



Texas Formative Assessment Resource (TFAR)

User Tips



Welcome to the Texas Formative Assessment Resource (TFAR) User Tips



This module includes 3 sections:

- 1. What are the differences between formative, interim, and summative assessments?**
- 2. How should educators use TFAR?**
- 3. How can educators get the most out of TFAR?**

After each section, you will be asked to answer a few questions.

Thank you for all that you do for students!



Section 1: What are the differences between formative, interim, and summative assessments?

Assessments resources support a balanced assessment system

Formative

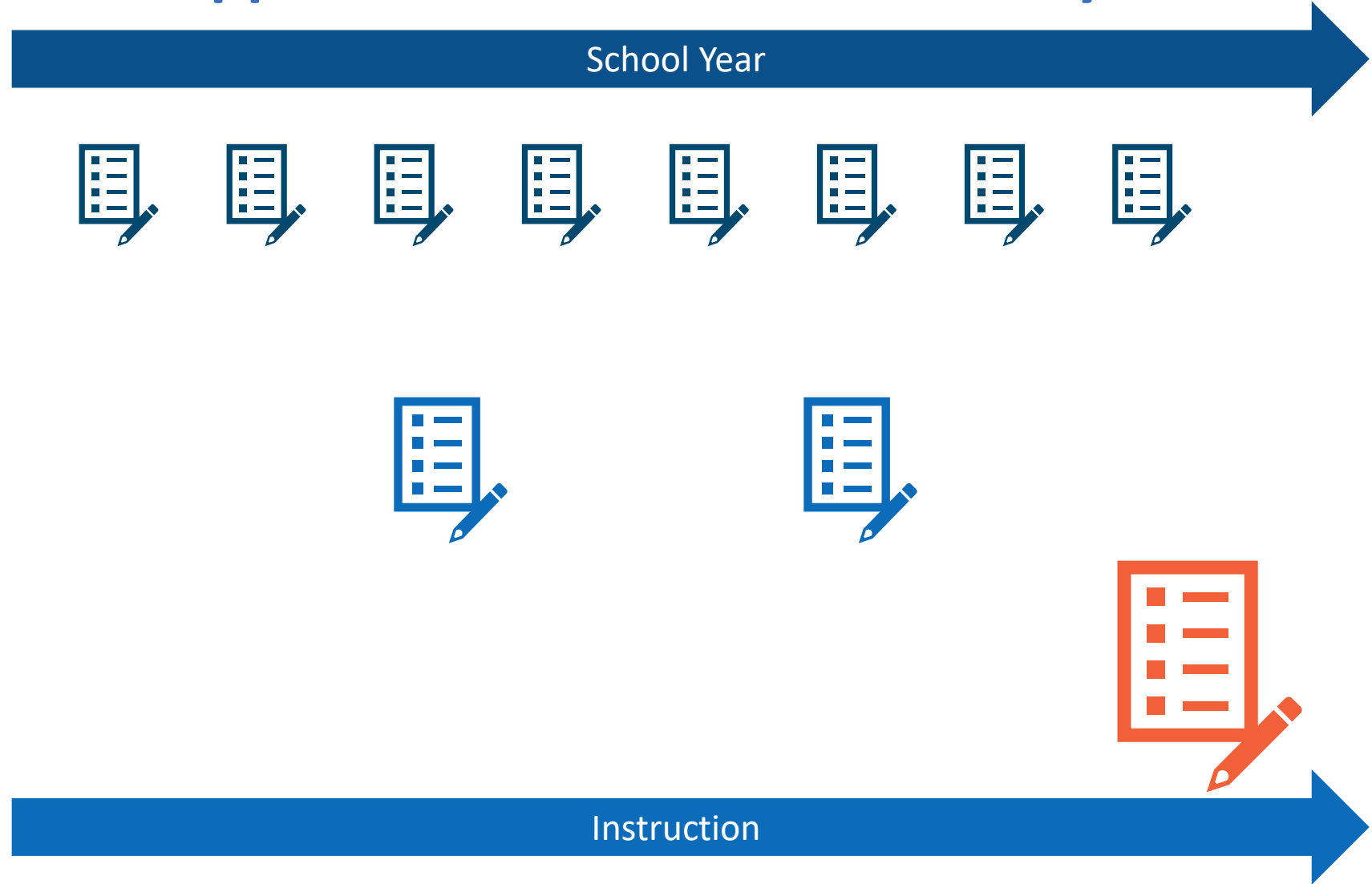
measure student performance on **specific student expectations** throughout the year to inform a teacher's instructional choices, **immediate adjustments** to unit plans, or changes to lessons (examples: class quizzes, exit tickets, Texas Formative Assessment Resource).

