

# STAAR Grades 3–8 Assessments

## Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 program. As part of the STAAR redesign, assessments will include new question types beginning in spring 2023. Some of the new question types cannot be summarized in an item analysis report. The item analysis report will no longer show student responses to every test question.

### STAAR

STAAR includes assessments of mathematics, reading language arts (RLA), science, and social studies in grades 3–8.

STAAR assessments are administered online. Some students may be eligible for a special paper administration of an online assessment in rare, unavoidable circumstances where students cannot access an online assessment.

### STAAR Spanish

STAAR Spanish is provided for emergent bilingual (EB) students 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, content and language supports) are available on STAAR assessments as individual embedded online accommodations for eligible students. A special paper administration with embedded supports is also available for eligible students requiring a paper administration of STAAR.

### Auto Text-to-Speech

The auto text-to-speech (TTS) test attribute is available online to students who are eligible for an oral or signed administration. Students testing online with the auto TTS feature enabled will have the test read aloud from beginning to end. (A test may include text that is not permitted to be read aloud. This text will be skipped when using auto TTS.) Students will not be able to respond to the test until the text is read aloud in auto TTS.

## Assessment Scores

The following briefly describes scores provided for STAAR grades 3–8 assessments. For more detailed technical information about scores, refer to the [Technical Digest](#), available on the Texas Education Agency (TEA) Student Assessment Division webpage. All preliminary reports will include only raw scores because of standard setting. Performance-level information including scale scores will not be available until final reports are delivered.

## Raw Score

The raw score is the number of questions 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 questions on a subject- area assessment. 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 STAAR grades 5 and 8 science and grade 8 social studies 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 Did Not Meet Grade Level, 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 STAAR grades 3–8 mathematics and RLA assessments (including STAAR Spanish).

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 Did Not Meet Grade Level, 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 Did Not Meet Grade Level, 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 STAAR grades 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.

## 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.

## 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 grades 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 the Student Assessment Division webpage.

### Individual Students

The STAAR grades 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 Approaches Grade Level performance on a STAAR grades 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 that grade level.

### Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR grades 3–8 assessment scores can be analyzed in 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 the 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 vertical scale score on the grade 3 RLA assessment could be compared to the student's scale score on the grade 4 RLA 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 questions 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 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 grades 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 grades 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.

### Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. STAAR grades 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 Questions Correct

The passing standards for STAAR grades 3–8 are related to two factors: the difficulty of the questions on the assessments and the number of questions 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 questions are used in another administration, the difficulty of the questions, and thus the overall difficulty of the assessment, might fluctuate. To compensate for slight changes in difficulty, the number of questions needed to pass the assessment is adjusted.

## Report Formats

Standard and additional reports are available for STAAR grades 3–8 assessments. Assessment reports are provided automatically to districts. Additional services for assessment reports are available to districts for a fee. Districts can order additional copies of the Confidential Student Label by contacting Texas Testing Support at 833-601-8821, [TexasTestingSupport@cambiumassessment.com](mailto:TexasTestingSupport@cambiumassessment.com), or [TexasAssessment.gov](https://www.texasassessment.gov) via live chat.

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 the [Student Assessment Division](#) webpage for additional STAAR grades 3–8 information and resources.

## Standard Reports

Information contained in the assessment reports is sufficient to satisfy mandatory reporting requirements. For further details, refer to the [General Information](#) section. The following section of the guide describes STAAR and STAAR Spanish assessment reports that districts receive.

STAAR Report Card	7
Confidential Student Label	18
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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 record was submitted. Assessment results are shown for each subject area assessed for that grade. A student taking an above-grade test will receive two separate report cards, one for each grade. Results for Algebra I will be shown on the grade 7 or grade 8 student's report card. 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. The report card is only available with the final reports.

**A. Performance at a Glance**

This section shows the student's performance levels for all STAAR assessments the student has taken.

**B. Family Portal Information**

This section 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 for both the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the Texas Student Data System identification number (TSDS ID) is indicated by six asterisks followed by the last four digits of the ID number. The grade and the report date are also indicated.

**D. Percentile**

This section shows the percentage of students who scored the same as or lower than the student's score when compared to all Texas students who took the same test the previous year. For more information about the previous year's scoring distribution, visit the TEA [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 performance standards and indicates where the student's performance falls within the ranges.

**F. Scale Score Bar**

This bar shows how well students could perform on the test. The placement of the student's scale score shows how 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 a reporting category. The categories for each subject are listed in this review description section.

**H. Points Achieved**

This section shows the total number of points the student achieved in each reporting category.

**I. Vertical Score—Mathematics and RLA  
Horizontal Score—Science and Social Studies**

This section shows the evaluation of a student's progress across grades in a particular subject. A student can achieve Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance. This score cannot be compared across subject areas in the same assessment program.

**J. Test Information**

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

**K. 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 a range from 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).

**L. Quantile Measure**

The Quantile measure indicates the progress made in learning mathematics content and identifies what new mathematics content students may be ready to learn next. The Quantile measure for STAAR students is reported in a range from 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).

**M. Resources**

These are personalized strategies per subject for college and career planning.

**N. Testing Date**

The date of testing will be SPRING 2023.

**O. Test Results**

In place of a scale score, various 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**  
A code “O” for other reasons, such as illness or administration irregularities, is submitted in the Test Information Distribution Engine (TIDE). This message might also be used 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.

**P. *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.

**Q. *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.

**R. *Mathematics 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.

**S. *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 2023 STAAR Report Card for:

A

# JENNIFER DOE

## JENNIFER'S PERFORMANCE AT A GLANCE



### Reading Language Arts



**Meets**  
Grade Level  
Test Date: Spring 2023



### Mathematics



**Meets**  
Grade Level  
Test Date: Spring 2023

Go to [texasassessment.gov](https://www.texasassessment.gov) and log in to learn more.

JENNIFER'S  
UNIQUE ACCESS  
CODE

# 9999999

B

STAAR Grades 3-8

## From The Commissioner

As a parent of four myself, I want understandable information that helps me support my children in class and at home. This report gives you details on how well your child learned this year's academic material in school and guidance on how you can help your child even more at home. The results you see also allow you to know if your child is on track and gaining the grade-level knowledge to be ready for college, a career, or the military.

This year's STAAR tests have been redesigned with the input of many Texas teachers to look more like how your child learns in the classroom and to emphasize writing. As a parent, you have a right to see your child's STAAR results, including every question that was scored and how your child answered it. I invite you to review these results and learn more.



Mike Morath, Commissioner of Education

### 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 most interested in at school?
- Does my child get along well with his or her classmates?
- What is the most important thing that I can be doing to prepare my child for middle school?
- Is my child giving his or her best effort?
- What could my child be doing that he or she is not already doing?
- What do you think are the biggest challenges for my child, and how can I help him or her with those challenges?

### What the Results Mean

This report shows how well your child did on the assessment. 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.

