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1. INTRODUCTION

1.1. STUDENT PORTAL OVERVIEW

The Texas Assessment Student Portal is designed to provide students and parents with online access to a student’s state assessment scores. This portal will assist a student and his or her parents with tracking assessment information throughout the student’s academic career.

The portal provides scores from the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Alternate (includes STAAR Alternate 2), the Texas English Language Proficiency Assessment System (TELPAS), and the Texas Assessment of Knowledge and Skills (TAKS). TAKS–Alternate scores are not available through the Student Portal.

1.2. TECHNICAL SUPPORT

If you have any questions, please contact eMetric support at support@emetric.net or by calling toll-free (877) 829-7769.

2. ACCESS

Users will access The Texas Assessment Data Portal, Student Portal via the following URL: txparentportal.emetric.net

Access to the portal is provided through a Unique Access Code and the student’s birth date, as provided on the student’s Confidential Student Report (CSR). The Unique Access Code contains a combination of numbers and capital letters. The Unique Access Code must be entered as it appears on the bottom of the CSR. Refer to the example below.

NOTE: The Unique Access Code is designed to stay with a student throughout his or her academic career. The Unique Access Code should be safeguarded in the same way as the CSR. Copies of the CSR with the Unique Access Code can be obtained from the student’s campus, if needed.
Follow the steps below to log in to the Student Portal.

1. Enter the following URL into a web browser. This will take you to the login page:
   http://txparentportal.emetric.net

2. Enter the student's unique access code.

3. Select the month, day, and year of the student's date of birth from the drop down menus.

4. Click the "Go" button to login.

NOTE: The date of birth used for logging in must match the date of birth on the CSR (located in the top right corner, under the student's name). If the date of birth is incorrect on the CSR, contact the student's campus.
3. STUDENT PORTAL TESTING HISTORY VIEW

After logging in, users will see a list of the student's testing history for all applicable programs, sorted in descending order with the most recent test event at the top.

<table>
<thead>
<tr>
<th>Test Event</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR Spanish Grade 5 Reading</td>
<td>June 2014</td>
<td>1427</td>
<td>Level II: Satisfactory</td>
</tr>
<tr>
<td>TAKS Grade 7 Mathematics</td>
<td>April 2013</td>
<td>606</td>
<td></td>
</tr>
<tr>
<td>STAAR Alternate Algebra I</td>
<td>April 2013</td>
<td>65</td>
<td>Level III: Accomplished</td>
</tr>
<tr>
<td>STAAR Alternate English II</td>
<td>April 2013</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>STAAR Alternate English I</td>
<td>Spring 2013</td>
<td></td>
<td>Not Tested (Absent)</td>
</tr>
<tr>
<td>STAAR Grade 4 Reading</td>
<td>Spring 2012</td>
<td>1499</td>
<td></td>
</tr>
<tr>
<td>TELPAS Grades 6-7</td>
<td>Spring 2012</td>
<td></td>
<td>Composite Score: 2 Rating: Intermediate</td>
</tr>
<tr>
<td>TAKS Grade 4 Mathematics</td>
<td>June 2011</td>
<td></td>
<td>NOT TESTED: ARD DECISION</td>
</tr>
</tbody>
</table>

Filter test history by program(s) and/or administration(s)

Click on a test event to view the detailed report.
Users can filter for one or more programs by selecting the filters icon on the top right part of the page. Selecting a checkbox next to a program to see testing events for that program. More than one checkbox can be selected at once to see results for desired programs.

NOTE: The STAAR program includes STAAR 3-8 and STAAR EOC test events. STAAR Alternate program includes both STAAR Alternate and STAAR Alternate 2 test events.
Slide the **Administration** bar to adjust the administrative date range for the testing results displayed. In the example below we have adjusted the date range to show only testing results between 2016 and 2017.
4. DETAILED TEST VIEW: STUDENT REPORTS

Click on a test event row to view detailed score information for that test event. Clicking on the icon from any report will take you back to the test history page.

