STAAR Grades 3–8 Assessments

Program Overview

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

STAAR

STAAR includes assessments of mathematics, reading, writing, science, and social studies in grades 3 through 8. STAAR assessments in grades 3–8 are administered in paper format only.

STAAR Spanish

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

STAAR Modified

STAAR Modified is an alternate assessment based on modified academic achievement standards and is intended for a small number of students receiving special education services who meet specific participation requirements.

STAAR L

STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 mathematics, science, and social studies assessments for ELLs who meet participation requirements for particular types of linguistic accommodations.

Assessment Scores

The following gives a brief description of scores provided for the STAAR grades 3–8 assessments. For more detailed technical information about scores, refer to the *Technical Digest*, available on TEA's Student Assessment Division website.

Raw Score

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

The raw score is the number of items answered correctly on a subject-area assessment. The raw score is reported by overall assessment and by reporting category.

Horizontal Scale Score

The horizontal scale score is used for STAAR assessments for grades 4 and 7 writing, grades 5 and 8 science, and grade 8 social studies. The horizontal scale is also used for all STAAR Modified 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. Thus, the horizontal scale score can be used to determine whether a student achieved satisfactory performance or advanced 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 evaluate a student's progress across grades or subject areas.

Vertical Scale Score

The vertical scale score is used for the STAAR grades 3–8 reading and mathematics assessments (including Spanish versions for grades 3–5).

The vertical scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the form used in different administrations. 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 satisfactory performance or advanced 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 Level II: Satisfactory standard and the Level III: Advanced standard increase for each grade.

Performance Standards—STAAR and STAAR L

The following gives a brief description of the performance levels used on the STAAR and STAAR L 3–8 assessments.

Level III: Advanced Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course and are highly likely to be successful in that grade. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course and are likely to be successful in that grade. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. However, students in this category may need some additional instruction focused on content and skills that were difficult for them.

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are not prepared for the next grade or course and are not likely to succeed in that grade without significant and ongoing instructional support. They do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Performance Standards—STAAR Modified

The following gives a brief description of the performance levels used on the STAAR Modified 3–8 assessments.

Level III: Advanced Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course with instructional modifications such as simplified language and concepts. They demonstrate the ability to understand and apply the assessed knowledge and skills. Students in this category have a high likelihood of success in the next grade or course with continued modifications and support.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course with instructional modifications such as simplified language and concepts. They generally

demonstrate the ability to understand and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course with continued modifications and support.

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are inadequately prepared for the next grade or course even with instructional modifications such as simplified language and concepts. They demonstrate an insufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant and/or additional modifications and increased support.

Appropriate Score Uses

The STAAR 3–8 assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the *Technical Digest*, available on TEA's Student Assessment Division website.

Individual Students

The STAAR 3–8 scale score indicates whether a student has achieved satisfactory performance and how far the student's achievement is above or below the satisfactory performance level. All students not achieving satisfactory performance on a STAAR 3–8 assessment must be offered additional instruction.

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

Other scores provide information about a student's relative strengths or weaknesses in core academic areas. For example, reporting-category data can identify areas in which a student may be having difficulty. This can help campuses plan the most effective instructional intervention.

Groups of Students

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

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, aggregations of reporting-category data can help

districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all assessment scores can be compared to regional and statewide performance within the same subject area for any administration.

Cautions for Score Use

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

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 reading assessment could be compared to the student's vertical scale score on the grade 4 reading assessment.

Neither the vertical nor the horizontal scale score can be used to compare progress across subjects.

Using Reporting-Category Level Information

Reporting-category information can be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

Furthermore, since each STAAR 3–8 assessment is equated only at the total assessment level, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of a STAAR 3–8 assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories assessing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category information.

Program Evaluation

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. STAAR 3–8 assessments are not able to identify, let alone

measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

The Standard and Items Correct

The passing standards for STAAR 3–8 are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each grade and subject-area assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, may fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

Report Formats

Standard and optional reports are available for the STAAR 3–8 assessments. Standard reports are provided automatically to districts. Optional services for standard reports are also available for a fee to districts. A district must submit a request through the Texas Assessment Management System to receive optional services for standard reports, which include reports on CD-ROM, paper summaries, or additional copies of paper reports.

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 chapter.

> 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 may not correspond to real values.

Resources

Refer to the "General Information" chapter and TEA's Student Assessment Division website for additional STAAR 3–8 information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the "General Information" section). The following section of the guide describes the STAAR, STAAR Spanish, STAAR Modified, and STAAR L standard reports that districts receive.

Confidential Student Report	2.8
Confidential Student Label	2.13
Confidential Campus Roster	2.15
Summary Report	2.21
Constructed Response Summary Report	2.25
Phase-In Summary Report	2.28
Electronic Individual Student Record File	2.30

Confidential Student Report

Examples shown: 3-subject Grade 4, 3-subject Grade 5

A separate **Confidential Student Report (CSR)** is provided for each student for whom a STAAR, STAAR Modified, or STAAR L answer document was submitted. Assessment results are shown for each subject area assessed for that grade. Information from this report is useful when reporting results to students and parents. Results of a student taking one or more subjects with STAAR, one or more subjects with STAAR Modified, and one or more subjects with STAAR L will be combined on the same CSR.

Available:
STAAR, STAAR Modified, and STAAR L results are combined on one report.

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. For grades without retest administrations, the date of testing will be SPRING 2012. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

B. Reporting categories listed by subject area

Reporting Categories are listed in abbreviated form. The complete wording of each reporting category for every assessment is found on TEA's Student Assessment Division website.

