



STAAR®

Grades 3–5

2014

**State of Texas
Assessments of
Academic Readiness**

Test Administrator Manual

STAAR ★ STAAR Spanish ★ STAAR L ★ STAAR Modified

Information about the Texas Student Assessment Program is available on TEA's Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/>.

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General Information Resources

General Information Resources	
For general information related to	Access
student assessment program	TEA 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
online testing (training, administration materials, technology assistance, and student tutorials)	http://www.TexasAssessment.com/resources

Resources Available Online

Online Resources	
Reference materials available online include the	Located at
<i>2014 Test Security Supplement</i>	http://www.tea.state.tx.us/student.assessment/security
<i>2014 District and Campus Coordinator Manual</i>	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
<i>User's Guide for the Texas Assessment Management System</i>	http://www.TexasAssessment.com/guide
STAAR L Tutorials	http://www.TexasAssessment.com/STAARL-tutorials
Checklist for STAAR Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm

How to Use the 2014 STAAR Test Administrator Manual—Grades 3–5

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, STAAR L, and STAAR Modified for grades 3–5, as well as the Standardized Oral Administration (SOA) of STAAR grade 4 mathematics and reading. You must carefully read this manual prior to administering any state assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

Keep this manual throughout the 2014 calendar year. See your campus coordinator for information on storing this manual between administrations.

Test Administrator Manual Organization

The *2014 STAAR Test Administrator Manual—Grades 3–5* includes program information and grade-band-specific test administration directions. Test administrators are required to have this manual with them during each test administration.

This manual contains the following:

- test administration calendar of events
- general information about STAAR, STAAR Spanish, STAAR L, and STAAR Modified
- STAAR Time Limits Policies and Procedures
- allowable test administration procedures
- accommodations information
- test security and confidentiality requirements
- information about training, preparation, monitoring, and completing of test sessions
- test administration directions
- appendices addressing completing student identification information on the answer document, oral administration instructions for paper assessments, and test administrator and technology staff security oaths

This manual is designed to support test administrator activities. Features of the current design include the following:

- action-oriented checklists embedded in the text
- links to the variety of online resources in the NOTES column

Icons

The icons shown below are used throughout the manual. The icons will be located in the NOTES column.



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



This icon indicates a document found on the TEA website that supplements information in this manual, such as optional forms, checklists, or graphics.



This icon indicates a resource found on the Texas Assessment website that supplements information in this manual. The text below the icon is a link to the Texas Assessment webpage and resources.

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

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 indicates a document on the TEA website.

STAAR

NOTES

District and Campus Coordinator Manual Resources

User's Guide for the Texas Assessment Management System

Materials Control Form

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Training

Prepare for and Attend Test Administrator Training

All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins.

- Review Manual**
 - Read this test administrator manual and review additional resources found online before the training session, as requested by your campus coordinator.
 - Bring this manual to the training session.
- Attend Training**
 - Your campus coordinator will schedule and conduct your training session before testing begins. Topics may include the following:
 - test administrator roles and responsibilities
 - test security
 - scheduling test administrations
 - preparing for test administrations
 - testing with accommodations
 - precoded labels and answer documents
 - ensuring the submission of appropriate answer documents
 - new or revised elements on answer documents
 - completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
 - returning materials
 - Bring notes of any questions you have regarding your responsibilities and address them at the training session.

2014 STAAR Test Administrator Manual—Grades 3-5

Calendar of Events 2014 Grades 3–5 Administrations

EVENTS		TEST ADMINISTRATION			
		EARLY APRIL	LATE APRIL	MAY	JUNE
Test administrator training sessions		By 3/28	By 4/18	By 5/9	By 6/23
Test administrations	Writing	4/1–4/2 (G4)			
	Mathematics	4/1 (G5)	4/22 (G3, G4)	5/13 (G5)	6/24 (G5)
	Reading	4/2 (G5)	4/23 (G3, G4)	5/14 (G5)	6/25 (G5)
	Science		4/23 (G5)		

General Program Information

STAAR Overview

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.



