State of Texas Assessments of Academic Readiness (STAAR™)
Performance Labels and Policy Definitions

The Texas Education Agency (TEA), in cooperation with the Texas Higher Education Coordinating Board (THECB), convened a Performance Descriptor Advisory Committee (PDAC) in fall 2010 to recommend performance labels and policy definitions for the performance standards of the State of Texas Assessments of Academic Readiness (STAAR). The purpose of the performance labels and policy definitions is to describe the general level of knowledge and skills evident at each performance level for all grades and subjects. The committee represented the diversity of stakeholders in public education and higher education in Texas. For more information about committee membership and the discussions and recommendations of this committee, a report is available in Appendix A of the House Bill 3 Transition Plan at http://www.tea.state.tx.us/student.assessment/hb3plan/.
Following the meeting, TEA staff used the PDAC recommendations to draft final TEA staff recommendations for performance labels and policy definitions. These staff recommendations were presented to a representative group of PDAC members and received their unanimous approval. The commissioner of education subsequently approved the recommendations.

There will be two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Spanish, and STAAR L, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

Below are the policy definitions for the general STAAR assessments, STAAR Spanish, and STAAR L.

Level III: Advanced Academic Performance*
Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.
* *For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.*

Level II: Satisfactory Academic Performance**
Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.
** *For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.*

Level I: Unsatisfactory Academic Performance
Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

STAAR Modified has the same performance labels as the general STAAR assessments but different policy definitions. The STAAR Modified performance labels and policy definitions can be found on the STAAR Modified webpage at http://www.tea.state.tx.us/student.assessment/special-ed/staarm/.

For the STAAR Alternate assessments, the performance labels are

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

The policy definitions for the STAAR Alternate performance labels can be found on the STAAR Alternate webpage at http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/.