# ★ STAR Performance: 4th Grade

JENNIFER DOE

ENROLLED GRADE: 4

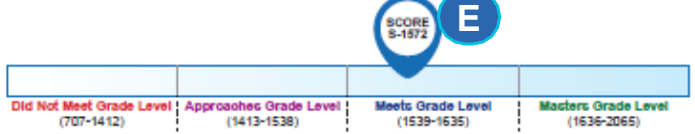
**C** Student ID: \*\*\*\*\*9999 Local Student ID: 999999999 District: 999-999 DISTRICT NAME

**Reading Language Arts** Test Date: Spring 2023

Paper with Embedded Supports **J**

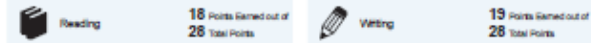
**O** **MEETS GRADE LEVEL** **N**

**D** Your child scored the same as or better than 68% of all grade 4 students in Texas.



Administered STAAR Spanish Test

**G** Knowledge and Skills Categories for Reading Language Arts

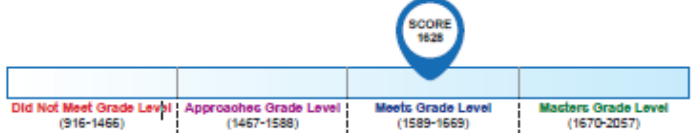


**Mathematics** Test Date: Spring 2023

Paper with Embedded Supports

**MEETS GRADE LEVEL**

Your child scored the same as or better than 70% of all grade 4 students in Texas.



Administered STAAR Spanish Test

Knowledge and Skills Categories for Mathematics



**H**

**B** 999999 Want to see the questions JENNIFER answered incorrectly? Use this code to log in. [TexasAssessment.gov](https://TexasAssessment.gov)



# From Previous Year

**C** JENNIFER DOE

**ENROLLED GRADE: 4**

Campus: 999 CAMPUS NAME

Report Date: AUGUST 2023

Date of Testing: SPRING 2023

## Reading Language Arts

**I** Spring 2022 Spanish STAAR  
Grade 3 Reading

**P**

**→**

**APPROACHES**  
GRADE LEVEL

Spring 2023 Spanish STAAR  
Grade 4 Reading Language Arts

**Q**

**✓**

**MEETS**  
GRADE LEVEL

Your child earned a **higher performance level** than last year.

The STAAR reading language arts test this year includes both reading and writing. Last year's STAAR test included only reading.

**K**

Current Lexile Measure:  
**920L**



Learn more about Lexile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

## Mathematics

Spring 2022 Spanish STAAR  
Grade 3 Mathematics

**→**

**APPROACHES**  
GRADE LEVEL

Spring 2023 Spanish STAAR  
Grade 4 Mathematics

**MEETS**  
GRADE LEVEL

Your child earned a **higher performance level** than last year.

**L**

Current Quantile Measure:  
**815Q**



Learn more about Quantile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

**I**

### Performance Level Descriptions



**DID NOT MEET**  
**GRADE LEVEL**

No basic understanding of course expectations is shown—student may need significant support in the coming year.



**APPROACHES**  
**GRADE LEVEL**

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



**MEETS**  
**GRADE LEVEL**

Strong knowledge of course content—student is prepared to progress to the next grade.



**MASTERS**  
**GRADE LEVEL**

Mastery of the course knowledge and skills is shown—student is on track for college and career readiness.

**B**

**999999**

Want to help support JENNIFER's progress?  
Use this code to log in.



**TexasAssessment.gov**

Test Result ID 12346780

999-999.999.1



# Performance: 5th Grade

**JONATHAN HERNADEZ-JONES**

**ENROLLED GRADE: 5**

**C** Student ID: \*\*\*\*\*9999 Local Student ID: 999999999 District: 999-999 DISTRICT NAME

**Reading Language Arts** Test Date: Spring 2023

**DID NOT MEET GRADE LEVEL** **N**

Your child scored the same as or better than 25% of all grade 5 students in Texas. **D**

**SCORE 1400** **E**

Did Not Meet Grade Level (861-1469)	Approaches Grade Level (1470-1581)	Meets Grade Level (1582-1666)	Masters Grade Level (1667-2016)
----------------------------------------	---------------------------------------	----------------------------------	------------------------------------

**F**

**Knowledge and Skills Categories for Reading Language Arts**

**G**

<b>Reading</b> 6 Points Earned out of 26 Total Points	<b>Writing</b> 5 Points Earned out of 20 Total Points
----------------------------------------------------------	----------------------------------------------------------

**Mathematics** Test Date: Spring 2023

**MASTERS GRADE LEVEL** **R**

Your child scored the same as or better than 100% of all grade 5 students in Texas.

**SCORE 2052**

Did Not Meet Grade Level (965-1499)	Approaches Grade Level (1500-1624)	Meets Grade Level (1625-1723)	Masters Grade Level (1724-2095)
----------------------------------------	---------------------------------------	----------------------------------	------------------------------------

**Knowledge and Skills Categories for Mathematics**

<b>Numerical Representations and Relationships</b> 8 Points Earned out of 9 Total Points	<b>Computations and Algebraic Relationships</b> 19 Points Earned out of 20 Total Points	<b>Geometry and Measurement</b> 8 Points Earned out of 9 Total Points	<b>Data Analysis and Personal Financial Literacy</b> 4 Points Earned out of 4 Total Points
---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

★ This badge indicates that your child is ready to meaningfully engage in advanced math course material. This is one of many tools to help gauge their readiness for advanced math.

**Science** Test Date: Spring 2023

**MEETS GRADE LEVEL**

Your child scored the same as or better than 77% of all grade 5 students in Texas.

**SCORE 4250**

Did Not Meet Grade Level (1250-3549)	Approaches Grade Level (3550-3999)	Meets Grade Level (4000-4401)	Masters Grade Level (4402-5586)
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**Knowledge and Skills Categories for Science**

<b>History</b> 5 Points Earned out of 6 Total Points	<b>Geography and Culture</b> 7 Points Earned out of 9 Total Points	<b>Government and Citizenship</b> 7 Points Earned out of 11 Total Points	<b>Economics, Science, Technology, and Society</b> 8 Points Earned out of 13 Total Points
---------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

**B** **999999** Want to see the questions JONATHAN answered incorrectly? Use this code to log in. [TexasAssessment.gov](https://TexasAssessment.gov)

# ★ STAAR<sup>®</sup> From Previous Year

**JONATHAN HERNANDEZ-JONES**

**ENROLLED GRADE: 5**

**C**

Campus: 999 CAMPUS NAME

Report Date: AUGUST 2023

Date of Testing: SPRING 2023

## Reading Language Arts

Spring 2022 STAAR Grade 4 Reading

**I** **P**

**APPROACHES**  
GRADE LEVEL

Spring 2023 STAAR Grade 5 Reading Language Arts

**Q**

**DID NOT MEET**  
GRADE LEVEL

Your child earned a **lower** performance level than last year.

The STAAR reading language arts test this year includes both reading and writing. Last year's STAAR test included only reading.

**K**

Current Lexile Measure:  
**700L**



Learn more about Lexile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

## Mathematics

Spring 2022 STAAR Grade 4 Mathematics

**MEETS**  
GRADE LEVEL

Spring 2023 STAAR Grade 5 Mathematics

**MASTERS**  
GRADE LEVEL

Your child earned a **higher** performance level than last year.

