

STAAR End-of-Course (EOC) Assessments

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 (Algebra I, English I, English II, biology, U.S. history). These assessments became part of the graduation requirements beginning with the freshman class of 2011–2012. Algebra II and English III will be available in spring 2017 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 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 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 all STAAR EOC assessments. 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 assessments.

Masters Grade Level

Performance in this category indicates that students are on-track for college and career readiness. 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 additional support in the coming year. 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 may need significant support in the coming year. They do not demonstrate basic understanding of course expectations.

Appropriate Score Uses

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 STAAR Algebra I assessment in May and takes the assessment again in June, 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 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 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 additional reports are available for the STAAR EOC assessments. Standard reports are provided automatically to districts. Additional 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 additional services for standard 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’ 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 standard reports that districts receive:

STAAR Report Card	3.7
Confidential Student Label	3.11
Confidential Campus Roster	3.14
Summary Report	3.19
Constructed Response Summary Report	3.23
Confidential Images of Essays	3.26
Confidential Student Item Analysis Report	3.29
Item Analysis Summary Report	3.32
Electronic Individual Student Record File (Confidential)	3.34

STAAR Report Card

Examples shown: [STAAR Grade 10](#)

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

A. Student and School Identification Information

The STAAR Report Card contains identification information, for both 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. Proficiency At a Glance

This shows the student's performance levels for all the EOC assessments. If the student has taken one test more than once, his or her best performance level for that test will be shown in this section.

C. 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 you to compare 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 above or below these performance standards that the student has achieved.

D. Scale Score Bar

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

E. 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.

F. Weighted Score

This shows the points the student earned on the written composition out of the total points possible in the English tests. The process of weighting assessment scores emphasizes the contribution of the written composition when computing the final 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 composition score. [Number of multiple choice items answered correctly + (written composition score x 2)].

If a student had 44 of the 52 multiple choice items correct and received a score of 6 on the written composition, the student's total raw score would be 56 out of possible 68 possible raw score points $[44 + (6 \times 2)]$.

G. Answered Correctly

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

H. 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/staar/frequency-distributions/>.

I. ELL Progress Measure

For each qualified English language learner, an English Language Learner (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/).

J. STAAR Progress Measure

The STAAR Progress Measure 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 STAAR Progress Measure designations—Limited, Expected, or Accelerated. For more information about the STAAR 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. Test Information

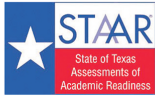
This shows whether the student took the STAAR assessment with embedded supports on paper.

L. Student Portal Information

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

M. 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.



End-of-Course (EOC) Assessments

A**FIRSTNAME I. LASTNAME****GRADE 10**

Date of Birth: 01/01/03 Student ID: *****9999 Local Student ID: --- District: 999-999 DISTRICT NAME

Your Child's Proficiency At A Glance

B**English I****Did Not Meet**

Test Date: Spring 2017

**Algebra I****Did Not Meet**

Test Date: Spring 2017

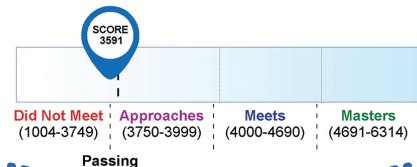
**Biology****Masters**

Test Date: Spring 2017

English I

Test Date: Spring 2017

ELL Progress Measure: Did Not Meet

**CATEGORY****Written Composition**

4. Composition

14 of 16

Multiple-Choice

1. Understanding/Analysis Across Genres
2. Understanding/Analysis of Literary Texts
3. Understanding/Analysis of Informational Texts
5. Revision
6. Editing

Answered Correctly

0 of 8
2 of 13
0 of 13
9 of 9
9 of 9

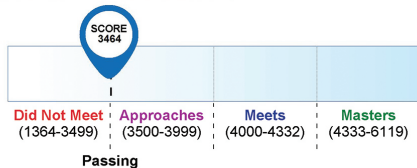
Total Multiple-Choice Score**20 of 52****TOTAL****34 of 68****26th PERCENTILE**

This score is the same or better than 26% of all student scores on this test.

