2014 District and Campus
COORDINATOR MANUAL

TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR)
Texas English Language Proficiency Assessment System (TELPAS)

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Contact Information/Resources

Contact Information	
For questions about	**Contact**
the student assessment program and the Texas Education Agency's policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing questions	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: Student.Assessment@tea.state.tx.us Website: http://www.tea.state.tx.us/student.assessment/
shipment status, missing shipments, additional orders, standard and optional reports requests, score code corrections, student information updates or changes, hand-scoring and rescoring requests, and precoding	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: AOCAnswers@support.pearson.com
accessing and navigating the Texas TrainingCenter for STAAR Alternate and TELPAS training activities	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: STAARAlternate@support.pearson.com or telpas.techhelp@support.pearson.com
accessing online resources or online test administration procedures for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

General Information Resources	
For general information related to	**Access**
student assessment program	TEA's Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/
STAAR	http://www.tea.state.tx.us/student.assessment/staar
STAAR Spanish, STAAR L, and TELPAS	http://www.tea.state.tx.us/student.assessment/ell
STAAR Modified and STAAR Alternate	http://www.tea.state.tx.us/student.assessment/special-ed
TELPAS holistic rating training courses, online calibration activities, and training management tools for coordinators	http://www.TexasAssessment.com/TexasTrainingCenter
online testing (training, administration materials, technology assistance, and student tutorials)	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide
test security and reporting of testing irregularities	http://www.tea.state.tx.us/student.assessment/security
participation counts and precoding	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide
ordering additional materials	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide

Online Resources	
Reference materials available online include the	**Located at**
2014 Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security
2014 District and Campus Coordinator Manual	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Standardized Oral Administration (SOA)	http://www.tea.state.tx.us/student.assessment/SOA
Student Portal	https://student.tx.pearsonaccess.com/texas-studentportal/home.html
Student Portal Guide	http://www.TexasAssessment.com/studentguide
2013–2014 Student Success Initiative Manual	http://www.tea.state.tx.us/student.assessment/ssi
TestNav 7 Combined Technical Guide	http://www.TexasAssessment.com/techinfo
User's Guide for the Texas Assessment Management System	http://www.TexasAssessment.com/guide

Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the *Coordinator Manual*.

Abbreviation	Term
ARD	admission, review, and dismissal
CSR	Confidential Student Report
ELA	English language arts
ELL	English language learner
ELPS	English Language Proficiency Standards
EOC	end-of-course
ESL	English as a second language
IEP	Individualized Education Program
LEP	limited English proficient
LPAC	language proficiency assessment committee
PEIMS	Public Education Information Management System
PLDs	proficiency level descriptors
SOA	standardized oral administration
SSI	Student Success Initiative
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System

Policy and Procedure Highlights

For additional information about assessment policies and procedures, refer to the STAAR Resources webpage on the Texas Education Agency's (TEA) Student Assessment Division website.

STAAR and STAAR Modified English I and II Reading and English I and II Writing

- The English reading and English writing assessments have been combined into one test. The English I and English II assessments will use a single answer document, be administered on a single day, and have a single score reported on each.
- The English I and English II assessments will have a time limit of five hours, unlike all other STAAR assessments, which have a time limit of four hours.

STAAR Grade 4 Writing Prompt Study

- Grade 4 students who take the English-version writing assessment will participate in the STAAR writing prompt study at selected campuses on March 3, 2014. If campuses in your district have been selected to participate in this study, your campus assignments are posted to the *View Published Reports* screen in the Texas Assessment Management System, delivered through PearsonAccess.
- Because of the small numbers of students who take STAAR Spanish, **all students** in the state who will take the STAAR Spanish grade 4 writing assessment this spring are required to participate in the STAAR Spanish writing prompt study on March 3, 2014.

Student Success Initiative (SSI)

- Beginning in the 2013–2014 school year, English language learners (ELLs) assessed with STAAR L in mathematics at grades 5 and 8 will be held to SSI requirements for both reading and mathematics, including retest opportunities in May and June.

STAAR Modified

- STAAR Modified will add an operational assessment for U.S. history in spring 2014. Only raw scores will be reported for this assessment.

NOTES

STAAR Resources

Texas Assessment Management System

Student Success Initiative

STAAR Standardized Oral Administration (SOA)

Standardized Oral Administration Resources

- SOA for the STAAR program will be offered statewide as an online option for oral administration in several grades and subjects. The 2014 STAAR SOA is available to eligible students for the following assessments:
  - grade 4 reading and mathematics
  - grade 7 reading and mathematics
  - grade 8 science and social studies

  The SOA forms feature a text-to-speech panel that students can use to hear selected text in test questions, answer choices, and graphics as allowed in a traditional oral administration of a paper assessment. Refer to the Standardized Oral Administration Resources webpage for compete information.

Answer Document Procedures

- A single answer document that combines reading and writing will be used for the STAAR end-of-course (EOC) English I and English II assessments.
- The accommodations field on all STAAR and STAAR Modified answer documents has been condensed and simplified.
- STAAR EOC answer documents include a field to record foreign exchange student status, high school equivalency program, or a substitute assessment.

Refer to the “Complete Paper Administrations Process” section of this manual for specific directions on coding answer documents.

TELPAS Data Collection

Information on State Assessments for English Language Learners

- New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Data will continue to be collected for ELLs with the following special circumstances:
  - unschooled asylees/refugees
  - students with interrupted formal schooling (SIFE)

How to Use the 2014 Coordinator Manual

District and campus testing coordinators must be thoroughly familiar with the contents of this manual, the provisions of 19 TAC Chapter 101, and the *Test Security Supplement*. Test administration policies and procedures must be followed as written so that testing conditions are uniform statewide.

In addition to providing guidance to district and campus testing coordinators, this manual covers important information intended for principals, test administrators, and technology staff.

Coordinator Manual Organization

The “STAAR” and “TELPAS” sections of the manual are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the DC and CC icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information and security oaths for STAAR and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Coordinator Manual Resources

Keep the *Coordinator Manual* as a reference for all assessments offered January through December in 2014. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2014, along with the Calendar of Events poster.

Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional available resources. Most icons will be located in the NOTES column.

DC This icon indicates a checklist item that a district coordinator is responsible for completing.

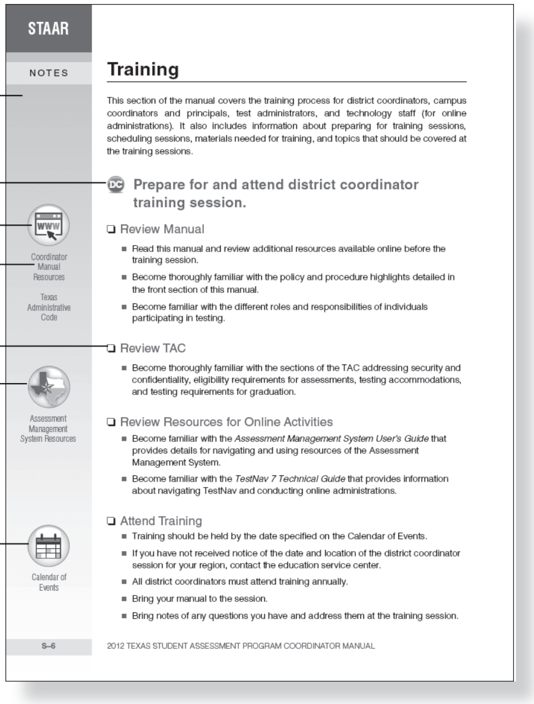
CC This icon indicates a checklist item that a campus coordinator is responsible for completing.

This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.

WWW This icon indicates additional information that is available online. The text located below the icon links to specific online resources.

This icon indicates a document found on the Coordinator Manual Resources webpage that supplements information in the *Coordinator Manual,* such as optional forms, checklists, or graphics. The text below the icon is a link to the document.

This icon indicates a resource available on the Texas Assessment website that supplements information in the *Coordinator Manual*. The text below the icon is a link to the Texas Assessment webpage or resource.



The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.

This icon indicates a district coordinator responsibility.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

This manual is set up to represent a chronological checklist.

This icon indicates a resource on the Texas Assessment website.

This icon is a link to the Calendar of Events.

STAAR

NOTES

Training

This section of the manual covers the training process for district coordinators, campus coordinators and principals, test administrators, and technology staff (for online administrations). It also includes information about preparing for training sessions, scheduling sessions, materials needed for training, and topics that should be covered at the training sessions.

DC **Prepare for and attend district coordinator training session.**

❑ Review Manual

- Read this manual and review additional resources available online before the training session.
- Become thoroughly familiar with the policy and procedure highlights detailed in the front section of this manual.
- Become familiar with the different roles and responsibilities of individuals participating in testing.

❑ Review TAC

- Become thoroughly familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

❑ Review Resources for Online Activities

- Become familiar with the *Assessment Management System User's Guide* that provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the *TestNav 7 Technical Guide* that provides information about navigating TestNav and conducting online administrations.

❑ Attend Training

- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the education service center.
- All district coordinators must attend training annually.
- Bring your manual to the session.
- Bring notes of any questions you have and address them at the training session.

WWW
Coordinator Manual Resources
Texas Administrative Code
Assessment Management System Resources
Calendar of Events

S–6 2012 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

Coordinator Manual Resources Webpage

The Coordinator Manual Resources webpage on TEA's Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is accessed.

Coordinator Manual Resources

Resources available on the resources webpage include the following:

General Information Resources	URL
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
Accommodations for Students with Disabilities	http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas
Administrations in Alternative Education Settings	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Allowable Test Administration Procedures and Materials	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Answer Documents for Training Purposes	http://www.tea.state.tx.us/student.assessment/training/answer-docs
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
Assessment Management System Resources	http://www.TexasAssessment.com/resources
Assessment Management System User's Guide	http://www.TexasAssessment.com/guide
Calendar of Events	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Diagram of Shipping Box Contents	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Information on State Assessments for English Language Learners	http://www.tea.state.tx.us/student.assessment/ell
Instructions for Out-of-District/Out-of-School Testers	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Instructions for Verifying Precoded Student Information	http://www.tea.state.tx.us/student.assessment/manuals/dccm
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Materials Control Form	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Minimum System Requirements	http://www.TexasAssessment.com/techinfo
Oaths	http://www.tea.state.tx.us/student.assessment/security/oaths
Online Incident Report	http://www.tea.state.tx.us/student.assessment/security/incidents
Paper Administration Request Process for TELPAS Reading and STAAR L Tests	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Proper Testing Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Seating Charts	http://www.tea.state.tx.us/student.assessment/security/#seating
Special Education Assessments	http://www.tea.state.tx.us/student.assessment/special-ed
Student Assessment Testing Calendar	http://www.tea.state.tx.us/student.assessment/calendars
Student Assessment Test Security	http://www.tea.state.tx.us/student.assessment/security
Test Administration Tips Chart	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TestNav 7 Combined Technical Guide	http://www.TexasAssessment.com/techinfo
Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security/#resources
Texas Administrative Code	http://www.tea.state.tx.us/index4.aspx?id=2296
Texas Assessment Management System	http://www.TexasAssessment.com/login
Texas Assessment Management System Practice Center	http://www.TexasAssessment.com/practice
User Roles and Permissions for the Texas Assessment Management System	http://www.TexasAssessment.com/roles

STAAR Resources	URL
Answer Document Features Sample	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Blank Answer Document Packing Lists	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Checklist for STAAR Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to District Coordinator	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to Testing Contractor	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Planning for Campus Coordinator Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Quick Guide to Online Testing	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Calculator Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Dictionary Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR L Online Student Tutorial Administration Directions	http://www.TexasAssessment.com/administrations/STAAR-L/tutorials
STAAR Standardized Oral Administration (SOA) Online Student Tutorial Administration Directions	http://www.tea.state.tx.us/student.assessment/SOA
STAAR Standardized Oral Administration (SOA) Resources	http://www.tea.state.tx.us/student.assessment/SOA
STAAR Time Limits Policies and Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm

TELPAS Resources	URL
Checklist for TELPAS Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Student Tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
TELPAS Coordinator's User Guide for Online Holistic Rating Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Holistic Rating Training Requirements and Procedures	http://www.tea.state.tx.us/student.assessment/ell/telpas
TELPAS Rater Manual	http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals
TELPAS Reading Test Administrator Manual	http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals
TELPAS Optional Reports	http://www.TexasAssessment.com/report-info
TELPAS Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Resources	http://www.tea.state.tx.us/student.assessment/ell/telpas
Texas TrainingCenter	http://www.TexasAssessment.com/TexasTrainingCenter

Publication Titles

Titles of publications listed in this manual have been abbreviated for readability.

Official Title	Abbreviated Name	URL
2014 Test Security Supplement	*Test Security Supplement*	http://www.tea.state.tx.us/student.assessment/security
2014 District and Campus Coordinator Manual	*Coordinator Manual*	http://www.tea.state.tx.us/student.assessment/manuals/dccm
2014 STAAR Test Administrator Manual (grades 3–5, 6–8, and EOC)	*Test Administrator Manual*	http://www.tea.state.tx.us/student.assessment/staar/manuals
TestNav 7 Combined Technical Guide	*TestNav 7 Technical Guide*	http://www.TexasAssessment.com/techinfo
User's Guide for the Texas Assessment Management System	*Assessment Management System User's Guide*	http://www.TexasAssessment.com/guide

Supplements to the Coordinator Manual

- The *Assessment Management System User's Guide* explains how to navigate the Assessment Management System.
- The *TestNav 7 Technical Guide* provides technology guidelines for administering online assessments. The guide contains technical information covering the Assessment Management System and the browser-based version of TestNav™ 7, the system used to deliver online administrations of state assessments.
- The *Test Security Supplement* does not replace any procedures or instructions in the *Coordinator Manual*. Adopted into Commissioner's Rules, the supplement is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.

Test Security Supplement

- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.
- The *STAAR L Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of STAAR L.
- The *STAAR Alternate Manual for District and Campus Testing Coordinators* explains the responsibilities of testing coordinators for administering STAAR Alternate assessments.
- The *Directions for District Coordinators, Campus Coordinators, and Test Administrators—TAKS and TAKS (Accommodated)* is a combined manual for use during the administration of TAKS assessments.

Coordinator Manual Resources

Texas Administrative Code

The TAC and updates to the TAC are available on the Internet in PDF format.

Texas Administrative Code

Special Education Assessments

Information on State Assessments for English Language Learners

Accommodation Resources

Coordinator Manual Resources

General Program Information

STAAR

The STAAR program encompasses STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate. TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR focuses on increasing postsecondary readiness of graduating high school students and helps to ensure that Texas students are competitive with other students both nationally and internationally.

- STAAR grades 3–8 includes assessments of writing, reading, mathematics, science, and social studies. STAAR EOC assessments are available for Algebra I, biology, English I, English II, and U.S. history.
- STAAR Spanish is available in grades 3–5 for each subject area assessed when Spanish provides the most appropriate measure of academic achievement.
- STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies for ELLs who meet participation requirements.
- STAAR Modified is an assessment based on modified academic achievement standards and is intended for a small number of students receiving special education services who meet participation requirements.
- STAAR Alternate is an assessment based on alternate academic achievement standards and is designed for a small group of students receiving special education services who meet specific participation requirements.

TELPAS

TELPAS assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.

Allowable Test Administration Procedures and Materials for STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, they are available to any student who regularly benefits from the use of these procedures or materials during instruction, although a student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

These test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below. For information regarding individualized accommodations, refer to the Accommodations Triangle located on the Accommodations for Students with Disabilities webpage.

- Signing test administration directions for a student who is deaf or hard of hearing
- Translating test administration directions into the native language of an English language learner
- Allowing a student to read the test aloud to facilitate comprehension
- Reading aloud or signing the personal narrative, expository, literary, or persuasive writing prompt to any student who requests this assistance
- Providing reading assistance on the grade 3 mathematics test for any student
- Making the following assistive tools available:
  - scratch paper
  - color overlays
  - blank place markers
  - magnifying devices
  - highlighters, colored pencils, or crayons
- Giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- Allowing individual and small-group administrations
- Reminding students to stay on task

Coordinator Manual Resources

Accommodations for Students with Disabilities

Allowable Test Administration Procedures and Materials

Accommodations Information

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations for the STAAR and TELPAS programs can be found on the Accommodation Resources webpage.

Accommodation Resources

Accommodations for Students with Disabilities

The following types of accommodations are available to students with disabilities. Students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition, may be eligible for the accommodations listed below.

- Type 1—accommodations approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.
- Type 2—accommodations requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an allowable procedure or material or a Type 1 accommodation, it should be made available to the student during testing. There is no need to contact TEA. If, however, a Type 2 accommodation will be needed, contact TEA's Accommodations Task Force for permission and additional instructions.

NOTES

In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during previous classroom instruction and testing. After testing, if the student used a Type 1 or 2 accommodation, the general accommodation (GA) bubble should be marked on the student's answer document or in the Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, refer to the *Critical Information about Accommodations for Students with Disabilities* document on the Accommodation Resources webpage or contact a member of TEA's Accommodations Task Force at 512-463-9536.

Critical Information about Accommodations for Students with Disabilities

Linguistic Accommodations for ELLs

Linguistic accommodations address the unique second language acquisition process of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking STAAR, STAAR L, and STAAR Modified. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. Because students taking STAAR Spanish are testing in their primary language, linguistic accommodations beyond a native language assessment are not provided. The linguistic accommodations available on STAAR, STAAR L, and STAAR Modified are found on the Accommodation Resources webpage.

Accommodation Resources

Calendar of Events—2014 Testing

Events	March TAKS Exit Level	March TELPAS Grades K–12	April STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	April STAAR End-of-Course	April STAAR Grades 3–8	April TAKS Exit Level
Districts receive precode file layouts (online only)	8/12	—	8/12	8/12	8/12	—
District coordinators submit participation counts (paper and online testing)	—	—	9/20–10/25	9/20–10/25	9/20–10/25 1/3–1/24 updates	—
District coordinators select precode option/select sort order	11/6–12/6	11/6–12/6	12/16–1/8	1/13–2/7	12/16–1/8	—
Districts receive Advance Letter / Materials List (posted online only)	1/27	—	3/3	3/3	3/25	3/31
District coordinators submit precode files/send student data	1/2–1/10	—	1/13–2/7	1/13–2/7	1/13–3/14	—
Registration site open for student data submission (online testing only)	1/2–3/6	1/21–4/11	STAAR L 1/13 – 4/4	1/13–4/4	STAAR L and SOA only 1/13 – 4/25	3/24–4/24
Registration for out-of-school/district examinees (online only)	12/2–1/10	—	—	1/13–2/14	—	—
Districts receive test administrator manuals	—	1/6–1/10	2/17–2/21	2/17–2/21	2/17–2/21	—
District coordinator training sessions	By 1/24	By 1/24	By 1/24	By 1/24	By 1/24	By 1/24
Districts receive combined shipment of test materials	2/10–2/14	—	3/10–3/14	3/10–3/14	4/7-4/11	4/7–4/11
Deadline for district coordinators to order additional materials	2/24	—	3/24	3/24	4/14	4/14
Districts receive precoded materials†	By 2/14	—	By 3/24	By 3/24	By 4/15	By 4/11
Districts receive out-of-school/district materials	—	—	—	By 3/24	—	—
Campus coordinator training sessions	By 2/24	Holistic by 2/7 Reading by 2/24	By 3/24	By 3/24	By 4/14	By 4/14
Test administrator training sessions	By 2/28	Holistic by 2/17 Reading by 3/14	By 3/28	By 3/28	By 4/18	By 4/21
TEST ADMINISTRATIONS						
Writing	—	—	4/1–4/2	—	—	—
English Language Arts	3/3	—	—	—	—	4/21
Mathematics	3/4	—	4/1	—	4/22 (G3, 4, 6, 7)	4/22
Reading	—	—	4/2	—	4/23 (G3, 4, 6, 7)	—
Science	3/5	—	—	—	4/23 (G5, 8)	4/23
Social Studies	3/6	—	—	—	4/22 (G8)	4/24
End-of-Course	—	—	—	3/31 English I 4/1 English II	—	—
TELPAS	—	3/17–4/9	—	—	—	—
Campus coordinators return scorable materials to district coordinator	3/7	—	4/3	4/3	4/28	4/25
District coordinators ship all scorable materials; order optional reports through Assessment Management System	3/10	4/11	4/4^	4/4^^	4/30	4/28
Districts complete verification of TELPAS student records	—	4/11	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator	3/12	4/15	4/11	4/11	5/7	5/1
District coordinators ship all nonscorable materials	3/17	4/18	4/15	4/15	5/14	5/12
Districts receive preliminary rosters (online only)	3/28	—	—	5/23	—	—
Districts receive Standard and Optional Reports	4/18	5/16	4/21 (GR 5&8 Reading and Math Only)	6/6	5/21	5/14
Regional Service Centers receive preliminary region reports (online only)	—	—	4/28	6/13	5/28	—
Districts notify students and parents of test results	By 5/30	5/30	5/30	By 6/13	5/30	By 6/4
Resolve Student Warnings / Record Changes	4/16–5/2	5/7–5/14	4/17–5/2	5/12–6/13	5/19–5/30	5/12–5/30
Districts submit test taken information changes	—	5/7–5/14	4/17–5/2	—	5/19–5/30	—
Districts receive updated CSRs and data files (online only)	5/16	5/23	5/16	6/27	6/13	6/13
Education service centers receive final region reports (online only)	6/6	6/13	5/23	6/27	6/20	6/20
Districts report results to local board of trustees	By 9/26	—	By 9/26	By 9/26	By 9/26	By 9/26

†Precoded materials may arrive up to three weeks prior to the date noted.
*New coordinators only
**For STAAR End-of-Course mode collection, paper and online
NOTE: The TAKS (Accommodated) form is administered on the same day as the TAKS administrations.
^ Optional Reports for STAAR grades 4 and 7 will be ordered with the STAAR 3–8 administration.
^^ Optional Reports for the April STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.

