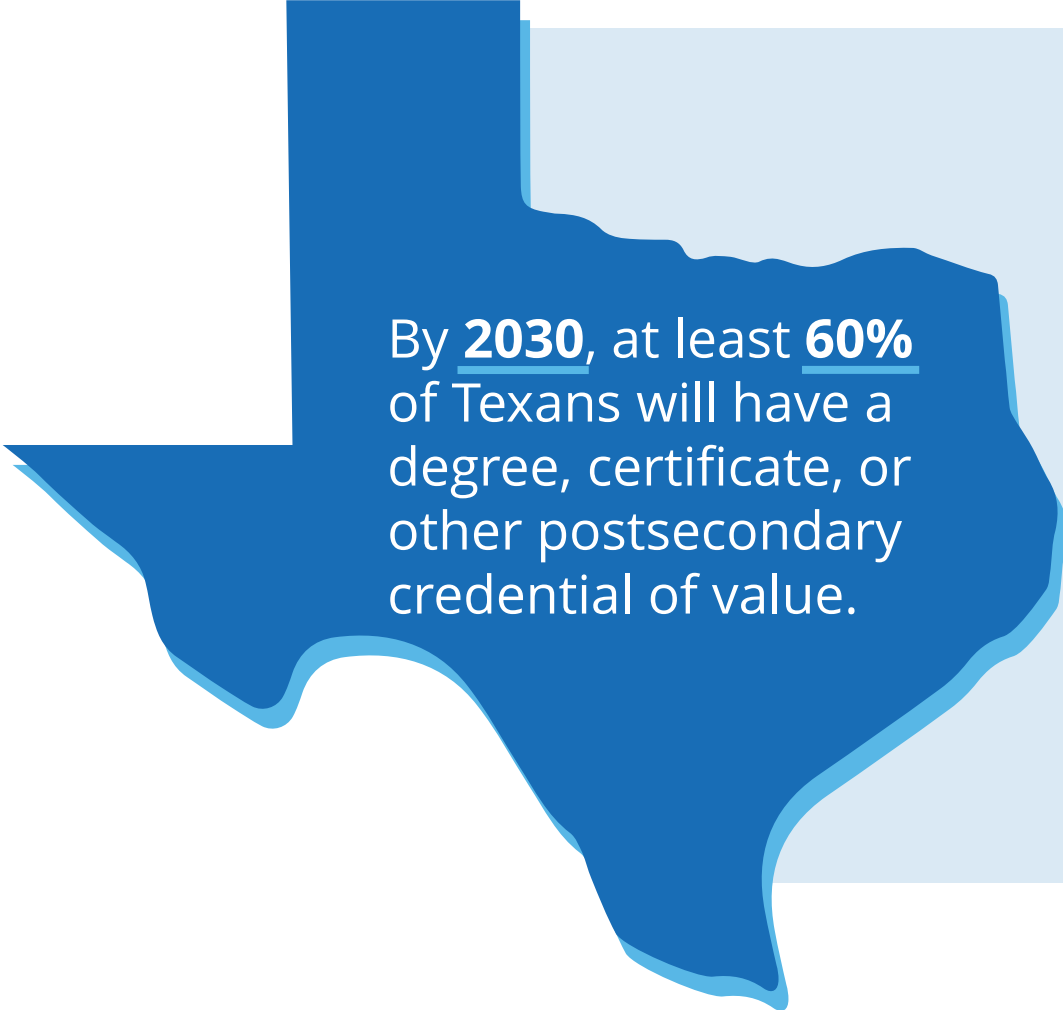




Texas Assessment Conference

November 8, 2023

Pursuing our vision for Texas students



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

At K-12
Graduation

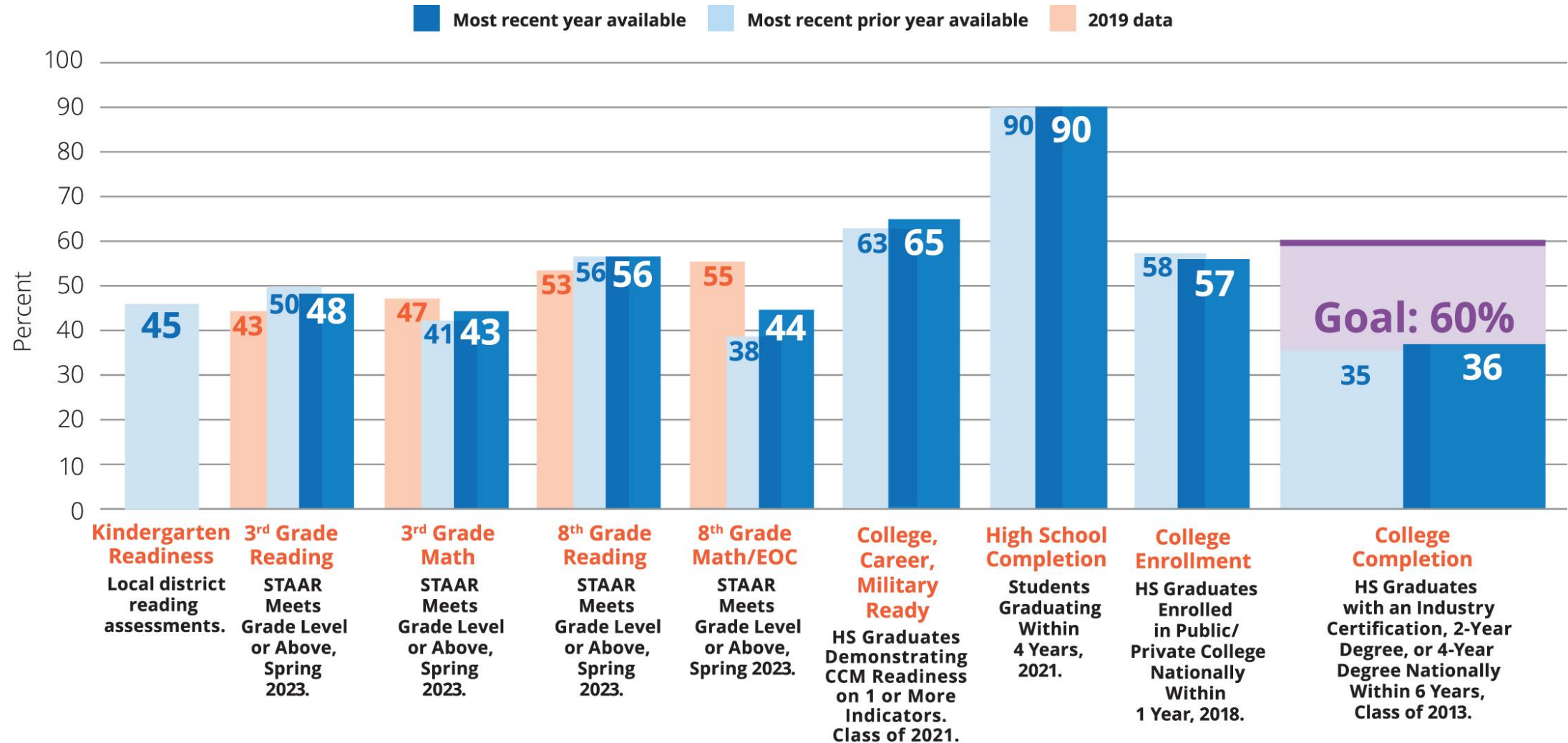
**Every Child, Prepared
for Success in College, a
Career, or the Military**

