

2023: We Made it Through!

*What's Next for
STAAR and STAAR-Alt2?*

31ST ANNUAL
DISABILITIES LAW CONFERENCE
NATIONAL EDUCATORS LAW INSTITUTE
December 8, 2023

1

Let's Play!

Would you rather ...



2

Let's Play!

Would you rather ...

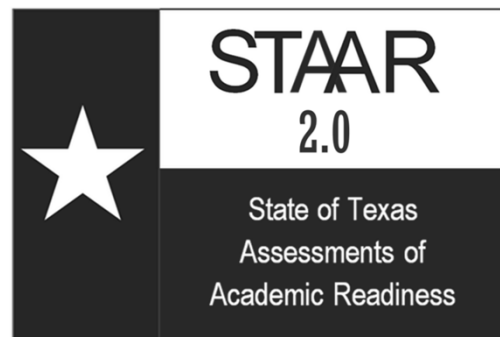
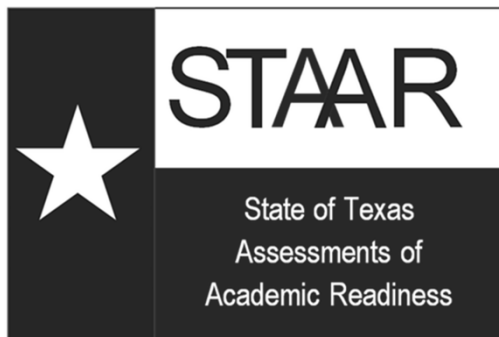



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Let's Play!

Would you rather ...




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agenda

- staar 2.0
 - #betternother**
- looking forward to 2024
 - ☐ STAAR
 - ☐ STAAR Alt 2



materials & resources

PPT

<https://www.dropbox.com/scl/fo/4lka09mwa3z06mx2s7bqi/h?rlkey=4ipikt4ov6vgrd2w094oa2m0q&dl=0>

quicklooks

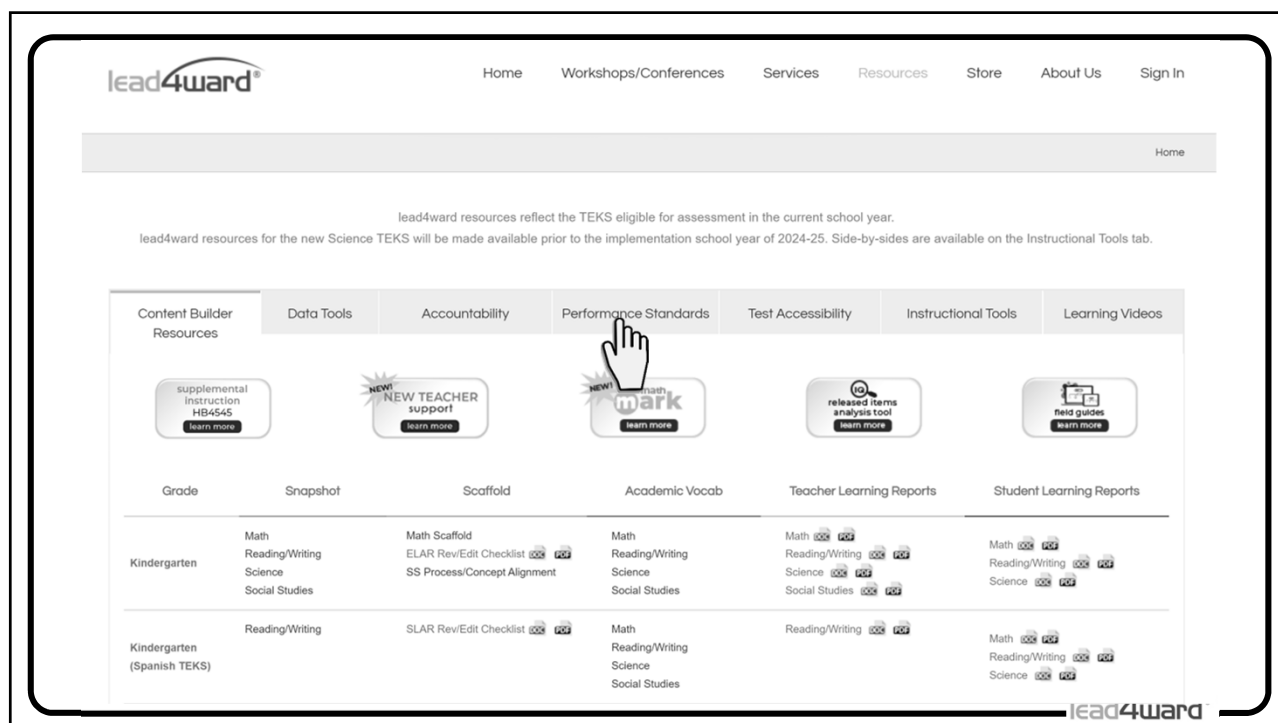
<https://lead4ward.com/resources/>
(Click on Accountability Tab)

TEA STAAR Redesign Page

<https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign>



7



8

Content Builder Resources
Data Tools
Accountability
Performance Standards
Test Accessibility
Instructional Tools
Learning Videos

+

 2022-23 School Year

+

 2021-22 School Year

+

 2020-21 School Year

+

 2018-19 School Year

+

 Spring 2018

+

 Spring 2017

Archive – Performance Standards -->

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9

Content Builder Resources
Data Tools
Accountability
Performance Standards
Test Accessibility
Instructional Tools
Learning Videos

-

 2022-23 School Year

2022-23 School Year

Raw Score Conversion Table STAAR 1.0 to STAAR 2.0 (REV 08/18/2023)
Reports the scale score cut points and corresponding raw score conversion cut points for:

- High Did Not Meet GL
- Approaches GL
- High Approaches GL
- Meets GL
- Masters GL

for the Spring 2022 STAAR 1.0 assessments and the Spring 2023 STAAR 2.0 assessments (both English and Spanish).

Raw Score Conversion Table STAAR Alt 2 (REV 09/08/2023)
Reports the scale score cut points and corresponding raw score conversion cut points for the Spring 2023 STAAR Alt 2 assessments for:

- Level 1: Approaching (for RLA and Math)
- Satisfactory
- Accomplished

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10

Content Builder Resources
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2022-23 School Year

2022-23 School Year

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Raw Score Conversion Table STAAR Alt 2 (REV 09/08/2023)
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- Level 1: Emerging (for RLA and Math)
- Satisfactory
- Accomplished

Raw Score Conversion Table - STAAR Alternate 2 Spring 2023

Test	Grade	High Level 1: Emerging					Satisfactory					Accomplished				
		Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score			
ELA	Grade 1	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 2	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 3	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 4	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 5	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 6	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 7	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
Math	Grade 1	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 2	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 3	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 4	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 5	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 6	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 7	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
Science	Grade 5	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 6	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 7	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
History	Grade 5	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		
	Grade 6	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%		

The raw scores and percentages reported in this table apply ONLY to the Spring 2023 STAAR Alternate 2 assessments.

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11

Content Builder Resources
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2022-23 School Year

2022-23 School Year

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Reports the score cut points and corresponding raw score conversion cut points for the Spring 2023 STAAR Alt 2 assessments:

- Level 1: Emerging (for RLA and Math)
- Satisfactory
- Accomplished

Raw Score Conversion Table - STAAR 1.0 Spring 2022

Test	Grade	High Did Not Meet GL					Approaches GL					High Approaches GL					Meets GL					Masters GL				
		Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score					
ELA	Grade 1	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%	550	25	50%	550	25	50%	550	25	50%			
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	Grade 6	40	200	50	20%	500	25	50%	550	25	50%	550	25	50%	550	25	50%	550	25	50%	550	25	50%			

The raw scores and percentages reported in this table apply ONLY to the Spring 2022 STAAR 1.0 assessments. The English and English II 2022 data were used to set the performance standards.

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12

staar 2.0

13

STAAR 2.0 is

14

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15

How is STAAR 2.0 BETTER?

It's as simple as 1-2-3


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How is STAAR 2.0 BETTER?

It's as simple as 1-2-3

1

**RLA
Redesign**

2

**New Item
Types**

3

**Online
Testing**



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17

1 RLA Redesign

Which is more important for Reading Comprehension?

**Reading
Skills**

**Background
Knowledge**



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1 RLA Redesign

As strong readers, let's check out an example ...

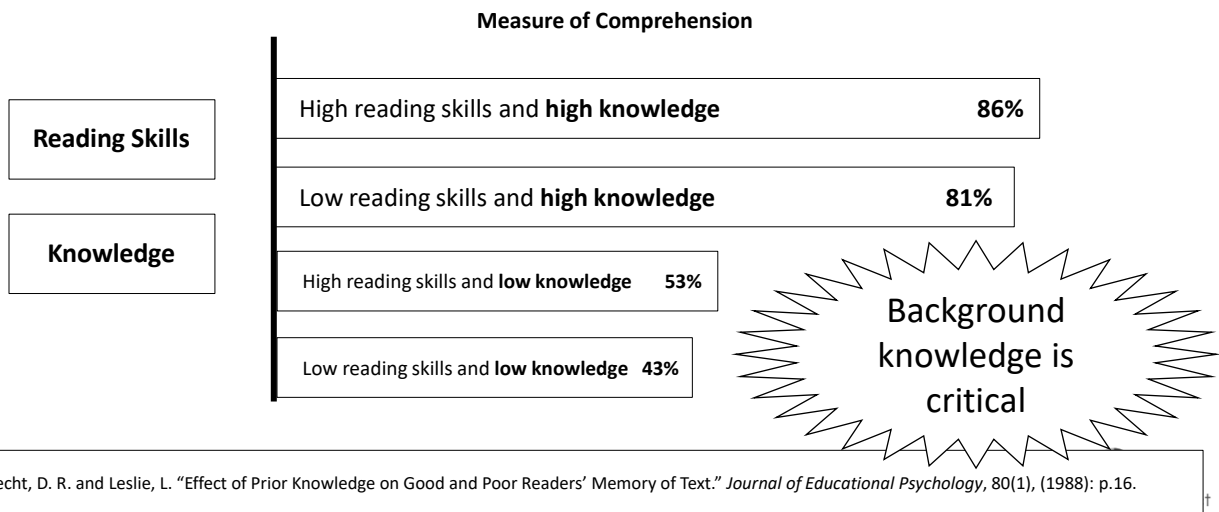
1 RLA Redesign

As strong readers, let's check out an example ...

"Much depended on . . . the two overnight batsmen. But this duo perished either side of lunch—the latter a little unfortunate to be adjudged leg-before—and with Andrew Symonds, too, being shown the dreaded finger off an inside edge, the inevitable beckoned, bar the pyrotechnics of Michael Clarke and the ninth wicket. Clarke clinically cut and drove to 10 fours in a 134-ball 81, before he stepped out to Kumble to present an easy stumping to Mahendra Singh Dhoni."



Knowledge of the topic has a much bigger impact on comprehension than generalized reading ability



21

1 RLA Redesign

- What do we want to see in good classroom instruction in RLA?

22

1 RLA Redesign

- What do we want to see in good classroom instruction in RLA?
1. Teachers coherently **building students' background knowledge and vocabulary** in all subject areas
 2. Teachers supporting students in becoming better readers by having students **write in all grade levels and all subject areas**
 3. Teachers supporting students in becoming better readers by **having students write using evidence from texts they are reading**

23

1 RLA Redesign

Strong Classroom Instruction	Supported by T/T/T/T/ STAAR 1.0?	STAAR 2.0
Teachers build background knowledge and vocabulary in all subject areas	No	Prioritizes cross-curricular passages that reference topics that students have learned about in other classes
Students write in all grade levels and all subject areas	No	Students will write in all grade levels (3-8) and English I and II
Students write using evidence from texts they are reading	No	Students will write using evidence from texts they are reading

24

Background Knowledge



Reading Skills

It's all about creating **access to learning across ALL content areas!**

Through multiple means of:

Representation

Different ways to:

- Input content
- Clarify language
- Clarify contents

Engagement

Different ways to:

- Create curiosity
- Maintain attention
- Motivate & persist

Expression

Different ways to:

- Respond
- Show learning
- Communicate

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It's as simple as 1-2-3

1

**RLA
Redesign**

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Testing**

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How is STAAR 2.0 BETTER?

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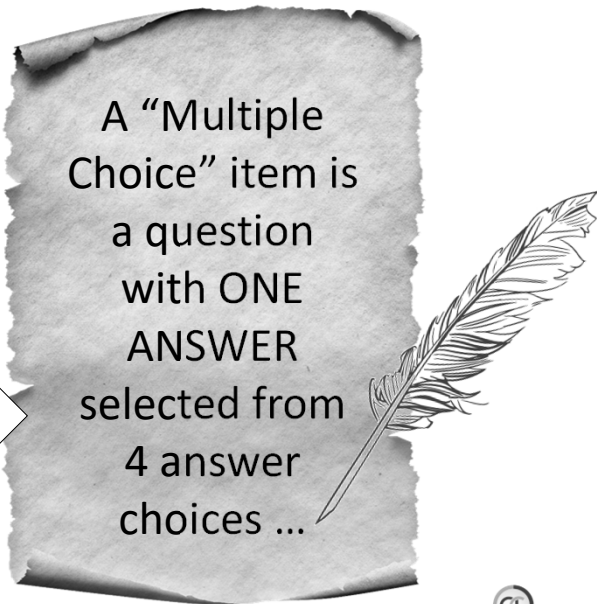


27

2 New Item Types

Q: What is a "new item type"?

A: Anything that's not this



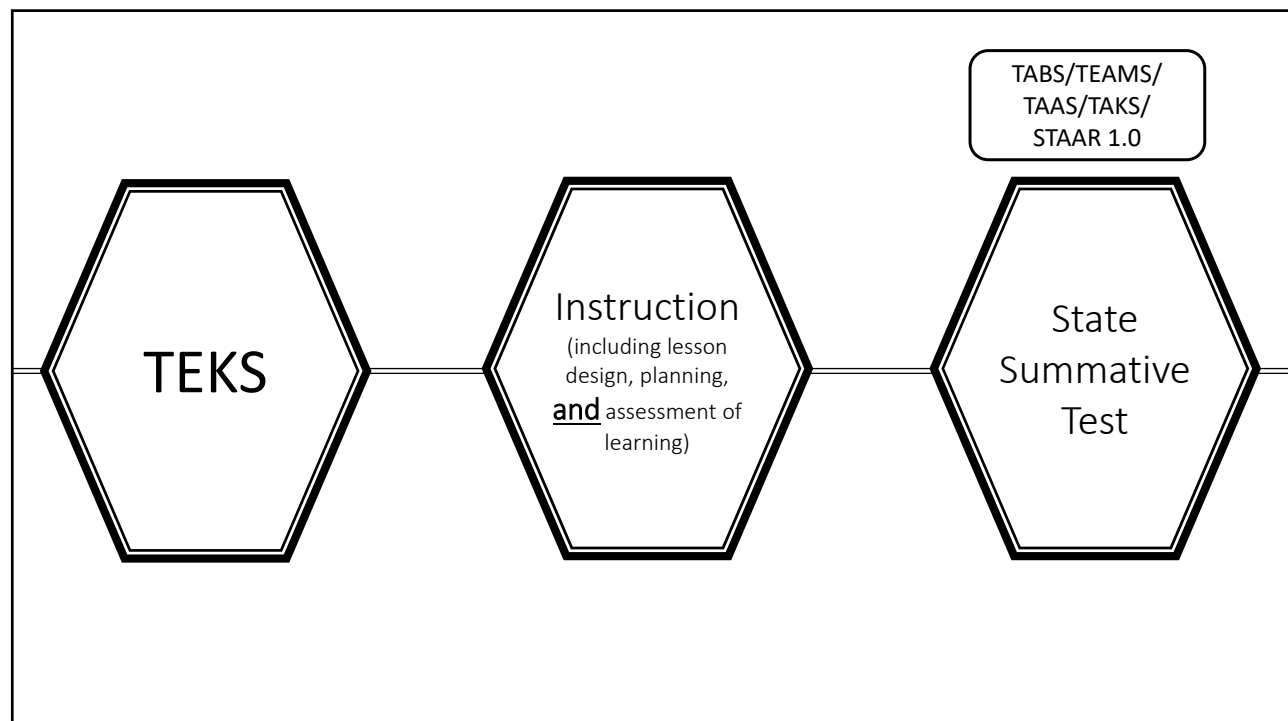
A "Multiple Choice" item is a question with ONE ANSWER selected from 4 answer choices ...

28

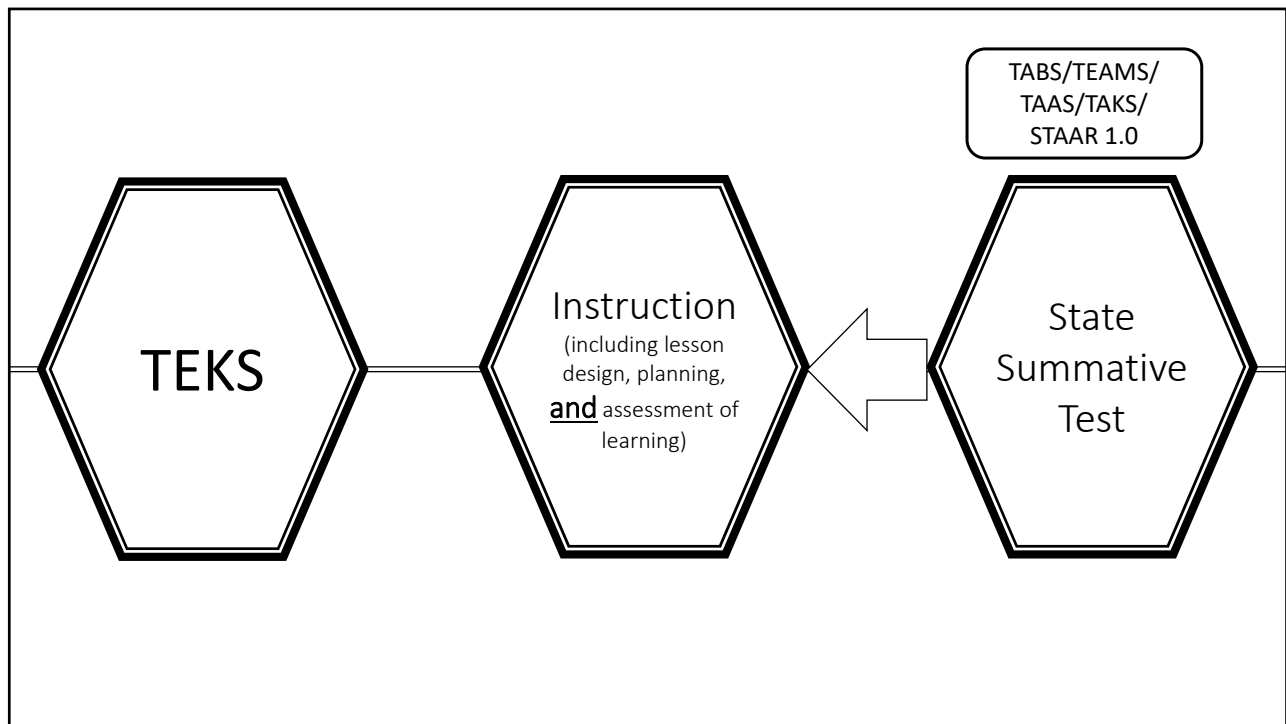
2 New Item Types

Strong Classroom Instruction	Supported by T/T/T/T/ STAAR 1.0?	STAAR 2.0
Provides various open-ended formats for students to respond to questions	No	Adds new, non-multiple-choice questions that are more like questions teachers ask in class

