STAAR Grades 3–8 Assessments

Program Overview

Refer to the table in the General Information section that includes the assessments available for the 3–8 program.

STAAR

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

STAAR Spanish

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

STAAR with Embedded Supports

Embedded supports (e.g., text-to-speech and content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations, or designated supports. 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 (TEA) and contain only some of the supports available in the online assessments with embedded supports.

The Speech-To-Text (STT) tool is available online for students who meet the eligibility criteria for Basic Transcribing or Spelling Assistance, AND for whom Speech-To-Text is the most appropriate method of delivery for these supports.

Only available for tests with a composition open entry response box (grades 4 & 7 writing, and English I, English II, and English III, and grade 4 Spanish writing).

STAAR Refreshable Braille

Online screen reader support for refreshable braille displays is available for eligible students as an individual online accommodation.

STAAR American Sign Language Video

American Sign Language videos are available online for eligible students as individual embedded online accommodations.
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 webpage.

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 Grade Level, Meets Grade Level, or Masters Grade Level performance, to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the horizontal scale score cannot be used to compare a student’s achievement across grades or subject areas.

Vertical Scale Score

The vertical scale score is used for the STAAR grades 3–8 mathematics and reading 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 Grade Level, Meets Grade Level, or Masters Grade Level performance, to compare one student to another taking the same grade/subject area assessment, and to compare cohorts of students taking the same grade/subject area assessment in different years. However, the vertical scale score cannot be compared across subject areas within the same assessment program. On the vertical scale, the Approaches Grade Level, Meets Grade Level, or Masters Grade Level scale score 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 expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

For Algebra II and English III, the Masters Grade Level performance also indicates students are well prepared for postsecondary success.

**Meets Grade Level**

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

For Algebra II and English III, the Meets Grade Level performance also indicates students are sufficiently prepared for postsecondary success.

**Approaches Grade Level**

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

**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 webpage.
**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 Grade Level performance on a STAAR 3–8 assessment must be offered additional instruction.

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

**Groups of Students**

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

**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 scale score on the grade 3 reading assessment could be compared to the student’s 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 Information**

Reporting-category information at the individual student level should be used with caution due to 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, 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 3–8 assessments. Assessment reports are provided automatically to districts. Additional services for assessment reports are also available for a fee to districts. A district must submit a request through the STAAR Assessment Management System to receive additional copies of the STAAR report card or Confidential Student Label.

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 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 webpage for additional STAAR 3–8 information and resources.
## Assessment Reports

Information contained in the assessment 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 assessment reports that districts receive.

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STAAR Report Card

Examples shown: STAAR Grade 4, STAAR Grade 5, STAAR Grade 8

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. 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. **Performance at a Glance**
This shows the student’s performance levels for all STAAR assessments the student has taken.

B. **Student Portal Information**
This provides the web address and access code for parents and students to access information from the STAAR Report Card online.

C. **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 and the report date are also indicated.

D. **Percentile**
This shows the percentage of students who scored the same or lower than 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 **STAAR Frequency Distributions** webpage.

E. **Student’s Scale Score**
The student’s scale score 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 Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level performances. 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 each performance level 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 review description section.

H. **Weighted Score**
This shows the points the student earned on the written composition out of the total points possible. The process of weighting assessment scores emphasizes the contribution of the written composition when computing the final score. The written composition is not weighted at grade 4 and is weighted by two at grade 7.

For example, at grade 4, if a student has 17 of the 24 multiple-choice items correct and receives a combined score of 5 on the written composition, the student's total writing raw score will be 22 out of 32 possible raw score points \((17 + 5)\).

At grade 7, if a student has 22 of the 30 multiple-choice items correct and receives a combined score of 5 on the written composition, the student's total writing raw score will be 32 out of 46 possible raw score points \((22 + (5 \times 2))\).

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

J. **STAAR Progress Measure**
The STAAR Progress Measure provides 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 Progress Measure designations—Limited, Expected, and Accelerated. Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on TEA's webpage.

K. **Test Information**
This shows whether the student took the STAAR assessment with embedded supports on paper or took the STAAR assessment online with or without embedded supports. This also indicates when a Spanish test was administered.

