



Spring 2026 STAAR

- Results for Districts
- Results for Parents
- PASS: New HB2 Student Tutoring Accounts



Spring 2026 Results Reporting Schedule

Spring 2026 STAAR Reporting Timeline

	Close of Final Testing Window	Test Results for Schools EOC	Test Results for Schools 3-8	Test Results for Families EOC	Test Results for Families 3-8	Final Test Results for Schools (After processing district requested corrections) EOC	Final Test Results for Schools (After processing district requested corrections) 3-8	A-F Results
SY 2024-25	5/1/26	5/23/25	5/30/25	6/10/25	6/17/25	7/11/25	7/22/25	8/15/25
SY 2025-26	5/1/26	5/22/26	5/29/26 (5 and 8 science raw scores)	6/10/26	6/16/26 (5 and 8 science raw scores)	7/14/26	7/28/26 (5 and 8 science Performance Levels)	8/14/26

See the [Reporting Events](#) page of the *Coordinator Resources* for more information.



TexasAssessment.Gov Features for Parents to Review Results

STAAR offers maximum transparency for parents

TEA's Family Portal provides parents and guardians access to their children's test results.

Parents can see:

- ✓ their child's achieved scores
- ✓ **each test question** and the TEKS student expectation tested
- ✓ their child's answer, **including essay responses**
- ✓ rationales for correct/incorrect answers
- ✓ easy-to-use **customized** resources to support learning at home

TE★AS ASSESSMENT | Family Portal

Welcome, Thomas Kane
Student ID: DM54125115 Date of Birth: 11/11/2014

Thomas's Scores for 2023-2024 School Year

Sorted by: Most Recent Test

Subjects: All Show All Tests from School Year

Currently Viewing: The most recent test in all subjects for the 2023-2024 school year

STAAR Algebra I Approaches Grade Level

STAAR Biology

STAAR English I

Your Child's Test Questions

✓ Correct ▲ Partial ✗ Incorrect — Not available for a 1-point item

Item #	Reporting Category	Result	Score	State		
				No Credit	Partial Credit	Full Credit
1	1. Reading	✓	1/1	32%	—	68%
2	1. Reading	✓				
3	1. Reading	✓				
4	1. Reading	✓				
5	1. Reading	✓				
6	1. Reading	✓				
7	1. Reading	▲				
8	1. Reading	✓				
9	1. Reading	✗				

Resources To Help Your Child

Strategies to Improve Your Child's Understanding [College and Career Readiness](#) [Additional Resources](#)

Strategies to Improve Your Child's Understanding

Reading

- When your child is reading a fiction text, provide an informational article that relates to ideas or topics they explore in the text.
- Have your child read a fiction text and highlight interesting uses of language and phrasing. Point out themes in the text.

Writing

- Ask your child to write a review of a movie, book, concert, or other experience. Encourage your child to support his or her description.
- With your child, find examples online of sentences that use active voice and passive voice. Have your child identify which sentences use active voice and which sentences use passive voice. Encourage your child to change a few sentences.

Available at TexasAssessment.gov.

Every STAAR Question & Answer is Available for Parents

Parents are able to view:

STAAR Mathematics

Overall | Category Results | **Test Questions** | Responses | Progress | Quantile® Trend | Resources to Help Your Child

Test: STAAR Grade 8 Mathematics
 Test Window: Spring 2024
 School:
 Score: **1848**
 Performance Level: **Approaches Grade Level**
 Quantile® Score: 1080Q

Your Child's Responses

Item 21 of 40
 Score: 2/2

Reporting Category
 Computations and Algebraic Relationships

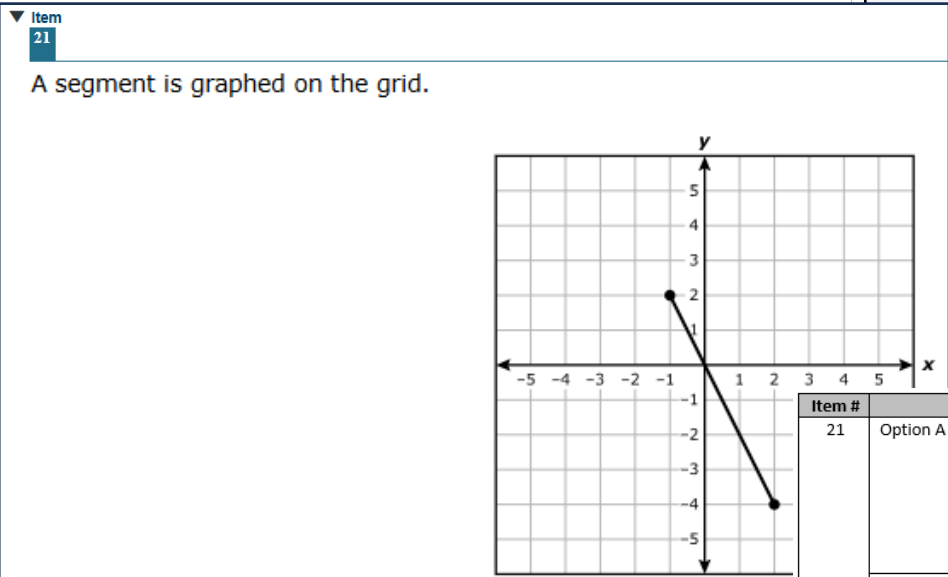
Knowledge Statement
 Proportionality. The student applies mathematical process standards to use