C. Reporting-category results and raw score

The total number of items answered correctly and the number of items assessed for each reporting category are found next to each reporting-category heading. The bottom of these columns shows the total number of items answered correctly (the raw score) followed by the total number of items on the assessment. Refer to Cautions for Score Use in the Program Overview for more information about using reporting-category results.

D. Test information

Information about the assessment is provided whenever the student is assessed with something other than the STAAR English-version assessment. This is shown for both the current administration and, in grades with retest opportunities, the previous administrations of an assessment. The description of any single character used in the info column will be listed in the test information box.

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

b **Braille Version**
A braille-version assessment was indicated for this subject.

s **STAAR Spanish**
(grades 3–5) A Spanish-version assessment was indicated for this subject.

m **STAAR Modified**
A STAAR Modified answer document was submitted for this subject.

l **STAAR L**
A STAAR L version assessment was indicated for this subject.

E. Test Date

For grades without retest administrations, the date of testing will be SPRING 2012. For grades with retest administrations (grades 5 and 8), the date of testing will be the month the assessment occurred.

F. Scale Score

The scale score corresponding to the raw score shows the student's performance on the assessment. The STAAR scale score lets you compare the student's score with the Satisfactory and Advanced performance levels. 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 Student Assessment Division website.

G. Satisfactory Performance and Advanced Performance

If the student's report shows a "YES" under Advanced Performance, the student performed at a level that is well above passing. Performance in this category indicates that the student is well prepared and is highly likely to be successful in that subject area in the next grade.

If the student's report shows a "NO" under Advanced Performance but a "YES" under Satisfactory Performance, the student performed at a level that is at or above passing. Performance in this category indicates that the student is sufficiently prepared and is likely to be successful in that subject area in the next grade. The student may need additional instruction focused on content and skills that were difficult for him/her.

If the student's report shows a "NO" under Satisfactory Performance, the student performed at a level that is below passing. Performance in this category indicates that the student is not prepared and is not likely to succeed in that subject area in the next grade without significant and ongoing instructional support.

H. Scale score graph

The graph of the scale score shows a visual representation of how far the student's achievement is above or below the performance levels. The arrow shows where the student actually performed on the assessment. The scores needed to achieve Satisfactory Performance and Advanced Performance are also marked.

I. Scale Score Graph legend

The legend for the scale score graph shows the scale scores needed to achieve the satisfactory performance and advanced performance standards.

J. Student Portal information

This provides the web address and access code for parents and students to access information from the Confidential Student Report online.

K. Document number and print 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 print number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Confidential Student Report
GRADE 4

A

FIRSTNAME I. LASTNAME
Date of Birth: mm/dd/yy
Student ID (PEIMS): *****9999
Local Student ID: 999999999

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME
Class Group: CLASS GROUP NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR
Grade: 4

How did Student Name do on the Grade 4 Assessments?

D E F G

READING

Reporting Categories	Items Correct	Items Tested	Percent Correct (0 10 20 30 40 50 60 70 80 90 100)
1. Understanding/Analysis Across Genres	7	10	
2. Understanding/Analysis of Literary Texts	12	18	
3. Understanding/Analysis of Informational Texts	13	16	
TOTAL	32	44	

B

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2012	1533	YES	NO

Student's Scale Score

817 950 1100 1250 1400 1550 1700 1850 2002

H

◆ = Level II: Satisfactory Academic Performance: 1422
★ = Level III: Advanced Academic Performance: 1633

I

C

MATHEMATICS

Reporting Categories	Items Correct	Items Tested	Percent Correct (0 10 20 30 40 50 60 70 80 90 100)
1. Numbers, Operations, and Quantitative Reasoning	13	17	
2. Patterns, Relationships, and Algebraic Reasoning	4	6	
3. Geometry and Spatial Reasoning	10	12	
4. Measurement	5	8	
5. Probability and Statistics	3	5	
TOTAL	35	48	

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2012	1551	YES	NO

Student's Scale Score

838 1000 1150 1300 1450 1600 1750 1900 2016

◆ = Level II: Satisfactory Academic Performance: 1471
★ = Level III: Advanced Academic Performance: 1677

WRITING

Written Composition Scores	Summed Score	Points Possible	Score Description
1. Composition			Compositions are scored on a 4-point scale by two readers.
Personal Narrative	5	8	*Between Basic and Satisfactory (summed score: 5 out of a possible 8)*
Expository	5	8	*Between Basic and Satisfactory (summed score: 5 out of a possible 8)*
TOTAL COMPOSITION SCORE	10	16	

Multiple-Choice Scores	Items Correct	Items Tested	Percent Correct (0 10 20 30 40 50 60 70 80 90 100)
2. Revision	5	9	
3. Editing	12	19	
TOTAL MULTIPLE-CHOICE SCORE	17	28	
TOTAL	27	44	

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2012	3794	YES	NO

Student's Scale Score

788 1400 2000 2600 3200 3800 4400 5000 5600 6200 6517

◆ = Level II: Satisfactory Academic Performance: 3500
★ = Level III: Advanced Academic Performance: 4612

Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es XXXXXX. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is xxxxxx. J

Document # 9999-99999

For more information about the STAAR tests, contact your child's school. mmddyy-ZZZZZZZZ-CCCCCCCCC-SSSSSSS

K

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 5

A

FIRSTNAME I. LASTNAME

Date of Birth: mm/dd/yy
Student ID (PEIMS): *****9999
Local Student ID: 999999999

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME
Class Group: CLASS GROUP NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR
Grade: 5

How did Student Name do on the Grade 5 Assessments?

