

STAAR Interim Assessments

Educator Guide



Information about the Texas Assessment Program can be found on the [Student Assessment](#) website.

[Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.



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Resources

- [Texas Assessment Program](#)
- [STAAR Interim Assessments](#)
- [Test Administrator Practice Site](#)
- [Student Practice Test Site](#)
- [*District and Campus Coordinator Resources*](#)

Overview

The State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments are optional online assessments aligned to the Texas Essential Knowledge and Skills (TEKS) that help educators monitor student progress and predict student performance on STAAR. STAAR Interim Assessments are a snapshot of current student performance taken a few times during the year to determine mastery of grade-level expectations. These assessments are available at no cost, and they are not tied to accountability.

STAAR Interim Assessments, which are developed with input from Texas teachers, are available for the same grades, subjects, and courses as STAAR summative assessments. The interim assessments are available from the fall through the spring to any Texas public school district or open-enrollment charter school and may be administered at the discretion of the district and campus testing coordinators. District coordinators need only upload student records to the Test Information Distribution Engine (TIDE) to participate. No application or Texas Education Agency (TEA) approval is required. Teachers who would like to administer STAAR Interim Assessments should contact their district or campus testing coordinator.

STAAR Interim Assessments were introduced to Texas educators in the 2018–19 school year and codified into law by House Bill 3906, 86th Texas Legislature, 2019, as a tool that provides student-level predictions for STAAR summative assessments.

- Interim assessments should be used to evaluate overall progress made to date, to serve as a snapshot of performance at a moment in time, and to identify where additional formative data might be needed to better understand gaps in learning.
- Interim assessments are secure assessments. They are not to be used to make decisions at the daily or classroom instructional level, including decisions to reteach content.
- Interim assessments are not an item bank for building classroom quizzes or assignments, a source of practice questions for small-group instruction, or a formative assessment tool designed to provide standards-level performance data.

Test Design

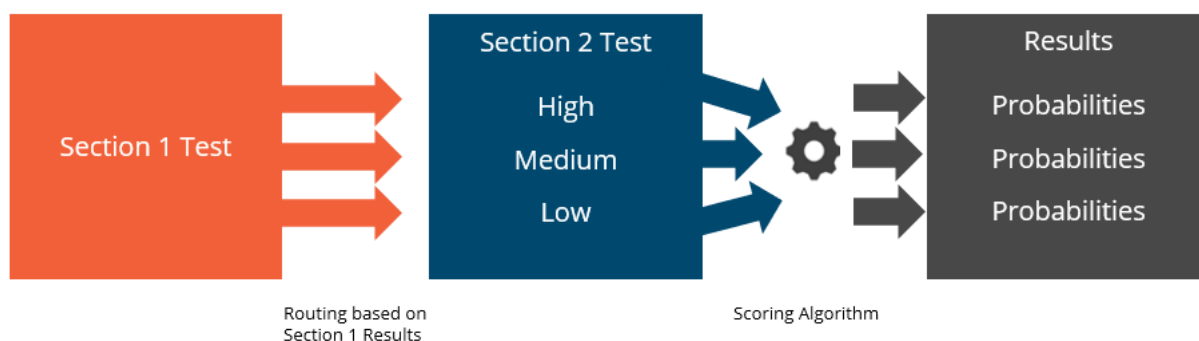
Question Types and Blueprints

Interim assessment questions include multiple-choice and non-multiple-choice questions. Like STAAR summative assessments, STAAR Interim Assessments contain questions developed with the help of Texas teachers. All questions on the interim assessments are field-tested on a STAAR assessment and are fully aligned to the TEKS.

Blueprints for the STAAR Interim Assessments are available on the [STAAR Interim Assessments](#) web page.

Linear Versus Multistage Testing

All mathematics and reading language arts (RLA) interim assessments are grade-level multistage adaptive test forms. Multistage tests provide the same level of accuracy as a linear test but with fewer questions. Students begin with Section 1, which is the same for all students, and are then routed to a Section 2 test form with a low, medium, or high level of difficulty corresponding to their performance on Section 1. Regardless of the combination of Section 1 and Section 2 forms the student is administered, the test design allows a student to obtain any of the four predicted STAAR performance levels based on how well he or she performs on the complete test.



All science and social studies interim assessments use a standard linear test design, meaning that all students are tested using a single form and receive the same questions.

Test Security and Confidentiality

Maintaining the security of all components of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Test security for the Texas Assessment Program includes, but is not limited to, preserving the confidentiality of students' individual assessment results and personally identifiable information used or obtained in the administration of an assessment. To ensure test results from STAAR Interim Assessments are meaningful and valid, it is imperative that all individuals participating in the administration of these interim assessments preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the test administration materials.

