

STAAR Interim Assessments

Educator Guide



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About the STAAR Interim Assessments

Overview

The Texas Education Agency (TEA) has created optional interim assessments that align with the Texas Essential Knowledge and Skills (TEKS) requirements. Test questions for the [STAAR Interim Assessments](#) are developed with input from Texas teachers. STAAR Interim assessments provide actionable data that enable educators to monitor student progress and predict student performance on the STAAR summative assessments.

STAAR Interim Assessments, which are untimed and do not form part of the accountability system, are available free of charge from the fall through the spring to any Texas public school district or open-enrollment charter school and may be administered at the district or school's discretion. No application or TEA approval is required to participate; districts just need to register students in TIDE.

If you are a teacher who would like to administer STAAR Interim Assessments, contact your campus or district.

In the 2022–2023 school year, TEA will offer the following STAAR Interim Assessments.

Window 1	Window 2	Window 3
<ul style="list-style-type: none"> ■ grades 3–8 mathematics ■ grades 3–8 RLA ■ Spanish grades 3–5 mathematics ■ Spanish grades 3–5 RLA ■ Algebra I ■ English I ■ English II 	<ul style="list-style-type: none"> ■ grade 5 science ■ Spanish grade 5 science ■ grade 8 science ■ grade 8 social studies ■ Biology ■ U.S. History 	<ul style="list-style-type: none"> ■ grades 3–8 mathematics ■ grades 3–8 RLA ■ Spanish grades 3–5 mathematics ■ Spanish grades 3–5 RLA ■ Algebra I ■ English I ■ English II

For science and social studies, TEA will offer only one testing window and recommends that these assessments be administered after most TEKS have been covered in the classroom. The reason for this recommendation is that unlike TEKS for mathematics and reading language arts (RLA), which tend to include similar skills that build in complexity, science and social studies TEKS most often involve discrete skills, facts, and concepts.

Interim assessments contain embedded supports that include content and language supports and a text-to-speech (TTS) option (offered for English and Spanish tests). Refreshable braille tests will be available for RLA, grade 8 social studies, English I, English II, and U.S. History. For the 2022–2023 school year, TEA will also offer Window 2 and Window 3 assessments in a paper-based braille format.

Accommodations and Subjects Offered

Text-to-Speech	Refreshable Braille	Paper Braille
All grades/subjects and courses	RLA, grade 8 social studies, English I, English II, and U.S. History	RLA and mathematics during Window 3 only (contracted and uncontracted Unified English braille)

NOTE: Paper-based braille testing will be provided only if it is a component of a student’s individualized education program (IEP).

Results of the interim assessments will be reported in the [Centralized Reporting System \(CRS\)](#), which can generate reports at the district, school, or student level. [Individual student reports \(ISRs\)](#) include the following elements:

- the scale score
- the TEKS student expectation for each test question
- a form-routing identifier (Low, Medium, or High) for multistage tests
- percentages representing the statistical probability of earning Approaches or Above, Meets or Above, and Masters or Above grade-level expectations on STAAR summative assessments
- reporting category targets, aligned to the Meets performance level, that indicate whether a student is Under Target, Near Target, or Above Target

District data files will continue to be available in CRS for upload to student information systems in order to create local reports.

Registration Dates and Testing Windows

TEA recommends administering Window 1 tests in November, Window 2 tests after most of the course content has been taught, and Window 3 tests in February, but teachers should consider local scope and sequence when scheduling STAAR Interim Assessments. STAAR performance predictions are more accurate when assessments are administered during the recommended months.

Event	Description	Date
Registration	Districts begin adding students to TIDE	August 22, 2022
Window 1	First opportunity for all mathematics and RLA tests	November 7, 2022– December 16, 2022
Window 2	Only one test opportunity available for all science and social studies tests	November 7, 2022– April 14, 2023

Event	Description	Date
Window 3	Second opportunity for all mathematics and RLA tests	January 10, 2023– April 14, 2023

Training

A recorded training specific to STAAR Interim Assessments is available through the [Learning Management System \(LMS\)](#) platform. The STAAR Interim Assessment Overview and The Centralized Reporting System Overview technology- and system-specific recorded trainings can also be accessed from the Training Materials section of the STAAR Interim Assessments webpage.

