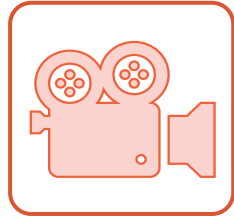




House Bill 8 Assessment Updates Event #1288

What to Expect in Today's Webinar



Recording

This presentation is being recorded and will be available in the Learning Management System (LMS) in the upcoming week, as well as on the House Bill 8 web page.



Structure

This session will follow a clear agenda that is presenter-led.



Questions

If you have a question, please send it to your designated Regional Testing Coordinator (RTC). Questions applicable for the larger group will be presented by each RTC at the end of the session.

Presenters for Today



Kevin Malandrucolo

Student Assessment, Senior Division Director



Chris Rozunick

Assessment Design, Development, & Quality, Senior Division Director



Jamie Kwan

Student Assessment, Principal Director of Strategy, Operations, & Reporting

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 improve 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.



Training Goals

By the end of this presentation, we hope that all participants understand:

- Updates related to House Bill (HB) 8 and the resources provided.

1. House Bill 8 overview
2. Latest SST resources
3. What's next



An improvement for the state's assessment program

Overview:

HB 8, passed during the 89th Texas Legislature, 2nd Called Session, requires the Texas Education Agency (TEA) to transition from the current summative assessment to a new instructionally supportive assessment program by the 2027-28 school year.

The last administration of STAAR will be in spring 2027 for grades 3-8 and in December 2027 for end-of-course (EOC).

Purposes:

The agency shall create and implement an instructionally supportive statewide assessment program that:



(1) provides for progress monitoring;



(2) is balanced, innovative, and streamlined; and



(3) is based on the essential knowledge and skills adopted by the State Board of Education under Texas Education Code Section 28.002.

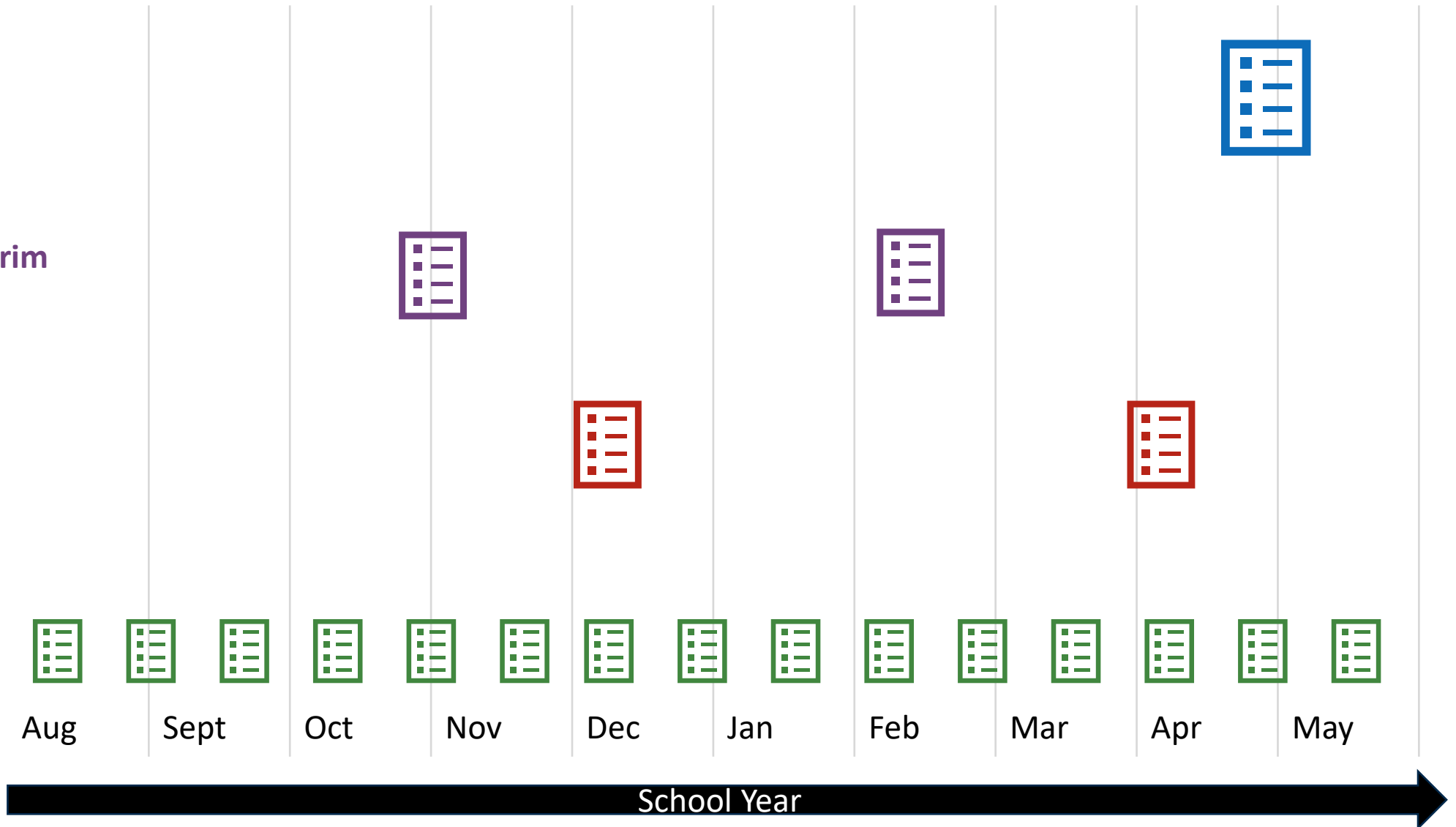
The local assessment landscape is highly varied, and implementation fidelity can be inconsistent.

**State
Summative**

**Optional State Interim
Assessments**

**District
Benchmarks**

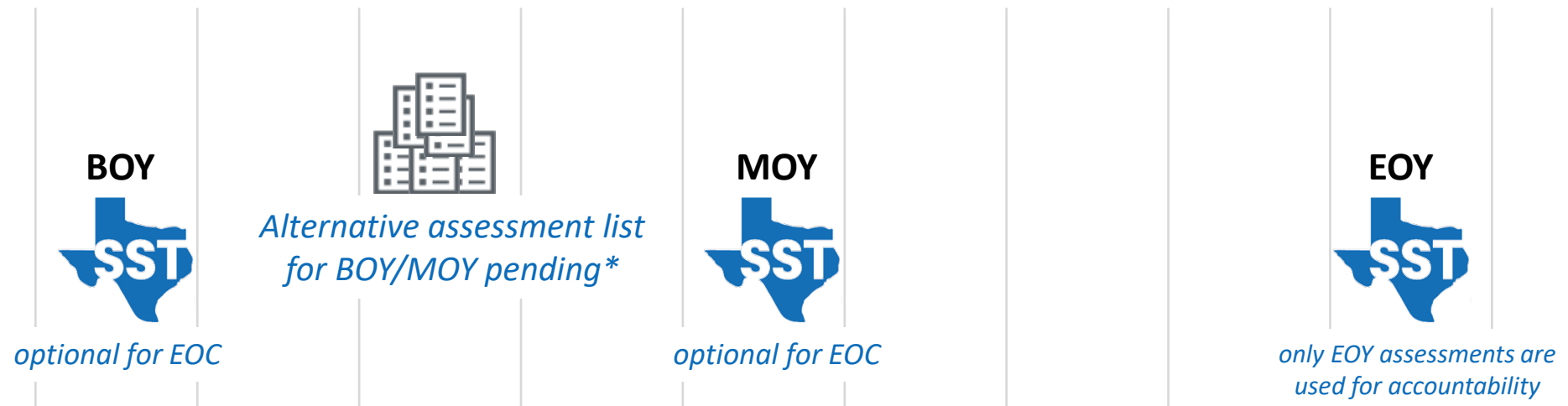
**Classroom
Formatives**



The state assessment mandated by HB8 (SY27-28) will feature a more streamlined approach, recapturing student instructional time.



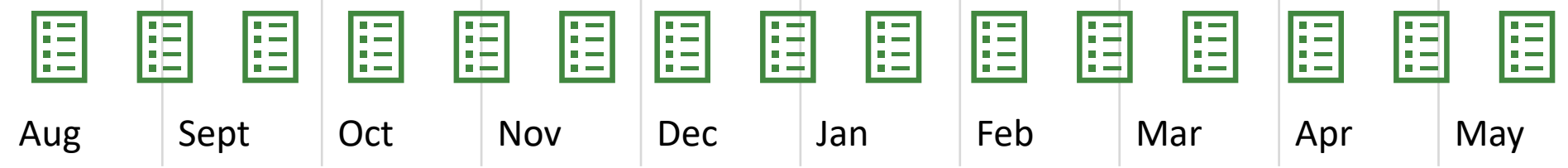
House Bill 8 Changes



District Benchmarks

No longer allowable due to TEC Chapter 39, Section 39.0263

Classroom Formatives



*Announcement of allowable third-party assessment list coming by October 2026

Other basic information about SST is available through TEA's first HB 8 TASI presentation, released in May.