TEA recommends that district testing coordinators require all district personnel involved in the administration or reporting of STAAR Interim Assessments to sign a security statement after being trained. For STAAR Interim Assessments, district personnel may sign the general Oath of Test Security and Confidentiality for the Texas Assessment Program in the [Test Security](#) section of the *District and Campus Coordinator Resources*, the test security statement in the appendix of this publication, or a locally developed security statement.

Secure Materials

As part of the Texas Assessment Program, STAAR Interim Assessments are secure assessment instruments. Maintaining the security of test materials, including test session IDs and online assessments, is vital for ensuring valid assessment results. Test security involves accounting for all secure materials before, during, and after each test administration.

The interim assessment questions available in the Centralized Reporting System (CRS) are for viewing only; the questions are not publicly released and must remain secure. Although authorized educators can view interim assessment questions in CRS as they are viewing student results, these secure questions should **NOT** be downloaded, duplicated, replicated, printed, or distributed.

Authorized educators are those who have completed security training and who have a sound educational reason, allowable under the Family Educational Rights and Privacy Act (FERPA), to have access to student-level data. These are the only individuals who may view interim test questions in CRS. Only authorized users can discuss general concepts related to the TEKS with other authorized users. Information shared about each interim question should remain general and should never expose the exact wording of a question, the strategy to find the answer, or the correct answer. General concepts that can be discussed are:

- the student expectation tested (e.g., 5.3B),
- the level of cognitive demand required (e.g., high demand such as justify, explain, analyze compared to low demand such as identify), and
- the question type (e.g., multiple choice, drag and drop).

Student test tickets are not secure but do contain personally identifiable information. Therefore, student test tickets must be kept confidential based on FERPA guidelines.

Prediction Accuracy

Test questions must be secure in order to maintain the validity and reliability of the assessments and the results they produce. Without secure assessments, the integrity of test statistics can be compromised, and both scores and predictions can be adversely affected.

The prediction calculations for STAAR Interim Assessments are based on the assumptions that the students continue on the same instructional path and that they have not previously seen the test questions. A change in student or teacher behavior (e.g., less focus, less instruction) based on interim assessment results will impact prediction accuracy, as will overexposure to interim test questions (e.g., using the same or similar items for classroom practice, administering the same test multiple times).

Testing Incidents

There are two types of testing incidents that might result from district personnel actions taken before, during, and after testing: procedural testing irregularities and serious testing violations. Testing personnel should understand the distinctions between different types of testing incidents so that any that occur may be properly reported and addressed.

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious testing violations and typically occur when district testing personnel deviate from specified testing procedures. Annual training on test security and administration procedures and administration-specific training are the best ways for district testing personnel to avoid procedural irregularities. Examples of specific types of procedural testing irregularities include accommodation errors, accounting errors, eligibility errors, monitoring errors, and training errors. For more information on each type of procedural testing irregularity, refer to the [Testing Incidents](#) page of the *Coordinator Resources*.

Serious Testing Violations

Incidents caused by district personnel that violate the security and confidentiality of an assessment are considered serious testing violations. District coordinators must report serious testing violations to the TEA Student Assessment Division as soon as they are made aware of such incidents. District coordinators should contact TEA when they are unclear what constitutes a serious testing violation or whether a testing incident has occurred. For more information on serious testing violations, as outlined in Texas Administrative Code (TAC) [§101.3031](#), refer to the table on the Testing Incidents page of the *Coordinator Resources*.

Reporting Testing Incidents

As with STAAR summative assessments, all testing incidents for STAAR Interim Assessments must be reported using the appropriate forms available in TIDE under *Administration and Security Forms*. When completing a testing incident form in TIDE for a procedural testing irregularity or a serious testing violation on STAAR Interim Assessments, select “Other” as the program. For more information on reporting testing incidents, refer to the [Test Security](#) section of the *Coordinator Resources*.

Penalties for Violating Security and Confidentiality of Assessments

TAC §101.3031 states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC [§247](#), Educators’ Code of Ethics, and TAC [§249](#), Disciplinary Proceedings, Sanctions, and Contested Cases; and
- lowering the school district’s or charter school’s accreditation status or a school district’s, charter school’s, or campus’s accountability rating in accordance with Texas Education Code (TEC) [§39.003](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC [Chapter 39A](#).

In addition, TAC [§249.15](#) stipulates that although charter school test administrators are not required to be certified, any irregularity during the administration of any assessment required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC [§12.115](#).

