



# General Assessment Program Updates School Year 2024–2025

# Texas Education Agency Strategic Plan



# Student Assessment Mission and Vision

## Mission

Our mission is to increase transparency and fairness in the Texas Assessment Program through the flawless administration of high-quality assessments, providing timely and valuable data, along with assessment literacy, to support stakeholder decision-making and increase student outcomes.

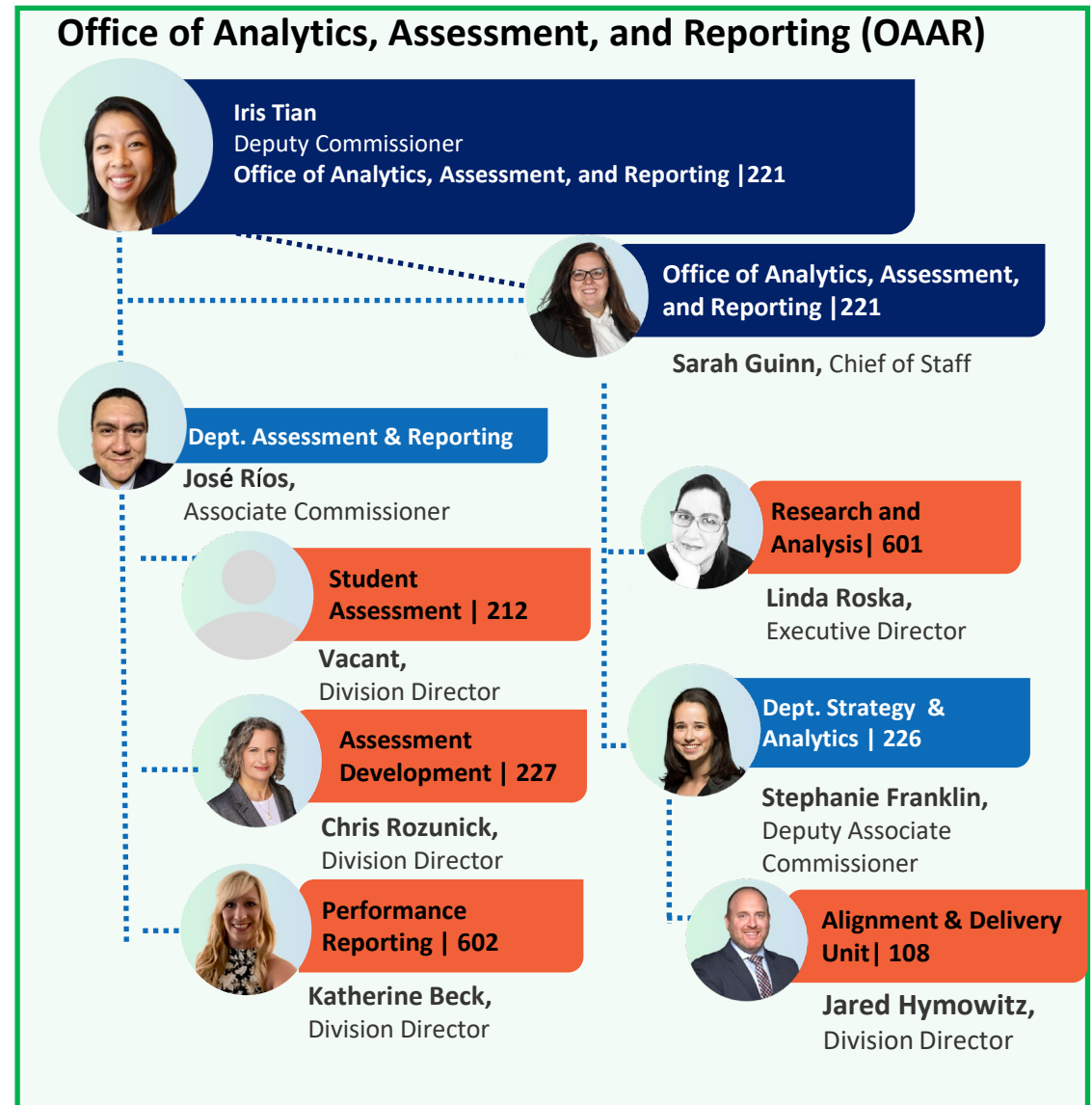
## Vision

All stakeholders will have access to the knowledge, skills, and resources to use assessment data to support students, so that all students are prepared for college, a career, or the military.

# Multiple Divisions Working Together

Please congratulate our new Associate Commissioner!

If you want to join the Student Assessment team, please visit the TEA job board.





## General Testing Reminders

# All Students Are Required to Test

- All students are required to take academic assessments in grades 3–8 and at least once in high school.
  - STAAR
  - STAAR Alternate 2 (if meet participation requirements)
- All emergent bilingual (EB) students in kindergarten through grade 12 are required to take English language proficiency assessments.
  - TELPAS
  - TELPAS Alternate (if meet participation requirements)

# STAAR Testing Requirements for Grades 3–8



- Students in grades 3–8 are required to take STAAR.
  - Exception: certain unschooled asylees or refugees who meet the requirements in TAC [§101.1005](#).
  - Exception: students who meet the participation requirements for STAAR Alternate 2.
  
