



STAAR Interim Assessments

February 18, 2021



Support for Today's Content

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Objectives

- Share Texas Assessment Program highlights
- Share STAAR Interim Assessments Overview

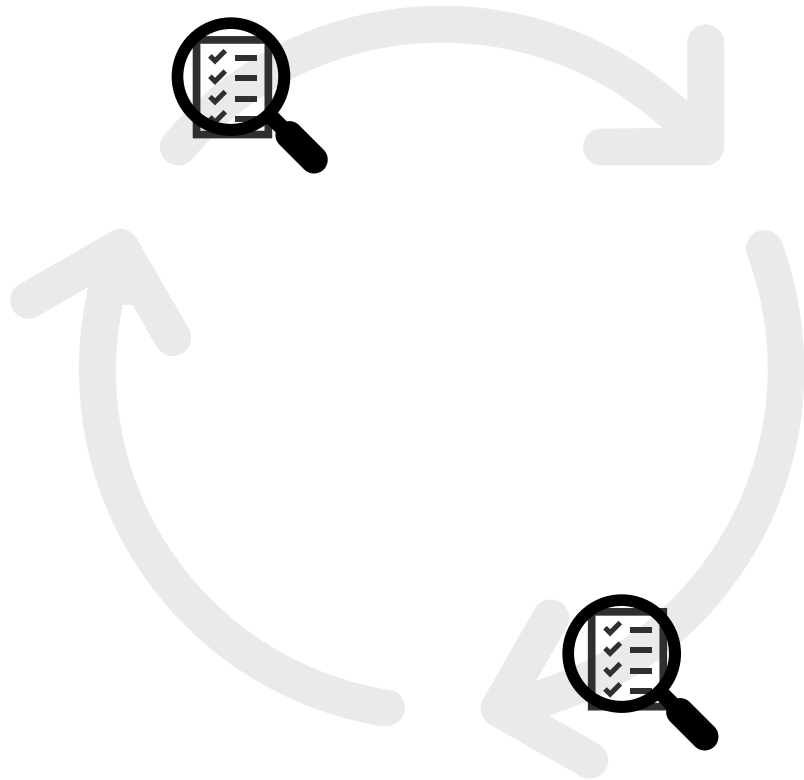
What are Summative Assessments?



Measures a student mastery of a **broader span of student expectations at the end of an instructional course to determine effectiveness of the program**

Examples are student portfolios, end-of-year exams, and the STAAR

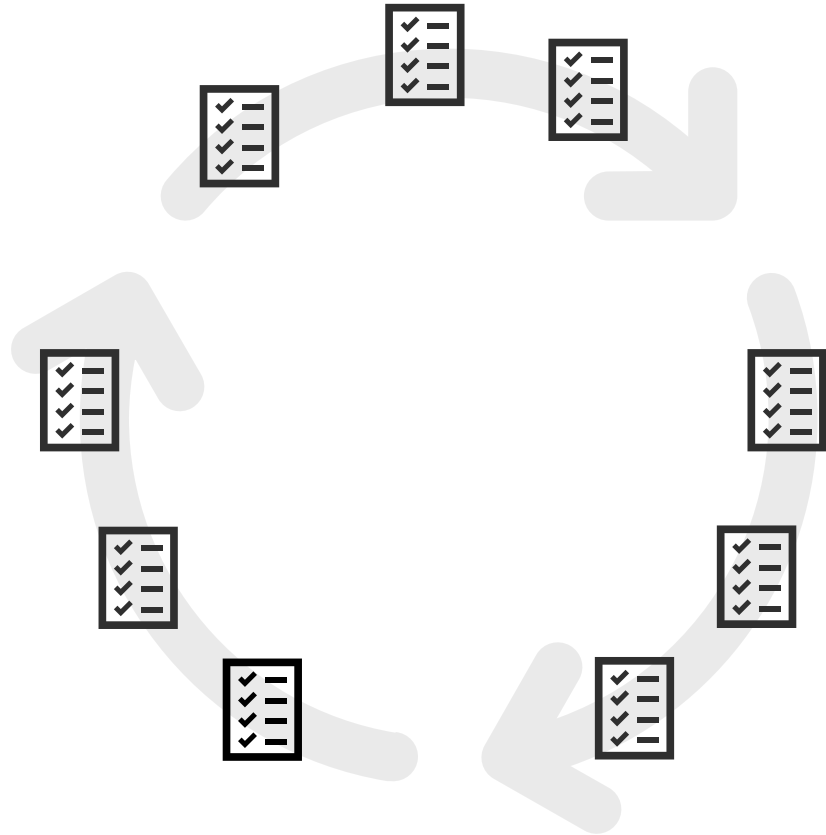
What are Interim Assessments?



measure a student's
understanding of a
**broad span of student
expectations**

Examples are district or campus benchmarks, mid-term exams, or STAAR Interim Assessments

