How Do You TFAR?

Formative Assessment ☑
Summative Assessment ☐
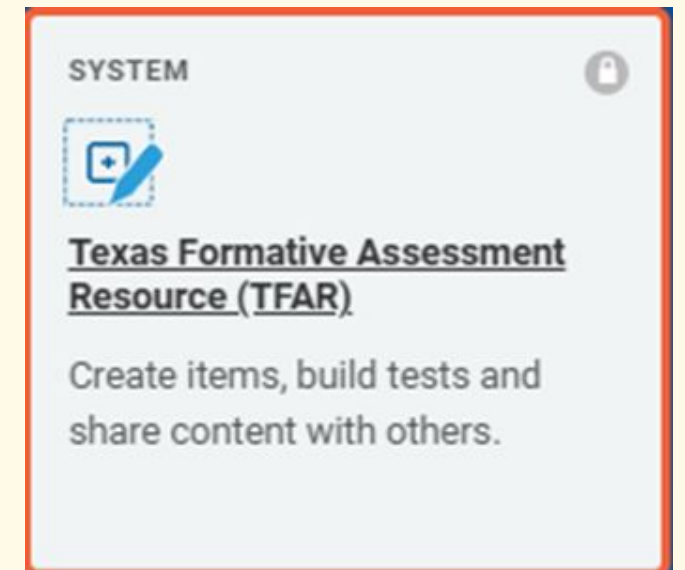
How are Texas School Districts Using the Texas Formative Assessment Resource

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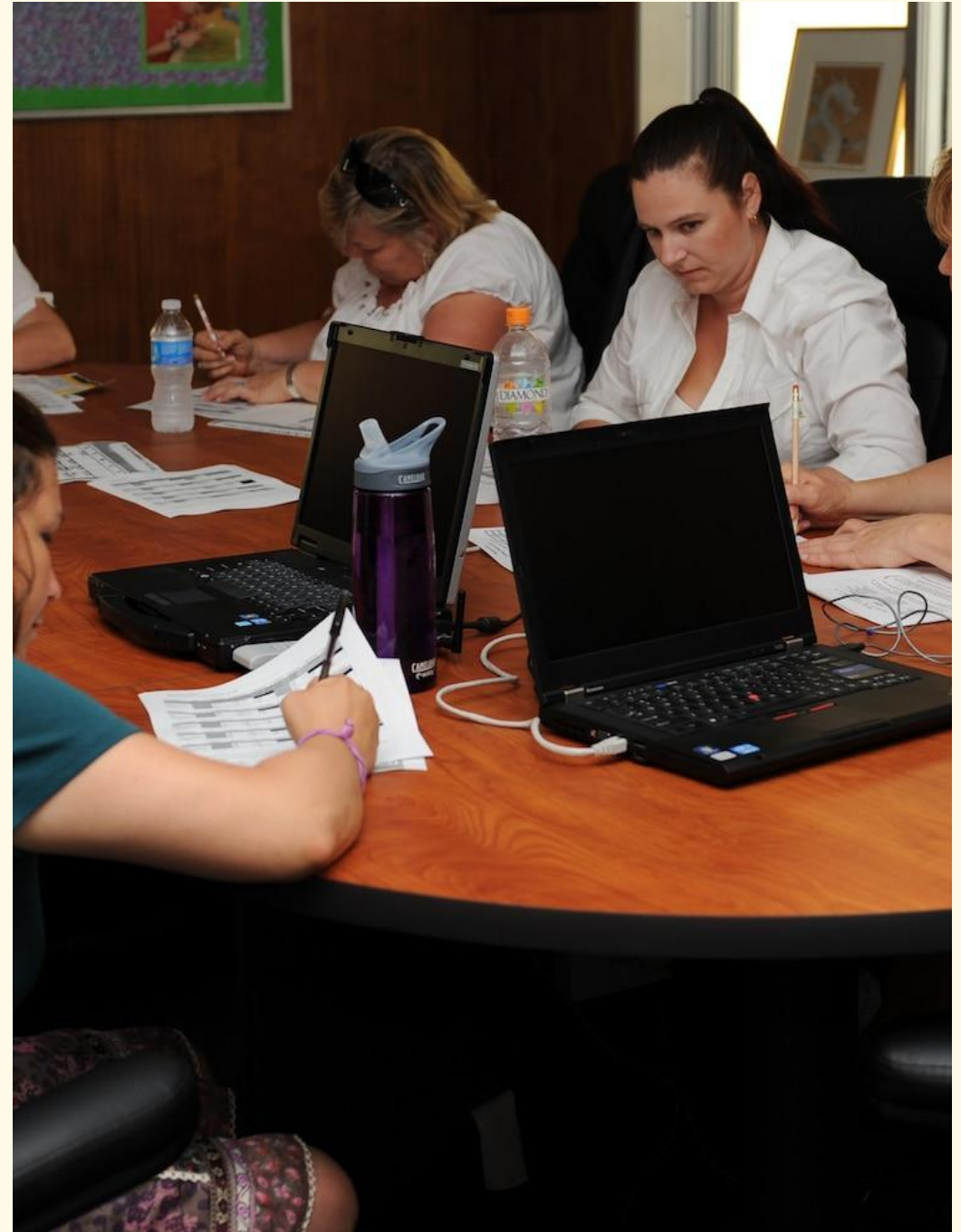
Texas Formative Assessment Resource

The Texas Formative Assessment Resource (TFAR) is a free online platform that helps educators create, distribute, and share formative assessments. Formative assessment data can be used to improve teaching and instructional support.