- Students in grades 3–8 are required by federal and state law to take their grade-level assessments.
  - Exception: accelerated students who meet the requirements in TAC [§101.3011](#).
  
- Students in grades 3–8 are required to be assessed annually in mathematics and reading language arts (RLA).
  - Includes students who repeat a grade.
  - Includes students who have previously passed the assessment.

# Requirement for Accelerated Testers

- Students enrolled in grades 3–8 are required to be **assessed annually** in mathematics.
- That means **every** student must take a math assessment **every** year.
- Students are required to take their **grade-level assessment** (e.g., an enrolled grade 6 student takes the STAAR grade 6 mathematics assessment).
- Exception: if a student is receiving accelerated instruction and there is a state math assessment that aligns with the instruction, the student should take the advanced math assessment in place of his or her grade-level assessment.



## Requirement for Accelerated Testers (cont.)

- For example:
  - Students **enrolled in grade 6** who are receiving instruction in **all** the grade 6 math TEKS and **some** of the grade 7 math TEKS should take
    - the STAAR **grade 6** mathematics assessment.
  - Students **enrolled in grade 7** who are receiving instruction in **all** the grade 7 and **all** the grade 8 TEKS should take
    - the STAAR **grade 8** mathematics assessment.

# Additional Requirement for Accelerated Testers

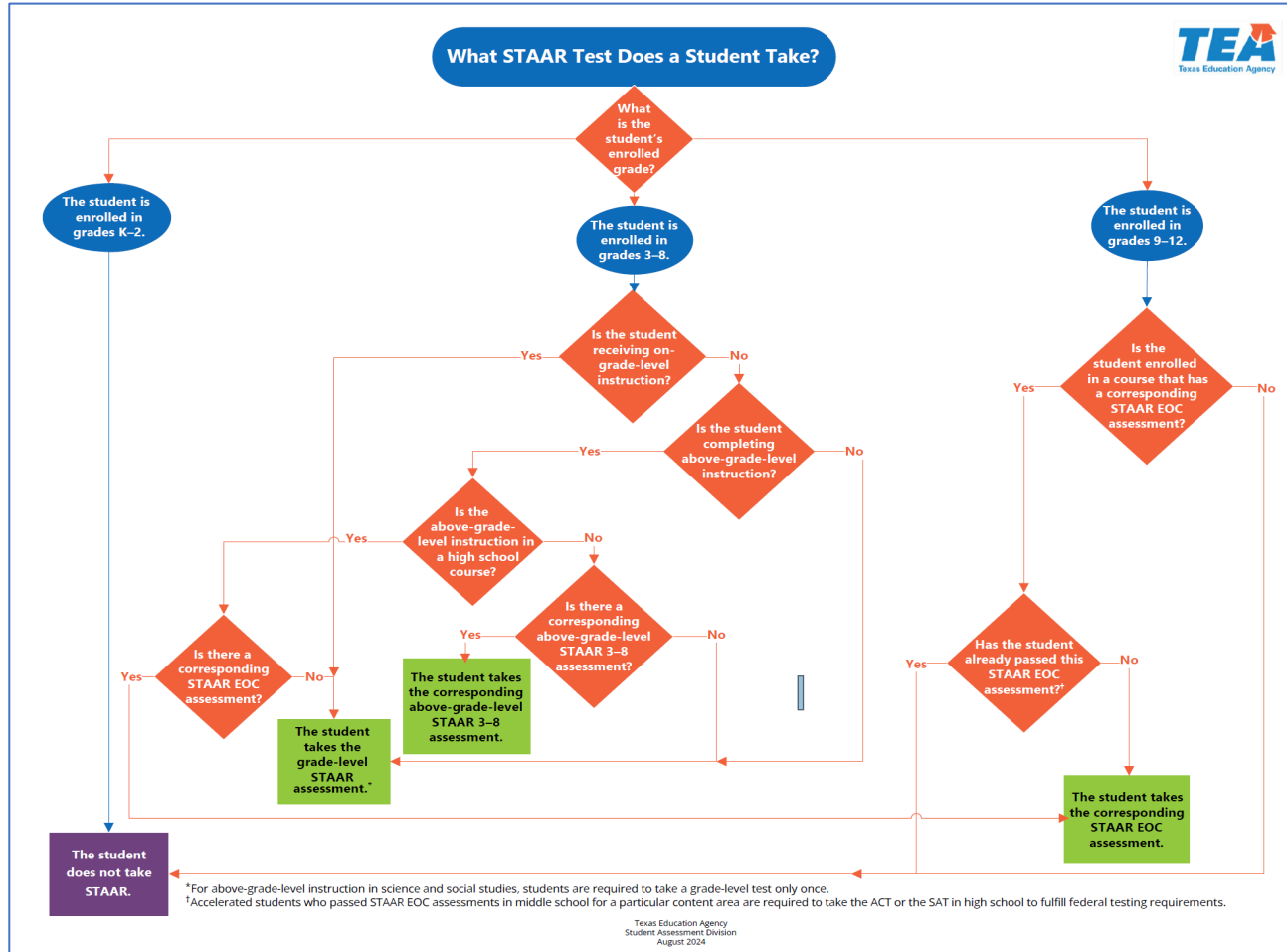


Middle school students who complete STAAR EOC assessment requirements in math, RLA, or science are required to take the ACT or the SAT at least once in high school to fulfill federal accountability requirements.