L. **Lexile Measure**
The Lexile measure indicates the difficulty of the materials that the student should be able to read successfully. 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).

M. **Quantile Measure**
The Quantile measure indicates the progress made in learning mathematics content and what new mathematics content they may be ready to learn next. The Quantile measure for STAAR students is reported in the range of Emerging Mathematician (EM or 0L) to a positive value in each grade (e.g., 400Q at grade 3, 500Q at grade 4 and so on).

N. **Resources**
These are personalized strategies per subject for college and career planning.
O. Test Date
For grades without retest administrations, the date of testing will be SPRING 2021. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

P. Test Results
In place of a scale score, a variety of report messages 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 or online record 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 test.

- **NOT SCORED—PREVIOUSLY ACHIEVED**
  Student achieved Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance in a previous administration.

Q. Previous Year 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 Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

R. Current Year 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 Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

S. Math Badge Indicator
The mathematics badge indicator is added for eligible students in grades 5, 6, and 7. The badge will be placed on the STAAR report card to inform parents that there is enough supporting evidence in their child's assessment history to indicate that their child is ready to meaningfully engage in advanced mathematics course materials such as those in Algebra I coursework.

T. Algebra I Results
Students in grades 7 and 8 who took the Algebra I test during the spring administration will have their Algebra I results shown on their STAAR report card along with the other grade-level assessments they took during the STAAR grades 3-8 administration.
Confidential 2021 STAAR Report Card for:

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

- **Reading**
  - Masters
  - Grade Level
  - Test Date: April 2021

- **Mathematics**
  - Meets
  - Grade Level
  - Test Date: April 2021

- **Social Studies**
  - Approaches
  - Grade Level
  - Test Date: May 2021

- **Science**
  - Did Not Meet
  - Grade Level
  - Test Date: May 2021

Go to [TexasAssessment.gov](http://TexasAssessment.gov) and log in to learn more.

**FIRSTNAME'S UNIQUE ACCESS CODE** 3V6H2G

**From the Commissioner**

Tests are a part of life. Our kids will take tests to get a driver’s license, to get into college, and even to get certain jobs. As a parent of four myself, I know that no one test can tell me everything about my children. But the STAAR tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next.

Students who meet or master grade level by high school graduation have more than a 60% chance of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year’s academic material in school and how you can help them learn even more.

**What the Results Mean**

This report shows how well your child did on the STAAR. There are four levels of performance.

- **Masters Grade Level**
  - Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.

- **Meets Grade Level**
  - Strong knowledge of course content — student is prepared to progress to the next grade.

- **Approaches Grade Level**
  - Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.

- **Did Not Meet Grade Level**
  - No basic understanding of course expectations is shown — student may need significant support in the coming year.

**Maximize Time During Parent Teacher Conferences**

**Sample Questions to Ask the Teacher:**

- What do you see as my child’s strengths?
- What does my child seem to be the most interested in at school?
- Does my child get along well with their classmates?
- What is the most important thing that I can be doing to prepare my child for high school?
- Is my child giving his/her best effort?
- What could my child be doing that he/she is not already doing?
- What do you think are the biggest challenges for my child, and how can I help him/her with those challenges?
Performance: 4th Grade

FIRSTNAME I. LASTNAME
ENROLLED GRADE: 4

Student ID: *****9999
Local Student ID: 99999
District: 999-999 DISTRICT NAME

Reading
Test Date: Spring 2021

MEETS GRADE LEVEL
Your child scored the same or better than 85% of all grade 4 students in Texas.

Knowledge and Skills Categories for Reading
- 2 Correct of 8 Total
- 15 Correct of 15 Total

Mathematics
Test Date: Spring 2021

MEETS GRADE LEVEL
Your child scored the same or better than 85% of all grade 4 students in Texas.

Knowledge and Skills Categories for Mathematics
- 9 Correct of 9 Total
- 8 Correct of 11 Total
- 7 Correct of 10 Total
- 3 Correct of 4 Total

Writing
Test Date: Spring 2021

MEETS GRADE LEVEL
Your child scored the same or better than 85% of all grade 4 students in Texas.