Special Education
Assessments

Information on State
Assessments for
English Language
Learners

Accommodation
Resources

District and Campus
Coordinator Manual
Resources

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.



Accommodation
Resources

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.

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

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



District and Campus
Coordinator Manual
Resources

Accommodations
for Students with
Disabilities



Allowable Test
Administration
Procedures and
Materials



Accommodation
Resources

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 can be found on the Accommodation Resources webpage.

It is up to the campus testing coordinator to provide test administrators with information and training about the accommodations that a student is to receive on test day.

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 may occur just prior to or on the day of the state assessment that necessitate the use of an allowable test administration procedure or material or a testing accommodation. If the student's needs can be met with an allowable procedure or material, it should be made available to the student during testing. If the student's needs require the use of a Type 1 or Type 2 accommodation, contact your campus coordinator for guidance.

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 are not provided. The linguistic accommodations available on STAAR, STAAR L, and STAAR Modified are found on the Accommodation Resources webpage.



Accommodation
Resources

Considerations for Testing with Accommodations

Because testing accommodations may affect how students' test sessions are conducted (e.g., Extra Time, Oral Administration), the guidelines below must be followed.

- The test administrator must receive additional training when required to administer tests with accommodations. If using a Type 1 or Type 2 accommodation, the test administrator will need to read the Special Instructions/Considerations section of the applicable accommodation policy and be trained on specific guidelines attached to an approved accommodation request.
- A test administrator must receive additional training if providing students with an oral administration. Test administrators giving an oral administration of a paper assessment must be trained on Appendix B of this manual.
- The test administrator should discuss the accommodations with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment. This includes explaining to students the level of reading support the test administrator is allowed to provide during the test based on the documentation in the appropriate paperwork.

Please contact your campus coordinator if you have any questions about providing or implementing testing accommodations.



District and
Campus
Coordinator
Manual
Resources

*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 the District and Campus Coordinator Manual.

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 contractor, 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.



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*.

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 to 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*.



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.



Oaths

Oaths are included in Appendix D of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

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.



User's Guide for the Texas Assessment Management System

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

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



*Test Security
Supplement*

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.

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

Training

Prepare for and Attend Test Administrator Training

All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins.

□ Review the Manual

- Read this test administrator manual before the training session and, as requested by your campus coordinator, review additional resources found online.
- Bring this manual to the training session.

□ Attend Training

- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System and TestNav, if applicable. Topics may include the following:
 - test administrator roles and responsibilities
 - 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.
 - test security
 - scheduling test administrations
 - preparing for test administrations
 - testing with accommodations
 - monitoring test administrations
 - verifying precoded labels and answer documents
 - conducting online test sessions of STAAR L and SOA
 - ensuring the distribution of appropriate answer documents
 - completing answer document fields
 - returning materials to the campus testing coordinator



District and Campus
Coordinator Manual
Resources



*User's Guide for the
Texas Assessment
Management System*

Texas Assessment
Management System
Practice Center

Training Resources



STAAR L Resources

Web-Based Test
Administrator
Training Modules
(Optional)

❑ Receive Your User ID and Password for the Texas Assessment Management System for Online Testing, if Applicable

- Your campus or district coordinator will create your role-specific user account.
- Your login information will give you access to both paper and online testing functions and will ensure that you see only the data and functions that you need.

❑ Review Resources for Online Testing

- Access and review the *User's Guide for the Texas Assessment Management System* to become familiar with information about how to set up and manage test sessions.
- Access and review the following training resources:
 - The Practice Center mirrors the operational Assessment Management System and simulates all activities related to managing test sessions.
 - The Texas-Specific Testing Tools Tutorial includes all the tools that may appear in online tests.
 - The STAAR L tutorials allow students to practice using the linguistic accommodation tools and become familiar with other tools available in TestNav. The tutorials are available on the STAAR L Resources webpage.
 - The SOA tutorials allow students to practice using the Text-to-Speech Accessibility Panel and become familiar with other tools available in TestNav. The tutorials are available on the SOA Resources webpage.
- Other resources for online testing include the following:
 - PearsonAccess Overview Training Modules
 - PearsonAccess Frequently Asked Questions (FAQs)