The screenshot shows a YouTube video player interface. The video title is "House Bill 8 Assessment Updates May 2026". The channel is "Texas Education Agency" with 12.5K subscribers. A playlist titled "Student Assessment" is open on the right, showing a list of videos including "Spring 2026 Centralized Reporting System (CRS)...", "Spring 2026 House Bill 8 Assessment Updates" (which is the current video), "2025-26 Quickest Way to Get Assessment Results", "2025-26 How to Upload Holistic Ratings in TIDE", "Hotline Direct (January 2026)", "2025-26 How to Verify That Students are Registered for...", and "2025-26 How to Enter Accommodations for STAAR...". An orange callout box points to the playlist with the text: "Available on both the TEA YouTube Channel and the Learning Management System (LMS)".

[House Bill 8 Assessment Updates May 2026](#)

1. House Bill 8 overview
2. Latest SST resources
3. What's next



Two big updates were released on August 20, 2026, in a TAA correspondence.*



HB 8 Phaseout of English II End-of-Course Assessment Graduation Requirement

Students graduating *before* Aug. 31, 2027:

- must meet all graduation requirements, including the English II EOC
- who don't meet the passing standard may qualify through the IGC process (if eligible) or an approved substitute assessment

Students graduating *after* Aug. 31, 2027:

- will no longer be required to pass English II EOC to graduate
- who are enrolled in English II in 2026-27 **must** still take the EOC **as first-time testers**



House Bill 8 Update and Resources

- A Blueprints** – beginning/middle of year (BOY/MOY) and end of year (EOY) by grade and subject (including Spanish)
- B RLA Scoring Rubric** – for extended constructed response
- C Range Performance Level Descriptors (RPLDs) examples** – full set coming by Spring 2027
- D Reporting prototype examples** – new interactive PDF
- E HB8 FAQ 2.0** – more rolling updates

*To The Administrator Addressed (TAA) correspondence is used for essential messages of interest and important calls to action for school system leaders and administrators and regional education service centers

Today's TASI will focus on taking a deeper dive on HB8 updates and resources.



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Focus of today's presentation

HB 8 has a dedicated page on tea.texas.gov with all resources.

Primary resources
posted here

Major changes
noted from last
school year

House Bill 8: Student Assessment

House Bill (HB) 8, 89th Texas Legislature, 2nd Called Session, 2025, was passed in September 2025.

This bill introduces significant changes to the Texas Assessment Program beginning in the 2027–28 school year. These changes include replacing the State of Texas Assessments of Academic Readiness (STAAR®) with a new instructionally supportive assessment program which may be called the Student Success Tool (SST) for Texas public school systems (i.e., public school districts and open-enrollment charter schools).

Resources

- Call for House Bill 8 (HB 8) Alternative BOY & MOY Assessment Instruments
- Updated HB 8 Frequently Asked Questions (08/20/2024)

Informational Resources

- BOY/MOY Blueprints
- Summative Blueprints
- Rubrics
- Reporting Tools

Related Content

- 89th Legislature Updates
- 89th Legislature Updates
- Updated House Bill 8
- Frequently Asked Questions (08/20/2024)

Contact Information

For additional information, contact TEA using the Student Assessment Help Desk or call 512-463-9536.

Assessment Program Changes Effective with 2025–26 School Year

Monday Testing

The policy stated in Texas Education Code (TEC) §39.023(c-3) that prohibits the administration of STAAR on the first Monday of each testing window has been repealed. STAAR assessments may now be administered on Monday of week 1 without the submission of a Monday testing notice. School systems continue to have the flexibility of scheduling assessments during two-week testing windows and may decide not to test on a Monday. TEA has updated the District and Campus Coordinator Resources, the 2025–26 STAAR Test Administrator Manual, the 2025–26 and 2026–27 Student Assessment Testing Calendar, and the online version of the 2025–26 Calendar of Events to reflect this legislative change. These updated resources are available on the [Test Administration Resources](#) page of the TEA website.

Ability to unfurl for
the resources
presented today

All questions should
be directed through
the helpdesk

Blueprints: SST blueprints use a range of item counts to improve measurement quality and adaptability.

DRAFT SST Math Grade 3 BOY/MOY Blueprint

Effective beginning with the Fall 2027 administration

Strand	Number of Questions
Strand 1: Numerical Representations and Relationships	4-6
Strand 2: Computations and Algebraic Relationships	6-8
Strand 3: Geometry and Measurement	4-5
Strand 4: Data Analysis and Personal Financial Literacy	4-5
Total	22

Subscores will not be reported for the Strands.

BOY & MOY Assessments...

- Are administered online
- Are adaptive
- May assess content above or below grade level
- Do not provide item content release
- Do not contain constructed-response items

DRAFT SST Math Grade 3 Summative Blueprint

Effective beginning with the Spring 2028 administration

EOY Assessments...

- Are administered online
- Are linear (not adaptive)
- Only assess on grade-level content
- Provide item content releases
- Have an extended constructed-response item (EOY RLA)

Strand	Number of Standards	Number of Questions	Number of Points
Strand 1: Numerical Representations and Relationships	Readiness: 4 Supporting: 10	6-8	7-10
Strand 2: Computations and Algebraic Relationships	Readiness: 5 Supporting: 9	8-10	9-13
Strand 3: Geometry and Measurement	Readiness: 3 Supporting: 6	5-7	6-9
Strand 4: Data Analysis and Personal Financial Literacy	Readiness: 1 Supporting: 6	2-4	3-6
Item Types by Point	1-pt Questions	18-22	18-22
	2-pt Questions	4-6	8-12
Total		24-26	30

Subscores will not be reported for the Strands.

A Item Types: SST will only utilize test items that are simple to score, while keeping the essay for RLA.

- For shorter scoring and reporting timelines, SST assessments will not contain items that require adjudication of student responses
- Approved item types for SST assessments are:
 - multiple choice
 - inline choice or dropdown list
 - multiple select (2 pts)
 - multi-part items (2 pts)
- RLA EOY assessments will include a single extended constructed response (ECR) administered in an earlier window

Multi-part item sample

Part A
Which geologic feature is **MOST LIKELY** to form along the plate boundary?

☐ A Mountain

☐ B Mid-ocean ridge

☐ C Trench

☐ D Rift valley

Part B
Which statement **BEST** supports the answer to Part A?

☐ A At convergent plate boundaries, one plate slides underneath another plate.

☐ B At divergent plate boundaries, the plates are folded and pushed upward.

☐ C At divergent plate boundaries, one plate slides underneath another plate.

☐ D At convergent plate boundaries, the plates are folded and pushed upward.

RLA Scoring Rubric: Scoring for extended constructed responses (ECR) will see improvements.

Texas SST Argumentative/Opinion Writing Rubric — Grades 3-5

Score Point	Organization and Development of Ideas
2	Claim/Argument/Opinion is clear and fully developed The claim/argument/opinion is clearly identifiable. The focus is consistent throughout, creating an essay that is unified and easy to follow. Organization is effective and coherent A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the claim/argument/opinion. The sentences, paragraphs, and ideas are logically connected in purposeful and highly effective ways. Evidence is specific and well chosen The essay includes relevant text-based evidence that is clearly explained and consistently supports and develops the claim/argument/opinion. The essay reflects a thorough understanding of the writing purpose. Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the essay. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality and clarity of the essay.
1	Claim/Argument/Opinion is evident but partially developed A claim/argument/opinion is present but is either partially developed or not developed appropriately in response to the writing task. The focus may not always be consistent and may not always be easy to follow. Organization is limited and/or may lack coherency An introduction or conclusion may be present. An organizational structure may be present but may not be consistent and/or may not always support the logical development of the claim/argument/opinion. The connections between sentences, paragraphs, and ideas may be weak or inconsistent. Evidence is limited and/or may be vague The essay may include text-based evidence to support the claim/argument/opinion, but it may be insufficiently explained, repetitious, and/or vaguely related to the claim/argument/opinion. The essay reflects a limited or partial understanding of the writing purpose. Expression of ideas is limited and/or may be ineffective The writer's word choice may be general and imprecise. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning. The word choice may not contribute to the quality and clarity of the essay.
0	- A claim/argument/opinion may be evident, but the response lacks additional development. - The response lacks an introduction and conclusion. An organizational structure is not evident.

	- Text-based evidence is not provided or is irrelevant. The essay reflects a lack of understanding of the writing purpose. - The expression of ideas is unclear and/or incoherent.
Score Point	Conventions
1	Student writing, in general, demonstrates correct use of grade-level-appropriate conventions, including: - sentence construction; - punctuation; - capitalization; - grammar; and - spelling. The errors in the essay do not significantly disrupt the clarity of the writing or interfere with its meaning.
0	Student writing demonstrates little to no command of grade-level-appropriate conventions, including incorrect use of: - sentence construction; - punctuation; - capitalization; - grammar; and - spelling. The errors in the essay may disrupt the clarity of the writing or interfere with its meaning.

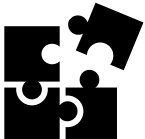
Note: Evidence may consist of text directly quoted or paraphrased from the assessed selection.

Things to remember

- ECR scoring will move from a 10-point rubric to 6 points.
- Zero scores will be reserved only for blank or nonsense responses (elimination of "gatekeeper" zero).
- Short constructed responses (SCRs) are eliminated.
- The ECR auto-rescore process was implemented 2 years early.



The most recent literature review on assessment for learning suggests that **many teachers have trouble inferring what to do next from assessment data**, including classroom assessments (Brookhart & DePascale, 2025).