As indicated in TAC §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently; or

- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC [§249.17](#) indicates a mandatory minimum sanction of a one-year suspension of the certificate for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC [§39.0303](#), Secure Assessment Instruments, Criminal Penalty, a person commits an offense if:

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any question in the assessment instrument; and
- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Training

Recorded training specific to STAAR Interim Assessments is available in the [Learning Management System \(LMS\)](#). District and campus coordinators must review not only this guide but also the applicable user guides and other resources listed in the table below to familiarize themselves with current testing guidelines and procedures. After reviewing the available resources, district and campus coordinators may determine their local test instructions and procedures for training staff.

Title	Audience
<i>Test Information Distribution Engine (TIDE) User Guide</i>	Testing Coordinators
<i>Test Delivery System (TDS) User Guide</i>	Testing Coordinators
Setting Up TDS Workstations	Testing Coordinators
<i>Centralized Reporting System (CRS) User Guide</i>	Testing Coordinators and Classroom Teachers
Test Security for the Texas Assessment Program training	Testing Coordinators and Classroom Teachers
STAAR Interim Assessments web page	Testing Coordinators and Classroom Teachers

All district personnel involved in the administration and reporting of STAAR Interim Assessments must be trained on test security and administration procedures. Training should be provided annually to ensure a standardized test administration and the best testing experience for Texas students.

Administration Information

Testing Windows

TEA offers the following STAAR Interim Assessments testing windows.

Window 1	Window 2	Window 3
<ul style="list-style-type: none">• grades 3–8 math• grades 3–8 RLA• Spanish grades 3–5 math• Spanish grades 3–5 RLA• Algebra I• English I• English II	<ul style="list-style-type: none">• grade 5 science• Spanish grade 5 science• grade 8 science• grade 8 social studies• Biology• U.S. History	<ul style="list-style-type: none">• grades 3–8 math• grades 3–8 RLA• Spanish grades 3–5 math• Spanish grades 3–5 RLA• Algebra I• English I• English II

TEA recommends administering Window 1 assessments in November and Window 3 assessments in February.

Science and social studies interim assessments are offered only during Window 2, because unlike the TEKS for mathematics and RLA, which tend to include similar skills that build in complexity, the science and social studies TEKS most often involve discrete skills, facts, and concepts. Since there is only one window for science and social studies interim assessments, these assessments should be administered after most of the course content has been taught.

District and campus coordinators should consider their local scope and sequence when scheduling STAAR Interim Assessments and must develop a local schedule to administer the assessments within the designated testing windows. STAAR performance predictions are more accurate when assessments are administered during the recommended months. Specific dates for the testing windows are available on the [STAAR Interim Assessments](#) web page.

Each testing opportunity is designed to take approximately 45 to 90 minutes to complete. However, STAAR Interim Assessments may be administered over multiple days if needed.

No score codes are submitted for STAAR Interim Assessments. Assessments submitted during a testing window will be automatically scored. Assessments started during a testing window will not be automatically submitted until the window closes. If a student pauses the assessment without submitting it, the assessment remains available for the duration of the respective testing window.

Window 1 and Window 3 assessments are designed to be taken only once per testing window. Window 2 assessments are designed to be taken no more than twice per testing window, with administrations at least 60 calendar days apart. Administering interim assessments more than once in the same window can negatively impact the accuracy of predictions.

Beginning in the 2025–26 school year, the testing system will not allow students to test beyond the design limitations mentioned above. If a student needs to retake an assessment, district testing personnel must submit a “Do Not Report” appeal request via the *Appeals/Score Codes* card in TIDE to reset the assessment. District testing personnel will not be able to access previous assessment results once the assessment has been reset.

Special Administration

STAAR Interim Assessments are administered online. An exception may be possible for a student who requires accommodations that cannot be provided online or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, a special paper administration of an interim assessment may be given. Refer to the [Special Administration of an Assessment](#) page of the *Coordinator Resources* for eligibility requirements and information on how to designate eligible students in TIDE.

For students who meet the eligibility requirements for a special paper administration of a STAAR Interim Assessment, district coordinators should order paper materials in TIDE by selecting *Interim, Paper Orders* on the *Administration Task* menu. Paper braille kits for interim assessments can be ordered in TIDE starting in October and will be delivered as each title is ordered. Access to the PDF files used for paper testing and the answer keys used for scoring will be provided through the Secure File Center.

