

STAAR Interim Assessments

Educator Guide



Information about the Texas Assessment Program can be found on the [Student Assessment](#) website.

[Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.



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Resources

- [Texas Assessment Program](#)
- [STAAR Interim Assessments](#)
- [Test Administrator Practice Site](#)
- [Student Practice Test Site](#)
- [Test Administration Resources](#)
- [*District and Campus Coordinator Resources*](#)

Overview

The State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments are optional online assessments aligned to the Texas Essential Knowledge and Skills (TEKS) that help educators monitor student progress and predict student performance on STAAR. STAAR Interim Assessments are a snapshot of current student performance taken a few times during the year to determine mastery of grade-level expectations at a specific moment in time. These assessments are available at no cost, and they are not tied to accountability.

STAAR Interim Assessments, which are developed with input from Texas teachers, are available for the same subjects, grades, and courses as STAAR summative assessments. The interim assessments are available from the fall through the spring to any Texas public school district or open-enrollment charter school and may be administered at the district's or school's discretion. District testing personnel need only upload student records to the Test Information Distribution Engine (TIDE) to participate. No application or Texas Education Agency (TEA) approval is required.

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

Purpose

STAAR Interim Assessments were introduced to Texas educators in the 2018–2019 school year and codified in law by House Bill 3906, 86th Texas Legislature, 2019, as a tool that provides student-level predictions for the STAAR summative assessment. Since then TEA has been researching and working to align our communications on the proper use of various types of assessments.

- Interim assessments should be used to evaluate overall progress made to date, to serve as a snapshot of performance at a moment in time, and to identify where additional formative data might be needed to better understand gaps in learning.
- Interim assessments are not to be used to make decisions at the daily or classroom instructional level, including decisions to reteach content.
- Interim assessments are not an item bank for building classroom quizzes or assignments, a source of practice questions for small-group instruction, or a formative assessment tool designed to provide standards-level performance data.

Test Design

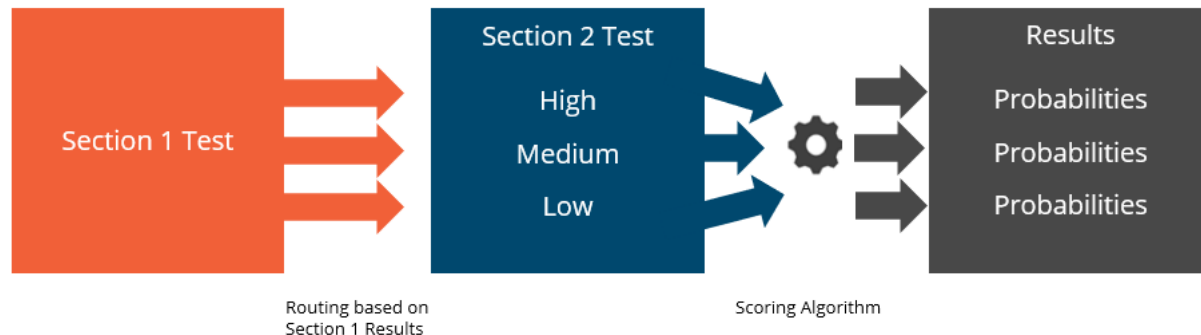
Question Types and Blueprints

Interim assessment questions include multiple-choice and non-multiple-choice questions. Like STAAR summative assessments, STAAR Interim Assessments contain questions developed with the help of Texas teachers. All questions on the interim assessments are field-tested on a STAAR assessment and are fully aligned to the TEKS.

Blueprints for the STAAR Interim Assessments are available on the [STAAR Interim Assessments](#) webpage.

Linear Versus Multistage Testing

All mathematics and reading language arts (RLA) interim assessments are grade-level multistage adaptive test forms. Multistage tests provide the same level of accuracy as a linear test but with fewer questions. Students begin with Section 1, which is the same for all students, and are then routed to a Section 2 test form with a low, medium, or high level of difficulty corresponding to their performance on Section 1. Regardless of the combination of Section 1 and Section 2 forms the student is administered, the test design allows a student to obtain any of the four predicted STAAR performance levels based on how well he or she performs on the complete test.



