



TEA's Optional Assessment Programs

Thank you for joining us today!

Karen Mayton, M.Ed.

Director of Strategic Initiatives & Operations
Student Assessment Division
Texas Education Agency



Donna Wise, M.Ed.

Strategic Initiatives Manager
Student Assessment Division
Texas Education Agency



Dr. Laquita McMillon

Strategic Initiatives Coordinator
Student Assessment Division
Texas Education Agency



Jamie Kwan

Strategy & Operations Manager
Student Assessment Division
Texas Education Agency



Optional Assessments Agenda

TFAR

Texas Formative Assessment Resource (TFAR)

Inter

STAAR Interim Assessments

TTAP

Texas Through-year Assessment Pilot (TTAP)

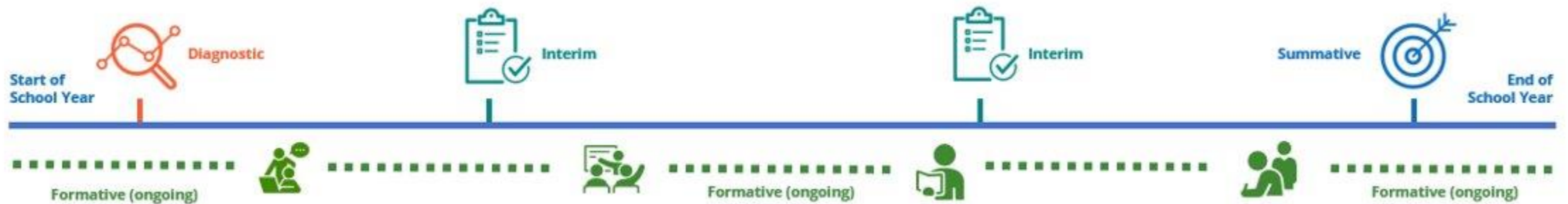
Why are assessments important?

Assessments are **tools that provide meaningful information to guide instruction** – before, during, and after. They provide educators and parents meaningful information to support strong teaching and guide students to their full potential.

A **balanced assessment system** is an assessment system that intentionally makes use of diagnostic, formative, interim, and summative assessment practices.

Each type of assessment provides data for a specific purpose;
therefore, the time of administration is related to the instructional cycle

Balanced Assessment System



Different types of assessments provide different data at various times during the year to support instruction

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative



What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate





Diagnostic Assessments

We'll start today's conversation at the beginning, with diagnostic assessments

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative



What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year


Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



What diagnostic assessment can and cannot do

Purpose	What it <u>Can</u> tell you	What it can <u>Not</u> tell you
<p>Determine individuals' strengths, weaknesses, knowledge, and skills prior to instruction</p> <p>Determine whether a student is at-risk and what broad misconceptions they may have coming into an instructional cycle to inform planning for interventions and holistic supports</p> <p>Determine which students may benefit from further diagnostic assessment, targeted instruction, or intensive intervention</p>	<p>If a student is on grade level at the beginning of the year</p> <p>If a student is at risk</p> <p>If a student has mastered prerequisites for a unit or lesson</p>	<p>If a student has mastered a certain student expectation</p> <p>If a student shows growth in learning</p> <p>How a student will perform after instruction</p>

A photograph of several students walking on a modern school staircase. In the foreground, a boy with a blue backpack and a yellow shirt is walking down the stairs. Behind him, a girl with blonde hair and a boy are also walking down. On the opposite side of the stairs, two girls are walking up, smiling and talking. The staircase has glass railings and metal handrails. The background is bright and airy, suggesting a large, open school environment.

Texas Formative Assessment Resource (TFAR)

House Bill 3906 addresses several assessment components, one of which is to create an Integrated Formative Assessment Pilot

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**

Because summative and formative assessments serve two different purposes, there are two separate initiatives created to fulfill the law



Texas Formative Assessment Resource TFAR (launched fall 2020)

An **optional, free** tool to supplement and support existing district resources and formative assessment practices, **unrelated to accountability**



Texas Through-year Assessment Pilot (optional, small-scale pilot launched in 2022-23)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace STAAR as Texas's summative assessment**

Formative assessments target specific standards and are administered frequently throughout the year