❑ Complete Web-Based Test Administrator Training Modules (Optional)

- Web-based test administrator training modules are available to supplement the mandatory training of all district personnel involved in testing. This training is optional but recommended. The modules can be taken in either a group or individual setting and take about an hour to complete. Topics covered in the training course include the following:
 - active monitoring
 - distribution of test materials
 - proper handling of secure materials

□ Review and Sign the Test Administrator Security Oath

- Understand your obligations concerning test security and confidentiality.
- Initial and sign an oath following the general training on test security and test administration procedures and before handling secure test materials.
- Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by initialing and signing the statements provided on the oath.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.



*User's Guide for the
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Accommodation
Resources



General Instructions
for Administering
Braille State
Assessments

General Instructions
for Administering
Large-Print State
Assessments

General Instructions
for Administering
State Assessments to
Students who are
Deaf or Hard
of Hearing

Prepare for Testing

Help the Campus Coordinator to Prepare for Online Administrations of STAAR L and SOA

Be prepared to aid your campus coordinator in preparing materials for testing if you are asked to do so. This may include the following:

- setting up test sessions
- verifying and correcting student information

Information on setting up test sessions and verifying and correcting student information can be found in the *User's Guide for the Texas Assessment Management System*.

Review Testing Rosters to Ensure Students Are Appropriately Placed

- Students taking STAAR, STAAR Spanish, and STAAR Modified assessments may be grouped across programs, grades, and subject areas or courses in some cases.
- Students taking STAAR L and SOA may be grouped across programs, grades, and subject areas.
- Test sessions in which students are given different assessments will be organized by your campus coordinator 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 may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Prepare for Testing with Accommodations

All test administrators should review the essential documents for administering accommodations. In addition to those noted in the “Accommodations Information” section of this manual, refer to the following specific instructions as needed.

- General Instructions for Administering Braille State Assessments document
- General Instructions for Administering Large-Print State Assessments document
- General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing document

□ Prepare ELLs for Testing with Linguistic Accommodations

- Ensure that students have any materials needed for their linguistic accommodations (e.g., a bilingual dictionary).
- Talk to students who will be receiving linguistic accommodations prior to the test session to let them know how their test will be conducted and the types of assistance they are eligible to receive. Though students should be familiar with using the accommodations in instruction, you may need to review particulars about using them in a standardized testing situation.
- It is recommended that students taking STAAR L complete the online tutorials. The STAAR L tutorials allow students to practice using the linguistic accommodation tools and become familiar with other tools available in TestNav. The tutorials are available on the STAAR L Resources webpage.



STAAR L Resources

□ Prepare the Testing Environment

- 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.
- To support test security for online administrations of STAAR L and SOA, test administrators should make a determined effort to prevent students from seeing one another's monitors.
- Ensure that there is one pair of headphones per student for online administrations of STAAR L and SOA in which multiple students are testing in the same room.

□ Generate and Print Student Authorizations for STAAR L and SOA

- Campus coordinators, test administrators, or technology staff must generate and print student authorizations at least one day before the test administration.
 - Student authorizations contain the URL that test administrators must enter into a browser to access TestNav and the unique username and test code needed to log in to take the test.
 - Student authorizations must be stored in a secure location prior to the test administration.
 - Information on printing student authorizations can be found in the "Viewing and Printing Authorizations" section of the *User's Guide for the Texas Assessment Management System*.



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Seating Charts

☐ Ready Seating Charts for Each Test Session

- Seating charts must include the names of 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 session, including stop and restart times for students who are permitted a break that stops the time clock.
- Schedules must be created that adhere to the time limit requirements for testing.

☐ Receive Test Materials from Campus Coordinator and Prepare for Distribution

Test administrators for paper administrations must ensure that the required materials described below are available on the day of testing.

- two No. 2 pencils with erasers per student
- one test booklet per student
- one answer document per student
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one copy of the test booklet for the test administrator (if applicable)
- any additional TEA-authorized materials needed for administering the test

Test administrators for online administrations of STAAR L and SOA must ensure that the following required materials are available on the day of testing:

- Test Session Roster(s)
- student authorizations
- pencils or pens for use with scratch paper and graph paper

Test administrators must be thoroughly familiar with the dictionary policy that has been established for STAAR. Refer to the STAAR Dictionary Policy for more information.