For paper administrations of STAAR Interim Assessments, students must record their responses in the test booklets. Authorized district testing personnel must submit student responses in the Response Entry system (RE) for scoring. District testing personnel should reserve the last two to three days of each testing window to submit student responses for paper administrations in RE. Since student responses for paper administrations must be submitted in RE, paper assessments are not scored automatically like other interim assessments. For further assistance, district coordinators should contact Texas Testing Support at (833) 601-8821 or TexasTestingSupport@cambiumassessment.com.

Paper test materials, including braille materials, are secure materials and must follow the same security requirements as online STAAR Interim Assessments. In addition, the following apply:

- All paper test materials, including answer keys, must be destroyed after the assessment has been administered and student responses have been entered in RE.
- For braille administrations:
 - Window 1 braille test materials should be retained for Window 3 testing, if applicable.
 - Window 2 braille test materials must be destroyed after the assessment has been administered and student responses have been entered in RE.
 - Window 3 (or Window 1 if not participating in Window 3) braille test materials must be destroyed after the assessment has been administered and student responses have been entered in RE.
 - Any existing braille test materials for STAAR Interim Assessments from previous

school years must be destroyed. District coordinators needing braille practice materials may use STAAR Braille Released Tests.

Accommodations

Interim assessments contain embedded accommodations that include content and language supports and a text-to-speech (TTS) option. Refreshable braille and paper-based braille assessments are also available. Paper-based braille assessments are provided only if paper-based braille is a component of a student’s individualized education program (IEP). American Sign Language (ASL) videos are not available for interim assessments. STAAR Interim Assessments have no constructed-response items for which students would need speech-to-text (STT) or Word Prediction (Co:Writer); however, if STT or Word Prediction (Co:Writer) are enabled in TIDE, students will be able to use these embedded supports in the notepad and sticky notes tools.

Local committees are not required to meet for the purpose of establishing accommodations eligibility for interim assessments. District testing personnel should determine which designated supports their students routinely and effectively use during classroom instruction and testing.

Available Accommodations

Content and Language Supports	Text-to-Speech	Paper Braille	Refreshable Braille
<ul style="list-style-type: none"> All English assessments All Spanish assessments 	<ul style="list-style-type: none"> All English assessments All Spanish assessments 	<ul style="list-style-type: none"> All English assessments 	<ul style="list-style-type: none"> grades 3–8 RLA grade 8 social studies English I English II U.S. History

Testing Systems Information

System Requirements

Test administrators should verify that the devices to be used for the Texas Assessment Program meet the specifications outlined on the [Minimum System Requirements](#) page of the *Coordinator Resources*. Refer to the Minimum System Requirements for a list of supported operating systems and devices.

A supported version of a web browser must be installed on devices that are used to administer STAAR Interim Assessments. Test administrators should be familiar with a spreadsheet application for the purpose of file uploads and extracts in TIDE.

The following is a list of tasks that campus technology staff should complete:

- 1. Set up the administrator's device.** An administrator must have a supported version of a web browser installed on any device that will be used for testing. Supported web browsers are listed on the [Setting Up TDS Workstations](#) web page.
- 2. Set up the students' devices.** Use of a secure browser for STAAR Interim Assessments testing is optional but recommended. Secure browser applications are available for download from the [Secure Browsers](#) web page. Refer to the in-browser testing guidance that follows when deciding whether to administer an assessment using the secure browser or the Test Delivery System (TDS) in-browser option.
- 3. Prepare network for testing.** Several network configuration tasks must be completed prior to testing, such as allowlisting, configuring filter systems, and enabling domain name resolution. Technology coordinators should read the information on the Setting Up TDS Workstations web page for directions.
- 4. Run the network diagnostic tool.** Ensure proper configuration by running the [diagnostic tool](#) on all devices used for testing.

In-Browser Testing

TEA provides a TDS in-browser option. Students may use the in-browser option to access interim assessments via an approved version of most common web browsers. Supported web browsers are listed on the Setting Up TDS Workstations web page. The in-browser option can be used with any device that meets the minimum system requirements. Students can access interim assessments using the in-browser option by entering the following URL into their browser's URL search bar: <https://tx.cambiumtds.com/student>.

The in-browser option includes all non-embedded supports available for interim assessments except refreshable braille. Students testing with a refreshable braille display will need to install the latest version of the secure browser on a device that includes the JAWS 18 screen-reader application. Refer to the [Assistive Technology Manual for Windows & macOS](#) for more information on setting up devices to test with refreshable braille. Interim assessments accessed through the in-browser option may differ slightly in appearance (depending on browser and browser version) from the secure browser. Assessments taken using the in-browser option are more

sensitive to internet connectivity disruptions and to possible slowdowns with TTS audio voice-over caused by low bandwidth availability or weak Wi-Fi signal strength.