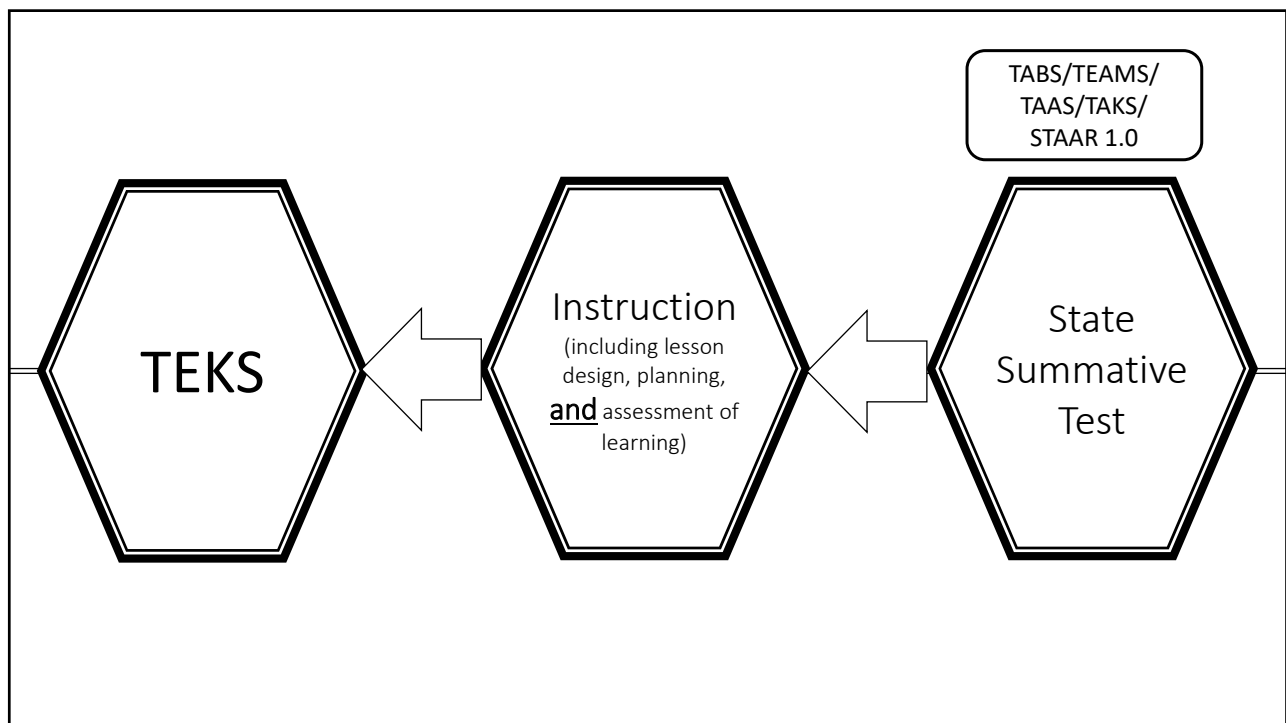
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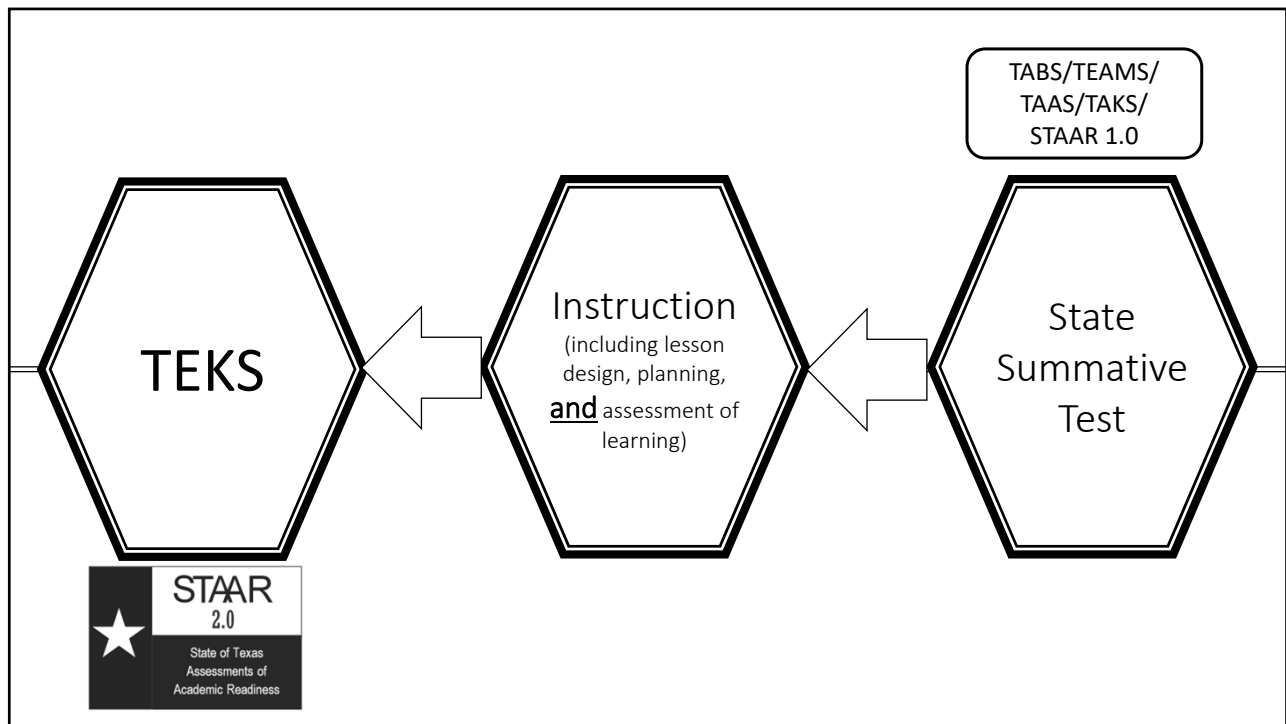
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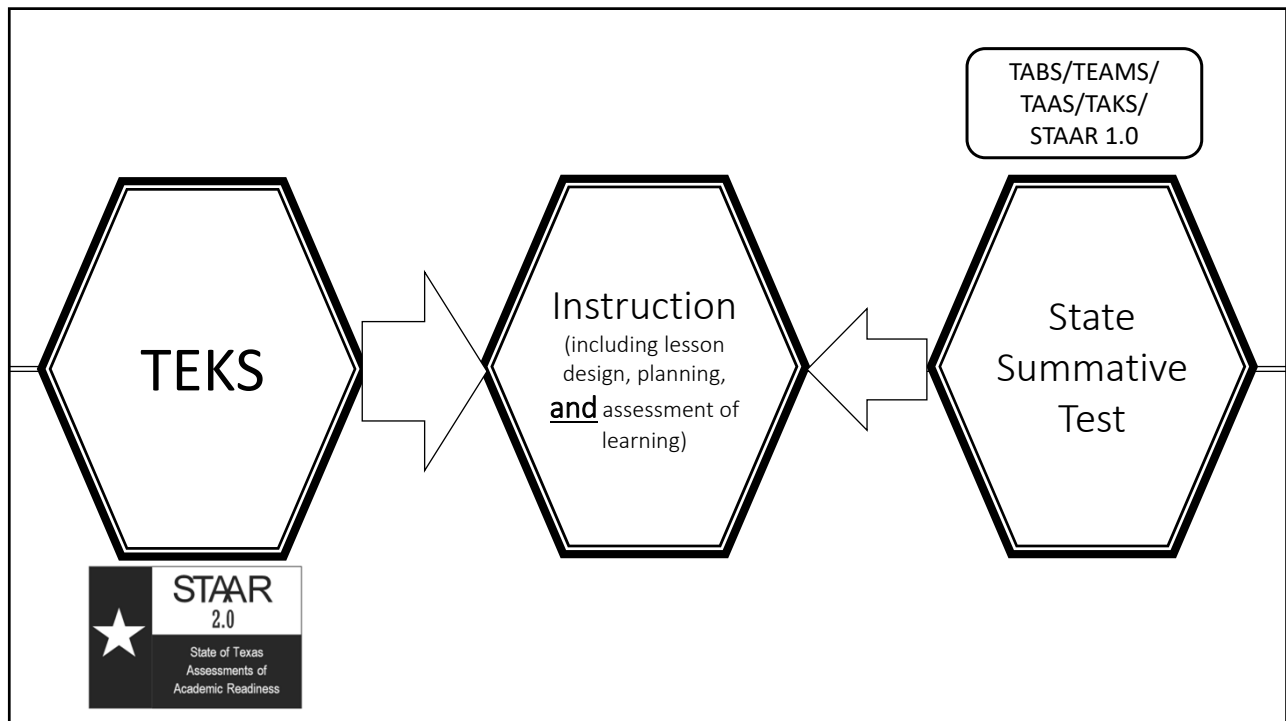
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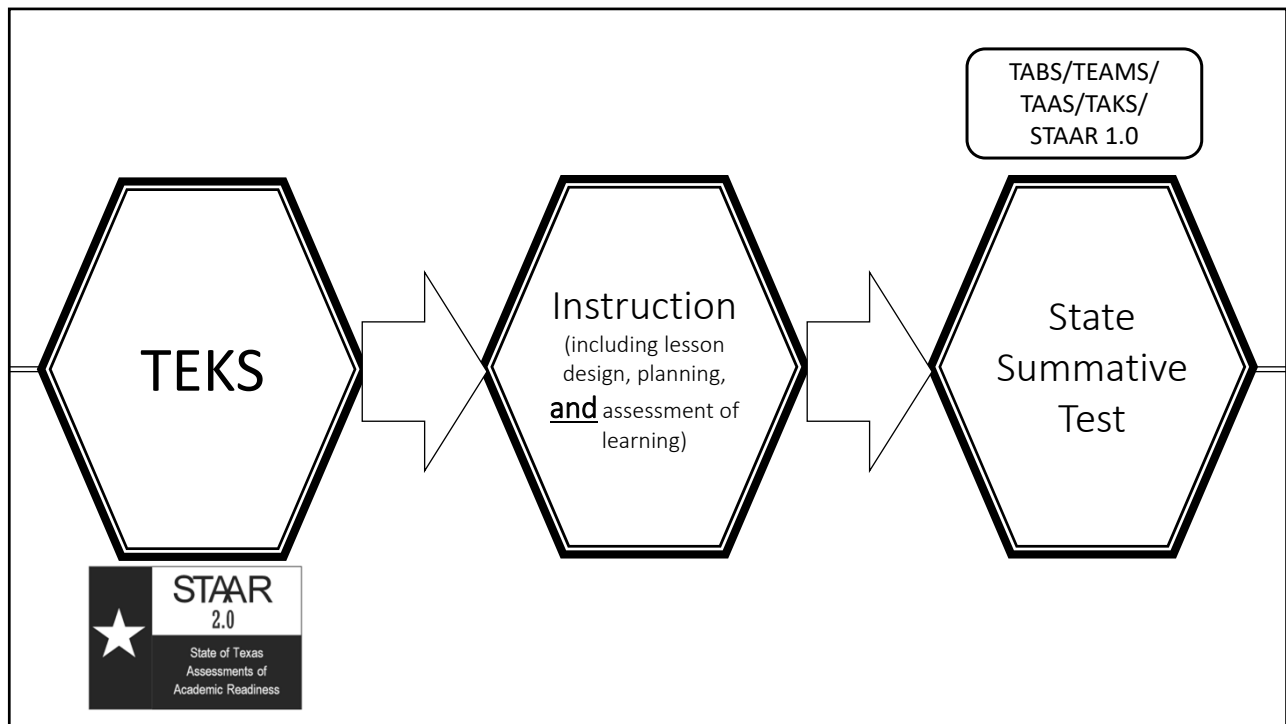
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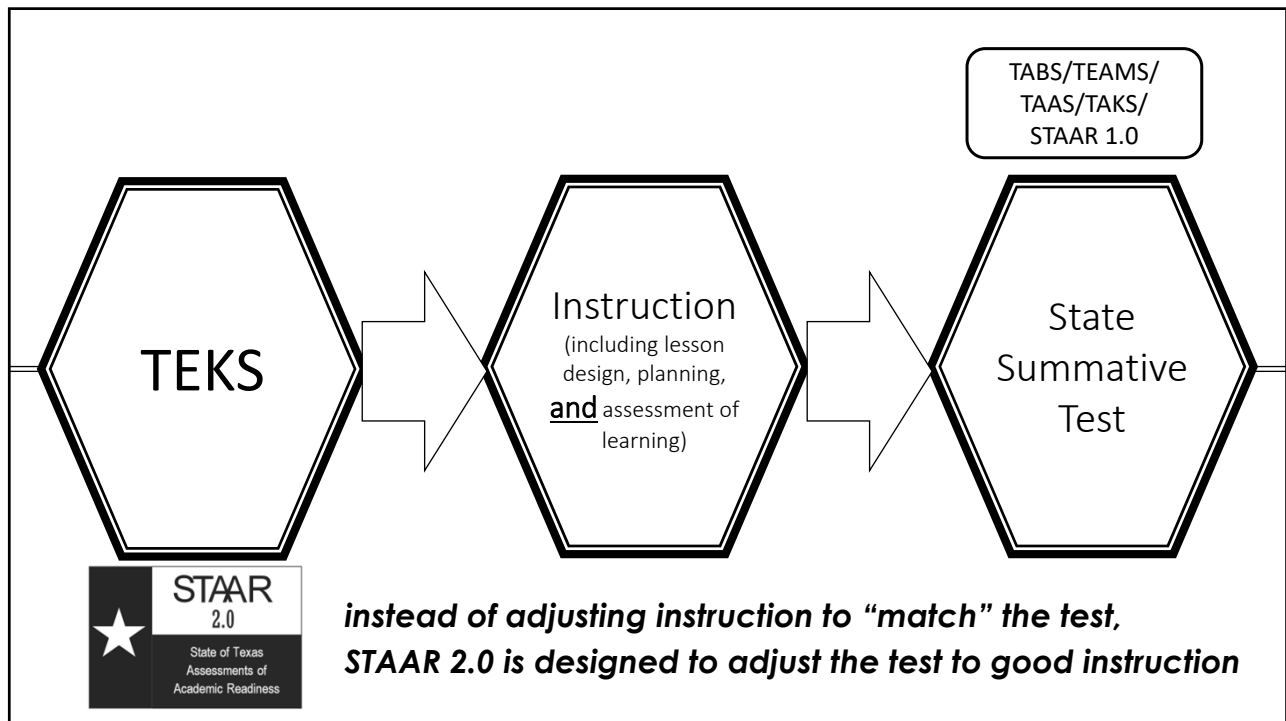
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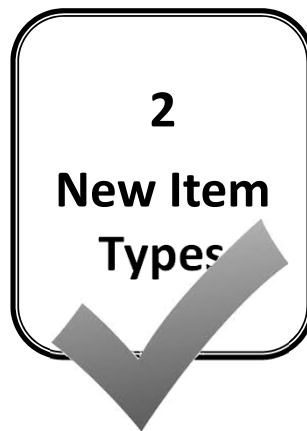


36



How is STAAR 2.0 BETTER?

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37

3 Online Testing

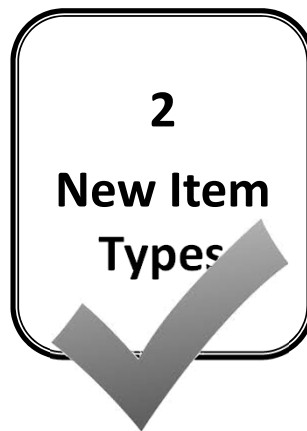
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Supports the learning needs of all students by providing appropriate accommodations	Phased-in support during TAKS and STAAR 1.0	Will provide a full suite of robust accommodations for students with specific learning needs

38



How is STAAR 2.0 BETTER?

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How is STAAR 2.0 BETTER?

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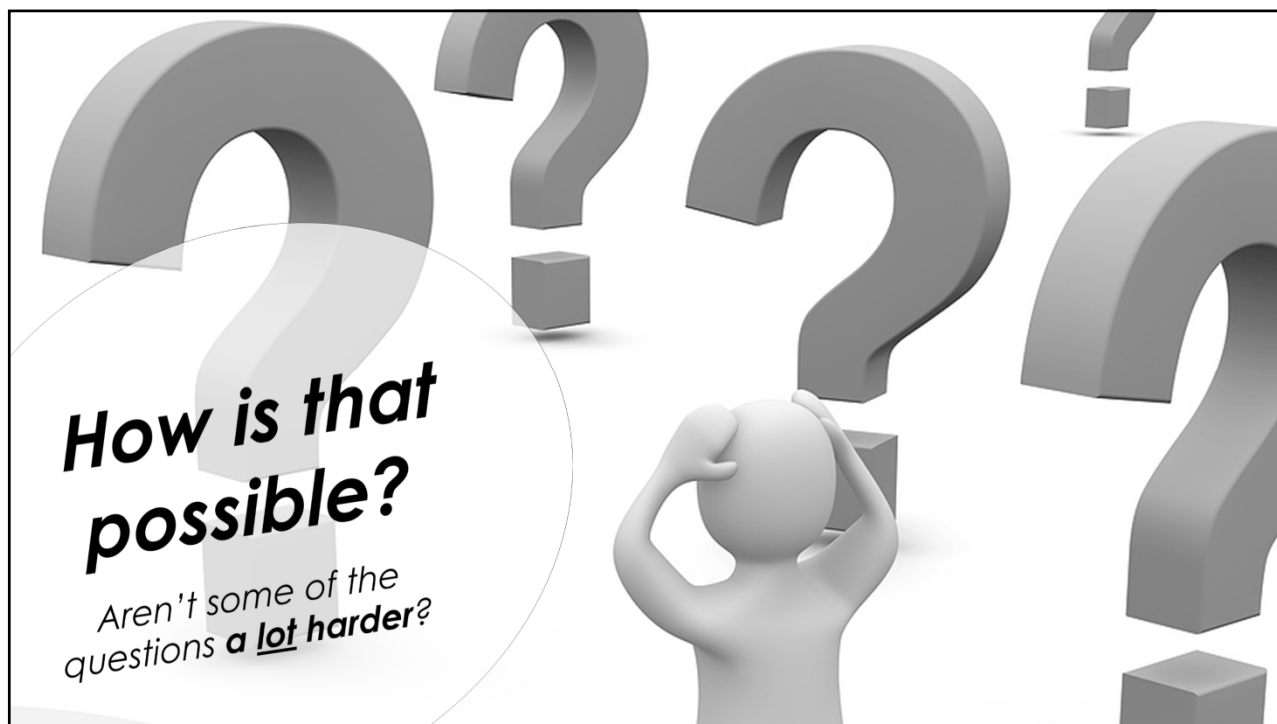
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41

STAAR 2.0 is
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42




43

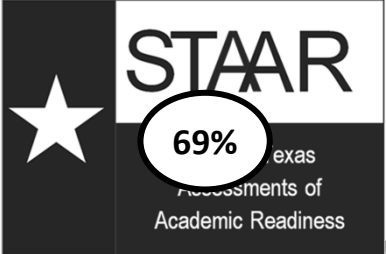
Making Sense of STAAR 2.0


Connecting STAAR 1.0 to STAAR 2.0

- How well must a student do to achieve a particular performance level?
 - ❑ e.g., *Meets GL*
- On Grade 5 Math STAAR 1.0 in 2022, a student had to get a 69 (% correct)




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**Scale Score for
Meets GL**

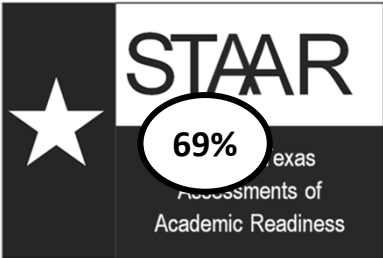
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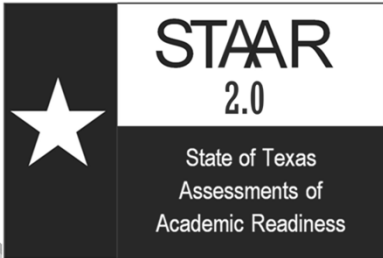


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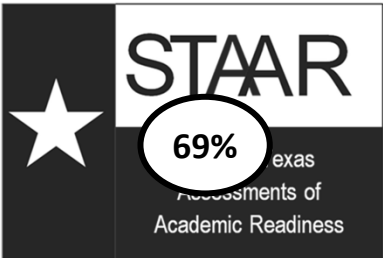
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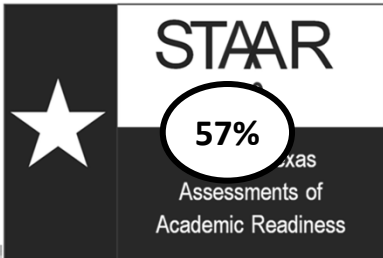


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Connecting STAAR 1.0 to STAAR 2.0

- How well must a student do to achieve a particular performance level?
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- For Grade 5 Math STAAR 2.0 in 2023, a student had to get a 57 (% correct)





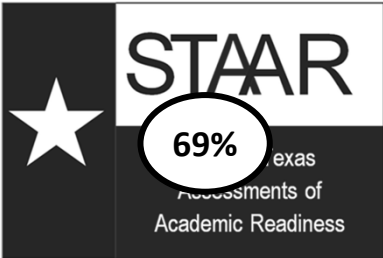
46



Making Sense of STAAR 2.0

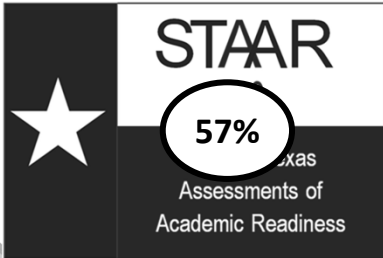
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These performances represent the same level of learning

Because some of the questions on STAAR 2.0 were harder than questions on STAAR 1.0, the overall performance across all of the items was adjusted so that performance on STAAR 1.0 and STAAR 2.0 are equated



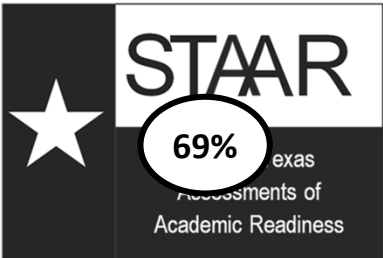
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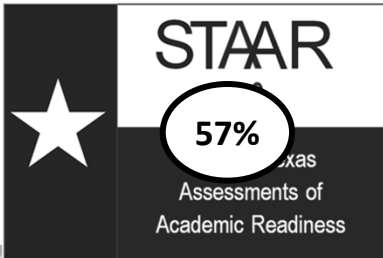
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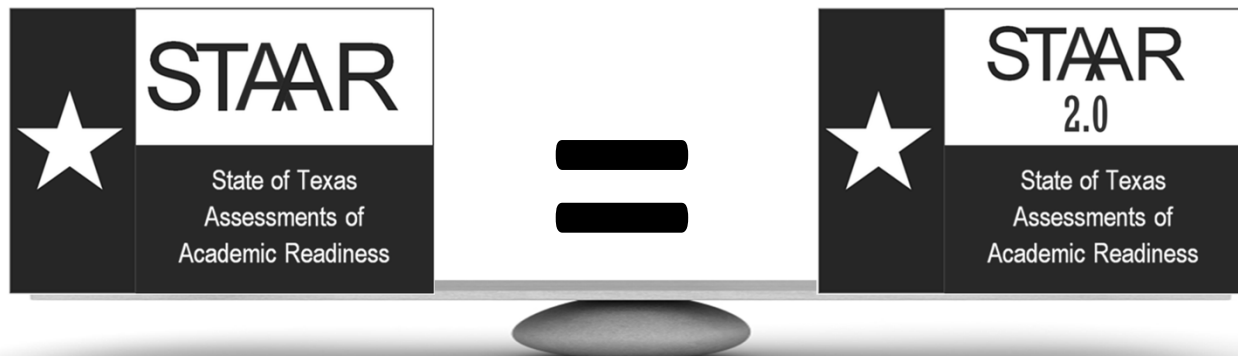


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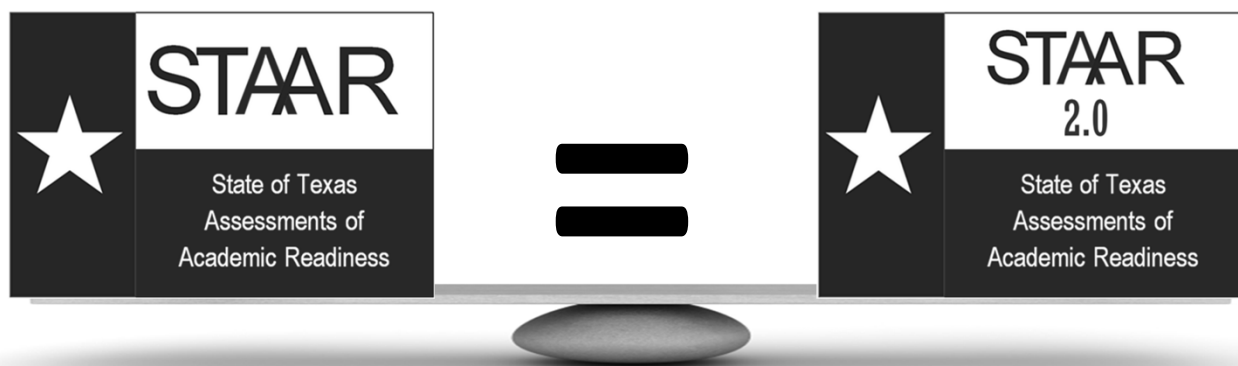
what does the **equating** of STAAR 1.0 and STAAR 2.0
look like in terms of the cutpoints for
Approaches GL



49

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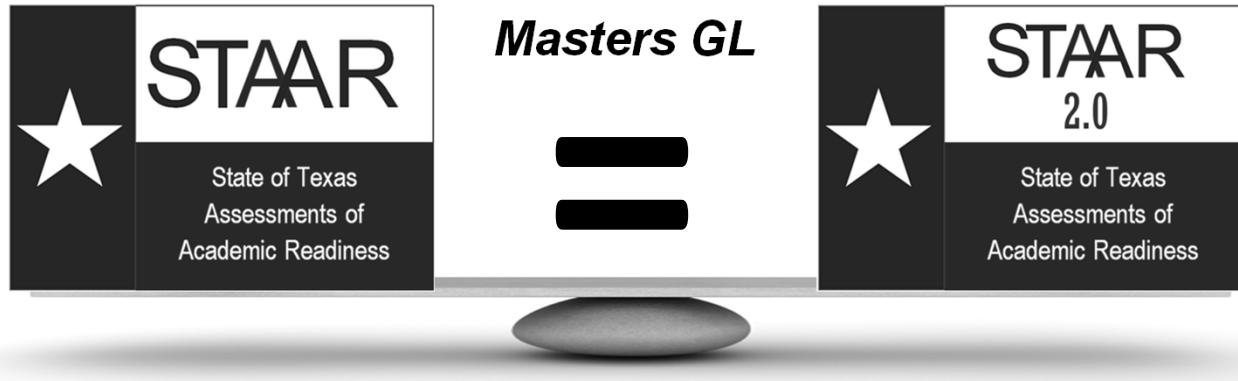
Meets GL



50

what does the **equating** of STAAR 1.0 and STAAR 2.0
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Approaches GL
Meets GL
Masters GL



51

Raw Score Conversion Table

Raw Score Conversion Table - STAAR 1.0 Spring 2022																									Raw Score Conversion Table - STAAR 2.0 Spring 2023																								
Test	Max Score	High Did Not Meet GL				Approaches GL				High Approaches GL				Meets GL				Masters GL				State Score	High Did Not Meet GL				Approaches GL				High Approaches GL				Meets Grade Level				Masters Grade Level										
		Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score		Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score															
ELA	Grade 3	34	12%	33	30%	1385	17	50%	1480	20	62%	1488	20	74%	1553	20	80%	52	12%	54	27%	1340	18	35%	1409	20	44%	1487	26	54%	1586	38	73%																
	Gr 3 (Std)	34	12%	33	30%	1318	17	50%	1377	20	58%	1448	24	72%	1512	27	79%	52	12%	55	31%	1318	22	42%	1487	32	62%	1515	37	71%																			
	Grade 4	36	13%	35	42%	1419	20	56%	1455	24	64%	1550	27	75%	1633	31	80%	52	13%	55	27%	1419	24	41%	1483	30	60%	1532	37	72%																			
	Gr 4 (Std)	36	13%	35	42%	1413	20	56%	1470	23	64%	1539	26	72%	1636	30	80%	52	13%	56	28%	1409	25	40%	1442	28	54%	1488	32	62%	1581	39	75%																
	Grade 5	38	13%	37	39%	1470	21	55%	1525	25	60%	1582	29	76%	1627	33	87%	52	14%	56	32%	1470	25	40%	1514	28	58%	1552	33	68%	1580	39	75%																
	Gr 5 (Std)	38	13%	37	39%	1461	19	50%	1518	23	62%	1582	27	73%	1571	32	84%	52	13%	57	33%	1411	23	44%	1493	28	54%	1536	33	63%	1582	40	77%																
	Grade 6	40	14%	39	40%	1517	22	55%	1571	26	60%	1629	30	75%	1718	34	85%	56	14%	58	29%	1519	28	46%	1587	35	60%	1634	38	64%	1749	41	78%																
	Grade 7	42	14%	38	38%	1567	22	52%	1611	26	62%	1674	31	74%	1751	35	85%	56	14%	57	30%	1584	29	45%	1617	38	58%	1669	39	59%	1771	41	75%																
	Grade 8	44	15%	37	38%	1587	23	52%	1640	28	64%	1700	33	75%	1783	37	84%	56	15%	57	27%	1580	30	44%	1643	34	55%	1688	38	60%	1803	40	71%																
	English I	48	16%	38	41%	1775	28	56%	1864	40	68%	1930	45	80%	1981	50	87%	64	17%	57	32%	1775	37	47%	1875	41	60%	1930	48	64%	2008	54	84%																
English II	58	16%	38	41%	1775	28	56%	1864	40	68%	1930	45	80%	1981	50	87%	64	17%	57	32%	1775	37	47%	1875	41	60%	1930	48	64%	2008	54	84%																	
Math	Grade 3 (Std & Std)	32	12%	33	30%	1380	18	50%	1480	20	58%	1488	23	72%	1596	27	84%	37	13%	35	27%	1380	14	38%	1487	17	46%	1475	21	57%	1680	28	74%																
	Grade 4 (Std & Std)	34	13%	35	30%	1467	17	50%	1514	20	58%	1589	24	71%	1670	28	82%	40	13%	35	28%	1462	16	40%	1503	19	48%	1557	23	58%	1680	31	78%																
	Grade 5 (Std & Std)	36	14%	37	38%	1500	17	47%	1551	21	58%	1625	25	69%	1714	30	83%	42	14%	37	28%	1515	15	38%	1558	19	49%	1614	24	61%	1776	33	79%																
	Grade 6	38	14%	37	38%	1534	14	37%	1588	18	47%	1653	23	62%	1772	30	79%	43	15%	37	28%	1619	15	35%	1675	19	48%	1742	24	58%	1880	33	77%																
	Grade 7	40	15%	37	38%	1575	14	36%	1627	20	50%	1688	25	63%	1788	32	80%	46	16%	34	30%	1589	19	41%	1741	22	48%	1793	26	57%	1985	37	80%																
	Grade 8	42	15%	37	38%	1595	15	40%	1640	23	58%	1700	28	67%	1804	36	86%	48	17%	37	27%	1754	17	35%	1801	21	46%	1819	26	56%	2009	37	77%																
	Algebra I	54	17%	37	38%	1550	23	58%	1673	27	60%	1760	34	69%	1813	41	78%	59	18%	37	28%	1660	20	34%	1781	26	48%	1900	32	59%	1945	41	80%																
	Grade 5 (Std & Std)	36											40	15%	37	31%	1510	18	46%	1710	21	54%	1800	25	60%	1880	30	77%																					
	Grade 6	42											46	16%	37	38%	1550	17	37%	1779	21	48%	1900	25	54%	1919	31	76%																					
	Science	History	50											53	18%	37	38%	1550	14	36%	1767	19	38%	1900	20	47%	1919	26	54%	2009	37	77%																	
US History	46												49	17%	37	38%	1550	21	43%	1746	25	52%	1900	30	62%	1919	36	78%																					
SS	Grade 4	44											49	17%	37	38%	1550	21	43%	1746	25	52%	1900	30	62%	1919	36	78%																					
	US History	46											49	17%	37	38%	1550	21	43%	1746	25	52%	1900	30	62%	1919	36	78%																					

The raw scores and percentages reported in this table apply ONLY to the Spring 2022 and Spring 2023 STAAR assessments. For English I and English II in 2022, the table reports results for the online administrations.