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative

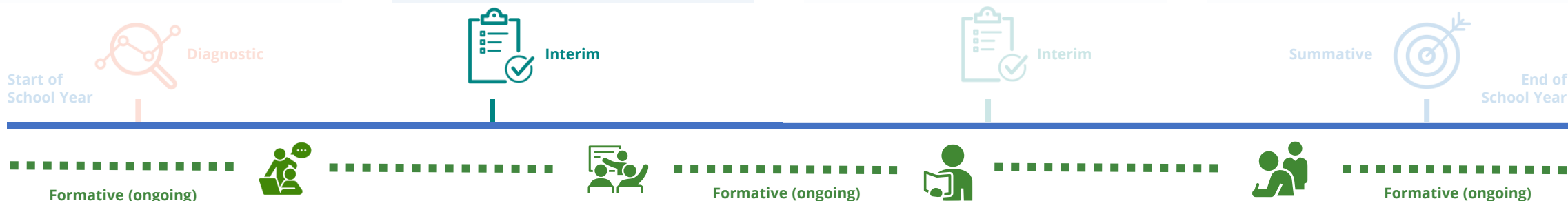


What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



What formative assessments can and cannot do

Purpose	What it <u>Can</u> tell you	What it can <u>Not</u> tell you
<p>Serve as an assessment for learning, not of learning (e.g., check for understanding)</p> <p>Evaluate mastery of specific standards; assessments are deep and narrow</p> <p>Collect detailed information that can be used to improve instruction and determine what small-scale adjustments need to occur in the classroom</p> <p>Track student learning while it's happening</p>	<p>If a student mastered a particular standard/concept</p> <p>If and where student misunderstanding occurred</p> <p>How students can be grouped for intervention</p>	<p>If a student has demonstrated growth from the beginning of the school year to the end</p> <p>If students are on track to achieving grade level proficiency or meeting end-of-year goals</p>

This school year, TEA is connecting with users to understand how TFAR is supporting current formative assessment practices

Tests built by this tool should be part of a broader set of classroom formative practices and should be used within a coherent instructional framework



TFAR is intended to support teachers in creating, administering, and analyzing...

- weekly or bi-weekly quizzes,
- warm-ups and exit tickets,
- aligned and connected with existing instructional plans, lessons, and curriculum



Given its limited item bank and data analysis and reporting functionality, TFAR is not meant to...

- provide independent practice,
- predict student performance on summative assessments,
- exist separate from a coherent instructional framework or curriculum

TFAR has four main features, making it a versatile tool to support any district's formative assessment practices

TEKS-Aligned Item Bank

Access new item type samplers and thousands of released STAAR items and unreleased STAAR-like items



Item and Test Creation

Create tests using items from TEKS-aligned banks or by authoring your own test questions, including new items types



Texas Formative Assessment Resource (TFAR)



Data Reporting

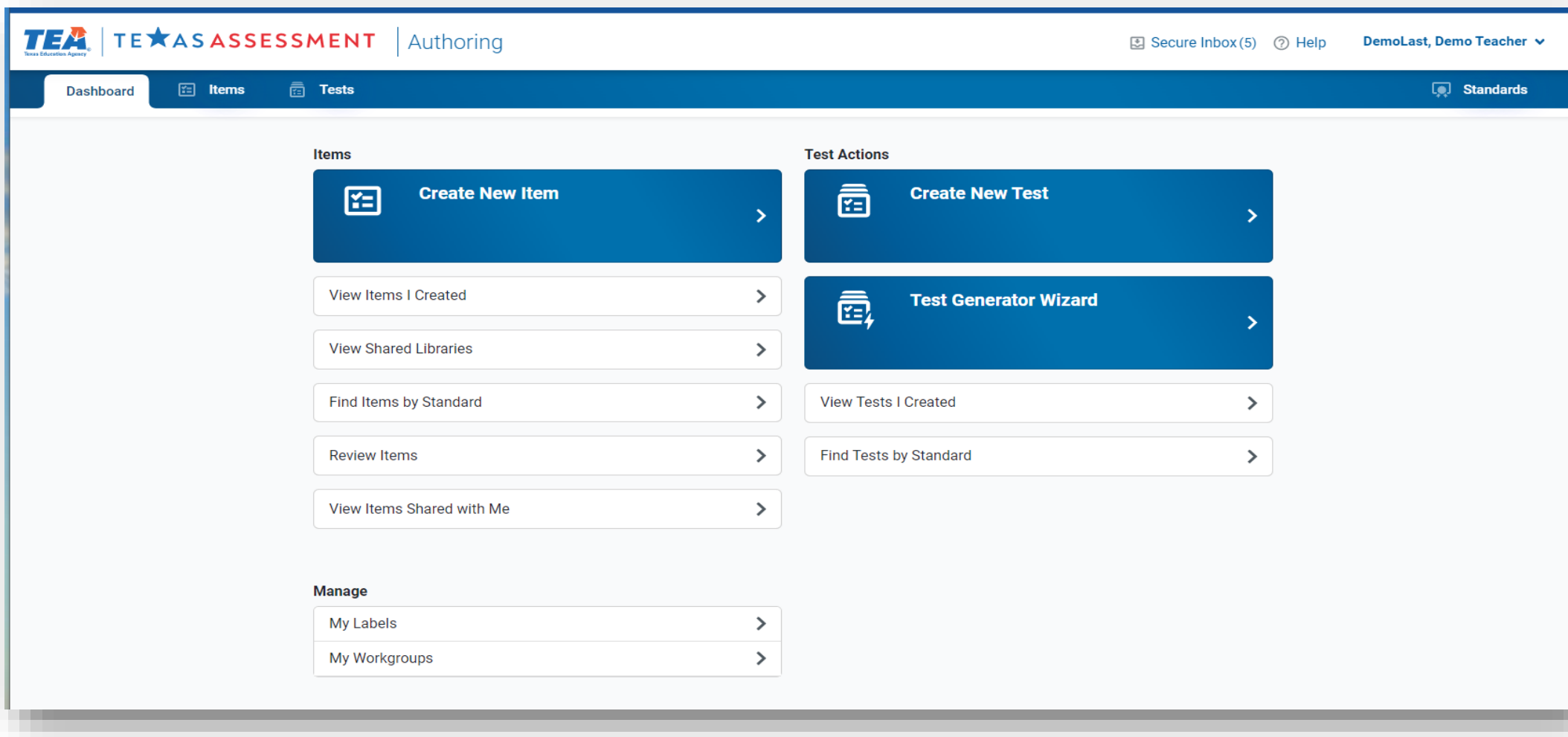
Analyze student-level, standard-level, and item-level data reports on the same platform that houses STAAR summative and interim data