A calculator must not be provided to a student taking any STAAR grades 3–5 mathematics assessments or any STAAR grade 5 science assessment unless the student meets the eligibility criteria for a Calculation Devices accommodation. Refer to the STAAR Calculator Policy for more information.

Reference materials (e.g., formulas, conversions, etc.) and graph paper for STAAR mathematics assessments are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. For students participating in online administrations of STAAR L and SOA, reference materials and graph paper are available in TestNav.



STAAR Dictionary Policy

STAAR Calculator Policy

□ Inventory All Secure Materials Issued and Initial the Materials Control Form

Test booklets will be issued to test administrators and recorded on the Materials Control Form using the nine-digit security number printed on the back of each booklet. An example is shown below. Ignore the digit after the hyphen.



- Test booklets will be checked out to test administrators each day. You will return all your assigned test materials to your campus coordinator after each test session.
- The Materials Control Form has columns labeled “Day 1” and “Day 2” to track test booklets because some booklets are used over multiple testing days.
- After you have verified that you have received the exact number of test booklets issued to you on the Materials Control Form, initial the “Out” box for the appropriate day. Your initials signify that you have received the test booklets assigned to you, as recorded on the Materials Control Form, and that you have signed your security oath.



Materials Control
Form

Monitor Paper and Online Administrations

Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report immediately any suspected violations of test security and confidentiality to the campus or district coordinator. If a situation arises that you do not know how to resolve, contact your campus coordinator.

☐ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the STAAR assessment program and the uniform evaluation of all students throughout the state. If a situation arises that you do not know how to resolve, contact your campus coordinator immediately.

- 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. There must be at least one test administrator for every 30 students.
- 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. Test administrators may say, **“Remember that you must record your responses on the answer document.”**
- 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. Test administrators may say, **“Be sure to erase any stray marks that you might have accidentally made on your answer document.”**
- 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.

Breaks

- Test administrators may allow students to take brief breaks in the testing room during a test session. Refer to the “STAAR Time Limits Policies and Procedures” section for more details.
 - Breaks are not mandatory.
 - During breaks, students must not discuss the content of the test. Test booklets must be closed with answer documents inside. Online tests must be exited.
 - If a student leaves the testing room for an extended period of time and returns, the campus coordinator must decide whether confidentiality has been breached and if it is appropriate for the student to continue testing.

- Students in a STAAR L or SOA online test session should exit their tests for breaks. To exit the test, students click the **Exit** button at the top-right corner of the screen, click the radio button next to “I want to exit this test and finish later,” and then click the **Finish Later** button. Students must **NOT** choose the option to submit the test and click the **Final Submit** button at this time. The test administrator must provide assistance for students who need help exiting their tests. (Districts may choose to have testing personnel exit the tests, instead of allowing students to do so.)
- A STAAR L or SOA online test cannot be resumed until a test administrator authorizes it. To resume a student’s test, follow these steps.
 1. Go to Test Management > Manage Test Sessions.
 2. Click the session name to go to the *Session Details* screen.
 3. Select the checkbox for the student on the *Session Details* screen.
 4. Click the **Resume Test** button. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed.

NOTE: You cannot resume a student who has a “Ready,” “Resumed,” “Resumed-Upload,” “Submitted,” “Marked Complete,” or “Complete” status.

 5. The student (or test administrator) should open a browser and type in the TestNav URL and log in using the same username and test code as before.

Emergencies

If a school emergency arises that represents an actual or potential danger to students (such as a fire alarm), students should go quietly outside, following campus regulations for exiting the building.

Unusable or Defective Test Materials

If a test booklet or answer document becomes unusable at any point during a test session, contact your campus coordinator for guidance.

Writing Assessments

Ensure the procedures below are followed during the grade 4 writing assessment.