This table reports the State Score Equivalents, the Raw Score Equivalents and the applicable Grade Equivalents for each successful End-of-Course Performance Level Category: High Did Not Meet GL, Approaches GL, High Approaches GL, Meets GL and Masters GL.

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52

Raw Score Conversion Table

- STAAR 1.0 and STAAR 2.0

Raw Score Conversion Table - STAAR 1.0
Spring 2022

Test	Scale Score	High Did Not Meet GL					Approaches GL					High Approaches GL					Meets GL					Meets Grade Level											
		Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range		
ELA	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14	27%	1318	22	42%	1385	27	52%	1447	32	62%	1515	37	71%
	Grade 4	36	1368	15	42%	1434	20	54%	1483	23	64%	1550	27	75%	1613	31	86%	12	1367	15	29%	1434	18	31%	1493	23	40%	1552	27	52%	1613	37	71%
	Gr 4 (Std)	36	1333	15	42%	1413	20	54%	1473	23	64%	1539	26	72%	1606	30	83%	12	1323	15	29%	1408	21	40%	1462	26	54%	1520	32	62%	1583	39	75%
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	12	1406	16	31%	1475	21	40%	1534	26	50%	1592	31	60%	1650	39	75%
	Gr 5 (Std)	38	1379	14	37%	1461	19	50%	1518	23	62%	1562	27	72%	1631	32	84%	12	1389	17	33%	1461	23	44%	1493	28	54%	1556	33	63%	1622	40	77%
	Grade 6	40	1446	16	40%	1517	22	56%	1579	26	62%	1629	30	75%	1718	34	85%	14	1487	16	29%	1555	20	36%	1617	25	43%	1674	30	54%	1730	41	73%
	Gr 6 (Std)	40	1416	16	40%	1496	22	56%	1566	26	62%	1616	30	75%	1686	34	85%	14	1457	16	29%	1525	20	36%	1585	25	43%	1642	30	54%	1702	41	73%
	Grade 7	42	1488	16	38%	1567	23	52%	1611	26	62%	1674	31	74%	1753	35	83%	16	1499	17	30%	1584	23	41%	1617	28	50%	1680	33	59%	1771	42	75%
	Grade 8	44	1512	17	39%	1587	23	52%	1640	28	64%	1709	33	75%	1783	37	86%	16	1541	17	27%	1592	19	34%	1643	24	43%	1699	30	54%	1803	40	71%
Math	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14	27%	1318	22	42%	1385	27	52%	1447	32	62%	1515	37	71%
	Grade 4	36	1368	15	42%	1434	20	54%	1483	23	64%	1550	27	75%	1613	31	86%	12	1367	15	29%	1434	18	31%	1493	23	40%	1552	27	52%	1613	37	71%
	Gr 4 (Std)	36	1333	15	42%	1413	20	54%	1473	23	64%	1539	26	72%	1606	30	83%	12	1323	15	29%	1408	21	40%	1462	26	54%	1520	32	62%	1583	39	75%
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	12	1406	16	31%	1475	21	40%	1534	26	50%	1592	31	60%	1650	39	75%
	Gr 5 (Std)	38	1379	14	37%	1461	19	50%	1518	23	62%	1562	27	72%	1631	32	84%	12	1389	17	33%	1461	23	44%	1493	28	54%	1556	33	63%	1622	40	77%
	Grade 6	40	1446	16	40%	1517	22	56%	1579	26	62%	1629	30	75%	1718	34	85%	14	1487	16	29%	1555	20	36%	1617	25	43%	1674	30	54%	1730	41	73%
	Gr 6 (Std)	40	1416	16	40%	1496	22	56%	1566	26	62%	1616	30	75%	1686	34	85%	14	1457	16	29%	1525	20	36%	1585	25	43%	1642	30	54%	1702	41	73%
	Grade 7	42	1488	16	38%	1567	23	52%	1611	26	62%	1674	31	74%	1753	35	83%	16	1499	17	30%	1584	23	41%	1617	28	50%	1680	33	59%	1771	42	75%
	Grade 8	44	1512	17	39%	1587	23	52%	1640	28	64%	1709	33	75%	1783	37	86%	16	1541	17	27%	1592	19	34%	1643	24	43%	1699	30	54%	1803	40	71%
Science	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14	27%	1318	22	42%	1385	27	52%	1447	32	62%	1515	37	71%
	Grade 4	36	1368	15	42%	1434	20	54%	1483	23	64%	1550	27	75%	1613	31	86%	12	1367	15	29%	1434	18	31%	1493	23	40%	1552	27	52%	1613	37	71%
	Gr 4 (Std)	36	1333	15	42%	1413	20	54%	1473	23	64%	1539	26	72%	1606	30	83%	12	1323	15	29%	1408	21	40%	1462	26	54%	1520	32	62%	1583	39	75%
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	12	1406	16	31%	1475	21	40%	1534	26	50%	1592	31	60%	1650	39	75%
	Gr 5 (Std)	38	1379	14	37%	1461	19	50%	1518	23	62%	1562	27	72%	1631	32	84%	12	1389	17	33%	1461	23	44%	1493	28	54%	1556	33	63%	1622	40	77%
	Grade 6	40	1446	16	40%	1517	22	56%	1579	26	62%	1629	30	75%	1718	34	85%	14	1487	16	29%	1555	20	36%	1617	25	43%	1674	30	54%	1730	41	73%
	Gr 6 (Std)	40	1416	16	40%	1496	22	56%	1566	26	62%	1616	30	75%	1686	34	85%	14	1457	16	29%	1525	20	36%	1585	25	43%	1642	30	54%	1702	41	73%
	Grade 7	42	1488	16	38%	1567	23	52%	1611	26	62%	1674	31	74%	1753	35	83%	16	1499	17	30%	1584	23	41%	1617	28	50%	1680	33	59%	1771	42	75%
	Grade 8	44	1512	17	39%	1587	23	52%	1640	28	64%	1709	33	75%	1783	37	86%	16	1541	17	27%	1592	19	34%	1643	24	43%	1699	30	54%	1803	40	71%
US History	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14	27%	1318	22	42%	1385	27	52%	1447	32	62%	1515	37	71%
	Grade 4	36	1368	15	42%	1434	20	54%	1483	23	64%	1550	27	75%	1613	31	86%	12	1367	15	29%	1434	18	31%	1493	23	40%	1552	27	52%	1613	37	71%

Raw Score Conversion Table - STAAR 2.0
Spring 2023

Test	Scale Score	High Did Not Meet GL					Approaches GL					High Approaches GL					Meets Grade Level					Meets Grade Level											
		Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range		
ELA	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14	27%	1318	22	42%	1385	27	52%	1447	32	62%	1515	37	71%
	Grade 4	36	1368	15	42%	1434	20	54%	1483	23	64%	1550	27	75%	1613	31	86%	12	1367	15	29%	1434	18	31%	1493	23	40%	1552	27	52%	1613	37	71%
	Gr 4 (Std)	36	1333	15	42%	1413	20	54%	1473	23	64%	1539	26	72%	1606	30	83%	12	1323	15	29%	1408	21	40%	1462	26	54%	1520	32	62%	1583	39	75%
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	12	1406	16	31%	1475	21	40%	1534	26	50%	1592	31	60%	1650	39	75%
	Gr 5 (Std)	38	1379	14	37%	1461	19	50%	1518	23	62%	1562	27	72%	1631	32	84%	12	1389	17	33%	1461	23	44%	1493	28	54%	1556	33	63%	1622	40	77%
	Grade 6	40	1446	16	40%	1517	22	56%	1579	26	62%	1629	30	75%	1718	34	85%	14	1487	16	29%	1555	20	36%	1617	25	43%	1674	30	54%	1730	41	73%
	Gr 6 (Std)	40	1416	16	40%	1496	22	56%	1566	26	62%	1616	30	75%	1686	34	85%	14	1457	16	29%	1525	20	36%	1585	25	43%	1642	30	54%	1702	41	73%
	Grade 7	42	1488	16	38%	1567	23	52%	1611	26	62%	1674	31	74%	1753	35	83%	16	1499	17	30%	1584	23	41%	1617	28	50%	1680	33	59%	1771	42	75%
	Grade 8	44	1512	17	39%	1587	23	52%	1640	28	64%	1709	33	75%	1783	37	86%	16	1541	17	27%	1592	19	34%	1643	24	43%	1699	30	54%	1803	40	71%
Math	Grade 3	34	1278	13	38%	1345	17	50%	1488	21	62%	1488	25	74%	1555	29	85%	12	1285	14	27%	1349	18	35%	1409	23	44%	1467	28	54%	1506	34	73%
	Gr 3 (Std)	34	1243	13	38%	1318	17	50%	1453	20	58%	1444	24	71%	1512	27	79%	12	1237	14</													

Raw Score Conversion Table

- STAAR 1.0 and STAAR 2.0
- Posted at:
<https://lead4ward.com/resources/>

Raw Score Conversion Table - STAAR 1.0
Spring 2022

Test	Max Score	High Did Not Meet GL					Approaches GL					Meets GL					Masters GL				
		Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct				
ELA	Grade 3	34	1278	33	38%	1345	37	50%	1400	39	52%	1468	42	74%	1555	45	52%				
	Gr 3 (Sp)	34	1283	33	38%	1318	37	50%	1375	39	50%	1444	44	73%	1532	47	52%				
	Grade 4	36	1368	35	62%	1434	39	56%	1493	43	64%	1564	47	75%	1633	51	75%				
	Gr 4 (Sp)	36	1336	35	62%	1413	39	56%	1473	43	64%	1544	46	72%	1606	50	72%				
	Grade 5	38	1389	35	59%	1470	41	59%	1527	45	64%	1582	49	74%	1647	53	74%				
	Gr 5 (Sp)	38	1379	34	37%	1463	39	50%	1520	43	62%	1582	47	72%	1651	51	72%				
	Grade 6	40	1446	36	40%	1517	42	52%	1575	46	62%	1629	50	75%	1718	54	75%				
	Grade 7	42	1488	36	38%	1567	42	52%	1622	46	62%	1674	50	74%	1753	58	74%				
	Grade 8	44	1532	37	39%	1587	43	52%	1640	48	64%	1700	52	75%	1783	60	75%				
	English I	68	3400	48	61%	3775	58	56%	3854	61	60%	4009	65	66%	4071	68	64%				
	English II	68	3476	48	61%	3775	58	56%	3854	61	60%	4009	65	66%	4071	68	64%				

Raw Score Conversion Table - STAAR 2.0
Spring 2023

Test	Max Score	High Did Not Meet GL					Approaches GL					High Approaches GL					Meets Grade Level					Masters Grade Level				
		Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct			
Math	Grade 3	52	1285	34	27%	1345	38	35%	1409	41	44%	1467	44	54%	1536	48	54%	1596	52	73%						
	Gr 3 (Sp)	52	1297	36	32%	1358	42	42%	1421	45	47%	1487	47	52%	1547	52	62%	1615	57	73%						
	Grade 4	56	1387	37	29%	1454	41	38%	1483	41	38%	1512	42	40%	1552	47	47%	1603	52	70%						
	Gr 4 (Sp)	52	1403	38	33%	1465	43	40%	1492	43	40%	1540	48	54%	1608	52	62%	1681	58	70%						
	Grade 5	58	1468	36	29%	1547	41	36%	1584	46	44%	1634	50	54%	1692	54	54%	1760	60	70%						
	Gr 5 (Sp)	52	1500	37	30%	1441	41	44%	1491	46	54%	1536	50	64%	1602	54	64%	1682	60	73%						
	Grade 6	56	1487	36	29%	1535	40	36%	1587	45	45%	1634	50	54%	1694	54	54%	1749	61	71%						
	Grade 7	56	1490	37	30%	1564	43	41%	1617	47	47%	1668	50	54%	1730	57	59%	1772	61	73%						
	Grade 8	56	1545	35	27%	1602	39	34%	1643	44	44%	1690	50	54%	1740	54	54%	1800	60	73%						
	English I	64	3537	50	51%	3775	57	42%	3875	61	60%	4000	64	56%	4026	64	64%									
	English II	64	3589	50	52%	3775	57	42%	3876	61	60%	4000	64	56%	4026	64	64%									

Math	Grade 3 (Eng & Sp)	32	1188	32	38%	1300	36	50%	1400	39	58%	1488	43	72%	1566	47	72%
	Grade 4 (Eng & Sp)	34	1261	32	35%	1467	37	50%	1534	40	59%	1589	44	73%	1670	48	73%
	Grade 5 (Eng & Sp)	36	1446	33	36%	1500	37	47%	1561	41	58%	1625	45	69%	1704	50	72%
	Grade 6	38	1489	33	29%	1558	39	37%	1598	44	47%	1653	48	62%	1712	50	74%
	Grade 7	40	1536	33	24%	1670	36	40%	1677	40	50%	1698	45	63%	1768	52	74%
	Grade 8	42	1527	34	31%	1695	39	46%	1640	43	55%	1700	48	67%	1804	56	77%
	Algebra I	54	1975	37	31%	1850	41	39%	1913	47	50%	1959	54	63%	2033	61	69%
	Grade 9 (Eng & Sp)	36				1550	33	34%				1600	38	78%	1660	42	78%
	Grade 10	40				1650	36	32%				1680	40	72%	1740	44	74%
	Statistics	40				1550	36	38%				1680	40	68%	1740	44	70%
	SS	Gr 11 History	48				1650	36	61%				1800	42	62%	1840	46

The raw scores and percentages reported in this table apply ONLY to the Spring 2022 and Spring 2023 STAAR examinations. For English I and English II in 2022, the table reports results for the online administrations.

This table reports the State Score Equivalents, the Raw Score Equivalent and the applicable Grade-Level and/or extended Performance Level Category. High Did Not Meet GL, Approaches GL, High Approaches GL, Meets GL and Masters GL.

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REV 08/20/23

55

Raw Score Conversion Table

- STAAR
- Posted at:
<https://lead4ward.com/resources/>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
ELA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

56

Raw Score Conversion Table - STAAR 1.0 Spring 2022

- STAAR 1.0
- Posted <https://www.pearson.com/staar>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

57

Raw Score Conversion Table - STAAR 1.0 Spring 2022

- STAAR 1.0
- Posted <https://www.pearson.com/staar>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

58

Raw Score Conversion Table - STAAR 1.0 Spring 2022

- STAAR 1.0
- Posted <https://www.pearsoned.com/staar10/>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

59

Raw Score Conversion Table - STAAR 1.0 Spring 2022

- STAAR 1.0
- Posted <https://www.pearsoned.com/staar10/>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

60

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

61

		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
Test		Max Score	Approaches GL	Meets GL	Masters GL	Max Score	Approaches GL	Meets Grade Level	Masters Grade Level
			%age Correct	%age Correct	%age Correct		%age Correct	%age Correct	%age Correct
RLA	Grade 3	34	50%	74%	85%	52	35%	54%	73%
	Gr 3 (Sp)	34	50%	71%	79%	52	42%	62%	71%
	Grade 4	36	56%	75%	86%	52	31%	52%	69%
	Gr 4 (Sp)	36	56%	72%	83%	52	48%	62%	75%
	Grade 5	38	55%	76%	87%	52	40%	60%	75%
	Gr 5 (Sp)	38	50%	71%	84%	52	44%	63%	77%
	Grade 6	40	55%	75%	85%	56	36%	54%	73%
	Grade 7	42	52%	74%	83%	56	41%	59%	75%
	Grade 8	44	52%	75%	84%	56	34%	54%	71%
	English I	68	56%	66%	87%	64	42%	56%	84%
	English II	68	56%	65%	90%	64	42%	56%	88%