All science and social studies interim assessments use a standard linear test design, meaning that all students are tested using a single form and receive the same questions.

Training

A recorded training specific to STAAR Interim Assessments is available in the [Learning Management System \(LMS\)](#). District and campus testing coordinators who administer the interim assessments should ensure that they have read not only this guide but also the applicable user guides and other resources listed in the table below to familiarize themselves with current testing guidelines and procedures.

Title	Audience
Test Information Distribution Engine (TIDE) User Guide	Testing Coordinators
Test Delivery System (TDS) User Guide	Testing Coordinators
Setting Up TDS Workstations	Testing Coordinators
Centralized Reporting System (CRS) User Guide	Testing Coordinators and Classroom Teachers
STAAR Interim Assessments webpage	Testing Coordinators and Classroom Teachers

Test Security and Confidentiality

Maintaining the security and confidentiality of all components of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. To ensure test results from STAAR Interim Assessments are meaningful and valid, it is imperative that all individuals participating in the administration of these interim assessments preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the test administration materials.

Secure Materials

As part of the Texas Assessment Program, STAAR Interim Assessments are secure assessment instruments. Test content and any student information used or obtained in the administration of the assessments are confidential. Although authorized educators can view secure interim assessment questions in the Centralized Reporting System (CRS) as they are viewing student results, these secure questions should **NOT** be downloaded, duplicated, replicated, printed, or distributed. This includes secure questions from previous interim assessments.

The interim assessment questions available in CRS are for viewing only; the questions are not publicly released and must remain secure. Authorized educators are those who have a sound educational reason, allowable under the Family Educational Rights and Privacy Act (FERPA), to

have access to student-level data. These are the only individuals who may view interim test questions in CRS. Only authorized users can discuss general concepts related to the TEKS with other authorized users. Information shared about each interim question should remain general and should never expose the exact wording of a question, the strategy to find the answer, or the correct answer. General concepts that can be discussed are:

- the student expectation tested (e.g., 5.3B),
- the level of cognitive demand required (e.g., high demand such as justify, explain, analyze compared to low demand such as identify), and
- the question type (e.g., multiple choice, drag and drop).

Prediction Accuracy

The agency holds the security of test questions in high importance. Test questions must be secure in order to maintain the validity and reliability of the assessment and the results they produce. Without a secure test, the integrity of test statistics can be compromised, and scores and predictions can both be adversely affected as a result. It is crucial that interim test questions remain secure, because the interim questions are reused across forms and years.

The prediction calculations for STAAR Interim Assessments are based on the assumptions that the students continue on the same instructional path and that the test questions are new to students. A change in student or teacher behavior (e.g., less focus, less instruction) based on interim assessment results will impact prediction accuracy. Overexposure to interim test questions (e.g., using the same or similar items for classroom practice, administering the same test multiple times) will impact prediction accuracy.

Reporting Testing Incidents

As with STAAR summative assessments, all testing incidents for STAAR Interim Assessments must be reported using the appropriate forms available in TIDE under *Administration and Security Forms*. When completing a testing incident form in TIDE for a serious testing violation or a procedural testing irregularity, select "Other" as the program for STAAR Interim Assessments.

Administration Information

Testing Windows

TEA offers the following STAAR Interim Assessments testing windows.

Window 1	Window 2	Window 3
<ul style="list-style-type: none">• grades 3–8 math• grades 3–8 RLA• Spanish grades 3–5 math• Spanish grades 3–5 RLA• 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 3–8 math• grades 3–8 RLA• Spanish grades 3–5 math• Spanish grades 3–5 RLA• Algebra I• English I• English II

TEA offers only one testing window for science and social studies and recommends that these assessments be administered after most of the TEKS have been covered in the classroom. The reason for this recommendation is that unlike the TEKS for mathematics and RLA, which tend to include similar skills that build in complexity, the science and social studies TEKS most often involve discrete skills, facts, and concepts.

