State-Developed Interim Assessments

Texas Assessment Conference
November 2018
What is your WHY?

Improve outcomes for ALL students...
# What the Interim Assessment Tool Is and Isn’t

## The Interim Assessment Tool is...

- A way to monitor academic improvement, especially for students who are consistently performing below grade-level expectations.
- Available early in the school year to allow teachers to determine a student’s skill level when performance is below what STAAR measures.

## The Interim Assessment Tool isn’t...

- An item bank intended for building classroom quizzes and assignments.
- A source of test questions for tutoring or small-group instruction.
Why Should I Use the Interim Assessment Tool?

For students who are performing below grade level:

✓ It can be given in the fall and spring to measure academic improvement.

For all students:

✓ It can be used to monitor academic progress and predict performance on STAAR.
What Can I Do With The Interim Assessment Data?

✓ Identify gaps in the mastery of knowledge and skills, especially for students who are below grade level but working their way toward grade level.

✓ Track academic improvement across a school year for students who are testing below their enrolled grade level.

✓ Plan interventions for groups of students based on the predictions of STAAR performance and results data for specific TEKS.
Interim Assessment Tool: Features

**ALIGNED:** The Interim Assessment is a TEA-provided tool that aligns to the Texas Essential Knowledge and Skills (TEKS) and the STAAR blueprint.

**FREE:** The tool is available to public districts and charter schools for free.

**ACTIONABLE:** The tool provides actionable data, allowing ALL students to demonstrate academic improvement.
Interim Assessment Tool: Features

Test items developed with Texas teachers.

New online reporting designed to provide data in an easy-to-use format.
Interim Assessment Tool: Online Platform

Uses the same online interface as STAAR.

Students taking an interim assessment click the **Interim Assessment** button to access the login page.
Interim Assessment Tool: Grade 4 Sample Question

Online supports are available (same as STAAR)
Interim Assessment Tool: Two-Section Design

Section 1 same for all students

Section 2 adapted from Section 1 performance (E/M/H)

Allows for a shorter overall assessment with greater predictive power
Interim Assessment Tool: Two-Section Design

Differentiated: appropriate for students consistently performing below grade level.

Provides opportunity for all children to demonstrate growth.
Interim Assessment Tool
Spring 2018 Pilot
Interim Assessment Tool: Spring 2018 Pilot

- 378 districts and charters confirmed participation with TEA.

- More than 400,000 tests were completed during the pilot window (January 29-March 23, 2018).

- One testing opportunity was offered for grades 3-8 mathematics and reading.
TEA gathered feedback from educators via email, phone calls, on-site observations, and a post-pilot survey.

1,899 people responded to the survey.

72% identified themselves as classroom teachers who administered the interim pilot assessment.
More than 60% of students completed the interim assessments in under two hours (four hours are allowed for their corresponding STAAR assessments).
Interim Assessment Tool: Pilot Survey

- 88% of respondents agreed that the online format provided a valuable opportunity for students to practice interacting with the STAAR Online Testing Platform.

- 87% of respondents agreed that students were able to easily navigate through the online format of the assessment.
77% of respondents believe that TEKS-level reporting would be “very valuable” or “extremely valuable” to include in future interim assessments, and we are providing this feature this school year.
Feedback

• Expand the program to assess EOC courses.
• Expand accommodations and add Spanish.
• Provide more detailed data that will be available quickly in an easy-to-use format.

Improvements

✓ Algebra I, English I, and English II were added.
✓ Content and language supports were added and 3-5 reading and math in Spanish.
✓ The Online Reporting Suite was created. It includes user-friendly reports at the district, campus, and student level.
Did You Participate in the Pilot?

Share your experience...

✓ How well did students navigate the online format?
Interim Assessment Tool for 2018-2019 School Year
Two testing opportunities available

August 31st – March 29th testing window

Second testing opportunity available in mid-February
Available for:
✓ Grades 3-8 reading
✓ Grades 3-8 mathematics
✓ Algebra I
✓ English I
✓ English II
✓ Spanish 3-5 reading and mathematics

Online accommodations include content and language supports and text-to-speech
New frequently asked questions document posted on https://tea.texas.gov/student.assessment/IA/
Interim Assessment Tool: Resources

New results guide posted on https://tea.texas.gov/student.assessment/IA/
Interim Assessment Tool: Actionable Data

✓ Reporting improved through an online reporting suite.

✓ District-level, campus-level, and student-level reports.

✓ User-friendly graphs and customization.

