RANGE PLDs

ONE TEKS, FOUR LEVELS

A NEW TEA RESOURCE COMING SPRING 2027 · BUILT FOR SST, NOT A CHANGE TO THIS YEAR'S STAAR

WHAT THEY ARE

A breakdown of **every assessed TEKS** into a continuum of skills across the four performance levels.

WHERE THEY COME FROM

Built from **STAAR data**, reviewed by Texas educators, and **curriculum agnostic** — not tied to any adopted program.

WHAT THEY DO

SST reports will group students by level and show these skills as **next steps**. Every SST item will be tagged to a level.

TEA'S EXAMPLE — GRADE 5, TEKS 5.8(A)

Infer multiple themes within a text using text evidence. Italics show TEA's policy definition of each performance level; the rest is TEA's draft Range PLD for this standard.

DID NOT MEET

Do not demonstrate a sufficient understanding of the assessed knowledge and skills.

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.
- Describe characters and a conflict using directly stated details from a text.

APPROACHES

Generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

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

Generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

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

Demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

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.

Where to start: for **whole-class instruction**, TEA suggests defaulting to the **Meets** column so the standard is taught at the depth grade-level proficiency requires, then adjusting from student feedback. TEA also stressed that Range PLDs show what a student **can do right now** — they are not a prediction of end-of-year performance.

Heads up: The example above is TEA's own and is still marked **DRAFT**. Range PLDs for every SST assessment are expected **by spring 2027**. TEA's draft report prototype labels the lowest level "Does Not Meet"; the official reporting category is **Did Not Meet Grade Level**.

Source: Texas Education Agency · HB 8 Student Assessment webinar (Aug 2026) & STAAR Performance Standards (tea.texas.gov)

© IN BETWEEN THE LATTES, LLC 2026