TEA recommends administering Window 1 assessments in November and Window 3 assessments in February. There is only one version of interim assessments for science and social studies, so Window 2 assessments should be administered after most of the course content has been taught. Teachers should consider their local scope and sequence when scheduling STAAR Interim Assessments. STAAR performance predictions are more accurate when assessments are administered during the recommended months, and administering interim assessments more than once in the same window can negatively impact the accuracy of predictions. Specific dates for the testing windows are available on the [STAAR Interim Assessments](#) webpage.

District testing personnel should reserve the last two to three days of each testing window to submit student responses for paper administrations in the Data Entry Interface (DEI).

Accommodations

Interim assessments contain embedded supports that include content and language supports and a text-to-speech (TTS) option. Refreshable braille and paper-based braille assessments are also available. Paper-based braille assessments are provided only if this is a component of a student’s individualized education program (IEP). Sign language videos and speech-to-text (STT) are not available for interim assessments.

Local committees are not required to meet for the purpose of establishing eligibility criteria for interim assessments. District testing personnel should determine which designated supports their students routinely and effectively use during classroom instruction and testing.

Available Accommodations

Content and Language Supports	Text-to-Speech	Paper Braille	Refreshable Braille
<ul style="list-style-type: none"> All English assessments All Spanish assessments 	<ul style="list-style-type: none"> All English assessments All Spanish assessments 	<ul style="list-style-type: none"> All English assessments All Spanish assessments 	<ul style="list-style-type: none"> grades 3–8 RLA grade 8 social studies English I English II U.S. History

Special Administration

STAAR Interim Assessments are administered online. An exception may be possible for a student who requires accommodations that cannot be provided online or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, a special paper administration of an interim assessment may be given. Refer to the [Special Administration of an Assessment](#) page of the *District and Campus Coordinator Resources* for eligibility requirements and information on how to designate eligible students in TIDE.

For students who meet the eligibility requirements for a special paper administration of a STAAR Interim Assessment, district coordinators should order paper materials in TIDE by selecting *Interim, Paper Orders* on the *Administration Task* menu. Paper braille kits for interim assessments can be ordered in TIDE starting in November.

For students eligible for a special paper administration of an interim assessment, access to the PDF files used for paper testing and the answer keys used for scoring will be provided through the Secure File Center. Paper braille kits for interim assessments will be delivered as each title becomes available.

For paper administrations of STAAR Interim Assessments, students must record their responses on the paper documents. Authorized district staff members must submit student responses in DEI for scoring. Since student responses for paper administrations must be submitted in DEI, paper assessments are not scored automatically like other interim assessments. For further assistance, district coordinators should contact Texas Testing Support at (833) 601-8821 or TexasTestingSupport@cambiumassessment.com.

Testing Systems Information

System Requirements

Test administrators should verify that the devices to be used for Texas Assessment Program testing meet the specifications outlined on the [Minimum System Requirements](#) page of the *Coordinator Resources*. Refer to the Minimum System Requirements for a list of supported operating systems and devices.

A supported version of a web browser must be installed on devices that use the testing systems. Test administrators should be familiar with a spreadsheet application for the purpose of file uploads and extracts in TIDE.

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

- 1. Set up the administrator's device.** An administrator must have a supported version of a web browser installed on any device that will be used for testing. Supported web browsers are listed on the [Setting Up TDS Workstations](#) webpage.
- 2. Set up the students' devices.** Use of a secure browser for STAAR Interim Assessments testing is optional but recommended. Secure browser applications are available for download from the [Secure Browsers](#) webpage. Refer to the in-browser testing guidance that follows when deciding whether to administer an assessment using the secure browser or the Test Delivery System (TDS) in-browser option.
- 3. Prepare network for testing.** Several network configuration tasks must be completed prior to testing, such as allowlisting, configuring filter systems, and enabling domain name resolution. Technology coordinators should read the information on the Setting Up TDS Workstations webpage for directions.
- 4. Run the network diagnostic tool.** Ensure proper configuration by running the [diagnostic tool](#) on all devices used for testing.

