

# STAAR Grades 3–8 Assessments

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## 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 with Embedded Supports

Beginning with the spring 2017 administration, the embedded supports (i.e., text-to-speech, language and vocabulary supports, and content supports) that were available on STAAR L and STAAR A are now available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students requiring a paper administration of STAAR. Paper administrations with embedded supports require approval of the Texas Education Agency and contain only some of the supports available in the online assessments with embedded supports.

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

The horizontal 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 Approaches, Meets, or Masters performance levels, 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).

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 Approaches, Meets, or Masters performance levels 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 Approaches, Meets, or Masters standard increases for each grade.

## Performance Standards

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

### Masters Grade Level

Performance in this category indicates that students are on track to succeed in the next grade or course. They demonstrate their mastery of the course knowledge and skills.

### Meets Grade Level

Performance in this category indicates that students are prepared to progress to the next grade. They have strong knowledge of course content.

### Approaches Grade Level

Performance in this category indicates that students need short term, targeted academic intervention in order to be successful in the next grade or course. They have some knowledge of course content but may be missing critical elements.

### Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

## Appropriate Score Uses

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 met a performance level and how far the student's achievement is above or below a performance level. All students not achieving the Approaches performance level 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 these scores could be unreliable with the limited number of items in 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 which 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 Essay Questions

Because the 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 Passing 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 passing 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 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 and STAAR Spanish standard reports that districts receive.

STAAR Report Card	2.8
Confidential Student Label	2.15
Confidential Campus Roster	2.18
Summary Report	2.23
Constructed Response Summary Report	2.27
Combined Summary Report	2.30
Cumulative Summary Report	2.32
Confidential Images of Essays	2.36
Confidential Student Item Analysis Report	2.39
Item Analysis Summary Report	2.42
Electronic Individual Student Record File (Confidential)	2.44

## STAAR Report Card

Examples shown: [STAAR Grade 4](#), [STAAR Grade 5 Primary](#)

A separate **STAAR Report Card** is provided for each student for whom a STAAR, STAAR Spanish, or STAAR with Embedded Supports answer document or online record was submitted. The STAAR Report Card is often referred to as a Confidential Student Report (CSR). 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 for students taking one or more STAAR subjects will be combined on the same STAAR Report Card.

**Available:**

STAAR, STAAR Spanish, and STAAR with Embedded Supports results are combined on one report.

### A. *Student and School Identification Information*

The top of the STAAR Report Card 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.

### B. *Test Information*

This shows whether the student took STAAR with Embedded Supports or a Spanish-version assessment.

### C. *Test Date*

For grades without retest administrations, the date of testing will be SPRING 2017. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

### 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.

- **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.



- **NOT SCORED PREVIOUSLY ACHIEVED**

Student achieved Approaches, Meets, or Masters performance level in a previous administration.

**E. Student's Scale Score**

This is the student's scale score, which is an indicator of his or her performance on the test. The STAAR scale score allows comparison of the student's score with the score ranges of the Did Not Meet, Approaches, Meets, and Masters performance levels. The scale score indicates how far the student's achievement is above or below these performance standards.

**F. Scale Score Bar**

This bar shows how well students could perform on the test. The placement of the Student's Scale Score shows where the student actually performed on the test. The scores needed to achieve Approaches, Meets, and Masters performance levels are also marked on the scale score bar.

**G. Reporting Categories**

The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this column.

**H. Answered Correctly**

This shows the number of questions the student answered correctly out of the total number of questions tested in each reporting category.

**I. Percentile**

This shows the percentage of students who scored below the student's score when comparing the student's performance to all Texas students who took the same test last year. For more information about last year's scoring distribution, visit TEA's website at <http://tea.texas.gov/student.assessment/taar/frequency-distributions/>.

**J. ELL Progress Measure**

For each qualified English language learner (ELL), an ELL Progress Measure is reported. If there is no indication, the student is not qualified to receive the ELL Progress Measure. This progress measure provides information about whether the student has made progress toward passing STAAR. The ELL progress measure is based on the student's level of English language proficiency and the amount of time he or she has attended school in the United States. This measure will help you better understand whether the student is making reasonable progress in acquiring on-grade-level academic skills based on his or her English proficiency and schooling. For more information about the ELL Progress Measure, contact the student's school or visit TEA's website at [http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_\(STAAR\)/Progress\\_Measures/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

**K. Summed Score**

For the written composition section of the writing results, the points the student earned on the composition and the total points possible on the composition are shown.

**L. Growth**

The Growth gives you information about how much the student has improved in a subject area. This measure is based on a comparison of the student's score last year with his or her score this year. The student can receive one of the three Growth Measure designations—Limited, Expected, and Accelerated. For more information about the Growth Measure, contact the student's school or visit TEA's website at [http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_\(STAAR\)/Progress\\_Measures/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

**M. Previous Year (2015–2016) Test Results**

The left column of the graph shows the student's previous year scale score as well as the performance level that the student's scale score falls into. From the bottom to the top, the four performance levels are Did Not Meet, Approaches, Meets, and Masters.

**N. Current Year (2016–2017) Test Results**

The right column of the graph shows the student's current year scale score as well as the performance level that the student's scale score falls into. From the bottom to the top, the four performance levels are Did Not Meet, Approaches, Meets, and Masters.

