



# Texas Formative Assessment Resource (TFAR) Webinar

August 24,  
2020



# Panelists

- Iris Tian, Division Director of Student Assessment, Texas Education Agency
- Kristina McCeig, STAAR Interim Assessments and Strategic Initiatives Coordinator, Student Assessment, Texas Education Agency
- Michael Marin, Product Trainer, Pearson

# Housekeeping

- If you have questions, please enter them into the Q&A.
- This webinar is being recorded. The recording will be posted to the [Texas Formative Assessment Resource](#) webpage as soon as possible.

# TEA is offering multiple optional assessment resources for the 2020–2021 school year

	DESCRIPTION	TIMING	PURPOSE
<b>Beginning-of-Year (BOY) Assessments</b>	New, optional assessments created in response to COVID-19 and the cancellation of STAAR	Once at the beginning of the school year	<ul style="list-style-type: none"><li>• Gauge where students are in their understanding of the TEKS as they begin the school year</li><li>• Measure gaps in student learning arising from the COVID-19 disruption to instruction</li></ul>
<b>STAAR Interim Assessments</b>	Optional interim assessments that mirror the blueprint of the STAAR and are administered on the same platform as STAAR	Once or twice a year: recommended in November and February	<ul style="list-style-type: none"><li>• Monitor student progress</li><li>• Predict student performance on the STAAR</li><li>• Identify students for intervention</li></ul>
<b>Texas Formative Assessment Resource (TFAR)</b>	New, optional, online tool consisting of a TEKS-aligned item bank, test-builder, and data reports	Frequently throughout the year	<ul style="list-style-type: none"><li>• Support teachers in building and administering classroom quizzes to inform and adjust instruction</li><li>• Supplement existing teacher formative assessment practices</li></ul>



# Texas Formative Assessment Resource (TFAR)

[Home](#) / [Student Assessment](#) / [Testing](#) / [Student Assessment Overview](#)

## Texas Formative Assessment Resource



The Texas Education Agency (TEA) has created an **optional online formative assessment resource** that aligns to the Texas Essential Knowledge and Skills (TEKS). This tool will be available at no cost to districts and charter

### Testing

[STAAR Report Card](#)

[Student Assessment Overview](#)

[Accommodation Resources](#)

[Assessments for English Learners](#)

[Assessments for Students with Disabilities](#)

[STAAR Spanish Resources](#)

[STAAR Alternate 2](#)

[STAAR Interim Assessments](#)

[State of Texas Assessments of Academic Readiness \(STAAR\)](#)

[Student Assessment Results](#)

[TAKS](#)

[TELPAS Alternate](#)

[Texas English Language Proficiency Assessment System \(TELPAS\)](#)

[Texas Formative Assessment Resource \(TFAR\)](#)

[Texas Formative Assessment Resource \(TFAR\) webpage](#)



# Objectives



Provide overview of the Texas Formative Assessment Resource (TFAR)



Review registration for TFAR



Explain available data reporting and visualizations



Outline support tools and resources for districts and educators

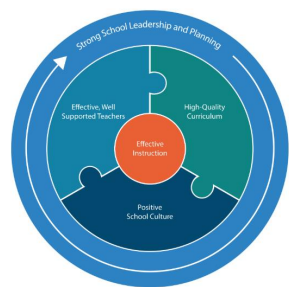


# Texas Formative Assessment Resource Overview





# Formative assessments are integral to effective instruction



## TEA Effective Schools Framework



## Asynchronous Instruction Rubrics

### Lever 5: EFFECTIVE INSTRUCTION

All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and **formative assessments** that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