Knowledge and Skills Categories for Writing

Written Composition
- 6 of 8 Total Points

Multiple-Choice
- 0 Correct of 8 Total
- 16 Correct of 16 Total

Want to see the questions FIRSTNAME answered incorrectly? Use this code to log in.

999999

TexasAssessment.gov
Progress: From Previous Years

FIRSTNAME I. LASTNAME

Due to COVID-19, progress was calculated using spring 2019 and spring 2021 assessment results. Considering your child’s instructional and learning conditions from 2018-2019 and 2020-2021 school years, you can use this information as one of the many tools to gauge your child’s academic performance across these two years.

**Reading**

Lexile Measure: 815L

Learn more about Lexile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Mathematics**

Quantile Measure: 847Q

Learn more about Quantile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Progress Legend**

- **Limited Progress**: Your child has shown less than expected academic improvement from last year to this year.
- **Expected Progress**: Your child has shown expected academic improvement from last year to this year.
- **Accelerated Progress**: Your child has shown more than expected academic improvement from last year to this year.

Want to help support FIRSTNAME’s progress? Use this code to log in.

TexasAssessment.gov

Document # 9999-99990
Performance: 5th Grade

FIRSTNAME I. LASTNAME

Student ID: ****9999 Local Student ID: 999999

Local District: 999-999 DISTRICT NAME

Reading

Test Date: April 2020

MASTERS GRADE LEVEL
Your child scored the same or better than 92% of all grade 5 students in Texas.

Knowledge and Skills Categories for Reading

Understanding/Analysis Across Genres
7 Correct of 8 Total

Understanding/Analysis of Informational Texts
15 Correct of 16 Total

Understanding/Analysis of Literary Texts
13 Correct of 14 Total

Mathematics

Test Date: April 2020

MASTERS GRADE LEVEL
Your child scored the same or better than 95% of all grade 5 students in Texas.

Knowledge and Skills Categories for Mathematics

Numerical Representations
6 Correct of 6 Total

Computations and Algebraic Relationships
16 Correct of 17 Total

Geometry and Measurement
9 Correct of 9 Total

Data Analysis and Personal Financial Literacy
4 Correct of 4 Total

Science

Test Date: May 2020

MASTERS GRADE LEVEL
Your child scored the same or better than 90% of all grade 5 students in Texas.

Knowledge and Skills Categories for Science

Matter and Energy
5 Correct of 6 Total

Force, Motion, and Energy
7 Correct of 8 Total

Earth and Space
10 Correct of 10 Total

Organisms and Environments
11 Correct of 12 Total

Want to see the questions FIRSTNAME answered incorrectly? Use this code to log in.

TexasAssessment.gov
Due to COVID-19, progress was calculated using spring 2019 and spring 2021 assessment results. Considering your child’s instructional and learning conditions from 2018-2019 and 2020-2021 school years, you can use this information as one of the many tools to gauge your child’s academic performance across these two years.

**Reading**

**Accelerated Progress**

Lexile Measure: 1200L

Learn more about Lexile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Mathematics**

**Accelerated Progress**

Quantile Measure: 1785Q

Learn more about Quantile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Progress Legend**

- **Limited Progress**: Your child has shown less than expected academic improvement from last year to this year.
- **Expected Progress**: Your child has shown expected academic improvement from last year to this year.
- **Accelerated Progress**: Your child has shown more than expected academic improvement from last year to this year.

**B** 999999 Want to help support FIRSTNAME’s progress? Use this code to log in.

TexasAssessment.gov
Performance: 8th Grade

Firstname I. Lastname

Student ID: ******9999
Local Student ID: 999999
District: 999-999

Reading
Test Date: April 2021

Approaches Grade Level
Your child scored the same or better than 91% of all grade 8 students in Texas.

Knowledge and Skills Categories for Reading

Understanding/Analysis Across Genres: 2 Correct of 8 Total
Understanding/Analysis of Literary Texts: 13 Correct of 19 Total
Understanding/Analysis of Informational Texts: 11 Correct of 17 Total

Algebra I
Test Date: Spring 2021

Masters Grade Level
Your child scored the same or better than 91% of all grade 8 students in Texas.

