# Texas Student Portal User Guide

**Texas Assessment Data Portal**

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INTRODUCTION

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.

TECHNICAL SUPPORT

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

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 STAAR Report Card (SRC). 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 SRC. 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 STAAR Report Card. Copies of the SRC with the Unique Access Code can be obtained from the student’s campus, if needed.
I. 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

   ![Login page](image)

   **NOTE:** The date of birth used for logging in must match the date of birth on the SRC (located in the top right corner, under the student’s name). If the date of birth is incorrect on the SRC, contact the student’s campus.

II. If you do not know your unique access code, click on [Lookup Access Code](#) and follow these steps to look it up:

   ![Access code page](image)

   ![Lookup access code page](image)

   **NOTE:** The date of birth used for logging in must match the date of birth on the SRC (located in the top right corner, under the student’s name). If the date of birth is incorrect on the SRC, contact the student’s campus.
A successful lookup will populate the unique access code so you can simply click Go to log in:

If you do not know your child’s PEIMS ID, or if you receive the following message, please contact your child’s school for further information about your child’s login.
Users may change the language in which the Student Portal content is displayed from English to Spanish or Spanish to English.

Select **Ver en español** to view content in Spanish, and select **View in English** to view content in English. This option is available on the login page:

This option is also available from any page on the website. Once the language selection is made, all subsequent pages visited will display in the selected language. Users may click the language link again at any point to return to the default language.
**STAAR Spanish Grade 5 Reading**

Taken in April 2018 at YIPPEJ H (257-999-041)

**Student Score:** S-1231

- Did Not Meet Grade Level
- Percentile: 1st
  - Your child scored the same or better than 1% of all Grade 5 students in Texas.

**Comparison**

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

**Results**

- State Average: 1576
- Campus Average: 1367
- District Average: 1339
- Student Score: 1231

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**Results de STAAR En Español Lectura 5º grado**

Tomado en Abril de 2018 en YIPPEJ H (257-999-041)

**Calificación del estudiante:** S-1231

- No cumplió con el nivel del grado
- Percentil: 1
  - Su hijo obtuvo una calificación igual o mejor que el 1% de todos los estudiantes de Grado 5 en Texas.
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. From this page you may view and download the official STAAR Report Card (Formerly known as the Confidential Student Report) for your child.
Filter for one or more programs by selecting Filter Tests on the top right 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. Slide the bar to adjust the years of tests displayed.

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.

View and download your child’s official STAAR Report Card by clicking Download Report Card. A list of available PDFs will display as shown below.
Use the download and print tools in your browser (usually upper right corner) to download or print the STAAR Report Card.
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 Help on the top right to access and/or download this help guide.

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:**

![Sample STAAR Report](image-url)
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 LEOC assessments prior to spring 2014; this is not displayed for STAAR grades 3–8, STAAR A, or STAAR Modified), the level the student achieved, as well as the student’s progress/growth, Lexile, and Quantile measures where applicable.
In this example, the student scored 2147 on a scale that has 968 as the lowest score and 2147 as the highest score. The student Masters the grade level measure for performance. The student also scored in the 100th Percentile and demonstrated Accelerated Progress.

**Performance Levels** (2017 forward):

- **Masters** — Mastery of the course knowledge and skills is shown – student is on-track for college and career readiness.
- **Meets** — Strong knowledge of course content – student is prepared to progress to the next grade.
- **Approaches** — Some knowledge of course content, but may be missing critical elements – student needs additional support in the coming year. *Note: Achieving Approaches means your child has passed the assessment.*
- **Did not Meet** – No basic understanding of course expectations is shown – student may need significant support in the coming year.
Scale Score Comparison:

• The student’s scale score is compared to the Campus, District and State averages for the same test. In the example above, the student scored above the campus, district and state averages.

ELL Progress Measure and STAAR Progress Measure:

There are two types of progress measures that can display for a student—the STAAR progress measure (now known as Progress) 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. Please note that starting in April 2018, Progress is reported in place of STAAR Progress Measure or Growth. This measure indicates whether a student’s progress from last year to this year was Limited, Accelerated, or Expected.

• 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.

REPORTING CATEGORIES

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

![Category Results Table]

Reporting Categories Displaying Item Information:

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

In the example above, the student answered 8 of 8 items correctly for the Understanding/Analysis Across Genres reporting category. The student answered a total of 67 items correctly out of 68 items across reporting categories.
**Reporting Categories Displaying Point Information:**

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

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**LEXILE AND QUANTILE MEASURES**

Starting in April 2018 Lexile and Quantile measures are reported on the Student Portal. Lexile measures and history are displayed with a student’s Reading and English test results. Quantile measures and history are displayed with a student’s Math and Algebra test results.

**Lexile Measure:**

The Lexile measure indicates the difficulty of the materials that the student can read successfully.

In the above example the student’s Lexile measure for the current administration is 1700L. This is above the expected grade level range (displayed on the graph in green for reference). The current administration measure is also above the Lexile measure reported for grade 7.

Lexile resources are available for parents via the Explore buttons at the bottom of the section.
Quantile Measure:

Quantile measures help educators and parents track student progress in mathematics over time, regardless of grade level.

In the above example the student’s Quantile measure for the current administrations is 1450Q. This is above the expected grade level range (displayed in dark green for reference), and it is at the top of the expected college and career readiness range (displayed in light green for reference).

