Note: The following information is provided for the school year 2022–23 Texas Through-year Assessment Pilot. Information is subject change across the years as the program evolves. Any further questions can be sent to [Student Assessment Help Desk.](#)

2022—2023 Texas Through-year Assessment Pilot (TTAP) FAQs

Updated 09.16.22

Section A: Pilot Overview

Question A-1

Are districts that participate in TTAP exempt from taking the State of Texas Assessments of Academic Readiness (STAAR®)?

No. According to both federal and state law, TTAP participation does not exempt districts from state summative testing, which is required for accountability purposes. TTAP will not have any implications to accountability while it is still in pilot stages. TTAP consists of three testing opportunities – fall, winter, and spring. During the school year 2022–23, the Spring STAAR administration will begin two weeks after the last TTAP testing opportunity.

Question A-2

What is the long-term goal of the through year assessment pilot?

The goal of TTAP is to determine whether this alternate testing model could one day replace the current summative assessment. The pilot will be run over a number of years to test for validity and reliability, among other psychometric considerations, and to collect and analyze user feedback. The earliest that the state legislature would begin considering whether the through-year assessment could replace STAAR would be after the school year 2025–26.

Question A-3

If the pilot proves to be beneficial, will this model only replace the summative STAAR tests that were involved with the pilot or will Reading and EOCs be replaced as well?

School year 2022–23 is the first year of the pilot. It is too early to determine which content areas and grade levels will be included in later years of the pilot and which may be adopted statewide in the longer-term. The pilot will evolve based on stakeholder feedback and the analysis of student results.

Question A-4

If a district has a previously adopted benchmarking system (e.g., STAAR Interims, NWEA MAP, iReady), do they need to replace it with TTAP?

TEA requires TTAP participants to replace their locally adopted benchmarks with TTAP to minimize disruptions to instructional time. This only applies to the grade levels/subjects that a district has opted into for the pilot.

Who are the districts participating in the pilot?

There are roughly 130 LEAs participating in the pilot. The list of participants can be accessed on the [TTAP webpage](#).

Section B: Test Administration

Question B-1

When are the testing windows and how long are they?

TTAP will have one-week testing windows during the school year 2022–23:

- Opportunity 1 (Fall): November 14 – November 18
- Opportunity 2 (Winter): January 30 – February 3
- Opportunity 3 (Spring): April 3 – April 7

Question B-2

Can districts request a modified testing window if there is a scheduling conflict (e.g., spring break during Opportunity 3 window?

TEA will prioritize pilot participants who can work within the defined testing windows.

If a district has a scheduling conflict, that information should be included within the pilot application.

Question B-3

How much time should a typical student need to take each test?

While there are no time limitations for test completion, the tests in Opportunities 1 and 2 are designed to be completed within a class period (which is 45-50 minutes). Each test will be 17-20 questions. The Opportunity 3 test will be longer than those in Opportunities 1 and 2, but it will still be shorter than STAAR. It will have approximately 28-34 questions. TEA is working to make the tests as short as possible while still providing a reliable measure of student learning.

Question B-4

What happens if a student has to leave due to an emergency (e.g., becomes ill in the middle of testing)?

Students can pause a test in order to temporarily log out of the test session. If a student pauses their test, they can resume their test using the same session ID only if the session is still open. The student can also review and change their answers to any previously answered questions provided their test has not been paused for more than 8 hours.

If a test is paused for more than 8 hours, the students cannot review or modify answered questions even if they marked questions for review. The only exceptions to this rule are if a student pauses the test before answering all of the questions on the current page. If the test session has ended, the test

administrator will need to set up a new session, and the student must sign in to their test using a new session ID. These pause rules apply regardless of whether the student pauses the test, or a technical issue logs the student out.

Note that TTAP will have a non-permeable Stage 1; once a student leaves their first test stage they will not be able to go back to their first stage.

Question B-5

What happens if a student does not submit the test?

If a student starts a test but does not submit the test during the test window, the system will force complete the test once the test window has closed.

NEW   ### Question B-6

What are the security requirements for TTAP administration?

Maintaining the security and confidentiality of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the Texas Assessment Program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the District and Campus Coordinator Resources and the Test Administration Information resource (to be released in October).

Test administrator training on test security and administration procedures is required at least once. Annual test administration training is strongly encouraged, especially for policy and procedures that have changes. The campus testing coordinator will schedule and conduct the training sessions before testing beings and will aid test administrators in becoming familiar with test information distribution engine (TIDE) and the Test Delivery System (TDS) if applicable.

All testing personnel involved are required to sign an Oath of Test Security and Confidentiality indicating they understand their obligations concerning security and confidentiality.

NEW   ### Question B-7

What does the TTAP registration process look like?