Knowledge and Skills Categories for Algebra I

Number and Algebraic Methods: 10 Correct of 11 Total
Describing and Graphing Linear Relations, Equations, and Inequalities: 12 Correct of 12 Total
Writing and Solving Linear Equations, Equations, and Inequalities: 14 Correct of 14 Total
Quadratic Functions and Equations: 10 Correct of 11 Total
Exponential Functions and Equations: 5 Correct of 6 Total

Social Studies
Test Date: May 2021

Meets Grade Level
Your child scored the same or better than 74% of all grade 8 students in Texas.

Knowledge and Skills Categories for Social Studies

History: 14 Correct of 17 Total
Geography and Culture: 7 Correct of 10 Total
Government and Citizenship: 6 Correct of 10 Total
Economics, Science, Technology, and Society: 4 Correct of 7 Total

Science
Test Date: May 2021

Did Not Meet Grade Level
Your child scored the same or better than 23% of all grade 8 students in Texas.

Knowledge and Skills Categories for Science

Matter and Energy: 4 Correct of 11 Total
Force, Motion, and Energy: 5 Correct of 9 Total
Earth and Space: 5 Correct of 11 Total
Organisms and Environments: 3 Correct of 11 Total

Want to see the questions Firstname answered incorrectly? Use this code to log in: TexasAssessment.gov
Due to COVID-19, progress was calculated using spring 2019 and spring 2021 assessment results. Considering your child’s instructional and learning conditions from 2018-2019 and 2020-2021 school years, you can use this information as one of the many tools to gauge your child’s academic performance across these two years.

**Reading**

Lexile Measure: 1045L

Learn more about Lexile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Algebra I**

Growth Graph Not Applicable.

To learn more, visit TexasAssessment.gov.

**Quantile Measure:**

1750Q

Learn more about Quantile Measures and how they can be used to help your child succeed at TexasAssessment.gov.

**Progress Legend**

- **Limited Progress:** Your child has shown less than expected academic improvement from last year to this year.
- **Expected Progress:** Your child has shown expected academic improvement from last year to this year.
- **Accelerated Progress:** Your child has shown more than expected academic improvement from last year to this year.

Want to help support FIRSTNAME’s progress? Use this code to log in.

TexasAssessment.gov
RESOURCES TAILORED FOR FIRSTNAME

Reading
Strategies to improve your child’s grade 8 reading understanding

Understanding/Analysis Across Genres
- Help your child plan and create a podcast. Explore different genres of podcasts, then plan and create your own!
- Point out and discuss instances where foreign phrases are used frequently in English, such as quid pro quo.

Understanding/Analysis of Literary Texts
- In works of literary (fiction) text, point out and discuss non-linear plot elements like flashbacks and foreshadowing with your child.

Understanding/Analysis of Informational Texts
- Read informational (nonfiction) texts with your child and discuss whether any opinions presented are substantiated (supported by evidence) or unsubstantiated (not supported by evidence).

Writing: Composition, Revision and Editing
- Challenge your child to randomly choose fifteen words from a dictionary and use those words to write a story.

Mathematics
Strategies to improve your child’s grade 8 math understanding

Numerical Representations and Relationships
- Have your child find a number between 100 and 225 and approximate the square root of that number.
- Have your child find numbers in everyday life and have them categorize them as real numbers, integers, etc.

Compositions and Algebraic Relationships
- When taking a trip, whether to the store or on vacation, have your child create a map indicating how long it will take to travel a quarter of the way, half way, three quarters of the way, and all the way there. Have your child compare these times to the actual time it takes.

Geometry and Measurement
- Have your child find the volume of an everyday object, such as a can of soup.
- Have your child measure the length and the diagonal of a table and use the Pythagorean theorem to find the width.

Data Analysis and Personal Financial Literacy
- Have your child find the amount of simple interest that is earned when a certain amount of money is invested at a percentage for one year.
- Have your child locate or create scatterplots from everyday events and draw a trend line beginning at (0,0) through the data points and make a prediction about data not represented by a point plotted on the graph.