Permissions and User Roles

To administer the interim assessments or view test results, users must have an active TIDE account. Refer to the [User Role Permissions](#) page of the *Coordinator Resources* for a list of the system user roles and their corresponding permissions.

Technical Tasks

TIDE Platform and Tasks

TIDE is the student management system for the Texas Assessment Program. Users should familiarize themselves well in advance of the test administration with the *TIDE User Guide* and the tasks they will need to complete.

The following is a list of seven essential TIDE tasks:

- 1. Add users to TIDE.** Users authorized to administer the interim assessments or review results must have a TIDE account to access any part of the system. Instructions on how to add users can be found in the *TIDE User Guide*.
- 2. Add students to TIDE.** Students must be added to TIDE to participate in an interim assessment via TDS. Students are eligible for an assessment in their enrolled grade by default, but the *Interim Grade Testing* attribute in TIDE can be changed to allow students to take an assessment above grade level. Students will not be eligible to take end-of-course (EOC) interim assessments until the courses have been selected in TIDE. Descriptions of how to complete these tasks can be found in the *TIDE User Guide*.
- 3. Indicate designated supports for eligible students.** Students eligible for accommodated versions of the test must have the designated supports updated in the *Test Attributes* panel in TIDE. These supports should be based on the student's IEP and may require approval from TEA.
- 4. Create and modify rosters.** Rosters are groups of students, and each roster is associated with a TIDE user. Rosters usually represent classes but can represent any group that is meaningful to users. Reporting rosters may be used to view students' performance in CRS. Non-reporting rosters may be used to print student test tickets for specific testing rooms.
- 5. Receive paper test materials.** Requests for paper test materials will be fulfilled through the Secure File Center.
- 6. Print test tickets.** Students need the information on their test ticket to enter the test session.
- 7. Clean up test data.** After testing, authorized TIDE users can clean up test data as needed.

TDS Platform and Tasks

TDS is used to deliver all online assessments for the Texas Assessment Program. TDS has two components: the Test Administrator Interface and the Student Interface. The Test Administrator Interface is used to schedule or start test sessions, and the Student Interface allows students to take the interim assessments.

Test administrators should familiarize themselves with the *TDS User Guide* and the tasks they must complete during testing. The following list describes four key administrative tasks:

- 1. Schedule or start a test session.** Test administrators will need to schedule a test session or plan to start a session on the day of testing using the Test Administrator Interface.
- 2. Launch the secure browser (or the TDS in-browser option).** Test administrators must ensure that the application is launched on each student's device.
- 3. Help students log in.** Test administrators may assist students with logging in to the system. Students must enter their first name, the Texas Student Data System (TSDS) ID provided on the student test ticket, and the session ID provided by the test administrator.
- 4. Confirm students have logged in to an interim assessment.** Test administrators should ensure students have selected "Operational Test Site" using the blue toggle button on the sign in screen and that they have selected the appropriate teal-colored interim assessment.

Test Results

Available in CRS

Results for STAAR Interim Assessments are provided through [CRS](#). Authorized and trained educators must have a district, campus, or roster association with students in order to view student results. User accounts and role assignments are determined by district coordinators. Refer to the [User Role Permissions](#) for a complete list of system roles and corresponding permissions.

STAAR Interim Assessment questions are available to be viewed in CRS but **must remain secure**. Test questions are available only for viewing in CRS to demonstrate that:

- STAAR Interim Assessment questions are exactly like STAAR summative assessment questions (i.e., reviewed and approved by educators, field-tested with Texas students, administered using the same platform),
- STAAR Interim Assessments are better aligned to the TEKS when compared to third-party interim assessment products, and
- STAAR Interim Assessments are appropriate for all students, including emergent bilingual students and students receiving special education services.

Immediately after assessments are submitted in TDS, CRS displays district-, campus-, roster-, and student-level results. District personnel can filter results by specific student demographics. Results for Section 1 and Section 2 of multistage adaptive interim assessments are reported as raw scores in district and campus data files only and as predicted STAAR performance levels. Students who do not take Section 2 of the interim assessment will receive only item-level data in the district data file.

Aggregate reporting category targets aligned to the STAAR Meets Grade Level performance level are also available in CRS for mathematics, RLA, and social studies assessments. These results are classified as Under Target, Near Target, and Above Target. For each reporting category:

- Under Target signifies that students are below the proficiency performance expectation and that they need additional support and instruction to master the reporting category.
- Near Target signifies that students are performing near proficiency performance expectation but that there is not enough information to determine if they are above or below the performance expectation.
- Above Target signifies that students are achieving the proficiency performance expectation and that they are able to successfully answer questions within the reporting category.