**L**

Current Quantile Measure:  
**1785Q**



Learn more about Quantile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

**I**

### Performance Level Descriptions



**DID NOT MEET**  
GRADE LEVEL

No basic understanding of course expectations is shown—student may need significant support in the coming year.



**APPROACHES**  
GRADE LEVEL

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



**MEETS**  
GRADE LEVEL

Strong knowledge of course content—student is prepared to progress to the next grade.



**MASTERS**  
GRADE LEVEL

Mastery of the course knowledge and skills is shown—student is on track for college and career readiness.

**B**

**999999**

Want to help support JONATHAN's progress?  
Use this code to log in.



[TexasAssessment.gov](https://www.texasassessment.gov)





# Performance: 8th Grade

FIRSTNAME I. LASTNAME

ENROLLED GRADE: 8

C

Student ID: \*\*\*\*\*9999

Local Student ID: 999999999

District: 999-999 DISTRICT NAME

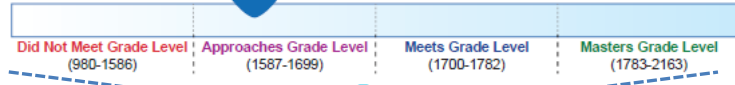
## Reading Language Arts Test Date: Spring 2023

**APPROACHES GRADE LEVEL**

Your child scored the same as or better than 46% of all grade 8 students in Texas.

N

SCORE 1623 E



F

### Knowledge and Skills Categories for Reading Language Arts

Reading	18 Points Earned out of 28 Total Points	Writing	19 Points Earned out of 28 Total Points
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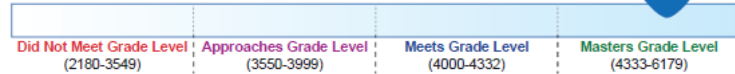
## Algebra I Test Date: Spring 2023

**MASTERS GRADE LEVEL**

Your child scored the same as or better than 91% of all students who took this test.

S

SCORE 5450



### Knowledge and Skills Categories for Algebra I

Number and Algebraic Methods	Describing and Graphing Linear Functions, Equations, and Inequalities	Writing and Solving Linear Functions, Equations, and Inequalities	Quadratic Functions and Equations	Exponential Functions and Equations
11 Points Earned out of 13 Total Points	12 Points Earned out of 13 Total Points	14 Points Earned out of 14 Total Points	10 Points Earned out of 12 Total Points	6 Points Earned out of 7 Total Points

G

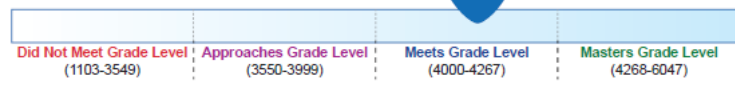
H

## Social Studies Test Date: Spring 2023

**MEETS GRADE LEVEL**

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

SCORE 4150



### Knowledge and Skills Categories for Social Studies

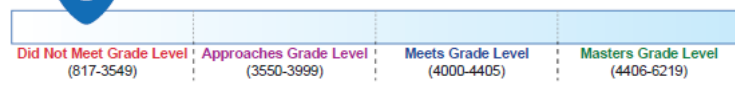
History	Geography and Culture	Government and Citizenship	Economics, Science, Technology, and Society
14 Points Earned out of 18 Total Points	5 Points Earned out of 11 Total Points	8 Points Earned out of 13 Total Points	5 Points Earned out of 7 Total Points

## Science Test Date: Spring 2023

**DID NOT MEET GRADE LEVEL**

Your child scored the same as or better than 23% of all grade 8 students in Texas.

SCORE 1952



### Knowledge and Skills Categories for Science

Matter and Energy	Force, Motion, and Energy	Earth and Space	Organisms and Environments
4 Points Earned out of 14 Total Points	0 Points Earned out of 10 Total Points	3 Points Earned out of 11 Total Points	0 Points Earned out of 11 Total Points

B

999999

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

[TexasAssessment.gov](https://TexasAssessment.gov)

STAAR Grades 3-8



# From Previous Year

FIRSTNAME I. LASTNAME

ENROLLED GRADE: 8

Campus: 999 CAMPUS NAME

Report Date: AUGUST 2023

Date of Testing: SPRING 2023

STAAR Grades 3-8

## Reading Language Arts

**I**

Spring 2022 STAAR Grade 7 Reading

**P**

**APPROACHES**  
GRADE LEVEL

Spring 2023 STAAR Grade 8 Reading Language Arts

**Q**

**APPROACHES**  
GRADE LEVEL

Your child earned the same performance level as last year.

The STAAR reading language arts test this year includes both reading and writing. Last year's STAAR test included only reading.

**K** Current Lexile Measure:  
**1065L**



Learn more about Lexile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

## Mathematics

Spring 2022 STAAR Grade 7 Mathematics

**S**

**MASTERS**  
GRADE LEVEL

Spring 2023

**Not Applicable**

**L** Current Quantile Measure:  
**1750Q**



Learn more about Quantile Measures and how they can be used to help your child succeed at [TexasAssessment.gov](https://www.texasassessment.gov).

**I**

### Performance Level Descriptions



**DID NOT MEET GRADE LEVEL**

No basic understanding of course expectations is shown—student may need significant support in the coming year.



**APPROACHES GRADE LEVEL**

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



**MEETS GRADE LEVEL**

Strong knowledge of course content—student is prepared to progress to the next grade.



**MASTERS GRADE LEVEL**

Mastery of the course knowledge and skills is shown—student is on track for college and career readiness.

**B** **999999**

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

[TexasAssessment.gov](https://www.texasassessment.gov)

Test Result ID 12346780

999-999.999.1



# M RESOURCES TAILORED FOR JENNIFER

## Reading Language Arts

Strategies to improve your child's grade 4 reading language arts understanding



### Reading

- As your child reads an informational article, invite him or her to find at least three words that are unfamiliar. As he or she reads, encourage your child to use context clues to infer the meaning of each word. Afterward, invite your child to look up the true meaning of each word using a dictionary.
- Ask your child to read a realistic fiction story and a kid-friendly article about the time period in which the story takes place. After reading both texts, invite your child to identify and describe the pieces of the fictional story that were historical events.



### Writing

- Prompt your child to watch a video of a favorite recipe being made. After watching, ask your child to create a piece of writing that describes how the recipe is made. Remind him or her to use sequencing phrases (first, next, finally) and to describe what materials are needed. Challenge your child to write the piece in paragraph form, rather than in bulleted or numbered steps.
- Using the recipe video as a reference, invite your child to make improvements to his or her procedural piece. Encourage your child to search the internet for examples of colons, semicolons, and commas in a series, and to use these punctuation marks in his or her writing.

Use the Find a Book tool on [TexasAssessment.gov](https://www.texasassessment.gov) to find appropriate reading material for JENNIFER.



## Mathematics

Strategies to improve your child's grade 4 math understanding



### Numerical Representations and Relationships

- Using a recipe, have your child find equivalent fractions for the amounts shown. (for example,  $\frac{2}{3}$  cup is equivalent to  $\frac{4}{6}$  cup or  $\frac{2}{8}$  teaspoon is equivalent to  $\frac{1}{4}$  teaspoon.)
- Have your child write the equivalent fraction for each monetary value found on a receipt. For example,  $\$1.37 = \frac{137}{100}$ .



