STAAR End-of-Course Assessments

Program Overview

Refer to the table in the General Information section of the Interpreting Assessment Reports webpage, which lists the assessments available in the STAAR End-of-Course (EOC) program.

STAAR EOC

The STAAR EOC assessments measure students’ academic performance in core high school courses (Algebra I, English I, English II, Biology, and U.S. History). These assessments became part of the graduation requirements beginning with the freshman class of 2011–2012.

Students are required to take the STAAR EOC assessments for courses in which they’re enrolled as part of their graduation requirements.

Paper and online administrations are available for the STAAR EOC assessments.

STAAR EOC with Embedded Supports

Embedded supports (e.g., text-to-speech and content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students requiring a paper administration of STAAR. Paper administrations with embedded supports require approval of the Texas Education Agency (TEA) and contain only some of the supports available in the online assessments with embedded supports.

Auto Text-to-Speech

The Auto Text-to-Speech (TTS) test attribute is available online for 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 after the text is read aloud in Auto TTS.
**Assessment Scores**

The following sections briefly describe the types of scores provided for the STAAR EOC assessments. For more detailed technical information on assessment scores, refer to the *Technical Digest*, available on TEA's Student Assessment Division webpage.

**Raw Score**

The raw score represents the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items in a subject-area assessment, and raw scores should not be compared across administrations.

The raw score is reported by overall assessment and by reporting category.

**Scale Score**

The scale score is used for all STAAR EOC assessments. Refer to the table in the *General Information* section that lists the available EOC assessments.

The scale score is a statistic that allows comparison of scores by adjusting for variations in the difficulty of the forms used for different administrations. Thus, the scale score can be used to determine whether a student achieved the Approaches, Meets, or Masters Grade-Level performance standard, to compare one student's performance with another's on the same assessment, and to compare performances by cohorts of students on the same assessment in different years. However, the scale score cannot be used to evaluate a student's progress across grades or courses.

**Performance Standards**

The following paragraphs briefly describe the grade-level performance standards that apply to the STAAR EOC 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 are highly likely to succeed 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 EOC assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the Technical Digest, available on TEA’s Student Assessment Division webpage.

Individual Students
The STAAR EOC scale score indicates whether a student has achieved a performance level and how far the student’s achievement is above or below a performance level. All students not achieving the Approaches Grade-Level performance standard on a STAAR EOC assessment must be offered additional instruction.

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

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR EOC scores can be analyzed within the same course for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving each performance level, the highest percentage achieving a 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 with regional and statewide performance measures within the same course for any administration.

Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR EOC assessment results. More detailed technical information on cautions for score use is provided in the Technical Digest, available on TEA's Student Assessment Division webpage.

Scale Scores

Scale scores allow for a comparison of assessment scores, within the same course, across administrations. For example, if a student takes the STAAR Algebra I assessment in May and takes the assessment again in June, the scores from those administrations could be compared.

The scale score cannot be used to compare assessment scores across courses in different subject areas. For example, it is not appropriate to say that a 3800 on the STAAR Biology assessment represents the same level of achievement as a 3800 on the STAAR Algebra I assessment.

Using Reporting-Category Information

Reporting-category information at the individual student level should be used with caution due to the limited number of items in each reporting category. When aggregated at the campus or district level, such information may be useful in helping campuses to identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other types of performance evaluations to create 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 kinds of instructional interventions would be most effective.
Furthermore, because each STAAR EOC assessment is equated only at the total assessment level and there have been changes to the curriculum and the assessment, year-to-year comparisons of reporting-category performance should be made cautiously. The tests are constructed to make the level of difficulty in a given reporting category similar for each administration of a STAAR EOC assessment. However, some fluctuations in the difficulty levels of the reporting categories do occur with every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories that assess similar skills, and comparing campus or district reporting-category performance with that of the region or state are all appropriate uses of group reporting-category information.

**Raw Score Distribution for Essay Questions**

Because the essay questions from different administrations could be different items, the raw score distributions across administrations are not directly comparable.

**Program Evaluation**

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR EOC assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful when considered as one component of an evaluation system.

