

STAAR Interim Assessments

Educator Guide



2021-2022

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How to Use this Guide

The State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments Educator Guide provides an overview, instructions, and support for users administering the interim assessments. This guide supplements the [Test Information Distribution Engine \(TIDE\) User Guide](#) and [Test Delivery System User Guide](#). After reviewing these guides, you should be familiar with managing user accounts, student registration and test attributes, and testing for students participating in the interim assessments.

This guide is divided into five sections:

[ABOUT THE STAAR INTERIM ASSESSMENTS](#)

[PURPOSE OF THE STAAR INTERIM ASSESSMENT](#)

[ADMINISTRATION OVERVIEW](#)

[INTERIM TESTING SYSTEMS](#)

[APPENDICES](#)

The intended audience for the About the STAAR Interim Assessments and Purpose of the STAAR Interim Assessment sections of this guide are educators. The intended audiences for the Administration Overview, Interim Testing Systems, and Appendices sections of this guide are testing coordinators and technology coordinators. The five sections are linked together and are meant to be cross-referenced.

Frequently asked questions can be found in the [FAQ](#) section (Appendix A).

ABOUT THE STAAR INTERIM ASSESSMENTS

Overview

The Texas Education Agency (TEA) has created optional, online interim assessments that align with the Texas Essential Knowledge and Skills (TEKS) requirements. Test questions for the STAAR Interim Assessments are developed with input from Texas teachers. The interim assessments are a tool that provide actionable data to help educators monitor student progress and predict student performance on the STAAR assessments. These interim assessments are free, untimed, not part of the accountability system, and available to Texas public school districts and open-enrollment charter schools.

Interim assessments are available for districts from the fall through the spring and are open to any district or open-enrollment charter school to administer at their discretion. No application or TEA approval is required to participate in the interim assessments; districts just need to register students in Test Information Distribution Engine (TIDE).

If you are a teacher who would like to administer the STAAR Interim Assessments, contact your campus or district.

In the 2021–2022 school year, TEA will offer the interim assessments listed in the table below.

Window 1	Window 2	Window 3
<ul style="list-style-type: none"> ■ Grades 3 through 8 mathematics ■ Grades 3 through 8 reading ■ Spanish grades 3 through 5 mathematics ■ Spanish grades 3 through 5 reading ■ Algebra I ■ English I ■ English II 	<ul style="list-style-type: none"> ■ Grade 5 science ■ Spanish grade 5 science ■ Grade 8 science ■ Grade 8 social studies ■ Biology ■ U.S. History 	<ul style="list-style-type: none"> ■ Grades 3 through 8 mathematics ■ Grades 3 through 8 reading ■ Spanish grades 3 through 5 mathematics ■ Spanish grades 3 through 5 reading ■ Algebra I ■ English I ■ English II

NOTE: TEA recommends November for Window 1 tests and February for Window 3 tests for the most accurate prediction of STAAR performance.

TEA will offer only one testing opportunity for science and social studies and recommends that these assessments be administered after most TEKS have been covered in the classroom. Unlike TEKS for mathematics and reading, which tend to include similar skills that build in complexity, science and social studies TEKS most often contain discrete skills, facts, and concepts.

The interim assessments will contain embedded supports that include content and language supports and a text-to-speech (TTS) option (offered for English and Spanish tests). Refreshable braille tests will

be available for reading, grade 8 social studies, English I, English II, and U.S. History. For 2021–2022, TEA will offer all assessments in a paper-based braille format for the first time.

NOTE: Paper-based braille will only be provided if it is a component of a student’s individualized education program (IEP).

Accommodations and Subjects Offered

Text-to-speech	Refreshable braille	Paper braille (approval needed)
All grades/subjects and courses	Reading, grade 8 social studies, English I, English II, and U.S. History	All grades/subjects and courses (contracted and uncontracted Unified English Braille)

Results of the interim assessments will be reported in the Centralized Reporting System (CRS), which contains district-, campus-, and student-level reports. Reports at the student level include the following elements:

- The student's response to each test question
- The scale scores
- The TEKS student expectation for each test question
- A form routing identifier (“Low,” “Medium,” or “High”) for multi-stage tests
- The test question
- Percentages representing the statistical probability of achieving “Approaches,” “Meets,” and “Masters” grade-level expectations on the STAAR Summative Assessment
- Reporting category targets aligned to the “Meets” performance level that detail if a student is “Under Target,” “Near Target,” or “Above Target”

District data files will continue to be available for districts to upload into student information systems to create local reports. These data files are available in the CRS.

Registration Dates and Testing Windows

TEA recommends testing in November for Window 1 tests and in February for Window 3 tests, but teachers should consider local scope and sequence when scheduling STAAR Interim Assessments. STAAR performance predictions are more accurate when assessments are administered during the recommended months.

Event	Description	Date
Registration	Districts Register Students	Beginning July 31, 2021
Window 1	First test opportunity for all mathematics and reading/language arts titles	September 7, 2021–December 17, 2021
Window 2	Only one test opportunity available for all science and social studies titles	November 8, 2021–April 15, 2022
Window 3	Second test opportunity for all mathematics and reading/language arts titles	January 10, 2022–April 15, 2022

Training

A recorded training specific to STAAR Interim Assessments will be available August 20, 2021, through the Learning Management System (LMS) platform. The LMS can be accessed by going to the *Educators* or *Testing Personnel* pages of the Texas Assessment Program website (tx.portal.cambiumast.com or TexasAssessment.gov after September 1). In addition, the following technology- and system-specific recorded trainings will be available.

Training Title	Available in LMS
Technology Webinar	July 30, 2021
Interim Assessment Overview Training	August 20, 2021
Introduction to Centralized Reporting System	September 10, 2021

District and campus personnel and teachers administering the interim assessments should ensure that they have read through this guide, along with the applicable user guides listed in the table below. Additionally, personnel can review the resources available online to familiarize themselves with current testing guidelines and procedures.