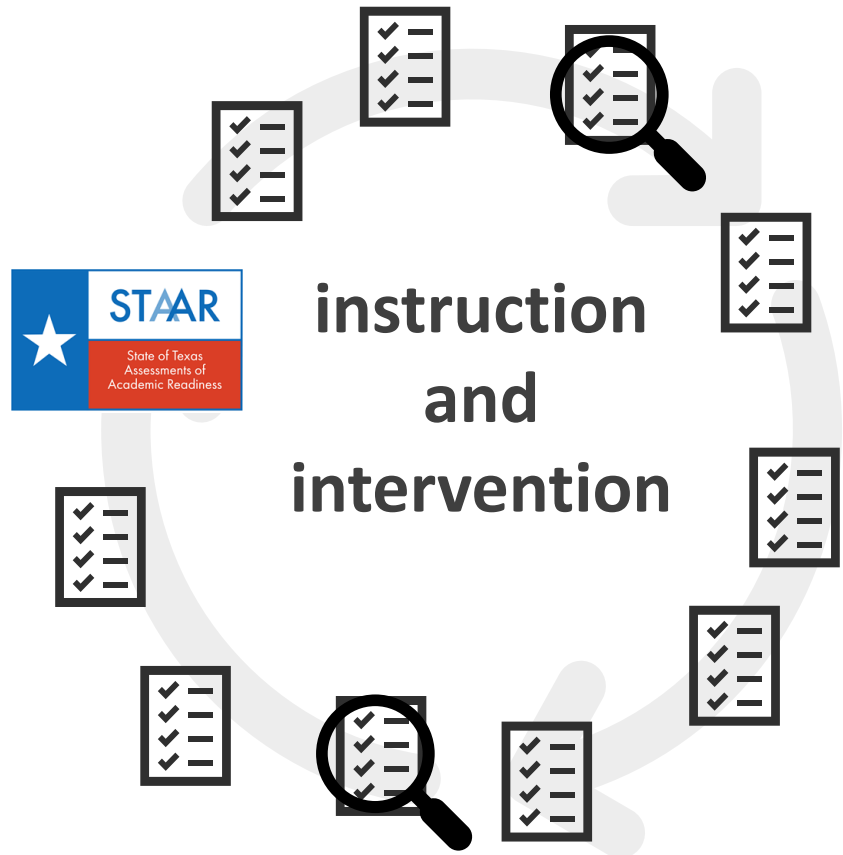
What are Formative Assessments?



Measure student performance on **specific student expectations** throughout the year

Examples are daily exit tickets, weekly quizzes, and verbal checks for understanding