Algebra I

Test Date: Spring 2017

STAAR Progress Measure: Limited

**CATEGORY****ANSWERED CORRECTLY**

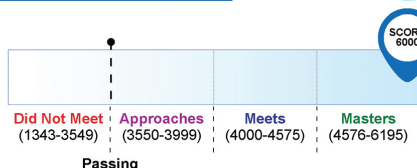
1. Number and Algebraic Methods
2. Describing and Graphing Linear Functions, Equations, and Inequalities
3. Writing and Solving Linear Functions, Equations, and Inequalities
4. Quadratic Functions and Equations
5. Exponential Functions and Equations

TOTAL**19 of 54****17th PERCENTILE**

This score is the same or better than 17% of all student scores on this test.

Biology

Test Date: Spring 2017

**CATEGORY****ANSWERED CORRECTLY**

1. Cell Structure and Function
2. Mechanisms of Genetics
3. Biological Evolution and Classification
4. Biological Processes and Systems
5. Interdependence within Environmental Systems

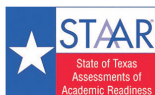
TOTAL**51 of 54****90th PERCENTILE**

This score is the same or better than 90% of all student scores on this test.

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

Visit www.texasassessment.com for helpful tips and tools, including a recommended summer reading list.

Unique Access Code: xxx999



End-of-Course (EOC) Assessments

FIRSTNAME I. LASTNAME

GRADE 10

Campus: 001 CAMPUS NAME

Class Group: CLASS GROUP NAME

Report Date: SPRING 2017

Your Child's Proficiency At A Glance



English II



Approaches

Test Date: Spring 2017

I



U.S. History



Meets

Test Date: Spring 2017

H

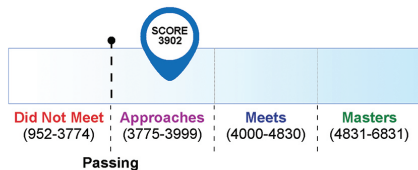
English II

Test Date: Spring 2017

ELL Progress Measure: Met

K

STAAR with embedded supports



CATEGORY

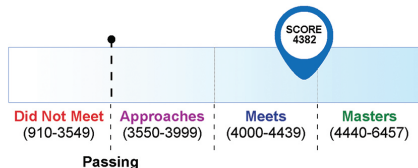
Written Composition	Weighted Score
4. Composition	8 of 16
Multiple-Choice	Answered Correctly
1. Understanding/Analysis Across Genres	7 of 8
2. Understanding/Analysis of Literary Texts	10 of 13
3. Understanding/Analysis of Informational Texts	12 of 13
5. Revision	8 of 9
6. Editing	8 of 9
Total Multiple-Choice Score	45 of 52
TOTAL	53 of 68

60th
PERCENTILE

This score is the same or better than 60% of all student scores on this test.

U.S. History

Test Date: Spring 2017



CATEGORY

	ANSWERED CORRECTLY
1. History	25 of 30
2. Geography and Culture	10 of 12
3. Government and Citizenship	5 of 10
4. Economics, Science, Technology, and Society	14 of 16
TOTAL	54 of 68

78th
PERCENTILE

This score is the same or better than 78% of all student scores on this test.



For more information on EOC assessments, please visit www.texasassessment.com.

Unique Access Code: xxx999

L

Document # 9899-90830

022317-00000993-258999001

M

Confidential Student Label

Example shown: [STAAR EOC Grade 9](#)

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 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. **Performance Level**

The label indicates for each course whether the student achieved the Did Not Meet, Approaches, Meets, or Masters performance level. 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.

- 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.

EOC

CONFIDENTIAL



STUDENT: **LASTNAME FIRSTNAME M**

STUDENT ID (PEIMS): **999999999**

DISTRICT: **999-999 DISTRICT NAME**

CAMPUS: **001 CAMPUS NAME**

DOB: **12/15/01**

GRADE: **9**

o = Online with no Embedded Supports

A

C

	Info	Test Date	Scale Score	Performance Level
Algebra I		Spr17	4248	Meets
Biology		Spr17	6203	Masters
English I	o	Spr17	3657	Did Not Meet
U.S. History	o	Spr17	4337	Meets
	⋮	⋮	⋮	⋮
	F	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 a STAAR EOC 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 Approaches Grade Level)** is available for each course assessed at each campus and lists every student for whom a STAAR EOC 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 a STAAR EOC answer document or online record was submitted.

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 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

■ Approaches

- If the student met 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 achieves 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 achieves 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. 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. 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 accountability 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 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. 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](#).