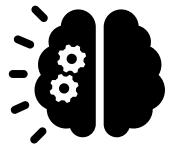
Meutstege et al., (2023) investigated how **expert teachers work to differentiate instruction**. Teachers indicated it is important to think about how to attend to both low- and high-performing students when creating lessons. Teachers **chose assignments they perceived as varying in complexity to adapt to the differing learning levels of students within learning goals**.



Range PLDs can be a part of the solution!

C Range PLDs provide “practical and useful instructional strategies to better meet the individual needs of the student” (per HB 8).

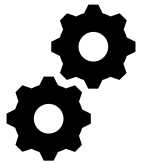
Benefits of Range PLDs...



Increase **assessment literacy**
(i.e., how tests are built)



Help teacher **understand rigor of instruction and student learning**



Give **next steps** on how to use
assessment results and reports



Help with **curriculum development** (TEKS breakdown)

Range PLDs can support teachers with...

- **Connecting** classroom tasks and assessments to levels of understanding
- **Identifying** students in different stages of development
- **Interpreting** student work and determining next steps
- **Predicting** how students may grow in content acquisition
- **Visualizing** content progression in each student expectation

Range PLDs have undergone a soft rollout in SY25-26 through TTAP and have received positive feedback.

Initial feedback from educators in TTAP points to RPLD's clear focus on rigor and understanding student progress.

"The Range Performance Level Descriptors were beneficial when **discussing expectations and results with both parents and students.**"
– Teacher, Trinity Basin Preparatory

"The Range PLDs **helped me determine the rigor of the questions I presented** to students and how to set our goals, kind of like how we look at T-TESS to know how we as teachers need to perform during observations to get the score we want." – Teacher, Van Vleck ISD

"We had to reconstruct tests to increase rigor using the RPLDs. We want to push the way kids are thinking. **Increased district rigor on tests and students are doing a lot worse but it's helpful because we know we weren't where we needed to be.**" – District Curriculum Staff, Midway ISD

"RPLDs really allow me to **differentiate**. Word problems – if I have a student at DNM, I'm not worried about them doing 2-3 step questions. Their goal might be one step problems to move them from DNM to approaches. Higher kids will get harder questions. **Helps us grow our kids instead of the mindset that all kids have to do everything.**"
– Teacher, San Felipe-Del Rio CISD

"These were used to align our own internal assessments with STAAR performance levels to **ensure that we are moving students academically and increasing the rigor in the classroom.**"
– District Curriculum Staff, Clear Creek ISD

RPLDs will serve as an addition to general performance level descriptors provided in summative assessments.

Current: Performance Level Descriptors

State of Texas Assessments of Academic Readiness (STAAR®) Performance Level Descriptors Grade 5 Mathematics
Performance Level Descriptors
The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 5 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas.
Students achieving Masters Grade Level Performance can - Evaluate the reasonableness of solutions to application problems involving addition, subtraction, multiplication, and division with whole numbers and decimals - Apply an understanding of expressions and equations to solve multi-step problems with one variable - Extend and apply geometry and measurement concepts to solve application problems
Students achieving Meets Grade Level Performance can - Solve application problems involving addition and subtraction of positive rational numbers - Solve application problems involving multiplication and division of whole numbers and decimals - Represent and solve problems involving multiplication and division of whole numbers with fractions - Use equations and numerical patterns to represent relationships including solving multi-step problems - Solve application problems involving perimeter, area, and volume - Represent and solve problems involving categorical and numerical data
Students achieving Approaches Grade Level Performance can - Use place value to identify numerical relationships - Identify prime and composite numbers - Use models to represent and solve problems involving multiplication and division of decimals - Organize two-dimensional figures into sets and subsets based on attributes - Identify key attributes of a coordinate plane and graph points located in the first quadrant
Students achieving Did Not Meet Grade Level Performance can - Identify place value - Perform addition and subtraction of whole numbers and decimals - Classify two-dimensional figures - Define terms used to describe taxes and income

Future: Adding Range Performance Level Descriptors

Range Performance Level Descriptors Grade 5 Math				
	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level ...	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level ...	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level ...	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level ...
5.1.2.C Round decimals to tenths or hundredths.	Identifies the value of a decimal in the hundredths rounded to the nearest tenth.	Identifies the value of a decimal in the thousandths rounded to the nearest hundredth or tenth.	- Rounds a number in the hundredths to the nearest tenth. - Identifies multiple values that round to the same value.	- Rounds a number in the thousandths to the nearest hundredth or tenth. - Creates multiple values that round to the same value.
5.1.4.A Identify prime and composite numbers.	Identifies a prime number less than 10 in a group that does not include 1.	- Identifies the prime number in a group that does not include 1. - Identifies the composite number in a group of numbers less than 20.	- Identifies the prime number in a group that includes 1. - Identifies a group that contains only prime (or only composite) numbers. - Compiles a list of composite numbers when given a group containing both prime and composite numbers.	- Classifies a number as prime or composite and justifies that classification. - Determines a prime or composite number within a given range.
5.1.4.E Describe the meaning of parentheses and brackets in a numeric expression.	- Identifies the first step in evaluating an expression and justifies that choice when given an expression containing four operations with one level of grouping. - Describes the meaning of each type of grouping when given an expression with one level of	Identifies how the parentheses impact the order of operations in evaluating an expression.	- Identifies the step in which the first error appears when given an expression and the steps used to determine the value of the expression. - Describes the impact of each level of grouping (parentheses and brackets) on the order of operations in evaluating the	Describes how each type of grouping impacts the order of operations in evaluating an expression.
5.2.3.A Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Determines the best estimate representing the solution to a problem involving addition of two or three decimals through thousandths.	- Determines the best estimate for a real-world problem involving division of compatible numbers. - Determines the best estimate for a real-world problem involving whole number division.	Determines the most reasonable estimate for a multi-step problem involving all operations with rational numbers.	Justifies the most reasonable estimate for a multi-step problem involving all operations with rational numbers.
5.2.3.B Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	Identifies the product of a two-digit number and a three-digit whole number.			

Range PLDs: A data-driven, educator-reviewed, curriculum-agnostic breakdown of each standard into an on-grade continuum of skills, showing what students would demonstrate across assessment performance levels

Range PLDs include the standard and descriptors for four difficulty levels ranging from least to most difficult.

Snippet of Grade 5 Math RPLDs (one row for every standard)

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
	Progression of Sophistication in Thinking			
5.1.4.F Simplify numerical expressions that do not involve exponents, including up to two levels of grouping.	- Simplifies an expression, with one level of grouping of one-digit whole numbers and only one two-digit whole number, having a specified value. - Calculates an expression with two levels of grouping, involving only one-digit whole numbers.	- Calculates the value of an expression having only whole numbers and two levels of grouping. - Calculates the value of an expression with only whole numbers and one level of grouping in which the parenthetical portion is leftmost in the expression.	- Computes an equivalent expression with whole numbers and decimals and at least one level of grouping when given an expression with whole numbers and decimals involving two levels of grouping. - Simplifies an expression with a specified three-digit value involving one-digit and two-digit whole numbers.	- Calculates the value of an expression having whole numbers and decimals and one level of grouping shown at the beginning of the expression. - Calculates the value of different expressions, having different whole numbers and decimals, that have the same value.

Because skills within student expectations build on each other, students can likely do skills shown in earlier difficulty levels.

C

RPLDs were developed using STAAR data and have undergone an extensive quality-check process with subject matter experts

	(1) Does Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student not meeting grade level . . .	(2) Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level . . .	(3) Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level . . .	(4) Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering grade level . . .
5.1.4.F Simplify numerical	• Simplifies an expression with	• Calculates the value of an	• Computes an equivalent	• Calculates the value of an

Which expression does NOT have a value of 24?

(A) $(36 - 3) \times 4$

(B) $2 \times (8 + 4)$

(C) $96 \div (12 - 8)$

(D) $(40 + 8) \div 2$

Basic with no context involved; Students given value to solve, and to find the correct expression that answers the question

Kassidy walks and bathes dogs. She charges \$8.50 if a customer wants a dog bathed and walked. She charges \$5.75 if a customer only wants a dog walked. The list shows the jobs Kassidy did last weekend.

- On Saturday she took 6 dogs for walks only.
- On Sunday she took 5 dogs for walks only.
- On Saturday she walked and bathed 4 dogs.
- On Sunday she walked and bathed 4 dogs.

Kassidy used the following expression to determine the amount of money she earned walking and bathing dogs last weekend.

$$5.75(6 + 5) + 8.50(2 \times 4)$$

How much money did Kassidy earn walking and bathing dogs last weekend?

- A \$97.25
B \$1,411.00
C \$194.50
D \$131.25

Contextual situation; Students given expression to solve and find answer

A teacher has some pencils in a bag and some in boxes.

- She has a bag with 36 unbroken pencils.
- She has 4 boxes with 120 pencils in each box.
- There are 6 broken pencils in each box.
- She puts half of all the unbroken pencils in a storage cabinet.

Which expression can be used to show that the teacher puts 246 pencils in the storage cabinet?