### Computations and Algebraic Relationships

- Have your child use everyday objects to create an array of two 2-digit numbers. Associate the array to the multiplication equation. For example, an array of 12 columns and 14 rows would result in a total of 168. The equation would be  $12 \times 14 = 168$ .



### Geometry and Measurement

- Have your child find the length of an object in inches, feet, or centimeters. Ask him or her what the total units would be if you had 9, 12, or 23 of those objects. For example, the length of a notepad is 8 inches, so 9 notepads would have a total length of 72 inches, because  $8 \times 9$  is 72.



### Data Analysis and Personal Financial Literacy

- Have your child look at a household budget. Have him or her identify which items are considered fixed expenses and which items are variable expenses.
- When at a restaurant, ask your child to explain how fixed and variable expenses might affect the restaurant's profit.

## Confidential Student Label

Example shown: [STAAR Grade 8](#)

An adhesive **Confidential Student Label** is provided for each student for whom a STAAR 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. There will be one label for each grade tested. Districts also have the option of not receiving labels. The labels are provided with the final reports.

### A. **Student Identification Information**

Identification information shown at the top of the label includes the student name, TSDS identification number, 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 STAAR scale scores. The raw score conversion tables for STAAR administrations can be found on the [TEA Performance Reporting](#) 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**

A code “O” for other reasons, such as illness or administration irregularities, is submitted in TIDE. This message might also be used 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.
- p Paper with No Embedded Supports**  
A paper assessment with no embedded supports was indicated for this subject.
- pe Paper with Embedded Supports**  
A paper assessment with embedded supports was indicated for this subject.



**CONFIDENTIAL**

DOB: **07/09/09**  
GRADE: **8**

STUDENT: **STUDENT E. SAMPLE**  
 STUDENT ID (TSDS): **9999990005**  
 DISTRICT: **999-999 DEMO ISD**  
 CAMPUS: **002 DEMO MIDDLE SCHOOL**

**A**
**C**

*pe = Paper with Embedded Supports*

	INFO	TEST DATE	SCALE SCORE	PERFORMANCE LEVEL
<b>Reading Language Arts</b>	<i>pe</i>	Spr23	1622	Approaches
<b>Mathematics</b>	<i>pe</i>	Spr23	1654	Approaches
<b>Social Studies</b>	<i>pe</i>	Spr23	3581	Approaches
<b>Science</b>	<i>pe</i>	Spr23	3592	Approaches

**F**
**B**
**D**
**E** 999-999.001.5

## Confidential Campus Roster

Example shown: [STAAR Grade 7 Mathematics](#)

The **Confidential Campus Roster (All Students)** is available for each grade assessed at each campus and lists every student for whom a record was submitted. This report provides detailed student-level score results for each subject area assessed. Preliminary confidential rosters include raw scores and No Standards Established (NSE) messages.

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 a record was submitted, but who did not pass the subject-area assessment. This report will only be available with the final rosters. Final rosters will include scale scores and performance standards.

**Available:**

STAAR

STAAR Spanish

**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 corner indicates the program reported.

**B. Student Information**

Students are identified by name and student identification number (as used for TSDS ID).

**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 the [Performance Reporting](#) webpage. The raw score will replace the scale score in the preliminary results.

**E. Performance Levels**

Performance levels will be included only in the final reports. "No Standards Established" or "NSE" will be displayed in preliminary reports.

■ **Approaches Grade Level**

- If the student achieved Approaches Grade Level, "YES" is shown.
- If the student did not achieve Approaches Grade Level, "NO" is shown.
- If a score code other than "S" is present, "---" is shown

- **Meets Grade Level**

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

- **Masters Grade Level**

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

**F. Results for Each Reporting Category**

Reporting category titles appear in the column headings. The Points Possible in each reporting category is indicated below the reporting category titles. The points achieved out of the points possible for each reporting category is shown in the column headed “Points Achieved.”

**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**

A code “O” for other reasons, such as illness or administration irregularities, is submitted in TIDE. This message might also be used 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**

**G. 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.

**p Paper with No Embedded Supports**

A paper 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.

**H. 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 who took this assessment.

**I. 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.

**J. 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.

**K. Average Reporting Category Results**

These columns summarize reporting-category-level data for scored assessments. For each reporting category, the average number and the percentage of points achieved are calculated. The average points achieved is the sum of points achieved divided by the total number of students assessed. The average percentage of points achieved is the average points achieved divided by the points possible.

**L. Process Number**

The process number found in the lower-right corner of the report is a unique number assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



**A** STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
*Confidential Campus Roster*  
**Grade 7 Mathematics**  
**All Students**

District: 258-999 ZZ CRUSE ISD  
 Campus: 001 ZEBRA H S

Report Date: JUNE 2023  
 Date of Testing: SPRING 2023

2023 TEXAS ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

2.23

Legend								Results for Each Reporting Category			
--- = No Information Available NSE = No Standards Established				D	E			1	2	3	4
				Raw Score	Approaches	Meets	Masters	Probability and Numerical Representations	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
Info		Student	Student-ID (TSDS ID) Gr	Not Applicable in 2023				Points Possible			
								8	17	12	9
								Points Achieved			
ABVGRALG	KIDB	9000001539	07	---	---	---	---	NOT SCORED			
ABVGRALG	KIDC	9000001540	07	---	---	---	---	NOT SCORED			
ABVGRALG	KIDD	9000001541	07	12	NSE	NSE	NSE	2	2	12	2
ABVGRALG	KIDE	9000001542	07	40	NSE	NSE	NSE	8	17	12	9
ABVGRALG	KIDH	9000001545	07	11	NSE	NSE	NSE	2	2	11	2
ABVGRALG	KIDI	9000001546	07	10	NSE	NSE	NSE	2	2	10	2
ABVGRALG	KIDL	9000001547	07	9	NSE	NSE	NSE	2	2	9	2
ABVGRALG	KIDM	9000001548	07	40	NSE	NSE	NSE	8	17	12	9
ABVGRALGONL	KIDE	9000001594	07	20	NSE	NSE	NSE	8	7	2	9
ABVGRALGONL	KIDF	9000001595	07	39	NSE	NSE	NSE	7	17	12	9
ABVGRALGONL	STUDENTR	I 9000001598	07	40	NSE	NSE	NSE	8	17	12	9
JJJJJJJJJJJJJQ	QQQQQQQQQI	Q 9000000250	07	40	NSE	NSE	NSE	8	17	12	9
<b>H</b> TOTAL STUDENTS LISTED: 12 TOTAL STUDENTS TESTED: 10				<b>I</b> AVERAGE: 26 NUMBER: PERCENT:		<b>J</b> NSE NSE NSE NSE NSE NSE		<b>K</b> AVERAGE 5.5 10.0 10.4 6.2 69 59 87 69			

