

# STAAR End-of-Course (EOC) Assessments

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## Program Overview

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

### STAAR EOC

The STAAR EOC assessments measure students' academic performance in core high school courses (English I, English II, Algebra I, biology, U.S. History). These assessments became part of the graduation requirements beginning with the freshman class of 2011–12. English III and Algebra II will be available in spring 2016 for districts to administer as optional assessments.

Students are required to take the STAAR EOC assessments for courses in which they're enrolled as part of their graduation requirements.

Paper and online administrations are available for the STAAR EOC assessments.

### STAAR L EOC

STAAR L EOC is a linguistically accommodated English version of the STAAR EOC assessments in mathematics, science, and social studies for English language learners (ELLs) who meet participation requirements for particular types of linguistic accommodations.

### STAAR A EOC

STAAR A EOC is an accommodated version of STAAR offered as an online assessment in the same grades and subjects as STAAR EOC. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, clarifications of construct-irrelevant terms, and text-to-speech functionality.

## Assessment Scores

The following gives a brief description of the scores provided for the STAAR EOC assessments. For more detailed technical information about assessment 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 the assessment. Raw scores should not be compared across administrations.

## Scale Score

The scale score is used for STAAR EOC, STAAR L EOC, and STAAR A EOC for all assessments in those programs. Refer to the table in the [General Information](#) section that includes the assessments available for the EOC program.

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. Thus, the 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 assessment, and to compare cohorts of students taking the same assessment in different years. However, the scale score cannot be used to evaluate a student's progress across grades or courses.

## **Performance Standards**

The following gives a brief description of the performance levels used on the STAAR EOC, STAAR L EOC, and STAAR A EOC 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 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.

### 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 course. 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 course without significant and ongoing instructional support. They do not demonstrate a sufficient understanding of the assessed knowledge and skills.

## **Appropriate Score Uses**

The STAAR EOC 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 EOC 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 EOC 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 course. 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 being assessed in the course.

### Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR EOC scores can be analyzed within the same course 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 course for any administration.

## Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR EOC 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.

### Scale Scores

Scale scores allow for a comparison of assessment scores, within a course, across administrations. For example, if a student takes the Algebra I assessment in May and takes the assessment again in July, the scores from those administrations could be compared.

The scale score cannot be used to compare assessment scores across courses. For example, it is not appropriate to say that a 3800 on the STAAR biology assessment represents the same level of achievement as a 3800 on the STAAR Algebra I assessment.

### Using Reporting-Category 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 can deliver only a limited range of information about each reporting category. 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 EOC assessment is equated only at the total assessment level and there have been changes to the curriculum and the assessment, 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 EOC 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 EOC 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 EOC 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 course assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, might fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

## Report Formats

Standard and optional reports are available for the STAAR EOC assessments. Standard reports are provided automatically to districts. Optional services for standard reports are also available for a fee to districts. A district must submit a request through the Texas Assessment Management System to receive optional services for standard 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’ assessment results is contained in the [General Information](#) section.

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](#) section of this guide and [TEA's Student Assessment Division website](#) for additional STAAR EOC 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 EOC, STAAR L EOC, and STAAR A EOC standard reports that districts receive:

Confidential Student Report	3.7
Confidential Student Label	3.15
Confidential Campus Roster	3.16
Summary Report	3.20
Constructed Response Summary Report	3.25
Combined Summary Report	3.28
Confidential Images of Essays and Short Answers	3.30
Confidential Student Item Analysis Report	3.33
Item Analysis Summary Report	3.36
Electronic Individual Student Record File (Confidential)	3.38

## Confidential Student Report

Examples shown: [STAAR Algebra I](#), [STAAR English I](#)

A separate **Confidential Student Report (CSR)** is provided for each student for whom an answer document or online record was submitted. Information from this report is useful when reporting assessment results to students and parents.

**Available:**

STAAR EOC  
STAAR L EOC  
STAAR A EOC

### **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 (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The report date, date of testing, and grade are also indicated.

### **B. Student's Scale Score**

The scale score corresponding to the raw 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 EOC scale scores. The raw score conversion tables for all STAAR EOC administrations can be found on [TEA's Student Assessment Division website](#).

### **C. 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 for the next course and is highly likely to be successful in that course.

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 for the next course and is likely to be successful in that course. 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 for the next course and is not likely to succeed in that course without significant and ongoing instructional support.

### **D. STAAR and ELL Progress Measures**

The STAAR Progress Measure is currently reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR, STAAR A, or STAAR L. The STAAR Progress Measure is currently reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous accountability year.

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 from one year to the next. 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 the appropriate level of 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.

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

#### **E. 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.

#### **F. Scale Score Graph Legend**

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

#### **G. 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.

#### **H. 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](#).

#### **I. Percent Correct**

The percent correct graph shows a visual representation of the percentage of questions the student answered correctly for each reporting category.

#### **J. Explanation of Results**

This text provides information for parents and students about the STAAR program, requirements for graduation, performance level descriptions, and explains the elements of the Confidential Student Report.

### **K. Student Portal Information**

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

### **L. 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 in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

In addition to the elements shown above, the following will appear on the English I or English II reports:

## **Short Answer and Composition Scores**

### **M. Short Answer Rating (Single Selections or Paired Selections)**

This indicates the two types of short answer selections scored.

#### **Score Description**

The following messages might appear in this area:

**Insufficient** (score: 0 out of a possible 3)

**Partially Sufficient** (score: 1 out of a possible 3)

**Sufficient** (score: 2 out of a possible 3)

**Exemplary** (score: 3 out of a possible 3)

The possible score shown in score description is an un-weighted score based on a rating from 0-3 scale. Detailed information about the short answer rubrics is available on [TEA's Student Assessment Division website](#).

### **N. Composition**

This shows the type of composition scored.

#### **Score Description**

One of the following messages will appear in this area:

**Nonscorable** (summed score: 0 out of a possible 8)

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

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

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

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

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

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

**Accomplished** (summed score: 8 out of a possible 8)

The possible score shown in score description is an un-weighted score based on a 0-4 rating scale by two raters. Complete rubrics for the expository, persuasive, and analytical compositions are available on [TEA's Student Assessment Division website](#).

**O. Weighted Score**

The process of weighting assessment scores emphasizes the contribution of some components of the scores more than others when computing the final score. The short answer reading items and the written composition are given a greater “weight” than multiple-choice items in the total raw score.

The raw score for English I and English II is calculated by adding the number of multiple-choice items answered correctly to the weighted short answer scores (short answer items are weighted by three) and the weighted composition score (also weighted by three). [Number of multiple-choice items answered correctly + (single selection short answer score × 3) + (paired selection short answer score × 3) + (written composition score × 3)].

If a student had 37 of the 50 multiple-choice items correct and received a score of 1 on the single selection short answer item, a score of 2 on the paired selection short answer item and a score of 6 on the written composition, the student's total raw score would be 64 out of 92 possible raw score points [37 + (1 × 3) + (2 × 3) + (6 × 3)].