How assessments work together

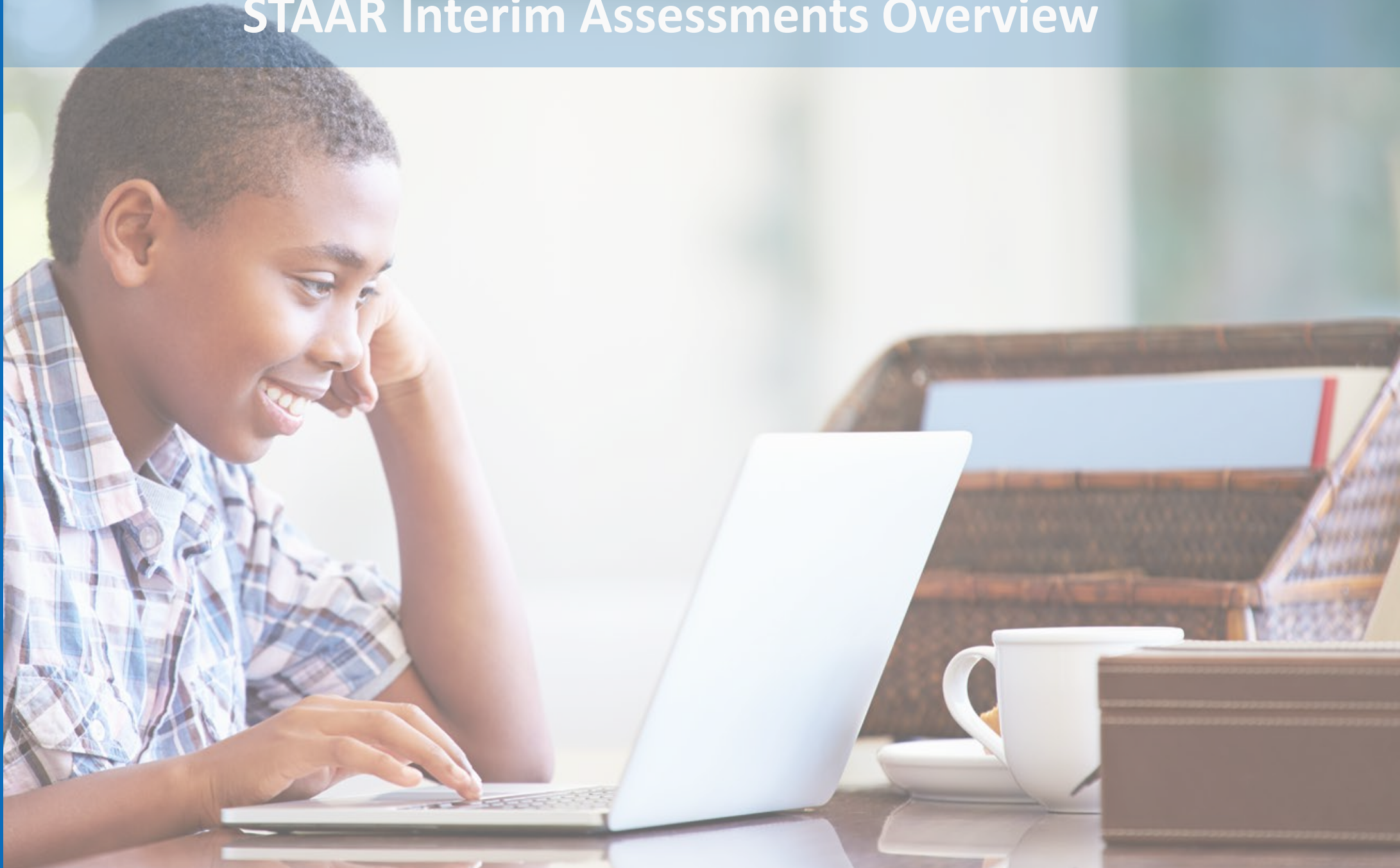


Together, **with instruction and intervention**, teachers gain the whole picture of student progress and mastery

Interim and summative assessments do not have many questions per standard



STAAR Interim Assessments Overview



STAAR Interim Assessments

The STAAR interim assessment is a free, optional online tool for school districts and open-enrollment charter schools that provides data to help educators monitor progress and predict student performance on STAAR.

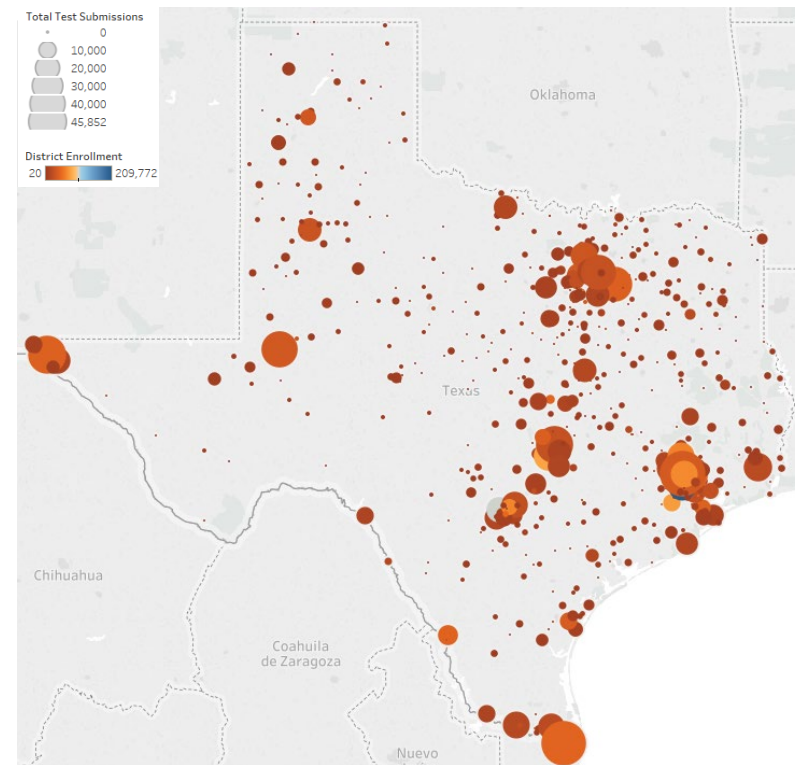
2019-2020 by the numbers...



~**1.7M** interim assessments were completed.



~**600** districts participated in interim assessments.



Updates for 2020-2021 based on stakeholder feedback

Resources for teachers:

- Additional training videos
- Dashboard providing item-level and student-level data

The screenshot shows a dashboard for 'Abilene Middle Report' with the following summary data:

- Avg Score: 1672
- Students Tested: 17
- Items: 60

The main table displays 'Reporting Category Item Scores' with columns for Item ID, Answer Key, and scores for various reporting categories. A large 'ILLUSTRATIVE' watermark is overlaid on the table.

Item ID	Answer Key	Reporting Category	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	
3	S.1.A	A	72%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
16	S.1.B	B	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%
17	S.1.B	B	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
20	S.1.B	B	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
4	S.1.D	A	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
21	S.1.E	C	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
8	S.2.A	A	64%	70%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%

Logistical improvements:



Bulk printing of student reports



Item-level data for re-attempts



Indicator for multi-stage tests



Rostering for multiple grade levels

Remote learning supports:



An in-browser option for students to take STAAR Interim Assessments from home



Test ticket delivery support to ease the distribution of student test tickets



Technical guidance for LEAs to distribute to students and parents for at home administration

The STAAR Interim Assessments...



Are...

- a way to monitor academic improvement, especially for students who are consistently performing below grade-level
- a tool to inform interventions for students or groups of students based on predictions of STAAR performance
- a benchmarking instrument at the campus or district level



Are not...