Calendar of Events—2014 Testing

Events		Test Administration/Grade Level						
		May STAAR End-of-Course	May STAAR Grades 5&8 Math & Reading Retest	June STAAR Grades 5&8 Math & Reading Retest	July STAAR End-of-Course	July TAKS Exit Level	October TAKS Exit Level	December STAAR End-of-Course
Districts receive precode file layouts (online only)		8/12	—	—	8/12	—	8/11	8/11
District coordinators submit participation counts (paper and online testing)		9/20–10/25 1/3–1/24 updates	—	—	4/7–4/18**	—	—	8/18–9/5
District coordinators select precode option/select sort order		1/13–2/7	—	—	5/27–6/4	—	8/4–8/22	9/22–10/10
Districts receive Advance Letter / Materials List (posted online only)		4/7	4/25	6/6	6/9	6/9	9/22	11/3
District coordinators submit precode files/send student data		1/13–3/21	—	—	6/2–6/4	—	9/2–9/12	9/22–10/10
Registration site open for student data submission (online testing only)		1/13–5/9	—	—	6/2–7/11	5/27–7/10	9/2–10/23	9/22–12/5
Registration for out-of-school/district examinees (online only)		1/13–3/28	—	6/2–6/10	5/27–6/5	4/28–5/23	8/4–9/5	09/22–10/10
Districts receive test administrator manuals		2/17–2/21	2/17–2/21	2/17–2/21	2/17–2/21	—	—	2/17–2/21
District coordinator training sessions		By 1/24	By 1/24	By 1/24	By 6/13*	By 6/13*	By 9/19*	By 11/21*
Districts receive combined shipment of test materials		4/14–4/18	4/28–5/2	6/9–6/13	6/16–6/20	6/16–6/20	9/29–10/3	11/10–11/14
Deadline for district coordinators to order additional materials		4/28	5/5	6/16	6/30	6/30	10/13	11/24
Districts receive precoded materials		By 4/28	By 5/2	By 6/13	By 6/30	By 6/20	By 10/3	By 11/14
Districts receive out-of-school/district materials		By 4/28	—	By 6/20	By 6/30	—	—	By 11/21
Campus coordinator training sessions		By 4/28	By 5/5	By 6/16	By 6/30	By 6/30	By 10/7	By 11/21
Test administrator training sessions		By 5/2	By 5/9	By 6/23	By 7/3	By 7/3	By 10/13	By 11/26
TEST ADMINISTRATIONS	**Writing**	—	—	—	—	—	—	—
	English Language Arts	—	—	—	—	7/7	10/20	—
	Mathematics	—	5/13	6/24	—	7/8	10/21	—
	Reading	—	5/14	6/25	—	—	—	—
	Science	—	—	—	—	7/9	10/22	—
	Social Studies	—	—	—	—	7/10	10/23	—
	End-of-Course	5/5–5/9	—	—	7/7 English I 7/8 English II 7/7–7/11 (all other courses)	—	—	12/2 English I 12/3 English II 12/1–12/5 (all other courses)
	TELPAS	—	—	—	—	—	—	—
Campus coordinators return scorable materials to district coordinator		5/12	5/15	6/26	7/14	7/14	10/24	12/8
District coordinators ship all scorable materials; order optional reports through Assessment Management System		5/13	5/16	6/27	7/15	7/14	10/27	12/9
Districts complete verification of TELPAS student records		—	—	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator		5/23	5/21	7/2	7/25	7/16	10/28	12/10
District coordinators ship all nonscorable materials		5/30	5/29	7/11	8/1	7/22	10/29	12/12
Districts receive preliminary rosters (online only)		5/23	—	—	—	—	11/14	—
Districts receive Standard and Optional Reports		6/6	6/2	7/11	8/15	8/8	12/5	1/14
Regional Service Centers receive preliminary region reports (online only)		6/13	—	—	—	—	—	—
Districts notify students and parents of test results		By 6/13	By 6/6	By 7/18	By 9/5	By 9/5	By 12/26	By 1/21
Resolve Student Warnings / Record Changes		5/12–6/13	5/27–6/6	7/9–7/18	7/14–8/27	8/6–8/15	12/3–12/19	12/8–1/23
Districts submit test taken information changes		—	—	—	—	—	—	—
Districts receive updated CSRs and data files (online only)		6/27	6/16	8/1	9/12	8/29	12/26–1/2	2/11
Education service centers receive final region reports (online only)		6/27	6/27	8/8	9/12	9/12	1/16	2/6
Districts report results to local board of trustees		By 9/26	By 9/26	By 9/26	10/31	10/31	By 1/23	By 3/25

NOTES

Test Security Supplement

Texas Education Code

Texas Administration Code

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and in the test administrator manuals.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Further, districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps districts must take to maintain proper security include but are not limited to

- verifying, upon receipt from the state's testing coordinator, that all materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district packing list contained in Box 1 (white box) of the shipment;
- ensuring that all campuses immediately inventory all materials received from the district testing coordinator;
- immediately notifying the state's testing contractor of any discrepancies identified between the materials received and the district and campus packing lists included in Box 1 of the district and campus shipments;
- placing test booklets and answer documents in secure, limited-access, locked storage when not in use;
- collecting and destroying immediately after each test administration any state-supplied reference materials, recordings, graph paper, or scratch paper that students have written on during the test;
- ensuring when testing has concluded that all secure materials assigned to individual campuses have been inventoried and packaged in accordance with the procedures detailed in this manual; and
- maintaining inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of

materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure items have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all test booklets, online assessments, completed answer documents, TELPAS holistically rated components, and STAAR Alternate documentation forms. This requires compliance with, but is not limited to, the following guidelines.

- Before handling secure test materials, all testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain either student compositions or short answer responses.
- Only students may respond to test questions, perform calculations, use strategies, and create rough drafts to written responses.
- Test administrators conducting an oral administration of a paper assessment must be aware that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a paper assessment are required to sign a separate section of the test administrator's oath.
- No person may review or discuss student responses or STAAR Alternate performance data during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Test Security Supplement

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.

NOTES

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a Texas educator certificate for a set term; or
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently.

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including the introduction in June 2007 of a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Given the high stakes associated with student performance, test administration personnel may face challenges in managing the testing requirements at the local level. To help guide districts in implementing these requirements and to foster best practices for maintaining a secure testing program, the Student Assessment Division has developed the *Test Security Supplement*.

Student Assessment Test Security

Test Security Supplement

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

NOTE: Any certified or non-certified personnel who has access to state assessment materials or who administers or assists in the administration of state assessments must be trained and sign a security oath. Non-certified personnel must be under the supervision of certified personnel.

Security oaths for superintendents and district testing coordinators are included in the district coordinator packets issued prior to each administration. Security oaths for test administrators can be found in the test administrator manuals. These oaths are also included in Appendix C of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Oaths

The oaths for the district superintendent/chief administrative officer and for the district coordinator cover all assessments, including STAAR Alternate, and need to be signed only once a calendar year.

With the exception of STAAR Alternate, test administrators are required to sign security oath(s) only once for the 2014 calendar year. All oaths are valid for 2014 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The STAAR Alternate test administrator oath and the TELPAS oaths for raters and writing collection verifiers must be signed separately according to the training and security requirements of those assessments.

Refer to the associated section in the *Assessment Management System User's Guide* for more information about the online testing confidentiality statement.

Assessment Management System User's Guide

Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

- signed security oaths for all testing personnel (with the exception of the district testing coordinator and superintendent/chief administrative officer oaths, which are mailed to the state's testing contractor at the end of the calendar year)
- testing irregularity and investigation documentation
- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions, with start and stop times and the name of the test administrator(s) recorded

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved if necessary.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious and procedural.

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate student performance data
- viewing secure test content or STAAR Alternate performance data before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.
- Secure materials were not returned to the testing contractor by the published date.

Monitoring Error

- A test administrator did not verify that students filled in their responses on their answer document.
- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures or send messages.
- A student was allowed to remove secure materials from the testing area.

Procedural Error

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in sanctions.

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator must contact the TEA Student Assessment Division immediately to report incidents involving alleged or suspected violations that fall under the category of a serious irregularity **as soon as the district testing coordinator is made aware of the situation**. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Online Incident Report

Reporting requirements differ based on the severity of the confirmed or alleged violation(s). District coordinators must determine whether the incident is a serious or procedural irregularity and report the incident using the Online Incident Report form. The contents of the report submitted to TEA must clearly lay out the sequence of events of the testing irregularity and include the district's determination in the matter. Beginning in 2014, district officials must additionally complete the Plan of Action section in the Online Incident Report and specify the steps they will take to prevent a recurrence of the irregularity. Information provided in district reports, particularly in the Plan of Action, will be used by TEA in an audit of selected districts to verify that they have implemented corrective actions in response to reported irregularities.

The nature of serious allegations requires an immediate investigation by the district in order to gather all necessary evidence while the involved individuals are still available and able to recall details. Therefore, districts must respond to the report of an irregularity and submit the required information for serious irregularities within ten working days of becoming aware of the violation. If the district fails to comply with or does not respond to requests for information, TEA will contact the district coordinator to provide support or will contact the superintendent to seek assistance.

The following information describes the specific reporting requirements for each type of irregularity.

Reporting Serious Irregularities

The district testing coordinator (or his or her designee) is responsible for investigating confirmed or alleged serious testing violations and must notify the TEA Student Assessment Division as soon as the district is made aware of the situation. Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or interpreting test results, to ensure a thorough and complete investigation. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an Online Incident Report
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)
- typed, dated, and signed statement(s) from the individual(s) involved
- the district's determination of exactly what happened and why the incident occurred
- a description of how the incident was resolved

Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident
- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual's signature
- the date the statement was signed

District coordinators or their designees should review all statements submitted by the involved parties to ensure that all information has been gathered. If a discrepancy is noted in the statements provided, coordinators should address and resolve the inconsistency with the individual(s) involved and provide the district's determination regarding the identified discrepancy.

Student Assessment Test Security

In addition to reporting testing irregularities to TEA, districts are required to report disciplinary actions taken locally against educators using the Corrective Action Plan form and disciplinary actions taken against students for cheating using the Locally Determined Disciplinary Action (LDAA) online form, located on the Student Assessment Test Security webpage.

Reporting Procedural Irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Beginning in 2014, districts must complete the Plan of Action as part of the Online Incident Report, describing the district's plan to prevent the reoccurrence of the incident. Although district testing coordinators (or their designees) are not required to collect and submit supporting documentation or statements from all parties involved, they are still responsible for evaluating and reporting these kinds of errors. The district's reporting obligation is fulfilled once the online submission has been completed.

All procedural irregularity reports must be submitted within 10 working days of the district testing coordinator being made aware of the incident.

Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

Online Incident Report

1. Access the Online Incident Report located on TEA's Student Assessment Division website.
2. Review the procedures for reporting an irregularity online and then click the link titled, *Click here to submit an online incident report*.
3. Select your district and campus from the pull-down menus. Choose "Yes" or "No" to reflect whether you are the district testing coordinator and to identify if the report you are making is categorized as a serious irregularity. Complete the required information in the form. Do not include confidential student information in your submission.
4. If you are submitting the documentation required for a serious violation, use the form's attachment feature to attach the electronic supporting documentation.
5. If you choose not to use the online attachment option, all supporting documentation can be submitted by email to testsecurity@tea.state.tx.us. With each set of documentation attached to an email, be sure to include in the subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.

Reporting Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test by marking the score code "O" for "Other" on the student answer document for the corresponding test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the Locally Determined Disciplinary Actions Form developed for that purpose, which can be accessed at http://www.tea.state.tx.us/student.assessment/security.

Submission of a separate online incident report form will be necessary **only if** the district determines that adult testing personnel contributed to, caused, or did not detect the cheating due to inadequate monitoring.

Test Security Supplement

For more information about test security, refer to the *Test Security Supplement.*

STAAR

Introduction

General Information about the STAAR Program

TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally.

- STAAR includes assessments of writing, reading, mathematics, science, and social studies at grades 3–8.
- STAAR EOC assessments are available for Algebra I, biology, English I, English II, and U.S. history.
- STAAR Spanish is available at grades 3–5 for ELLs for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English versions.
- STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies. STAAR L is provided for ELLs who meet eligibility requirements for a substantial degree of linguistic accommodation. ELLs not eligible for STAAR Spanish or STAAR L may meet eligibility for allowable linguistic accommodations on other STAAR assessments. STAAR L is administered as an online testing program.
- STAAR Modified is an assessment based on modified academic achievement standards and is intended for a relatively small number of students receiving special education services who meet participation requirements. An ARD committee determines a student's eligibility. Features of STAAR Modified include same grade-level or course content as STAAR, a larger font and fewer questions per page, fewer answer choices, and simpler vocabulary and sentence structure.
- STAAR Alternate is designed for students with significant cognitive disabilities enrolled in grade 3 through high school. STAAR Alternate is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete state-developed assessment tasks that link to the grade-level or high school course TEKS curriculum through prerequisite skills. Teachers then evaluate student performance based on the dimensions of the STAAR Alternate scoring rubric and submit the results through the Assessment Management System.

NOTES

Special Education Assessments

Information on State Assessments for English Language Learners

Accommodation Resources

Coordinator Manual Resources

Checklist for STAAR Administrations

2013–2014 STAAR Assessments

3–8/EOC	Subjects Assessed	Assessment Mode*	Other Assessments Available
Grade 3	mathematics and reading	paper	STAAR Spanish for both subjects STAAR L for mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 4	writing, mathematics, and reading	paper	STAAR Spanish for all subjects STAAR L for mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 5	mathematics, reading, and science	paper	STAAR Spanish for all subjects STAAR L for mathematics and science STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 6	mathematics and reading	paper	STAAR L for mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 7	writing, mathematics, and reading	paper	STAAR L for mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 8	mathematics, reading, science, and social studies	paper	STAAR L for mathematics, science, and social studies STAAR Modified for all subjects STAAR Alternate for all subjects
EOC	Algebra I, biology, English I, English II, and U.S. history	paper and/or online	STAAR L for Algebra I, biology, and U.S. history STAAR Modified for all subjects** STAAR Alternate for all subjects

*STAAR L is offered online only.
**STAAR Modified is available only for the spring administration.

Testing Calendars

For administration dates, refer to the 2013–2014 Student Assessment Testing Calendar located on TEA's Testing Calendars webpage.

STAAR Time Limits Policies and Procedures

Beginning in 2014, the STAAR and STAAR Modified English I and English II assessments will have a five-hour time limit. All other assessments (STAAR, STAAR Spanish, STAAR L, and STAAR Modified) will have a four-hour time limit. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

Start and Stop Times

Distribution of materials and the reading of the boldface, scripted test administrator "SAY" directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses on their answer documents.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or exit their online tests.
- Stop time for the test session must be recorded on the seating chart.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit should submit what they have completed.

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on a make-up day.

- Each student must be allowed four hours (five hours for English I and II) in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Breaks

Students are allowed to take breaks during the administration of STAAR assessments. Some breaks are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the time limit (not allowed to stop the time clock)
  - water breaks
  - bathroom breaks
  - snack breaks
  - short physical or mental breaks
- Breaks NOT included in the time limit (required to stop and restart the time clock)
  - lunch
  - emergency situations that significantly interrupt testing
  - consolidation and movement of students to another testing area
  - medical breaks

Test administrators should document stop and restart times when breaks are given.

Lunch

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the seating chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the time limit is maintained for each session. Sessions can start before the regularly scheduled school day and can extend beyond the regularly scheduled school day.

Extended Time Accommodations

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accommodations are on the Accommodation Resources webpage.

- The extra time (same day) accommodation is for eligible students with disabilities and ELLs.
- The extra day accommodation is rare and is for eligible students with disabilities who have a TEA-approved Accommodation Request Form. This accommodation will be approved only in rare cases for students meeting specific eligibility criteria. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

NOTES

Accommodation Resources

STAAR Dictionary and Calculator Policies

STAAR Dictionary Policy

STAAR Dictionary Policy

Dictionaries must be available to all students taking

- STAAR and STAAR Modified reading assessments at grades 6–8
- STAAR and STAAR Modified writing assessments, including revising and editing, at grade 7
- STAAR and STAAR Modified English I and II assessments

The following types of dictionaries are allowable:

- Standard dictionaries in English
- Dictionary/thesaurus combinations
- Bilingual dictionaries*
- ESL dictionaries*
- Sign language dictionaries

Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are **NOT** allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

While students are working through the assessments listed above, they must have access to a dictionary. The school may provide dictionaries, or students may bring them from home. The minimum schools need is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student.

Although thesauruses are not required, they are allowable on all the assessments listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

Accommodation Resources

Information regarding dictionaries as an accommodation for students with disabilities and ELLs can be found on the Accommodation Resources webpage.

* Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. An ELL or other student may, as needed, use more than one of the above dictionaries.

STAAR Calculator Policy

STAAR Algebra I

Districts must ensure that each student has a handheld graphing calculator to use when taking

- STAAR Algebra I
- STAAR L Algebra I
- STAAR Modified Algebra I

STAAR Biology

Districts must ensure that students have access (one calculator for every five students) to handheld calculators when taking

- STAAR Biology
- STAAR L Biology
- STAAR Modified Biology

While students are working through the mathematics and science STAAR EOC assessments, they must have a handheld calculator to use throughout the entire test (both paper and online versions). The district may provide calculators, or students may bring them from home. Students should be provided the same type of calculator they routinely use in classroom instruction and testing. Providing an unfamiliar calculator on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculator during the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed. Calculation devices that provide access to the Internet or have photographic capabilities are **NOT** allowed. In addition, a device that has a calculator as an application may not be used (e.g., cell phone). A list of state-approved calculators will not be issued.

All calculator memory must be cleared to factory default both before and after testing. Any programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, contact the calculator manufacturer.

Calculators must not be provided to a student taking the STAAR grades 3–8 mathematics assessments or the STAAR grades 5 and 8 science assessments unless the student meets the eligibility criteria for an accommodation. This includes STAAR Spanish, STAAR L, and STAAR Modified versions of these assessments. Information regarding calculators as an accommodation for students with disabilities can be found on the Accommodation Resources webpage.

STAAR
Calculator Policy

Accommodation
Resources

Training

DC

Prepare for and attend district coordinator training.

☐ Review Manual

- Read this manual, review additional resources available online, and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing.

☐ Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the maintenance of the security and confidentiality of the Texas student assessment program.

☐ Review the TAC

- Become familiar with the sections of the TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

☐ Review Resources for Online Activities

- Study the *Assessment Management System User's Guide,* which provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the *TestNav 7 Technical Guide,* which provides information about navigating TestNav and conducting online administrations.
- Review the *Quick Guide to Online Testing,* which provides an outline of the key steps to online testing.

☐ Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact the education service center (ESC). Training should be held by the date specified on the Calendar of Events.
- Bring this manual to the session.

Coordinator Manual Resources

Texas Administrative Code

Test Security Supplement

Quick Guide to Online Testing

Assessment Management System Information

Calendar of Events

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the calendar year.

Oaths

DC Prepare for and conduct campus coordinator training.

☐ Designate Campus Coordinators

- This should be done in cooperation with your school district's principals.
- Campus coordinator responsibilities include
  - serving as a liaison between the district coordinator and campus personnel for test-related communications,
  - monitoring and maintaining test security,
  - designating and training test administrators,
  - preparing and distributing test materials on the campus for each administration,
  - preparing testing materials for return to the district coordinator at the conclusion of test administrations, and
  - coordinating online administration activities on the campus.

☐ Schedule Training Sessions

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.

Calendar of Events

☐ Distribute Manuals

- Distribute this manual and the *STAAR Test Administrator Manuals* (grades 3–5, 6–8, and EOC) to campus coordinators to read before their training sessions.

NOTES

Planning Sheet for Campus Coordinator Training

☐ Prepare for and Conduct Training Sessions

Required topics are listed below and can also be found in the Planning Sheet for Campus Coordinator Training available online.

- Roles and responsibilities
  - campus coordinator responsibilities
  - principal responsibilities
  - test administrator responsibilities
  - technology staff responsibilities
  - support staff responsibilities (for example, hall monitors and office staff)
- Test security
  - test confidentiality requirements
  - test security policies, procedures, and oaths
  - active monitoring
  - seating charts and Materials Control Form
  - student honor statements
  - consequences for adult and student cheating
  - written composition and short answer response duplication policies
  - optional Web-based test administrator training modules
- Scheduling test administrations
  - testing dates
  - time limits
  - breaks
  - setting up testing groups across programs, grades, and subjects
  - make-up testing
- Preparing for test administrations
  - identifying eligible students
  - identifying out-of-school/out-of-district students
  - testing students who are taking a combination of tests (for example, STAAR and STAAR Modified)
  - receiving, distributing, and storing test materials
  - ensuring that testing personnel have students’ most up-to-date testing requirements
  - preparing for online administrations, including SOA and STAAR L
- Testing with accommodations
  - understanding allowable test administration procedures and materials
  - understanding accommodation policies for students with disabilities
  - understanding linguistic accommodation policies for ELLs

  - ensuring that testing personnel have a current list of each student’s allowed or approved testing accommodations
  - collecting and preparing test accommodations for eligible students
  - preparing testing locations for students who need certain accommodations
- Monitoring test administrations
  - availability of testing coordinators and principals
- Verifying precoded labels and answer documents
  - process for verifying elements
  - hand-gridding student information
- Ensuring distribution of appropriate answer documents
- Completing answer document fields
  - score codes
  - accommodation information
  - ABOVE GRADE field
  - substitute assessment
  - student demographic information
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials to district coordinator

Accommodation Resources

Answer Documents for Training Purposes

CC Prepare for and attend campus coordinator training.

☐ Review Manuals

- Read this manual and the *STAAR Test Administration Manuals* (grades 3–5, 6–8, and EOC), review additional resources available online, and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing at your campus.

☐ Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the maintenance of the security and confidentiality of the Texas student assessment program.

Test Security Supplement

NOTES

☐ Review the TAC

- Become familiar with the sections of the TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

☐ Review Resources for Online Activities

- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the *TestNav 7 Technical Guide*, which provides information about navigating TestNav and conducting online administrations.
- Review the *Quick Guide to Online Testing*, which provides an outline of the key steps to online testing.

☐ Review Procedures for Preparing and Submitting Answer Documents and ID Sheets

- Become familiar with the answer documents that will be used on your campus as well as the ID sheets for returning materials.

☐ Attend Training

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators should bring this manual and the *STAAR Test Administrator Manuals* (grades 3–5, 6–8, or EOC) to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality. Become familiar with the "Test Security and Confidentiality Requirements" section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the calendar year.

Texas Administrative Code

Assessment Management System User's Guide

TestNav 7 Technical Guide

Quick Guide to Online Testing

Calendar of Events

Oaths

Prepare for and conduct principal and test administrator training.

☐ Designate Test Administrators

Test Security Supplement

- This should be done in cooperation with your school's principal.
- Principal responsibilities include
  - ensuring that test security is maintained,
  - overseeing the implementation of the test administration process stated in this manual, the test administrator manuals, and the *Test Security Supplement,*
  - establishing, in conjunction with the campus coordinator, test administration processes specific to the campus,
  - overseeing the training of campus personnel, in cooperation with the campus coordinator, and
  - reporting any suspected violation of test security to the district testing coordinator.
- Test Administrator responsibilities include
  - maintaining security of test materials until returned to the coordinator,
  - preparing and distributing test materials in the classroom for each administration,
  - implementing the test administration processes and procedures stated in the manuals,
  - monitoring and maintaining test security,
  - reporting any suspected violation of test security to the campus coordinator, and
  - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- District or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.
- Test administrators may include
  - teachers (including those who hold teaching permits or probationary certificates),
  - counselors,
  - librarians,

  - substitute teachers, and
  - other professional educators (such as retired teachers).
- Test administrators who will be providing an oral administration of a paper test should be familiar with content-specific terms and symbols associated with the content-area assessment to ensure that the test is administered accurately.
- Test administrators must initial and sign the test administrator oath following training on test security and general testing procedures and before handling secure test materials.

> Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test administration procedures and sign an oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

☐ Schedule Principal and Test Administrator Training Sessions

- Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- If giving an oral administration of a paper test, transcribing student responses from the test booklet, or providing particular linguistic accommodations that require viewing secure test materials, test administrators must confirm compliance with state confidentiality requirements by initialing and signing the additional statements provided on the oath.

Calendar of Events

Oaths

☐ Distribute STAAR Test Administrator Manuals (Grades 3–5, 6–8, and EOC)

- Distribute manuals early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.
- Remind test administrators that manuals must be retained for use during the entire calendar year.
- Use the test administrator manuals in your training sessions.

☐ Direct Designated Test Administrators to Review Online Resources

Test administrators giving online administrations are required to read the following resources, if applicable.

- The *STAAR Standardized Oral Administration (SOA) Online Student Tutorial Administration Directions* for administration directions for each grade and subject within the tutorial.
- The *STAAR L Online Student Tutorial Administration Directions* for administration directions for each grade and subject within the tutorial.

Refer test administrators to the appropriate sections of the following resources.