Post-
Secondary
Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

YEAR-OVER-YEAR STUDENT OUTCOMES



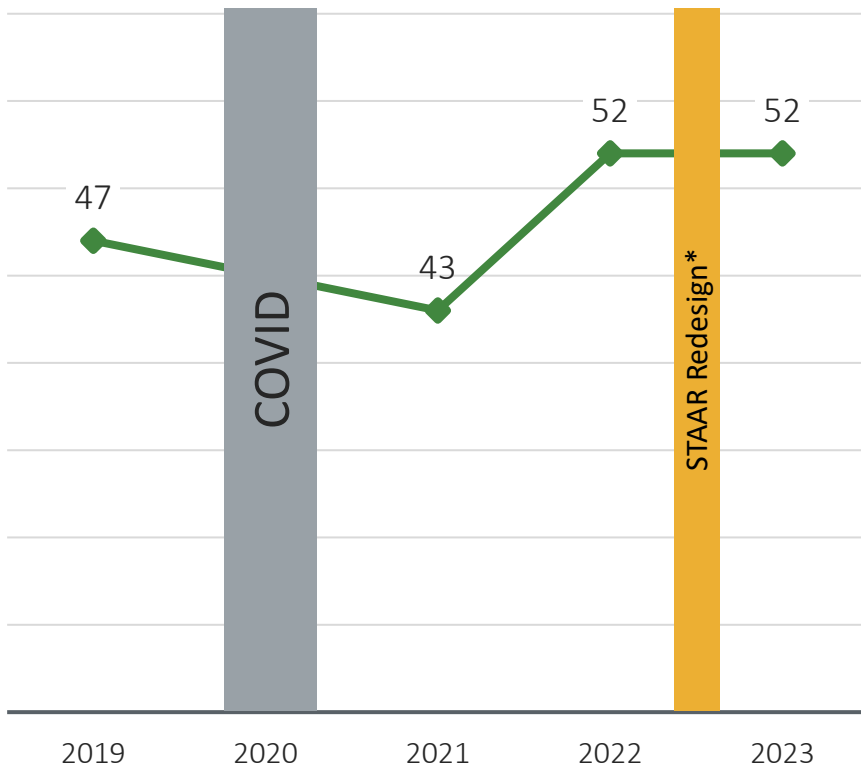


ALL

Overall RLA – Grades 3-8, English I & II

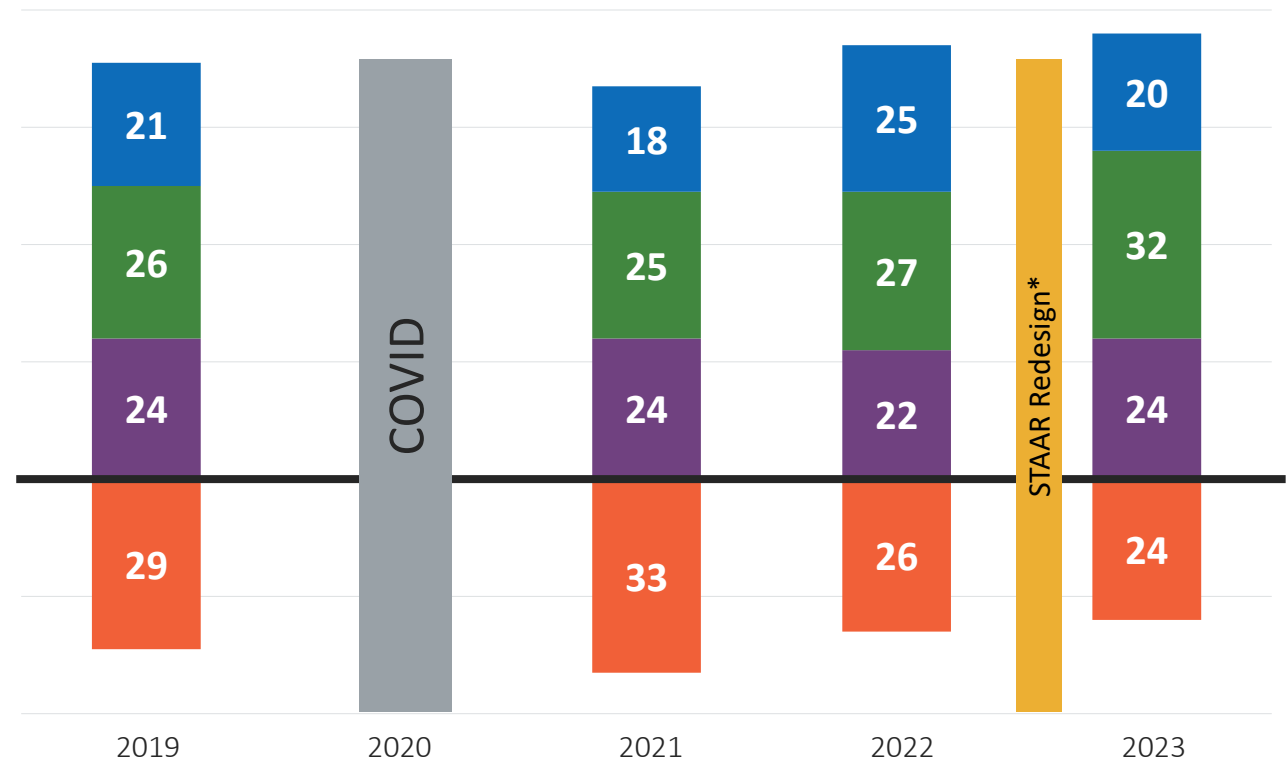
Percent of Students that Met Grade Level or Above in RLA

(Grades 3-8, English I & II)



Percent of Students by Performance Level – RLA

(Grades 3-8, English I & II)



Masters Meets Approaches Did Not Meet

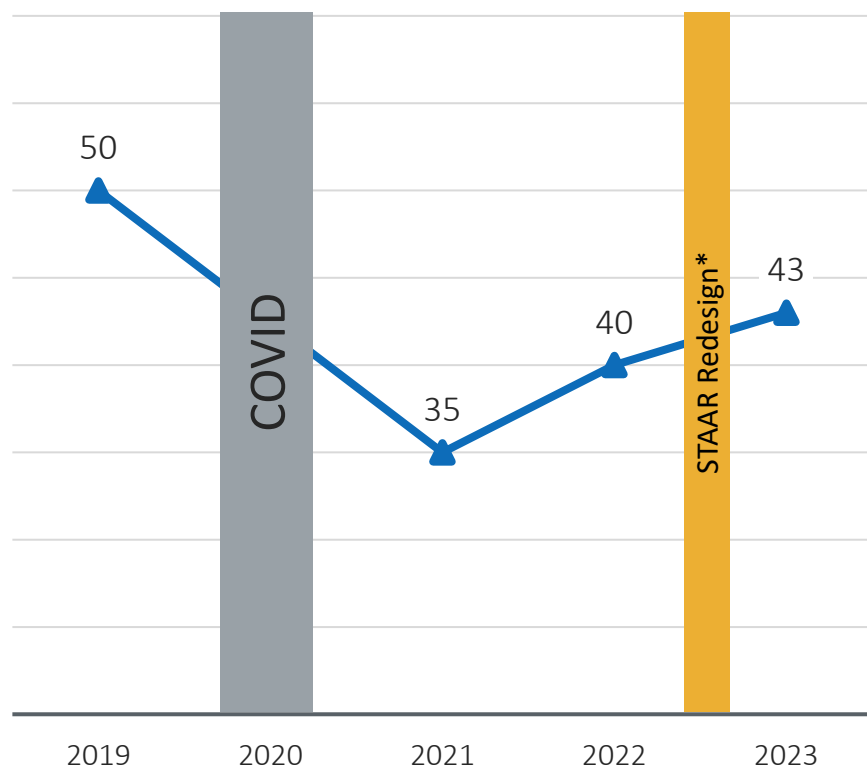


ALL

Overall Math - Grades 3-8 and Algebra I

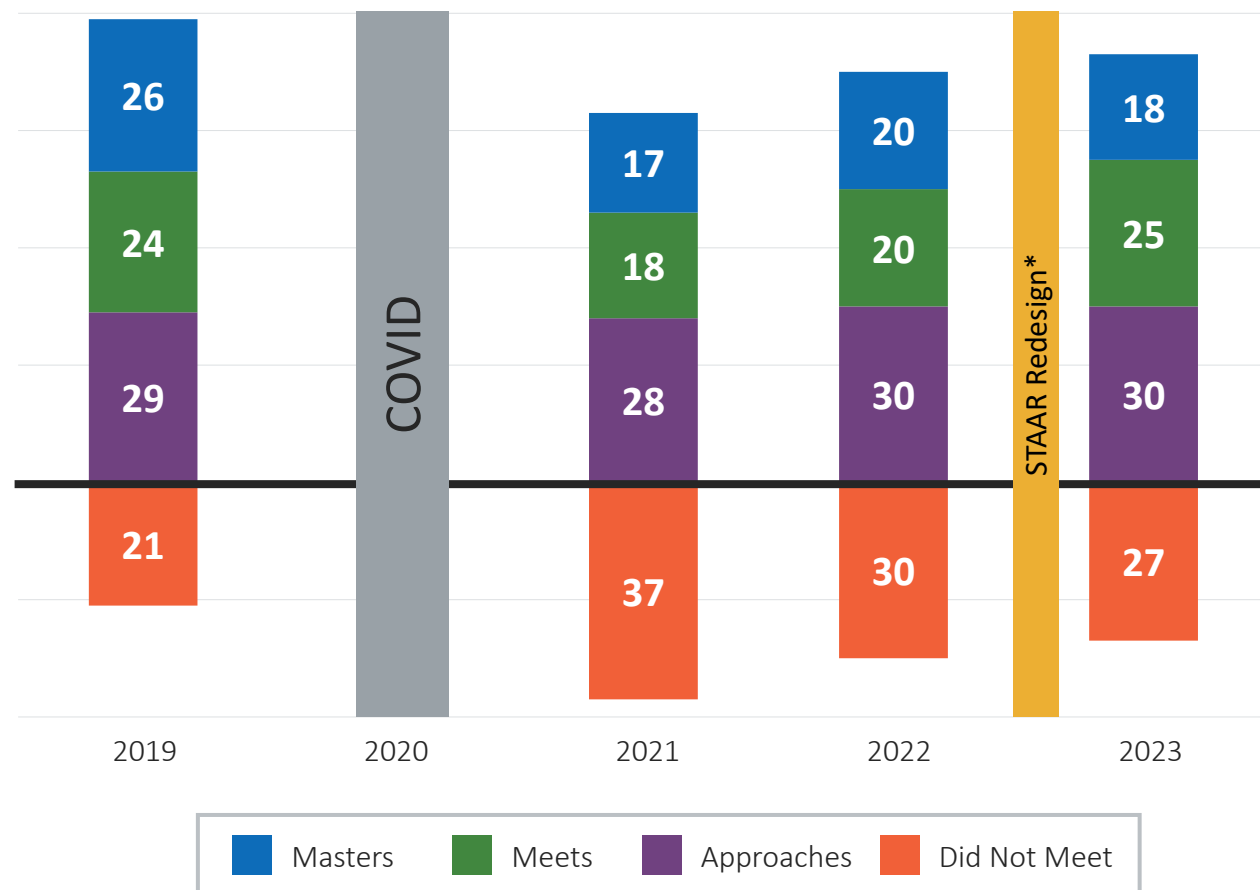
**Percent of Students that Met Grade Level
or Above in Math**

(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math

(Grades 3-8 & Algebra I)