The Performance Reporting Division will generate a list of students who have completed STAAR EOC assessment requirements in a content area before grade 9 and do not have an ACT or SAT score on record.

# STAAR Testing Requirements Flowchart



- To assist districts with STAAR testing requirements, this flowchart is posted on the [STAAR Resources](#) webpage.
- It has been updated to include the high school testing requirement for accelerated students.

# STAAR Testing Requirements for EOC Assessments

Students enrolled in specific high school courses are required by federal and state law to take corresponding STAAR end-of-course (EOC) assessments. Example courses include:



Algebra I—03100500



Biology—03010200



U.S. History—03340100



English I—03220100 or  
English I for Speakers of  
Other Language—03200600



English II—03220200 or  
English II for Speakers of  
Other Languages—03200700

# STAAR Testing Requirements for EOC Assessments (cont.)



Students should take the STAAR EOC assessment as they are completing the course, regardless of enrolled grade level.



Students should not take and are not eligible to take the assessment if they have completed only part (e.g., one semester) of the course.

# STAAR Substitute Assessments



- Students at **any grade level** may choose to use a substitute assessment for a STAAR EOC assessment when they are enrolled in and completing the corresponding course or after they have taken the corresponding course.
- To use a substitute assessment
  - a student must have **taken** the substitute assessment,
  - the student must have **met** the required score, and
  - the district must have **verified** the score.

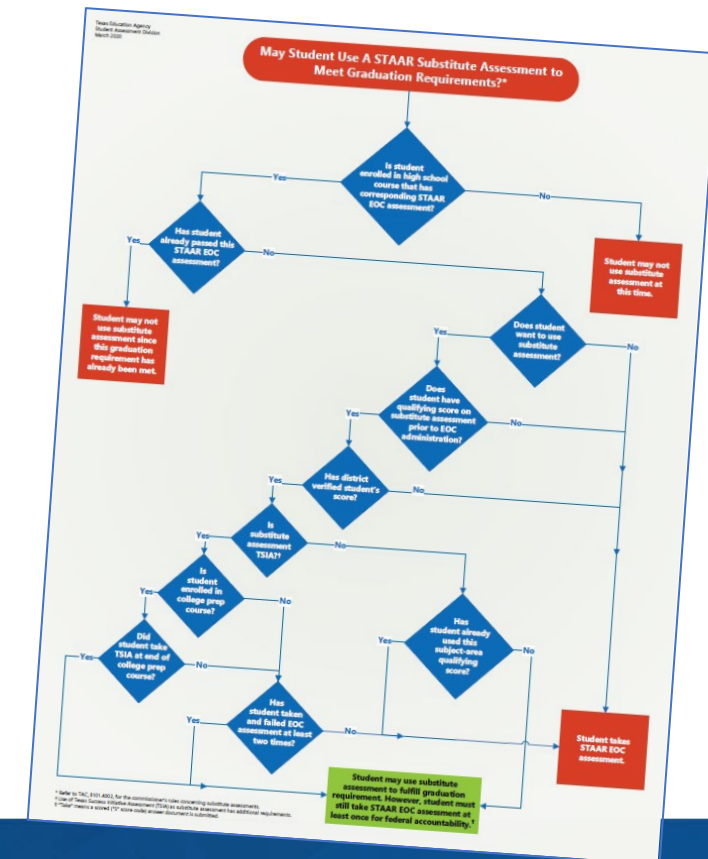
## STAAR Substitute Assessments (cont.)

- The use of a qualifying score on a substitute assessment fulfills part of the student's graduation requirement.
- However, the student is still required to take the STAAR EOC assessment to fulfill the district's federal accountability requirements.
- "Take" means a score code of "S" marked in the Test Information Distribution Engine (TIDE).