G

B

H

C

D

E

I

J

F

L

K



**A**

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Campus Roster

Grade 7 Mathematics

All Students

District: 258-999 ZZ CRUSE ISD  
Campus: 001 ZEBRA H S

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

**F**

2023 TEXAS ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

2.24

Legend								Results for Each Reporting Category			
--- = No Information Available				<b>D</b>	<b>E</b>			1	2	3	4
Info	Student	Student-ID (TSDS ID)	Gr	Scale Score	Approaches	Meets	Masters	Probability and Numerical Representations	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
								Points Possible			
								8	17	12	9
								Points Achieved			
ABVGRALG	KIDB	9000001539	07	---	---	---	---	NOT SCORED			
ABVGRALG	KIDC	9000001540	07	---	---	---	---	NOT SCORED			
ABVGRALG	KIDD	9000001541	07	1522	NO	NO	NO	2	2	12	2
ABVGRALG	KIDE	9000001542	07	2212	YES	YES	YES	8	17	12	9
ABVGRALG	KIDH	9000001546	07	1507	NO	NO	NO	2	2	11	2
ABVGRALG	KIDI	9000001546	07	1491	NO	NO	NO	2	2	10	2
ABVGRALG	KIDL	9000001547	07	1475	NO	NO	NO	2	2	9	2
ABVGRALG	KIDM	9000001548	07	2212	YES	YES	YES	8	17	12	9
ABVGRALGONL	KIDE	9000001594	07	1627	YES	NO	NO	8	7	2	9
ABVGRALGONL	KIDF	9000001596	07	2076	YES	YES	YES	7	17	12	9
ABVGRALGONL	STUDENTR	I 9000001596	07	2212	YES	YES	YES	8	17	12	9
JJJJJJJJJJJJJJ	QQQQQQQQQI	Q 9000000250	07	2212	YES	YES	YES	8	17	12	9
<b>H</b>				<b>I</b>	<b>J</b>			<b>K</b>			
TOTAL STUDENTS LISTED: 12		AVERAGE:		1955	8	5	5	AVERAGE			
TOTAL STUDENTS TESTED: 10		NUMBER:			60	50	50	5.5	10.0	10.4	6.2
		PERCENT:						69	59	87	69

**L**



## Summary Report

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

The **Summary Report** is available for each grade assessed at each campus and district and contains aggregate information about every student for whom a record was submitted. The preliminary Summary Report includes raw scores, aggregates, and NSE messages. The final Summary Report includes scale scores and performance standards.

**Available:**

STAAR

STAAR Spanish

**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 Report 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 the 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 STAAR scale scores. For preliminary reports, this will be replaced with Average Raw Score.

**G. Did Not Meet, Approaches, Meets, and Masters Grade Level**

This information will only be included on final reports. Preliminary reports will show “NSE,” or “No Standard Established,” for each performance level. The number and

percentage of students who achieved the Did Not Meet, Approaches, Meets, and Masters Grade Level performance standards are displayed for each program and demographic group.

Masters Grade Level indicates that students demonstrate mastery of the course knowledge and skills and are on track to be successful in the next grade or course. Meets Grade Level indicates that students demonstrate strong knowledge of course content and 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. These students need additional support in the coming year. Did Not Meet Grade Level indicates that the students demonstrate no basic understanding of course expectations and 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 points achieved are calculated. The average number of points achieved is the sum of points achieved divided by the total number of students assessed. The average percentage of points possible is the average number of points possible divided by the total points possible.

#### **I. Process Number**

The process number found in the lower-right corner of the report is a unique number assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
 Summary Report  
 Grade 3 Mathematics  
 All Students

District: 257-999 ZY CRUSE ISD  
 Campus: 042 YAHOO M S

Report Date: JUNE 2023  
 Date of Testing: SPRING 2023

2023 TEXAS ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

Administration Summary				Results for Each Reporting Category																	
B	Number	Percent	E	F	G	Did Not Meet		Approaches		Meets		Masters		1		2		3		4	
						#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested				22	55									5.0		4.2		0.6		1.2	
Students Not Tested														5.0		4.3		0.9		1.3	
Absent				3	8									4.9		3.9		0.0		1.0	
Other				15	38									---		---		---		---	
Total Documents Submitted				40	100									5.8		3.6		0.8		1.3	
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
NSE = No Standards Established																					
All Students				22	55	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.0	50	4.2	28	0.6	8	1.2	24
Male				15	68	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.0	50	4.3	29	0.9	12	1.3	25	
Female				7	32	NSE	NSE	NSE	NSE	NSE	NSE	4.9	49	3.9	26	0.0	0	1.0	20		
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino				2	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
American Indian or Alaska Native				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races				2	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				16	73	NSE	NSE	NSE	NSE	NSE	NSE	5.8	58	3.6	24	0.8	12	1.3	25		
Economically Disadvantaged				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.5	55	3.8	25	0.8	11	1.2	25		
Title I, Part A				3	14	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants				3	14	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants				2	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.8	58	3.3	22	0.8	11	1.2	25		
Migrant				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.3	29	0.8	11	1.2	25		
Identified as Emergent Bilingual/English Learner				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 1st Year, reclassified from EB/EL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner				2	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	4.9	49	4.5	30	0.8	11	1.2	25		
Bilingual				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				21	95	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.0	27	0.6	9	1.2	24		
ESL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				21	95	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.0	27	0.6	9	1.2	24		
Special Education				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.3	29	0.8	11	1.2	25		
Section 504				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.3	29	0.8	11	1.2	25		
Gifted/Talented				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.3	29	0.8	11	1.2	25		
At-Risk				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes				1	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No				4	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided				17	77	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	4.3	29	0.8	11	1.2	25		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
 Summary Report  
 Grade 3 Mathematics  
 All Students

District: 257-999 ZY CRUSE ISD  
 Campus: 042 YAHOO M S

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

2023 TEXAS ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

Administration Summary			Results for Each Reporting Category																	
Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		1		2		3		4		
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	22	55																		
Students Not Tested																				
Absent	3	8																		
Other	15	38																		
Total Documents Submitted	40	100																		
Legend			Points Possible																	
--- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved																	
			10		15		7		5		#		#		#		#		#	
			%		%		%		%		%		%		%		%		%	
All Students	22	1161	21	95	1	5	1	5	1	5	5.0	50	4.2	28	0.6	8	1.2	24		
Male	15	1174	14	93	1	7	1	7	1	7	5.0	50	4.3	29	0.9	12	1.3	25		
Female	7	1132	7	100	0	0	0	0	0	0	4.9	49	3.9	26	0.0	0	1.0	20		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Two or More Races	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	16	1184	15	94	1	6	1	6	1	6	5.8	58	3.6	24	0.8	12	1.3	25		
Economically Disadvantaged	Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1182	16	94	1	6	1	6	1	6	5.5	55	3.8	25	0.8	11	1.2	25	
Title I, Part A	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1165	16	94	1	6	1	6	1	6	5.8	58	3.3	22	0.8	11	1.2	25	
Migrant	Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1170	16	94	1	6	1	6	1	6	5.1	51	4.3	29	0.8	11	1.2	25	
Identified as Emergent Bilingual/English Learner	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	17	1185	16	94	1	6	1	6	1	6	4.9	49	4.5	30	0.8	11	1.2	25		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	21	1161	20	95	1	5	1	5	1	5	5.1	51	4.0	27	0.6	9	1.2	24	
ESL	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	21	1161	20	95	1	5	1	5	1	5	5.1	51	4.0	27	0.6	9	1.2	24	
Special Education	Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1170	16	94	1	6	1	6	1	6	5.1	51	4.3	29	0.8	11	1.2	25	
Section 504	Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1170	16	94	1	6	1	6	1	6	5.1	51	4.3	29	0.8	11	1.2	25	
Gifted/Talented	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1170	16	94	1	6	1	6	1	6	5.1	51	4.3	29	0.8	11	1.2	25	
At-Risk	Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	17	1170	16	94	1	6	1	6	1	6	5.1	51	4.3	29	0.8	11	1.2	25	

## Extended Constructed Responses Summary Report

Examples shown: STAAR Grade 4 RLA, STAAR Spanish Grade 4 RLA

The **Extended 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 RLA

**Standard Summary Reports:**

- All Students

### A. *Campus or District Identification Information*

The top of the report contains identification information for the campus or district. The grade assessed, subject area, 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 on the [Student Assessment Division](#) webpage.