TFAR Overview

The Texas Formative Assessment Resource (TFAR) is a free online platform that helps teachers create, share, and give formative assessments:

- **Create assessments - Teachers can use a bank of released STAAR questions, create their own questions, or use questions created by other Texas educators.**

- **Administer assessments - Teachers can administer assessments to students online through the Test Delivery System (TDS) or export them as PDFs to print and administer on paper.**

- **Share assessments - Teachers can share assessments with other educators on their campus or in workgroups.**

- **Analyze results - Teachers can access data on assessments administered online through the Centralized Reporting System (CRS).**

Introduction to Texas Formative Assessment Resource

01

Data Analysis
Educators use TFAR to analyze formative assessment data effectively, helping them understand student performance trends and adjust instruction for improved learning outcomes.

02

Collaborative Learning
TFAR promotes collaboration among educators by providing a platform for sharing assessment strategies, resources, and best practices, enhancing professional development and instructional consistency across districts.

03

Data-Driven Decisions
Educators can utilize TFAR to analyze student performance data, enabling informed instructional decisions that cater to individual learning needs and improve overall student outcomes.
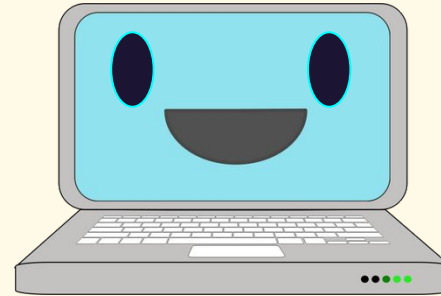
04

Instructional Improvement
TFAR provides educators with resources to create targeted instructional strategies that address specific learning needs, allowing for personalized support in diverse classrooms.
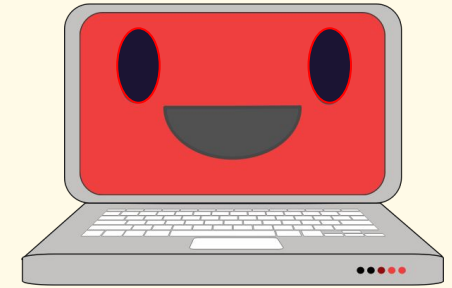
02

Formative vs Summative Assessment

Formative Assessment

- assessment for learning
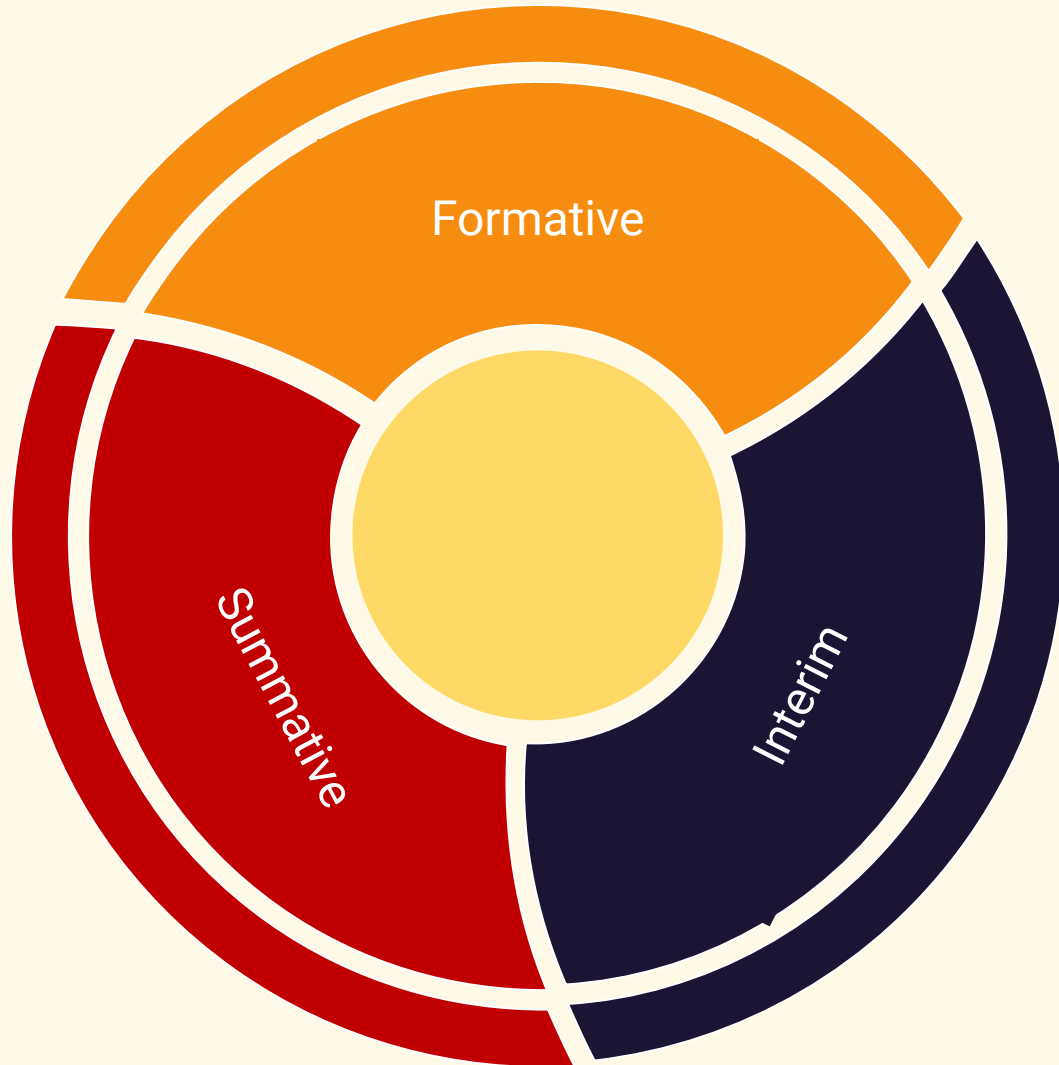- occurs during learning
- low-stakes
- used to adjust instruction

Summative Assessment

- assessment of learning
- occurs after learning
- high-stakes
- does not adjust instruction

Formative vs Summative Assessments

Effective assessment programs include a variety of tools and techniques that are appropriate for their purpose, and can be easily administered.