Student Expectation
 Identify functions using sets of ordered pairs, tables, mappings, and graphs

Percentage of Students Who Earned Full Credit
 42% of students in the State
 44% of students in the District
 61% of students in the Campus

Percentage of Students Who Earned Partial Credit
 46% of students in the State
 44% of students in the District
 30% of students in the Campus

Percentage of Students Who Earned No Credit
 12% of students in the State
 13% of students in the District
 10% of students in the Campus



Points will be plotted on the grid with the segment to show y as a function of x . Which ordered pairs can be added to the grid to show y as a function of x . Select **TWO** correct answers.

- (3, -6)
- (-1, 6)
- (1, -6)
- (0, 2)
- (-2, 4)

Item #		Rationale
21	Option A is correct	To determine which ordered pair can be added to the grid to show y as a function of x (relationship in which each input [x -value] has a single output [y -value]), the student could have recognized that the graph does not contain at point at $x = 3$, so the ordered pair (3, -6) can belong to the function. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option E is correct	To determine which ordered pair can be added to the grid to show y as a function of x , the student could have recognized that the graph does not contain at point at $x = -2$, so the ordered pair (-2, 4) can belong to the function. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option B is incorrect	The student likely did not recognize that the graph has the same x -value, $x = -1$, paired with a different y -value, $y = 2$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.
	Option C is incorrect	The student likely did not recognize that the graph has the same x -value, $x = 1$, paired with a different y -value, $y = -2$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.
	Option D is incorrect	The student likely did not recognize that the graph has the same x -value, $x = 0$, paired with a different y -value, $y = 0$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.

Every STAAR question provides information for how students performed across the state, shows the exact question, and answers entered by the student.

Rationales include potential student misconceptions.

Every STAAR Written Response is Available for Parents

Parents are able to view:

Seeing in a Sea of Snow

1 The sun breaks through the clouds, brilliantly reflecting off snow-covered mountains and rivers of ice. The view is breathtaking. What would it take to live in such a magical yet harsh environment?

2 Over millennia the native peoples of Earth's northernmost region adapted to their environment. Their houses, such as igloos, were often constructed out of snow. Their clothing was made from the thick, heavy hides of land and marine animals. Their food was obtained primarily through hunting and fishing in the frigid, wild land and sea.

Blinded by the Light

3 A major problem that the native peoples of Arctic regions experienced in their snowy landscape was a condition called snow blindness. The scientific term for this is *photokeratitis*. It is essentially caused by the eye being exposed to too much ultraviolet light.


4 When a person looks out over a snowy landscape or an icy sea, the light from the sun reflects back from the white surface directly into the person's eyes. Staring too long at something like this is not only painful but also extremely damaging. Eyes can get sunburned, just like skin can. If a sunburn to the eyes is bad enough, the damage can be permanent.

A Necessary Invention

5 Today, people use modern sunglasses to help protect their eyes from bright sunlight. But thousands of years ago, people did not have an accessory like this. If people needed something to protect their eyes from the sun or from light reflected off a white landscape, they had to make it themselves. That is exactly what the native peoples of Arctic regions did. They created the very first snow goggles.

6 No one knows for sure when the first snow goggles were invented. Some of the oldest ones have been found on the Russian coastline of the Bering Sea. They are dated at about 4,000 years old. However, it is impossible to say that the Russian natives invented them, since hunters often migrated long distances across the landscape. Anyone from across the span of the Arctic Circle region could have dropped them there.

7 Many other snow goggles in all kinds of styles have been found across Arctic regions in Alaska, Canada, Siberia, and Greenland. What is interesting to consider is that all these people from diverse geographic regions either came up with the idea at the same time or had regular contact with one another. It is most likely that someone created a pair of snow goggles, and they quickly caught on. Soon everyone was wearing a variety of the special glasses. Beaded and fur-lined metal snow goggles have been found in Siberia. Wood, bone, antler, and leather ones have been found across the other locations.



1,800-year-old snow goggles

The reading passage

ESSAY: Write your essay in the empty box below.

Read the article "Seeing in a Sea of Snow." Based on the information in the article, write a response to the following:
Explain what the invention of snow goggles reveals about ancient cultures.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

The writing prompt

The writing reminders provided

Exactly what their child typed

The invention of snow goggles reveals how ancient cultures tried something in a new way and it payed off. The author of the informational article, "Seeing in a Sea of Snow," shares most of their ideas on this topic aswell by using past events and people to compare it to the modern day world.

