TEA Texas Education Agency | TEXAS ASSESSMENT

2025 Texas Assessment Conference

General Texas Assessment Program Updates

Student Assessment Division

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.

Presenters for Today

Karen Mayton
Director of Test Administration

Laquita McMillion
Test Administration Training and Support Coordinator

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General Testing Requirements

All Students Are Required to Participate

All students are required to take academic assessments in grades 3–8 and at least once in high school.

- STAAR® State of Texas Assessments of Academic Readiness
- STAAR® ALTERNATE 2 State of Texas Assessments of Academic Readiness (if meet participation requirements)

All emergent bilingual (EB) students in kindergarten through grade 12 are required to take English language proficiency assessments.

- TELPAS Texas English Language Proficiency Assessment System
- TELPAS ALTERNATE Texas English Language Proficiency Assessment System (if meet participation requirements)

STAAR Testing Requirements for Grades 3–8

Students in grades 3–8 are required to be assessed annually in mathematics and reading language arts (RLA).

Includes students who repeat a grade

Includes students who have previously passed the assessment

Students in grades 3–8 are required by federal and state law to take their grade-level tests.

Exception: accelerated students who meet the requirements in TAC §101.3011

Students in grades 3–8 are required to take STAAR.

Unless they are unschooled asylees or refugees who meet the requirements in TAC §101.1005

Unless they meet the participation requirements for STAAR Alternate 2

If a student is receiving accelerated instruction and there is a state test that aligns with that instruction, the student should take the higher-level test in place of his or her grade-level test.

Accelerated Tester Scenarios

NEW

A student taking a **Middle School Advanced Mathematics course** must take the specific assessment listed below based on the TEKS included in the course.

Students enrolled in	must take
Grade 6 Middle School Advanced Math (03103210)	STAAR Grade 6 Mathematics
Grade 7 Middle School Advanced Math (03103220)	STAAR Grade 7 Mathematics
Grade 8 Middle School Advanced Math, Algebra I (03103230)	STAAR Algebra I

Assessment decisions for **locally-developed courses** is a district decision based on which TEKS are covered.

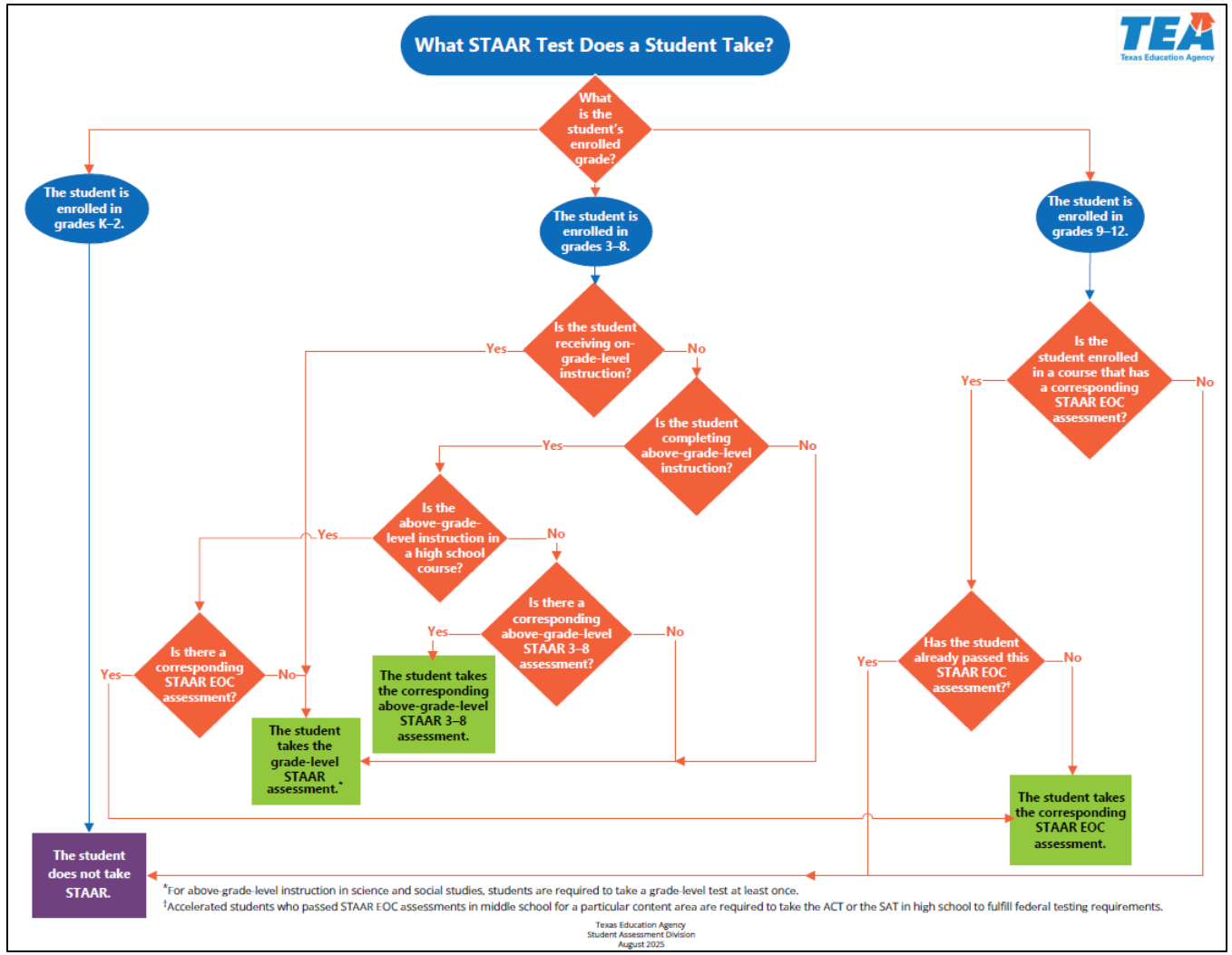
Additional Requirement for Accelerated Testers

Middle school students who complete STAAR EOC assessment requirements in a content area are required to take the ACT or the SAT at least once in high school to fulfill federal accountability requirements.

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

STAAR Testing Requirements Flowchart

UPDATE



- To assist districts with STAAR testing requirements, see this flowchart posted on the STAAR Resources web page.
- It has been updated to indicate that accelerated students are required to take science and social studies grade-level assessments at least once.

STAAR Testing Requirements—EOC Assessments

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

Biology—03010200

U.S. History—03340100

Algebra I—03100500 or Grade 8 Middle School Advanced Math, Algebra I—03103230

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

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

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

STAAR Substitute Assessments

Students at any grade level may choose to use a substitute assessment for a STAAR EOC assessment when they are enrolled in and completing the corresponding course or after they have taken the corresponding course.

To use a substitute assessment

a student must have taken the substitute assessment	the student must have met the required score	the district must have verified the score

The use of a qualifying score on a substitute assessment fulfills part of the student's graduation requirement. However, the student is still required to take the STAAR EOC assessment to fulfill the district's federal accountability requirements.

"Take" means a score code of "S" marked in the Test Information Distribution Engine (TIDE).

STAAR Substitute Assessment Requirements

TEC §39.025

The following state law outlines the requirements that pertain to STAAR substitute assessments.

TAC §101.4002

This administrative code was updated in June 2025 to include PreACT assessments.

