Talented	5	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
Participants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
Nonparticipants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
No Information Provided	71	3427	21	30	8	11	50	70	3.6	3.6	45	4.0	67	4.0	34	4.0	34	
At-Risk	5	2814	0	0	0	0	0	0	3.0	3.0	38	2.8	47	1.0	8	3.4	28	
Participants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
Nonparticipants	8	2872	0	0	0	0	0	0	3.3	3.3	41	3.1	52	1.5	13	3.1	13	
No Information Provided	72	3440	22	31	8	11	50	69	3.6	3.6	45	4.1	68	4.1	34	4.1	34	

* Students who took the braille version of the test are not included in the reporting category results.

Constructed Response Summary Report

Example shown: [STAAR Grade 4 Writing](#)

The **Constructed Response Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition.

Available:

STAAR
STAAR Spanish
STAAR A

Students NOT included in the report:

- Braille version
- STAAR A paper administrations

A. *Campus or District Identification Information*

The top of the report contains identification information for the campus or district. The grade assessed, report date, and the date of testing are also indicated.

B. *Written Composition Rating Summary*

A breakdown of the number and the percentage of students who achieved each rating on each type of written composition is shown. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

Composition ratings are shown below.

0 = **Nonscorable** (0 out of possible 8 points)

2 = **Very Limited** (summed score: 2 out of possible 8 points)

3 = **Between Very Limited and Basic** (summed score: 3 out of possible 8 points)

4 = **Basic** (summed score: 4 out of possible 8 points)

5 = **Between Basic and Satisfactory** (summed score: 5 out of possible 8 points)

6 = **Satisfactory** (summed score: 6 out of possible 8 points)

7 = **Between Satisfactory and Accomplished** (summed score: 7 out of possible 8 points)

8 = **Accomplished** (summed score: 8 out of possible 8 points)

C. *Number of Papers*

The number of records receiving each rating is shown in the column with the heading “#.” The total number of records scored is shown at the bottom of this column.

The percentage of the total number of records receiving each composition rating is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of the students on the “Total” row will always be 100.

D. Graph

The graph shows a visual representation of the percentage of students receiving each composition rating.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 4 WRITING

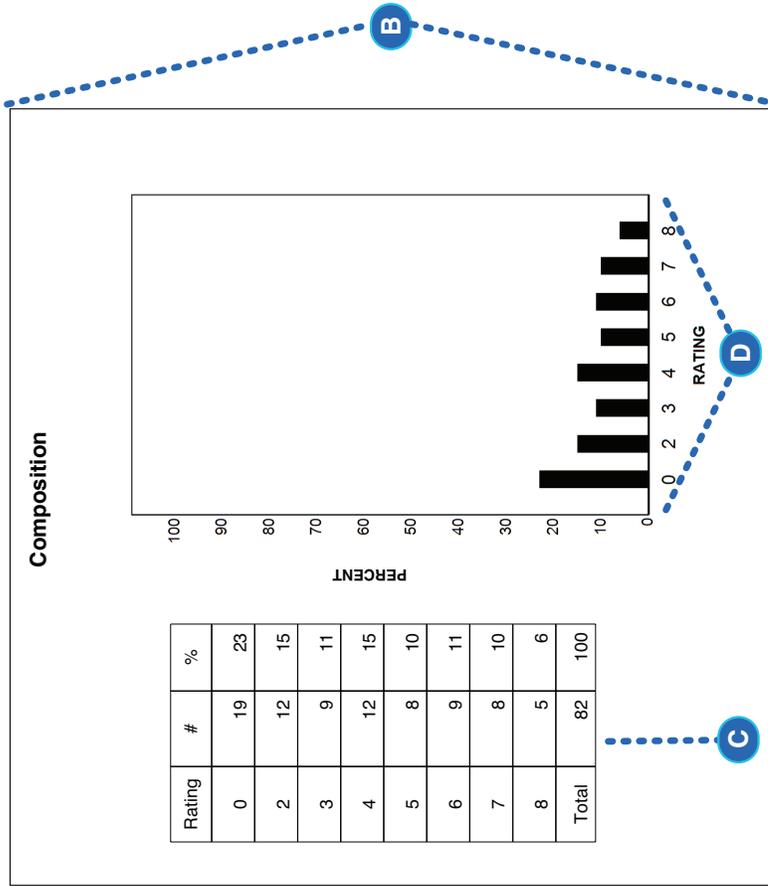
..... **A**

District: 999-999 DISTRICT NAME
 Campus: 999 CAMPUS NAME

Report Date: JUNE 2016
 Date of Testing: SPRING 2016

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary*



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.

