

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

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

Question B6

Could the in-year growth information in TTAR 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 TTAR 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 and the Teacher Incentive Allotment (TIA) should contact the TIA administrator at EMC t001 Tw 0.196s-41.239Tw 0.04u(s)]TJ

dates:

- Opportunity 1 (Fall): November 14-15, 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 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 session (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?

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 ~~but~~ 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 n 0 196 0 Td [(s)-4.3 (t)-6 (u2,

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

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.

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~~ 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

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

State level data is not provided at this time. Because TTARs 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, 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 this 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.

Question F2

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 that the data can be exported to third party systems. The data file layout can be found on the [TTAR webpage](#) under “Resources.” This should be shared with your district technology staff or data vendor so

the item level difficulty.

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. 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?

TTAPs are 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 standard level. TTAPs are meant

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 stud

If G-2

There are no other options.

Will students be provided a mathematics reference sheet?

The STAAR and TTA Online platforms will provide a mathematics reference sheet for students to use during the test.

How does the Middle School Advanced Math program initiated by SB2124 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 Above Grade attribute in TIDES 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 TTAPs 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 (gh)-0.7ed