Interim

measure a student's understanding of a **broader span of student expectations** to monitor progress, predict summative performance, and identify students for **intervention** (examples: benchmark tests, STAAR Interim Assessments).

Summative

measure student mastery of a **broader span of student expectations** at the end of an instructional unit or course to determine the **effectiveness of the program** (examples: student portfolios, STAAR summative assessment, end-of-year assessments).





Check for Understanding

Question 1: STAAR questions are what type of assessment?

- 1 Formative
- 2 Interim
- 3 Summative



Question 1: STAAR questions are what type of assessment?

1

Formative

2

Interim



Summative



Question 2: TFAR questions are what type of assessment?

- 1 Formative
- 2 Interim
- 3 Summative



Question 2: TFAR questions are what type of assessment?



Formative



Interim



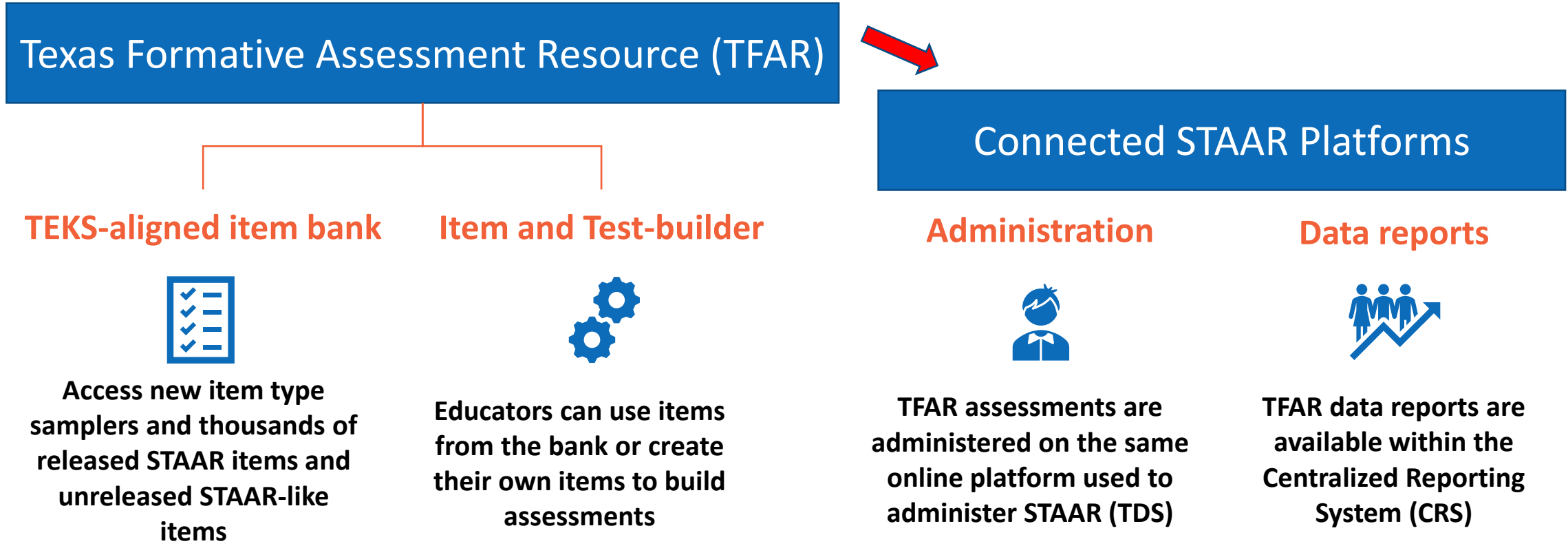
Summative





Section 2: How should educators use TFAR?