- The *Assessment Management System User's Guide* for navigating and using resources of the Assessment Management System
- The *TestNav 7 Technical Guide* for navigating TestNav and conducting online administrations

☐ Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

- Test security
  - test security procedures and oaths
  - active monitoring
  - seating charts
  - student honor statements
  - consequences of cheating
  - written composition and short answer response duplication policies
  - optional Web-based test administrator training modules
- Scheduling test administrations
  - testing window
  - time limits
  - breaks
  - setting up testing groups across programs, grades, and subjects
  - make-up testing
- Preparing for test administrations
  - identifying eligible students
  - testing students taking a combination of tests (for example, STAAR and STAAR Modified)
  - receiving, distributing, and storing test materials

SOA Online Student Tutorial Administration Directions

STAAR L Online Student Tutorial Administration Directions

Assessment Management System User's Guide

TestNav 7 Technical Guide

NOTES

Administrations in Alternative Education Settings

Accommodation Resources

Answer Document Features Sample

  - preparing for online administrations, including STAAR L and SOA online administration procedures
  - preparing for administrations in alternative education settings
- Testing with accommodations
  - understanding allowable test administration procedures and materials
  - understanding accommodation policies for students with disabilities
  - understanding linguistic accommodation policies for ELLs
  - ensuring that testing personnel have a current list of each student's allowed or approved testing accommodations
  - ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
  - collecting materials and preparing test accommodations for eligible students
  - preparing testing locations for students who need certain accommodations or allowable procedures (e.g., oral administration, individual or small-group administration)
- Monitoring test administrations
  - availability of testing coordinators and principals
- Precoded labels and answer documents
  - following process for verifying elements of precoded labels and answer documents
  - hand-gridding student information
- Ensuring distribution of appropriate answer documents
- Completing answer document fields
  - score codes
  - accommodation information
  - ABOVE GRADE field
  - substitute assessment
  - student demographic information
  - TEST TAKEN INFO field
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials to the campus testing coordinator

NOTES

DC CC

Prepare for and conduct technology staff training.

☐ Designate Technology Staff

- Technology staff are responsible for ensuring that
  - administrative rights necessary for installing software are obtained;
  - network infrastructure and computers have been assessed and meet the minimum system requirements; and
  - all testing software is properly installed, configured, and tested.
- Technology staff should be available for assistance before and during test sessions to address technology problems that might occur during testing.
- Ensure technology staff sign the technology oath.

☐ Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the technology oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.

☐ Direct Technology Staff to Review Online Resources

- The *Assessment Management System User's Guide* for navigating and using resources of the Assessment Management System
- The *TestNav 7 Technical Guide* for navigating TestNav and conducting online administrations
- The *Quick Guide to Online Testing* for key online testing steps

Assessment Management System User's Guide

TestNav 7 Technical Guide

Quick Guide to Online Testing

NOTES

Texas Assessment Management System

Calendar of Events

Prepare for Paper Administrations

DC Review and confirm materials needed.

☐ Review Materials List

- The materials list indicates quantities of materials that will be shipped for each administration, including a limited district overage.
- The materials list is available on the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials list to be available.

☐ Ensure Quantities of Test Materials

- Contact each campus coordinator to confirm that quantities are sufficient for each campus.
- Compile a list of any additional materials that are needed and order by the deadline as posted on the Calendar of Events.

> Quantities shown on the materials list cannot be decreased. Any overages can be used to resolve shortages on campuses.

DC Review district coordinator packet.

☐ Familiarize Yourself with the Coordinator Packet Materials

You will receive a coordinator packet for each test administration. The materials listed below will be in the coordinator packet.

- Packing Lists and Sample Materials
  - sample answer documents
  - sample Class Identification Sheets
  - sample Campus and Group Identification Sheets
  - sample Voided Answer Document Identification Sheets
  - standard reports list
  - optional reports and services brochure
- Materials for Return Shipping
  - answer document packing lists
  - return shipping labels and freight bills

- district coordinator’s security oath
- superintendent/chief administrative officer’s security oath
- pre-addressed envelope for returning superintendent/chief administrative officer’s and district coordinator’s oaths to the testing contractor

Receive, verify, and distribute shipment of test materials.

☐ Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- Shipments will be combined and include both nonsecure and secure materials.
- A Diagram of Shipping Box Contents document highlighting the information provided below is available online.
- Materials in the shipments will include these testing materials:
  - Box 1 (white box)
    - district packing list
    - pallet detail report
    - district coordinator packet
  - District overage box
    - paper bands
    - Class ID Sheets
    - Campus and Group ID Sheets
    - Voided Answer Document ID Sheets
    - blank answer documents
    - limited number of test booklets for resolving shortages
  - Campus box
    - campus packing list
    - paper bands
    - Class ID Sheets
    - Campus and Group ID Sheets
    - Voided Answer Document ID Sheets
    - blank answer documents
    - test booklets
- Depending on the size of a campus, the boxes may be packed differently.

Calendar of Events

Diagram of Shipping Box Contents

☐ Verify the Quantities of Testing Materials in Your Shipment

- Inspect the sequence of numbers on the boxes to make sure that you have accounted for all boxes.
- Locate the district packing list inside Box 1 (white box) and verify the number of boxes received.
    - This list specifies the types and quantities of materials shipped and the range of test booklet security numbers assigned to each campus and to the district overage.
    - You do not need to open campus boxes to verify the contents.
    - If a discrepancy is found, report it to Pearson's Austin Operations Center by calling 800-627-0225.

☐ Distribute Test Materials to Campuses

- Make sure all campus coordinators verify that the nonsecure materials and secure test booklets received match the quantity indicated on the campus packing list.
- Instruct campus coordinators to immediately report to you any discrepancy between their individual campus packing list and the contents of their boxes.
- If a discrepancy is found, report it to Pearson's Austin Operations Center by calling 800-627-0225.

☐ Resolve Shortages

- Wait until campus coordinators have opened their boxes and checked their individual packing lists before you begin to resolve shortages.
- Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus to another. Keep a record of the security numbers of booklets that are distributed from the overage or moved from one campus to another.
- Districts may opt to test students online (if available) if a shortage of paper test booklets exists. Otherwise, the district must contact Pearson's Austin Operations Center by the deadline to order additional test materials.
- Test booklets and answer documents may not be duplicated to resolve shortages.

> Keep secure test materials in locked storage when not in use.

Calendar of Events

☐ Order Additional Materials for Your District

- Refer to the Calendar of Events for deadlines for ordering additional materials. Materials ordered after the deadline are not guaranteed delivery by the test date.

- Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to the following:
    - test booklets and answer documents
    - large-print test booklets
    - test administrator manuals
    - Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, and shipping labels
- Order additional materials through the Assessment Management System.

Receive and verify shipment of test materials.

☐ Verify Shipment of Test Materials

- Open the boxes carefully. These boxes will be used to return test materials to the district coordinator after testing has been completed.
- Use the campus packing list for each shipment to verify that all materials are included in the boxes you receive.
- Each shipment will be combined and will include both secure test booklets and nonsecure materials.
- Verify that all secure test booklets are contained in the boxes as listed on the packing list.
    - Each package of test booklets is sealed in plastic. Do not open the sealed packages.
    - A white form is visible through the plastic wrap. Verify that the quantity of booklets in each package matches the quantity indicated on the white form by counting the booklets through the plastic.
    - Verify that the nine-digit security number range stated on each white form matches the range of numbers on the packing list.
    - If you find a discrepancy between your campus packing list and the secure test booklets you receive, report the discrepancy immediately to your district coordinator.
- The nonsecure materials will include
    - campus packing list
    - paper bands
    - Class ID Sheets
    - Campus and Group ID Sheets
    - Voided Answer Document ID Sheets
    - blank answer documents
- Retain the packing list.

Diagram of Shipping Box Contents

Keep secure test materials in locked storage when not in use.

☐ Order Additional Secure Materials from District Coordinator

- In calculating the quantity of additional STAAR, STAAR Spanish, and STAAR Modified test booklets required, keep in mind that each test administrator who conducts an oral administration of a paper test must have the same test booklet form as the student(s).
- In calculating the quantity of additional STAAR Modified test booklets required, keep in mind that each test administrator who administers a STAAR Modified writing or reading assessment will need an additional test booklet in order to read aloud designated portions of the test to the students.
- When the additional test booklets arrive, update your original packing list with the nine-digit security number range on the additional test booklets.

DC Deliver precoded test materials.

☐ Receive Shipment of Precoded Test Materials

Calendar of Events

- Precoded materials will arrive in a separate shipment (with the exception of the grades 5 and 8 mathematics and reading retests and December EOC).
- Precoded materials will arrive up to three weeks prior to, but no later than, the date noted on the Calendar of Events.

☐ Distribute Precoded Test Materials to Campuses

- Precoded materials should be delivered in sufficient time for campus personnel to verify precoded information and correct inaccurate information if needed.

CC Receive precoded test materials.

☐ Receive Precoded Labels and Answer Documents from District Coordinator

- These materials will arrive in a separate shipment from your district coordinator (with the exception of the grades 5 and 8 mathematics and reading retests and December EOC).
- These materials may arrive up to three weeks prior to the due date noted on the Calendar of Events.

☐ Complete the Verification of Precoded Test Materials

- Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.
- The preprinted information on all precoded labels and answer documents must be verified for accuracy and completeness.
- The information submitted on the answer document should reflect the student's status at the time of testing.
- Inaccurate information can be corrected by hand-gridding the correct information on the answer document. Hand-gridded information will override any precoded information except the student's name, PEIMS number, and date of birth.
- A new answer document must be created to hand-grid corrections to a student's name, PEIMS number, and date of birth.
- Do not add hand-gridding to an answer document that has information precoded correctly.
- Alert the PEIMS coordinator of hand-gridded corrections to student information.

Instructions for Verifying Precoded Student Information

CC Ensure that appropriate answer documents are prepared.

An answer document or online testing record must be submitted for every enrolled student for each grade/subject or course to appropriately account for ALL students. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student. Confirm with all appropriate personnel (i.e., ARD and LPAC) that your knowledge of testing decisions for students is correct.

- Grades 3–8
    - For students in grades 3–8, submit one answer document for mathematics and reading or an online record if the student is participating in SOA.
    - For students in grades 4 and 7, submit one answer document for writing.
    - For students in grade 5, submit one answer document for science unless the student is eligible for STAAR L.
    - For students in grade 8, submit one answer document for science and social studies or an online record if the student is participating in SOA.
    - STAAR and STAAR Spanish will use the same document for a given grade and subject.
    - If a student is testing in one subject in STAAR or STAAR Spanish and the other subject in STAAR Modified, submit a separate answer document for STAAR/STAAR Spanish and STAAR Modified.
    - There are no STAAR L assessments for reading and writing. All students who participate in the online administration of STAAR L mathematics, science, or

  social studies will participate in the appropriate paper administration of STAAR reading and writing and must have an answer document submitted.

  - Students will be required to take the STAAR assessment for the subject in which they are receiving instruction if the content covers the entire curriculum for that subject.
  - For students in grades 5–8 who are taking a STAAR EOC assessment, submit one answer document for each EOC assessment taken.

- EOC
  - For students who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.
  - There are no STAAR L assessments for English I and English II. All students who participate in the online administration of STAAR L mathematics, science, or social studies will participate in the appropriate administration of STAAR English I or English II and must have an answer document or online record submitted.

> Do not submit an answer document for any students participating in the STAAR Alternate assessment.

☐ Ensure Precoded Labels Are Applied to the Correct Answer Documents

- Precoded answer documents do not require a label.
- Individual student precoded labels can be used on either STAAR or STAAR Modified answer documents.
- Precoded labels should be placed only on answer documents that include a designated area for labels.

☐ Supervise Hand-Gridding of Blank Answer Documents

Answer Document Features Sample

- Answer documents must be hand-gridded for students testing on paper who did not receive a precoded answer document.
- Do not hand-grid answer documents with precoded information unless that information is incorrect.
- All student information and program information must be hand-gridded on the answer documents using only a No. 2 pencil.
- If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.

- Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.
- You may also choose to have campus personnel grid the rest of the student identification information, such as name and date of birth.
- When appropriate, students may grid the student identification information according to the instructions read to them by the test administrator at the beginning of their first test session.
- Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration.
- The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, grid a "blank" in that position.

Prepare for test administration.

☐ Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that they are properly prepared.
- Each student should be sufficiently separated from other students to work without distraction.
- Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.

☐ Organize Test Administrations

- In some cases, students taking STAAR and STAAR Modified administrations may be grouped across programs, grades, and subject areas or courses. (STAAR Modified reading or writing assessments may not be grouped with other assessments because of the level of interaction with the test administrator.)
- Organize test sessions in which students are given different tests (STAAR, STAAR Spanish, STAAR Modified) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A bilingual teacher may be permitted to administer STAAR in English to English-dominant ELLs and STAAR in Spanish to Spanish-dominant ELLs in the same testing room.
- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.

❑ Distribute Materials to Test Administrators

- On the day of the testing session, give test administrators the materials listed below:
    - two No. 2 pencils with erasers per student
    - one test booklet per student
    - one test booklet for the test administrator of a paper oral administration (must be the same form number as the student's test booklet)
    - one test booklet for the test administrator for STAAR Modified reading, writing, English I, and English II tests
    - one answer document per student
    - one answer document for demonstration purposes
    - any additional TEA-authorized materials (e.g., dictionaries, calculators) needed for administering the test

Materials Control Form

- Use the Materials Control Form to ensure security of the test materials.
    - The form may be duplicated as needed.
    - The Materials Control Form must be used each day to account for test materials as they are checked out and in by test administrators.
    - Secure test materials must be checked out and in each day. The form has columns labeled "Day 1" and "Day 2" to track test materials as they are used during administrations needing more than one day of testing.
    - Locate and record the nine-digit security number printed on the test booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

10000 0000 –1

-
    - Test administrators must verify that they have received the exact number of secure test materials recorded as issued, and initial the "Out" box for the appropriate day. The test administrators' initials also signify that they have signed their security oaths.
    - Retain completed Materials Control Forms for your records.

Test administrators are responsible for test booklets and answer documents until these test materials are returned to you. All secure test materials assigned must be returned after each test session. When the materials are returned, you must initial the “In” box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the Materials Control Form.

NOTES

2014 STAAR MATERIALS CONTROL FORM

Check Month: ☐ March ☐ April ☐ May ☐ June ☐ July ☐ December

Test booklets are secure documents. Use this form to account for all secure materials. Campus coordinators should fill out the first three columns below prior to distributing any booklets.

The test administrators' initials in the "Out" boxes signify that they have received the secure materials assigned to them and that they have signed the security oath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the "In" box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district coordinator.

Campus Name ____________________________ Campus Coordinator ____________________________

NAME OF TEST ADMINISTRATOR	TOTAL # OF BOOKLETS	RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS	DAY 1		DAY 2	
			OUT	IN	OUT	IN

Duplicate this form as necessary.

NAME OF TEST ADMINISTRATOR	TOTAL # OF BOOKLETS	RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS	DAY 1		DAY 2	
			OUT	IN	OUT	IN

Prepare for Online Administrations

This section of the manual is intended to help coordinators manage the steps involved in preparing for online administrations of STAAR SOA assessments, STAAR EOC assessments, and STAAR L assessments.

For online administrations, staffing roles may overlap in some districts. For example, a campus technology staff member may also act as a test administrator. Staff acting in multiple roles must receive the required training and sign the appropriate oaths for each role.

For an overview of the steps involved in setting up and implementing an online administration, review the *Quick Guide to Online Testing*.

Quick Guide to Online Testing

DC CC Plan for online administrations.

☐ Organize Test Administrations

- Because some assessments are administered during a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.
- Students taking online administrations of STAAR (including SOA) or STAAR L may be grouped across grades and subject areas or courses in some cases.
- Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

☐ Understand Responsibilities of Technology Staff and Test Administrators for Online Administrations

- Technology staff must
    - be familiar with the technology documents found on the Assessment Management System Information webpage and the hardware and software requirements for online testing, and
    - be available for assistance during test administrations to address technology problems.
- Test administrators will follow campus coordinator instructions to
    - set up and manage test sessions;
    - update student demographic information in the Assessment Management System;
    - help students open and view their tests;
    - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness; and
    - make selections in the Assessment Management System to indicate score code and accommodations.

☐ Use the Assessment Management System Practice Center

- The Practice Center in the Assessment Management System lets you practice test administration tasks. Some of the tasks that can be practiced include the following:
    - creating sample students
    - registering students
    - assigning sample students to additional groups and tests
    - entering participation counts
    - placing additional orders
    - creating test sessions and assigning students to sessions

DC Log in and assign user access to the Assessment Management System.

☐ Receive Login Information

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a user ID, you must contact Pearson's Austin Operations Center at 800-627-0225.
- You should refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators.

Assessment Management System Information

Texas Assessment Management System Practice Center

Assessment Management System User's Guide

NOTES

User Roles and Permissions for the Texas Assessment Management System

Minimum System Requirements

TestNav 7 Technical Guide

DC CC Create user accounts for campus personnel and technology staff.

☐ Create Role-Specific Accounts

- District and/or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Texas Assessment Management System document for a complete description of roles and associated permissions.
- All staff members accessing the Assessment Management System must be issued a user ID.

DC CC Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.

☐ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

The Minimum System Requirements document on the Assessment Management System Information webpage provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Assessment Management System Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters, which can be found in the *TestNav 7 Technical Guide*;
- confirm that the network is secure if testing via a wireless network; and

- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

> Contact Pearson's Austin Operations Center at 800-627-0225 if you require technical assistance.

☐ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Purge all test information cached using the previously installed proctor caching software.
- Remove all previously installed TestNav and proctor caching software from all server and local installation areas.
- After removing old software, install new software and tools prior to testing:
  - proctor caching software
  - Proctor Caching Testing Tool

> Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *TestNav 7 Technical Guide*.

TestNav 7 Technical Guide

☐ Coordinate and Conduct System Checks

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these tests in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.
- When users create new sessions or create students in the Practice Center, the Texas Practice Test, Proctor Caching Testing Tool, and Written Composition Tool are listed as options in the "Test to be Administered" drop-down menu. Districts can select these to test functionality.

- Texas Practice Test. Use this tool to check the functionality of TestNav.
- Proctor Caching Testing Tool. Use this tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.
- Written Composition Tool. Use this tool to confirm that your infrastructure is configured to support the Flash-based questions for the English I and English II assessments.

Technology staff should be available for assistance during test administration sessions should a technical problem arise.

DC CC Coordinate the review and updating of records in the Student Data Upload.

☐ Ensure That Student Information Has Been Verified

- Changes to student name and date of birth can be made through the Assessment Management System.
- Refer to the *Assessment Management System User's Guide* for specific instructions on editing a student's master record.

Assessment Management System User's Guide

CC Arrange for testing rooms and ensure proper testing environment.

☐ Establish a Schedule for Test Administrations

- Students taking online administrations of STAAR (including SOA) and STAAR L may be grouped across grades and subject areas or courses in some cases.
- Organize test sessions in which students are given different assessments in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

Calendar of Events

☐ Arrange for Testing Areas

- Confer with your campus principal to arrange testing areas.
- Ensure that enough computers are available to accommodate the testing schedule established by the campus coordinator and principal.
- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

❑ Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.
    - Each student should be sufficiently separated from other students to work without distraction.
    - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
    - To support test security, testing staff should take necessary steps to prevent students from seeing one another's monitor.
- On the day of testing, technology staff should verify that computers are ready for testing as changes may occur between initial set up and the test day.
- Ensure that there is one pair of headphones per student for administrations of SOA and STAAR L in which multiple students are tested in the same room.

DC CC Oversee test session details and proctor authorizations.

❑ Ensure That Test Sessions Are Created

Assessment Management System User's Guide

- Test sessions are electronic groupings of students who will take the same test at the same time in the same location. Specific instructions for creating test sessions can be found in the *Assessment Management System User's Guide*.
- Campus testing coordinators should create test sessions at least one to two weeks before testing.
- Technology staff should be involved in the test session setup in order to understand the interaction between TestNav and test session management activities in the Assessment Management System.

❑ Ensure That Student Authorizations Are Generated and Printed Before Test Sessions

- Student authorizations contain the URL that students enter into a browser to access TestNav and the unique username and test code needed to log in to take an assessment.
- Student authorizations should be printed at least one day before the test administration and stored in a secure location.

❑ Ensure That Proctor Authorizations for Oral Administrations Are Printed Before Test Sessions

- Proctor authorizations are used by test administrators to log in to TestNav for an oral administration. Proctor authorizations for are not required for SOA.

NOTES

- Proctor authorizations should be printed at least one day before the test administration and stored in a secure location until the day of the test. Refer to the *Assessment Management System User's Guide* for specific instructions on printing authorizations.

CC Distribute test materials to test administrators.

☐ Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
  - test session rosters
  - student authorizations
  - proctor authorization (if needed)
  - pencils or pens for use with scratch paper or graph paper
  - any additional TEA-authorized materials (dictionaries, calculators, headphones) needed for administering the test

Assessment Management System User's Guide

Materials Control Form

Monitor STAAR Administrations (Paper and Online Administrations)

DC CC Maintain testing environment and procedures.

☐ Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
    - No element of the testing room environment should hinder any student's performance.
    - A "Testing—Do Not Disturb" sign should be posted outside the testing room.
    - Bulletin boards and instructional displays that could aid students during testing must be covered or removed.
    - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
    - All desks or computers used for testing must be cleared of books and other materials not required for the test.

Proper Testing Procedures

☐ Ensure Proper Testing Procedures

- All of the pertinent information on testing procedures is included in this manual. The Proper Testing Procedures document, which lists only this information, is available online.
    - Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. Students are **NOT** permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used to fulfill the requirements of the STAAR Dictionary Policy, the STAAR Calculator Policy, or any allowable accommodations.
- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
    - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
    - Additional seating charts must be completed if students are moved to another room during testing.
    - Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.

Seating Charts

  - Schedules must be created that adhere to the time limit requirements for testing.
- Districts may establish starting times for testing.
- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. Also, the student may only test if he or she has not had the opportunity to interact with other students who have been administered the same test.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should
  - confirm that students are working only on the content-area assessment being administered that day,
  - verify that students have access only to allowable materials, and
  - ensure that students are marking their responses on the correct section of the answer document.
- Students are not allowed to return to a content-area assessment attempted on a previous test day or to work on a content-area assessment that has not yet been administered.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Students participating in paper administrations must mark their answers on an answer document with a No. 2 pencil. Answers marked in a test booklet will not be scored.
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.
- Students will not be allowed to record their responses on their answer documents after the time limit has expired.
- Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to students can result in the invalidation of their tests and can compromise the assurance that all individuals are equitably assessed in accordance with the guidelines for standardized assessments.
- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- Students must remain seated during testing except when they are receiving or returning authorized reference materials or calculators.

- Students are not allowed to talk to one another while testing is in progress.
- After students submit their tests online, or after their paper tests are collected, students may be allowed to quietly read books or leave the testing room.

☐ Answer Questions and Resolve Problems

- District and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators. Refer to the Problems and Solutions document for more information.

Problems and Solutions

Unusable or Defective Test Materials

If an answer document tears or otherwise becomes unusable, the student should not continue to use the damaged answer document. The test administrator should obtain a new answer document and instruct the student to begin marking answers on the new document at the point where the student stopped on the unusable document. Once testing is over, testing personnel should follow instructions for Basic Transcribing on the Accommodation Resources webpage.

Accommodation Resources

If a student discovers a defect (e.g., missing questions or pages) in the test booklet, the student should be given a new test booklet with which to continue testing. The new booklet must have the same form number (if applicable) as the original booklet; otherwise, the student's answers will not be scored correctly. The new test booklet number should be noted on the student's answer document. Please report any defective test booklets to the Student Assessment Division.

Schoolwide Emergencies

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should leave their tests where they are and go quietly outside, following the school's regulations for exiting the building. In the case of online administrations, testing staff should not instruct students to exit their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. The students should resume testing once the building has been cleared for reentry.

Campus coordinators should report the event to the district coordinator. If the emergency prevents students from resuming testing, the district coordinator should call TEA's Student Assessment Division at 512-463-9536 for guidance on how to proceed.

Changing Testing Locations

In certain circumstances, or in order to best serve students receiving accommodations, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition. Another seating chart must be filled out for the new location with restart and stop times recorded.

Complete Paper Administration Process

CC Direct the collections of materials from test administrators.