Title	Who should review this?	Available
Test Information Distribution Engine (TIDE) User Guide	Testing Coordinators	July 30, 2021
Test Delivery System (TDS) User Guide	Testing Coordinators	August 17, 2021
Quick Guide for Setting Up Your Online Testing Technology	Testing Coordinators	July 30, 2021
Centralized Reporting System User Guide	Testing Coordinators and Classroom Teachers	August 16, 2021
Interim Assessments Educator Module	Classroom Teachers	September 17, 2021

PURPOSE OF THE STAAR INTERIM ASSESSMENTS

Overview

The interim assessment is a tool to monitor academic improvement, especially for students who are performing below grade level. It is also used to inform interventions for students or groups of students based on predictions of their performance on the STAAR assessments, and as a benchmarking instrument at the campus or district level.

The interim assessment is **not** an item bank intended for building classroom quizzes or assignments. It is neither a source of practice test questions for small-group instruction nor a formative assessment tool designed to provide standards-level performance data.

The distinctions between the diagnostic, formative, interim, and summative assessments are as follows:

- **Diagnostic Assessments** measure student knowledge and skills on any variety of student expectations before a new instructional cycle or year to inform instructional plans and curriculum to meet the needs of individual students (Examples: Beginning-of-Year (BOY) assessment, Early Reading Assessment).
- **Formative Assessments** measure student performance on specific student expectations throughout the year to inform a teacher's instructional choices, enable timely adjustments to unit plans, and guide changes to lesson plans (Examples: class quizzes, exit tickets).
- **Interim Assessments** measure students' understanding of a broader span of student expectations at checkpoints during the year to monitor progress, predict summative performance, and identify students for intervention (Examples: STAAR Interim Assessments, benchmarks).
- **Summative Assessments** measure student mastery of a broader range of student expectations at the end of an instructional unit or course and enable comparison of academic growth and performance to determine program effectiveness (Examples: STAAR Summative Assessments, student portfolios).

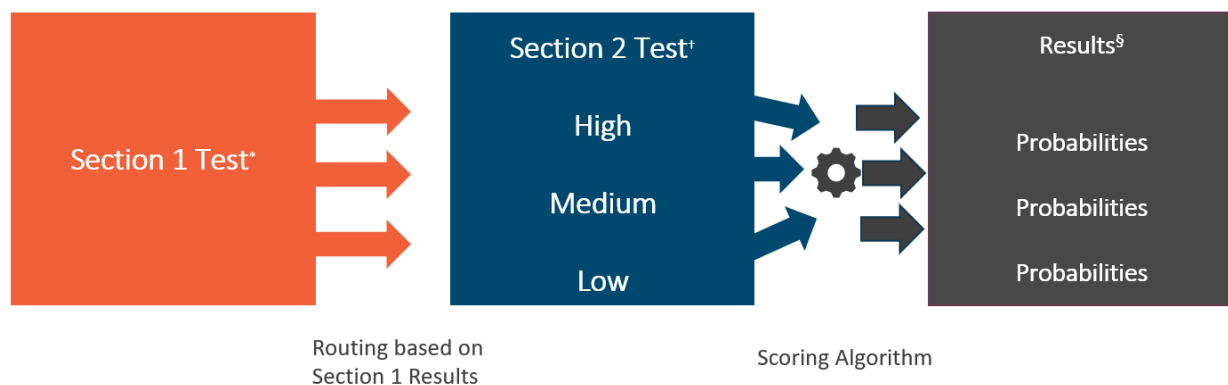
Item Types and Blueprints

Interim assessment questions include multiple choice and griddable items. Just like STAAR Summative Assessments, the STAAR Interim Assessments contain questions developed with the help of Texas teachers. Less than one percent of the questions on the STAAR Interim Assessments are from previous test administrations. All questions on the interim assessments are field-tested on a STAAR test and are fully aligned to the TEKS.

NOTE: Blueprints for the STAAR Interim Assessments are located on the TEA [STAAR Interim Assessments webpage](#).

Linear Versus Multi-Stage Testing

The interim assessments for mathematics, reading, Algebra I, English I, and English II are multi-stage adaptive test forms. Multi-stage tests begin with a section that is the same for all students. This section is called Section 1. After completing Section 1, students are routed to an appropriate Section 2 test that is either “Low,” “Medium,” or “High” in difficulty based on their performance in Section 1. It is important to remember that multi-stage tests for interims are on grade level. The benefit of multi-stage tests is that they provide the same level of accuracy as a linear test but with fewer questions.



* Students taking paper Section 1 tests that are not scored immediately are automatically provided the on grade "Medium" Section 2 test.

† Students who never begin a Section 2 test receive only item-level data in the district data file.