- an item bank intended for building classroom quizzes and assignments
- a source of test questions for tutoring or small-group instruction
- a **classroom formative assessment tool** designed to provide performance data on specific student expectations

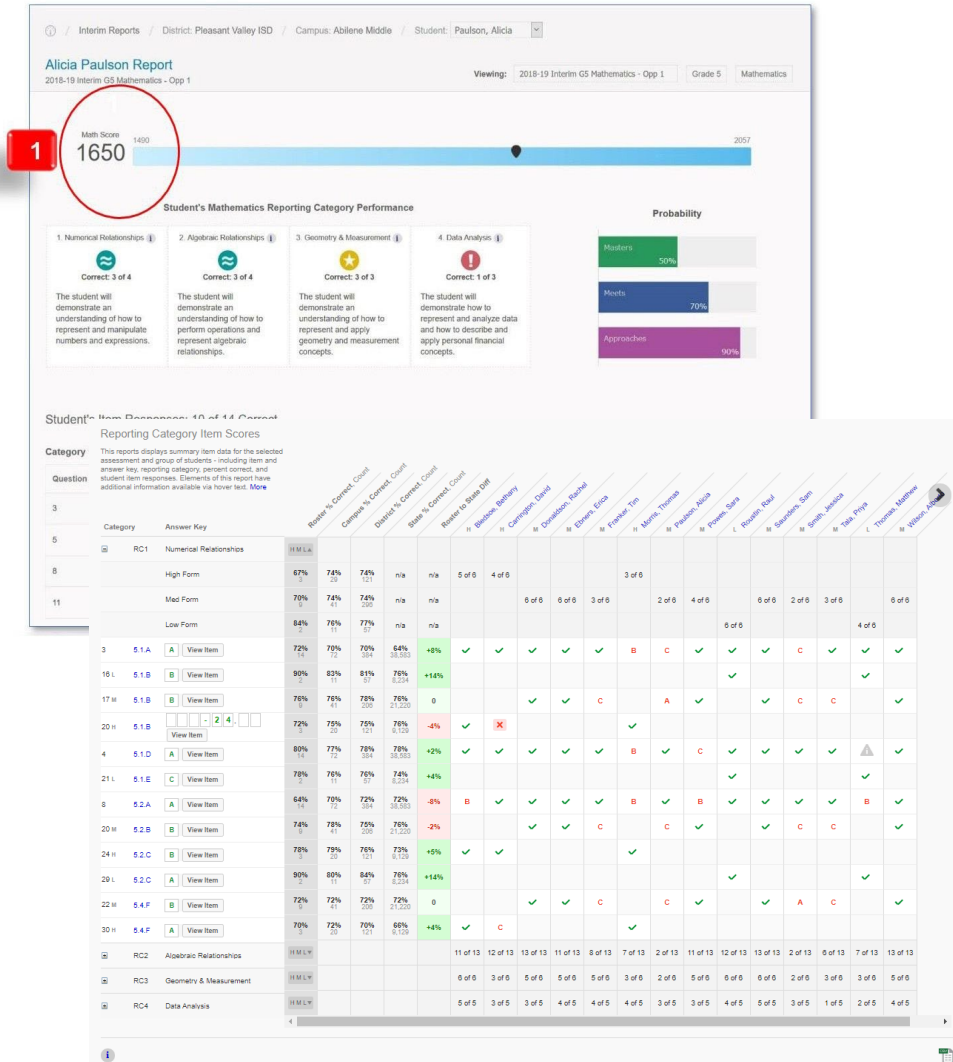


After looking at interim data reports, a teacher's next step may be to reteach content, spiral in content, and then assess students formatively.



Reporting functionalities support intervention and include:

- Customized reports that can be shared with admin staff for analysis and support
- Individual student, group, classroom, campus, and district results
- Reports include a scale scores comparable to STAAR, predicted probabilities of Approaches, Meets, and Masters on STAAR, and Reporting Category strengths and weaknesses
- Reports by items with student responses
- Longitudinal reports of historic interim data for students, including reattempts and off-grade testing



Campuses and teachers can use the item-level report to gain key insights and make comparisons

Reporting Category Item Scores

This reports displays summary item data for the selected assessment and group of students - including item and answer key, reporting category, percent correct, and student item responses. Elements of this report have additional information available via hover text. [More](#)

