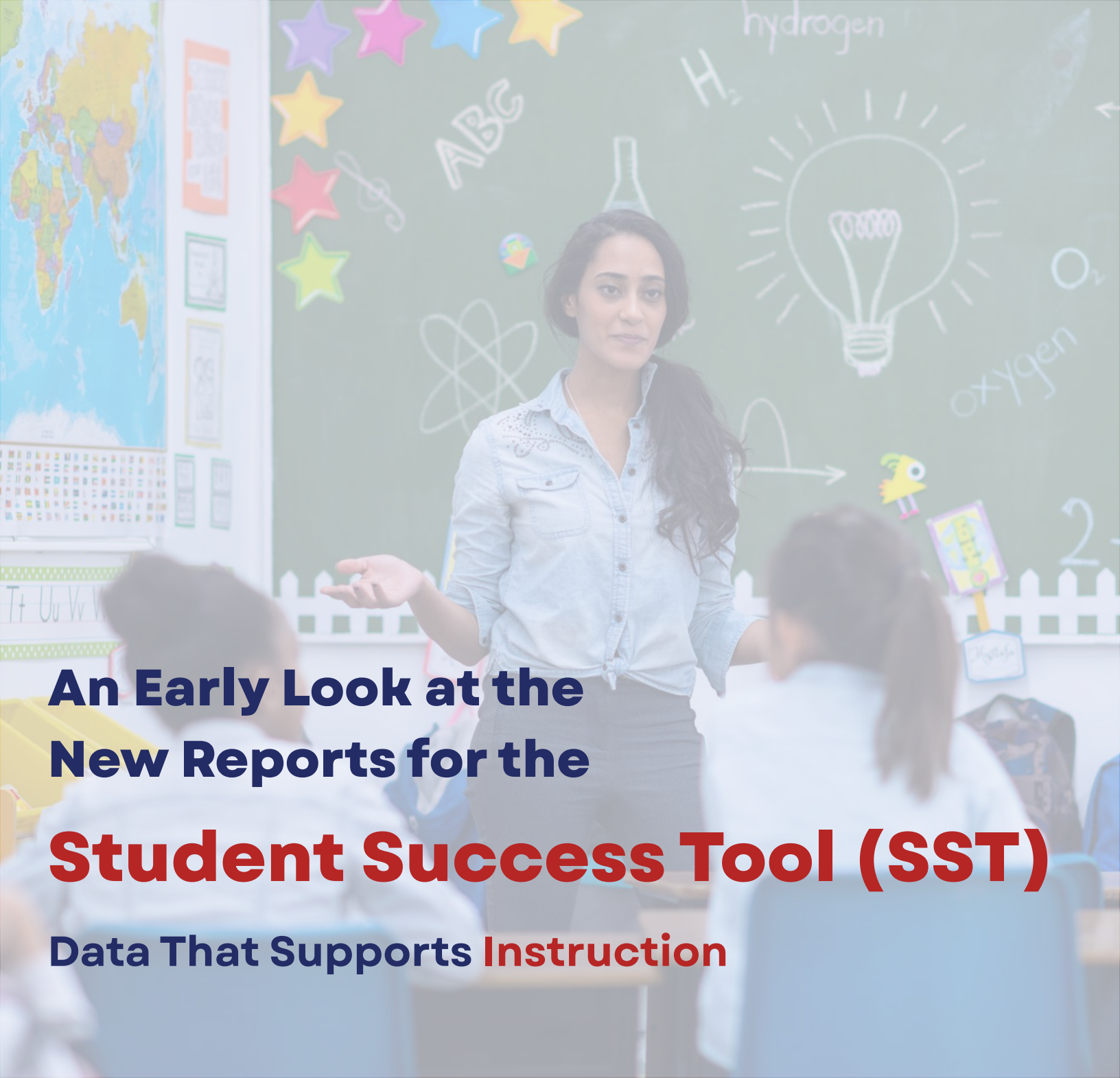


A teacher with long dark hair, wearing a light blue button-down shirt and dark pants, stands in a classroom. She is gesturing with her right hand towards two young students in the foreground, whose backs are to the camera. The background features a chalkboard with various drawings: a lightbulb, a rocket, a flower, and chemical formulas like 'hydrogen', 'H2', 'oxygen', and 'O2'. There are also colorful stars and a world map on the wall.

