

Note: The following information is provided for the school year 2024-25 Texas Through-year Assessment Pilot. Information is subject to change across the years as the program evolves. Any further questions can be sent to TTAP@tea.texas.gov.

2024—2025 Texas Through-year Assessment Pilot (TTAP) FAQs

Updated 5.30.24

Section A: Pilot Overview

Question A-1

What is the long-term goal of the Texas Through-year Assessment Pilot?

TTAP is a through-year, progress monitoring system. This assessment model provides students multiple opportunities throughout the school year to demonstrate their mastery of standards and to contribute to their summative performance level reported at the end of the year. The goal of the pilot is to determine whether this innovative testing model could one day replace the current summative assessment. The pilot will run over a number of years to test for validity and reliability, among other psychometric considerations, and to collect and analyze user feedback.

Question A-2

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 impact on accountability while it is still in pilot stages. TTAP consists of three testing opportunities – fall, winter, and spring. During the school year 2024-25, the Spring STAAR administration period will begin two weeks after the spring TTAP testing opportunity.

Question A-3

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

To preserve classroom instructional time, TTAP requires that participating students use the TTAP testing opportunities as the sole interim tool for selected courses and grade levels during the pilot. An interim assessment is a progress monitoring assessment administered a few times during the year that takes a snapshot of current student performance to observe mastery of grade-level expectations at a specific moment in time. Note that this requirement does not pertain to diagnostics or pre-tests administered in the first weeks of the school year.

Question A-4

Who should take TTAP?

It is expected for any student who is mandated to take the general STAAR test to also participate in the TTAP program. The only exception is for students who need Braille for their STAAR tests and those who cannot access an online test due to medical reasons.

It will be up to each participating TTAP district to determine whether students who require sign language during STAAR should still participate in the TTAP program, or if it is not appropriate for the student to participate. If the district decides to test these students with TTAP, test administrators can mirror the student's screen on a second monitor and sign the portions of the assessment that are eligible for oral/signed administration (test

questions, answers, pre-reads, content and language supports, etc.) If the district decides not to test these students with TTAP, it is recommended that districts adopt a benchmarking alternative for the student.

Section B: Application/Eligibility Questions

Question B-1

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

Within the application process, districts can apply for any or all TTAP titles offered during a given school year. Additional titles will be added to the pilot in future years.

Question B-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 on those campuses will take all three opportunities online.

Question B-3

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

Yes, districts must be selected to participate in TTAP. Priority will be given to districts that have participated in TTAP during previous years and to districts that are able to administer all available TTAP test titles during the upcoming school year. TEA begins the recruitment in the spring prior to next year's pilot, and typically finalizes the district participant list by early May.

Question B-4

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

No modified testing windows will be offered, and all three testing opportunities are required for districts and campuses who are participating in the pilot. While TTAP is an optional program, once a district has confirmed its participation with TEA, it has agreed to fulfill all responsibilities laid out for the pilot. 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-5

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

No, each year of participation is optional and requires districts to go through a renewal process. The TTAP pilot application is meant for districts (new or returning) who are interested in participating in the pilot for the upcoming school year. This does not commit the district for future years of the pilot.

Question B-6

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 year-long course and the first six weeks of a semester-long course. Because the first TTAP opportunity will be administered in November, it cannot be used as a pre-test for TIA.

Districts interested in participating in both the Teacher Incentive Allotment (TIA) and TTAP in 2024-25 will need to ensure that their approved local designation system's identified student growth measures do not conflict with TTAP assessment requirements. Any changes required for modifying a TIA local designation system to participate in TTAP should be submitted through a TIA Expansion and Modification Application which is due **April 15, 2024**. Access the [TTAP and TIA Guidance](#) and reach out to the TIA team at TIA@tea.texas.gov with any additional questions.

Section C: Test Administration

NEW Question C-1

What titles are being piloted for the 2024-25 school year?