Category	Answer Key	Roster % Correct, Count	Campus % Correct, Count	District % Correct, Count	State % Correct, Count	Roster to State Diff	H	H	M	M	M	H	M	M	L	M	M	M	L	M	
							Blessee, Bethany	Carrington, David	Donaldson, David	Ebners, Rachel	Ebners, Erica	Franker, Tim	Morris, Thomas	Paulson, Alicia	Powes, Sara	Roustin, Raul	Saunders, Sam	Smith, Jessica	Tala, Priya	Thomas, Matthew	Wilson, Alton
RC1	Numerical Relationships	H M L A																			
	High Form	67% 3	74% 29	74% 121	n/a	n/a	5 of 6	4 of 6				3 of 6									
	Med Form	70% 9	74% 41	74% 295	n/a	n/a			6 of 6	6 of 6	3 of 6		2 of 6	4 of 6		6 of 6	2 of 6	3 of 6			6 of 6
	Low Form	84% 2	76% 11	77% 57	n/a	n/a									6 of 6						4 of 6
3	5.1.A A View Item	72% 14	70% 72	70% 384	64% 38,583	+8%	✓	✓	✓	✓	✓	B	C	✓	✓	✓	C	✓	✓	✓	✓
16 L	5.1.B B View Item	90% 2	83% 11	81% 57	76% 8,234	+14%									✓						✓
17 M	5.1.B B View Item	76% 9	76% 41	78% 206	76% 21,220	0			✓	✓	C		A	✓		✓	C	C			✓
20 H	5.1.B View Item	72% 3	75% 20	75% 121	76% 9,129	-4%	✓	✗				✓									
4	5.1.D A View Item	80% 14	77% 72	78% 384	78% 38,583	+2%	✓	✓	✓	✓	✓	B	✓	C	✓	✓	✓	✓	✓	⚠	✓
21 L	5.1.E C View Item	78% 2	76% 11	76% 57	74% 8,234	+4%									✓						✓
8	5.2.A A View Item	64% 14	70% 72	72% 384	72% 38,583	-8%	B	✓	✓	✓	✓	B	✓	B	✓	✓	✓	✓	✓	B	✓
20 M	5.2.B B View Item	74% 9	78% 41	75% 205	76% 21,220	-2%			✓	✓	C		C	✓		✓	C	C			✓
24 H	5.2.C B View Item	78% 3	79% 20	76% 121	73% 9,129	+5%	✓	✓				✓									
29 L	5.2.C A View Item	90% 2	80% 11	84% 57	76% 8,234	+14%									✓						✓
22 M	5.4.F B View Item	72% 9	72% 41	72% 206	72% 21,220	0			✓	✓	C		C	✓		✓	A	C			✓
30 H	5.4.F A View Item	70% 3	72% 20	70% 121	66% 9,129	+4%	✓	C				✓									
RC2	Algebraic Relationships	H M L V					11 of 13	12 of 13	13 of 13	11 of 13	8 of 13	7 of 13	2 of 13	11 of 13	12 of 13	13 of 13	2 of 13	6 of 13	7 of 13	13 of 13	
RC3	Geometry & Measurement	H M L V					6 of 6	3 of 6	5 of 6	5 of 6	5 of 6	3 of 6	2 of 6	5 of 6	6 of 6	6 of 6	2 of 6	3 of 6	3 of 6	5 of 6	
RC4	Data Analysis	H M L V					5 of 5	3 of 5	3 of 5	4 of 5	4 of 5	4 of 5	3 of 5	3 of 5	4 of 5	5 of 5	3 of 5	1 of 5	2 of 5	4 of 5	

Currently, 7 LEAs in Region 1 have completed an interim assessment for 2020-2021

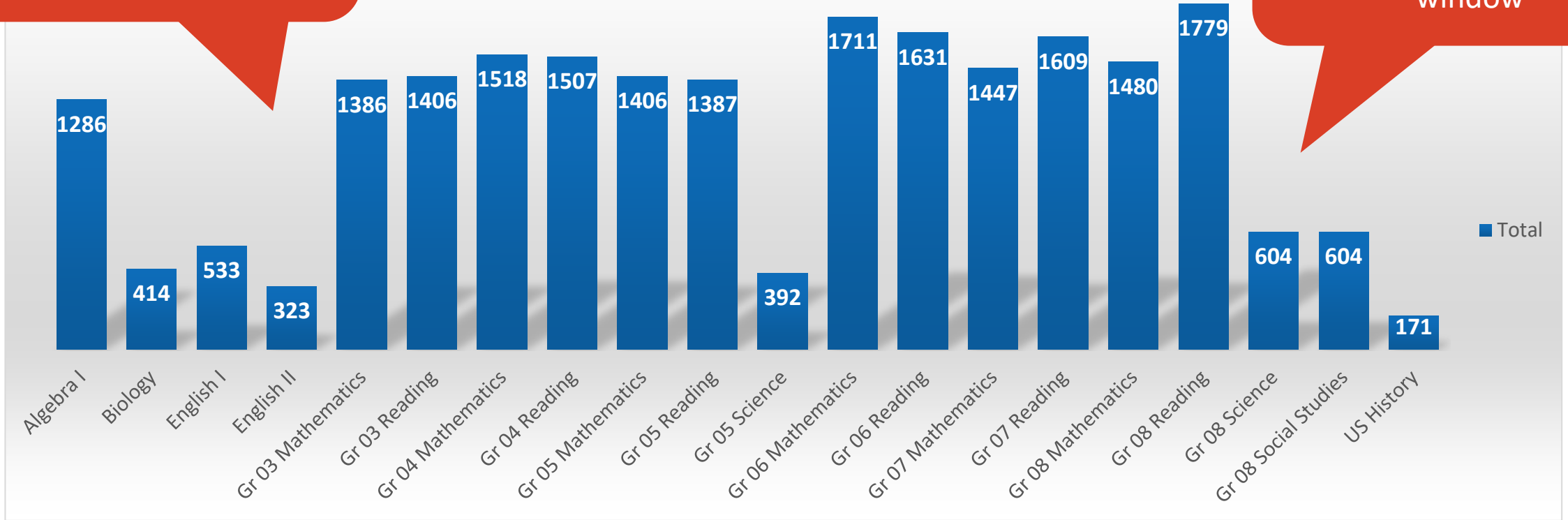
- Donna ISD – 11,130 tests submitted
- Harlingen ISD- 2,112 tests submitted
- Jim Hogg ISD- 748 tests submitted
- Monte Alto ISD- 173 tests submitted
- Santa Rosa ISD- 26 tests submitted
- Valley View ISD- 1,986 tests submitted
- Vanguard ISD- 6,419 tests submitted