READING

Reading Test was Administered in March 2012

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance

MATHEMATICS

Mathematics Test was Administered in March 2012

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance

SCIENCE

C

Reporting Categories	Items Correct	Items Tested
1. Matter and Energy	7	8
2. Force, Motion, and Energy	6	10
3. Earth and Space	6	12
4. Organisms and Environment	9	14
TOTAL	28	44

B

Percent Correct: 0 10 20 30 40 50 60 70 80 90 100

D E F G

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2012	3441	NO	NO

Student's Scale Score

865 1400 1900 2400 2900 3400 3900 4400 4900 5491

◆ = Level II: Satisfactory Academic Performance: 3500
★ = Level III: Advanced Academic Performance: 4402

H I

Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es XXXXXX. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is xxxxxx. J

Document # 9999-99999

For more information about the STAAR tests, contact your child's school. mmddyy-ZZZZZZZZ-CCCCCCCCC-SSSSSSS

K

Confidential Student Label

Examples shown: 3 Subject

An adhesive **Confidential Student Label** is provided for each examinee for whom a STAAR, STAAR Modified, or STAAR L answer document was submitted. Assessment results are shown for each subject assessed, and these labels should be placed on the individual student's permanent record. Available: STAAR, STAAR Modified, and STAAR L results are combined on one label per student.

A. Identification information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

B. Test Date

The test date of the student's most recent performance status is given for each subject area.

C. Scale Score

The scale score corresponding to the student's subject-area raw score is shown. Refer to Assessment Scores in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for STAAR administrations can be found on TEA's Student Assessment Division website.

D. Test results

In place of a scale score, a variety of report comments may appear in each subject area, indicating the student's performance status or scoring information.

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

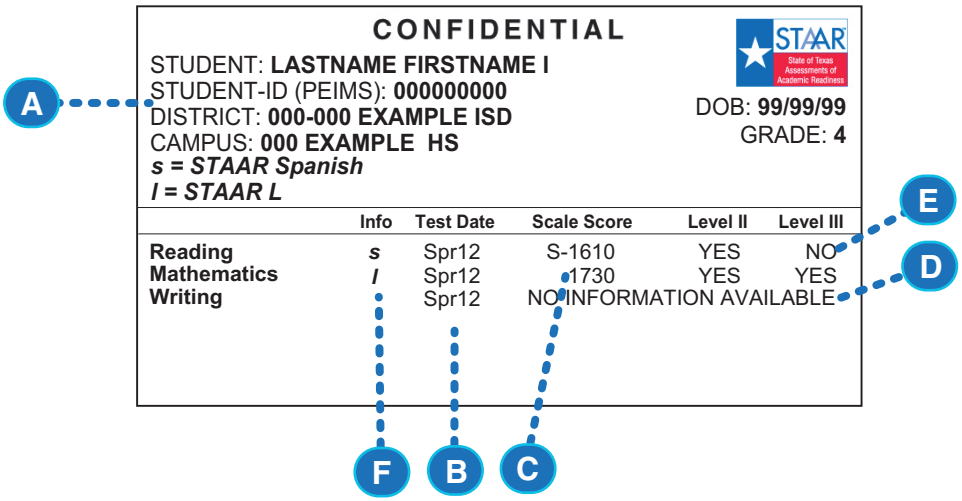
- **ABSENT**
  The student was absent during the assessment.
- **NO INFORMATION AVAILABLE**
  No information is available for this subject.
- **NOT SCORED**
  The student's answer document was coded "O" for reasons such as illness during the assessment or administration irregularities.

E. Satisfactory and Advanced Academic Performance

The label indicates for each subject whether the student achieved satisfactory (Level II) or advanced (Level III) performance. 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 a single character, and the description of any single character used will also be listed on the label.


CONFIDENTIAL
STUDENT: LASTNAME FIRSTNAME I
STUDENT-ID (PEIMS): 000000000
DISTRICT: 000-000 EXAMPLE ISD
CAMPUS: 000 EXAMPLE HS
s = STAAR Spanish
l = STAAR L
STAAR
State of Texas Assessments of Academic Readiness
DOB: 99/99/99
GRADE: 4
Info
Test Date
Scale Score
Level II
Level III
Reading s Spr12 S-1610 YES NO
Mathematics l Spr12 1730 YES YES
Writing Spr12 NO INFORMATION AVAILABLE
A
B
C
D
E
F

Confidential Campus Roster

Examples shown: STAAR Grade 8 Science, STAAR Modified Grade 6 Mathematics, STAAR Grade 4 Writing

The **Confidential Campus Roster** is available for each grade assessed at each campus and lists every student for whom an answer document was submitted. This report provides detailed student-level score results for each subject area assessed.

Available:
STAAR
STAAR Spanish
STAAR Modified
STAAR L

Students NOT included in the reporting category summary results of the reports:
- Braille version of all subjects

A. Identification information

The top of the report contains identification information for the campus. The grade assessed, subject area, report date, and assessment date are also indicated. The program logo in the upper left corner of the rosters indicates the program reported.

B. Student information

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

C. Grade

The student's enrolled grade 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 the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on TEA's Student Assessment Division website.

