

State of Texas Assessments of Academic Readiness (STAAR) Overview

At Essence Preparatory Public School, we uphold our RISE Core Values of Responsibility, Intellectual Investment, Service, and Excellence as we navigate the State of Texas Assessments of Academic Readiness (STAAR) program. Implemented in the spring of 2012, the STAAR program includes annual assessments in the following areas:

- **Reading:** Grades 3 through 8
- **Mathematics:** Grades 3 through 8
- **Science:** Grades 5 and 8
- **Social Studies:** Grade 8

The STAAR program is designed to be a rigorous assessment that emphasizes "readiness" standards, focusing on the Texas Essential Knowledge and Skills (TEKS) that are most crucial for success in subsequent grades or courses, as well as for college and career preparedness.

STAAR Scoring - Performance Standards

STAAR performance standards align levels of test performance with the expectations set by the Texas Essential Knowledge and Skills (TEKS). The Texas Education Agency (TEA) establishes cut scores to differentiate performance levels, classifying scholars into appropriate performance categories:

			
Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Shows a lack of basic understanding of course content — student needs significant support in the coming year.	Shows some knowledge of course content but may be missing critical elements — student may need additional support in the coming year.	Shows strong knowledge of course content — student is prepared to progress to the next grade.	Shows mastery of the course content — student is on track for college and career readiness.
NOT PASSING	PASSING	PASSING	PASSING

Through our commitment to Responsibility, Intellectual Investment, Service, and Excellence, Essence Preparatory Public School aims to prepare our scholars for these assessments and support their academic growth and success.

****STAAR ALTERNATE 2**

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for scholars with significant cognitive disabilities receiving special education services. Additionally, the scholars must meet participation requirements. STAAR Alternate 2 was developed to meet federal requirements of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all scholars be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that scholars with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments. STAAR Alternate 2, which was redesigned as a result of state legislation passed in 2013, is a standardized assessment administered individually to each eligible scholar. scholars must meet specific requirements to take STAAR Alternate 2, which is available for the same grades and subjects assessed in the general STAAR program.

Admissions, Review and Dismissal (ARD) Committees

ARD committees ensure that a scholar meets all mandated participation requirements, which were developed by TEA and reviewed by educator advisory committees and educator review committees. If the scholar has a significant cognitive disability that requires the scholar to access the grade-level TEKS through prerequisite skills, then the ARD committee should review the participation requirements for STAAR Alternate 2. If the ARD committee determines that a scholar meets all of the participation requirements, the scholar should be assessed with STAAR Alternate 2.

****TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)**

TELPAS is an assessment program for scholars in Texas public schools who are learning the English language. The Texas Education Agency (TEA) developed TELPAS to meet state and federal testing requirements. Texas assesses English language learners (ELLs) annually in listening, speaking, reading, and writing, scholars learning the English language begin participating in TELPAS in kindergarten and stop participating when their language proficiency assessment committee (LPAC) determines that they are proficient in the English language.

Scholars in Grades K-1

For scholars in kindergarten through grade 1, TELPAS consists of holistically rated assessments in listening, speaking, reading, and writing. The holistically rated assessments use classroom observations to measure scholars' progress in listening, speaking, and writing in English.

Scholars in Grades 2-12

For scholars in grades 2-12, TELPAS has multiple-choice reading tests and holistically rated assessments in listening, speaking, and writing. TELPAS assesses the progress that scholars are making in learning English. The multiple-choice reading test is a one-day test that measures scholars' annual progress in learning to read in English. The assessments of listening, speaking, and writing are based on classroom observations and a collection of the scholar's writing.

TELPAS ALTERNATE OVERVIEW

The Texas Education Agency has developed the TELPAS Alternate assessment to meet the federal requirements mandated under the Every scholar Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in general ELP assessment, even with allowable accommodations.

This will need to be linked on the website:

****[LINK TO STAAR INTERIM ASSESSMENTS](#)**