Grade 8 Reading is the most popular test for Region 1

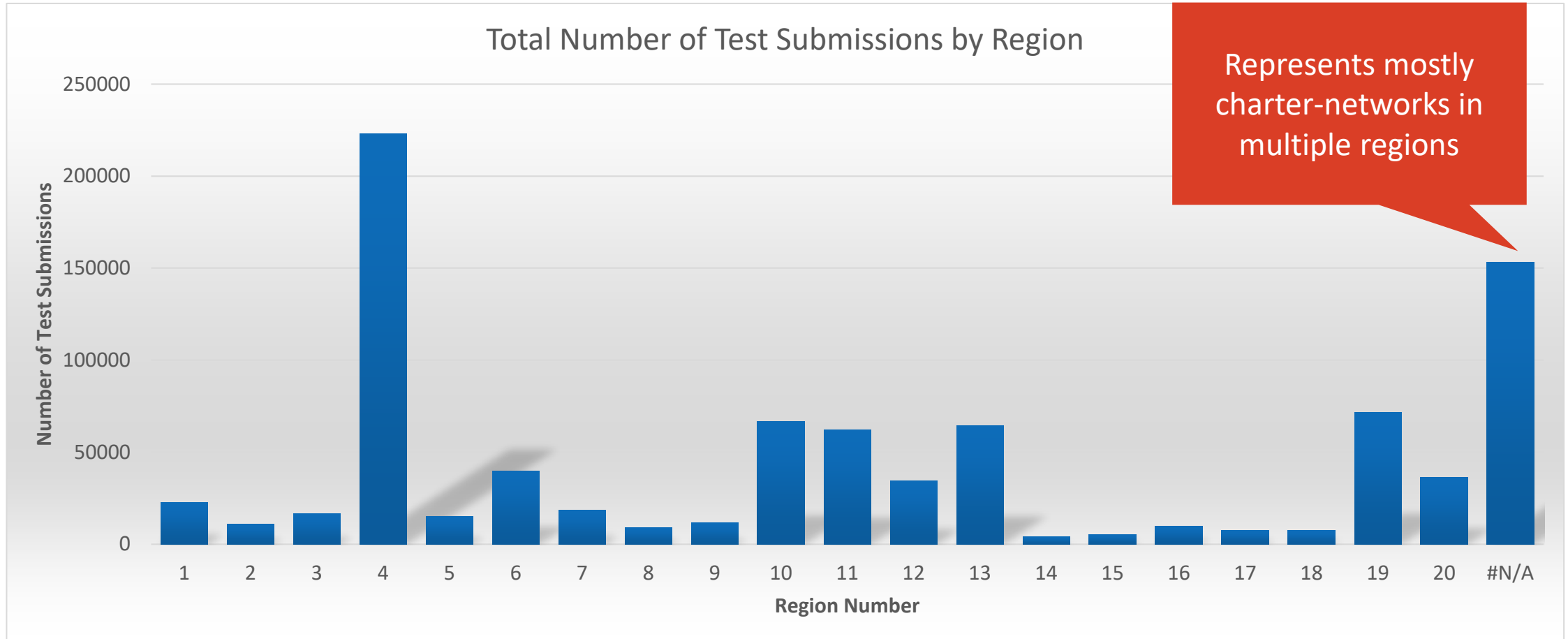
E1 and E2 #s are low likely because only 1 opportunity was available this year

Total Number of Tests by Test Title



Most schools do not complete science and ss tests until the close of the window

Out of the nearly 1 mil. interims submitted this school year, some regions have relied heavily on interims for data support



Upcoming dates and more information



Key Dates

First testing window (Opportunity 1)	Registration opens: August 10, 2020	Assessment window: August 17, 2020– March 31, 2021
Second testing window (Opportunity 2)	Registration opens: November 2, 2020	Assessment window: November 23, 2020– March 31, 2021

Popular Applications | A&I/ED | EDOS for Educators | Grant Opportunities | Secure Applications | TIAL Login | TSDS | Help Desk

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State-Developed STAAR Interim Assessments

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Overview of STAAR Interim Assessments

Contact Information

For additional information, contact:

Student Assessment Division
1701 North Congress Avenue
Room 3-122A
Austin, Texas 78701
(512) 463-9536
student.assessment@tea.texas.gov

The Texas Education Agency (TEA) has created **optional online interim assessments** that align to the Texas Essential Knowledge and Skills (TEKS). Test questions for the STAAR Interim Assessments are developed with