District and campus personnel who will administer the interim assessments should ensure that they have read through not only this guide but also the applicable user guides and other resources listed in the table below to familiarize themselves with current testing guidelines and procedures.

Title	Who Should Review
<i>Test Information Distribution Engine (TIDE) User Guide</i>	Testing Coordinators
<i>Test Delivery System (TDS) User Guide</i>	Testing Coordinators
Setting Up TDS Workstations	Testing Coordinators
<i>Centralized Reporting System (CRS) User Guide</i>	Testing Coordinators and Classroom Teachers
Interim Assessments Educator Module	Classroom Teachers

Purpose of the STAAR Interim Assessments

Overview

STAAR Interim assessments may be used

- to monitor academic improvement, especially for students who are performing below grade level;
- to inform interventions by helping predict how students or groups of students will perform on STAAR summative assessments; and
- to serve as a benchmarking instrument at the campus or district level.

STAAR Interim assessments are **not**

- an item bank for building classroom quizzes or assignments;
- a source of practice test questions for small-group instruction; or
- a formative assessment tool designed to provide standards-level performance data.

The distinctions between diagnostic, formative, interim, and summative assessments are as follows:

- **Diagnostic assessments** measure student knowledge and skills on a variety of student expectations before a new instructional cycle or year to inform instructional plans and curriculum to meet the needs of individual students (e.g., Beginning-of-Year assessment, Early Reading Assessment).
- **Formative assessments** measure student performance on specific student expectations throughout the year to inform a teacher’s instructional choices, enable timely adjustments to unit plans, and guide changes to lesson plans (e.g., class quizzes, exit tickets).
- **Interim assessments** measure student understanding of a broad span of student expectations at checkpoints during the year to monitor progress, predict summative performance, and identify students in need of intervention (e.g., district/campus benchmarks, STAAR Interim Assessments).
- **Summative Assessments** measure student mastery of a broad range of student expectations at the end of an instructional unit or course. They enable comparison of academic growth and performance to determine program effectiveness (e.g., STAAR summative assessments, student portfolios).

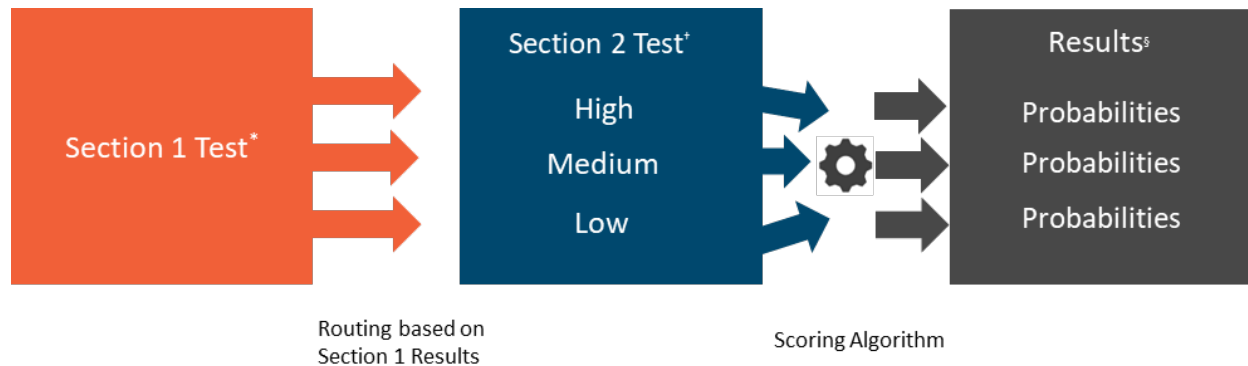
Item Types and Blueprints

Interim assessment items include multiple-choice and non-multiple-choice questions. Just like STAAR summative assessments, STAAR Interim Assessments contain questions developed with the help of Texas teachers. All questions on the interim assessments are field-tested on a STAAR test and are fully aligned to the TEKS.