An Early Look at the New Reports for the Student Success Tool (SST)

Data That Supports Instruction



TE★AS ASSESSMENT

Welcome to the New Reports for the Student Success Tool (SST)



The New Classroom Reports

Take the guesswork out of next steps. The new SST classroom reports help you monitor student progress and support your instructional next steps.



Easy Access

Retrieve reports easily via the Reporting System.



The screenshot shows the 'Teacher Reporting' interface. At the top, there's a navigation bar with 'TEA | TEAS ASSESSMENT | Teacher Reporting' and a 'Secure File Center' link. Below this is a filter bar with 'Roster:', 'Test:', 'Subject:', and 'Grade:'. The main content area is titled 'Make Your Selections' and contains four dropdown menus: 'Roster' (selected: Roster 1), 'Test Family' (selected: BOY), 'Subject' (selected: RLA), and 'Grade' (selected: 5). Each dropdown has a numbered circle (1, 2, 3) next to it. Below the dropdowns is a checkbox labeled 'Make these my default selections.' and a 'View Class Profile' button. The footer contains copyright information and the Cambium Assessment logo.

Empowering Educators

The new SST reports are designed to connect state assessment data to daily classroom instruction.



Interactive Rosters

Quickly identify performance trends across an entire classroom at a glance.



Targeted Support

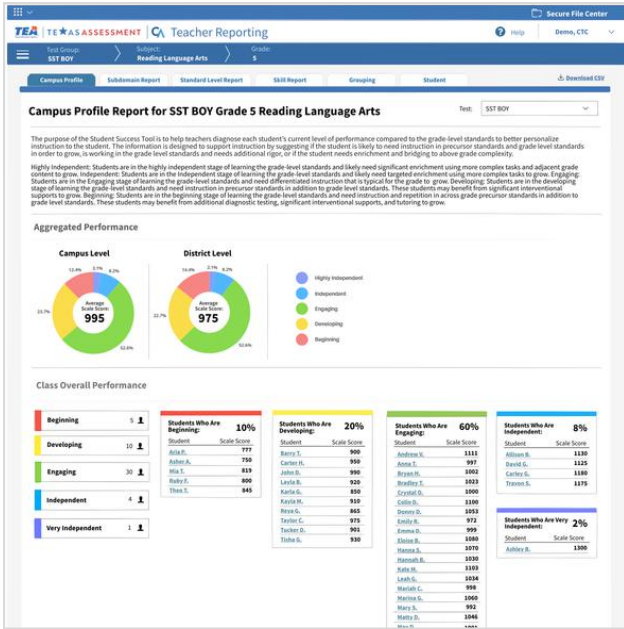
Drill down into specific academic standards to see which students are ready for enrichment and which need more support.



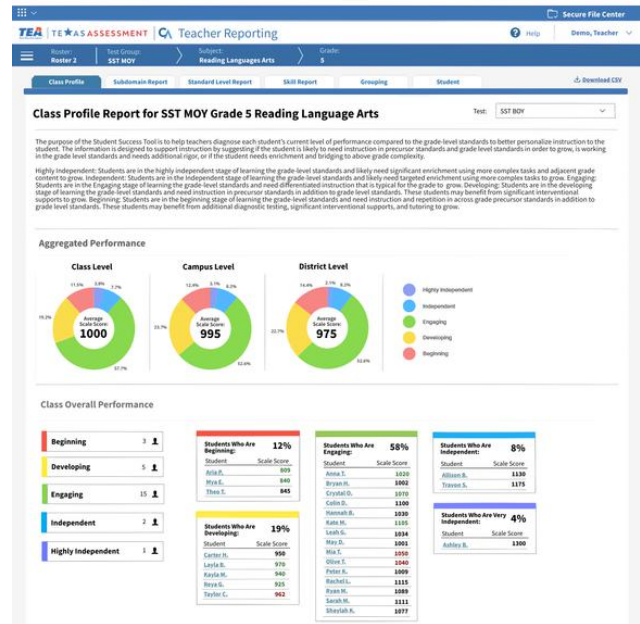
Immediate Application

Seamlessly pull individual data to formulate customized skill development plans to support students right where they are.

Rapidly assess a campus's overall achievement. The interactive dashboard provides a high-level view of proficiency trends across all classrooms, highlighting which groups are excelling and where targeted resources are needed.



