

For Teachers: Using Student-Level Data from Interim Assessments

February 2019



Objectives

The purpose of the training is to help teachers interpret and understand student-level results from the interim assessments.

This session will cover the following topics:

- Interim Assessments Overview (1:00–2:41)
- Accessing the Online Reporting Suite (2:42–5:00)
- Student Level Reports (5:01–11:49)
 - Navigation
 - Score Data
- Remediation Techniques (11:50–13:13)
- Longitudinal Reports (13:14–19:20)
- Interim Data File (19:21–22:12)
- Additional Resources (22:13–24:03)

Overview

- Interim assessments are being offered in grades 3–8 mathematics and reading, Algebra I, English I, and English II.
 - Interim assessments are also available in grades 3–5 Spanish mathematics and reading.
- The interim assessments provide actionable data for educators to use to inform instruction.
- The purpose of the training is to help teachers interpret and understand student-level results from the interim assessments.

Overview

- The estimated probabilities from interim assessments during the pilot year were found to be highly consistent with students' STAAR performance in the subsequent spring 2018 STAAR administration.
- For example, when students were predicted to have higher than a 50% chance of reaching Approaches Grade Level performance level, between 86% and 99% achieved the Approaches Grade Level performance level or above in their subsequent STAAR assessments.

Accessing the Online Reporting Suite



The Online Reporting Suite

- For the 2018–2019 Interim Assessments, a special section of the STAAR Assessment Management System called the Online Reporting Suite (ORS) was designed to show interim assessment results and data.
- Users who are assigned the Teacher role or Online Test Administrator role in the STAAR Assessment Management System can access interim results for the students on their campus.
- These roles are assigned by district or campus staff.
- Please contact your district or campus testing staff if you have questions about being assigned these roles.

Logging in to the Online Reporting Suite

- To access to the Online Reporting Suite, log in to the STAAR Assessment Management System.
 - <https://www.texasassessment.com> > For Administrators > Test Administration > STAAR Assessment Management System



Log In

[STAAR Assessment Management System](#)

STAAR Alternate 2 and TELPAS
Assessment Management System



Resources for STAAR Alternate 2 and TELPAS

[Go to STAAR Alternate 2 and TELPAS](#)



Resources for All Assessment Programs

[TEA's Student Assessment Division Website](#)

[Technology Systems and Support](#)


[Student Assessment Testing Calendars and Calendar of Events](#)

[Test Administration Manuals and Materials](#)

[Additional Reports and Services](#)

Logging in to the Online Reporting Suite

- To log in to the STAAR Assessment Management System, enter your Username and Password and click ***Sign In***.

Help

Sign In

Enter your username and password to sign in to the systems below. For more information about the Texas Assessment Management System, visit www.texasassessment.com.

- **Administrators:** Access the STAAR Grades 3-8 and End-of-Course Test Management System
- **Administrators and Educators:** Access the Texas Assessment Data Portal for all assessments (STAAR, STAAR Alternate 2, TAKS and TELPAS)

Username:

Password:

Sign In

[Forgot Username](#) | [Forgot Password](#)