G. Results for Each Reporting Category

Algebra I, Algebra II, 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, English II, and English III

Reporting category titles appear in the column headings.

Under the reporting category the multiple-choice items for the reporting category are indicated. The number of points possible for the multiple-choice items is shown. The number of points scored out of the total possible points possible for each multiple-choice item 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 APPROACHES GRADE LEVEL**
The student previously achieved the Approaches performance level.

H. Info

Information about the assessment is provided whenever the student was administered an online assessment with embedded supports, an online assessment with no embedded supports, or a paper assessment with embedded supports. 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

ENGLISH I

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

Report Date: SPRING 2017
Date of Testing: SPRING 2017

Legend			Results for Each Reporting Category												
--- = No Information Available			1		2		3		4		5		6		
o = Online with no Embedded Supports			Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts		Composition		Revision		Editing		
o = Did Not Meet Progress Measure			8		13		16		16		9		9		
1 = Met Progress Measure			8		13		16		16		9		9		
2 = Exceeded Progress Measure			8		13		16		16		9		9		
Info	Student	Student ID (PEIMS)	Gr	Scale Score	Approaches	Meets	Masters	ELL Progress Measure	1	2	3	4	5	6	
0	LASTNAME FIRSTNAME	9999999999	09	4381	YES	YES	NO	2	8	9	10	12	9	8	
0	LASTNAME FIRSTNAME	9999999999	09	4331	YES	YES	NO	2	8	9	7	14	8	9	
0	LASTNAME FIRSTNAME	9999999999	09	3794	YES	NO	NO	2	4	7	9	10	5	6	
0	LASTNAME FIRSTNAME	9999999999	09	3730	NO	YES	NO	2	7	7	8	8	4	5	
0	LASTNAME FIRSTNAME	9999999999	09	4153	YES	YES	NO	2	7	10	7	12	7	8	
0	LASTNAME FIRSTNAME	9999999999	09	---	---	---	---	NOT SCORED							
0	LASTNAME FIRSTNAME	9999999999	09	---	---	---	---	NOT TESTED-ABSENT							
0	LASTNAME FIRSTNAME	9999999999	09	2911	NO	YES	NO	2	2	3	2	0	3	3	
0	LASTNAME FIRSTNAME	9999999999	09	4074	YES	YES	NO	2	8	7	10	10	8	6	
0	LASTNAME FIRSTNAME	9999999999	09	3698	NO	NO	NO	2	6	9	7	8	4	4	
0	LASTNAME FIRSTNAME	9999999999	09	4195	YES	YES	NO	2	8	11	10	8	7	8	
0	LASTNAME FIRSTNAME	9999999999	09	3893	YES	NO	NO	2	5	6	5	10	9	9	
0	LASTNAME FIRSTNAME	9999999999	09	4000	YES	YES	NO	2	6	9	8	9	7	8	
0	LASTNAME FIRSTNAME	9999999999	09	3826	YES	NO	NO	2	5	7	8	4	9	9	
0	LASTNAME FIRSTNAME	9999999999	09	3659	YES	NO	NO	2	5	6	8	7	8	9	
TOTAL STUDENTS LISTED: 15			AVERAGE: 3911	10	6	0	0		6.1	7.7	7.6	8.6	7.1	7.1	
TOTAL STUDENTS TESTED: 13			NUMBER: 77	46	0	0			76	59	59	6.8	75	79	
			PERCENT: 77												

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 a STAAR EOC answer document or online record was submitted.

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:

- STAAR with Embedded Supports 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. Approaches, Meets, and Masters

The number and percentage of students who achieved the Approaches, Meets, and Masters performance levels.