TFAR is an optional resource with multiple functionalities that connect to other STAAR platforms



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

TFAR is intended to support and supplement existing formative assessment practices

This tool can be used to create formative assessments that are aligned and connected with **existing instructional plans, lessons, and curriculum**. TFAR can be used to help create class assessments as part of a broader student progress monitoring system below:

- **Mini-quizzes** consist of 4-5 questions covering 1-2 content standards and can be given every 2-3 days.
- **Weekly or biweekly quizzes** containing about 7-10 questions covering 3-4 content standards can occur every week or two.
- While **warm-ups and exit tickets** may occur daily, it is important to note that class period time constraints often allow for a single question tied to a single standard. A teacher should review their previous report to determine which standards to address to understand a student's progress towards mastery.

TFAR is intended to support and supplement existing formative assessment practices

Given the number of items in the bank, the data analysis and reporting functionality, and the best practices for formative assessments, **this tool is not meant to:**



- provide independent practice,
- assign homework,
- administer assessments that are disconnected from instructional plans, lessons, and curriculum.



Check for Understanding

Question 3: What type of formative assessments should a teacher create with TFAR?

- 1 Weekly Quiz
- 2 Benchmark
- 3 Mid-Term Exam



Question 3: What type of formative assessments should a teacher create with TFAR?



Weekly Quiz



Benchmark



Mid-Term Exam



Question 4: TRUE or FALSE: TFAR should be used to create assessments that are aligned and connected with existing instructional plans, lessons, and curriculum.

- 1** True
- 2** False



Question 4: TRUE or FALSE: TFAR should be used to create assessments that are aligned and connected with existing instructional plans, lessons, and curriculum.



True



False




Question 5: TFAR is NOT meant to...

- 1 Offer a mini-quiz of 1-2 content standards
- 2 Provide an Exit Ticket
- 3 Administer assessments that are disconnected from instructional plans, lessons, and curriculum



Question 5: TFAR is NOT meant to...

- 1 Offer a mini-quiz of 1-2 content standards
 - 2 Provide an Exit Ticket
-  Administer assessments that are disconnected from instructional plans, lessons, and curriculum







Section 3: How can educators get the most out of TFAR?

Online Help



TFAR has a searchable online help resource within the platform.

If you are not sure how to do something, just click the  **Help** in the upper right corner or the  button available in multiple places within the TFAR platform.

The help content you see will be contextualized based upon your needs on the page. Once in the help system, you can search for additional tips.

Item Creation

When creating items in TFAR, follow these pro tips-

- When uploading images, audio, or video files, check properties to ensure it does not exceed 1.5 MB. Media cannot be cut and pasted into the content editor. To upload, media must be in these acceptable formats (image – JPEG/PNG, Audio – WAV/M4A/OGG) , video – WEBM/MP4).
- If you are copying content to add to an item, select paste as plain text from the content editor. This avoids any invisible HTML tags that can be problematic and may generate system errors.
- Use the support materials including the tutorial embedded in the template to assist with questions.

Naming Conventions



We highly recommend establishing your own consistent test naming conventions for both items and assessments. **This will make it much easier to locate, share and manage your libraries.** Talk to your campus leader or professional learning community (PLC) to see how your school wants you to name your TFAR items and assessments.

- Examples: *“Math Unit 1 Lesson 8 Mini Quiz”* *“Math Unit 2 Assessment”*

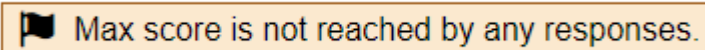
Preview your Items and Tests

Always preview your items and tests before publishing.

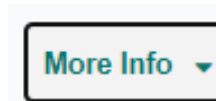


This will ensure that your test and items appear as expected, and the scoring functions properly.

If for any reason a test or item will not generate for preview, follow the instructions in the 'error flag'.

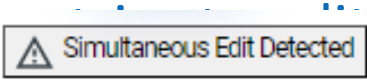


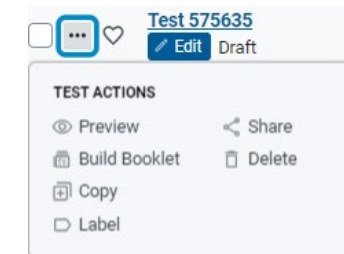
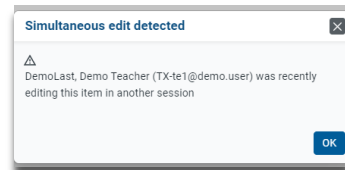
Targeted assistance can be found in the more info dropdowns.



