SY24-25 TTAP Facilitation Guide Opportunity 1

PLC Facilitation Guide Overview

Session Title: TTAP Opportunity 1 Score Report Walk-Through
Length: Approximately **90-145 minutes**
This process can be split into 2-3 sessions as needed to accommodate PLC schedules.

Description: This facilitation guide is optional and intended for campuses to use following the Opportunity 1 TTAP training and administration window as a hands-on guide to using and interpreting TTAP data. This guide is best used in a collaborative setting with a designated facilitator to guide the process.

Suggested Facilitators: campus administrators, instructional coaches

Goals of the TTAP Score Report Walk-Through:
Teachers will...

- Practice logging into the CRS
- Access and download Individual Student Reports
- Group students based on TTAP scale scores
- Compare TTAP results with formative classroom data to create instructional plans

Preparing for the Session

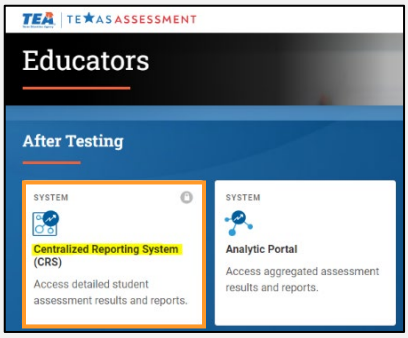
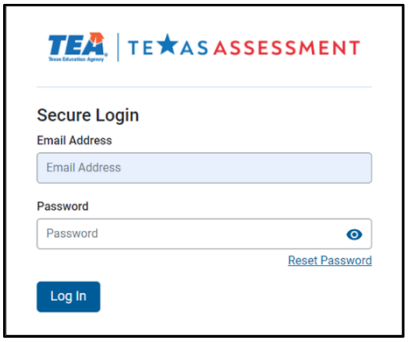
LMS Content to Reference Before/During	Helpful Link and Resources	Recommended Materials for Teachers
☐ TTAP Opportunity 1 Training and Slides ☐ CRS Navigation Tool Supplemental ☐ RPLD Supplemental Video ☐ Score Report Video ☐ Balanced Assessment System Supplemental Video	☐ TTAP Participant Webpage ○ Item Sampler Sets ○ Range PLDs ○ TTAP Data File Format ☐ Optional Excel Pack ☐ Learning Management System ☐ Centralized Reporting System	☐ Laptops ☐ Formative Data (classroom assignments, quizzes, exit tickets, diagnostic results)

Note: TTAP blueprints for all titles are available for download on the TTAP Participant webpage.

Agenda	Corresponding Training Materials	Estimated Length
Activity 1: Logging in to the Centralized Reporting System (CRS)	CRS Navigation Tool Supplemental	5-10 minutes
Activity 2: Downloading Individual Score Reports (ISRs)	CRS Navigation Tool Supplemental	5-10 minutes
Activity 3: Downloading Student Data Files	CRS Navigation Tool Supplemental	5-10 minutes
Activity 4: Accessing the Item Analysis Report	CRS Navigation Tool Supplemental	10-15 minutes
Activity 5: Inputting Student Scores into the Optional Excel Pack	CRS Navigation Tool Supplemental	5-10 minutes
Activity 6: Comparing TTAP Results with Formative Data & Planning Instructional Next Steps	Opportunity 1 Training	60-90 minutes

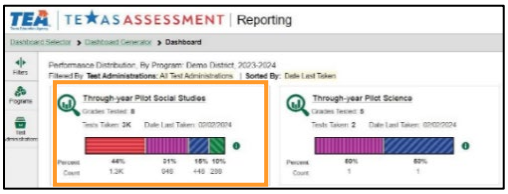
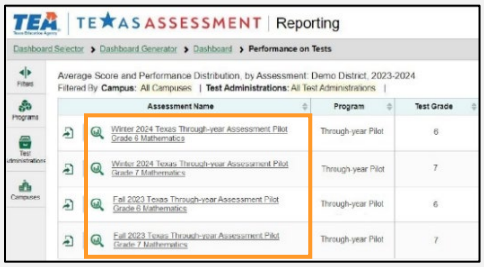
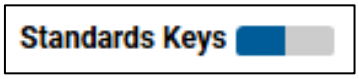
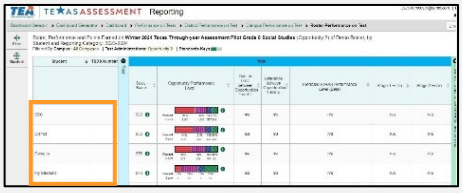
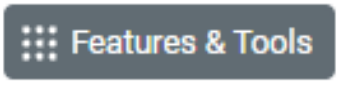
Activity 1: Logging in to the CRS