- Formative Assessments help teachers and students monitor learning and improve teaching and learning. The are typically short, may be formal or informal and typically contain one to a few items.

- Interim Assessments are given at various points throughout the school year to measure learning progress. STAAR Interim Exams provide actionable data to educators to help improve instruction and provide STAAR performance probabilities.

- Summative Assessments (STAAR) measure students learning at the end of a course, unit or module. These assessment are longer in length and assess student learning for a number of standards.

Importance of Formative Assessment in Education

Formative assessments help guide instructional adjustments, enhancing student engagement and learning outcomes.

The regular feedback provided by formative assessments allows educators to identify knowledge gaps early, make informed decisions on curriculum pacing, and tailor support strategies to meet diverse student needs effectively, ultimately leading to improved academic performance.

Overview of TFAR Framework and Components

- Ask yourself: Who, What, Where, Why and How?

Plan

- Try implementing the change in a small scale pilot/protoype!

Do

Act

- Refine your ideas, methods or processes and try again!

Study

- What does the data tell us? What have you learnt for next time?

01

Data Analysis

Educators use TFAR to analyze formative assessment data effectively, helping them understand student performance trends and adjust instruction for improved learning outcomes.

02

Instructional Improvement

TFAR provides educators with resources to create targeted instructional strategies that address specific learning needs, allowing for personalized support in diverse classrooms.

03

Collaboration Opportunities

TFAR fosters collaboration among educators by encouraging the sharing of assessment practices, authored exam items , assessments and results, which enhances collective understanding of student progress and instructional efficacy.
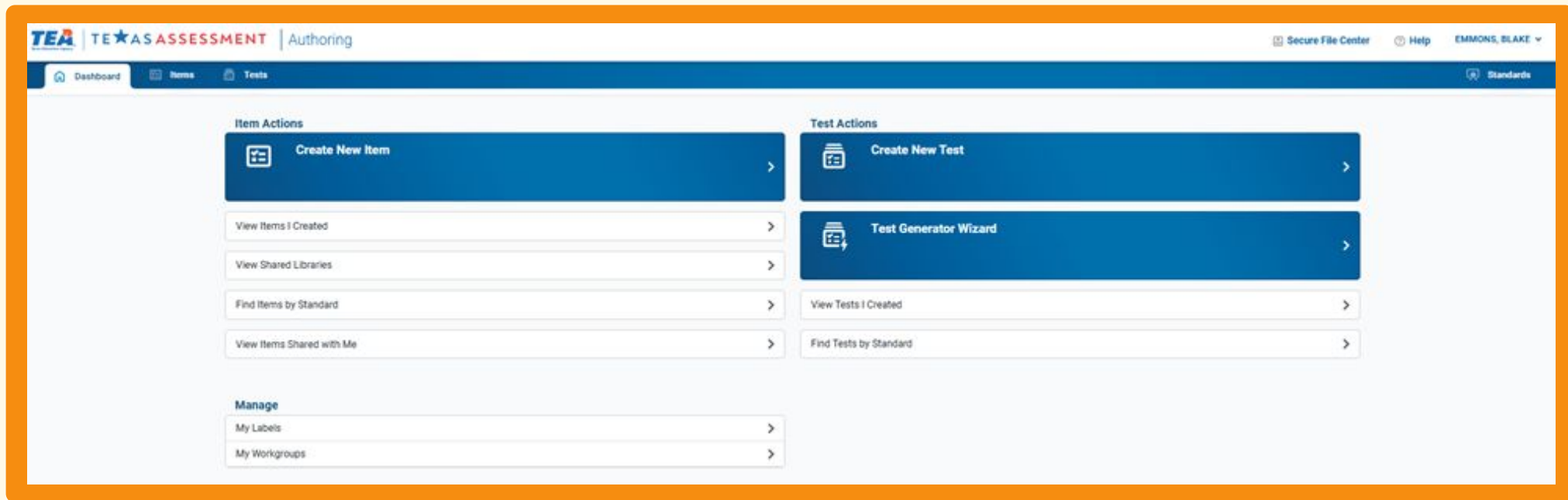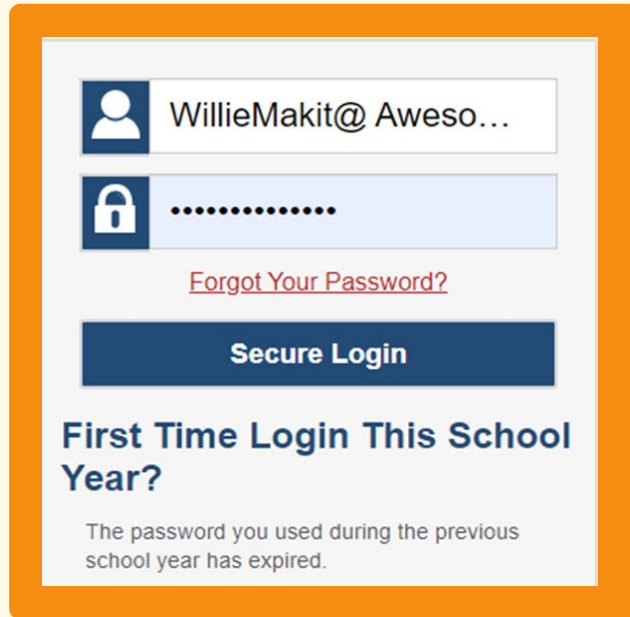
Access to TFAR Allows Account Holders to:

- Create Test Items using item templates
- View Previously Created Content
- View Shared Libraries including STAAR Released Items, Items from the Texas Items Shared Libraries, and Items shared by other TFAR Users.