E. Performance Standards

- **Level II: Satisfactory at Phase-In Standard**
  - If the student met Level II: Satisfactory at the phase-in standard, "YES" is shown.
  - If the student did not meet Level II: Satisfactory at the phase-in standard, "NO" is shown.
  - If a score code other than "S" is present, "---" is shown.
- **Level II: Satisfactory at Recommended Standard**
  - If the student met Level II: Satisfactory at the recommended standard, "YES" is shown.
  - If the student did not meet Level II: Satisfactory at the recommended standard, "NO" is shown.
  - If a score code other than "S" is present, "---" is shown.

- **Level III: Advanced**
  - If the student met Level III: Advanced, "YES" is shown.
  - If the student did not meet Level III: Advanced, "NO" is shown.
  - If a score code other than "S" is present, "---" is shown.

F. Results for Each Reporting Category

Reading, Mathematics, Science, and Social Studies
Reporting-category titles appear in the column headings. The number of items in each reporting category is indicated below the reporting-category titles.

Writing
Reporting category titles appear in the column headings.

Under the reporting category "Composition," the types of compositions are listed. The number of points possible for each composition in each reporting category is shown below the reporting-category titles. The number of points scored out of the total points possible for each composition is shown in the column headed "Number of Points Scored."

Under the reporting categories "Revision" and "Editing," the number of items assessed in each reporting category is shown. The number of items answered correctly is shown in the columns labeled "Number of Items Correct."

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 "OTHER" for reasons such as illness during the assessment and administration irregularities, or if the student was assessed above grade level (e.g., a grade 8 student took the STAAR Algebra I EOC assessment).
- **NOT TESTED—ABSENT**
  The student was absent during the assessment.
- **NO INFORMATION AVAILABLE**
  An answer document was not submitted for this subject.
- **ADMINISTERED STAAR SPANISH TEST**
- **ADMINISTERED STAAR TEST IN ENGLISH**
- **ADMINISTERED STAAR MODIFIED TEST**
- **ADMINISTERED STAAR L TEST**

G. Info

Information about the assessment is provided when the student was administered the braille version. The information is indicated by a single character, and a description of the character is shown in the legend. Changes in policy may result in different messages.

H. Total Students Listed

This indicates the number of students included on the report.

I. Average Scale Score

On the final page of the report, this number represents the average scale score of the total number of students listed 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 listed on the report.

K. 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.

L. 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 the report.

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Campus Roster

GRADE 8 SCIENCE

All Students

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: MONTH YEAR

Legend
--- = No Information Available

Info	Student		Student-ID (PEIMS)	Gr	Scale Score	Level II: Satisfactory at Phase-In Standard	Level II: Satisfactory at Recommended Standard	Level III: Advanced	Results for Each Reporting Category: 1 Matter and Energy	2 Force, Motion, and Energy	3 Earth and Space	4 Organisms and Environment
									Number of Items Tested			
									14	12	14	14
									Number of Items Correct			
LASTNAME	FIRSTNAME	M	123456789	08	4211	YES	YES	NO	10	10	9	14
LASTNAME	FIRSTNAME	M	123456789	08	3833	YES	NO	NO	8	9	8	11
LASTNAME	FIRSTNAME	M	123456789	08	3348	NO	NO	NO	4	5	9	7
LASTNAME	FIRSTNAME	M	123456789	08	3607	YES	NO	NO	5	7	9	10
LASTNAME	FIRSTNAME	M	123456789	08	3080	NO	NO	NO	3	4	6	6
LASTNAME	FIRSTNAME	M	123456789	08	3172	NO	NO	NO	4	6	3	8
LASTNAME	FIRSTNAME	M	123456789	08	4347	YES	YES	NO	10	11	13	11
LASTNAME	FIRSTNAME	M	123456789	08	3391	NO	NO	NO	3	8	7	8
LASTNAME	FIRSTNAME	M	123456789	08	4211	YES	YES	NO	12	9	10	12
LASTNAME	FIRSTNAME	M	123456789	08	3080	NO	NO	NO	2	3	8	6
LASTNAME	FIRSTNAME	M	123456789	08	3434	NO	NO	NO	3	6	8	10
LASTNAME	FIRSTNAME	M	123456789	08	3477	NO	NO	NO	8	7	7	6
LASTNAME	FIRSTNAME	M	123456789	08	3563	YES	NO	NO	4	8	6	12
TOTAL STUDENTS LISTED: 13				AVERAGE:	3596				- AVERAGE -			
				NUMBER:		6	3	0	5.8	7.2	7.9	9.3
				PERCENT:		46	23	0	42	60	57	66

Page 1 of 1

mmddyy-ZZZZZZZZ-CCCCCCCCC-SSSSSSS

A B C D E F G H I J K L

STAAR Modified
State of Texas Assessments of Academic Readiness — Modified

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS MODIFIED

Confidential Campus Roster

GRADE 6 MATHEMATICS (Form 3)