Use the Find a Book tool on TexasAssessment.gov to find appropriate reading material for FIRSTNAME.
Confidential Student Label

Example shown: STAAR Grade 8

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 could be placed on the individual student’s permanent record. Results are combined on one label per student. Districts also have the option of not receiving labels.

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 Performance Reporting Department webpage.

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 test.

- **NO INFORMATION AVAILABLE**
No information is available for this subject.

- **NOT SCORED**
The student’s answer document or online record 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).

E. **Performance Level**
The label indicates the performance level achieved for each subject. 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 not assessed with the general STAAR assessment. The information is indicated by one or two characters, and the description of the characters 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.
### STUDENT: LASTNAME FIRSTNAME M

**STUDENT ID (PEIMS):** 999999999

**DISTRICT:** 999-999 DISTRICT NAME

**CAMPUS:** 999 CAMPUS NAME

---

<table>
<thead>
<tr>
<th>Info</th>
<th>Test Date</th>
<th>Scale Score</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td><em>pe</em></td>
<td>04/21</td>
<td>1783</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>04/21</td>
<td>1822</td>
</tr>
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<td>Social Studies</td>
<td><em>pe</em></td>
<td>05/21</td>
<td>2209</td>
</tr>
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<td>Science</td>
<td><em>pe</em></td>
<td>05/21</td>
<td>2566</td>
</tr>
</tbody>
</table>

*pe = Paper with Embedded Supports*
Confidential Campus Roster

Example shown: STAAR Grade 4 Mathematics

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

Test results NOT included in the reporting-category summary results of the reports:
- STAAR with Embedded Supports paper administrations
- Braille
- American Sign Language video

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 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 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 Performance Reporting Department webpage.
E. **Performance Levels**

- **Approaches Grade Level**
  - 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 Grade Level**
  - 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 Grade Level**
  - 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. **STAAR Progress Measure**

The STAAR progress measure provides information about the amount of improvement or progress a student has made in grades 5 and 8 mathematics and reading. The STAAR progress measure is calculated based on a student’s gain score—the scale score difference between the current accountability year and the previous accountability year(s). Individual student progress is then categorized as Limited, Expected, or Accelerated progress.

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

G. **Results for Each Reporting Category**

- **Mathematics, Reading, Science, and Social Studies**
  Reporting category titles appear in the column headings. The number of items assessed in each reporting category is indicated below the reporting category titles. The number of items correct out of the total number of items for each reporting category is shown in the column headed “Number of Items Correct.”

- **Writing**
  Reporting-category titles appear in the column headings.

  Under the reporting category “Composition,” the number of points possible is shown. The number of points scored out of the total points possible for the 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 headed “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 or online record was coded “O” 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 test.

- **NO INFORMATION AVAILABLE**
  No information is available for this subject.

- **ADMINISTERED STAAR SPANISH TEST**

- **ADMINISTERED STAAR TEST IN ENGLISH**

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 characters or a symbol, and the description of the characters or symbol 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 scored assessments excluding paper with embedded supports, braille, and American Sign Language videos. 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

**Grade 4 Mathematics**

**All Students**

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<th>First Name</th>
<th>Gender</th>
<th>Grade</th>
<th>Reporting Category</th>
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<td>pe</td>
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</tr>
</tbody>
</table>

**Total Students Listed:** 115

**Total Students Tested:** 100

**Average Scale Score:** 1492

**Average Number of Items Tested:** 55

**Average Number of Items Correct:** 36

**Average Percent Correct:** 25

---

**No Information Available**

**Paper with Embedded Supports:** Data are not included in the reporting category summary information.

Online with no Embedded Supports, Progress Measure: 0 = Limited, 1 = Expected, 2 = Accelerated

---

**Legend:**

- pe = Paper with Embedded Supports
- o = Online with no Embedded Supports

### STAAR Grades 3–8

**2021 TEXAS STUDENT ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS**

**Report Date:** JUNE 2021

**Date of Testing:** SPRING 2021

**Number:** 3

**Page 3 of 3**
Summary Report

Example shown: STAAR Grade 3 Mathematics, STAAR Grade 4 Writing

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

Available:
STAAR
STAAR Spanish

Test results NOT included in the reporting-category-level and written composition constructed-response results of the reports:
- STAAR with Embedded Supports paper administrations
- Braille
- American Sign Language video

A. Campus or District Identification Information
The top of the report contains identification information for the campus or district. 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 available are included in the “No Information Provided” categories.