- Create New Exams using released items, authored Items or a combination of Released and Authored Items.
- Create Exams in minutes using the Test Generator Wizard
- Collaborate with other TFAR users be creating or joining workgroups.

Providing Access to TFAR

User Roles with TFAR Access
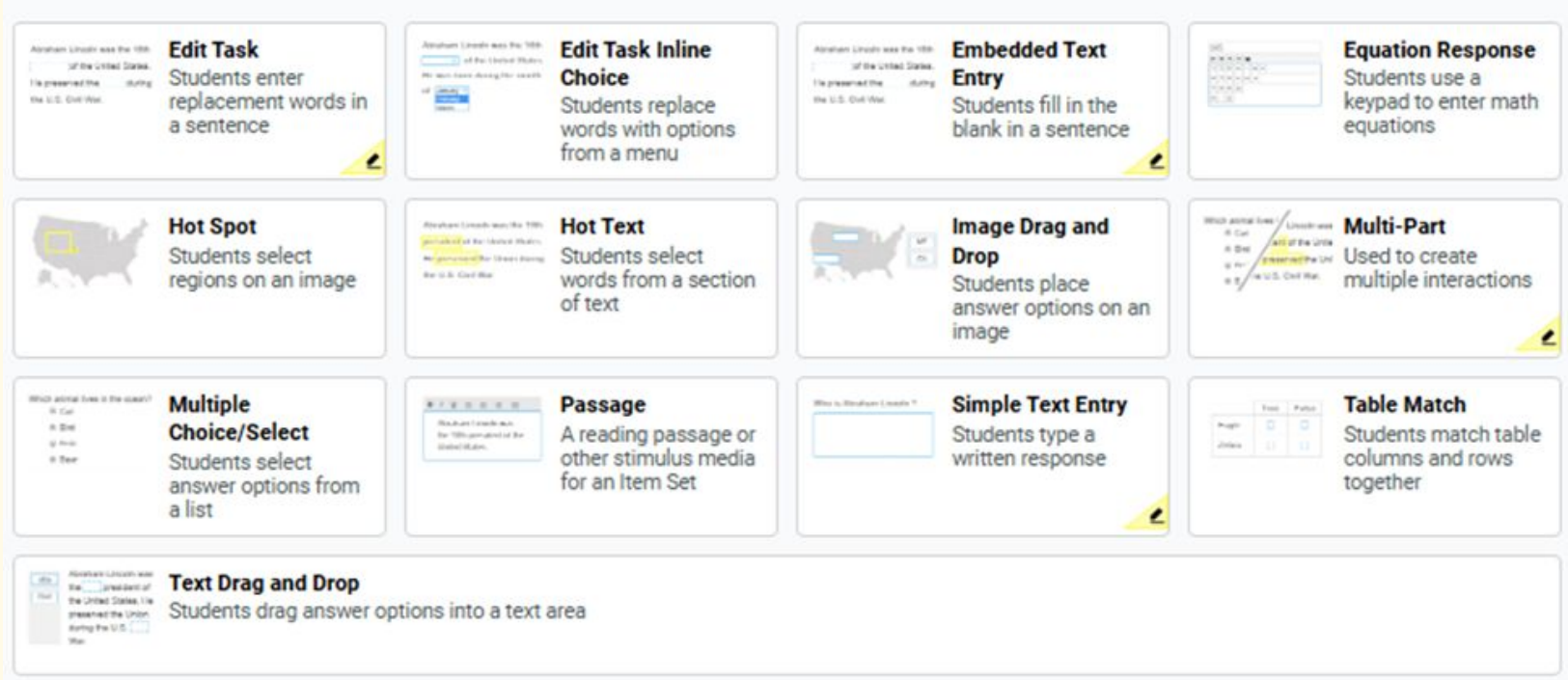
ERS: ESC Region Staff
RCU: Regional Content User
DTC: District Testing Coordinator
CTC: Campus Testing Coordinator
 TE: Teacher
DCU: District Content User

A TIDE user account is required to access TFAR resources.

- Campus Test Coordinators can create accounts for their campus staff members.

- Once the account has been created, the new account holder will receive an automated email from *noreply@cambiumassessment.com* with links and instructions for completing the account set up.

- The links included in the email are time sensitive and expire after 15 minutes.

- If the new user does not access the links before they expire or cannot find the email from *noreply@cambiumassessment.com*, they should click on "Forgot Your Password?" to receive a new email link to complete their account set up.

Edit Task — Students enter replacement words in a sentence

Edit Task Inline Choice — Students replace words with options from a menu

Embedded Text Entry — Students fill in the blank in a sentence

Equation Response — Students use a keypad to enter math equations

Hot Spot — Students select regions on an image

Hot Text — Students select words from a section of text

Image Drag and Drop — Students place answer options on an image

Multi-Part — Used to create multiple interactions

Multiple Choice/Select — Students select answer options from a list

Passage — A reading passage or other stimulus media for an Item Set

Simple Text Entry — Students type a written response

Table Match — Students match table columns and rows together

Text Drag and Drop — Students drag answer options into a text area

Item Templates are available for all STAAR Item Types.