(A) $36 + 4(120) - 6 \div 2$

(B) $36 + 4(120 - 6) \div 2$

(C) $[36 + 4(120) - 6] \div 2$

(D) $[36 + 4(120 - 6)] \div 2$

Contextual question; Students must determine the expression that represents the situation and solve for the given value

RPLDs underpin the key innovation presented within the new score reports, generating standards-level inferences.



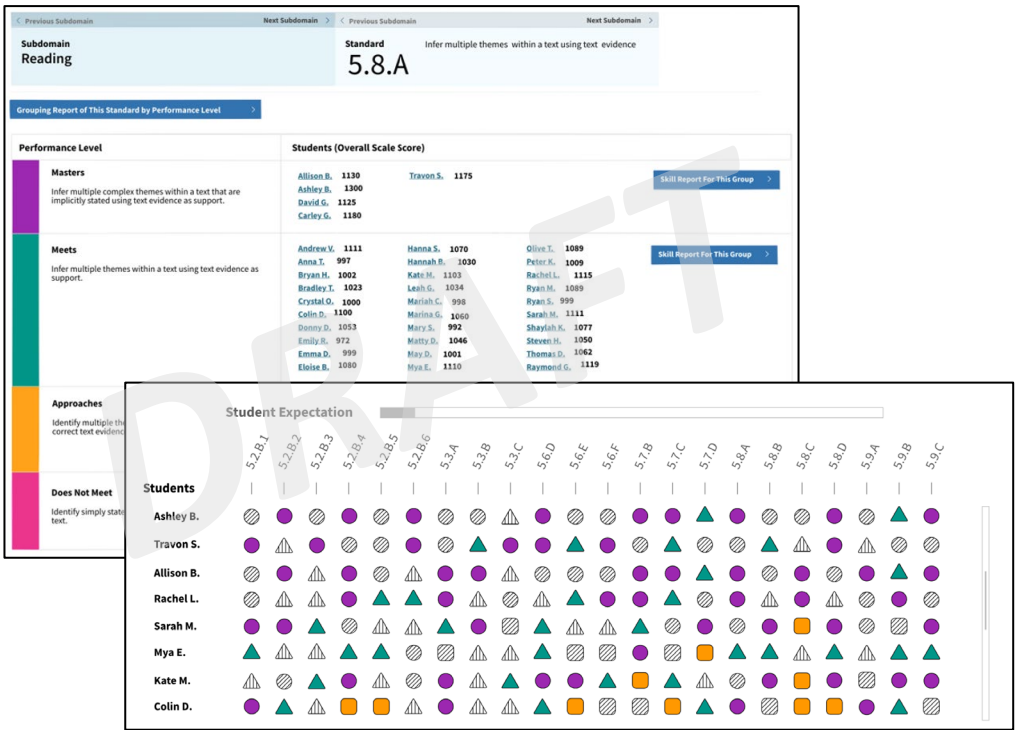
Key innovation: Standards-level inferences – this has never before been produced by TEA assessments!

The model relies on...

- 1. Individual student data
- 2. Similar student data (i.e., learning progression)

Standards-level inferences allow teachers to...

- 1. Give students a smarter starting point for new standards to be taught (saves time for both teacher and student)
- 2. Point towards relatively stronger and weaker areas in their learning



Detailed views in next slides

Reporting Prototypes: BOY/MOY teacher-facing reporting prototypes are available for viewing and feedback.

Welcome to the New Reports for the Student Success Tool (SST)

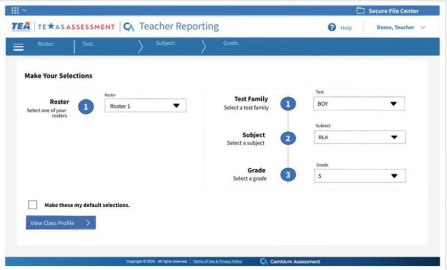


The New Classroom Reports
Take the guesswork out of next steps. The new SST classroom reports help you monitor student progress and support your instructional next steps.



Easy Access
Retrieve reports easily via the Reporting System.





Empowering Educators

The new SST reports are designed to connect state assessment data to daily classroom instruction.



Interactive Rosters
Quickly identify performance trends across an entire classroom at a glance.

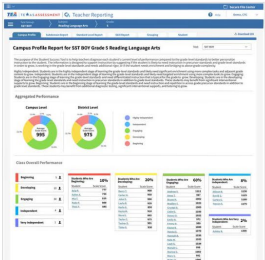


Targeted Support
Drill down into specific academic standards to see which students are ready for enrichment and which need more support.

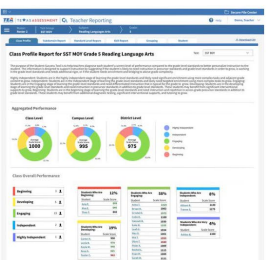


Immediate Application
Seamlessly pull individual data to formulate customized skill development plans to support students right where they are.

Overview of New Reports



Campus Profile
Rapidly assess a campus's overall achievement. The interactive dashboard provides a high-level view of proficiency trends across all classrooms, highlighting which groups are excelling and where targeted resources are needed.



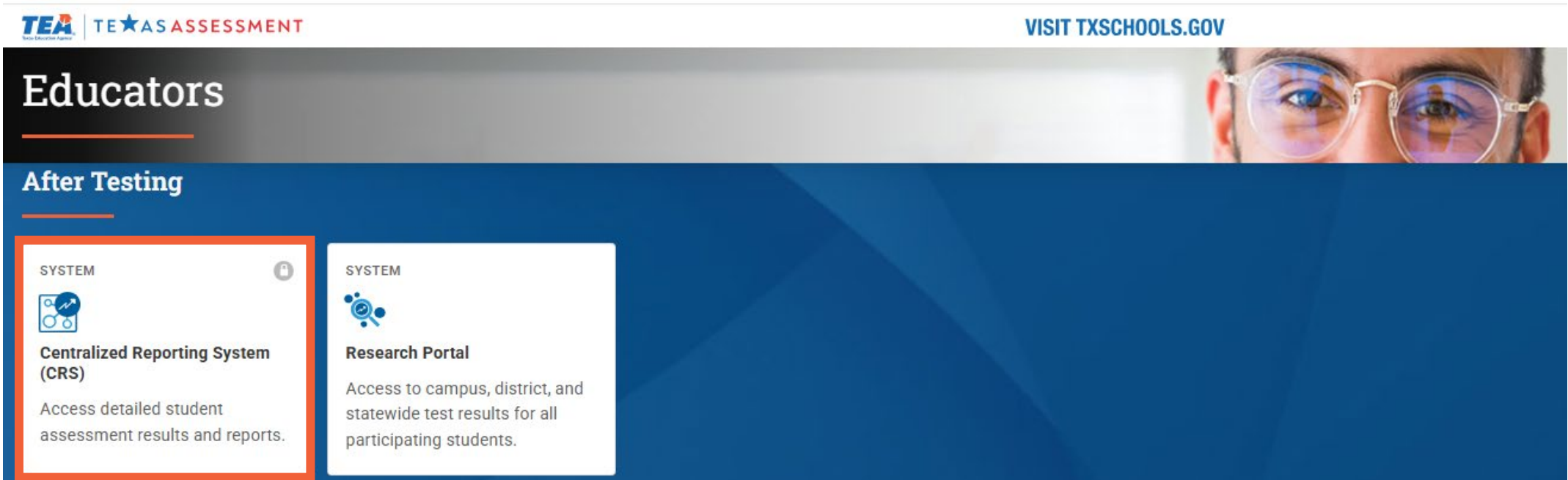
Class Profile
Quickly scan a classroom's overall achievement. The interactive roster provides a bird's-eye view of every student's current overall proficiency, highlighting at a glance who is on track and who needs immediate support. When comparing beginning-of-year (BOY) to middle-of-year (MOY) class profiles, teachers can easily monitor student progress over time.

Things to Remember

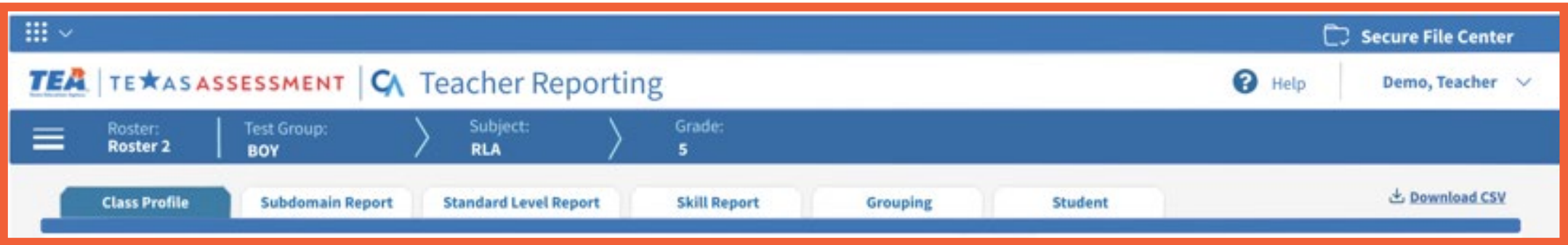
- This is the teacher-facing view; final format is still subject to change.
- TEA plans for further stakeholder engagement and feedback loops in winter 2026.
 - Prototype viewers are invited to provide feedback by October 31, 2026.
- TEA plans to provide updates with student-level visuals for teachers and families by spring 2027.