The English total raw score will range from 0 to 92.

**P. Points Possible**

This shows the total number of points possible for short answer responses and the written composition on the assessment.



**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Confidential Student Report**  
**ALGEBRA I**

FIRSTNAME M. LASTNAME

Date of Birth: 99/99/99

Student ID (PEIMS): \*\*\*\*9999

Local Student ID: 9999999999

District: 999-999 DISTRICT NAME

Campus: 999 CAMPUS NAME

Class Group: CLASS GROUP NAME

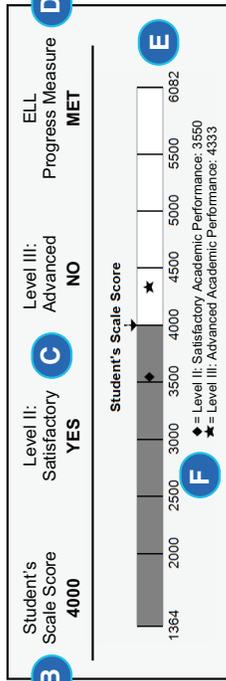
Report Date: FALL 2015

Date of Testing: FALL 2015

Grade: 5

**A**

**How did FIRSTNAME do on the Algebra I assessment?**



**H** **G** **I**

Reporting Categories	Item Correct	Items Tested	Percent Correct
1. Number and Algebraic Methods	6	11	55%
2. Describing and Graphing Linear Functions, Equations, and Inequalities	6	12	50%
3. Writing and Solving Linear Functions, Equations, and Inequalities	10	14	71%
4. Quadratic Functions and Equations	3	11	27%
5. Exponential Functions and Equations	5	6	83%
<b>TOTAL</b>	<b>30</b>	<b>54</b>	

**What is STAAR?** The State of Texas Assessments of Academic Readiness (STAAR) is the testing program for students in Texas public schools. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. The curriculum contains the content and skills students need to learn in order to make academic progress from year to year and to succeed in college and careers. Each STAAR assessment measures what students are learning in a specific grade or course.

**What are the testing requirements for graduation?** In addition to taking the required courses, students must pass STAAR end-of-course (EOC) assessments in Algebra I, English I, English II, biology, and U.S. history. For more information on graduation programs or testing requirements, contact your child's school or visit TEA's website at <http://www.tea.state.tx.us/student.assessment/parents>.

**What are the performance levels for STAAR?** The STAAR assessments have three categories for performance. The categories are Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance. Your child's performance level is indicated in the bottom row of the graphic.

If your child's report shows a "YES" under Level III: Advanced, he or she performed at a level that was well above passing. Performance in this category indicates that students are well prepared for the next course and are highly likely to be successful in that course.

If your child received a "NO" under Level III: Advanced but a "YES" under Level II: Satisfactory, he or she performed at a level that was at or above passing. Performance in this category indicates that students are sufficiently prepared for the next course and are likely to be successful in that course. However, students in this category may need some additional instruction focused on content and skills that were difficult for them.

If your child's report shows a "NO" under Level II: Satisfactory, he or she performed at a level that was below passing. Performance in this category indicates that students are not prepared for the next course and are not likely to succeed in that course without significant and ongoing instructional support. Because passing this test is required for graduation, your child must take the test again. STAAR EOC assessments are given near the end of the fall, spring, and summer semesters.

**How do these results provide information about a student's performance?** The content and skills tested on each STAAR assessment are grouped together. Each group is called a Reporting Category. For each category in the graphic above, the first column shows the number of test questions your child answered correctly. The second column shows the total number of questions tested in that category. The final column shows the percentage of questions your child answered correctly.

At the top of the test results, you will find a number, called a scale score, that shows your child's performance on the test. The STAAR scale score lets you compare your child's score with the Satisfactory and Advanced performance levels. The scale score indicates how far above or below these performance levels your child's achievement is. To the right of the scale score, you will see whether your child achieved Satisfactory and Advanced performance. The scale score graph shows how well students could perform on the test. The arrow shows where your child actually performed on the test. The scores needed to achieve Satisfactory and Advanced performance are also marked.

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 and the amount of time they've been going to school in the United States. This measure gives you information about whether your child's progress in acquiring on-grade-level academic content and skills is reasonable based on his or her English proficiency and schooling. For more information about the Texas ELL Progress Measure, contact your child's school or visit TEA's website at <http://www.tea.state.tx.us/student.assessment/parents>.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2ZWB76. 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 2ZWB76. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

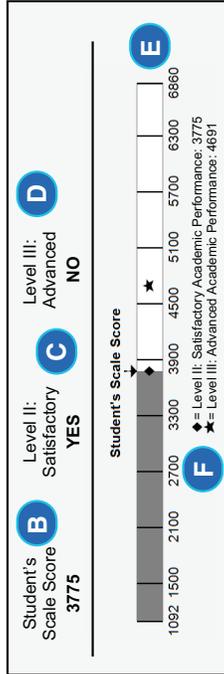


STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
Confidential Student Report  
ENGLISH I

FIRSTNAME I. LASTNAME  
Date of Birth: 99/99/99  
Student ID (PEIMS): \*\*\*\*\*9999  
Local Student ID: 9999999999

Report Date: FALL 2015  
Date of Testing: FALL 2015  
Grade: 9

How did Firstname do on the English I assessment?



**What is STAAR?** The State of Texas Assessments of Academic Readiness (STAAR) is the testing program for students in Texas public schools. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. The curriculum contains the content and skills students need to learn in order to make academic progress from year to year and to succeed in college and careers. Each STAAR assessment measures what students are learning in a specific grade or course.

**What are the testing requirements for graduation?** In addition to taking the required courses, students must pass STAAR end-of-course (EOC) assessments in Algebra I, English I, English II, biology, and U.S. history. For more information on graduation programs or testing requirements, contact your child's school or visit TEA's website at <http://www.tea.state.tx.us/student/assessment/parents>.

**What are the performance levels for STAAR?** The STAAR assessments have three categories for performance. The categories are Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance. Your child's performance level is indicated in the bottom row of the graphic.

If your child's report shows a "YES" under Level III: Advanced, he or she performed at a level that was well above passing. Performance in this category indicates that students are well prepared for the next course and are highly likely to be successful in that course.

If your child received a "NO" under Level III: Advanced but a "YES" under Level II: Satisfactory, he or she performed at a level that was at or above passing. Performance in this category indicates that students are sufficiently prepared for the next course and are likely to be successful in that course. However, students in this category may need some additional instruction focused on content and skills that were difficult for them.

If your child's report shows a "NO" under Level II: Satisfactory, he or she performed at a level that was below passing. Performance in this category indicates that students are not prepared for the next course and are not likely to succeed in that course without significant and ongoing instructional support. Because passing this test is required for graduation, your child must take the test again. STAAR EOC assessments are given near the end of the fall, spring, and summer semesters.