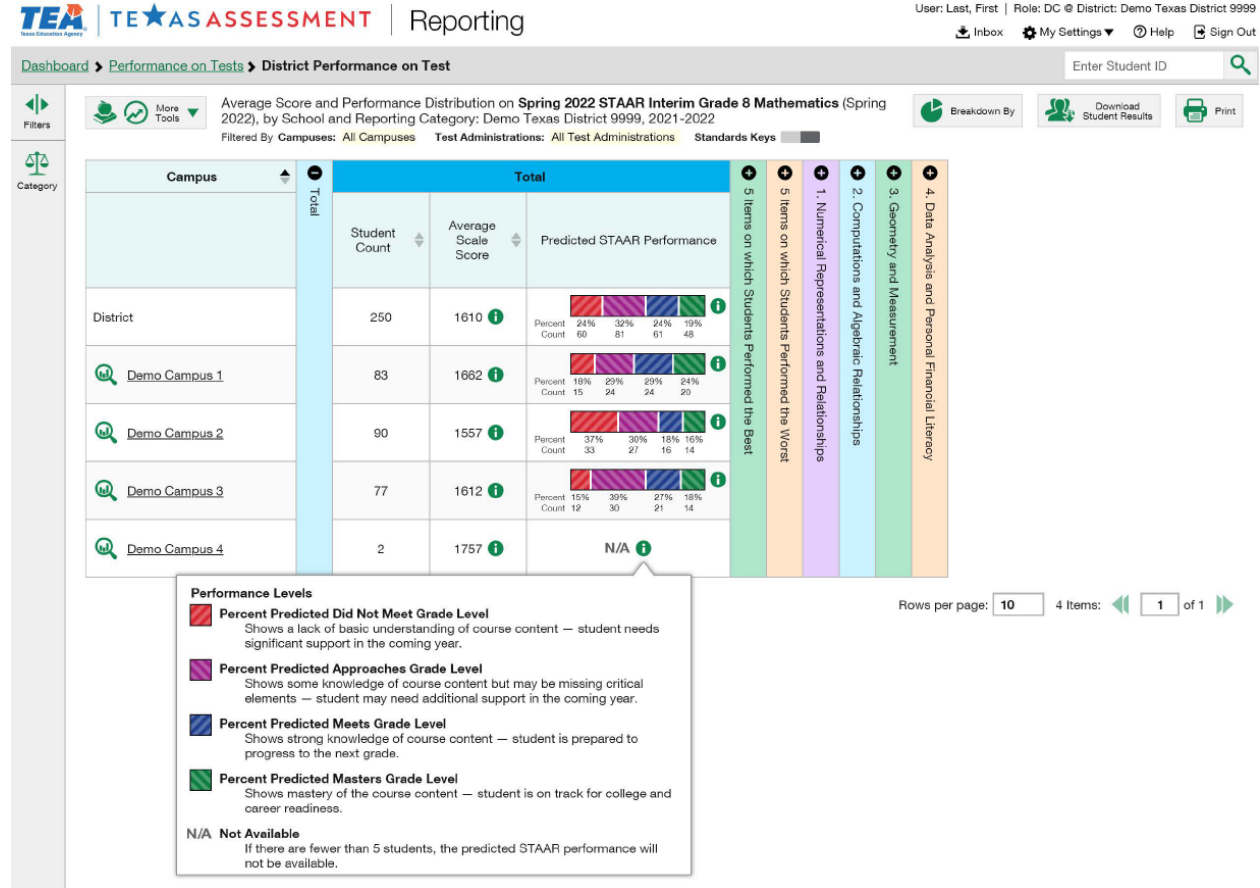
§ Results are reported as raw scores for Section 1 and Section 2 tests (in campus and district data files only) and as a percentage representing the probability of achieving "Approaches," "Meets," or "Masters."

Science, Biology, social studies, and U.S. History tests use a standard linear test design, meaning that all students will be tested using a single form and will receive the same questions throughout the entire test.

Predictions of Performance Probability Scores on STAAR

Using a student's interim scale score, STAAR Summative Assessment performance standards, and additional information, a statistical prediction known as a “probability score” can be calculated. The score indicates how likely the student is to achieve a particular performance level on the corresponding summative assessment in the spring 2022 STAAR administration.

The figure below shows the predicted STAAR performance at the campus level.



- The purpose of probability scores is to gauge student readiness for the upcoming STAAR administrations.
- Preparedness is represented by three probabilities, ranging from 1 percent to 99 percent. A lower value means it is less likely for a student to achieve the given performance category level and a higher value means it is more likely for a student to achieve the performance category level.
- Each student with a completed interim assessment for his or her enrolled grade will receive probability scores that predict their probability of achieving “Approaches grade level”, “Meets grade level”, and “Masters grade level.”

If the student took an interim assessment at a time other than November and February, then the interpretation of their test score should take into consideration whether the student had more or less time to learn.

Best Practices

Below is a list of best practices for successfully implementing STAAR Interim Assessments:

- **Read this Guide**—Ensure that teachers, administrators, and anyone involved in interim assessments have read through the resources available on the [STAAR Interim Assessments webpage](#), Texas Assessment Program website (tx.portal.cambiumast.com or TexasAssessment.gov after September 1), and the [FAQ](#) section of this document.
- **Complete the Trainings**—Classroom teachers should understand what interim assessments are and how the data is helpful in their classroom. Campus test administrators should understand how to register students and set up teachers for success.
- **Understand the Purpose**—Educators should understand that interim assessments predict summative performance and inform intervention by measuring a broad range of standards; because of their scope, interim assessments do not accurately measure student understanding of specific student expectations.
- **Register Users and Students**—Educators will need a TIDE account to administer interim assessments. Students will need to be registered in TIDE to take an interim assessment. Testing coordinators should read more about registration in the [TIDE User Guide](#).
- **Schedule Tests**—Be strategic when scheduling an administration. TEA recommends November for Window 1 and February for Window 3, but teachers should consider local scope and sequence and timing for testing students off-grade. STAAR performance predictions are more accurate when assessments are administered during the recommended testing months.
- **Confirm Setup**—Install the Cambium Assessment, Inc. (CAI) version of the Secure Browser application and provide teachers and students time to practice interacting with Test Delivery System (TDS). Technology coordinators should read the [Quick Guide for Setting Up Your Online Testing Technology](#) for directions.
- **Ensure Security of Test Items**—While the interim assessments are low-stakes, teachers should not share test questions outside the classroom.
- **Analyze the Results**—Make sure teachers have access to the CRS to view their students' results. For a teacher to view their students' performance data, the students must be included in a roster associated with that teacher. Instructions for creating rosters are available in the [TIDE User Guide](#).