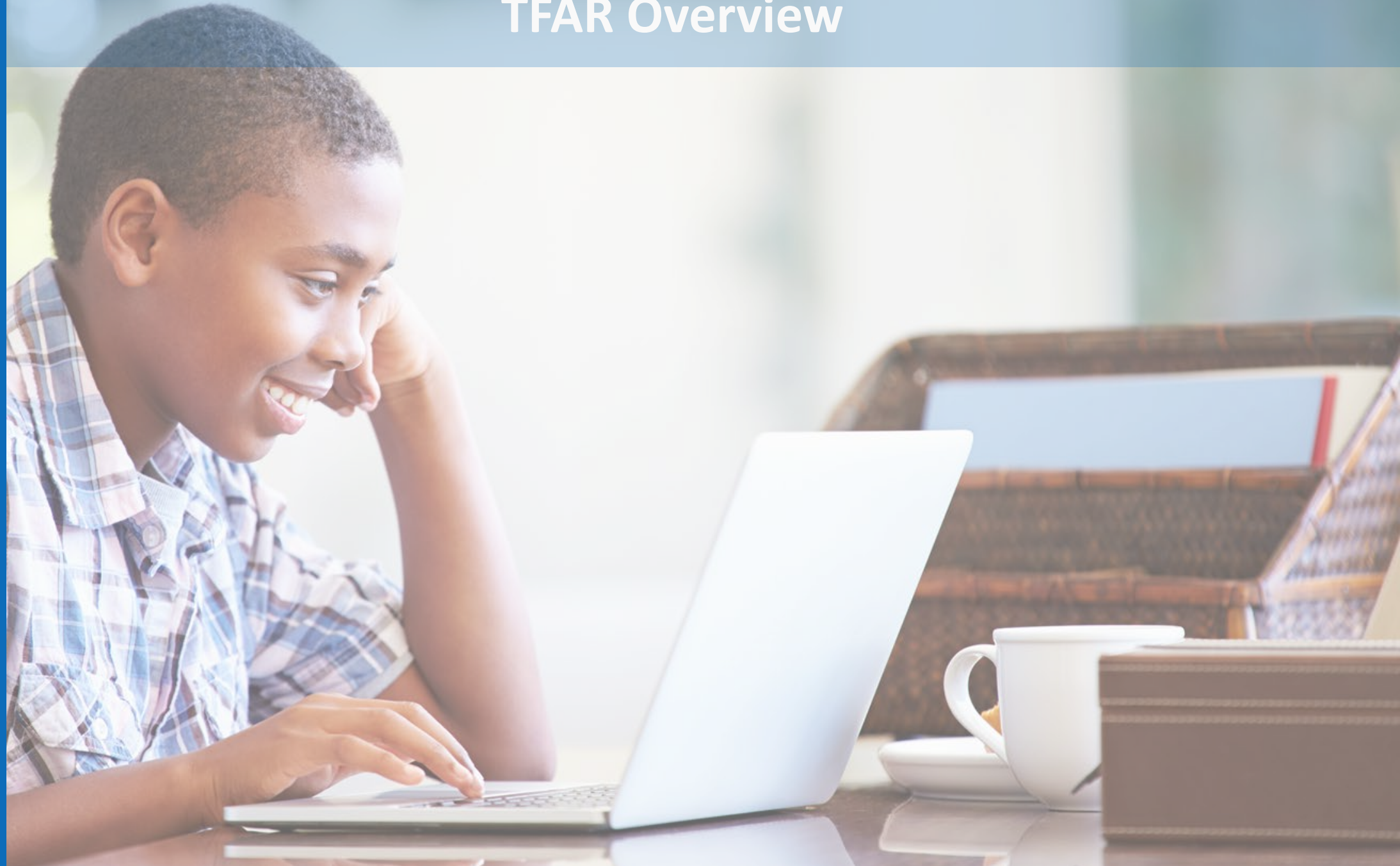
New Optional Teacher Modules

[Link to modules](#)

To learn more about STAAR Interim Assessments, visit:

www.tea.texas.gov/student.assessment/IA





TEA is launched the new Texas Formative Assessment Resource (TFAR) in August 2020



Formative assessments are *part of the learning experience*

- Assessed **immediately** following instruction
- Requires more **depth** to identify source of misunderstanding of standards
- Intended for **classroom use**
- Goal is to **improve instruction as part of the instructional process**



Texas Formative Assessment Resource (TFAR)

- An **optional, free tool** to supplement and support existing district resources and formative assessment practices
- Will include a question bank, test-builder platform, and data reports
- Unrelated to accountability

TFAR is an optional resource with multiple functionalities that educators can use fully or in-part

Texas Formative Assessment Resource (TFAR)

TEKS-aligned item bank



An item bank of high-quality formative assessment items that will be built up over time

Test-builder Item-Creation



Teachers can use items from the bank or create their own items to build assessments

Administration platform



Teachers can assign assessments to students, who can login and take them online






Data reports



Teachers can access student-level, standard-level, and item-level data reports

Educators can use none, part, or all of the functionalities above

Educators can use TFAR in many ways...

-  **Item bank, test-builder, and data reports:** teachers can engage with the full TFAR functionality to pull items from the TEA-provided item bank, create quizzes, assign quizzes to students to take online and track student content mastery using data reports
-  **Item bank and test-builder:** teachers can select items from the TEA-provided item bank, build quizzes, and download those quizzes to use in their classroom outside of the TFAR platform
-  **Item bank only:** teachers can download items from the TEA-provided item bank to use in their classroom outside of the TFAR platform
-  **Test-builder and data reports:** teachers can create their own TEKS-aligned items in the TFAR platform, build quizzes, assign quizzes to students and track student content mastery using data reports
-  **Test-builder only:** teachers can create their own TEKS-aligned items, build quizzes, and download those quizzes to use in their classroom outside of the TFAR platform



Important: Only tests completed either on the online platform or that have paper answer documents scanned into the platform will generate a data report.