Data files can be generated in CRS so that district testing personnel may upload the data into the district's student information system. Results are also available in a .txt or .csv data file format that can be downloaded from CRS and imported into local student information systems.

The figures below show example reports for STAAR Interim Assessments. Additional examples can be found in the [CRS User Guide](#).

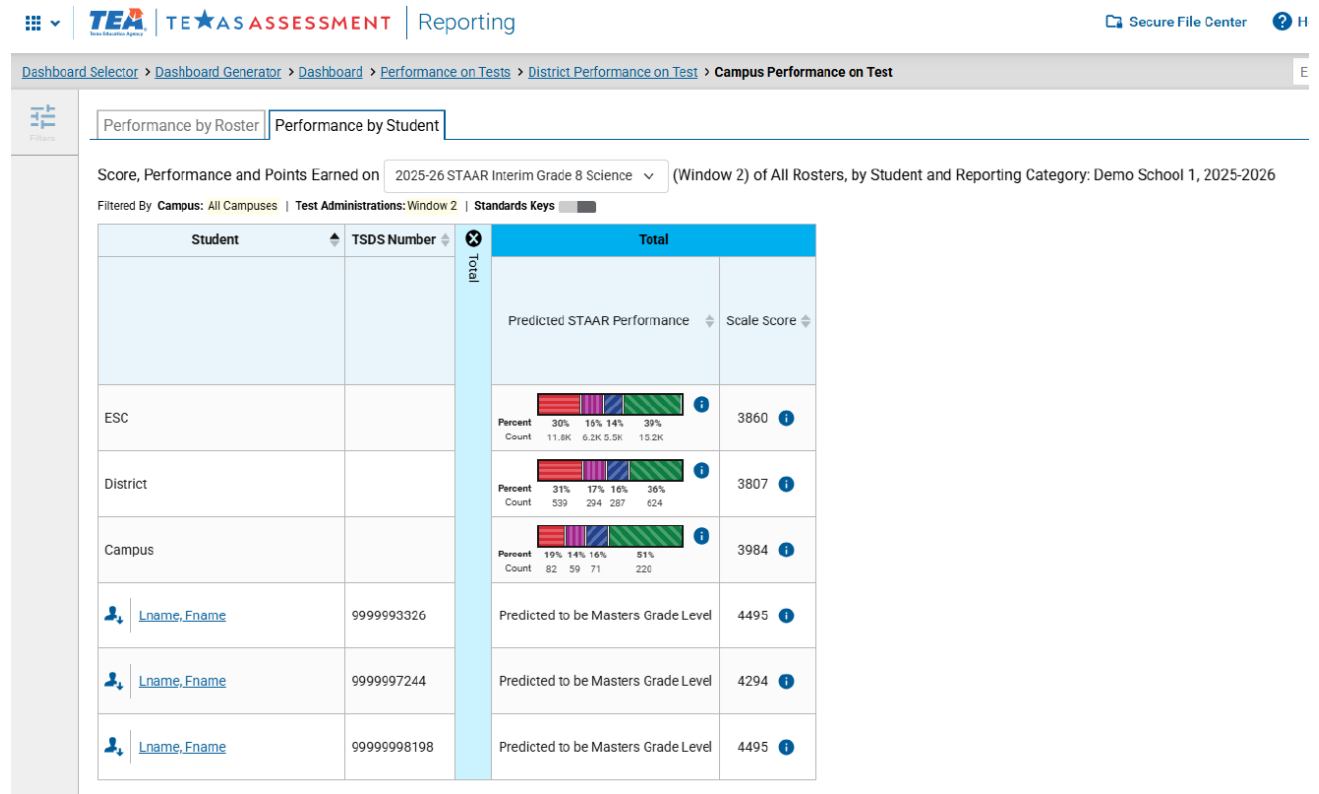
Figure 1. District-level Performance on Tests for All STAAR Interim Assessments

