

2022–2023

Interpreting Assessment Reports

TEXAS STUDENT ASSESSMENT PROGRAM



State of Texas Assessments of Academic Readiness (STAAR®)

State of Texas Assessments of Academic Readiness

End-of-Course (STAAR EOC)

State of Texas Assessments of Academic Readiness Alternate 2
(STAAR Alternate 2)

Texas English Language Proficiency Assessment System
(TELPAS)

Texas English Language Proficiency Assessment System
Alternate (TELPAS Alternate)

Questions concerning this guide should be directed to the
the Texas Education Agency Student Assessment Division at 512-463-9536.

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General Information

This guide provides information about interpreting the results of the Texas Assessment Program, which includes the following:

- State of Texas Assessments of Academic Readiness (STAAR®)
- State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)
- State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)
- Texas English Language Proficiency Assessment System (TELPAS)
- Texas English Language Proficiency Assessment System Alternate (TELPAS Alternate)

Examples of assessment reports are included to assist campus personnel in understanding and interpreting student performance data, as required by [Section 39.030\(b\)](#) of the Texas Education Code (TEC).

Links to websites and resources in this guide are indicated by blue text.

Overview of Statewide Texas Assessment Program

STAAR

Implemented in 2012, STAAR includes annual assessments for

- reading language arts (RLA) and mathematics, grades 3–8;
- science, grades 5 and 8;
- social studies, grade 8; and
- end-of-course (EOC) assessments for Algebra I, English I, English II, Biology, and U.S. History.

Beginning with the spring 2023 administration, STAAR assessments have been redesigned, as required by House Bill (HB) 3906, enacted in 2019 by the 86th Texas Legislature. This redesign includes

- the addition of new non-multiple-choice questions that give students more ways to show their understanding and better reflect questions teachers ask in the classroom;
- the addition of a writing component to RLA assessments for grades 3–8 to better support the interconnected way these subjects are taught; and
- the incorporation of more cross-curricular passages into the new RLA assessments so that test questions can reference topics students have learned about in other classes.

The STAAR redesign includes several components:

- [Online Testing and Accommodations](#)
- [New Question Types](#)
- [Cross-curricular Passages](#)
- [Evidence-based Writing](#)

As required by HB 3261, enacted in 2021 by the 87th Texas Legislature, STAAR will become an online testing program beginning with the December 2022 administration. Students are expected to test online with the exception of students who require accommodations that cannot be provided online or students in specific settings where computers or technology are unavailable. In these rare and unavoidable circumstances, a student may be eligible for a special paper administration of an online STAAR test. It is important to note that STAAR will now have separate test booklets for each grade and subject and that student responses must be entered into Data Entry Interface (DEI), as there are no longer any answer documents.

NOTE: the December 2022 STAAR administration will retain a similar blueprint to previous years, and will have a separate interpretive guide than the assessments beginning in spring 2023.

STAAR with Embedded Supports

Embedded supports (e.g., text-to-speech, content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students who require a paper administration of STAAR.

A student should be designated as eligible for a special administration only if a required accommodation is documented in the student's individualized education program (IEP), individual accommodation plan (IAP), or Section 504 plan. Careful consideration should be given to whether a paper test offers the necessary supports to allow the student to successfully demonstrate his or her understanding of the tested content. If the student has previous experience receiving instruction or taking assessments online (e.g., STAAR Interims), it may be more appropriate to maintain consistency by providing the student with an online test administration.

For any student eligible to test on paper, their responses will need to be entered into DEI, as there are no longer any answer documents.

STAAR Spanish

Spanish versions of STAAR, called STAAR Spanish, are available at grades 3–5 for eligible emergent bilingual (EB) students for the same subject areas assessed by the English versions. EB students not eligible for STAAR Spanish may be provided allowable linguistic accommodations on other STAAR assessments.

STAAR Alternate 2

STAAR Alternate 2 was developed to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind (NCLB). It assesses students in grades 3–8 and high school who have significant cognitive disabilities and receive special education services.

TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency (ELP) of EB students in kindergarten through grade 12. TELPAS assesses second language development in the domains of listening, speaking, reading, and writing. Assessments are used to assess listening, speaking, reading, and writing in grades 2–12. For the other grades, holistically rated assessments based on ongoing classroom observations and written student work are used.

Beginning with the spring 2023 administration, the TELPAS writing assessment for students in grades 2–12 will be scored as part of a combined online reading and writing assessment for all EB students. Students eligible for special administrations may be assessed holistically.

TELPAS reports student performance in terms of four English language proficiency levels: (1) beginning, (2) intermediate, (3) advanced, and (4) advanced high. TELPAS results are used in several state and federal accountability and performance-based monitoring indicators.

TELPAS Alternate

TELPAS Alternate was developed to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate ELP assessment for EB students with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.



For more information about the Texas state assessments, visit the [Student Assessment Division](#) website.