☐ Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must
  - verify that no answer documents have been left inside test booklets;
  - review the accuracy of the students' identification or program information;
  - use a No. 2 pencil to transcribe the student identification information from a voided answer document onto the answer document with which the student continued the test, if applicable;
  - use a No. 2 pencil to transcribe onto an answer document the responses of any student who requires the accommodation of transcribing or who tested with a braille or large-print test booklet; and
  - account for all test booklets and answer documents.
- After the final test session, test administrators must return the following to the campus coordinator:
  - answer documents to be scored or scanned for demographic data
  - voided answer documents
  - unused answer documents
  - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
  - voided and/or unused precoded labels
  - typed or tape-recorded materials
  - handwritten student responses on scratch paper
  - all seating charts with start and stop times recorded

Accommodation Resources

Materials Control Form

☐ Use the Materials Control Form to Account for Test Booklets

- Check the security numbers of each set of test booklets against the security number range assigned to a particular test administrator. The campus coordinator must initial the “IN” box of the Materials Control Form, verifying that all secure materials have been returned.
- Retain your Materials Control Forms for your records.

> Make sure that all answer documents have been removed from test booklets.

Oaths

☐ Ensure That Test Administrators Have Signed and Returned Security Oaths

- Test administrators who have had authorization to view secure assessments (such as for a teacher-provided oral administration) must also sign the second part of the security oath if they did not do so during training.

CC Coordinate preparation of answer documents for scoring.

☐ Ensure That Answer Document Fields Have Been Completed

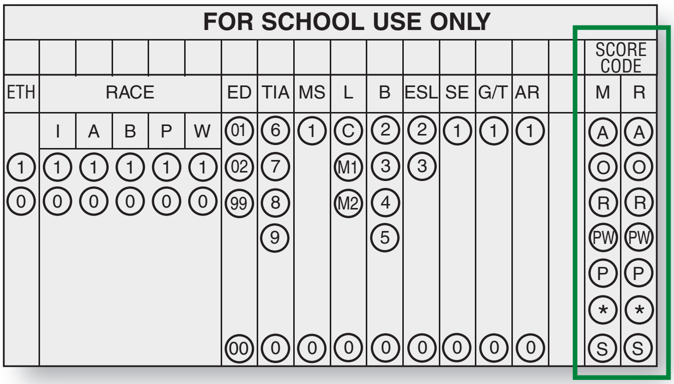
- Refer to Appendix A for guidance on completing answer document fields.

Gridding Score Codes, Test Taken Information, and Accommodations

Follow these instructions for gridding the SCORE CODE field.

The SCORE CODE field in the FOR SCHOOL USE ONLY section indicates whether a student’s test should be scored. For each content-area assessment, select only one score code.

The score codes are as follows:


FOR SCHOOL USE ONLY
SCORE CODE
ETH
RACE
I
A
B
P
W
ED
TIA
MS
L
B
ESL
SE
G/T
AR
M
R
A
O
R
PW
P
*
S

A = Absent

O = Other, such as test administration irregularity or illness during testing.

R = The ARD committee has determined that STAAR Modified is not the appropriate assessment for SSI retest opportunities because the student meets participation requirements for STAAR Alternate (applicable for May and June grades 5 and 8 reading and mathematics).

PW = Parental Waiver: a parent or guardian requested that a student not participate in the third testing opportunity for STAAR or STAAR Modified in SSI grades and subjects (applicable for June grades 5 and 8 reading and mathematics).

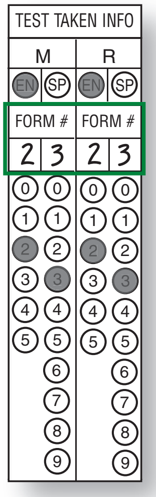
P = Previously met passing standard (SSI retests only)

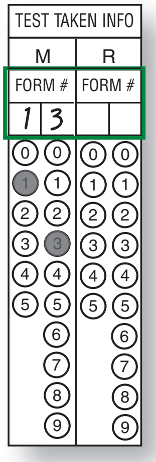
***** = The student did not test on the answer document for the subject indicated.

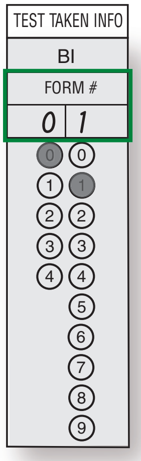
S = Test to be scored

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking whether the student took an English or Spanish version of the test (grades 3–5), as well as the form number in the TEST TAKEN INFO field.


TEST TAKEN INFO
M
R
EN
SP
EN
SP
FORM #
FORM #
2 3
2 3

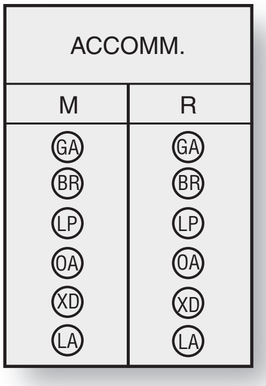

TEST TAKEN INFO
M
R
FORM #
FORM #
1 3


TEST TAKEN INFO
BI
FORM #
0 1

NOTES

Follow these instructions for gridding the Accommodations (ACCOMM.) field.

Test administrators or other campus personnel will complete the information in the ACCOMM. field.



ACCOMM.	
M	R
GA	GA
BR	BR
LP	LP
OA	OA
XD	XD
LA	LA

Accommodations

Information regarding allowable accommodations can be found on the Accommodation Resources webpage. Linguistic accommodations, as well as Type 1 and Type 2 accommodations, are to be marked in this area. Mark the accommodation bubble for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing. Follow these procedures when marking accommodations on the answer document.

- Mark the GA bubble to indicate that a Type 1 or Type 2 accommodation not listed in the previous bullet was available to the student.

  GA = general accommodation

- Mark the accommodation bubble (BR, LP, OA, and/or XD) if any of these specific accommodations were available to the student.

  BR = braille administration
  LP = large print administration
  OA = oral administration
  XD = extra day

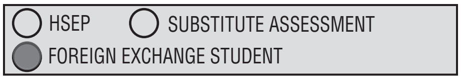
- Mark the LA bubble to indicate that a linguistic accommodation was available to a student.

  LA = linguistic accommodation

Accommodation Resources

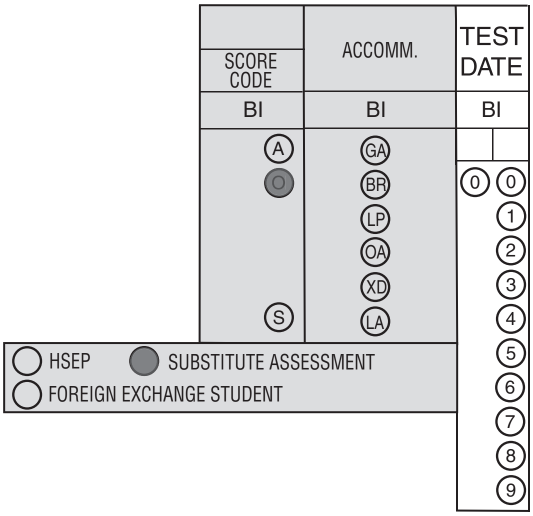
Gridding STAAR EOC Answer Documents for Foreign Exchange Students and Students Taking a Substitute Assessment

- Fill in the Foreign Exchange Student bubble.
  - A foreign exchange student is required to take a STAAR EOC assessment for a course in which he or she is enrolled, and the assessment must be scored. Mark this bubble if a student is a foreign exchange student.


○ HSEP
○ SUBSTITUTE ASSESSMENT
● FOREIGN EXCHANGE STUDENT

- Fill in the Substitute Assessment bubble.
  - If a student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment, mark the "O" score code and the Substitute Assessment bubble. The substitute can only count for one STAAR EOC assessment and the student must have already taken and met the required score on the substitute for the district/campus to bubble the substitute assessment bubble.

Biology Answer Document


SCORE CODE
ACCOMM.
TEST DATE
BI
BI
BI
A
O
S
GA
BR
LP
OA
XD
LA
0
0
1
2
3
4
5
6
7
8
9
○ HSEP
● SUBSTITUTE ASSESSMENT
○ FOREIGN EXCHANGE STUDENT

Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments

For students in grades 3–8 who are taking an above grade-level STAAR assessment or STAAR EOC assessment, the campus coordinator will submit answer documents for each grade-level assessment administered and one answer document for each above grade-level/EOC assessment administered.

Students in Grades 3–7 Taking an Above Grade-Level STAAR Assessment

Students are required to take the STAAR assessment at the grade level in which they are receiving instruction if the content covers the entire curriculum for that subject area. For students testing in a subject above grade level, submit one answer document for each grade level tested. For example, a grade 3 student who is completing the grade 4 curriculum requirements in mathematics will take the STAAR grade 4 mathematics assessment. The student is required to take the grade 3 reading assessment. The instructions below explain gridding for the two answer documents.

Grade 3 Answer Document

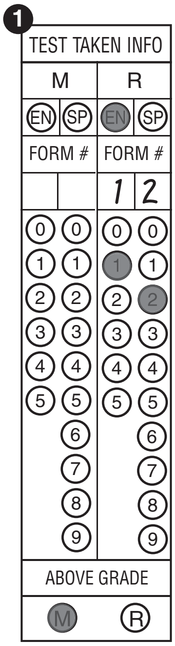
❶ Complete TEST TAKEN INFO field.

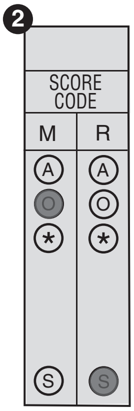
- Grid ABOVE GRADE for mathematics.
- Complete test form number in boxes for reading.
- Grid test form number for reading.

❷ Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

Complete the appropriate SCORE CODE for reading.

Grade 3 Answer Document





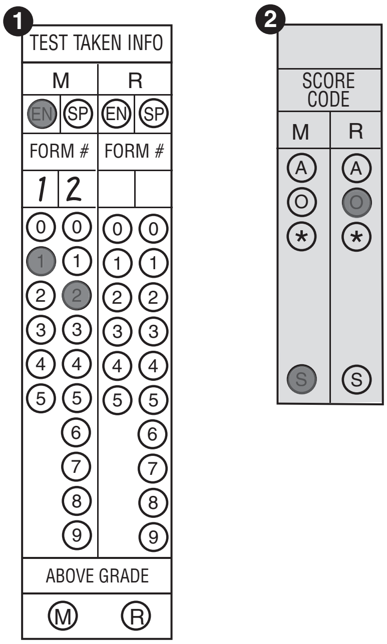
Grade 4 Answer Document

❶ Complete TEST TAKEN INFO field.
- Complete test form number in boxes.
- Grid test form number.

❷ Complete the appropriate SCORE CODE for mathematics.

Complete the “O” SCORE CODE for reading because the student did not test at this grade level for this subject.

Grade 4 Answer Document


❶
TEST TAKEN INFO
M
R
EN
SP
EN
SP
FORM #
FORM #
1 2
0 1 2 3 4 5 6 7 8 9
ABOVE GRADE
M
R
❷
SCORE CODE
M
R
A
O
*
S

Students in Grades 5–8 Who are Taking a STAAR EOC Assessment

For example, a grade 8 student who is receiving instruction in Algebra I will have three answer documents: grade 8 mathematics and reading, grade 8 science and social studies, and Algebra I. The instructions below explain gridding for the answer documents.

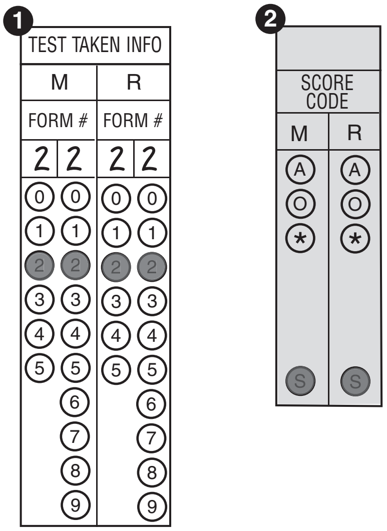
Grade 8 Answer Document

❶ Complete TEST TAKEN INFO field.
- Complete test form number in boxes for mathematics and reading.
- Grid test form number for mathematics and reading.

❷ Complete the appropriate SCORE CODE for mathematics.

Complete the appropriate SCORE CODE for reading.

Grade 8 Answer Document


❶
TEST TAKEN INFO
M
R
FORM #
FORM #
2 2
2 2
0 1 2 3 4 5 6 7 8 9
❷
SCORE CODE
M
R
A
O
*
S

Algebra I Answer Document (May)

❶ Complete SEX CODE and ENROLLED GRADE fields.

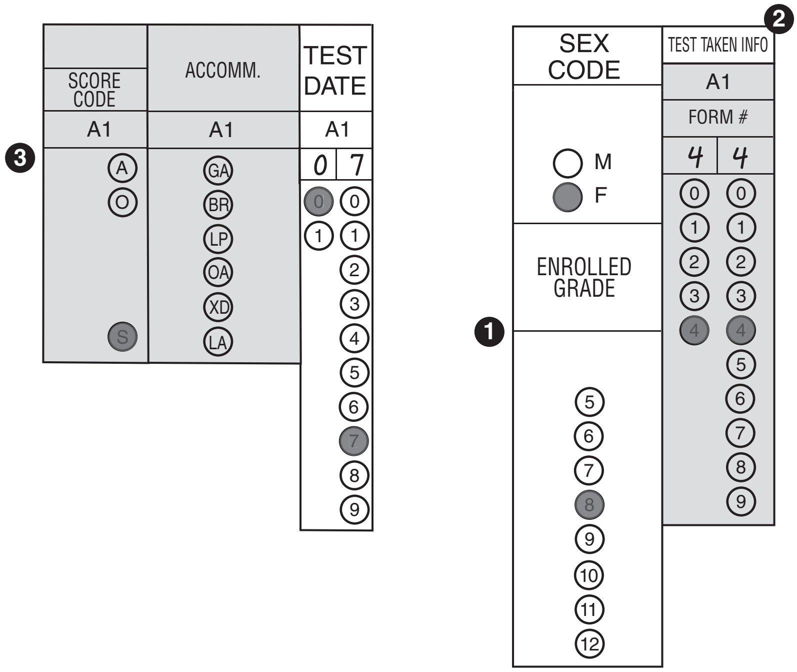
❷ Complete TEST TAKEN INFO field.

- Complete test form number in boxes.
- Grid test form number.

❸ Complete SCORE CODE, ACCOMM., and TEST DATE fields.

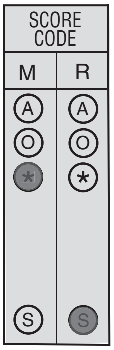
- Grid day within the window the test was taken.

Algebra I Answer Document


❸
SCORE CODE
A1
A
O
S
ACCOMM.
A1
GA
BR
LP
OA
XD
LA
TEST DATE
A1
0 7
0 1
0 1 2 3 4 5 6 7 8 9
❶
SEX CODE
M
F
ENROLLED GRADE
5 6 7 8 9 10 11 12
❷
TEST TAKEN INFO
A1
FORM #
4 4
0 1 2 3 4
0 1 2 3 4 5 6 7 8 9

Gridding Answer Documents for Students in Grades 3–8 taking both STAAR and STAAR L Assessments

For students who are testing in STAAR for one subject and STAAR L for another subject, the SCORE CODE field will need to be gridded accordingly. For example, if a student is taking a STAAR reading assessment and a STAAR L mathematics assessment, the asterisk (*) will need to be filled in under the "M" column in the SCORE CODE field.


SCORE CODE
M
R
A
O
*
S
A
O
*
S

Return scorable materials to district coordinator.

Scorable materials include used and voided answer documents.

You have been provided three different types of identification sheets for your scorable materials: the Class Identification (ID) Sheet, the Campus and Group ID Sheet, and the Voided Answer Document ID Sheet. All scorable materials must be returned beneath the appropriate ID sheets. Every answer document with any score code marked must be returned with the scorable materials for scoring. All answer documents will be scored and results will be provided for every answer document submitted.

Use the same boxes in which your test materials arrived to pack test materials for shipping to your district coordinator. If you do not have enough boxes, you may substitute boxes of similar strength.

☐ Prepare Scorable Materials for Return

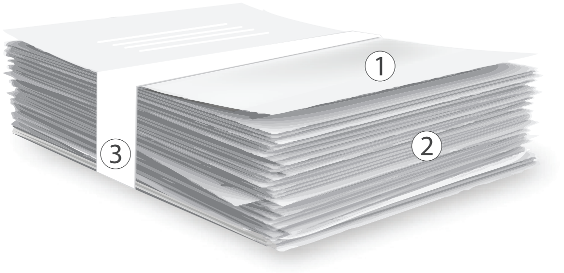
- Separate the scorable materials from your nonscorable materials. Keep STAAR materials separate from TELPAS materials.
- Each column on the Calendar of Events represents a separate test administration. Each test administration must be boxed separately, even in smaller districts.

Calendar of Events

☐ Separate and Pack Voided Scorable Materials

- Separate your voided scorable materials from those to be scored. (All voided materials should be marked “VOID” in large, bold letters across the front.)
- STAAR Modified voided materials should be banded separately.
- You do not need to arrange the voided materials in any particular order.
- Fill out one Voided Answer Document ID Sheet for voided STAAR answer documents, following the directions on the front of the sheet. STAAR Modified answer documents must be submitted under separate Voided Answer Document ID Sheets.
- Place a completed Voided Answer Document ID Sheet on the top of each stack of voided materials. Secure the stack(s) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.”
- If returning several stacks of voids, a completed Voided Answer Document ID sheet need only be on top of the first stack.
- Place your stack(s) of voided scorable materials at the bottom of your campus box(es). Use a separate box solely for voided scorable materials, if practical.

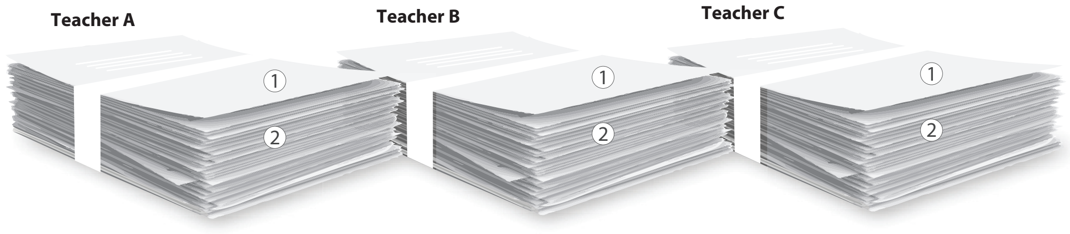
Voided Scorable Answer Documents



❶ Voided Answer Document ID Sheet
❷ Voided Answer Documents
❸ Paper Band

☐ Group Answer Documents and Prepare Class ID Sheets

- The Class ID Sheet is used to sort and count answer documents for reporting purposes. Reports for students within each grade are organized according to the campus official whose name is entered on the accompanying Class ID Sheet(s). You must use a Class ID Sheet to designate one or more “classes” (for reporting purposes) within each grade.
- To do so, gather all STAAR answer documents from students in a particular grade. Then gather the STAAR Modified answer documents.
- For example, you may have sets of grade 5 answer documents. Determine how you want your test results for this grade to be organized. You may organize your sets by test administrator, campus principal, homeroom teacher, counselor, etc. Group the answer documents accordingly. Fill out the Class ID for each “class,” following the instructions on the back of the sheets. Place the completed Class ID Sheet on top of the appropriate set of answer documents.
- The illustration below shows sets of grade 5 answer documents, organized by test administrator.



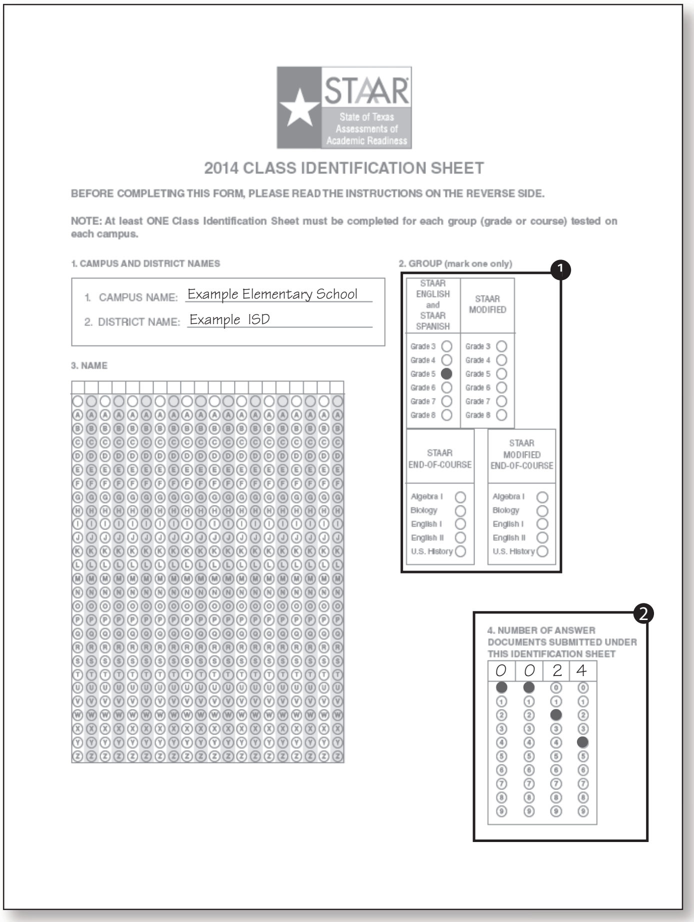
Materials by Class

❶ Class Identification Sheet
❷ Answer Documents

STAAR Modified answer documents must be submitted under separate Class ID Sheets and Campus and Group ID sheets.

❶ All answer documents beneath a Class ID Sheet must have the same grade level or course name marked on the sheet.

❷ The exact number of scorable answer documents submitted under a Class ID Sheet must match the number of answer documents beneath the Class ID Sheet.



STAAR
State of Texas Assessments of Academic Readiness

2014 CLASS IDENTIFICATION SHEET

BEFORE COMPLETING THIS FORM, PLEASE READ THE INSTRUCTIONS ON THE REVERSE SIDE.

NOTE: At least ONE Class Identification Sheet must be completed for each group (grade or course) tested on each campus.

1. CAMPUS AND DISTRICT NAMES

1. CAMPUS NAME: Example Elementary School
2. DISTRICT NAME: Example ISD

2. GROUP (mark one only) ❶

STAAR ENGLISH and STAAR SPANISH	STAAR MODIFIED
Grade 3 ○	Grade 3 ○
Grade 4 ○	Grade 4 ○
Grade 5 ●	Grade 5 ○
Grade 6 ○	Grade 6 ○
Grade 7 ○	Grade 7 ○
Grade 8 ○	Grade 8 ○

STAAR END-OF-COURSE	STAAR MODIFIED END-OF-COURSE
Algebra I ○	Algebra I ○
Biology ○	Biology ○
English I ○	English I ○
English II ○	English II ○
U.S. History ○	U.S. History ○

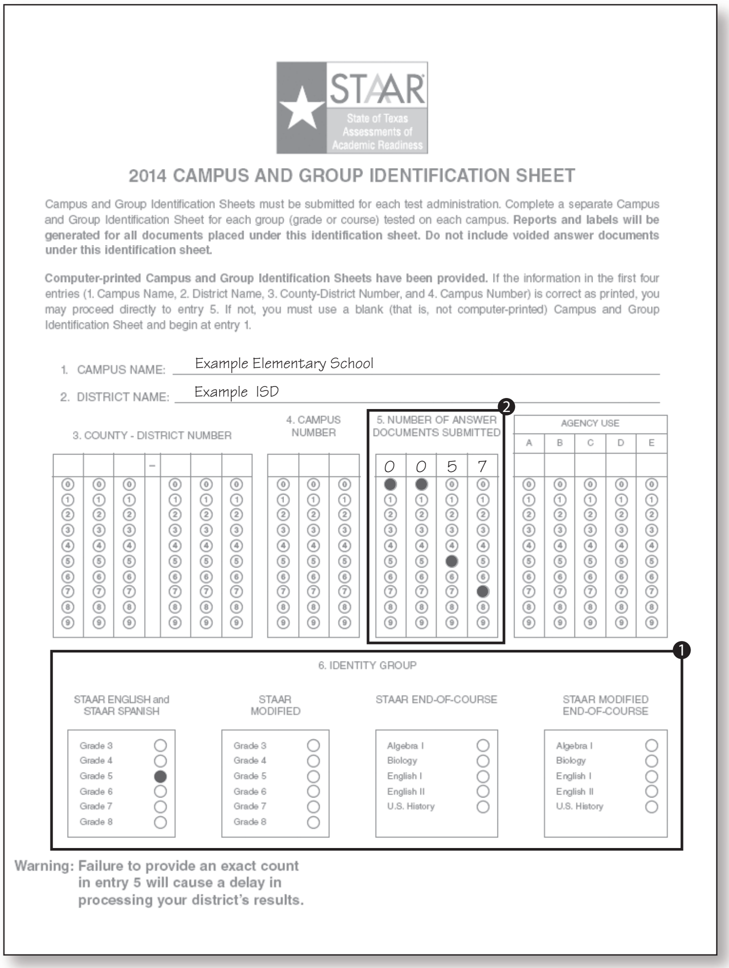
3. NAME

4. NUMBER OF ANSWER DOCUMENTS SUBMITTED UNDER THIS IDENTIFICATION SHEET ❷

0 0 2 4

☐ Group Answer Documents and Prepare Campus and Group ID Sheets

- For STAAR and STAAR Spanish, assemble each “class” into a single stack by grade. (In the preceding example, bring together all of your grade 5 answer documents.)