Administration Platform

Administer formative assessments on the same online platform used to administer STAAR so that students can build familiarity

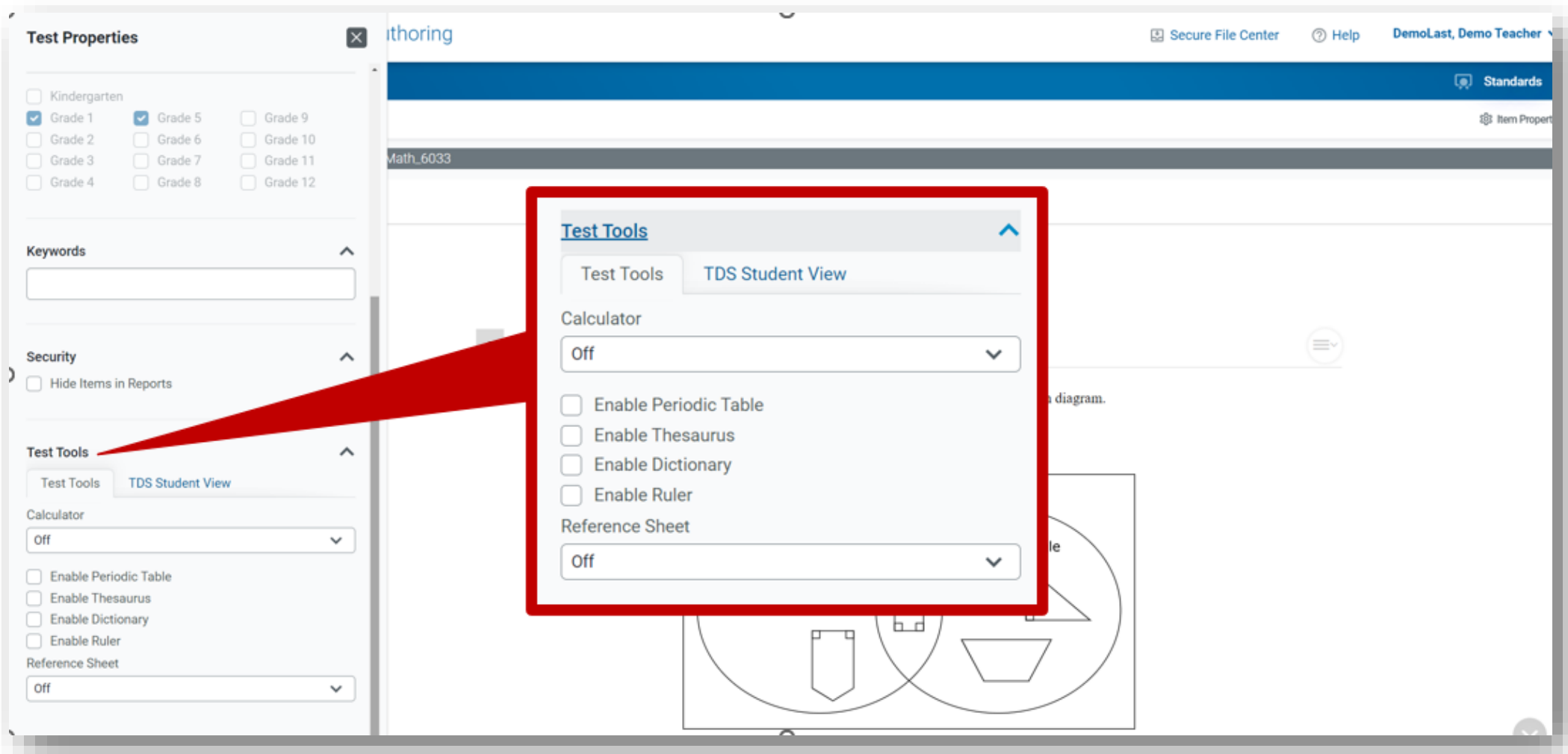
TFAR is a free platform that allows teachers to create, administer, analyze, and share formative assessments