# STAAR Substitute Assessment Requirements

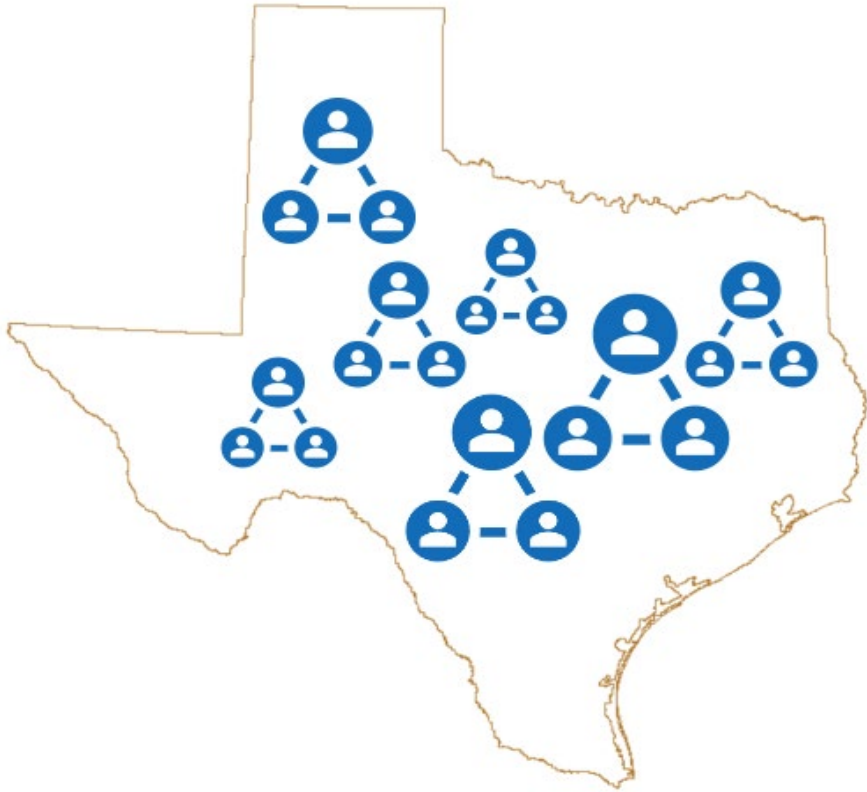
- The following state law outlines the requirements that pertain to STAAR substitute assessments → TEC [§39.025](#).
- The following state rule clarifies the requirements that pertain to STAAR substitute assessments → TAC [§101.4002](#).

- This flowchart is posted on the [STAAR Resources](#) webpage.





# Virtual Schools



- Students attending virtual schools or receiving virtual instruction are **required** to take their academic and English language proficiency assessments.
- Virtual schools offering long-distance online learning **are responsible for providing a testing opportunity** to all enrolled students, regardless of a student's location.
- To administer required state assessments, virtual schools need to provide a space and a **trained test administrator** for students to test.

A photograph of a school hallway with a staircase. Several students are walking on the stairs. In the foreground, a boy with a blue backpack is walking down the stairs. To his right, two girls are walking up the stairs, talking. Further up, a girl and a boy are also walking up. At the top of the stairs, another boy is walking away. The hallway is brightly lit, and the walls are white. A blue semi-transparent box is overlaid on the left side of the image, containing the text 'Program Updates and Enhancements'.

## Program Updates and Enhancements

# Annual Education Service Center Visits



- TEA Student Assessment Division staff are beginning a new initiative to visit all regional education service centers (ESCs) across the state on a three-year rotating basis.
- The purpose of this new initiative is to provide in-person training and promote collaboration with educators in those regions.
- For this first year, we will visit
  - Region 8—Mount Pleasant
  - Region 9—Wichita Falls
  - Region 11 — White Settlement
  - Region 17—Lubbock
  - Region 19—El Paso

# Score Code Documentation



State of Texas Assessments of Academic Readiness



State of Texas Assessments of Academic Readiness



Texas English Language Proficiency Assessment System



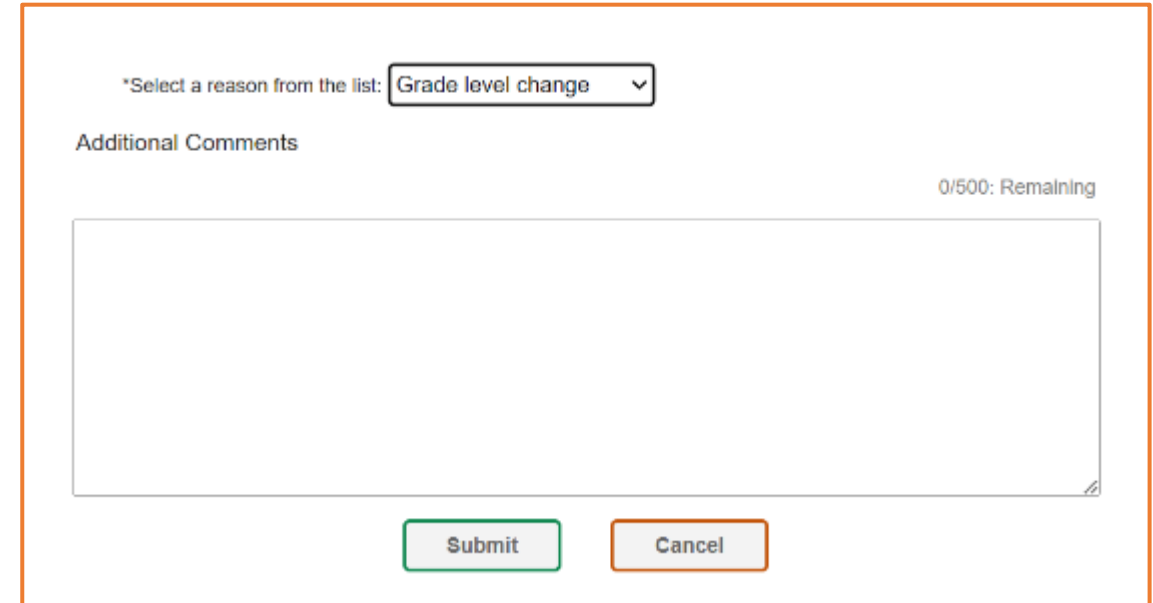
Texas English Language Proficiency Assessment System