STAAR State of Texas Assessments of Academic Readiness

2014 CAMPUS AND GROUP IDENTIFICATION SHEET

Campus and Group Identification Sheets must be submitted for each test administration. Complete a separate Campus and Group Identification Sheet for each group (grade or course) tested on each campus. **Reports and labels will be generated for all documents placed under this identification sheet. Do not include voided answer documents under this identification sheet.**

Computer-printed Campus and Group Identification Sheets have been provided. If the information in the first four entries (1. Campus Name, 2. District Name, 3. County-District Number, and 4. Campus Number) is correct as printed, you may proceed directly to entry 5. If not, you must use a blank (that is, not computer-printed) Campus and Group Identification Sheet and begin at entry 1.

1. CAMPUS NAME: Example Elementary School
2. DISTRICT NAME: Example ISD
3. COUNTY - DISTRICT NUMBER: ___ ___ ___ – ___ ___ ___
4. CAMPUS NUMBER: ___ ___ ___
5. NUMBER OF ANSWER DOCUMENTS SUBMITTED ②: 0 0 5 7

AGENCY USE: A B C D E

6. IDENTITY GROUP ①

STAAR ENGLISH and STAAR SPANISH
- Grade 3 ○
- Grade 4 ○
- Grade 5 ●
- Grade 6 ○
- Grade 7 ○
- Grade 8 ○

STAAR MODIFIED
- Grade 3 ○
- Grade 4 ○
- Grade 5 ○
- Grade 6 ○
- Grade 7 ○
- Grade 8 ○

STAAR END-OF-COURSE
- Algebra I ○
- Biology ○
- English I ○
- English II ○
- U.S. History ○

STAAR MODIFIED END-OF-COURSE
- Algebra I ○
- Biology ○
- English I ○
- English II ○
- U.S. History ○

Warning: Failure to provide an exact count in entry 5 will cause a delay in processing your district’s results.

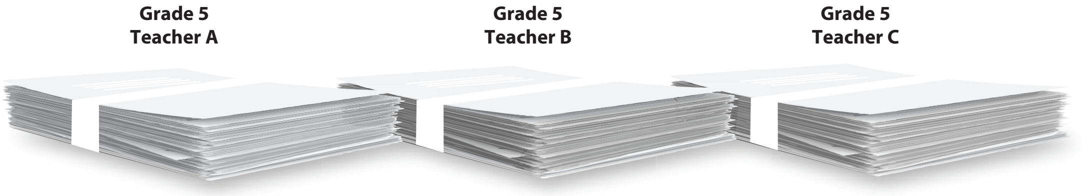
① All answer documents in the group must match the grade level or course name as marked on the Campus and Group ID Sheet.

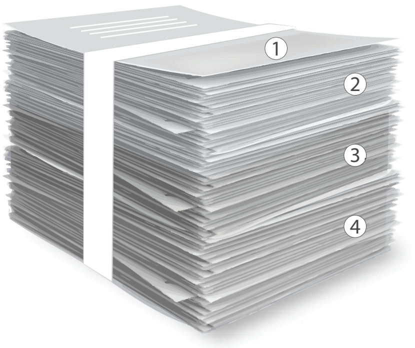
② The exact number of scorable answer documents submitted under a Campus and Group ID Sheet must be gridded correctly on that sheet. The number entered on the ID Sheet must match the total of the numbers on the ID Sheets for that group. For example, if you have three Class Identification Sheets for your grade 5 group—one with 24 answer documents, one with 16, and one with 17—the number you will enter on the Campus and Group Identification Sheet will be 57.

The same process will be used to record counts for STAAR Modified materials.

- Secure the stack (with a Campus and Group ID on top) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.” A completed Campus and Group ID sheet need only be on top of the first stack. Remember to mark each band with the campus name and grade level.

STAAR Class ID Sheets





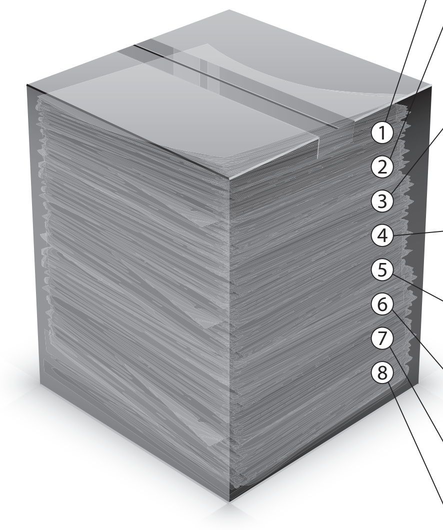
❶ STAAR Campus and Group ID Sheet
❷ STAAR Class ID Sheet—Teacher A Answer Documents
❸ STAAR Class ID Sheet—Teacher B Answer Documents
❹ STAAR Class ID Sheet—Teacher C Answer Documents

NOTES

❑ Repeat Steps for All Groups; Pack Answer Documents by Group

- Put the stacks into the boxes, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the box or boxes).

Sample Packing Order for an Elementary School's STAAR Scorable Materials



❶ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Grade 3** answer documents

❷ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Grade 4** answer documents

❸ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Grade 5** answer documents

Teacher A

- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Grade 5** answer documents

Teacher B

- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Grade 5** answer documents

Teacher C

❹ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Modified Grade 3** answer documents

❺ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Modified Grade 4** answer documents

❻ **STAAR Campus and Group ID Sheet**
- ❑ **STAAR Class ID Sheet**
- ❑ **STAAR Modified Grade 5** answer documents

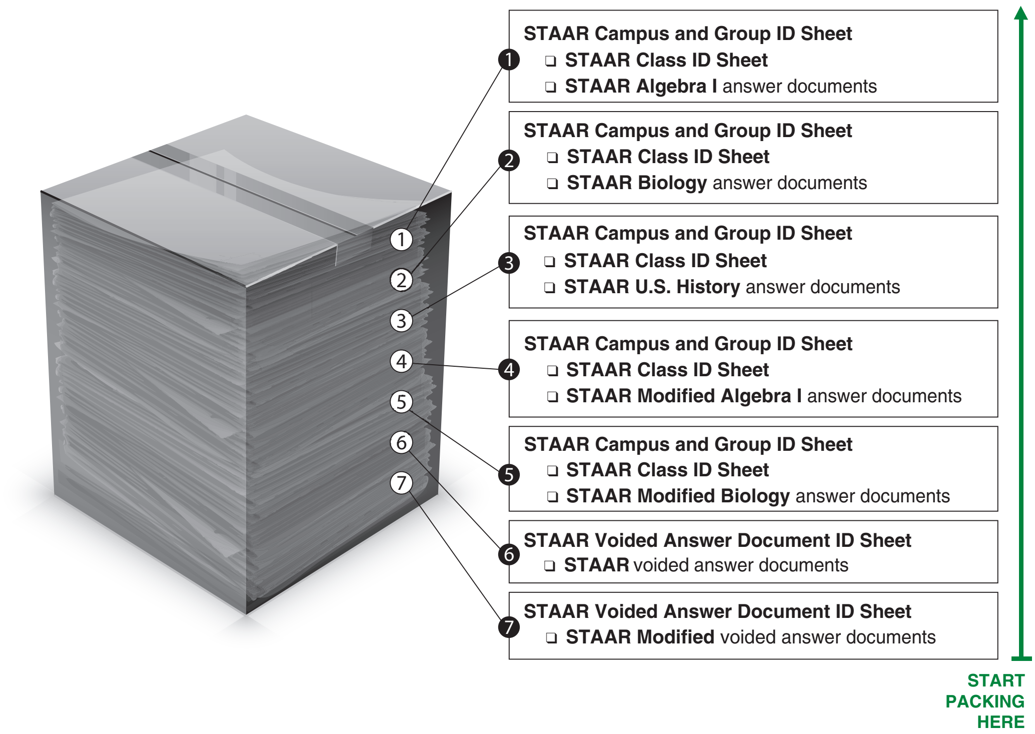
❼ **STAAR Voided Answer Document ID Sheet**
- ❑ **STAAR voided Grades 3–5** answer documents

❽ **STAAR Voided Answer Document ID Sheet**
- ❑ **STAAR Modified voided Grades 3–5** answer documents

↑

START
PACKING
HERE

Sample Packing Order for a High School's STAAR Scorable Materials



1. **STAAR Campus and Group ID Sheet**
   - ☐ **STAAR Class ID Sheet**
   - ☐ **STAAR Algebra I** answer documents
2. **STAAR Campus and Group ID Sheet**
   - ☐ **STAAR Class ID Sheet**
   - ☐ **STAAR Biology** answer documents
3. **STAAR Campus and Group ID Sheet**
   - ☐ **STAAR Class ID Sheet**
   - ☐ **STAAR U.S. History** answer documents
4. **STAAR Campus and Group ID Sheet**
   - ☐ **STAAR Class ID Sheet**
   - ☐ **STAAR Modified Algebra I** answer documents
5. **STAAR Campus and Group ID Sheet**
   - ☐ **STAAR Class ID Sheet**
   - ☐ **STAAR Modified Biology** answer documents
6. **STAAR Voided Answer Document ID Sheet**
   - ☐ **STAAR** voided answer documents
7. **STAAR Voided Answer Document ID Sheet**
   - ☐ **STAAR Modified** voided answer documents

START PACKING HERE

☐ Return Scorable Materials to District Coordinator by Date Listed on Calendar of Events

Calendar of Events

CC Return oaths.

☐ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

Oaths

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

DC Direct the collection of scorable materials in the district.

☐ Collect Scorable Materials

Calendar of Events

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- Ensure that campus coordinators use the following rules for packing materials.
    - Keep STAAR 3–8, STAAR Modified 3–8, STAAR EOC, TELPAS, and TAKS materials separate.
    - When returning, keep the materials from one STAAR administration and the materials from any other STAAR administration separate. However, do return STAAR, STAAR Spanish, and STAAR Modified materials together from the same administration.
    - Materials for April grades 4 and 7 writing may be returned with the materials for April grades 5 and 8 mathematics and reading.
    - Use the packing graphic to determine which materials may be returned together.

☐ Verify That Campus Coordinators Have Correctly Returned Scorable Materials

How to Pack Materials for Return to Testing Contractor

- Use the campus coordinator's checklist for returning scorable materials as a verification resource.

DC Oversee assembly and shipping of scorable materials.

☐ Prepare Scorable Materials for Shipping

Follow the instructions below to pack scorable materials for shipment to the testing contractor.

- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- The STAAR Spanish and STAAR Modified materials must be returned along with the STAAR materials from the same administration. **NOTE:** STAAR Modified materials have their own logos and headers.
- Do not mix STAAR 3–8 materials (this includes STAAR Spanish materials) with STAAR EOC, TELPAS, or TAKS materials in the same shipment.

- Do not return test materials from one STAAR administration with the materials from any other STAAR administration (this includes STAAR Spanish materials). Each administration must be packed and returned separately, each with its own Answer Document Packing Lists (ADPLs) and return shipping labels.

☐ Verify Assembly of Scorable Materials

- Refer to the Packing Materials for the District Coordinator online resource to verify that the scorable materials from each campus have been assembled correctly.

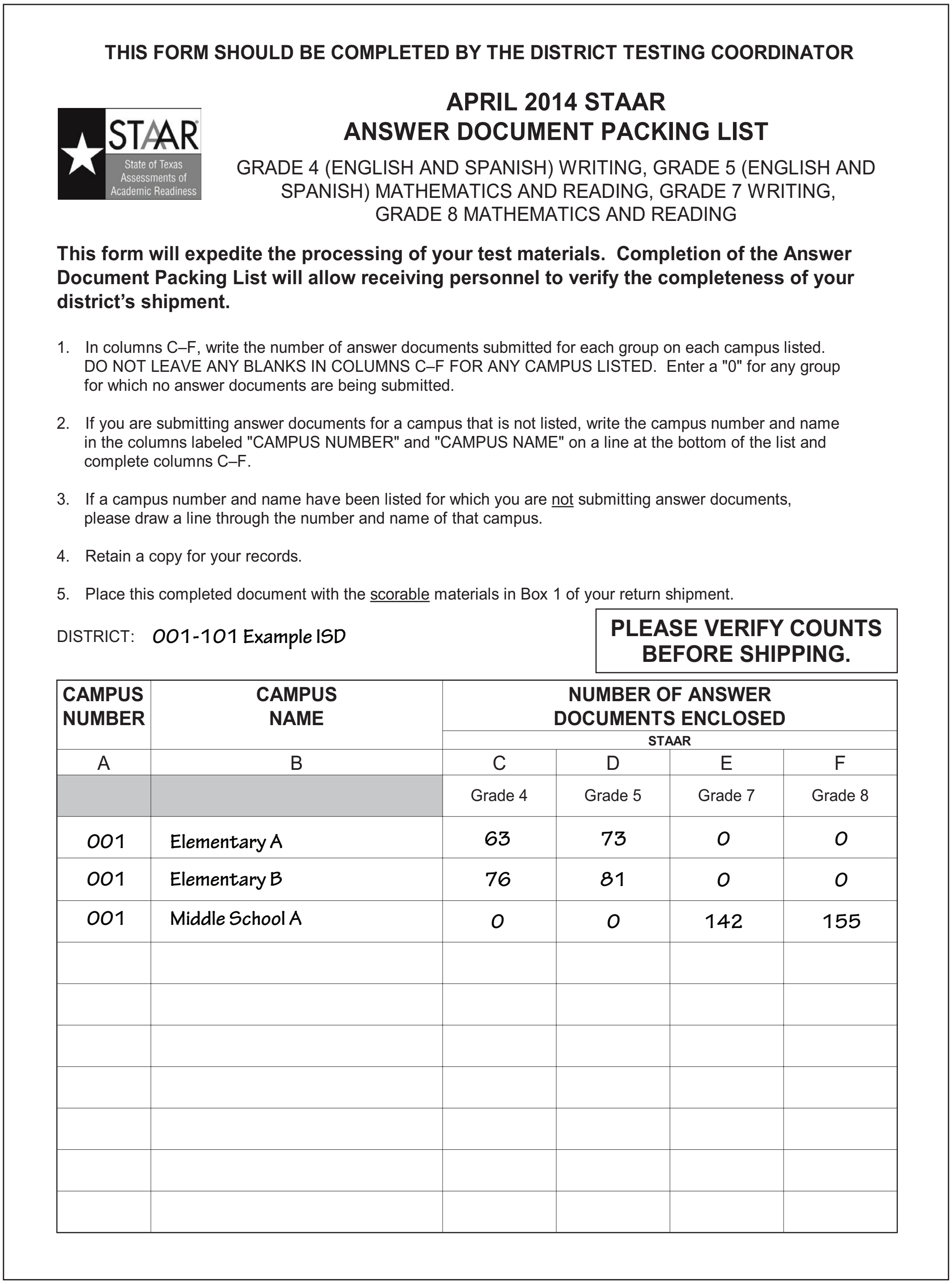
Packing Materials for District Coordinator

☐ Complete Answer Document Packing Lists

- There are separate ADPLs for STAAR 3–8, STAAR EOC, and STAAR Modified for each administration.
- STAAR Modified 3–8 materials will be recorded on a separate ADPL and packed in a similar manner but should be returned in the same shipment as STAAR 3–8 materials.
- STAAR EOC and STAAR Modified EOC materials will be recorded on separate ADPLs and packed in a similar manner. STAAR EOC and STAAR Modified EOC materials may be returned together but must not be shipped in the same shipment as STAAR 3–8 materials.
- Answer documents used for students taking STAAR Spanish should be counted with the other STAAR answer documents.
- You can download blank ADPLs for each administration from the Coordinator Manual Resources webpage.
- It is important to complete the ADPLs accurately and return them with each shipment of scorable materials. If the quantities of answer documents submitted for a campus do not match those listed on the ADPL, processing for that campus may be delayed until the discrepancy is resolved. Reports for a campus cannot be generated until its return shipment of scorable materials has been determined to be complete.
- Make sure that the totals on the Campus and Group ID sheets match the quantities recorded on the ADPL and that these quantities are entered in the correct column and row for each campus on an ADPL.
- Do not include voided answer documents in the quantities recorded on the ADPL.
- Retain a copy of your ADPLs for verification of your shipment's contents.

Blank ADPLs

A sample district's completed ADPL is shown below, and an illustration of the packing order of the scorable materials for that sample district is shown on the following page.



THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR

APRIL 2014 STAAR
ANSWER DOCUMENT PACKING LIST

GRADE 4 (ENGLISH AND SPANISH) WRITING, GRADE 5 (ENGLISH AND SPANISH) MATHEMATICS AND READING, GRADE 7 WRITING, GRADE 8 MATHEMATICS AND READING

This form will expedite the processing of your test materials. Completion of the Answer Document Packing List will allow receiving personnel to verify the completeness of your district's shipment.

1. In columns C–F, write the number of answer documents submitted for each group on each campus listed. DO NOT LEAVE ANY BLANKS IN COLUMNS C–F FOR ANY CAMPUS LISTED. Enter a "0" for any group for which no answer documents are being submitted.
2. If you are submitting answer documents for a campus that is not listed, write the campus number and name in the columns labeled "CAMPUS NUMBER" and "CAMPUS NAME" on a line at the bottom of the list and complete columns C–F.
3. If a campus number and name have been listed for which you are not submitting answer documents, please draw a line through the number and name of that campus.
4. Retain a copy for your records.
5. Place this completed document with the scorable materials in Box 1 of your return shipment.

DISTRICT: 001-101 Example ISD

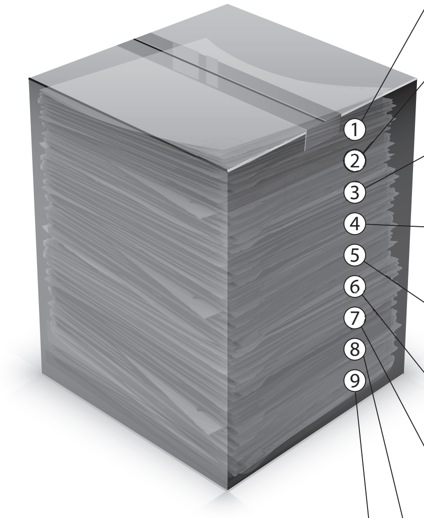
PLEASE VERIFY COUNTS BEFORE SHIPPING.

CAMPUS NUMBER	**CAMPUS NAME**	**NUMBER OF ANSWER DOCUMENTS ENCLOSED**			
		STAAR			
A	B	C	D	E	F
		Grade 4	Grade 5	Grade 7	Grade 8
001	Elementary A	63	73	0	0
001	Elementary B	76	81	0	0
001	Middle School A	0	0	142	155

☐ Pack All Scorable Materials

- The materials are packed according to the order of the campuses listed on the ADPL, beginning with the last campus listed and the quantity in the far right column.
- Any voided documents should be packed at the bottom of the box, beginning with the last campus listed on the ADPL. Voided documents may be returned in a separate box, if practical.

Sample Packing Order for District's Return of STAAR 3–8 April Administration Scorable Materials



❶ **STAAR Answer Document Packing List (ADPL)**
STAAR Modified Answer Document Packing List (ADPL)

❷ **STAAR Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Grade 5** answer documents: Elementary School A

❸ **STAAR Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Grade 5** answer documents: Elementary School B

❹ **STAAR Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Grade 8** answer documents: Middle School A

❺ **STAAR Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Modified Grade 5** answer documents: Elementary School A

❻ **STAAR Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Modified Grade 5** answer documents: Elementary School B

❼ **STAAR Modified Campus and Group ID Sheet**
- ☐ **STAAR Class ID Sheet**
- ☐ **STAAR Modified Grade 8** answer documents: Middle School A

❽
- ☐ **STAAR voided grade 5** answer documents: Elementary School A
- ☐ **STAAR voided grade 5** answer documents: Elementary School B
- ☐ **STAAR voided grade 8** answer documents: Middle School A

Each stack must have a Void ID sheet on top.

❾
- ☐ **STAAR Modified voided grade 5** answer documents: Elementary School A
- ☐ **STAAR Modified voided grade 5** answer documents: Elementary School B
- ☐ **STAAR Modified voided grade 8** answer documents: Middle School A

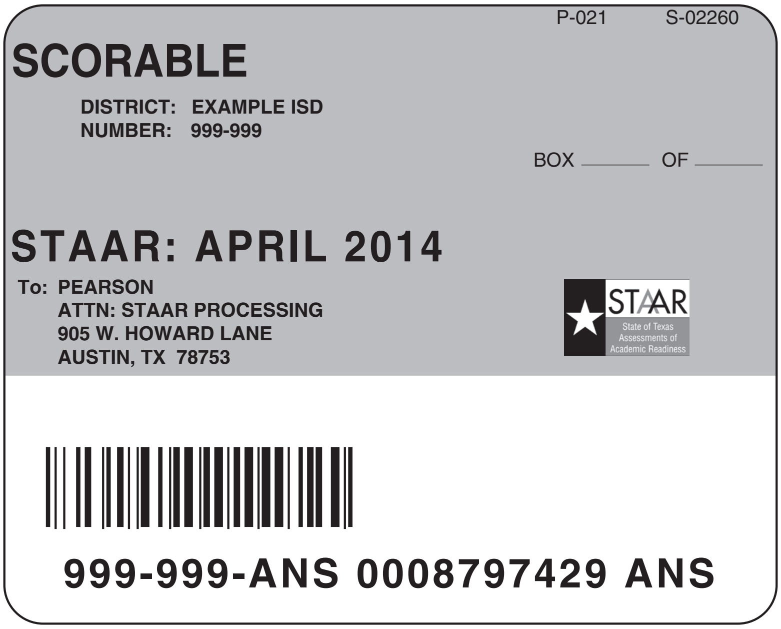
Each stack must have a Void ID sheet on top.

START PACKING HERE ↑

Return all scorable materials to the testing contractor.

☐ Complete SCORABLE Shipping Label for Each Box

- SCORABLE shipping labels are specific to each administration.
- Verify district name and county-district number on labels. If the information is incorrect, cross it out and print the correct information clearly.
- In the space on the labels, number each box of scorable materials in sequence (e.g., 1 of 3, 2 of 3, 3 of 3).



P-021 S-02260

SCORABLE

DISTRICT: EXAMPLE ISD
NUMBER: 999-999

BOX ______ OF ______

STAAR: APRIL 2014

To: PEARSON
ATTN: STAAR PROCESSING
905 W. HOWARD LANE
AUSTIN, TX 78753

STAAR
State of Texas Assessments of Academic Readiness

999-999-ANS 0008797429 ANS

☐ Seal the Boxes Securely, and Affix the Scorable Shipping Labels to the Boxes

- Make sure that the original box labels are removed or covered.