**The Passing Standard and Items Correct**

The passing standards for STAAR EOC are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students must answer correctly in order to pass. The standard is set on the original form of each course assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, may fluctuate. To compensate for slight changes in difficulty, the number of items required to pass the assessment is adjusted.

**Report Formats**

Standard and additional reports are available for the STAAR EOC assessments. Assessment reports are provided automatically to districts. Additional services for assessment reports are also available to districts for a fee. A district must submit a request through the Additional Reports Order Form to receive additional copies of the STAAR report card or Confidential Student Label.

Reports that include “Confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ assessment results is contained in the General Information section of the Interpreting Assessment Reports webpage.
Note that the sample reports in this guide are included for illustrative purposes only. They show the basic layout of the reports and the types of information provided in each. Some data may not correspond to real values.

Resources
Refer to the General Information section of this guide and TEA's Student Assessment Division webpage for additional STAAR EOC information and resources.
Assessment 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 the STAAR EOC assessment reports that districts receive:

<table>
<thead>
<tr>
<th>Assessment Report</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR Report Card</td>
<td>3.8</td>
</tr>
<tr>
<td>Confidential Student Label</td>
<td>3.14</td>
</tr>
<tr>
<td>Confidential Campus Roster</td>
<td>3.16</td>
</tr>
<tr>
<td>Summary Report</td>
<td>3.20</td>
</tr>
<tr>
<td>Constructed Responses Summary Report</td>
<td>3.24</td>
</tr>
<tr>
<td>Confidential Images of Essays</td>
<td>3.27</td>
</tr>
<tr>
<td>Confidential Student Item Analysis Report</td>
<td>3.30</td>
</tr>
<tr>
<td>Item Analysis Summary Report</td>
<td>3.33</td>
</tr>
<tr>
<td>Administration Student Data File</td>
<td>3.35</td>
</tr>
<tr>
<td>Additional Reports</td>
<td>3.36</td>
</tr>
</tbody>
</table>
STAAR Report Card

Examples shown: STAAR Grade 9

A separate **STAAR Report Card** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Information from this report is useful when reporting assessment results to students and parents. Results for students taking assessments in one or more subject areas will be combined on the same STAAR Report Card.

A. **Performance at a Glance**
   This shows the student’s performance levels for all the EOC assessments the student has taken to date. If the student has taken one test more than once, his or her best performance level for that test will be shown in this section.

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

C. **Student and School Identification Information**
   The top of the STAAR Report Card contains identification information, for both the student (name, identification number, etc.) and the school (district, 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 grade and the report date are also indicated.

D. **Percentile**
   This shows the percentage of students who scored below the student’s score when comparing the student’s performance to all Texas students who took the same test last year. For more information about last year’s scoring distribution, visit TEA’s [STAAR Frequency Distributions](#) webpage.

E. **Student’s Scale Score**
   This is the student’s scale score, which is an indicator of his or her performance on the test. The STAAR scale score allows comparison of the student’s score with the score ranges for the Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance standards. The scale score indicates how far above or below these standards the student has achieved.

F. **Scale Score Bar**
   This bar shows how well students could perform on the test. The placement of the student’s scale score shows where he or she actually performed on the test. The scores needed to achieve Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance standards are also marked on the scale score bar.

G. **Reporting Categories**
   The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this review description section.
H. Weighted Score
This shows the points the student earned on the written composition out of the total points possible in the English tests. The process of weighting assessment scores emphasizes the contribution of the written composition when computing the final score. The raw score for English I and English II are calculated by adding the number of multiple-choice questions answered correctly to the weighted composition score [Number of multiple-choice questions answered correctly + (written composition score x 2)].

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

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

J. STAAR Progress Measure
The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their 2020-2021 mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the 2020-2021 accountability year. It is based on a comparison of a student’s English I or previous mathematics assessment score with his or her English II or Algebra I score. This measure gives you information about how much the student improved in the subject. Individual student progress is then categorized as Limited, Expected, or Accelerated.

Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on TEA’s website.

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 the range of Beginning Reader (BR or 0L) to a positive value in each grade (e.g., 1100L at grade 3, 1200L at grade 4, and so on).