STAAR Substitute Assessment Flowchart

The new chart has “June 2025” in the top right corner

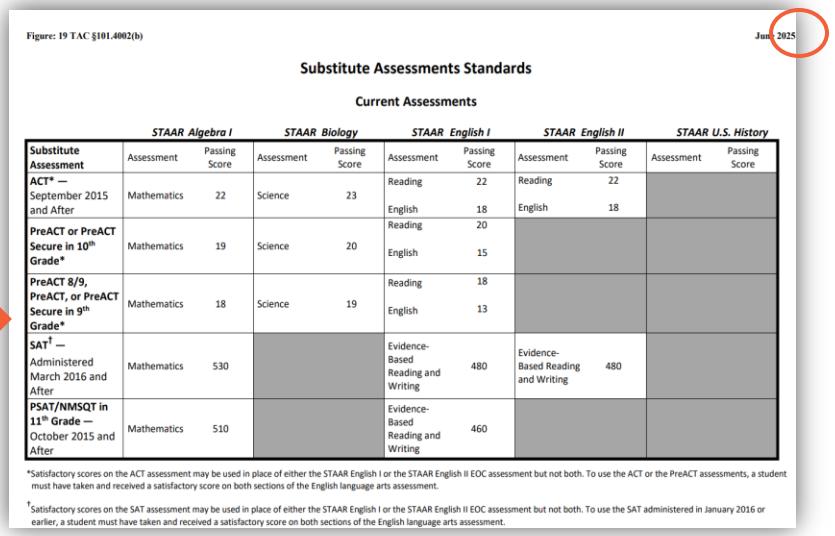


Figure: 19 TAC §101.4002(b) June 2025

Substitute Assessments Standards

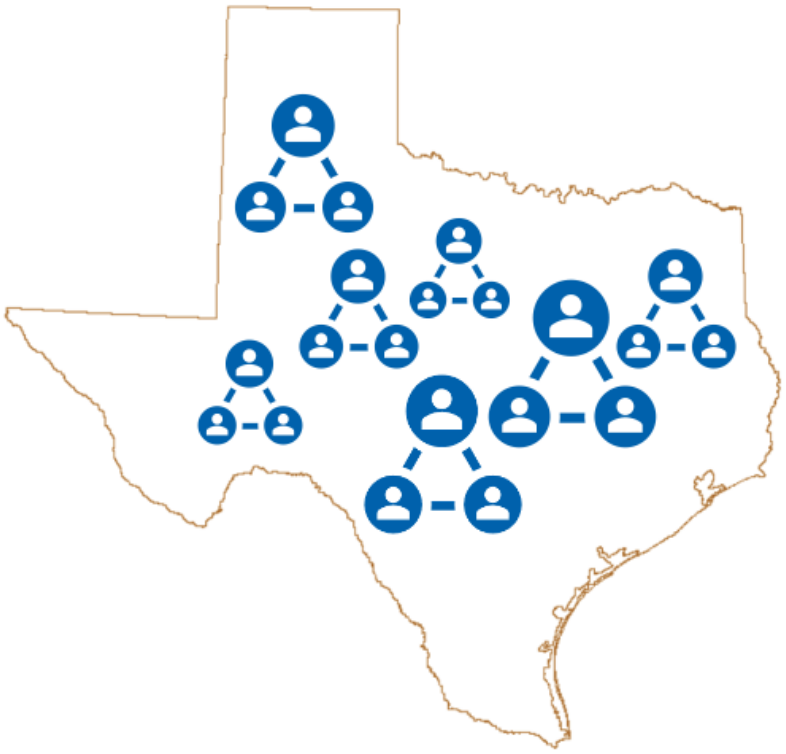
Current Assessments

	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT* — September 2015 and After	Mathematics	22	Science	23	Reading English	22 18	Reading English	22 18		
PreACT or PreACT Secure in 10th Grade*	Mathematics	19	Science	20	Reading English	20 15				
PreACT 8/9, PreACT, or PreACT Secure in 9th Grade*	Mathematics	18	Science	19	Reading English	18 13				
SAT† — Administered March 2016 and After	Mathematics	530			Evidence-Based Reading and Writing	480	Evidence-Based Reading and Writing	480		
PSAT/NMSQT in 11th Grade — October 2015 and After	Mathematics	510			Evidence-Based Reading and Writing	460				

*Satisfactory scores on the ACT assessment may be used in place of either the STAAR English I or the STAAR English II EOC assessment but not both. To use the ACT or the PreACT assessments, a student must have taken and received a satisfactory score on both sections of the English language arts assessment.

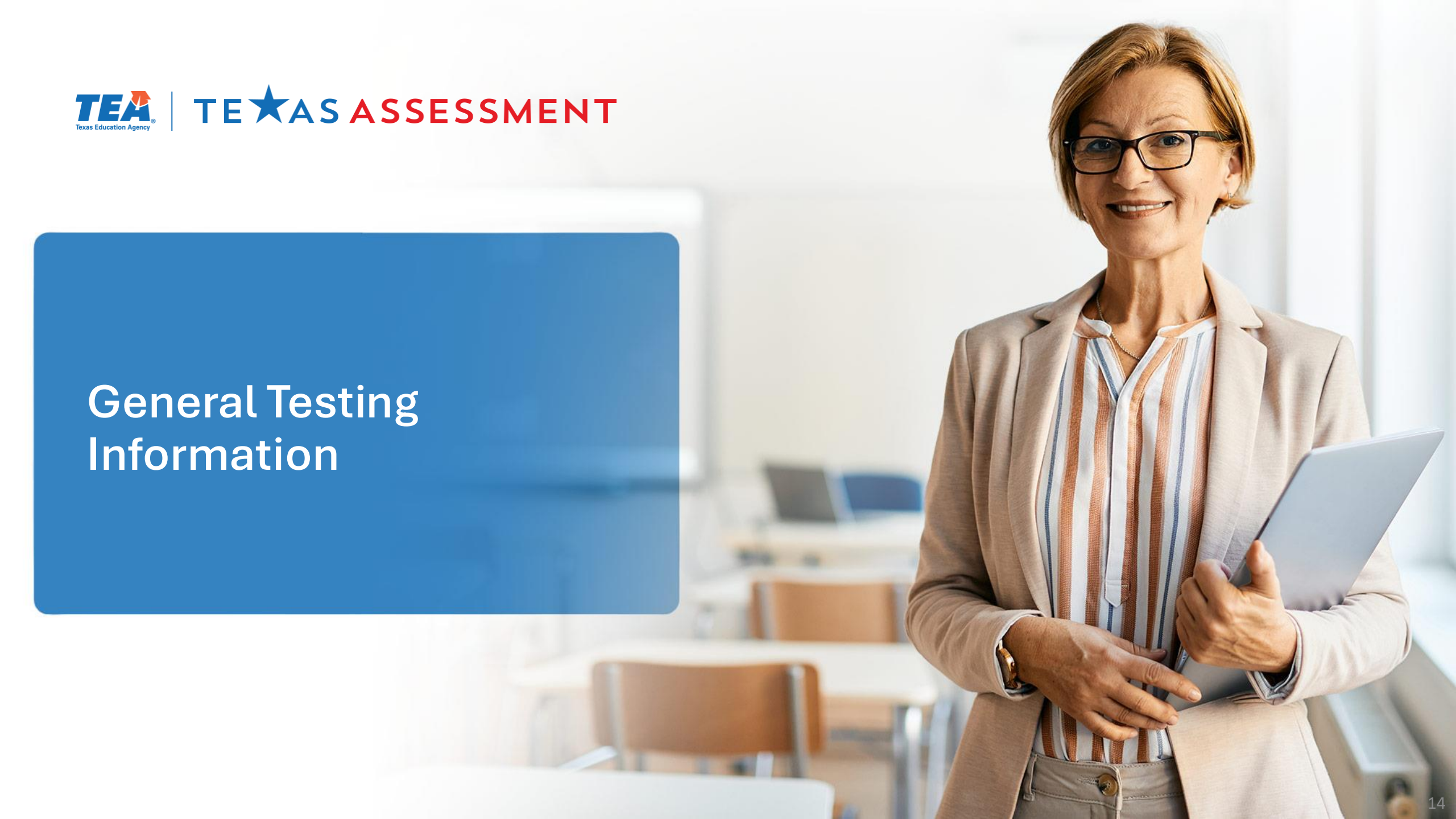
†Satisfactory scores on the SAT assessment may be used in place of either the STAAR English I or the STAAR English II EOC assessment but not both. To use the SAT administered in January 2016 or earlier, a student must have taken and received a satisfactory score on both sections of the English language arts assessment.

Virtual Schools



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

General Testing Information



Year-at-a-Glance: Technology Alliance for Statewide Initiatives (TASI)

District staff should contact their education service centers (ESCs) to register and access the webinars.

February 12, 2026

Event #1223 Spring 2026 STAAR Refresher

January 22, 2026

Event #1122 Spring 2026 Refresher for TELPAS and TELPAS Alternate

Recordings of past webinars are available in the Learning Management System (LMS)

September 4, 2025

Event #1218 2025–2026 STAAR Interim Assessments

September 18, 2025

2025–2026 LPAC Decision-Making Process

September 25, 2025

Event #1220 2025–2026 Accessibility for the Texas Assessment Program

October 16, 2025

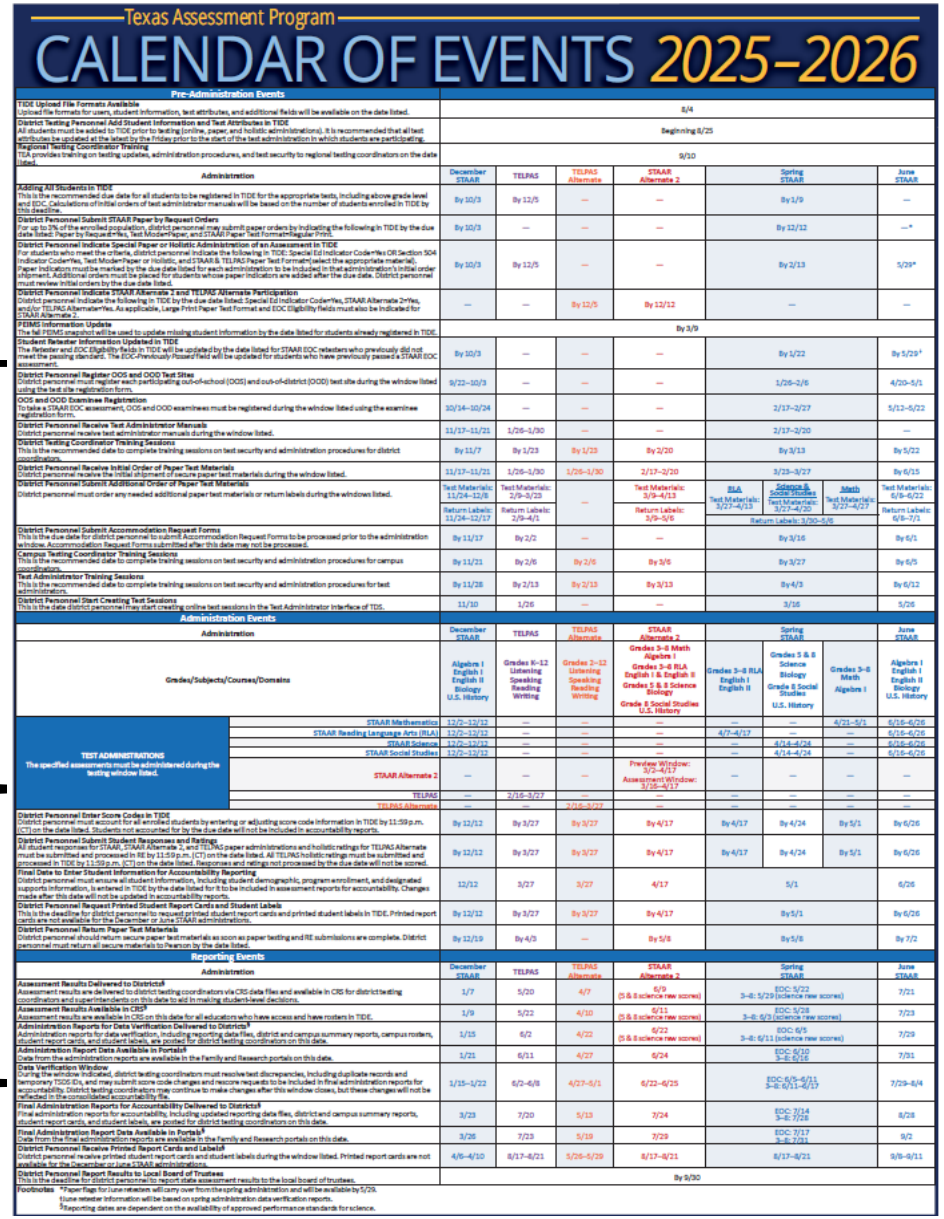
Event #1221 Fall 2025 Updates for STAAR Alternate 2, TELPAS, and TELPAS Alternate