[Interactive flip book available!](#)

D CRS will be updated and expanded to include a new teacher-facing dashboard.

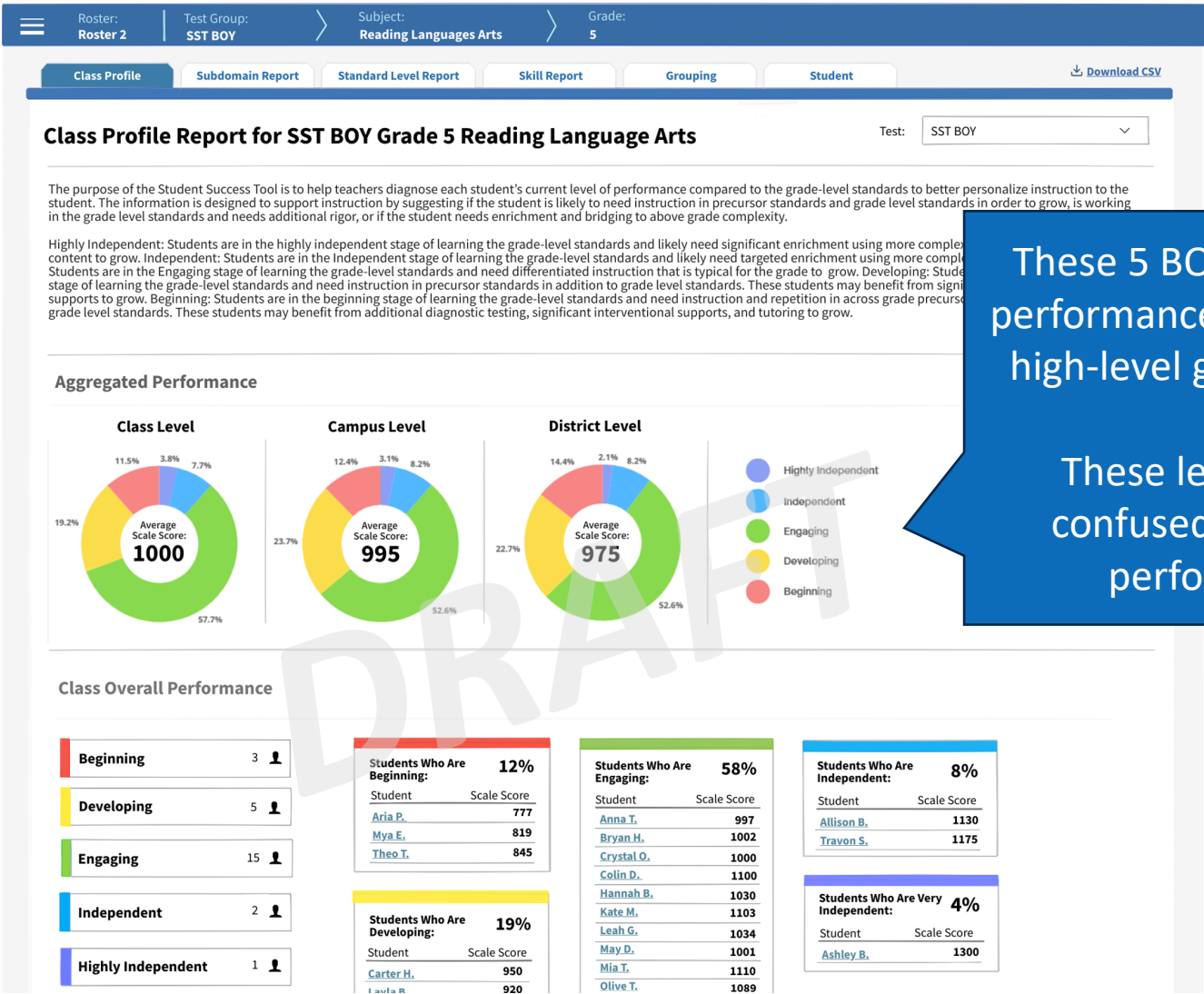


New dashboard reflects an expanded Centralized Reporting System (CRS)



D

The class profile view will show a snapshot of classroom level performance and high-level groups.



These 5 BOY- and MOY-specific performance levels tie in with the high-level groups shown below.

These levels are not to be confused with the 4 STAAR performance levels.

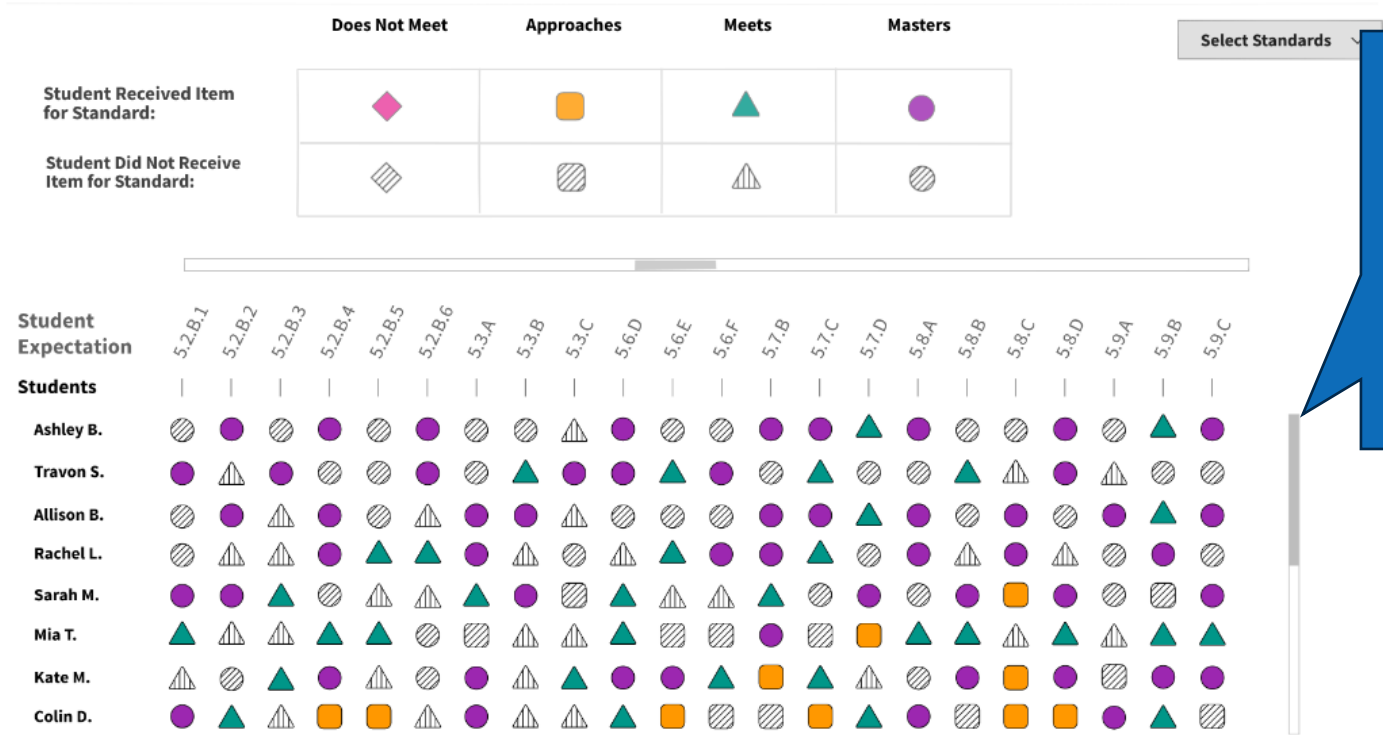
The introduction of range PLDs allows for standards-level inferences.

Range PLDs Class Map

How Can I Use the RPLD Class Map for Instructional Planning?

A student takes a number of items on each test. The computer adaptive test chooses content that a student is expected to be taught across the year personalized to the student's current level of performance. The Range PLD Class Map can help you estimate the types of tasks each student needs next to grow. You can use this information for revisiting prior content or as you begin instruction in a new unit to determine where to start each student along with information you collect about student performance in your classroom.

The Range PLDs Class Map shows expected student performance for each standard based on the student's overall test performance. Due to this approach, standards associated with more difficult items, such as those that typically take more time to master, may not be identified at the same level as the student's overall ability. An "At Grade" student may be at the "Masters" level for a one standard and at the "Meets" level for another. The fully colored shapes indicate standards where the student received at least one item aligned to the standard. The grayed out shapes indicate where the student did not receive at least one item aligned to the standard.



Greyed out standards indicate that the individual student has not yet encountered that standard in their assessments; inferences are drawn based on similar standard performance and other student data.

Students' standard-level performances are inferences based on how student performed on the overall tests and are for instructional use only. They should not be used to project end-of-year performance.

D Teachers can then drill down to standard-level reports.

TEA

TEAS ASSESSMENT

Teacher Reporting

Secure File Center

Help

Demo, Teacher

Roster: Roster 2

Test Group: BOY

Subject: RLA

Grade: 5

Class Profile

Subdomain Report

Standard Level Report

Skill Report

Grouping

Student

Download CSV

Standard Level Report for Grade 5 RLA BOY

Test: BOY

How Can I Use Results for Instructional Planning?