To participate in TTAP, students must first be registered and rostered in TIDE. TIDE has an overview training module that can be accessed via the LMS. Teachers will not be able to access student data from any TTAP test until their students are rostered to a classroom.

The timeline for system preparations is as follows –

Step	When	Role
1) Ensure students are registered and rostered in TIDE	By October 31, 2022	DTC
2) Create test sessions	As early as 2 weeks before beginning of testing window	DTC
3) Generate and print test tickets	At least 1 day before testing	Testing coordinators, test administrators, or technology staff

Section C: Test Design

Question C-1

Does the multi-stage test design apply to all available titles?

Yes, all TTAP tests administered during the school year 2022–23 will be multi-stage tests.

Question C-2

Can a student taking the "low" version of the assessments get a passing score?

Yes, a student interacting with a "low" form does not prevent them from achieving at least the "Likely Approaches" performance level on each testing opportunity. It all depends on student performance on individual items in the form.

Question C-3

Will there be new item types in all three testing opportunities?

Yes, all three opportunities will incorporate new item types. Short constructed responses will only be included on Opportunity 3 tests for grade 5 science and grade 8 social studies.

Question C-4

Are the items used in TTAP unique to the program?

Yes, new items were created specifically for the pilot. These items have gone through the same rigorous creation and review processes as items used on STAAR, including field testing and educator reviews.

Question C-5

What does it mean that each testing opportunity is "full scope", and does it require districts to follow a specific scope and sequence?

Each testing opportunity (fall, winter, spring) will cover the entire curriculum proportionately to the STAAR blueprint. In other words, any student expectation could be tested during any of TTAP's three

progress monitoring opportunities, and the proportion of content from each reporting category is the same on each test throughout the school year.

A full scope test does not follow any specific scope and sequence. TTAP will use a full scope design to ensure that districts can preserve their local scope and sequence. Additionally, because the proportion of content is the same across testing opportunities, full scope tests enable educators to measure student growth within the school year.

Question C-6

Among the cumulative scoring methods that are being studied, why doesn't TEA believe that using a student's highest score across all TTAP opportunities as the student's cumulative score is the best approach?

TEA has received feedback from psychometricians and stakeholders around various cumulative scoring methods. While there are pros and cons to all methods, using a student's highest score across all three opportunities as their cumulative score has the potential for unintended negative outcomes. For example, if a student receives a satisfactory performance in either Opportunity 1 or 2, they may be disincentivized from giving their full effort during the remainder of the school year.

The cumulative scoring methodology will require at least one to two years' worth of data and analysis prior to operationalizing it for the pilot. TEA plans to run simulations across various scoring methodologies (inclusive of the maximum score approach) to determine the best method.

Question C-7

Is there any way to account for students not trying as hard earlier in the year in order to show more growth than others by the end of the year?

The purpose of the growth measure shown in TTAP is for teachers to contextualize how each student is growing during the year and for students to be celebrated for their gains apart from performance levels. There are no plans to incorporate in-year growth into cumulative scores, so we don't anticipate students "gaming" the system by artificially inflating their growth scores.

NEW Question C-8

Are blueprints the same across testing opportunities?

The blueprints are similar for Opportunity 1 and Opportunity 2. The Opportunity 3 blueprint is longer than Opportunities 1 and 2, but the TEKS assessed are proportional to Opportunities 1 and 2. There is a difference in point values and the proportion of items by reporting category. Opportunity 1 and Opportunity 2 have the same number of items by reporting category and the total points are the same for each title. Opportunity 3 has more items for all titles and consequently the total points are different.

Final blueprints are available to TTAP pilot participants.

Section D: Score Reporting

Question D-1

What will be reported and how will it be reported?

The following data will be available in the score reports in year-1 – opportunity scale score, opportunity performance level, reporting category information, in-year growth score, item-level performance, and item descriptors with alignment to the Texas Essential Knowledge and Skills (TEKS).

Student performance data will be reported through Cambium's Centralized Reporting System (CRS), the same reporting system as all other Texas assessment programs. The data accessible to CRS users is dependent on a user's permission level (i.e., teachers can only see individual performance data for students on their roster). CRS will also generate PDFs of individual student reports that can be printed and shared with parents.

Question D-2

Will data from the score reports be able to be uploaded into other online data programs (e.g., Eduphoria, DMAC)?

Yes. Similar to STAAR Interims, data exports will be configured in a standardized way so that the data can be exported to third party systems.

Question D-3

Will we be able to run the individual student reports in a batch?

Yes, individual student reports can be run in batch.

Question D-4

Will teachers be able to see the questions that were given to each student and their responses in the fall and winter?

The items themselves will remain secure and will not be released. Instead, teachers will be able to see each item's student expectation, the difficulty of the item, the percentage of students that answered correctly, and whether the student got the question correct.