Test Administration Cycle of Events

Before
- Registration
- Pre-administration

During
- Administration
- Post-administration

After
- Scoring and Reporting



Texas Assessment Program

CALENDAR OF EVENTS 2025–2026

Pre-Administration Events	
TIDE Upload File Formats Available Upload file formats for users, student information, test attributes, and additional fields will be available on the date listed.	8/4
District Testing Personnel Add Student Information and Test Attributes in TIDE All students must be added to TIDE prior to testing (online, paper, and holistic administrations). It is recommended that all test attributes be updated at the latest by the Friday prior to the start of the last administration in which students are participating.	Beginning 8/25
Regional Testing Coordinator Training TEA provides training on testing updates, administration procedures, and test security to regional testing coordinators on the date listed.	9/10

Administration	December STAAR	TELPAS	TELPAS Alternate	STAAR Alternate 2	Spring STAAR	June STAAR
Adding All Students in TIDE This is the recommended due date for all students to be registered in TIDE for the appropriate tests, including above grade level and EOC. Calculations of initial orders of test administrator manuals will be based on the number of students enrolled in TIDE by this deadline.	By 10/3	By 12/5	—	—	By 1/9	—
District Personnel Submit STAAR Paper by Request Orders For up to 3% of the enrolled population, district personnel may submit paper orders by indicating the following in TIDE by the due date listed: Paper by Request=Yes, Test Mode=Paper, and STAAR Paper Test Format=Regular Print.	By 10/3	—	—	—	By 12/12	—*
District Personnel Indicate Special Paper or Holistic Administration of an Assessment in TIDE For students who meet the criteria, district personnel indicate the following in TIDE: Special Ed Indicator Code=Yes OR Section 504 Indicator Code=Yes, Test Mode=Paper or Holistic, and STAAR & TELPAS Paper Test Format=(select the appropriate material). Paper indications must be marked by the due date listed for each administration to be included in that administration's initial order shipment. Additional orders must be placed for students whose paper indicators are added after the due date. District personnel must review initial orders by the due date listed.	By 10/3	By 12/5	—	—	By 2/13	5/29*
District Personnel Indicate STAAR Alternate 2 and TELPAS Alternate Participation District personnel indicate the following in TIDE by the due date listed: Special Ed Indicator Code=Yes, STAAR Alternate 2=Yes, and/or TELPAS Alternate=Yes. As applicable, Large Print Paper Test Format and EOC Eligibility fields must also be indicated for STAAR Alternate 2.	—	—	By 12/5	By 12/12	—	—
PEIMS Information Update The fall PEIMS snapshot will be used to update missing student information by the date listed for students already registered in TIDE.	By 3/9					
Student Retester Information Updated in TIDE The *Retester* and *EOC Eligibility* fields in TIDE will be updated by the date listed for STAAR EOC retesters who previously did not meet the passing standard. The *EOC Previously Passed* field will be updated for students who have previously passed a STAAR EOC assessment.	By 10/3	—	—	—	By 1/22	By 5/29†
District Personnel Register OOS and OOD Test Sites District personnel must register each participating out-of-school (OOS) and out-of-district (OOD) test site during the window listed using the test site registration form.	9/22–10/3	—	—	—	1/26–2/6	4/20–5/1
OOS and OOD Examinee Registration To take a STAAR EOC assessment, OOS and OOD examinees must be registered during the window listed using the examinee registration form.	10/14–10/24	—	—	—	2/17–2/27	5/12–5/22
District Personnel Receive Test Administrator Manuals District personnel receive test administrator manuals during the window listed.	11/17–11/21	1/26–1/30	—	—	2/17–2/20	—
District Testing Coordinator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for district coordinators.	By 11/7	By 1/23	By 1/23	By 2/20	By 3/13	By 5/22
District Personnel Receive Initial Order of Paper Test Materials District personnel receive the initial shipment of secure paper test materials during the window listed.	11/17–11/21	1/26–1/30	1/26–1/30	2/17–2/20	3/23–3/27	By 6/15
District Personnel Submit Additional Order of Paper Test Materials District personnel must order any needed additional paper test materials or return labels during the windows listed.	Test Materials: 11/24–12/8 Return Labels: 11/24–12/17	Test Materials: 2/9–3/23 Return Labels: 2/9–4/1	—	Test Materials: 3/9–4/13 Return Labels: 3/9–5/6	RLA Test Materials: 3/27–4/13 Science & Social Studies Test Materials: 3/27–4/20 Math Test Materials: 3/27–4/27 Return Labels: 3/30–5/6	Test Materials: 6/8–6/22 Return Labels: 6/8–7/1
District Personnel Submit Accommodation Request Forms This is the due date for district personnel to submit Accommodation Request Forms to be processed prior to the administration window. Accommodation Request Forms submitted after this date may not be processed.	By 11/17	By 2/2	—	—	By 3/16	By 6/1
Campus Testing Coordinator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for campus coordinators.	By 11/21	By 2/6	By 2/6	By 3/6	By 3/27	By 6/5
Test Administrator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for test administrators.	By 11/28	By 2/13	By 2/13	By 3/13	By 4/3	By 6/12
District Personnel Start Creating Test Sessions This is the date district personnel may start creating online test sessions in the Test Administrator Interface of TDS.	11/10	1/26	—	—	3/16	5/26

Administration Events								
Administration		December STAAR	TELPAS	TELPAS Alternate	STAAR Alternate 2	Spring STAAR		June STAAR
Grades/Subjects/Courses/Domains		Algebra I English I English II Biology U.S. History	Grades K–12 Listening Speaking Reading Writing	Grades 2–12 Listening Speaking Reading Writing	Grades 3–8 Math Algebra I Grades 3–8 RLA English I & English II Grades 5 & 8 Science Biology Grade 8 Social Studies U.S. History	Grades 3–8 RLA English I English II	Grades 5 & 8 Science Biology Grade 8 Social Studies U.S. History	Grades 3–8 Math Algebra I	Algebra I English I English II Biology U.S. History
TEST ADMINISTRATIONS The specified assessments must be administered during the testing window listed.	STAAR Mathematics	12/2–12/12	—	—	—	—	—	4/21–5/1	6/16–6/26
	STAAR Reading Language Arts (RLA)	12/2–12/12	—	—	—	4/7–4/17	—	—	6/16–6/26
	STAAR Science	12/2–12/12	—	—	—	—	4/14–4/24	—	6/16–6/26
	STAAR Social Studies	12/2–12/12	—	—	—	—	4/14–4/24	—	6/16–6/26
	STAAR Alternate 2	—	—	—	Preview Window: 3/2–4/17 Assessment Window: 3/16–4/17	—	—	—	—
	TELPAS	—	2/16–3/27	—	—	—	—	—	—
	TELPAS Alternate	—	—	2/16–3/27	—	—	—	—	—
District Personnel Enter Score Codes in TIDE District personnel must account for all enrolled students by entering or adjusting score code information in TIDE by 11:59 p.m. (CT) on the date listed. Students not accounted for by the due date will not be included in accountability reports.		By 12/12	By 3/27	By 3/27	By 4/17	By 4/17	By 4/24	By 5/1	By 6/26
District Personnel Submit Student Responses and Ratings All student responses for STAAR, STAAR Alternate 2, and TELPAS paper administrations and holistic ratings for TELPAS Alternate must be submitted and processed in RE by 11:59 p.m. (CT) on the date listed. All TELPAS holistic ratings must be submitted and processed in TIDE by 11:59 p.m. (CT) on the date listed. Responses and ratings not processed by the due date will not be scored.		By 12/12	By 3/27	By 3/27	By 4/17	By 4/17	By 4/24	By 5/1	By 6/26
Final Date to Enter Student Information for Accountability Reporting District personnel must ensure all student information, including student demographic, program enrollment, and designated supports information, is entered in TIDE by the date listed for it to be included in assessment reports for accountability. Changes made after this date will not be updated in accountability reports.		12/12	3/27	3/27	4/17	5/1			6/26
District Personnel Request Printed Student Report Cards and Student Labels This is the deadline for district personnel to request printed student report cards and printed student labels in TIDE. Printed report cards are not available for the December or June STAAR administrations.		By 12/12	By 3/27	By 3/27	By 4/17	By 5/1			By 6/26
District Personnel Return Paper Test Materials District personnel should return secure paper test materials as soon as paper testing and RE submissions are complete. District personnel must return all secure materials to Pearson by the date listed.		By 12/19	By 4/3	—	By 5/8	By 5/8			By 7/2