NOTE: Blueprints for the STAAR Interim Assessments are located on the STAAR Interim Assessments webpage.

Linear Versus Multistage Testing

The interim assessments for mathematics, RLA, Algebra I, English I, and English II are multistage adaptive test forms that begin with Section 1, which is the same for all students. Students are then routed to a Section 2 test with a low, medium, or high level of difficulty corresponding to their performance on Section 1. It is important to remember that multistage tests for interims are on grade level. The benefit of multistage tests is that they provide the same level of accuracy as a linear test but with fewer items.



* Students taking paper Section 1 tests that are not scored immediately are automatically provided the on-grade medium-difficulty Section 2 test.

† Students who never begin a Section 2 test receive only item-level data in the district data file.

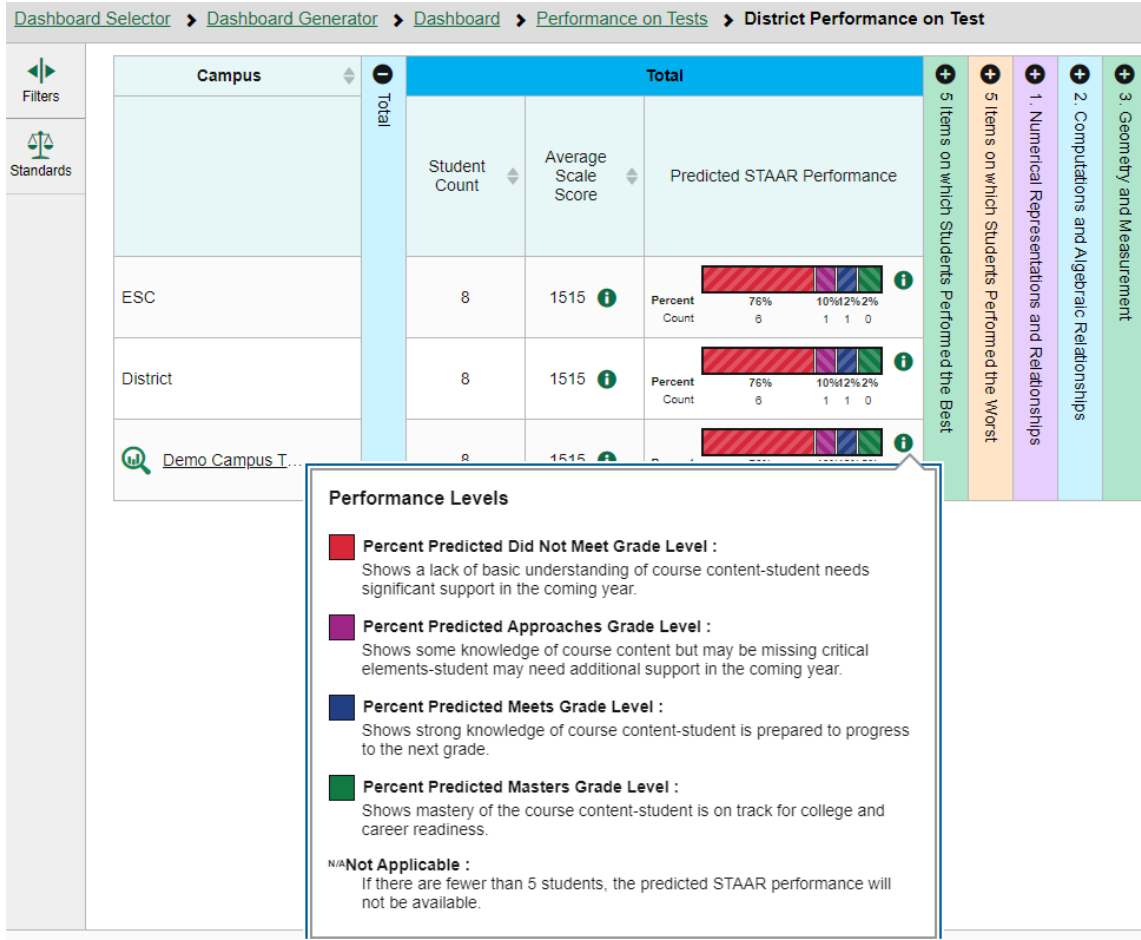
‡ Results for Section 1 and Section 2 tests are reported as raw scores (in campus and district data files only) and as a percentage representing the probability of achieving Approaches, Meets, or Masters.

