Interim Assessment Overview, Updates, and Best Practices

August 13, 2019

Housekeeping

- If you have problems hearing the presentation, dial in on a telephone. Dial–in information is available:

  - in the *Meeting Information* icon at the top–left of the screen

  - in your registration email (messenger@webex.com)

- Dialing in for audio is recommended for best sound quality.

- All attendees' lines are muted due to the high number of participants.

- For questions or comments, use the "Q&A" function.

Objectives

Today's session will cover the following topics:

- Interim Assessments Overview

- Changes for 2019–2020

- Preparing for Interim Testing

- Test Administration

- Interim Assessments Best Practices

- Resources and Training

- Questions

Interim Assessments Overview

Interim Assessment Overview

- Free, **optional** online tool for districts and open-enrollment charter schools

- Provides actionable data to help educators track student progress, predict student performance on the STAAR summative, and plan interventions

- Not tied to accountability

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Interim Assessment Overview

- Offered through the STAAR Online Testing Platform, software that is available for free and most schools already have installed.

  - *Prior versions of the secure browser for Windows, Mac OS, and Linux must be uninstalled before installing the [latest updated version](#).*

- Results are reported in the STAAR Assessment Management System's Online Reporting Suite (ORS), which has been designed to provide interim data in an easy-to-use format.

Interim Assessment Overview

- Test questions are developed with Texas teachers and include some former STAAR items.

- Multiple choice and open-ended "griddable items" (math and grade 8 science only) are included.

- All test questions are fully aligned to the Texas Essential Knowledge and Skills (TEKS).

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Interim Assessment Overview

What is the difference between classroom formative, interim and summative assessments?

- Classroom formative assessments measure student performance on specific student expectations to inform a teacher's instructional choices, immediate adjustments to unit plans, and changes to lessons.
  Examples: class quizzes, exit tickets

- Interim assessments measure a student's understanding of a broader span of student expectations to monitor progress, predict summative performance, and identify students for intervention.
  Examples: benchmarks, STAAR interim assessments

- Summative assessments measure student mastery of a broader span of student expectations at the end of an instructional unit to determine the effectiveness of the program.
  Examples: student portfolios, STAAR summative assessment

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Interim Assessment Overview

The interim assessment IS:	The interim assessment is NOT:
• a way to monitor academic improvement, especially for students who are performing below grade level	• an item bank intended for building classroom quizzes or assignments
• a tool to inform interventions for students or groups of students based on predictions of STAAR performance	• a source of test questions for tutoring or small-group instruction
• a benchmarking instrument at the campus or district level	• a formative assessment tool designed to provide standards-level performance data

Interim Assessment Overview

Participation

- Districts and charter schools that choose to use the tool register students in the STAAR Assessment Management System.

- Permission or confirmation from the Texas Education Agency (TEA) is not required.

Changes for 2019–2020

Changes for 2019–2020

Expanded Grades and Subjects Offered

- Grades 3–8 mathematics and reading

- *Grade 5 science and grade 8 science (new)*

- *Grade 8 social studies (new)*

- *Grade 5 science Spanish (new)*

- Spanish grades 3–5 mathematics and reading

- Algebra I, English I, English II, and

- *Biology and U.S. History (new)*

- There are no interim tests for writing, Algebra II, or English III.

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Changes for 2019–2020

Expanded Embedded Supports Offered

- Content and Language Supports: English, *Spanish 3–5 (new)*

- Text-to-Speech: English, *Spanish 3–5 (new)*

- *Refreshable braille: English (new)*

  - *Available for STAAR 3-8 for reading and social studies*

  - *Available for STAAR EOC for English I, English II, and U.S. History*

- Basic Calculator: mathematics and science in grades 3–7

- There is no American Sign Language (ASL) or Spelling Assistance for interim.

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Changes for 2019–2020

Opportunities

For some subjects, two different assessment administration opportunities are available, and districts can choose when to schedule either or both of these administrations.

- Subjects with **two** opportunities - available during Opportunity 1 and Opportunity 2
  - grades 3–8 mathematics
  - Spanish grades 3–5 mathematics
  - Algebra I
  - English I
  - English II

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Changes for 2019–2020

- Subjects with **<u>one</u>** opportunity - available during Opportunity 2 only
    - grades 3–8 reading (includes Braille)
    - Spanish grades 3–5 reading
    - grade 5 and grade 8 science
    - Spanish grade 5 science
    - grade 8 social studies (includes Braille)
    - Biology
    - U.S. History (includes Braille)

Changes for 2019–2020

Assessment Windows

- TEA's recommended testing windows are November for Opportunity 1 and February for Opportunity 2, but these are only **recommendations**.

- Districts and charter schools decide when to schedule these two testing opportunities.

  - Opportunity 1 will be available starting on **August 15, 2019**.

    - Registration opens on **August 12, 2019**.

  - Opportunity 2 will be available starting on **November 22, 2019**.

    - Registration opens on **November 15, 2019**.

  - Both opportunities will be available until **March 31, 2020**.

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Changes for 2019–2020

- Each assessment has one section (linear) or two sections (multi-stage) depending on subject.

- The following tests are linear:

  - Grade 5 science and grade 8 science and social studies

  - Spanish Grade 5 science

  - Biology and U.S. History

- Each test is designed to take two hours.