Reporting Events								
Administration	December STAAR	TELPAS	TELPAS Alternate	STAAR Alternate 2	Spring STAAR			June STAAR
Assessment Results Delivered to Districts‡ Assessment results are delivered to district testing coordinators via CRS data files and available in CRS for district testing coordinators and superintendents on this date to aid in making student-level decisions.	1/7	5/20	4/7	6/9 (5 & 8 science new scores)	EOC: 5/22 3–8: 5/29 (science new scores)			7/21
Assessment Results Available in CRS‡ Assessment results are available in CRS on this date for all educators who have access and have rosters in TIDE.	1/9	5/22	4/10	6/11 (5 & 8 science new scores)	EOC: 5/28 3–8: 6/3 (science new scores)			7/23
Administration Reports for Data Verification Delivered to Districts‡ Administration reports for data verification, including reporting data files, district and campus summary reports, campus rosters, student report cards, and student labels, are posted for district testing coordinators on this date.	1/15	6/2	4/22	6/22 (5 & 8 science new scores)	EOC: 6/5 3–8: 6/11 (science new scores)			7/29
Administration Report Data Available in Portals‡ Data from the administration reports are available in the Family and Research portals on this date.	1/21	6/11	4/27	6/24	EOC: 6/10 3–8: 6/16			7/31
Data Verification Window During the window indicated, district testing coordinators must resolve test discrepancies, including duplicate records and temporary TDS IDs, and may submit score code changes and rescore requests to be included in final administration reports for accountability. District testing coordinators may continue to make changes after this window closes, but these changes will not be reflected in the consolidated accountability file.	1/15–1/22	6/2–6/8	4/27–5/1	6/22–6/25	EOC: 6/5–6/11 3–8: 6/11–6/17			7/29–8/4
Final Administration Reports for Accountability Delivered to Districts‡ Final administration reports for accountability, including updated reporting data files, district and campus summary reports, student report cards, and student labels, are posted for district testing coordinators on this date.	3/23	7/20	5/13	7/24	EOC: 7/14 3–8: 7/28			8/28
Final Administration Report Data Available in Portals‡ Data from the final administration reports are available in the Family and Research portals on this date.	3/26	7/23	5/19	7/29	EOC: 7/17 3–8: 7/31			9/2
District Personnel Receive Printed Report Cards and Labels‡ District personnel receive printed student report cards and student labels during the window listed. Printed report cards are not available for the December or June STAAR administrations.	4/6–4/10	8/17–8/21	5/26–5/29	8/17–8/21	8/17–8/21			9/8–9/11
District Personnel Report Results to Local Board of Trustees This is the deadline for district personnel to report state assessment results to the local board of trustees.	By 9/30							

Footnotes
*Paper flags for June retesters will carry over from the spring administration and will be available by 5/29.
†June retester information will be based on spring administration data verification reports.
‡Reporting dates are dependent on the availability of approved performance standards for science.

Best Practice: Test Early

TEA highly recommends that district testing coordinators plan to test early in each testing window to ensure all students have an opportunity to test in case of technical, weather, or emergency issues and to allow for make-up testing.

TEA also recommends that data be submitted in the Response Entry system (RE) as soon as possible after students have finished testing to ensure processing before the testing window closes.

District testing coordinators must verify that all students have been accounted for before 11:59 p.m. (CT) on the last day of each testing window.

STAAR and TELPAS Testing Time

Districts	Students
• Should schedule test sessions for three to four hours • Should begin testing within one hour of the start of the school day.	• Must complete the assessment within the regularly scheduled school day (unless approved for an extra day or becomes sick) • May continue testing if needed until the end of the regularly scheduled school day • May not spend more than seven hours working on the assessment

For the June STAAR EOC administration, an earlier end to the regularly scheduled school day does not require students to stop testing, and students should be allowed to test up to seven hours, if needed.

Testing Consolidation Plan

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

Included in the Administration Directions section of the manuals under General Information.

Scratch Paper

UPDATE

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

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

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

*Minimum requirement: at district discretion, scratch paper may be distributed to all students prior to the assessment.

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

Is digital blank scratch paper allowable? Yes. A student may use digital scratch paper **ONLY** if the digital tool requires the student to independently place symbols, numbers, and letters in the space provided. It cannot have other functions such as spelling assistance or calculation capabilities unless these features can be disabled. Additionally, the tool can not have the ability for work to be saved.

Revised Science Assessments

UPDATE

- With the implementation of the new science TEKS, new performance standards for science assessments will need to be established.

- Therefore, reporting dates for spring 2026 are dependent on the availability of approved performance standards for
  - STAAR grades 5 and 8 science,
  - STAAR Biology,
  - STAAR Alternate 2 grades 5 and 8 science, and
  - STAAR Alternate 2 Biology.

- Starting with the spring 2026 administrations, STAAR and STAAR Alternate 2 assessments no longer include reporting categories. Science content is now grouped into strands.

- Due to the small number of items for each strand, no reporting data will be reported at the strand level.

Reminder: Transition year documents remain in effect for the December2025 STAAR Biology administration.

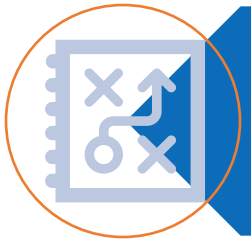
TEA Texas Education Agency | TEXAS ASSESSMENT

Program Updates and Enhancements

Updates to the *District and Campus Coordinator Resources*

UPDATE

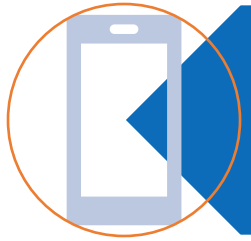
Updated information regarding secure and confidential information → Test Security.



Added STAAR Alternate 2 scoring rubric → Performance and Proficiency Levels.

Added STAAR Honor Statement → Student Cheating. (Added to *STAAR Test Administrator Manual* as well.)

Added more detail regarding Student Mobility.



Added information about personal electronic devices → Technology Guidelines.

Added more detail regarding Administrations in Alternative Education Settings.

Added more detail regarding score codes → Enter Student Information in TIDE.

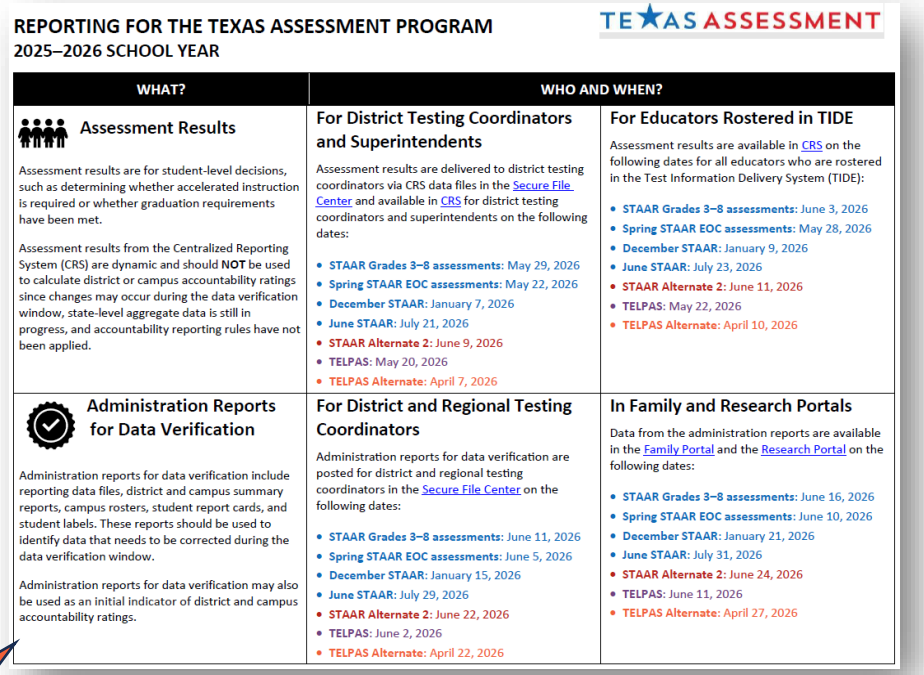
Updated and renamed Top 20 Test Administration Questions.

Reporting Events

UPDATE

To better understand the names of the various reports and files that are posted in the Secure File Center, the terminology for reporting events has been updated.

Previous Terms	Updated Terms
Early Student-Level Results	Assessment Results
Preliminary Assessment Reports for Accountability	Administration Reports for Data Verification
Final Assessment Results for Accountability	Final Administration Reports for Accountability



REPORTING FOR THE TEXAS ASSESSMENT PROGRAM
2025–2026 SCHOOL YEAR

TEXAS ASSESSMENT

WHAT?	WHO AND WHEN?	
Assessment Results Assessment results are for student-level decisions, such as determining whether accelerated instruction is required or whether graduation requirements have been met. Assessment results from the Centralized Reporting System (CRS) are dynamic and should **NOT** be used to calculate district or campus accountability ratings since changes may occur during the data verification window, state-level aggregate data is still in progress, and accountability reporting rules have not been applied.	**For District Testing Coordinators and Superintendents** Assessment results are delivered to district testing coordinators via CRS data files in the Secure File Center and available in CRS for district testing coordinators and superintendents on the following dates: • **STAAR Grades 3–8 assessments:** May 29, 2026 • **Spring STAAR EOC assessments:** May 22, 2026 • **December STAAR:** January 7, 2026 • **June STAAR:** July 21, 2026 • **STAAR Alternate 2:** June 9, 2026 • **TELPAS:** May 20, 2026 • **TELPAS Alternate:** April 7, 2026	**For Educators Rostered in TIDE** Assessment results are available in CRS on the following dates for all educators who are rostered in the Test Information Delivery System (TIDE): • **STAAR Grades 3–8 assessments:** June 3, 2026 • **Spring STAAR EOC assessments:** May 28, 2026 • **December STAAR:** January 9, 2026 • **June STAAR:** July 23, 2026 • **STAAR Alternate 2:** June 11, 2026 • **TELPAS:** May 22, 2026 • **TELPAS Alternate:** April 10, 2026
Administration Reports for Data Verification Administration reports for data verification include reporting data files, district and campus summary reports, campus rosters, student report cards, and student labels. These reports should be used to identify data that needs to be corrected during the data verification window. Administration reports for data verification may also be used as an initial indicator of district and campus accountability ratings.	**For District and Regional Testing Coordinators** Administration reports for data verification are posted for district and regional testing coordinators in the Secure File Center on the following dates: • **STAAR Grades 3–8 assessments:** June 11, 2026 • **Spring STAAR EOC assessments:** June 5, 2026 • **December STAAR:** January 15, 2026 • **June STAAR:** July 29, 2026 • **STAAR Alternate 2:** June 22, 2026 • **TELPAS:** June 2, 2026 • **TELPAS Alternate:** April 22, 2026	**In Family and Research Portals** Data from the administration reports are available in the Family Portal and the Research Portal on the following dates: • **STAAR Grades 3–8 assessments:** June 16, 2026 • **Spring STAAR EOC assessments:** June 10, 2026 • **December STAAR:** January 21, 2026 • **June STAAR:** July 31, 2026 • **STAAR Alternate 2:** June 24, 2026 • **TELPAS:** June 11, 2026 • **TELPAS Alternate:** April 27, 2026

A one-page color coded document listing reporting deliverables, their purposes, and their delivery dates is available on the Student Assessment Results webpage.