Masters indicates that students demonstrate mastery of the course knowledge and skills. They are on-track for college and career readiness. 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 demonstrate no basic understanding of course expectations. They may need significant support in the coming year. 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 English assessments include an essay with scores ranging from 0 to 8. The number of possible points for the essay item is 16. 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

ALGEBRA I

All Students

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

 Report Date: SPRING 2017
 Date of Testing: SPRING 2017

Administration Summary				Number of Students Tested		Average Scale Score		H		Approaches		Meets		Masters		Results for Each Reporting Category*														
		Number	Percent															1		2		3		4		5				
Students Tested		92	96															Number and Algebraic Methods		Describing and Graphing Linear Equations, Functions, and Inequalities		Writing and Solving Linear Equations, Functions, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations				
Students Not Tested		2	2																											
Absent		2																												
Other		2	100																											
Total Documents Submitted		96	100																											
Legend																														
--- = No Data Reported For Fewer Than Five Students																														
All Students		92	3676	44	48	52	32	35	22	24	57	52	57	48	61	44	47	43	25	42	25	42	25	42	25	42	25	42		
Male		47	3674	21	45	26	55	18	38	10	21	57	52	59	49	66	47	46	41	25	42	25	42	25	42	25	42	25	42	
Female		45	3678	23	51	22	49	14	31	12	27	58	52	56	47	57	40	48	44	25	42	25	42	25	42	25	42	25	42	
No Information Provided		0																												
Hispanic/Latino		10	3510	6	60	4	50	4	40	3	30	45	41	48	40	69	49	46	42	25	42	25	42	25	42	25	42	25	42	
American Indian or Alaska Native		6	3299	3	30	3	50	3	50	3	50	47	42	55	46	78	56	44	44	25	42	25	42	25	42	25	42	25	42	
Asian		10	4014	3	30	7	70	2	40	4	40	59	54	62	52	67	48	77	70	38	63	38	63	38	63	38	63	38	63	
Black or African American		5	3436	2	40	3	60	2	40	2	40	54	49	50	50	62	44	50	45	30	50	30	50	30	50	30	50	30	50	
Native Hawaiian or Other Pacific Islander		6	3900	3	50	3	50	3	50	3	50	48	44	52	43	83	60	47	42	37	61	42	37	61	42	37	61	42	37	
White		5	3488	4	80	1	20	1	20	1	20	38	35	38	32	46	33	40	36	16	27	40	36	16	27	40	36	16	27	
Two or More Races		13	3544	4	54	6	46	4	31	3	23	54	49	57	47	52	37	42	38	24	40	24	38	24	40	24	38	24	40	
No Information Provided		37	3759	16	43	21	57	10	27	5	14	68	62	62	52	57	40	41	37	21	35	21	35	21	35	21	35	21	35	
Economically Disadvantaged		37	3758	14	38	23	62	19	51	15	41	64	58	68	56	69	49	57	52	32	53	32	53	32	53	32	53	32	53	
Yes		9	3594	5	56	4	44	3	33	3	33	74	68	64	54	57	40	29	26	19	15	19	15	19	15	19	15	19	15	
No Information Provided		46	3594	25	54	21	46	10	22	6	13	48	43	47	39	56	40	42	38	23	39	23	39	23	39	23	39	23	39	