☐ Call Carrier for Pickup of Scorable Materials

- The carrier telephone number is included in the freight materials package.
- Contact the carrier two working days before the pickup date to request that your scorable materials be collected and returned to the address printed on your SCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

DC Order optional reports for the district.

❑ Order Optional Reports for Each Administration

- Review the Optional Reports and Services brochure.
- Districts must select the desired reports for each test administration in the *Test Setup* tab of the Assessment Management System.
- Instructions on how to order optional reports can be found in the *Assessment Management System User's Guide*.

CC Return nonscorable materials to district coordinator.

❑ Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned.
- Return nonscorable materials either in the boxes in which they arrived or in boxes of similar strength.
- The following nonscorable materials need to be returned:
  - test booklets grouped by grade for grades 3–8
  - test booklets grouped by course for EOC assessments
  - braille and large-print materials (if applicable)
  - unused or voided precoded labels
  - unused ID sheets
  - unused answer documents
  - photocopies of secure test materials (e.g., from a Type 2 accommodation)
- The following nonscorable materials do not need to be returned:
  - unused paper bands
  - packing lists or assembly identification sheets (save as appropriate)
  - reference materials or graph paper torn out of test booklets and written on, scratch paper, or recordings (must be destroyed after testing)
  - "Transcribing Griddable Questions" student document(s) written on (must be destroyed after testing)
  - allowed supplemental aids
  - seating charts (save as required)
  - handwritten or typed student responses that have been transcribed onto answer documents (must be destroyed after testing)

NOTES

STAAR Optional Reports and Services

Assessment Management System User's Guide

Copies of the *STAAR Test Administrator Manuals* should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations. Other nonscorable materials not to be returned may be recycled.

DC Direct the collection and return of nonscorable materials.

☐ Collect Nonscorable Materials

- test booklets grouped by grade for grades 3–8
- test booklets grouped by course for EOC assessments
- braille and large-print materials (if applicable)
- unused or voided precoded labels
- unused ID sheets
- unused answer documents

Calendar of Events

☐ Prepare Nonscorable Materials for Shipping

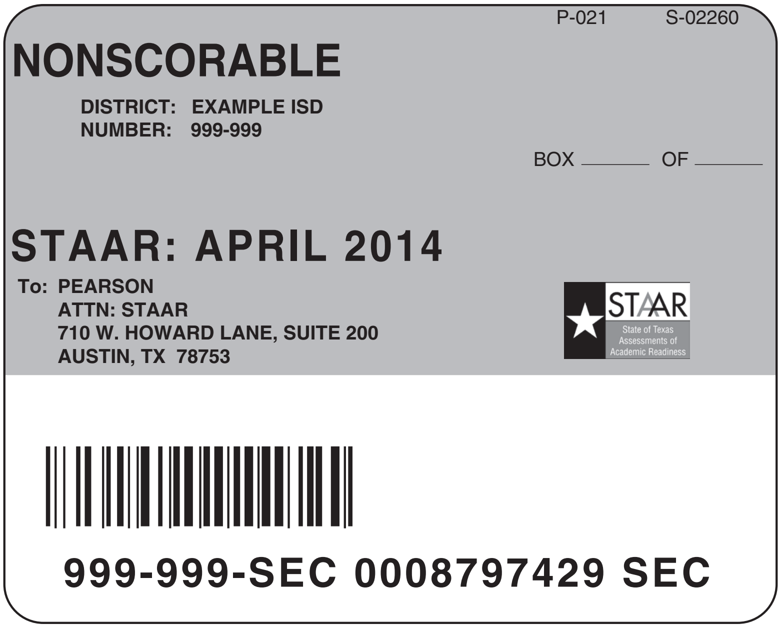
- Return nonscorable materials by dates indicated on the Calendar of Events.
- Make sure that student answer documents have not been left in test booklets. If you find used answer documents that have been mistakenly left in test booklets, remove them and return with the scorable materials. If your scorable materials have already been returned, call Pearson's Austin Operations Center as soon as possible at 800-627-0225 for instructions.
- Braille and large-print test booklets, STAAR and STAAR Modified regular-print test booklets included in the braille kits, and the specific braille instructions should be returned with the nonscorable test booklets.

☐ Pack Nonscorable Materials

- Pack for each administration of STAAR (including STAAR Spanish) and STAAR Modified either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR materials with TELPAS or TAKS materials in the same shipment.

☐ Complete NONSCORABLE Shipping Label for Each Box

- NONSCORABLE shipping labels are specific to each administration.
- Verify district name and county-district number on labels. If the information is incorrect, cross it out and print the correct information clearly.
- In the space on the labels, number each box of nonscorable materials in sequence (e.g., 1 of 3, 2 of 3, 3 of 3).



P-021 S-02260

NONSCORABLE

DISTRICT: EXAMPLE ISD
NUMBER: 999-999

BOX ______ OF ______

STAAR: APRIL 2014

To: PEARSON
ATTN: STAAR
710 W. HOWARD LANE, SUITE 200
AUSTIN, TX 78753

STAAR
State of Texas Assessments of Academic Readiness

999-999-SEC 0008797429 SEC

☐ Seal the Boxes Securely, and Affix the Nonscorable Shipping Labels to the Boxes

- Make sure that the original box labels are removed or covered.

☐ Call Carrier for Pickup of Nonscorable Materials

- The carrier telephone number is included in the freight materials package.
- Contact the carrier two working days before the pickup date to request that your nonscorable materials be collected and returned to the address printed on your NONSCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

NOTES

Oaths

DC Ensure security oaths are signed and returned.

☐ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

- Keep oaths on file for five years from the last day of testing.
- Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.

☐ Return Oaths from District Coordinator and Superintendent/ Chief Administrative Officer to Testing Contractor

- Sign and initial your district coordinator security oath.
- Ensure that the superintendent/chief administrative officer has signed and initialed an oath.
- Return these oaths after you return the last of your district’s nonscorable materials for the calendar year.
- Use the pre-addressed envelope in your district coordinator packet to mail these security oaths to the testing contractor.
- Do not include these oaths in the boxes of scorable or nonscorable materials.

Complete Online Administration Process

CC Ensure that student records are verified.

☐ Ensure That Score Codes and Student Records Are Completed

- STAAR SOA, STAAR EOC, and STAAR L grades 3–8 and EOC score codes and student information will be managed and recorded through the Assessment Management System for all online administrations.
- Specific instructions for completing score codes and other student information are listed in Appendix A.
- If score codes and student records are not completed or are inaccurate, refer to the “Manage Test Sessions” and “Reports” sections of the *Assessment Management System User’s Guide*.

Assessment Management System User’s Guide

CC Direct the collection of test materials from test administrators.

☐ Ensure That Test Materials Have Been Collected and Destroyed

- Student authorizations and proctor authorizations must be destroyed after the test sessions. After testing, any scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings, must be destroyed.

> Copies of the *STAAR Test Administrator Manuals* should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations.

STAAR Optional Reports and Services

Assessment Management System User's Guide

Oaths

DC Order optional reports for the district.

☐ Order Optional Reports for Each Test Administration

- Review the Optional Reports and Services brochure.
- Districts must select the desired reports for each test administration in the *Test Setup* tab of the Assessment Management System.
- Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

CC Return oaths.

☐ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

DC Ensure that security oaths are signed and returned.

☐ Ensure That Campus Coordinators and Principals Have Submitted Oaths

- Keep oaths on file for five years from the last day of testing.
- Do not mail the test administrator, technology staff, campus coordinator, or principal oaths to the testing contractor.

☐ Return District Coordinator Oaths and Superintendent/Chief Administrative Officer Oath to Testing Contractor

- Sign and initial your district coordinator security oath.
- Ensure that the superintendent or chief administrative officer has signed and initialed the applicable oath.
- Return these oaths after you return the last of your district's nonscorable materials for 2014.
- Use the pre-addressed envelope in your district coordinator packet to mail these security oaths.

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TELPAS

Introduction

General Information about TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - holistically rated student writing collections
  - holistically rated observational assessments of listening and speaking

Students' answers to reading tests, ratings from holistically rated assessments, and all other student data are submitted through the Assessment Management System.

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the assessment window of March 17 through April 9, 2014.

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the DC and CC icons indicate which checklist you are reading.

Checklist for TELPAS Administrations

Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.

NOTES

ARD Committee Resources

LPAC Resources

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- **ARD Decisions.** In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
- **Newly Enrolled ELL—Holistically Rated Domains.** An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled student in grade 2–12 is required to take the TELPAS reading test.

> ELLs in grades 2–12 who enter U.S. schools in the second semester of the school year are required to take the reading test and will receive scores based on their test performance.

Holistically Rated Assessments

Online Holistic Rating Training

Texas TrainingCenter

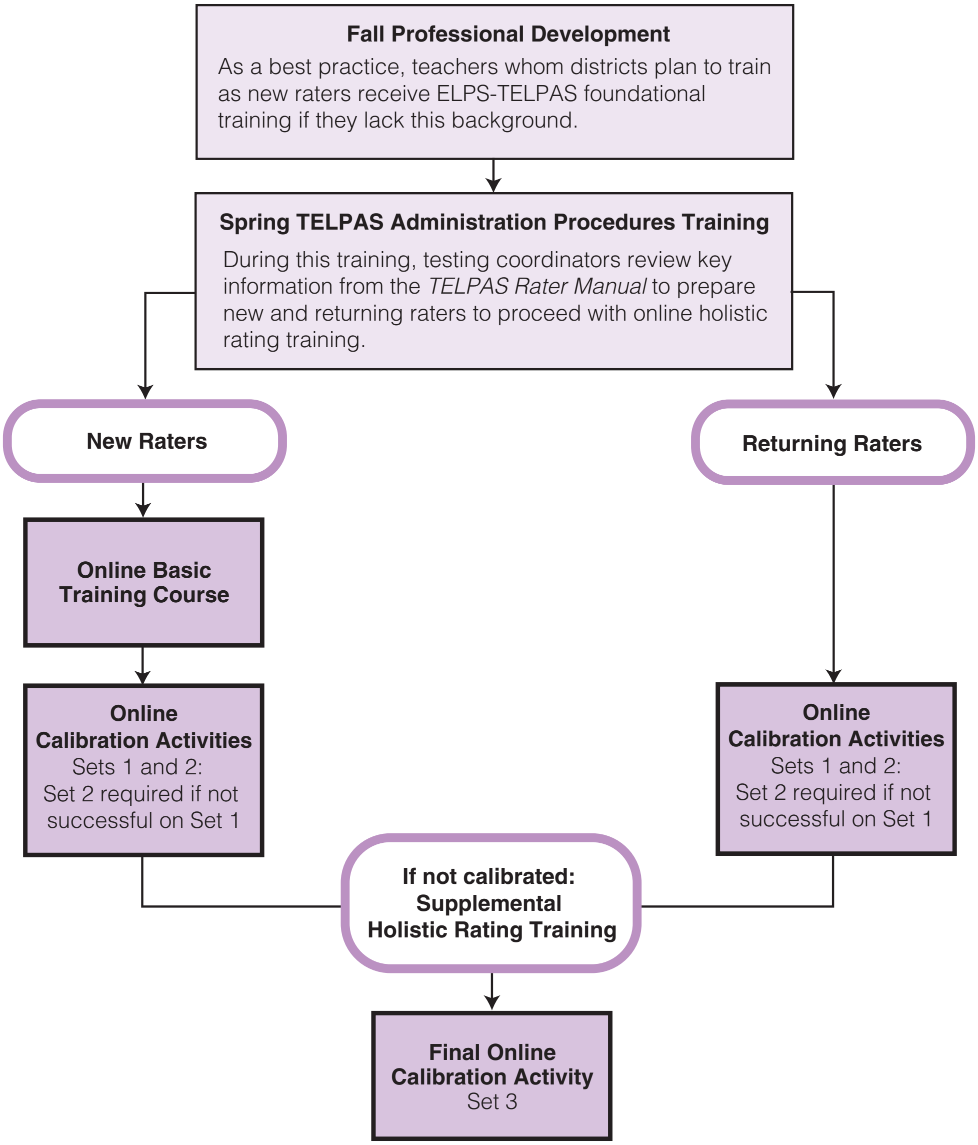
TELPAS Coordinator's User Guide for Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The training is available through the Texas TrainingCenter website, which requires a username and password for access.

District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. The training status of raters (completion and performance) is captured electronically and reported through the TrainingCenter's learning management system functionality. This functionality provides information to help coordinators arrange for and monitor rater training.

The following chart outlines the steps and components of the holistic rating training process.

Grades K–12 Holistic Rating Training Flowchart



Fall Professional Development

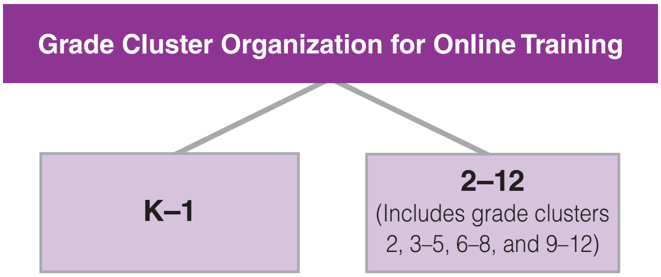
As a best practice, teachers whom districts plan to train as new raters receive ELPS-TELPAS foundational training if they lack this background.

Spring TELPAS Administration Procedures Training

During this training, testing coordinators review key information from the *TELPAS Rater Manual* to prepare new and returning raters to proceed with online holistic rating training.

New Raters
Returning Raters
Online Basic Training Course
Online Calibration Activities
Sets 1 and 2:
Set 2 required if not successful on Set 1
Online Calibration Activities
Sets 1 and 2:
Set 2 required if not successful on Set 1
If not calibrated: Supplemental Holistic Rating Training
Final Online Calibration Activity
Set 3

The online basic training courses and calibration activities are grade-cluster specific. K–1 training is separate from the other clusters both conceptually and within the TrainingCenter because of developmental differences between K–1 and older students.



Grade Cluster Organization for Online Training
K–1
2–12
(Includes grade clusters 2, 3–5, 6–8, and 9–12)

NOTES

Teachers must be assigned to complete rater training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to train in the cluster in which they have the most ELLs. As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.
- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). Raters with more than one additional cluster should train in the cluster in which they have the most ELLs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the PLD rubrics appropriately.

Coordinator Manual Resources

Refer to the following online resources for more detailed information:

- TELPAS Holistic Rating Training Requirements and Procedures
- *Coordinator's User Guide for Online Holistic Rating Training* for the TELPAS section of the TrainingCenter

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 3 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

Rater Credentials

A teacher (including a substitute teacher) selected to rate an ELL must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid Texas education credentials, such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Supplemental Support for Raters

TELPAS holistic rating training provides a system of supplemental support to assist raters who have not successfully calibrated by the end of set 2. This support helps prepare raters for the third and final calibration set.

Districts select individuals to serve as supplemental support providers. Districts are encouraged to train at least one supplemental support provider (more depending on the district's needs) for each of the following grade spans: K–1, 2–5, and 6–12. A district may request assistance from an ESC to meet supplemental support needs under rare circumstances; however, ESCs may not always be able to fulfill the need. Supplemental support providers access a recorded Web-based training presentation to receive their training.

A supplemental support provider must

- be a 2012–2013 fully trained rater in the applicable K–1 or 2–12 span,
- complete the recorded Web-based training, and
- calibrate on either set 1 or set 2.

Note the guidelines below for supplemental support providers with multiple cluster assignments. These guidelines are modeled after the rater guidelines for multiple grade-cluster assignments.

- **Supplemental support providers for K–1 only.** These supplemental support providers are those individuals that were fully trained raters in K–1 in 2012–2013. They must also complete the Web-based supplemental support training and calibration activities for K–1 this year.
- **Supplemental support providers for 2–12 cluster(s) only.** These supplemental support providers are those individuals that were fully trained raters in a 2–12 grade cluster in 2012–2013. They must complete the Web-based supplemental support training (2–5 or 6–12 or both) for each 2–12 cluster they are assigned to support. Supplemental support providers who will serve as raters this year must calibrate in the 2–12 cluster that matches this year's rating assignment. If supplemental support providers will not serve as raters this year, they must calibrate in the cluster for which they will be providing supplemental support.
- **Supplemental support providers for K–1 and 2–12.** These supplemental support providers are those individuals who were fully trained raters in K–1 and a 2–12 grade cluster in 2012–2013. They must complete Web-based supplemental support training for K–1 and each 2–12 cluster (2–5 or 6–12 or both) they are assigned to support. They must also calibrate in K–1 and at least one cluster in grades 2–12 this year. The 2–12 cluster that supplemental support providers should calibrate in depends on whether they will serve as raters this year. Refer to

the guidance for supplemental support providers for 2–12 cluster(s) only for more information.

There are two basic models for providing supplemental support to raters. The models are described in detail in the recorded Web-based training.

- Individual or group session

  Under this model, raters attend a one-on-one or group session with a supplemental support provider before completing their third and final calibration set.

- Brief meeting followed by additional consultation at rater's request

  Under this model, the rater meets with the supplemental support provider for instructions on resources to review.

In rare circumstances, if testing personnel determine that it is not possible for a rater to be assisted by a supplemental support provider, the individual may be directed to independently review key resources and proceed to the third calibration set.

To access the third calibration set, raters need a special access code that keeps them from inadvertently completing the third calibration set before receiving supplemental support. The access code is sent to district coordinators and provided to supplemental support providers during the Web-based training.

Assembling and Verifying Writing Collections

TELPAS Manuals

Texas TrainingCenter

The process for rating writing in grades 2–12 differs from the observational process for rating listening and speaking. Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The *TELPAS Rater Manual* outlines specific requirements for assembling and verifying the contents of the collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TrainingCenter online course titled *Assembling and Verifying Grades 2–12 Writing Collections* may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.

Key Holistic Rating Training Dates

Date	Activity
January 13	Assembling and Verifying Grades 2–12 Writing Collections course available
January 6–10	*TELPAS Rater Manual* and *TELPAS Reading Test Administrator Manual* due in districts (available online in December)
January 24	End date for district coordinator training—all TELPAS components
January 27	Online basic training courses for new K–1 and 2–12 raters available
January 27	Supplemental support provider recorded Web-based training available
February 7	End date for campus coordinator training—holistically assessed components
February 17	End date for training raters and verifiers on administration procedures
February 17	Earliest eligibility date for TELPAS writing samples
February 17	Calibration window opens for new and returning raters—first 2 sets
February 26	Third and final calibration set available
March 17–April 11	TELPAS assessment window (includes April 10–11 for data verification)

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the live assessment.

Assessment Validity and Reliability

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or vary by campus. The requirements are described later in this section of the *Coordinator Manual*.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable.

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Accommodation Resources

TELPAS Manuals

Coordinator Manual Resources

Accommodations Information

With the exception of braille tests, the majority of testing accommodations available for STAAR reading, English I, and English II assessments are available for students taking the TELPAS reading tests.

Information regarding accommodations allowable during the TELPAS holistically rated assessments can be found in the *TELPAS Rater Manual.* Accommodation information regarding reading tests can be found on the Accommodation Resources webpage.

Paper Administrations of Reading Tests for Grades 2–12

In rare circumstances, a paper administration of a reading test for grade 2 or above may be authorized by TEA. If a student is affected by unusual circumstances such as those listed below, a paper administration may be necessary. The rare circumstances that might require a student to test on paper are

- accommodations that are unavailable in the online testing mode,
- unavoidable technological problems that make administering the online test impossible, or
- other special situations in which computers or technology are lacking (such as homebound students, JJAEPs, jails, or detention centers).

Detailed instructions for submitting a formal request to TEA can be found on the Coordinator Manual Resources webpage. If the request is approved, TEA will notify the district coordinator and arrange for the shipping of paper materials. District coordinators should allow at least two weeks for processing the request and shipping materials.

For paper administrations of TELPAS reading for grades 2–12, student responses to test questions, holistic ratings, and other student data will be submitted through the Assessment Management System. Refer to the *TELPAS Supplement for Paper Administrations* for specific information regarding paper TELPAS reading tests.

Training

Summary of TELPAS Training Requirements

Who must be trained	Type of training needed
District coordinators	Annual training in TELPAS administration procedures
Campus coordinators	Annual training in TELPAS administration procedures
Principals	Annual training in general TELPAS administration procedures, including the role of principals in ensuring rating accuracy
Supplemental support providers	Annual online holistic rating training, supplemental support provider training, and training on administration procedures for the holistically rated assessments
Writing collection verifiers	Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections
Grades 2–12 reading test administrators, monitors, or assistants	Annual training in test security and TELPAS reading test procedures for grades 2–12
Raters	Annual online holistic rating training and training on administration procedures for the holistically rated assessments
Technology staff and others assigned to Assessment Management System roles (e.g., rating entry assistants, district coordinator assistants)	Annual training in test security and applicable TELPAS administration procedures

DC

Prepare for and attend district coordinator training.

☐ Prepare for Training

- Establish procedures to identify and assess all eligible ELLs.
- Implement processes to ensure that enough raters are designated and appropriately trained and that enough individuals are trained to provide supplemental support to raters.
- Implement procedures to support the validity and reliability of the holistically rated assessments.

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Calendar of Events

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- Ensure proper coordination with technology staff so that campuses are set up for the online reading tests.
- Train campus personnel on online administration and submission processes.
- Maintain security and confidentiality throughout the assessment period.

☐ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual.*
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Information webpage.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guides.
- Be familiar with how TEA PowerPoint presentations and other online resources about the holistically rated components can help with the training of new testing personnel.

☐ Attend Training

- All district coordinators must attend training annually.
- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the regional ESC.
- Bring this manual to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept the Terms and Conditions of Use. This agreement is displayed on screen when logging in to the Assessment Management System for the first time.

Prepare for and conduct campus coordinator and principal training.

☐ Designate Campus Coordinators for Each Campus With Enrolled ELLs

- In conjunction with you, campus coordinators are responsible for supervising online reading test processes for grades 2–12 and the training and administration processes for the holistically rated assessments.

☐ Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Schedule training sessions by the dates specified on the Calendar of Events.
- Training for the holistically rated components is completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process is completed by the latter date.

Calendar of Events

> The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater's TELPAS Student Rating Roster prior to the final verification of student data.

☐ Distribute Manuals to Campus Coordinators

- Instruct your campus coordinators to review the "TELPAS" section of this manual and the appropriate resources for both the holistically rated components and the online reading test.
- Campus coordinators must also be familiar with the contents of the *TELPAS Rater Manual* and the *TELPAS Reading Test Administrator Manual,* which they will use to train raters and reading test administrators.

TELPAS Manuals

NOTES

❑ Prepare for and Conduct Training Sessions

Some key topics to cover at the training sessions include:

- Preparing for Testing
  - responsibilities of campus coordinator, principal, and other campus testing personnel
  - testing manuals and other testing resources
  - verifying that student records of all ELLs are in the Assessment Management System
  - assessing all eligible students
  - scheduling reading test administrations for grades 2–12
  - designating and training raters, test administrators, supplemental support providers, and other testing personnel
  - testing accommodations
  - monitoring holistic rating training, including supplemental training
  - setting up reading test sessions in the Assessment Management System
- Test Security
  - test security policies, procedures, and oaths
- Test Confidentiality Requirements
  - active monitoring
  - proper testing procedures
  - seating charts for grades 2–12 reading tests
  - consequences of cheating for adults and students
- Holistic Rating Process
  - assembling and reviewing writing collections
  - implementing and documenting procedures for ensuring rating validity and reliability
  - entering and verifying holistic rating information
  - collecting and storing TELPAS Student Rating Rosters and student writing collections
  - setting up rating entry groups in the Assessment Management System
- Student Data Elements and Online Testing Score Codes
  - verifying student identification, demographic, and program information
  - entering score codes
  - supplying and verifying Years in U.S. Schools data
  - entering additional data as described in the “Verify extenuating circumstances data” section of this manual

CC Prepare for and attend campus coordinator training.