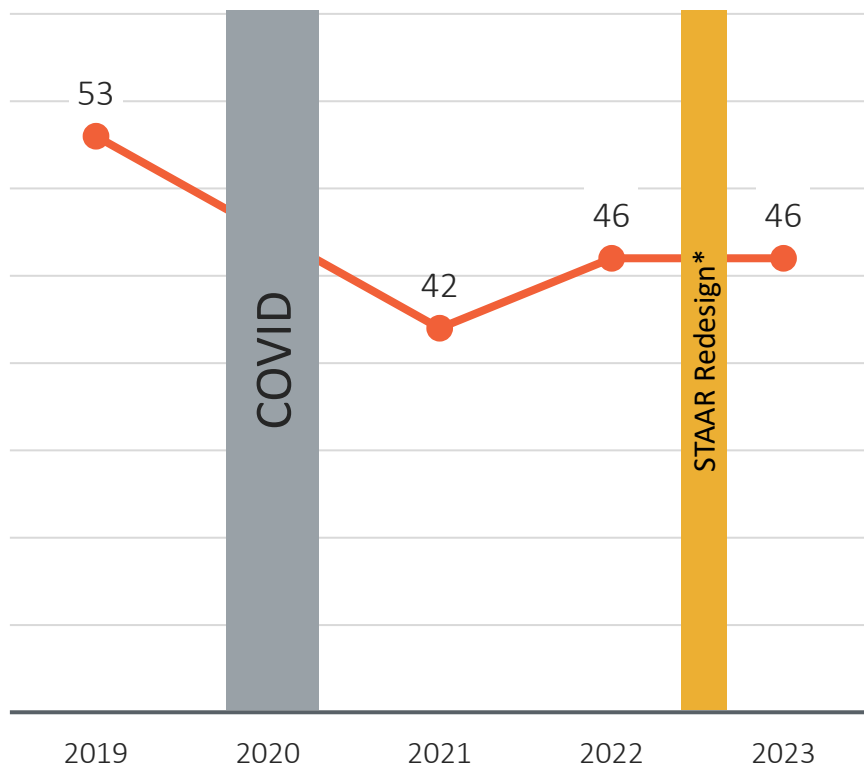
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



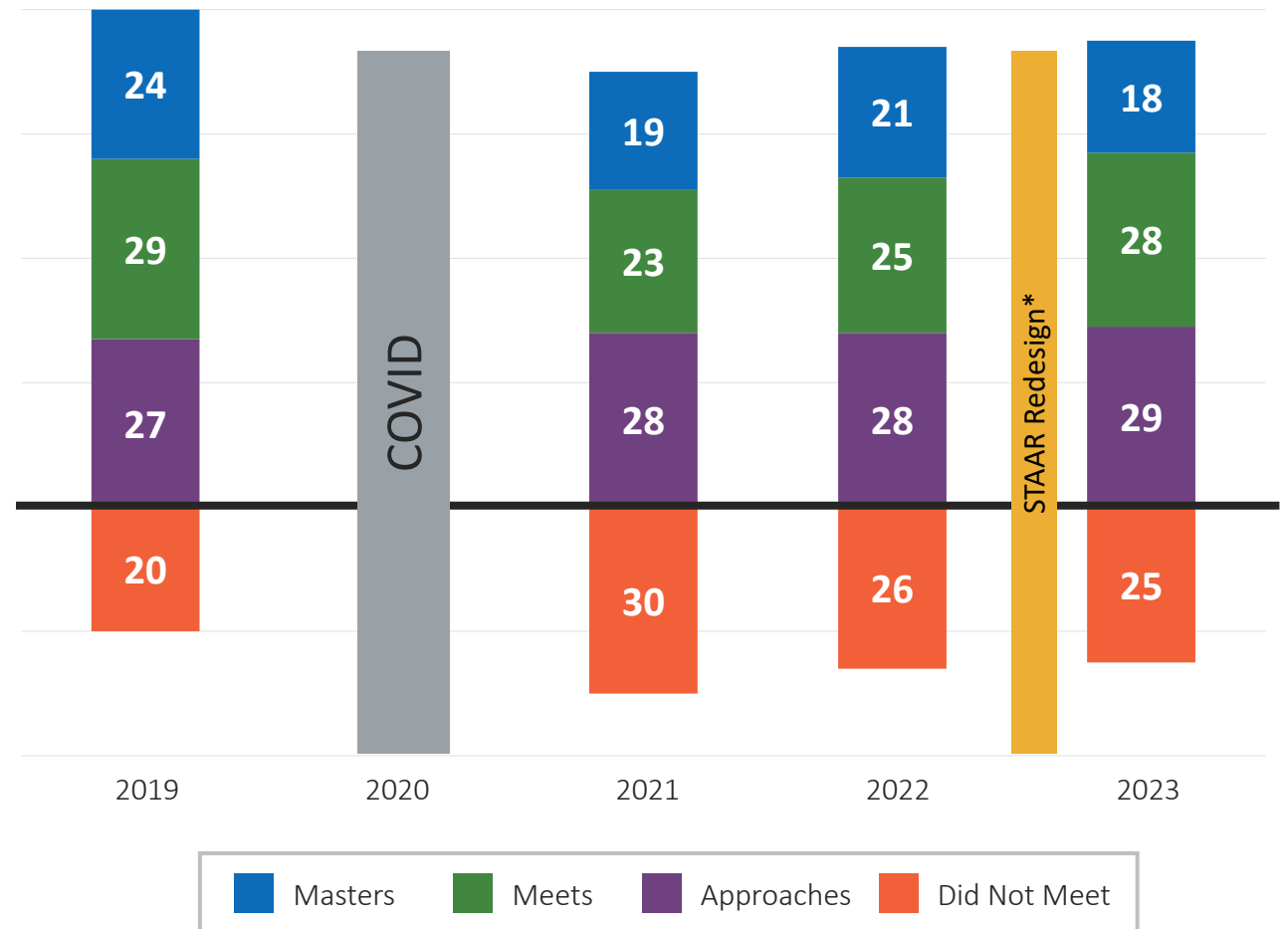
ALL

Overall Science – Grades 5 & 8 and Biology

**Percent of Students that Met Grade Level
or Above in Science**
(Grades 5 & 8 and Biology)



Percent of Students by Performance Level – Science
(Grades 5 & 8 and Biology)



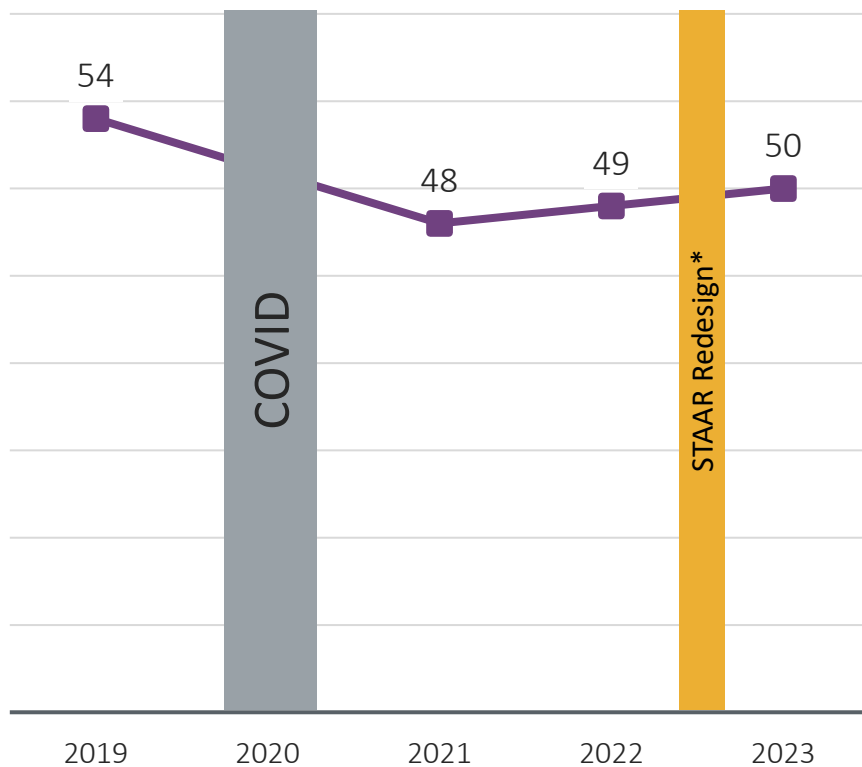
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