Test and Item collaborating is easily done by sharing with colleagues

Co-authoring is a great way to collaborate with your professional learning community (PLC) to create a broader data base of resources.

- However, only **ONE** user can edit a test or item at a time. If a user  a test or item at the same time as you, BOTH of you will be alerted.
- If someone HAS edited an item or test in YOUR bank, when you open it, YOU will be notified.

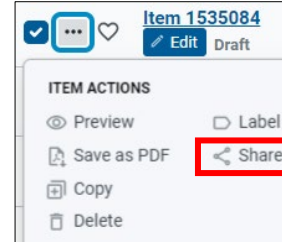


TO AVOID DUPLICATES OR UNWANTED EDITS:

Make a COPY and it will go directly into your personal bank .

Item and Test sharing:

Created items and assessments can be shared by selecting the item and then the ellipsis (“...”) dropdown menu on the left of the screen.



Sharing capabilities are dependent on your user role in TIDE. Workgroups expand your sharing beyond your campus.

Roles in this column can share with roles in this row	TE	CTC	DTC/DTA/ DCU	RCU/ERS	Workgroup	Institution i.e., District/ Campus
TE	√	√	Only via workgroup	Only via workgroup	√	Only via workgroup
CTC	√	√	Only via workgroup	Only via workgroup	√	Only via workgroup
DTC/ DTA/ DCU	√	√	√	Only via workgroup	√	√
RCU/ERS	√	√	√	√	√	√


TFAR has two ways to schedule YOUR assessments which makes it more flexible to users

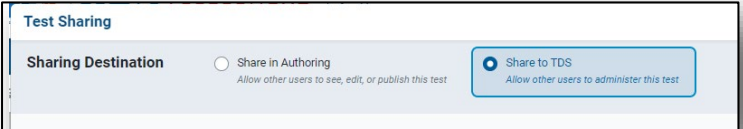
1. To Administer to **ONLY** your students:

- After 30 min of publishing, the assessment is listed in the Test Delivery System (TDS) under "*Tests I Created*"
- Log into TDS through TexasAssessment.gov to schedule either proctored or unproctored sessions and obtain the test session ID

An assessment **MUST** be **PUBLISHED** to schedule student access

3. To Administer common assessments **ACROSS** campus:

- Select the published test and select "share"  in the header menu
- Select "Share to TDS" and the Testing Window
- Complete the information in the Sharing Destination including selecting educators and/or workgroups to share



The screenshot shows a 'Test Sharing' dialog box with a 'Sharing Destination' section. It contains two radio button options: 'Share in Authoring' (unselected) and 'Share to TDS' (selected). Below each option is a small descriptive text: 'Allow other users to see, edit, or publish this test' for the first option, and 'Allow other users to administer this test' for the second option.

Text to Speech

TFAR offers text to speech in English with both TEA and teacher-authored items. However, teacher-authored items will utilize the voice pack from the computer and may sound different than the TEA items.

You will need to enable Text to Speech on each students' accommodations in TIDE.



Reports from TFAR results can be downloaded and printed from the Centralized Reporting System



The Centralized Reporting System (CRS) comes with many robust reports to measure progress on the assessed Texas Essential Knowledge and Skills.

Educators should orient themselves with the Dashboard Generator, and the settings in the Features & Tools. Performance by Roster and Student, and Campus / Student Performance on Test will better prepare you to access assessment data and results once students complete a test.

Self-paced training courses are available in the Learning Management System (LMS) at www.texasassessment.gov

The courses include a general overview of the platform and specific tasks to create formative assessment items and tests.

Completing these courses will increase user knowledge and confidence with the platform. It will make the time you spend on TFAR much more effective and enjoyable.



Question 6: True or False: For TFAR assistance you will find all Self-Help documents under resources on TexasAssessment.gov

- 1 True
- 2 False



Question 6: True or False: For TFAR assistance you will find all Self-Help documents under resources on TexasAssessment.gov



True



False



Self-Help Documents
are also found within
the actual TFAR
platform

Question 7: True or False: Having consistent naming conventions for your created tests makes them easier to locate.