In the article, the writer shares ideas on how innovative and advanced the native peoples of arctic regions were modern sunglasses," and, "They are also extremely durable...Less likely to break than those [sunglasses] made inventions to share how one is more reliable even if it was created over 2,000 years ago. After reading these li peoples creativity to invent the snow goggles rather than the present day people who created sunglasses.

An example of a response that received full credit

STAAR Spring 2025 Grade 8 Reading Language Arts Rationales

Item Position	Rationale
29	<p>The student response below has been identified by Texas educators as meeting the requirements for a 10-point (maximum score) response based on the rubric criteria. For additional information, refer to the grade 8 scoring guide available on the STAAR Reading Language Arts Resources webpage.</p> <p>Have you ever gone to a history class, and wondered, whats the point of this? What is learning about past objects or lives going to help me do? Well, I have an answer and a very specific example. One reason is that studying the past can give you insight to the cultures and ways of life many years back. To add on to this, it also gives you and insight to the evolution of humans.</p> <p>Snow goggles were made over 4,000 years ago. At least the first ones we have found in the arctic are. When someone looks at a snowy area, the sun reflects off of the snow and into your eyes. This can cause sunburn and serious damage to your eyes. The native people of the Arctic (Aleut, Inupaat, Yuit, Tlingit, and Haida) faced this problem. In fact, to stop this from happening they invented the first snow goggles. These were like modern day sunglasses but more durable and more effective. Most goggles were made out of wood, bone, antler, and leather and were hand carved to fit one specific person. Then they had black soot put into the goggles to block out more sun. This shows that many natives are smarter than we think and very problem solvers as well.</p> <p>Humans have always been inventors and naturally curious creatures. This is no different, especially when it comes to our history and past cultures. We may have more inventions and fancier ones, but they are inventions all the same. We have developed, but are the same. Like back then when the first snow goggles were made. They were made to solve a problem and shows the creativity and intelligence of past cultures. We, even now, have branched off the idea of snow goggles and made sunglasses, modern day snow goggles, etc.</p> <p>Humans stay the same, but will always change. We reveal things such as how ancient cultures relate to anything now. Even snow goggles reveal our natural curiosity as humans and how people in the past worked to make new objects and make life easier. It shows that we were problem solvers, and had set the bar for the future very high.</p>

Resources to Help Your Child provides strategies for each STAAR assessment

Parents are able to view:

STAAR Mathematics

Overall | Category Results | Test Questions | Responses | Progress | Quantile® Trend | **Resources to Help Your Child**

Test: STAAR Grade 8 Mathematics
Test Window: Spring 2024
School:
Score: **1848**
Performance Level: **Approaches Grade Level**
Quantile® Score: 1080Q

[Download Detailed Report](#)

Resources To Help Your Child

Strategies to Improve Your Child's Understanding [Additional Resources](#)

Strategies to Improve Your Child's Understanding

- 1** **2** **3** **Numerical Representations and Relationships**
 - Have your child categorize numbers found in everyday life as rational and irrational numbers.
 - Have your child order a set of real numbers found in everyday life from either least to greatest or greatest to least.
 - Have your child choose clothes from his or her closet and determine all the different combinations he or she can create.
- √x** **Computations and Algebraic Relationships**
 - Have your child determine the rate for a road trip, for example, if it took two hours to go 130 miles, how many miles per hour?
 - Have your child research the meaning of a mathematical function and identify real-world functions. (A vending machine)
- Geometry and Measurement**
 - Have your child measure the length and width of a TV, and use the Pythagorean theorem to find the diagonal length.
 - Have your child find the total surface area of an everyday object, such as box of cereal.
- Data Analysis and Personal Financial Literacy**
 - Have your child calculate compound interest using several different rates and loan lengths, but always using the same principal.
 - Have your child locate or create scatterplots from everyday events and draw a trend line beginning at (0,0) through the data.

College and Career Readiness

Plan for College

Learning about Colleges and Degree Programs

- Attend a college and career fair to learn about colleges, degree programs, and admissions requirements.
- Take a virtual tour of colleges that interest you, or visit a local college with your parents.

Preparing for College in High School

- Explore advanced coursework such as Advanced Placement and International Baccalaureate courses and dual credit options offered by a local community college.
- Prepare for college readiness assessments such as the PSAT, the ACT Aspire, and/or the Texas Success Initiative Assessment (TSIA).

Building a College Resume

- Get involved in extracurricular activities.
- Participate in a summer enrichment program.

Prepare for a Career

Exploring Career Options

- Research careers and occupations based on your interests.
- Explore Career and Technical Education (CTE) courses.
- Talk with a recruiter about military enlistment options.

Planning a Course of Study

- Review your endorsement decision to ensure that it aligns with your career interests.
- Enroll in a focused sequence of CTE courses that will lead to industry-based certifications and work-based learning opportunities.

Exploring Career-Based Opportunities

- Join a career and technical student organization where you can apply your career preparation skills through real-world activities.
- Consider participating in summer career skill-building programs hosted by businesses or other organizations.