**O. Lexile Measure**

The Lexile measure indicates the difficulty of the materials that the student should be able to read successfully. The Lexile measure history is reported for students who took grades 3–8 reading tests in English and grades 3–5 reading tests in Spanish. The Lexile measure for STAAR students is reported in the range of Beginning Reader (BR or 0L) to a positive value in each grade (e.g., 1100L at grade 3, 1200L at grade 4, and so on).

**P. Expected Grade Level Range**

This indicates the range of materials students should be reading to be on track for college and careers when they graduate.

**Q. Student Portal Information**

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

**R. Document Number and Process Number**

The document number found in the bottom left corner of page 3 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 page 3 of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



# Proficiency: 4th Grade

**FIRSTNAME I. LASTNAME**
**Enrolled Grade: 4**
**A**
**Date of Birth:** 04/01/01 **Student ID:** \*\*\*\*\*9999 **Local Student ID:** 99999 **District:** 999-999 **DISTRICT NAME**

## Your Child's Proficiency At A Glance


**Reading**

**Did Not Meet**  
Grade Level  
Test Date: Spring 2017

**Mathematics**

**Masters**  
Grade Level  
Test Date: Spring 2017

**Writing**

**Did Not Meet**  
Grade Level  
Test Date: Spring 2017

**Reading**
**Test Date: Spring 2017**
**C**
**D**

**SCORE**  
5-1266


CATEGORY	ANSWERED CORRECTLY
1. Understanding/Analysis Across Genres	0 of 8
2. Understanding/Analysis of Literary Texts	0 of 15
3. Understanding/Analysis of Informational Texts	11 of 13
<b>TOTAL</b>	<b>11 of 36</b>

**13th PERCENTILE**

Your child scored the same or better than 13% of all Grade 4 students in Texas.

**I**
**B**
*s = STAAR Spanish*
**Mathematics**
**Test Date: Spring 2017**
**E**


CATEGORY	ANSWERED CORRECTLY
1. Numerical Representations and Relationships	8 of 9
2. Computations and Algebraic Relationships	8 of 11
3. Geometry and Measurement	10 of 10
4. Data Analysis and Personal Financial Literacy	4 of 4
<b>TOTAL</b>	<b>30 of 34</b>

**95th PERCENTILE**

Your child scored the same or better than 95% of all Grade 4 students in Texas.

**G**
**H**
**Writing**
**Test Date: Spring 2017**

**SCORE**  
2736


CATEGORY	Summed Score
Written Composition	3 of 8
1. Composition	
Multiple-Choice	Answered Correctly
2. Revision	0 of 8
3. Editing	4 of 16
<b>Multiple-Choice Total</b>	<b>4 of 24</b>
<b>TOTAL</b>	<b>7 of 32</b>

**3rd PERCENTILE**

Your child scored the same or better than 3% of all Grade 4 students in Texas.

**K**
**F**


## Want More Resources To Help Your Child In School?

 Visit [www.texasassessment.com](http://www.texasassessment.com) for helpful tips and tools, including a recommended summer reading list.

Unique Access Code: 999999

**Q**



# Growth: From Previous Year

FIRSTNAME I. LASTNAME

**A**

Campus: 001 CAMPUS NAME

Class Group: GROUP NAME

Report Date: JUNE 2017

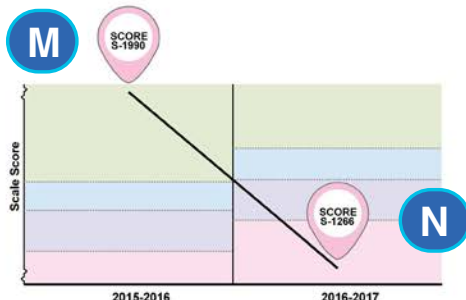
Date of Testing: SPRING 2017

## Reading

**L**

### Limited Growth

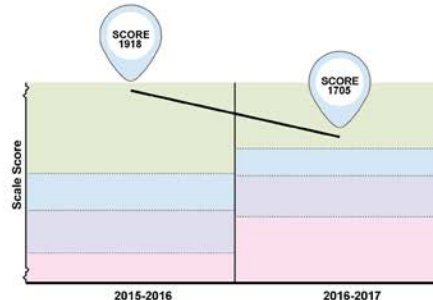
Your Child Showed Limited Growth For 1 Year of Instruction



## Mathematics

### Expected Growth

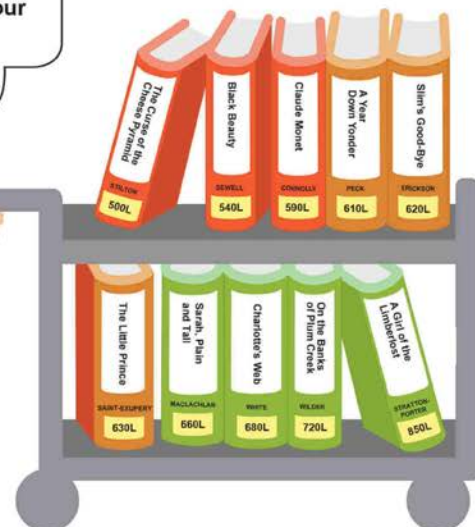
Your Child Showed Expected Growth For 1 Year of Instruction



## Your Child's Reading Measure History (Lexile® Measure)

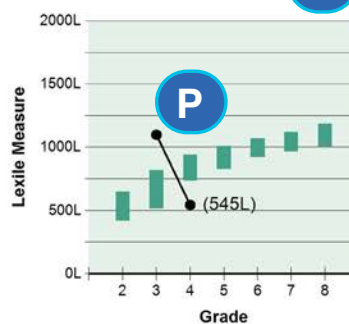
The Lexile measure indicates the difficulty of the materials that your child can read successfully.