Title I, Part A		18	3674	7	39	11	61	10	56	7	39	59	54	64	54	71	51	58	53	32	53	32	53	32	53	32	53	32	53	
Nonparticipants		19	3578	10	53	9	47	6	32	4	21	50	45	46	39	58	41	48	44	27	46	27	46	27	46	27	46	27	46	
No Information Provided		55	3711	27	49	28	51	16	29	11	20	59	54	59	49	59	42	43	39	22	37	22	37	22	37	22	37	22	37	
Migrant		12	3467	6	50	6	50	5	42	2	17	58	53	53	44	58	42	48	44	28	47	28	47	28	47	28	47	28	47	
Yes		17	3692	9	53	8	47	8	47	8	47	56	51	55	46	61	43	56	51	29	49	29	49	29	49	29	49	29	49	
No Information Provided		63	3712	29	46	34	54	19	30	12	19	57	52	59	49	62	44	44	40	24	39	24	39	24	39	24	39	24	39	
Limited English Proficient		21	3803	9	43	12	57	11	52	7	33	58	53	62	51	68	48	57	52	32	54	32	54	32	54	32	54	32	54	
Current LEP		7	3118	3	43	4	57	3	43	3	43	50	45	57	48	57	41	50	45	27	45	27	45	27	45	27	45	27	45	
Non-LEP (Monitored 1st Year)		3	4056	4	50	4	50	4	50	4	50	49	48	58	48	66	47	66	60	35	58	35	58	35	58	35	58	35	58	
Non-LEP (Monitored 2nd Year)		8	4056	4	50	4	50	4	50	4	50	49	48	58	48	66	47	66	60	35	58	35	58	35	58	35	58	35	58	
Other Non-LEP		53	3633	28	53	25	47	13	25	8	15	58	53	55	46	59	42	39	36	21	34	21	34	21	34	21	34	21	34	
No Information Provided		14	3501	7	50	7	50	7	50	4	29	54	49	56	47	63	45	52	47	29	49	29	49	29	49	29	49	29	49	
Participants		15	3662	8	53	7	47	7	47	7	47	48	44	53	44	68	49	55	50	29	48	29	48	29	48	29	48	29	48	
Nonparticipants		63	3718	29	46	34	54	18	29	11	17	60	55	58	49	60	43	43	39	24	39	24	39	24	39	24	39	24	39	
ESL		13	3888	6	46	7	54	5	38	4	31	50	45	52	43	68	49	56	51	31	51	31	51	31	51	31	51	31	51	
Participants		7	3562	4	57	3	43	3	43	0	0	44	40	47	39	73	52	44	40	26	43	26	43	26	43	26	43	26	43	
Nonparticipants		72	3651	34	47	38	53	24	33	18	25	60	54	59	49	59	42	45	41	24	40	24	40	24	40	24	40	24	40	
No Information Provided		11	3567	5	45	6	55	6	55	3	27	56	51	60	50	67	48	56	51	32	53	32	53	32	53	32	53	32	53	
Yes		10	3721	7	45	7	50	7	50	7	50	59	53	56	47	61	44	59	53	31	51	31	51	31	51	31	51	31	51	
Nonparticipants		67	3665	32	48	35	52	19	28	12	18	57	52	57	47	60	43	39	23	38	23	38	23	38	23	38	23	38	23	38
No Information Provided		16	3655	8	50	8	50	8	50	8	50	58	51	55	46	60	43	56	51	30	50	30	50	30	50	30	50	30	50	
Nonparticipants		65	3700	31	48	34	52	18	28	12	18	56	52	57	48	61	43	39	23	38	23	38	23	38	23	38	23	38	23	38
No Information Provided		12	3408	6	50	6	50	6	50	2	17	50	45	53	44	60	43	49	45	29	47	29	47	29	47	29	47	29	47	
Yes		15	3638	9	56	7	44	7	44	7	44	54	49	52	43	61	41	54	49	28	47	28	47	28	47	28	47	28	47	
Nonparticipants		64	3736	29	45	35	55	19	30	13	20	60	54	59	49	63	45	44	40	24	40	24	40	24	40	24	40	24	40	
No Information Provided		31	3796	10	32	21	68	16	52	11	35	60	54	64	53	68	49	61	56	35	59	35	59	35	59	35	59	35	59	
Participants		5	3173	4	80	1	20	1	20	0	0	48	44	26	22	32	23	24	22	12	20	12	20	12	20	12	20	12	20	
Nonparticipants		56	3555	30	54	26	46	15	27	10	17	57	53	56	47	60	41	57	51	21	35	21	35	21	35	21	35	21	35	
No Information Provided																														