All Students

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR

Legend
--- = No Information Available

Info	Student		Student-ID (PEIMS)	Gr	Scale Score	Level II: Satisfactory at Phase-In Standard	Level II: Satisfactory at Recommended Standard	Level III: Advanced	Results for Each Reporting Category: 1 Numbers, Operations, and Quantitative Reasoning	2 Patterns, Relationships, and Algebraic Reasoning	3 Geometry and Spatial Reasoning	4 Measurement	5 Probability and Statistics
									Number of Items Tested				
									14	10	6	6	6
									Number of Items Correct				
	LASTNAME	FIRSTNAME	123456789	06	2800	YES	NO	NO	6	4	4	1	2
	LASTNAME	FIRSTNAME	M 123456789	06	2800	YES	NO	NO	6	3	5	0	3
	LASTNAME	FIRSTNAME	M 123456789	06	2660	NO	NO	NO	4	3	4	2	1
	LASTNAME	FIRSTNAME	M 123456789	06	2857	YES	NO	NO	7	3	4	2	2
	LASTNAME	FIRSTNAME	M 123456789	06	3089	YES	YES	NO	8	2	5	5	3
	LASTNAME	FIRSTNAME	M 123456789	06	2761	NO	NO	NO	6	4	2	1	3
	LASTNAME	FIRSTNAME	M 123456789	06	2857	YES	NO	NO	8	4	2	1	3
	LASTNAME	FIRSTNAME	123456789	06	2800	YES	NO	NO	9	2	4	2	0
	LASTNAME	FIRSTNAME	M 123456789	06	3462	YES	YES	YES	13	6	3	3	5
	LASTNAME	FIRSTNAME	M 123456789	06	2761	NO	NO	NO	6	2	4	2	2
TOTAL STUDENTS LISTED: 10			AVERAGE:		2885				- AVERAGE -				
			NUMBER:			7	2	1	7.3	3.3	3.7	1.9	2.4
			PERCENT:			70	20	10	52	33	62	32	40

Page 1 of 1

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A B C D E F G H I J K L

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Campus Roster

GRADE 4 WRITING

All Students

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR

Legend
--- = No Information Available

Info	Student			Student-ID (PEIMS)	Gr	Scale Score	Level II: Satisfactory at Phase-In Standard	Level II: Satisfactory at Recommended Standard	Level III: Advanced	Results for Each Reporting Category: 1 Composition: Personal Narrative	1 Composition: Expository	2 Revision	3 Editing
										Number of Points Possible		Number of Items Tested	
										8	8	9	19
										Number of Points Scored		Number of Items Correct	
	LASTNAME	FIRSTNAME	M	123456789	04	4612	YES	YES	YES	6	4	9	17
	LASTNAME	FIRSTNAME	M	123456789	04	3794	YES	NO	NO	5	5	5	12
	LASTNAME	FIRSTNAME	M	123456789	04	3750	YES	NO	NO	4	3	6	13
	LASTNAME	FIRSTNAME	M	123456789	04	3750	YES	NO	NO	4	4	7	11
	LASTNAME	FIRSTNAME	M	123456789	04	3750	YES	NO	NO	4	5	6	11
	LASTNAME	FIRSTNAME	M	123456789	04	3048	NO	NO	NO	2	2	4	8
	LASTNAME	FIRSTNAME	M	123456789	04	3116	NO	NO	NO	3	2	3	9
	LASTNAME	FIRSTNAME	M	123456789	04	3794	YES	NO	NO	5	4	4	14
	LASTNAME	FIRSTNAME	M	123456789	04	3249	NO	NO	NO	4	3	6	6
	LASTNAME	FIRSTNAME	M	123456789	04	3750	YES	NO	NO	2	3	8	13
	LASTNAME	FIRSTNAME	M	123456789	04	2910	NO	NO	NO	2	2	1	9
	LASTNAME	FIRSTNAME	M	123456789	04	3582	YES	NO	NO	4	4	5	11
	LASTNAME	FIRSTNAME	M	123456789	04	4000	YES	YES	NO	5	2	7	16
	LASTNAME	FIRSTNAME	M	123456789	04	4000	YES	YES	NO	6	4	7	13
	LASTNAME	FIRSTNAME	M	123456789	04	3651	YES	NO	NO	3	4	6	12
	LASTNAME	FIRSTNAME	M	123456789	04	3249	NO	NO	NO	3	3	4	9
TOTAL STUDENTS LISTED: 16				AVERAGE:		3625				- - - - - - - - - - - - - - - - - - - -		AVERAGE -	
				NUMBER:			11	3	1	3.9	3.4	5.5	11.5
				PERCENT:			69	19	6	48	42	61	61

Page 1 of 1

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A B C D E F G H I J K L

Summary Report

Examples shown: STAAR Grade 8 Mathematics, STAAR Grade 4 Writing

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

Available:
STAAR
STAAR Spanish
STAAR Modified
STAAR L

Students NOT included in the reporting-category-level and written composition constructed-response results of the reports:
- Braille version of all subjects

A. Identification information
The top of the report contains identification information for the campus. The grade assessed, subject area, date of testing, and report date are also indicated. The program logo in the upper left corner of the summary reports indicates the program (STAAR, STAAR Spanish, STAAR Modified, or STAAR L).

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 documents submitted.

C. Legend
To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates that this is shown by "---."

D. Demographic groups and program information
Demographic and program categories are listed on the left side of this section. Results for students submitting documents with no demographic or program information coded 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 scale scores.

G. *Passed*

The number and percentage of students who achieved satisfactory performance and/or achieved advanced performance are displayed for each demographic group. Level II: Satisfactory Academic Performance, indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

Level III: Advanced Academic Performance, indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. Refer to Performance Standards in the Program Overview for additional information about these standards.

H. *Did Not Pass*

The number and percentage of students who received unsatisfactory performance displayed for each demographic group. Level I: Unsatisfactory Academic Performance, indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Refer to Performance Standards in the Program Overview for additional information about this standard.

