

Understanding the Different Scores on STAAR

Due to the multiple scores reported on each STAAR Assessment; it is important for us to understand the differences of each distinct score.

Raw score and percentage score can and often do change with different test administrations. We do not know until after a test is administered how many questions are required to meet standard on that particular assessment. However the scale score stays constant whether the STAAR test was given in 2012 or 2020.

Here are some of the STAAR score definitions:

Raw Score - the number of questions correct

A raw score can be interpreted only in terms of one particular set of test questions.

Percentage Score – the percent of questions correct based on the number of correct answers out of all the questions on that particular set of test questions

$$\frac{\text{questions correct}}{\text{questions tested}} \times 100 = \text{ ______ } \%$$

A percentage score can only be interpreted in terms of that one particular set of test questions.

Scale Score - conversion of the raw score into a scale that is common to all test forms for that assessment

The scale score takes into account the difficulty level of the specific set of questions on which it is based. It quantifies a student's performance relative to the passing standards or proficiency levels.

Scale scores allow direct comparisons of student performance between specific sets of test questions from different test administrations. Scale scores can be interpreted across different sets of test questions.

Did Not Meet Grade Level – did not meet standard scale score (did not pass). Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Approaches Grade Level – met the minimum standard scores. Students at this level have met the assessment requirements for purposes of Student Success Initiative (SSI) grade promotion and graduation and are considered to have met at least the minimum passing standard. A student achieving Approaches Grade Level is likely to succeed in the next grade or course with targeted academic intervention.

Meets Grade Level – met postsecondary readiness standard scores. Students at this performance level have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.

Masters Grade Level – reaching an advanced academic level on that particular assessment. Students at Masters Grade Level are expected to succeed in the next grade or course with little or no academic intervention.

STAAR Progress Measure – a comparison of a child's score last year with his/her score from the previous year. This measure gives us information about how much a child improved in the subject from one year to the next.

Texas English Language Learner (ELL) Progress Measure – a measure on how students are expected to perform on STAAR tests given their level of English and the amount of time they've been going to school in the United States. It is based on the child's STAAR and TELPAS results beginning in 2014.

More information on Performance Standards, Raw Score Conversions, STAAR Progress and/or ELL Progress can be found on the Texas Education Agency's STAAR website <http://tea.texas.gov/student.assessment/taar/>

State of Texas Assessments of Academic Readiness (STAAR™)

Performance Standards

Used in 2014, 2015, 2016 & 2017 Accountability	Index 1 & 3	Index 4	Index 3
English Assessment →	Approaches	Meets	Masters
Grade 3 English Mathematics	1360	1486	1596
Grade 4 English Mathematics	1467	1589	1670
Grade 5 English Mathematics	1500	1625	1724
Grade 6 Mathematics	1536	1653	1772
Grade 7 Mathematics	1575	1688	1798
Grade 8 Mathematics	1595	1700	1854
Grade 3 English Reading	1345	1468	1555
Grade 4 English Reading	1434	1550	1633
Grade 5 English Reading	1470	1582	1667
Grade 6 Reading	1517	1629	1718
Grade 7 Reading	1567	1674	1753
Grade 8 Reading	1587	1700	1783
Grade 4 English Writing	3550	4000	4612
Grade 7 Writing	3550	4000	4602
Grade 5 English Science	3550	4000	4402
Grade 8 Science	3550	4000	4406
Grade 8 Social Studies	3550	4000	4268
Spanish Assessment	Approaches	Meets	Masters
Grade 3 Spanish Mathematics	1360	1486	1596
Grade 4 Spanish Mathematics	1467	1589	1670
Grade 5 Spanish Mathematics	1500	1625	1724
Grade 3 Spanish Reading	1318	1444	1532
Grade 4 Spanish Reading	1413	1539	1636
Grade 5 Spanish Reading	1461	1582	1701
Grade 4 Spanish Writing	3550	4000	4543
Grade 5 Spanish Science	3550	4000	4402

EOC Assessment*	2012-2015 Approaches	2015-2016 Approaches	Meets	Masters
English I	3750	3775	4000	4691
English II	3750	3775	4000	4831
English III	NA	3775	4000	4546
Algebra I	3500	3550	4000	4333
Algebra II	NA	3550	4000	4411
Biology	3500	3550	4000	4576
U.S. History	3500	3550	4000	4440

*Current Texas Administrative Code (TAC) Section 101.3022, Assessment Requirements for Graduation, specifies that the standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career

April 2017 Adapted from the Texas Education Agency's STAAR Performance Standards Charts found at

<http://tea.texas.gov/student.assessment/taar/performance-standards/>