**How do these results provide information about a student's performance?** The content and skills tested on each STAAR assessment are grouped together. Each group is called a Reporting Category. Your child responded to two-short answer questions and wrote a composition. For the short answer and composition score section of the graphic to the left, the first column shows the points your child earned on the short answer questions and the composition. The second column shows the total points possible on each short answer and the composition. The final column describes the score, showing the level of performance your child demonstrated on the short answer questions and the composition. For each reporting category in the multiple-choice section of the graphic, the first column shows the number of test questions your child answered correctly. The second column shows the total number of questions tested in that category. The final column shows the percentage of questions your child answered correctly.

At the top of the test results, you will find a number, called a scale score, that shows your child's overall performance on the test. The STAAR scale score lets you compare your child's score with the Satisfactory and Advanced performance levels. The scale score indicates how far above or below these performance levels your child's achievement is. To the right of the scale score, you will see whether your child achieved Satisfactory and Advanced performance. The scale score graph shows how well students could perform on the test. The arrow shows where your child actually performed on the test. The scores needed to achieve Satisfactory and Advanced performance are also marked.

Reporting Categories	O	P	Score Description
Short Answer and Composition	Weighted Score	Points Possible	
1. Understanding/Analysis Across Genres Short Answer Rating (Single Selection) Short Answer Rating (Paired Selections)	0 6	9 9	Inefficient (score: 0 out of a possible 3) Sufficient (score: 2 out of a possible 3)
4. Expository Composition Composition is scored on a 4-point scale by two readers.	9	24	Between Vary Limited and Basic (summed score: 3 out of a possible 9)
Short Answer and Composition Total	15	42	
Multiple Choice	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	6	6	100%
2. Understanding/Analysis of Literary Texts	11	11	100%
3. Understanding/Analysis of Informational Texts	7	11	64%
5. Revision	0	11	0%
6. Editing	7	11	64%
Multiple Choice Total	31	50	
TOTAL ENGLISH I SCORE	46	92	

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 28Q47S. 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 28Q47S. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

## Confidential Student Label

Example shown: [STAAR EOC](#)

An adhesive **Confidential Student Label** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Cumulative history results are shown for each EOC course, and these labels should be placed on the student's permanent record. Districts also have the option of not receiving labels.

**Available:**

STAAR EOC, STAAR L EOC, and STAAR A EOC 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 date when the student passed or the student's most recent performance status is given for each course.

### C. **Scale Score**

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR EOC scale scores. The raw score conversion tables for all 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 for each course, 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.
- **NOT SCORED**  
The student's answer document was coded "O" for other reasons such as illness or administration irregularities.

### E. **Satisfactory Performance and Advanced Performance**

The label indicates for each course 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.

### **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.

### **o Online Administration**

An online version of a STAAR L or STAAR A 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.

**A** EOC **CONFIDENTIAL** 

STUDENT: LASTNAME FIRSTNAME M  
 STUDENT ID (PEIMS): 999999999  
 DISTRICT: 999-999 DISTRICT NAME  
 CAMPUS: 999 CAMPUS NAME  
 DOB: 12/15/00  
 GRADE: 11

**F** a = STAAR A  
 p = Paper Administration **C**

	Info	Test Date	Scale Score	Level II	Level III
Algebra I	a,p	Fall15	3030	NO	NO
Biology	a,p	Fall15	3108	NO	NO
English I	a,p	Fall15	2803	NO	NO
English II	a,p	Fall15	4070	YES	NO
U.S. History	a,p	Fall15	2868	NO	NO

**B** **D** **E**

## Confidential Campus Roster

Example shown: [STAAR English I](#)

The **Confidential Campus Roster** is available for each course assessed at each campus and lists every student for whom an answer document or online record was submitted. This report provides detailed student-level results for each course assessment.

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

The **Confidential Campus Roster (All Out-of-School Examinees)** is available for each course assessed at each campus for which there were Out-of-School Examinees and lists each out-of-school examinee for whom an answer document or online record was submitted.

**Available:**

STAAR EOC  
STAAR L EOC  
STAAR A EOC

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

- Braille version of all courses (STAAR EOC)
- STAAR L EOC paper administrations
- STAAR A EOC paper administrations

### **A. Campus Identification Information**

The top of the report contains identification information for the campus. The course, report date, and date of testing are also indicated. The date of testing will be the season and year the assessment occurred. The logo in the upper left-hand corner 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 at the time of the assessment is indicated.

### **D. Scale Score**

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the scale scores. The raw score conversion tables for all STAAR EOC 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. STAAR and ELL Progress Measures**

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR, STAAR A, or STAAR L. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous year. It 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 from one year to the next. 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 the appropriate level of 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 previous year 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 website](#).

## **G. Results for Each Reporting Category**

### **Algebra I, Biology, and U.S. History**

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

### **English I and English II**

Reporting category titles appear in the column headings.

Under the reporting category “Understanding/Analysis Across Genres,” the two types of short answer responses are listed, and the multiple-choice items for the reporting category are indicated. The number of points possible for each short answer response and multiple-choice items is shown. The number of points scored out of the total possible points possible for each short answer response and multiple-choice items is shown in the column headed “Number of Points Scored.”

## 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 "O" for reasons such as illness during the assessment and administration irregularities.
- **NOT TESTED—ABSENT**  
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED LEVEL II: SATISFACTORY**  
The student previously achieved Level II: Satisfactory Academic Performance.

### H. Info

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

### 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  
Confidential Campus Roster

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

Report Date: SEASON YEAR  
Date of Testing: SEASON YEAR

ENGLISH I  
All Students

Info	Student	Student-ID (PEIMS)	Gr	Scale Score	Level II: Satisfactory	Level III: Advanced	ELL Progress Measure	Results for Each Reporting Category											
								1		2		3		4		5		6	
								Understanding/Analysis Across Genres	Short Answer Rating	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts	Composition	Revision	Editing	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts	Composition	Revision	Editing
Number of Points Possible		Number of Points Scored		Number of Points Possible		Number of Points Scored		Number of Points Possible		Number of Points Scored		Number of Points Possible		Number of Points Scored					
---	No Information Available																		
b	Indicates braille version of test. Data are not included in reporting category summary information.																		
0	Did Not Meet Progress Measure																		
1	Met Progress Measure																		
2	Exceeded Progress Measure																		
LASTNAME	FIRSTNAME	M	123456789	9	3624	YES	NO	2	3	6	5	10	7	15	7	9			
LASTNAME	FIRSTNAME	M	123456789	9	4482	YES	YES		9	6	6	11	10	21	10	8			
LASTNAME	FIRSTNAME	M	123456789	9	3598	YES	NO		6	3	6	10	9	9	6	6			
LASTNAME	FIRSTNAME	M	123456789	9	3728	YES	NO		3	3	5	10	10	18	8	9			
LASTNAME	FIRSTNAME	M	123456789	9	5860	YES	YES		6	9	6	11	11	21	11	10			
LASTNAME	FIRSTNAME	M	123456789	9	---	---	---		6	3	4	10	9	21	8	9			
LASTNAME	FIRSTNAME	M	123456789	9	3886	YES	NO		3	3	2	8	6	6	5	4			
LASTNAME	FIRSTNAME	M	123456789	9	2489	NO	NO		6	6	5	5	6	9	5	5			
LASTNAME	FIRSTNAME	M	123456789	9	3520	YES	NO		6	6	4	5	10	15	6	4			
LASTNAME	FIRSTNAME	M	123456789	9	3538	YES	NO		3	3	4	8	9	21	10	9			
LASTNAME	FIRSTNAME	M	123456789	9	3792	YES	NO		6	6	5	11	10	18	9	7			
LASTNAME	FIRSTNAME	M	123456789	9	4135	YES	NO		6	6	6	11	11	16	9	10			
LASTNAME	FIRSTNAME	M	123456789	9	3628	YES	NO		9	9	6	11	9	12	4	5			
TOTAL STUDENTS LISTED:	15	AVERAGE:	3837	12	2	5.5	5.5	4.8	9.2	15.2	7.2	7.3	9.0	15.2	7.2	7.3			
TOTAL STUDENTS TESTED:	13	NUMBER:	92	15	62	62	81	83	86	66	66	66	66	66	66	66			
		PERCENT:																	