The student experience within TFAR is determined by the NEW required selections prior to publishing

	Test Tools Tab	TDS View Tab
Pause Rule	20-Minute Pause	8-Hour Pause
Skipping /Flagging Items	Not available	Available
TIDE Accommodations	TTS and Auto TTS for Teacher Authored tests (Computer will read everything including stimulus)	Students' TIDE accommodations with STAAR Released items only (<i>TTS, Auto TTS, CLS, STT, Co:Writer, ASL</i>)
Reference Sheets, Calculator, Ruler	Manually Selected	Manually Selected
ECR/SCR Text Box and Version Control	No set size / Version Saving	1750 characters / Version Saving
Dictionary, Thesaurus, Periodic Table	Manually Selected	Manually Selected
Highlighter, Line Reader, Zoom, Flag, Note Pad, Stickie Notes, Graphing Overlay	Available	Available

The new Test Tools tab under Test Properties enables resources and specific test tools available to all students



The new TDS Student View tab selections connect the test to the preset TIDE accommodation attributes

The screenshot displays the 'Test Properties' panel on the left side of the interface. The 'Test Tools' tab is selected, and the 'TDS Student View' sub-tab is active. A callout box highlights the 'Test Tools' and 'TDS Student View' tabs, and a dropdown menu for 'Selected TDS Student View' is shown with the text 'Select an option...'. The 'Test Properties' panel includes fields for 'Test Name' (Generated Test 566482), 'Description', 'Grade Level' (with a grid of checkboxes for grades 1-12, where Grade 8 is selected), 'Keywords', 'Security' (with a checkbox for 'Hide Items in Reports'), and 'Test Tools' (with a dropdown for 'Selected TDS Student View').

The selectable STAAR templates enable students to receive TIDE accommodations and STAAR functionality and resources

Subject Specific Templates connects to TIDE attribute column

Content specific STAAR Functionalities

Test Properties

Grade Level

☒ Use Grades From Items

☐ Kindergarten

☒ Grade 1 ☒ Grade 5 ☐ Grade 9

☐ Grade 2 ☐ Grade 6 ☐ Grade 10

☐ Grade 3 ☐ Grade 7 ☐ Grade 11

☐ Grade 4 ☐ Grade 8 ☐ Grade 12

Keywords

Security

Select an option...

EOC Algebra_I

EOC Biology

EOC English_I

EOC English_II

Universal_Math

Universal_Reading

Universal_Science

Universal_SocialStudies

EOC US_History

Select an option...

Math_6033

The diagram shows how Stella organized some shapes in a Venn diagram. Which shapes are **NOT** placed correctly? Select **TWO** correct answers.

Polgons

Quadrilaterals

Shapes with at least 1 right angle



STAAR Interim Assessments

Interim assessment measure student performance at specific times during the year

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative

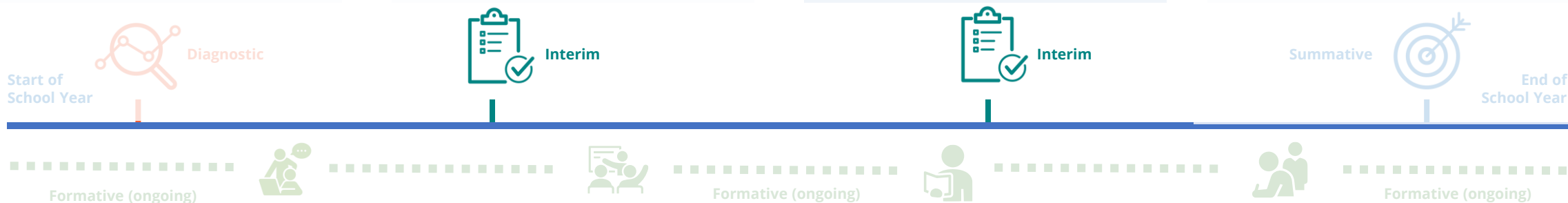


What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



What are STAAR Interim Assessments?