Changes for 2019-2020

- The following tests have two sections:
  - Grades 3-8 mathematics and reading
  - Algebra I, English I, and English II
- Based on a student's responses in Section 1, the system will determine the next test questions for Section 2.
- This two-section design allows for a shorter overall assessment.
  - Each section is designed to take approximately one hour to complete.
  - Testing time may vary based on individual students.
- Each test is shorter than its STAAR summative counterpart.

Changes for 2019-2020

- The Interim Registration file layout has been combined with the Summative Registration file layout into a single resource.

- The Interim User Guide and the Interim Results Guide are being combined into a single resource called the [Interim User Manual](#)

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Preparing for Interim Testing

Preparing for Interim Testing

- Step 1: Check that your device and online network systems are adequate for testing.

  - System Requirements – https://tx-bandwidth.caltesting.org

  - Unified Minimum System Requirements – https://www.texasassessment.gov/administrators/technology

  - Run *System Check Test* to measure bandwidth.

- Step 2: Log in to the Assessment Management System to practice registering students.

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Preparing for Interim Testing

- Step 3: Download, install, and configure the Secure Browser for testing devices.

    - https://www.texasassessment.gov/administrators/technology > *STAAR Online Testing Platform Secure Browsers*
      -OR-
      Via the Assessment Management System (*Online Testing > Secure Browsers)*

    - Uninstall and reinstall required for Windows, Mac, and Linux

        - See 8/5 bi-weekly email

Preparing for Interim Testing

- Step 4: Review general and interim testing resources (see p. 33-35)

- Step 5: Register students for interim testing.

- Step 6: Confirm student registrations and print test tickets.

- Step 7: Prepare students for testing.

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Administration

Administration

- Delivered online via the STAAR Online Testing Platform (SOTP)

- Stop and start at any time

- Select "Pause" for a brief break

- Log out for a break longer than 30 minutes

  - Answers saved, not submitted

  - Returned to furthest question in furthest section visited

  - Assessments are untimed

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Paper-Based (PDF) Testing

- Used when circumstances prevent testing online (e.g., the student has a disability that prevents him or her from interacting with an online assessment).

- Districts must request permission from TEA for a special paper administration.

- To receive permission for the special paper administration, districts must:

    - Submit a request for paper (https://www.txetests.com/ipb/).

    - Describe the circumstances preventing online testing.

    - Explain how the student accesses technology daily.

    - Explain why testing online is not appropriate.

Paper-Based (PDF) Testing

- Requests due to lack of familiarity with online will not be approved.

- Upon approval, a passcode will be provided to access PDF and .ZIP documents.

- Paper-based testing requires that a teacher or proctor learn about and prepare for paper-based testing, then administer and score the tests and transcribe student responses as though the student were testing online.

- Reference Section 6 of the Interim User Manual.

Best Practices

Best Practices

- Read the FAQ: Make sure teachers, administrators, and anyone involved in interim assessment administration have read the *STAAR Interim Assessment FAQ*.

- Understand the purpose: Clarify with all stakeholders that interim assessments predict summative performance and inform intervention by measuring a broader span of standards; because of their scope, they are not as effective for measuring understanding of specific student expectations.

Best Practices

- <u>Schedule tests:</u> Be strategic when scheduling each administration. TEA recommends November for Opportunity 1 and February for Opportunity 2, but teachers should consider local scope and sequence as well as when to test off-grade.

- <u>Confirm setup:</u> Download the newest version of the [Secure Browser](#) and provide teachers and students with time to practice interacting with the STAAR Online Testing Platform before administration.

Best Practices

- Analyze the results: Make sure teachers have access to the Online Reporting Suite (ORS) to view their students' results; read the *Interim Assessment User Manual* for guidelines on how to understand results at the student, campus, or district level

Resources and Training

Resources

- [Interim Assessments User's Manual](#)

- https://texasassessment.gov/administrators/technology/

  - [STAAR Assessment Management System User Roles & Permissions Matrix for Interim and Summative Assessments (PDF)](#)

  - [2019–2020 Student Registration Header Template](#)

  - [2019–2020 Data File Format for Student Registration](#)

Training

Upcoming Webinar Trainings

Getting Ready for Interim Testing and Student Registration

- Tuesday, August 20, 2019

- 1:00 p.m. – 3:00 p.m. CT

- Click here to register.

- New secure browser needed

  - See 8/5 Bi-Weekly Email

  - https://www.texasassessment.gov/administrators/technology >
    STAAR Online Testing Platform Secure Browsers
    -OR-
    Assessment Management System (*Online Testing > Secure Browsers)*

Training

Upcoming Webinar Trainings

A Deep Dive into the Online Reporting Suite (ORS)

- Tuesday, August 27, 2019

- 1:30 p.m. – 3:00 p.m. CT

- Click here to register.

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Questions

Questions?

Customer Support

Texas Assessment Support Center

- Monday–Friday

- 8:00 a.m.–5:00 p.m. CT

- 855-333-7770

- STAAREOC@ets.org or STAAR3-8@ets.org

- Click the chat link in the *Help Documentation* tab in the STAAR Assessment Management System.

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