E. Number of Students Tested
The number of students tested is provided for each program and demographic group.

F. Average Scale Score
The average scale score is displayed for each program and demographic group. Refer to Assessment Scores in the Program Overview for additional information about the STAAR scale scores.
G. Did Not Meet, Approaches, Meets, and Masters Grade Level
The number and percentage of students who achieved the Did Not Meet, Approaches, Meets, and Masters Grade Level performance are displayed for each program and demographic group.

Masters Grade Level 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 Grade Level indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches Grade Level indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Did Not Meet Grade Level indicates that the 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 these standards.

H. 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.

I. 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 webpage.

J. 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 (STAAR) Grades 3–8

### Summary Report
#### Grade 3 Mathematics

**Report Date:** June 2021  
**Date of Testing:** Spring 2021

### Administration Summary

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<td>Students Not Tested</td>
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<td>2</td>
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<td>Total Documents Submitted</td>
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</table>

### Results for Each Reporting Category

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### Legend

- = No Data Reported For Fewer Than Five Students

---

*Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in the reporting category results.*
<table>
<thead>
<tr>
<th>Administration Summary</th>
<th>Number of Students Tested</th>
<th>Average Scale Score</th>
<th>Did Not Meet</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
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<tbody>
<tr>
<td>All Students</td>
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<td>52</td>
<td>39</td>
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<td>Male</td>
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<td>3235</td>
<td>49</td>
<td>67</td>
<td>20</td>
<td>53</td>
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<td>Female</td>
<td>42</td>
<td>3689</td>
<td>25</td>
<td>55</td>
<td>19</td>
<td>45</td>
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<td>Hispanic/Latino</td>
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<td>Asian</td>
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<td>Black or African American</td>
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<td>47</td>
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<tr>
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<td>52</td>
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<td>Non-LEP (Monitored 2nd Year)</td>
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<td>5</td>
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<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Non-LEP (Monitored 3rd Year)</td>
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<td>58</td>
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<td>24</td>
<td>42</td>
</tr>
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<td>Gifted/Talented</td>
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<td>3547</td>
<td>38</td>
<td>58</td>
<td>24</td>
<td>42</td>
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<tr>
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<td>15</td>
<td>3547</td>
<td>38</td>
<td>58</td>
<td>24</td>
<td>42</td>
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</tbody>
</table>

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

-- = No Information Provided

<table>
<thead>
<tr>
<th>Results for Each Reporting Category*</th>
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<td>Number of Points Possible</td>
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<td>8</td>
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<tr>
<td>Number of Items Tested</td>
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<td>Avg. # of Points / % Scored</td>
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<td>Avg. # of Items / % Corrected</td>
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<td>73.4</td>
<td>73.4</td>
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</table>

* Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports.
**Constructed Responses Summary Report**

Example shown: STAAR Grade 4 Writing

The **Constructed Responses 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

**Test results NOT included in the report:**
- STAAR with Embedded Supports paper administrations  
- Braille  
- American Sign Language video

**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](https://tea.texas.edu) webpage.

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

   The percentage of the total number of students receiving each composition rating (0, 2–8) 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.
### Written Composition Rating Summary*

<table>
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<th>Rating</th>
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<tbody>
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<td>0</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>8</td>
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<tr>
<td>3</td>
<td>3</td>
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<td>8</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

---

* Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in this report.
Combined Summary Report
Example shown: STAAR Grade 3 Reading

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 Grade Level performance 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.

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 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 available 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 Grade Level performance is shown.

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 Grade Level Performance**
These columns show the number and percentage of students who achieved the Approaches Grade Level performance.