* Students who took the braille version of the test are not included in this report.

Combined Summary Report

Example shown: [STAAR Grade 3 Mathematics](#)

The **Combined Summary Report** is available for each grade/subject area assessed at each campus or district and shows the number and percentage of students achieving Level II: Satisfactory Academic Performance for each program (STAAR, STAAR Spanish, STAAR L, and STAAR A) and across all programs.

A. Campus or District Identification Information

The top of the report contains identification information for the campus or district. The grade and subject area, report date, and date of testing are also indicated. The date of testing will be the season or month and year of administration.

B. Legend

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

C. Demographic Groups and Program Categories

Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the “No Information Provided” categories.

D. Program Summaries

These columns summarize program data for all scored assessments. For each program and across all programs, the average number (#) and the percentage (%) of students in each demographic group receiving Level II: Satisfactory performance is calculated.

E. Number of Students Tested

The number of students tested in each program and across all programs is provided for each demographic group.

F. Achieved Level II: Satisfactory Academic Performance

These columns show the number and percentage of students who achieved Level II: Satisfactory Academic Performance.

G. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
GRADE 3 MATHEMATICS

District: 999-999 DISTRICT NAMEXX
 Campus: 999 CAMPUS NAMEXX

Report Date: JUNE 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR Spanish			STAAR L			STAAR A			TOTAL		
	Number of Students Tested	#	%	Number of Students Tested	#	%	Number of Students Tested	#	%	Number of Students Tested	#	%	Number of Students Tested	#	%
All Students	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Male	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Female	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Hispanic/Latino	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
American Indian or Alaska Native	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Asian	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Black or African American	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Native Hawaiian or Other Pacific Islander	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
White	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Two or More Races	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Economically Disadvantaged	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Yes	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Title I, Part A	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Participants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Nonparticipants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Migrant	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Yes	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Limited English Proficient	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Current LEP	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Non-LEP (Monitored 1st Year)	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Non-LEP (Monitored 2nd Year)	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Other Non-LEP	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Bilingual	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Participants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Nonparticipants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
ESL	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Participants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Nonparticipants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Special Education	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Yes	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Gifted/Talented	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Participants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Nonparticipants	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
At-Risk	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
Yes	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999
No Information Provided	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999	999999	999999	999

Cumulative Summary Report

Example shown: [Reading](#)

A STAAR **Cumulative Summary Report** is provided for each district and campus for grades 5 and 8 reading and mathematics following both the second and third administrations of the year. This report contains cumulative pass rate information for each demographic group tested.

Students are grouped in each demographic category based on the data submitted on the March answer document or online record. The May results for students in the March Cohort are included only if the student identification information on the May answer document matches the information submitted in March.

Available:

STAAR, STAAR Spanish, STAAR L, and STAAR A combined

Students who move after testing

The March results for a student who moves to a different district after the March administration will be included in the cumulative results for the original district and campus. This student will not be included in the district and campus cumulative reports where the student tested in May.

The March results for a student who moves to another campus within the same district prior to the May administration are still included in the cumulative results for the original campus. In the district report, this student is also included in the May Results for Students in the March Cohort section.

Students who move to a campus from another Texas public school following the March administration will be subject to the Student Success Initiative (SSI) requirements but will not be included in the cumulative pass rate results for that campus.

A. Campus or District Identification Information

The top of the report contains identification information for the campus or district. The grade, date of testing, and the report date are also indicated. The date of testing will be the month the last test occurred.

B. Demographic Groups and Program Categories

Demographic and program categories are listed on the left side of this report. Results for students submitting answer documents with no demographic or program information coded are included in the “No Information Provided” categories.