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

M. Resources
These are strategies for college and career planning.
End-of-Course Assessments

From The Commissioner

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

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

Mike Morath, Commissioner of Education

What the Results Mean

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

- **Masters Grade Level**: Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.
- **Meets Grade Level**: Strong knowledge of course content — student is prepared to progress to the next grade.
- **Approaches Grade Level**: Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.
- **Did Not Meet Grade Level**: No basic understanding of course expectations is shown — student may need significant support in the coming year.

Maximize Time During Parent Teacher Conferences

Sample Questions to Ask the Teacher:
- What do you see as my child’s strengths?
- What does my child seem to be the most interested in at school?
- Does my child get along well with their classmates?
- What is the most important thing that I can be doing to prepare my child for college, a career, or the military?
- Is my child giving his/her best effort?
- What could my child be doing that he/she is not already doing?
- What do you think are the biggest challenges for my child, and how can I help him/her with those challenges?
End-of-Course (EOC) Assessments

FIRSTNAME I. LASTNAME

Campus: 999 CAMPUS NAME

REPORT DATE: SPRING 2022

English II

Test Code: Spring 2021

**MASTERS**

GRADE LEVEL

Your child scored the same or better than 100% of all students who took this test.

<table>
<thead>
<tr>
<th>Did Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Exceeds Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(961–1000)</td>
<td>(3775–3999)</td>
<td>(4000–4330)</td>
<td>(4331–4616)</td>
</tr>
</tbody>
</table>

Knowledge and Skills Categories for English II

<table>
<thead>
<tr>
<th>Written Composition</th>
<th>Multiple-Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Understanding/Analysis Across Genres</td>
</tr>
<tr>
<td>14 of 16 Total Points</td>
<td>8 Correct of 8 Total</td>
</tr>
</tbody>
</table>

U.S. History

Test Code: Spring 2021

**APPROACHES**

GRADE LEVEL

Your child scored the same or better than 97% of all students who took this test.

<table>
<thead>
<tr>
<th>Did Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Exceeds Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(527–544)</td>
<td>(3550–3999)</td>
<td>(4000–4439)</td>
<td>(4440–4476)</td>
</tr>
</tbody>
</table>

Knowledge and Skills Categories for U.S. History

<table>
<thead>
<tr>
<th>History</th>
<th>Geography and Culture</th>
<th>Government and Citizenship</th>
<th>Economics, Science, Technology, and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 of 36 Total Points</td>
<td>7 Correct of 12 Total</td>
<td>2 Correct of 10 Total</td>
<td>3 Correct of 16 Total</td>
</tr>
</tbody>
</table>

Here are some books recommended for FIRSTNAME.

- A Tree Grows in Brooklyn
- Exodus
- Sinfonia
- Oedipus Rex
- Journey to the Center of the Earth
- Pede and Prejudice
- The Count of Monte Cristo
- Great Expectations
- King Lear

Lexile Measure: 1750L
Quantile Measure: 170Q

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

999999

Find more books on FIRSTNAME’S reading level using the Find a Book tool.

TexasAssessment.gov
RESOURCES TAILORED FOR FIRSTNAME

Plan for College

Learning about Colleges and Degree Programs
- Attend a college and career fair to learn about colleges, degree programs, and admissions requirements.
- Take a “virtual tour” of colleges that interest you, or visit a local college with your parents.

Preparing for College in High School
- Explore advanced coursework such as Advanced Placement and International Baccalaureate classes and dual credit options offered by a local community college.
- Prepare for college readiness assessments such as the PSAT, ACT Aspire, and/or the Texas Success Initiative (TSI) exam.

Building a College Resume
- Get involved in extracurricular activities (colleges look for students who are active leaders in their schools).
- Participate in a summer enrichment program (check out local universities and your local school district for opportunities).

Prepare for a Career

Exploring Career Options
- Research careers and occupations based on your interests and lifestyle expectations, or ask about local internship opportunities.
- Explore Career and Technical Education (CTE) course offerings connected to your career interests.
- Talk with a recruiter about military enlistment options.

Planning a Course of Study
- Review your endorsement decision to ensure that it aligns with your career interests.
- Enroll in a focused sequence of CTE courses that can lead to industry-based certifications and work-based learning opportunities.