ADMINISTRATION OVERVIEW

Testing Formats

Online Secure Browser

Users will need to download the CAI Secure Browser application for the 2021–2022 school year. The application can be downloaded from the *Secure Browsers and System Requirements* page on tx.portal.cambiumast.com ([TexasAssessment.gov](https://www.texasassessment.gov) after September 1) and is used for STAAR online practice tests, Beginning-of-Year (BOY) assessments, STAAR Interim Assessments, STAAR online administrations, Texas Formative Assessment Resource (TFAR), and TELPAS tests.

In-Browser at Home Testing

To support interim assessment testing at home, TEA provides an in-browser option for accessing interim assessments that does not require installation of the Secure Browser. Students taking interim assessments at home may use the in-browser option. The in-browser option allows users to access interim assessments using the most common web browsers. Interim assessments may be accessed via the in-browser option by entering the following URL into the browser URL search bar: <https://tx.cambiumtds.com/student>.

The in-browser option can be used with any device that meets the [Minimum System Requirements](#), and supports all non-embedded support options available for interim testing except refreshable braille. Students testing with a refreshable braille device will need the latest version of the Secure Browser installed on a PC that includes the JAWS 18 screen reader application. Refer to the [Assistive Technology User Guide](#) for more information on setting up devices to test with a refreshable braille device.

Interim tests accessed through the in-browser option may have items rendered slightly differently (depending on browser and browser version) than when using the Secure Browser. Additionally, tests taken using the in-browser option are more sensitive to Internet connectivity disruptions and possibly slowdowns with text-to-speech audio voice-over caused by low bandwidth availability or weak Wi-Fi signal strength in the home.

NOTE: Users with dial up or satellite Internet connections are most susceptible to Internet-related issues while testing at home. If Internet connectivity is lost while using the in-browser option, an Internet connectivity error pop-up message will display. Depending on the extent of time the outage lasts, the student may be automatically logged out of a test and lose up to 30 seconds of activity or response time. Students logging back in after an Internet disruption will be returned to the point of the test where they left off and be able to view and edit responses entered prior to the disruption.

Refer to [Appendix B: Administering Interim Tests at Home](#) for additional instructions regarding test tickets and support.

Paper Tests

When circumstances prevent students from completing an interim assessment online, students may complete a paper-based administration of the assessment with the aid of a teacher. Districts may request permission for a special paper administration. A rationale must be provided with the submission of a request for a paper version of the interim assessment. Requesters must describe the special circumstances that prevent online testing (for example, the student has a disability that prevents the student from interacting with an online assessment), explain how the student routinely accesses technology during the school day, and explain why testing online is not appropriate for the student.

Requests for special administrations based on a lack of familiarity with online testing by students or districts will not be approved.

District testing coordinators place orders through TIDE by selecting the *Interim, Paper Materials Management* option in the *Administration Task* menu and verifying that the information provided meets the criteria for a special paper administration.

Orders that have been reviewed and verified by the district coordinator may be submitted for processing. Upon approval of a special paper administration of an interim assessment, access to the PDF and ZIP files used for paper testing and the answer keys used for scoring will be provided through the district coordinator's secure inbox in TIDE.

Teachers are required to learn about and prepare for paper-based testing, then administer and score the tests, and transcribe student responses as though the student were testing online.

Refer to the [Accommodations or Designated Supports](#) section of this guide for more information about this accommodation.

Accommodations and Designated Supports

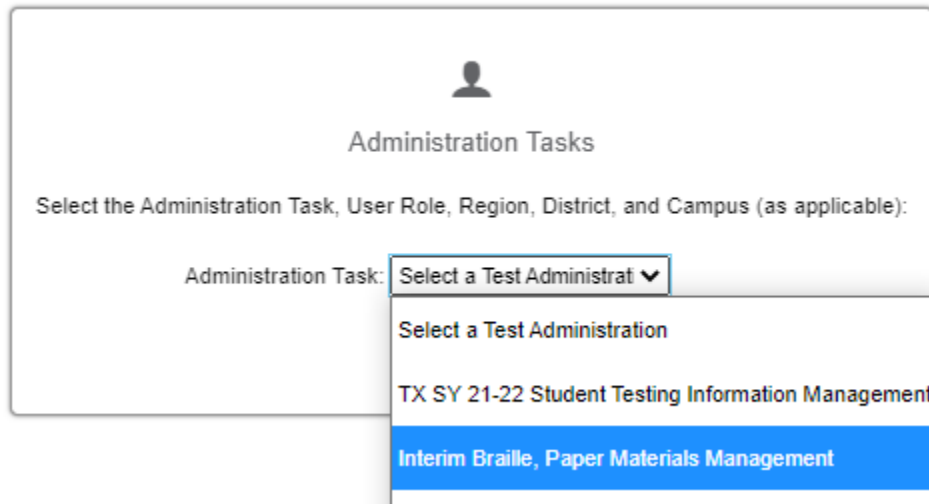
Online Supports

The STAAR Interim Assessments include online content and language supports and the same pop-ups, rollovers, prereading text, and supplementary materials available on STAAR Summative Tests. Text-to-speech (TTS) and refreshable braille (for reading/language arts and social studies only) are also available.

American Sign Language (ASL) videos and speech-to-text (STT) are not available for interim assessments. Local committees are not required to meet to establish eligibility criteria for interim assessments. Districts should determine which accommodations, or designated supports, their students routinely and effectively use during classroom instruction and testing.

Ordering Paper Braille Materials

Paper braille kits will be offered for all interim assessments on an “as available” basis starting in 2021–2022. Select *Interim Braille, Paper Materials Management* under the *Administration Task* dropdown menu to order these materials in TIDE.



The screenshot shows a user interface for "Administration Tasks". At the top, there is a person icon and the title "Administration Tasks". Below the title, it says "Select the Administration Task, User Role, Region, District, and Campus (as applicable):". Underneath, there is a label "Administration Task:" followed by a dropdown menu. The dropdown menu is open, showing three options: "Select a Test Administration", "TX SY 21-22 Student Testing Information Management", and "Interim Braille, Paper Materials Management". The last option is highlighted in blue.