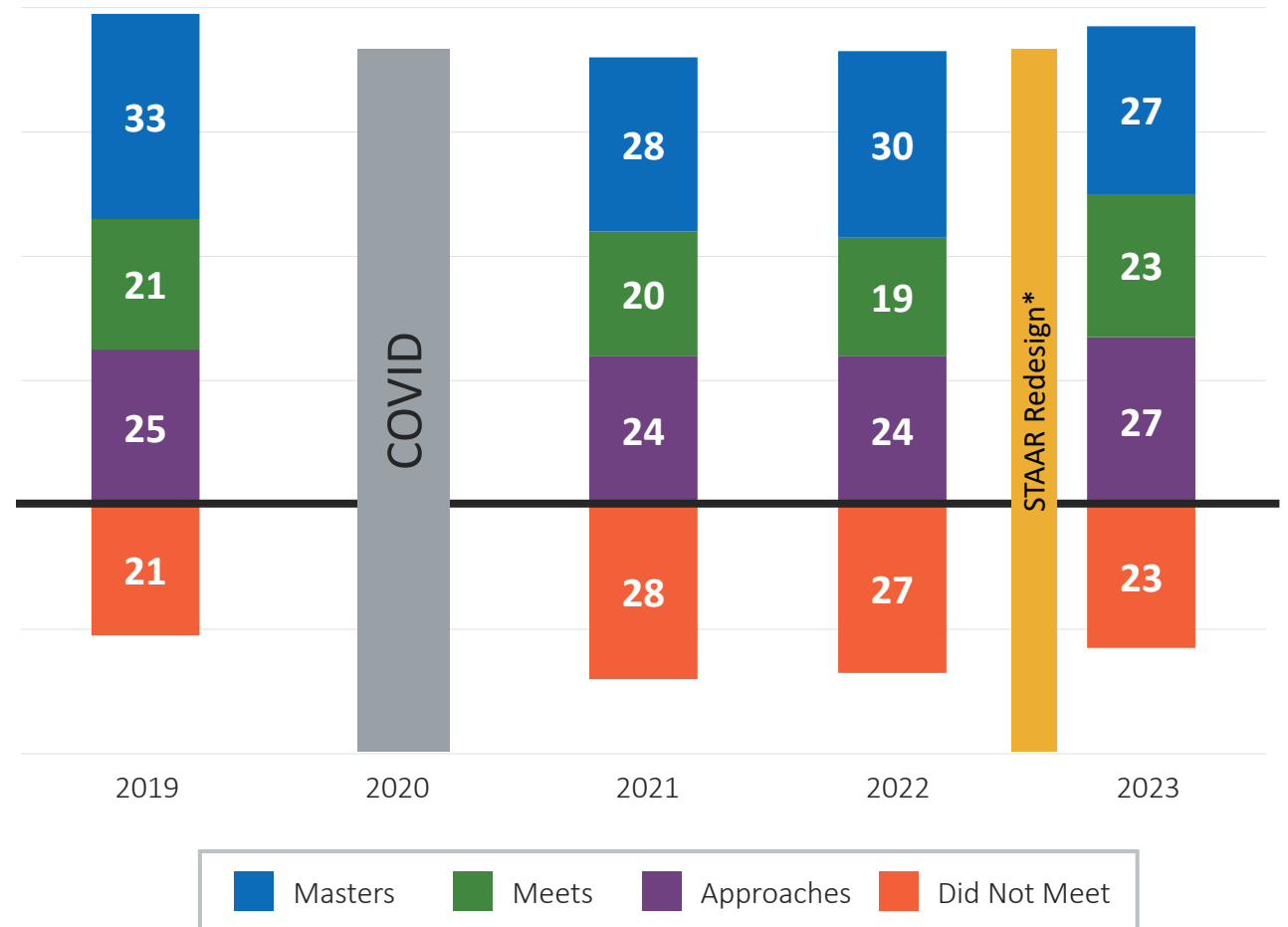
ALL

Overall Social Studies – Grade 8 and US History

**Percent of Students that Met Grade Level
or Above in Social Studies**
(Grade 8 and US History)



Percent of Students by Performance Level – Social Studies
(Grade 8 and US History)



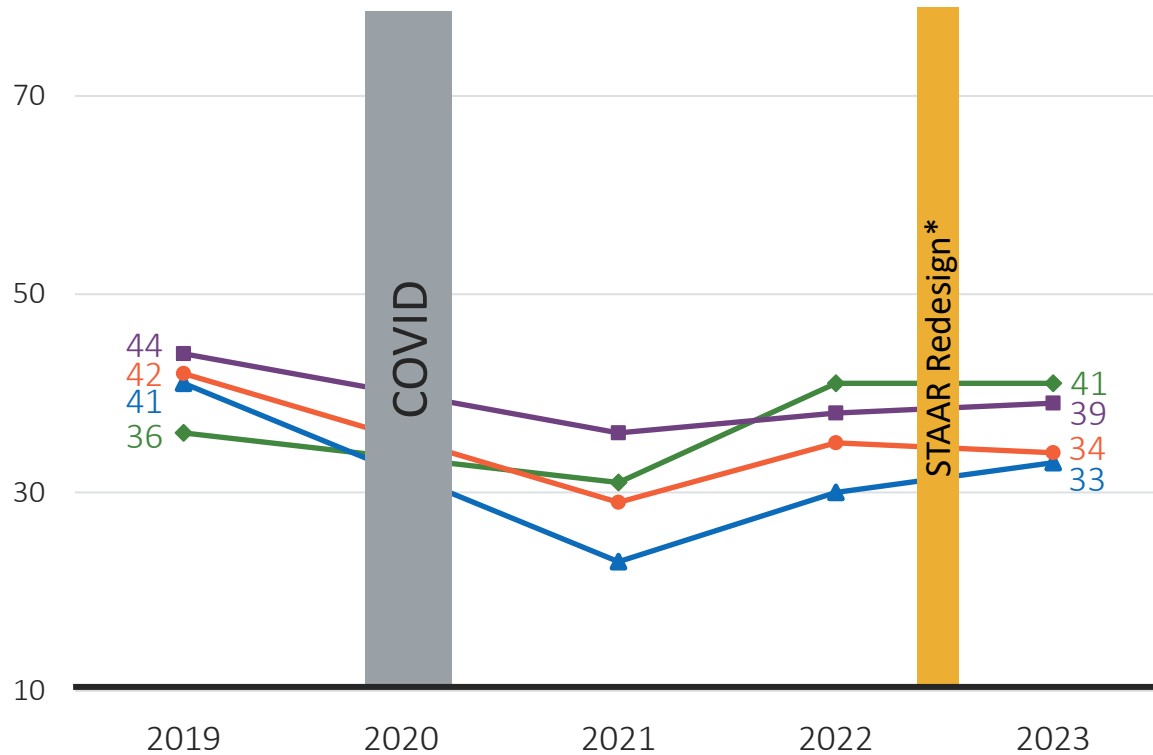
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



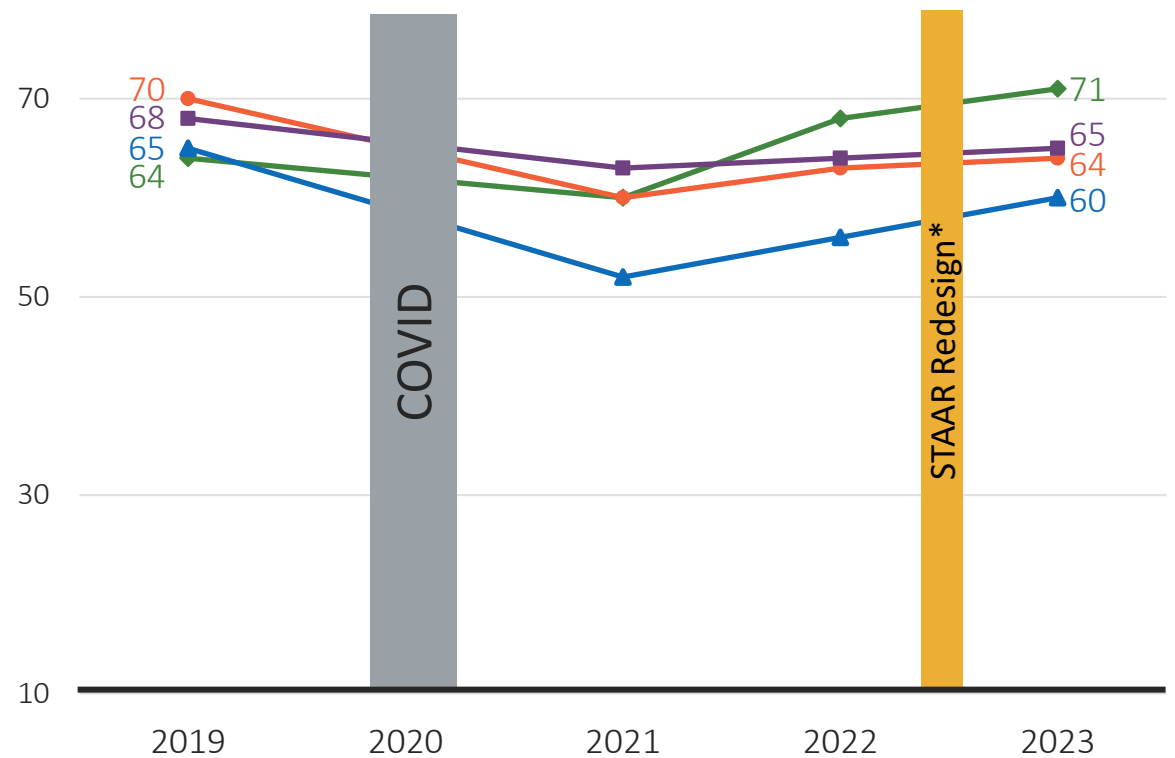
ALL

Economically Disadvantaged

Economically Disadvantaged –
Percentage of Students Who Met Grade Level



Non-Economically Disadvantaged –
Percentage of Students Who Met Grade Level



Math Grades 3-8
and Algebra I



RLA Grades 3-8 and
English I & II



Science Grades 5 & 8
and Biology



Social Studies Grade 8
and US History

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

“If you don’t measure it, you don’t know what to improve”

Fitness



Weighing yourself regularly helps with hitting weight loss targets.

University of Pittsburgh, University of California, San Francisco School of Medicine.

Health



Food journals can dramatically reduce the progression of type 2 diabetes.

American Heart Association

Business



Firms who conduct routine budget audits have increased profitability.

Harvard Business Review

The 2016 *Commission on Next Generation Assessments and Accountability* made 9 recommendations that have largely been addressed

Recommendation	Status
1. Implement a computer-adaptive assessment system of multiple integrated assessments administered throughout the school year	In progress – HB 3906 resulted in STAAR Interims, Texas Formative Assessment Resource, and the Through-Year Assessment Pilot
2. Allow the commissioner of education to approve locally developed writing assessments.	Addressed – HB 1164's Texas Writing Pilot in 2015 couldn't validate the creation of an alternative writing assessment, but learnings from the pilot were incorporated into the STAAR redesign
3. Support the continued streamlining of the TEKS.	Addressed – SB 313 required the SBOE to streamline the TEKS
4. Limit state testing to the readiness standards.	<i>Not possible under federal requirements</i>
5. Add college-readiness assessments to Domain IV of the accountability system and fund a broader administration.	Addressed – SAT, ACT, AP, & IB are post-secondary readiness options under the A-F system. Funding for SAT/ACT provided under HB 3.
6. Align the state accountability system with ESSA requirements.	Addressed – HB 22 incorporated ESSA requirements into the Closing the Gaps domain of the A-F accountability system.
7. Eliminate Domain IV from state accountability calculations for elementary schools.	Addressed – HB 22 removed this domain from the A-F accountability system.
8. Place greater emphasis on student growth in Domains I–III in the state accountability system.	Addressed – Through the HB 22 A-F methodology, schools get the better of growth or proficiency.
9. Retain the individual graduation committee option for graduation as allowed under TEC, §28.0258.	Addressed – HB 1603 removed the expiration date for the law providing for individual graduation committees.