In-Browser Testing

TEA provides a TDS in-browser option. Students may use the in-browser option to access interim assessments via an approved version of most common web browsers. Supported web browsers are listed on the Setting Up TDS Workstations webpage. The in-browser option can be used with any device that meets the minimum system requirements. Students can access interim assessments using the in-browser option by entering the following URL into their browser's URL search bar: <https://tx.cambiumtds.com/student>.

The in-browser option includes all non-embedded supports available for interim tests except refreshable braille. Students testing with a refreshable braille display will need to install the latest version of the secure browser on a device that includes the JAWS 18 screen-reader application. Refer to the [Assistive Technology Manual for Windows & macOS](#) for more information on setting up devices to test with refreshable braille. Interim tests accessed through the in-browser option may differ slightly in appearance (depending on browser and browser version) from the secure browser. Tests taken using the in-browser option are more sensitive to internet

connectivity disruptions and to possible slowdowns with TTS audio voice-over caused by low bandwidth availability or weak Wi-Fi signal strength.

Permissions and User Roles

To administer the interim assessments or view test results, users must have an active TIDE account. Refer to the [User Role Permissions](#) page of the *Coordinator Resources* for a list of the system user roles and their corresponding permissions.

Technical Tasks

TIDE Platform and Tasks

TIDE is the student management system for the Texas Assessment Program. Users should familiarize themselves well in advance of the test administration with the *TIDE User Guide* and the tasks they will need to complete.

The following is a list of seven essential TIDE tasks:

- 1. Add users to TIDE.** Users authorized to administer the interim assessments or review results must have a TIDE account to access any part of the system. Instructions on how to add users can be found in the *TIDE User Guide*.
- 2. Add students to TIDE.** Students must be added to TIDE to participate in an interim assessment via TDS. Students are eligible for an assessment in their enrolled grade by default, but the *Interim Grade Testing* attribute in TIDE can be changed to allow students to take an assessment above grade level. Students will not be eligible to take end-of-course (EOC) interim assessments until the courses have been selected in TIDE. Descriptions of how to complete these tasks can be found in the *TIDE User Guide*.
- 3. Indicate designated supports for eligible students.** Students eligible for accommodated versions of the test must have the designated supports updated in the *Test Attributes* panel in TIDE. These supports will be based on the student's IEP and may require approval from TEA.
- 4. Create and modify rosters.** Rosters are groups of students, and each roster is associated with a TIDE user. Rosters usually represent classes but can represent any group that is meaningful to users. Reporting rosters may be used to view students' performance in CRS. Non-reporting rosters may be used to print student test tickets for specific testing rooms.
- 5. Receive accommodation materials.** Requests for paper test materials will be fulfilled through the Secure File Center.
- 6. Print test tickets.** Students need the information on their test ticket in order to enter the test session.
- 7. Clean up test data.** After testing, authorized TIDE users can clean up test data as needed.

TDS Platform and Tasks

TDS is used to deliver all Texas online assessments. TDS has three components: the Test Administrator Interface, the Student Interface, and DEI. The Test Administrator Interface is used to schedule or start test sessions, and the Student Interface allows students to take the interim assessments. Test administrators use DEI to enter student responses for those students who test on paper.

Test administrators should familiarize themselves with the *TDS User Guide* and the tasks they must complete during testing.