Suggested Questions To Ask Your High School Counselor

- I need to learn more about college and career options. When is the college and career fair?
- What career and technical education (CTE) opportunities are offered at my school that lead to an industry-based certification or work-based learning opportunity?
- What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
- How do I sign up to take the PSAT, the TSIA, and/or the ACT Aspire exam? How should I prepare for it? Is there financial support available?
- Where can I find information about local summer enrichment programs and career-building skill programs?

8

Targeted information based on subject and grade level.

End of Course assessments also include College and Career Readiness resources including questions parents can ask their high school counselor.

Additional resources include the Find a Book tool

Parents are able to view:

The screenshot shows the STAAR RLA report card interface. The 'Lexile® Trend' tab is selected, displaying 'Your Child's Lexile® Trend' and 'Your Child's Lexile® History'. The current Lexile measure is 1200L, which is highlighted as 'Meets Grade Level'. A callout box points to the history graph with the text: 'Your Child's Lexile® History Current Lexile Measure: 1200L'. The graph shows Lexile measures from grade 3 to 7, with a blue bar representing the 'Expected Grade Level Range' for each grade.

Grade Level	Lexile Measure
3	~600
4	~800
5	~900
6	~1000
7	~1200

The screenshot shows the 'Find the Right Book for You' tool. It provides instructions on where to find the Lexile score: '1. On your child's STAAR Report Card' and '2. In the Family Portal'. It also includes a 'Step 1: Enter your Lexile®' section with a form to input the Lexile score.

The screenshot shows search results for books. The current filters are 'Lexile® Range: 1100L to 1300L' and 'Categories: Animals, Science & Technology'. Two books are displayed: 'A Traveler's Guide to the Solar System' by Barnes-Svarney, Patricia L. (Lexile 1100L) and 'Advanced Logo: Language for Learning' by Friendly, Michael (Lexile 1100L). Each book entry includes a cover image, title, author, and a 'Find This Book' button.

Districts can encourage summer reading by promoting the Find a Book tool individually tailored to each student's Lexile.

Available at TexasAssessment.gov/find-a-book.html



Helping Parents Access STAAR Results & Resources

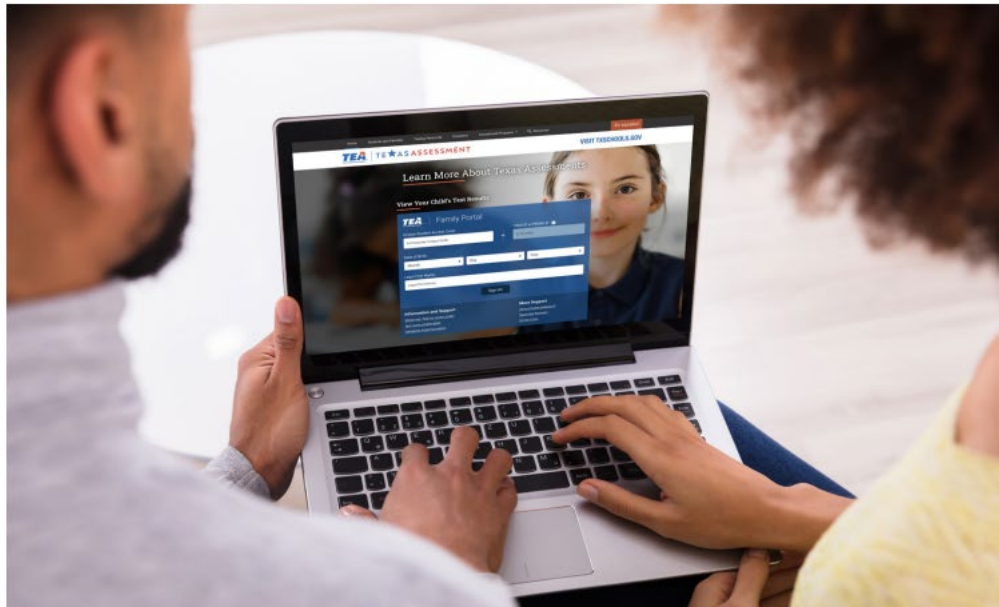
2026 Log In & Learn More Toolkit



LOG IN & LEARN MORE



Beginning **June 10 (end-of-course)** and **June 16 (grades 3–8)**, visit your district's parent portal to Log In & Learn More about your child's STAAR® results and how you can provide additional support at home.



End-of-Course
Results Posted

JUNE
10

Grades 3–8
Results Posted

JUNE
16

District-friendly communication tools for announcing the release of STAAR results to parents and families

Includes:

- One-page flyers
- Sample emails
- Social media assets and sample posts

Available at:

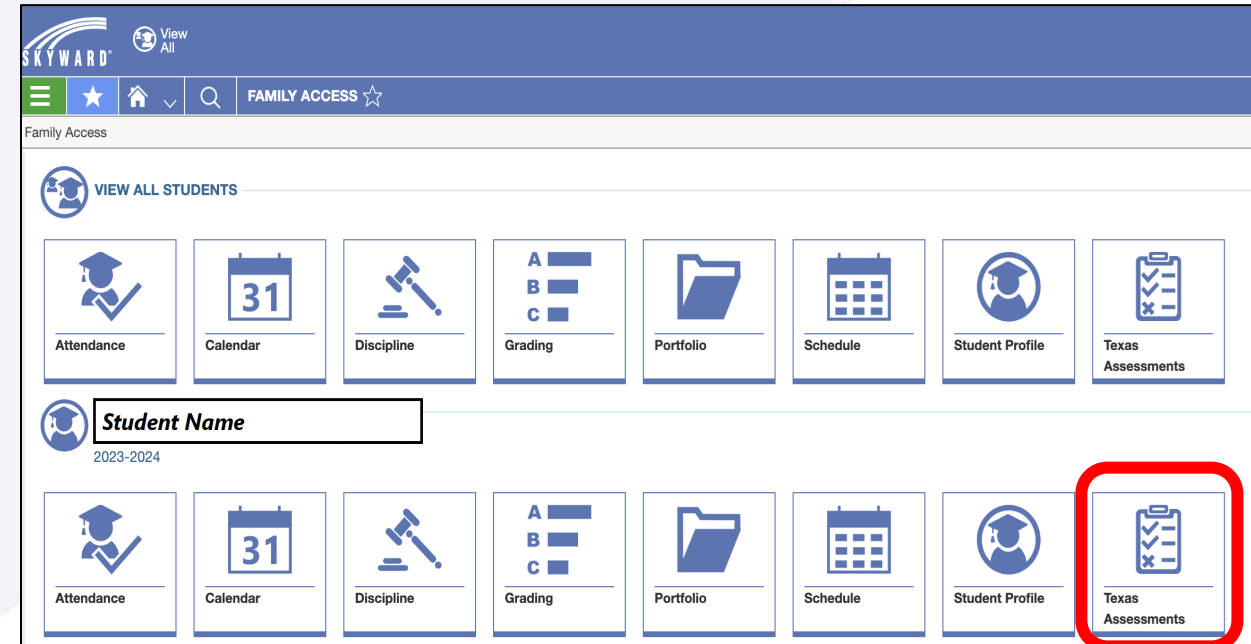
<https://tea.texas.gov/student-assessment/taar/log-in-learn-more-tool-kit>

Providing Families Access to Assessment Results

- The simplest way to provide Family Portal access to your parents is to enable your local parent portals by enabling Single Sign-On (SSO).
- On **June 10 (EOC)** and **June 16 (3-8)**, districts should send a targeted email to families when results are available. Sample content from the Log In & Learn More Toolkit:

FOLLOW 4 EASY STEPS!

STEP 1	STEP 2	STEP 3	STEP 4
Beginning June 10 for STAAR end-of-course assessments and June 16 for STAAR grades 3-8 assessments, log in to your district's parent portal.	Click the link on your district's parent portal page to access your child's STAAR results.	Learn more about your child's STAAR results, including how your child answered each test question, and find personalized resources to support learning at home.	At the beginning of the next school year, discuss the results with your child's teacher and work together to support your child's learning and academic growth.



- Currently, 98% of LEAs have already enabled the SSO link in their local portals. If your team needs assistance enabling SSO please contact [Cambium Texas Testing Support](#).

District leaders can now see if parents are accessing these important resources

Parents need multiple sources of information to support their children, including grades, conversations with teachers, test scores, and more.

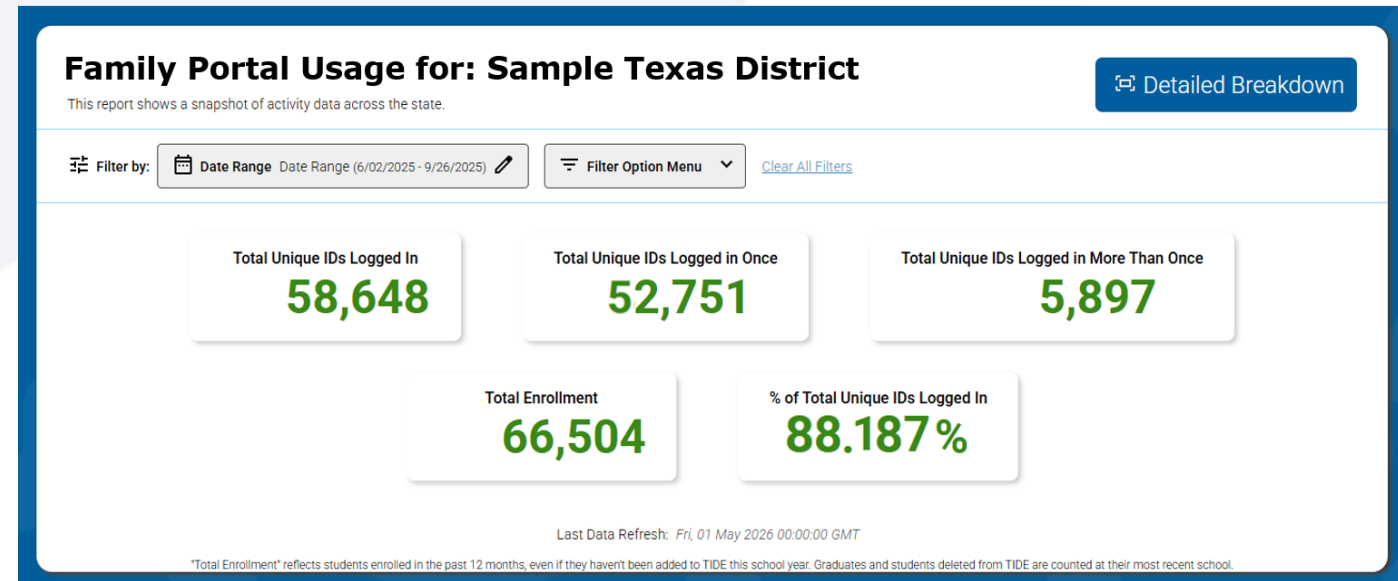
*"Researchers found that when grades are high and test scores low, parents are less likely to invest in academic support. They'll wait until grades start falling. So, while surveys suggest that **informed parents are eager to intervene**, many don't know they should be worried."*

