



STAAR scores may be accessed on the Student Portal created by the Texas Education Agency (TEA). Log in to the Student Portal at www.texasassessments.com to view your child's STAAR scores and access additional resources.



Steps to Access Your Child's STAAR Scores

- Go to TexasAssessments.com



- If you have your access code, select "Log in to Student Portal"
- Enter the code and your child's birthday to view their scores.
- If you DO NOT have your access code, click on "Find My Access Code."



- Enter your **child's first name only**, their **Social Security number** (without the dashes) in the PEIMS ID field, and their **birthday**.

Lookup Student Access Code:



Student's First Name

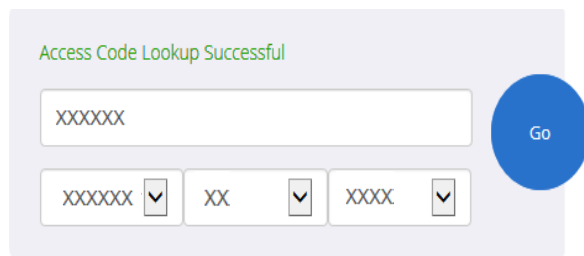
PEIMS ID

Month Day Year

Go

[Cancel Lookup Student Access Code](#)

- Click on "**GO**" and your child's code will appear. (Be sure to write down the code for future use, as this code is valid as long as your child is enrolled in a public school in Texas.)
- The student's Access Code will automatically populate. Click GO again.



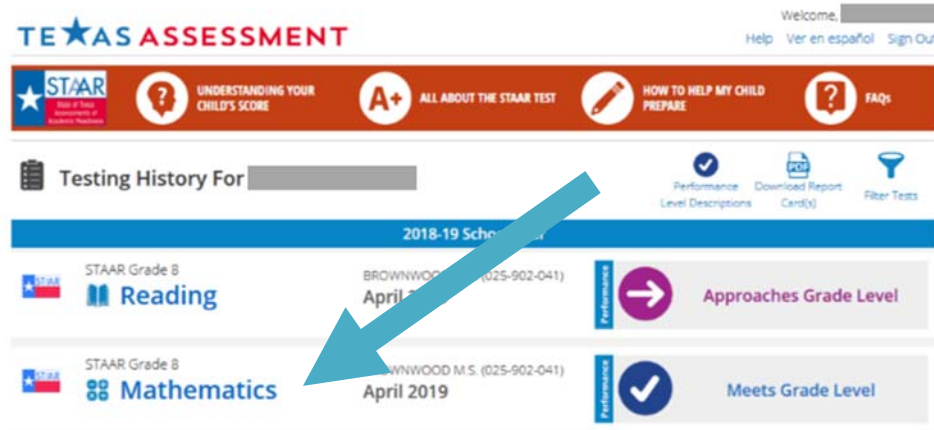
Access Code Lookup Successful

XXXXXX

XXXXXX XX XXXX

Go

- The student's test history will be displayed on the screen. Click on any test name to view its details.



- To obtain an electronic copy of the STAAR Report Card, click the Download PDFs button in the upper-right corner.



- Click on the current test administration to view the STAAR Report Card.
- The system will generate a PDF file suitable for download / printing.
- If you have questions, please contact your child's home campus or the BISD Central Service Center at 325-643-5644 x1115.

What parents and students can see:

TEAS ASSESSMENT

Welcome, [Redacted] Help Ver en español Sign Out

STAR UNDERSTANDING YOUR CHILD'S SCORE A+ ALL ABOUT THE STAAR TEST HOW TO HELP MY CHILD PREPARE FAQs

Testing History For [Redacted]

2018-2019 School Year

Subject	Performance
STAAR Grade 8 Reading	Approaches Grade Level
STAAR Grade 8 Mathematics	Meets Grade Level

TEAS ASSESSMENT

Welcome, [Redacted] Help Ver en español Sign Out

[Redacted] results for [Redacted]

STAAR Grade 8 Mathematics

Taken in April 2019 at BROWNWOOD M.S. (025-902-041)

Test History Test Results Detailed Results **Test Questions**

Student Score: 1700

Meets Grade Level

55th Percentile
Your child scored the same or better than 55% of all Grade 8 students in Texas.

Comparison

2221

Masters Grade Level

Meets Grade Level

Approaches Grade Level

Did Not Meet Grade Level

1712 State Average

1700 Student Score

1680 Campus Average

1680 District Average

1043

Scale Score

1700

[redacted] results for [redacted]

STAAR Grade 8 Mathematics

Taken in April 2019 at BROWNWOOD M.S. (025-902-041)

- Test History
- Test Results
- Detailed Results
- Test Questions

Item 1 of 42
 Your child's response was A, and it was correct. Next

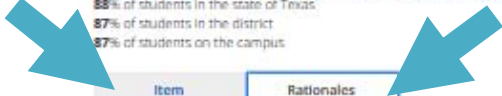
Reporting Category 2:
 2. Computations and Algebraic Relationships

Student Expectation 8.4(B):
 (8.4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship

Percentage of Students Who Answered this Item Correctly:

- 88% of students in the state of Texas
- 87% of students in the district
- 87% of students on the campus



- Item
- Rationales

Test questions and answer choice explanations are provided in the language your child tested.

Rationales	
Option A is correct	To determine the graph with a slope that best represents the average cost per lunch, the student should have calculated that the cost of \$33.75 for 15 school lunches is equivalent to an average cost of \$2.25 per lunch $\left(\frac{33.75}{15} = 2.25\right)$. The student determined that the graph appears to pass through the points located at (0, 0) and (8, 18), and the slope (steepness of a straight line when graphed on a coordinate grid; $m = \frac{y_2 - y_1}{x_2 - x_1}$) between these points is represented by the equation $m = \frac{18 - 0}{8 - 0} = \frac{18}{8} = \frac{9}{4}$, which is equal to 2.25. 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 identified a graph with a slope that reversed the relationship between the cost of each lunch and the number of lunches, resulting in a slope of $\frac{8 - 0}{18 - 0} = \frac{8}{18} = \frac{4}{9} = 0.\bar{4}$ or approximately 0.4. The student needs to focus on determining the slope from a verbal description and identifying the graph that represents the situation.
Option C is incorrect	The student likely misinterpreted the 15 days as 5 days, resulting in a slope of 6.75 instead of 2.25. The student needs to focus on determining the slope from a verbal description and identifying the graph that represents the situation.
Option D is incorrect	The student likely misinterpreted the 15 days as 5 days and reversed the relationship between the cost of each lunch and the number of lunches, resulting in a slope of 0.15 instead of 2.25. The student needs to focus on determining the slope from a verbal description and identifying the graph that represents the situation.