Additionally, TEA is looking into providing a short "item sampler" of TTAP questions for each test title. The goal of the item sampler is to help teachers better understand the types of questions being asked on the test (which undergo the same development process as STAAR items) and their connection to the item level difficulty.

Question D-5

Will parents have access to results as they do now with STAAR results?

TTAP results will not be posted to texasassessment.gov. Districts will be responsible for sharing individual student reports with parents after each opportunity throughout the year.

Question D-6

Will STAAR score predictions be provided in TTAP score reports?

No, TTAP will not provide STAAR score predictions in year-1. TEA will aim to provide a version of these predictions as early as year-2, once enough data has been collected to inform these predictions.

Question D-7

When will score reports be available after each testing opportunity?

For Opportunity 1 and 2, score reports will be available starting the Monday after the one-week testing window for all test titles. For Opportunity 3, score reports will be available starting the Monday after the one-week testing window for Grade 6 Math and Grade 7 Math. For Grade 5 Science and Grade 8 Social Studies, score reports will require approximately a 2-week turnaround after the testing window. This is due to the constructed responses on these assessments that must be handscored.

Section E: Special Populations

Question E-1

What accommodations will not be provided in year-1 of TTAP?

Content and language supports, Braille, and ASL will not be available in year-1.

It will be up to each participating TTAP district to determine whether students who typically require content and language supports during STAAR should still participate in the TTAP program, or if it is not appropriate for the student to participate. If the latter is the case, it is recommended that districts adopt a benchmarking alternative for the student (e.g., STAAR Interims, locally created assessment).

Question E-2

Will there be paper-based tests available for TTAP?

No, TTAP will be administered 100% online in year-1. If a student cannot test online due to accessibility issues, the student can take locally-adopted assessment for year-1 as an alternative.

Question E-3

Will there be a Spanish version for applicable grades?

Yes. Similar to the STAAR, a Spanish version will be provided for TTAP pilot titles in grades 3-5. For year-1 of the pilot, this applies to grade 5 science.

Question E-4

Do participating TTAP districts still need to hold LPAC meetings to determine language supports for emerging bilingual (EB) students?

An LPAC does not need to meet to make designated supports decisions. There is also no need to document their use in the student's LPAC documentation. Recommendations for designated supports should be made based on the student's current needs and on the designated supports available for TTAP.

Question E-5

What if a new student enrolls in the middle of the school year?

Students who take TTAP for the first time during the winter or spring will start on the medium form.

Question E-6

Will text-to-speech be available in pilot year-1?

Yes, the text-to-speech function will be available for students requiring oral administration.

Question E-7

What happens if a student is absent for an entire testing window?

TTAP is an optional pilot that is not used for the purposes of accountability. If a student is absent for the full test window, the student will not be required to complete a make-up assessment. No data will be reported for the student during this TTAP Opportunity; no score codes are being used for TTAP.

Section F: Application / Eligibility Questions

Question F-1

Can districts select the specific titles that they would like to participate in?

TTAP will include four titles during school year 2022–23 – grade 5 science, grade 6 math, grade 7 math, and grade 8 social studies. Additional titles will be added to the pilot in the future. Districts will have the option to participate in any or all TTAP titles that are offered during a given school year.

Question F-2

Do all campuses within a participating district need to participate?

No, a district can select whether all campuses or a subset of campuses within their district participate in TTAP. If it is the latter, the application will require the district to list which campuses will participate. It is expected that all students in those campuses will take all three opportunities online (see exceptions in Section E).

Question F-3

Do applicants need to be selected to participate in the pilot?

Yes, districts must be selected to participate in TTAP. TEA will confirm pilot participants by Friday, May 6, 2022.

Does participation in pilot year-1 mean that the district is committed for multiple years?

No, each year of participation is optional. The TTAP pilot application is meant for districts who are interested in participating in the first year of the pilot (school year 2022–23). This does not commit the district for future years of the pilot beyond year-1. Districts that participate in year-1 are encouraged to participate in year-2, but they're in no way obligated to do so.

Question F-5

Will there be opportunities to join TTAP in following years if my district does not apply for year-1?

Yes, there will be an application process for future years of the pilot. Districts that did not participate in year-1 are eligible to participate in future years.

Question F-6

Although district participants cannot use district benchmarks or the state interim assessments at campuses participating in pilot, can we still use the universal screeners that we have in place?

It depends on the purpose of these "universal screeners". Districts cannot mandate additional tests for students to prepare for STAAR summative testing while using TTAP. If the purpose of these assessments is separate from "benchmarking", such as a beginning of year diagnostic, that is technically allowable.

Keep in mind that it is the responsibility of TTAP participants to plan their assessment calendar appropriately to avoid over-testing students.