Passage - A reading passage or other stimulus media for an item set.

Multiple Choice/Multiple Select - Student can select one or more correct answers from a set of possible answers.

Hot Text - Students select words from a section of text

Hot Spot - Student responds by selecting one or more specific areas of a graphic.

Edit Task Inline Choice - Student selects the correct answer(s) from one or more drop-down menu(s)

Edit Task - students enter replacement words in a sentence

Simple Text Entry - Student types a written response (ECR, SCR)

Embedded Text Entry - Student fill in a blank in a sentence

Edit Task Inline Choice - Student selects the correct answer(s) from one or more drop-down menu(s)

Edit Task - students enter replacement words in a sentence

Simple Text Entry - Student types a written response (ECR, SCR)

Embedded Text Entry - Student fill in a blank in a sentence

Exit Ticket

Formative Assessments

Got It!

Almost There!
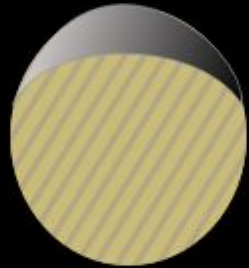
Need Help

Formative assessments are low-stakes ways to gauge student understanding and provide feedback and may be either formal or informal.

Formative assessment types include:
- Polls
- Think Pair Share
- Self-Assessments
- Quick Writes
- Homework
- Peer Feedback
- Check for Understanding
- Short Quiz
- Exit Tickets

How does TFAR fit into the Formative Assessment options?

Using TFAR Resources

Question Type	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Grades 3–8 EOC			
Text Entry	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Inline Choice	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text		Grades 3–5		Grade 8 EOC
Drag and Drop	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiple Choice / Multiple Select	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response		Grades 3–8 EOC		

- TFAR Users can replicate the item types students may encounter when takin g a state assessment.

- Each of the Item Type Templates includes an embedded tutorial video to guide the author through completing the item.

- Authored Items remain in the account holders Item Bank provided the email associated with the account remains unchanged.

- Itams are saved from year to year and are available to the item author or other users with whom the ite may have been shared.

03

How do you TFAR?

Q&A Session and Audience Engagement

01 How has TFAR changed your assessment process this year?

02 What challenges have you faced in implementing TFAR tools?

03 How do you measure THOR's impact on student learning?

How Do You TFAR?

- How is TFAR being used by teachers in your district?

- Has TFAR been institutionalized in your district? (established as a part of your district's standard practice)

- Is TFAR being used for any purpose other than formative assessments in your district?

- What are some of the innovative ways in which your district has used the Texas Formative Assessment Resource?

Ideas for Utilizing TFAR

Assessment Type	Sample Frequency	Sample Composition
Mini- Quiz	Every 2-3 Days	4–5 questions covering 1–2 curriculum standards
Weekly Assessment	Once a week	7–10 questions covering 3–4 curriculum standards
Monthly	Every 3-4 weeks	About 15 questions covering about 10 curriculum standards
Warm-Up or Exit Ticket	While warm-ups and exit tickets can occur daily, it is important to note that class time constraints often allow for only a single question tied to a single curriculum standard. A teacher should review the cumulative reporting of a standard to understand a student's progress toward mastery	

*Table adapted from the Texas Formative Assessment Resource Educator Guide

04

Avoiding Obstacles

Is Your District Using TFAR ?

?

Problem Faced

What problems if any were encountered?

Solution Offered

Once identified, how were the obstacles removed?

Benefits

Have student outcomes improved?

Approach

01 → **02** → **03** → **04**
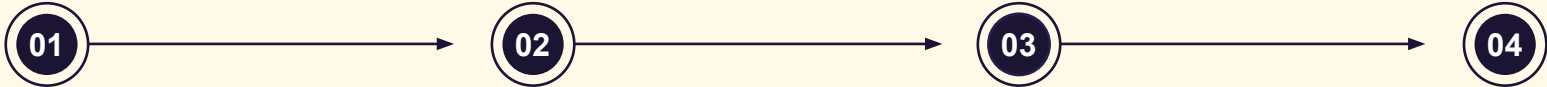
Identify Needs

Are resources needed before implementing TFAR?

Train Staff

Provide comprehensive training for all staff. Utilize LMS resources.

Implement TFAR

Clearly define how TFAR will be integrated

Review Procedures

Analyze procedures and resources for continuous improvement

Avoiding Obstacles

Clear, effective, and ongoing communication, clearly defined expectations, efficient training resources, and a robust support structures will help to ensure a successful implementation of new initiatives.

Successful strategies for successful strategy implementation include:

Setting clear goals: Clearly define the desired outcome for the project. This helps motivate individuals to adopt the strategy and perform as desired.

Effective Communication: Ensure everyone understands what needs to be done and what they have to do. Communication also helps strengthen working relationships.

Resource Allocation: Resource allocation is a dynamic process that requires constant monitoring and adjustment.Are the resources needed readily available to teachers, campuses and specialist?

Engage stakeholders: Connect with all parties involved in your issues and understand their needs and goals. You can do this through interviews, surveys, and feedback sessions.

Develop realistic action plans: Assign clear responsibilities to departments and team members.

Monitor progress: Regularly check-in, review, and adjust to ensure that the strategy stays on track.

Celebrate successes: Celebrate successes along the way.

Address challenges: Address any issues or challenges that may arise promptly.