## Summary Report

Examples shown: [STAAR Algebra I](#), [STAAR English I](#)

The **Summary Report** is available for each course 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 EOC  
STAAR L EOC  
STAAR A EOC

**Standard Summary Reports:**

- All Students
- First-Time Tested Students
- Retested Students

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

- Braille version of all courses (STAAR EOC)
- STAAR L EOC paper administrations
- STAAR A EOC paper administrations

### **A. Campus Identification Information**

The top of the report contains identification information for the campus. The course, report date, and date of testing are also indicated. The date of testing will be the season and year of administration. The logo in the upper left corner of the summary report indicates the program reported.

### **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 submitting documents with no demographic or program information 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 EOC 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 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 course but might need short-term, targeted academic intervention.

Level III: Advance Academic Performance, indicates that students are well prepared for the next 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 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 are displayed for each demographic group. Level I: Unsatisfactory Academic Performance, indicates that students are inadequately prepared for the next 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 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. Average Short Answer Rating**

The English assessments include short answer questions with scores ranging from 0 to 3. The number of possible points for each of the short answer items is 9. 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.

## **K. Written Composition Summary**

The English assessments include an essay with scores ranging from 0 to 8. The number of possible points for the essay item is 24. 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](#).

**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 report.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report ALGEBRA I

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

Report Date: FALL 2015  
Date of Testing: FALL 2015

## First-Time Tested Students

Administration Summary	Number Percent		Students Tested		PASSED		DID NOT PASS		Results for Each Reporting Category*													
	Number	Percent	Number	Percent	Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4		5			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	147	95	147	95	72	49	31	21	75	51	6.7	8.4	7.7	6.3	6.0	4.0	2.3	2.3	0.9	1.0		
Students Not Tested	0	0	0	0	35	49	13	18	37	51	6.8	8.5	7.7	6.4	6.2	4.1	2.5	2.5	1.2	1.3		
Absent	0	0	0	0	35	49	13	18	37	51	6.7	8.4	7.4	6.2	5.8	3.9	2.0	2.0	0.6	0.6		
Other	8	5	8	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Documents Submitted	155	100	155	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Legend																						
--- = No Data Reported For Fewer Than Five Students																						
All Students	147	95	72	49	31	21	75	51	6.7	8.4	7.7	6.3	6.0	4.0	2.3	2.3	0.9	1.0				
Male	75	3595	37	49	18	24	38	51	6.8	8.5	7.7	6.4	6.2	4.1	2.5	2.5	1.2	1.2	1.3			
Female	72	3575	35	49	13	18	37	51	6.7	8.4	7.4	6.2	5.8	3.9	2.0	2.0	0.6	0.6	0.6			
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Hispanic/Latino	28	3497	13	46	6	21	15	54	6.6	8.2	7.4	6.2	5.8	3.9	1.8	1.8	0.3	0.3	0.3			
American Indian or Alaska Native	13	3528	5	38	3	23	8	62	7.5	9.3	6.6	5.5	5.0	3.3	2.2	2.2	0.8	0.8	0.8			
Asian	21	3465	11	52	4	19	10	48	6.8	8.5	7.5	6.3	6.5	4.3	2.6	2.6	0.6	0.6	0.6			
Black or African American	14	3758	7	50	5	36	7	50	7.9	9.8	8.9	7.4	6.4	4.3	3.6	3.6	0.4	0.4	0.4			
Native Hawaiian or Other Pacific Islander	12	3552	7	58	1	8	5	42	6.9	8.6	8.4	7.0	5.3	3.6	1.2	1.2	0.8	0.8	0.8			
White	13	3827	8	62	3	23	5	38	7.9	9.9	9.1	7.6	7.6	5.1	2.6	2.6	1.1	1.1	1.1			
Two or More Races	25	3847	13	52	6	24	12	48	6.1	7.6	7.7	6.4	6.5	4.4	2.6	2.6	2.0	2.0	2.0			
No Information Provided	21	3298	8	38	3	14	13	62	5.7	7.1	5.9	4.9	5.1	3.4	1.7	1.7	0.8	0.8	0.8			
Economically Disadvantaged	66	3584	35	53	12	18	31	47	7.5	9.4	8.5	7.1	5.9	3.9	2.0	2.0	0.4	0.4	0.4			
Non-LEP (Monitored 1st Year)	13	4114	8	62	5	38	7.5	38	7.6	9.5	9.9	8.3	9.0	6.0	3.9	3.9	1.7	1.7	1.7			
Non-LEP (Monitored 2nd Year)	68	3484	29	43	14	21	39	57	5.8	7.3	6.1	5.1	5.6	3.7	2.2	2.2	1.2	1.2	1.3			
Proficient	38	3785	21	55	11	29	17	45	7.7	9.7	9.3	7.8	6.9	4.6	3.0	3.0	0.6	0.6	0.6			
Limited English Proficient	30	3738	18	60	8	27	12	40	6.8	8.5	8.6	7.1	7.6	5.0	3.0	3.0	1.4	1.4	1.6			
Bilingual	79	3430	33	42	12	15	46	58	6.2	7.8	6.3	5.2	6.3	3.3	1.6	1.6	0.8	0.8	0.8			
Migrant	17	3831	9	53	5	29	8	47	7.8	9.8	10.1	8.4	6.5	4.4	2.7	2.7	0.5	0.5	0.5			
Current LEP	36	3816	23	64	10	28	13	36	7.5	9.4	9.3	7.7	7.9	5.2	3.1	3.1	0.9	0.9	0.9			
Non-LEP (Monitored 1st Year)	94	3452	40	43	16	17	54	57	6.3	7.8	6.4	5.4	5.2	3.5	1.9	1.9	0.9	0.9	0.9			
Non-LEP (Monitored 2nd Year)	33	3617	14	42	8	24	19	58	6.3	7.9	7.3	6.1	5.5	3.6	2.4	2.4	1.0	1.0	1.1			
Other Non-LEP	14	3382	5	36	0	0	9	64	7.7	9.6	7.1	5.9	3.9	2.6	0.3	0.3	0.0	0.0	0.0			
No Information Provided	11	3882	8	73	2	16	3	27	7.3	9.1	8.5	7.9	6.5	5.7	2.4	2.4	1.5	1.5	1.7			
Gifted/Talented	29	3654	17	59	9	31	12	41	7.0	8.8	8.7	7.2	7.4	5.0	3.4	3.4	0.7	0.7	0.7			
At-Risk	60	3527	28	47	12	20	32	53	6.5	8.2	6.9	5.7	5.7	3.8	2.1	2.1	1.0	1.0	1.1			
Special Education	28	3522	11	39	6	21	17	61	7.6	9.6	7.2	6.0	4.8	3.2	2.1	2.1	0.7	0.7	0.7			
ESL	31	3564	21	54	9	23	18	46	6.8	8.5	7.7	6.4	6.6	4.4	2.4	2.4	0.5	0.5	0.5			
Gifted/Talented	80	3617	40	50	16	20	40	50	6.9	8.7	7.6	6.4	6.2	4.1	2.3	2.3	1.1	1.1	1.3			
At-Risk	31	3656	20	65	8	26	11	35	7.2	9.0	8.2	7.2	8.0	5.4	3.1	3.1	0.5	0.5	0.5			
Gifted/Talented	16	3768	8	50	5	31	8	50	6.3	7.9	8.2	6.8	6.1	4.1	2.5	2.5	1.3	1.3	1.4			
At-Risk	100	3533	44	44	18	18	56	56	6.7	8.3	7.1	5.9	5.4	3.6	2.0	2.0	0.9	0.9	0.9			
Gifted/Talented	22	3944	12	55	7	32	10	45	7.7	9.6	9.1	7.6	6.3	4.2	2.3	2.3	0.5	0.5	0.5			
At-Risk	31	3621	18	58	8	26	13	42	7.2	9.0	8.5	7.1	7.1	4.7	2.9	2.9	0.6	0.6	0.6			
Gifted/Talented	94	3489	42	45	16	17	52	55	6.4	8.0	6.9	5.8	5.6	3.8	2.1	2.1	1.1	1.1	1.2			
At-Risk	20	3774	10	50	9	30	10	50	7.5	9.3	8.1	7.6	6.3	4.2	2.8	2.8	0.9	0.9	0.9			
Gifted/Talented	17	3614	17	59	7	24	12	41	7.4	9.2	8.7	7.2	7.1	4.7	2.7	2.7	0.3	0.3	0.3			
At-Risk	98	3538	45	46	18	18	53	54	6.4	8.0	6.9	5.8	5.7	3.8	2.0	2.0	1.0	1.0	1.1			
Gifted/Talented	16	3858	9	56	5	31	7	44	7.8	9.8	10.1	8.4	6.9	4.6	2.9	2.9	0.6	0.6	0.6			
At-Risk	30	3696	18	60	8	27	12	40	7.4	9.3	8.8	7.3	7.3	3.0	3.0	3.0	0.6	0.6	0.6			
Gifted/Talented	101	3509	45	45	18	18	56	55	6.4	8.0	6.8	5.7	5.5	3.7	2.0	2.0	1.0	1.0	1.1			
At-Risk	52	3710	30	58	14	27	22	42	7.4	9.2	8.8	7.3	6.9	4.6	2.9	2.9	0.8	0.8	0.8			
Gifted/Talented	13	3972	8	62	4	31	39	72	7.7	9.6	9.9	8.3	9.0	6.0	3.3	3.3	1.0	1.0	1.1			
At-Risk	82	3444	34	41	13	16	48	59	6.2	7.7	6.4	5.3	5.0	3.3	1.7	1.7	0.9	0.9	0.9			