HB 3906 (2019) Required STAAR to be Upgraded to Better Align with Instructional Practices, in Two Phases

STAAR Redesign (implemented 2022-23)



Prioritize cross-curricular content integration for RLA passages



Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS



Caps multiple choice questions at 75% of test by 2022-23



Ensure access to accommodations for students with specific learning needs



Moves toward electronic administration of all assessments by 2022-23

Through-Year Pilot (begun 2022-23)



Creates integrated through-year formative assessment pilot program

Other Changes (already done)



Ensures availability of optional interim assessments



Creates educator advisory committee and continues technical advisory



Permits use of calculator applications

STAAR Redesign

- The question isn't whether STAAR is designed to accurately measure student knowledge and skills. We know the answer, and it is yes.
- The question is whether STAAR can be designed differently in order to more positively influence instructional practices.

Measuring whether students have learned a concept well isn't the same as teaching it well

It is possible for the state summative assessment to be designed so that it better aligns with strong instructional practices, while still accurately measuring student mastery.


Phase 1: STAAR Redesign reflects educator feedback to improve alignment to the classroom experience

In effective classrooms, teachers are...

- 1


Coherently building students' **background knowledge and vocabulary** in all subject areas...

➔

 Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
- 2


Asking students to **write about what they read using evidence from text**...

➔

 Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
- 3


Providing **various open-ended formats** for students to respond to questions...


➔

 Add new, **non-multiple-choice questions** that are more like questions teachers ask in class
- 4

Supporting the learning needs of all students by providing **appropriate accommodations**...

➔

 Move to online assessments that provide a **full suite of robust accommodations** for students with specific learning needs
- 5

 Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.

TEA greatly expanded educator outreach to ensure the STAAR redesign was implemented in an instructionally supportive way

In addition to the groups of current Texas educators who review and approve every passage and question on STAAR to ensure:

- Alignment with TEKS
- Grade level appropriateness
- Lack of bias
- Accessibility for all students

TEA has worked closely with students and educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types
- **200+** students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge.
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

Quotes from students who interacted with potential new question types

“

I enjoyed answering some of these questions more than multiple choice problems.

The dropdown box in the sentence **allows me to think, put words into sentences, and help me organize my thought.** The highlighting on the map and dragging the pieces was **interactive**, and it **made me more interested** in the question than if it was multiple choice.

The questions allowed me to **better organize my thoughts and pick the best option to me.** Overall, I enjoyed this more than a normal test.

It had a different feel to it and **made me feel more engaged** in what I was doing.

”

When asked “On a scale of 1-5, how positive do you think the impact of the STAAR Redesign will be?”, **71%** of superintendents answered with a 4 or a 5.

Cross-curricular passages are *“more aligned with best instructional practices and encourages schools/teachers to increase instructional time [for] sci. and ss in earlier grades”*

The robust accommodations available online *“makes a big difference for many 504 students – level[s] the playing field”* and *“will help with the number of staff needed to administer tests.”*

“Reading and writing is an integral part of effective instruction and writing assessment should not be limited to only a few grade levels.”

“Assessment variety of items will more closely match current formative assessment items that students are using.”

Successful Transition to Fully Online STAAR



Moving to fully online STAAR tests administrations allows us to **provide a suite of robust accommodations** for students with specific learning needs.







Across all testing programs **we administered 20M+ online tests** during SY 2022-2023.



Through our redesigned system infrastructure, we were **able to support 1,129,362 million students testing at the same time.**

On the day of its launch, Healthcare.gov **crashed at about 250,000** concurrent users.

We are committed to deliver the best testing program in the nation

	TX	CA	OK	KY	RI
 Testing Window Opens	Second Week of April	First Week of January	Second Week of April	Last Week of March	Last Week of March
 Average Number of Weeks until Scores are Available	3-8: 4 weeks EOC: <2 weeks	4 weeks	6 weeks	20 weeks	20 weeks
 Release of Test Questions	Yes	NO	NO	NO	NO
 Allow Test Rescore Requests	Yes	YES	NO	NO	NO



Through-Year Texas Assessment Pilot

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.



Texas Through-year Assessment Pilot

(optional, small-scale pilot launched in 2022-23)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace STAAR as Texas's summative assessment**


TEA launched an optional, small-scale pilot in SY 2022-23; multiple years of piloting is required to determine if this system can replace our current summative test

A through-year assessment model has many benefits...

- Provides **more timely and frequent feedback** that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **in-year growth** information

...but is still relatively new and innovative

- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years** prior to potential adoption (based on STAAR comparability, stakeholder feedback, and legislative input)



2022-2023	2023-2024	2024-2025	2025-2026
Pilot Year 1	Pilot Year 2	Pilot Year 3	Pilot Year 4
	<i>Report to legislature</i>		<i>Report to legislature</i>

Grade 5 Science
Grades 6 and 7 Math
Grade 8 Soc Studies

All pilot participation is optional; no new testing requirements, and no requirement for district participation

10% of LEAs across the state opted into year 1 of TTAP

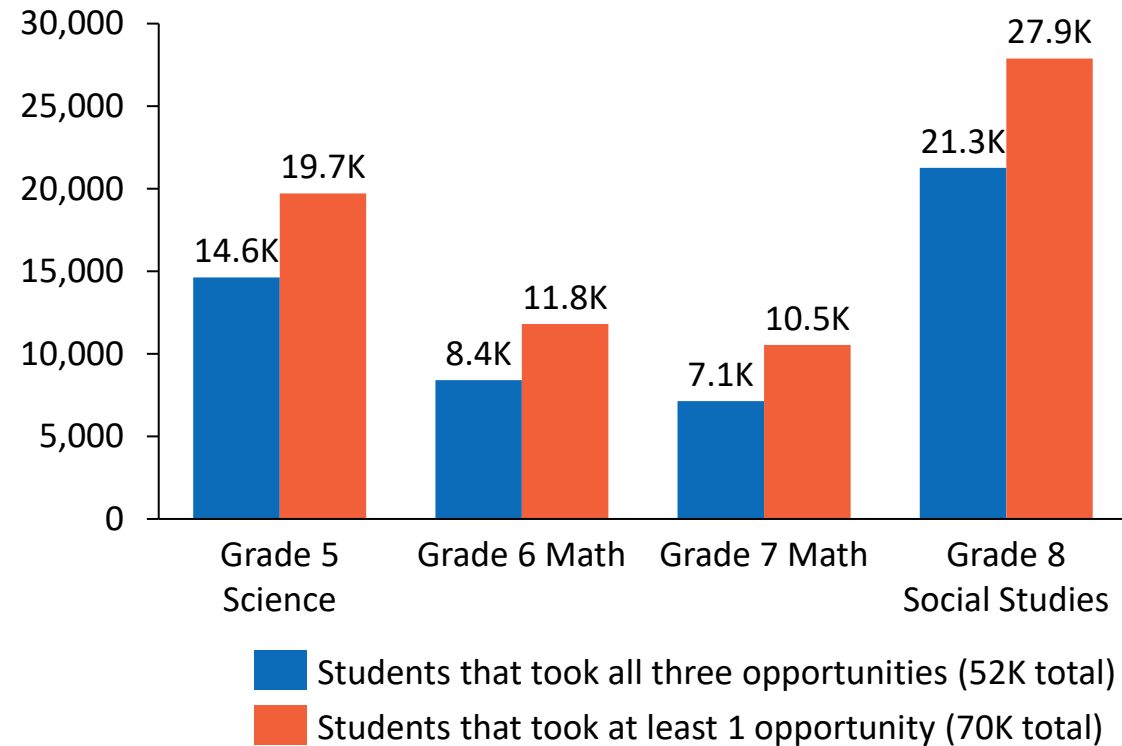
121

Districts participated

19

Regions represented

Number of students per title
2022-23 school year



TTAP's design was informed by stakeholders' feedback

Because stakeholders value...*



A more cohesive assessment system that can replace existing benchmarking assessments



Assessments that minimize the disruption of instructional time



Providing students with multiple opportunities to demonstrate proficiency



Preserving local scope and sequence of curriculum



Providing measures of in-year growth to track student performance within the year



More timely and frequent feedback

The through-year assessment pilot will...

1

Be **administered three times a year** (fall, winter, spring), serving as viable replacement to locally adopted district benchmarks

2

Limit the amount of test time across the year by leveraging a **stage adaptive model**

3

Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores

4

Be **full scope** for every testing opportunity (covering entire curriculum proportionately to the STAAR blueprint)

5

Be **fully online**, yielding **immediate reports containing different types of data** after each test opportunity


*Stakeholders engagements include – Educator Advisory committee and subcommittee meetings, CAO council presentation, superintendents survey, teacher and parent focus groups, student focus groups


Pilot Design Question: Computer-adaptive

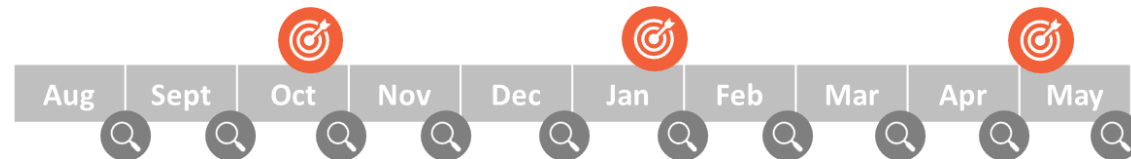
	Pros	Cons
Static	<ul style="list-style-type: none">• Easier to understand (same items for all)• Can release all items each year (educators and families see the exact questions their students got right or wrong)• Less expensive than adaptive	<ul style="list-style-type: none">• Requires a longer test• Not individualized to each student
Multi-stage Computer-adaptive	<ul style="list-style-type: none">• Allows for a shorter test than a static test• Possible to release subset of items each year	<ul style="list-style-type: none">• More complex test construction than a static test• More expensive than a static test• May not be able to release all items each year
Item-level Computer-adaptive	<ul style="list-style-type: none">• Allows for a shorter test than a static test• Individualized for each student	<ul style="list-style-type: none">• Most complex test construction• Does not allow for item release each year• Most expensive• Will require a separate test for special forms (e.g., ASL, Braille)