Ensure strategic alignment: Ensure your organization is strategically aligned to help you achieve your goals

Best Practices for Implementing TFAR

✓ **Prepare Materials and Technology**
Ensure all necessary training materials and technology are in place and all staff members who will require access to TFAR have an active with the appropriate role/ in TIDE.

✓ **Train Staff**
Provide comprehensive training for all staff. Utilize LMS resources.

✓ **Provide Clearly Defined Roles and Expectations**
Clearly defined roles and expectations will minimize confusion.

✓ **Monitor**
Provide ongoing support and monitor for any additional resource needs

✓ **Analyze Results**
Has the implementation resulted in the desired improvements in student outcomes?

Train Staff
Provide comprehensive training for staff on administering and scoring TFAR assessments effectively.

Clear Instructions
Deliver clear and concise instructions to students prior to beginning the assessment.

Monitor Environment
Maintain a quiet and distraction-free environment to help students focus during the assessment.

Analyze Results
Review and analyze assessment results promptly to inform instructional planning and improve student outcomes.

Avoiding Obstacles

TEA has provided a comprehensive training for the Texas Formative Assessment Resource.

The TFAR training is available in the Learning Management System and is available to all campus and district personnel with a TIDE User Account.

The TFAR Authoring training provides training for:

- Authoring
- Sharing Items and Exams
- Generating, Starting and Monitoring test Sessions in the TDS
- Analyzing Results in the CRS

SYSTEM

Learning Management System

Access trainings on the Texas Assessment Program.

SELF PACED   NEW!

1 hr 46 mins

TX Assessment
TFAR Authoring
by TX Admin

CONTINUE
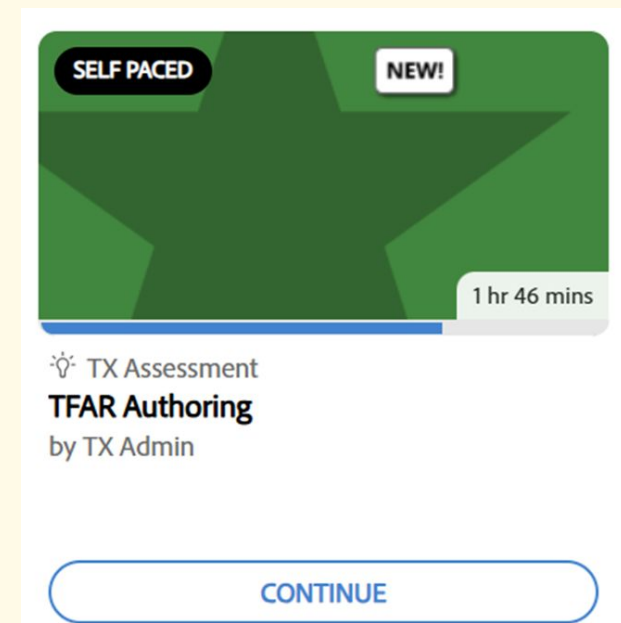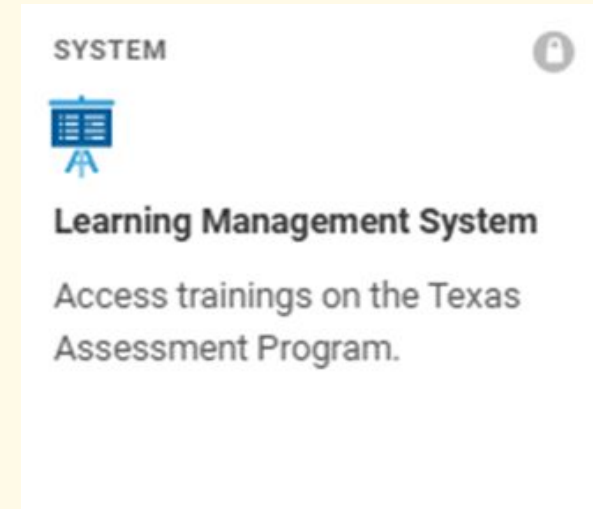
05

TFAR Data In The Centralized Reporting System

The Dashboard Generator is the first page you will see when you log in to the CRS.

On this page you will select the category for the Assessment Results you want to view. Options to select the assessment type will not appear on the dashboard Generator until assessments for the category have been taken and scored.

After selected the desired category, select "Go To Dashboard" where you can view overall test results on educator-authored tests.

● Educators may view data for their students from previous school years by changing the reporting time period to the desired year.

Select Role > Dashboard Generator

These are 2024-2025 school year reports. Change the reporting time period.

Which test groups would you like to start with?

- ☐ K-5 Math CER 2 Pilot Edition
  - ☐ Mathematics
- ☐ K-5 RLA CER 4 Pilot Edition
  - ☐ RLA
- ☐ STAAR Interim
  - ☐ Mathematics
  - ☐ Reading Language Arts
  - ☐ Science
  - ☐ Social Studies
- ☑ TFAR

☐ Make these my default selections.

Go to Dashboard

TFAR Data in the CRS

- On the CRS Dashboard, select the card for TFAR.
- Once you have selected the TFAR card, you will be taken to the Performance on Tests page.
- Exams will be listed by name and can be sorted by Assessment Name, Test Grade, Test Administration, Student Count, and Average Score among other options.

- Selecting the exam name will take you to the summary page. District users accounts will see the student count and average score by campus. If you are logged in as a teacher you will see the student performance for all students rosterd to your account in TIDE.
- Expanding the Total Items ribbon will provide average performance information for each exam item.