Permissions and User Roles

Users must have an active TIDE account to administer the interim assessments or view results. Refer to the [User Roles and Permissions Matrix](#) for a list of the system user roles and permissions.

Interim Testing Systems

System Requirements

Test administrators must have a supported version of a web browser installed on their computer to use CAI systems. For a detailed list of system requirements, including supported operating systems and web browsers, refer to the *Secure Browsers and System Requirements* section in the *Testing Personnel* page on tx.portal.cambiumast.com (TexasAssessment.gov after September 1). Test administrators will need to be familiar with a spreadsheet application for file uploads and extracts.

If administering interim assessments using the in-browser option, refer to [Appendix B: Administering Interim Tests at Home](#) for more instructions.

Technical Tasks

The following is a list of tasks that the campus technology coordinator should complete:

1. **Set Up the Administrator’s Device**—An administrator must have an approved version of a web browser installed on any device used for testing. Refer to the *Secure Browsers and System Requirements* page on tx.portal.cambiumast.com (TexasAssessment.gov after September 1).
2. **Install the CAI Secure Browser**—Students will need to have the CAI Secure Browser installed on their devices to participate in testing. The application is available for download from the *Secure Browsers and System Requirements* page on tx.portal.cambiumast.com (TexasAssessment.gov after September 1).
3. **Prepare Network for Online Testing**—Several network configurations tasks must be completed prior to testing, such as allow-listing, configuring filter systems, and enabling domain name resolution. Technology coordinators should read the [Quick Guide for Setting Up Your Online Testing Technology](#) for directions.
4. **Run the Network Diagnostic Tool**—Ensure proper configuration by running CAI’s [diagnostic tool](#) on each device students will use for testing.

TIDE Platform and Tasks

TIDE is the user and student management system for all Texas assessments. Users must be added to TIDE before they can access any system. Students must be added to TIDE before they can test in TDS. Rosters may be added in TIDE so teachers can access student scores in CRS for students associated with their roster. During testing, authorized TIDE users can print test tickets, manage appeals, and monitor test progress. After testing, authorized TIDE users can clean up test data if needed. Users must familiarize themselves with the [TIDE User Guide](#) and the tasks they will need to complete.

TIDE Tasks

The following is a list of six essential TIDE tasks:

1. **Register Users**—Users authorized to administer the interim assessments or review results will need a TIDE account. Instructions on how to upload users can be found in the [TIDE User Guide](#).
2. **Register Students**—Students need to be uploaded and registered in TIDE to participate in an interim assessment. Students are eligible for an assessment in their enrolled grade by default, but the assessment’s grade level may be changed for interim assessments. Students will not be eligible to take end-of-course (EOC) interim assessments until the courses are selected in TIDE. Descriptions of how to complete these tasks can be found in the [TIDE User Guide](#).
3. **Upload Designated Supports for Eligible Students**—Students eligible for special versions of the test must have the designated support(s) indicated in the *Test Attributes* file and uploaded to TIDE. These supports will be based on the student’s IEP and may require approval from TEA.
4. **Create and Modify Rosters**—Rosters represent classes or other groups of students for reporting purposes. After testing, TIDE sends rosters to CRS so that the system can display scores at the classroom, campus, and district levels.
5. **Order Accommodated Materials**—Any request for a paper version must be submitted for approval in TIDE.
6. **Print Test Tickets**—Students will need the information on a test ticket to enter the test session.

TDS Platform and Tasks

TDS will deliver all Texas online assessments. TDS has three components: the Test Administrator Interface, the Student Interface, and the Data Entry Interface (DEI). The Test Administrator Interface is used to schedule or start student testing, and the Student Interface (accessed via the Secure Browser) allows students to take the interim assessments. Teachers use DEI to enter student responses for those students who tested on paper.

NOTE: TEA is providing an in-browser option for accessing interim assessments that does not require installation of the Secure Browser. Students taking interim assessments at home should use the in-browser option.

Test administrators will need to familiarize themselves with the [Test Delivery System User Guide](#) and the tasks they will need to complete during testing.

TDS Tasks

The following list describes five key tasks in the TDS:

1. **Schedule or Start a Test Session**—Test administrators will need to schedule a test session or plan to start a session on the day of testing using the Test Administrator Interface.
2. **Launch the CAI Secure Browser (or in-browser)**—Ensure that the application is launched on each student’s device.
3. **Assist Students in Logging In**—Students must use the first and last name, TSDS ID, and session ID found on their test tickets to log in to the test.
4. **End Testing**—Students must ensure that they click the *Submit Test* button for their results to appear in CRS.
5. **For Students Testing on Paper**—Enter student responses into the DEI.

CRS Platform and Tasks

Reports for the interim assessments will be provided through CRS. Access to student data reports is controlled by a user’s role in TIDE. Users must also have a district, campus, or roster association with students to view student results. User accounts and role assignments are determined by a district coordinator. Refer to the [User Roles and Permissions Matrix](#) for a complete list of system roles and corresponding permissions. Parents do not have access to the reports online but may request test results from the school.