Section G: Cross-Program Connections

Question G-1

Could the in-year growth information in TTAP be used as a measure for student growth for purposes of Teacher Incentive Allotment (TIA)?

Should a TIA participant use a pre-test/post-test assessment to measure student growth, TIA requires the pre-test to be administered within the first nine weeks of a yearlong course and the first six weeks of a semester-long course. Because the first TTAP opportunity will be administered in mid-November, it cannot be used as a pre-test for TIA.

Should a district adopt both TIA and TTAP, it is imperative that districts do not mandate district-wide benchmarks for the same titles. This means that districts cannot simultaneously adopt a third-party benchmarking system alongside TTAP (e.g., iReady, MAP Growth, Renaissance STAR). A benchmark is defined as any assessment that is being used to prepare for STAAR testing.

Question G-2

Does TTAP have any connection to House Bill 4545 testing for accelerated instruction?

House Bill 4545 requires accelerated instruction of 30 hours for students who do not pass the STAAR. TTAP plays no role in House Bill 4545 because it neither replaces the role of STAAR nor does it serve as

an alternative assessment should a student require another assessment to demonstrate on-grade proficiency.

Question G-3

Can a district enroll their students in both TTAP and STAAR Interims, and how do these programs compare to each other?

STAAR Interims, same as TTAP, would remain as a free option for districts to partake in during school year 2022–23. If a district chooses to participate in the pilot, they should use TTAP in place of STAAR Interims. This is to avoid disruptions to instructional time.

While STAAR Interims and TTAP are similar (i.e., administered in the same testing platform, utilizes CRS for reporting, multi-stage adaptive), there are differences: TTAP testing windows are 1-week long while interim windows are months long; TTAP offers three progress monitoring opportunities and interims offers one or two, depending on the grade and subject; TTAP items are secure while interim items are not; and TTAP is being studied as a possible replacement for STAAR but interims will remain a STAAR benchmarking tool.

Section H: Other

Question H-1

Will TEA provide specific guidance on how to handle families that refuse testing with this model?

TEA cannot compel anyone to participate in an optional pilot. If a district signs up to participate, they are responsible for having all eligible students test, but there are no consequences if the students or parents refuse to test.

Question H-2

If TTAP is designed to replace benchmarks, will there be a guide on how teachers can get a grade for students on these tests?

Benchmark assessments are used to determine a student's progress toward mastering grade level standards. They provide a scale score that should be interpreted through the lens of the scale's performance levels. While districts may use scale scores to assign grades, TEA recommends using curricular-based formative assessments to determine students' grades.

Question H-3

Can certificates be generated for teachers who took part in these trainings?

A certificate verifying module completion and receipt of CPE credits can be generated for teachers who complete asynchronous trainings on the LMS. Live trainings will also offer CPE credits.

Question H-4

What are the pilot feedback opportunities for districts to give input?

One of the key purposes of the pilot is to create an assessment system that can be used by educators to support instruction in the classroom. Participants will play a consequential role in the future of the program, especially in year-1. Feedback from Texas students, teachers, and administrator will help TEA measure the impacts of this progress monitoring system and inform how data can be best used to support instruction. Feedback loops include – student surveys, student focus group, and admin/teacher surveys. TEA will also be convening an advisory group in the late fall to gather more targeted feedback on test design components for year-1 and beyond.

NEW Question H-5

Where can we update our contact information for the pilot?

TTAP updates and information will be disseminated to regional as well as district testing coordinators, who will forward relevant information to campuses. DTC contact information by district will be pulled directly from AskTED. Reach out to your superintendent's office to determine who in your district or region is responsible for updating this contact information.

In order to send out other relevant information and newsletters, the TTAP team would also like to gather contact information for all TTAP participants, including teachers, CTCs, and other relevant academic staff members. TEA will be reaching out to DTCs to gather all contact information by mid-October.

NEW Question H-6

What do the mandatory teacher trainings look like?

All educators are expected to participate in the assessment literacy training if they have students participating in TTAP. These trainings will begin in the fall. Teachers that participate in the trainings will receive CPE training hours. Assessment literacy trainings will be conducted online.

The training schedule set for all participating teachers is as follows –

- Fall Orientation Modules (Oct.): Two 1-hour trainings, asynchronous access
- Fall Training (Nov. 28—Dec. 2): 1-hour training, asynchronous and synchronous options
- Winter Training (Feb. 6—10): 1-hour training, asynchronous and synchronous options
- Spring Training (Mar. 27—31): 1—1.5 hour training, asynchronous and synchronous options

Asynchronous trainings mean that teachers can access the training modules at their own convenience in the LMS. For synchronous, or live trainings, TEA will provide at least 2 sign-up opportunities for teachers to participate. Teachers will have access to their score reports prior to the fall and winter live trainings.