Here are some books recommended for your child's grade.



### Your Child's Lexile History

Current Lexile Measure: **545L**



= Expected Grade Level Range

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### Learn More About Your Child's Lexile Level

Visit [www.texasassessment.com](http://www.texasassessment.com) for more information about your child's reading level history.

Unique Access Code: 999999

**Q**

Document # 1000-15062

050217-00001399-257999042

**R**





# Proficiency: 5th Grade

A

FIRSTNAME I. LASTNAME

Enrolled Grade: 5

Date of Birth: 01/01/06 Student ID: \*\*\*\*\*9999 Local Student ID: 99999 District: 999-999 DISTRICT NAME

## Your Child's Proficiency At A Glance



Reading



**Approaches**  
Grade Level  
Test Date: March 2017

C



Mathematics



**Did Not Meet**  
Grade Level  
Test Date: March 2017

J



Science



**Meets**  
Grade Level  
Test Date: May 2017

B

### Reading

Test Date: March 2017

ELL Progress Measure: Met

STAAR with Embedded Supports

D



#### CATEGORY

#### ANSWERED CORRECTLY

1. Understanding/Analysis Across Genres	5 of 8
2. Understanding/Analysis of Literary Texts	8 of 16
3. Understanding/Analysis of Informational Texts	8 of 14
<b>TOTAL</b>	<b>21 of 38</b>

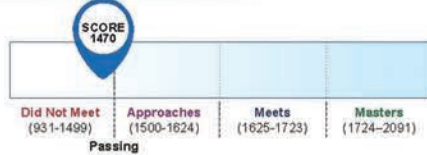
#### 50th PERCENTILE

Your child scored the same or better than 50% of all Grade 5 students in Texas.

I

### Mathematics

Test Date: March 2017



G

#### CATEGORY

#### ANSWERED CORRECTLY

1. Numerical Representations and Relationships	1 of 6
2. Computations and Algebraic Relationships	10 of 17
3. Geometry and Measurement	5 of 9
4. Data Analysis and Personal Financial Literacy	3 of 4
<b>TOTAL</b>	<b>19 of 36</b>

H

#### 10th PERCENTILE

Your child scored the same or better than 10% of all Grade 5 students in Texas.

### Science

Test Date: May 2017



E

#### CATEGORY

#### ANSWERED CORRECTLY

1. Matter and Energy	5 of 6
2. Force, Motion, and Energy	7 of 8
3. Earth and Space	8 of 10
4. Organisms and Environments	10 of 12
<b>TOTAL</b>	<b>30 of 36</b>

F

#### 75th PERCENTILE

Your child scored the same or better than 75% of all Grade 5 students in Texas.



### Want More Resources To Help Your Child In School?

Visit [www.texasassessment.com](http://www.texasassessment.com) for helpful tips and tools, including a recommended summer reading list.

Unique Access Code: 999999

Q



# Growth: From Previous Year

A

FIRSTNAME I. LASTNAME

Campus: 001 CAMPUS NAME

Class Group: GROUP NAME

Report Date: JUNE 2017

Date of Testing: MAY 2017

## Reading

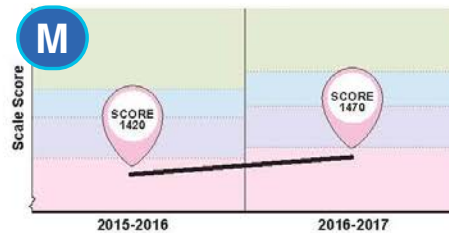
NOT ENOUGH INFORMATION IS AVAILABLE

## Mathematics

### Limited Growth

Your Child Showed Limited Growth  
For 1 Year of Instruction

L



## Your Child's Reading Measure History (Lexile® Measure)

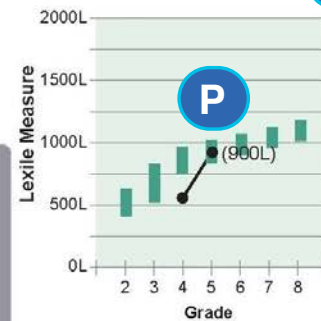
The Lexile measure indicates the difficulty of the materials that your child can read successfully.



### Your Child's Lexile History

Current Lexile Measure: 900L

O



Expected Grade Level Range

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### Learn More About Your Child's Lexile® Level

Visit [www.texasassessment.com](http://www.texasassessment.com) for more information about your child's reading level history.

Q

Unique Access Code: 999999

Document # 1000-16741

050217-00001399-257999042

R

## Confidential Student Label

Example shown: [STAAR Grade 4](#)

An adhesive **Confidential Student Label** is provided for each examinee for whom a STAAR 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. 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 testing or test administration irregularities.
- **PARENTAL WAIVER (grades 5, 8)**  
The parent or guardian requested that the student not participate in the third testing opportunity.
- **PREVIOUSLY ACHIEVED APPROACHES (grades 5, 8)**  
Student achieved Approaches performance level in a previous administration.