Data Verification Windows

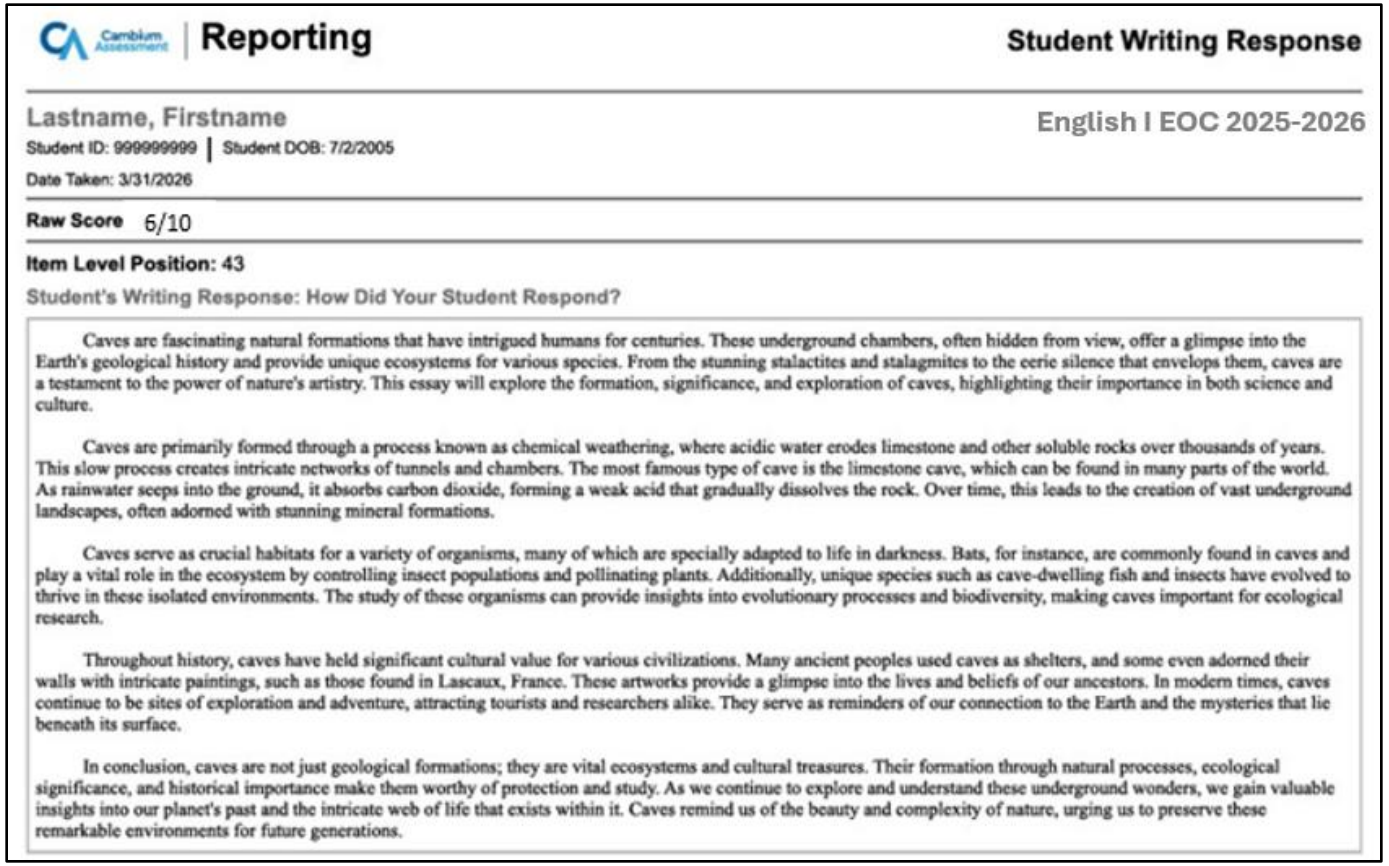
- District coordinators **must** review and verify the data and make corrections as needed.
- Correction submitted during the window will be reflected in final administration reports for accountability.

Can Be Done	Cannot Be Done
Submit score code changes	Enter a score code
Resolve test discrepancies	Enter student responses in RE
Merge temporary TSDS IDs	Add a student
Submit rescore requests	Correct existing student demographic information
Correct student name	Enter holistic ratings
Correct student date of birth	Change holistic ratings
Correct years in U.S. schools	

Export of Constructed Responses from CRS

NEW

- Users will now be able to export constructed responses for spring STAAR assessments.
- The information will be in a PDF format and sent to the user via the Secure File Center.
- The information is available for an entire district, campus, or roster.
- This includes:
  - RLA extended constructed responses
  - RLA short constructed responses
  - Science short constructed responses
  - Social studies short constructed responses



Cambium Assessment | **Reporting** — **Student Writing Response**

Lastname, Firstname — English I EOC 2025-2026

Student ID: 999999999 | Student DOB: 7/2/2005

Date Taken: 3/31/2026

Raw Score 6/10

Item Level Position: 43

Student's Writing Response: How Did Your Student Respond?

Caves are fascinating natural formations that have intrigued humans for centuries. These underground chambers, often hidden from view, offer a glimpse into the Earth's geological history and provide unique ecosystems for various species. From the stunning stalactites and stalagmites to the eerie silence that envelops them, caves are a testament to the power of nature's artistry. This essay will explore the formation, significance, and exploration of caves, highlighting their importance in both science and culture.

Caves are primarily formed through a process known as chemical weathering, where acidic water erodes limestone and other soluble rocks over thousands of years. This slow process creates intricate networks of tunnels and chambers. The most famous type of cave is the limestone cave, which can be found in many parts of the world. As rainwater seeps into the ground, it absorbs carbon dioxide, forming a weak acid that gradually dissolves the rock. Over time, this leads to the creation of vast underground landscapes, often adorned with stunning mineral formations.

Caves serve as crucial habitats for a variety of organisms, many of which are specially adapted to life in darkness. Bats, for instance, are commonly found in caves and play a vital role in the ecosystem by controlling insect populations and pollinating plants. Additionally, unique species such as cave-dwelling fish and insects have evolved to thrive in these isolated environments. The study of these organisms can provide insights into evolutionary processes and biodiversity, making caves important for ecological research.

Throughout history, caves have held significant cultural value for various civilizations. Many ancient peoples used caves as shelters, and some even adorned their walls with intricate paintings, such as those found in Lascaux, France. These artworks provide a glimpse into the lives and beliefs of our ancestors. In modern times, caves continue to be sites of exploration and adventure, attracting tourists and researchers alike. They serve as reminders of our connection to the Earth and the mysteries that lie beneath its surface.

In conclusion, caves are not just geological formations; they are vital ecosystems and cultural treasures. Their formation through natural processes, ecological significance, and historical importance make them worthy of protection and study. As we continue to explore and understand these underground wonders, we gain valuable insights into our planet's past and the intricate web of life that exists within it. Caves remind us of the beauty and complexity of nature, urging us to preserve these remarkable environments for future generations.

Extended Constructed Response Reports will no longer be produced after the spring 2026 STAAR administration.

Personal Communication Devices

UPDATE

A student who has a documented need to use a personal communication device in an individualized education program (IEP), Section 504 accommodation plan, individualized health plan, or another similar program or plan will continue to be able to use these devices for state assessments.

As in previous years where a student needed a personal communication device for medical needs, testing personnel **MUST**:

- follow the technology guidelines and
- actively monitor students.

Wearable Technology

UPDATE

- District coordinators must implement procedures to prevent the use of cell phones, personal electronic devices, and any wearable technology that is not essential during testing.

- Students may use wearable technology only when it is medically necessary.

Smart Glasses

Students with prescription lenses in "meta" or "smart" frames are permitted to use them during testing.

- Must follow the technology guidelines.
- Active monitoring must take place.
- Recommend communicating to parents which features will result in a testing irregularity if used during testing and what the potential consequences are for students violating test security.

Jewelry

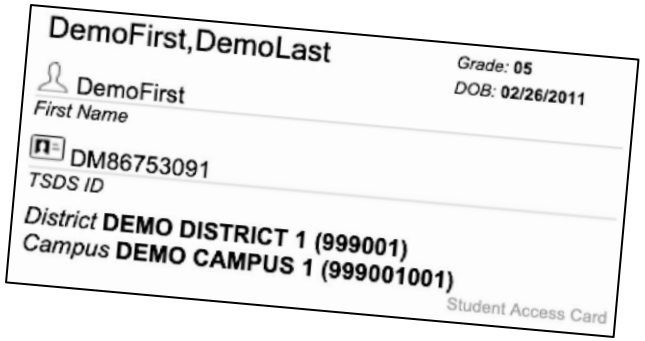
Wearable tech that is not medically essential must be removed prior to the administration of the test.

- Recommend communicating to parents that students using this technology to capture any part of the content will result in a testing irregularity and an invalidation of the student's test.

New Policy Regarding Student Test Tickets

NEW

- District testing personnel may print student test tickets for the first online assessment administered in the school year.
- Test tickets may be reused throughout the school year.
- Student test tickets contain personally identifiable information (PII) and must be kept confidential based on FERPA guidelines.
- All test tickets must be destroyed:
  - after each test administration if not being reused or
  - at the end of the school year if being reused.



Refer to Secure Materials section of the *Coordinator Resources* for additional information.