The following list describes five key administrative tasks:

- 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 secure browser (or the TDS in-browser option).** Ensure that the application is launched on each student's device.
- 3. Helps students log in.** Students must enter their first name, the Texas Student Data System (TSDS) ID provided on the student test ticket, and the session ID provided by the test administrator.
- 4. Confirm students have logged in to an interim assessment.** Ensure students have not selected the green or blue box that says "Practice Test Site" and that they have selected the appropriate interim assessment that is aqua in color.
- 5. End testing.** Students must click the *Submit Test* button when they complete the test in order for their test results to appear in CRS.
- 6. Enter responses in DEI.** For students testing on paper, a test administrator must enter student responses in DEI.

Test Results

Available in CRS

Results for STAAR Interim Assessments are provided through [CRS](#). Authorized educators must have a district, campus, or roster association with students in order to view student results. User accounts and role assignments are determined by district coordinators. Authorized educators are those who have a sound educational reason, allowable under FERPA, to have access to student-level data. Refer to the [User Role Permissions](#) for a complete list of system roles and corresponding permissions.

STAAR Interim Assessment questions are available to be viewed in CRS but must remain secure. Because the interim assessments are a relatively new product compared to other TEA assessment products, test questions are available for viewing in CRS to demonstrate that:

- STAAR Interim Assessment questions are exactly like STAAR summative assessment questions (i.e., reviewed and approved by educators, field-tested with Texas students, administered using the same platform),
- STAAR Interim Assessments are better aligned to the TEKS when compared to third-party interim assessment products, and
- STAAR Interim Assessments are appropriate for all students, including emergent bilingual students and students receiving special education services.

Immediately after tests are submitted, CRS displays district-, campus-, roster-, and student-level results. Users can filter results by specific student demographics. Results for Section 1 and Section 2 of multistage adaptive interim assessments are reported as raw scores in campus and district data files only and as predicted STAAR performance levels. Students who do not take Section 2 of the interim assessment will receive only item-level data in the district data file.

Aggregate reporting category targets aligned to the STAAR Meets Grade Level performance level are also available in CRS. These results are classified as Under Target, Near Target, and Above Target. For each reporting category:

- Under Target signifies students are below the proficiency performance expectation and need additional support and instruction in order to master the reporting category.
- Near Target signifies students are performing near proficiency performance expectation but there is not enough information to determine if they are above or below the performance expectation.
- Above Target signifies students are achieving the proficiency performance expectation and are able to successfully answer questions within the reporting category.

Data files can be generated in CRS so that district testing personnel may upload the data into the district's student information system. Results are also available in a .txt or .csv data file format that can be downloaded from CRS and imported into local student information systems.

Examples of reports can be found in the [CRS User Guide](#). The figures below show an example of a district-level report for all STAAR Interim Assessments that were administered in the district,

an example of a district-level report for the STAAR Interim Assessment for grade 5 RLA, an example of predicted STAAR performance at the campus level, and an example of the aggregate reporting category target information.

Figure 1. District-level Performance on Tests for All STAAR Interim Assessments

Average Score and Performance Distribution of All Schools, by Assessment: Demo District TX 1, 2024-2025

Filtered by Campus: All Campuses | Test Administration: Window 3

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Date Last Taken
Spring 2025 STAAR Interim Grade 3 Reading Online and Content and Language Supports Forms	STAAR Interim	3	Window 3	4	1339	01/03/2025
Spring 2025 STAAR Interim Grade 3 Reading Paper and Braille Forms	STAAR Interim	3	Window 3	11	1164	03/27/2025
Spring 2025 STAAR Spanish Interim Grade 3 Reading Online and Content and Language Supports Forms	STAAR Interim	3	Window 3	3	1127	12/19/2024
Spring 2025 STAAR Spanish Interim Grade 3 Reading Paper Forms	STAAR Interim	3	Window 3	5	1170	12/20/2024
Spring 2025 STAAR Interim Grade 4 Reading Online and Content and Language Supports Forms	STAAR Interim	4	Window 3	3	1391	02/05/2025
Spring 2025 STAAR Interim Grade 4 Reading Paper and Braille Forms	STAAR Interim	4	Window 3	6	1305	12/19/2024
Spring 2025 STAAR Spanish Interim Grade 4 Reading Online and Content and Language Supports Forms	STAAR Interim	4	Window 3	3	1184	12/18/2024
Spring 2025 STAAR Spanish Interim Grade 4 Reading Paper Forms	STAAR Interim	4	Window 3	3	1489	12/18/2024
Spring 2025 STAAR Interim Grade 5 Reading Online and Content and Language Supports Forms	STAAR Interim	5	Window 3	5	1444	03/19/2025
Spring 2025 STAAR Interim Grade 5 Reading Paper and Braille Forms	STAAR Interim	5	Window 3	9	1352	12/19/2024