\* 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

### ENGLISH I

#### All Students

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

Report Date: FALL 2015  
Date of Testing: FALL 2015

Administration Summary	Results for Each Reporting Category*																				
	1			2			3			4			5			6					
	Understanding/Analysis Across Genres			Understanding/Literary Texts			Analysis of Informational Texts			Composition			Revision			Editing					
	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice	Short Answer (Single Selection)	Short Answer (Paired Selection)	Multiple Choice			
PASSED			DID NOT PASS			Level II: Satisfactory			Level III: Advanced			Level I: Unsatisfactory			Level I: Unsatisfactory						
Number of Students Tested			Average Scale Score			#			#			#			#			#			
Number Percent			Average Scale Score			#			#			#			#			#			
Students Tested			Average Scale Score			#			#			#			#			#			
Students Not Tested			Average Scale Score			#			#			#			#			#			
Absent			Average Scale Score			#			#			#			#			#			
Other			Average Scale Score			#			#			#			#			#			
Total Documents Submitted			Average Scale Score			#			#			#			#			#			
Legend			Average Scale Score			#			#			#			#			#			
--- = No Data Reported For Fewer Than Five Students			Average Scale Score			#			#			#			#			#			
All Students	236	97	3655	42	18	138	58	2.7	3.1	2.8	3.1	3.8	6.4	6.5	5.9	4.4	4.4	4.4	4.4	4.4	
Male	125		3631	52	20	16	73	2.8	3.0	2.5	2.8	3.7	6.2	6.3	5.8	4.8	4.3	10.8	4.5	4.4	4.0
Female	111		3683	46	22	20	65	2.9	3.2	3.1	3.4	3.9	6.6	6.7	6.1	5.1	4.6	8.0	3.3	4.4	4.0
No Information Provided	0																				
Hispanic/Latino	61		3931	26	43	14	23	3.1	3.4	3.3	3.6	4.8	8.0	7.4	6.8	5.2	4.7	11.9	5.0	4.6	4.2
American Indian or Alaska Native	18		3313	7	39	2	11	6.1	4.0	4.4	2.3	2.6	4.9	5.5	4.1	3.7	6.0	2.5	2.8	2.6	4.3
Asian	21		3632	10	48	2	10	1.1	5.2	1.0	1.3	1.6	3.0	3.3	4.0	4.0	3.6	10.7	4.4	4.0	5.0
Black or African American	20		3557	7	35	4	20	1.3	6.5	2.7	3.0	3.6	4.0	4.6	4.1	5.0	3.6	10.7	4.4	4.0	3.0
Native Hawaiian or Other Pacific Islander	17		3748	8	47	3	18	9	5.3	3.0	3.3	3.5	4.1	6.9	8.3	7.5	6.2	5.6	7.1	2.9	5.6
White	18		3767	10	56	5	28	8	4.4	2.8	3.1	3.2	3.5	4.1	6.8	7.4	6.8	5.9	11.2	4.7	5.2
Two or More Races	48		3685	22	46	7	15	26	5.4	2.8	3.1	2.4	2.6	3.3	5.5	6.3	5.7	9.7	4.0	5.2	4.7
No Information Provided	33		3256	32	24	5	15	7.6	2.5	1.7	1.9	3.3	5.6	4.7	4.3	3.5	3.2	6.6	2.7	3.0	2.6
Yes	76		3628	8	42	11	14	4.4	5.8	2.7	3.0	3.9	6.6	7.1	6.5	5.3	4.8	8.8	3.7	4.7	4.2
No	23		3945	11	48	7	30	3.7	4.1	4.4	4.4	7.4	7.4	6.8	5.8	5.3	11.1	4.6	5.4	4.9	5.0
No Information Provided	137		3622	55	40	24	18	8.2	6.0	2.6	2.9	3.6	6.1	6.0	5.4	4.5	4.1	9.6	4.0	4.1	3.8
Title I, Part A	53		3764	24	45	12	23	2.9	5.5	3.3	3.6	4.0	6.7	7.2	6.5	5.4	4.9	10.4	4.3	4.9	4.4
Participants	35		3981	18	51	7	20	1.7	4.9	3.2	3.5	2.7	3.0	4.4	7.3	6.7	6.1	10.3	4.3	5.9	5.4
Nonparticipants	18		3540	56	38	23	16	9.2	6.2	2.4	2.7	2.6	2.9	3.6	6.0	5.9	5.3	4.3	3.9	8.9	3.7
No Information Provided	148																				
Migrant	22		3945	9	41	5	23	1.3	5.9	2.7	3.0	2.6	2.9	4.9	8.2	8.0	7.3	5.1	4.6	13.8	5.7
Yes	43		3829	22	51	10	23	2.1	4.9	3.5	3.9	3.4	3.8	4.2	7.0	8.1	7.3	6.5	5.9	8.6	3.6
No	17		3574	67	39	27	16	10.4	6.1	2.6	2.9	3.6	5.9	5.9	5.3	4.5	4.0	9.1	3.8	4.0	3.7