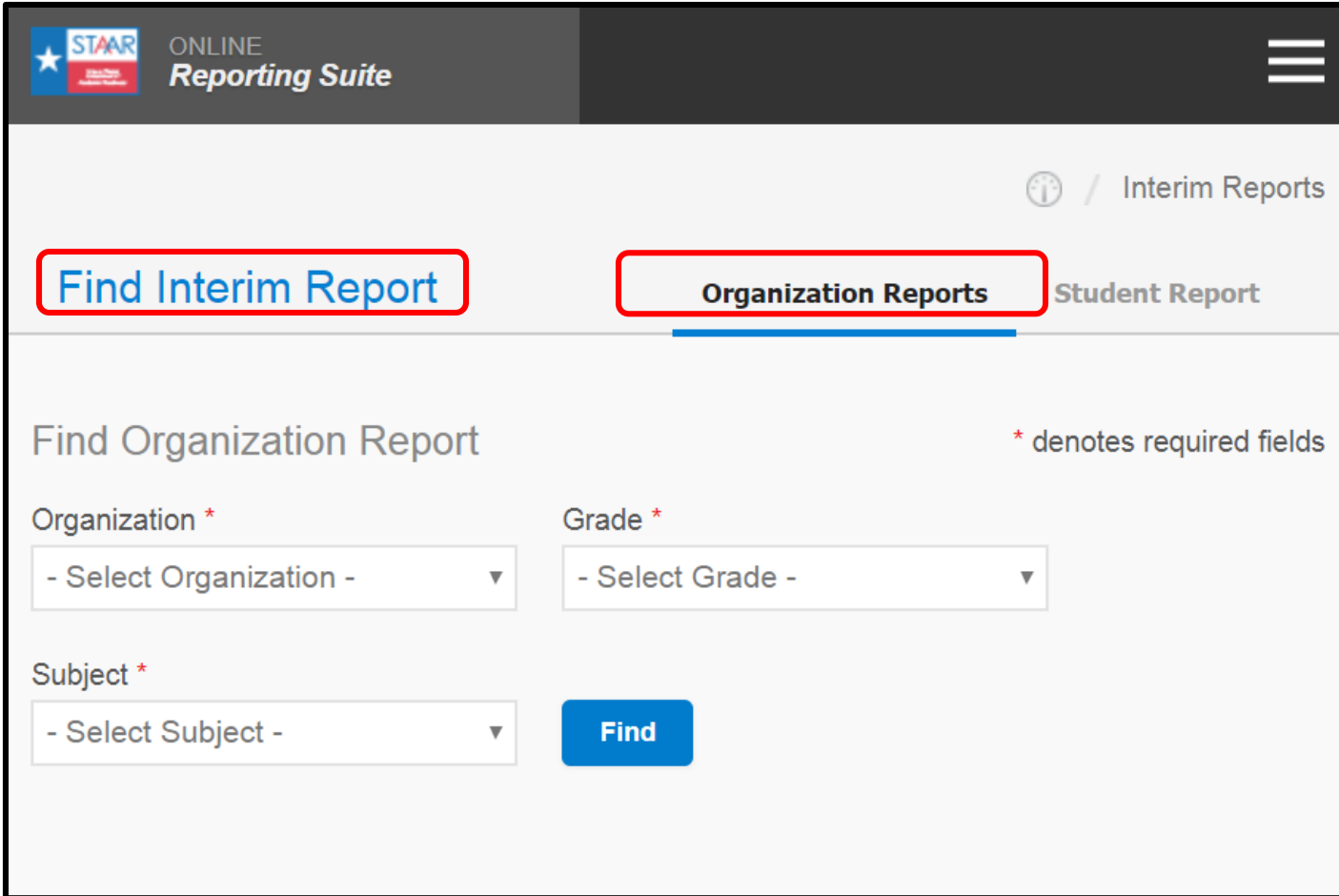
Logging in to the Online Reporting Suite

- *Reports > Online Reporting*

The screenshot displays the STAAR Assessment Management dashboard. The top navigation bar includes 'Assessment Management', 'Students +', 'Online Testing +', 'Reports +', and 'Structure +'. The 'Reports +' menu is open, showing 'Directory', 'Online Reporting', and 'Texas Data Portal'. The main content area features a 'Dashboard: Welcome, WHITNEY W...' header, a 'News & Announcements' section, and a 'SECURE BROWSER UPDATES' announcement dated Feb 20, 2019. The footer contains the TEA logo, 'TAMS About', legal information, and the ETS logo.

Logging in to the Online Reporting Suite

- The landing page is the *Find Interim Report page* on the *Organization Reports* tab.



The screenshot displays the STAR ONLINE Reporting Suite interface. The top navigation bar includes the STAR logo and the text "ONLINE Reporting Suite". A hamburger menu icon is visible in the top right corner. Below the navigation bar, the page title "Interim Reports" is shown with an information icon. The main content area features three tabs: "Find Interim Report", "Organization Reports", and "Student Report". The "Organization Reports" tab is selected and highlighted with a blue underline. Below the tabs, the heading "Find Organization Report" is displayed, followed by a note: "* denotes required fields". The form contains three dropdown menus: "Organization *" with the placeholder "- Select Organization -", "Grade *" with the placeholder "- Select Grade -", and "Subject *" with the placeholder "- Select Subject -". A blue "Find" button is positioned to the right of the "Subject" dropdown.

