

Note: The following information is provided for the school year 2023-24 Texas Through-year Assessment Pilot. Information is subject to change across the years as the program evolves. Any further questions can be sent to [Student Assessment Help Desk](#).

2023—2024 Texas Through-year Assessment Pilot (TTAP) FAQs

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Section A: Pilot Overview

Question A-1

What is the long-term goal of the 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 be 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 2023-24, the Spring STAAR administration period will begin one week after the spring TTAP testing opportunity.

Question A-3

If a district has a previously adopted benchmarking system (e.g., STAAR Interims, MAP Growth, 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 and content areas that a district has opted into for the pilot. For instance, if your district is participating in TTAP for grade 6 math, TTAP would replace other math benchmarks, but your district may still administer other benchmarks for grade 6 RLA. Benchmarks are defined as any assessment that assesses the full breadth of the curriculum.

Section B: Application / Eligibility Questions

Question B-1

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

TTAP will include four titles during school year 2023–24 – 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 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 participated in TTAP during the 2022–2023 school year and to districts that are able to administer all four TTAP tests during the 2023–2024 school year. TEA will confirm pilot participants by mid-May 2023.

Question B-4

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-5

Does participation in pilot year 2 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 second year of the pilot. This does not commit the district for future years of the pilot.

Districts that participated in TTAP during the 2022-23 school year are encouraged to participate in year 2, but they are not obligated to do so. Year 1 districts must submit another application to be considered for year 2.

Section C: Test Administration

Question C-1

Which test titles are being piloted for TTAP year 2?

TEA will continue piloting the same titles offered in year 1, with the additional of content and language supports for all test titles:

- Grade 5 Science
- Grade 5 Science - Spanish
- Grade 6 Math
- Grade 7 Math
- Grade 8 Social Studies

Question C-2

When are the testing windows and how long are they?

During the school year 2023-2024, TTAP will feature three, short testing opportunities, scheduled for the following dates:

- Opportunity 1 (Fall)-November 6-10, 2023
- Opportunity 2 (Winter)-January 29-February 2, 2024
- Opportunity 3 (Spring)-March 25-29, 2024

Question C-3

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

The tests in Opportunities 1 and 2 are designed to be as short as possible while still providing a reliable measure of student learning. 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.

Below are test time estimates (in minutes) for each testing opportunity:

	Math	Science	Social Studies
Opportunity 1 and 2	75	75	40
Opportunity 3	120	100	80

Test administrators should account for time to set up and administer each test session, which is an estimated additional 10-15 minutes. Opportunities 1 and 2 tests will include 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. Opportunity 3 tests will have 28-34 questions.

Question C-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 into 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 C-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.

Question C-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](#) (updated version to be released in the fall).

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 begins and will aid test administrators in becoming familiar with the 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.

Question C-7

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 [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-8

Can my district/campus opt out of any of the opportunities during the school year?

No, 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. This includes administering all three testing opportunities to all registered students.

Question C-9

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-10

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.

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.

Section D: Test Design

Question D-1

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

Yes, all TTAP tests administered during the school year 2023–24 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.

Question D-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 Grade Level” performance level on each testing opportunity. It all depends on student performance on individual items in the form.

Question D-3

Will there be constructed responses in all three testing opportunities?

Short constructed responses will only be included on Opportunity 3 tests for grade 5 science and grade 8 social studies. There will be one per test.

Question D-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 D-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 D-6

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.

Question D-7

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 will be made available to TTAP pilot participants in the fall.

Question D-8

Why do some TTAP tests include a blank question #1?

On Opportunities 2 and 3, question #1 is used as a routing page to direct students to the appropriate test form. This question is not scored nor is it reflected in the Centralized Reporting System (CRS).

Question D-9

Can we see state-level data in the 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 E: Score Reporting

Question E-1

What will be reported and how will it be reported?

The following data will be available in the score reports in year 2 – 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. A special study being conducted in Summer 2023 will help determine if cumulative scoring information will be provided in Opportunity 3.

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.

Scoring of constructed responses will cause a slower release of scores compared to math titles in Opportunity 3.

Question E-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 data vendor so that they can properly configure their system to ingest the TTAP data.

Question E-3

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

Yes, individual student reports can be run as a batch. Users can generate one large PDF with all selected students’ score reports or a zip file with each score report as its own file.

Question E-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.

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.

Question E-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 E-6

Will STAAR score predictions be provided in TTAP score reports?

Yes, student-level predictions to the STAAR will be available in year 2. The prediction will indicate which performance level the student is most likely to achieve on the STAAR in the spring.

Question E-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 should be distributed within 2 weeks of the testing window. This is due to the constructed responses on these assessments that must be scored.

Section F: Special Populations

Question F-1

What accommodations will not be provided in year 2 of TTAP?

Content and language supports will be available in year 2, but not Braille and ASL. However, 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.).

Question F-2

Will there be paper-based tests available for TTAP?

No, TTAP will be administered 100% online in year 2. If a student cannot test online due to accessibility issues, the student can take a locally-adopted assessment as an alternative.

Question F-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 2 of the pilot, this applies to grade 5 science.

Question F-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 F-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 F-6

Will text-to-speech be available in pilot year 2?

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

Question F-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 used for TTAP.

Question F-8

Is it okay to enable accommodations if a student is demonstrating the need for it in the classroom, even if it is not yet officially approved by the ARD/504 committee?

Yes, it is okay to enable as long as the student is regularly receiving this accommodation during their classwork.

Question F-9

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.

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 year-long 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). Benchmarks are defined as any assessment that assesses the full-breadth of the curriculum. Reach out to the TIA team at tia@tea.texas.gov with any additional questions.

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 2023-24. 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. 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 for year 2 and beyond.