No Information Provided	44		3882	21	48	9	20	2.3	5.2	3.1	2.9	3.2	4.0	6.7	8.0	7.3	5.2	4.7	12.7	6.3	5.4
Limited English Proficient	17		3644	6	35	1	6	1.1	6.5	3.5	3.9	1.6	1.8	2.7	4.5	7.0	6.4	5.1	4.6	6.7	2.8
Current LEP	17		3944	9	53	2	12	8	4.7	2.6	2.9	2.8	3.1	4.2	7.0	6.8	6.1	7.3	6.6	11.3	4.7
Non-LEP (Monitored 1st Year)	37		3776	19	51	9	24	1.8	4.9	3.1	3.4	3.6	4.0	4.2	7.9	7.2	5.9	5.4	9.8	4.1	5.3
Other Non-LEP	121		3511	43	36	21	17	7.8	6.4	2.5	2.8	2.7	3.0	3.7	6.2	5.4	4.9	4.1	3.7	8.3	3.5
No Information Provided	36		3988	17	47	8	22	1.9	5.3	2.7	3.0	2.7	3.0	4.3	7.1	8.3	7.6	5.4	4.9	12.9	5.4
Participants	50		3892	26	52	13	26	2.4	4.8	3.5	3.9	3.4	3.8	4.3	7.2	7.5	6.8	6.2	5.6	9.4	3.9
Nonparticipants	150		3497	55	37	21	14	9.5	6.3	2.5	2.8	2.6	2.9	3.5	5.9	5.2	4.4	4.0	8.7	3.6	3.9
No Information Provided	47		3855	24	51	10	21	2.3	4.9	2.7	3.0	3.6	4.0	4.3	7.2	7.7	7.0	6.2	5.6	11.6	4.8
ESL	27		4272	14	52	9	33	1.3	4.8	3.9	4.4	3.3	3.7	4.6	7.7	8.0	7.4	6.4	5.8	13.2	5.5
Participants	162		3495	60	37	23	14	10.2	6.3	2.6	2.9	2.4	2.7	3.5	5.9	5.9	5.2	4.3	3.9	8.3	3.4
Nonparticipants	25		4423	12	48	9	36	1.3	5.2	3.1	3.5	3.0	3.3	5.5	9.2	8.5	7.8	5.4	4.9	14.0	5.9
Yes	34		3755	17	50	7	21	1.7	5.0	3.2	3.5	3.4	3.7	4.1	6.8	7.7	7.0	6.5	5.9	8.3	3.5
No	177		3528	69	39	26	15	10.8	6.1	2.6	2.9	2.6	2.9	3.5	5.9	6.0	5.4	4.5	4.1	9.1	3.8
No Information Provided	22		4171	10	45	6	23	1.2	5.5	3.4	3.8	3.0	3.3	5.3	8.9	8.1	6.0	5.4	14.0	5.9	5.5
Participants	35		3746	17	49	8	27	1.8	5.1	3.4	3.8	3.6	4.0	4.1	6.9	7.1	6.0	5.7	8.5	3.5	5.4
Nonparticipants	179		3574	71	40	28	16	10.8	6.0	2.5	2.8	2.6	2.9	3.6	5.9	5.9	5.4	4.5	4.1	9.1	3.8
No Information Provided	22		4193	10	45	7	32	1.2	5.5	4.0	4.4	3.5	3.9	5.3	8.9	9.0	8.2	5.5	5.3	14.7	6.1
Yes	41		3823	20	49	9	22	2.1	5.1	3.5	3.9	3.4	3.7	4.3	7.2	7.9	7.2	6.4	5.8	9.4	3.9
No	173		3547	68	39	26	15	10.5	6.1	2.4	2.7	2.5	2.8	3.5	5.8	5.8	5.4	4.0	8.8	3.7	4.0
No Information Provided	59		3723	25	42	10	17	3.4	5.8	3.1	3.4	2.7	3.1	3.9	6.6	7.4	6.7	5.2	9.5	4.0	5.2
Participants	20		3772	8	40	6	30	1.2	6.0	2.9	3.2	3.5	3.8	4.8	7.9	6.9	6.3	5.0	4.5	11.6	4.8
Nonparticipants	157		3615	65	41	26	17	9.2	5.9	2.6	2.9	2.7	3.0	3.6	6.1	6.1	5.5	4.6	4.1	9.2	3.8
No Information Provided																					

\* Students who took the braille version of the test are included in the reporting category results.

# Constructed Response Summary Report

Examples shown: [STAAR English I](#)

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 and the short answer responses.

**Available:**

STAAR EOC  
STAAR A EOC

**Standard Summary Reports:**

- All Students
- First-time Tested Students
- Retested Students

**Students NOT included in the reports:**

- Braille version of all courses (STAAR EOC)
- STAAR A EOC paper administrations

## A. *Campus or District Identification Information*

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

## B. *Short Answer Rating Summary*

The number of papers receiving each short answer rating (0–3) is shown in the column with the heading “#.” The total number of papers scored is shown at the bottom of this column.

The percentage of the total number of papers receiving each short answer rating (0–3) is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of students on the “Total” row will always be 100.