Click the Help link on the top right to access and/or download this help guide.

4.1. STAAR 3-8 AND EOC

Once a user selects a test event from the test history page, they will be directed to the detailed student report for that test event. STAAR 3-8 and STAAR EOC tests are included in the STAAR program.

STAAR Sample Report:
A. STUDENT DETAILS AND SCALE SCORE COMPARISON

The top half of the student report displays the assessment taken; the assessment date; the campus where the test was taken; the scale score; whether the student achieved the minimum score (this is displayed only for STAAR EOC and STAAR L EOC assessments prior to spring 2014; this is not displayed for STAAR grades 3–8, STAAR A, or STAAR Modified); the level the student achieved (Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance); and the student’s progress measure where applicable.

In this example, the student scored 3000 on a scale that has 484 as the lowest score and 3386 as the highest score. The student achieved Satisfactory performance and achieved Advanced performance. The scale score shows the range of performance possible on each test. The student exceeded the STAAR progress measure.

Performance Levels:

• **Level III: Advanced Academic Performance**— Performance in this category indicates that a student is well prepared for the next grade or course. The student demonstrates the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student in this category has a high likelihood of success in the next grade or course with little or no academic intervention.

• **Level II: Satisfactory Academic Performance**— Performance in this category indicates that a student is sufficiently prepared for the next grade or course. The student generally demonstrates the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student in this category has a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

• **Level I: Unsatisfactory Academic Performance**— Performance in this category indicates that a student is inadequately prepared for the next grade or course. The student does not demonstrate a sufficient understanding of the assessed knowledge and skills. A student in this category is unlikely to succeed in the next grade or course without significant, ongoing academic intervention.
ELL and STAAR Progress Measures:

There are two types of progress measures that can display for a student—the STAAR progress measure and the ELL progress measure. Both progress measures are measured as Did Not Meet, Met, or Exceeded.

- The STAAR progress measure is based on a comparison of the student’s score last year with his or her score this year. This measure gives you information about how much the student improved from one year to the next.
- The ELL progress measure is based on how students are expected to perform on STAAR assessments given their level of English and the amount of time they have been going to school in the United States. The ELL progress measure is for STAAR assessments administered in English. This progress measure gives you information about whether the student’s progress in acquiring on-grade level academic skills is reasonable based on his or her English proficiency and schooling. The student’s current year within his or her ELL progress measure plan is also provided.

Scale Score Comparison:

The student’s scale score is compared to the Campus (C), District (D) and State (S) averages for the same test. In the example above, the student scored above the district and state averages, and the campus average was not displayed because the total number of students was less than 5.

B. REPORTING CATEGORIES

The Reporting Category Results section lists the reporting categories tested in the selected assessment.

<table>
<thead>
<tr>
<th>Reporting Category Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Category</td>
</tr>
<tr>
<td>1. Cell Structure and Function</td>
</tr>
<tr>
<td>2. Mechanisms of Genetics</td>
</tr>
<tr>
<td>3. Biological Evolution and Classification</td>
</tr>
<tr>
<td>4. Biological Processes and Systems</td>
</tr>
<tr>
<td>5. Interdependence within Environmental Systems</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Reporting Categories Displaying Item Information:

For STAAR mathematics, science, and social studies assessments, the number of items answered correctly comport to the total number of items for each reporting category is displayed preceding a blue bar that indicates the percent correct of items for each reporting category.

In the example above, the student answered 4 of 11 items correctly for the Cell Structure and Function reporting category, earning 36.4% of the total possible points for that reporting category. The student answered a total of 15 items correctly out of 54 items across reporting categories, resulting 27.8% of the total items for all reporting categories.

Reporting Categories Displaying Point Information:

For STAAR writing, reading, and English assessments, total point earned compared to the total possible points is displayed preceding a blue bar that indicates the percent of points earned for each reporting category.
4.2. STAAR ALTERNATE AND ALTERNATE 2

Selecting a test event from the test history page for STAAR Alternate or Alternate 2 will bring users to a detailed student report similar to the sample below.