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ENGLISH I

All Students

District: 999-999 DISTRICT NAME

Campus: 001 CAMPUS NAME

Report Date: SPRING 2017

Date of Testing: SPRING 2017

Administration Summary				Students Tested			Average Score			Did Not Meet			Approaches			Meets			Masters			Results for Each Reporting Category*																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Number		Percent	Legend	Number of Students Tested	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%</

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.

Available:

STAAR EOC

Standard Summary Reports:

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

Students NOT included in the reports:

- 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 course, report date, and the date of testing are also indicated.

B. **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)

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 (1–8) 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.

E. 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

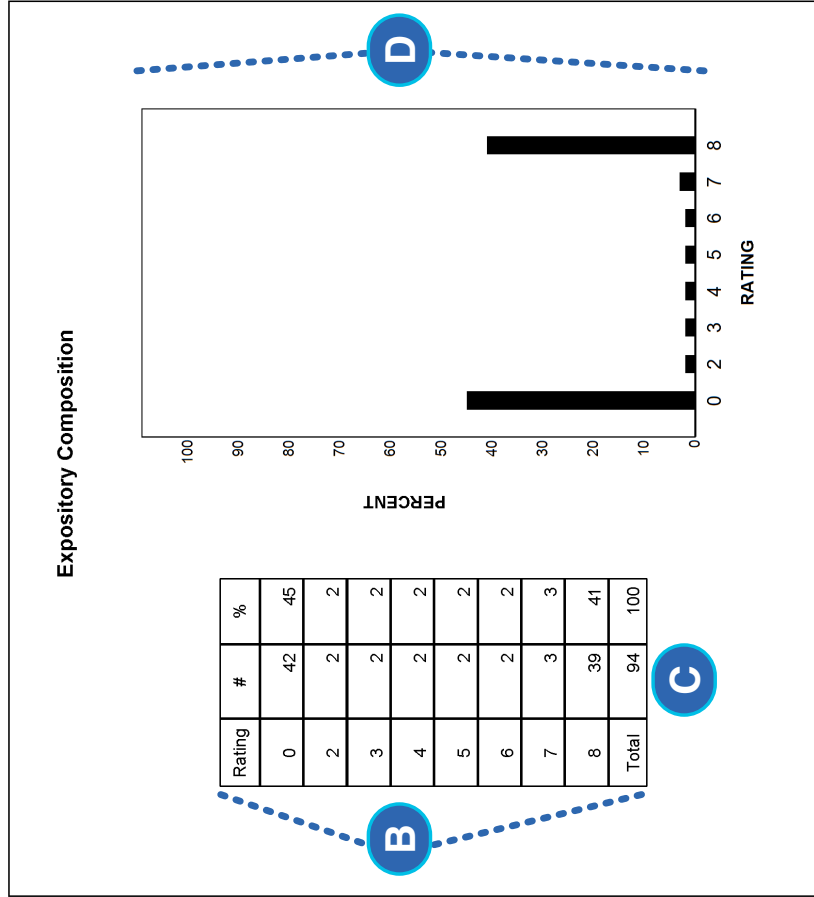
District: 999-999 DISTRICT NAME
 Campus: CAMPUS NAME

Report Date: SPRING 2017
 Date of Testing: SPRING 2017

A

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

Written Composition Rating Summary*



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 Paper STAAR with Embedded Supports version of the test are not included in this report.

E

042517-00000050-258999002

Confidential Images of Essays

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

The **Confidential Images of Essays** includes written compositions. Districts might find it helpful to use the Confidential Images of Essays in conjunction with the 2017 released STAAR tests.

Available:
STAAR

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**

Essay

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

Messages

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

- **Not Tested—Absent**
The student was absent during the assessment
- **Not Scored**
The student's answer document or online record was coded "OTHER" for reasons such as illness during the assessment and administration irregularities.
- **Not Scored—Previously Achieved Approaches Grade Level**
The student previously achieved the Approaches performance level.

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
SPRING 2017
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 definitely worth it.

D

Confidential Student Item Analysis Report

Example shown: [STAAR Algebra 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 2017 released STAAR 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 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.

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 in parenthesis next to the subject.

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.

C. Item Number

The item number corresponds to the item number of the 2017 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 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 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 the assessment and administration.
- **NOT TESTED—ABSENT**
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**
The student previously achieved the Approaches performance level.

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.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Item Analysis Report

ALGEBRA I

FIRSTNAME I. LASTNAME

Date of Birth: 04/19/90

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

Local Student ID: ---

District: 999-999 DISTRICT NAME

Campus: 001 CAMPUS NAME

Report Date: SUMMER 2017

Date of Testing: SPRING 2017

Grade: 9

A

B

G

ALGEBRA I			
Scale Score: 4505			
Performance Level: Masters			
Item	Reporting Category	Correct Answer	Student's Answer
1.	1	B	+
2.	3	F	+
3.	2	C	+
4.	4	F	+
5.	3	B	+
6.	1	H	+
7.	4	D	+
8.	5	H	J
9.	2	D	+
10.	4	G	+
11.	3	C	+
12.	2	G	+
13.	1	A	+
14.†	4	A	+
15.	5	B	NR
16.	2	J	+
17.	1	C	+
18.	3	G	+
19.	2	C	+
20.†	1	A	+
21.	5	B	NR
22.	1	F	+
23.	3	C	+
24.	4	J	+
25.	3	B	+
26.	2	F	+
27.†	3	A	+
28.	1	F	+
29.	2	C	+
30.	4	G	+
31.	5	D	C
32.	2	G	+
33.	3	A	+
34.†	4	A	+
35.	5	C	A
36.	3	J	+
37.	2	B	+
38.	1	H	+
39.	4	B	+
40.	3	J	+
41.	1	A	+
42.†	2	A	+
43.	4	D	C
44.	3	F	+
45.	2	A	+
46.	4	G	NR
47.	1	D	+
48.	3	F	+
49.	5	D	B
50.	3	H	+
51.	1	B	+
52.	2	F	+
53.	4	C	A
54.	3	G	+
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
 Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 1000-17573

