

2013–2014

Interpreting Assessment Reports

TEXAS STUDENT ASSESSMENT PROGRAM



State of Texas Assessments of Academic Readiness (STAAR)

State of Texas Assessments of Academic Readiness
End-of-Course (STAAR EOC)

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

Texas English Language Proficiency Assessment System (TELPAS)

Texas Assessment of Knowledge and Skills (TAKS),
including TAKS (Accommodated)

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

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General Information

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

- State of Texas Assessments of Academic Readiness (STAAR)
- State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)
- State of Texas Assessments of Academic Readiness Alternate (STAAR Alternate)
- Texas English Language Proficiency Assessment System (TELPAS)
- Texas Assessment of Knowledge and Skills (TAKS), including TAKS (Accommodated)

The guide also displays and explains examples of standard and optional assessment reports as well as assists campus personnel in understanding and interpreting student performance data, as required by Section 39.030(b) of the Texas Education Code.

To facilitate online use of this manual, click on the blue-colored text to access the identified website.

Overview of Statewide Student Assessment in Texas

STAAR

Beginning in spring 2012 STAAR replaced TAKS. At grades 3–8, students are assessed in mathematics and reading. Students are also assessed in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Spanish-version STAAR assessments are administered in reading and mathematics at grades 3–5, in writing at grade 4, and in science at grade 5.

State legislation phases out high school TAKS and replaces them with the STAAR EOC assessments beginning in the 2011–2012 school year. Students first enrolled in grade 9 or below in the 2011–2012 school year are required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take TAKS.

The five end-of-course (EOC) assessments are Algebra I, biology, English I, English II, and U.S. history.

STAAR Spanish

Spanish versions of STAAR, called STAAR Spanish, are available at grades 3–5 for eligible English language learners (ELLs) in the same grades and subject areas assessed by the English versions. ELLs not eligible for STAAR Spanish may be provided allowable linguistic accommodations on other STAAR assessments.

STAAR L

Linguistically accommodated versions of STAAR, called STAAR L, are available for eligible ELLs in grades 3–8 and high school in mathematics, science, and social studies. ELLs not eligible for STAAR L may be provided allowable linguistic accommodations on other STAAR assessments.

STAAR Modified

Eligible students enrolled in grades 3–8 and high school students will be administered STAAR Modified. STAAR Modified is an alternate assessment based on modified academic achievement standards designed for students who meet participation requirements and who are served by special education. STAAR Modified has been designed to meet federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. According to federal regulations, all students, including those served by special education, will be assessed on grade-level curriculum. STAAR Modified covers the same content as STAAR, but the STAAR Modified assessments have been changed in format (e.g., larger font, fewer items per page) and assessment design (e.g., fewer answer choices, simpler vocabulary, and sentence structure).

STAAR Alternate

STAAR Alternate was developed to meet the federal requirements mandated under ESEA. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are served by special education.

TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through grade 12. TELPAS assesses second language development in the domains of listening, speaking, reading, and writing. Multiple-choice assessments are used to assess reading in grades 2–12. For the other grades and domains, holistically rated assessments based on ongoing classroom observations and written student work are used. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. The TELPAS results are used in several state and federal accountability and performance-based monitoring indicators.

TAKS

Students first enrolled in grade 9 prior to the 2011–2012 school year have TAKS as their graduation requirement. Students with TAKS as their graduation requirement are eligible to take the TAKS exit level assessments as soon as they are classified as 11th graders.



For more information about the Texas state assessments, visit TEA's Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment>.

2014 STAAR Assessments			
Enrolled Grade	Subjects Assessed	Assessment Mode	Other Assessments Available
Grade 3	mathematics and reading	paper (STAAR L is online)	STAAR Spanish for both subjects STAAR L for mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 4	writing, mathematics, and reading	paper (STAAR L is online)	STAAR Spanish for all subjects STAAR L for mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 5	mathematics, reading, and science	paper (STAAR L is online)	STAAR Spanish for all subjects STAAR L for mathematics and science STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 6	mathematics and reading	paper (STAAR L is online)	STAAR L for mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 7	writing, mathematics, and reading	paper (STAAR L is online)	STAAR L for mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 8	mathematics, reading, science, and social studies	paper (STAAR L is online)	STAAR L for mathematics, science, and social studies STAAR Modified for all subjects STAAR Alternate for all subjects
End-of-Course	Only for courses in which a student is enrolled: Algebra I, biology, English I, English II, and U.S. history	paper and/or online (STAAR L is online)	STAAR L for Algebra I, biology, and U.S. history STAAR Modified for Algebra I, English I, English II, biology, and U.S. history STAAR Alternate for Algebra I, English I, English II, U.S. history, and biology

Note: The modified assessment for U.S. history will be administered as stand-alone field test in 2014.

TELPAS Assessments for the 2013–2014 School Year													
Enrolled Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Multiple-Choice Assessments			Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
Holistically Rated Components	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing	Listening Speaking Writing

Graduation and Promotion Requirements

In addition to taking the required courses, students must pass STAAR EOC assessments in Algebra I, biology, English I, English II, and U.S. history.

Confidentiality and Reporting of Results

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

Title 19 Texas Administrative Code, §101.81 requires school districts and charter schools to report results as follows:

- (a) The superintendent of a school district or chief administrative officer of each charter school shall accurately report all test results as required by the Texas Education Code (TEC), §39.030, with appropriate interpretations, to the school district board of trustees according to the schedule in the applicable test administration materials.
- (b) A school district, charter school, or private school that administers criterion-referenced tests under the TEC, Chapter 39, Subchapter B, shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements in the TEC, §39.030.
- (c) All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another school district, charter school, or private school.
- (d) The scoring contractor will provide school districts with the results of the machine-scorable assessments administered as required by the TEC, §28.0211, within a ten-day period following the receipt of the test materials from the school district or charter school.

Dates for notifying students and parents of assessment results for each administration are contained in the Calendar of Events Poster and the Calendar of Events in the [2014 District and Campus Coordinator Manual](#). The calendar and manual are provided to each district prior to the first administration.

RESOURCES

The Student Assessment Division makes many resources available to school districts and parents. The following is a list of resource pages on [TEA's Student Assessment Division website](#) that are useful for understanding the assessment process and reporting elements.

Resources	
Resource	Link
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
Explanation of Test Results	http://www.tea.state.tx.us/student.assessment/explainresults
Information on State Assessments for English Language Learners	http://www.tea.state.tx.us/student.assessment/ell
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Linguistic Accommodations for ELLs Participating in the STARR Program	http://www.tea.state.tx.us/student.assessment/staar
Special Education Assessments	http://www.tea.state.tx.us/student.assessment/special-ed
STAAR Alternate Resources	http://www.tea.state.tx.us/student.assessment/special-ed/staaralt
STAAR Modified Resources	http://www.tea.state.tx.us/student.assessment/special-ed/staarm
STAAR Resources	http://www.tea.state.tx.us/student.assessment/staar
TAKS Resources	http://www.tea.state.tx.us/student.assessment/taks
TELPAS Resources	http://www.tea.state.tx.us/student.assessment/ell/telpas/