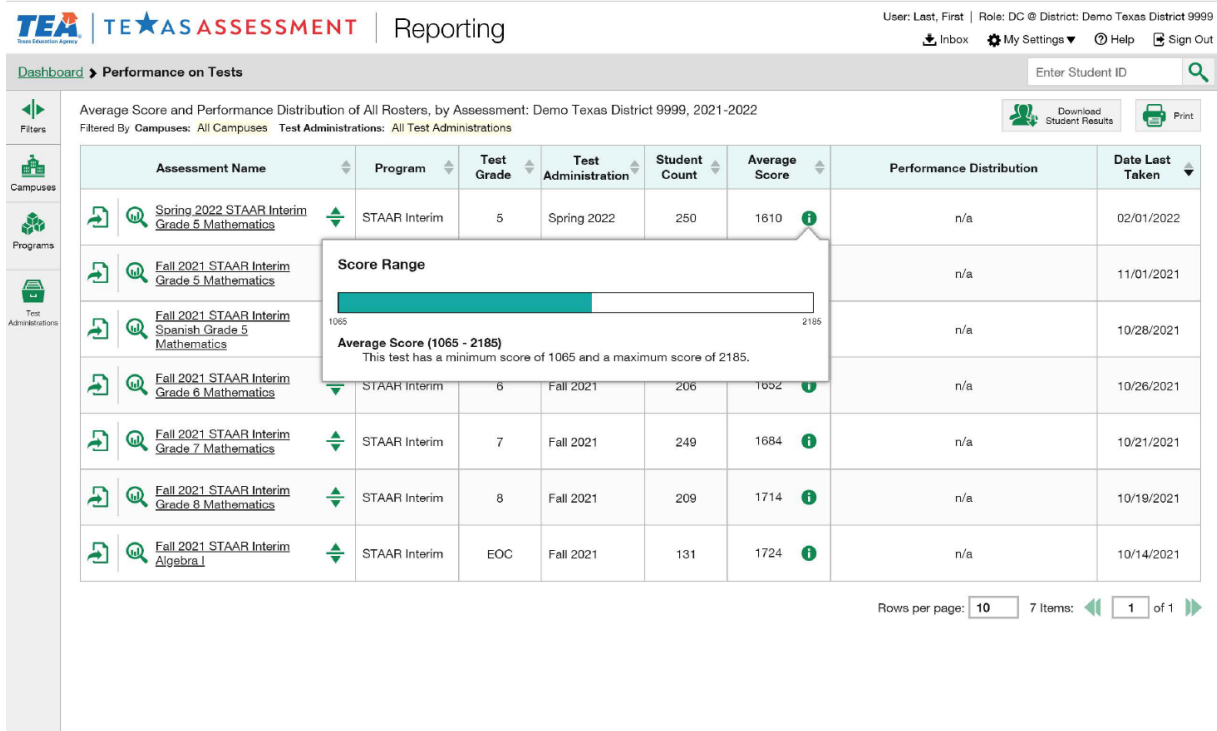
Additionally, TEA will not have access to interim student data. The state dashboard will provide an overview of participating schools and districts, but it will not provide specific score information or student-level data.

Available Reports

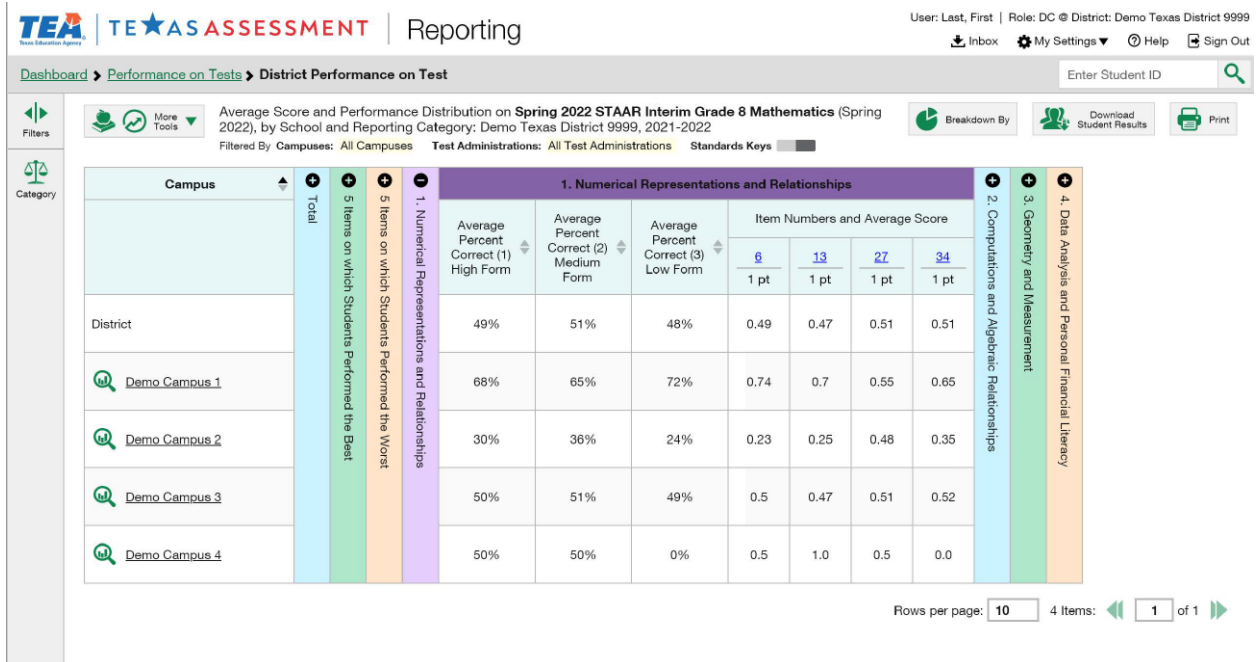
Results for the STAAR Interim Assessments are available in CRS. Immediately after tests are submitted, CRS will display district-, campus-, roster-, and student-level reports with user-friendly graphs customized for Texas assessments. Users can filter results by specific student demographics. The student-level report allows educators to perform item analysis based on individual student or group-level performance. This feature displays the student’s score, the student’s responses, and the student expectation for each test question. The student-level report also includes reporting categories, each test question, and the student’s predicted probability score for achieving “Approaches,” “Meets,” and “Masters” performance level on STAAR.