- Tool that provides actionable data to do the following:
 - Guide student grouping for differentiation
 - Identify areas for additional support
 - Predict student performance on summative assessments
- Administered through TDS
- Not tied to accountability
- Developed with a shortened version of the STAAR blueprint
- Requires students to be registered in TIDE
- Results reported in CRS

What STAAR Interim Assessments are and what they are not

Interim assessments ARE:

- A benchmarking instrument
- A way to monitor academic progress
- A tool to guide student grouping for differentiation

Interim assessments are NOT:

- A formative assessment tool designed to provide standards-level performance data
- An item bank intended for building classroom quizzes or assignments

How interim data compares with other assessment sources

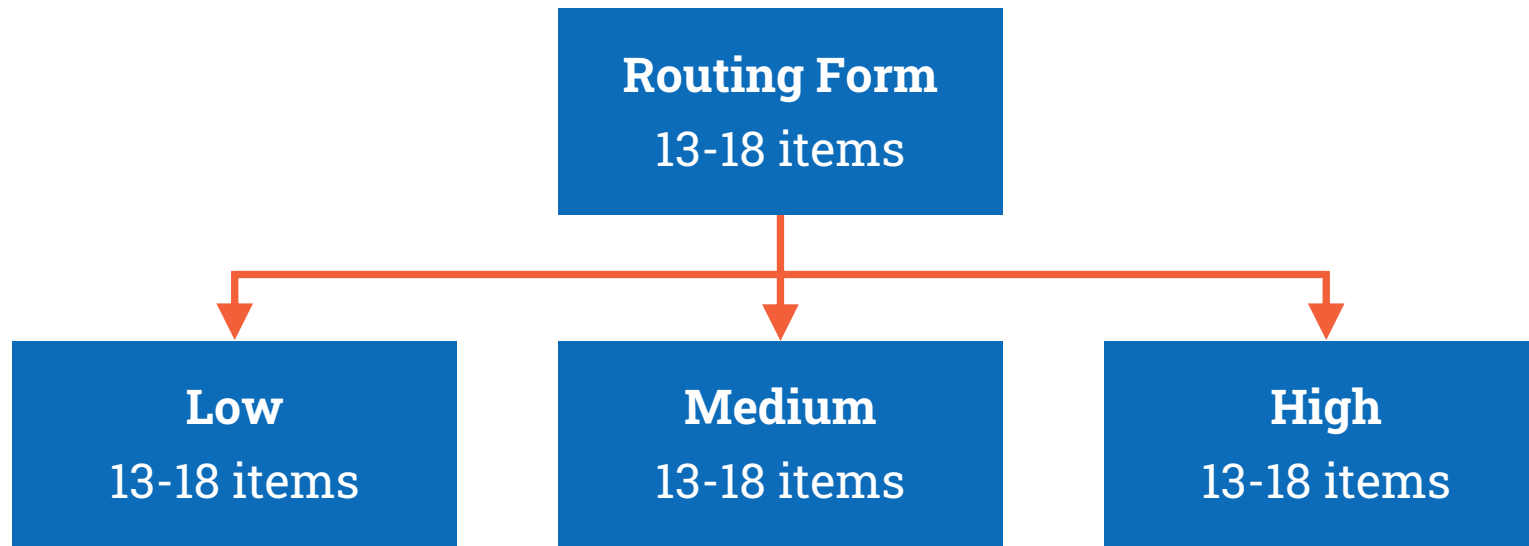
- Reporting category level performance is the lowest level of data that teachers should be using for comparison
- Focus on areas taught so far in the school year
- Teachers should have a number of formative data sources that can serve as points of comparison
- It is also helpful to refer to student performance last year (math only)

Interim assessments are administered over three windows

Window	Dates	Optional Administration	Tests Administered
1	Nov 6, 2023 – Dec 19, 2023	November*	First test for math and RLA
2	Nov 6, 2023 – Apr 5, 2024	After most content has been taught	All science and social studies
3	Jan 16, 2024 – Apr 5, 2024	February*	Second test for math and RLA

**While TEA recommends testing in November and February, schools should consider their local scope and sequence when administering an interim assessment.*

The multi-stage adaptive design of math and RLA interims allows for shorter tests without sacrificing reliability



- Allows for shorter tests to minimize the disruption to instructional time
- Matches students with more appropriate items based on their demonstrated ability

Accommodations on interim assessments mirror what students will experience on STAAR

TTS and Content and Language Supports	Refreshable Braille	Paper Braille*	Paper*
<ul style="list-style-type: none">• All tests in English• Grades 3-5 in Spanish	<ul style="list-style-type: none">• Grades 3–8 reading• Grade 8 social studies• English I, English II• U.S. History	<ul style="list-style-type: none">• All tests• Delivered to district	<ul style="list-style-type: none">• All tests• Delivered online