### E. **Performance Level**

The label indicates for each subject the performance level achieved. 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.

**s STAAR Spanish (grades 3–5)**

A Spanish-version assessment was indicated for this subject.

**e Online with Embedded Supports**

An online assessment with embedded supports was indicated for this subject.

**o Online with No Embedded Supports**

An online assessment with no embedded supports was indicated for this subject.

**pe Paper with Embedded Supports**

A paper assessment with embedded supports was indicated for this subject.



## CONFIDENTIAL



A

STUDENT: **LASTNAME FIRSTNAME I**  
 STUDENT ID (PEIMS): **999999999**  
 DISTRICT: **999-999 DISTRICT NAME**  
 CAMPUS: **001 CAMPUS NAME**

DOB: **12/12/00**  
 GRADE: **4**

C

e = Online with Embedded Supports  
 o = Online with no Embedded Supports

	Info	Test Date	Scale Score	Performance Level
<b>Reading</b>	o	Spr17	1572	Meets
<b>Mathematics</b>	o	Spr17	2003	Masters
<b>Writing</b>	e	Spr17	3877	Approaches
	⋮	⋮	⋮	
	F	B	D	

E

## Confidential Campus Roster

Example shown: [STAAR 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 Approaches Grade Level)** 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

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

- STAAR with Embedded Supports 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 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

### ■ Approaches

- If the student achieved Approaches, “YES” is shown.
- If the student did not meet Approaches, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

### ■ Meets

- If the student achieved Meets, “YES” is shown.
- If the student did not achieve Meets, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

### ■ Masters

- If the student achieved Masters, “YES” is shown.
- If the student did not achieve Masters, “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 Limited, Expected, or Accelerated.

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.

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 testing or test 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 APPROACHES GRADE LEVEL (grades 5, 8)**  
Student achieved the Approaches performance level in a previous administration.
- **ADMINISTERED STAAR SPANISH TEST**
- **ADMINISTERED STAAR TEST IN ENGLISH**

### 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.

- e Online with Embedded Supports**  
An online assessment with embedded supports was indicated for this subject.
- o Online with No Embedded Supports**  
An online assessment with no embedded supports was indicated for this subject.
- pe Paper with Embedded Supports**  
A paper assessment with embedded supports was indicated for this subject.

### 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: 001 CAMPUS NAME

Report Date: JUNE 2017  
Date of Testing: MAY 2017

## GRADE 8 SCIENCE

All Students

Legend		Results for Each Reporting Category				Progress Measure		Scale Score				Approaches		Meets		Masters		Info			
		1		2		3		4													
		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments													
		11		9		11		11													

## Summary Report

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

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

- STAAR with Embedded Supports 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 or STAAR Spanish).

### 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. Approaches, Meets, and Masters**

The number and percentage of students who achieved the Approaches, Meets, and Masters performance levels are displayed for each demographic group.

Masters indicates that students demonstrate mastery of the course knowledge and skills. They are on track to be successful in the next grade or course. Meets indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

**H. Did Not Meet**

The number and percentage of students who performed in the Did Not Meet performance level. Did Not Meet indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. 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 SCIENCE**

District: 999-999 DISTRICT NAME  
 Campus: 001 CAMPUS NAME

Report Date: JUNE 2017  
 Date of Testing: MAY 2017

Administration Summary			Results for Each Reporting Category									
	Number	Percent	1		2		3		4		5	
			#	%	#	%	#	%	#	%	#	%
Students Tested	82	96										
Students Not Tested												
Absent	1	1										
Other	2	2										
Total Documents Submitted	85	100										
Legend												
--- = No Data Reported For Fewer Than Five Students												
All Students	82	3157	54	66	28	34	19	23	13	16	41	50
Male	39	3093	27	69	12	31	9	23	5	13	37	46
Female	43	3215	27	63	16	37	10	23	8	19	42	50
No Information Provided	0											
Hispanic/Latino	4											
American Indian or Alaska Native	1											
Asian	0											
Black or African American	2											
Native Hawaiian or Other Pacific Islander	0											
White	2											
Two or More Races	4											
No Information Provided	69	3294	42	61	27	39	18	26	12	17	47	68
Economically Disadvantaged	5	2870	4	80	1	20	1	20	1	20	34	31
Yes	5	2870	4	80	1	20	1	20	1	20	34	31
No	2											
No Information Provided	75	3206	48	64	27	36	18	24	12	16	43	57
Participants	4											
Nonparticipants	3											
No Information Provided	75	3266	47	63	28	37	19	25	13	17	44	58
Migrant	2											
Yes	2											
No	2											
No Information Provided	78	3221	50	64	28	36	19	24	13	17	43	55
Limited English Proficient	9	3263	5	56	4	44	3	33	2	22	48	53
Current LEP	2											
Non-LEP (Monitored 1st Year)	1											
Non-LEP (Monitored 2nd Year)	3											
Other Non-LEP	67	3248	43	64	24	36	16	24	11	16	43	64
No Information Provided	1											
Bilingual	2											
Participants	2											
Nonparticipants	2											
No Information Provided	79	3213	51	65	28	35	19	24	13	16	42	53
ESL	1											
Participants	1											
Nonparticipants	3											
No Information Provided	78	3233	50	64	28	36	19	24	13	17	43	55
Special Education	Yes	1										
No	1											
No Information Provided	80	3191	52	65	28	35	19	24	13	16	42	52
Gifted/Talented	3											
Participants	3											
Nonparticipants	1											
No Information Provided	78	3221	50	64	28	36	19	24	13	17	43	55
At-Risk	Yes	2										
No	2											
No Information Provided	76	3165	51	65	27	35	18	23	12	15	41	53
Career/Technical Education	1											
Participants	1											
Nonparticipants	1											
No Information Provided	74	3205	47	64	27	36	18	24	12	16	42	56