		0	1	2	Score	
2.1	District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous distance learning environment.	<ul style="list-style-type: none"><li>TEKS-aligned instructional materials and assessments are not named</li><li>Or, it is unclear how instructional materials and assessment have been designed/adapted for asynchronous</li></ul>	<ul style="list-style-type: none"><li>TEKS-aligned instructional materials and assessments are named</li><li>And, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li><li>But, it is unclear how instructional materials will ensure a coherent.</li></ul>	<ul style="list-style-type: none"><li>TEKS-aligned instructional materials and assessments are named</li><li>And, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li><li>And, it is clear how instructional materials will ensure a coherent.</li></ul>		
2.2	Instructional materials include specifically designed resources to support students with special needs and English Learners in an asynchronous environment	3.1	3.2	3.3	Score	
		Daily student engagement is defined, trackable, and includes a reasonable expectations for daily student engagement by grade and subject level	<ul style="list-style-type: none"><li>Expectations for daily student engagement is not clear</li><li>Or, there is not a clear system for tracking daily student engagement</li></ul>	<ul style="list-style-type: none"><li>Expectations for daily student engagement is clear</li><li>And, there is a clear system for tracking daily student engagement</li><li>But, there is not a reasonably high expectation for daily student engagement by grade and subject level (i.e. students logging into the system = engagement)</li></ul>	<ul style="list-style-type: none"><li>Expectations for daily student engagement is clear</li><li>And, there is a clear system for tracking daily student engagement</li><li>And, there is a reasonably high expectation for daily student engagement by grade and subject level (i.e. student attempting x% assignments = engagement)</li></ul>	
		There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress	<ul style="list-style-type: none"><li>There is not a clear system for tracking student academic progress</li><li>Or, there is not a clear system for providing regular feedback to students on progress</li></ul>	<ul style="list-style-type: none"><li>There is a clear system for tracking student academic progress</li><li>And, there is a clear system for providing feedback to students on progress</li><li>But, it is not clear that all students will receive regular (at least weekly) feedback on progress</li></ul>	<ul style="list-style-type: none"><li>There is a clear system for tracking student academic progress</li><li>And, there is a clear system for providing regular (at least weekly) feedback to all students on progress</li></ul>	
Total Points Possible:					4	



# TEA is launching the new Texas Formative Assessment Resource (TFAR)



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)

For the 2020–2021 school year, TFAR will be hosted on Schoolnet

### TEKS-aligned item bank



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

### Test-builder



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

# The TEA-provided TFAR item bank can be used inside or outside the Schoolnet platform

- Districts must register administrators or teachers for them to access the TEA-provided item bank in Schoolnet
  - Educators can use these items to build and administer assessments *inside the Schoolnet platform OR*
  - Educators can download those items to print, project, or share in the classroom *outside of Schoolnet*
- *Note: We're currently working to ensure alignment between TFAR and Texas Home Learning 3.0 offerings*

# TFAR is intended to support and supplement existing formative assessment practices

TFAR is not meant to be the single classroom formative assessment resource. 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 and connected with existing instructional plans, lessons, 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



# What items will TFAR contain now?

- Teachers can write items directly in the platform or use items from the TEA-provided item bank to create class level assessments (e.g., weekly quizzes, monthly assessments, exit tickets, etc.)
  - Shared among educators by grade, school, and/or district
  - Aligned to grade-level/content area standards
- Released items from STAAR assessments for all grades and content areas will be available at launch
- New items will be added to the TEA-provided item bank over time

# Students can take TFAR assessments in two ways

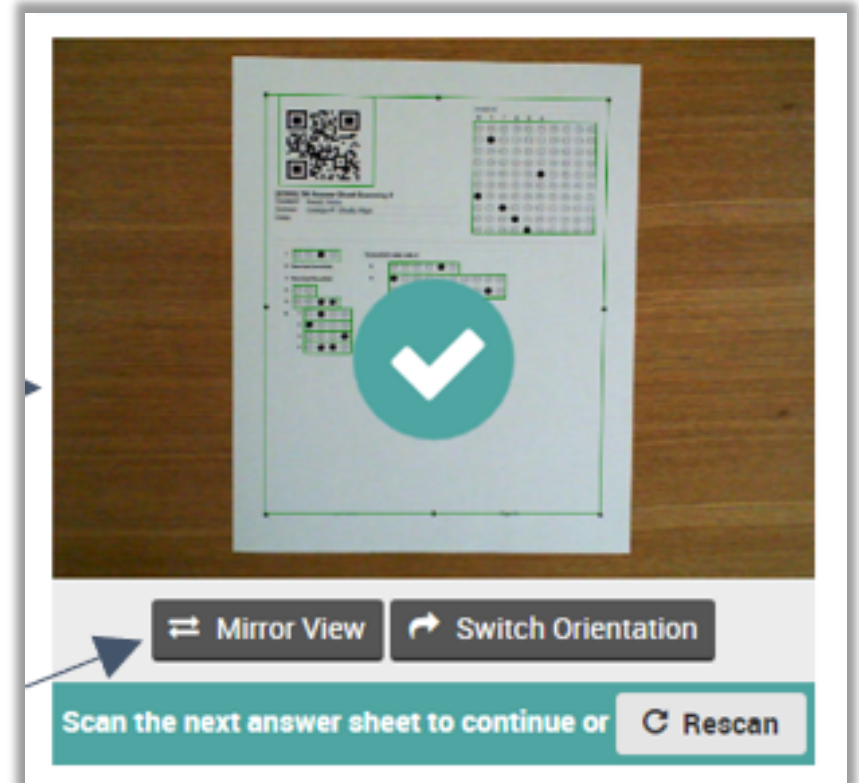
- **Online** (via TestNav browser through Schoolnet)
  - The details of accessing the test platform will be covered in the training materials

The image displays two screenshots of the 'Take a Test' interface. The left screenshot shows a passcode entry field with a red box around it and a 'Go' button. The right screenshot shows the 'Algebra I Quiz 3' interface with a 'My Class' dropdown menu set to 'Math 8 CHEN:01 :Prd 01' and 'Start Your Test' and 'Cancel' buttons.