**While schools do not need to have an ARD to offer interim accommodations, paper and braille tests should only be requested for students with disabilities that prohibit them from interacting with a regular online assessment.*



Texas Through-year Assessment Pilot (TTAP)

House Bill 3906 addresses several assessment components, one of which is to create an Integrated Formative Assessment Pilot

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**

Because summative and formative assessments serve two different purposes, there are two separate initiatives created to fulfill the law



Texas Formative Assessment Resource TFAR (launched fall 2020)

An **optional, free** tool to supplement and support existing district resources and formative assessment practices, **unrelated to accountability**



Texas Through-year Assessment Pilot (optional, small-scale pilot launched in 2022-23)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace STAAR as Texas's summative assessment**

A through-year assessment combines interim and summative tests into a progress monitoring system that also produces a summative score

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative



What: Measure student mastery of a broad span of student expectations

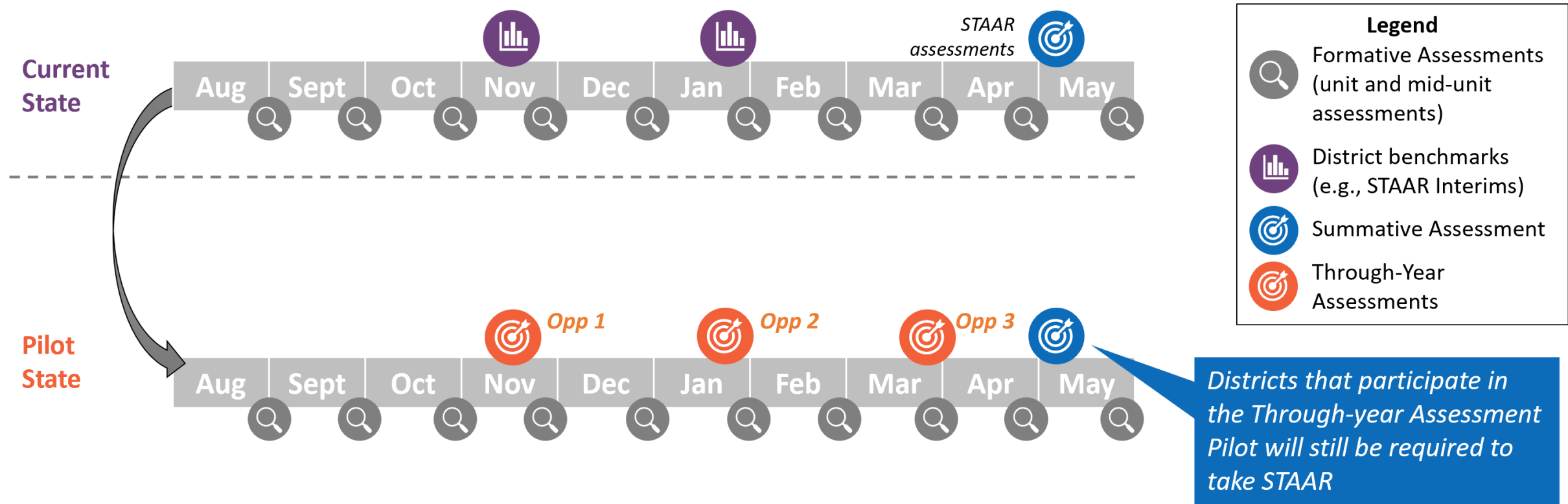
When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



TTAP is designed to replace locally adopted benchmarking assessments during the school year



What Opportunity 1 and 2 can and cannot do

Purposes	What it <u>CAN</u> tell you	What it can <u>NOT</u> tell you
<ul style="list-style-type: none"> Acts as dipstick to track progress toward end-of-year learning goals (1-3 times a year); assessments are wide and shallow Gain a bird's-eye view of student progress (i.e., growth, predictions) Determine if students are accessing the right level of rigor in the classroom 	<ul style="list-style-type: none"> If a student is on track towards end of year goals If a student might need instructional intervention (more formative information needed) 	<ul style="list-style-type: none"> If a student mastered a particular standard/concept If and where student misunderstanding occurred

These are the roles of formative assessments

What Opportunity 3 can and cannot do

Purposes	What it <u>CAN</u> tell you	What it can <u>NOT</u> tell you
<ul style="list-style-type: none">• Assess long-term retention of student learning• Gauge if the combination of curricular and instructional delivery was effective over the course of the year• Benchmark performance across classroom, schools, and districts	<ul style="list-style-type: none">• If a student has met end-of-year, or end-of-unit, learning expectations• If a student is on grade level	<ul style="list-style-type: none">• If a student is on track in the middle of the learning cycle• If a student mastered a particular standard/concept• If and where student misunderstanding occurred

We first launched this optional, small-scale pilot in SY22-23; it requires multiple years of piloting to assess its feasibility

A through-year assessment model has many benefits...