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Date Last Taken
2025-26 STAAR Spanish Interim Elementary Science Administered in Grade 5	STAAR Interim	5	Window 2	10	2772	09/16/2025
2025-26 STAAR Interim Grade 8 Science Paper Form	STAAR Interim	8	Window 2	2	2954	09/16/2025
2025-26 STAAR Interim Biology Online, Paper and Content and Language Supports Forms	STAAR Interim	EOC	Window 2	13	3355	09/16/2025
2025-26 STAAR Interim Elementary Science Administered in Grade 5	STAAR Interim	5	Window 2	7	2744	09/16/2025
2025-26 STAAR Interim Middle School Science Administered in Grade 8	STAAR Interim	8	Window 2	5	2794	09/15/2025
Fall 2025 STAAR Interim Spanish Grade 5 Mathematics Online and Content and Language Supports Forms	STAAR Interim	5	Window 1	8	1434	09/11/2025
2025-26 STAAR Interim U.S. History Online and Content and Language Supports Forms	STAAR Interim	EOC	Window 2	8	3460	09/11/2025
Fall 2025 STAAR Interim Grade 7 Mathematics Online and Content and Language Supports Forms	STAAR Interim	7	Window 1	13	1587	09/11/2025

Figure 2. District-level Performance by Student for Grade 5 RLA

Student	TSDS Number	Predicted STAAR Performance	Scale Score	Performance	Points																	
					1	2	3	4	5	6	13	14	15	16	17	18						
ESC		88% 15	12% 2	1315	0.18	1	0.71	0.29	0.41	0.24	1	0	0	1	1	0						
District		88% 15	12% 2	1315	0.18	1	0.71	0.29	0.41	0.24	1	0	0	1	1	0						
Campus		88% 15	12% 2	1315	0.18	1	0.71	0.29	0.41	0.24	1	0	0	1	1	0						
Name_Demo1	DM96800568	Predicted to be Masters Grade Level		1688	Above Target																	
Name_Demo2	DM96800569	Predicted to be Masters Grade Level		1737	Above Target																	
Name_Demo3	DM44400541	Predicted to be Did Not Meet Grade Level		1235	Under Target																	

Figure 3. District-level Performance by Student for Grade 8 Science



NOTE: Beginning with the 2025–26 school year, STAAR Interim Assessments no longer include reporting categories for science. Instead, science content is grouped into strands, and due to the small number of items included for each science strand, no reporting data is provided at the strand level.

Figure 4. Campus-level Predicted STAAR Performance

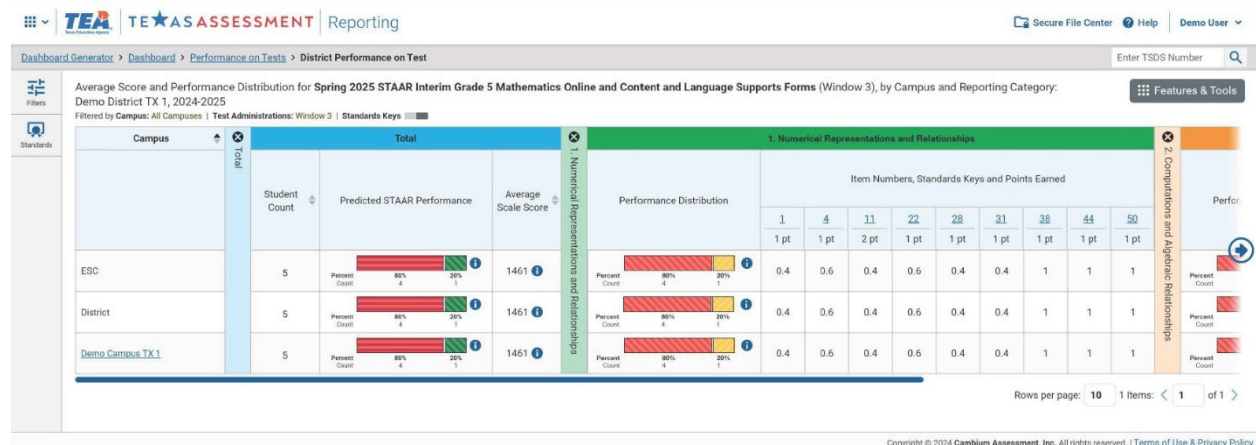
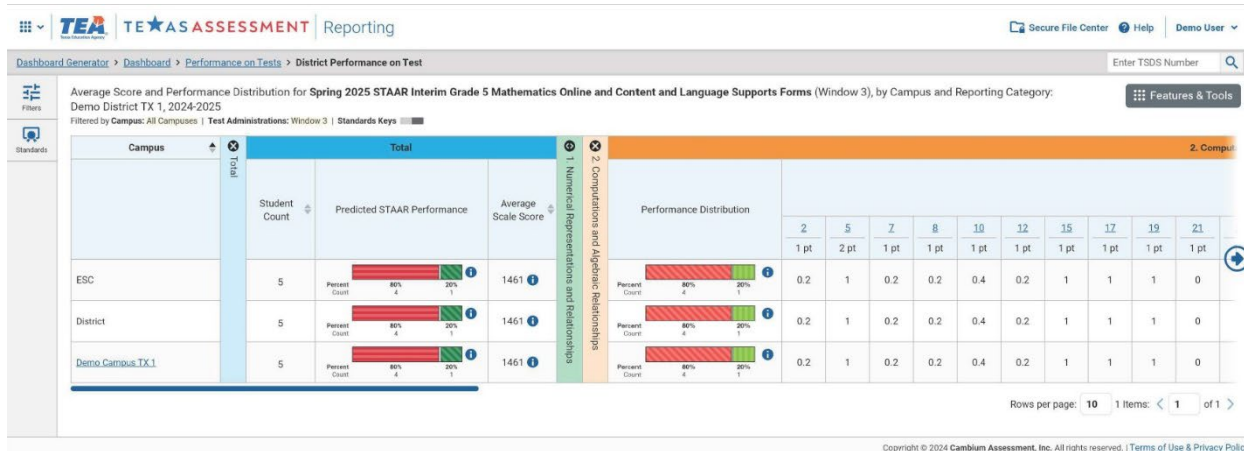