- When district testing personnel are entering or updating score codes in the *Create Requests* task of the *Appeals/Score Codes* module in TIDE, they must provide a rationale.
- District personnel should maintain local documentation for these score codes in the event that the district undergoes a data-related compliance review.
- Student-level documentation may vary depending on the specific reason and score code assigned.

## Score Code Documentation (cont.)

- Score code rationales must be entered in the *Additional Comments* field in TIDE.
- Examples of score code rationales for “Other” score codes include:
  - Ill
  - Asylee/Refugee
  - Testing incident
  - Retester
  - HSEP
- Some rationales are provided like those above for “Other.”
- Some rationales need to be determined locally (e.g., extenuating circumstances).

Rationales may be uploaded through the upload template in TIDE.



\*Select a reason from the list: Grade level change

Additional Comments

0/500: Remaining

Submit Cancel

# Testing Windows

- It is highly recommended that district testing coordinators plan to test during the first week and a half of STAAR testing windows to ensure that all students have an opportunity to test.
- Testing earlier in the window provides for more opportunity to ensure districts receive assessment results for all students in case of:
  - Absences
  - Technical issues
  - Bad weather events
  - Other emergency issues
- Every year there are entire campuses and districts that end of with no assessment data due these unplanned events.



# STAAR and TELPAS Testing Time

## Districts

- Should schedule test sessions for three to four hours
- Should begin testing within one hour of the start of the school day.

## Students

- Must complete the assessment within the regularly scheduled school day (unless approved for an extra day or becomes sick)
- May continue testing if needed until the end of the regularly scheduled school day
- May not spend more than seven hours working on the assessment

# Testing Consolidation Plan



- Students who are not testing or have completed testing should participate in a regular or alternate class schedule in which enrichment activities are being shared.
- Students who are still testing after about four hours should be consolidated to continue testing.
- District testing coordinators must ensure that each campus administering STAAR or TELPAS has a plan in place to consolidate students who are still testing after a certain point.
- Test administrators must inform students that, at some point, students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.



# Content and Language Support Update



- The presentation of the pre-read information for STAAR RLA passages will be updated for spring 2025.
- The updated pre-read information was reviewed by teachers, special population directors, assessment professionals, and student assessment work groups.
- The updated information:
  - More closely aligns to how vocabulary is previewed in instruction
  - Provides support for vocabulary comprehension
  - Lessens the reading load for students

# STAAR RLA Pre-Read Information

Lessens the reading load for students

Lists essential words and phrases from the passage and provides a description

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

*Jigsaw puzzles have many pieces, cut in different shapes. Read the selection to learn more about the first jigsaw puzzles, how they are made now, and what people think about jigsaw puzzles.*

*Here are some important words and phrases from the selection.*

**jigsaw puzzle** <pop-up with image support from passage>

**mapmaker:** a person who makes maps

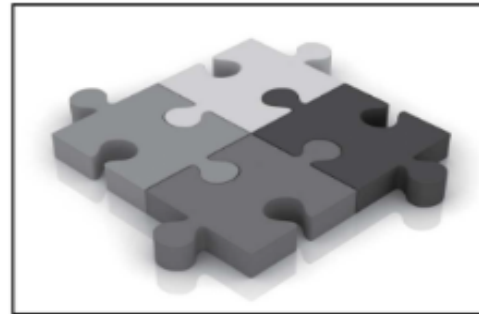
**jigsaw** <pop-up with image support from passage>

**entertainment:** a fun event or activity

**concentration:** paying attention to and thinking carefully about what you are doing

## Putting the Pieces Together

- 1 Have you ever broken something and then tried to put it back together? If you have, then you understand one of the ideas behind the **jigsaw puzzle**. People solve jigsaw puzzles by **fitting** small pieces together to make **a whole**.



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Dreamstime.com

- 2 In 1760 a **mapmaker** named John Spilsbury **pasted** a map onto a piece of wood. Spilsbury cut the wood

# Scratch Paper

All students taking a STAAR mathematics assessment **must** be provided blank scratch paper.

- Grades 3–8
- Algebra I
- Spanish grades 3–5

\*Students **should** be provided blank scratch paper for other assessments as requested.

\*Minimum requirement – At district discretion, scratch paper may be distributed to all students prior to the assessment.

**What is considered blank scratch paper?** Any blank medium that can be erased or destroyed may be used as blank scratch paper. If the medium has been manipulated to encourage the use of a specific strategy, then it does not fit the category of scratch paper and would instead be considered a [blank graphic organizer](#).