Science, Biology, social studies, and U.S. History tests use a standard linear test design, meaning that all students are tested using a single form and receive the same questions.

Predictions of Performance Probability Scores on STAAR

Using a student's interim scale score, STAAR summative assessment performance standards, and additional information, a statistical prediction known as a probability score can be calculated. The score indicates how likely the student is to achieve a particular performance level on the corresponding summative assessment in the spring 2023 STAAR administration.

The figure below shows the predicted STAAR performance at the campus level.



- The purpose of probability scores is to gauge student readiness for the upcoming STAAR administrations.
- Preparedness is represented by three probabilities, ranging from 1 percent to 99 percent. A lower value means that a student is less likely to achieve the given performance category level, while a higher value means the student is more likely to achieve the performance category level.
- Each student with a completed interim assessment for his or her enrolled grade will receive probability scores that predict their probability of achieving a score that either approaches, meets, or masters their grade-level expectations.

If the student takes an interim assessment at a time other than November and February, then the interpretation of their test score should take into consideration whether the student had more or less time to learn.

During the school year 2022–2023, STAAR Interim Assessments will predict students’ performance on STAAR through an algorithm that has been calibrated using the existing STAAR performance standards. Because new standards will be set after the Spring 2023 STAAR test administration, educators should exercise caution when interpreting these predictions. Predictions are one of multiple data points to consider when determining which students need additional support.

Administration Overview

Setting Up Browsers

Secure Browser

Users will need to download the secure browser application for the 2022–2023 school year. Once it has been downloaded from the [Secure Browsers](#) page of the Texas Assessment website, the application can be used for STAAR practice tests, BOY assessments, STAAR Interim Assessments, STAAR summative administrations, Texas Formative Assessment Resource (TFAR) tests, Texas English Language Proficiency Assessment System (TELPAS) tests, and the Texas Through-year Assessment Pilot (TTAP).

In-Browser Testing

TEA provides an in-browser option that does not require installation of the secure browser. Students may use the in-browser option to access interim assessments using the most common web browsers. Students can access interim assessments via the in-browser option by entering the following URL into their browser's URL search bar:
<https://tx.cambiumtds.com/student>.

The in-browser option can be used with any device that meets the [Minimum System Requirements](#). The in-browser option supports all non-embedded supports available for interim tests except refreshable braille. Students testing with a refreshable braille display will need to install the latest version of the secure browser on a PC that includes the JAWS 18 screen-reader application. Refer to the [Assistive Technology Manual for Windows & macOS](#) for more information on setting up devices to test with refreshable braille.

Interim tests accessed through the in-browser option may differ slightly in appearance (depending on browser and browser version) from the secure browser. Tests taken using the in-browser option are more sensitive to Internet connectivity disruptions and to possible slowdowns with TTS audio voice-over caused by low bandwidth availability or weak Wi-Fi signal strength.

Designated Supports

STAAR Interim Assessments include content and language supports and the same pop-ups, rollovers, prereading text, and supplementary materials that are available on STAAR summative tests. For RLA and social studies assessments, TTS and refreshable braille are also available.

American Sign Language (ASL) videos and speech-to-text (STT) are not available for interim assessments. Local committees are not required to meet to establish eligibility criteria for interim assessments. Districts should determine which designated supports their students routinely and effectively use during classroom instruction and testing.

Special Administration of an Online Assessment

When circumstances prevent a student from completing an interim assessment online, the student may, with the aid of a teacher, complete a paper-based administration of the assessment. Districts may provide eligible students with a special paper administration.