"Grade Inflation Shows Report Cards Should Include Test Scores." *Bloomberg Opinion*, 27 Apr. 2026, www.bloomberg.com/opinion/articles/2026-04-27/grade-inflation-shows-report-cards-should-include-test-scores



District leaders can use the Family Portal Dashboard to:

- ✓ Make sure families are accessing test scores and the associated resources
- ✓ Determine the effectiveness of their communications plans
- ✓ Check on specific parent groups
- ✓ Maintain year-over-year monitoring progress



Available to District Superintendent, DTC, and DTA roles in TIDE.



PASS Accounts – Tutoring for 3rd Graders who are Behind

What are the new HB 2 Tutoring accounts?



- Parent Access to Supplemental Supports (PASS) provides families of students who “Do Not Meet” standard on 3rd Grade RLA STAAR with a **\$400 account to select and receive tutoring services** for literacy support.
- Eligible families will be encouraged to **create a PASS Account** from the STAAR Family Portal upon receiving STAAR scores in June – these families will be notified from these PASS Accounts when the grant application is open.
- Beginning in **Fall 2026, parents will be able to use this grant to pay for tutoring services** from brick-and-mortar tutoring companies, virtual tutors, and TIA designated teachers.
- Note: Students eligible for PASS will expand in 2027-2028 to include those who do not meet standard on two consecutive K-3 Early Literacy Assessments.

PASS tutoring accounts notices for students not receiving a passing score on grade 3 STAAR RLA

Subscribe

En español

Print

Sign Out



Welcome, KIDA ENGLINE

Student ID: 9000005007

Date of Birth: 01/03/2017



Guide



Resources

KIDA's Results for STAAR RLA

Online with Embedded Supports



STAAR RLA



Your child did not receive a passing score and is entitled to accelerated instruction and tutoring funds. Please contact your child's school or visit PASS.TEA.Texas.gov for more information.

New customized message for students not receiving a passing score on the grade 3 STAAR RLA test

- Overall
- Category Results
- Test Questions
- Responses
- Lexile® Trend
- Resources to Help Your Child

Test:
STAAR Grade 3 Reading Language Arts

Test Window:
Spring 2025

School:
ZODIAC E L (258999101)