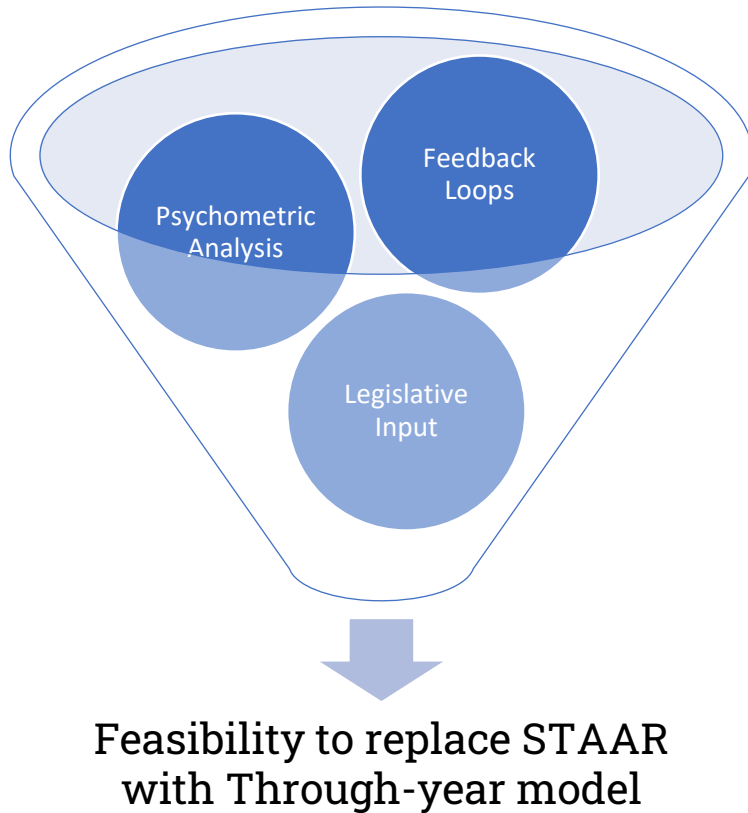
- Provides **more timely and frequent feedback** that can be used help with monitoring students progress before they move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **in-year growth** information

...but is still relatively new and innovative

- **Only a handful states** have implemented a model that isn't a traditional end-of-year summative
- Texas will need to address **technical questions** around design, administration, and scoring specific to local context
- Pilot will be rolled out over **multiple years** prior to potential adoption

All pilot participation is optional; no new testing requirements, and no requirement for district participation

Data gathered throughout pilot years from our district participants will inform TTAP's feasibility to replace STAAR

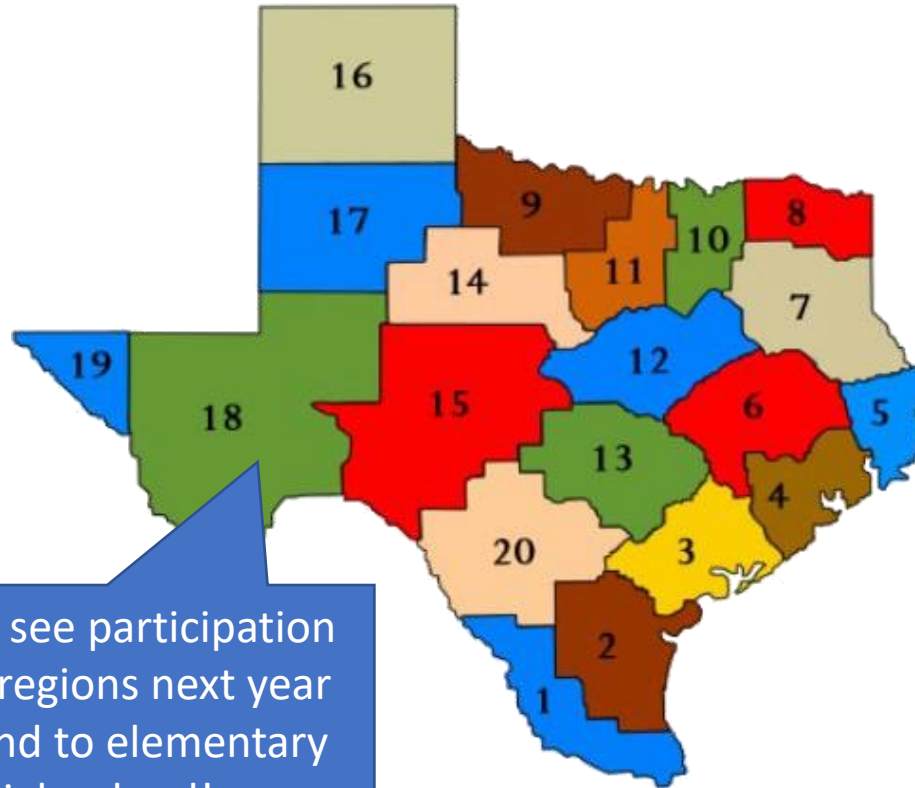


Feedback Loops: Teacher/Admin Surveys, TTAP Advisory Committee, Student Surveys, TTAP Site Visits