Exploring Career-based Opportunities
- Join a Career and Technical Student Organization where you can apply your career preparation skills through real-world activities.
- Consider participating in summer career skill-building programs hosted by businesses or other organizations.

College and Career Planning

Suggested Questions To Ask Your High School Counselor

1. I need to learn more about college and career options. When is the college and career fair?
2. What Career and Technical Education (CTE) opportunities are offered at my school that lead to an industry-based certification or work-based learning opportunity?
3. What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
4. How do I sign up to take the PSAT, the TSIA, and/or the ACT Aspire exam? How should I prepare for it? Is there financial support available?
5. Where can I find information about local summer enrichment programs and career-building skill programs?
Confidential Student Label

Example shown: STAAR EOC Grade 10

An adhesive Confidential Student Label is provided for each student for whom a STAAR EOC answer document or online record was submitted. Cumulative history results are shown for each EOC course, and these labels should be placed on the student’s permanent record. Districts also have the option of not receiving labels.

Available:
STAAR EOC results are combined on one label per student.

A. Student Identification Information
Identification information shown at the top of the label includes the student’s TSDS identification number, birth date, district number and name, campus number and name, and grade.

B. Test Date
The date when the student passed, or the student’s most recent performance status is given for each course.

C. Scale Score
The scale score corresponding to the student’s raw score is shown. Refer to Assessment Scores in the Program Overview for additional information about the STAAR EOC scale scores. The raw score conversion tables for all STAAR administrations can be found on TEA’s Performance Reporting Department webpage.

D. Test Results
In place of a scale score, a variety of report comments may appear for each course, indicating the student’s performance status or scoring information.

Possible messages are listed below. Changes in policy may result in different messages.

- **ABSENT**
  The student was absent during the assessment.

- **NOT SCORED**
  The student’s answer document was coded “O” for other reasons such as illness or administration irregularities.

- **SUBSTITUTE ASSESSMENT**
  If the student has valid substitute assessment indicated and has not passed the STAAR EOC subject.

E. Performance Level
The label indicates for each course whether the student achieved the Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance standard. Refer to Performance Standards in the Program Overview for additional information about these standards.
F. **Info**

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by 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 may result in different messages.

- **e** Online with Embedded Supports
  - An online assessment with embedded supports was indicated for this subject.

- **o** Online with No Embedded Supports
  - An online assessment with no embedded supports was indicated for this subject.

- **pe** Paper with Embedded Supports
  - A paper assessment with embedded supports was indicated for this subject.
Confidential Campus Roster

Example shown: STAAR Algebra I

The Confidential Campus Roster is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted. This report provides detailed student-level results for each course assessment.

The Confidential Campus Roster (Students Not Achieving Approaches Grade-Level Standard) is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted but who did not pass the course assessment.

The Confidential Campus Roster (All Out-of-School Examinees) is available for each course assessed at each campus for which there were out-of-school examinees; it lists each out-of-school examinee for whom a STAAR EOC answer document or online record was submitted.

A. Campus Identification Information
The top of the report contains identification information for the campus. The course, report date, and date of testing are also indicated. The date of testing will be the season and year the assessment occurred. The logo in the upper left-hand corner indicates the program reported.

B. Student Information
Students are identified by name and student identification number (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 raw score is shown. Refer to Assessment Scores in the Program Overview for additional information about the scale scores. The raw score conversion tables for all STAAR EOC administrations can be found on TEA’s Assessment Scoring and Reporting webpage.
E. Grade-Level Performance Standards

- **Approaches**
  - If the student met Approaches, “YES” is shown.
  - If the student did not meet Approaches, “NO” is shown.
  - If a score code other than “S” is present, “---” is shown.

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

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

F. STAAR Progress Measure

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their 2020–2021 mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the 2020–2021 accountability year. It is based on a comparison of a student’s English I or previous mathematics assessment score with his or her English II or Algebra I score. This measure provides information about how much the student improved in the subject. Individual student progress is then categorized as Limited, Expected, or Accelerated.

Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on TEA’s website.

G. Results for Each Reporting Category

- **Algebra I, Biology, and U.S. History**
  Reporting category titles appear in the column headings. The number of items assessed in each reporting category is indicated below the reporting category titles. The number of items correct out of the total number of items for each reporting category is shown in the column headed “Number of Items Correct.”