Materials needed: Laptops, TIDE login credentials

Step	Visuals
1. Access the **Texas Assessment website** at https://www.texasassessment.gov/educators.html and select the CRS card.	
2. On the login screen, enter the email address and password associated with your Test Information Distribution Engine (TIDE) account, which is the same login credential you use to access the LMS. *Note: Ensure teachers have access to their TIDE Login Credentials.*	

Activity 2: Downloading Individual Student Reports (ISRs)

Materials needed: Laptops, TIDE login Credentials

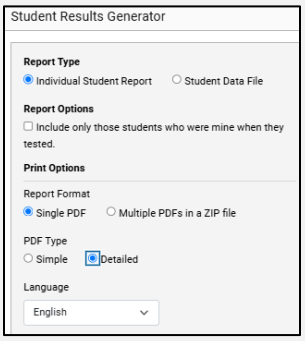
Step	Visuals
1. On the Dashboard Generator, select “Through-year Pilot” then select “Go to Dashboard”. *Note: Ensure students are rostered to their assigned teacher in CRS.*	
2. Select the correct test card on the Dashboard.	
3. Select the test name on the “Performance by Test” page.	
4. Toggle the Standard Keys at the top of the screen to display standard-level information.	
5. Select the correct campus then select the correct roster.	
6. Select “Features and Tools” in the top right corner of the screen and “Download Student Results”.	

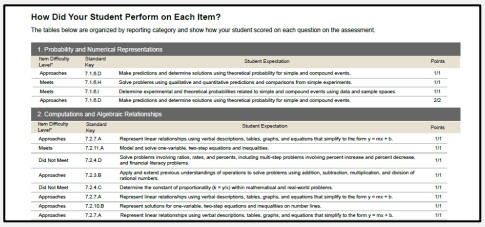
7. Under “Report Type”, select: Individual Student Report

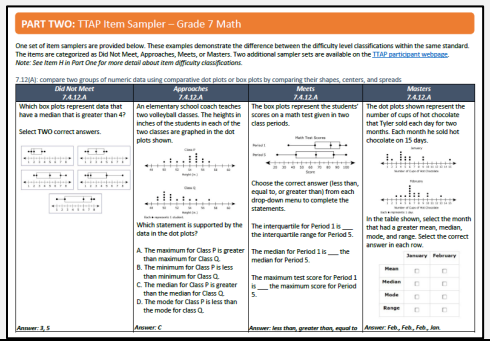
   a. Single PDF or Multiple PDFS in Zip File
      - Selecting “Single PDF” will generate all student ISRs under one file, making it easier for printing.
      - Selecting “Multiple PDFs in a Zip File will download each of your students ISRs individually in a zip file.

   b. Detailed or Simple
      - Selecting “Detailed” will include item-level information in your generated report.
      - The “Simple” report will exclude this information.

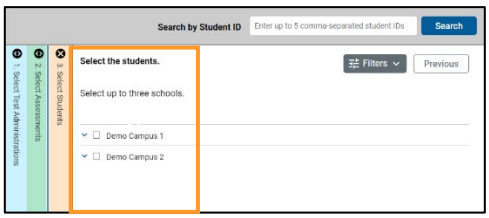
   c. Include or Do Not Include
      - Selecting “Include” will provide the score repot addendum, which breaks down each element of the ISR, along with an item sampler that includes an example of items at different levels of difficulty.
      - “Do not Include” will exclude this addendum and item sampler.







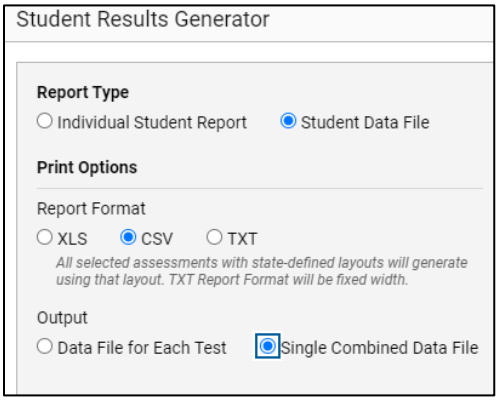
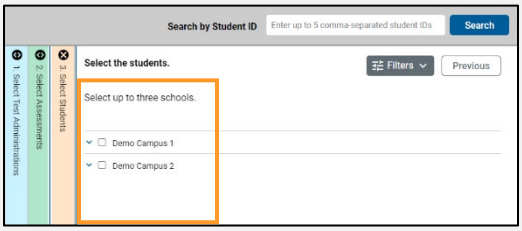
8. Select the roster for which you want to download reports. Click “Generate”.