TTAP will be available to administer for the following grades and subjects:

- Grade 3 math (new; including Spanish)
- Grade 6 math
- Grade 7 math
- Grade 8 math (new)
- Grade 8 social studies

NEW Question C-2

What is the reason for Science Grade 5 being removed from the pilot?

We acknowledge that Grade 5 Science was a popular test title for TTAP in year 1 and year 2. However, TTAP Grade 5 Science will not be administered for Year 3 of the pilot. Given SY24-25 (year 3 of the pilot) is a bridge year for Science TEKS implementation, which requires a differentiated test form, the data gathered will not have a functional use for the purposes of the pilot. SY25-26 science tests will also feature brand new forms, a new blueprint, and new scales. The agency will consider if science titles will be added back after the TEKS implementation is complete. It is recommended that districts who piloted TTAP Grade 5 Science in previous years explore an alternative interim assessment, such as STAAR Interims, or use their locally adopted interim assessments.

Question C-3

When are the testing windows for the 2024-25 school year and how long are they?

During the 2024-25 school year, TTAP will feature three testing opportunities scheduled for the following

dates:

- Opportunity 1 (Fall): November 11-15, 2024
- Opportunity 2 (Winter): January 27-January 31, 2025
- Opportunity 3 (Spring): March 24-28, 2025

Question C-4

What does the TTAP registration process look like and how does it compare to other assessment registration processes?

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 [Learning Management System](#) (LMS). The same steps are taken no matter what assessment the student will be taking. TTAP does not have any test-specific attributes that need to be filled out. A student only needs to be enrolled in TIDE once in a given school year. Teachers will not be able to access student data from any TTAP test until their students are rostered to a classroom.

The steps for system preparations are as follows –

- Step 1: Ensure students are registered and rostered in TIDE (DTC)
- Step 2: Create test sessions (DTC)
- Step 3: Generate and print test tickets (Testing coordinators, test administrators, or technology staff)

Question C-5

Do all the students on a given campus need to take the TTAP assessment at the same time, or can the campus administer the test to students at different times throughout the day?

All the students on a given campus do not need to take the TTAP assessment at the same time or same day. Campuses can give the test to students at different times throughout the day as long as they have enough time to complete the test in one sitting.

Question C-6

What are the security requirements for TTAP administration?

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](#) (DCCR) and the [Test Administration Information](#) (TAI) resource. Refer to these documents for more information on security requirements.

Question C-7

Should we report testing irregularities with TTAP?

Districts should still go through the irregularity reporting procedures in TIDE so that TEA is made aware but given that TTAP is a pilot and not related to accountability, there are no special test codes that need to be applied.

When submitting a TTAP irregularity in TIDE, districts should select STAAR as the assessment.

If a student is caught cheating, please submit an appeal for “Do Not Report”. From there, the student cannot re-take the test as they have attempted to cheat. Given the lack of a score, they will be starting on the medium form in the next testing opportunity.

Districts are not required to report events involving the use of cell phones or other electronic devices unless a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device.

Question C-8

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 C-9

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 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 student becomes ill during testing, the student may complete the assessment upon returning to school within the designated testing window. Students who continue testing on another day will be able to view all questions but will be unable to edit responses completed on a previous day.

Question C-10

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.

Question C-11

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

TTAP is an optional pilot and 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 used for TTAP.

Question C-12

How much time do students have to complete TTAP?

All tests should be completed by students in one sitting, and there are no time limitations for test completion. Students should only finish on a different day if they become ill or if there is an emergency.

Test administrators should also account for time to set up and administer each student's test session, which is an estimated additional 10-15 minutes.

Section D: Trainings

NEW Question D-1

What are the training requirements for the 2024-25 school year?

Tentatively, teachers returning to the program will be required to attend a virtual orientation and will be offered optional trainings after each testing opportunity. We will require campus administrators to take part in trainings in order to know how to lead their campus PLCs most effectively through appropriate data interpretation.

Question D-2

How do I access trainings?