- The test administrator may read aloud or sign the writing prompt to any student who requests this assistance.
- Reading or discussing student compositions is not allowed at any time.
- At no time before, during, or after the administration of the assessment are test administrators permitted to assist students with their written compositions.
- The test administrator must not do the following:
 - elaborate on the prompts
 - give students an opening and/or closing sentence
 - give students an outline for organizing their compositions
 - give students ideas about how to develop their compositions
 - translate the prompts into another language (except sign language)

□ Start Online Test Sessions of STAAR L or SOA

- Start the test session.
 - A test session must be started before students in the test session can be logged in and begin taking a test online. To start a test session, follow these steps.
 1. Go to Test Management > Manage Test Sessions.
 2. Select “Test Sessions” from the **View By** options set.
 3. Click the session name to go to the *Session Details* screen.
 4. Click the **Start** button.
 5. Click **Yes – Start Session** button.
 - Once the test session is started, the student will launch a browser, enter the TestNav URL, and log in using the username and test code provided in the student authorization. (Districts may choose to have testing personnel log in to the tests, instead of allowing students to do so.) After the student enters the TestNav URL, the student may see a security warning message concerning Java and will need to click the **Yes**, **Allow**, or **Don’t Block** button to enable Java for TestNav.
 - The test administrators will guide students through beginning the test.

□ Monitor and Manage Online Test Sessions of STAAR L and SOA

- After a session is started and students are logged in, you can monitor the status of all students assigned to a test session from the *Session Details* screen.
 - The color-coded words in the Status column indicate a student’s test status.
 - Remember to occasionally refresh the screen.
 - Refer to the *User’s Guide for the Texas Assessment Management System* for more information on monitoring and managing test sessions.
- If students are not present for the online test session for which they were originally scheduled, contact your campus coordinator. The student may be moved to a make-up test session. Any student authorizations previously printed will need to be destroyed and new authorizations printed to provide a new test code for the student.

Test administrators should remind students that they should finish the test and be satisfied with their responses before the test is submitted. Once a test is submitted, it cannot be restarted by the test administrator.



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❑ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **“I can’t answer that for you; just do the best you can.”** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are not allowed to do the following:

- translate test questions or passages, including the written composition prompt, into another language (except sign language)
- rephrase or add information to questions or the prompt
- view or discuss test questions with anyone before, during, or after testing
- score test questions or discuss with students how they performed

❑ Collect Test Materials

Some students may finish testing earlier than others. After their test materials have been collected, students may be allowed to quietly read or to leave the testing room.

Before a student leaves the room, the test administrator must scan the completed answer document to be sure the student has recorded answers as instructed. If the student has not done so and time remains in the four-hour time period, the test administrator must say, **“You have not recorded your responses on the answer document. Please go back and mark your answers on it now.”** The testing materials should then be returned so that the student may record his or her answers. Students will **NOT** be allowed to record answers on the answer document after the four-hour time period ends.

- Test administrators may not look at or comment on answers to individual test questions or point out individually skipped test questions.
- Test responses, which include the written compositions, multiple-choice questions, and griddable questions, cannot be scored unless they appear on an answer document. Transcription may be needed due to a damaged answer document or due to a student having a temporary or permanent disabling condition. If you have to perform a transcription, contact your campus coordinator.
- Report any blank answer documents to your campus coordinator.



Basic Transcribing

Complete Paper Administration Process

After testing, complete the following tasks before you return your materials to the campus coordinator.

□ Account for All Test Booklets and Answer Documents

- Make sure that the name of each student is written on his or her test booklet before you collect it.
- Verify that no students' answer documents have been left inside the test booklets.

□ Ensure That Answer Document Fields Have Been Completed

- If directed by your campus coordinator, ensure that the TEST TAKEN INFO (if applicable), SCORE CODE, and ACCOMM. (if applicable) fields on the student's answer document have been completed using a No. 2 pencil.

□ Return Test Materials to the Campus Coordinator

- Immediately after each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.
- Test booklets and answer documents must be separated and counted. Return the following materials to your campus coordinator:
 - answer documents to be scanned
 - voided answer documents
 - unused answer documents
 - used and unused test booklets
 - braille and large-print test booklets
 - typed or recorded materials, reference materials, recordings, scratch paper, or graph paper used during testing
- Your campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will then initial the "In" box.
- Your signed oath of test security and confidentiality will be retained by your campus coordinator for five years.