62

Raw Score Conversion Table

- STAAR 1.0 and STAAR 2.0
- Posted at:
<https://lead4ward.com/resources/>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022										Raw Score Conversion Table - STAAR 2.0 Spring 2023														
		High Did Not Meet GL					Approaches GL					High Approaches GL					Meets Grade Level					Meets Grade Level				
Test	Raw Score	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range
		34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1535	29	85%	1602	33	94%	1667	38	98%	1736	43	99%
ELA	Grade 3	34	1278 <td>13</td> <td>38%<td>1345<td>17</td><td>50%<td>1400<td>21</td><td>62%<td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	13	38% <td>1345<td>17</td><td>50%<td>1400<td>21</td><td>62%<td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1345 <td>17</td> <td>50%<td>1400<td>21</td><td>62%<td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td>	17	50% <td>1400<td>21</td><td>62%<td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td>	1400 <td>21</td> <td>62%<td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td>	21	62% <td>1468<td>25</td><td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td>	1468 <td>25</td> <td>74%<td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td></td>	25	74% <td>1535<td>29</td><td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td></td>	1535 <td>29</td> <td>85%<td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td></td>	29	85% <td>1602<td>33</td><td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td></td>	1602 <td>33</td> <td>94%<td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td></td>	33	94% <td>1667<td>38</td><td>98%<td>1736<td>43</td><td>99%</td></td></td></td>	1667 <td>38</td> <td>98%<td>1736<td>43</td><td>99%</td></td></td>	38	98% <td>1736<td>43</td><td>99%</td></td>	1736 <td>43</td> <td>99%</td>	43	99%
	Gr 3 (Sep)	34	1283 <td>13</td> <td>38%<td>1351<td>17</td><td>50%<td>1407<td>21</td><td>62%<td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	13	38% <td>1351<td>17</td><td>50%<td>1407<td>21</td><td>62%<td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1351 <td>17</td> <td>50%<td>1407<td>21</td><td>62%<td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td></td>	17	50% <td>1407<td>21</td><td>62%<td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td></td>	1407 <td>21</td> <td>62%<td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td></td>	21	62% <td>1475<td>25</td><td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td></td>	1475 <td>25</td> <td>74%<td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td></td>	25	74% <td>1543<td>29</td><td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td></td>	1543 <td>29</td> <td>85%<td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td></td>	29	85% <td>1610<td>33</td><td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td></td>	1610 <td>33</td> <td>94%<td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td></td>	33	94% <td>1675<td>38</td><td>98%<td>1744<td>43</td><td>99%</td></td></td></td>	1675 <td>38</td> <td>98%<td>1744<td>43</td><td>99%</td></td></td>	38	98% <td>1744<td>43</td><td>99%</td></td>	1744 <td>43</td> <td>99%</td>	43	99%
	Grade 4	36	1368 <td>15</td> <td>42%<td>1434</td><td>20</td><td>56%<td>1493<td>25</td><td>68%<td>1554<td>27</td><td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	15	42% <td>1434</td> <td>20</td> <td>56%<td>1493<td>25</td><td>68%<td>1554<td>27</td><td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td></td>	1434	20	56% <td>1493<td>25</td><td>68%<td>1554<td>27</td><td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td>	1493 <td>25</td> <td>68%<td>1554<td>27</td><td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td>	25	68% <td>1554<td>27</td><td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td>	1554 <td>27</td> <td>75%<td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td></td>	27	75% <td>1615<td>31</td><td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td></td>	1615 <td>31</td> <td>80%<td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td></td>	31	80% <td>1676<td>35</td><td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td></td>	1676 <td>35</td> <td>88%<td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td></td>	35	88% <td>1737<td>40</td><td>93%<td>1798<td>45</td><td>96%</td></td></td></td>	1737 <td>40</td> <td>93%<td>1798<td>45</td><td>96%</td></td></td>	40	93% <td>1798<td>45</td><td>96%</td></td>	1798 <td>45</td> <td>96%</td>	45	96%
	Gr 4 (Sep)	36	1373 <td>15</td> <td>42%<td>1441</td><td>20</td><td>56%<td>1498<td>25</td><td>68%<td>1559<td>27</td><td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	15	42% <td>1441</td> <td>20</td> <td>56%<td>1498<td>25</td><td>68%<td>1559<td>27</td><td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td></td>	1441	20	56% <td>1498<td>25</td><td>68%<td>1559<td>27</td><td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td></td>	1498 <td>25</td> <td>68%<td>1559<td>27</td><td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td></td>	25	68% <td>1559<td>27</td><td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td></td>	1559 <td>27</td> <td>75%<td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td></td>	27	75% <td>1620<td>31</td><td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td></td>	1620 <td>31</td> <td>80%<td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td></td>	31	80% <td>1681<td>35</td><td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td></td>	1681 <td>35</td> <td>88%<td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td></td>	35	88% <td>1742<td>40</td><td>93%<td>1803<td>45</td><td>96%</td></td></td></td>	1742 <td>40</td> <td>93%<td>1803<td>45</td><td>96%</td></td></td>	40	93% <td>1803<td>45</td><td>96%</td></td>	1803 <td>45</td> <td>96%</td>	45	96%
	Grade 5	38	1389 <td>15</td> <td>39%<td>1470<td>21</td><td>53%<td>1528<td>25</td><td>66%<td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	15	39% <td>1470<td>21</td><td>53%<td>1528<td>25</td><td>66%<td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1470 <td>21</td> <td>53%<td>1528<td>25</td><td>66%<td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td>	21	53% <td>1528<td>25</td><td>66%<td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td>	1528 <td>25</td> <td>66%<td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td>	25	66% <td>1582<td>29</td><td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td>	1582 <td>29</td> <td>76%<td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td></td>	29	76% <td>1647<td>33</td><td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td></td>	1647 <td>33</td> <td>87%<td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td></td>	33	87% <td>1706<td>37</td><td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td></td>	1706 <td>37</td> <td>92%<td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td></td>	37	92% <td>1769<td>41</td><td>95%<td>1830<td>45</td><td>97%</td></td></td></td>	1769 <td>41</td> <td>95%<td>1830<td>45</td><td>97%</td></td></td>	41	95% <td>1830<td>45</td><td>97%</td></td>	1830 <td>45</td> <td>97%</td>	45	97%
	Gr 5 (Sep)	38	1394 <td>15</td> <td>39%<td>1475<td>21</td><td>53%<td>1533<td>25</td><td>66%<td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	15	39% <td>1475<td>21</td><td>53%<td>1533<td>25</td><td>66%<td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1475 <td>21</td> <td>53%<td>1533<td>25</td><td>66%<td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td>	21	53% <td>1533<td>25</td><td>66%<td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td>	1533 <td>25</td> <td>66%<td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td></td>	25	66% <td>1587<td>29</td><td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td></td>	1587 <td>29</td> <td>76%<td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td></td>	29	76% <td>1652<td>33</td><td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td></td>	1652 <td>33</td> <td>87%<td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td></td>	33	87% <td>1711<td>37</td><td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td></td>	1711 <td>37</td> <td>92%<td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td></td>	37	92% <td>1774<td>41</td><td>95%<td>1835<td>45</td><td>97%</td></td></td></td>	1774 <td>41</td> <td>95%<td>1835<td>45</td><td>97%</td></td></td>	41	95% <td>1835<td>45</td><td>97%</td></td>	1835 <td>45</td> <td>97%</td>	45	97%
	Grade 6	40	1446 <td>16</td> <td>40%<td>1517<td>22</td><td>55%<td>1575<td>26</td><td>62%<td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	16	40% <td>1517<td>22</td><td>55%<td>1575<td>26</td><td>62%<td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1517 <td>22</td> <td>55%<td>1575<td>26</td><td>62%<td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td>	22	55% <td>1575<td>26</td><td>62%<td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td>	1575 <td>26</td> <td>62%<td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td></td>	26	62% <td>1629<td>30</td><td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td></td>	1629 <td>30</td> <td>72%<td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td></td>	30	72% <td>1683<td>34</td><td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td></td>	1683 <td>34</td> <td>83%<td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td></td>	34	83% <td>1737<td>38</td><td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td></td>	1737 <td>38</td> <td>88%<td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td></td>	38	88% <td>1791<td>42</td><td>93%<td>1845<td>46</td><td>97%</td></td></td></td>	1791 <td>42</td> <td>93%<td>1845<td>46</td><td>97%</td></td></td>	42	93% <td>1845<td>46</td><td>97%</td></td>	1845 <td>46</td> <td>97%</td>	46	97%
	Grade 7	42	1488 <td>16</td> <td>38%<td>1567<td>23</td><td>52%<td>1622<td>28</td><td>62%<td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	16	38% <td>1567<td>23</td><td>52%<td>1622<td>28</td><td>62%<td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1567 <td>23</td> <td>52%<td>1622<td>28</td><td>62%<td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td>	23	52% <td>1622<td>28</td><td>62%<td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td>	1622 <td>28</td> <td>62%<td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td>	28	62% <td>1674<td>31</td><td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td>	1674 <td>31</td> <td>74%<td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td></td>	31	74% <td>1724<td>35</td><td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td></td>	1724 <td>35</td> <td>83%<td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td></td>	35	83% <td>1778<td>39</td><td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td></td>	1778 <td>39</td> <td>90%<td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td></td>	39	90% <td>1828<td>43</td><td>95%<td>1878<td>47</td><td>97%</td></td></td></td>	1828 <td>43</td> <td>95%<td>1878<td>47</td><td>97%</td></td></td>	43	95% <td>1878<td>47</td><td>97%</td></td>	1878 <td>47</td> <td>97%</td>	47	97%
	Grade 8	44	1512 <td>17</td> <td>39%<td>1587<td>23</td><td>52%<td>1640<td>28</td><td>64%<td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td></td>	17	39% <td>1587<td>23</td><td>52%<td>1640<td>28</td><td>64%<td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	1587 <td>23</td> <td>52%<td>1640<td>28</td><td>64%<td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td></td>	23	52% <td>1640<td>28</td><td>64%<td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td></td>	1640 <td>28</td> <td>64%<td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td></td>	28	64% <td>1690<td>31</td><td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td></td>	1690 <td>31</td> <td>75%<td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td></td>	31	75% <td>1739<td>35</td><td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td></td>	1739 <td>35</td> <td>84%<td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td></td>	35	84% <td>1789<td>39</td><td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td></td>	1789 <td>39</td> <td>91%<td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td></td>	39	91% <td>1839<td>43</td><td>96%<td>1889<td>47</td><td>97%</td></td></td></td>	1839 <td>43</td> <td>96%<td>1889<td>47</td><td>97%</td></td></td>	43	96% <td>1889<td>47</td><td>97%</td></td>	1889 <td>47</td> <td>97%</td>	47	97%
	English I	48	1668 <td>18</td> <td>41%<td>1775<td>26</td><td>56%<td>1864</td><td>31</td><td>65%<td>1929</td><td>35</td><td>74%<td>1994</td><td>39</td><td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td></td></td></td></td></td>	18	41% <td>1775<td>26</td><td>56%<td>1864</td><td>31</td><td>65%<td>1929</td><td>35</td><td>74%<td>1994</td><td>39</td><td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td></td></td></td></td>	1775 <td>26</td> <td>56%<td>1864</td><td>31</td><td>65%<td>1929</td><td>35</td><td>74%<td>1994</td><td>39</td><td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td></td></td></td>	26	56% <td>1864</td> <td>31</td> <td>65%<td>1929</td><td>35</td><td>74%<td>1994</td><td>39</td><td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td></td></td>	1864	31	65% <td>1929</td> <td>35</td> <td>74%<td>1994</td><td>39</td><td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td></td>	1929	35	74% <td>1994</td> <td>39</td> <td>83%<td>2059</td><td>43</td><td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td></td>	1994	39	83% <td>2059</td> <td>43</td> <td>90%<td>2124</td><td>47</td><td>95%<td>2189</td><td>51</td><td>98%</td></td></td>	2059	43	90% <td>2124</td> <td>47</td> <td>95%<td>2189</td><td>51</td><td>98%</td></td>	2124	47	95% <td>2189</td> <td>51</td> <td>98%</td>	2189	51	98%
Math	Grade 3 (Sep & Sep)	32	1288	12	38% <td>1360</td> <td>16</td> <td>50%<td>1418</td><td>20</td><td>62%<td>1480</td><td>24</td><td>72%<td>1542</td><td>28</td><td>82%<td>1604</td><td>32</td><td>90%<td>1666</td><td>36</td><td>95%<td>1728</td><td>40</td><td>98%</td></td></td></td></td></td></td>	1360	16	50% <td>1418</td> <td>20</td> <td>62%<td>1480</td><td>24</td><td>72%<td>1542</td><td>28</td><td>82%<td>1604</td><td>32</td><td>90%<td>1666</td><td>36</td><td>95%<td>1728</td><td>40</td><td>98%</td></td></td></td></td></td>	1418	20	62% <td>1480</td> <td>24</td> <td>72%<td>1542</td><td>28</td><td>82%<td>1604</td><td>32</td><td>90%<td>1666</td><td>36</td><td>95%<td>1728</td><td>40</td><td>98%</td></td></td></td></td>	1480	24	72% <td>1542</td> <td>28</td> <td>82%<td>1604</td><td>32</td><td>90%<td>1666</td><td>36</td><td>95%<td>1728</td><td>40</td><td>98%</td></td></td></td>	1542	28	82% <td>1604</td> <td>32</td> <td>90%<td>1666</td><td>36</td><td>95%<td>1728</td><td>40</td><td>98%</td></td></td>	1604	32	90% <td>1666</td> <td>36</td> <td>95%<td>1728</td><td>40</td><td>98%</td></td>	1666	36	95% <td>1728</td> <td>40</td> <td>98%</td>	1728	40	98%
	Grade 4 (Sep & Sep)	36	1446	13	36% <td>1500</td> <td>17</td> <td>47%<td>1561</td><td>21</td><td>58%<td>1625</td><td>25</td><td>69%<td>1684</td><td>30</td><td>80%<td>1745</td><td>34</td><td>89%<td>1806</td><td>38</td><td>94%<td>1867</td><td>42</td><td>97%</td></td></td></td></td></td></td>	1500	17	47% <td>1561</td> <td>21</td> <td>58%<td>1625</td><td>25</td><td>69%<td>1684</td><td>30</td><td>80%<td>1745</td><td>34</td><td>89%<td>1806</td><td>38</td><td>94%<td>1867</td><td>42</td><td>97%</td></td></td></td></td></td>	1561	21	58% <td>1625</td> <td>25</td> <td>69%<td>1684</td><td>30</td><td>80%<td>1745</td><td>34</td><td>89%<td>1806</td><td>38</td><td>94%<td>1867</td><td>42</td><td>97%</td></td></td></td></td>	1625	25	69% <td>1684</td> <td>30</td> <td>80%<td>1745</td><td>34</td><td>89%<td>1806</td><td>38</td><td>94%<td>1867</td><td>42</td><td>97%</td></td></td></td>	1684	30	80% <td>1745</td> <td>34</td> <td>89%<td>1806</td><td>38</td><td>94%<td>1867</td><td>42</td><td>97%</td></td></td>	1745	34	89% <td>1806</td> <td>38</td> <td>94%<td>1867</td><td>42</td><td>97%</td></td>	1806	38	94% <td>1867</td> <td>42</td> <td>97%</td>	1867	42	97%
	Grade 5 (Sep & Sep)	38	1488	13	39% <td>1558</td> <td>17</td> <td>47%<td>1622</td><td>23</td><td>58%<td>1686</td><td>28</td><td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1558	17	47% <td>1622</td> <td>23</td> <td>58%<td>1686</td><td>28</td><td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td></td>	1622	23	58% <td>1686</td> <td>28</td> <td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td>	1686	28	69% <td>1748</td> <td>33</td> <td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td>	1748	33	80% <td>1810</td> <td>37</td> <td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td>	1810	37	89% <td>1872</td> <td>41</td> <td>94%<td>1934</td><td>45</td><td>97%</td></td>	1872	41	94% <td>1934</td> <td>45</td> <td>97%</td>	1934	45	97%
	Grade 6 (Sep & Sep)	40	1530	13	39% <td>1605</td> <td>18</td> <td>46%<td>1670</td><td>23</td><td>58%<td>1734</td><td>28</td><td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1605	18	46% <td>1670</td> <td>23</td> <td>58%<td>1734</td><td>28</td><td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td></td>	1670	23	58% <td>1734</td> <td>28</td> <td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td>	1734	28	69% <td>1796</td> <td>33</td> <td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td>	1796	33	80% <td>1858</td> <td>37</td> <td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td>	1858	37	89% <td>1920</td> <td>41</td> <td>94%<td>1982</td><td>45</td><td>97%</td></td>	1920	41	94% <td>1982</td> <td>45</td> <td>97%</td>	1982	45	97%
	Grade 7 (Sep & Sep)	42	1572	14	39% <td>1645</td> <td>19</td> <td>46%<td>1710</td><td>23</td><td>58%<td>1774</td><td>28</td><td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1645	19	46% <td>1710</td> <td>23</td> <td>58%<td>1774</td><td>28</td><td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td></td>	1710	23	58% <td>1774</td> <td>28</td> <td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td>	1774	28	69% <td>1836</td> <td>33</td> <td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td>	1836	33	80% <td>1898</td> <td>37</td> <td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td>	1898	37	89% <td>1960</td> <td>41</td> <td>94%<td>2022</td><td>45</td><td>97%</td></td>	1960	41	94% <td>2022</td> <td>45</td> <td>97%</td>	2022	45	97%
	Grade 8 (Sep & Sep)	44	1614	15	40% <td>1685</td> <td>20</td> <td>47%<td>1750</td><td>25</td><td>58%<td>1814</td><td>30</td><td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td></td></td>	1685	20	47% <td>1750</td> <td>25</td> <td>58%<td>1814</td><td>30</td><td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td></td>	1750	25	58% <td>1814</td> <td>30</td> <td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td>	1814	30	70% <td>1876</td> <td>35</td> <td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td>	1876	35	81% <td>1938</td> <td>39</td> <td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td>	1938	39	90% <td>2000</td> <td>43</td> <td>95%<td>2062</td><td>47</td><td>97%</td></td>	2000	43	95% <td>2062</td> <td>47</td> <td>97%</td>	2062	47	97%
	Algebra I (Sep & Sep)	48	1770	17	41% <td>1850</td> <td>23</td> <td>51%<td>1930</td><td>29</td><td>61%<td>1990</td><td>34</td><td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td></td></td>	1850	23	51% <td>1930</td> <td>29</td> <td>61%<td>1990</td><td>34</td><td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td></td>	1930	29	61% <td>1990</td> <td>34</td> <td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td>	1990	34	71% <td>2050</td> <td>39</td> <td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td>	2050	39	81% <td>2110</td> <td>44</td> <td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td>	2110	44	91% <td>2170</td> <td>49</td> <td>96%<td>2230</td><td>54</td><td>99%</td></td>	2170	49	96% <td>2230</td> <td>54</td> <td>99%</td>	2230	54	99%
	Grade 9 (Sep & Sep)	50	1812	18	41% <td>1892</td> <td>24</td> <td>51%<td>1972</td><td>30</td><td>61%<td>2032</td><td>35</td><td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td></td></td>	1892	24	51% <td>1972</td> <td>30</td> <td>61%<td>2032</td><td>35</td><td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td></td>	1972	30	61% <td>2032</td> <td>35</td> <td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td>	2032	35	71% <td>2092</td> <td>39</td> <td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td>	2092	39	81% <td>2152</td> <td>44</td> <td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td>	2152	44	91% <td>2212</td> <td>49</td> <td>96%<td>2272</td><td>54</td><td>99%</td></td>	2212	49	96% <td>2272</td> <td>54</td> <td>99%</td>	2272	54	99%
	Grade 10 (Sep & Sep)	52	1854	19	42% <td>1934</td> <td>25</td> <td>52%<td>2014</td><td>31</td><td>62%<td>2074</td><td>36</td><td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td></td></td>	1934	25	52% <td>2014</td> <td>31</td> <td>62%<td>2074</td><td>36</td><td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td></td>	2014	31	62% <td>2074</td> <td>36</td> <td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td>	2074	36	72% <td>2134</td> <td>41</td> <td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td>	2134	41	82% <td>2194</td> <td>46</td> <td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td>	2194	46	92% <td>2254</td> <td>51</td> <td>97%<td>2314</td><td>56</td><td>99%</td></td>	2254	51	97% <td>2314</td> <td>56</td> <td>99%</td>	2314	56	99%
	Grade 11 (Sep & Sep)	54	1896	20	43% <td>1976</td> <td>26</td> <td>53%<td>2056</td><td>32</td><td>63%<td>2116</td><td>37</td><td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td></td></td>	1976	26	53% <td>2056</td> <td>32</td> <td>63%<td>2116</td><td>37</td><td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td></td>	2056	32	63% <td>2116</td> <td>37</td> <td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td>	2116	37	73% <td>2176</td> <td>42</td> <td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td>	2176	42	82% <td>2236</td> <td>47</td> <td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td>	2236	47	92% <td>2296</td> <td>52</td> <td>97%<td>2356</td><td>57</td><td>99%</td></td>	2296	52	97% <td>2356</td> <td>57</td> <td>99%</td>	2356	57	99%
Science	Grade 5 (Sep & Sep)	38	1488	13	39% <td>1558</td> <td>18</td> <td>47%<td>1622</td><td>23</td><td>58%<td>1686</td><td>28</td><td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1558	18	47% <td>1622</td> <td>23</td> <td>58%<td>1686</td><td>28</td><td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td></td>	1622	23	58% <td>1686</td> <td>28</td> <td>69%<td>1748</td><td>33</td><td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td></td>	1686	28	69% <td>1748</td> <td>33</td> <td>80%<td>1810</td><td>37</td><td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td></td>	1748	33	80% <td>1810</td> <td>37</td> <td>89%<td>1872</td><td>41</td><td>94%<td>1934</td><td>45</td><td>97%</td></td></td>	1810	37	89% <td>1872</td> <td>41</td> <td>94%<td>1934</td><td>45</td><td>97%</td></td>	1872	41	94% <td>1934</td> <td>45</td> <td>97%</td>	1934	45	97%
	Grade 6 (Sep & Sep)	40	1530	13	39% <td>1605</td> <td>18</td> <td>46%<td>1670</td><td>23</td><td>58%<td>1734</td><td>28</td><td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1605	18	46% <td>1670</td> <td>23</td> <td>58%<td>1734</td><td>28</td><td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td></td>	1670	23	58% <td>1734</td> <td>28</td> <td>69%<td>1796</td><td>33</td><td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td></td>	1734	28	69% <td>1796</td> <td>33</td> <td>80%<td>1858</td><td>37</td><td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td></td>	1796	33	80% <td>1858</td> <td>37</td> <td>89%<td>1920</td><td>41</td><td>94%<td>1982</td><td>45</td><td>97%</td></td></td>	1858	37	89% <td>1920</td> <td>41</td> <td>94%<td>1982</td><td>45</td><td>97%</td></td>	1920	41	94% <td>1982</td> <td>45</td> <td>97%</td>	1982	45	97%
	Grade 7 (Sep & Sep)	42	1572	14	39% <td>1645</td> <td>19</td> <td>46%<td>1710</td><td>23</td><td>58%<td>1774</td><td>28</td><td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td></td></td>	1645	19	46% <td>1710</td> <td>23</td> <td>58%<td>1774</td><td>28</td><td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td></td>	1710	23	58% <td>1774</td> <td>28</td> <td>69%<td>1836</td><td>33</td><td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td></td>	1774	28	69% <td>1836</td> <td>33</td> <td>80%<td>1898</td><td>37</td><td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td></td>	1836	33	80% <td>1898</td> <td>37</td> <td>89%<td>1960</td><td>41</td><td>94%<td>2022</td><td>45</td><td>97%</td></td></td>	1898	37	89% <td>1960</td> <td>41</td> <td>94%<td>2022</td><td>45</td><td>97%</td></td>	1960	41	94% <td>2022</td> <td>45</td> <td>97%</td>	2022	45	97%
	Grade 8 (Sep & Sep)	44	1614	15	40% <td>1685</td> <td>20</td> <td>47%<td>1750</td><td>25</td><td>58%<td>1814</td><td>30</td><td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td></td></td>	1685	20	47% <td>1750</td> <td>25</td> <td>58%<td>1814</td><td>30</td><td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td></td>	1750	25	58% <td>1814</td> <td>30</td> <td>70%<td>1876</td><td>35</td><td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td></td>	1814	30	70% <td>1876</td> <td>35</td> <td>81%<td>1938</td><td>39</td><td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td></td>	1876	35	81% <td>1938</td> <td>39</td> <td>90%<td>2000</td><td>43</td><td>95%<td>2062</td><td>47</td><td>97%</td></td></td>	1938	39	90% <td>2000</td> <td>43</td> <td>95%<td>2062</td><td>47</td><td>97%</td></td>	2000	43	95% <td>2062</td> <td>47</td> <td>97%</td>	2062	47	97%
	Grade 9 (Sep & Sep)	48	1770	17	41% <td>1850</td> <td>23</td> <td>51%<td>1930</td><td>29</td><td>61%<td>1990</td><td>34</td><td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td></td></td>	1850	23	51% <td>1930</td> <td>29</td> <td>61%<td>1990</td><td>34</td><td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td></td>	1930	29	61% <td>1990</td> <td>34</td> <td>71%<td>2050</td><td>39</td><td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td></td>	1990	34	71% <td>2050</td> <td>39</td> <td>81%<td>2110</td><td>44</td><td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td></td>	2050	39	81% <td>2110</td> <td>44</td> <td>91%<td>2170</td><td>49</td><td>96%<td>2230</td><td>54</td><td>99%</td></td></td>	2110	44	91% <td>2170</td> <td>49</td> <td>96%<td>2230</td><td>54</td><td>99%</td></td>	2170	49	96% <td>2230</td> <td>54</td> <td>99%</td>	2230	54	99%
	Grade 10 (Sep & Sep)	50	1812	18	41% <td>1892</td> <td>24</td> <td>51%<td>1972</td><td>30</td><td>61%<td>2032</td><td>35</td><td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td></td></td>	1892	24	51% <td>1972</td> <td>30</td> <td>61%<td>2032</td><td>35</td><td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td></td>	1972	30	61% <td>2032</td> <td>35</td> <td>71%<td>2092</td><td>39</td><td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td></td>	2032	35	71% <td>2092</td> <td>39</td> <td>81%<td>2152</td><td>44</td><td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td></td>	2092	39	81% <td>2152</td> <td>44</td> <td>91%<td>2212</td><td>49</td><td>96%<td>2272</td><td>54</td><td>99%</td></td></td>	2152	44	91% <td>2212</td> <td>49</td> <td>96%<td>2272</td><td>54</td><td>99%</td></td>	2212	49	96% <td>2272</td> <td>54</td> <td>99%</td>	2272	54	99%
	Grade 11 (Sep & Sep)	52	1854	19	42% <td>1934</td> <td>25</td> <td>52%<td>2014</td><td>31</td><td>62%<td>2074</td><td>36</td><td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td></td></td>	1934	25	52% <td>2014</td> <td>31</td> <td>62%<td>2074</td><td>36</td><td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td></td>	2014	31	62% <td>2074</td> <td>36</td> <td>72%<td>2134</td><td>41</td><td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td></td>	2074	36	72% <td>2134</td> <td>41</td> <td>82%<td>2194</td><td>46</td><td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td></td>	2134	41	82% <td>2194</td> <td>46</td> <td>92%<td>2254</td><td>51</td><td>97%<td>2314</td><td>56</td><td>99%</td></td></td>	2194	46	92% <td>2254</td> <td>51</td> <td>97%<td>2314</td><td>56</td><td>99%</td></td>	2254	51	97% <td>2314</td> <td>56</td> <td>99%</td>	2314	56	99%
	Grade 12 (Sep & Sep)	54	1896	20	43% <td>1976</td> <td>26</td> <td>53%<td>2056</td><td>32</td><td>63%<td>2116</td><td>37</td><td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td></td></td>	1976	26	53% <td>2056</td> <td>32</td> <td>63%<td>2116</td><td>37</td><td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td></td>	2056	32	63% <td>2116</td> <td>37</td> <td>73%<td>2176</td><td>42</td><td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td></td>	2116	37	73% <td>2176</td> <td>42</td> <td>82%<td>2236</td><td>47</td><td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td></td>	2176	42	82% <td>2236</td> <td>47</td> <td>92%<td>2296</td><td>52</td><td>97%<td>2356</td><td>57</td><td>99%</td></td></td>	2236	47	92% <td>2296</td> <td>52</td> <td>97%<td>2356</td><td>57</td><td>99%</td></td>	2296	52	97% <td>2356</td> <td>57</td> <td>99%</td>	2356	57	99%
	Grade 13 (Sep & Sep)	56	1938	21	44% <td>2018</td> <td>27</td> <td>54%<td>2098</td><td>33</td><td>64%<td>2158</td><td>38</td><td>74%<td>2218</td><td>43</td><td>83%<td>2278</td><td>48</td><td>93%<td>2338</td><td>53</td><td>98%<td>2398</td><td>58</td><td>99%</td></td></td></td></td></td></td>	2018	27	54% <td>2098</td> <td>33</td> <td>64%<td>2158</td><td>38</td><td>74%<td>2218</td><td>43</td><td>83%<td>2278</td><td>48</td><td>93%<td>2338</td><td>53</td><td>98%<td>2398</td><td>58</td><td>99%</td></td></td></td></td></td>	2098	33	64% <td>2158</td> <td>38</td> <td>74%<td>2218</td><td>43</td><td>83%<td>2278</td><td>48</td><td>93%<td>2338</td><td>53</td><td>98%<td>2398</td><td>58</td><td>99%</td></td></td></td></td>	2158	38	74% <td>2218</td> <td>43</td> <td>83%<td>2278</td><td>48</td><td>93%<td>2338</td><td>53</td><td>98%<td>2398</td><td>58</td><td>99%</td></td></td></td>	2218	43	83% <td>2278</td> <td>48</td> <td>93%<td>2338</td><td>53</td><td>98%<td>2398</td><td>58</td><td>99%</td></td></td>	2278	48	93% <td>2338</td> <td>53</td> <td>98%<td>2398</td><td>58</td><td>99%</td></td>	2338	53	98% <td>2398</td> <td>58</td> <td>99%</td>	2398	58	99%
	Grade 14 (Sep & Sep)	58	1980	22	45% <td>2060</td> <td>28</td> <td>55%<td>2140</td><td>34</td><td>65%<td>2200</td><td>39</td><td>75%<td>2260</td><td>44</td><td>84%<td>2320</td><td>49</td><td>94%<td>2380</td><td>54</td><td>99%<td>2440</td><td>59</td><td>99%</td></td></td></td></td></td></td>	2060	28	55% <td>2140</td> <td>34</td> <td>65%<td>2200</td><td>39</td><td>75%<td>2260</td><td>44</td><td>84%<td>2320</td><td>49</td><td>94%<td>2380</td><td>54</td><td>99%<td>2440</td><td>59</td><td>99%</td></td></td></td></td></td>	2140	34	65% <td>2200</td> <td>39</td> <td>75%<td>2260</td><td>44</td><td>84%<td>2320</td><td>49</td><td>94%<td>2380</td><td>54</td><td>99%<td>2440</td><td>59</td><td>99%</td></td></td></td></td>	2200	39	75% <td>2260</td> <td>44</td> <td>84%<td>2320</td><td>49</td><td>94%<td>2380</td><td>54</td><td>99%<td>2440</td><td>59</td><td>99%</td></td></td></td>	2260	44	84% <td>2320</td> <td>49</td> <td>94%<td>2380</td><td>54</td><td>99%<td>2440</td><td>59</td><td>99%</td></td></td>	2320	49	94% <td>2380</td> <td>54</td> <td>99%<td>2440</td><td>59</td><td>99%</td></td>	2380	54	99% <td>2440</td> <td>59</td> <td>99%</td>	2440	59	99%

The raw scores and percentages reported in this table apply ONLY to the Spring 2022 and Spring 2023 STAAR assessments. For English I and English II only, the table reports results for the entire administration.

This table reports the Scale Score Categories, the Raw Score Equivalent and the applicable Range Cutoff for each assessed End-of-Course Performance Level Category: High Did Not Meet GL, Approaches GL, High Approaches GL, Meets GL and Meets Grade Level.