K

I

F

E

D

C

B



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## Summary Report

### GRADE 4 WRITING

District: 989-989 DISTRICT NAME  
Campus: 001 CAMPUS NAME

Report Date: JUNE 2017  
Date of Testing: SPRING 2017

Administration Summary				Results for Each Reporting Category														
Number		Percent		1			2			3								
Students Tested	21	100	Students Not Tested	Composition			Revision			Editing								
	Absent	0		0	Number of Points Possible			Number of Items Tested										
	Other	0		0	8			8			16							
Total Documents Submitted				21	100													
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students				21	2562	17	81	4	19	1	5	0	0	0	0	28	4.5	23
Male				10	2778	9	90	1	10	1	10	0	0	0	0	11	19	3.7
Female				11	2365	8	73	3	27	0	0	0	0	0	0	3	5.2	32
No Information Provided				0														
Hispanic/Latino				2														
American Indian or Alaska Native				1														
Asian				0														
Black or African American				1														
Native Hawaiian or Other Pacific Islander				0														
White				4														
Two or More Races				12	3026	8	67	4	33	1	8	0	0	0	3.8	4.8	6.6	
Economically Disadvantaged				2														
Yes				1														
No				1														
No Information Provided				18	2687	14	78	4	22	1	6	0	0	0	2.9	3.6	4.9	
Title I, Part A				3														
Participants				2														
Nonparticipants				16	2816	12	75	4	25	1	6	0	0	0	3.3	4.1	5.4	
No Information Provided				2														
Migrant				2														
Yes				1														
No				1														
No Information Provided				18	2643	14	78	4	22	1	6	0	0	0	2.9	3.6	4.8	
Limited English Proficient				2														
Current LEP				2														
Non-LEP (Monitored 1st Year)				2														
Non-LEP (Monitored 2nd Year)				1														
Other Non-LEP				2														
No Information Provided				14	2824	10	71	4	29	1	7	0	0	0	3.3	4.1	5.6	
Bilingual				1														
Participants				2														
Nonparticipants				18	2623	14	78	4	22	1	6	0	0	0	2.7	3.4	4.7	
ESL				3														
Participants				1														
Nonparticipants				17	2591	13	76	4	24	1	6	0	0	0	2.9	3.6	4.8	
No Information Provided				1														
Special Education				1														
Yes				1														
No				1														
No Information Provided				19	2629	15	79	4	21	1	5	0	0	0	2.7	3.4	4.6	
Gifted/Talented				1														
Participants				1														
Nonparticipants				19	2629	15	79	4	21	1	5	0	0	0	2.7	3.4	4.6	
No Information Provided				1														
At-Risk				1														
Yes				1														
No				1														
No Information Provided				19	2629	15	79	4	21	1	5	0	0	0	2.7	3.4	4.6	

## 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

**Students NOT included in the report:**

- STAAR with Embedded Supports 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 SPANISH**  
**Constructed Responses Summary Report**  
**GRADE 4 WRITING**

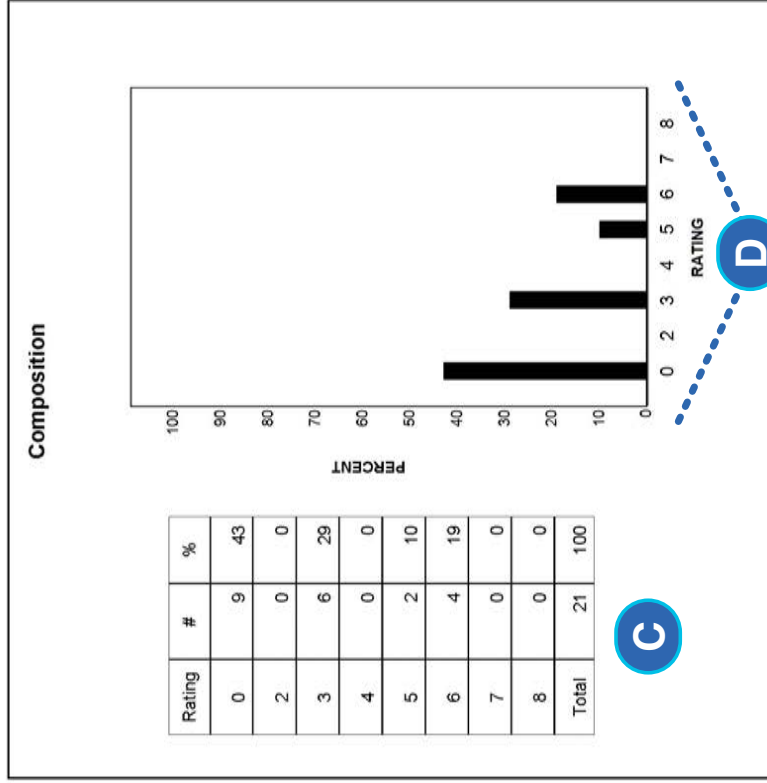
District: 999-999 DISTRICT NAME  
 Campus: 001 CAMPUS NAME

Report Date: JUNE 2017  
 Date of Testing: SPRING 2017

**A**

--- = 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.