- **English I and English II**
  Reporting category titles appear in the column headings. The number of points possible in each reporting category is indicated below the reporting category titles. The number of points scored out of the total possible points possible for each reporting category is shown in the column headed “Number of Points Scored.”

- **Messages**
  In place of reporting-category-level data, a variety of report messages may appear, indicating the student’s performance status or scoring information.
Possible messages are listed below. Changes in policy may result in different messages.

- **NOT SCORED**
  The student’s answer document was coded “O” for reasons such as illness during the assessment and administration irregularities.

- **NOT TESTED—ABSENT**
  The student was absent during the assessment.

- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE-LEVEL STANDARD**
  The student previously achieved the Approaches Grade Level performance standard.

**H. Info**
Information about the assessment is provided whenever the student was administered an online assessment with embedded supports, an online assessment with no embedded supports, or a paper assessment with embedded supports. The information is indicated by characters or a symbol, and the description of the characters or symbol is shown in the legend.

**I. Total Students Listed and Total Students Tested**
Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the total number of students that took this assessment.

**J. Average Scale Score**
On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

**K. Performance Results**

- **Number**
  On the final page of the report, this number represents the total number of “YES” results for the entire report.

- **Percent**
  On the final page of the report, this number represents the percentage of “YES” results for all students tested on the report.

**L. Average Reporting Category Results**
These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number and the percentage of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

**M. Process Number**
The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.
### Report Details

- **District:** 258-999 ZZ CRUSE ISD
- **Campus:** 001 Zebra HS
- **Report Date:** Fall 2021
- **Date of Testing:** Fall 2021

### Assessment Details

- **Assessment:** STAAR (State of Texas Assessments of Academic Readiness)
- **Course:** Algebra I
- **Category:** All Students

### Scale Score Summary

- **No. of Items Tested:**
  - Category 1: 11
  - Category 2: 11
  - Category 3: 11
  - Category 4: 11
  - Category 5: 11

- **Number of Items Correct:**
  - Category 1: 10
  - Category 2: 10
  - Category 3: 10
  - Category 4: 10
  - Category 5: 6

### Score Progress Measure

- **Total Students Listed:** 158
- **Total Students Tested:** 150
- **Average Score:** 34.24
- **Percent:** 37, 25, 17
- **Average:** 4.0, 4.1, 4.0, 3.9, 3.5

---

**Legend**

- **TDS:** Texas Education Agency
- **ID:** Student Identification Number
- **Os:** Paper with Embedded Supports

**Sections:**

- **A:** STAAR Logo
- **B:** District Information
- **C:** Campus Information
- **D:** Report Details
- **E:** Assessment Details
- **F:** Scale Score Summary
- **G:** Score Progress Measure
- **H:** Total Students Listed
- **I:** Total Students Tested
- **J:** Average Score
- **K:** Percent
- **L:** Average
- **M:** Page Number
Summary Report
Examples shown: STAAR Algebra I (Retested Students), STAAR English I (All Students)

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

Standard Summary Reports:
- All Students
- First-Time Tested Students
- Retested Students

A. Campus or District Identification Information
The top of the report contains identification information for the campus or district. The course, report date, and date of testing are also indicated. The date of testing will be the season and year of administration. The logo in the upper left corner of the summary report indicates the program reported.

B. Administration Summary
This section of the report lists the number and percentage of students who were assessed, the number and percentage of students who were not assessed (broken down by students who were absent and other), and total number of documents submitted.

C. Legend
To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “-.-.”

D. Demographic Groups and Program Information
Demographic and program categories are listed on the left side of this section. Results for students 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 assessed is provided for each demographic group.

F. Average Scale Score
The average scale score is displayed for each demographic group. Refer to Assessment Scores in the Program Overview for additional information about the STAAR EOC scale scores.
G. **Did Not Meet, Approaches, Meets, and Masters Grade-Level Performance Standards**

The numbers and percentages 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. They are on-track for college and career readiness. Meets Grade Level indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches Grade Level indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Did Not Meet Grade Level indicates that the students demonstrate no basic understanding of course expectations. They may need significant support in the coming year. Refer to **Performance Standards** in the Program Overview for additional information about these standards.