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<http://www.pearsoned.com/resources>

REV 05/18/2023

Raw Score Conversion Table

- STAAR 1.0 and STAAR 2.0
- Posted at:
<https://lead4ward.com/resources/>

		Raw Score Conversion Table - STAAR 1.0 Spring 2022														Raw Score Conversion Table - STAAR 2.0 Spring 2023													
Test	Sub-Test	High Did Not Meet GL					Approaches GL					High Approaches GL					Meets GL					Meets Grade Level							
		Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range	Scale Score	Raw Score	Range	Score	Range			
ELA	Grade 3	34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1535	29	85%	1602	33	94%	1667	38	98%	1736	43	99%			
	Gr 3 (Sep)	34	1283	13	38%	1351	17	50%	1407	21	62%	1475	25	74%	1543	29	85%	1610	33	94%	1675	38	98%	1744	43	99%			
	Grade 4	36	1368	15	42%	1434	20	56%	1493	25	68%	1554	27	75%	1615	31	80%	1676	35	88%	1737	40	93%	1798	45	96%			
	Gr 4 (Sep)	36	1373	15	42%	1443	20	56%	1497	25	68%	1559	27	75%	1620	31	80%	1681	35	88%	1742	40	93%	1803	45	96%			
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	1706	37	92%	1769	41	95%	1830	45	97%			
	Gr 5 (Sep)	38	1394	15	39%	1475	21	53%	1533	25	66%	1587	29	76%	1652	33	87%	1711	37	92%	1774	41	95%	1835	45	97%			
	Grade 6	40	1446	16	40%	1517	22	55%	1575	26	62%	1629	30	72%	1683	34	83%	1737	38	88%	1791	42	93%	1845	46	97%			
	Grade 7	42	1488	16	38%	1567	23	52%	1622	28	62%	1674	31	74%	1724	35	83%	1778	39	90%	1828	43	95%	1878	47	97%			
	Grade 8	44	1512	17	39%	1587	23	52%	1640	28	64%	1700	31	76%	1753	37	94%	1812	43	96%	1865	47	98%						
Math	Grade 3	40	1460	16	41%	1575	26	58%	1684	31	69%	1788	36	80%	1881	41	87%	1964	46	93%	2037	51	96%	2110	56	98%			
	Gr 3 (Sep)	40	1465	16	41%	1580	26	58%	1689	31	69%	1793	36	80%	1886	41	87%	1969	46	93%	2042	51	96%	2115	56	98%			
	Grade 4	42	1512	17	41%	1637	28	64%	1746	33	76%	1845	38	85%	1934	43	90%	2023	48	95%	2112	53	97%	2201	58	99%			
	Gr 4 (Sep)	42	1517	17	41%	1642	28	64%	1751	33	76%	1850	38	85%	1939	43	90%	2028	48	95%	2117	53	97%	2206	58	99%			
	Grade 5	44	1548	18	41%	1673	30	68%	1782	35	78%	1881	40	88%	1970	45	93%	2059	50	96%	2148	55	98%	2237	60	99%			
	Gr 5 (Sep)	44	1553	18	41%	1678	30	68%	1787	35	78%	1886	40	88%	1975	45	93%	2064	50	96%	2153	55	98%	2242	60	99%			
	Grade 6	46	1584	19	41%	1709	32	69%	1818	37	79%	1917	42	90%	2006	47	95%	2095	52	97%	2184	57	98%	2273	61	99%			
	Grade 7	48	1616	20	42%	1741	34	71%	1850	39	80%	1949	44	91%	2038	49	94%	2127	54	96%	2216	59	98%	2305	64	99%			
	Grade 8	50	1648	21	42%	1773	35	71%	1882	40	80%	1981	45	91%	2070	50	94%	2159	55	96%	2248	59	98%	2337	64	99%			
Science	Grade 5	34	1075	11	32%	1150	11	30%	1215	11	30%	1280	14	43%	1345	14	39%	1410	14	39%	1475	14	39%	1540	14	39%			
	Gr 5 (Sep & Oct)	34	1080	11	32%	1155	11	30%	1220	11	30%	1290	14	43%	1355	14	39%	1420	14	39%	1485	14	39%	1550	14	39%			
	Grade 6	36	1140	13	36%	1200	13	34%	1260	13	32%	1320	13	30%	1380	13	30%	1440	13	30%	1500	13	30%	1560	13	30%			
	Gr 6 (Sep & Oct)	36	1145	13	36%	1205	13	34%	1265	13	32%	1325	13	30%	1385	13	30%	1445	13	30%	1505	13	30%	1565	13	30%			
	Grade 7	40	1240	14	35%	1300	14	33%	1360	14	31%	1420	14	29%	1480	14	27%	1540	14	25%	1600	14	23%	1660	14	21%			
History	Grade 5	42	1527	14	33%	1595	15	40%	1660	16	43%	1725	16	40%	1790	16	38%	1855	16	36%	1920	16	34%	1985	16	32%			
	Gr 5 (Sep & Oct)	42	1532	14	33%	1600	15	40%	1665	16	43%	1730	16	40%	1795	16	38%	1860	16	36%	1925	16	34%	1990	16	32%			
	Grade 6	44	1575	17	32%	1650	17	38%	1725	17	34%	1800	18	43%	1875	18	40%	1950	18	37%	2025	18	34%	2100	18	31%			
	Gr 6 (Sep & Oct)	44	1580	17	32%	1655	17	38%	1730	17	34%	1805	18	43%	1880	18	40%	1955	18	37%	2030	18	34%	2105	18	31%			
	Grade 7	46	1635	18	35%	1710	18	40%	1785	19	45%	1860	19	40%	1935	19	37%	2010	19	34%	2085	19	31%	2160	19	28%			
Social Studies	Grade 5	40	1460	16	41%	1575	26	58%	1684	31	69%	1788	36	80%	1881	41	87%	1964	46	93%	2037	51	96%	2110	56	98%			
	Gr 5 (Sep & Oct)	40	1465	16	41%	1580	26	58%	1689	31	69%	1793	36	80%	1886	41	87%	1969	46	93%	2042	51	96%	2115	56	98%			
	Grade 6	42	1512	17	41%	1637	28	64%	1746	33	76%	1845	38	85%	1934	43	90%	2023	48	95%	2112	53	97%	2201	58	99%			
	Gr 6 (Sep & Oct)	42	1517	17	41%	1642	28	64%	1751	33	76%	1850	38	85%	1939	43	90%	2028	48	95%	2117	53	97%	2206	58	99%			
	Grade 7	44	1548	18	41%	1673	30	68%	1782	35	78%	1881	40	88%	1970	45	93%	2059	50	96%	2148	55	98%	2237	60	99%			
Writing	Grade 5	40	1460	16	41%	1575	26	58%	1684	31	69%	1788	36	80%	1881	41	87%	1964	46	93%	2037	51	96%	2110	56	98%			
	Gr 5 (Sep & Oct)	40	1465	16	41%	1580	26	58%	1689	31	69%	1793	36	80%	1886	41	87%	1969	46	93%	2042	51	96%	2115	56	98%			
	Grade 6	42	1512	17	41%	1637	28	64%	1746	33	76%	1845	38	85%	1934	43	90%	2023	48	95%	2112	53	97%	2201	58	99%			
	Gr 6 (Sep & Oct)	42	1517	17	41%	1642	28	64%	1751	33	76%	1850	38	85%	1939	43	90%	2028	48	95%	2117	53	97%	2206	58	99%			
	Grade 7	44	1548	18	41%	1673	30	68%	1782	35	78%	1881	40	88%	1970	45	93%	2059	50	96%	2148	55	98%	2237	60	99%			
Language Arts	Grade 3	34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1535	29	85%	1602	33	94%	1667	38	98%	1736	43	99%			
	Gr 3 (Sep)	34	1283	13	38%	1351	17	50%	1407	21	62%	1475	25	74%	1543	29	85%	1610	33	94%	1675	38	98%	1744	43	99%			
	Grade 4	36	1368	15	42%	1434	20	56%	1493	25	68%	1554	27	75%	1615	31	80%	1676	35	88%	1737	40	93%	1798	45	96%			
	Gr 4 (Sep)	36	1373	15	42%	1443	20	56%	1497	25	68%	1559	27	75%	1620	31	80%	1681	35	88%	1742	40	93%	1803	45	96%			
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	1706	37	92%	1769	41	95%	1830	45	97%			
Mathematics	Grade 3	34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1535	29	85%	1602	33	94%	1667	38	98%	1736	43	99%			
	Gr 3 (Sep)	34	1283	13	38%	1351	17	50%	1407	21	62%	1475	25	74%	1543	29	85%	1610	33	94%	1675	38	98%	1744	43	99%			
	Grade 4	36	1368	15	42%	1434	20	56%	1493	25	68%	1554	27	75%	1615	31	80%	1676	35	88%	1737	40	93%	1798	45	96%			
	Gr 4 (Sep)	36	1373	15	42%	1443	20	56%	1497	25	68%	1559	27	75%	1620	31	80%	1681	35	88%	1742	40	93%	1803	45	96%			
	Grade 5	38	1389	15	39%	1470	21	53%	1528	25	66%	1582	29	76%	1647	33	87%	1706	37	92%	1769	41	95%	1830	45	97%			
Science	Grade 5	34	1075	11	32%	1150	11	30%	1215	11	30%	1280	14	43%	1345	14	39%	1410	14	39%	1475	14	39%	1540	14	39%			
	Gr 5 (Sep & Oct)	34	1080	11	32%	1155	11	30%	1220	11	30%	1290	14	43%	1355	14	39%	1420	14	39%	1485	14	39%	1550	14	39%			
	Grade 6	36	1140	13	36%	1200	13	34%	1260	13	32%	1320	13	30%	1380	13	30%	1440	13	30%	1500	13	30%	1560	13	30%			
	Gr 6 (Sep & Oct)	36	1145	13	36%	1205	13	34%	1265	13	32%	1325	13	30%	1385	13	30%	1445	13	30%	1505	13	30%	1565	13	30%			
	Grade 7	40	1240	14	35%	1300	14	33%	1360	14	31%	1420	14	29%	1480	14	27%	1540	14	25%	1600	14	23%	1660	14	21%			
History	Grade 5	42	1527	14	33%	1595	15	40%	1660	16	43%	1725	16	40%	1790	16	38%	1855	16	36%	1920	16	34%	1985	16	32%			
	Gr 5 (Sep & Oct)	42	1532	14	33%	1600	15	40%	1665	16	43%	1730	16	40%	1795	16	38%	1860	16	36%	1925	16	34%	1990	16	32%			
	Grade 6	44	1575	17	32%	1650	17	38%	1725	17	34%	1800	18	43%	1875	18	40%	1950	18	37%	2025	18	34%	2100	18	31%			
	Gr 6 (Sep & Oct)	44	1580	17	32%	1655	17	38%	1730	17	34%	1805	18	43%	1880	18	40%	1955	18	37%	2030	18	34%	2105	18	31%			
	Grade 7	46	1635	18	35%	1710	18	40%	1785	19	45%	1860	19	40%	1935	19	37%	2010	19	34%	2085	19	31%	2160	19	28%			
Language Arts	Grade 3	34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1535	29													

Raw Score Conversion Table

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		Raw Score Conversion Table - STAAR 1.0 Spring 2022				Raw Score Conversion Table - STAAR 2.0 Spring 2023			
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	Grade 4 (Eng & Sp)	34	50%	71%	82%	40	40%	58%	78%
	Grade 5 (Eng & Sp)	36	47%	69%	83%	42	36%	57%	79%
	Grade 6	38	37%	61%	79%	43	35%	56%	77%
	Grade 7	40	40%	63%	80%	46	41%	57%	80%
	Grade 8	42	45%	67%	86%	48	35%	54%	77%
	Algebra I	54	39%	63%	76%	59	34%	54%	69%
Science	Grade 5 (Eng & Sp)	36	58%	78%	89%	39	46%	64%	77%
	Grade 8	42	52%	71%	83%	46	37%	54%	76%
	Biology	50	38%	60%	82%	53	26%	47%	72%
SS	Grade 8	44	50%	70%	80%	49	43%	61%	73%
	US History	68	41%	62%	78%	78	28%	46%	64%

65

Raw Score Conversion Table

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	Grade 6	38	37%	61%	79%	43	35%	56%	77%
	Grade 7	40	40%	63%	80%	46	41%	57%	80%
	Grade 8	42	45%	67%	86%	48	35%	54%	77%
	Algebra I	54	39%	63%	76%	59	34%	54%	69%
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66

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	Grade 6	38	37%	61%	79%	43	35%	56%	77%
	Grade 7	40	40%	63%	80%	46	41%	57%	80%
	Grade 8	42	45%	67%	86%	48	35%	54%	77%
	Algebra I	54	39%	63%	76%	59	34%	54%	69%
Science	Grade 5 (Eng & Sp)	36	58%	78%	89%	39	46%	64%	77%
	Grade 8	42	52%	71%	83%	46	37%	54%	76%
	Biology	50	38%	60%	82%	53	26%	47%	72%
SS	Grade 8	44	50%	70%	80%	49	43%	61%	73%
	US History	68	41%	62%	78%	78	28%	46%	64%

67

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	Grade 5 (Eng & Sp)	36	47%	69%	83%	42	36%	57%	79%
	Grade 6	38	37%	61%	79%	43	35%	56%	77%
	Grade 7	40	40%	63%	80%	46	41%	57%	80%
	Grade 8	42	45%	67%	86%	48	35%	54%	77%
	Algebra I	54	39%	63%	76%	59	34%	54%	69%
Science	Grade 5 (Eng & Sp)	36	58%	78%	89%	39	46%	64%	77%
	Grade 8	42	52%	71%	83%	46	37%	54%	76%
	Biology	50	38%	60%	82%	53	26%	47%	72%
SS	Grade 8	44	50%	70%	80%	49	43%	61%	73%
	US History	68	41%	62%	78%	78	28%	46%	64%

68

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	Grade 6	38	37%	61%	79%	43	35%	56%	77%
	Grade 7	40	40%	63%	80%	46	41%	57%	80%
	Grade 8	42	45%	67%	86%	48	35%	54%	77%
	Algebra I	54	39%	63%	76%	59	34%	54%	69%
	Algebra II	54	39%	63%	76%	59	34%	54%	69%
Science	Grade 5 (Eng & Sp)	36	58%	78%	89%	39	46%	64%	77%
	Grade 8	42	52%	71%	83%	46	37%	54%	76%
	Biology	50	38%	60%	82%	53	26%	47%	72%
SS	Grade 8	44	50%	70%	80%	49	43%	61%	73%
	US History	68	41%	62%	78%	78	28%	46%	64%

69

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	Algebra I	54	39%	63%	76%	59	34%	54%	69%
	Algebra II	54	39%	63%	76%	59	34%	54%	69%
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70

Raw Score Conversion Table

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	US History	68	41%	62%	78%	78	28%	46%	64%

71

STAAR 2.0 is ^{to pass}
#betternotharder

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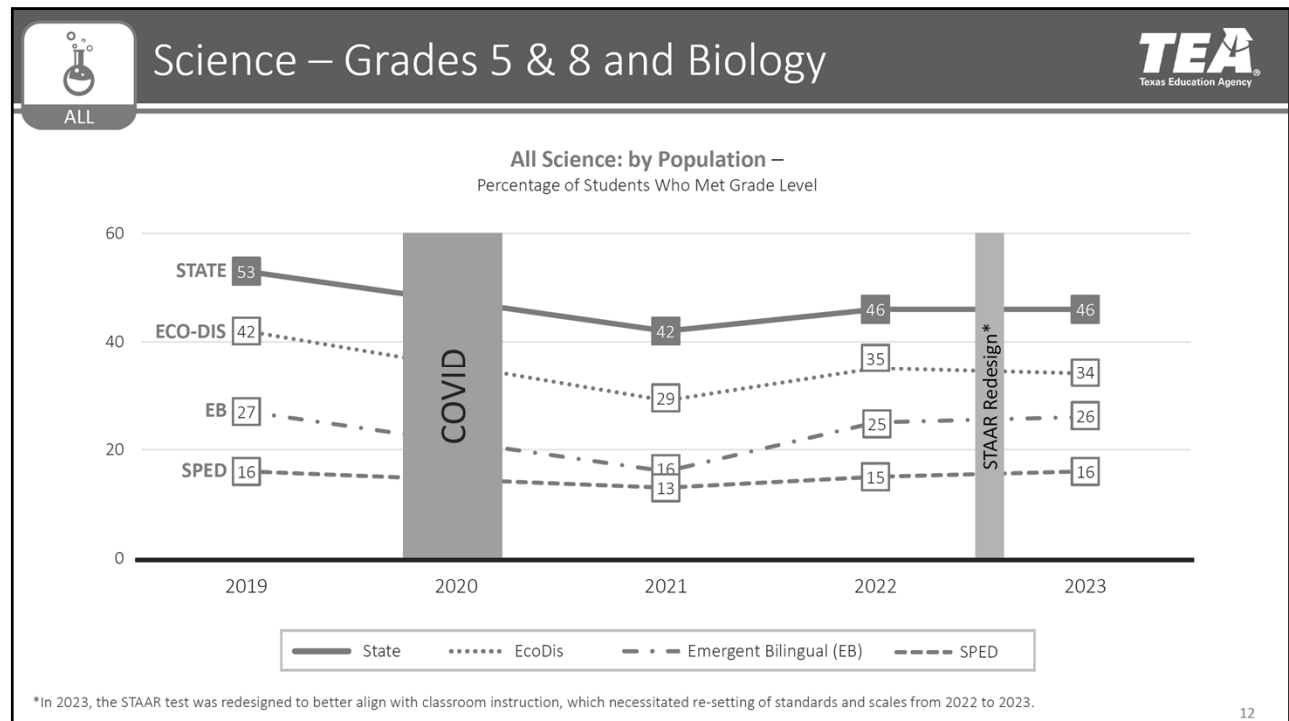
72

2023 STAAR Results

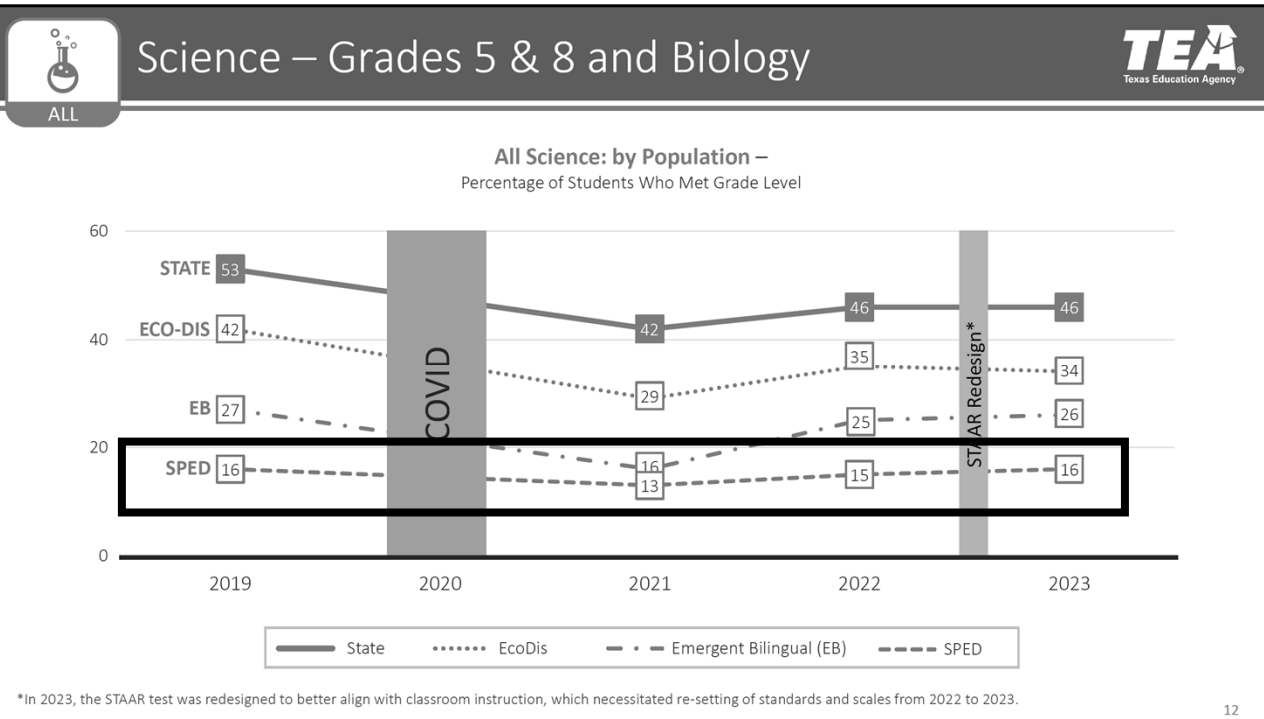
Updated August 2023

State of Texas Assessments of Academic Readiness (STAAR®)

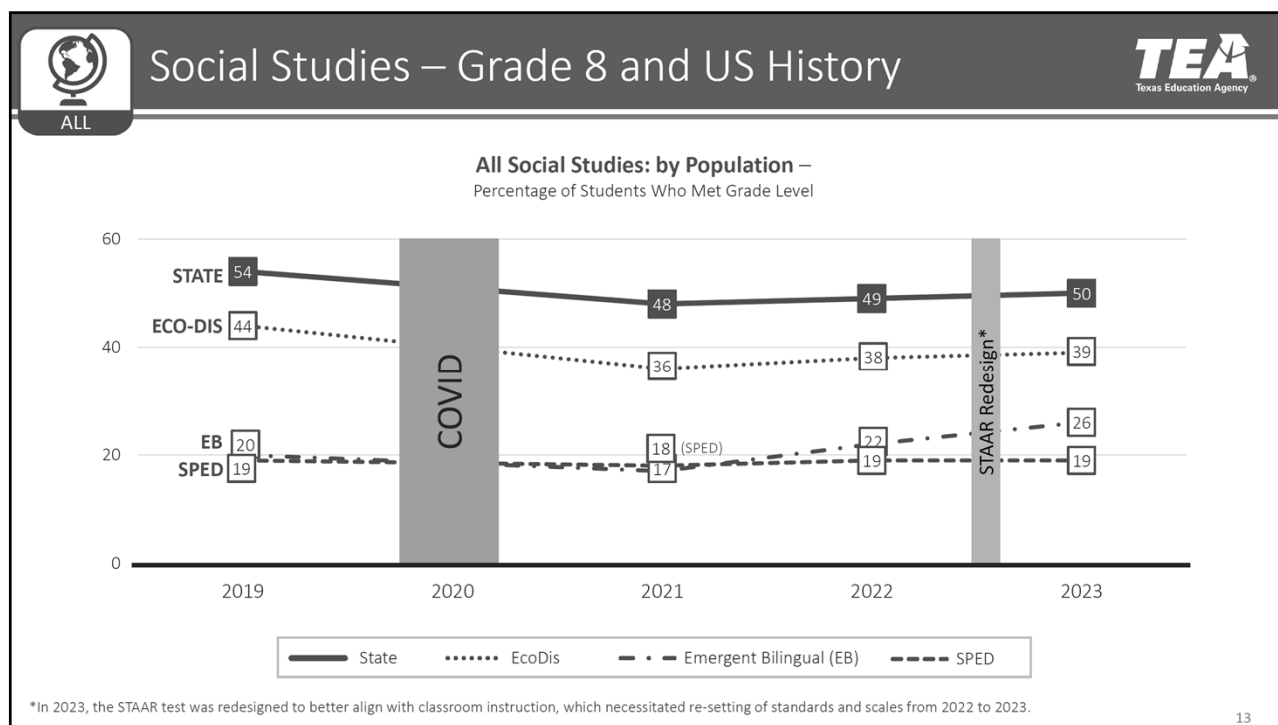
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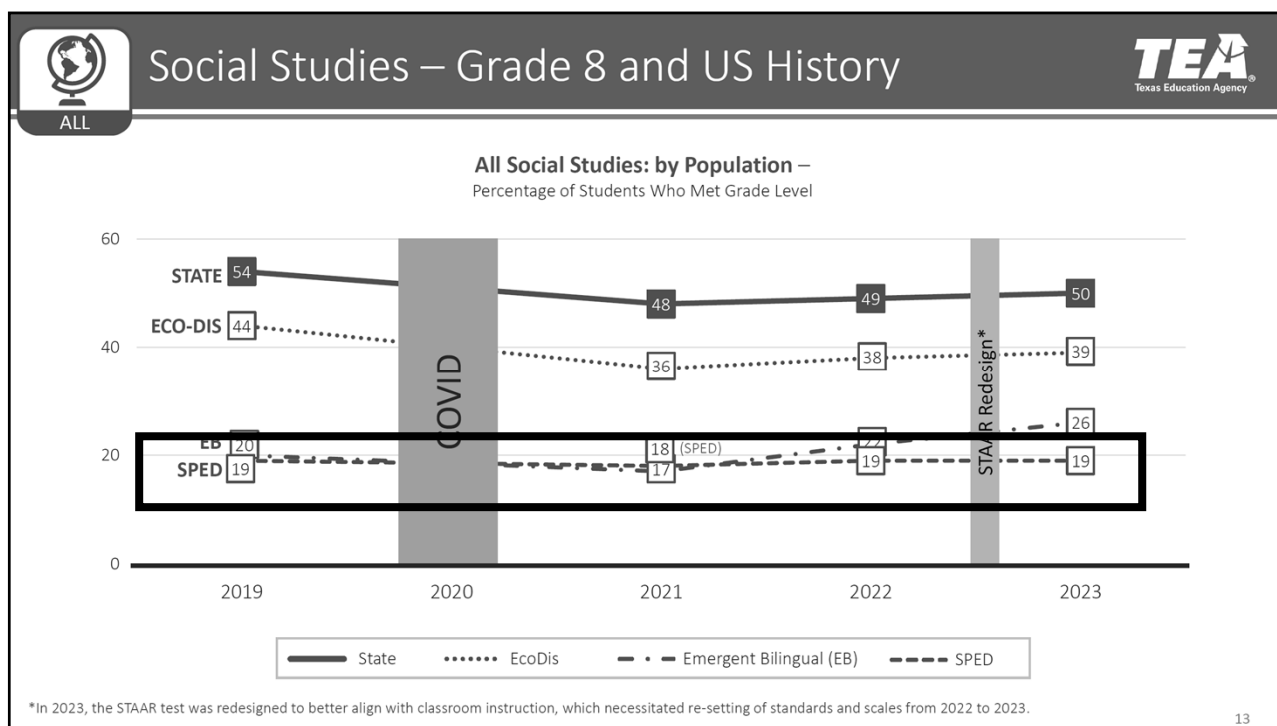
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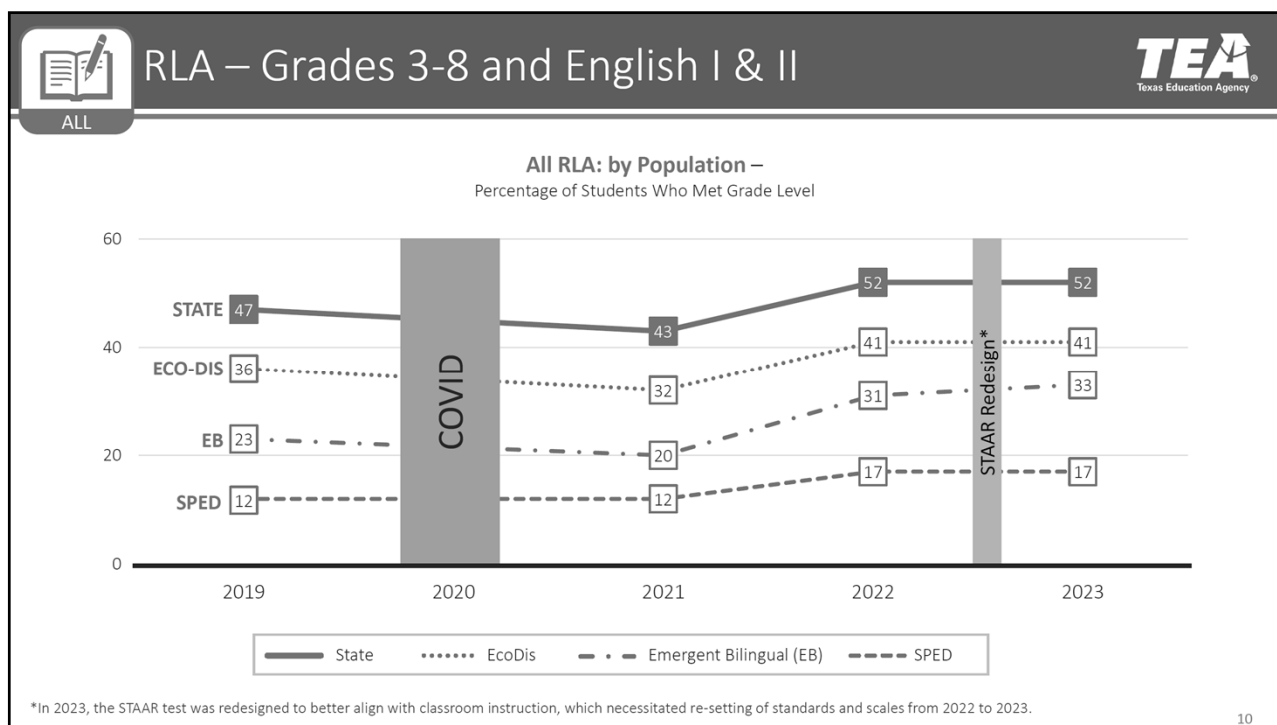
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76