Secure and Confidential Materials

UPDATE

Securing these materials is vital to ensure valid assessment results.

Secure Materials	Confidential Materials
Test Session IDs	Student Test Tickets
Online Assessments	STAAR Alternate 2 Scoring Documents*
Test Booklets	TELPAS Student Rating Rosters*
Secure Test Instructions	TELPAS Writing Collection Documents*
STAAR Alternate 2 Image Cards	TELPAS Alternate Observable Behaviors Inventories*
STAAR Interim Assessment Questions in CRS	*These documents become confidential once student information has been added to them.
TELPAS Calibration Activities	

FERPA guidelines must be followed to preserve the confidentiality of student information listed on these materials.

Updated Policy Regarding Testing Windows

UPDATE

- District testing personnel MUST provide a testing opportunity to all eligible students during the district selected testing and make-up dates for:
  - STAAR,
  - STAAR Alternate 2, and
  - TELPAS (online and paper).

- If a district has completed testing on the district selected testing and make-up days, testing personnel are encouraged but not required to administer assessments to students who have not yet tested.

The relevant references in this training and on the Student Mobility page of the *Coordinator Resources* have also been updated.

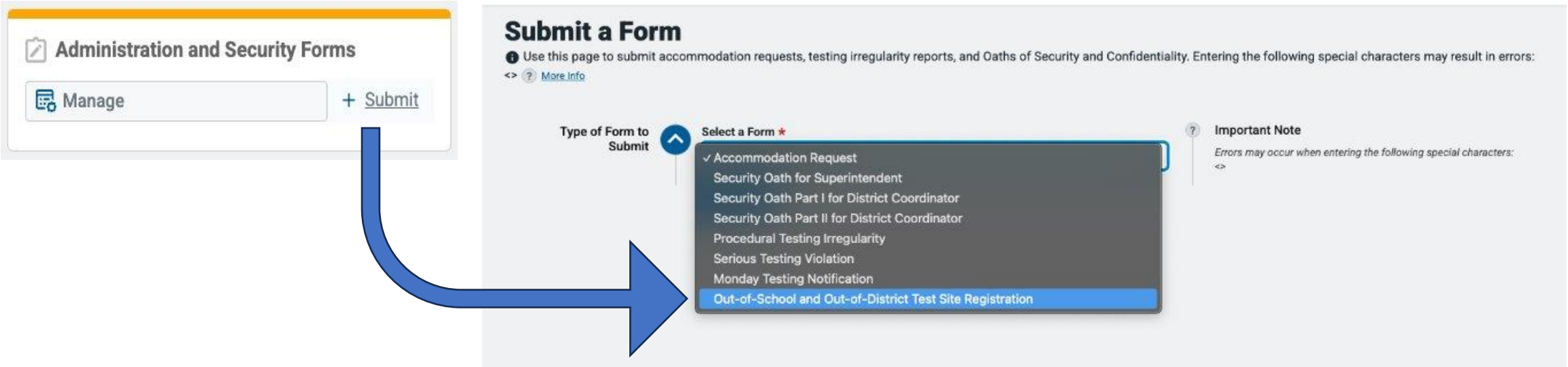
OOS/OOD Registration Form

NEW

To provide districts with greater control of their Out-of-School/Out-of-District (OOS/OOD) Test Site Registration, this form is now in TIDE.

Forms must be submitted based on the dates in the Calendar of Events.

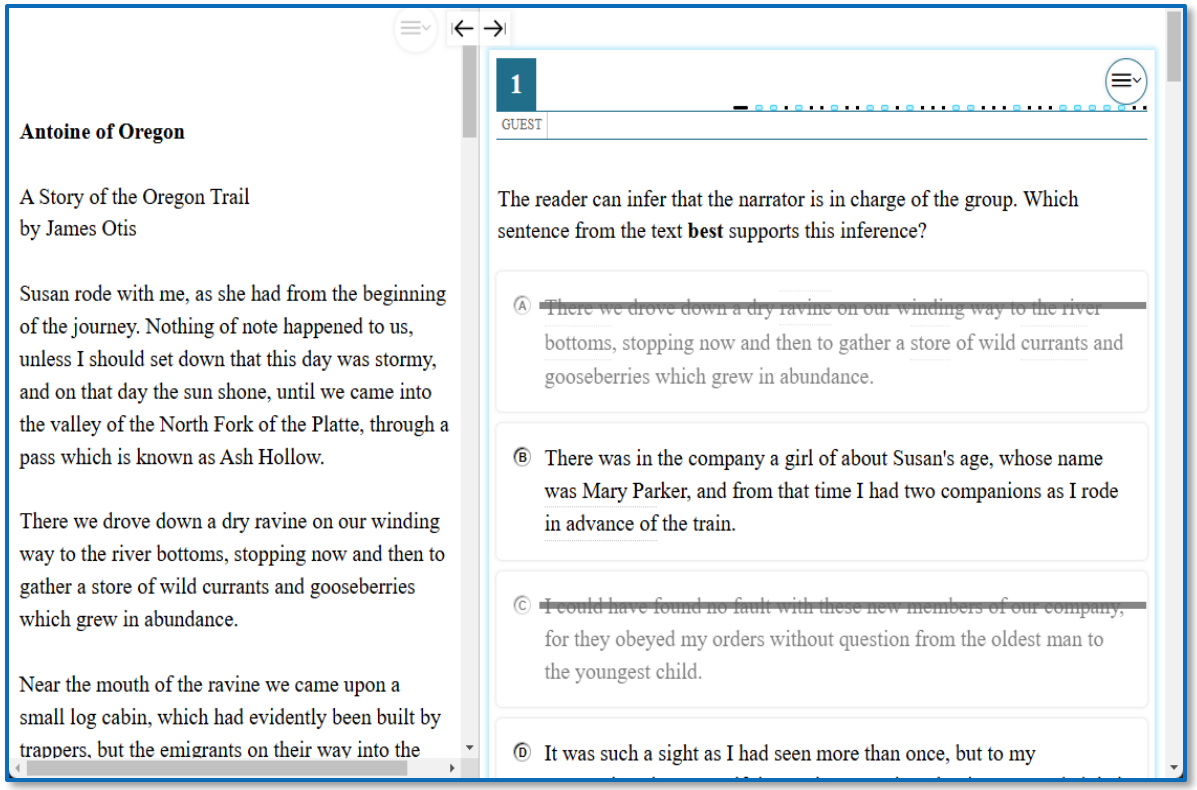
District testing coordinators will be notified of any submissions.



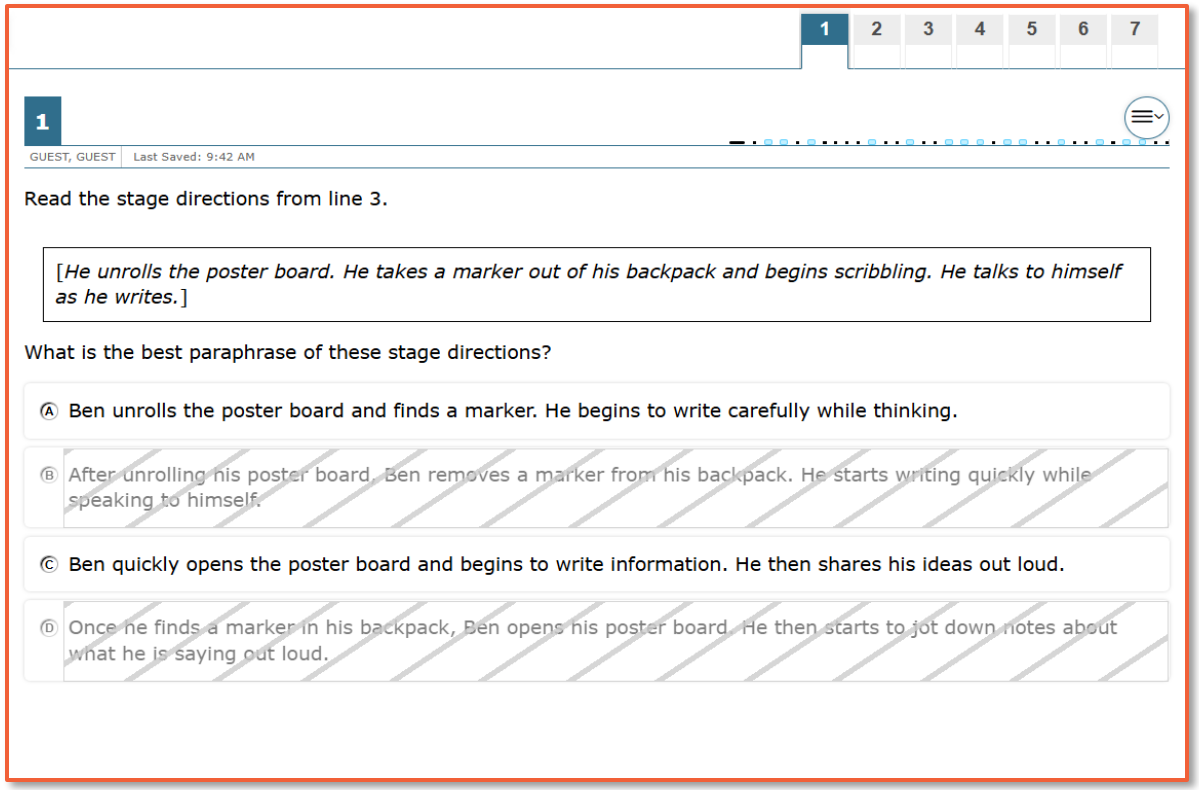
Updated Strikethrough Tool

UPDATE

Previous



Updated



Release of STAAR Braille Materials

NEW

The Issue: Lack of materials for training test administrators and need to familiarize students on the layout of the assessment

Current Solution: Plan to allow districts to keep their **spring 2026 STAAR** braille kit materials

Important to Know: **Embargoed until summer 2026** alongside regular release of online tests and scoring guides

Supplemental Aids for State Assessments: Content vs Testing Strategy

UPDATE

ALLOWED: Content Reminder

Helps the student remember WHAT

Includes: content specific facts or rules

Students must know the content to use the support

Example: To be able to use PEMDAS, a student would need to be able to independently

- Identify that the expression involves multiple operations (e.g., parentheses, exponents, etc.)
- Understand that the order of operations is necessary to solve it correctly
- Recall what the letters in PEMDAS represent
- Apply the order of operations

NOT ALLOWED: Testing Strategy

Helps the student remember HOW

Includes: checklists or prompts

They tell students *how* to respond to a test question

Example: RACES provides a step-by-step process for constructing a written response.