- **Paper (PDF)**
  - Downloaded from platform
  - Answer document can be created and downloaded

# Answer Document Scanning is another optional and unique feature which Schoolnet provides

- Answer document scanning allows authorized users to scan (and score) paper answer documents printed directly from Schoolnet using a camera and device that meet the minimum requirements.
- See the *Answer Document Scanning* presentation for additional information.



# Schoolnet provides accommodations and accessibility tools similar to the BOY and EOY assessments

- Students should use the accommodations and accessibility tools they routinely and effectively use during classroom instruction and classroom testing
- It is not necessary to hold an ARD, LPAC, or other decision-making meeting to determine accommodations
- For online testing, some of the accommodations and accessibility tools that students are used to seeing in an online testing environment will be available in TestNav but look or behave slightly different (see next page)



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

These will be available for all assessments

Tools
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)



# District Registration

- Districts that choose to participate in TFAR in any available grade and subject or course must register.
- Registration and the submission of a data file are required to create user accounts for educators or students.
- An additional registration file is required at the classroom level to group teachers and students together.
- A registration video for districts is posted on the TEA [Texas Formative Assessment Resource](#) webpage.

# Formative Assessment Resource Registration Process

## Step 1



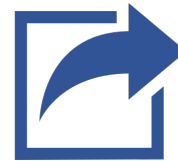
Districts submit the TFAR Registration [webform](#).

## Step 2



District Testing Coordinator (DTC) receives access to their TFAR SFTP folder.

## Step 3



DTC uploads initial registration data to SFTP site. Data is uploaded into the Schoolnet platform nightly.

## Step 4



Campus Testing Coordinator (CTC) SFTP accounts are generated and CTCs can upload registration data.

Schoolnet user logins are generated for DTC, CTCs, and Teachers.

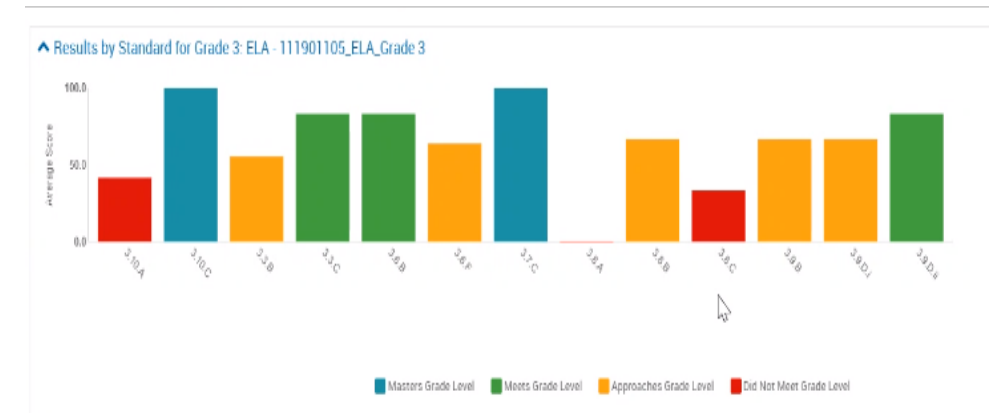




# Reporting functionalities support adjustments to instruction and include:

- Customized reports that can be shared with admin staff 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 represents for approaches, meets and masters

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





# Resources and Support



# Prioritized training materials will be available for users

Training materials include modules, short videos, and guidance documents.

**Essential:** The purpose of formative assessments, use cases for TFAR, and basic instructions for navigating Schoolnet

- It is advised that all educators view these prior to using TFAR. Some modules award CPE credit upon completion.

**Recommended:** Technical support for common functionalities

- For example: creating an item or test, assigning and administering tests, viewing student reports

**Supplemental:** Technical support for optional functionalities that not everyone may use

- For example: co-authoring tests, special features for math items, answer sheet scanning with a document camera

A list of Essential, Recommended, and Supplemental trainings will appear on each user's Schoolnet homepage with hyperlinks for easy access.





# Questions?

Submit general  
questions to:  
[Student Assessment  
HelpDesk.](#)

For specific questions,  
contact Pearson at:  
(800) 627-0225





Thank you!