TTAP trainings are offered both synchronously and asynchronously. Asynchronous trainings can be accessed in the LMS.

1. Visit <https://www.texasassessment.gov/educators.html>.
2. Select the Learning Management System card.
3. Log in with your TIDE username and password.
4. Select "Catalog" or "My Learning" on the left panel.

5. Select “TTAP” under “Tags” to see all published TTAP trainings.

Question D-3

Where can I find the passcode to access TTAP training modules?

Please refer to previous communications from the TTAP team or contact TTAP@tea.texas.gov.

Question D-4

I have requested to reset my LMS password but have not received an email. Who should I contact?

Please contact Texas Testing Support at <https://www.texasassessment.gov/contact.html>.

Question D-5

How do I access my training certificates of completion?

For asynchronous trainings completed in the LMS, users can access their training certificates by selecting the “Badges” icon in the left panel of the screen. These can be downloaded as a PDF and TEA recommends saving them for your records. For synchronous trainings, TEA will provide a survey link after each training for participants to complete. This allows us to gather feedback as well as generate certificates of completion. Certificates will then be emailed to participants by the end of that training window.

Section E: Test Design

Question E-1

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

Yes, all TTAP tests administered during the school year 2024–25 will be multi-stage tests. The benefit of multistage tests is that they provide the same level of reliability as a linear test but with fewer questions.

NEW Question E-2

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

Yes. If students are not yet successful on the medium or high difficulty form (e.g., answering most items incorrectly), they may still be categorized as achieving "Currently Does not Meet" or "Currently Approaches" level. If during the routing process, the algorithm determines a form of low difficulty is the best fit for that student, but the student does well on the items (e.g., succeeding with a low difficulty form in stage 1 and advancing to a more challenging form in stage 2), the student still has the opportunity to attain a "Meets" or "Masters" level.

NEW Question E-3

Why would a student whose scale score has decreased be given a medium or high form during the following opportunity?

A student is matched to the best available test form based on the student’s most recent item responses. A student’s score may increase or decrease within the difficulty range of a form without activating a different difficulty form. For instance, the student may have scored in the upper range of the medium-high form in Opportunity 1 and then in the lower range of the medium-high form in Opportunity 2, resulting in a lower score. Many factors can contribute to unexpected score increases or decreases, including changes in student motivation, test engagement (e.g., fatigue), and knowledge attained.

NEW Question E-4

Why do students receive medium or high forms when they did not meet or master the previous opportunity?

We do not recommend using the difficulty level of the forms as a sole reference for students’ expected achievement in the future. A student’s achievement level is established by their performance across the entire

test, which comprises of two forms with varying difficulty levels. The algorithm finds the form that best gives the student an opportunity to show their capability. In the instance where a student receives a medium or a high form, the student is showing enough knowledge to be given the opportunity to see items with additional rigor. They are ready to engage in the productive struggle of thinking through more complex content, allowing them to grow in their problem-solving skills.

NEW Question E-5

When students are accessing different test forms, how should the predictions to STAAR be interpreted?

It will often be the case that prior scores, adaptive form difficulty, scale scores, and predictions will all agree. However, this will not always be the case, because the system was designed to allow for the unexpected. While the forms differ in average difficulty, the items in each form include a range of difficulty levels. This allows for shorter TTAP adaptive forms to provide information similar to the longer fixed-form STAAR assessments in less time. There will be instances where students on low forms who answered high difficulty items correctly and can be projected to score well on STAAR overall. The predictions are based on the student's total score, irrespective of the adaptive forms provided and based on the performance patterns of a previous group of students participating in the pilot.

Question E-6

Will there be constructed responses in all three testing opportunities?

Short constructed responses will only be included on Opportunity 3 tests for grade 8 social studies. There will be one per test.

Question E-7

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 E-8

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.

NEW Question E-9

Are blueprints the same across testing opportunities?

In pilot year 3 (SY24-25), the blueprints for each testing opportunity will be similar in length and the TEKS assessed will be proportional across opportunities. Final blueprints are made available to TTAP pilot participants every fall.