H. **Results for Each Reporting Category**

These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

I. **Written Composition Summary**

The English assessments include an essay with scores ranging from 0 to 8. The number of possible points for the essay item is 16. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on TEA’s **Student Assessment Division** webpage.

J. **Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.
# End-of-Course Assessments

## 2022 TEXAS STUDENT ASSESSMENT PROGRAM INTERPRETING ASSESSMENT REPORTS

### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

#### Summary Report

**Algebra I**

**Retested Students**

### Administration Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>129</td>
<td>100</td>
</tr>
</tbody>
</table>

### Results for Each Reporting Category

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebraic Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving and Graphing Linear Functions, Equations, and Inequalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and Solving Linear Functions, Equations, and Inequalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quadratic Functions and Equations</td>
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<td>Exponential Functions and Equations</td>
<td></td>
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</table>

### Number of Items Correct

<table>
<thead>
<tr>
<th>Category</th>
<th>11</th>
<th>12</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
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<tbody>
<tr>
<td>Total Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **Legend**
  - No Data Reported for Fewer Than Five Students

---

**Report Date:** Fall 2021

**Date of Testing:** Fall 2021
# End-of-Course Assessments

## State of Texas Assessments of Academic Readiness

### Summary Report

#### English I

**All Students**

<table>
<thead>
<tr>
<th>Administration Summary</th>
<th>Number</th>
<th>Percent</th>
<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>238</td>
<td>90</td>
<td>358</td>
<td>189</td>
<td>93</td>
<td>52</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>140</td>
<td>60</td>
<td>305</td>
<td>151</td>
<td>61</td>
<td>34</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>93</td>
<td>39</td>
<td>303</td>
<td>88</td>
<td>33</td>
<td>16</td>
<td>15</td>
<td>43</td>
<td>3.23</td>
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<tr>
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<tr>
<td><strong>Economically Disadvantaged</strong></td>
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<td>301</td>
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<td>52</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
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<tr>
<td><strong>Other</strong></td>
<td>36</td>
<td>15</td>
<td>303</td>
<td>98</td>
<td>33</td>
<td>16</td>
<td>15</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
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</table>

#### Title I, Part A

<table>
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<tr>
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<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>305</td>
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<td>34</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
</tbody>
</table>

#### Identified as Emergent Bilingual/English Learner

<table>
<thead>
<tr>
<th>Number of Students Tested</th>
<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>305</td>
<td>151</td>
<td>61</td>
<td>34</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
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</table>

#### Special Education

<table>
<thead>
<tr>
<th>Number of Students Tested</th>
<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>305</td>
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<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
</tbody>
</table>

#### Gifted/Talented

<table>
<thead>
<tr>
<th>Number of Students Tested</th>
<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
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<td>46</td>
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<td>151</td>
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<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
</tbody>
</table>

#### At-Risk

<table>
<thead>
<tr>
<th>Number of Students Tested</th>
<th>Average Score</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Needs Improvement</th>
<th>Mastery</th>
<th>Mastery</th>
<th>Number of Points Possible</th>
<th>Number of Points Scored</th>
<th>Number of Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>305</td>
<td>151</td>
<td>61</td>
<td>34</td>
<td>17</td>
<td>43</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
</tbody>
</table>
**Constructed Responses Summary Report**

Examples shown: STAAR English I (All Students)

The **Constructed Responses Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition.

**Available:**
STAAR EOC

**Standard Summary Reports:**
- All Students
- First-time Tested Students
- Retested Students

<table>
<thead>
<tr>
<th>Composition Rating</th>
<th>Summed Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Nonscorable</td>
<td>0 out of 8</td>
</tr>
<tr>
<td>2 = Very Limited</td>
<td>2 out of 8</td>
</tr>
<tr>
<td>3 = Between Very Limited and Basic</td>
<td>3 out of 8</td>
</tr>
<tr>
<td>4 = Basic</td>
<td>4 out of 8</td>
</tr>
<tr>
<td>5 = Between Basic and Satisfactory</td>
<td>5 out of 8</td>
</tr>
<tr>
<td>6 = Satisfactory</td>
<td>6 out of 8</td>
</tr>
<tr>
<td>7 = Between Satisfactory and Accomplished</td>
<td>7 out of 8</td>
</tr>
<tr>
<td>8 = Accomplished</td>
<td>8 out of 8</td>
</tr>
</tbody>
</table>

**A. Campus or District Identification Information**
The top of the report contains identification information for the campus or district. The course, report date, and the date of testing are also indicated.