- While the acronym contains words found in RLA standards, the strategy can be applied to any content area that requires a written response

A supplemental aid should be like an unmarked road map. It is only useful if you already know your route. A strategy is like using GPS. It gives you turn-by-turn directions to the destination.

Supplemental Aids: Considerations When Creating Mnemonic Devices and Blank Graphic Organizers for Use on State Assessments

When developing a supplemental aid, ask the following questions to help determine if the support is providing a testing strategy. If the answer is yes, it is likely a strategy and should be adjusted to better fit the intent.

Mnemonic Devices

- Is it guiding them through a process or strategy for thinking, solving, or responding?
- Do the letters represent actions or steps (e.g., "Underline the question")?
- Is the mnemonic generalizable across other subject area assessments?
- Does the mnemonic involve decision-making (e.g., identifying key information, choosing evidence)?

Blank Graphic Organizers

- Does it guide them through a thinking or response process?
- Does it guide students on how to approach a task by including labels or symbols?
- If arrows are present, does their flow imply a cognitive process rather than content organization?

Isn't a blank graphic organizer a way of providing a strategy?

No. A blank graphic organizer provides an empty framework (e.g., T-chart, Venn diagram), not a step-by-step process with specific actions.

Doesn't "PEMDAS" provide a strategy for how to answer a math equation?

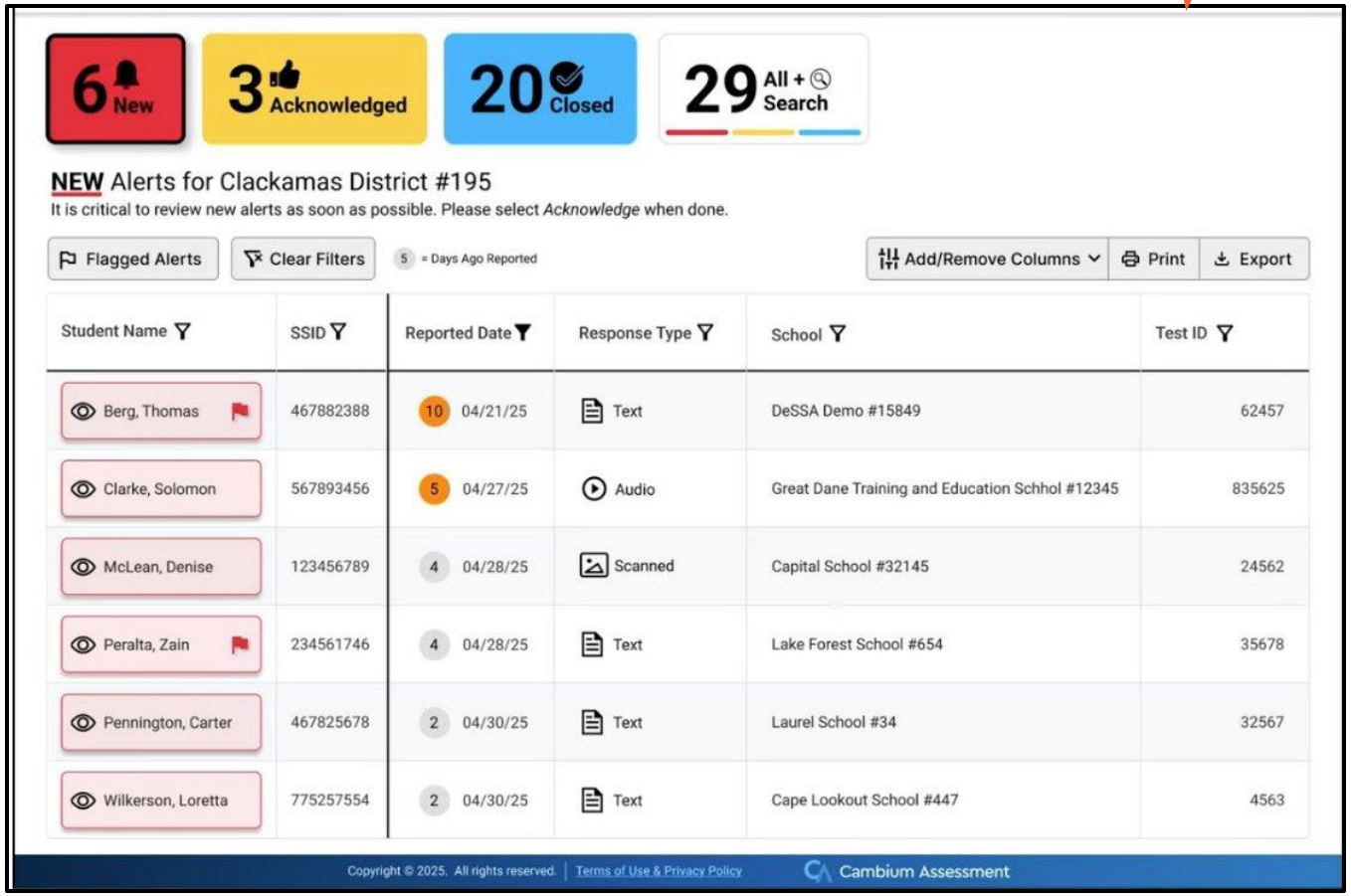
No. PEMDAS, or Please Excuse My Dear Aunt Sally, provides a reminder of in what order to complete a math equation. It does not instruct them on how to carry out solving the equation by reminding them how to multiple, divide, etc.,. Students would need to know what the symbols in the equation are and how to use them in order to answer the question. PEMDAS does not convey that information.

Hotline Direct

Coming Soon

- This is a system for district personnel to locate and act upon written or verbal responses that trigger student alerts.

- Access will be provided to district testing coordinators, their assistants, and a new user role, the Hotline Direct Assistant (HDA).



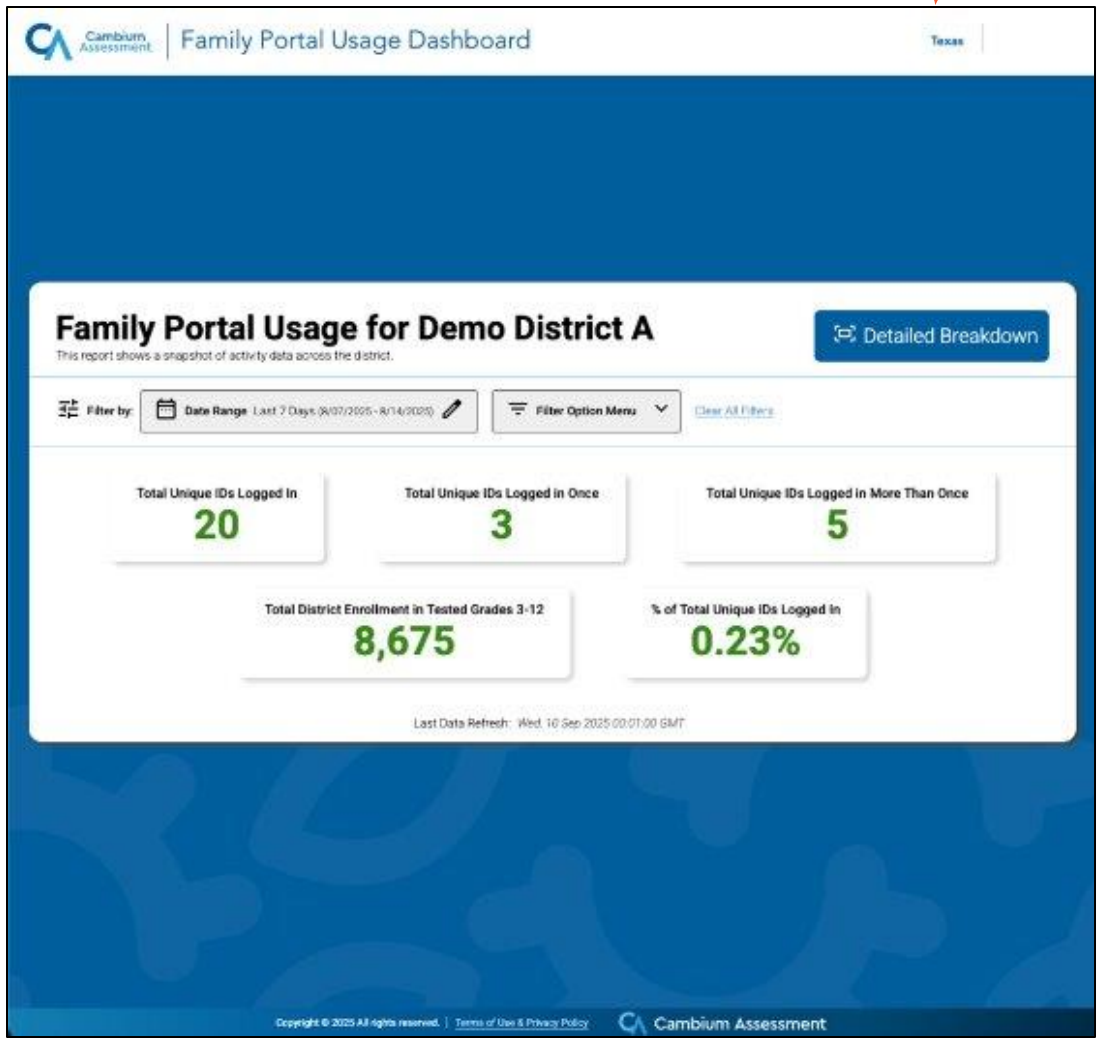
*Potential mock-up

Family Portal Usage Dashboard

Coming Soon

- Later this fall a Family Portal Usage Dashboard will be released that provides district-level users with general statistics.