070617-00000088-258999002

H

Item Analysis Summary Report

Example shown: [STAAR Algebra I, Biology and U.S. History](#)

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.

Available:
STAAR

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: 258-999 ZZ CRUSE ISD
Campus: 002 ZOMBIE H S

Report Date: SUMMER 2017
Date of Testing: SPRING 2017

A

B ALGEBRA I ***							BIOLOGY ***							U.S.HISTORY ***						
Number of Students Tested: 122							Number of Students Tested: 90							Number of Students Tested: 109						
PERCENT RESPONDING							PERCENT RESPONDING							PERCENT RESPONDING						
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**
1.	1	2	87*	3	2	7	1.	1	2	2	2	83*	10	1.	3	2	2	2	86*	8
2.	3	79*	3	2	1	16	2.	2	2	2	2	82*	11	2.	1	2	2	90*	2	4
3.	2	2	1	81*	3	14	3.	5	2	2	77*	2	15	3.	1	88*	2	2	2	6
4.	4	69*	3	2	1	26	4.	4	4	2	4	75*	15	4.	4	2	84*	2	2	10
5.	3	2	77*	2	2	18	5.	5	74*	2	2	2	19	5.	1	2	2	84*	2	10
6.	1	2	2	82*	2	13	6.	2	76*	2	2	2	17	6.	4	81*	2	2	2	14
7.	4	2	2	2	66*	29	7.	1	2	74*	4	2	18	7.	4	2	2	2	77*	17
8.	5	2	2	59*	2	35	8.	4	2	2	70*	2	23	8.	3	2	76*	2	2	18
9.	2	2	2	2	76*	19	9.	1	2	69*	2	2	24	9.	1	80*	2	2	2	15
10.	4	2	60*	2	2	34	10.	3	71*	2	2	2	21	10.	1	2	2	78*	2	17
11.	3	2	2	63*	2	32	11.	5	2	2	2	63*	30	11.	1	2	72*	2	2	22
12.	2	2	71*	2	2	24	12.	2	2	65*	2	2	27	12.	4	69*	2	2	2	25
13.	1	71*	2	2	2	24	13.	1	64*	2	2	2	29	13.	1	2	70*	2	2	24
14.†	4	52*	5	0	0	43	14.	3	2	67*	2	2	26	14.	1	69*	2	2	2	25
15.	5	2	53*	2	2	41	15.	4	58*	2	2	2	35	15.	2	2	2	69*	2	25
16.	2	2	3	2	65*	29	16.	5	2	2	2	56*	37	16.	1	67*	2	2	2	27
17.	1	2	2	67*	2	28	17.	1	2	2	58*	2	35	17.	4	64*	2	2	2	30
18.	3	2	57*	2	2	38	18.	2	57*	2	2	2	36	18.	1	2	2	65*	2	29
19.	2	2	2	59*	2	35	19.	1	2	2	56*	2	37	19.	1	2	2	58*	2	36
20.†	1	65*	5	0	0	30	20.	4	51*	2	2	2	42	20.	4	2	61*	2	2	33
21.	5	2	43*	2	2	52	21.	3	2	54*	2	2	39	21.	2	2	2	2	60*	34
22.	1	60*	2	2	2	34	22.	4	2	2	49*	2	44	22.	2	2	2	59*	2	35
23.	3	3	2	53*	2	41	23.	3	4	51*	2	2	40	23.	4	2	58*	2	2	36
24.	4	2	2	2	43*	52	24.	5	45*	2	2	2	48	24.	4	57*	2	2	2	37
25.	3	2	51*	2	2	44	25.	3	2	2	2	48*	45	25.	2	2	56*	2	2	38
26.	2	53*	2	2	2	41	26.	2	2	2	48*	2	45	26.	1	2	2	2	51*	43
27.†	3	49*	5	0	0	46	27.	4	43*	2	2	2	50	27.	1	2	50*	2	2	44
28.	1	54*	2	2	2	41	28.	1	2	2	45*	2	48	28.	1	50*	2	2	2	45
29.	2	2	2	47*	2	47	29.	2	2	2	2	44*	49	29.	1	2	2	49*	2	46