Short answer ratings are listed below.

- Insufficient (0 out of a possible 3)
- Partially Sufficient (1 out of a possible 3)
- Sufficient (2 out of a possible 3)
- Exemplary (3 out of a possible 3)

### **C. Written Composition Rating Summary**

A breakdown of the number and percentage of students who achieved each rating on the 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** (summed score: 0 out of a possible 8)

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

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

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

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

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

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

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

### **D. 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 (1–8) and the percentage of the total number of records receiving each short answer rating (1–3) 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.

### **E. Graph**

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

### **F. 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**  
**Constructed Responses Summary Report**  
**ENGLISH I**  
**All Students**

District: 256-999 ZZ CRUISE ISD  
 Campus: 001 ZEBRA H S

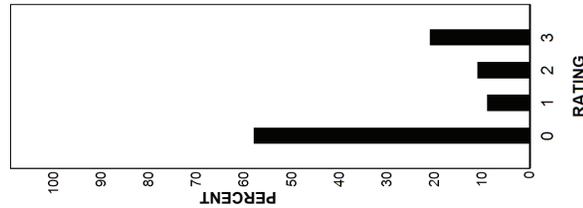
Report Date: FALL 2015  
 Date of Testing: FALL 2015

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

**B** Short Answer Rating Summary\*

**C** Written Composition Rating Summary\*

**Single Selection**

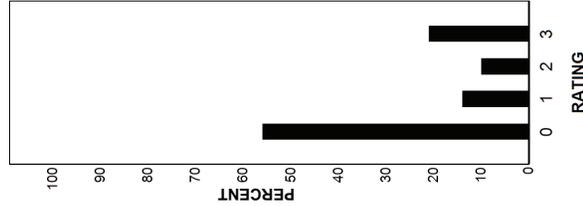


Rating	#	%
0	138	58
1	22	9
2	27	11
3	49	21
Total	236	100

**D**

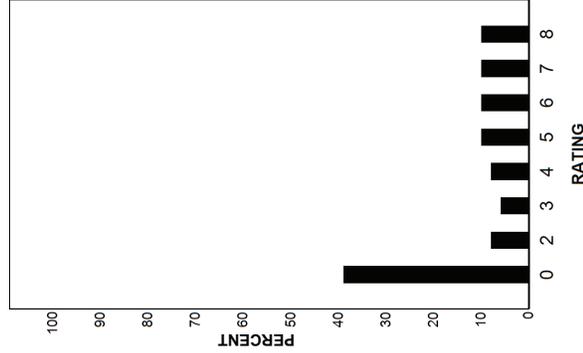
**E**

**Paired Selections**



Rating	#	%
0	132	56
1	32	14
2	23	10
3	49	21
Total	236	100

**Expository Composition**



Rating	#	%
0	92	39
2	18	8
3	14	6
4	18	8
5	24	10
6	23	10
7	24	10
8	23	10
Total	236	100

**RATING**

Each Composition has been scored independently by two readers. The written composition 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 Biology](#)

The **Combined Summary Report** is available for each course 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 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 content area, report date, and date of testing are also indicated. The date of testing will be the season 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 the report.



**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Combined Summary Report**  
**BIOLOGY**  
**All Students**

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

Report Date: FALL 2015  
 Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR L			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%		#	%
All Students	131	73	56	2	---	---	1	---	---	134	73	54
Male	66	39	59	2	---	---	0	---	---	68	39	57
Female	65	34	52	0	---	---	0	---	---	66	34	52
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	30	18	60	0	---	---	0	---	---	30	18	60
American Indian or Alaska Native	10	5	50	0	---	---	0	---	---	10	5	50
Asian	17	10	59	0	---	---	0	---	---	17	10	59
Black or African American	11	8	73	0	---	---	0	---	---	11	8	73
Native Hawaiian or Other Pacific Islander	13	9	69	0	---	---	0	---	---	13	9	69
White	13	10	77	0	---	---	0	---	---	13	10	77
Two or More Races	14	10	71	0	---	---	0	---	---	14	10	71
No Information Provided	23	3	13	2	---	---	1	---	---	26	3	12
Economically Disadvantaged	65	39	60	0	---	---	0	---	---	65	39	60
	No	11	10	91	0	---	0	---	---	11	10	91
	No Information Provided	55	24	44	2	---	1	---	---	58	24	41
Title I, Part A	42	28	67	0	---	---	0	---	---	42	28	67
	Participants	27	20	74	0	---	0	---	---	27	20	74
	Nonparticipants	62	25	40	2	---	1	---	---	65	25	38
	No Information Provided	21	13	62	0	---	0	---	---	21	13	62
Migrant	No	33	21	64	0	---	0	---	---	33	21	64
	No Information Provided	77	39	51	2	---	1	---	---	80	39	49
Limited English Proficient	30	18	60	2	---	---	0	---	---	32	18	56
	Current LEP	11	5	45	0	---	0	---	---	11	5	45
	Non-LEP (Monitored 1st Year)	10	9	90	0	---	0	---	---	10	9	90
	Non-LEP (Monitored 2nd Year)	26	17	65	0	---	0	---	---	26	17	65
	Other Non-LEP	54	24	44	0	---	1	---	---	55	24	44
	No Information Provided	28	14	50	0	---	0	---	---	28	14	50
Bilingual	37	25	68	2	---	---	0	---	---	37	25	68
	Participants	66	34	52	2	---	1	---	---	69	34	49
	Nonparticipants	31	23	74	0	---	0	---	---	31	23	74
ESL	18	13	72	0	---	---	0	---	---	18	13	72
	Participants	82	37	45	2	---	1	---	---	85	37	44
	Nonparticipants	29	17	59	0	---	0	---	---	29	17	59
Special Education	No	28	16	64	0	---	0	---	---	28	16	64
	No Information Provided	74	36	51	2	---	1	---	---	77	36	49
Gifted/Talented	24	14	58	0	---	---	0	---	---	24	14	58
	Participants	27	17	63	0	---	0	---	---	27	17	63
	Nonparticipants	80	42	53	2	---	1	---	---	83	42	51
	No Information Provided	21	13	62	0	---	0	---	---	21	13	62
At-Risk	No	28	18	64	0	---	0	---	---	28	18	64
	No Information Provided	82	42	51	2	---	1	---	---	85	42	49
Career/Technical Education	50	30	60	2	---	---	0	---	---	52	30	58
	Participants	12	10	83	0	---	0	---	---	12	10	83
	Nonparticipants	69	33	48	0	---	1	---	---	70	33	47
	No Information Provided											

## Confidential Images of Essays and Short Answers

Example shown: [STAAR EOC English I Essay](#)

The **Confidential Images of Essays and Short Answers** includes written compositions and short answer responses. Districts might find it helpful to use the Confidential Images of Essays and Short Answers in conjunction with the 2016 released STAAR tests.

**Available:**

STAAR, STAAR A

### A. **Assessment Information**

The program, content area, 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**

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**

#### **Short-answer Score**

Short-answer ratings are shown below.