77



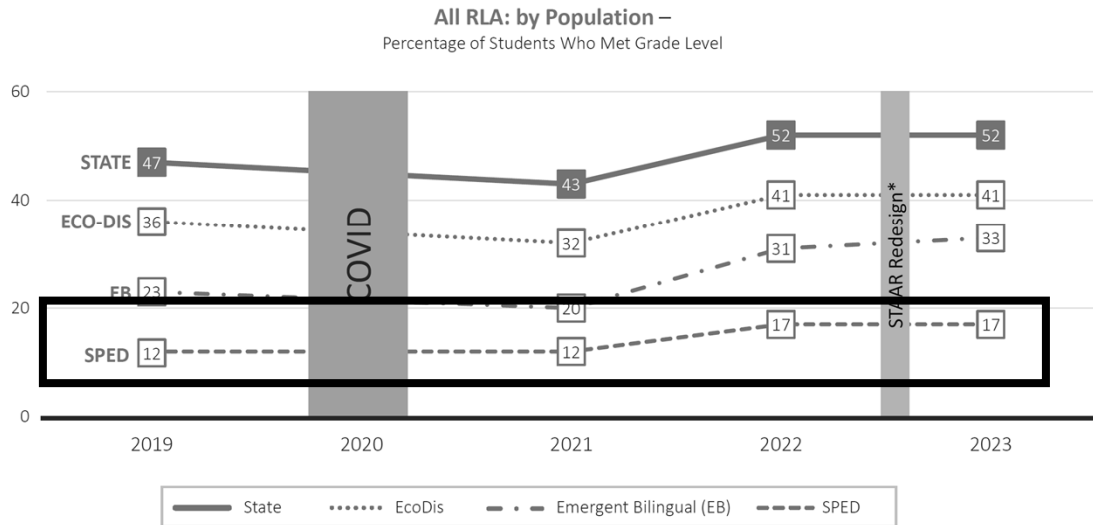
78



RLA – Grades 3-8 and English I & II



ALL



*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.

10

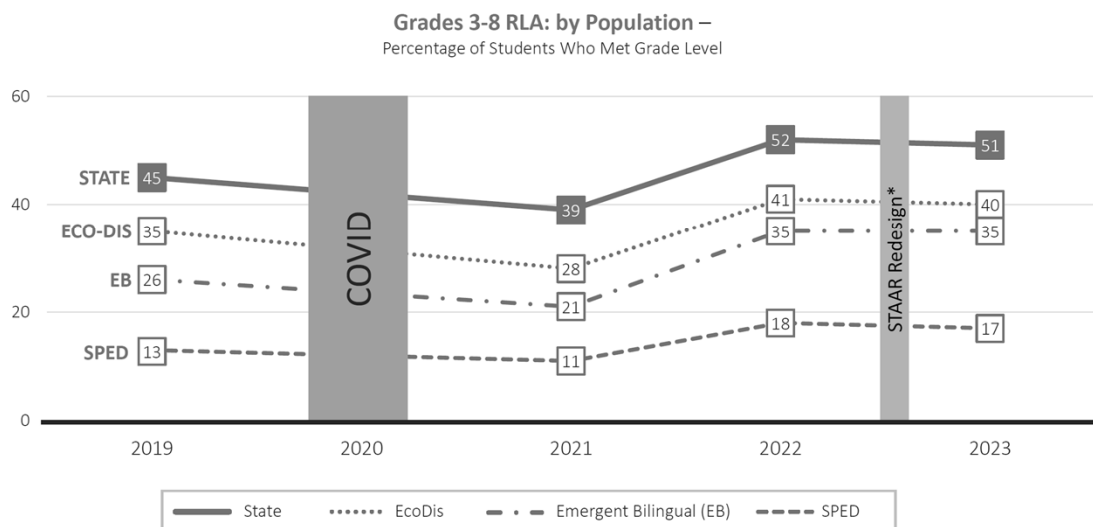
79



RLA – Grades 3-8



Grades 3-8



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32

80

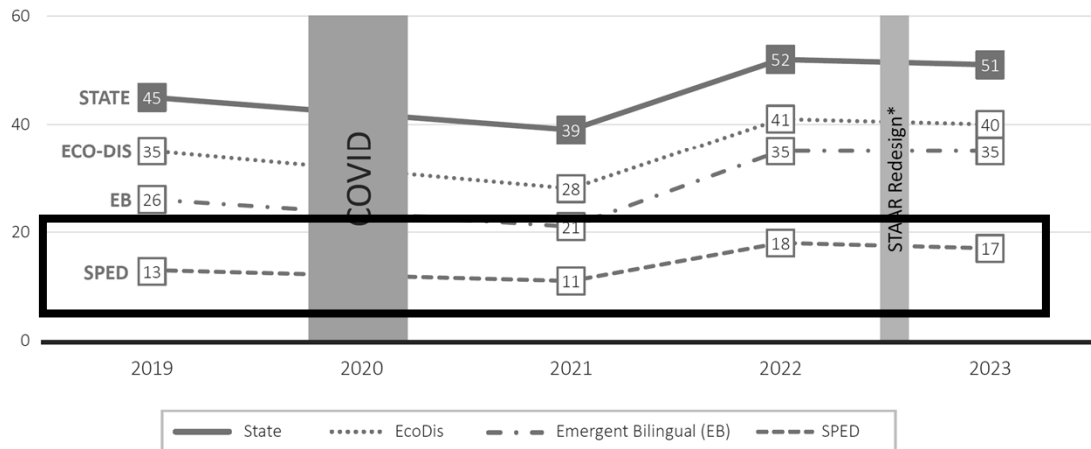


RLA – Grades 3-8



Grades 3-8

Grades 3-8 RLA: by Population –
Percentage of Students Who Met Grade Level



*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.

32

81

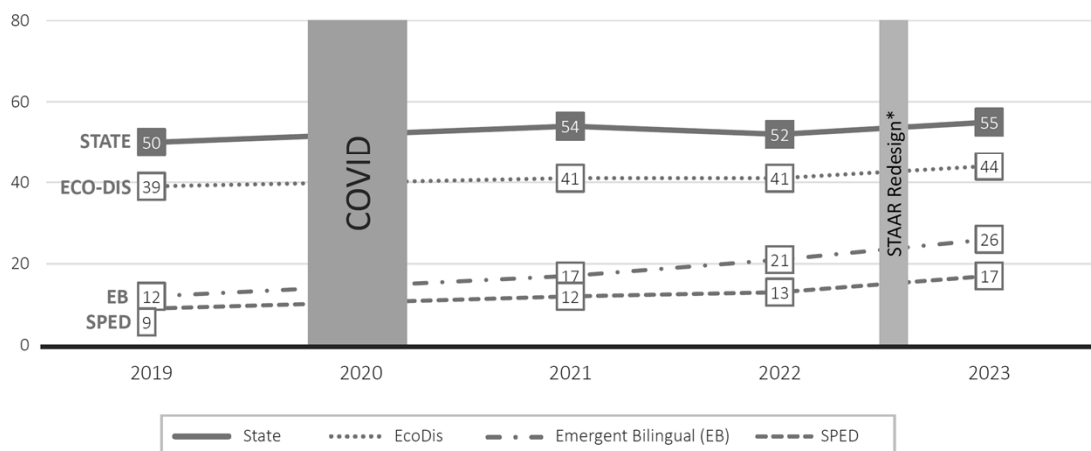


English I & II



English I & II

English I & II by Population –
Percentage of Students Who Met Grade Level



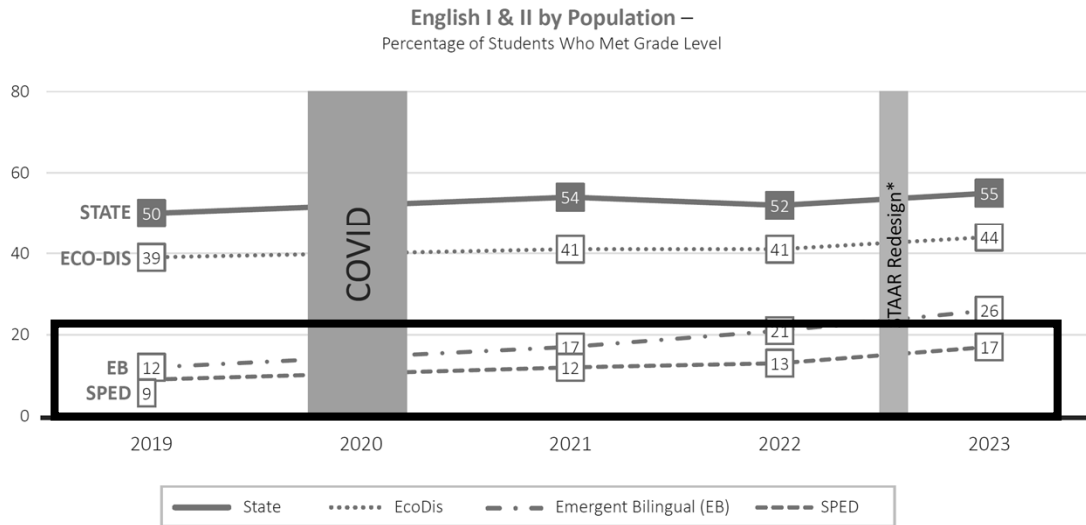
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

52

82



English I & II



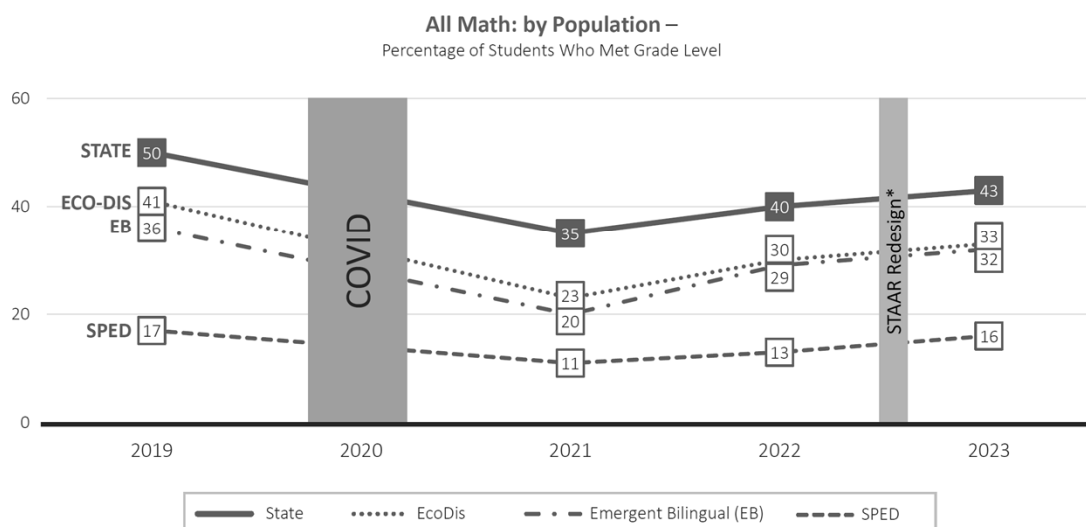
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

52

83



Math – Grades 3-8 and Algebra I



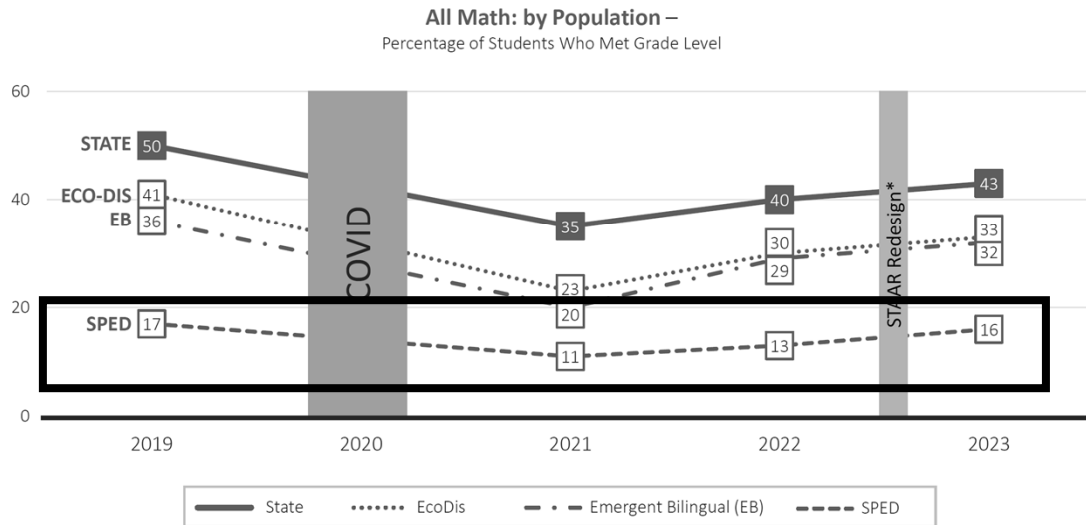
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

11

84



Math – Grades 3-8 and Algebra I



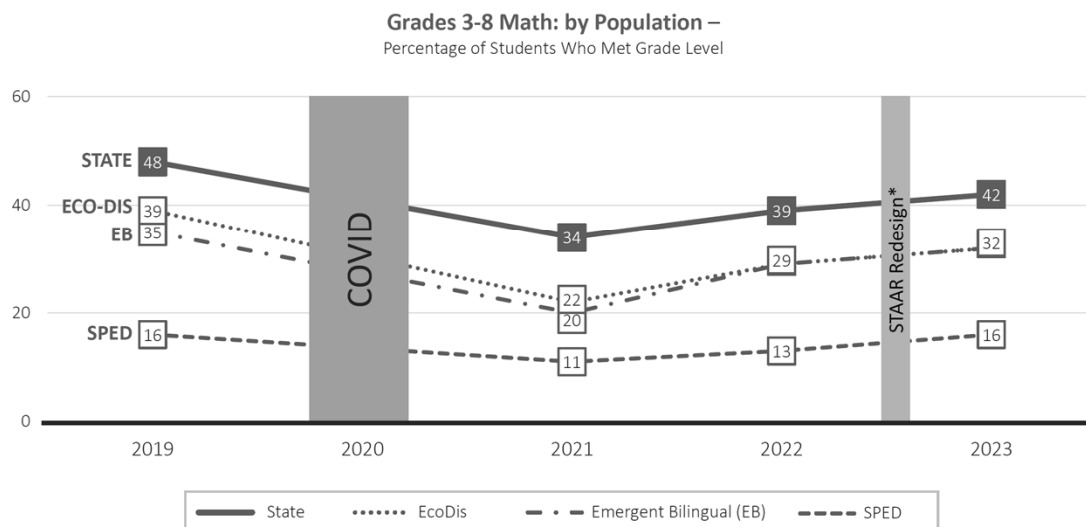
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

11

85



Math – Grades 3-8

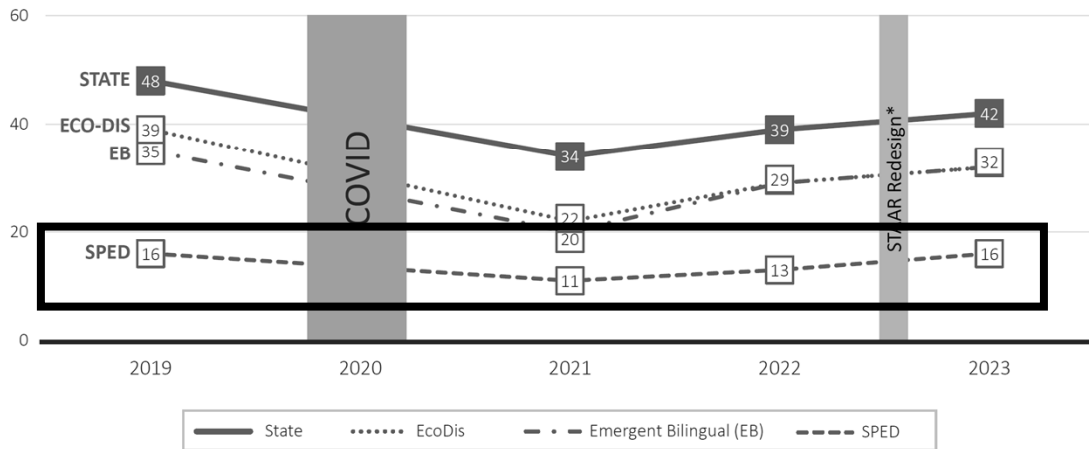


*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

33

86

Grades 3-8 Math: by Population –
Percentage of Students Who Met Grade Level

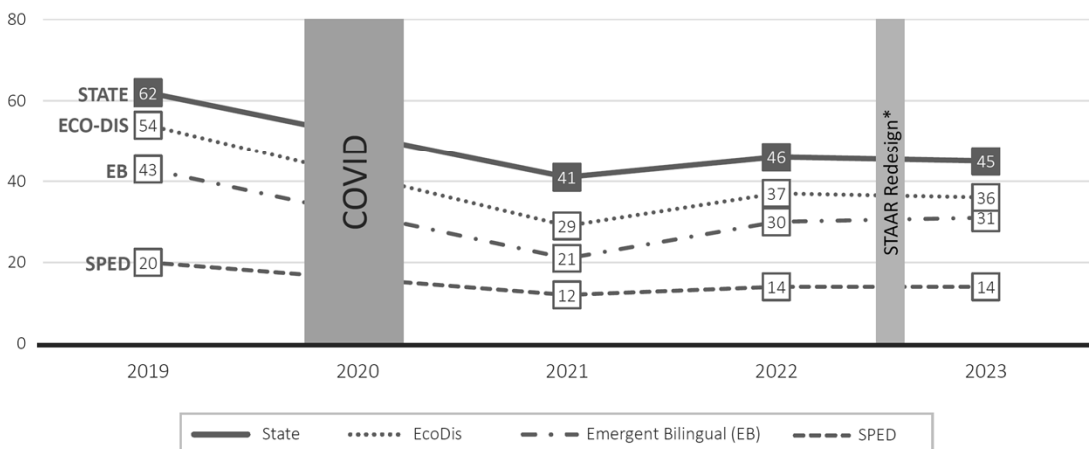


*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

33

87

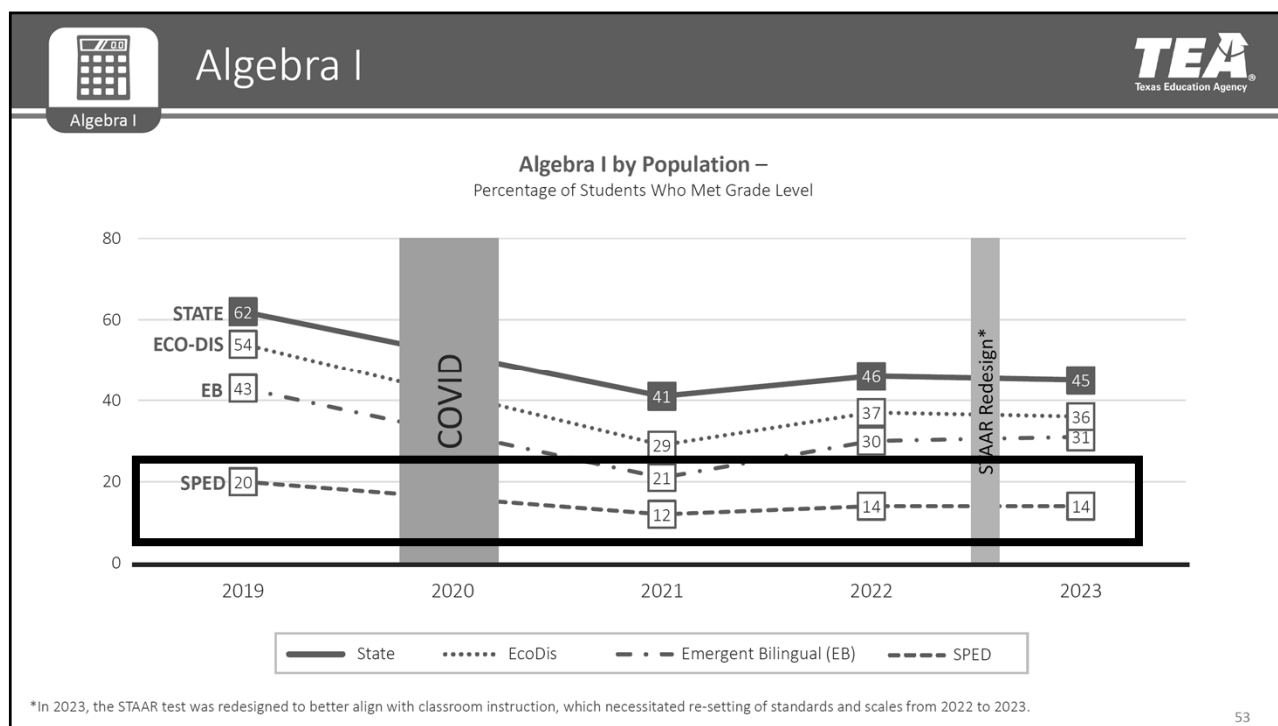
Algebra I by Population –
Percentage of Students Who Met Grade Level



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53

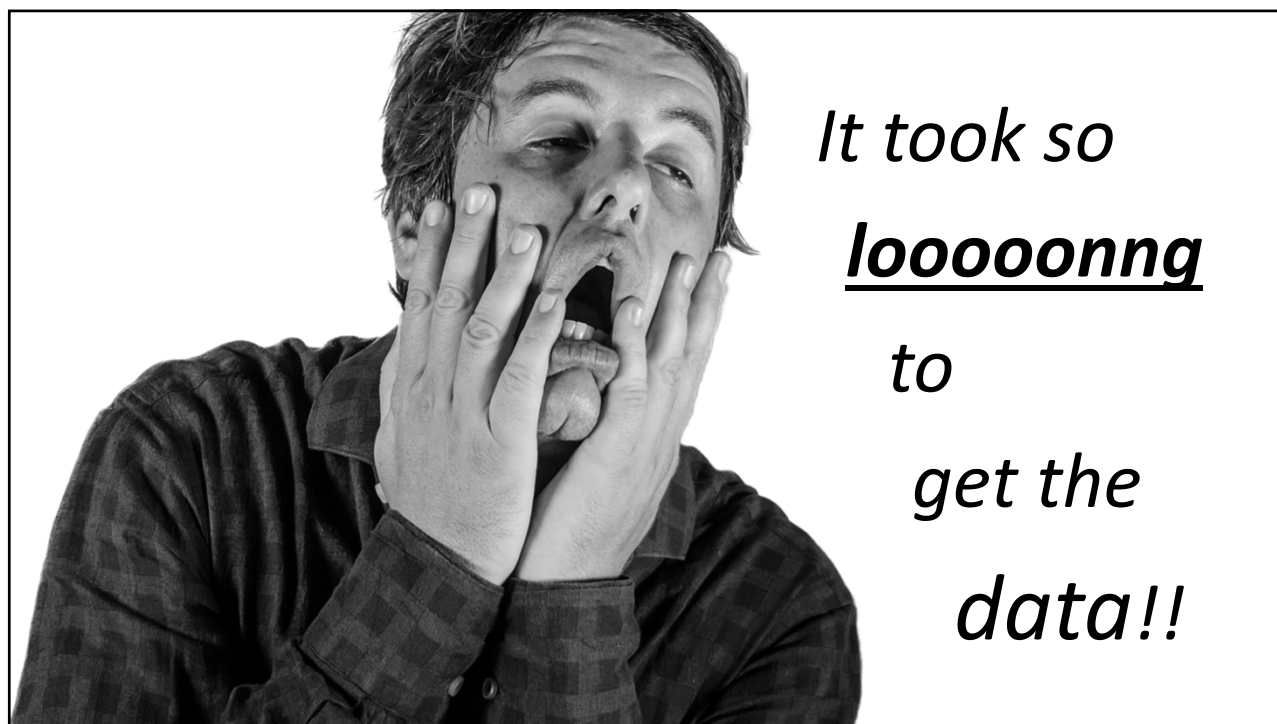
88



89



90



*It took so
loooooonng
to
get the
data!!*

91



*but we have
GREAT
data!*

92

We have data that could transform learning!