Pilot Design Question: Curricular scope

	Pros	Cons
Full Scope	<ul style="list-style-type: none"> Enables districts to keep local curricula and doesn't penalize students who switch districts during the school year Allows for within-year growth measures 	<ul style="list-style-type: none"> Students will be tested on content they have not yet been taught during fall and winter
Curricular-aligned	<ul style="list-style-type: none"> Students aren't tested on content they haven't yet been taught 	<ul style="list-style-type: none"> Requires all districts to adopt statewide curricula Does not allow for within-year growth measures

 Full scope state assessments aligned to state standards

 Local formative assessments aligned to local curriculum



Although through-year assessments are full scope, districts will continue to use curricular-aligned formative assessments throughout the year

Two other states used a through-year assessment model in the 2022-2023 school year

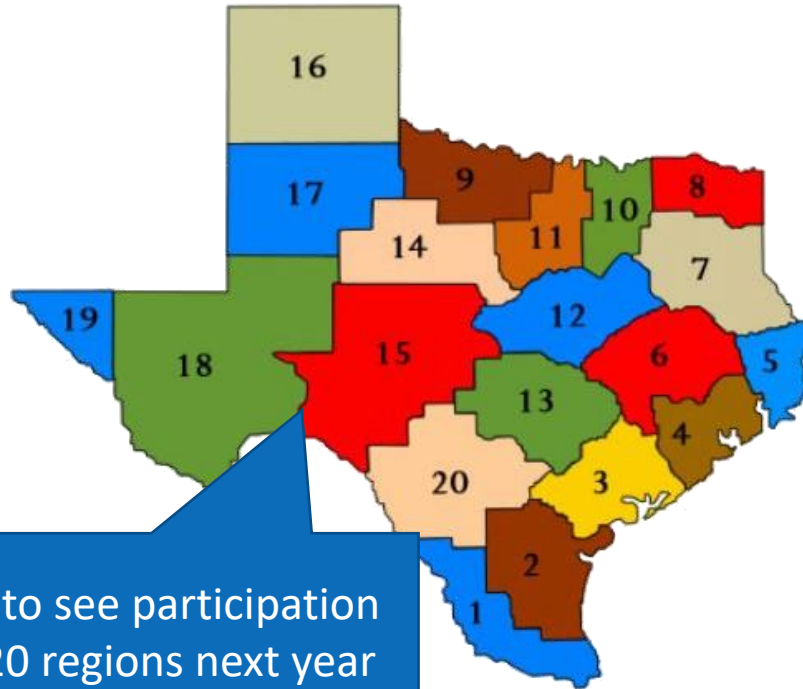


Florida's model is similar to our existing STAAR Interim Assessments if they were required rather than optional

	Texas – Current	Nebraska	Florida	Texas - Next Phase
Testing System	STAAR and optional STAAR Interims	NSCAS Growth	FAST	Through-year Assessment Pilot
Status 2022-23	Operational	Operational	Operational	Pilot
Content areas & grade levels	Grades 3-8 math and RLA, 5 & 8 science, 8 S.S. and EOC tests	Grades 3-8 math and RLA	Grades 3-8 math, 3-10 RLA, 5 & 8 science	Select grades and content areas
Windows	1 required spring summative 2 optional interims during the fall and winter	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring
Design	Full scope, static tests for all spring summative tests (items released) Full scope, multi-stage computer-adaptive tests for interims (items released)	Full scope, item-level computer-adaptive tests (items not released)	Full scope, item-level computer-adaptive tests (items not released)	Full scope, multi-stage computer-adaptive tests (partial item release)
Cumulative Scoring	Cumulative score is a student's spring score	Cumulative score is a student's spring score , but a student's 'starting place' on the spring test is informed by the results from fall and winter	Cumulative score is a student's spring score ; will provide recommendation to legislature by Jan 31, 2025, of how to incorporate fall and winter scores in cumulative score	Cumulative score is a student's spring score or a weighted average of all opportunities, whichever is highest

Texas pilot is the only one attempting to incorporate results from the first two tests into a student's final score

This coming spring, TEA will be recruiting for additional districts with expanded test titles for the 2024-25 school year!



We hope to see participation from all 20 regions next year as we expand to elementary (Grade 3 Math) and high school (Algebra 1)

[Home](#) / [Student Assessment](#) / [Assessment Initiatives](#)

Texas Through-year Assessment Pilot

The Texas Through-year Assessment Pilot (TTAP) will explore whether Texas's current summative assessment can be replaced with a cohesive progress monitoring system.



Overview of the Texas Through-year Assessment Pilot

House Bill 3906, 86th Texas Legislature, 2019, required the Texas Education Agency (TEA) to develop and pilot an innovative, through-year assessment model as a possible replacement of the State of Texas Assessment of

Assessment Initiatives

[STAAR Interim Assessments](#)

[STAAR Redesign](#)

[Texas Formative Assessment Resource \(TFAR\)](#)

[Texas Through-year Assessment Pilot](#)

Contact Information

For additional information, contact TEA at
TTAP@tea.texas.gov

(512) 463-9536



Keep up to date by visiting: <https://tea.texas.gov/student-assessment/assessment-initiatives/texas-through-year-assessment-pilot>



Improved Family Portal

STAAR Provides Families Key Insight as to How Well Their Children Have Mastered State Grade-Level Standards



3RD GRADE



The TEKS include highly specific building blocks of knowledge and skills for each grade and subject.

Defining Expectations

Sample Student Expectation from 3rd Grade Math TEKS

Represent one-and-two step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines and equations.

Example two-step equation: $736 + 197 - 150 = \underline{\hspace{2cm}}$

Measuring Expectations

Actual STAAR Item Based on 3rd Grade Math TEKS

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A $736 - 197 - 150 = \square$
B $736 - 197 + 150 = \square$

- C $736 + 197 + 150 = \square$
D $736 + 197 - 150 = \square$

How Parents View Results for Their Students

Each year a student takes the STAAR, parents receive a STAAR report card. They can also see results online at [TexasAssessment.com](https://www.texasassessment.com). This allows a parent to see how a student did on the STAAR, review each individual question and answer (including their own child's answer), and learn how that question is related to a specific grade-level expectation of the TEKS.



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

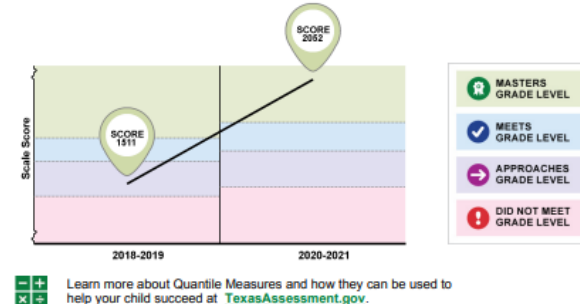
STAAR Report Card

Helps parents understand where their students are and how to support their continued academic growth

Mathematics



Quantile Measure:
1785Q



Resources To Support Your Child

Mathematics

Strategies to improve your child's grade 5 math understanding



Numerical Representations and Relationships

- While shopping or looking at a menu, have your child read numbers and identify the digits. Then have them identify the place value of each digit and explain what that means. For example, explain how many pennies, dimes, one dollar bills, ten dollar bills are reflected in a price of an item or explain that a 50 oz. can. holds ten times the amount of a 5 oz. can.
- Have your child round or approximate prices that he or she sees in the community.



Computations and Algebraic Relationships

- When doing activities that require counting, use skip-counting (Example: count by twos, threes, fours, etc.).
- Take a set number of objects and have your child count the number of objects. Remove some of the objects, and have your child determine how many are left.



Geometry and Measurement

- Have your child name the shapes of containers that he or she finds in a store, closet, or cabinet.
- Have your child classify and organize two-dimensional shapes. This can be done by the type of shape, number of sides, or type of angles.



Data Analysis and Personal Financial Literacy

- Have your child get a collection of everyday objects and create a dot plot or bar graph by physically lining up the objects and then drawing the plot or graph under or around them.
- Have your child determine the total cost of five items from a store.

Family Portal – Parent Login

Please remind parents to
subscribe for updates

TEAS ASSESSMENT | Family Portal

Subscribe En español Print Sign Out

Welcome, Jordan TX23-24PPVLN
Student ID: DM95769811 Date of Birth: 01/01/2013

Jordan's Scores for 2022–2023 School Year ▾

Sorted by: Most Recent Test ▾

Subjects: All ▾ Show All Tests from School Year: ☐

Currently Viewing: The most recent test in all subjects for the 2022–2023 school year

STAAR RLA

View all STAAR RLA tests ▶

Your Child's Most Recent Test
STAAR Grade 4 Reading Language Arts
Test Window: Spring 2023

✓ Meets Grade Level

View Detailed Report Download Detailed Report

STAAR Mathematics

View all STAAR Mathematics tests ▶

Your Child's Most Recent Test
STAAR Grade 4 Mathematics
Test Window: Spring 2023

➔ Approaches Grade Level

View Detailed Report Download Detailed Report

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Let's
begin
here

TEAS ASSESSMENT

Family Portal

SubscribeEn españolPrintSign Out

Welcome, Jordan TX23-24PPVLN

Student ID: DM95769811Date of Birth: 01/01/2013

Jordan's Results for STAAR Mathematics

HomeGuideResources

STAAR Mathematics

OverallCategory ResultsTest QuestionsResponsesProgressQuantile® TrendResources to Help Your Child

Test:
STAAR Grade 4 Mathematics

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1503

Performance Level:
Approaches Grade Level

Quantile® Score:
640Q

Download Detailed Report

Your Child's Overall Results

➔

Approaches Grade Level

Your child shows some knowledge of course content but may be missing critical elements and needs additional support in the coming year.

44th

Percentile

Your child scored the same as or better than 44% of all students who took this test.