**STAAR Alternate Sample Report:**

**STAAR Alternate 2 Sample Report:**

Click the Texas icon to return to the test history page.
A. STUDENT DETAILS

The top half of the student report displays the assessment, the assessment date, the campus where the assessment was administered or made, the scale score or points achieved, and indicates whether the student achieved Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance.

In the STAAR Alternate 2 example, the student scored 358 on a scale that has 100 as the lowest score and 474 as the highest score. The student achieved satisfactory performance and did not achieve accomplished performance.

Performance Levels:

- **Level III: Accomplished Academic Performance**— Performance in this category indicates that students are well prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate consistent understanding of the knowledge and skills by generalizing the skills to a different context.
Students in this category have a high likelihood of showing progress and generalization of knowledge for the assessment tasks at the next grade or course with supports.

- **Level II: Satisfactory Academic Performance**— Performance in this category indicates that students are sufficiently prepared for the assessment tasks in the next grade or course with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate sufficient understanding of the knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required little or no cueing. Students in this category have a reasonable likelihood of showing progress for the assessment tasks at the next grade or course with continued supports.

- **Level I: Developing Academic Performance**— Performance in this category indicates that students are insufficiently prepared for the assessment tasks at the next grade or course even with instructional supports for accessing the curriculum through prerequisite skills. They demonstrate insufficient knowledge and skills that are linked to content measured at this grade or course. Performance on the tested skills required cueing and prompting. Students in this category are in need of significant intervention in addition to continued supports to show progress for the assessment tasks at the next grade or course.

**STAAR Progress Measure:**

The STAAR progress measure is based on a comparison of the student’s score last year to this year. This measure gives you information about how much the student improved from one year to the next. Individual student progress is measured as Did Not Meet, Met, or Exceeded. The STAAR Progress Measure is not included for 2015 STAAR Alternate 2 because this is the first year of that assessment.

**B. REPORTING CATEGORIES**

The Reporting Category Results box is presented differently for STAAR Alternate 2 and STAAR Alternate.

**STAAR Alternate 2 example:**

```
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Points Achieved/Possible</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Numerical Representations and Relationships</td>
<td>5/8</td>
<td>62.5%</td>
</tr>
<tr>
<td>2. Computations and Algebraic Relationships</td>
<td>11/16</td>
<td>88.8%</td>
</tr>
<tr>
<td>3. Geometry and Measurement</td>
<td>7/8</td>
<td>87.5%</td>
</tr>
<tr>
<td>4. Data Analysis and Personal Financial Literacy</td>
<td>6/8</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29/40</strong></td>
<td><strong>72.5%</strong></td>
</tr>
</tbody>
</table>
```

For STAAR Alternate 2, the Reporting Category Results section lists the reporting categories tested in the selected assessment. The total points earned compared to the total possible points is displayed preceding a blue bar that indicates the percent of points earned for each reporting category.

In the STAAR Alternate 2 example above, the student achieved 5 points out of a possible 8 points for the Numerical Representations and Relationships reporting category. The student earned a total of 29 points out of 40 points possible across reporting categories, resulting 72.5% of the total possible points for all reporting categories.
For STAAR Alternate, the Reporting Category section lists the reporting categories tested in the selected assessment. The level of complexity, demonstration of skill, level of support, and generalization of skill are displayed for each reporting category. The total points earned compared to the total possible points is displayed preceding a blue bar that indicates the percent of points earned for each reporting category.

In the STAAR Alternate example above, the student achieved 19.2 points out of a possible 21 points for the Functional Relationships reporting category. The student earned a total of 75 points out of 84 points possible across reporting categories, resulting 89.3% of the total possible points for all reporting categories.
4.3. TELPAS

Selecting a test event from the test history page for TELPAS will bring users to a detailed student report similar to the sample below.