I. *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.

J. *Written composition summary*

The STAAR writing assessments include essays with scores ranging from 0 to 8. The number of possible points for each essay item is 8 for grade 4 and 16 for grade 7. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

K. *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 the report.

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 MATHEMATICS

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR

Administration Summary	Number	Percent
Students Tested	233	99
Students Not Tested		
Absent	0	0
Other	2	1
Total Documents Submitted	235	100

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

		Number of Students Tested	Average Scale Score	PASSED Level II: Satisfactory #	%	PASSED Level III: Advanced #	%	DID NOT PASS Level I: Unsatisfactory #	%	Results for Each Reporting Category: 1 Numbers, Operations, and Quantitative Reasoning #	%	2 Patterns, Relationships, and Algebraic Reasoning #	%	3 Geometry and Spatial Reasoning #	%	4 Measurement #	%	5 Probability and Statistics #	%
										Number of Items Tested									
										11		14		8		13		10	
										Avg. # of Items / % Correct									
All Students		233	1668	159	68	23	10	74	32	6.7	61	7.4	53	4.2	53	6.6	51	5.5	55
Male		120	1680	82	68	16	13	38	32	6.8	61	7.5	54	4.4	56	6.8	53	5.6	56
Female		113	1655	77	68	7	6	36	32	6.6	60	7.2	51	4.0	51	6.3	49	5.4	54
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		111	1647	75	68	5	5	36	32	6.6	60	6.8	48	3.9	49	6.2	48	5.2	52
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		14	1827	13	93	7	50	1	7	8.7	79	11.3	81	5.9	74	8.9	69	7.9	79
Black or African American		52	1636	31	60	1	2	21	40	6.1	56	6.7	48	3.8	48	5.9	46	5.1	51
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		50	1713	37	74	10	20	13	26	7.1	64	8.4	60	5.2	65	7.6	58	6.0	60
Two or More Races		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Free Meals*	114	1629	66	58	4	4	48	42	6.3	57	6.4	45	3.7	46	5.8	44	4.9	49
	Reduced Meals	21	1668	15	71	2	10	6	29	6.5	59	7.7	55	4.1	52	6.1	47	5.7	57
	Other	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	97	1715	78	80	17	18	19	20	7.3	66	8.5	61	4.9	62	7.7	59	6.1	61
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Schoolwide Program Participants*	230	1669	157	68	23	10	73	32	6.7	61	7.4	53	4.3	53	6.6	51	5.5	55
	Targeted Assistance Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Previous Participants)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Homeless Participants at Non-Title I Schools	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants (Not Previous Participants)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	231	1669	159	69	23	10	72	31	6.7	61	7.4	53	4.3	53	6.6	51	5.5	55
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	*Current LEP*	14	1615	7	50	0	0	7	50	6.4	58	6.4	45	3.3	41	5.1	40	4.5	45
	Non-LEP (Monitored 1st Year)	14	1610	10	71	1	7	4	29	5.5	50	5.9	42	3.2	40	4.9	38	5.5	55
	Non-LEP (Monitored 2nd Year)	21	1591	11	52	0	0	10	48	5.4	49	5.4	39	3.0	37	5.3	41	4.0	40
	Other Non-LEP	183	1686	131	72	22	12	52	28	7.0	63	7.8	56	4.6	57	7.0	54	5.7	57
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual/ ESL Program	*Bilingual*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	ESL	14	1621	8	57	0	0	6	43	6.6	60	6.4	46	3.4	43	5.3	41	4.6	46
	Neither	217	1672	151	70	23	11	66	30	6.7	61	7.4	53	4.3	54	6.7	52	5.6	56
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	14	1549	3	21	0	0	11	79	3.9	35	4.4	32	2.6	32	3.9	30	3.8	38
	No	218	1676	156	72	23	11	62	28	6.9	63	7.6	54	4.4	55	6.8	52	5.6	56
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	18	1890	18	100	10	56	0	0	9.9	90	12.2	87	6.8	85	11.5	88	8.0	80
	Nonparticipants	214	1650	141	66	13	6	73	34	6.4	58	7.0	50	4.0	51	6.2	48	5.3	53
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	162	1630	95	59	5	3	67	41	6.2	56	6.4	46	3.7	46	5.8	45	5.0	50
	No	70	1757	64	91	18	26	6	9	8.0	72	9.6	69	5.6	70	8.5	65	6.6	66
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education	*Elective*	29	1847	29	100	11	38	0	0	9.3	85	11.6	83	6.6	83	10.4	80	7.6	76
	Coherent Sequence	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Tech Prep	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	203	1643	130	64	12	6	73	36	6.3	58	6.8	48	3.9	49	6.1	47	5.2	52
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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A B C D E F G H I K

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 WRITING

STAAR State of Texas Assessments of Academic Readiness

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR

Administration Summary	Number	Percent
Students Tested	150	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	150	100