March Cohort

The first section of the report provides the results for all students who submitted an answer document or online record in the March primary administration (the March Cohort). This includes answer documents coded as absent, other, etc. These results will correspond to the information reported on the STAAR Summary Reports for the March administration.

C. Answer Documents Submitted

This column shows all STAAR answer documents or STAAR A and STAAR L online records submitted in March. This includes students tested in March and students who were coded as Absent or Other.

D. Number of Students Tested

This column shows all students tested in March.

E. Achieved Level II: Satisfactory Academic Performance

These columns show the number and percentage of students who achieved Level II: Satisfactory Academic Performance in March. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

May Results For Students In March Cohort

Results for students in the March Cohort (i.e., submitted an answer document or online record in March) who took the test in May are shown on reports following both the second and third administrations of the year. The results in this section are only for the May retest and are not cumulative.

F. First-time Tested

This column shows the number of students who tested for the first time in May and submitted an answer document or online record in March coded as either Absent or Other.

G. Retested

This column shows the number of students tested in May who also tested, but did not achieve Level II: Satisfactory Academic Performance, in March.

H. Total

This column shows the sum of the first-time tested and retested students in May who are in the March Cohort.

I. Achieved Level II: Satisfactory Academic Performance

These columns show the number and percentage of students in the March Cohort who achieved Level II: Satisfactory Academic Performance in May. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

Cumulative

The last section of the report combines the final results for all students in the March Cohort (i.e., submitted an answer document or online record in March). The results include the current and previous administration(s) for the year.

J. Number of Students Tested

This column shows the sum of the students tested in March and the first-time tested students in May and in June.

K. Achieved Level II: Satisfactory Academic Performance

These columns show the sum and percentage of the students in the March Cohort who achieved Level II: Satisfactory Academic Performance in the current administration or in any previous administration for the year. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard. To maintain student confidentiality, no data are reported if fewer than five students were tested.

The sample report only contains results for the March and May administrations as it represents students' results after the May retest.

L. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the the report.

Confidential Images of Essays

Example shown: [Grade 4 Writing](#)

The **Confidential Images of Essays** report includes written compositions. Districts might find it helpful to use the Confidential Images of Essays report in conjunction with the 2016 released STAAR tests.

Available:

STAAR
STAAR Spanish
STAAR A

A. **Assessment Information**

The program, grade level, type of composition, and season and year of the assessment scored is indicated.

B. **Student Identification Information**

The top of the report contains identification information for the student. The student name, date-of-birth, and PEIMS identification is shown. For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number.

C. **Written Composition Score (Personal Narrative or Expository)**

Composition ratings are shown below.

0 = **Nonscorable**

2 = **Very Limited**

3 = **Between Very Limited and Basic**

4 = **Basic**

5 = **Between Basic and Satisfactory**

6 = **Satisfactory**

7 = **Between Satisfactory and Accomplished**

8 = **Accomplished**

Essay

The essay text from the answer document or online record is shown.

Messages

In place of the essay, a variety of report messages might appear, indicating the student's performance status. Possible messages are listed below. Changes in policy might result in different messages.

- **Not Tested—Absent**

The student was absent during the assessment

- **Not Scored**

The student's answer document or online record was coded "OTHER" for reasons such as illness during the assessment and administration irregularities.

Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

D. Document Number and Process Number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
MARCH 2016
GRADE 4 WRITING

..... A

B

NAME: LASTNAME, FIRSTNAME MI.
DOB: 99/99/99
PEIMS ID: *****9999

Writing Score: 3
3 = Between Very Limited and Basic

..... C

I am looking forward to the Austin feild trip and doing - funrisers is a lot of fun. There were so many of them, Lets talk about one that I call teacher pet. I was one of the people there one day and students would come and vote for a tea-cher, whichever teacher that had the most votes at the end of the two weeks won. With a quarter for one vote just 20 votes would get us five dollors. It was fun because many people voted more then once and all the money went to the Austin feild trip so all of us can go! It was also funny because the winner had to dress up like a pet and the winner was walking around like a cat!

This was one of the mang fun funriser we had that I enjoyed in forth grade.