Logging in to the Online Reporting Suite Demonstration

Student-Level Reports



Student-Level Reports

- Select the *Student Report* tab.
 - Choose an organization from the *Organization* field.
 - Enter last name and grade.
 - Further refine search by entering first name, PEIMS, and/or subject.
- Click ***Find Student***.

The screenshot displays the STAR ONLINE Reporting Suite interface. At the top, the logo and text 'STAR ONLINE Reporting Suite' are visible. Below the header, there is a navigation bar with 'Interim Reports' and a menu icon. The main content area features a 'Find Interim Report' section with two tabs: 'Organization Reports' and 'Student Report'. The 'Student Report' tab is highlighted with a red dashed border. Below the tabs, the 'Find Student Report' form is displayed. The form includes a legend indicating that an asterisk (*) denotes required fields. The form fields are: Organization (dropdown menu with '- Select Organization -'), First Name (text input), Last Name (text input), PEIMS ID (text input), Grade (dropdown menu with '- Select Grade -'), and Subject (dropdown menu with '- Select Subject -'). A blue 'Find Student' button is located at the bottom of the form.

Student-Level Reports

Student-Level Results: Student's Scale Score

Math Score
1650

Student's Mathematics Reporting Category Performance

Reporting Category	Correct	Total
1. Numerical Relationships	3	4
2. Algebraic Relationships	3	4
3. Geometry & Measurement	3	3
4. Data Analysis	1	3

Probability

Masters	50%
Meets	70%
Approaches	90%

Student's Item Responses: 10 of 14 Correct

Category 1: Numerical Relationships: 3 of 4 Correct

Question Number	Student Expectation	Type	Student Result	View Item & Response
3	5.1.A	Multiple Choice	✓	View Item & Response
5	5.1.A	Multiple Choice	✓	View Item & Response
8	5.1.C	Multiple Choice	✗	View Item & Response
11	5.1.F	Multiple Choice	✓	View Item & Response

Student-Level Reports

Student-Level Results: Raw Score by Reporting Category

STAR ONLINE Reporting System Interim Longitudinal Back to STAAR Assessment Management System

Interim Reports / District: Pleasant Valley ISD / Campus: Abilene Middle / Student: Paulson, Alicia

Alicia Paulson Report

2018-19 Interim G5 Mathematics - Opp 1

Viewing: 2018-19 Interim G5 Mathematics - Opp 1 Grade 5 Mathematics

Math Score: 1490 to 2057. Student score: 1650.

Student's Mathematics Reporting Category Performance

Reporting Category	Performance
1. Numerical Relationships	Correct: 3 of 4
2. Algebraic Relationships	Correct: 3 of 4
3. Geometry & Measurement	Correct: 3 of 3
4. Data Analysis	Correct: 1 of 3