Composition ratings are shown below.

0 = **Nonscorable or Unsuccessful**

1 = **Ineffective**

2 = **Not Developed**

3 = **Between Not Developed and Limited**

4 = **Limited**

5 = **Between Limited and Partially Developed**

6 = **Partially Developed**

7 = **Between Partially Developed and Effective**

8 = **Effective**

9 = **Between Effective and Fully Developed**

10 = **Fully Developed**

### C. *Number of Extended Constructed Responses*

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 number of students receiving each rating (0–10) 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 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 assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



**A**

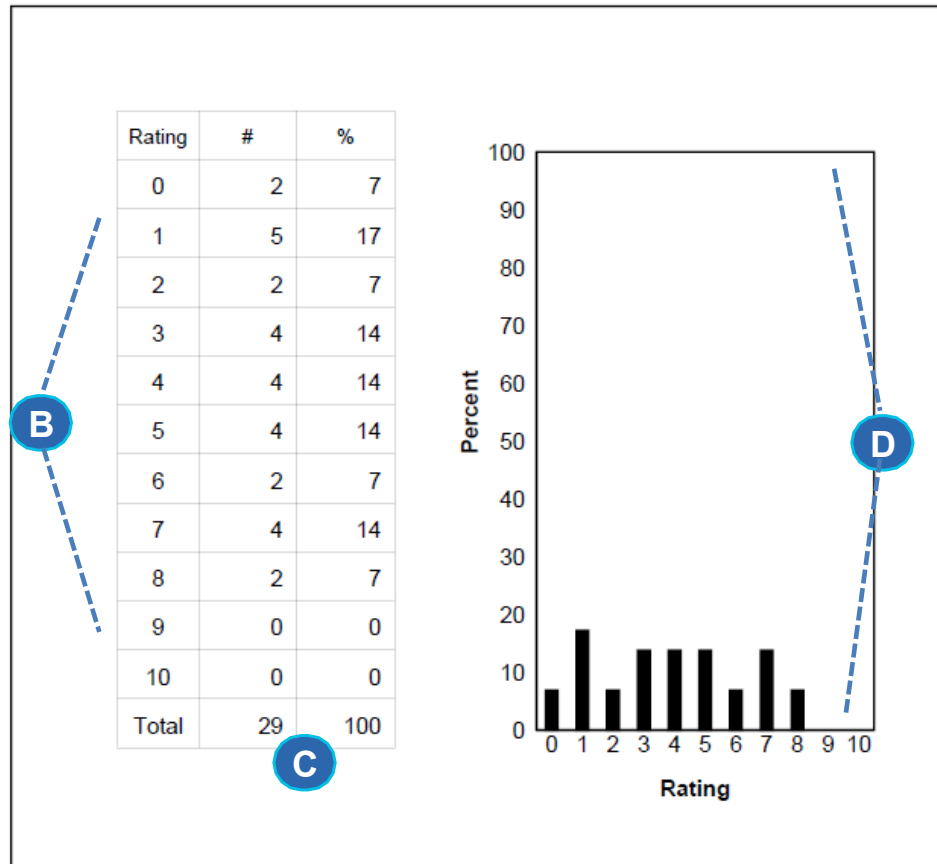
**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS**  
*Extended Constructed Responses Summary Report*  
**Grade 4 Reading Language Arts**

District: 257-999 ZY CRUSE ISD  
 Campus: 042 YAHOO M S

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

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

**Extended Constructed Responses Rating Summary**



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



**A**

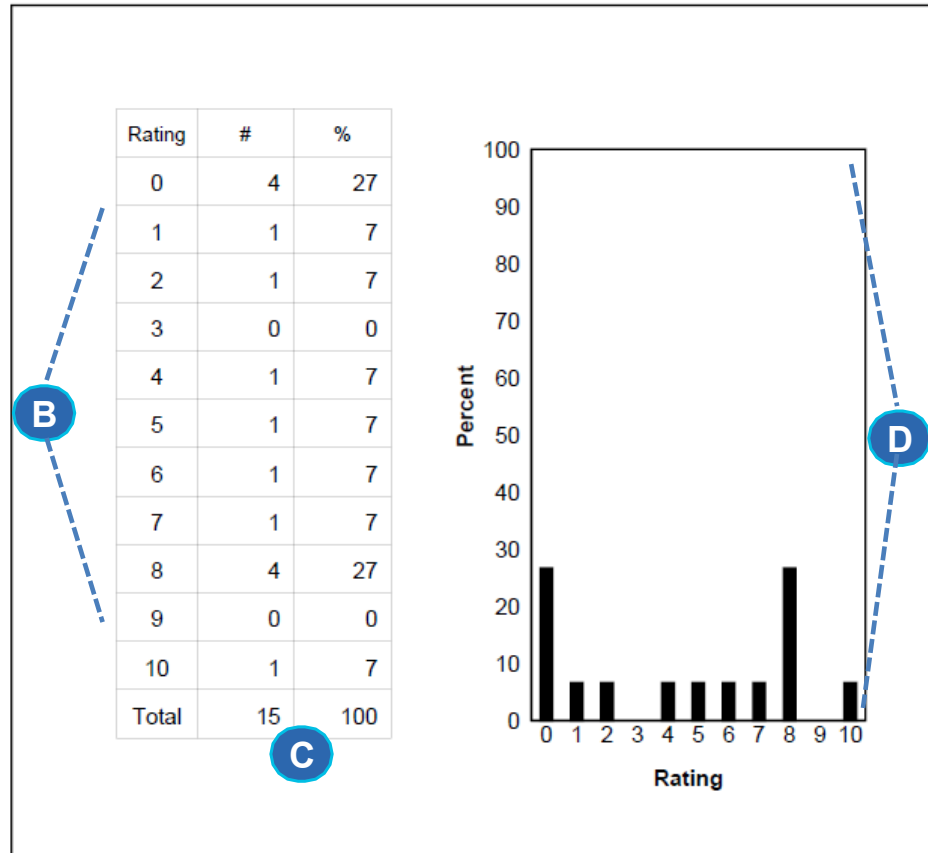
**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH**  
*Extended Constructed Responses Summary Report*  
**Grade 4 Reading Language Arts**

District: 257-999 ZY CRUSE ISD  
 Campus: 042 YAHOO M S

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

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

**Extended Constructed Responses Rating Summary**



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

**E**



# Confidential Student Extended Constructed Response Report

Example shown: [STAAR Grade 8 RLA](#)

The **Confidential Student Extended Constructed Response Report** show student responses to extended constructed-response items in RLA assessments. Districts might find it helpful to use the Confidential Student Extended Constructed Response Report in conjunction with the corresponding released STAAR tests.