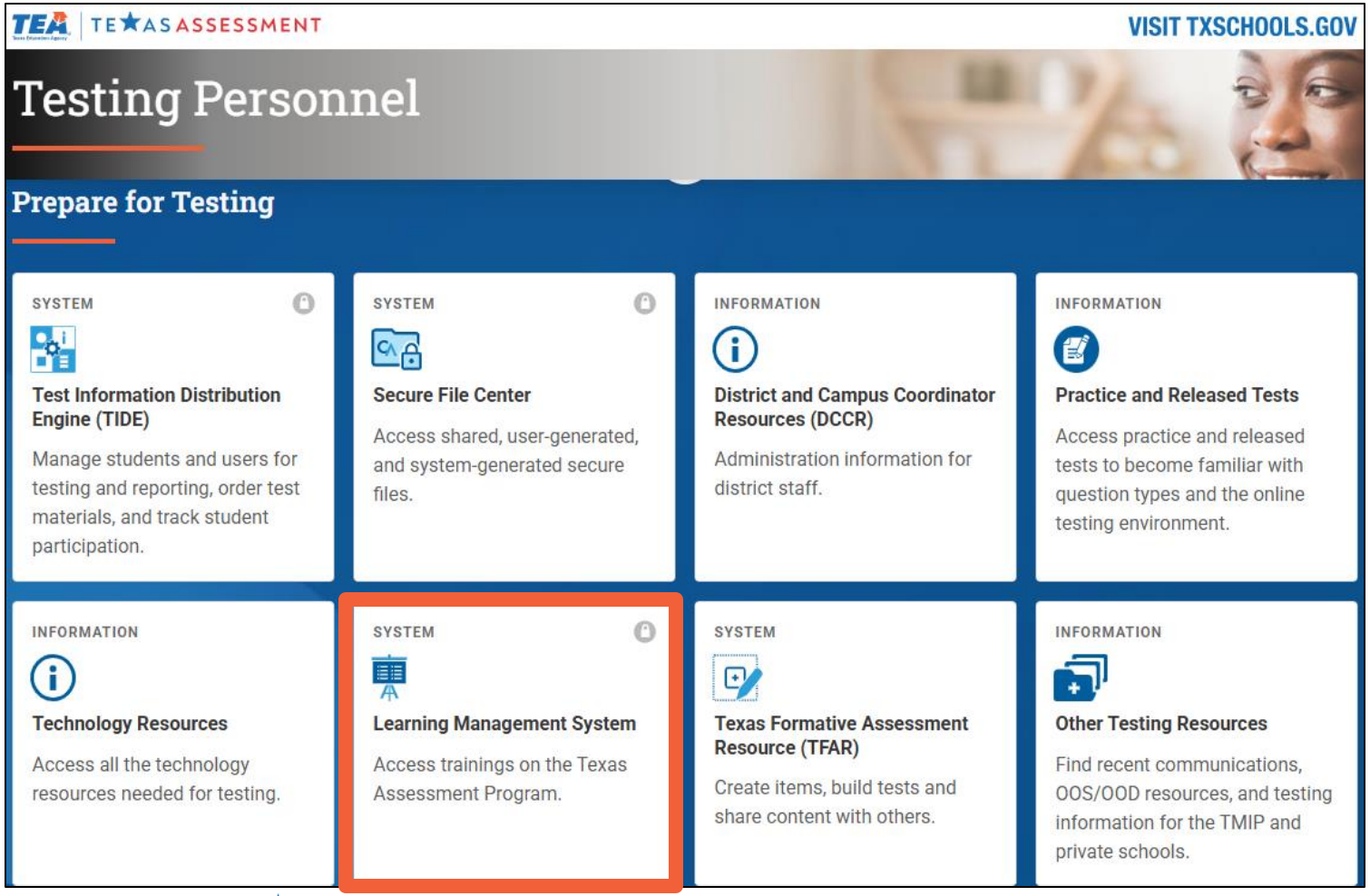
- Users will be able to:
  - Filter by grade, program, etc.
  - View historical comparisons
  - View how the user (parent/guardian) logged into the Family Portal.



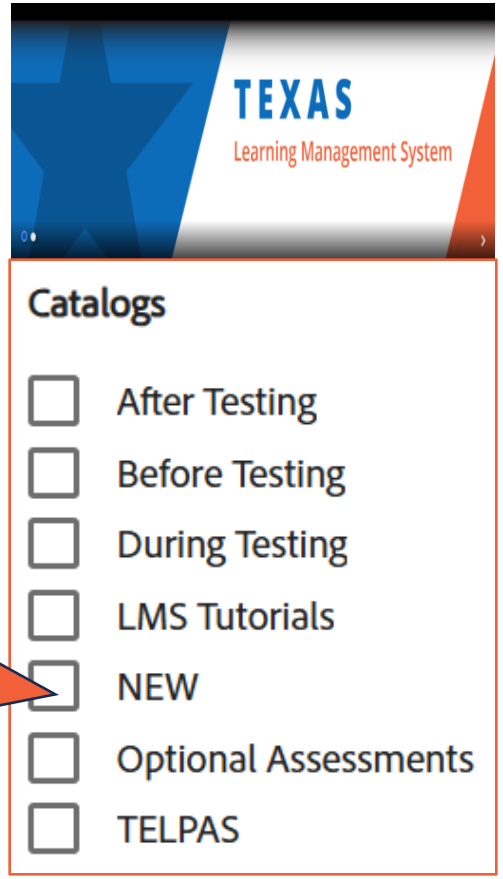
**Potential mock-up*

Where can I learn more?

Visit the Learning Management System



To learn more about new features and updates, filter by "NEW" in LMS.



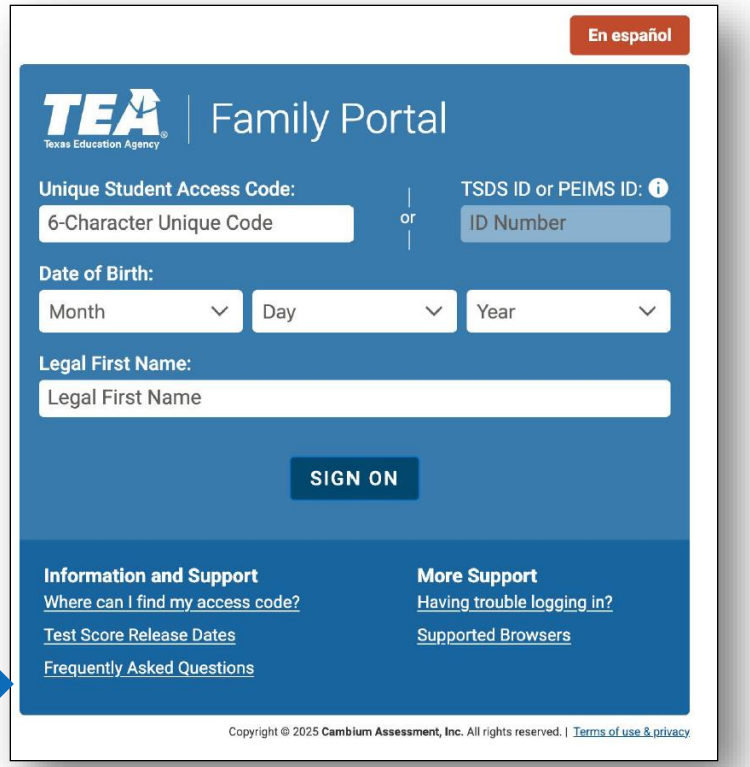
TEA Texas Education Agency | TEXAS ASSESSMENT

House Bill 8 Update

What HB8 requirements benefit SY25-26?

- **Monday Testing Rule Repealed**
  - Districts may choose to test on the first Monday of a testing window
- **Texas Anxiety Mitigation**
  - Language added to Test Administrator Manuals
  - Districts are encouraged to review excessive testing practices earlier than 2027-28.
- **Family Portal Results In One Click**
  - TexasAssessment.gov to be updated soon
- **District Results Notification**
  - 95% of districts utilize SSO

New SMS feature launching this spring!



Current eligible students enrolled in English II are still required to take the EOC in spring 2026 and 2027 pursuant to Sec. 5.003(b) of HB 8.

House Bill 8 Frequently Asked Questions

Texas Educators:
TEA Needs Your Input!

- Support student success by serving on an **assessment committee**.

- Teachers, instructional coaches, content specialists, and administrators play an essential role:
  - **Passage Review:** reviewing Reading Language Arts (RLA) each test passage.
  - **Item Review:** reviewing and approving each potential test question.
  - **Constructed Response Range-Finding:** setting scoring boundaries for essays.
  - **Subject-Area Advisory Group** providing feedback on subject-area-specific topics.
  - **Standard-Setting:** establishing cut scores that define performance levels.

- Visit TexasAssessment.gov or use the QR code to sign up.

Check out our TEA sessions!

Visit us at the TEA booth in the Exhibit Hall Monday and Tuesday!

Monday

- 4:30-5:30 NAEP Navigating New Horizons

Tuesday

- 8:00-9:00 STAAR Assessed Content
- 10:45-11:45 Early Childhood Assessment Requirements
- 1:30-2:30 Accountability Data Submission Timeline Review
- 3:00-4:00 Accessing Student Test Results
- 4:15-5:15 A-F Accountability

Wednesday

- 8:45-9:45 TELPAS Redesign
- 10:00-11:00 Assessment Scoring

Thank you for all you do to serve the students in our state.

TAC: General Texas Assessment Program Updates