910

Did Not Meet Grade Level

1462

Approaches Grade Level

1557

Meets Grade Level

1690

Masters Grade Level

2130

State average: 1558

*No data displayed for fewer than 5 students

Parents can access the printed version of the report card here

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Family Portal – Reporting Category Information

Welcome, Jordan TX23-24PPVLN

Student ID: DM95769811 Date of Birth: 01/01/2013

Jordan's Results for STAAR Mathematics



STAAR Mathematics

OverallCategory ResultsTest QuestionsResponsesProgressQuantile® TrendResources to Help Your Child

Test:
STAAR Grade 4 Mathematics

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1503

Performance Level:
Approaches Grade Level

Quantile® Score:
640Q ⓘ

Download Detailed Report

Your Child's Category Results

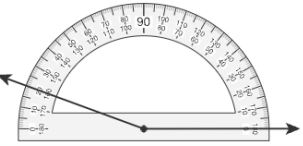
Reporting Category		Score
1. Numerical Representations and Relationships	<div></div>	9/12
2. Computations and Algebraic Relationships	<div></div>	4/13
3. Geometry and Measurement	<div></div>	4/11
4. Data Analysis and Personal Financial Literacy	<div></div>	2/4
Total	<div></div>	19/40

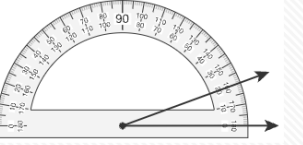
Family Portal – Test Item Label Information

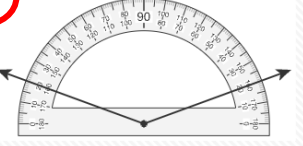
▼ Item

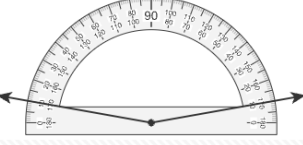
25

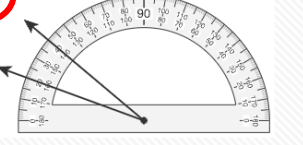
Which angles appear to have a measure of 160° ?
Select **TWO** correct answers.

☒ 

☐ 

☒ 

☐ 

☒ 

Parents can see
the actual question
and student
response



Parents can
also see an
explanation
for each
answer
option

▼ Rationales

2023 STAAR Grade 4 Math Rationales

Item #	Rationale	
25	Option A is correct	To determine which angles appear to have a measure (amount of turn between two lines around their common point) of 160° , the student could have found the two measures on the same scale (the measurement values shown on the protractor) through which the two rays (\rightarrow , part of a line with only one endpoint) of the angle pass. The student then could have subtracted the smaller measure from the larger measure. On the outside scale, the left ray passes through 20° and the right ray passes through 180° , so the measure of the angle is 160° ($180^\circ - 20^\circ = 160^\circ$). This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option D is correct	To find the other angle with a measure of 160° , the student could have used the outside scale to find that the left ray passes through 10° and the right ray passes through 170° , so the measure of the angle is 160° ($170^\circ - 10^\circ = 160^\circ$).
	Option B is incorrect	The student likely selected a supplementary angle (one of two angles whose sum is 180°) of 160° . The student likely identified the angle as having a measure of 20° and added the given angle measure 160° ($20^\circ + 160^\circ = 180^\circ$). The student needs to focus on using a protractor to find approximate measures of angles.
	Option C is incorrect	The student likely selected an angle with one ray at 160° but the other at 20° , so the angle measures 140° ($160^\circ - 20^\circ = 140^\circ$). The student needs to focus on using a protractor to find approximate measures of angles.
	Option E is incorrect	The student likely selected an angle with one ray at 140° but read the measure on the other scale for the other ray to get 20° . The student likely added these to get 160° ($140^\circ + 20^\circ = 160^\circ$). The student needs to focus on using a protractor to find approximate measures of angles.

Family Portal – but wait, there's more

TEAS ASSESSMENT

Family Portal

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En español

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Welcome, Jordan TX23-24PPVLN
Student ID: DM95769811 Date of Birth: 01/01/2013

Jordan's Results for STAAR Mathematics

STAAR Mathematics

Overall

Category Results

Test Questions

Responses

Progress

Quantile® Trend

Resources to Help Your Child

Test:
STAAR Grade 4 Mathematics

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1503

Performance Level:
Approaches Grade Level

Quantile® Score:
640Q ⓘ

Download
Detailed Report

Resources To Help Your Child

Strategies to Improve Your Child's Understanding [Additional Resources](#)

1
2
3

Numerical Representations and Relationships

- Have your child look for whole numbers in everyday life, such as on a license plate, in a newspaper or magazine, or on a nutrition label, and have him or her round the numbers to a given place value, such as the tens, hundreds, thousand, or ten thousands.
- Have your child represent a given decimal using coins. For example, 0.23 can be represented with two dimes and three pennies.

√x

Computations and Algebraic Relationships

- Have your child add and/or subtract decimal numbers found in everyday life, such as prices from a restaurant menu or receipts.
- Give your child a fraction and have him or her identify whether it is closer to 0, 1/4, 1/2, 3/4, or 1. For example, 3/7 is closest to 1/2, but 1/7 is closer to 0.

Geometry and Measurement

- Have your child classify different two-dimensional shapes by types of angles (acute, right, obtuse) they have.
- Have your child measure two different objects using the same unit (inches or centimeters). Then have him or her add or subtract those measurements.

Data Analysis and Personal Financial Literacy

- Have your child use a frequency table to create a dot plot that shows data collected from a survey, such friends' favorite colors or family members' favorite holidays.
- Have your child look at a household budget. Ask him or her to identify which items are considered fixed expenses.

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Family Portal – Now Let’s Navigate the RLA Results

TEAS ASSESSMENT

Family Portal

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Welcome, Jordan TX23-24PPVLN

Student ID: DM95769811Date of Birth: 01/01/2013

Jordan's Scores for 2022–2023 School Year

Sorted by: Most Recent Test

Subjects: AllShow All Tests from School Year: ☐

Currently Viewing: The most recent test in all subjects for the 2022–2023 school year

STAAR RLA

View all STAAR RLA tests

Your Child's Most Recent Test

STAAR Grade 4 Reading Language Arts

Test Window: Spring 2023

Meets Grade Level

View Detailed Report

Download Detailed Report

STAAR Mathematics

View all STAAR Mathematics tests

Your Child's Most Recent Test

STAAR Grade 4 Mathematics

Test Window: Spring 2023

Approaches Grade Level

View Detailed Report

Download Detailed Report

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Family Portal – Reporting Category Information

Welcome, Jordan TX23-24PPVLN
Student ID: DM95769811 Date of Birth: 01/01/2013

Jordan's Results for STAAR RLA



STAAR RLA

OverallCategory ResultsTest QuestionsResponsesProgressLexile®TrendResources to Help Your Child

Test:
STAAR Grade 4 Reading Language Arts

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1593

Performance Level:
Meets Grade Level

Lexile® Score:
890L ⓘ

Download Detailed Report

Your Child's Category Results

Reporting Category		Score
1. Reading	<div></div>	19/26
2. Writing	<div></div>	12/26
Total	<div></div>	31/52

Family Portal – Test questions at a glance

STAAR RLA

OverallCategory ResultsTest QuestionsResponsesProgressLexileTrendResources to Help Your Child

Test:
STAAR Grade 4 Reading Language Arts

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1593

Performance Level:
Meets Grade Level

Lexile® Score:
890L ⓘ

Download Detailed Report

Your Child's Test Questions

✓ Correct▲ Partial✗ Incorrect — Not available for a 1-point item

Item #	Reporting Category	Result	Score	State		
				No Credit	Partial Credit	Full Credit
1	1. Reading	✗	0/1	51%	—	49%
2	1. Reading	✓	1/1	69%	—	31%
3	1. Reading	✓	1/1	39%	—	61%
4	1. Reading	✓	1/1	23%	—	77%
5	1. Reading	✓	1/1	28%	—	72%
6	1. Reading	✗	0/1	55%	—	45%
7	1. Reading	✓	1/1	46%	—	54%
8	1. Reading	✓	1/1	31%	—	69%
9	1. Reading	✗	0/1	53%	—	47%
10	1. Reading	✓	1/1	46%	—	54%
11	1. Reading	✓	1/1	50%	—	50%
12	1. Reading	✓	1/1	53%	—	47%
13	1. Reading	✓	1/1	55%	—	45%
14	1. Reading	✗	0/1	29%	—	71%
15	1. Reading	✓	1/1	59%	—	41%
16	1. Reading	▲	1/2	21%	63%	16%
17	1. Reading	✓	1/1	59%	—	41%
18	1. Reading	✓	1/1	22%	—	78%
19	1. Reading	✓	1/1	48%	—	52%
20	1. Reading	✓	2/2	33%	16%	50%
21	1. Reading	✓	1/1	49%	—	51%
22	1. Reading	✓	1/1	39%	—	61%
23	1. Reading	✗	0/1	37%	—	63%
24	1. Reading	✗	0/1	43%	—	—
25	2. Writing	▲	2/10	46%	52%	—
26	2. Writing	✗	0/1	52%	—	48%

Let's focus on the ECR question, item #25

	24	1. Reading	✗	0/1	
	25	2. Writing	▲	2/10	



Family Portal – let’s review the actual question

▼ Item

Read the selection and choose the best answer to each question.

Austin's Secret Salamander

- 1 Splash!
- 2 Before you even had a chance to see, it's gone, back into the water.
- 3 But if you had managed to get a look, you might have seen a salamander!

All about Salamanders

- 4 Salamanders look like lizards, but they are a kind of amphibian. That means they can live in water and on land. Amphibians are cold-blooded and have a skeleton with a backbone.
- 5 Salamanders are generally long and skinny. They have wet skin. There are hundreds of different species of salamanders that live all around the world.