District coordinators must review the criteria and verify that a student is eligible for a special administration of an online assessment. For a student who meets the eligibility criteria, the district coordinator must ensure that either the *Section 504 Indicator Code* field or the *Special Ed Indicator Code* field is set to “Yes” in TIDE. To change a student’s test mode in TIDE, the district coordinator must select “Paper” in the *Test Mode* field. For paper administrations, the district coordinator must select either “Regular Print,” “Braille Contracted,” or “Braille Uncontracted” in the *STAAR & TELPAS Paper Test Format* field.

District coordinators must also update the student's eligibility settings in TIDE before the student’s responses can be entered into the Data Entry Interface (DEI). A student should be designated as eligible for a special administration only if a required accommodation that is documented in the student’s IEP, individual accommodation plan (IAP), or Section 504 paperwork cannot be delivered in an online format. Careful consideration should be given to whether the paper mode will offer the necessary supports to allow the student to successfully demonstrate his or her understanding of the tested content. If the student has had previous experience receiving instruction or taking assessments online, it may be more appropriate to maintain consistency by providing the student with an online administration.


Test administrators are required to learn about and prepare for paper-based testing, to administer and score the tests, and then to transcribe student responses into DEI.

District testing coordinators place orders through TIDE by selecting the *Interim, Paper Materials Management* on the *Administration Task* menu and verifying that the information provided meets the criteria for a special paper administration. Orders that have been reviewed and verified by the district coordinator may be submitted for processing. For students eligible for a special paper administration of an interim assessment, access to the PDF and ZIP files used for paper testing and the answer keys used for scoring will be provided through the district coordinator's secure inbox in TIDE.

For further assistance, district coordinators should contact Texas Testing Support at 833-601-8821 or TexasTestingSupport@cambiumassessment.com.

Ordering Paper Braille Materials

Paper braille kits for all interim assessments can be ordered starting in January 2023. They will be delivered as each title becomes available. Select *Interim, Paper Materials Management* on the *Administration Task* dropdown menu to place an order for these materials in TIDE.


Administration Tasks

Select the User Role, Administration Task, Region, District, and Campus (as applicable):

User Role:

Administration Task:

- Select -
- Texas 2022-23 School Year
- STAAR December EOC, Paper Materials Management
- TELPAS and TELPAS Alt, Paper Materials Management
- STAAR Alternate 2, Paper Materials Management
- STAAR Spring, Paper Materials Management
- Interim, Paper Materials Management**
- STAAR June EOC, Paper Materials Management

Interim Testing Systems

Permissions and User Roles

To administer the interim assessments or view test results, users must have an active TIDE account. Refer to the [User Role Permissions for the Texas Assessment Program](#) for a list of the system user roles and their corresponding permissions.

System Requirements

Test administrators must have a supported version of a web browser installed on their computer to use testing systems. A detailed list of system requirements, including supported operating systems and web browsers, can be found on the Secure Browsers webpage. Test administrators will need to be familiar with a spreadsheet application for file uploads and extracts.

The following is a list of tasks that the campus technology coordinator should complete:

- 1. Set up the administrator's device.** An administrator must have an approved version of a web browser installed on any device that will be used for testing. Refer to the Secure Browsers webpage.
- 2. Install the secure browser.** To participate in testing, students will need to have the secure browser installed on their devices. The application is available for download from the Secure Browsers webpage.
- 3. Prepare network for testing.** Several network configuration tasks must be completed prior to testing, such as allowlisting, configuring filter systems, and enabling domain name resolution. Technology coordinators should read the information on Setting Up TDS Workstations for directions.
- 4. Run the network diagnostic tool.** Ensure proper configuration by running the [diagnostic tool](#) on each device students will use for testing.

TIDE Platform and Tasks

TIDE is the user and student management system for all Texas assessments. Well in advance of the test administration, users must familiarize themselves with the *TIDE User Guide* and the tasks they will need to complete.