Quantile resources are available via the Explore button at the bottom of the section.
**CUMULATIVE HISTORY**

The cumulative history for students taking End of Course (EOC) exams is displayed at the bottom of all reports for that child.

The cumulative history provides the student’s scale score and highest proficiency level achieved for each tested EOC subject. If a student has not yet tested in a subject No Information Available will display for that test.

In the above example, the student achieved Level III performance on her English I exam in Spring 2016, and she achieved a performance level of Masters on her English II exam in Spring 2017. She has not yet taken the U.S. History test, so no information is available yet.

The blue Plan Your Future button at the bottom of the report provides a link to resources for parents of high school students.

**DETAILED RESULTS**

The Detailed Results tab displays your child’s item level responses for available tests.
This report displays your child’s response as well as indication of whether their response was correct or incorrect and the percentage of students who answered that item correctly in the State, District, and Campus. Click on an item number to view an image of the item with additional information or select the Test Questions tab to view all item images.

The Test Questions view displays your child’s response to the tested items, information about what each item was designed to test your child’s knowledge of, the percentage of students answering the item correctly in the State, District, and Campus, an image of the item similar to how it appeared on the test, and information about why each item response choice was correct or incorrect.
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.
STUDENT DETAILS

The top half of the student report displays the assessment, the assessment date, the campus where the assessment was administered, 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.

In the STAAR Alternate example, the student scored 65 on a scale that has 0 as the lowest score and 84 as the highest score. The student achieved satisfactory performance and accomplished performance. The student exceeded the STAAR Alternate progress measure.

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.

**REPORTING CATEGORIES**

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

**STAAR Alternate 2 example:**

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 percentage 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.
**STAAR Alternate example:**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Level of Complexity</th>
<th>Points Achieved/Possible</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional Relationships</td>
<td>7.2 - 6 - 6</td>
<td>19.2/21</td>
<td>91.4%</td>
</tr>
<tr>
<td>2. Properties and Attributes of Functions</td>
<td>7.2 - 6 - 6</td>
<td>19.2/21</td>
<td>91.4%</td>
</tr>
<tr>
<td>3. Linear Functions</td>
<td>7.2 - 6 - 6</td>
<td>19.2/21</td>
<td>91.4%</td>
</tr>
<tr>
<td>5. Quadratic and Other Nonlinear Functions</td>
<td>7.2 - 6 - 6</td>
<td>17.2/21</td>
<td>81.9%</td>
</tr>
<tr>
<td>Total</td>
<td>7.2 - 5 - 5</td>
<td>75/84</td>
<td>89.3%</td>
</tr>
</tbody>
</table>

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 percentage 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.
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:**

![Image of TELPAS report](image.png)
The top section of the TELPAS report displays the assessment taken, the assessment date, the grade the 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 to provide information about how well they understand the English they hear and read. The student’s scores display to the left of blue bars representing the percentage 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.

The middle section of the TELPAS report displays Reading, Listening, and Speaking Results, including the student’s scale scores and items answered correctly by reporting category. 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 in each reporting category is displayed preceding a blue bar that indicates the percentage 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 1471 on a scale ranging from 1105 to 1942. The student answered 13 of 37 total questions correct for Reading. The student’s Listening scale score was 1458 on a scale ranging from 1128 to 1829. The student answered 12 of 27 total questions correct for Listening. The student’s Speaking scale score was 1493 on a scale ranging from 1410 to 1697. The student answered 18 of 36 total questions correct for Speaking.

STUDENT DETAILS – PROFICIENCY RATINGS

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

Sample TAKS Report:
STUDENT DETAILS AND SCALE SCORE COMPARISON

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, and indicates whether the student met the standard and whether the student achieved a commended performance.

In this example, the student scored 819 on a scale that has 245 as the lowest score and 1002 as the highest score. The student’s score of 819 did achieve Met Standard but did not achieve Commended Performance. The scale score shows the range of performance possible on each test.

Performance Levels:

- **Commended Performance** — The student performed at a level that was considerably above the state passing standard. The student showed a thorough understanding of the knowledge and skills tested.

- **Met Standard** — The student performed at a level that was at or somewhat above the state passing standard. The student showed a sufficient understanding of the knowledge and skills tested.

- **Did Not Meet Standard** — The student performed at a level that was below the state passing standard. The student did not show a sufficient understanding of the knowledge and skills tested.

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.
REPORTING CATEGORIES

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

<table>
<thead>
<tr>
<th>Objective Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>1. Basic Understanding</td>
</tr>
<tr>
<td>2. Applying Knowledge of Literary Elements</td>
</tr>
<tr>
<td>3. Using Strategies to Analyze</td>
</tr>
<tr>
<td>4. Applying Critical-Thinking Skills</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

For more information about the tests, contact your school.

**Reporting Categories:**

For TAKS, the number of items answered correctly comported to the total number of items for each reporting category is displayed preceding a blue bar that indicates the percentage correct of items for each reporting category.

In the example above, the student answered 1 of 12 items correctly for the Basic Understanding reporting category, earning 92% of the total possible points for that reporting category. The student answered a total of 44 items correctly out of 48 items across reporting categories, resulting 92% of the total items for all reporting categories.

Objective level details are not available prior to the 2007–2008 school year.