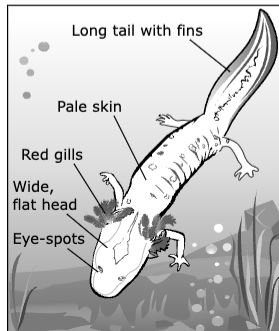
Texas's Special Salamander

- 6 The Austin Blind Salamander lives in the capital of Texas, and it has only been spotted in one place—below the Barton Springs in Austin. While it's not the only kind of salamander that lives in Barton Springs, it is a special one.
- 7 Below Barton Springs is an aquifer—the Edwards Aquifer. An aquifer is a layer of rock with holes going through it like honeycomb. Aquifers store water underground. The Austin Blind Salamander dwells in the water-filled caves of the Edwards Aquifer. Just as its name says, the Austin Blind Salamander is unable to see. It is so skilled at living in deep, dark places that it almost never swims to the surface. The salamander's red gills allow it to stay underwater for most of its life.
- 8 Austin Blind Salamanders are usually between half an inch and three inches long. They come in a couple of different colors. Some salamanders are a shiny white, similar to pearls, while others are a light purple.
- 9 But there's more to this salamander than how it looks. Scientists learned that it does an important job for the people of Austin.

The Austin Blind Salamander at Work

- 10 The Austin Blind Salamander is a keystone species. That means that the environment depends on the animal to stay balanced and healthy. Austin Blind Salamanders are especially important to humans because they help take care of the water in the Edwards Aquifer. This aquifer is a source of drinking water for over 2 million people. It also provides water for agriculture.
- 11 As a keystone species, Austin Blind Salamanders are important because they are predators that hunt other animals. If the salamanders left the aquifer, there would be a lot more of their prey animals in the environment and the quality of the water would change. This could make the water unsafe to drink. The salamanders are key to keeping the balance of animals the same, which means that the water stays healthy! It can be hard to see all the good these salamanders do. It's almost as if they're doing an invisible—but important—job!
- 12 The Austin Blind Salamanders need to be healthy in their environment. To stay healthy, the water in the aquifer needs to keep moving and stay around 70 degrees. If the salamanders stay healthy, the water is healthy.
- 13 So next time you see someone getting a drink of water, you can tell him or her to thank the salamanders!

Austin Blind Salamander



Note the cross-curricular content focus of this reading selection

25

Read the article “Austin’s Secret Salamander.” Based on the information in the article, write a response to the following:

Explain why the Edwards Aquifer is important in the article.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Family Portal – We can review the actual response

Explain why the Edwards Aquifer is important in the article.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

- Response shows spelling and grammar concerns
- The question was asking WHY the Aquifer was important.
- Student didn't read the question properly, and there's some concerns with idea's organization

B I U T_x

have you ever read Austin's secret salamander? In Austin's secret salamander their is a speshol salamander it's called the blind salamander it lives in edwards aquifer.edwards aquafier is imprtont beacas thies reasons speshol salamander the ecostym and it's beuti

the speshol salamender hellps clean the water so we can drink it without him the water wod not be ediball
the ecosistum in edwards aquafier is home to meny crechers

- TEA** | **Texas Assessment** | Reporting

Select Role > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test > Campus Performance on Test

Performance by Roster | Performance by Student

Score, Performance and Points Earned on Spring 2023 STAAR Spanish Grade 5 Mathematics Online Form (STAAR 3-8 Spring 2023 Math) of All Rosters, by Student and Reporting Category: YIPPEE J H, 2022-2023

Filtered By: Campuses: All Campuses | Test Administrations: STAAR 3-8 Spring 2023 Math | Reporting Time Period: 07/01/2023 | Standards Keys

Student	TSDS Number	Total	1. Numerical Representations and Relationships												
			Scale Score	Performance	Percentile Rank	Reported Quantile Measure	Points Earned out of Points Possible	Item Numbers, Max Points and Points Earned							
								2	4	13	12	24	26	28	
								1 pt	1 pt	2 pt	1 pt	1 pt	2 pt	1 pt	
State		1549	43%	19% 17% 21%	n/a	n/a	4/9	0.75	0.76	1.49	0.65	0.54	1.2	0.45	
ESC		1549	43%	19% 17% 21%	n/a	n/a	4/9	0.75	0.76	1.49	0.65	0.54	1.2	0.45	
District		1549	43%	19% 17% 21%	n/a	n/a	4/9	0.75	0.76	1.49	0.65	0.54	1.2	0.45	
Campus		1544	44%	19% 17% 19%	n/a	n/a	4/9	0.75	0.76	1.48	0.64	0.52	1.17	0.45	
ONLINEENG_STUDENTB	9000004404	1776	Masters Grade Level		96%	990Q	8/9	1	1	2	1	1	2	6/6	
ONLINESPN_KIDR	9000004118	1000	Did Not Meet Grade Level		0%	EM	0/9	0	0	0	0	0	0	0	
ONLINESPN_KIDG	9000004119	1000	Did Not Meet Grade Level		0%	EM	0/9	0	0	0	0	0	0	0	
ONLINESPN_KIDD	9000004120	1000	Did Not Meet Grade Level		0%	EM	0/9	0	0	0	0	0	0	0	
ONLINESPN_KIDE	9000004121	1418	Did Not Meet Grade Level		13%	530Q	9/9	1	1	2	1	1	2	1	
ONLINESPN_KIDE	9000004122	1581	Approaches Grade Level		68%	740Q	0/9	0	0	0	0	0	0	0	

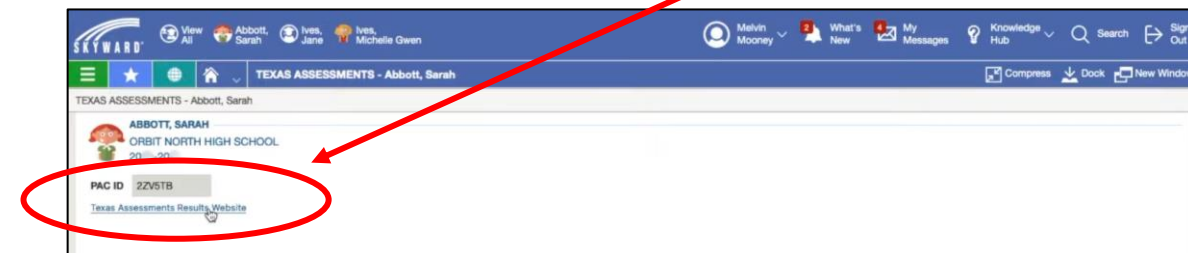
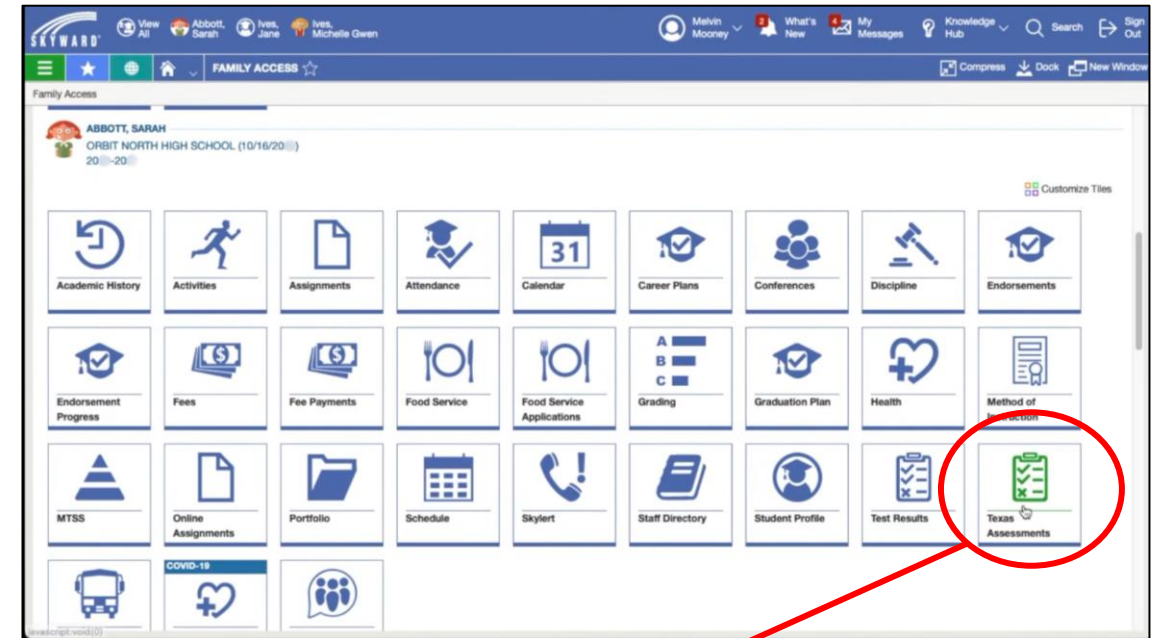
41

Connecting the Family Portal with Your District's Portal

- This past school year **about 4 million students took a test that is reported on the Family Portal.**
- Since the release of STAAR 3-8 results (early August), **1,415,016 parents have logged** into the portal to see their kids results.
- Up to now, **just over a third of LEAs have implemented single-sign-on (SSO)** between their local portals and the Family Portal.



SSO integration with your local portal helps us bridge the information gap!

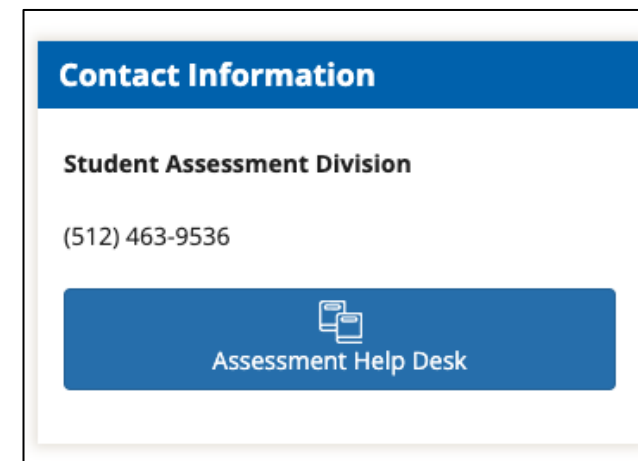


How can we help?

- Please visit texasassessment.gov for additional resources to assist with Single Sign-On Integration, or use the QR code below:



- Additionally, you can contact our Texas Testing Support team at:
(833) 601-8821
- Or, our Student Assessment team Help Desk in our website:



Thank you