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Figure 2. District-level Performance by Student for Grade 5 RLA

Performance by Roster | Performance by Student

Score, Performance and Points Earned on Spring 2025 STAAR Interim Grade 5 Reading Online and Content and Language Supports Forms (Window 3), of All Rosters, by Student and Reporting Category

Filtered by Campus: All Campuses | Test Administrations: Window 3 | Standards Keys

Student	TSDS Number	Total	Predicted STAAR Performance	Scale Score	Performance	1	2	3	4	5	6	13
						1 pt	2 pt	1 pt	1 pt	1 pt	1 pt	1 pt
ESC		1444	Percent Count: 80% 4, 20% 1	1444	Percent Count: 60% 3, 20% 1, 20% 1	0.4	0.6	0.4	0.6	0.4	0.4	1
District		1444	Percent Count: 80% 4, 20% 1	1444	Percent Count: 60% 3, 20% 1, 20% 1	0.4	0.6	0.4	0.6	0.4	0.4	1
Campus		1444	Percent Count: 80% 4, 20% 1	1444	Percent Count: 60% 3, 20% 1, 20% 1	0.4	0.6	0.4	0.6	0.4	0.4	1
Demo Student A	DM1111111		Predicted to be Did Not Meet Grade Level	1416	Under Target	0	1	0	0	0	0	n/a
Demo Student B	DM2222222		Predicted to be Masters Grade Level	1760	Above Target	1	0	1	1	1	1	1
Demo Student C	DM3333333		Predicted to be Did Not Meet Grade Level	1312	Under Target	1	0	1	1	1	1	n/a