< Previous Subdomain

Next Subdomain >

< Previous Subdomain

Next Subdomain >

Subdomain Reading

Standard 5.8.A Infer multiple themes within a text using text evidence

Grouping Report of This Standard by Performance Level >

Performance Level	Students (Overall Scale Score)
Masters Infer multiple complex themes within a text that are implicitly stated using text evidence as support.	Allison B. 1130 Ashley B. 1300 David G.* 1125 Carley G. 1180 Travon S. 1175 Skill Report For This Group >
Meets Infer multiple themes within a text using text evidence as support.	Andrew M. 1111 Anna T. 997 Bryan H.* 1002 Bradley T. 1023 Crystal O.* 1000 Colin D. 1100 Donny D. 1053 Emily R.* 972 Emma D. 999 Eloise B.* 1080 Hanna S. 1070 Hannah B. 1030 Kate M.* 1103 Leah G. 1034 Mariah C. 998 Marina G. 1060 Mary S.* 992 Matty D. 1046 May D. 1001 Mya E.* 1110 Olive T.* 1089 Peter K.* 1009 Rachel L. 1115 Ryan M.* 1089 Ryan S. 999 Sarah M.* 1111 Shaylah K. 1077 Steven H. 1050 Thomas D. 1062 Raymond G. 1119 Skill Report For This Group >
Approaches Identify multiple themes and provide limited or limitedly correct text evidence.	Barry T. 900 Carter H.* 950 John D.* 990 Karla G.* 850 Kayla M. 910 Layla B. 920 Reya G.* 865 Taylor C. 975 Tisha G.* 930 Tucker D. 901 Skill Report For This Group >
Does Not Meet Identify simply stated themes that are directly stated in a text.	Aria P. 777 Asher A.* 750 Mia T.* 819 Ruby F.* 800 Theo T.* 845 Skill Report For This Group >

* An asterisk indicates a student did not receive this standard. The performance level shown is their predicted performance.

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Cambium Assessment

D

The skill reports allow for teachers to drill down on and determine next steps for students at different levels.

Previous Subdomain

Next Subdomain

Subdomain

Reading

Standard

5.8.A

Infer multiple themes within a text using text evidence

Level of Understanding:

Does Not Meet

Approaches

Meets

Masters

Students (Overall Scale Score):

Barry T. (1000)

Carter H.* (1100)

John D.* (999)

Layla B. (1030)

Karla G.* (1050)

Kayla M. (1110)

Reya G.* (1075)

Taylor C. (995)

Tisha G.* (1100)

Tucker D. (1000)

Skills Associated With the Selected Performance on this Standard

Does Not Meet	Approaches	Meets	Masters
Does Not Meet: Identify simply stated themes that are directly stated in a text. - Retell a small portion of a text that maintains some meaning or logical order or paraphrase short simple texts with limited accuracy. - Paraphrase short simple texts with limited accuracy. - Describe characters and a conflict using directly stated details from a text.	Approaches: Identify multiple themes and provide limited or limitedly correct text evidence. - Retell a simple text that maintains meaning and logical order. - Provide a paraphrase or limited summary of a portion of a text. - Explain how characters interact in a text and - Describe a simple conflict in a text.	Meets: Infer multiple themes within a text using text evidence as support. - Paraphrase a portion of a text maintaining meaning and logical order - Provide a complete summary of a text maintaining meaning and logical order. - Analyze the relationships between and among characters using specific evidence from the text for support and - Analyze the conflicts in a text using specific evidence from a short text for support.	Masters: Infer multiple complex themes within a text that are implicitly stated using text evidence as support. - Paraphrase large portions of complex texts maintaining meaning and logical order or - Provide a complete summary of a complex or longer text maintaining meaning and logical order. - Analyze the relationships between and among characters using evidence across an entire passage and - Analyze the conflicts using evidence across an entire passage.

To be co-developed with teachers and internal teams

“This would be especially helpful for new teachers”
– Former administrator (DTC)

D Grouping within roster, by standard, will also be available.

TEA TEAS ASSESSMENT Teacher Reporting

Roster: Roster 2 Test Group: SST BOY Subject: Reading Language Arts Grade: 5

Class Profile Subdomain Report Standard Level Report Skill Report Grouping Student

Download CSV

Student Grouping for SST BOY Grade 5 Reading Language Arts

This information is intended for formative use, helping you plan the types of tasks each student likely needs next to grow.

Select Standards

How Can I Use Results for Instructional Planning?

If a student's overall performance level is Developing or Beginning, you may need to look at related skills from an earlier grade and give tasks, learning experiences, and instruction that help the student enter the grade-level content. Similarly, if a student appears to already have learned the skills for engaging grade-level student expectations independently, where the standards show Masters, and the overall performance level is Independent or Highly Independent, you may need to look at related skills from the next adjacent higher grade (s) and give students the most complex tasks defined in the Range PLDs.

Student	Overall Performance	5.2.B.1	5.2.B.2	5.2.B.3	5.2.B.4	5.2.B.5	5.2.B.6	5.3.A	5.3.B
Group 1									
Ashley B.	Highly Independent 1300	Masters*	Masters	Masters*	Masters	Masters*	Masters	Masters*	Masters
Group 2									
Travon S.	Independent 1180	Masters	Masters*	Masters	Masters*	Meets*	Masters	Masters	Meets
Allison B.	Independent 1175	Masters*	Masters	Meets*	Masters	Masters*	Meets*	Masters	Masters
Group 3									
Rachel L.	Engaging 1115	Masters*	Meets*	Meets*	Masters	Masters*	Meets	Meets	Meets*
Sarah M.	Engaging 1111	Meets*	Masters	Meets	Masters*	Meets*	Meets*	Masters*	Meets
Mia T.	Engaging 1110	Meets	Meets*	Meets*	Meets	Meets	Masters	Approaches*	Meets*
Kate M.	Engaging 1103	Meets*	Masters*	Meets	Masters*	Meets*	Meets	Meets	Approaches
Colin D.	Engaging 1100	Masters	Meets	Meets*	Approaches	Meets	Meets*	Masters	Meets
Olive T.	Engaging 1089	Meets	Meets*	Masters	Masters*	Meets*	Approaches	Masters*	Approaches*
Ryan M.	Engaging 1089	Meets*	Meets	Approaches*	Meets*	Meets	Meets*	Masters	Meets
Shaylah K.	Engaging 1077	Masters	Meets	Meets	Meets*	Meets	Approaches*	Meets*	Meets*
Leah G.	Engaging 1034	Approaches	Meets*	Meets*	Approaches*	Meets*	Masters	Meets*	Meets
Hannah B.	Engaging 1030	Meets*	Meets*	Meets*	Approaches	Meets	Meets	Approaches	Meets*
More Students									
Group 4									
Taylor C.	Developing 975	Meets	Does Not Meet	Meets*	Approaches	Approaches*	Does Not Meet*	Approaches	Meets*
Carter H.	Developing 950	Approaches*	Approaches	Does Not Meet*	Meets	Approaches	Approaches*	Meets*	Does Not Meet
Layla B.	Developing 920	Approaches*	Approaches*	Meets	Does Not Meet*	Does Not Meet*	Does Not Meet	Approaches	Meets*
Kayla M.	Developing 910	Does Not Meet	Approaches*	Approaches	Approaches*	Approaches*	Does Not Meet	Does Not Meet*	Approaches
Reya G.	Developing 875	Approaches*	Does Not Meet	Approaches*	Approaches	Meets	Approaches*	Approaches	Does Not Meet
Group 5									
Theo T.	Beginning 845	Approaches*	Approaches	Does Not Meet	Does Not Meet*	Does Not Meet	Does Not Meet*	Approaches	Approaches*
Mya E.	Beginning 819	Does Not Meet	Approaches*	Does Not Meet*	Does Not Meet	Does Not Meet*	Approaches	Does Not Meet	Does Not Meet*
Aria D.	Beginning 777	Does Not Meet	Does Not Meet*	Does Not Meet	Approaches*	Does Not Meet*	Does Not Meet	Does Not Meet*	Does Not Meet*

*An asterisk indicates that a student did not receive an item aligned to this standard. Students' standards-level performances are inferences based on how student performed on the overall test and are for instructional use only. They should not be used to project student end-of-year performance.

Class Profile Subdomain Report Standard Level Report Skill Report Grouping Student

Download CSV

Student Grouping for SST BOY Grade 5 Reading Language Arts

This information is intended for formative use, helping you plan the types of tasks each student likely needs next to grow.

Select Standards

How Can I Use Results for Instructional Planning?

If a student's overall performance level is Developing or Beginning, you may need to look at related skills from an earlier grade and give tasks, learning experiences, and instruction that help the student enter the grade-level content. Similarly, if a student appears to already have learned the skills for engaging grade-level student expectations independently, where the standards show Masters, and the overall performance level is Independent or Highly Independent, you may need to look at related skills from the next adjacent higher grade (s) and give students the most complex tasks defined in the Range PLDs.