G. **Process Number**
The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.
<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>No Information Provided</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Economically Disadvantaged</th>
<th>Title I, Part A</th>
<th>Migrant</th>
<th>Limited English Proficient</th>
<th>At-Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Tested</td>
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<td>117</td>
<td>65</td>
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<td>36</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

**Legend**

--- = No data reported for fewer than five students
Confidential Images of Essays

Example shown: STAAR Grade 4 Writing

The Confidential Images of Essays includes written compositions. Districts might find it helpful to use the Confidential Images of Essays in conjunction with the corresponding 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 are 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 test.

- **Not Scored**
  The student's answer document or online record was coded “O” 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).

- **No Info Available**
  No information is available 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, online braille, and online American Sign Language.

Detailed rubric and score point information can be found in the scoring guides on TEA’s Student Assessment Division webpage.

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 SPANISH
SPRING 2021
GRADE 4 WRITING - COMPOSITION

NAME: LASTNAME, FIRSTNAME I.
DOB: 09/09/99
PEIMS ID: *****9999

Written Composition Score: 7
7 = Between Satisfactory and Accomplished

I am going to lose weight. I will be a better person.
These are the most famous New Year's resolutions but only 92% will work for it. Why is that?
I believe the other 98% of the people want it but do not want to put in the effort to get what they want. Most likely, some of them forget others may have just said, “I am doing this” and give up. A lot of it happens in the first month. But there are some people who will stick to their resolution until next New Year. Can we maybe continue the same resolution?

All of us has made a resolution but not like if people keep it and lie and say they are doing it. You should not be afraid to quit a resolution if you cannot or you do not do what you should not be embarrassed about it. This is saying you will do some things but if you do it feels like you have trained a marathon and you are happy and proud. But if you give up still be proud because you tried.

We all make a resolution some don't while others don't. But either way be proud of what you did instead of being sad of what you didn't do.
Confidential Student Item Analysis Report

Example shown: STAAR Grade 4 Reading Mathematics and Writing

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 corresponding 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.

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 Performance Reporting Department webpage. 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 characters 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 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 webpage.

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 or online record was coded “O” 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 test.

- **NO INFORMATION AVAILABLE**
No information is available for this subject.

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.
## STAAR Grades 3–8
### 2021 TEXAS STUDENT ASSESSMENT PROGRAM
#### INTERPRETING ASSESSMENT REPORTS

**STAAR Grades 3–8**

**2021 TEXAS STUDENT ASSESSMENT PROGRAM**

**INTERPRETING ASSESSMENT REPORTS**

---

### READING

<table>
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<tr>
<th>Item</th>
<th>Reporting Category</th>
<th>Correct Answer</th>
<th>Student's Answer</th>
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<tbody>
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<td>+</td>
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**NO INFORMATION AVAILABLE**

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### MATHEMATICS (o)

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**NO INFORMATION AVAILABLE**

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### WRITING

**NO INFORMATION AVAILABLE**

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**Additional information about this student’s performance and a listing of the reporting categories are found on the Confidential STAAR Report Card.**

---

**Date of Birth:** 09/09/99  
**District:** 999-999 DISTRICT NAME  
**Student ID (PEIMS):** 999999999  
**Campus:** 999 CAMPUS NAME  
**Date of Testing:** SPRING 2021  
**Grade:** 4

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**053121-99999999-999999999**

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**Document # 1000-70145**

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**2021 TEXAS STUDENT ASSESSMENT PROGRAM**

**INTERPRETING ASSESSMENT REPORTS**

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**2.41**
Item Analysis Summary Report

Example: STAAR Grade 4 Reading Mathematics and Writing

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 corresponding 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 tested is provided.

C. Item Number
The item number corresponds to the item number of the 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 Summary Report. The complete wording of each reporting category for every assessment is found on TEA's Student Assessment Division webpage.

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.
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** = Correct answer choice  
*** = Percent of students who did not answer

### Reading

- Number of Students Tested: 105
- PERCENT RESPONDING

### Mathematics

- Number of Students Tested: 105
- PERCENT RESPONDING

### Writing

- Number of Students Tested: 102
- PERCENT RESPONDING

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* = 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.

The STAAR Reporting Guide is available online at www.tea.state.tx.us/staar.

053121-99999999-99999999

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2.43
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

Assessment 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 the following 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