Campus	Total			Total Items														
	Student Count	Average Percent Correct	Average Score	Item Numbers and Points Earned														
				1 1 pt	2 2 pt	3 1 pt	4 2 pt	5 2 pt	6 1 pt	7 3 pt	8 1 pt	9 1 pt	10 1 pt	11 1 pt	12 1 pt	13 1 pt	14 1 pt	15 1 pt
ESC	2787	46%	9/20	0.59	0.18	0.54	0.91	0.24	0.47	2.17	0.65	0.33	0.62	0.48	0.58	0.53	0.4	0.46
District	2787	46%	9/20	0.59	0.18	0.54	0.91	0.24	0.47	2.17	0.65	0.33	0.62	0.48	0.58	0.53	0.4	0.46
DOBIE H S	681	47%	9/20	0.61	0.15	0.56	0.93	0.24	0.51	2.18	0.65	0.34	0.64	0.48	0.6	0.59	0.43	0.48
DR KIRK LEWIS CAREER AND ...	308	53%	11/20	0.71	0.14	0.67	0.91	0.31	0.51	2.5	0.76	0.43	0.81	0.54	0.71	0.62	0.44	0.55
PASADENA H S	298	41%	8/20	0.54	0.23	0.44	0.84	0.23	0.46	1.97	0.58	0.28	0.52	0.4	0.51	0.45	0.38	0.39

TFAR Data in the CRS

- Selecting the "Performance By Student: tab will display the individual performance of each student on the campus, or if logged in as a teacher the performance of each student on the selected teacher roster.
- Expanding the "Total Item Ribbon will display the individual student performance on each exam item.

- Selecting a student point earned value will allow the user to view the exam item and the students response to the item.

	Total Items									
	Item Numbers, Max Points and Points Earned									
	1	2	3	4	5	6	7	8	9	10
	1 pt	2 pt	1 pt	2 pt	2 pt	1 pt	3 pt	1 pt	1 pt	1 pt
	0.59	0.18	0.54	0.91	0.24	0.47	2.17	0.65	0.33	0.62
	0.59	0.18	0.54	0.91	0.24	0.47	2.17	0.65	0.33	0.62
	0.61	0.15	0.56	0.93	0.24	0.51	2.18	0.65	0.34	0.64
	0	0	1	1	0	1	0	1	0	0
	1	0	0	0	0	0	0	1	1	0

3

Which of the following statements best describes the impact of the Enlightenment on political revolutions between 1750 and 1914?

Ⓐ The Enlightenment promoted the idea of absolute monarchy, leading to a strengthening of monarchies during this period.
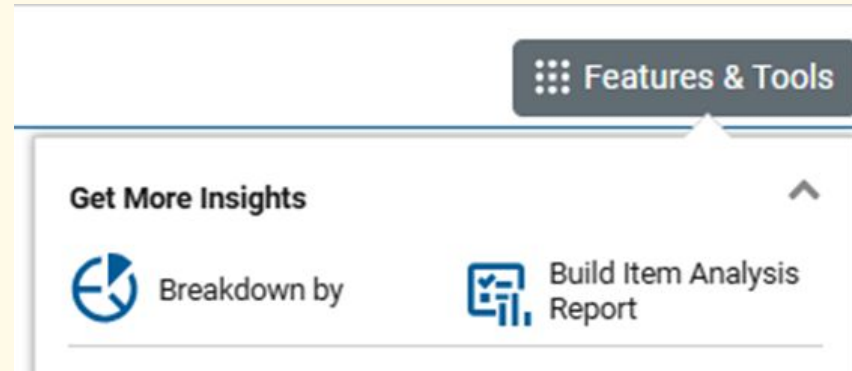
● Enlightenment thinkers emphasized reason and individual rights, inspiring movements that challenged traditional authority and contributed to revolutions.

Ⓒ The Enlightenment focused solely on scientific advancements, which had little effect on political ideologies or revolutions.

Ⓓ The Enlightenment discouraged critical thinking, resulting in widespread acceptance of oppressive governments.

TFAR Data in the CRS

- If additional insight into the class or campus performance is desired, selecting the Rubric and Resources option on the Exam Item view, will provide insights into the COntent Alignment, Scoring Rubric (if entered during authoring), and Frequency Distribution for the campus.

- Select the "carrot" to open the Frequency Distribution of Student Responses for the item. This tool can be particularly useful on Constructed Response and other Multi-Point item types.

| Current Item: 3 | Score: 1/1 | | Item & Score | Rubric & Resources |

^ Details

| Topic | PISD World History Pre-Test Part B | Content Alignment | Grade/Course: SS.WH: World History Studies (One Credit), Adopted 2018. Strand: SS.WH.1: History. The student understands traditional historical points of reference in world history. The student is expected to: Student Expectation: SS.WH.1.E: identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and |

^ Rubric

The correct answer is:

- Enlightenment thinkers emphasized reason and individual rights, inspiring movements that challenged traditional authority and contributed to revolutions.

^ Frequency Distribution of Student Responses

	Points Earned	
	0	1
# of Student Responses for My Campus	299	382

TFAR Data - Item Analysis

- New for the 2024-2025 School year, the Centralized Reporting System provides an option for users to "Build and Item Analysis Report".

- Users can select the option to "Build Item Analysis Report" in "Features and Tools"

- The Item Analysis Report summary view displays the number and percentage of students earning each possible point value on each item. To display the detail for all items simultaneously, select the "Show All Details' button.

TFAR Data - Item Analysis

- For Multiple Choice and Multi-Select items, the Item Analysis Report displays the number and percentage of students selecting each answer choice and provides an indicator for the correct answer choice.

TFAR Data - Item Analysis

- For Multiple Choice and Multi-Select items, the Item Analysis Report Single Item View displays the exam item in addition to the number and percentage of students selecting each answer choice and provides an indicator for the correct answer choice.