There are general and content-specific accessibility tools available via Schoolnet to support students

These will be available for all assessments

Tools
Text-to-Speech (Eng. & Spanish)
Highlighter
Notepad
Help
Guideline
Color
Zoom
Mark for Review
Answer Masking
Answer Eliminator

These will be available for specific content-related assessments

Tools
Basic Calculator
Scientific Calculator
Graphing Calculator
Customary Ruler
Metric Ruler
Mathematics Reference Materials (i.e., conversions and formulas)
Science Reference Materials (i.e., formulas and periodic table)

TFAR is intended to support and supplement existing formative assessment practices

Unlike the STAAR and STAAR Interim Assessments, **TFAR is not meant to provide standalone assessments.** Its purpose is to **support and supplement existing classroom practices.** Quizzes built by this tool should be **part of a broader set of classroom formative practices** (e.g., checks for understanding, presentations, discussions) and should be used within a **coherent instructional framework.**



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

- mini-quizzes,
- weekly or bi-weekly quizzes,
- monthly assessments,
- warm-ups and exit tickets,

...aligned with a coherent instructional framework and curriculum



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

- provide independent practice,
- assign homework,
- serve as proof of attendance during remote learning, or
- exist separate of a coherent instructional framework or curriculum

TFAR Current and Future



TFAR 2020–2021	TFAR 2021 and Beyond
Contains released STAAR items and old items from the STAAR item bank (non-released)	Potential to include items from districts, teachers, and other TEA resources
Contains TEA-supplied items that support STAAR tested grades and subjects	Potential to support ALL grades and subjects including Pre-K to 2nd
Hosted on Schoolnet	TBD

TFAR will always contain items that...



Meet standards for TEKS alignment

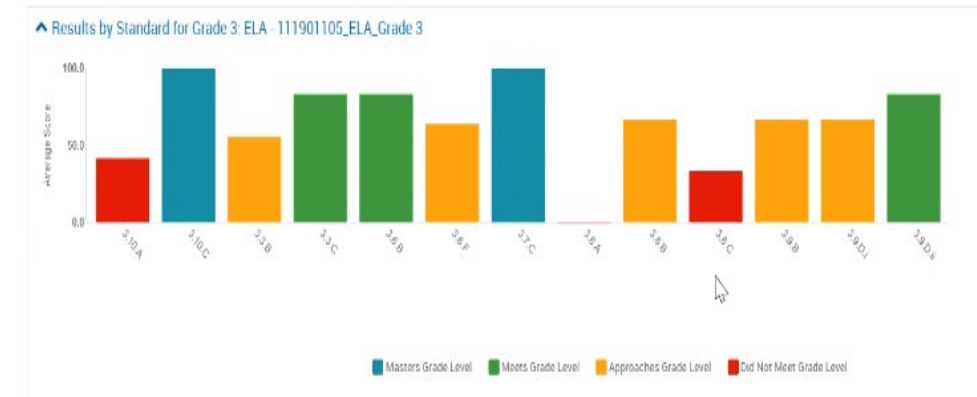


Undergo a rigorous review process to ensure quality

Reporting functionalities support adjustments to instruction and include:

- Customized reports that can be shared with administrators for analysis and support
- Individual student, classroom, campus, and district results
- Item-level and standards-level analysis with raw score data and percentage correct
- Test Report by item with student responses
- Comparisons across tests, e.g., teacher created pre-tests and post-tests
- Reported information for standards and tests represented for proficiency levels

Standards Document	Tools	Standard	# of Test Items	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Did Not Meet Grade Level	Times Taught	Times Scheduled	Times Assessed
Texas English Language Arts and Reading		4.2.B.ii: spelling homophones;	2	9			10			1
Texas English Language Arts and Reading		4.11.B.i: organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	1	14			5			1
Texas English Language Arts and Reading		4.11.B.ii: developing an engaging idea with relevant details;	1	12			7			1
Texas English Language Arts and Reading		4.11.C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	6	5	4	3	7			1
Texas English Language Arts and Reading		4.11.D: edit drafts using standard English conventions, including:	1	10			9			1
Texas English Language Arts and Reading		4.11.D.i: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and	5	2	6	4	7			1



To learn more, complete the modules or read the FAQs!



Key Dates

TFAR launched on August 31, 2020, and districts can register for the tool at any time.



Optional Teacher Modules

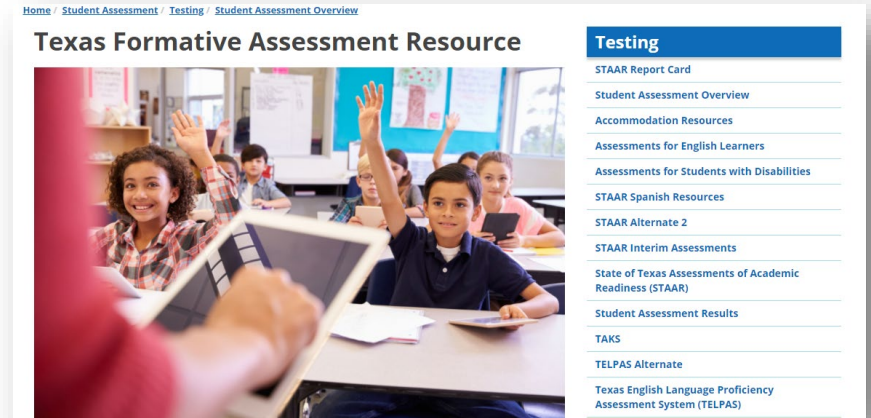
[Link to modules](#)

Learn what TFAR is and how to navigate the system!



FAQs and additional training resources are available on the Student Assessment website:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/texas-formative-assessment-resource>



Submit your questions to the [Student Assessment Help Desk!](#)



TEA

Submit your questions to the Student Assessment Help Desk!