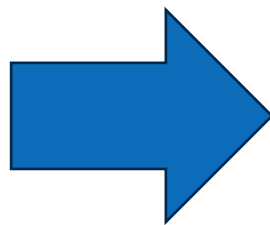
Student	Overall Performance	5.2.B.1	5.2.B.2	5.2.B.3	5.2.B.4	5.2.B.5	5.2.B.6	5.3.A	5.3.B
Group 1									
Ashley B.	Highly Independent 1300	Masters*	Masters	Masters*	Masters	Masters*	Masters	Masters*	Masters*
Group 2									
Travon S.	Independent 1180	Masters	Masters*	Masters	Masters*	Meets*	Masters	Masters	Meets
Allison B.	Independent 1175	Masters*	Masters	Meets*	Masters	Masters*	Meets*	Masters	Masters
Group 3									
Rachel L.	Engaging 1115	Masters*	Meets*	Meets*	Masters	Masters*	Meets	Meets	Meets*
Sarah M.	Engaging 1111	Meets*	Masters	Meets	Masters*	Meets*	Meets*	Masters*	Meets
Mia T.	Engaging 1110	Meets	Meets*	Meets*	Meets	Meets	Masters	Approaches*	Meets*
Kate M.	Engaging 1103	Meets*	Masters*	Meets	Masters*	Meets*	Meets*	Meets	Approaches
Colin D.	Engaging 1100	Masters	Meets	Meets*	Approaches	Meets	Meets*	Masters	Meets

Note: students will be marked with asterisk if they have not yet encountered an item under that standard

Plan to add additional filters for grouping based on various student groups (e.g., SPED, EB);
Plan to add ability to sort by prioritized or already taught standards

D SST results will be accessible through multiple connected platforms.

In addition to providing educators with faster access to results through the enhanced CRS dashboard and giving families access to SST BOY/MOY results through the Family Portal, the Student Assessment Division is partnering with the Texas Education Exchange to make assessment data seamlessly available to participating districts.



One assessment program. Multiple connected access points.

HB 8 FAQ: This resource is updated on a rolling basis and includes assessment and accountability questions.



House Bill 8 Frequently Asked Questions

House Bill (HB) 8, 89th Texas Legislature, 2nd Called Session, 2025, was passed in September 2025. This bill introduces significant changes to the Texas Assessment Program beginning in the 2027–28 school year. These changes include replacing the State of Texas Assessments of Academic Readiness (STAAR®) with a new instructionally supportive assessment program—the Student Success Tool (SST)—for Texas public school systems (i.e., public school systems and open-enrollment charter schools). The bill also changes several accountability requirements.

The Texas Education Agency (TEA) is providing this frequently asked questions document to address:

- assessment questions related to the 2026–27 school year, the year prior to the implementation of the new testing program;
- assessment questions related to the 2027–28 school year, when SST will be implemented; and
- accountability questions related to the implementation of HB 8.

The document will be updated periodically with new questions and answers as needed.

Table of Contents

- [General Assessment Questions for the 2026-27 School Year](#)
- [Assessment Questions for the 2027-28 School Year](#)
 - General Questions
 - Assessments for Special Populations
 - Assessment Results
- [Accountability Questions](#)

General Assessment Questions for the 2026–27 School Year

1. **Will there be a stand-alone field test during the 2026–27 school year?**
Yes. In planning and preparing for the new assessment program, TEA will need to administer stand-alone field tests during the 2026–27 school year to help develop a sufficient number of test questions for the adaptive beginning-of-year (BOY) and middle-of-year (MOY) assessments that are part of SST. Texas Education Code (TEC) §39.0225(d), added by HB 8, requires school systems to participate in all field testing necessary to develop the new assessment program. In addition, TEC §39.035(b) permits TEA to administer stand-alone field tests as needed to develop new assessment instruments.

Some sample questions

- **Will the SST BOY, MOY, and EOY assessments follow a specific scope and sequence?**
Each SST assessment will be a full-scope assessment. This enables districts to maintain local curricula decision-making and supports students who switch districts during the school year. Full-scope assessments at each administration also allow for cross-opportunity comparability (apples-to-apples) and the development of within-year growth measures.
- **If a school system elects not to administer SST or approved alternative assessments for BOY and MOY end-of-course (EOC) assessments, are they allowed to administer additional benchmarking assessments?**
Yes, but benchmarking assessments are limited. HB 8 states that in grades other than grades 3 through 8, a school district or campus may not administer more than two benchmark assessment instruments during a school year before the administration of an end-of-year assessment instrument.
- **Will BOY and MOY results impact 2028 accountability?**
No. BOY and MOY assessments administered under HB 8 will not be used in calculating the 2028 A–F accountability ratings. HB 8 requires TEA to develop a measure of student growth from the beginning to the end of the school year, report on the measure, and present it to the Texas legislature for consideration as a future component of the accountability system by the 2029-30 school year.

[House Bill 8 FAQ \(updated 8/20/26\)](#)

Reminder: HB 8 has a dedicated page on [tea.texas.gov](https://tea.texas.gov/data-reports/student-assessment-overview/house-bill-8-student-assessment) with all resources.

Primary resources
posted here

Major changes
noted from last
school year

House Bill 8: Student Assessment

House Bill (HB) 8, 89th Texas Legislature, 2nd Called Session, 2025, was passed in September 2025.

This bill introduces significant changes to the Texas Assessment Program beginning in the 2027–28 school year. These changes include replacing the State of Texas Assessments of Academic Readiness (STAAR®) with a new instructionally supportive assessment program which may be called the Student Success Tool (SST) for Texas public school systems (i.e., public school districts and open-enrollment charter schools).

Resources

[Call for House Bill 8 \(HB 8\) Alternative BOY & MOY Assessment Instruments](#)

[Updated HB 8 Frequently Asked Questions \(08/20/2024\)](#)

Informational Resources

- [BOY/MOY Blueprints](#)
- [Summative Blueprints](#)
- [Rubrics](#)
- [Reporting Tools](#)

[Expand All](#)

Assessment Program Changes Effective with 2025–26 School Year

Four specific changes from HB 8 go into effect starting in December 2025 (4)

Monday Testing

The policy stated in Texas Education Code (TEC) §39.023(j)-(3) that prohibits the administration of STAAR on the first Monday of each testing window has been repealed. STAAR assessments may now be administered on Monday of week 1 without the submission of a Monday testing notice. School systems continue to have the flexibility of scheduling assessments during two-week testing windows and may decide not to test on a Monday. TEA has updated the District and Campus Coordinator Resources, the 2025–26 STAAR Test Administrator Manual, the 2025–26 and 2026–27 Student Assessment Testing Calendar, and the online version of the 2025–26 Calendar of Events to reflect this legislative change. These updated resources are available on the [Test Administration Resources](#) page of the TEA website.

[View More](#)

Student Assessment

- [Student Assessment Overview](#)
- [STAAR](#)
- [STAAR Alternate 2](#)
- [TELPAS](#)
- [TELPAS Alternate](#)
- [Student Assessment Results](#)

Related Content

- [89th Legislature Updates](#)
- [89th Legislature Updates](#)
- [Updated House Bill 8](#)
- [Frequently Asked Questions \(08/20/2024\)](#)

Contact Information

For additional information, contact TEA using the Student Assessment Help Desk or call 512-463-9536.

[Student Assessment Help Desk](#)

Ability to unfurl for
the resources
presented today

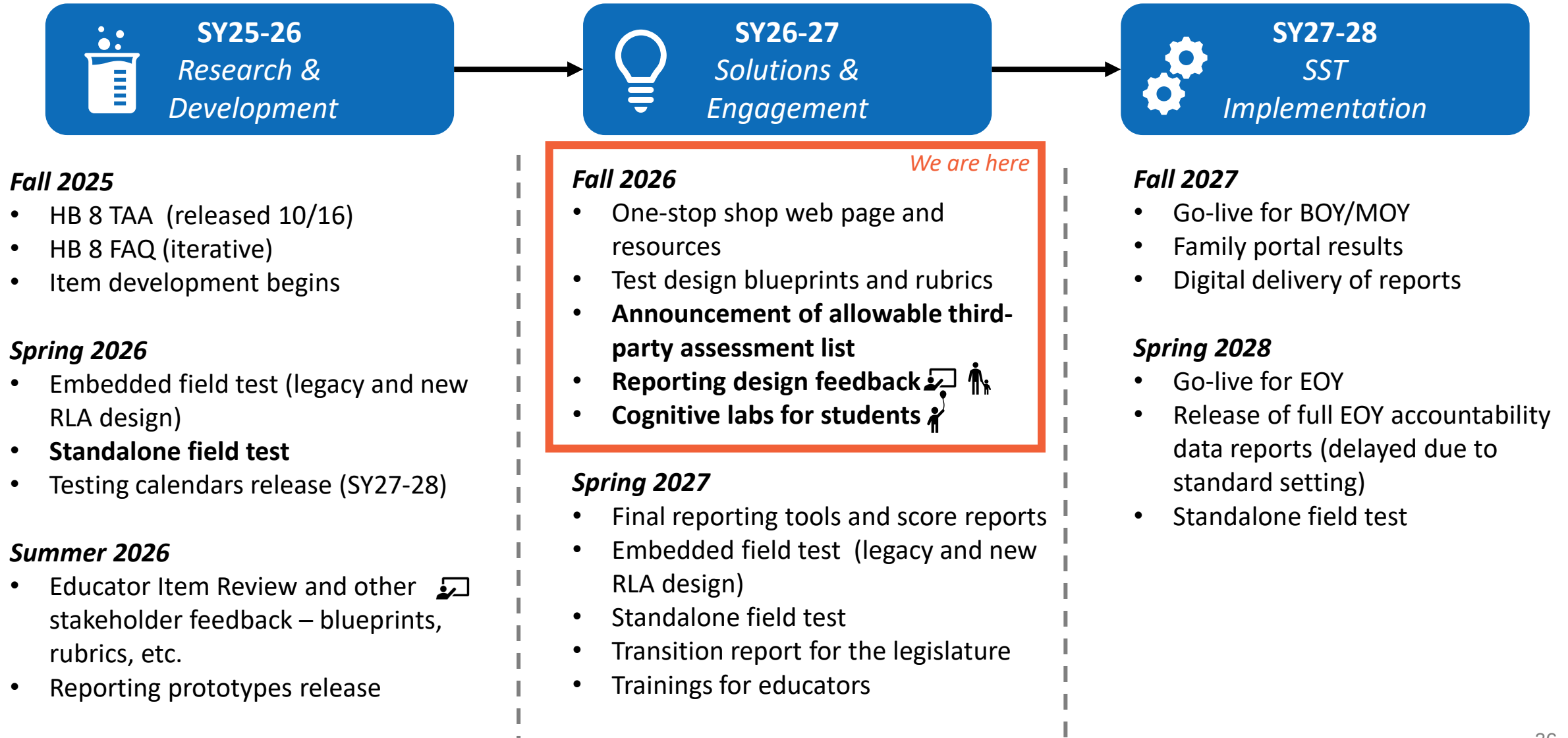
All questions should
be directed through
the helpdesk