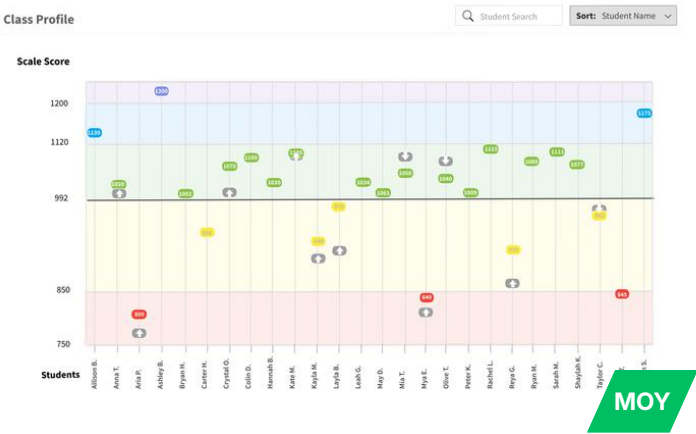
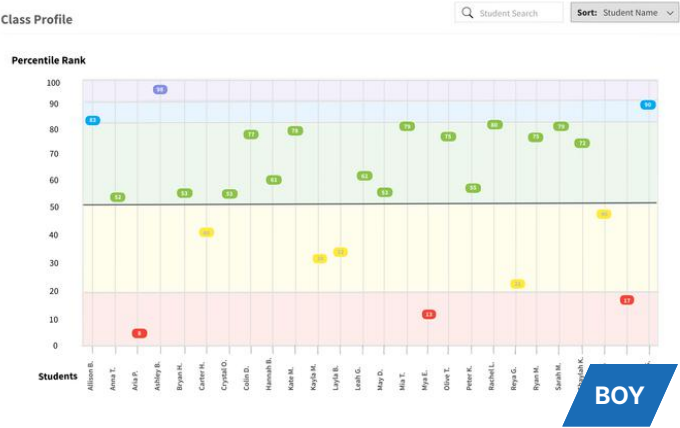
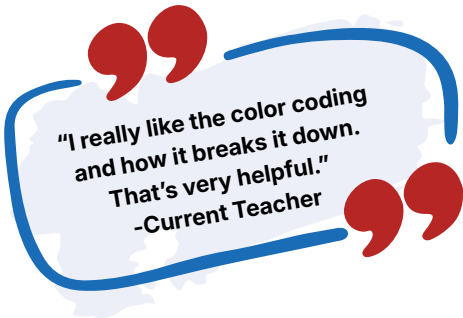
Quickly scan a classroom's overall achievement. The interactive roster provides a bird's-eye view of every student's current overall proficiency, highlighting at a glance who is on track and who needs immediate support. When comparing beginning-of-year (BOY) to middle-of-year (MOY) class profiles, teachers can easily monitor student progress over time.



Going Deeper: Class Profile

Class Profile–Scale Score

Provides a visual snapshot of a classroom’s performance and helps teachers easily gauge student proficiency. The MOY report also carries over the BOY results, so you can track growth without opening a second report.



How Can I Use the RPLD Class Map for Instructional Planning?

A student takes a number of items on each test. The computer adaptive test chooses content that a student is expected to be taught across the year personalized to the student's current level of performance. The Range PLD Class Map can help you estimate the types of tasks each student needs next to grow. You can use this information for revisiting prior content or as you begin instruction in a new unit to determine where to start each student along with information you collect about student performance in your classroom.

The Range PLD Class Map shows expected student performance for each standard based on the student's overall test performance. Due to this approach, standards associated with more difficult items, such as those that typically take more time to master, may not be identified at the same level as the student's overall ability. An "At Grade" student may be at the "Masters" level for a one standard and at the "Meets" level for another. The fully colored shapes indicate standards where the student received at least one item aligned to the standard. The grayed out shapes indicate where the student did not receive at least one item aligned to the standard.



Range Performance Level Descriptors (RPLDs) Class Map

Instantly see how each student is performing on each standard. This report helps highlight areas of strength and areas that may need support.

Going Deeper: Standard and Skill Reports

TEA | TEAS ASSESSMENT | Teacher Reporting

Router: Router 2 | Test Group: SST BOY | Subject: Reading Languages Arts | Grade: 5

Class Profile | Subdomain Report | **Standard Level Report** | Skill Report | Grouping | Student | Download CSV

Standard Level Report for SST BOY Grade 5 Reading Languages Arts

This information is intended for formative use, helping you plan the types of tasks each student likely needs next to grow.