**Available:**

STAAR, STAAR Spanish and across both programs.

**A. Student Identification Information**

The top of the report contains the student’s name, TSDS ID, and Local Student ID. For confidentiality, the student’s TSDS ID is indicated by six asterisks followed by the last four digits of the ID number.

**B. Campus or District Identification Information**

The top of the report contains identification information for the campus or district.

**C. Assessment Information**

The report date, date of testing, and grade assessed are indicated.

**D. Writing Score**

Composition ratings are shown below.

0 = **Nonscorable or Unsuccessful**

1 = **Ineffective**

2 = **Not Developed**

3 = **Between Not Developed and Limited**

4 = **Limited**

5 = **Between Limited and Partially Developed**

6 = **Partially Developed**

7 = **Between Partially Developed and Effective**

8 = **Effective**

9 = **Between Effective and Fully Developed**

10 = **Fully Developed**

**Extended Constructed Responses**

The extended constructed response text from the online record is shown.

**Messages**

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

- **NOT TESTED—ABSENT**

The student was absent during the assessment.

- **NOT SCORED**

A code “O” for other reasons such as illness or administration irregularities is submitted in TIDE.

Detailed rubric and score point information can be found in the scoring guides on the TEA [Student Assessment Division](#) webpage.

**E. Process Number**

The process number found in the lower-right corner of the report is a unique number assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
Confidential Student Extended Constructed Response Report

ABVGRALG, STUDENTA



Student ID (TSDS ID): \*\*\*\*\*4101

Local StudentID: 202387002



Writing Score: 6 = Partially Developed



District: 257-999 ZY CRUSE ISD

Campus: 001 YANKEE H S



Report Date: AUGUST 2023

Date of Testing: SPRING 2023

Grade: 8

Ever since we first domesticated horses, around 5,500 years ago, we just gave them orders. Scientific research has shown that horses have been watching us, reading our moods, and communicating in ways that we usually fail to understand. After research was completed at the University of Sussex in England, it was discovered that horses have the ability to have many different facial expressions (17 to be exact). These facial expressions can indicate their mood and opinion. At the School for Ethical Equitation in Italy, it was shown that horses can change their actions based on the actions from humans. Horses have been watching us very closely, and it's interesting to finally have the ability to understand them.



23070106ALHS00

## Combined Summary Report

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

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 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 assessed 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 percentage (%) of students in each demographic group achieving 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 Approaches Grade Level performance. Preliminary reports will show “NSE,” or “No Standard Established”.

### G. **Process Number**

The process number found in the lower-right corner of the report is a unique number assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### Grade 4 Reading Language Arts

District: 257-999 ZY CRUSE ISD  
Campus: 042 YAHOO M S

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

**A**

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL		
	Number of Students	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
<b>B</b>	<b>E</b>						<b>D</b>		
All Students	29	8	21	15	0	0	44	6	14
Male	20	5	25	7	0	0	27	5	19
Female	9	1	11	8	0	0	17	1	6
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	2	---	---	3	---	---	5	---	---
American Indian or Alaska Native	1	---	---	0	---	---	1	---	---
Asian	1	---	---	1	---	---	2	---	---
Black or African American	1	---	---	1	---	---	2	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	1	---	---	1	---	---
White	1	---	---	0	---	---	1	---	---
Two or More Races	2	---	---	3	---	---	5	---	---
No Information Provided	21	6	29	6	0	0	27	6	22
Economically Disadvantaged									
Yes	4	---	---	5	0	0	9	---	---
No	1	---	---	1	---	---	2	---	---
No Information Provided	24	6	25	9	0	0	33	6	18
Title I, Part A									
Participants	3	---	---	5	0	0	8	---	---
Nonparticipants	2	---	---	1	---	---	3	---	---
No Information Provided	24	6	25	9	0	0	33	6	18
Migrant									
Yes	1	---	---	2	---	---	3	---	---
No	5	2	40	2	---	---	7	---	---
No Information Provided	23	4	17	11	0	0	34	4	12
Identified as Emergent Bilingual/English Learner	0	---	---	0	---	---	0	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	1	---	---	2	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	1	---	---	2	---	---
Former EB/EL (Post Monitoring)	2	---	---	1	---	---	3	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	2	---	---	3	---	---
No Information Provided	24	6	25	10	0	0	34	6	18
Bilingual									
Participants	1	---	---	1	---	---	2	---	---
Nonparticipants	1	---	---	2	---	---	3	---	---
No Information Provided	27	6	22	12	0	0	39	6	15
ESL									
Participants	0	---	---	1	---	---	1	---	---
Nonparticipants	1	---	---	2	---	---	3	---	---
No Information Provided	28	6	21	12	0	0	40	6	15
Special Education									
Yes	1	---	---	1	---	---	2	---	---
No	5	2	40	2	---	---	7	---	---
No Information Provided	23	4	17	12	0	0	35	4	11
Section 504									
Yes	1	---	---	1	---	---	2	---	---
No	5	2	40	2	---	---	7	---	---
No Information Provided	23	4	17	12	0	0	35	4	11
Gifted/Talented									
Participants	1	---	---	1	---	---	2	---	---
Nonparticipants	5	2	40	2	---	---	7	---	---
No Information Provided	23	4	17	12	0	0	35	4	11
At-Risk									
Yes	1	---	---	1	---	---	2	---	---
No	5	2	40	2	---	---	7	---	---
No Information Provided	23	4	17	12	0	0	35	4	11

**F**

# Confidential Student Item Analysis Report

Example shown: STAAR Grade 7 RLA and Mathematics

This report provides detailed student-level results for each subject tested. Indicated on this report is the reporting category measured by each test question (item), which answer choice the student selected for the question, and the correct answer. The information in this report might be useful to students, parents, and teachers for identifying question 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 for both the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the student identification number (TSDS ID) is indicated by six asterisks followed by the last four digits of the ID number. The assessed grade, date of testing, and 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 STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on the [Performance Reporting](#) 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 parentheses 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.
- p Paper with No Embedded Supports**  
A paper 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 the [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. For multiple-choice items, a plus sign (+) in this column indicates that the student selected the correct answer and an alpha character (A–D) indicates an incorrect response. An asterisk in this column indicates that the student did not answer. For items that are not multiple-choice, a plus sign represents the correct answer, the letter "B" represents an incorrect answer, the letter "P" represents a partial answer, and an asterisk indicates that the student did not answer.

**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**

A code "O" for other reasons, such as illness or administration irregularities, is submitted in TIDE. This message might also be used 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.