Probability

Masters	50%
Meets	70%
Approaches	90%

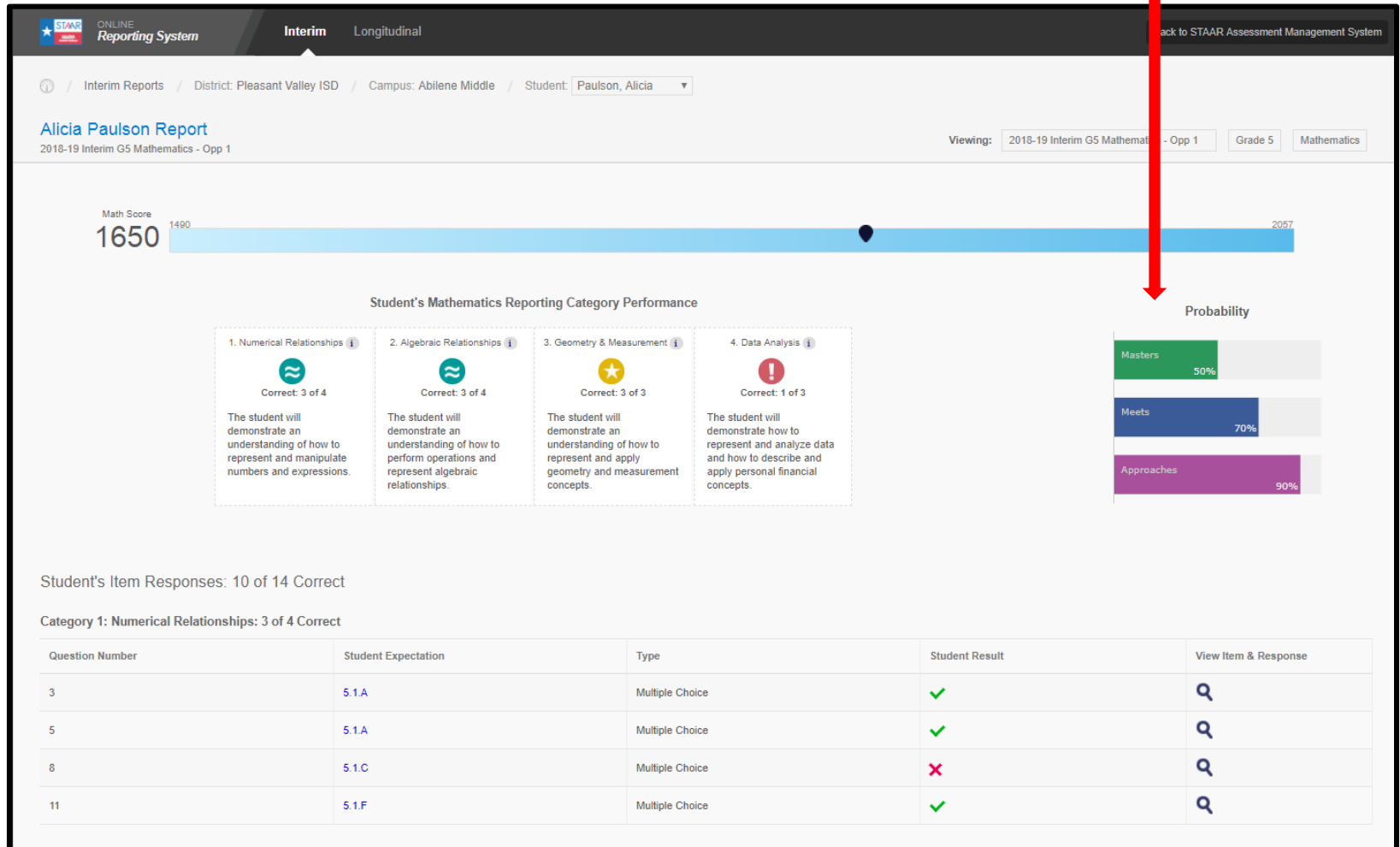
Student's Item Responses: 10 of 14 Correct

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Question Number	Student Expectation	Type	Student Result	View Item & Response
3	5.1.A	Multiple Choice	✓	View Item & Response
5	5.1.A	Multiple Choice	✓	View Item & Response
8	5.1.C	Multiple Choice	✗	View Item & Response
11	5.1.F	Multiple Choice	✓	View Item & Response

Student-Level Reports

Student-Level Results: Probability of STAAR Performance



Student-Level Reports

Student-Level Results: TEKS Test per Question

Student's Item Responses: 4 of 26 Correct

Reporting Category 1: Numerical Representations and Relationships: 2 of 6 Correct

Question Number	Student Expectation	Type	Student Result	View Item & Response
9	3.3.E	Multiple Choice	✗	
12	3.2.A	Multiple Choice	✗	
7	3.2.D	Multiple Choice	✗	
23	3.3.H	Multiple Choice	✓	
17	3.3.F	Multiple Choice	✓	
28	3.2.D	Multiple Choice	✗	

Student Expectation Information

Reporting Category 1: Numerical Representations and Relationships

(3.3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to

(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8







CLOSE

Student-Level Reports

Student-Level Results: Correct or Incorrect Student Answer

Student's Item Responses: 4 of 26 Correct

Reporting Category 1: Numerical Representations and Relationships: 2 of 6 Correct

Question Number	Student Expectation	Type	Student Result	View Item & Response
9	3.3.E	Multiple Choice	✗	
12	3.2.A	Multiple Choice	✗	
7	3.2.D	Multiple Choice	✗	
23	3.3.H	Multiple Choice	✓	
17	3.3.F	Multiple Choice	✓	
26	3.2.D	Multiple Choice	✗	