How Can I Use Results for Instructional Planning?

This report groups students by model-inferred standard-level performance. Use students' status levels to guide instructional decisions. For Masters students (purple), assign the most challenging standard-aligned reading content to deepen and extend learning.
For Meets students (green), assign grade-level standard-aligned content and tests.
For Approaches students (orange), provide entry-level standard-aligned content and tests.
For students in Does Not Meet (red), provide entry-level or below grade-level content and tests, along with appropriate instructional scaffolds (e.g., worked examples) and supports (teacher and peer coaching).
For learning activities, consider homogeneous grouping of students with similar model-inferred performance levels. Alternatively, use heterogeneous groups to enable peer learning and support from higher-performing students (peer tutoring).

Previous Subdomains | Next Subdomains | Previous Standard | Next Standard

Subdomain: Reading | Standard: 5.8.A | Infer multiple themes within a text using text evidence

Select Subdomain - Standard

Grouping Report of This Standard by Performance Level

Performance Level	Students (Overall Scale Score)			
Masters Infer multiple complex themes within a text that are implicitly stated using text evidence as support.	Adrian B. 1130 Ashley S. 1100 Travis S. 1175	Skill Report for This Group		
Meets Infer multiple themes within a text using text evidence as support.	Anna T. 997 Brayden H. 1002 Cristal G. 1000 Caleb B. 1100 Reneesh B. 1030	Katie H. 1103 Lash G. 1034 Max B. 1065 Max T. 1110 Olivia T. 1069	Peter K. 1009 Rachel L. 1115 Ryan M. 1069 Sarah M. 1111 Shaylah S. 1077	Skill Report for This Group
Approaches Identify multiple themes and provide limited or limitedly correct text evidence.	Caitlin H. 950 Kaitlin B. 910 Laila B. 930	Brayden G. 875 Taylor C. 915	Skill Report for This Group	
Does Not Meet Identify simply stated themes that are directly stated in a text.	Alex B. 777 Brayden C. 819 Theo T. 845		Skill Report for This Group	

* An asterisk indicates that a student did not receive an item aligned to this standard. Students' standard-level performance inferences are based on how student performed on the overall test and are for instructional use only. They should not be used to project student end-of-year performance.

Standard Level Report

Go deeper with the Standard Level Report. Educators can review the level of understanding for each assessed standard, making it easy to align instructional focus where it is needed most.

Individual Skills—Range PLDs

Quickly see students' level of understanding and the skills associated with that level. Use the information from the new Range Performance Level Descriptors (RPLDs) to help plan tasks to promote continued student growth.

TEA | TEAS ASSESSMENT | Teacher Reporting

Router: Router 2 | Test Group: SST BOY | Subject: Reading Languages Arts | Grade: 5

Class Profile | Subdomain Report | Standard Level Report | **Skill Report** | Grouping | Student | Download CSV

Individual Skills Report for SST BOY Grade 5 Reading Languages Arts

This information is intended for formative use, helping you plan the types of tasks each student likely needs next to grow.

How Can I Use Results for Instructional Planning?

This range box indicates tasks that the student is likely able to engage with currently. The next highest level indicates tasks that the student is ready to work on next.

Previous Subdomains | Next Subdomains | Previous Standard | Next Standard

Subdomain: Reading | Standard: 5.8.A | Infer multiple themes within a text using text evidence

Select Subdomain - Standard

Level of Understanding: **Does Not Meet** | Approaches | Meets | Masters

Students (Overall Scale Score): [Caitlin H. \(950\)](#) | [Laila B. \(930\)](#) | [Katie H. \(1103\)](#) | [Brayden G. \(875\)](#) | [Taylor C. \(915\)](#)