Score:
720

Performance Level:
Did Not Meet Grade Level

Your Child's Overall Results



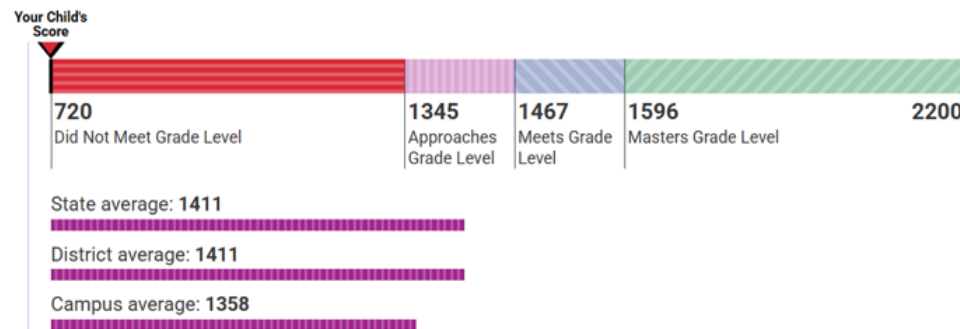
Did Not Meet Grade Level

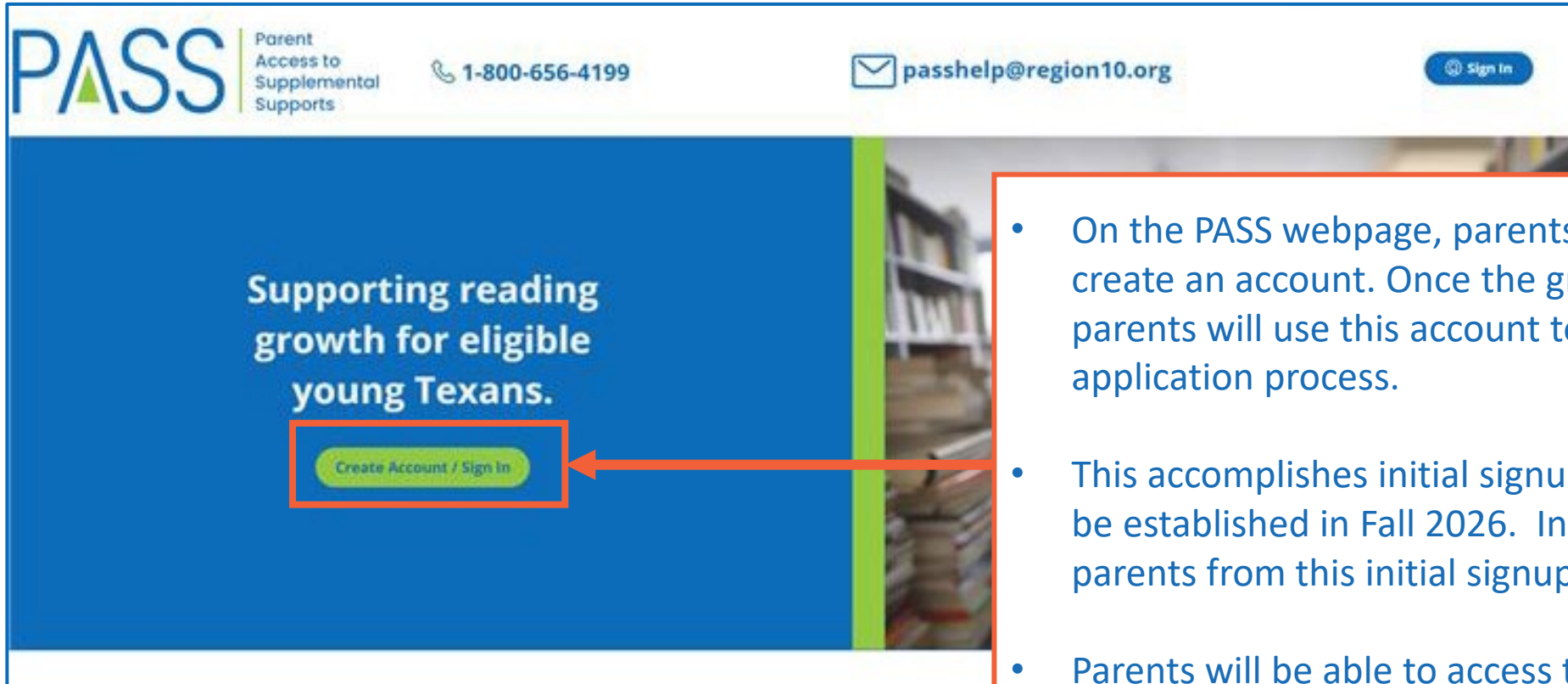
Your child shows no basic understanding of course content and needs significant support in the coming year.



Percentile

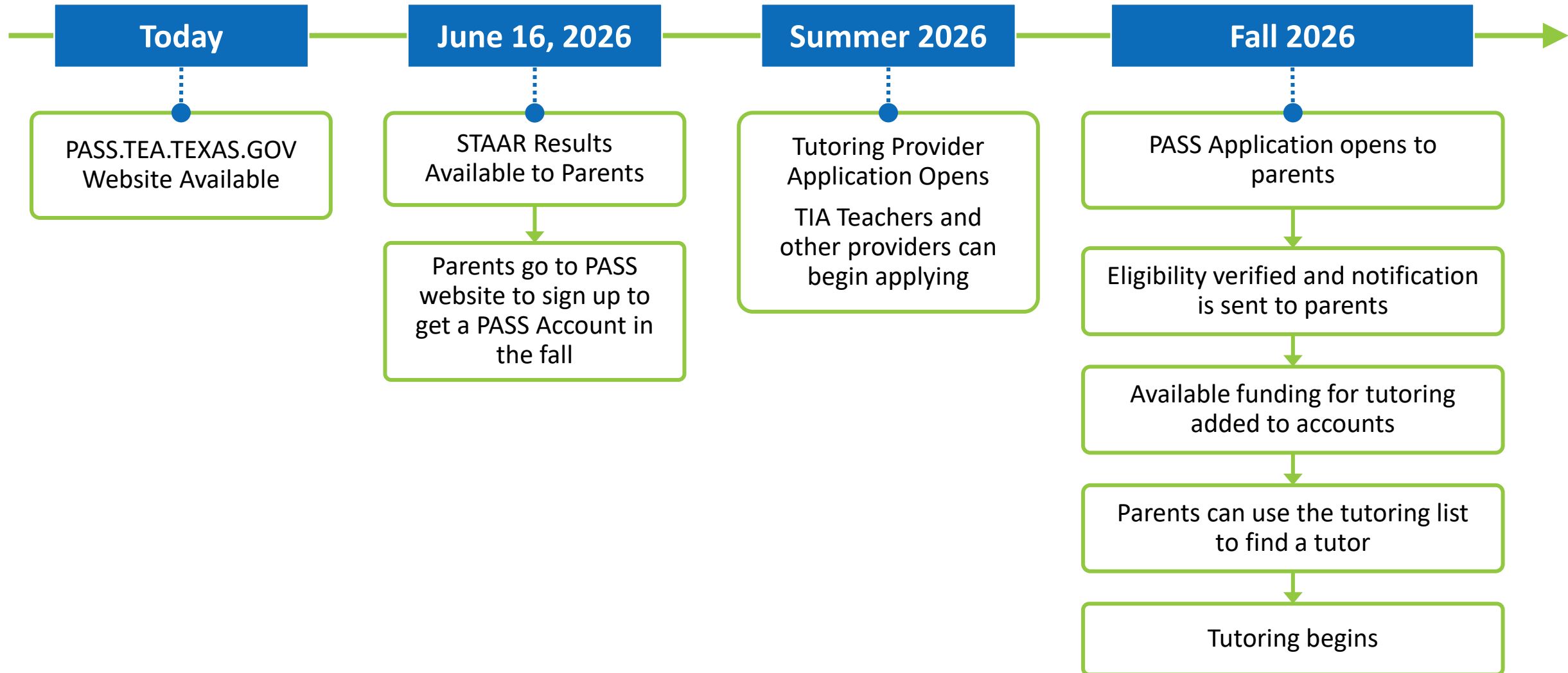
Your child scored the same as or better than 0% of all students who took this test.