☐ Prepare for Training

As campus coordinator, you are the contact person for all TELPAS-related communications at your campus. Some key responsibilities include ensuring that

- all eligible ELLs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS test administrators and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- reading test sessions are scheduled and actively monitored, and students have the opportunity to use the online reading test tutorials for the browser-based version of TestNav;
- online test sessions and rating entry groups are created;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

☐ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Information webpage.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guides.
- Be familiar with how PowerPoint presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

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Calendar of Events

Oaths

☐ Attend Training

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual* to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components. Become familiar with the "Test Security and Confidentiality Requirements" section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath again in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept the Terms and Conditions of Use. This agreement is displayed on screen when logging in to the Assessment Management System for the first time.

> Return your oath to your district coordinator after all test materials have been returned.

DC CC **Prepare for and conduct technology staff training.**

☐ Designate Technology Staff

- Technology staff should be available for assistance during test sessions to address technology problems that might occur during testing.
- Technology staff may include campus coordinators, principals, and test administrators, in addition to district-level technology personnel.
- Ensure technology staff sign the technology oath.

☐ Schedule and Conduct Training Sessions

- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.
- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the technology oath.
- During the course of test administrations, technology staff may need to
  - be in the testing room,
  - access secure testing materials, and/or
  - communicate to support staff the status of online testing and student answer files.
- Technology staff are responsible for becoming thoroughly familiar with the online testing processes, technical manuals, and documents, as well as ensuring that the following activities have been completed:
  - administrative rights necessary for installing software are obtained
  - network infrastructure and computers have been assessed and meet the minimum system requirements
  - all testing software is properly installed, configured, and tested

Texas TrainingCenter

☐ Direct Technology Staff to Review Resources for Online Activities

- The *Assessment Management System User's Guide* provides details for navigating and using resources of the Assessment Management System.
- The *TestNav 7 Technical Guide* provides information about navigating TestNav and conducting online administrations.
- The *Quick Guide to Online Testing* outlines the key steps to online testing for district coordinators and their staff.

Assessment Management System User's Guide

TestNav 7 Technical Guide

Quick Guide to Online Testing

DC CC Coordinate supplemental support provider training.

☐ Designate Supplemental Support Providers

- District coordinators should designate enough supplemental support providers to cover the needs of your district. Reviewing the number of raters who were unable to calibrate by the end of calibration set 2 last year may help you anticipate this year's needs.
- Districts are encouraged to have at least one supplemental support provider for each of the following grade spans: K–1, 2–5, and 6–12. Districts with high numbers of ELLs may find it beneficial to have supplemental support providers on

some or all campuses. In rare circumstances, a district may request assistance from an ESC to meet supplemental support needs; however, ESCs may not always be able to fulfill the need.

> Staff designated to serve as supplemental support providers must attend the annual administration procedures training for raters, complete Web-based holistic rating training for the current year, and sign the rater oath.

☐ Ensure That Supplemental Support Providers Complete Training

- In addition to completing rater training, all supplemental support providers are required to complete the current year's Web-based supplemental support provider training.
- The training is accessible from the supplemental support provider resources section of the TrainingCenter.
- Be sure to assign these individuals the TELPAS Supplemental Support Provider role in the TrainingCenter using the promotion tool. This role will allow supplemental support providers access to the supplemental support training materials and resources.
- There is separate training for each of the following grade spans: K–1, 2–5, and 6–12.
- The training will be available beginning January 27. The district coordinator, or campus coordinator if applicable, is responsible for monitoring that each supplemental support provider completes the training. A sample training sign-in sheet and certificate of completion will be available from the coordinator resources section of the TrainingCenter.

Texas TrainingCenter

CC Plan for and conduct administration procedures training for raters and writing collection verifiers.

☐ Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.

- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

☐ Schedule Test Administration Procedures Training for Raters and Verifiers

- This training is required annually for staff assigned to these roles.
- The end date for conducting this training is February 17. If necessary, additional individuals may be trained after this date to address extenuating circumstances.

☐ Distribute *TELPAS Rater Manual* to Raters and Verifiers Before Training Session

- Direct raters and verifiers to thoroughly read the manual.

☐ Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include the following:
    - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
    - the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
    - fundamentals of the holistic rating process for raters who do not yet have this background
    - a review of the Web-based holistic rating training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, arrangements for supplemental training, rating support policy for any raters who do not successfully calibrate, and the process for logging into and updating user information in the TrainingCenter
- Make sure new raters understand which training to take and for which grade clusters.
- A planning roster of raters who have completed holistic rating training in the online system is provided in the TrainingCenter. This roster may assist testing coordinators in determining which raters need to complete new rater training.

Texas TrainingCenter

TELPAS Resources

Assessment Management System User's Guide

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Returning raters who have not completed training within the last three school years are required to repeat new rater training.

- Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the *TELPAS Rater Manual*.
- You may wish to assign raters and verifiers to complete or review the TrainingCenter online course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources webpage.
- Raters and writing collection verifiers must initial and sign an oath after training and prior to handling secure materials.

CC Plan for and conduct training for reading test administrators.

☐ Designate Reading Test Administrators

- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet your campus needs.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the "STAAR" section of this manual.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

☐ Schedule Reading Test Administrator Training Sessions

- All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
- This training is required annually for staff assigned to these roles.
- The end date for this training is March 14. If necessary, additional training may be conducted after this date to address extenuating circumstances.

☐ Distribute *TELPAS Reading Test Administrator Manual*

- Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the following online resources:
  - the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System
  - *TestNav 7 Technical Guide*, which provides information about navigating TestNav and conducting online sessions

☐ Conduct Test Administrator Training

- Review the test administrator duties in the *TELPAS Reading Test Administrator Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of TestNav and the Assessment Management System to fulfill their roles.
- Test administrators can use the Practice Center to practice using the Assessment Management System without affecting real data. A separate user ID is required for the Practice Center.
- Reading test administrators must initial and sign the test administrator security oath after training and prior to handling secure materials.

CC Designate and train rating entry assistants, if applicable.

☐ Designate Rating Entry Assistants

- If needed, assign staff to assist with entering holistic rating information from the TELPAS Student Rating Rosters into the Assessment Management System.
- This role within the Assessment Management System may be assigned to raters or other designated personnel.
- Unlike the role of online session administrator, this role cannot be assigned permission to set up rating entry groups.

☐ Train Rating Entry Assistants

- Any staff assigned to this role must read the *TELPAS Rater Manual* and attend annual TELPAS administration procedures training for raters. In addition, they must be trained to use the applicable Assessment Management System components.

DC CC Monitor holistic rating training.

☐ Receive Login Information for the Texas TrainingCenter

- New district coordinators receive a user account email notification for the TrainingCenter.
- If you have not been assigned a username and password, contact Pearson's Austin Operations Center at 800-627-0225.
- Refer to the *TELPAS Coordinator's User Guide for Online Holistic Rating Training* for more information about logging in to the system and granting administrative access to individuals.

Texas Assessment Management System Practice Center

User Roles and Permissions for the Texas Assessment Management System

TELPAS Coordinator's User Guide for Online Holistic Rating Training

Texas
TrainingCenter

☐ Use TrainingCenter Resources to Monitor Holistic Rating Training

- TrainingCenter tools and reports provide authorized personnel with the following information. ESC, district, and campus personnel with access to the coordinator section of the TrainingCenter are able to see reports for their access level and below.
  - **Statewide rater lookup tool.** Makes it possible for authorized personnel to look up the online holistic rating training history of individual raters throughout the state. Authorized personnel will also be able to change last names, send password reset emails, and view usernames for users in their access level or below.
  - **Planning roster of returning raters.** Uses records beginning with the 2009–2010 school year to generate a list of previously trained raters.
  - **Course completion roster.** Lists online basic training course completion and in-progress status and performance by user for the current year.
  - **At-a-glance report.** Lists online basic training course and calibration status, as well as time spent in each calibration set, for all registered users for the current year.
  - **Calibration summary report.** Provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined.
  - **Training certificates and professional development hours.** Generated for raters who complete training courses and calibration activities.
    - A certificate of completion is issued when a rater completes the online basic training course.
    - A certificate of successful completion is issued when a rater demonstrates sufficient calibration (70 percent or better) on a calibration set.
    - Five hours are awarded for the K–1 and 2–12 basic training courses, and two hours are awarded (in all) for calibration.

> There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics. The course completion roster does, however, indicate performance on the practice activities as well as time spent in each domain module so that coordinators can effectively monitor the initial training of new raters.

☐ Establish Supplemental Support Model and Monitor Training

- In accordance with the support model descriptions in the TELPAS Introduction, choose one or more models to meet campus needs.
- Supplemental support must be provided before calibration set 3. Coordinate with the supplemental support provider to establish a training schedule.
- Supplemental support providers give raters an access code that they need to be able to begin calibration set 3.

Prepare for the TELPAS Administration

CC Oversee assembly and verification of grades 2–12 writing collections.

☐ Ensure That Proper Writing Collections Are Assembled and Verified

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus's writing collections.
- Student writing assigned on or after February 17 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the *TELPAS Rater Manual.*
- Reinforce the importance of
  - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
  - assembling writing collections that accurately reflect students' overall ability to express themselves in writing in English.

TELPAS Manuals

> While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

DC CC Establish procedures to ensure validity and reliability.

☐ Establish Procedures

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.

- These procedures required by the district may be districtwide or may vary by campus.

All Language Domains, K–12:

- To determine students' ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other or with supplemental support providers.

Writing, Grades 2–12:

- A district-determined selection of writing collections is rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

- Collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

☐ Maintain Documentation of Procedures Followed

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

☐ Implement Rating Support Requirements for Individual Raters

- During the live administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- To accomplish this, calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual's students, or calibrated raters may determine ratings for the individual's students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate must be provided rating support in all domains.

Assessment Management System User's Guide

User Roles and Permissions for the Texas Assessment Management System

DC Log in and assign user access to the Assessment Management System.

☐ Receive Login Information for the Assessment Management System

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a user ID, contact Pearson's Austin Operations Center at 800-627-0225.
- Refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators as needed.

DC CC Create user accounts for campus personnel and technology staff.

Coordination and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus. Keep in mind the different permissions associated with different roles such as online session administrators, online test administrators, TELPAS rating entry assistants, etc.

☐ Create Role-Specific User Accounts for Testing Staff

- District coordinators can delegate this task to campus coordinators.
- District and/or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff. Refer to the User Roles and Permissions for the Texas Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- Keep in mind that rating entry assistants have permission to enter and edit holistic rating data but not to set up rating entry groups.
- All staff members accessing the Assessment Management System must be issued a user ID.

> When users leave the district or need to be removed from the system for other reasons, their access must be locked.

DC CC Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.

☐ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

The Minimum System Requirements document on the Assessment Management System Information webpage provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Assessment Management System Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters in the *TestNav 7 Technical Guide*;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

> Contact Pearson's Austin Operations Center at 800-627-0225 if you require technical assistance.

TestNav 7 Technical Guide

Minimum System Requirements

☐ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Previously installed TestNav and proctor caching software from all server and local installation areas must be removed.
- Purge all test information cached using the previously installed proctor caching software.
- After removing old software, install new software and tools prior to testing:
  - proctor caching software
  - Proctor Caching Testing Tool

> Proctor caching is required when conducting an online administration.

TestNav 7 Technical Guide

- Detailed information about the software and tools can be found in the *TestNav 7 Technical Guide*.

☐ Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing.

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.
- Texas Practice Test. Use this testing tool to check the functionality of TestNav.
- Proctor Caching Testing Tool. Use this testing tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.

NOTES

Texas Assessment Management System Practice Center

TELPAS Student Tutorials

DC CC Plan for online test administrations.

☐ Become Familiar with the Assessment Management System Practice Center

- The Practice Center is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
    - creating sample students
    - registering students
    - assigning sample students to additional groups and tests
    - placing additional orders
    - creating test sessions and rating entry groups and assigning students
- Access to the Practice Center is set up in the same manner as access to the Assessment Management System operational site but requires a separate user ID.

☐ Become Familiar with the TELPAS Online Reading Test Student Tutorials

- The tutorials include instructions to be read aloud as students complete sample questions. Students have the option of working through approximately 20 representative test questions independently to become comfortable with the TELPAS online testing interface.
- The student tutorials are available online from the Texas Assessment webpage.
- Determine the best way to use the student tutorials with ELLs who have varying degrees of familiarity with the TELPAS online testing interface.

DC Enter student data for the TELPAS administration.

☐ Enter or Upload Student Data

There are two options for uploading student data to the Assessment Management System.

- Pearson may upload student data using the October 2013 PEIMS submission.
- Districts may upload student data using a file created locally.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.

Assessment Management System User's Guide

Student Data File Format for Student Registration and Precoding

If you choose not to use the Student Data Upload feature, you can enter student data manually using the New Student Wizard. While users entering new students through the New Student Wizard can register students for an administration within the Wizard, you should only access the New Student Wizard for students that are not in the Student Directory. You can also Register students through Test Management > Register, View by Unregistered Students.

Districts will receive email notification that student data files have uploaded to the Assessment Management System.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data upload is based on a PEIMS extract should keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, and re-upload the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information concerning the student data file layout and a template for data file uploads, refer to the Texas Assessment Information webpage.

CC Verify and update student data elements.

☐ Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

☐ Verify Student Data Elements

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
    - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 reading and K–12 holistic rating). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.

- Program information should reflect the student’s status at the time of testing.
- Current information should be provided if the student is new to the district.
- Current information should be provided if the student’s program information or demographic information has changed since the October 2013 PEIMS submission.
- If a demographic or program information field is left blank, data from the October 2013 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

☐ Update the Information in the Correct Fields in the Registration File

DC Upload student data files.

☐ Upload Corrected Student Data Files to the Assessment Management System

- Upload the updated file in the *Send Student Data* tab or make manual changes to student records.
- District coordinators and student data assistants have permission to upload these files.

> Updates to student data in the Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.

Assessment Management System User’s Guide

CC Verify years in U.S. schools data (grades 1–12 only).

☐ Verify Years in U.S. Schools Data Collection in Consultation with LPAC

WWW LPAC Assessment Resources

- New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students' LPAC in accordance with guidance available on the LPAC Assessment Resources webpage.
- Refer to Appendix A for specific information on recording this data.

DC CC Verify extenuating circumstances data.

☐ Verify Extenuating Circumstances Data Collection

District and campus testing coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows.

- **Unschooled Asylees/Refugees**
  - These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.
- **Students with Interrupted Formal Schooling (SIFE)**
  - These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. and/or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELLs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, and/or basic social skills. For the purpose of this data collection, include ELLs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

Submission of Extenuating Circumstances Data

- This data can be submitted and updated through the Student Data Upload process.
- This data can also be entered on the TELPAS Student Registration Details page of the Assessment Management System. To submit this information for ELLs with extenuating needs, select "1 = Yes" in the field for the applicable special circumstance(s). For example, if an ELL meets the eligibility criteria to qualify as an unschooled asylee/refugee, select "1 = Yes" in the field labeled "Unschooled Asylee/Refugee."

DC CC Plan for administration of online reading tests and entry of holistic rating information.

District and campus coordinators should ensure that reading test sessions and rating entry groups are created. Online session administrators can assist campus coordinators in setting up and managing online test sessions as well as setting up and managing rating entry groups. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.

Administrations in Alternative Education Settings

☐ Create Reading Test Sessions and Generate Student Authorizations

- All ELLs in grades 2–12 must be assigned to a test session.
- In coordination with the district coordinator, campus coordinators should create reading test sessions at least one to two weeks prior to testing.
- Reading test sessions must be created before students can log in to TestNav to take the test.
- Ensure that the proctor caching server is designated in the session details.
- Student authorizations contain the URL that will be entered into a browser to access TestNav and the unique username and test code needed to log in to take an assessment.
- Student authorizations should be printed at least one day before the test administration and stored in a secure location.

☐ Create Rating Entry Groups

- All ELLs in grades K–12 must be assigned to a rating entry group (if enrolled before the first day of the testing window).
- In coordination with the district coordinator, the campus coordinator should create rating entry groups at least one to two weeks prior to testing.

  - Rating entry groups can be set up according to campus preference. These groups may be arranged by raters, or any other campus grouping, however large or small.
- Rating entry groups are not dependent on reading test sessions, specific grade clusters, or reporting groups specified in your district's student data file upload.
- Rating entry groups must be created before students' ratings can be entered.

DC CC Manage assessments of students who move.

- If an ELL enrolls in a Texas public school BEFORE March 17 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.
- If an ELL enrolls ON or AFTER March 17, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- This is true whether the student enrolls from another Texas school or from another state or country.

☐ Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 reading; K–12 holistic ratings), remove the test assignments.
  - If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

> It is not possible for a student to have TELPAS test assignments in multiple locations. The Assessment Management System allows only one test assignment for reading and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and reading test. Designate the student as absent if the campus is unable to give the reading test, though every effort should be made to test the student.

☐ Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before March 17 but withdraw before the close of the window.

- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 reading test before moving, the test must be submitted for scoring.

☐ Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- **K–1 and 2–12:** Add and assess the student as any other enrolled ELL.

☐ Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- **K–1:** Do not take any action. A K–1 student who enrolls on or after March 17 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after March 17.
- **2–12:** Follow the instructions below to see if the student was given the reading test on another Texas campus. If yes, take no further action. If no, the receiving campus is responsible for the reading test.

☐ Determine Whether Student Took Reading Test Outside of District

- Use the search feature in the *Register Students* screen to determine if the student's record exists in the Assessment Management System (do this BEFORE attempting to enroll or register the student in the Assessment Management System).
- If the record is not found, the receiving district coordinator adds the student either manually or through the student data upload process.
- If the record is found, the receiving campus clicks on the student's name to check his or her reading test status in the *Assigned Tests* tab.
- If the reading test was taken, the receiving campus takes no further action.
- If the reading test was not taken,
    - the district coordinator moves the student's reading test assignment from sending to receiving campus (if an error message appears, contact Pearson for assistance); and
    - once the assignment is moved, the campus coordinator assigns the student to the online reading test session and administers the test.

Detailed instructions are found in the *Assessment Management System User's Guide*.

Assessment Management System User's Guide

Monitor TELPAS Administration

DC CC Ensure proper testing procedures.

☐ Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

Problems and Solutions

☐ Ensure Proper Testing Procedures for Reading Tests

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Reading Test Administrator Manual.*

TELPAS Manuals

> A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS reading testing procedures must be present in the testing room at all times during testing.

☐ Monitor Reading Tests

Scheduling

- Each student must be allowed to work at his or her individual speed. Because the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.

- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

Testing Procedures

- Students who lack familiarity with the TELPAS online testing interface should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to talk to each other during testing.
- Students must not use reference materials.
- Students are allowed to use scratch paper because they do not have test booklets in which to write notes. All scratch paper must be destroyed immediately after testing.
- Some students may finish a test earlier than others. After they have finished testing, students may be allowed to quietly read books or leave the testing room.

Test questions are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the *TELPAS Reading Test Administrator Manual.*

TELPAS Manuals

> If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call TEA's Student Assessment Division at 512-463-9536.

☐ Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports assist in monitoring the entry of holistic rating data. These reports, which continuously update and display data, can be accessed by district coordinators, campus coordinators, online session administrators, and rating entry assistants.
  - **TELPAS Holistic Rating Student Status Report (District and Campus Level).** This report lists current holistic rating data of all students within the selected district or campus and can be used to verify that the information from the TELPAS Student Rating Rosters has been entered accurately into the Assessment Management System.

  - **TELPAS Holistic Rating Snapshot (District and Campus Level).** This snapshot displays the number of students whose holistic ratings are complete, in progress, or not started, and can be used to track the progress personnel make in entering holistic rating data during the testing window.

- Two reports show the combined status of students' reading tests and holistic rating data. These reports, which are updated three times a day, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
  - **TELPAS Combined Status Report (District and Campus Level).** This report shows the status of each student within the district or campus on certain key elements that must be completed before the system will acknowledge a record as complete. The report enables coordinators to know whether holistic ratings and rater information have been entered, reading tests for grades 2–12 have been completed, and Years in U.S. Schools information has been entered.
  - **TELPAS Summary Report (District Level).** This report displays, by campus, the number of students with each status (Not Started, In Progress, Completed, and Resolution Required) for the holistic rating and reading portions of TELPAS. The report gives district coordinators a quick overview of the progress campuses make in completing the assessments. It can be used before and during the verification window.

Complete Administration Process

CC Collect materials from raters and reading test administrators.

❑ Collect Rater Materials

- Before raters return their materials to you, they must
    - review the accuracy of any student data elements or test status information you have asked them to verify;
    - make sure that they have completed, signed, and dated the TELPAS Student Rating Roster; and
    - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12).
- After you have collected the materials from raters, you must confirm that all the steps above have been taken.
- Raters must return all rater materials to you. These materials include the following:
    - TELPAS Student Rating Roster
    - student writing collections, including cover sheet
    - *TELPAS Rater Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
    - signed TELPAS Student Rating Rosters (one year)
    - student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (two years)
    - signed oaths (five years)
    - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections must be kept in the students' permanent record files.

NOTES

☐ Collect Reading Test Administration Materials

- After the final test session, reading test administrators must return the following test materials to you.
    - *TELPAS Reading Test Administrator Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
    - seating charts
    - Test Session Roster(s)
    - student authorizations (secure documents)
    - scratch paper (secure documents)
- Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.
    - Destroy the student authorizations and scratch paper.

DC CC Ensure that assessment information is entered and verified.

Assessment Management System User's Guide

If you have questions about where to enter holistic rating and score code information, refer to the *Assessment Management System User's Guide*.

☐ Enter and Verify Holistic Ratings and Rater Information

- Personnel assigned to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated.

X = ARD Decision

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.

E = Extenuating Circumstances

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's reading test because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark "extenuating circumstances."

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

A. What is the relationship of the rater to the student?

1 = Bilingual Education Teacher

2 = ESL Teacher

3 = Elementary General Education Teacher

4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)

5 = Special Education Teacher

6 = Gifted and Talented Teacher

7 = Teacher of Enrichment Subject(s)

8 = No Domains Rated (E or X in every domain)

B. Did the rater collaborate with others familiar with the student's progress in learning English?

1 = Yes

2 = No

3 = No Domains Rated (E or X in every domain)

> "No Domains Rated" must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.

☐ Verify Score Codes for Grades 2–12 Reading Test

- A student's test is automatically scored when the ***Final Submit*** button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.
- If a student does not complete the reading test, one of the following "do not score" designations must be selected when marking the student's test complete.

A = Absent

Student absent throughout the testing window.

A student should not be marked absent if the student was absent on the testing days but also fits one of the score designations below.

X = ARD Decision

Student does not participate in the grades 2–12 reading test on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP. A decision not to assess a student should be rare.

O = Other Student Not to Be Scored

Student experiences a test administration irregularity or illness during testing. If you are a sending campus and are responsible only for a student's holistic ratings because the student withdrew during the testing window, do not place the student in a test session or mark a "do not score" designation.

Mark Test Complete

A student's test should only be marked complete in a "do not score" situation or in the event the student forgot to click the ***Final Submit*** button and exited out of the test.

If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete. If the test is incorrectly marked complete, contact Pearson's Austin Operations Center.

Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

Assessment Management System User's Guide

☐ Verify Accommodation Categories

The following types of accommodations are available to students with disabilities, including those taking TELPAS. Students receiving special education or

Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition, may be eligible for the accommodations listed below.

- Type 1—accommodations approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.
- Type 2—accommodations requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Accommodation Resources

DC CC

Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 9. Student records must be verified as complete by 7:00 PM (CT), April 11. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

☐ Check the TELPAS Combined Status Report

This report shows the combined status of students' reading tests, holistic rating data, and Years in U.S. Schools data. It is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

> Checkmarks on the TELPAS Combined Student Status Report and data in the TELPAS Holistic Rating Student Status Report are generated based on completion of information, not accuracy. District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records MUST be entered and verified by 7:00 PM (CT), April 11.