Examples of student reports can be found in the [CRS User Guide](#). Results are also available via district downloads that can be imported into local student information systems.

The figure below shows an example of a district-level report for all interim assessments that were tested in the district.



The figure below shows an example of a district-level report for the interim grade 8 mathematics assessment.



APPENDICES

Appendix A: Frequently Asked Questions (FAQs)

1. What are the STAAR Interim Assessments?

The STAAR Interim Assessments are a free, optional online tool for school districts and open enrollment charter schools. This tool provides educators with actionable data, such as predictions of students' performance levels on STAAR summatives, that help educators monitor student progress throughout the year.

2. What are the differences between diagnostic, formative, interim, and summative assessments?

Read about the differences in the [Overview](#) section of this guide.

3. Does my district need permission to participate in the STAAR Interim Assessments?

No. Permission or confirmation from TEA is not required. Interim assessments are free and open for any district or open-enrollment charter school to use at their discretion.

4. Can teachers administer the STAAR Interim Assessments without the district?

Yes. Teachers who choose to administer these assessments when not required by their district are not subject to the twice-per-school-year benchmark limitation.

5. Who should I contact at my district or campus to learn about the STAAR Interim Assessments?

Contact your testing coordinator. A district or campus testing coordinator manages student registration. If a district chooses, it can grant teachers access to the student data in CRS. Be sure to view CAI resources (e.g., training modules, the Interim Assessments User Manual, etc.).

6. How are the STAAR Interim Assessments administered at school?

The STAAR Interim Assessments are delivered online through CAI systems; the same platform students will use to take BOY assessments and STAAR Summative Assessments. To administer STAAR Interim Assessments, schools or districts should:

1. check that their device and online network systems are adequate for testing,
2. install and configure the Secure Browser application for testing devices,
3. review testing resources,
4. register students for interim testing,
5. print or distribute test tickets, and
6. prepare students for testing.

For detailed information, refer to the [Interim Testing Systems](#) section of this guide.

7. Can students take STAAR Interim Assessments at home due to COVID-19?

Yes. To better support students and educators across different school models, TEA has developed additional support for participants who wish to administer STAAR Interim Assessments at home during the 2021–2022 school year. Guidance on testing at home can be found in the [In-Browser at Home Testing](#) and [Appendix B: Administering Interim Tests at Home](#) sections of this guide.

8. How can districts enhance the validity of STAAR Interim Assessments if they are administered at home?

STAAR Interim Assessments are low-stakes tests and not tied to accountability. However, because they predict student performance on the STAAR Summative Assessments, schools must communicate with students and parents about expectations for completing a STAAR Interim Assessment at home. To assist, TEA has added support materials in [Appendix B: Administering Interim Tests at Home](#).

9. What grades and subjects are tested?

Refer to the [Overview](#) section for grades and subjects tested.

10. Why do some subjects have two opportunities while others have one?

Unlike the TEKS for mathematics and reading, which include similar skills that build in complexity, the science and social studies TEKS most often contain discrete skills, facts, and concepts.

11. What are the registration and testing timelines for the STAAR Interim Assessments?

Refer to the [Registration Dates and Testing Windows](#) section for registration and testing timelines.

TEA recommends testing in November for Window 1 tests and in February for Window 3 tests, but teachers should consider local scope and sequence when scheduling interim assessments. STAAR performance predictions are more accurate when assessments are administered during the recommended months.

For science and social studies, TEA recommends that these assessments be administered after the majority of TEKS have been covered in the classroom.

12. What type of questions are on the STAAR Interim Assessments?

STAAR Interim Assessments use mostly multiple-choice questions and some griddable questions (in certain mathematics and science assessments only).

13. Are there blueprints for the STAAR Interim Assessments?

Yes. Visit the [STAAR Interim Assessments webpage](#) to view the assessment blueprints.

14. What online supports are available?

STAAR Interim Assessments include online content and language supports and the same pop-ups, rollovers, prereading text, and supplementary materials available on STAAR Summative tests. Text-to-speech and refreshable braille (for reading/language arts and social studies only) are also available.

American Sign Language (ASL) videos and speech-to-text are not available for interim assessments.

15. As a testing coordinator, how do I register my students?

Students can be registered in the TIDE through a student data file upload or manual additions of individual students. Specific instructions for registering students for STAAR Interim Assessments can be found in the [TIDE User Guide](#).

Districts should verify all test attributes and other demographic values have been updated in the system for all tests prior to administering the first online assessment. After an online test has started, districts may manually update student records in TIDE as needed.

16. Are there trainings available for STAAR Interim Assessments?

Yes. A recorded training session specific to the STAAR Interim Assessments will be available on August 20, 2021, through the LMS. The LMS can be accessed by going to the *Educators* or *Testing Personnel* pages of the tx.portal.cambiumast.com website (or TexasAssessment.gov after September 1). In addition, technology and system-specific recorded trainings will be made available on a rolling basis.

Lastly, district and campus personnel and teachers administering the interim assessments should ensure that they have read through this guide and the applicable user guides.

17. What reports of student performance are available?

The CRS will display district-, campus-, roster-, and student-level reports with user-friendly graphs customized for Texas assessments. Users can filter results by specific student demographics. The student-level report allows educators to perform item analysis based on individual student or group-level performance. This feature displays the student's score, the student's responses, and the student expectation for each test question.

The student-level report also includes reporting categories, each test question, and the student's predicted probability of a student achieving "Approaches," "Meets," and "Masters" grade level on STAAR.

Results are also available via district downloads that can be imported into local student information systems.

18. Who has access to the student data reports?

Access to student data reports is controlled by a user's role in TIDE. Users with authorized roles in TIDE may access and view student reports in CRS with the exception of the teacher role, which must also be associated with a reporting roster to view any student performance data. User accounts and

role assignments are established by a district coordinator or administrator. Refer to the [User Roles and Permissions Matrix](#) for a complete list of system roles and corresponding permissions. Parents do not have access to the reports online but may speak with their student's school for a report.