- On the PASS webpage, parents click on this button to create an account. Once the grant application opens, parents will use this account to begin the grant application process.
- This accomplishes initial signup. Full account access will be established in Fall 2026. In the fall, TEA will notify parents from this initial signup to activate their accounts.
- Parents will be able to access the PASS Tutor Marketplace to find tutors close to them or online for a virtual option, select the best fit for their children, and get next steps on how to engage with the tutor.

PASS Timeline During First Year of Implementation



Resources will be on the PASS website as soon as they become available:

- Sample email template guiding families to HB 2 tutoring funds; *Available in the Log In & Learn More Toolkit*
- FAQs to help answer parent questions
- One-pager of program overview
- Reporting through TEAL to view student applications; *Coming fall 2026*

2026 Log In & Learn More
Sample Email to Parents

What: Customizable sample email from district or campus leaders to families of students not receiving a passing score on the grade 3 RLA STAAR.

Who: District and campus staff may use the below email to make parents of students who did not meet standard on STAAR aware of student STAAR scores, planning for student success, and available tutoring funds to support developing early literacy skills.

District and campus leaders can review the [Family Portal page](#) of the District and Campus Coordinator Resources for more information on generating lists of students' unique access codes.

Sample Email:

Dear Parents and Families,

Your child took the State of Texas Assessments of Academic Readiness (STAAR®) earlier this spring. The state assessment is one of many ways to measure student learning. Teachers will use STAAR results along with other information to support your child's learning in the new school year.


Beginning June 16, you can access your child's STAAR results by logging into the [Family Portal](#) on the Texas Assessment website using your unique access code below. Because your child did not meet standard on the STAAR grade 3 reading language arts (RLA) assessment, you are eligible to receive \$400 to select and receive tutoring supports for your student through Parent Access to Supplemental Supports (PASS) accounts. Beginning in Fall 2026, parents will be able to use these funds to pay for tutoring services from brick-and-mortar tutoring companies, virtual tutors, and TIA designated teachers to support your student in the development of critical reading skills that enable them to be successful in their academic journey.

To learn more about PASS and to create an account, please visit <https://pass.tea.texas.gov>.

When you meet with your child's teacher in the fall, use the information included in STAAR, your plans for the use of the PASS account, your observations from the past year, and your child's grades to create a [plan](#) to help your child succeed.

For more information about STAAR or to access your child's test results, visit the [Texas Assessment website](#).

Write your child's Unique Student Access Code here for easy access later: _____

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Prepare Now for STAAR Results Release

- **Review Spring 2026 STAAR reporting timelines** and key release dates for districts and families
- **Establish and align district communication plans** in advance of score availability
- Leverage available communication tools (**Log In & Learn More Toolkit**, SSO-enabled portals) to drive engagement



Ensure Families Access Results and Resources

- **Proactively communicate with families when results are released** (June 10 for EOC; June 16 for grades 3–8)
- **Direct families to the STAAR Family Portal** on TexasAssessment.gov to view results and supports
- **Utilize the new Family Portal Dashboard** to know if parents are accessing results



Prepare Campuses to Support PASS Opportunities

- **Ensure elementary principals and campus staff are prepared** to explain PASS accounts and next steps for eligible students
- **Reinforce messaging** for families of students not receiving a passing score on grade 3 RLA STAAR
- Align outreach so eligible families understand **how to access and act on PASS opportunities**