Assessment Management System User's Guide

TELPAS Optional Reports

Oaths

DC Order optional reports for the district.

☐ Order Optional Reports Through the Assessment Management System by April 11

- Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

CC Ensure that security oaths are signed and returned.

☐ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after the administration is complete.
- The TELPAS Rater oath, TELPAS Writing Collection Verifier oath, and Test Administrator oath are retained at the campus level.

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APPENDIX A

Gridding Information

Identification Information*

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS

ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
	LAST-NAME	E0705
	FIRST-NAME	E0703
	MI (PEIMS ELEMENT IS MIDDLE-NAME)	E0704
	DISTRICT-NAME	E0213
	CAMPUS-NAME	E0267
	STUDENT-ID (AS USED FOR PEIMS) EITHER THE STUDENT'S SOCIAL SECURITY NUMBER OR A STATE-APPROVED ALTERNATIVE ID NUMBER CONSISTING OF AN "S" FOLLOWED BY EIGHT DIGITS	E0001
	SEX-CODE M = MALE F = FEMALE	E0004
	GRADE-LEVEL-CODE	E0017
	DATE-OF-BIRTH (MMDDYY)	E0006
	TEST FORM	n/a
	LOCAL-STUDENT-ID—ASSIGNED BY SCHOOL DISTRICT	E0923
ETH	HISPANIC-LATINO-CODE INDICATES A PERSON OF CUBAN, MEXICAN, PUERTO RICAN, SOUTH OR CENTRAL AMERICAN, OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE. 1 = HISPANIC/LATINO 0 = NOT HISPANIC/LATINO	E1064

*Not all codes are applicable to every testing program.

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS

ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
I	AMERICAN-INDIAN-ALASKA-NATIVE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF NORTH AND SOUTH AMERICA (INCLUDING CENTRAL AMERICA). 1 = YES 0 = NO	E1059
A	ASIAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF THE FAR EAST, SOUTHEAST ASIA, OR THE INDIAN SUBCONTINENT, INCLUDING, FOR EXAMPLE, CAMBODIA, CHINA, INDIA, JAPAN, KOREA, MALAYSIA, PAKISTAN, THE PHILIPPINE ISLANDS, THAILAND, AND VIETNAM. 1 = YES 0 = NO	E1060
B	BLACK-AFRICAN-AMERICAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE BLACK RACIAL GROUPS OF AFRICA. 1 = YES 0 = NO	E1061
P	NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF HAWAII, GUAM, SAMOA, OR OTHER PACIFIC ISLANDS. 1 = YES 0 = NO	E1062
W	WHITE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF EUROPE, THE MIDDLE EAST, OR NORTH AFRICA. 1 = YES 0 = NO	E1063

*Not all codes are applicable to every testing program.

Program Information*

Program information submitted should reflect the student's status at the time of testing. Current information should be provided if the student is new to the district or if the student's program or demographic information has changed since the October 2013 PEIMS submission.

If a demographic or program information field is left blank for any student, data from the October 2013 PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student's data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as "No information provided" for that data element.

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS

ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
ED	ECONOMIC-DISADVANTAGE-INDICATOR-CODE (MARK ONE) 01 = ELIGIBLE FOR FREE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM 02 = ELIGIBLE FOR REDUCED-PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM 99 = OTHER ECONOMIC DISADVANTAGE 00 = NOT IDENTIFIED AS ECONOMICALLY DISADVANTAGED	E0785
TIA	TITLE-I-PART-A-INDICATOR-CODE (MARK ONE) 6 = STUDENT ATTENDS CAMPUS WITH SCHOOLWIDE PROGRAM 7 = STUDENT PARTICIPATES IN PROGRAM AT TARGETED ASSISTANCE SCHOOL 8 = STUDENT IS PREVIOUS PARTICIPANT IN PROGRAM AT TARGETED ASSISTANCE SCHOOL (NOT A CURRENT PARTICIPANT) 9 = STUDENT DOES NOT ATTEND A TITLE I, PART A SCHOOL BUT RECEIVES TITLE I, PART A SERVICES BECAUSE THE STUDENT IS HOMELESS 0 = STUDENT DOES NOT CURRENTLY PARTICIPATE IN AND HAS NOT PREVIOUSLY PARTICIPATED IN PROGRAM AT CURRENT CAMPUS	E0894

*Not all codes are applicable to every testing program.

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS

ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
MS	MIGRANT-STUDENT-INDICATOR-CODE STUDENT HAS BEEN IDENTIFIED AS A MIGRANT STUDENT (MARK ONE) 1 = YES 0 = NO	E0984
L	LEP-INDICATOR-CODE STUDENT HAS BEEN IDENTIFIED AS LIMITED ENGLISH PROFICIENT BY THE LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) (MARK ONE) C = STUDENT IS CURRENTLY IDENTIFIED AS LEP (INCLUDES STUDENTS WITH PARENTAL DENIALS). M1 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER **FIRST** YEAR OF MONITORING AS REQUIRED BY 19 TAC §89.1220(L). M2 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER **SECOND** YEAR OF MONITORING. 0 = ALL OTHER ENROLLED STUDENTS **NOTES:** 1. MARK M1 OR M2 IF A STUDENT IS IN THE FIRST OR SECOND YEAR OF MONITORING BUT IS INCORRECTLY IDENTIFIED AS LEP IN PEIMS. 2. THE M1 AND M2 CATEGORIES INCLUDE STUDENTS WITH PARENTAL DENIALS WHO HAVE MET THE STATE CRITERIA FOR RECLASSIFICATION AS NON-LEP AND ARE IN THEIR FIRST OR SECOND YEAR OF MONITORING. 3. THIS INFORMATION IS NOT COLLECTED FOR TELPAS. ALL STUDENTS TAKING TELPAS ARE LIMITED ENGLISH PROFICIENT.	
B	BILINGUAL-PROGRAM-CODE (MARK ONE) 2 = TRANSITIONAL BILINGUAL/EARLY EXIT 3 = TRANSITIONAL BILINGUAL/LATE EXIT 4 = DUAL LANGUAGE IMMERSION/TWO-WAY 5 = DUAL LANGUAGE IMMERSION/ONE WAY 0 = STUDENT DOES NOT PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM	E1042
ESL	ESL-PROGRAM-TYPE-CODE (MARK ONE) 2 = ENGLISH AS A SECOND LANGUAGE/CONTENT-BASED 3 = ENGLISH AS A SECOND LANGUAGE/PULL-OUT 0 = STUDENT DOES NOT PARTICIPATE IN AN ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM **NOTE:** FOR BILINGUAL OR ESL STUDENTS, PROGRAM INFORMATION SHOULD REFLECT ENROLLMENT IN **EITHER** A BILINGUAL **OR** AN ESL PROGRAM.	E1043

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
SE	SPECIAL-ED-INDICATOR-CODE **NOTE:** DOES NOT APPLY TO STAAR ALTERNATE. (MARK ONE) 1 = STUDENT IS PARTICIPATING IN A SPECIAL EDUCATION PROGRAM 0 = STUDENT IS NOT PARTICIPATING IN A SPECIAL EDUCATION PROGRAM	E0794
G/T	GIFTED-TALENTED-INDICATOR-CODE **NOTE:** DOES NOT APPLY TO STAAR ALTERNATE. STUDENT IS PARTICIPATING IN A STATE-APPROVED GIFTED/TALENTED PROGRAM (MARK ONE) 1 = YES 0 = NO	E0034
AR	AT-RISK-INDICATOR-CODE **NOTE:** DOES NOT APPLY TO STAAR ALTERNATE. STUDENT IS DESIGNATED AS BEING AT RISK OF DROPPING OUT OF SCHOOL UNDER STATE-MANDATED ACADEMIC CRITERIA ONLY (MARK ONE) 1 = YES 0 = NO	E0919
CT	CAREER-AND-TECHNICAL-ED-IND-CODE **NOTE:** GRADES 6–12, ALL PROGRAMS. INDICATES WHETHER STUDENT IS ENROLLED IN ONE OR MORE STATE-APPROVED VOCATIONAL EDUCATION COURSES (MARK ONE) 1 = ENROLLED IN ONE OR MORE STATE-APPROVED CAREER AND TECHNICAL COURSES AS AN ELECTIVE 2 = PARTICIPANT IN THE DISTRICT'S CAREER AND TECHNICAL COHERENT SEQUENCE OF COURSES PROGRAM 3 = PARTICIPANT IN THE DISTRICT'S TECH PREP PROGRAM 0 = NO PARTICIPATION IN CAREER AND TECHNICAL COURSES	E0031
PD	PARENTAL DENIAL (CODE C, PARENTAL-PERMISSION-CODE) (MARK ONE) 1 = PARENT OR GUARDIAN HAS DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM 0 = PARENT OR GUARDIAN HAS NOT DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM	E0896

Scoring Information*

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION

ACCOMMODATIONS FOR STAAR:

TYPE 1 AND TYPE 2 ACCOMMODATIONS

MARK THE GA BUBBLE TO INDICATE THAT A TYPE 1 OR TYPE 2 ACCOMMODATION NOT LISTED ABOVE WAS AVAILABLE TO THE STUDENT.

GA = GENERAL ACCOMMODATION

MARK THE ACCOMMODATION BUBBLE (BR, LP, OA, AND/OR XD) IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

BR = BRAILLE ADMINISTRATION
LP = LARGE PRINT ADMINISTRATION
OA = ORAL ADMINISTRATION
XD = EXTRA DAY

LINGUISTIC ACCOMMODATIONS

MARK THE LA BUBBLE TO INDICATE THAT A LINGUISTIC ACCOMMODATION WAS AVAILABLE TO A STUDENT.

LA = LINGUISTIC ACCOMMODATION

NOTE: REFER TO THE ACCOMMODATION RESOURCES WEBPAGE FOR MORE INFORMATION REGARDING ACCOMMODATIONS.

*Not all codes are applicable to every testing program.

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION
STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED:	
	W = WRITING M = MATHEMATICS R = READING SS = SOCIAL STUDIES S = SCIENCE
	(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)
SCORE CODE	A = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.) O = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY OR ILLNESS DURING TESTING. * = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED. S = TEST TO BE SCORED. P = STUDENT PREVIOUSLY ACHIEVED SATISFACTORY PERFORMANCE IN THE SUBJECT. R = THE ARD COMMITTEE HAS DETERMINED THAT STAAR MODIFIED IS NOT THE APPROPRIATE ASSESSMENT FOR SSI RETEST OPPORTUNITIES; THE STUDENT MEETS PARTICIPATION REQUIREMENTS FOR STAAR ALTERNATE (APPLICABLE FOR MAY AND JUNE GRADES 5 & 8 MATHEMATICS AND READING). PW = PARENTAL WAIVER: A PARENT OR GUARDIAN REQUESTED THAT A STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR STAAR OR STAAR MODIFIED IN SSI GRADES AND SUBJECTS (APPLICABLE FOR JUNE GRADES 5 & 8 MATHEMATICS AND READING).
HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)	MARK IF A STUDENT WHO IS COURT-ORDERED TO PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TEST ACCORDING TO 19 TAC §89.1409.
FOREIGN EXCHANGE STUDENT	MARK IF A STUDENT IS A FOREIGN EXCHANGE STUDENT.
SUBSTITUTE ASSESSMENT	MARK (ALONG WITH THE “O” SCORE CODE) IF A STUDENT IS EXCUSED FROM TAKING THE TEST BECAUSE THE STUDENT HAS TAKEN AND PASSED AN ASSESSMENT THAT WILL SUBSTITUTE FOR A STAAR EOC ASSESSMENT.

STAAR, STAAR SPANISH, STAAR L, STAAR MODIFIED, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION

TEST TAKEN INFO:

STAAR	FOR EACH SUBJECT AREA TEST ADMINISTERED, MARK WHICH OF THE FOLLOWING TESTS WAS TAKEN. (MARK ONE) EN = ENGLISH VERSION OF STAAR SP = STAAR SPANISH FORM # = WRITE THE NUMBER OF THE FORM THE STUDENT USED, AND MARK THE BUBBLES ACCORDINGLY
ABOVE GRADE	MARK THIS BUBBLE ON THE STUDENT'S ENROLLED GRADE ANSWER DOCUMENT IF STUDENT TOOK THE TEST ABOVE GRADE.

TEST DATE FIELD:

STAAR EOC	THE TEST DATE FIELD INDICATES THE DAY ON WHICH THE STUDENT TESTED. COMPLETE THIS FIELD BY WRITING THE NUMBERS FOR THE DAY OF THE MONTH AND THEN FILLING IN THE CORRESPONDING BUBBLES BELOW.

TELPAS

ONLINE CODING	EXPLANATION
RATER INFORMATION QUESTION A	THIS FIELD INDICATES THE ROLE THAT BEST DESCRIBES THE RELATIONSHIP OF THE RATER TO THE STUDENT. 1 = BILINGUAL EDUCATION TEACHER 2 = ESL TEACHER 3 = ELEMENTARY EDUCATION TEACHER 4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS 5 = SPECIAL EDUCATION TEACHER 6 = GIFTED AND TALENTED TEACHER 7 = TEACHER OF ENRICHMENT SUBJECTS
RATER INFORMATION QUESTION B	THIS FIELD INDICATES WHETHER THE RATER COLLABORATED WITH OTHERS FAMILIAR WITH THE STUDENT'S PROGRESS IN LEARNING ENGLISH. 1 = YES 2 = NO
SCORE CODE:	LISTENING, SPEAKING, WRITING B = BEGINNING I = INTERMEDIATE A = ADVANCED H = ADVANCED HIGH E = EXTENUATING CIRCUMSTANCES X = ARD DECISION READING (K–1) B = BEGINNING I = INTERMEDIATE A = ADVANCED H = ADVANCED HIGH E = EXTENUATING CIRCUMSTANCES X = ARD DECISION READING (2–12) A = ABSENT X = ARD DECISION O = OTHER, STUDENT NOT TO BE SCORED

TELPAS ONLINE CODING	EXPLANATION

ACCOMMODATIONS FOR TELPAS:

TYPE 1 AND TYPE 2 ACCOMMODATIONS

MARK THE GA BUBBLE TO INDICATE THAT A TYPE 1 OR TYPE 2 ACCOMMODATION NOT LISTED ABOVE WAS AVAILABLE TO THE STUDENT.

GA = GENERAL ACCOMMODATION

MARK THE ACCOMMODATION BUBBLE (LP AND/OR XD) IF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

LP = LARGE PRINT ADMINISTRATION
XD = EXTRA DAY

YEARS IN U.S. SCHOOLS (GRADES 1–12 ONLY)

AN ELL MUST BE ENROLLED FOR 60 CONSECUTIVE DAYS IN A SCHOOL YEAR FOR THAT SCHOOL YEAR TO COUNT AS ONE YEAR IN THE CALCULATION OF YEARS IN U.S. SCHOOLS. THEREFORE, ELL STUDENTS ENROLLING IN U.S. SCHOOLS WITHIN THE LAST 60 SCHOOL DAYS OF A SCHOOL YEAR WILL BE CONSIDERED TO BE IN THEIR FIRST YEAR IN U.S. SCHOOLS FOR THE FOLLOWING SCHOOL YEAR.

DO NOT INCLUDE KINDERGARTEN OR PREKINDERGARTEN IN COUNTING THE YEARS IN U.S. SCHOOLS OF LEP STUDENTS IN GRADES 1–12. CONSIDER GRADE 1 AS THE FIRST YEAR FOR STUDENTS ENROLLED IN U.S. SCHOOLS SINCE KINDERGARTEN OR BEFORE.

0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER OF THE 2013–2014 SCHOOL YEAR

1 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE FIRST SEMESTER OF THE 2013–2014 SCHOOL YEAR

2 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 2 SCHOOL YEARS

3 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 3 SCHOOL YEARS

4 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 4 SCHOOL YEARS

5 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 5 SCHOOL YEARS

6 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 6 OR MORE SCHOOL YEARS

APPENDIX B

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for District Superintendent/Chief Administrative Officer

I do hereby certify to the state commissioner of education that the security and confidentiality of all assessment instruments and test items have been maintained, and do hereby further certify the following to the commissioner:

(Initial each statement.)

______ that I understood my obligations concerning the security and confidentiality of these tests;

______ that I was aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality;

______ that no unauthorized person has inspected or viewed any part of the assessment instrument;

______ that no person has in any way copied or reproduced any part of a secure test without expressed written permission from TEA;

______ that no person has copied or reproduced any part of a student response to a secure test except as explicitly specified in the instructions for the assessment;

______ that no person has revealed any of the contents of the assessment instrument except where authorized by the procedures governing administration of a test;

______ that no person has corrected or altered student responses to the assessment instrument or provided assistance with responses to the assessment instrument; and

______ that no unauthorized person has inspected or viewed any part of the assessment instrument.

I do hereby further certify, warrant, and affirm that I have notified either the district coordinator or the Texas Education Agency of any violation or suspected violation of test security and confidentiality that has been reported to me.

I do hereby further certify, warrant, and affirm that I will notify the Texas Education Agency of any violation or suspected violation of test security and confidentiality that may hereinafter be reported to me.

IN WITNESS WHEREOF I affix my hand on this the _______ day of ________________, 20______.

______________________________	______________________________
Signature of Superintendent/Chief Administrative Officer	Printed Name of Superintendent/Chief Administrative Officer

____________________	____________________	____________________
District Name	County-District Number	Area Code/Telephone #

Sign and return this form to your district testing coordinator after all testing for the 2014 calendar year for your district has been completed and all materials have been returned to the testing contractor. Your district coordinator will return this form to the testing contractor in the envelope provided in the district coordinator packet. The oath will be kept on file for a period of five years from the last day of testing.

District Superintendents/Chief Administrative Officers need to sign only one oath for the 2014 calendar year.

Duplicate this form as needed.

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for District Testing Coordinator

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

______ I have received training on the appropriate administration of the state assessments;

______ I will read all coordinator directions and applicable manuals governing the administration of the student assessment program;

______ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in general test administration procedures;

______ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in testing procedures specific to each administration during the 2014 calendar year;

______ I understand my obligations concerning the security and confidentiality of these tests;

______ I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violations of test security to the district superintendent and the Texas Education Agency.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the _______ day of ________________, 20______.

______________________________ Signature of District Testing Coordinator

______________________________ Printed Name of District Testing Coordinator

________________ District Name

________________ County-District Number

________________ Area Code/Telephone #

Initial and sign the above portion before handling any secure test materials. After all testing for the 2014 calendar year for your district has been completed and all materials have been shipped to the testing contractor, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the student assessment program and that I have reported any suspected violations of test security or confidentiality to the Texas Education Agency.

______________________________ Signature of District Testing Coordinator

______________________________ Date

Sign this form after all testing for the 2014 calendar year has been completed and all materials have been returned to the testing contractor. Return this form as soon as possible, along with the signed superintendent/chief administrative officer security oath, in the pre-addressed envelope provided in the district coordinator packet. The forms should be returned to Pearson's Austin Operations Center, 905 W. Howard Lane, Austin, Texas 78753.

District testing coordinators need to sign only one oath for the 2014 calendar year.

Duplicate this form as needed.

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for Campus Testing Coordinator

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

______ I have received training on the appropriate administration of the state assessments;

______ I will read all coordinator directions and applicable manuals governing the administration of the student assessment program;

______ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in general test administration procedures;

______ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in testing procedures specific to each administration during the 2014 calendar year;

______ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violations of test security to the district testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the _______ day of ________________, 20______.

Signature of Campus Testing Coordinator	Printed Name of Campus Testing Coordinator
District Name	Campus Name
County-District Number	Area Code/Telephone #

Initial and sign the above portion of this form before handling any secure test materials. After all testing for the 2014 calendar year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the student assessment program and that I have reported any suspected violations of test security or confidentiality to the District Testing Coordinator.

Signature of Campus Testing Coordinator	Date

Return this form along with the signed campus principal security oath to the district testing coordinator.

Campus Testing Coordinators need to sign only one oath for the 2014 calendar year. Any person who has more than one testing role (for instance, a principal who serves as campus testing coordinator) must sign an oath for each role.

Duplicate this form as needed.

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for Campus Principal

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

______ I have received training in test security and general testing procedures for all state assessment programs administered on this campus;

______ All appropriate campus personnel will be trained and will sign an oath of test security and confidentiality;

______ I am aware of my obligations concerning the proper administration of each assessment;

______ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violation of test security to the district testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the _______ day of ________________, 20______.

Signature of Campus Principal	Printed Name of Campus Principal
District Name	Campus Name
County-District Number	Area Code/Telephone #

Initial and sign the above portion of this form before handling any secure test materials. After all testing for the 2014 calendar year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the student assessment program and that I have reported any suspected violations of test security or confidentiality to the district testing coordinator.

Signature of Campus Principal	Date

Return this form to the campus coordinator.

Principals need to sign only one oath for the 2014 calendar year. Any person who has more than one testing role (for instance, a principal who serves as campus coordinator) must sign an oath for each role.

Duplicate this form as needed.

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** accessing any secure test materials.

I do hereby certify, warrant, and affirm that I will fully comply with all applicable requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

______ I have read the test security and confidentiality policies in the test administration materials, and I understand my obligation to maintain and preserve the security and confidentiality of all tests.

______ I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of this information.

______ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

______ I am aware that release or disclosure of confidential test items could result in prosecution under the Texas Education Code, Government Code, Administrative Code, and/or Penal Code.

I do hereby further certify, warrant, and affirm that I will comply with all requirements concerning test security and confidentiality.

Signed on this the ________ day of________________________, 20______.

______________________________ Signature of Technology Staff	________________________________ Printed Name of Technology Staff	______________________ County-District Number
______________________________ District Name	________________________________ Campus Name	______________________ Area Code/Telephone #

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality
for Test Administrator

This oath applies to all state assessments except STAAR Alternate, which has a separate oath.

For All Test Administrators: Complete this section **before** handling any secure test materials

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following by initialing to the left of the statements below and including the date where applicable:

(Initial each statement.)

______ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments.

______ I am aware that testing procedures require me to actively monitor during test administrations;

______ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

______ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the ________ day of________________________, 20______.

______________________________	________________________________	_______________________
Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
______________________________	________________________________	_______________________
District Name	Campus Name	Area Code/Telephone #

For Test Administrators Authorized to View Secure State Assessments

Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration of paper tests, transcribing student responses from the test booklet, and particular linguistic accommodations. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

______ I have not and will not divulge the contents of the test, generally or specifically.

______ I have not and will not copy any part of the test.

I do hereby certify, warrant, and affirm that I will fully comply with all the requirements governing the student assessment program.

______________________________	______________________
Signature of Test Administrator	Date

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality
for TELPAS Rater

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement and sign **before** handling or viewing any secure test materials or confidential information.)

______ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) holistic rating and administration procedures;

______ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

(Initial according to your assigned role.)

______ I understand my responsibilities as a TELPAS rater, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

______ I understand my responsibilities as a TELPAS supplemental support provider, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

______ I understand my responsibilities as a TELPAS rating entry assistant, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _________ day of__________________________, 20_______.

____________________________	____________________________	____________________________
Signature of TELPAS Rater	Printed Name of TELPAS Rater	County-District Number
____________________________	____________________________	____________________________
District Name	Campus Name	Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS rater who also serves as a TELPAS reading test administrator) must sign an oath for each role.

State of Texas
County of ________________

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for TELPAS Writing Collection Verifier

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program and do hereby certify the following:

(Initial each statement **before** verifying TELPAS writing collections.)

______ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) administration procedures, including procedures specific to reviewing and verifying the assembly of TELPAS student writing collections;

______ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

______ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _________ day of__________________________, 20_______.

Signature of Writing Collection Verifier	Printed Name of Writing Collection Verifier	County-District Number
District Name	Campus Name	Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS writing collection verifier who also serves as a TELPAS reading test administrator) must sign an oath for each role.