Student-Level Reports

Student-Level Results: View Test Question

Reporting Category 2: Computations and Algebraic Relationships: 4 of 13 Correct

Question Number	Student Expectation	Type	Student Result	View Item & Response
1	5.3.C	Multiple Choice	✓	
3	5.4.B	Multiple Choice	✗	
5	5.3.K	Multiple Choice	✗	
8	5.3.G	Numeric	✗	

Item Detail View and Response

Item Type: Student Expectation: Correct Response: Student Result:
Numeric 5.3.G 0.35

[Item Content](#)

A bottle contained 5.6 fl oz of a cleaning solution. Equal amounts of the solution were used each day for 16 days, until the bottle was empty.

How many fluid ounces of the solution were used each day?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

[CLOSE](#)

Student-Level Reports Demonstration

Remediation Techniques

Suggestions for Remediation

- Using the "Review Item and Response" function, review the item-level data for students.
 - Analyze incorrect answers to identify student misconceptions about a concept. All incorrect answer options used in a test item are based on common student mistakes.
 - Provide targeted instruction that addresses the misconceptions.
 - You may use the released STAAR forms to find additional items covering the same Student Expectation to check for understanding.

Suggestions for Remediation

- After each testing opportunity, you may want to review the results to identify students who may need academic interventions. Below are some things to consider.
 - What kind of targeted interventions could be put into practice as students get ready for the STAAR assessments?
 - Have study groups before or after school that are organized by student's weakness areas.
 - Explore peer tutoring and pair a student who is strong in a Reporting Category with one who is weak in the same Reporting Category.
 - Have the students go through an activity where they review items for Student Expectations they are struggling with.
 - Have the students summarize their learning of the Student Expectation through an artifact (visual, written, or oral).

Longitudinal Reports



Longitudinal Reports

- Longitudinal reports display results and analysis of different aspects of student testing performance over a period of time, across years or across multiple testing opportunities during one academic school year.
- NOTE: Until a student has taken two or more tests in separate opportunities, data displayed does not appear as typical longitudinal data.
- For example, where a line is normally shown between primary testing scores taken on different dates, if only one testing data is available in the data, only a single bubble appears.

Longitudinal Reports

1. Click the *Longitudinal* button in the black menu bar at the top of the page.

The screenshot shows the STAAR Reporting Suite interface. At the top, there is a black navigation bar with the STAAR logo on the left and 'Interim' and 'Longitudinal' buttons in the center. To the right of the navigation bar are links for 'Back to STAAR Assessment Management System' and 'Logout'. Below the navigation bar, the page title is 'Longitudinal Reports'. The main content area is titled 'Find Longitudinal Report' and contains a 'Student History Reports' section. This section has several search parameters: 'Organization *' (Pleasant Valley ISD), 'Campus' (All Campuses), 'First Name', 'Last Name *' (Paulson), 'PEIMS ID', and 'Subject *' (Mathematics). A blue 'Find Student' button is located at the bottom right of the search form. Red arrows point from text annotations to the 'Longitudinal' button, the search parameters, and the 'Find Student' button.