Question E-10

Can we see state-level data in the Centralized Reporting System (CRS)?

State level data is not provided at this time. Because TTAP is only being piloted by certain districts, this data would not be representative of the entire state.

Section F: Score Reporting

Question F-1

What will be reported and how will it be reported?

The following data will be available in the score reports – opportunity scale score, opportunity performance level, reporting category information, in-year growth score, item-level performance with alignment to TEKS, and prediction to the STAAR. The prediction will indicate which performance level the student is most likely to achieve on the STAAR in the spring.

Student performance data will be reported through the CRS, the same reporting system as all other Texas assessment programs. Teachers and all other users will be able to see the aggregated data at the campus-, district-, and regional-level. Teachers will only have access to individual student data for students assigned to their roster(s) in CRS. CRS will also generate PDFs of individual student reports that can be printed and shared with parents in English or in Spanish.

NEW Question F-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. The data file layout can be found on the [TTAP webpage](#) under “Resources.” This should be shared with your district technology staff or data vendor so that they can properly configure the system to ingest the TTAP data.

TEA is currently working with third party data systems (e.g., Eduphoria, DMAC) to make this process more seamless for the 2024-2025 school year.

Question F-3

When will score reports be available after each testing opportunity?

For Opportunities 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 all math titles. For Grade 8 Social Studies, score reports will be distributed within 2 weeks of the start of the testing window. This is due to the constructed responses on these assessments that must be scored.

Question F-4

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

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 how many points the students earned out of total number of possible points. Item type information by test will be available prior to the first testing opportunity.

Additionally, a short sampler of questions similar to the ones asked in TTAP for each test title will be made available. 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.

NEW Question F-5

When should I consider a loss between opportunities a concern?

Any gain score value more than 1 standard deviation below the mean would serve as a flag, especially for students who are achieving “Currently Does Not Meet” or “Currently Approaches” in Opportunity 2. Losses may signal that a student requires some intervention. We will share an additional tool later in the training that can help with this calculation.

Question F-6

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

TTAP results will not be posted to [texasassessment.gov](https://www.texasassessment.gov). Districts will be responsible for sharing individual student reports with parents after each opportunity throughout the year.

Question F-7

Why am I unable to see my students’ data in the CRS?

Students must be rostered in TIDE for teachers to access TTAP data in the CRS. Please contact your campus or district testing coordinator to ensure that your students have been rostered.

Question F-8

How do I access score reports?

Score reports can be accessed in the CRS by logging in with your TIDE username and password. Resources available to TTAP participants for support with accessing and interpreting score reports include:

- [TTAP: CRS Navigation Tool Supplemental Video](#)
- [TTAP: Score Report Addendum Supplemental Video](#)

Question F-9

How can I use the data to inform instruction when I am unable to see the items?

TTAP is meant to provide educators with an overview of student learning and proficiency and track student progress toward end-of-year goals. It is not meant to provide information on whether a student mastered a particular standard or where exactly student misunderstanding occurred. Formative assessments fill the role of providing detailed information on student learning at the standards level. TTAP is meant to be used in conjunction with formative assessments to provide a full picture of student learning.

NEW Question F-10

Can I still access my classroom’s TTAP data from last pilot year?

Yes, this can still be generated from CRS. Tentatively for SY24-25, longitudinal data views will be available for grades 6-8 math titles. Note that no comparison between scale scores from 2022-23 and 2023-24 school year reports should be made as the scales for these years are different.

Section G: Special Populations and Accommodations

Question G-1

What accommodations will not be provided in year 3 of TTAP?

With the exception of Braille and agency-provided ASL videos, the same level of accessibility as STAAR is available. Content and language supports will be available for all TTAP titles.

Question G-2

Will there be paper-based tests available for TTAP?

No, TTAP will be administered 100% online for the 2024-2025 school year. If a student cannot test online due to accessibility issues, the student can take a locally adopted assessment as an alternative.