30.	4	2	38*	2	2	57	30.	5	2	39*	2	2	54	30.	2	2	2	2	49*	46
31.	5	2	2	2	29*	66	31.	4	2	39*	1	2	55	31.	3	2	50*	2	2	45
32.	2	2	46*	2	2	49	32.	5	2	5	35*	2	56	32.	1	2	45*	2	2	50
33.	3	39*	2	2	2	56	33.	1	2	39*	2	2	54	33.	4	48*	2	2	2	47
34.†	4	32*	5	0	0	63	34.	3	2	2	2	38*	55	34.	3	2	2	44*	2	50
35.	5	2	2	26*	2	69	35.	4	33*	2	2	2	60	35.	3	2	2	43*	2	51
36.	3	2	2	2	36*	59	36.	2	2	2	36*	2	57	36.	3	2	2	2	42*	52
37.	2	2	41*	2	2	53	37.	5	2	2	2	31*	62	37.	1	40*	2	2	2	54
38.	1	2	2	47*	2	48	38.	4	2	25*	2	4	67	38.	1	2	39*	2	2	55
39.	4	2	27*	2	2	68	39.	2	2	2	32*	2	61	39.	1	2	2	38*	2	56
40.	3	2	3	2	34*	60	40.	1	31*	2	2	2	62	40.	1	2	2	2	37*	57
41.	1	44*	2	2	2	51	41.	5	2	23*	2	2	70	41.	1	2	36*	2	2	58
42.†	2	34*	5	0	0	60	42.	3	2	2	2	29*	64	42.	2	2	2	36*	2	58
43.	4	2	2	2	22*	73	43.	1	24*	2	2	2	69	43.	2	2	35*	2	2	59
44.	3	27*	2	2	2	68	44.	2	2	2	2	26*	67	44.	4	37*	2	2	2	57
45.	2	29*	2	2	2	66	45.	5	2	4	17*	2	75	45.	4	2	36*	2	2	58
46.	4	2	19*	2	2	76	46.	1	2	2	17*	2	76	46.	1	2	2	2	31*	63
47.	1	2	2	2	39*	56	47.	3	19*	2	2	2	74	47.	1	2	2	2	30*	64
48.	3	23*	2	2	2	72	48.	4	2	2	14*	2	79	48.	4	33*	2	2	2	61
49.	5	2	2	2	11*	84	49.	3	17*	2	2	2	76	49.	3	2	2	29*	2	65
50.	3	2	2	19*	2	76	50.	4	2	2	2	12*	81	50.	2	2	2	2	28*	66
51.	1	2	30*	2	2	65	51.	2	14*	2	2	2	79	51.	1	2	2	26*	2	68
52.	2	23*	2	2	2	72	52.	5	2	2	10*	2	83	52.	3	2	26*	2	2	68
53.	4	2	2	10*	2	84	53.	3	2	8*	2	2	85	53.	3	2	2	25*	2	69
54.	3	2	16*	2	2	79	54.	2	2	2	2	7*	86	54.	3	24*	2	2	2	70
														55.	1	2	2	2	22*	72
														56.	1	2	21*	2	2	73
														57.	1	2	2	2	20*	74
														58.	2	2	20*	2	2	74
														59.	2	19*	2	2	2	75
														60.	1	2	17*	2	2	77
														61.	4	2	2	2	20*	74
														62.	1	16*	2	2	2	79
														63.	2	16*	2	2	2	79
														64.	4	2	17*	2	2	77
														65.	4	2	17*	2	2	78
														66.	2	13*	2	2	2	82
														67.	4	2	2	2	15*	80
														68.	1	2	10*	2	2	84

† = 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
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

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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 (Spring Administration Only)

Confidential Student Label

Confidential Campus Roster—All Students

Confidential Campus Roster—Students Not Achieving Approaches Grade Level

Campus and District Summary Reports