XXXXXXXXXXXXXX_P1

Page 1 of 1

mmddy-ZZZZZZZ-CCC-DDDccc-SSSSSS

..... D

Confidential Student Item Analysis Report

Example shown: [Grade 5 Reading and Mathematics](#)

This report provides detailed student-level results for each subject tested. Indicated on this report is the reporting category measured by each test item, which answer choice the student selected for the item, and the correct answer. The information in this report might be useful to students, parents, and teachers for identifying item types students might find difficult and for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Student Item Analysis Report in conjunction with the 2016 released STAAR tests.

Available:

STAAR
 STAAR Spanish
 STAAR L
 STAAR A

A. Student and School Identification Information

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. For grades without retest administrations, the date of testing will be SPRING 2016. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

B. Test Results

This section gives the student's scale score and indicates whether the student achieved Level II: Satisfactory Academic Performance and Level III: Advanced Academic Performance. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Student Assessment Division website](#). Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

C. Item Number

The item number corresponds to the item number of the 2016 released test for that grade and subject area.

D. Reporting Category

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Confidential Student Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Correct Answer

The correct answer choice for each test item is shown.

F. Student's Answer

The student's answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer. For items that are not multiple-choice items, the letter "A" represents the correct answer and the letter "B" represents an incorrect answer. Scores for Short-Answer and Essay questions are not included; student's scores for these items are available on the Confidential Student Report.

G. Messages

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**

The student's answer document was coded "OTHER" for reasons such as illness during the assessment and administration irregularities, or if the student was assessed above grade level (e.g., a grade 7 student took the grade 8 reading assessment).

- **NOT TESTED—ABSENT**

The student was absent during the assessment.

- **NO INFORMATION AVAILABLE**

An answer document was not submitted for this subject.

H. Document Number and Print Number

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The print number in the bottom-right corner of the report is a print series number used in sequencing the reports.

Item Analysis Summary Report

Example: [STAAR Grade 4](#)

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2016 released STAAR tests. For STAAR grades 3–5, English and Spanish results are reported separately.

Available:

STAAR
 STAAR Spanish
 STAAR L
 STAAR A

A. Campus Identification Information

The top of the report contains identification information for the campus. The grade assessed, report date, and date of testing are also indicated. The program logo in the upper-left corner of the summary report indicates the program.

B. Number of Students Tested

The number of students assessed is provided.

C. Item Number

The item number corresponds to the item number on the test for that subject.