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

	Number of Students Tested	Average Scale Score	PASSED Level II: Satisfactory		PASSED Level III: Advanced		DID NOT PASS Level I: Unsatisfactory		Results for Each Reporting Category 1 Composition: Personal Narrative		1 Composition: Expository		2 Revision		3 Editing	
									Number of Points Possible				Number of Items Tested			
									8		8		9		19	
									Avg. # of Points / % Scored				Avg. # of Items / % Correct			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	150	3666	95	63	7	5	55	37	4.0	50	3.9	49	5.7	63	11.2	59
Male	73	3545	39	53	2	3	34	47	3.7	46	3.6	45	5.4	60	10.5	55
Female	77	3780	56	73	5	6	21	27	4.3	54	4.2	53	6.0	67	11.8	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	88	3552	49	56	1	1	39	44	3.8	47	3.7	47	5.4	60	10.4	55
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	18	3690	12	67	0	0	6	33	3.8	48	4.3	54	5.4	60	11.7	62
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	41	3872	32	78	5	12	9	22	4.5	56	4.1	51	6.5	72	12.5	66
Two or More Races	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — *Free Meals*	93	3623	55	59	3	3	38	41	3.9	48	3.8	48	5.6	62	11.0	58
Reduced Meals	19	3488	10	53	0	0	9	47	3.8	47	3.7	46	4.9	54	10.1	53
Other	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	38	3858	30	79	4	11	8	21	4.4	56	4.2	53	6.4	72	12.2	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — *Schoolwide Program Participants*	150	3666	95	63	7	5	55	37	4.0	50	3.9	49	5.7	63	11.2	59
Targeted Assistance Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Previous Participants)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Homeless Participants at Non-Title I Schools	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants (Not Previous Participants)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	150	3666	95	63	7	5	55	37	4.0	50	3.9	49	5.7	63	11.2	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — *Current LEP*	29	3356	10	34	0	0	19	66	3.2	40	3.3	42	4.7	52	9.4	49
Non-LEP (Monitored 1st Year)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	116	3743	81	70	7	6	35	30	4.2	53	4.1	51	6.0	66	11.6	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual/ ESL Program — *Bilingual*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	29	3356	10	34	0	0	19	66	3.2	40	3.3	42	4.7	52	9.4	49
Neither	121	3740	85	70	7	6	36	30	4.2	53	4.0	51	6.0	66	11.6	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — *Yes*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	146	3675	94	64	7	5	52	36	4.0	50	3.9	49	5.7	64	11.2	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — *Participants*	7	4312	7	100	3	43	0	0	5.3	66	5.1	64	8.0	89	14.6	77
Nonparticipants	143	3634	88	62	4	3	55	38	3.9	49	3.9	48	5.6	62	11.0	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — *Yes*	68	3406	26	38	0	0	42	62	3.4	42	3.6	45	4.6	51	9.7	51
No	82	3881	69	84	7	9	13	16	4.5	57	4.2	52	6.6	74	12.4	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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Constructed Response Summary Report

Examples shown: STAAR Grade 4 Writing

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

Available:
STAAR
STAAR Spanish

Students NOT included in the report:
- Braille version

A. Identification information

The top of the report contains identification information for the campus or district. The grade assessed, report date, and the date of testing are also indicated.

B. Written composition rating summary (grades 4 and 7)

A breakdown of the number and the percentage of students who achieved each rating on each type of written composition is shown. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

Composition ratings are shown below.

0 = Nonscorable (0 out of possible 8 points)

2 = Very Limited (summed score: 2 out of possible 8 points)

3 = Between Very Limited and Basic (summed score: 3 out of possible 8 points)

4 = Basic (summed score: 4 out of possible 8 points)

5 = Between Basic and Satisfactory (summed score: 5 out of possible 8 points)

6 = Satisfactory (summed score: 6 out of possible 8 points)

7 = Between Satisfactory and Accomplished (summed score: 7 out of possible 8 points)

8 = Accomplished (summed score: 8 out of possible 8 points)

C. Number of papers

The number of records receiving each rating is shown in the column with the heading "#." The total number of records scored is shown at the bottom of this column.

The percentage of the total number of records receiving each composition rating 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.

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 4 WRITING

District: 999-999 DISTRICT NAME
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR

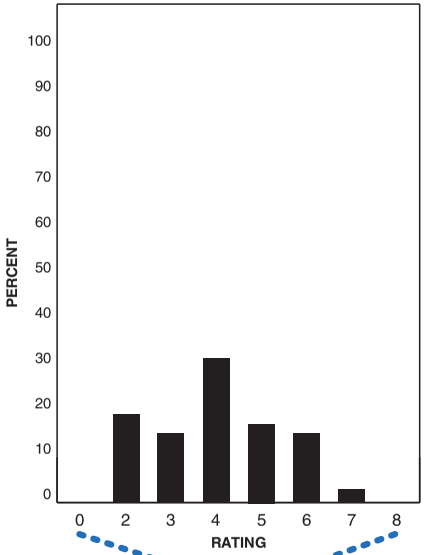
A

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

Written Composition Rating Summary

Personal Narrative Composition

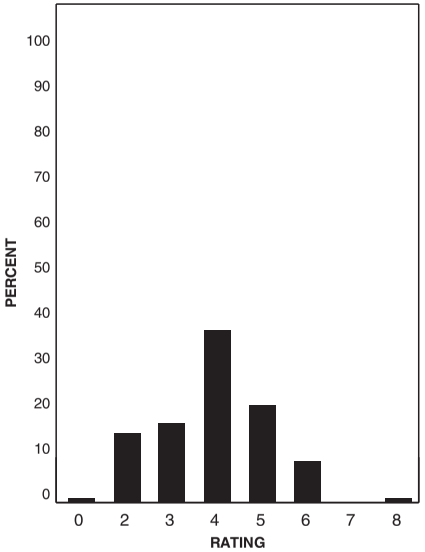
Rating	#	%
0	0	0
2	29	19
3	23	15
4	46	31
5	26	17
6	22	15
7	4	3
8	0	0
Total	150	100



C D

Expository Composition

Rating	#	%
0	1	1
2	23	15
3	25	17
4	55	37
5	32	21
6	13	9
7	0	0
8	1	1
Total	150	100



B

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

Phase-In Summary Report

Example shown: STAAR Grade 7

The **Phase-In Summary Report** is available for each subject area assessed at each campus or district and contains aggregate information about every student for whom an answer document was submitted.