9. Download results from the Secure File Center.

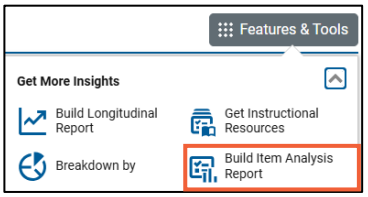
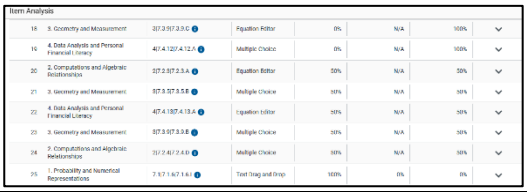
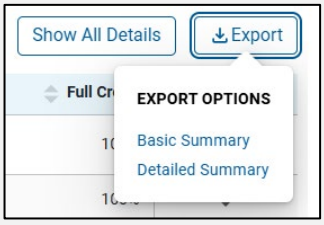
Activity 3: Downloading Student Data Files

Materials: Laptops

Step	Visuals
1. Repeat steps 1-6 in the table above.	See previous activity.
2. Under “Report Type”, select: • Student Data File • CSV • Single Combined Data File or Data File for Each Test a. 'Single Combined File' will produce one Excel file in the zip file. b. 'Data File for Each Test' will generate multiple Excel files within a single zip file.	
3. Select the roster for which you want to download reports. Click “Generate”.	
4. Download results from the Secure File Center.	

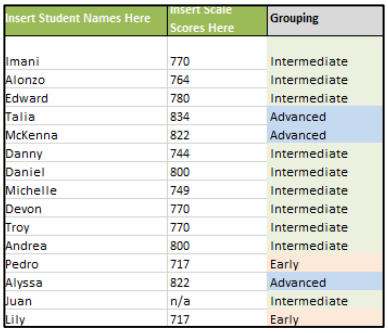
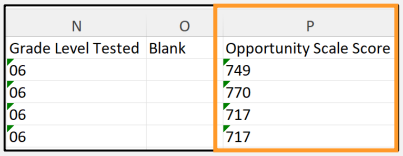
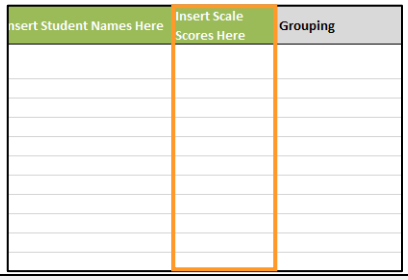
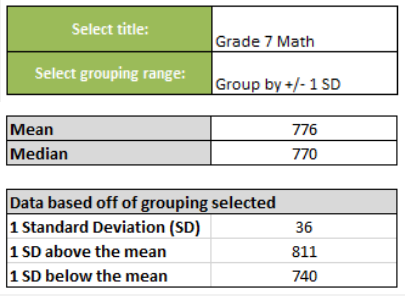
Activity 4 Accessing the Item Analysis Report

Materials: Laptops

Step	Visuals
1. Repeat steps 1-6 in the table 2.	See previous activity.
2. Select “Build Item Analysis Report” to view the Reporting Category (RC), standard, and item type of each question on the assessment. *Note: The Item analysis report contains information about classroom performance by item type, reporting category, and standard. This is a helpful building block for Activity 6.*	 
3. Select “Export” to download this report as an Excel file.	

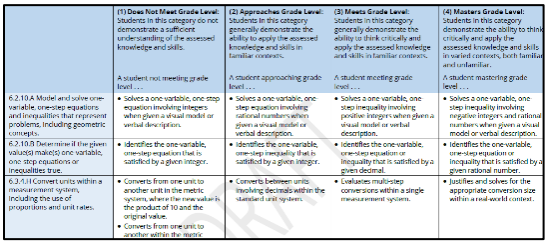
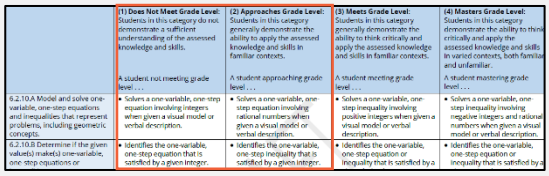
Activity 5: Inputting Student Scores into the Optional Excel Pack