RLA - ECR								
Grade Level	3	4	5	6	7	8	Eng I	Eng II
Total Points Possible	10	10	10	10	10	10	10	10
State Average	2.53	2.71	3.93	4.37	4.49	4.92	4.62	4.72

- **In no grade/subject did students average more than ½ of the points possible**
- Remember ECR is scored on a 5-point rubric (score by 2 readers for a total of 10 points)
 - ☐ 3 points for development and organization of ideas
 - ☐ 2 points for writing conventions
- **Writing is NOT an independent activity that can be separated from reading comprehension**



93

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94

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	151,006	0		0	16,789	0		0	167,795	0	
1	11,466	11,466		1	1,429	1,429		1	12,895	12,895	
2	31,734	63,468		2	3,159	6,318		2	34,893	69,786	
3	22,697	68,091		3	1,476	4,428		3	24,178	72,519	
4	64,436	257,744		4	2,741	10,964		4	67,177	268,708	
5	20,757	103,785		5	1,332	6,660		5	22,089	110,445	
6	19,403	116,418		6	1,229	7,374		6	20,632	123,792	
7	12,791	89,537		7	752	5,264		7	13,543	94,801	
8	13,813	110,504		8	772	6,176		8	14,585	116,680	
9	5,870	52,830		9	343	3,087		9	6,213	55,917	
10	2,585	25,850		10	191	1,910		10	2,776	27,760	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score			2.5	Average Score			1.8	Average Score			2.5

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	168,635	0		0	7,679	0		0	176,314	0	
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score			2.7	Average Score			2.9	Average Score			2.7

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	91,457	0		0	5,620	0		0	97,077	0	
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score			3.9	Average Score			2.7	Average Score			3.9

95

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	151,006	0		0	16,789	0		0	167,795	0	
1	11,466	11,466		1	1,429	1,429		1	12,895	12,895	
2	31,734	63,468		2	3,159	6,318		2	34,893	69,786	
3	22,697	68,091		3	1,476	4,428		3	24,178	72,519	
4	64,436	257,744		4	2,741	10,964		4	67,177	268,708	
5	20,757	103,785		5	1,332	6,660		5	22,089	110,445	
6	19,403	116,418		6	1,229	7,374		6	20,632	123,792	
7	12,791	89,537		7	752	5,264		7	13,543	94,801	
8	13,813	110,504		8	772	6,176		8	14,585	116,680	
9	5,870	52,830		9	343	3,087		9	6,213	55,917	
10	2,585	25,850		10	191	1,910		10	2,776	27,760	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score			2.5	Average Score			1.8	Average Score			2.5

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	168,635	0		0	7,679	0		0	176,314	0	
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score			2.7	Average Score			2.9	Average Score			2.7

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned		Pts on ECR	# Tests	Total Pts Earned	
0	91,457	0		0	5,620	0		0	97,077	0	
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score			3.9	Average Score			2.7	Average Score			3.9

96

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	16,789	0	1.8	0	167,795	12,895	2.5
1	11,466	11,466		1	1,429	1,429		1	34,893	69,786	
2	31,734	63,468		2	3,159	6,318		2	24,178	72,519	
3	22,697	68,091		3	1,476	4,428		3	67,177	288,708	
4	64,436	257,744		4	2,741	10,964		4	22,089	110,445	
5	20,757	103,785		5	1,332	4,660		5	13,543	84,801	
6	19,403	116,418		6	1,229	7,374		6	14,585	116,680	
7	12,791	89,537		7	752	5,264		7	6,213	55,917	
8	13,813	110,504		8	772	6,176		8	9,224	27,760	
9	5,870	52,830		9	343	3,087		9	386,711	953,303	
10	2,585	25,850		10	191	1,910					
Totals	356,558	899,693		Totals	30,213	53,610		Totals	986,711	953,303	
Average Score				Average Score				Average Score			
2.5				1.8				2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	7,679	0	2.9	0	176,314	0	2.7
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score				Average Score				Average Score			
2.7				2.9				2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	5,620	0	2.7	0	97,077	0	3.9
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score				Average Score				Average Score			
3.9				2.7				3.9			

97

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	16,789	0	1.8	0	167,795	12,895	2.5
1	11,466	11,466		1	1,429	1,429		1	34,893	69,786	
2	31,734	63,468		2	3,159	6,318		2	24,178	72,519	
3	22,697	68,091		3	1,476	4,428		3	67,177	288,708	
4	64,436	257,744		4	2,741	10,964		4	22,089	110,445	
5	20,757	103,785		5	1,332	4,660		5	13,543	84,801	
6	19,403	116,418		6	1,229	7,374		6	14,585	116,680	
7	12,791	89,537		7	752	5,264		7	6,213	55,917	
8	13,813	110,504		8	772	6,176		8	9,224	27,760	
9	5,870	52,830		9	343	3,087		9	386,711	953,303	
10	2,585	25,850		10	191	1,910					
Totals	356,558	899,693		Totals	30,213	53,610		Totals	986,711	953,303	
Average Score				Average Score				Average Score			
2.5				1.8				2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	7,679	0	2.9	0	176,314	0	2.7
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score				Average Score				Average Score			
2.7				2.9				2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	5,620	0	2.7	0	97,077	0	3.9
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score				Average Score				Average Score			
3.9				2.7				3.9			

43% of all ECRs

98

We have data that could transform

2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	151,006	0	1.8	0	151,006	0	2.5
1	11,466	11,466		1	11,466	11,466		1	11,466	11,466	
2	31,734	63,468		2	31,734	63,468		2	31,734	63,468	
3	22,697	68,091		3	22,697	68,091		3	22,697	68,091	
4	64,436	257,744		4	64,436	257,744		4	64,436	257,744	
5	20,757	103,785		5	20,757	103,785		5	20,757	103,785	
6	19,403	116,418		6	19,403	116,418		6	19,403	116,418	
7	12,791	89,537		7	12,791	89,537		7	12,791	89,537	
8	13,813	110,504		8	13,813	110,504		8	13,813	110,504	
9	5,870	52,830		9	5,870	52,830		9	5,870	52,830	
10	2,585	25,850		10	2,585	25,850		10	2,585	25,850	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score				Average Score				Average Score			
2.5				1.8				2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	7,679	0	2.9	0	176,314	0	2.7
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score				Average Score				Average Score			
2.7				2.9				2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	5,620	0	2.7	0	97,077	0	3.9
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score				Average Score				Average Score			
3.9				2.7				3.9			

99

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	151,006	0	1.8	0	151,006	0	2.5
1	11,466	11,466		1	11,466	11,466		1	11,466	11,466	
2	31,734	63,468		2	31,734	63,468		2	31,734	63,468	
3	22,697	68,091		3	22,697	68,091		3	22,697	68,091	
4	64,436	257,744		4	64,436	257,744		4	64,436	257,744	
5	20,757	103,785		5	20,757	103,785		5	20,757	103,785	
6	19,403	116,418		6	19,403	116,418		6	19,403	116,418	
7	12,791	89,537		7	12,791	89,537		7	12,791	89,537	
8	13,813	110,504		8	13,813	110,504		8	13,813	110,504	
9	5,870	52,830		9	5,870	52,830		9	5,870	52,830	
10	2,585	25,850		10	2,585	25,850		10	2,585	25,850	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score				Average Score				Average Score			
2.5				1.8				2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	7,679	0	2.9	0	176,314	0	2.7
1	14,660	14,660		1	1,161	1,161		1	15,821	15,821	
2	31,273	62,546		2	2,396	4,792		2	33,669	67,338	
3	13,387	40,161		3	1,505	4,515		3	14,892	44,676	
4	27,580	110,320		4	2,903	11,612		4	30,483	121,932	
5	24,398	121,990		5	1,423	7,115		5	25,821	129,105	
6	24,842	149,052		6	1,440	8,640		6	26,282	157,692	
7	20,161	141,127		7	1,055	7,385		7	21,216	148,512	
8	21,513	172,104		8	1,103	8,824		8	22,616	180,928	
9	11,992	107,928		9	679	6,111		9	12,671	114,039	
10	6,594	65,940		10	350	3,500		10	6,944	69,440	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score				Average Score				Average Score			
2.7				2.9				2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	5,620	0	2.7	0	97,077	0	3.9
1	15,370	15,370		1	1,202	1,202		1	16,572	16,572	
2	34,286	68,572		2	1,953	3,906		2	36,239	72,478	
3	23,341	70,023		3	1,176	3,528		3	24,517	73,551	
4	48,196	192,784		4	2,059	8,236		4	50,255	201,020	
5	36,616	183,080		5	1,190	5,950		5	37,806	189,030	
6	35,520	213,120		6	1,014	6,084		6	36,534	219,204	
7	29,170	204,190		7	672	4,704		7	29,842	208,894	
8	27,459	219,672		8	580	4,640		8	28,039	224,312	
9	17,986	161,874		9	343	3,087		9	18,329	164,961	
10	13,276	132,760		10	182	1,820		10	13,458	134,580	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score				Average Score				Average Score			
3.9				2.7				3.9			

100

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	151,006	0	1.8	0	151,006	0	2.5
1	11,466	11,466		1	11,466	11,466		1	11,466	11,466	
2	31,734	63,468		2	31,734	63,468		2	31,734	63,468	
3	22,697	68,091		3	22,697	68,091		3	22,697	68,091	
4	64,436	257,744		4	64,436	257,744		4	64,436	257,744	
5	20,757	103,785		5	20,757	103,785		5	20,757	103,785	
6	19,403	116,418		6	19,403	116,418		6	19,403	116,418	
7	12,791	89,537		7	12,791	89,537		7	12,791	89,537	
8	13,813	110,504		8	13,813	110,504		8	13,813	110,504	
9	5,870	52,830		9	5,870	52,830		9	5,870	52,830	
10	2,585	25,850		10	2,585	25,850		10	2,585	25,850	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score 2.5				Average Score 1.8				Average Score 2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	168,635	0	2.9	0	168,635	0	2.7
1	14,660	14,660		1	14,660	14,660		1	14,660	14,660	
2	31,273	62,546		2	31,273	62,546		2	31,273	62,546	
3	13,387	39,161		3	13,387	39,161		3	13,387	39,161	
4	27,580	110,320		4	27,580	110,320		4	27,580	110,320	
5	24,998	124,990		5	24,998	124,990		5	24,998	124,990	
6	24,842	149,052		6	24,842	149,052		6	24,842	149,052	
7	20,161	141,127		7	20,161	141,127		7	20,161	141,127	
8	21,513	172,104		8	21,513	172,104		8	21,513	172,104	
9	11,992	107,928		9	11,992	107,928		9	11,992	107,928	
10	6,594	65,940		10	6,594	65,940		10	6,594	65,940	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score 2.7				Average Score 2.9				Average Score 2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	91,457	0	2.7	0	91,457	0	3.9
1	15,370	15,370		1	15,370	15,370		1	15,370	15,370	
2	34,286	68,572		2	34,286	68,572		2	34,286	68,572	
3	23,341	70,023		3	23,341	70,023		3	23,341	70,023	
4	48,196	192,784		4	48,196	192,784		4	48,196	192,784	
5	36,616	183,080		5	36,616	183,080		5	36,616	183,080	
6	35,520	213,120		6	35,520	213,120		6	35,520	213,120	
7	29,170	204,190		7	29,170	204,190		7	29,170	204,190	
8	27,459	219,672		8	27,459	219,672		8	27,459	219,672	
9	17,986	161,874		9	17,986	161,874		9	17,986	161,874	
10	13,276	132,760		10	13,276	132,760		10	13,276	132,760	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score 3.9				Average Score 2.7				Average Score 3.9			

101

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2023 STAAR English Grade 3 - RLA ECR				2023 STAAR Spanish Grade 3 - RLA ECR				2023 STAAR COMBINED Grade 3 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	151,006	0	2.5	0	151,006	0	1.8	0	151,006	0	2.5
1	11,466	11,466		1	11,466	11,466		1	11,466	11,466	
2	31,734	63,468		2	31,734	63,468		2	31,734	63,468	
3	22,697	68,091		3	22,697	68,091		3	22,697	68,091	
4	64,436	257,744		4	64,436	257,744		4	64,436	257,744	
5	20,757	103,785		5	20,757	103,785		5	20,757	103,785	
6	19,403	116,418		6	19,403	116,418		6	19,403	116,418	
7	12,791	89,537		7	12,791	89,537		7	12,791	89,537	
8	13,813	110,504		8	13,813	110,504		8	13,813	110,504	
9	5,870	52,830		9	5,870	52,830		9	5,870	52,830	
10	2,585	25,850		10	2,585	25,850		10	2,585	25,850	
Totals	356,558	899,693		Totals	30,213	53,610		Totals	386,771	953,303	
Average Score 2.5				Average Score 1.8				Average Score 2.5			

2023 STAAR English Grade 4 - RLA ECR				2023 STAAR Spanish Grade 4 - RLA ECR				2023 STAAR COMBINED Grade 4 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	168,635	0	2.7	0	168,635	0	2.9	0	168,635	0	2.7
1	14,660	14,660		1	14,660	14,660		1	14,660	14,660	
2	31,273	62,546		2	31,273	62,546		2	31,273	62,546	
3	13,387	39,161		3	13,387	39,161		3	13,387	39,161	
4	27,580	110,320		4	27,580	110,320		4	27,580	110,320	
5	24,998	124,990		5	24,998	124,990		5	24,998	124,990	
6	24,842	149,052		6	24,842	149,052		6	24,842	149,052	
7	20,161	141,127		7	20,161	141,127		7	20,161	141,127	
8	21,513	172,104		8	21,513	172,104		8	21,513	172,104	
9	11,992	107,928		9	11,992	107,928		9	11,992	107,928	
10	6,594	65,940		10	6,594	65,940		10	6,594	65,940	
Totals	365,035	985,828		Totals	21,694	63,655		Totals	386,729	1,049,483	
Average Score 2.7				Average Score 2.9				Average Score 2.7			

2023 STAAR English Grade 5 - RLA ECR				2023 STAAR Spanish Grade 5 - RLA ECR				2023 STAAR COMBINED Grade 5 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score	Pts on ECR	# Tests	Total Pts Earned	Average Score
0	91,457	0	3.9	0	91,457	0	2.7	0	91,457	0	3.9
1	15,370	15,370		1	15,370	15,370		1	15,370	15,370	
2	34,286	68,572		2	34,286	68,572		2	34,286	68,572	
3	23,341	70,023		3	23,341	70,023		3	23,341	70,023	
4	48,196	192,784		4	48,196	192,784		4	48,196	192,784	
5	36,616	183,080		5	36,616	183,080		5	36,616	183,080	
6	35,520	213,120		6	35,520	213,120		6	35,520	213,120	
7	29,170	204,190		7	29,170	204,190		7	29,170	204,190	
8	27,459	219,672		8	27,459	219,672		8	27,459	219,672	
9	17,986	161,874		9	17,986	161,874		9	17,986	161,874	
10	13,276	132,760		10	13,276	132,760		10	13,276	132,760	
Totals	372,677	1,461,445		Totals	15,991	43,157		Totals	388,668	1,504,602	
Average Score 3.9				Average Score 2.7				Average Score 3.9			

102

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103

We have data that

2023 STAAR Grade 6 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	91,810	0	
1	23,031	23,031	
2	32,733	65,466	
3	24,307	72,921	
4	34,259	137,036	
5	27,695	138,475	
6	31,241	187,446	
7	28,070	196,490	
8	34,725	277,800	
9	28,208	253,872	
10	35,297	352,970	
Totals	391,376	1,705,507	
Average Score			4.4

2023 STAAR Grade 7 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	79,157	0	
1	20,325	20,325	
2	34,042	68,084	
3	25,112	75,336	
4	51,000	204,000	
5	31,371	156,855	
6	32,405	194,430	
7	30,092	210,644	
8	37,754	302,032	
9	28,791	259,119	
10	30,367	303,670	
Totals	400,416	1,794,495	
Average Score			4.5

2023 STAAR Grade 8 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	95,847	0	
1	8,618	8,618	
2	29,277	58,554	
3	11,829	35,487	
4	41,019	164,076	
5	27,110	135,550	
6	31,684	190,104	
7	30,381	212,667	
8	47,475	379,800	
9	41,175	370,575	
10	46,057	460,570	
Totals	410,472	2,016,001	
Average Score			4.9

2023 STAAR English I ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	129,170	0	
1	16,331	16,331	
2	31,719	63,438	
3	19,164	57,492	
4	47,016	188,064	
5	40,509	202,545	
6	46,254	277,524	
7	46,500	325,500	
8	54,220	433,760	
9	44,164	397,476	
10	42,338	423,380	
Totals	517,385	2,385,510	
Average Score			4.6

2023 STAAR English II ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	118,253	0	
1	13,487	13,487	
2	30,548	61,096	
3	17,841	53,523	
4	32,825	131,300	
5	38,675	193,375	
6	41,138	246,828	
7	39,396	275,772	
8	47,731	381,848	
9	41,811	376,299	
10	47,721	477,210	
Totals	469,426	2,210,738	
Average Score			4.7

104

We have data that

2023 STAAR Grade 6 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	91,810	0	
1	23,031	23,031	
2	32,733	65,466	
3	24,307	72,921	
4	34,259	137,036	
5	27,695	138,475	
6	31,241	187,446	
7	28,070	196,490	
8	34,725	277,800	
9	28,208	253,872	
10	35,297	352,970	
Totals	391,376	1,705,507	
Average Score			4.4

2023 STAAR Grade 7 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	79,157	0	
1	20,325	20,325	
2	34,042	68,084	
3	25,112	75,336	
4	51,000	204,000	
5	31,371	156,855	
6	32,405	194,430	
7	30,092	210,644	
8	37,754	302,032	
9	28,791	259,119	
10	30,367	303,670	
Totals	400,416	1,794,495	
Average Score			4.5

2023 STAAR Grade 8 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	95,847	0	
1	8,618	8,618	
2	29,277	58,554	
3	11,829	35,487	
4	41,019	164,076	
5	27,110	135,550	
6	31,684	190,104	
7	30,381	212,667	
8	47,475	379,800	
9	41,175	370,575	
10	46,057	460,570	
Totals	410,472	2,016,001	
Average Score			4.9

2023 STAAR English I ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	129,170	0	
1	16,331	16,331	
2	31,719	63,438	
3	19,164	57,492	
4	47,016	188,064	
5	40,509	202,545	
6	46,254	277,524	
7	46,500	325,500	
8	54,220	433,760	
9	44,164	397,476	
10	42,338	423,380	
Totals	517,385	2,385,510	
Average Score			4.6

2023 STAAR English II ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	118,253	0	
1	13,487	13,487	
2	30,548	61,096	
3	17,841	53,523	
4	32,825	131,300	
5	38,675	193,375	
6	41,138	246,828	
7	39,396	275,772	
8	47,731	381,848	
9	41,811	376,299	
10	47,721	477,210	
Totals	469,426	2,210,738	
Average Score			4.7

105

We have data that

2023 STAAR Grade 6 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	91,810	0	
1	23,031	23,031	
2	32,733	65,466	
3	24,307	72,921	
4	34,259	137,036	
5	27,695	138,475	
6	31,241	187,446	
7	28,070	196,490	
8	34,725	277,800	
9	28,208	253,872	
10	35,297	352,970	
Totals	391,376	1,705,507	
Average Score			4.4

2023 STAAR Grade 7 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	79,157	0	
1	20,325	20,325	
2	34,042	68,084	
3	25,112	75,336	
4	51,000	204,000	
5	31,371	156,855	
6	32,405	194,430	
7	30,092	210,644	
8	37,754	302,032	
9	28,791	259,119	
10	30,367	303,670	
Totals	400,416	1,794,495	
Average Score			4.5

2023 STAAR Grade 8 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	95,847	0	
1	8,618	8,618	
2	29,277	58,554	
3	11,829	35,487	
4	41,019	164,076	
5	27,110	135,550	
6	31,684	190,104	
7	30,381	212,667	
8	47,475	379,800	
9	41,175	370,575	
10	46,057	460,570	
Totals	410,472	2,016,001	
Average Score			4.9

2023 STAAR English I ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	129,170	0	
1	16,331	16,331	
2	31,719	63,438	
3	19,164	57,492	
4	47,016	188,064	
5	40,509	202,545	
6	46,254	277,524	
7	46,500	325,500	
8	54,220	433,760	
9	44,164	397,476	
10	42,338	423,380	
Totals	517,385	2,385,510	
Average Score			4.6

2023 STAAR English II ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	118,253	0	
1	13,487	13,487	
2	30,548	61,096	
3	17,841	53,523	
4	32,825	131,300	
5	38,675	193,375	
6	41,138	246,828	
7	39,396	275,772	
8	47,731	381,848	
9	41,811	376,299	
10	47,721	477,210	
Totals	469,426	2,210,738	
Average Score			4.7

106

We have data that

2023 STAAR Grade 6 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	91,810	0	
1	23,031	23,031	
2	22,839	45,666	
3	2,737	8,211	
4	1,044	4,176	
5	1,044	5,220	
6	34,725	208,350	
7	28,208	137,040	
8	35,297	176,485	
9	35,297	176,485	
10	35,297	176,485	
Totals	391,376	1,705,507	
Average Score			4.4

2023 STAAR Grade 7 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	79,157	0	
1	20,325	20,325	
2	34,042	68,084	
3	2,737	8,211	
4	1,044	4,176	
5	1,044	5,220	
6	34,725	208,350	
7	28,208	137,040	
8	35,297	176,485	
9	35,297	176,485	
10	35,297	176,485	
Totals	400,416	1,794,495	
Average Score			4.5

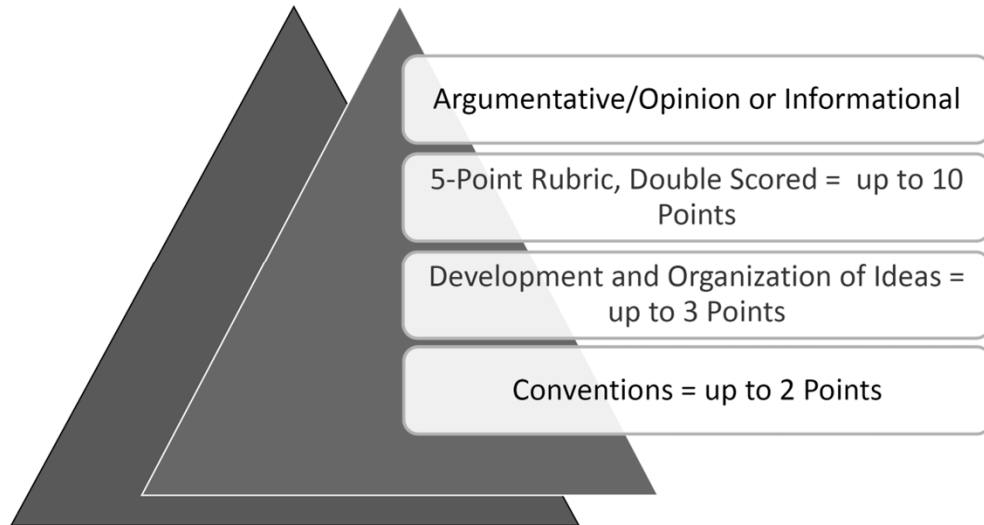
2023 STAAR Grade 8 - RLA ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	95,847	0	
1	8,618	8,618	
2	28,208	56,416	
3	2,737	8,211	
4	1,044	4,176	
5	1,044	5,220	
6	34,725	208,350	
7	28,208	137,040	
8	47,475	236,850	
9	41,175	206,588	
10	46,057	230,285	
Totals	410,472	1,016,001	
Average Score			4.9

2023 STAAR English I ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	128,170	0	
1	16,331	16,331	
2	37,719	75,438	
3	2,737	8,211	
4	1,044	4,176	
5	1,044	5,220	
6	34,725	208,350	
7	28,208	137,040	
8	54,220	271,100	
9	44,164	220,820	
10	42,338	211,690	
Totals	517,385	1,385,510	
Average Score			4.6

2023 STAAR English II ECR			
Pts on ECR	# Tests	Total Pts Earned	
0	118,253	0	
1	13,487	13,487	
2	28,208	56,416	
3	2,737	8,211	
4	1,044	4,176	
5	1,044	5,220	
6	34,725	208,350	
7	28,208	137,040	
8	47,731	236,850	
9	41,811	209,055	
10	47,721	238,605	
Totals	469,426	1,210,738	
Average Score			4.7

107

Each ECR question uses a 5-point rubric, so these questions are scored not graded.