19. Are the STAAR Interim Assessments part of STAAR accountability?

No. The STAAR Interim Assessments are a tool that districts, and educators can use to improve outcomes for students in Texas. The optional assessments include a percentage likelihood of achievement on STAAR, but the assessments are NOT tied to accountability.

20. What will TEA do with the data from the STAAR Interim Assessments?

TEA does not have access to student performance data for interim assessments. TEA can access an overview of schools and districts that are participating but does not receive specific score information or any student-level data.

21. How does a district provide reattempts for STAAR Interim Assessments?

STAAR Interim Assessments allow for students to attempt an individual interim test title up to 10 times. Testing coordinators do not need to register a student for a reattempt as an interim test session once submitted will automatically allow a student to use the same test ticket and enter a reattempt test session, meaning a new test session will need to be created.

Only a student's first or primary STAAR Interim Assessment will be reported at the campus or district level in CRS. Reattempts are shown at the student-level only. The distinction is made between a primary attempt with a blue star next to the student's name and reattempts with an orange star.

It is important to note that reattempts are most appropriate for students with specific needs or special circumstances.

Appendix B: Administering Interim Tests at Home

TEA has developed guidance around interim testing at home. This appendix provides local education agencies information needed to address at-home testing for the 2021–2022 STAAR Interim Assessments. TEA continues to look for ways to support students and educators and has developed the following guidance to support at-home interim testing. In the sections that follow, you will find information regarding in-browser functionality, support for the distribution of test tickets, and courtesy [support materials](#) for students and parents using the at-home, in-browser functionality.

General Information for Testing Coordinators and Educators for At-Home Testing

STAAR Interim Assessments are an optional online tool schools can use to gauge students' understanding of the statewide curriculum and students' mastery of the TEKS. Interim assessments predict a student's performance on STAAR, and these predictions are used to inform intervention strategies. STAAR Interim Assessments are not part of the accountability system and are available at no cost to districts and open-enrollment charter schools. STAAR Interim Assessments are low-stakes tests. However, because they predict student performance on STAAR, it is important that schools provide clear guidelines to students and parents about expectations for completing a STAAR Interim Assessment at home. For example, parents should not assist students with answering test questions, students should not receive accommodations that are not regularly provided, and students should not access external information to support responses. Following these guidelines can ensure the most accurate student results and predictions based on the students' current academic proficiency.

Test Registration

Students testing from home will need to be registered in TIDE in the same manner as they would if they were testing on campus. Refer to the [TIDE Platform and Tasks](#) section for more information regarding registration for interim assessments.

Online Test Tickets

Each student must have an online test ticket available in TIDE. The test ticket includes basic student demographic information and a student's TSDS ID. Test tickets are automatically generated for all students who are registered for interim testing. All students testing at home must be provided their basic demographic information and unique session ID created for that specific test. All students testing at home must be provided their login information for each test they have to take to access their tests using the in-browser.

NOTE: Online test tickets identify a student by name and date of birth and are therefore subject to the Family Educational Rights and Privacy Act (FERPA) requirements. Districts planning on distributing online test tickets to students at home should plan accordingly.

To support districts in the distribution of student logins for students testing at home, this information is now included in the Test Status Code Report (columns F, H, and I). This report is available for download in TIDE for district- and campus-level users and may be used to share test login information with students. The figure below shows an example of a Test Status Code Report.

Assigned Campus ID	Assigned Campus Name	Date Started	Opportunity	Results ID	SessionID	Special Code	TSDS ID	Student Name	Test Name	Test Status
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 3 Mathematics Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 3 Mathematics Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 3 Reading Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 4 Reading Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 4 Reading Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 4 Writing Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 4 Writing Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 5 Science Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 5 Science Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 7 Mathematics Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 7 Mathematics Standards	
999005001	Demo Campus 6		0				DM46752800	Demo-PCB-22716E, TI-4375B-Offline	2021 Beginning-of-Year Assessment Grade 8 Mathematics Standards	

NOTE: The session ID provided in the report includes quotation marks to prevent the dropping of leading zeros when opening the file in Microsoft Excel. Only the numeric portion of the session ID should be entered in the *Session ID* field when logging in to a test.

Some local education agencies (LEAs) may choose to use their existing mail merge or secure email to send student login information or post login information and test tickets to their secure parent portals. Districts may distribute interim test tickets or login information to their students in any manner that is not in violation of FERPA requirements. Any personally identifiable information (PII) (e.g., student name, PEIMS ID, date of birth) distributed via email or contained within an electronically disseminated document (e.g., online test tickets) must be encrypted.

NOTE: A student's interim test login information (first name, last name, and TSDS ID as they appear in TIDE and the session ID as provided by the test administrator) does not contain PII, and therefore does not require encryption if shared over email.

Supported Browsers

Students using personal computers running Windows, macOS, Ubuntu, Fedora, or Chrome OS should download and install either a Chrome or Firefox web browser. Technology personnel may need to work with students and their families to install one of these web browsers. Students taking a remote test without video conferencing can use either the Secure Browser or Safari. If the video feature is enabled, students testing on iPads running iPadOS 14.3 or higher can use the pre-installed Safari web browser or the Secure Browser. iPads running iPadOS 14.2 or older are not supported for taking a test from home.

Check the *Secure Browsers and System Requirements* section in the *Testing Personnel* page on tx.portal.cambiumast.com (TexasAssessment.gov after September 1) for a complete list of supported browsers.

NOTE: Browser should be set to full screen while taking the test for optimal rendering of test content. Additionally, Internet Explorer (IE) or Edge browsers are not supported.

Technical Support

To support parents in testing their students at home, districts can provide the [Parent Guidance letter](#), which includes additional information on accessing and logging into interim assessments.



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