Skills Associated With the Selected Performance on this Standard

Does Not Meet	Approaches	Meets	Masters
Does Not Meet Does Not Meet: Identify simply stated themes that are directly stated in a text. - Retell a small portion of a text that maintains some meaning or logical order or paraphrase short simple texts with limited accuracy. - Paraphrase short simple texts with limited accuracy. - Describe characters and a conflict using directly stated details from a text.	Approaches Approaches: Identify multiple themes and provide limited or limitedly correct text evidence. - Retell a simple text that maintains meaning and logical order. - Provide a paraphrase or limited summary of a portion of a text. - Explain how characters interact in a text and describe a simple conflict in a text.	Meets Meets: Infer multiple themes within a text using text evidence as support. - Paraphrase a portion of a text maintaining meaning and logical order. - Provide a complete summary of a text maintaining meaning and logical order. - Analyze the relationships between and among characters using specific evidence from the text for support and - Analyze the conflicts in a text using specific evidence from a short text for support.	Masters Masters: Infer multiple complex themes within a text that are implicitly stated using text evidence as support. - Paraphrase large portions of complex texts maintaining meaning and logical order or - Provide a complete summary of a complex or longer text maintaining meaning and logical order. - Analyze the relationships between and among characters using evidence across an entire passage and - Analyze the conflicts using evidence across an entire passage.

* An asterisk indicates that a student did not receive an item aligned to this standard. Students' standard-level performance inferences are based on how student performed on the overall test and are for instructional use only. They should not be used to project student end-of-year performance.

This would be especially helpful for new teachers.
-Testing Coordinator

TEA | TEAS ASSESSMENT | Teacher Reporting

Secure File Center

Home | Reports | SST BOY | Reading Language Arts | Grade 5

Class Profile | Subdomain Report | Standard Level Report | Skill Report | Grouping | Student | Download CSV

Student Grouping for SST BOY Grade 5 Reading Language Arts

This information is intended for formative use, helping you plan the types of tasks each student likely needs next to grow.

Select Standards

How Can I Use Results for Instructional Planning?

If a student's overall performance level is Developing or Beginning, you may need to look at related skills from an earlier grade and give tasks, learning experiences, and instruction that help the student enter the grade-level content. Similarly, if a student appears to already have learned the skills for upcoming grade-level student expectations independently, when the standards show Masters, and the overall performance level is Independent or Highly Independent, you may need to look at related skills from the next adjacent higher grade (6) and give students the most complex tasks defined in the Range Folds.

Student	Overall Performance	5.2.B.1	5.2.B.2	5.2.B.3	5.2.B.4	5.2.B.5	5.2.B.6	5.3.A	5.3.B
Group 1									
Ashley B.	Highly Independent	Masters*	Masters	Masters*	Masters	Masters*	Masters	Masters*	Masters
Group 2									
Isaac M.	Independent	Masters	Masters	Masters	Masters*	Masters	Masters	Masters	Masters
Alison B.	Independent	Masters*	Masters	Masters*	Masters	Masters*	Masters	Masters*	Masters
Group 3									
Rachel L.	Engaging	Masters*	Meets*	Meets*	Masters	Masters*	Meets	Meets*	Meets*
Sarah M.	Engaging	Meets*	Masters	Meets	Masters*	Meets*	Masters*	Masters*	Meets
Mia T.	Engaging	Meets	Meets*	Meets*	Meets	Meets	Masters	Approaches*	Meets*
Kyle M.	Engaging	Meets*	Masters*	Meets*	Masters*	Meets*	Meets*	Approaches	Approaches
Caleb S.	Engaging	Masters	Meets	Meets*	Approaches*	Meets	Meets*	Masters	Meets
Olivia T.	Engaging	Meets	Meets*	Masters	Masters	Meets*	Approaches	Meets*	Approaches*
Felix M.	Engaging	Meets*	Approaches*	Meets*	Meets	Meets*	Masters	Masters	Meets
Shaylah K.	Engaging	Masters	Meets	Meets	Meets*	Meets	Approaches*	Meets*	Meets*
Laila S.	Engaging	Approaches	Meets*	Meets*	Approaches*	Meets*	Masters	Meets*	Meets
Hannah B.	Engaging	Meets*	Meets*	Meets*	Approaches	Meets	Meets	Approaches	Meets*
More Students									
Group 4									
Taylor C.	Developing	Meets	Does Not Meet	Meets*	Approaches	Approaches*	Does Not Meet*	Approaches	Meets*
Carli H.	Developing	Approaches*	Approaches	Does Not Meet*	Meets	Approaches	Approaches*	Meets*	Does Not Meet
Laila B.	Developing	Approaches*	Approaches*	Meets	Does Not Meet*	Does Not Meet*	Does Not Meet	Approaches	Meets*
Kyle M.	Developing	Does Not Meet	Approaches*	Approaches	Approaches*	Approaches*	Does Not Meet*	Does Not Meet*	Approaches

Student Grouping

Build small groups by standard. Drill down into specific academic standards to see exactly which students need more support and which are ready for enrichment.