Psychometric Analysis: Assessment data gathered across all three tests will inform psychometric studies that inform TTAP's comparability to the STAAR, and help optimize the through-year design

Legislative Input: Every even-numbered year, TEA will create a report for the State Legislature to share progress and other updates on the pilot

This coming spring, TEA will be recruiting for additional districts with expanded test titles for the 2024-25 school year!



We hope to see participation from all 20 regions next year as we expand to elementary and high school!

See more on our [webpage](#).

SY23-24 PARTICIPANTS

- **19 out of 20 regions**
- **93 LEAs**
 - 44 rural
 - 21 town
 - 13 suburban
 - 15 urban
- **56K students**
 - Grade 5 Science: 17K
 - Grade 6 Math: 9K
 - Grade 7 Math: 8K
 - Grade 8 Social Studies: 23K

Making connections across TFAR, STAAR Interims, and TTAP

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of the year assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation

Example: STAAR Interim Assessments

4. Summative

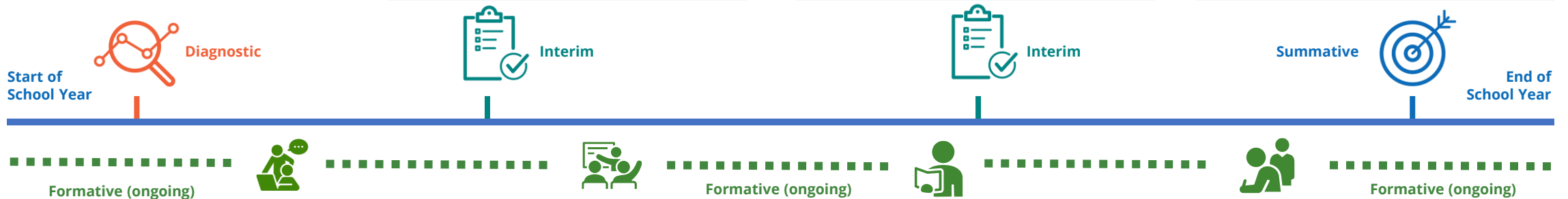


What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



Because each assessment tool serves a specific purpose, we remind teachers that connecting back to formative data will be crucial

Formatives play the role of gathering detailed data on student learning at the standards level

Formative
Data

STAAR
Interims or
TTAP Data

Interims/TTAP takes a snapshot of overall student learning and proficiency

Full picture
of student
learning

Combined, both assessment types fulfill their specific role in a balanced assessment system; **Interims/TTAP lacks full utility if teachers do not connect back to the formative data** collected after each testing opportunity

When individual STAAR Interims or TTAP performance is strong, no additional next steps are required



When things are going to plan for each student, stick with your curriculum and road map planned for this period of time.

Continuous use of formative assessments during the year will set up the foundations for the next interim in January/February.

When low Interims/TTAP performance does not align with formative data, there are some questions to ask to get to the root issue

Probing Questions	Root Issue	Classroom Shifts Needed
Is the rigor high enough in my classroom?	Formative assessment-related issue; Standards taught and/or formative assessments are not rigorous enough or are not on grade-level	Increase the rigor and access examples, ensure that formative assessments are asking “why” not just “what”
Are students getting enough exposure?	Students working with lower-level items need more instances of exposure to certain concepts and in different settings; advanced students would need less exposure	Track standard level exposure
Are students acquainted with testing structures?	Issue with not getting enough practice on the online testing platform and/or being acquainted with accessibility features	Increase opportunities to use testing platform (e.g., TFAR)

TEA Contact Information

For more information on optional assessments, please contact:

- [Student Assessment Help Desk](#)
- (512) 463-9536
- <https://tea.Texas.gov/student.assessment/>
- TTAP@tea.Texas.gov



A photograph of the Texas State Capitol building in Austin, Texas. The building is a large, ornate structure with a prominent dome. In front of the building is a wide, paved walkway lined with mature green trees. Several people are walking along the path. The sky is clear and blue. A semi-transparent blue rectangular box is overlaid on the left side of the image, containing the text "Thank you!".

Thank you!