108

Possible 5-Point Rubric Scores

Development and Organization of Ideas/Conventions

3/2

3/1

3/0

2/2

2/1

2/0

1/2

1/1

1/0

0/0*

**Note that if a response receives 0 points for organization and development of ideas, the response will also earn 0 points for conventions.*



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109

Possible 5-Point Rubric Scores

Development and Organization of Ideas/Conventions

3/2

3/1

3/0

2/2

2/1

2/0

1/2

1/1

1/0

0/0*

**Note that if a response receives 0 points for organization and development of ideas, the response will also earn 0 points for conventions.*



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Possible 5-Point Rubric Scores

Development and Organization of Ideas/Conventions

3/2	2/2	1/2	0/0*
3/1	2/1	1/1	
3/0	2/0	1/0	

**Note that if a response receives 0 points for organization and development of ideas, the response will also earn 0 points for conventions.*

 | TE★AS **This is HUGELY important!** Academic Achievement


111

Possible 5-Point Rubric Scores

Development and Organization of Ideas/Conventions

3/2	2/2	1/2	0/0*
3/1	2/1	1/1	
3/0	2/0	1/0	

**Note that if a response receives 0 points for organization and development of ideas, the response will also earn 0 points for conventions.*

 | TE★AS **This is HUGELY important!** Academic Achievement

ECRs are more about Reading Comprehension than they are about Writing

112

How might the ECR data affect other subject areas?

- We have been giving STAAR for 13 years
- We know that STAAR 2.0 is, in fact,
#betternother (to pass)
- Is student performance where we want it to be (in any subject area)?
- What could we do to improve student performance?
 - ☐ How do you improve student learning in **Science**? **You Write!**
 - ☐ How do you improve student learning in **Social Studies**? **You Write!**
 - ☐ How do you improve student learning in **Math**? **You Write!**

113

**what
could
we
DO**



114

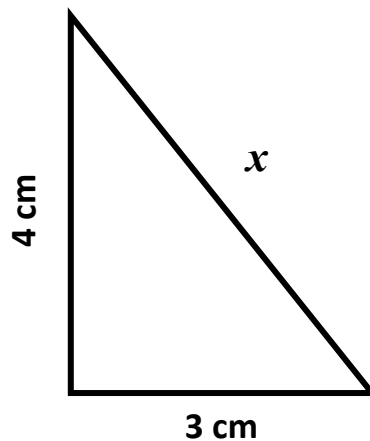
what if?

we write a little ...
a lot

115

**Let's do
some
Math!**

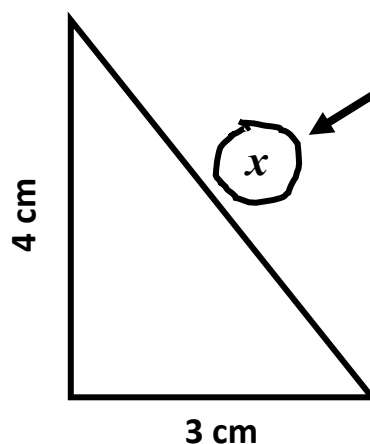
3. Find x



116

**Let's do
some
Math!**

3. Find x



Here it is!

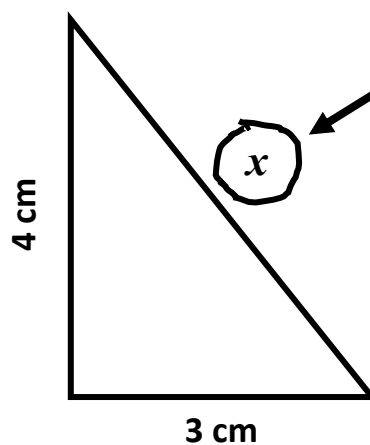


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**Let's do
some
Math!**

3. Find x



Here it is!

*How would you
solve for x ?*

*(If you want to report the value for x that is
fine, but not required.)*

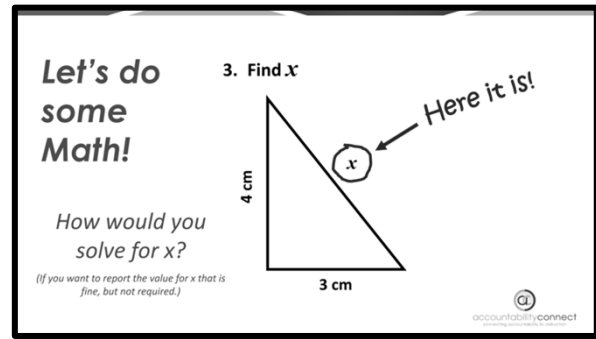


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118

What does **#WRITEalittleaLOT** mean?

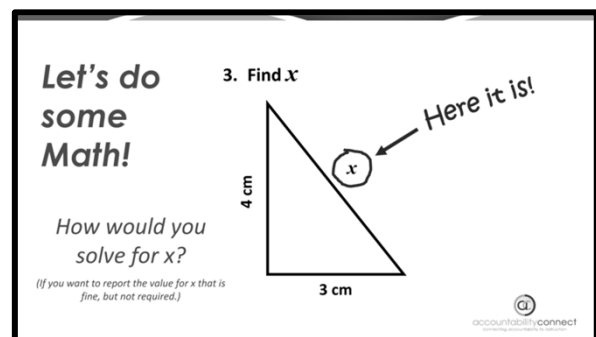
- In **EACH subject area**, teachers provide a **short, interesting, thought-provoking, simple** question to which students write a response



119

What does **#WRITEalittleaLOT** mean?

- In **EACH subject area**, teachers provide a **short, interesting, thought-provoking, simple** question to which students write a response
- At least once or twice a week in every grade/content area/course
- **This is NOT a graded activity**
- It is simply a chance for students to express their thoughts in writing – to initiate thinking, build confidence and competence, or solidify learning
- **#WRITEalittleaLOT** provides teachers with a way to monitor student-thinking (**the PROCESS standards – which flow through everything we do!**)



120



121



122

staar alt 2

123

assessment program updates

➤ 08/17/2023 TAA Letter

❑ Available at:

TAA Letter: 2023-24 Texas Assessment Program Updates



To the Administrator Addressed

1701 North Congress Avenue • Austin, Texas 78705-1404 • 512 463-9724 • 512 463-9830 FAX • tea.texas.gov

DATE:	August 17, 2023
SUBJECT:	Texas Assessment Program Updates for the 2023-2024 School Year
CATEGORY:	Student Assessment
NEXT STEPS:	Share with appropriate staff

The purpose of this communication is to inform local educational agencies (LEAs) about updates to the Texas Assessment Program for the 2023-24 school year. These updates are a result of legislation passed during the 88th Texas Legislature, U.S. Department of Education (USDE) requirements, and feedback received from stakeholders.

STAAR Paper by Request Administrations

House Bill (HB) 1225, 88th Texas Legislature, Regular Session, 2023, adds Section 39.02342 to the Texas Education Code. The law provides a new optional process for LEAs to provide a paper administration of a State of Texas Assessments of Academic Readiness (STAAR®) assessment to **ANY** student whose parent, guardian, or teacher in the applicable subject area requests a paper version. LEAs have the flexibility to implement this new optional process and gather paper administration requests as appropriate for their school. The parent, guardian, or teacher must submit the request for a paper administration of STAAR to the LEA no later than September 15 for December administrations and no later than December 1 for spring administrations each year. District testing coordinators must mark students as eligible for a STAAR paper administration in the Test Information Distribution Engine (TIDE) by October 5, 2023, for the December 2023 STAAR administration and December 14, 2023, for the Spring 2024 STAAR administration. The only criterion that is required to be met is submitting the request to the LEA by the deadline.

The number of students who are provided a paper by request administration of STAAR may not exceed three percent of the number of eligible students enrolled in the district who are administered each assessment. For example, if an LEA has 500 students who are eligible for the STAAR grade 3 math and reading language arts (RLA) assessments, the LEA may indicate up to 15 students as eligible for a paper by request administration of the STAAR grade 3 math and RLA assessments. Similarly, if an LEA has 300 students who are eligible for the STAAR Algebra I assessment, the LEA may indicate up to 9 students as eligible for a paper by request administration of that assessment.

It is important to note that the number of students who receive a paper by request administration is separate and distinct from the students who are eligible for a special paper administration of STAAR. LEAs will continue the same process as last year for any student who is eligible for a special paper administration of STAAR because the student needs a testing accommodation that is not possible to provide in an online setting. These students are not counted in the maximum three percent of students who are administered a paper by request administration of STAAR.

Holy Days and Religious Observance

HB 1553, 88th Texas Legislature, Regular Session, 2023, adds Section 39.0238 to the Texas Education Code. The law allows LEAs to consider the dates of religious holy days or periods of observance likely to be observed by students in the LEA when establishing the LEA's school calendar and days on which students are administered state assessments. Religious holy days and periods of observance are defined as days observed by a religion whose places of worship would be exempt from property taxation under Texas Tax Code, Section 11.20. The law requires

124

assessment program updates

➤ 08/17/2023 TAA Letter

❑ Available at:

[TAA Letter: 2023-24 Texas Assessment Program Updates](#)

LEAs to provide an alternate test date within the testing window to administer an assessment to a student who is absent from school to observe a religious holy day or period of observance on the day a STAAR or STAAR Alternate 2 assessment is administered. When providing the required make-up testing day, LEAs must maintain the security of the assessment to ensure that the assessment content remains valid throughout the testing window.

Updated STAAR Alternate 2 Participation Requirements

Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, limits the number of students in a state who may participate in alternate assessments based on alternate academic achievement standards to no more than one percent. It also requires states who anticipate exceeding one percent to submit a waiver request to USDE requesting permission to exceed the one percent state limit.

Texas has successfully submitted a waiver to exceed the one percent statewide limit for the past five years, except for spring 2020 when tests were cancelled due to COVID. However, there has not been a significant change in the number of students statewide who are assessed with STAAR Alternate 2, ranging from 1.2–1.6 percent.

In December 2022, the Texas Education Agency (TEA) submitted a waiver request to USDE for the number of students statewide who can be assessed with STAAR Alternate 2 for the 2022–23 school year. In March 2023, the USDE denied Texas' waiver request. Since then, the Student Assessment and Special Education Divisions of TEA have been working together on a new plan to update STAAR Alternate 2 documents and trainings to ensure all students are appropriately assessed. As a result, TEA has updated the STAAR Alternate 2 Participation Requirements for the 2023–24 school year, and they are available on the [STAAR Alternate 2 Resources](#) webpage.

Testing Time

Based on feedback from educators, parents, and students, as well as other changes to the Texas Assessment Program, TEA is implementing a maximum allowable testing time of seven hours for STAAR and Texas English Language Proficiency Assessment System (TELPAS) assessments. Students are expected to complete each STAAR and TELPAS assessment in about three hours. Students who are still testing after four hours should be consolidated into a general testing area to continue testing. Students must complete the assessment within the same school day, and no test session may exceed seven hours. Exceptions exist for students who have an approved accommodation for an extra day. TEA recommends that districts begin testing within one hour of the start of the school day. Districts should exercise judgment about starting a test session after lunch for students who are late, as they may not have sufficient time to complete the test before the end of the school day. In addition, just like the administration of STAAR assessments, the TELPAS listening and speaking assessment should be administered on a different day than the TELPAS reading and writing assessment to reduce student fatigue and allow students sufficient time and opportunity to do their best work.

Testing System Updates

Based on input from educators, TIDE and the Test Delivery System (TDS) have been updated to include several enhancements.

- The secure inbox in TIDE has been renamed as the Secure File Center. The Secure File Center serves as a password-protected repository listing files containing data that have been exported from TIDE and other Cambium Assessment, Inc. (CAI) systems. In addition, district testing personnel may access the Secure File Center through TIDE or through the new Secure File Center card on the [Testing Personnel](#) page of the Texas Assessment website.

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125

assessment program updates

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Revised STAAR Alt 2 Participation Requirements

- [TEA STAAR Alt 2 Participation Requirements PPT](#)



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What is STAAR Alternate 2?

The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is

- an assessment based on prerequisite skills of the enrolled grade-level state curriculum standards, the Texas Essential Knowledge and Skills (TEKS);
- designed to meet the needs of students with the most significant cognitive disabilities; and
- developed to meet federal requirements of both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).



Who is assessed with STAAR Alternate 2?

Only students who meet the Texas Education Agency (TEA) definition of a student with the most significant cognitive disability may be assessed with STAAR Alternate 2 and who are enrolled in:

- grades 3–8 or
- specific high school courses—Algebra I, English I, English II, Biology, or U.S. History.

Students who meet participation requirements are assessed with STAAR Alternate 2 for all grades/subjects and courses.

The admission, review, and dismissal (ARD) committee is required to evaluate and make state assessment participation decisions annually.

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135

TEA Definition of a Student with the Most Significant Cognitive Disability

A student with the most significant cognitive disability:

- Exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains.
- Requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.



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136

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137

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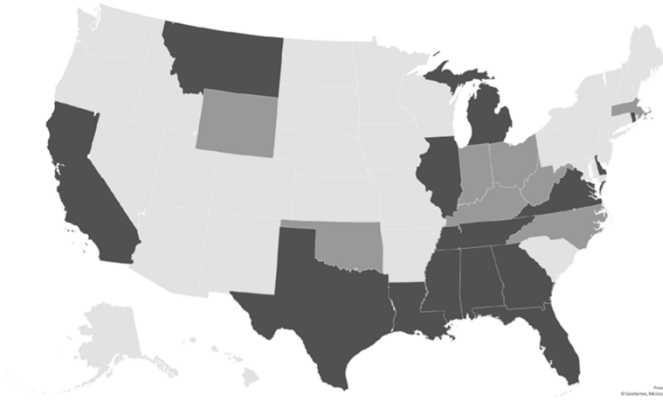


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138

USDE Denial by State



In March of 2023, USDE denied the 1% waiver for 14 states (indicated in darker blue) for not making significant progress toward meeting the 1% state limit and/or not testing at least 95% of eligible students.

Eight states saw their waiver approved for making 'significant progress' towards reaching the 1% state limit.

What do you think?

Has Texas made progress?

STAAR Alt 2 Participation Rates			
	RLA	Math	Science
2017-18	1.3%	1.4%	1.0%
2018-19	1.3%	1.5%	1.3%
2019-20	COVID	COVID	COVID
2020-21	1.2%	1.3%	1.2%
2021-22	1.4%	1.5%	1.3%

Frequently Asked Question

Does the 1% cap apply to individual districts or campuses?

No. The 1% cap on students participating in the alternate assessment applies to the state. LEAs who are over 1% student participation are required to complete a justification and assurances form to indicate LEA specific information as to why more than 1% of students were assessed using the alternate assessment.



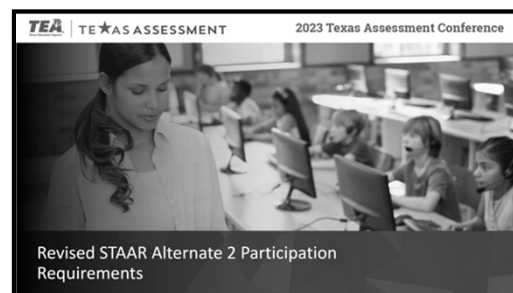
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141

Revised STAAR Alt 2 Participation Requirements

- ESSA stipulates that a state may not assess more than **1.0 percent** of all student in the grades assessed using an ***alternative assessment aligned to alternate academic achievement standards***
- **This is known as the 1% cap – and it applies to STAAR Alt 2**
- NOTE: the “cap” only applies at the state level, NOT the district level
- TEA has historically applied for – and received – a waiver allowing Texas to exceed the cap
- USDE denied TEA’s waiver request for 2022-23 based on:
TEA has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between 2018-2019 and 2021-2022 school years.
- **The new STAAR Alt 2 Participation Requirements are designed to help ensure that only students with the most significant cognitive disabilities are assessed with STAAR Alt 2**



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staar alt 2 participation requirements

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____
Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

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STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.80(c)(1)(i). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.80(c)(2). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.

The student's IEP documents the following:	
COLUMN 1	COLUMN 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas.	<input type="checkbox"/> Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas.
<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies).	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching on answer choice; formulating a response using a choice board).

Texas Education Agency
Student Assessment Division
August 2023



143

staar alt 2 participation requirements

➤ Available at:

TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____
Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

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If STAAR Alternate 2 is being considered, the ARD committee must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAP), to determine eligibility. If it is determined that the student meets the participation requirements for STAAR Alternate 2, this form and supporting IEP documentation may serve as the required IEP statement under 39 Texas Administrative Code (TAC) §89.105(2)(b) and must be available for review during cyclical and targeted monitoring.

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.80(c)(1)(i). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.80(c)(2). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.

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COLUMN 1	COLUMN 2
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Texas Education Agency
Student Assessment Division
August 2023



144

staar alt 2 participation requirements

New 4 step process

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____
Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions
Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.
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STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.80(c)(1)(i). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.80(c)(2). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.

The student's IEP documents the following:	
COLUMN 1	COLUMN 2
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<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies).	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching on answer choice; formulating a response using a choice board).

Texas Education Agency
Student Assessment Division
August 2023



145

staar alt 2 participation requirements

➤ Available at:

TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____
Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions
Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.
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STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).
☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.80(c)(1)(i). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.
☐ Yes
☐ No



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STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.

The student's IEP documents the following:	
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Texas Education Agency
Student Assessment Division
August 2023



146

staar alt 2 participation requirements

➤ Available at:

TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name:

Grade:

Date:

Name of District Personnel Completing Form:

Position:

Background and Instructions

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

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STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

☐ Yes
☐ No

STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c)(10)(i). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

☐ Yes
☐ No

STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.8(c)(11). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

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Texas Education Agency
Student Assessment Division
August 2023

147

staar alt 2 participation

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name:

Grade:

Date:

Name of District Personnel Completing Form:

Position:

Background and Instructions

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

☐ Yes
☐ No

STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c)(10)(i): An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

☐ Yes
☐ No

STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.8(c)(11): An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

148

74

If a student meets eligibility for special education and related services due to SLD or SI, the student does NOT meet eligibility requirements to take STAAR Alt 2

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

- ☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c)(10)(ii): An SLD “does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

- ☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.8(c)(11): An SI “means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.”

149

staar alt 2 participation requirements

➤ Available at:

TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____
Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

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If STAAR Alternate 2 is being considered, the ARD committee must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAP), to determine eligibility. If it is determined that the student meets the participation requirements for STAAR Alternate 2, this form and supporting IEP documentation may serve as the required IEP statement under 39 Texas Administrative Code (TAC) §§100.002 and must be available for review during cyclical and targeted monitoring.

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

- ☐ Yes
☐ No



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- ☐ Yes
☐ No



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STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

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The student’s IEP documents the following:

COLUMN 1	COLUMN 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas.	<input type="checkbox"/> Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas.
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Texas Education Agency
Student Assessment Division
August 2023



150

staar alt 2 participation requirements

➤ Available at:

TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name: _____ Grade: _____ Date: _____

Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

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STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

☐ Yes
☐ No

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2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

☐ Yes
☐ No


STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.80(c)(21). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

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<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies)	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching on answer choice; formulating a response using a choice board)
<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, isolating information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) <i>NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.</i>
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	OR
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

Student Assessment Division
August 2023



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151

staar alt 2 participation requirements

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The student's IEP documents the following:	
COLUMN 1	COLUMN 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas	<input type="checkbox"/> Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas
<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies)	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching on answer choice; formulating a response using a choice board)
<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, isolating information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) <i>NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.</i>
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	OR
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level



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152

76

staar alt 2 participation requirements

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If **ANY** box in Column 1 is marked, the student does not meet participation requirements to take STAAR Alt 2 (and the student must therefore take STAAR)

The student's IEP documents the following:	
COLUMN 1	COLUMN 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas	<input type="checkbox"/> Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas
<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies)	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching an answer choice; formulating a response using a choice board)
<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, isolating information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) <i>NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.</i>
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	OR
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

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153

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STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Date: _____

<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, isolating information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) <i>NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.</i>
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	OR
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

3. Does the student have the MOST significant disability?

- ☐ Yes—all criteria marked are in Column 2
☐ No—One or more criteria is marked in Column 1



If No is marked, stop here. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

- ☐ The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.

Texas Education Agency
Student Assessment Division
August 2023

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154

staar alt 2 participation requirements

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TEA's STAAR Alt 2 Webpage

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____	Date: _____
<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, holding information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	OR
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

3. Does the student have the MOST significant cognitive disability?

- ☐ Yes—All criteria marked are in Column 2
☐ No—One or more criteria is marked in Column 1

STOP If No is marked, stop here. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

- ☐ The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.

Student Assessment Division
August 2023



155

staar alt 2 participation requirements

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STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

- ☐ The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.
- ☐ Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [Question and Answer Document: IEP Measurable Annual Goals](#).)
- ☐ If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.
- ☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

- ☐ Yes, the student meets the participation requirement for STAAR Alternate 2.
☐ No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

156

The student **MUST** meet the criteria for being a student with **the MOST significant cognitive disability** (Question 3)

AND

all assurances must be met in order for the student to meet the participation requirements for STAAR Alt 2

STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

- ☐ The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.
- ☐ Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [Question and Answer Document: IEP Measurable Annual Goals](#).)
- ☐ If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.
- ☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

- ☐ Yes, the student meets the participation requirement for STAAR Alternate 2.
- ☐ No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

157

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STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name: _____

Date: _____

- ☐ Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [Question and Answer Document: IEP Measurable Annual Goals](#).)
- ☐ If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.
- ☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

- ☐ Yes, the student meets the participation requirement for STAAR Alternate 2.
- ☐ No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP IV: STAAR ALTERNATE 2 SUMMARY

Complete the information below only for the grade level or courses in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and retest opportunities are not available.

A student in **grade 3-8** who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

<input type="checkbox"/> Grade 3 mathematics and ELA	<input type="checkbox"/> Grade 5 mathematics, ELA, and science	<input type="checkbox"/> Grade 7 mathematics and ELA
<input type="checkbox"/> Grade 4 mathematics and ELA	<input type="checkbox"/> Grade 6 mathematics and ELA	<input type="checkbox"/> Grade 8 mathematics, ELA, science, and social studies

A student in **high school** who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is assessed through prerequisite skills should take the corresponding end of course (EOC) assessment. Mark the alternate high school courses with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

<input type="checkbox"/> Algebra I Alternate 01300507	<input type="checkbox"/> English I Alternate 03220907	<input type="checkbox"/> English II Alternate 03220207
<input type="checkbox"/> Biology Alternate 03030207	<input type="checkbox"/> U.S. History Alternate 03400307	

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158

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STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



- Student Name: _____ Date: _____
- ☐ Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [Question and Answer Document: IEP Accessible Annual Goals](#).)
- ☐ If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.
- ☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

- ☐ Yes, the student meets the participation requirement for STAAR Alternate 2.
☐ No, the student does not meet the participation requirements for STAAR Alternate 2, and must take STAAR.

STEP IV: STAAR ALTERNATE 2 SUMMARY

Complete the information below only for the grade level or courses in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and retest opportunities are not available.

A student in **grade 3–8** who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

- ☐ Grade 3 mathematics and RLA ☐ Grade 5 mathematics, RLA, and science ☐ Grade 7 mathematics and RLA

- ☐ Grade 4 mathematics and RLA ☐ Grade 6 mathematics and RLA ☐ Grade 8 mathematics, RLA, science, and social studies

A student in **high school** who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills should take the corresponding end-of-course (EOC) assessment. Mark the alternate high school courses with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

- ☐ Algebra I Alternate 03100507 ☐ English I Alternate 03220107 ☐ English II Alternate 03220207

- ☐ Biology Alternate 03010207 ☐ U.S. History Alternate 03340107

Texas Education Agency
Student Assessment Division
August 2023



159

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Date: _____

STEP IV: STAAR ALTERNATE 2 SUMMARY

Complete the information below only for the grade level or courses in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and retest opportunities are not available.

A student in **grade 3–8** who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

- ☐ Grade 3 mathematics and RLA ☐ Grade 5 mathematics, RLA, and science ☐ Grade 7 mathematics and RLA
- ☐ Grade 4 mathematics and RLA ☐ Grade 6 mathematics and RLA ☐ Grade 8 mathematics, RLA, science, and social studies

A student in **high school** who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills should take the corresponding end-of-course (EOC) assessment. Mark the alternate high school courses with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

- ☐ Algebra I Alternate 03100507 ☐ English I Alternate 03220107 ☐ English II Alternate 03220207
- ☐ Biology Alternate 03010207 ☐ U.S. History Alternate 03340107

Student Assessment Division
August 2023



160

A graphic featuring numerous question marks of varying sizes, some enclosed in circles, and several stylized hands reaching upwards. The background is light gray with a subtle pattern of dots and lines.

questions? | clarifications? | requests for more information?

email: john@lead4ward.com

161

A graphic with a dark gray border. Inside, the text "THANK YOU!" is centered at the top in a large, bold, sans-serif font. Below it is a large, circular icon with a white lowercase "i" inside, resembling an information symbol. At the bottom, the name "johnfessenden" is written in a bold, lowercase font, followed by the email "email: john@lead4ward.com" and the telephone number "telephone: 512-560-7784".

THANK YOU!



johnfessenden
email: john@lead4ward.com
telephone: 512-560-7784

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162