TFAR Data - Download Student Results

Multiple Campus and District roles can downloaded student data including TFAR results from the CRS.

- While viewing either the campus or district performance on Test, select the "Features and Tools" icon.
- Then Select "Download Student Results"
- Next, users can determine if they would like to download the Individual Student Report/s or the Student Data File.
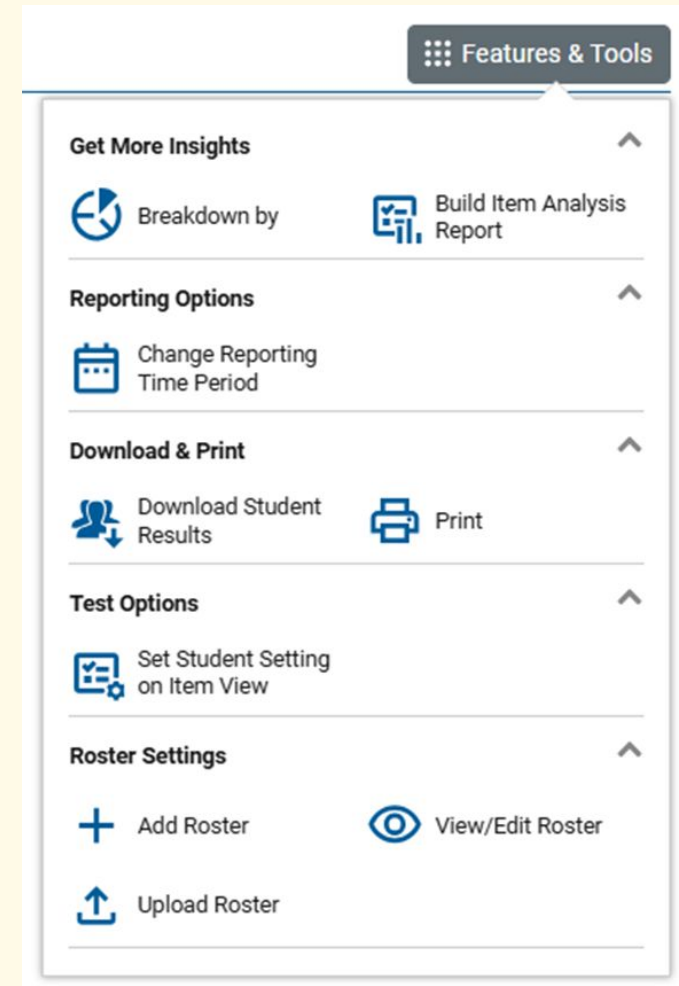
Resources

Pasadena ISD TFAR Site
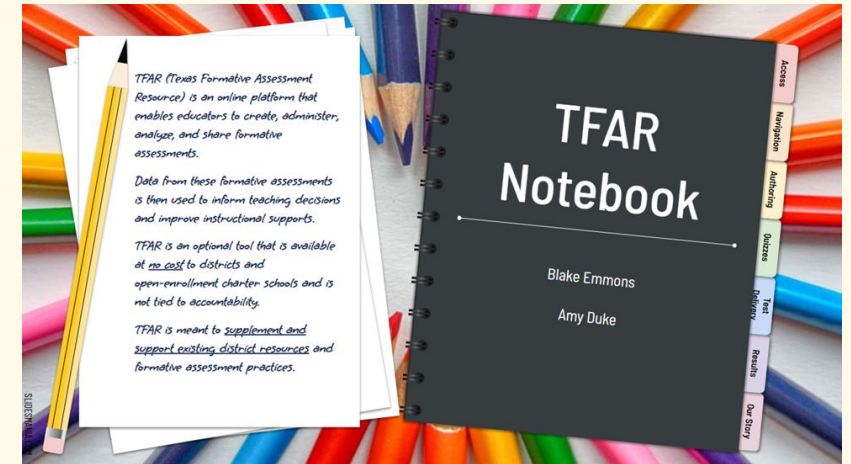
Pasadena ISD TFAR Presentation 2023 TAC
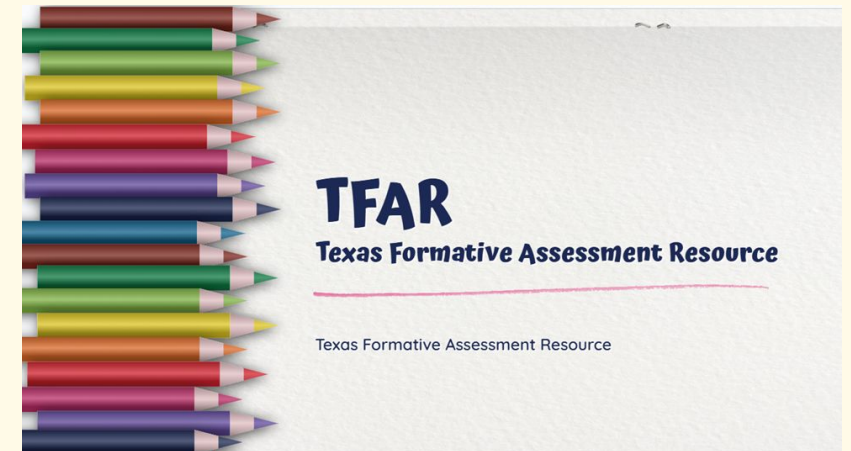
Pasadena ISD TFAR Presentation 2022 TAC

THANK YOU

Blake Emmons
Director of Student
Assessment
Pasadena ISD

✉
Email
bemmons@pasadenaisd.org