Question G-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.

Question G-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 G-5

Although district participants cannot use other full-scope benchmarks for classrooms participating in the pilot, can districts still use the universal screeners that they have in place?

The purpose of universal screening is to identify students who are at-risk of not meeting grade level expectations so that additional supports and interventions can be provided to those students. When existing data from other assessments already identify who is and is not at-risk, administering additional assessment for this purpose is redundant and takes away resources from instruction and intervention. There are state mandated universal screenings for reading in grades K-2 as well as 7th grade for student who do not meet standard in 6th grade (TEC 28.006, TEC 38.003) that will continue within the districts. There may also be a need to administer diagnostic assessments to at-risk students for the purpose of designing interventions. Keep in mind that it is the responsibility of TTAP participants to plan their assessment calendar appropriately to avoid over-testing students.

Question G-6

Who determines what accommodations are provided on the day of the test?

Districts should follow IEP/504 documentation for classroom instruction when assigning accommodations. District testing coordinators either register/roster all students with the same attributes as STAAR, or they designate someone in their district to do so in TIDE. Refer to the [STAAR Accessibility Educator Guide](#) and the [Accommodations](#) section of the District and Campus Coordinator Resources (DCCR) for more information and additional resources.

Question G-7

Do TTAP accommodations need to be documented in students' required paperwork?

No. Because this is an optional assessment for districts, TTAP's accommodations do not need to be documented in a student's IEP/504 plan. Students should receive the accommodations that are documented in their paperwork and are needed for STAAR.

Question G-8

Will students be provided a mathematics reference sheet?

The STAAR and TTAP online platforms include a mathematics reference sheet. Students are permitted to use a paper copy if they choose.

Question G-9

Where can I find more information on accommodations and how students should be using them?

Students taking TTAP may be provided with certain [locally approved designated](#) supports based on their individualized education program (IEP) status or Section 504 plan, or on decisions made by the language proficiency assessment committee (LPAC) or another local committee (e.g., RTI). [Accessibility features](#) are procedures and materials that should be made available on TTAP to students who regularly use them during classroom instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use in TIDE for test administrations. For more information, refer to the [STAAR Accessibility Educator Guide](#) and the [Accommodations](#) section of the DCCR.

Question G-10

Are dictionaries, calculators, and supplemental aids permitted on TTAP?

The same policies set for STAAR administration are in place for TTAP. Refer to the [DCCR](#) for more information.

Section H: Cross-Program Connections

Question H-1

Does TTAP have any connection to House Bill 1416 testing for accelerated instruction?

TTAP plays no role in House Bill 1416 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.

NEW Question H-2

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, remain as a free option for districts to partake in. 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, there are key differences to note:

	TTAP	STAAR Interims
Purpose	Serve as an interims assessment tool AND a potential replacement for STAAR down the line	Serve as an interims assessment tool
Frequency	3 unique opportunities (fall, winter, spring)	1 opportunity for Sci/SS 2 opportunities for Math/RLA
Constructed Response	Offered for Opportunity 3	N/A
Test Windows	1 week long	Several months long
Test Items	Items are unique for every test administration; Item-level analysis available	Items are not guaranteed to be unique every test administration; Items are available for analysis and access in the reporting platform for authorized users only

NEW Question H-3

How does the Middle School Advanced Math program initiated by SB 2124 impact my district's TTAP participation?

Above grade-level math students can still participate in the pilot. Students should take the TTAP assessment for the grade in which they are receiving instruction and will take the STAAR test for in the spring. In order to see the above grade level test in TDS, students should have their STAAR 3-8 Above Grade attribute in TIDE set to the appropriate grade level for that title. Above grade level testing is only available for math titles.

Section I: Other

Question I-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 I-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 I-3

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

Feedback from Texas students, teachers, and administrators 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 groups, and admin/teacher surveys. TEA will also be convening an annual advisory group to gather more targeted feedback on test design components.