# Updated Rules for EB Students

- Based on guidance from the U.S. Department of Education,
  - all EB students, including students whose parents have denied bilingual/ESL program services, are eligible to receive accommodations and provisions in the general education setting.
  - all EB students are eligible for reclassification, regardless of the LPAC's decision to allow accommodations on STAAR RLA assessments.
- It is important for the LPAC to review the student's academic progress and language acquisition before making reclassification decisions.
- Assessment rules for EB students have been updated → TAC [§§101.1001–101.1007](#).

# TELPAS Updates

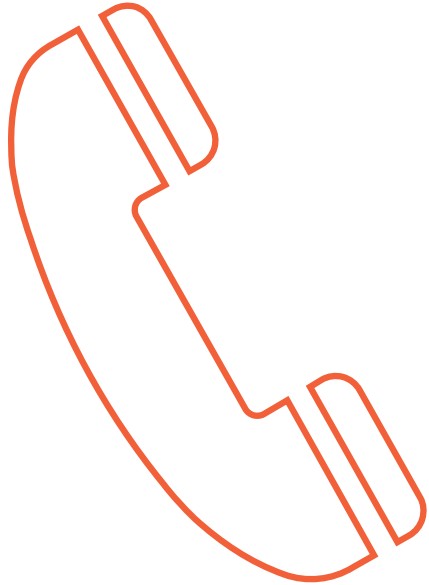


- TELPAS initial orders will include TELPAS paper reading test materials for registered students along with test administrator manuals.
- Due to the unique nature of TELPAS test questions, item analysis reports will be available only in CRS; no PDFs will be produced.
- The TEA will release TELPAS questions and answers after the spring 2025 administration.
  - Educators will be able to see all TELPAS test questions and answers, including responses to speaking questions, in CRS.
  - Parents will be able to see all TELPAS test questions and their child's responses, including responses to speaking questions, in the Family Portal.

# New to Texas Clarification

- We have received several questions about which students should be classified as "New to Texas," so we developed some clarifying guidance.
- For the "New to Texas" classification:
  - A student in grades 3–12 must have started the school year outside of Texas.
  - The classification applies to the entire testing cycle for the school year.
  - A student can have this classification numerous times over his or her educational career.
  - It is dependent on where the student started for the school year not how many times he or she moved into and out of Texas.
- Refer to question #12 in the [Frequently Asked Questions](#) section of the *District and Campus Coordinator Resources*.

# Technology Use by Educators



- We have received several questions about educators using technology during the administration of assessments, so we developed some clarifying guidance.
- District staff may have access to communications devices during test administrations for the purpose of satisfying school safety standards.

# Reporting Dates for the Texas Assessment Program

- TEA has produced a one-page (front and back) color-coded document on reporting deliverables.
  - What is delivered
  - What is the intended purpose
  - What is the general timeframe
  - What are the delivery dates
- Available on the [Student Assessment Results](#) webpage.

**REPORTING FOR THE TEXAS ASSESSMENT PROGRAM**  
2024–2025 SCHOOL YEAR

REPORTING DELIVERABLE	PURPOSE	GENERAL TIMEFRAME	DELIVERY DATES
<p><b>Early Student-Level Results</b></p> <p>1) Delivered to district testing coordinators through the <a href="#">Secure File Center</a> via a CRS custom data file</p> <p>2) Available in the <a href="#">Centralized Reporting System</a> for district coordinators and superintendents</p> <p>3) Available in the <a href="#">Centralized Reporting System</a> for educators with rosters in the Test Information Distribution Engine</p>	<p>These early results are for student-level decisions, including determining whether accelerated instruction is required and whether graduation requirements have been met.</p> <p>Early results from CRS are dynamic and should not be used to calculate district or campus accountability ratings since changes may occur during the data correction window, state-level aggregate data is still in progress, and accountability reporting rules have not been applied.</p>	<ul style="list-style-type: none"> <li>#1 and #2: three to eight weeks after the testing window closes, depending on the program</li> <li>#3: four to eight weeks after the testing window closes (or two to five days after #1 and #2), depending on the program</li> </ul>	<p><b>STAAR Grades 3–8 Assessments</b></p> <ul style="list-style-type: none"> <li>#1 and #2: May 30, 2025</li> <li>#3: June 4, 2025</li> </ul> <p><b>Spring STAAR EOC Assessments</b></p> <ul style="list-style-type: none"> <li>#1 and #2: May 23, 2025</li> <li>#3: May 28, 2025</li> </ul> <p><b>December STAAR</b></p> <ul style="list-style-type: none"> <li>#1 and #2: January 8, 2025</li> <li>#3: January 10, 2025</li> </ul> <p><b>June STAAR</b></p> <ul style="list-style-type: none"> <li>#1 and #2: July 21, 2025</li> <li>#3: July 23, 2025</li> </ul> <p><b>STAAR Alternate 2</b></p> <ul style="list-style-type: none"> <li>#1 and #2: June 9, 2025</li> <li>#3: June 11, 2025</li> </ul> <p><b>TELPAS</b></p> <ul style="list-style-type: none"> <li>#1 and #2: May 21, 2025</li> <li>#3: May 23, 2025</li> </ul> <p><b>TELPAS Alternate</b></p> <ul style="list-style-type: none"> <li>#1 and #2: April 8, 2025</li> <li>#3: April 11, 2025</li> </ul>
<p><b>Preliminary Assessment Results for Accountability</b></p> <p>4) Delivered to district and regional testing coordinators through the <a href="#">Secure File Center</a></p> <p>5) Available to parents and guardians in the <a href="#">Family Portal</a></p> <p>6) Available to the public in the <a href="#">Research Portal</a></p>	<p>Preliminary assessment results include administration data files, summary reports, student labels, and student report cards.</p> <p>These results serve as an initial indicator of district and campus accountability ratings. These results should be used to identify data that needs to be corrected during the data correction window.</p>	<ul style="list-style-type: none"> <li>#4: four to ten weeks after the testing window closes, depending on the program</li> <li>#5 and #6: five to eleven weeks after the testing window closes (or two to eight days after #4), depending on the program</li> </ul>	<p><b>STAAR Grades 3–8 Assessments</b></p> <ul style="list-style-type: none"> <li>#4: June 12, 2025</li> <li>#5 and #6: June 17, 2025</li> </ul> <p><b>Spring STAAR EOC Assessments</b></p> <ul style="list-style-type: none"> <li>#4: June 5, 2025</li> <li>#5 and #6: June 10, 2025</li> </ul> <p><b>December STAAR</b></p> <ul style="list-style-type: none"> <li>#4: January 16, 2025</li> <li>#5 and #6: January 22, 2025</li> </ul> <p><b>June STAAR</b></p> <ul style="list-style-type: none"> <li>#4: July 29, 2025</li> <li>#5 and #6: July 31, 2025</li> </ul>