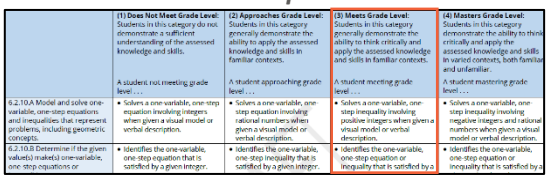
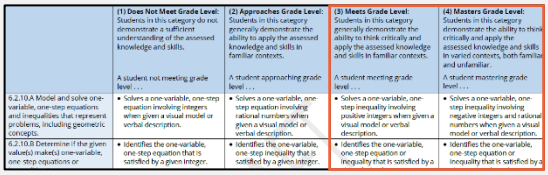
Materials needed: Laptops, Access to Student Data Files and Optional Excel Packs

Step	Visuals
1. Following the Opportunity 1 test administration, download the Opportunity 1 Optional Excel Pack from the LMS.	
2. Open your previously downloaded student data file (Activity 4) and copy your student's names and scale scores.	
3. Paste these into the corresponding columns in Excel pack to generate student groups.	
4. Toggle between 1 standard deviation (SD) and 0.5 SD to determine the best fit for student groupings. 1 SD will provide a larger intermediate group, while 0.5 SD will provide a more even distribution of groups. *Note: Students with no scale score data will default to "intermediate".*	
5. After completing the additional activities, return to the Excel pack to create individualized intervention/instructional plans for each group based on TTAP scores and formative data (see more in Activity 6).	

Activity 6: Comparing TTAP Results with Formative Data & Planning Instructional Next Steps

Materials needed: Formative data from classroom assignments, access to Optional Excel Pack, Range Performance Level Descriptors (optional)

Step	Guiding Questions
1. Observe the suggested student groupings provided by the Optional Excel Tool (Activity 5).	• Do any of these results surprise you? Why or why not?
2. First, focus on students whose **TTAP performance does not align with formative data**. These are your "surprises". To help more effectively address the rigor of classroom assignments, access the Range Performance Level Descriptors (RPLDs). *Note: RPLDs will become more useful toward the end of the school year when more curriculum has been covered.* ***Example*** 	• Are there any noticeable factors (in or outside the classroom) that could lead to the discrepancy between performance on TTAP vs. formatives? • Is the student getting enough exposure to the online testing platform and the different ways in which the standard can be assessed? *Consider different question types as well (Activity 4).* • Reflection: Using the **"Meets"** level as your reference point, are your formative assessments assessing the standards to the level of rigor described? *Note: Formative data may be skewed if whole-class instruction and assessments have students regularly accessing skills in the first two difficulty levels, as skills at the "Meets" level provide the depth required for grade level proficiency.*
3. Next, focus first on **"Early" students** and the student expectations (SEs) that have already been taught. Determine which handful of SEs to have your "Early" students focus on during intervention groups and add these to your Optional Excel Pack differentiation plan along with who will provide the instruction. *Note: Skills in the "Does Not Meet" and "Approaches" difficulty levels are necessary to begin accessing the standard.* ***Example*** 	• What formative assessments are you using regularly that assess the standards tested in this opportunity (exit tickets, classroom assignments, tests, journal entries)? • What SEs are relatively weak as shown in your formative data? • Are there common weaknesses in SEs shared by these Early students that they could be grouped by? • What foundational skills in the RPLDs may these students need support in? • Are the concepts in this SE addressed later in the scope and sequence? • What instructional approaches do you recommend for each individual student?

4. After identifying **"Intermediate" students**, consider what strategies could be used in your whole-class instruction and what SEs may need to be spiraled back in at a high level. *Note: In terms of whole class instruction, teachers should generally default to teaching skills at the "Meets" difficulty level to ensure that the state standard is being accessed by students in the depth required for grade level proficiency.* ***Example*** 	• What are some whole class strategies, building blocks, or scaffolds that you can employ? • Based on formative data, what are some standards that your classroom should spiral in later in the curriculum? • How can you ensure that by the end of the unit, you have pushed your students to access the standards at the level of rigor described in the "Meets" level RPLD?
5. For **"Advanced" students**, consider how to extend learning and provide enrichment for those who are already proficient in the SEs you have taught. *Note: RPLDs can also be used as a guide for where students are heading and what skills they may be ready to focus on.* ***Example*** 	• How I can extend learning for these students without providing repetitve assignments? • What are some stretch activities I can provide these students? Where can I access these resources? • How can I incorporate topics of interest and project-based learning when assessing these students? • At what level of rigor are these students accessing the standards on a daily basis? How can I allow students to apply new knowledge at a higher level?

Thank you!

To help us improve, please consider submitting this optional survey to provide feedback on the utility of this resource: https://forms.office.com/r/M0u8MNSStn