Figure 5. Reporting Category Target Information



Individual Student Reports

CRS also provides [individual student reports \(ISRs\)](#). ISRs include the following elements:

- scale score
- the student's predicted STAAR performance level, which indicates if a student is likely to achieve Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level performance on the spring STAAR summative assessment that school year
- reporting category targets for mathematics, RLA, and social studies, aligned to the Meets Grade Level performance level, that indicate whether a student is Under Target, Near Target, or Above Target
- the TEKS student expectation for each test question
- points received and points possible for each test question
- a QR code to access a video and learn more about score reports for the interim assessments

Neither parents nor students have access to student results in CRS. The ISRs may be used to provide parents and students with results from STAAR Interim Assessments.

Predicted STAAR Performance Level

STAAR Interim Assessments results include a predicted STAAR performance level. A student who completes an interim assessment receives a predicted STAAR performance level of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level that indicates what level the student is likely to achieve on the same grade and subject or course spring STAAR summative assessment taken later that school year. The prediction calculation is based on the assumptions that the student continues on the same instructional path and maintains the same learning trajectory, the student's motivation and test engagement

remain the same, and the student's exposure to the same or similar questions or tests remains limited. If the student takes an interim assessment at a time other than November or February, the interpretation of his or her test score should take into consideration whether the student had more or less time to learn.

As one piece of many possible data points to consider, prediction information can help educators determine which students may need additional support. Note that predicted STAAR performance level data from the 2023–24 school year and beyond cannot be compared to previous prediction data.

In addition, because new performance standards for STAAR science assessments will be set after the spring 2026 STAAR administration, interim science assessments for the 2025–26 school year will predict students' performance using the existing STAAR science performance standards. Educators should exercise caution when interpreting these predictions.

Appendix

STAAR Interim
Assessments Test
Security Statement

STAAR Interim Assessments Test Security Statement

School Year: _____

In accordance with Texas Education Code (TEC) §§39.030, 39.0301, 39.0302, 39.0303, and 39.0304; 19 Texas Administrative Code (TAC) §§101.27, 101.3031, 247.2, and 249.15; and state assessment procedures, I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the Texas Assessment Program.

As an educator for _____
[Campus and District or Charter School Name]

I understand the importance of maintaining the security and confidential integrity of the State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments. By signing this test security statement, I agree to the following:

- 1. Test Security:** I will keep all test materials secure and all student information confidential before, during, and after the test administration.
 - a. I will NOT directly or indirectly assist students with responses to test questions.
 - b. I will NOT discuss or solicit the specific contents of the secure STAAR Interim Assessment questions with anyone before, during, or after the test administration.
 - c. I will NOT duplicate, record, electronically capture (photograph or screenshot), post, or distribute any part of the secure STAAR Interim Assessment questions.
- 2. Security of Test Questions:** I will keep all current and previous individual test questions secure within the Centralized Reporting System (CRS) by not downloading, duplicating, electronically capturing, replicating, printing, or distributing the test questions.
- 3. Integrity:** I will administer the test in a fair and consistent manner so that all students have the best opportunity to demonstrate their knowledge and skills.
- 4. Compliance:** I will follow all testing procedures and guidelines as indicated in the *STAAR Interim Assessments Educator Guide* and outlined by my district and campus.
- 5. Reporting:** I will report any testing incidents or violations of test security immediately to the appropriate supervisor.

I understand that any violation of this test security statement may result in disciplinary actions, up to and including revocation of my teaching certificate.

Name: _____ Testing Role: _____

Signature: _____ Date: _____

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