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August 2024

DELIVERY DATES
<p><b>STAAR Alternate 2</b></p> <ul style="list-style-type: none"> <li>#4: June 20, 2025</li> <li>#5 and #6: June 24, 2025</li> </ul> <p><b>TELPAS</b></p> <ul style="list-style-type: none"> <li>#4: June 4, 2025</li> <li>#5 and #6: June 12, 2025</li> </ul> <p><b>TELPAS Alternate</b></p> <ul style="list-style-type: none"> <li>#4: April 23, 2025</li> <li>#5 and #6: April 28, 2025</li> </ul>
<p><b>STAAR Grades 3–8 Assessments</b></p> <ul style="list-style-type: none"> <li>#7: July 22, 2025</li> <li>#8 and #9: July 25, 2025</li> </ul> <p><b>Spring STAAR EOC Assessments</b></p> <ul style="list-style-type: none"> <li>#7: July 11, 2025</li> <li>#8 and #9: July 16, 2025</li> </ul> <p><b>December STAAR</b></p> <ul style="list-style-type: none"> <li>#8: March 24, 2025</li> <li>#8 and #9: March 27, 2025</li> </ul> <p><b>June STAAR</b></p> <ul style="list-style-type: none"> <li>#7: August 28, 2025</li> <li>#8 and #9: September 3, 2025</li> </ul> <p><b>STAAR Alternate 2</b></p> <ul style="list-style-type: none"> <li>#7: July 16, 2025</li> <li>#8 and #9: July 21, 2025</li> </ul> <p><b>TELPAS</b></p> <ul style="list-style-type: none"> <li>#7: July 24, 2025</li> <li>#8 and #9: July 29, 2025</li> </ul> <p><b>TELPAS Alternate</b></p> <ul style="list-style-type: none"> <li>#7: May 13, 2025</li> <li>#8 and #9: May 20, 2025</li> </ul>

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August 2024



# Reporting Data File

- Additional information for extended-constructed response questions will be included.
  - Non-scorable condition codes
  - Points earned for each section of writing rubric

371	371	1	Extended Constructed Response Condition Code	<p>B = Blank                      T = Off Topic                      I = Indecipherable                      F = Written in a language other than tested language                      D = Insufficient response                      C = Lacks any original writing                      P = Does not write in prose                      R = Refuses to write</p> <p>This field applies to English I and English II.</p>
372	373	2	Extended Constructed Response Score	<p>Two ratings are added together to determine the final written composition score. Possible scores for the STAAR written composition are 0 –10. The type of writing is expository for English I and English II.</p> <p>00 = Non-scorable or unsuccessful                      01 = Ineffective                      02 = Not Developed                      03 = Between Not Developed and Limited                      04 = Limited                      05 = Between Limited and Partially Developed                      06 = Partially Developed                      07 = Between Partially Developed and Effective                      08 = Effective                      09 = Between Effective and Fully Developed                      10 = Fully Developed</p>

## Other Reporting Updates

- During the data correction window for TELPAS, districts may request speaking and writing rescores for students who are at any proficiency level (not just advanced).
- Starting this year, statewide aggregate results will not be available until preliminary reports for accountability.
- The Research Portal now includes viewing combined data from STAAR English and Spanish administrations.