✓ Student data file will also be available to download in early January. Data file layout can be found in the User’s Guide.
Interim Assessment Tool
Online Reporting Suite: District-Level Reporting
Mean Scale Score (Bars) for Each Campus in District

View Results by Grade, Subject, and Subgroup

Top and Bottom Quarters and Middle Half of Campuses
Interim Assessment Tool
Online Reporting Suite:
Campus-Level Reporting
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<tr>
<th>#</th>
<th>Student Name</th>
<th>Score</th>
<th>Master's 4</th>
<th>Master's 3</th>
<th>Master's 2</th>
<th>Master's 1</th>
<th>Appro's 4</th>
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</table>
Interim Assessment Tool

Online Reporting Suite:
Student-Level Reporting
Student-Level Results: Student’s Scale Score

Alicia Paullson Report
2016-18 Interim 6 Mathematics - Opp 1

Math Score
1650

Student’s Mathematics Reporting Category Performance

1. Numerical Relationships: 3 of 4 Correct
   The student demonstrated an understanding of how to represent and manipulate numbers and expressions.

2. Algebraic Relationships: 3 of 4 Correct
   The student demonstrated an understanding of how to perform operations on and represent algebraic relationships.

3. Geometry & Measurement: 3 of 3 Correct
   The student demonstrated an understanding of how to represent and apply geometric concepts.

4. Data Analysis: 1 of 3 Correct
   The student demonstrated an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.

Probability

Mastery: 50%
Meets: 70%
Approaches: 80%

Student's Item Responses: 10 of 14 Correct

<table>
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<tr>
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<th>View Item &amp; Response</th>
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</table>
Student-Level Results: Raw Score by Reporting Category

Student-Level Report
Student-Level Results: Probability of STAAR Performance

Alicia Paulson Report
2015-16 Interim 05 Mathematics - Op 1

Math Score: 1650

Student's Mathematics Reporting Category Performance:
1. Numerical Relationships
2. Algebraic Relationships
3. Geometry & Measurement
4. Data Analysis

Probability:
- Masters: 50%
- Needs: 50%
- Approaches: 50%

Student's Item Responses: 10 of 14 Correct

Category 1: Numerical Relationships: 3 of 4 Correct

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### Student-Level Results: TEKS Tested per Question

#### Category 1: Numerical Relationships: 3 of 4 Correct

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**Student Expectation Information**

**Reporting Category 1: Numerical Representations and Relationships**

The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

5.2 Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:

(A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals. **Supporting Standard**
Student-Level Results: Correct or Incorrect Student Answer

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Student's Item Responses: 10 of 14 Correct

Category 1: Numerical Relationships: 3 of 4 Correct
### Student's Item Responses: 10 of 14 Correct

**Category 1: Numerical Relationships: 3 of 4 Correct**

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</table>

#### Item Type:
- **Multiple Choice**

#### Student Expectation:
- 5.1 A

#### Correct Response:
- A

#### Student Response:
- A

#### Item Content:
A recipe used \( \frac{3}{4} \) cup of sugar for every 2 teaspoons of vanilla. How much sugar was used per teaspoon of vanilla?

- A. \( \frac{1}{3} \)
- B. \( 1 \frac{1}{3} \)
- C. \( 2 \frac{2}{3} \)
- D. 3

CLOSE
Interim Assessment Tool

NEW Online Reporting Features Available in Mid-November
District, Students Tested View now shows probability scores for all campuses.
Longitudinal Tab: School Year

School Year displays interim assessment data from a single school year.

Click the radio buttons to switch to a different subject or between school years.

Click items under Score History to toggle their display.

Student score history for the selected school year displays in the Score graph.

Scroll over data points to display details (date, time, test type, and score).

Primary attempt tests taken during the current school year are listed below the Score graph along with reporting categories and student results.
Longitudinal Tab: Across Years

Across Years displays performance year-to-year.

Click the radio buttons to switch to a different subject or between district and campus mean.

Click selections under Score History to toggle their display.

Click and drag the timeline bar (or use the scroll wheel) to adjust report date span.

Scroll over data points to display details (date, time, test type, and score).

Student scores are plotted in the Score graph.

Adjusting report date span also changes the X-axis display accordingly to show years, months, days, or times between tests.

Tests taken are listed below the Score graph, including summary information for each test and links to the detailed student report for each test.
TEA Student Assessment
(512) 463-9536
student.assessment@tea.texas.gov

For more information about interim assessments, visit
https://tea.texas.gov/student.assessment/IA/.
Questions?