2022–2023 STAAR Assessments			
Enrolled Grade	Subjects Assessed	Assessment Modes Available	Other Assessments Available
Grade 3	mathematics and RLA	online	Regular Print Large Print Braille Contracted Braille Uncontracted Spanish Regular Print Spanish Large Print Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
Grade 4	mathematics and RLA	online	Regular Print Large Print Braille Contracted Braille Uncontracted Spanish Regular Print Spanish Large Print Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
Grade 5	mathematics, RLA, and science	online	Regular Print Large Print Braille Contracted Braille Uncontracted Spanish Regular Print Spanish Large Print Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
Grade 6	mathematics and RLA	online	Regular Print Large Print Braille Contracted Braille Uncontracted Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
Grade 7	mathematics and RLA	online	Regular Print Large Print Braille Contracted Braille Uncontracted Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
Grade 8	mathematics, RLA, science, and social studies	online	Regular Print Large Print Braille Contracted Braille Uncontracted Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2
End-of-Course	Only for courses in which a student is enrolled: Algebra I, English I, English II, Biology, and U.S. History	online	Regular Print Large Print Braille Contracted Braille Uncontracted Regular Print Embedded Supports Large Print Embedded Supports STAAR Alternate 2

2022-2023 TELPAS Assessments

Enrolled Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Online Assessments			listening speaking reading writing										
Holistically Rated Components	listening speaking reading writing	listening speaking reading writing											

2022-2023 TELPAS Alternate Assessments

Enrolled Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Holistic Inventory			listening speaking reading writing										

Graduation and Promotion Requirements

In addition to taking the required courses, students must pass STAAR EOC assessments in Algebra I, English I, English II, Biology, and U.S. History. In 2015, the 84th Texas Legislature signed into law Senate Bill 149, which revised the state’s assessment graduation requirements for students enrolled in grades 11 or 12 during the 2014–2015 school year. The Individual Graduation Committee (IGC) requirements were extended by the Texas Legislature in 2017 and again in 2019 and are in effect through the 2022–2023 school year. Under the requirements, a student who failed the EOC assessment for no more than two of five required courses may receive a Texas high school diploma if the student was determined by an IGC to be qualified to graduate ([TEC §28.0258\(a\) and \(l\)](#); [19 TAC § 101.3022](#)). In 2017, [Senate Bill \(SB\) 463](#) eliminated the Texas Assessment of Knowledge and Skills (TAKS) assessment. Students for whom TAKS is a graduation requirement, including former Texas Assessment of Academic Skills (TAAS) and Texas Educational Assessment of Minimum Skills (TEAMS) examinees, may request a district decision or achieve satisfactory performance on an alternate assessment to receive a Texas high school diploma.

Confidentiality and Reporting of Results

[Section 39.030\(b\)](#) of the TEC specifies the requirements for maintaining the confidentiality of individual student results and for reporting district-level and campus-level results. The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. Section 1232g). However, overall student performance data must be aggregated by ethnicity, sex, grade level, subject area, district, and campus, and be made available to the public with appropriate interpretations at regularly scheduled meetings of the board of trustees of each school district. The information may not contain the names of individual students or teachers.

Texas Administrative Code (TAC), [§101.3014](#), requires school districts and charter schools to report results in the following manner:

- (a) The superintendent of a school district or chief administrative officer of each charter school shall accurately report all test results as required by TEC, §39.030, with appropriate interpretations, to the school district board of trustees according to the schedule in the applicable test administration materials.
- (b) A school district, charter school, or private school that administers criterion-referenced tests under TEC, Chapter 39, Subchapter B, shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements in TEC, §39.030.
- (c) All test results shall be included in each student’s academic record and shall be furnished for each student transferring to another school district, charter school, or private school.

- (d) The scoring contractor will provide school districts with the results of the machine-scorable assessments administered as required by TEC, §39.023, within a 21-day period following the receipt of the test materials from the school district or charter school. Upon receipt of the assessment results from the agency's test contractor, a school district or charter school shall disclose a student's assessment results to a student's teacher in the same subject area as the assessment for that school year.
- (e) A school district, charter school, or private school that administers criterion-referenced tests under TEC, Chapter 39, Subchapter B, shall accurately report to the Texas Education Agency (TEA) whether that student transferred into the school or district from out of state during the current school year.
 - (1) Procedures for the reporting of out-of-state transfer students to TEA shall be established by TEA in the applicable test administration materials. A school district, an open-enrollment charter school, or a private school administering the tests required by TEC, Chapter 39, Subchapter B, shall follow procedures specified in those test administration materials.
 - (2) The assessment results of the out-of-state transfer students shall be reported separately to school districts from the results of the district's other students in addition to the current reporting of assessment results for all students and other student subsets.

Dates for when student results are available in the family and analytic portals for each administration are contained in the [Calendar of Events](#) poster provided to each district prior to the first administration, and in the [Calendar of Events](#) section in the *District and Campus Coordinator Resources*.

Resources

TEA makes many resources available to school districts and parents. The following table contains a list of resource pages that are useful for understanding the assessment process and reporting elements.

District Resources Available Online
Information on State Assessments for Emergent Bilingual Students
Language Proficiency Assessment Committee (LPAC) Resources
Assessments for Students with Disabilities
STAAR Alternate 2 Resources
STAAR Redesign
TELPAS Resources
TELPAS Alternate Resources
STAAR Test Results
Analytic Portal
Testing Calendars
Texas Assessment Program FAQs

Parent Resources Available Online
Family Portal
All About the STAAR Test
Understanding Your Child's Score
How to Help Your Child Prepare & Parent FAQs
Assessments for Students with Disabilities
Accommodation Resources