**H. Process Number**

The process number in the bottom right of the report is a unique number assigned to the report by the testing contractor for each administration.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
Confidential Student Item Analysis Report  
GRADE 7

ABVGR, SEVEIGA

A

Date of Birth: 01/01/01  
Student ID (TSDS ID): \*\*\*\*\*3759  
Local StudentID: 202374003

District: 257-999 ZY CRUSE ISD  
Campus: 042 YAHOO M S

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023  
Grade: 7

STAAR Grades 3-8

READING LANGUAGE ARTS				MATHEMATICS			
Scale Score: 1764				Scale Score:			
Performance Level: Masters B				Performance Level:			
Item	Reporting Category	Correct Answer	Student's Answer	Item	Reporting Category	Correct Answer	Student's Answer
1.	1	A	+	G	NOT SCORED		
2.	1	C	+				
3.	1	D	+				
4.	1	A	+				
5.	1	B	+				
6.	1	D	+				
7.	1	B	+				
8.	1	D	+				
9.	1	C	+				
10.	1	A	+				
11.	1	C	+				
12.	1	A	+				
13.	1	C	+				
14.	1	A	+				
15.	1	B	+				
16.	1	B	+				
17.	1	C	+				
18.	1	C	+				
19.	1	B	+				
20.	1	D	+				
21.	1	A	+				
22. §	1	A	+				
23.	1	B	+				
24. §	1	A	+				
25.	1	D	+				
26.	1	A	+				
27.	2	A	+				
28.	2	B	+				
29.	2	C	+				
30. †	2	A	+				
31.	2	B	+				
32.	2	B	+				
33.	2	D	NR				
34.	2	B	NR				
35.	2	B	NR				
36.	2	D	NR				
37.	2	C	NR				
38. †	2	A	NR				
39.	2	C	NR				
40.	2	D	NR				
41.	2	D	NR				
42.	2	D	NR				
43.	2	C	NR				
44.	2	B	NR				

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.  
§ = Item is not a multiple-choice item. For this item, the letter "A" represents the full credit answer, "B" represents a zero credit answer, and "P" represents a partial credit answer.  
Student's Answer: + = correct, NR = student did not answer  
Additional information about this student's performance and a listing of the reporting categories are found on the Confidential STAAR Report Card.

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## Item Analysis Summary Report

Example: STAAR Grade 7 RLA and Mathematics

This report shows the question (item) number, the reporting category measured by the question, and the percentage of students selecting each possible answer choice for that test question. This summary report is provided for all students who took the non-accommodated online form of the test. Students who took a sign language, braille, or paper administration will not be included. 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 top left 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 question 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 the [Student Assessment Division](#) webpage.

**E. Percent Responding**

The percentage of students responding to each answer choice is shown for each test question. 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 question 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 lower-right corner of the report is a unique number assigned to the report by the testing contractor for each administration. Refer to this number if questions arise about the report.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
Item Analysis Summary Report

**A** District: 257-999 ZY CRUSE ISD  
Campus: 042 YAHOO M S

**GRADE 7**

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

STAAR Grades 3-8

READING LANGUAGE ARTS ***						MATHEMATICS ***					
Number of Students Tested: 19						Number of Students Tested: 18					
PERCENT RESPONDING						PERCENT RESPONDING					
ITEM	RC	A	B	C	D **	ITEM	RC	A	B	C	D **
1.	1	75*	0	0	0 25	1.	2	0	0	0	100* 0
2.	1	0	0	75*	0 25	2.§	1	100*	0	0	0 0
3.	1	0	0	0	75* 25	3.	2	100*	0	0	0 0
4.	1	75*	0	0	0 25	4.	3	100*	0	0	0 0
5.	1	0	75*	0	0 25	5.§	4	100*	0	0	0 0
6.	1	0	0	0	75* 25	6.	1	0	0	100*	0 0
7.	1	0	75*	0	0 25	7.	2	0	100*	0	0 0
8.	1	0	0	0	75* 25	8.	3	0	0	0	100* 0
9.	1	0	0	75*	0 25	9.†	2	100*	0	0	0 0
10.	1	75*	0	0	0 25	10.	4	0	0	0	100* 0
11.	1	0	0	75*	0 25	11.	3	100*	0	0	0 0
12.	1	75*	0	0	0 25	12.	4	0	0	100*	0 0
13.	1	0	0	75*	0 25	13.†	3	100*	0	0	0 0
14.	1	75*	0	0	0 25	14.	2	0	100*	0	0 0
15.	1	0	75*	0	0 25	15.	1	100*	0	0	0 0
16.	1	0	75*	0	0 25	16.	1	0	0	0	100* 0
17.	1	0	0	75*	0 25	17.	3	83*	17	0	0 0
18.	1	0	0	100*	0 0	18.	2	0	100*	0	0 0
19.	1	0	100*	0	0 0	19.§	3	100*	0	0	0 0
20.	1	0	0	0	100* 0	20.	4	0	100*	0	0 0
21.	1	100*	0	0	0 0	21.	2	0	0	83*	0 17
22.§	1	75*	0	25	0 0	22.	3	0	67*	0	0 33
23.	1	0	100*	0	0 0	23.§	2	67*	0	0	0 33
24.§	1	75*	0	25	0 0	24.	3	67*	0	0	0 33
25.	1	0	0	0	100* 0	25.§	2	67*	0	0	0 33
26.	1	100*	0	0	0 0	26.	3	0	0	0	67* 33
27.	2	100*	0	0	0 0	27.	2	0	0	50*	0 50
28.	2	0	75*	0	0 25	28.§	4	67*	0	0	0 33
29.	2	0	0	75*	0 25	29.	2	0	0	0	50* 50
30.†	2	75*	0	0	0 25	30.	1	0	0	0	50* 50
31.	2	0	75*	0	0 25	31.	2	0	0	50*	0 50
32.	2	0	50*	0	0 50	32.§	4	50*	0	0	0 50
33.	2	0	0	0	25* 75	33.	2	0	50*	0	0 50
34.	2	0	0*	0	0 100	34.	3	33*	0	0	0 67
35.	2	0	0*	0	0 100	35.§	1	33*	0	0	0 67
36.	2	0	0	0	0* 100	36.	2	0	0*	0	0 100
37.	2	0	0	0*	0 100	37.	3	0	0*	0	0 100
38.†	2	0*	0	0	0 100	38.	2	0	0	0*	0 100
39.	2	0	0	0*	0 100						
40.	2	0	0	0	0* 100						
41.	2	0	0	0	0* 100						
42.	2	0	0	0	0* 100						
43.	2	0	0	0*	0 100						
44.	2	0	0*	0	0 100						

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.  
 § = Item is not a multiple-choice item. For this item, the letter "A" represents the full credit answer, "B" represents a zero credit answer, and "C" represents a partial credit answer.  
 \* = Correct answer choice \*\* = Percent of students who did not answer  
 A listing of the reporting categories is found on the Summary Report.  
 \*\*\* = Results for students who took the test on Paper, Braille or ASL are not included in the percent responding 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 a 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

Additional printed copies of the STAAR Report Card (spring administration only) or the Confidential Student Label are available for a fee to districts. District testing personnel may order additional copies by contacting Texas Testing Support at 833-601-8821, [TexasTestingSupport@cambiumassessment.com](mailto:TexasTestingSupport@cambiumassessment.com), or [TexasAssessment.gov](https://www.texasassessment.gov) via live chat. Refer to the Standard Reports section for examples of these reports.