D. Reporting Category

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

E. Percent Responding

The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

F. Percent Not Responding

The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

G. Process Number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Item Analysis Summary Report

GRADE 4

..... A

District: 999-999 DISTRICT NAME
 Campus: 999 CAMPUS NAME

Report Date: SUMMER 2016
 Date of Testing: SPRING 2016

STAAR Grades 3-8

READING***							MATHEMATICS***							WRITING***							
Number of Students Tested: 114							Number of Students Tested: 108							Number of Students Tested: 85							
PERCENT RESPONDING							PERCENT RESPONDING							PERCENT RESPONDING							
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	
1.	3	1	79*	1	1	18	1.	1	83*	1	1	1	15	1.	2	1	1	93*	1	4	
2.	3	1	1	1	73*	24	2.	2	1	82*	1	1	16	2.	2	83*	1	1	1	13	
3.	3	72*	1	1	1	26	3.	3	1	1	1	75*	22	3.	2	72*	1	1	1	24	
4.	3	1	1	1	70*	28	4.	4	1	1	1	67*	30	4.	2	1	1	62*	1	34	
5.	1	1	1	1	84*	13	5.	2	1	80*	1	1	17	5.	2	1	49*	1	1	48	
6.	3	1	1	68*	1	29	6.	1	1	1	80*	1	17	6.	2	1	1	1	32*	65	
7.	3	66*	1	1	1	31	7.	2	1	1	1	76*	21	7.	3	1	78*	1	1	18	
8.	3	1	1	64*	1	33	8.	3	1	1	73*	1	24	8.	3	1	66*	1	1	30	
9.	3	1	62*	1	1	35	9.	1	1	76*	1	1	21	9.	3	1	1	1	56*	40	
10.	2	1	1	1	83*	14	10.	2	71*	1	1	1	26	10.	3	1	1	44*	1	52	
11.	2	1	80*	1	1	17	11.	3	1	71*	1	1	26	11.	3	32*	1	1	1	65	
12.	1	81*	1	1	1	17	12.	2	1	1	1	67*	30	12.	3	28*	1	1	1	68	
13.	2	1	76*	1	1	21	13.†	4	63*	3	0	0	34	13.	3	1	1	20*	1	77	
14.	2	1	1	72*	1	25	14.	3	1	1	67*	1	30	14.	3	13*	1	1	1	83	
15.	2	1	1	1	69*	28	15.	2	63*	1	1	1	34	15.	3	1	1	1	11*	85	
16.	1	1	1	77*	1	20	16.	1	1	73*	1	1	24	16.	3	9*	1	1	1	88	
17.	2	61*	1	1	1	36	17.	3	1	1	65*	1	32	17.	3	1	6*	1	1	90	
18.	3	61*	1	1	1	37	18.	1	69*	1	1	1	28	18.	3	1	1	1	4*	93	
19.	3	1	59*	1	1	39	19.	3	1	1	62*	1	35								
20.	3	56*	1	1	1	41	20.	3	1	59*	1	1	38								
21.	3	1	1	1	53*	44	21.	2	57*	1	1	1	40								
22.	3	1	1	50*	1	47	22.	1	1	59*	1	1	38								
23.	3	1	1	48*	1	50	23.	3	1	1	1	57*	40								
24.	1	73*	1	1	1	24	24.	2	1	1	52*	1	45								
25.	3	45*	1	1	1	52	25.	4	58*	1	1	1	39								
26.	3	1	43*	1	1	54	26.†	3	55*	3	0	0	42								
27.	1	1	1	1	69*	28	27.	1	1	1	1	55*	42								
28.	1	1	1	58*	1	39	28.	2	1	48*	1	1	50								
29.	1	52*	1	1	1	45	29.	4	1	1	54*	1	43								
30.	1	1	1	1	47*	50	30.	2	46*	1	1	1	51								
31.	2	1	1	1	59*	39	31.	1	1	1	53*	1	44								
32.	2	57*	1	1	1	40	32.	2	41*	1	1	1	56								
33.	1	1	41*	1	1	56	33.	3	1	53*	1	1	44								
34.	2	50*	1	1	1	48	34.†	2	38*	3	0	0	59								
35.	2	1	1	47*	1	50	35.	3	51*	1	1	1	46								
36.	2	1	1	43*	1	54	36.	1	1	50*	1	1	48								
37.	2	1	40*	1	1	57	37.	2	1	1	1	34*	63								
38.	2	37*	1	1	1	61	38.	3	1	1	48*	1	50								
39.	1	1	36*	1	1	61	39.	2	1	1	1	31*	66								
40.	2	1	1	33*	1	64	40.	3	1	44*	1	1	53								
41.	2	29*	1	1	1	68	41.	4	50*	1	1	1	47								
42.	2	26*	1	1	1	72	42.	1	1	43*	1	1	54								
43.	2	1	1	1	22*	75	43.	3	1	1	40*	1	57								
44.	2	1	1	1	19*	78	44.	1	36*	1	1	1	61								
							45.	2	1	1	1	27*	70								
							46.	3	1	1	37*	1	60								
							47.	2	1	1	23*	1	74								
							48.	1	1	29*	1	1	68								

..... B

C D E F

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.
 * = Correct answer choice ** = Percent of students who did not answer
 A listing of the reporting categories is found on the Summary Report.
 Constructed item summary information is found on the Constructed Responses Summary Report.
 *** = Students who took the braille version of the test are not included in the reporting category results.

..... G 080416-00000422-257999041

Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document or online record was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category-level data are also included.

Additional Reports

Standard reports may be requested for rerun. There is a fee for rerun requests that result from a district error, such as a misgridded answer document. There will be NO charge for rerun requests resulting from a contractor error, such as nonreceipt of reports. The following reports are available for rerun:

- Confidential Student Report
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Satisfactory Performance

Additional printed copies of student reports are available for download and printing from the Assessment Management System after scoring is complete. Districts can request additional printed copies be sent to them for a fee:

- Confidential Student Report
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Satisfactory Performance
- Campus and District Summary Reports