The report illustrates student performance at the phase-in Satisfactory performance level as well as the recommended Satisfactory performance level.

Available:
STAAR
STAAR Spanish
STAAR Modified
STAAR L

Standard Summary Reports:
- All Students

A. Identification information
The top of the report contains identification information for the campus. The subject area, report date, and assessment date are also indicated. The assessment date will be the season or month and year of administration. The logo in the upper left corner of the rosters indicates the program.

B. Legend
To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates that this is shown by "---."

C. Demographic groups and program information
Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

D. Subject summaries
These columns summarize subject area data for all scored assessments. For each subject area, the average number (#) and the percentage (%) of students in each demographic group receiving satisfactory performance in the phase-in standard and in the recommended standard is calculated.

E. Number of students tested
The number of students assessed is provided for each demographic group.

F. 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 the report.

STAAR State of Texas Assessments of Academic Readiness

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Phase-In Summary Report
GRADE 7

District: 999-999 DISTRICT NAME (D)
Campus: 999 CAMPUS NAME

Report Date: MONTH YEAR (A)
Date of Testing: SEASON YEAR

Legend
--- = No Data Reported For Fewer Than Five Students (B)

		READING (E)					MATHEMATICS					WRITING				
			Phase-In Standard		Recommended Standard			Phase-In Standard		Recommended Standard			Phase In Standard		Recommended Standard	
		Number of Students Tested	Level II: Satisfactory #	Level II: Satisfactory %	Level II: Satisfactory #	Level II: Satisfactory %	Number of Students Tested	Level II: Satisfactory #	Level II: Satisfactory %	Level II: Satisfactory #	Level II: Satisfactory %	Number of Students Tested	Level II: Satisfactory #	Level II: Satisfactory %	Level II: Satisfactory #	Level II: Satisfactory %
All Students		137	105	77	45	33	137	105	77	52	38	136	90	66	35	26
Male		63	48	76	21	33	63	52	83	24	38	63	41	65	15	24
Female		74	57	77	24	32	74	53	72	28	38	73	49	67	20	27
No Information Provided		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino		71	53	75	22	31	71	51	72	24	34	71	43	61	16	23
American Indian or Alaska Native		1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Asian		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American		19	11	58	5	26	19	14	74	6	32	19	9	47	2	11
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White		46	40	87	18	39	46	39	85	22	48	45	37	82	17	38
Two or More Races		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged	*Free Meals*	88	65	74	30	34	88	64	73	31	35	87	57	66	21	24
	Reduced Meals	18	12	67	2	11	18	15	83	5	28	18	9	50	2	11
	Other	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	31	28	90	13	42	31	26	84	16	52	31	24	77	12	39
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A	*Schoolwide Program Participants*	137	105	77	45	33	137	105	77	52	38	136	90	66	35	26
	Targeted Assistance Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants (Previous Participants)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Homeless Participants at Non-Title I Schools	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants (Not Previous Participants)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	137	105	77	45	33	137	105	77	52	38	136	90	66	35	26
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient	*Current LEP*	9	4	44	0	0	9	5	56	0	0	9	2	22	0	0
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 2nd Year)	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
	Other Non-LEP	125	99	79	44	35	125	98	78	52	42	124	86	69	34	27
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual/ ESL Program	*Bilingual*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	ESL	8	4	50	0	0	8	5	63	0	0	8	2	25	0	0
	Neither	129	101	78	45	35	129	100	78	52	40	128	88	69	35	27
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	*Yes*	11	3	27	0	0	11	2	18	0	0	11	1	9	0	0
	No	126	102	81	45	36	126	103	82	52	41	125	89	71	35	28
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented	*Participants*	5	5	100	3	60	5	5	100	4	80	5	4	80	2	40
	Nonparticipants	132	100	76	42	32	132	100	76	48	36	131	86	66	33	25
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk	*Yes*	60	33	55	11	18	60	33	55	12	20	59	25	42	7	12
	No	77	72	94	34	44	77	72	94	40	52	77	65	84	28	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Career/Technical Education	*Elective*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Coherent Sequence	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Tech Prep	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	137	105	77	45	33	137	105	77	52	38	136	90	66	35	26
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

(C)

mmddyy-ZZZZZZZZ-CCCCCCCCC-SSSSSSS (F)

Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category-level data are also included.

Optional Reports

Optional reports are similar to standard reports in that they contain summaries of student performance information; however, the information is presented in additional formats. To receive optional reports, a district must order them online through the Texas Assessment Management System. Districts are required to pay a nominal fee for each optional report requested. The following optional reports are available:

Optional Services for Standard Reports 2.32

Optional Services for Standard Reports

Refer to the "Standard Reports" section for examples of these reports.

Additional services for the following standard reports are also available as optional reports for a fee to districts. A district must submit a request through the Texas Assessment Management System to receive the optional reports or optional services for standard reports, which include reports on CD-ROM, paper copies (for those reports provided online only), or additional copies of paper reports.

- Confidential Student Report
- Confidential Student Label
- Confidential Campus Roster, All Students
- Confidential Campus Roster, Students Achieving Satisfactory Performance
- Summary Reports