Sample TELPAS Report:

A. STUDENT DETAILS – COMPREHENSION SCORE AND COMPOSITE RESULTS

The top section of the TELPAS report displays the assessment taken, the assessment date, the grade student was in when tested, and the campus where the assessment was taken.

Comprehension and Composite Results:

The comprehension and composite scores range from 1 to 4. To determine these scores, the proficiency level rating for each language domain is converted to a number from 1 (beginning) to 4 (advanced high). The comprehension score takes students’ listening and reading performance into account.
provide information about how well they understand the English they hear and read. The student’s scores displays to the left of blue bars representing the percent of points earned.

The composite score and composite rating describe students’ overall level of English language proficiency taking all four language domains into account. See the “Proficiency Ratings” section below for definitions of the possible composite ratings.

<table>
<thead>
<tr>
<th>B. STUDENT DETAILS – READING RESULTS</th>
</tr>
</thead>
</table>

The TELPAS Reading Results box provides the student’s reading scale score, reading proficiency level rating and reading test scores. The scale score is a statistic used to show a student’s overall performance on the reading test. This score is related to the total number of questions the student answered correctly. The scale score can be used to identify how high or low a student performed within a specific proficiency level.

The number of items answered correctly comported to the total number of items for each proficiency level is displayed preceding a blue bar that indicates the percent correct of items for each reporting category. For grades K–1, reading is a holistically rated component; therefore, this area will be blank. Instead, a reading proficiency rating will be listed in the area.

In the example above, the student’s reading scale score was 668 on a scale ranging from 200 to 1400. The student answered 10 of 11 beginning questions correct, 0 of 16 intermediate questions correct, 2 of 18 advanced questions correct, and 5 of 18 advanced high questions correct, for a total of 54 of 63 questions correct. The student’s reading scale score was 759 on a scale that goes up to 927. The student’s reading proficiency rating was advanced high.

<table>
<thead>
<tr>
<th>C. STUDENT DETAILS – PROFICIENCY RATINGS</th>
</tr>
</thead>
</table>

This section of the assessment results lists the proficiency level ratings for reading, listening, speaking, and writing. The reading proficiency rating for grades 2–12 is based on the multiple-choice reading test. The other language proficiency ratings are based on performance-based classroom assignments and observations.

The proficiency rating indicates whether students demonstrate performance at the beginning, intermediate, advanced, or advanced high level of English language proficiency. In the example above, the student was rated as advanced high for reading, advanced high for listening, advanced high for speaking, and advanced for writing.
The definitions below describe the TELPAS English language proficiency levels in a way that takes all four language domains into account. These definitions are provided to help students and parents understand the overall abilities associated with TELPAS composite ratings.

- **Beginning**—A student who receives this rating is in the early stages of learning English. This student has a small vocabulary of very common words and little ability to use English in academic settings. This student often communicates using English he or she has memorized.

- **Intermediate**—A student who receives this rating is able to use common, basic English in routine academic activities but needs considerable English language support to make learning understandable. Socially, this student is able to communicate simply about familiar topics and is generally able to understand conversations but may not comprehend all the details.

- **Advanced**—A student who receives this rating is able to understand and use academic English in classroom activities when given some English language support. In social situations, this student can understand most of what he or she hears but has some difficulty with unfamiliar grammar and vocabulary.

- **Advanced High**—A student who receives this rating is able to use academic English in classroom activities with little English language support from others, even when learning about unfamiliar material. A student at this level has a large enough vocabulary in English to communicate clearly and fluently in most situations.

4.4. TAKS

Coming Soon!...

A. STUDENT DETAILS
B. REPORTING CATEGORIES
C. ANALYSIS FEATURES

SUMMARIZE & SUMMARIZE BY

Instantly see summary statistics, such as mean and standard deviation, by clicking on a score column and selecting "Summarize."