- 1** True
- 2** False



Question 7: True or False: Having consistent naming conventions for your created tests makes them easier to locate.



True



False



Question 8: What should a teacher do before scheduling or assigning a TFAR assessment to students?

- 1 Contact TEA
- 2 Preview the Assessment



Question 8: What should a teacher do before scheduling or assigning a TFAR assessment to students?

1

Contact TEA



Preview the
Assessment



Question 9: True or False: Multiple users can edit a TFAR item or assessment simultaneously.

- 1 True
- 2 False



Question 9: True or False: Multiple users can edit a TFAR item or assessment simultaneously.



True



False



Users will receive a warning indicating others who are editing the item or test

Question 10: True or False: TFAR actionable data is published within the TFAR platform.

- 1** True
- 2** False



Question 10: True or False: TFAR actionable data is published within the TFAR platform.



True



False



Reports are found
within the Centralized
Reporting System not
TFAR

If you need additional assistance with TFAR, please contact the helpdesk

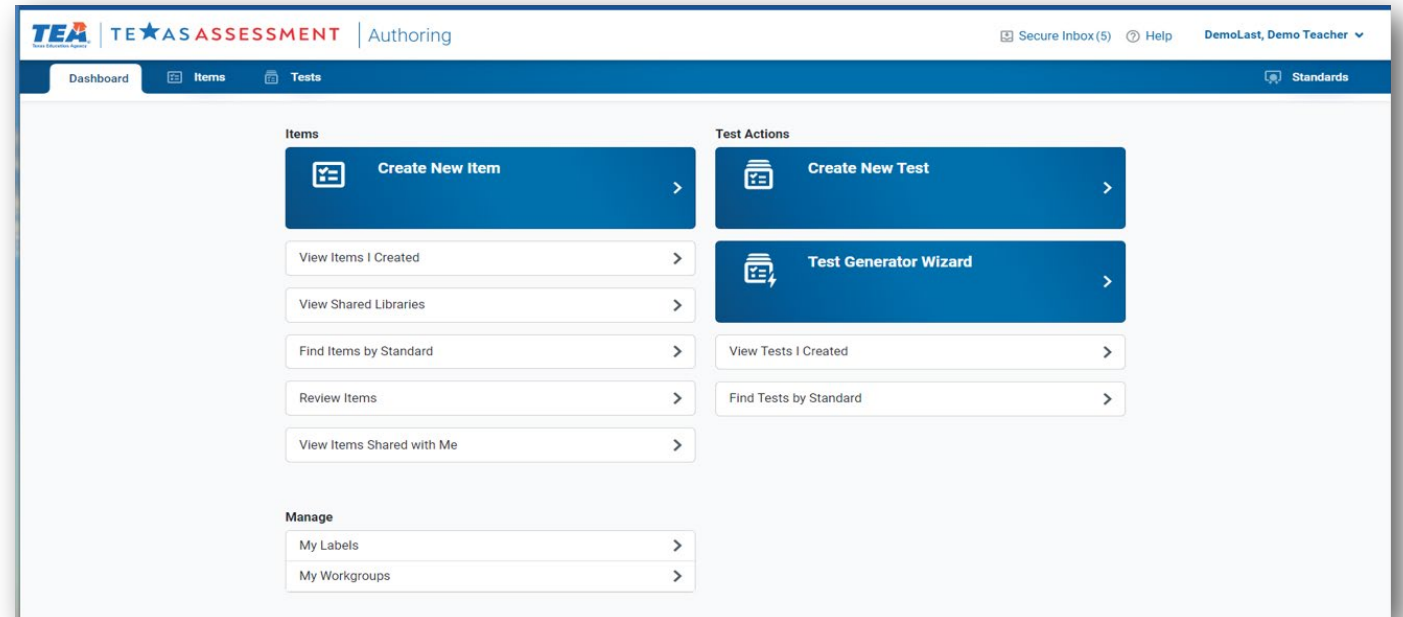
CONTACT INFORMATION

TEA HELPDESK

<https://helpdesk.tea.texas.gov>

CAI HELPDESK

TexasTestingSupport@cambiumassessment.com



Thank you!