Agenda: What's next

1. House Bill 8 overview
2. Latest SST resources
3. What's next



TEA is moving beyond the development phase in the fall of 2026.



SST can be used to support Teacher Incentive Allotment (TIA) growth measures.

Transition Tables

SST will continue to utilize transition tables used in School Progress, Part A: Academic Growth

Prior Year* Performance	Current Year Performance on SST					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

BOY-to-EOY

SY 2027-28 and SY 2028-29: SST will provide the needed information for districts to calculate growth measures for **grade 3 RLA/Math, 5/8 Science, 8 Social Studies, Biology and US History** *(More information coming soon)*

SY 2029-30: SST will add BOY growth targets for students and calculate EOY growth measures for all SST subjects



 In addition, SST will develop additional EOY-to-EOY progress measures (similar to the STAAR Progress Measure) in SY 2028-29.

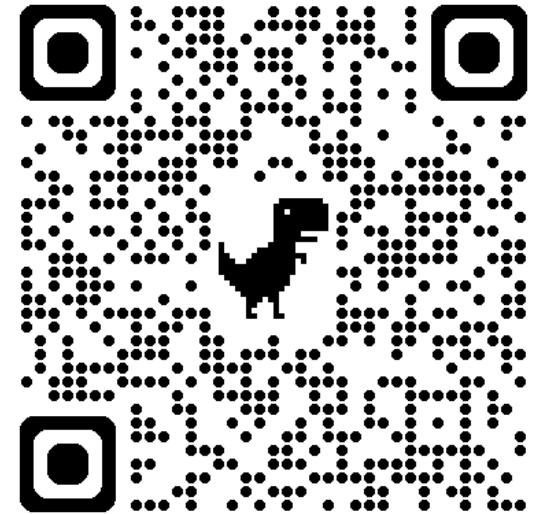
Resources to keep an eye out for this fall and winter

Resource	Expected Release Timeline
Assessed curriculum	<i>Soon!</i>
Alternative assessment list	By October
BOY/MOY administration policies and procedures	By November
Next HB 8 FAQ update	By winter 2026
Range performance level descriptors (RPLDs) for each SST assessment	By spring 2027

Texas Educators: TEA Needs Your Input!



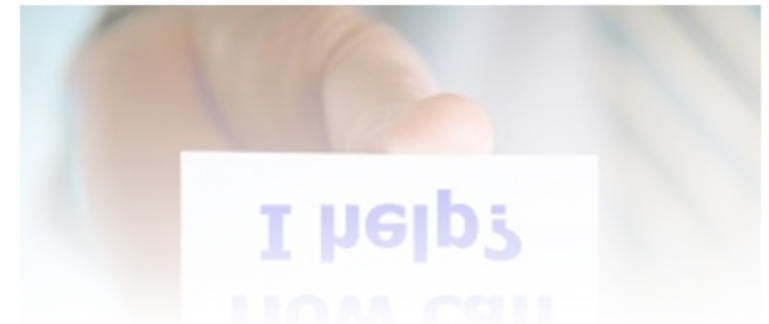
- Support student success by serving on an **assessment committee**.
- Participating committee members receive the following:
 - \$200 per day stipend
 - Compensation for travel, accommodations, and substitute coverage
 - Continuing Professional Education (CPE) credits
- Teachers, instructional coaches, content specialists, and administrators play an essential role:
 - **Passage Review:** reviewing Reading Language Arts (RLA) test passages.
 - **Item Review:** reviewing and approving each potential test question.
 - **Constructed Response Range-Finding:** setting scoring boundaries for essays.
- Visit TexasAssessment.gov or use the QR code to sign up.



TEA Contact Information

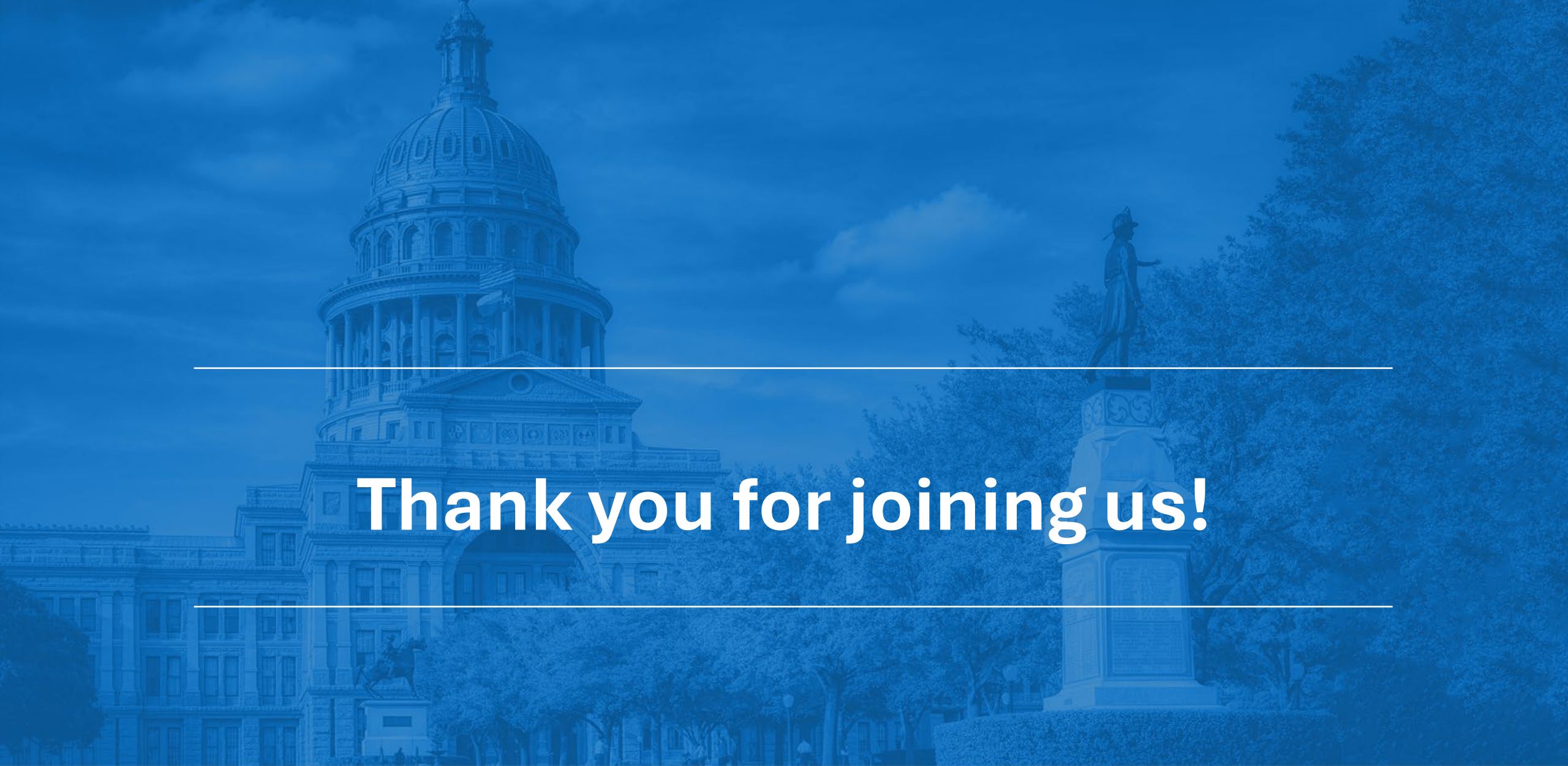
For inquiries related to development and administration of state assessments, reporting activities, or data corrections, please contact:

- [Student Assessment Help Desk](#)
- (512) 463-9536
- [Student Assessment | Texas Education Agency](#)



Disclaimer

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- This training is not intended to replace any materials or additional information on the TEA website.



Thank you for joining us!