From Data to Action:

1

Discover

What students know

Teachers can use the Class Profile Reports understand strengths and weaknesses at the standard level and identify who is on track and who needs support.

2

Pinpoint Gaps

Where learning gaps are

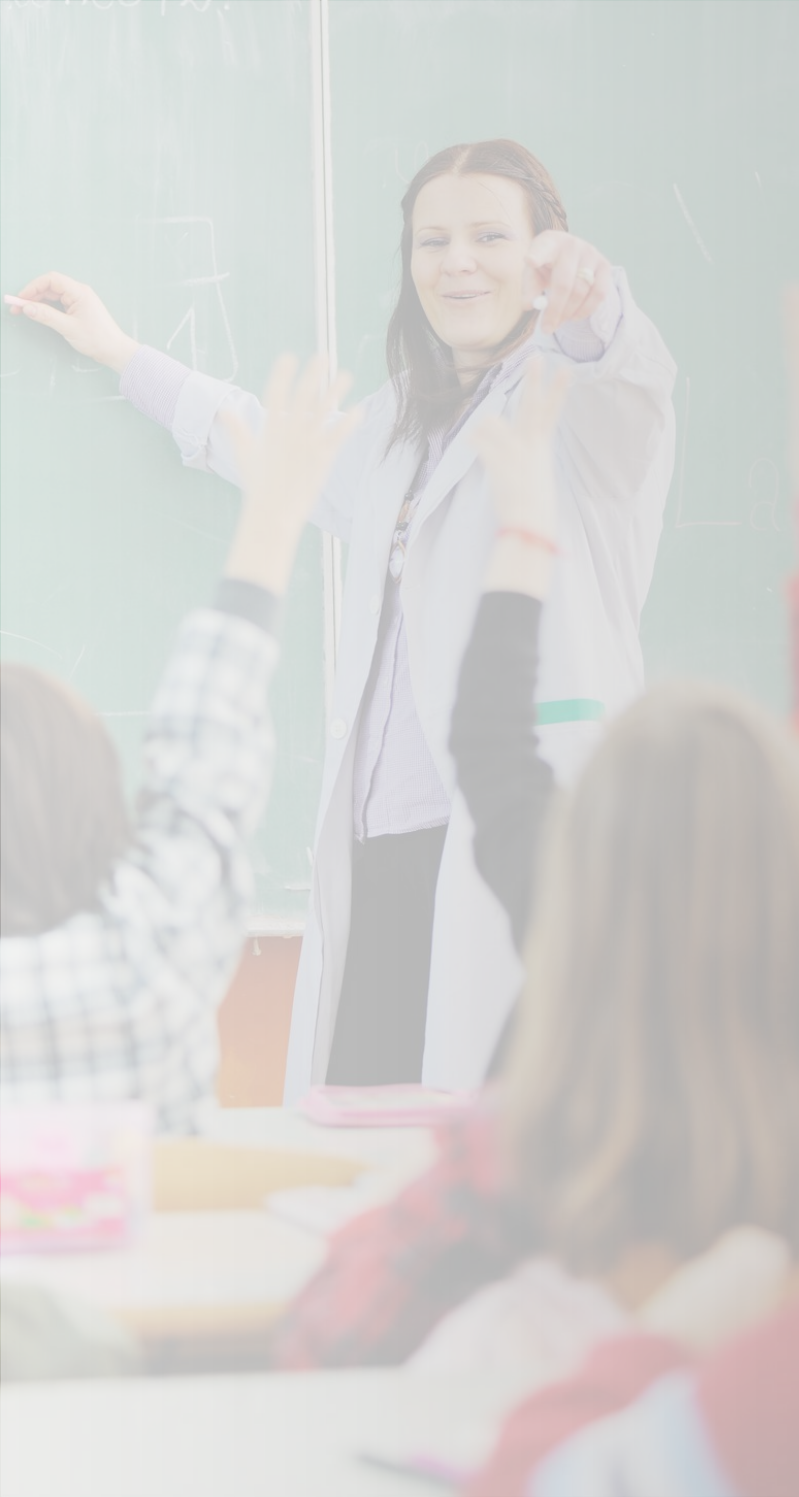
Teachers can quickly identify specific learning needs for each student.

3

Group and Support

What to do next

Teachers can use the Skill Report to plan targeted interventions and instruction for Small Group instruction.



Texas Education Agency



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