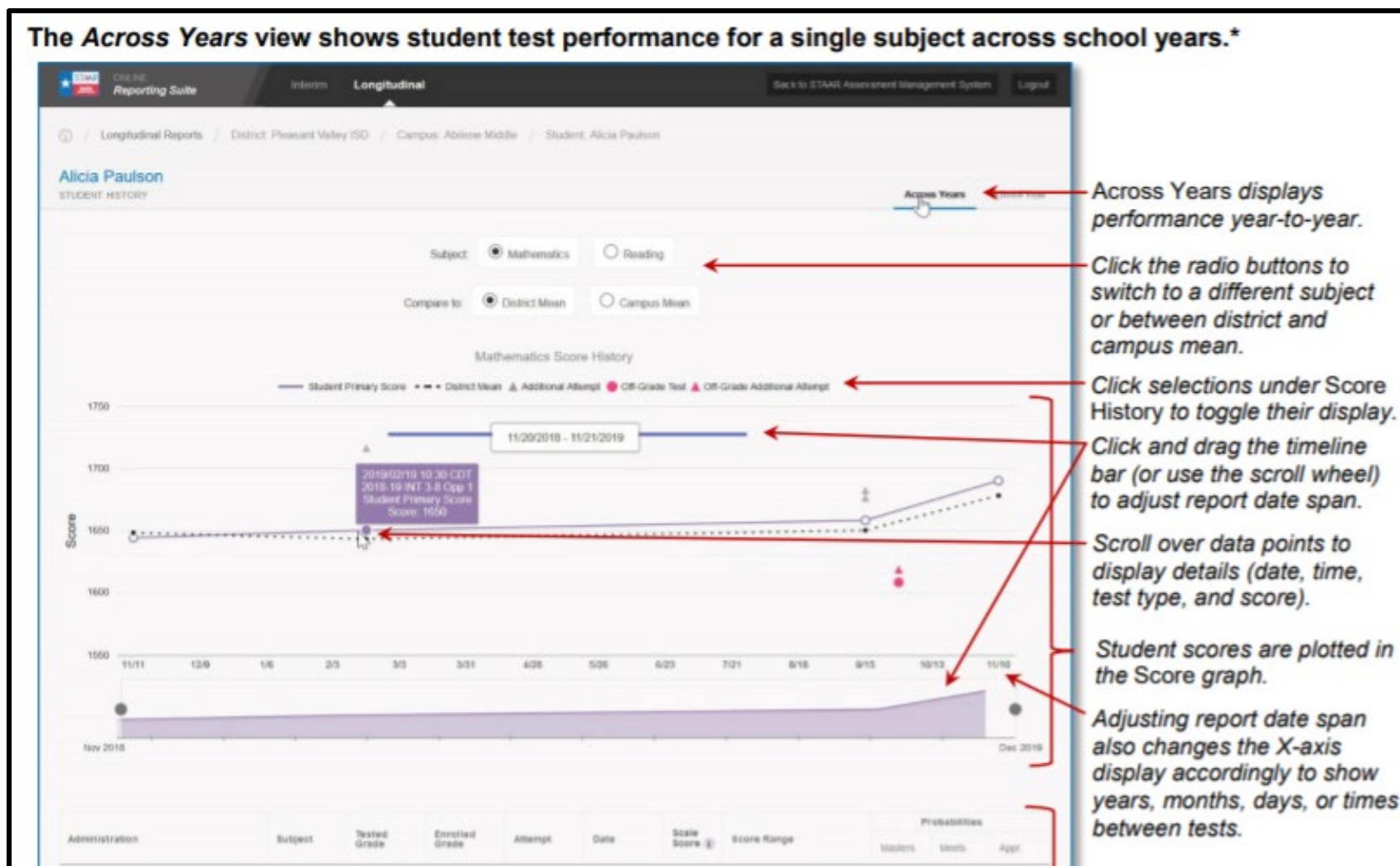
Click the **Longitudinal** button.

Select search parameters.
Organization, Last Name, and
Subject are required.

Click the **Find Student**
button.