0 = Insufficient

1 = Partially Sufficient

2 = Sufficient

3 = Exemplary

#### **Essay and Short Answers**

The essay and short-answer 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.
- **Not Scored—Previously Achieved Level II: Satisfactory**  
The student previously achieved Level II: Satisfactory Academic Performance.

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  
ENGLISH I - WRITTEN COMPOSITION

A

B

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

Written Composition Score: 6  
6 = Satisfactory

C

Imagine two girls telling stories and laughing happily. How do these girls cooperate so coherently? The answer is with friendship. Friendship is two people being able to stay true to themselves in the presence of each other. In order to do that, one and one's friend must have trust and respect for one another.

Trust is important in a comradeship because without it there is no true bond. In the Disney movie Peter Pan, Peter says to the children, the only thing they need to fly is, "faith, trust, and pixie dust". The children trust Peter, therefore making their experience a good one, and becoming friends with him. The children have a firm reliance on him and know that he would never hurt them.

One other contributing factor to a true friendship is the respect that friends have for each other. Relationships tend to collapse when there is a lack of respect. In Brittney Murphy's self-titled autobiography, she mentions a time when she and a friend had a falling out. Brittney's friend, Veronica, never respected her as an actress, and after putting her down so many times, Brittney grew tired of Veronica's negativity and ceased talking to her. Once Veronica realized her mistake, she reevaluated her opinions on Brittney's acting and they became closer friends.

Combining trust and respect, are the key ingredients for cooking up a great friendship. Friends always stick together and having these two qualities, helps alot. Some people may say keeping up a friendship is hard, but it's definetly worth it.

D

XXXXXXXXXXXX\_P1

Page 1 of 1

mmddy-ZZZZZZ-CCC-DDDccc-SSSSSS

# Confidential Student Item Analysis Report

Example shown: [STAAR English I](#)

This report provides detailed student-level results for each course 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, STAAR L, and STAAR A tests.

## **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, 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. The date of testing will be the season and year of administration.

## **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 course.

## **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.
- **NOT TESTED—ABSENT**  
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED LEVEL II: SATISFACTORY**  
The student previously achieved Level II: Satisfactory Academic Performance.

### **H. 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 in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



## Item Analysis Summary Report

Example shown: [STAAR English](#)

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.

**Available:**

STAAR, STAAR L, and STAAR A

**A. Campus Identification Information**

The top of the report contains identification information for the campus. The course assessed, report date, and assessment date are also indicated.

**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 course.

**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 print number 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

## Item Analysis Summary Report

District: XXX-XXX DISTRICT  
 Campus: XXX SCHOOL NAME

Report Date: SUMMER 2016  
 Date of Testing: SPRING 2016

**A**

ENGLISH I							ENGLISH II						
Number of Students Tested: 101							Number of Students Tested: 101						
PERCENT RESPONDING							PERCENT RESPONDING						
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**
1.	5	95*	1	1	1	2	1.	5	1	11*	1	1	86
2.	5	1	1	94*	1	3	2.	5	1	1	1	20*	77
3.	5	1	1	92*	1	5	3.	5	28*	1	1	1	69
4.	5	92*	1	1	1	5	4.	5	0	32*	1	1	66
5.	5	1	1	1	89*	8	5.	5	1	1	33*	1	64
6.	5	1	86*	1	1	11	6.	5	34*	1	1	1	63
7.	5	1	1	1	84*	13	7.	5	1	35*	1	1	62
8.	5	83*	1	1	1	14	8.	5	36*	1	1	1	61
9.	5	83*	1	1	1	14	9.	5	1	1	37*	1	60
10.	5	1	1	1	83*	14	10.	5	39*	1	1	1	58
11.	5	1	1	81*	1	16	11.	5	1	39*	2	1	57
12.	6	1	1	81*	1	16	12.	6	1	42*	1	1	55
13.	6	1	80*	1	1	17	13.	6	1	1	42*	1	55
14.	6	1	1	1	77*	20	14.	6	43*	1	1	1	54
15.	6	74*	1	1	1	23	15.	6	1	43*	1	1	54
16.	6	1	1	71*	1	26	16.	6	1	43*	1	1	54
17.	6	1	71*	1	1	26	17.	6	1	1	43*	1	54
18.	6	1	1	66*	1	31	18.	6	1	1	45*	1	52
19.	6	1	1	1	66*	31	19.	6	1	1	46*	1	51
20.	6	1	1	65*	1	32	20.	6	47*	1	1	1	50
21.	6	1	1	1	64*	33	21.	6	1	47*	1	1	50
22.	6	61*	1	1	1	36	22.	6	1	49*	1	1	49
23.	1	62*	1	1	1	35	23.	2	1	1	1	51*	46
24.	3	1	1	59*	1	38	24.	2	1	1	55*	1	42
25.	3	59*	1	1	1	38	25.	2	1	1	1	56*	41
26.	3	1	1	1	56*	41	26.	2	1	1	59*	1	38
27.	3	1	1	54*	1	43	27.	2	59*	1	1	1	38
28.	3	1	1	1	51*	46	28.	2	1	62*	1	1	35
29.	3	1	1	50*	1	47	29.	1	1	60*	1	1	37
30.	3	1	1	1	50*	48	30.	2	1	1	1	65*	32
31.	3	49*	1	1	1	49	31.	2	1	1	65*	1	32
32.	3	48*	0	2	1	50	32.	2	1	1	67*	1	30
33.	3	1	47*	1	1	50	33.	2	1	1	1	67*	30
34.	3	1	1	44*	1	53	34.	2	1	1	69*	1	28
35.	1	45*	1	1	1	52	35.	1	70*	1	1	1	27
36.	1	1	1	1	45*	52	36.	1	1	73*	1	1	24
37.	1	1	45*	1	1	52	37.	1	76*	1	1	1	21
38.	1	1	1	1	45*	52	38.	1	1	1	1	79*	18
39.	1	44*	1	1	1	53	39.	3	1	81*	1	1	16
40.	2	1	42*	1	1	55	40.	3	1	2	1	80*	16
41.	2	40*	1	1	1	57	41.	3	1	1	83*	1	14
42.	2	1	38*	1	1	59	42.	3	1	1	1	83*	14
43.	2	1	1	37*	1	60	43.	3	1	82*	1	1	15
44.	2	1	1	1	36*	61	44.	1	1	1	83*	1	14
45.	2	35*	1	1	1	62	45.	3	1	85*	1	0	13
46.	2	1	1	34*	1	63	46.	3	89*	1	1	1	8
47.	2	32*	1	1	1	65	47.	3	1	92*	1	1	5
48.	2	30*	1	1	1	67	48.	3	94*	1	1	1	3
49.	2	1	1	1	22*	75	49.	3	95*	1	1	1	2
50.	2	12*	1	1	1	85	50.	3	1	1	95*	1	2

**B**

**C**   **D**   **E**   **F**

\* = 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.

**G** ..... 080216-00000761-258999002

## 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