The following is a list of six essential TIDE tasks:

- 5. Add users to TIDE.** Users authorized to administer the interim assessments or review results will need a TIDE account before they can access any part of the system. Instructions on how to add users can be found in the *TIDE User Guide*.
- 6. Add students to TIDE.** Students must be added to TIDE to participate in an interim assessment via TDS. Students are eligible for an assessment in their enrolled grade by default, but the assessment's grade level may be changed for interim assessments. Students will not be eligible to take end-of-course (EOC) interim assessments until the courses have been selected in TIDE. Descriptions of how to

complete these tasks can be found in the *TIDE User Guide*.

- 7. Indicate designated supports for eligible students.** Students eligible for accommodated versions of the test must have the designated supports updated in the *Test Attributes* panel in TIDE. These supports will be based on the student's IEP and may require approval from TEA.
- 8. Create and modify rosters.** Rosters represent classes or other groups of students for reporting and can be associated with teachers. After testing, TIDE sends data to CRS so that the system can display scores at the classroom, campus, and district levels.
- 9. Receive accommodation materials.** Requests for paper test materials will be fulfilled through the secure inbox in TIDE.
- 10. Print test tickets.** Students will need the information on their test ticket in order to enter the test session.
- 11. Test data clean up.** After testing, authorized TIDE users can clean up test data if needed.

TDS Platform and Tasks

TDS is used to deliver all Texas online assessments. TDS has three components: the Test Administrator Interface, the Student Interface, and DEI. The Test Administrator Interface is used to schedule or start test sessions, and the Student Interface allows students to take the interim assessments. Test administrators use DEI to enter student responses for those students who tested on paper.

Test administrators will need to familiarize themselves with the *TDS User Guide* and the tasks they must complete during testing.

The following list describes five key administrative tasks:

- 1. Schedule or start a test session.** Test administrators will need to schedule a test session or plan to start a session on the day of testing using the Test Administrator Interface.
- 2. Launch the secure browser (or open TDS in-browser).** Ensure that the application is launched on each student's device.
- 3. Assist students in logging in.** Students must enter their first and last name and their Texas Student Data System (TSDS) ID, as found on their test tickets, as well as the session ID in order to log in to the test. The test administrator must provide students with the session ID.
- 4. End testing.** Students must click the *Submit Test* button when they complete the test in order for their test results to appear in CRS.
- 5. Enter responses for students testing on paper.** For students testing on paper, a test administrator must enter student responses into DEI.

CRS Platform and Tasks

Reports for STAAR Interim Assessments are provided through CRS. Access to student data is controlled by a user's role in TIDE. Users must also have a district, campus, or roster association with students in order to view student results. User accounts and role assignments are determined by district coordinators. Refer to the User Role Permissions for the Texas Assessment Program for a complete list of system roles and corresponding permissions. Parents do not have access to the reports online but may request test results from the school.

Available Reports

Immediately after tests are submitted, CRS will display district-, campus-, roster-, and student-level reports with user-friendly graphs customized for Texas assessments. Users can filter results by specific student demographics. Educators will be able to perform item analysis based on ISRs, which display the student's score and the expectation for each test question. The ISR also includes reporting categories and the student's predicted probability score for achieving an Approaches, Meets, or Masters performance level on STAAR summative assessments.

Results are also available in a .txt or .csv data file format that can be downloaded from CRS and imported into local student information systems. Examples of student reports can be found in the *CRS User Guide*. The figure below shows an example of a district-level report for all interim assessments that were administered in the district.

The screenshot shows the TEAS Assessment Reporting interface. At the top, it says "TEAS ASSESSMENT | Reporting" and "Tests To Score". The user is identified as "User: tea-crs-dtc@demo.user | Role: DTC @ District: Demo District TX 1". There are links for "Inbox (2)", "Help", and "Sign Out".

The main content area is titled "Average Score and Performance Distribution, by Assessment: Demo District TX 1, 2022-2023". It is filtered by "Campus: All Campuses" and "Test Administrations: All Test Administrations".