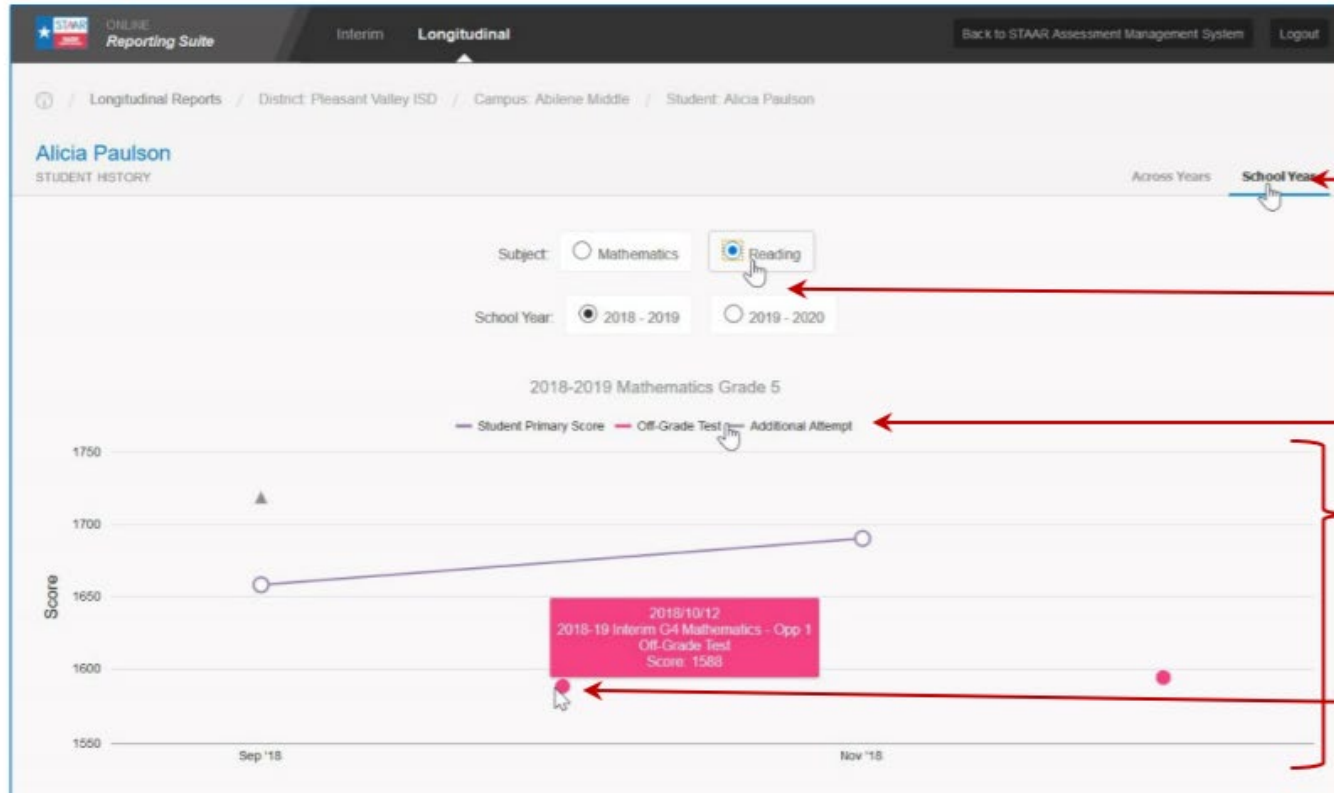
Longitudinal Reports

The **Across Years** view shows student test performance for a single subject across school years.*



Longitudinal Reports

The *School Year* view shows student test performance for a single subject during the current 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).

Longitudinal Reports Demonstration

Interim Data Files



Interim Data Files

- Some districts process district data files through their Student Information Systems; please reach out to your district testing office, campus testing coordinator, or campus administrator for more information about receiving this data.
- The district data file has been updated to include the Student Expectation (TEKS) designations.

Interim Data Files

- The Student Expectation designations help to identify students who may need more understanding of the concepts in certain Student Expectations.
- For example, a student taking a grade 5 mathematics interim assessment might answer three test questions that correspond to Student Expectation 5.2 (B).
 - If the student missed all three items for that Student Expectation, an educator might want to analyze the student's incorrect answers and use additional assessment tools (i.e., formative assessments, STAAR released test items) to determine the student's understanding for that particular Student Expectation.

Interim Data Files

- A comparison of student performance among students who took the **same form** (Section 1 and the same Section 2) can be used as a supplementary piece of information.
- Different forms can have different test items (even for the same Student Expectation); therefore, it is recommended that you only compare students who took the **same form**.
- When comparing students, compare only students who took the same form at relatively the **same time** during school year. This ensures that the students being compared had access to relatively the same amount of instruction.

Interim Data Files

- To review a group of students' performances on each item
 - first identify the students who took the same test form—those who have the same values in fields *Test Admin*, *Subject*, *Grade*, and *Test Form*;
 - then review the group's performance on an item or a group of items.

Additional Resources



Additional Resources

- Interim User's Guide posted on <https://www.texasassessment.com/technology/>
- Interim FAQ and Interim Results Guide posted on <https://tea.texas.gov/student.assessment/IA/>

Customer Support

For assistance navigating the Online Reporting Suite, contact the Texas Assessment Support Center.

- Monday–Friday
- 8:00 a.m.–5:00 p.m. CT
- 855-333-7770
- STAAREOC@ets.org or STAAR3-8@ets.org
- Live chat via Help Documentation in the STAAR Assessment Management System