## Combined Summary Report

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

The **Combined Summary Report** is available for Grades 3-5 for each grade/subject area assessed at each campus or district and shows the number and percentage of students achieving the Approaches performance level for each program (STAAR and STAAR Spanish) and across both 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 achieving the Approaches performance level.

### E. **Number of Students Tested**

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

### F. **Approaches Performance Level**

These columns show the number and percentage of students who achieved the Approaches performance level.

### 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 NAME  
 Campus: 001 CAMPUS NAME

Report Date: JUNE 2017  
 Date of Testing: SPRING 2017

Legend	STAAR			STAAR Spanish			TOTAL		
	Students Tested	#	%	Students Tested	#	%	Students Tested	#	%
--- = No Data Reported For Fewer Than Five Students									
All Students	76	26	34	29	12	41	105	38	36
Male	38	13	34	18	7	39	56	20	36
Female	38	13	34	11	5	45	49	18	37
No Information Provided	0						0		
Hispanic/Latino	2			2			4		
American Indian or Alaska Native	1			1			2		
Asian	0			0			0		
Black or African American	1			1			2		
Native Hawaiian or Other Pacific Islander	0			0			0		
White	1			1			2		
Two or More Races	4			4			8		
No Information Provided	67	26	39	20	12	60	87	38	44
Economically Disadvantaged	2			2			4		
Yes	2			2			4		
No	72	26	36	23	12	48	97	38	39
Title I, Part A	4			4			8		
Participants	2			2			4		
No Information Provided	70	26	37	23	12	52	93	36	41
Migrant	2			2			4		
Yes	1			1			2		
No	73	26	36	26	12	46	99	38	38
No Information Provided	9	4	44	2			11	4	36
Limited English Proficient	2			2			4		
Current LEP	1			1			2		
Non-LEP (Monitored 1st Year)	2			2			4		
Non-LEP (Monitored 2nd Year)	1			1			2		
Other Non-LEP	2			2			4		
No Information Provided	62	22	35	22	12	55	84	34	40
Bilingual	1			1			2		
Participants	2			2			4		
No Information Provided	73	26	36	26	12	48	99	38	38
ESL	1			1			2		
Participants	3			3			6		
No Information Provided	72	26	36	25	12	48	97	38	39
Special Education	1			1			2		
Yes	1			1			2		
No	74	26	35	27	12	44	101	38	38
No Information Provided	1			1			2		
Gifted/Talented	1			1			2		
Participants	1			1			2		
No Information Provided	74	26	35	27	12	44	101	38	38
At-Risk	1			1			2		
Yes	1			1			2		
No	74	26	35	27	12	44	101	38	38
No Information Provided									

## Cumulative Summary Report

Example shown: [STAAR Grade 5 Mathematics](#)

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 can be successfully matched to the information submitted in March.

### **Available:**

STAAR and STAAR Spanish 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 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. Number at Approaches and Percent at Approaches**

These columns show the number and percentage of students who achieved the Approaches performance level 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 the Approaches performance level, 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. Number at Approaches and Percent at Approaches**

These columns show the number and percentage of students in the March Cohort who achieved the Approaches performance level 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. Number at Approaches and Percent at Approaches**

These columns show the sum and percentage of the students in the March Cohort who achieved the Approaches performance level 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 report.