Figure 3. Campus-level Predicted STAAR Performance

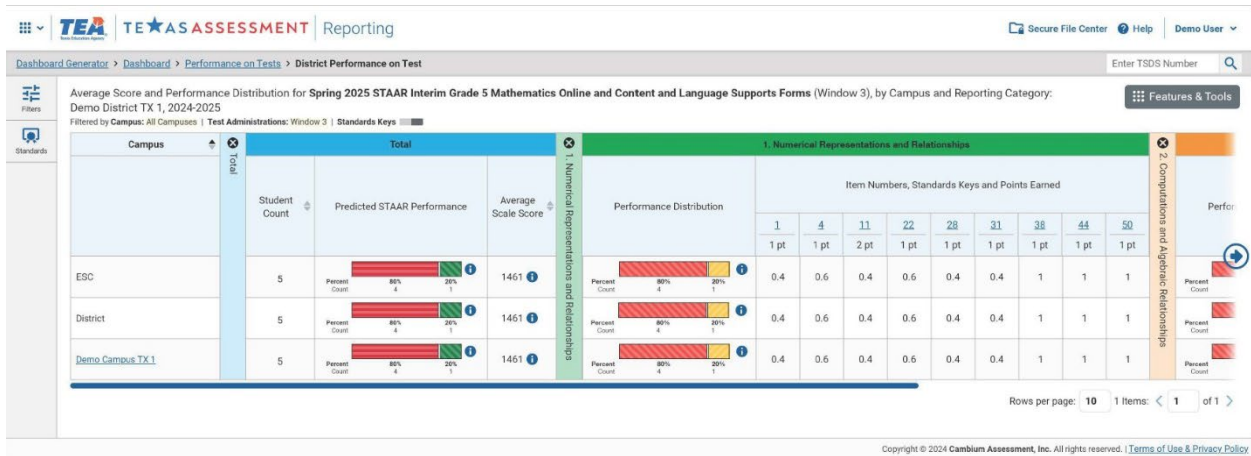
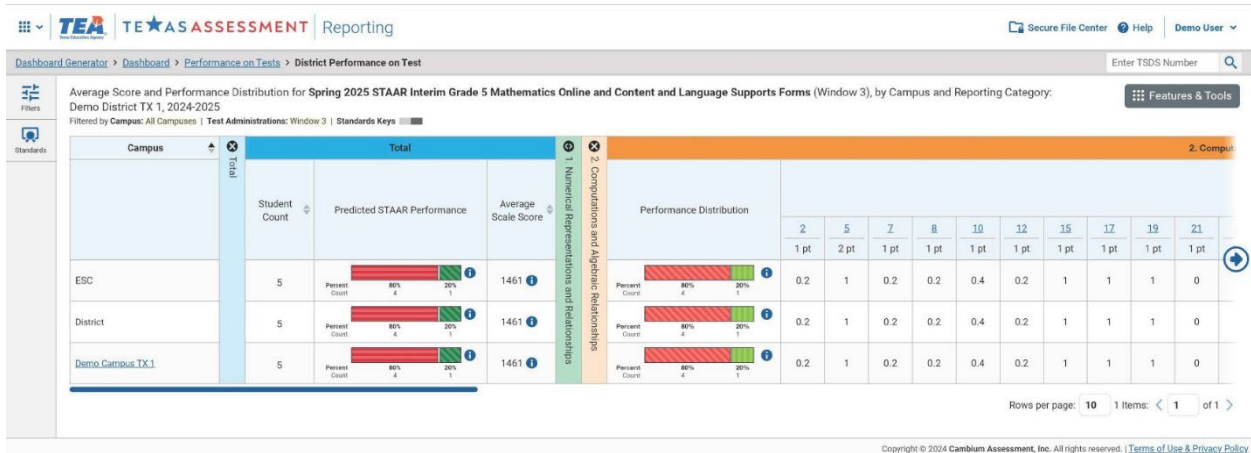


Figure 4. Reporting Category Target Information



Individual Student Reports

CRS also provides [individual student reports \(ISRs\)](#). ISRs include the following elements:

- scale score
- raw score
- the student’s predicted STAAR performance level, which indicates if a student is likely to achieve Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level performance on the same spring STAAR summative assessment that year
- reporting category targets, aligned to the Meets Grade Level performance level, that indicate whether a student is Under Target, Near Target, or Above Target
- the TEKS student expectation for each test question

- points received and points possible for each test question
- a QR code to access a video and learn more about score reports for the interim assessments

Neither parents nor students have access to student results in CRS. The ISR may be used to provide parents and students with results from STAAR Interim Assessments.

Predicted STAAR Performance Level

Beginning with the 2023–2024 school year, STAAR Interim Assessments results include a predicted STAAR performance level. A student who completes an interim assessment receives a predicted STAAR performance level of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level that indicates what level the student is likely to achieve on the same grade/subject or course spring STAAR summative assessment taken later that school year. The prediction calculation is based on the assumptions that the student continues on the same instructional path and maintains the same learning trajectory, the student’s motivation and test engagement remain the same, and the student’s exposure to the same or similar questions or tests remains limited. If the student takes an interim assessment at a time other than November or February, the interpretation of his or her test score should take into consideration whether the student had more or less time to learn.

The change to the predicted STAAR performance level was made to align with industry standards for interim products. With this change, predicted STAAR performance level data cannot be compared to previous prediction data. As one piece of many possible data points to consider, prediction information can help educators determine which students may need additional support.

TE★AS ASSESSMENT