**B. Written Composition Rating Summary**
A breakdown of the number and percentage of students who achieved each rating on the written composition is shown. Detailed rubric and score point information can be found in the Assessment Scoring and Reporting webpage.

Composition ratings are shown below.
C. **Number of Papers**
   The number of students receiving each rating is shown in the column with the heading “#.” The total number is shown at the bottom of this column.

   The percentage of the total number of students receiving each composition rating (0, 2–8) is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of the students on the “Total” row will always be 100.

D. **Graph**
   The graph shows a visual representation of the percentage of students receiving each composition rating.

E. **Process Number**
   The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
Conducted Responses Summary Report  
English I  
All Students  

--- No Data Reported For Fewer Than Five Students

### Written Composition Rating Summary

#### Expository Composition

<table>
<thead>
<tr>
<th>Rating</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>73</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Example shown: STAAR English I Essay

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

Available:
STAAR

A. Assessment Information
The program, content area, and season and year of the assessment scored is indicated.

B. Student Identification Information
The top of the report contains the student’s name, date-of-birth, and TSDS number. For confidentiality, the student identification number TSDS is indicated by five asterisks followed by the last four digits of the ID number.

C. Written Composition Score
Composition ratings are shown below.

0 = Nonscorable
2 = Very Limited
3 = Between Very Limited and Basic
4 = Basic
5 = Between Basic and Satisfactory
6 = Satisfactory
7 = Between Satisfactory and Accomplished
8 = Accomplished

Essay
The essay text from the answer document or online record is shown.
Messages
In place of the essay, a variety of report messages 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**
  The student’s answer document or online record was coded “OTHER” for reasons such as illness during the assessment and administration irregularities.

- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**
  The student previously achieved the Approaches Grade Level performance standard.

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

D. **Document Number and Process Number**
The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student’s record by the testing contractor. Refer to this number if questions arise about the student’s results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.
A person can choose to be happy. Being happy is not hard. All you have to do is block out negativity, be confident in yourself and always be positive. Happy means being enthusiastic about something.

Happy people not angry, and angry people aint happy. To be happy feels so good. My opinion is yes someone can chose to be happy, when you do great things, and always be successful you should be happy. Many people choose to be angry all the time.

Life is all about choices, people make them everyday. Happy is an awesome feeling. When someone is happy, they don\'t think about anything negative. If a person chose to be negative all the time more likely that person isn\'t happy. This is my opinion on whether a person can choose to be happy or not.
Confidential Student Item Analysis Report

Example shown: STAAR Algebra I

This report provides detailed student-level results for each course tested. Indicated on this report is the reporting category measured by each test item, the correct answer, and which answer choice the student selected for the item. The information in this report may be useful to students, parents, and teachers for identifying content area or skills that students may find difficult and for exploring possible reasons why incorrect answer choices were made. Districts may find it helpful to use the Confidential Student Item Analysis Report in conjunction with the 2022 released STAAR tests.

A. Student and School Identification Information
The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (TSDS) is indicated by six asterisks followed by the last four digits of the ID number. The report date, date of testing, and grade are also indicated. The date of testing will be the season and year of administration.

B. Test Results
This section gives the student’s scale score and indicates the performance level the student achieved. Refer to Assessment Scores in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on TEA’s Performance Reporting Division webpage. Refer to Performance Standards in the Program Overview on p. 3.1 for additional information about these standards.

Information about the assessment is provided whenever the student is assessed with a test other than the general STAAR assessment. The information is indicated by characters in parenthesis next to the subject.

Possible messages are listed below. Changes in policy may result in different messages.

- e Online with Embedded Supports
  An online assessment with embedded supports was indicated for this subject.

- o Online with No Embedded Supports
  An online assessment with no embedded supports was indicated for this subject.