**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
**Cumulative Summary Report**  
**GRADE 5 MATHEMATICS**

District: 999-999 DISTRICT NAME  
 Campus: 001 CAMPUS NAME

Report Date: MAY 2017  
 Date of Testing: MAY 2017

A

Legend  --- = No Data Reported For Fewer Than Five Students	March Cohort*				May Results for Students in March Cohort**					Cumulative***		
	Answer Documents Submitted	Number of Students Tested	Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested	Number at Approaches	Percent at Approaches
					First-Time Tested	Retested	Total					
All Students	118	114	33	29	1	80	81	5	6	115	38	33
Male	74	71	20	28	1	50	51	5	10	72	25	35
Female	44	43	13	30	0	30	30	0	0	43	13	30
No Information Provided	0	0	0	---	0	0	0	---	---	0	---	---
Hispanic/Latino	6	6	1	17	0	5	5	0	0	6	1	17
American Indian or Alaska Native	2	2	---	---	0	2	2	---	---	2	---	---
Asian	1	1	---	---	0	1	1	---	---	1	---	---
Black or African American	2	2	---	---	0	2	2	---	---	2	---	---
Native Hawaiian or Other Pacific Islander	1	1	---	---	0	1	1	---	---	1	---	---
White	2	2	---	---	0	2	2	---	---	2	---	---
Two or More Races	6	6	0	0	0	6	6	0	0	6	0	0
No Information Provided	98	94	32	34	1	61	62	5	8	95	37	39
Economically Disadvantaged	6	6	0	0	0	6	6	0	0	6	0	0
No Information Provided	106	102	33	32	1	68	69	5	7	103	38	37
Title I, Part A	9	9	0	0	0	9	9	0	0	9	0	0
Nonparticipants	7	7	0	0	0	7	7	0	0	7	0	0
No Information Provided	102	98	33	34	1	64	65	5	8	99	38	38
Migrant	5	5	0	0	0	5	5	0	0	5	0	0
No Information Provided	4	4	---	---	0	4	4	---	---	4	---	---
No Information Provided	109	105	33	31	1	71	72	5	7	106	38	36
Limited English Proficient	12	12	5	42	0	7	7	0	0	12	5	42
Current LEP	4	4	---	---	0	4	4	---	---	4	---	---
Non-LEP (Monitored 1st Year)	2	2	---	---	0	2	2	---	---	2	---	---
Non-LEP (Monitored 2nd Year)	4	4	---	---	0	4	4	---	---	4	---	---
Other Non-LEP	4	4	---	---	0	4	4	---	---	4	---	---
No Information Provided	96	92	28	30	1	63	64	5	8	93	33	35
Bilingual	3	3	---	---	0	3	3	---	---	3	---	---
Participants	4	4	---	---	0	4	4	---	---	4	---	---
Nonparticipants	111	107	33	31	1	73	74	5	7	108	38	35
No Information Provided	3	3	---	---	0	3	3	---	---	3	---	---
ESL	6	6	0	0	0	6	6	0	0	6	0	0
Participants	109	105	33	31	1	71	72	5	7	106	38	36
Nonparticipants	3	3	---	---	0	3	3	---	---	3	---	---
No Information Provided	4	4	---	---	0	4	4	---	---	4	---	---
Special Education	111	107	32	30	1	74	75	5	7	108	37	34
No Information Provided	5	5	1	20	0	4	4	---	---	5	1	20
Participants	3	3	---	---	0	3	3	---	---	3	---	---
Nonparticipants	110	106	32	30	1	73	74	5	7	107	37	35
No Information Provided	5	5	1	20	0	4	4	---	---	5	1	20
At-Risk	3	3	---	---	0	3	3	---	---	3	---	---
Participants	110	106	32	30	1	73	74	5	7	107	37	35
No Information Provided	3	3	---	---	0	3	3	---	---	3	---	---

Note: Includes STAAR and STAAR Spanish test versions  
 \* All answer documents submitted in March  
 \*\* In the same campus as March  
 \*\*\* Students tested in March plus students in March cohort tested in May

050147-00001448-25796042

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## Confidential Images of Essays

Example shown: [STAAR 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 2017 released STAAR tests.

**Available:**

STAAR

STAAR Spanish

### 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 testing and test administration irregularities.
- **No Info Available**  
An answer document was not submitted for this subject.
- **Image is not Available for Paper STAAR with Embedded Supports**  
Images are not available for students administered a STAAR with Embedded Supports paper assessment.

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 2017  
GRADE 4 WRITING

A

B

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

Writing Score: 3

3 = Between Very Limited and Basic

C

I am looking forward to the Austin field trip and doing funrises is a lot of fun. There were so many of them. Let's 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 teacher. 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 dollars! It was fun because many people voted more than once and all the money went to the Austin field 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 many fun funrises we had that I enjoyed in forth grade.

D

# Confidential Student Item Analysis Report

Example shown: [STAAR Grade 3 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 2017 released STAAR tests.

**Available:**

STAAR

STAAR Spanish

**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 2017. 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 the performance level the student achieved. 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 2017 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 STAAR Report Card. 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 STAAR Report Card.

**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 testing or test 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.
- **ADMINISTERED STAAR PAPER WITH EMBEDDED SUPPORTS**  
Item analysis is not available for students administered a paper assessment with embedded supports.

**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.





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Confidential Student Item Analysis Report

### GRADE 3

A

FIRSTNAME I. LASTNAME

Date of Birth: 01/15/2009

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

Local Student ID: 9999999999

District: 999-999 DISTRICT NAME

Campus: CAMPUS NAME

Report Date: SUMMER 2017

Date of Testing: SPRING 2017

Grade: 3

READING (pe)				MATHEMATICS (o)			
Scale Score: 1049				Scale Score: 1250			
Performance Level: Did Not Meet				Performance Level: Did Not Meet			
Item	Reporting Category	Correct Answer	Student's Answer	Item	Reporting Category	Correct Answer	Student's Answer
NO INFORMATION AVAILABLE				1.	1	A	+
				2.	2	H	+
				3.	3	D	+
				4.	2	G	+
				5.	4	D	+
				6.	2	H	+
				7.	1	A	+
				8.	2	H	+
				9.	3	B	+
				10.	1	H	+
				11.†	3	A	+
				12.	2	H	+
				13.	1	C	+
				14.	2	F	+
				15.	4	C	NR
				16.	1	G	NR
				17.	3	C	NR
				18.	2	F	NR
				19.	2	A	NR
				20.	3	J	NR
				21.	2	B	NR
				22.	1	J	NR
				23.†	4	A	NR
				24.	2	G	NR
				25.	1	D	NR
				26.	3	G	NR
				27.	1	A	NR
				28.	2	J	NR
				29.	4	B	NR
				30.	2	H	NR
				31.	3	A	NR
				32.	1	G	NR
				33.	2	D	NR
				34.	3	F	NR
				35.†	2	A	NR
				36.	4	J	NR
				37.	2	A	NR
				38.	1	J	NR
				39.	3	C	NR
				40.	2	F	NR
				41.	1	B	NR
				42.	2	H	NR
				43.	4	A	NR
				44.	3	F	NR
				45.	1	B	NR
				46.	2	J	NR