# ChromeOS Update

ChromeOS v133 will be released in January 2025.

- A required setting for the secure browser will no longer be enabled by default.
- The required setting allows access to all kiosk applications.
- Information on how to address this issue was sent to districts on November 1<sup>st</sup>.



# Assessment Initiatives

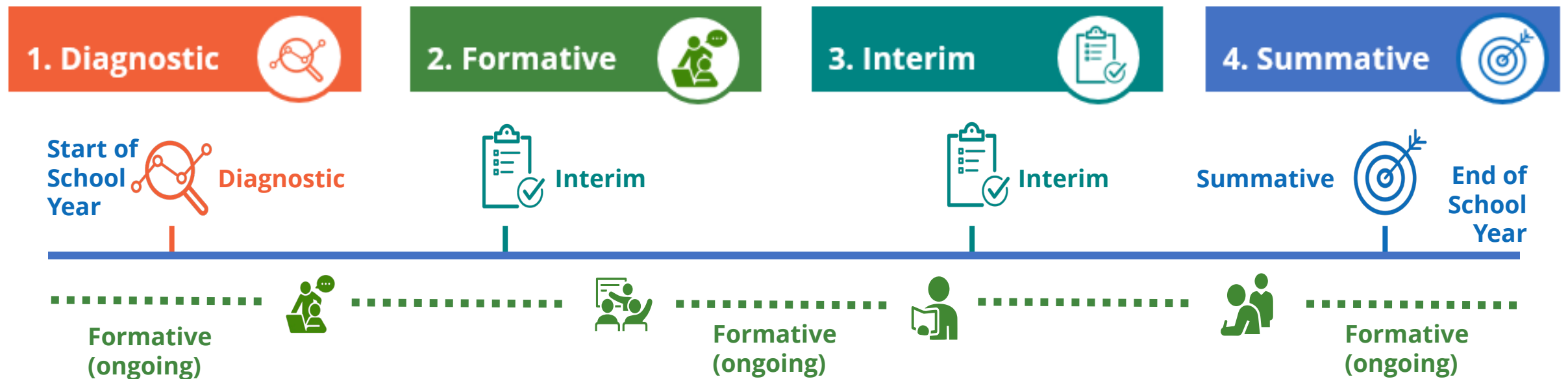


TE★AS ASSESSMENT

Supporting Student Success

# Four Types of Assessments

There are traditionally four types of assessments that are administered at different points of the school year.



# A balanced assessment system uses all four assessment types to gather data on student learning throughout the year.

## 1. Diagnostic

**What:** A test measuring student knowledge and skills on any variety of student expectations

**When:** Prior to new instructional cycle or school year

**Why:** To inform instructional plans and curriculum to meet the needs of individual students

**Example:** Beginning of Year (BOY) assessments

## 2. Formative

**What:** Ongoing process of measuring student performance on specific student expectations

**When:** Often, throughout the year

**Why:** To inform instructional choices, student supports, and updates to planning within existing curricular structures

**Example:** Curricular-embedded tests within high quality instructional materials, exit tickets, checks for understanding

## 3. Interim

**What:** Measure student performance and understanding against grade-level standards

**When:** At check-points a few of times a year

**Why:** To monitor progress, predict summative performance, and guide student groupings for differentiation when paired with formative data

**Example:** STAAR Interim Assessments, MAP Growth, iReady, district-created benchmarks

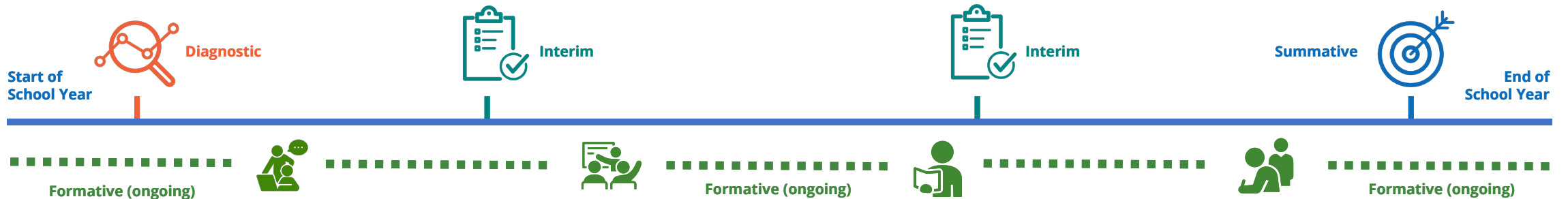
## 4. Summative

**What:** Measure student mastery of a broad span of student expectations

**When:** At the end of an instructional cycle or school year

**Why:** Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

**Example:** STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



# We appreciate your participation today!

Please take a moment to scan this QR code which will take you to a two-question survey where you can provide us feedback on your training experience today.



Thank you for all you do for Texas students!

Texas Education Agency  
Student Assessment Division  
(512) 463-9536

**Help**   
**Desk**



TE★AS ASSESSMENT