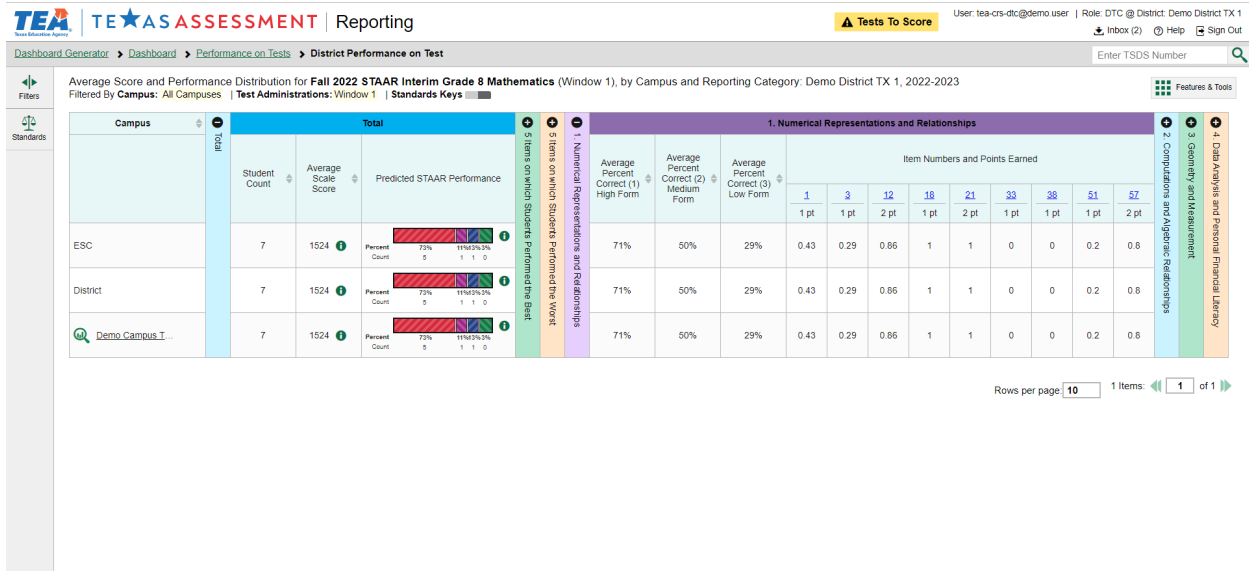
Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Date Last Taken
Fall 2022 STAAR Interim Spanish Grade 5 Mathematics	STAAR Interim	5	Window 1	4	1410	10/26/2022
Fall 2022 STAAR Interim Spanish Grade 3 Mathematics	STAAR Interim	3	Window 1	3	1257	10/26/2022
Fall 2022 STAAR Interim Spanish Grade 4 Mathematics	STAAR Interim	4	Window 1	5	1309	10/26/2022
Fall 2022 STAAR Interim Grade 5 Mathematics	STAAR Interim	5	Window 1	5	1309	10/20/2022
Fall 2022 STAAR Interim Grade 3 Mathematics	STAAR Interim	3	Window 1	5	1309	10/19/2022
Fall 2022 STAAR Interim Grade 6 Mathematics	STAAR Interim	6	Window 1	8	1478	10/18/2022
Fall 2022 STAAR Interim Grade 4 Mathematics	STAAR Interim	4	Window 1	7	1355	10/18/2022
Fall 2022 STAAR Interim Grade 7 Mathematics	STAAR Interim	7	Window 1	7	1485	10/17/2022
Fall 2022 STAAR Interim Grade 8 Mathematics	STAAR Interim	8	Window 1	7	1524	10/14/2022

A tooltip for the "Average Score (931 - 2072)" row shows a score distribution graph. The graph has a minimum score of 931 and a maximum score of 2072. The average score is 931, which is represented by a blue bar extending to the left of the minimum score.

At the bottom right, it says "Rows per page: 10 | 9 Items: 1 of 1".

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The figure below shows an example of a district-level report for the interim grade 8 mathematics assessment.





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