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.  
 + = student answered correctly    NR = student did not answer    pe = Paper with Embedded Supports    o = Online without Embedded Supports  
 Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 01000-04063

080217-00001465-257999041

H

## Item Analysis Summary Report

Example: [STAAR Grade 3 Reading and Mathematics](#)

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 2017 released STAAR tests. For STAAR grades 3–5, English and Spanish results are reported separately.

**Available:**

STAAR

STAAR Spanish

### 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 3

District: 999-999 DISTRICT NAME  
Campus: 001 CAMPUS NAME

Report Date: SUMMER 2017  
Date of Testing: SPRING 2017

G

READING***							MATHEMATICS***						
Number of Students Tested: 139							Number of Students Tested: 134						
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.	2	1	1	50*	1	46	1.	1	81*	2	2	2	15
2.	2	1	46*	1	1	49	2.	2	2	2	60*	2	35
3.	2	43*	1	1	1	53	3.	3	2	2	2	54*	41
4.	1	56*	1	1	1	40	4.	2	2	51*	2	2	44
5.	2	1	1	1	39*	57	5.	4	2	2	2	50*	46
6.	2	1	1	36*	1	60	6.	2	2	2	44*	2	51
7.	2	34*	1	1	1	61	7.	1	71*	2	2	2	24
8.	2	1	1	1	34*	62	8.	2	2	2	41*	2	54
9.	2	1	33*	1	1	63	9.	3	2	47*	2	2	49
10.	1	2	1	53*	1	43	10.	1	2	2	67*	2	29
11.	2	1	1	1	32*	63	11.†	3	41*	5	0	0	54
12.	2	31*	1	1	1	64	12.	2	2	2	39*	2	57
13.	2	1	1	1	31*	65	13.	1	2	2	64*	2	31
14.	1	50*	1	1	1	46	14.	2	36*	2	2	2	59
15.	2	1	1	29*	1	66	15.	4	2	2	42*	2	53
16.	3	60*	1	1	1	35	16.	1	2	56*	2	2	40
17.	3	1	57*	1	1	39	17.	3	2	2	40*	2	56
18.	3	1	1	1	53*	43	18.	2	34*	2	2	2	61
19.	1	1	1	47*	1	49	19.	2	32*	2	2	2	64
20.	3	1	1	49*	1	46	20.	3	2	2	2	37*	58
21.	3	1	1	1	47*	49	21.	2	2	29*	2	2	66
22.	3	1	45*	1	1	51	22.	1	2	2	2	39*	57
23.	3	1	1	1	43*	52	23.†	4	36*	5	0	0	59
24.	3	1	2	41*	1	54	24.	2	2	27*	2	2	68
25.	2	28*	1	1	1	67	25.	1	2	2	2	36*	59
26.	1	36*	1	1	1	60	26.	3	2	36*	2	2	59
27.	2	1	1	1	28*	68	27.	1	35*	2	2	2	60
28.	2	27*	1	1	1	69	28.	2	2	2	2	24*	71
29.	2	1	1	26*	1	69	29.	4	2	36*	2	2	60
30.	2	25*	1	1	1	70	30.	2	2	2	22*	2	73
31.	2	1	22*	1	1	74	31.	3	35*	2	2	2	60
32.	3	1	1	40*	1	55	32.	1	2	34*	2	2	61
33.	3	39*	1	1	1	57	33.	2	2	2	2	19*	76
34.	3	1	37*	1	1	58	34.	3	33*	2	2	2	62
35.	3	36*	1	1	1	60	35.†	2	16*	5	0	0	80
36.	1	1	1	22*	1	74	36.	4	2	2	2	34*	61
37.	3	34*	1	1	1	61	37.	2	14*	2	2	2	81
38.	3	1	33*	1	1	63	38.	1	2	2	2	33*	62
39.	3	1	1	31*	1	64	39.	3	2	2	33*	2	63
40.	3	28*	1	1	1	67	40.	2	12*	2	2	2	83
41.	1	2	32*	2	2	64	41.	1	2	32*	2	2	64
42.	2	2	2	10*	2	85	42.	2	2	2	2	2	85
43.	4	33*	2	2	2	63	43.	4	33*	2	2	2	63
44.	3	32*	2	2	2	64	44.	3	32*	2	2	2	64
45.	1	2	30*	2	2	65	45.	1	2	30*	2	2	65
46.	2	2	2	2	8*	88	46.	2	2	2	2	8*	88

† = 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.

\*\*\* = Students who took the paper STAAR with embedded supports version of the test are not included in the reporting category results.

G

080417-00000422-257999000

## 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:

- STAAR Report Card
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Approaches Grade Level

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:

- STAAR Report Card (Primary Administration Only)
- Confidential Student Label
- Confidential Campus Roster—All Students
- Confidential Campus Roster—Students Not Achieving Approaches Grade Level
- Campus and District Summary Reports