- pe Paper with Embedded Supports
  A paper assessment with embedded supports was indicated for this subject.

C. Item Number
The item number corresponds to the item number of the released test for that course.
D. **Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the STAAR Report Card. The complete wording of each reporting category for every assessment is found on TEA’s Student Assessment Division webpage.

E. **Correct Answer**

The correct answer choice for each test item is shown.

F. **Student’s Answer**

The student’s answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer. For items that are not multiple-choice items, the letter “A” represents the correct answer, and the letter “B” represents an incorrect answer. Scores for essay questions are not included; student’s scores for these items are available on the STAAR Report Card.

G. **Messages**

In place of item analysis data, a variety of report messages may appear. Possible messages are listed below. Changes in policy may result in different messages.

- **NOT SCORED**
  The student’s answer document was coded “OTHER” for reasons such as illness during the assessment and administration.

- **NOT TESTED—ABSENT**
  The student was absent during the assessment.

- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**
  The student previously achieved the Approaches Grade Level performance standard.

H. **Document Number and Process Number**

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student’s record by the testing contractor. Refer to this number if questions arise about the student’s results. The process number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.
### Algebra I

**End-of-Course Assessments**

<table>
<thead>
<tr>
<th>Item</th>
<th>Reporting Category</th>
<th>Correct Answer</th>
<th>Student's Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>A</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>+</td>
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* = Item is not a multiple-choice item. For this item, the letter “A” represents the correct answer and “B” represents an incorrect answer.

+ = Student answered correctly. NR = Student did not answer.

Additional information about this student’s performance and a listing of the reporting categories are found on the Confidential STAAR Report Card.
Item Analysis Summary Report
Example shown: STAAR Algebra I, Biology, and U.S. History

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the corresponding released STAAR tests.

Available:
STAAR

A. Campus Identification Information
The top of the report contains identification information for the campus. The course assessed, report date, and assessment date are also indicated.

B. Number of Students Tested
The number of students assessed is provided.

C. Item Number
The item number corresponds to the item number on the test for that course.

D. Reporting Category
The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on TEA's Student Assessment Division webpage.

E. Percent Responding
The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

F. Percent Not Responding
The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

G. Process Number
The print number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.
### ALGEBRA I***

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<th>CH</th>
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**Number of Students Tested: 163**

**Number of Students Tested: 159**

**Number of Students Tested: 195**

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*Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.

*Correct answer choice.

*Percent of students who marked this answer.

*A listing of the reporting categories is found on the Summary Report.

*Results for students who took the test with the Braille, American Sign Language video accommodation, or the paper STAAR with embedded supports are not included in the percent responding results.

3.34
The Administration Student Data File contains individual data records for each student for whom an answer document or online test was submitted. The student record includes identification and demographic data as well as scores for each grade/subject and course assessed. Reporting-category data are included. Results for STAAR and STAAR Spanish are provided in the same file. For STAAR EOC administrations, the data file includes cumulative history information for each of the five assessments. This file will be provided to all districts in fixed-length text.
Additional Reports

Assessment reports may be requested for rerun. There is a fee for rerun requests that result from a district error, such as a misgridded answer document. There will be NO charge for rerun requests resulting from a contractor error, such as nonreceipt of reports. The following reports are available for rerun:

- STAAR Report Card
- Confidential Student Label

Additional printed copies of student reports are available for download and printing from the TIDE Secure Inbox after scoring is complete. Districts can request additional printed copies be sent to them for a fee:

- STAAR Report Card (Spring Administration Only)
- Confidential Student Label

About using Alternate Assessments for TAKS, TAAS, and TEAMS

Beginning with the 2017–2018 school year, former TAKS, TAAS, and TEAMS examinees can take the appropriate part of the alternate assessment he or she needs as one way to fulfill testing graduation requirements. More information on the Texas Administrative Code can be found on TEA’s Student Assessment webpage.

TAKS/TAAS/TEAMS Report Card

The report shows how well you did on the STAAR assessment. Passed means your score met the passing standard for the assessment. Did Not Pass means your score did not meet the passing standard for the assessment. Your most recent TAKS/TAAS/TEAMS report card can be found by logging into the Texas Assessment Family Portal.