The *STAAR Test Administrator Manual—Grades 3–5* should be retained throughout the calendar year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.



Answer Document
Features Sample



Materials Control
Form

Complete Online Administration Process

☐ Verify Testing Status

- The test will be submitted for scoring via the Assessment Management System as soon as the student clicks the **Final Submit** button. (Districts may choose to have testing personnel exit the tests, instead of allowing students to do so.) After a student has clicked the **Final Submit** button, that student's status will automatically be updated to "Completed" in the Status column on the *Session Details* screen. If a student clicked the **Final Submit** button accidentally but wished to finish the test, the campus coordinator must call Pearson's Austin Operations Center.
- Students who cannot finish their tests due to illness or a testing irregularity should not click the **Final Submit** button. The test should be exited and marked as complete by the appropriate campus personnel (this permission is given to test administrators and campus testing coordinators by the district testing coordinators). Campus personnel can mark a test complete by selecting the checkbox for the student(s) on the *Session Details* screen and clicking the **Mark Test Complete** button. The district must determine whether the student's score code should be "Other" or if the student's responses should be submitted for scoring by leaving the score code set to the default "Score."

☐ Assign Score Codes and Accommodation Information

If directed by your campus coordinator, assign score codes and accommodation information on the *Student Test Details* screen.

Score Codes

For students whose scores have not automatically been submitted through TestNav, it may be necessary to assign score codes in the Assessment Management System.

- Use the following instructions to enter score codes.
 1. Go to Test Management > Manage Test Sessions and select the appropriate session name.
 2. Click on a student name in the *Session Details* screen.
 3. Click the **Edit** button on the *Student Test Details* screen to enter score code information.
 4. Click on the drop-down menu for the STAAR L or SOA assessment and select a score code.
 5. Click the **Save** button.



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Accommodations for Students with Disabilities

In the accommodations drop-down menus on the *Student Test Details* screen, indicate that an accommodation was made available to a student, even if the student did not use the accommodations during testing. If no accommodations are made available to a student, the fields should be left in the “<select>” position.

- General Accommodation (GA)—Select “1=Yes” from the drop-down menu if a Type 1 or Type 2 accommodation was made available to the student.
- Large Print (LP)—Select “1=Yes” from the drop-down menu next to “Large Print” if this accommodation was made available to the student.
- Standard Oral Administration (SOA)—If the student took SOA, “1=Yes” will be selected from the drop-down menu.
- Extra Day (XD)—Select “1=Yes” from the drop-down next to “Extra Day” if this accommodation was approved by TEA and made available to the student. An Accommodation Request Form must be submitted to and approved by TEA before a student receives an Extra Day accommodation.

Linguistic Accommodations for ELLs

In the “Linguistic Accommodations” drop-down menu on the *Student Test Details* screen, indicate that a linguistic accommodation, documented by the LPAC, was made available to a student, even if the student did not use the accommodation during testing. If no accommodations are made available to a student, the field should be left in the “<select>” position.

For students taking STAAR L, it is **NOT** necessary to record the accommodations of clarification of word meaning in English and reading aloud of text. These accommodations are provided for all students who take STAAR L tests online.

Stop the Session

- All students in the session must be in “Completed” or “Marked Complete” status.
- Click the **Stop** button located on the upper-left corner of the *Session Details* screen to close the test session. For more information, refer to the “Stopping a Test Session” section in the *User’s Guide for the Texas Assessment Management System*.

Return All Student Authorizations, Session Rosters, and Test Administration Materials to the Campus Coordinator

- Student authorizations and any reference materials, scratch paper, or graph paper used during testing must be returned to the campus coordinator after the test session.



Accommodation
Resources



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The *STAAR Test Administrator Manual—Grades 3–5* should be retained throughout the calendar year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

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Guide to the Test Administration Directions

You **must** read this section before administering any state assessment.

This section contains the directions for the STAAR, STAAR Spanish, STAAR L, STAAR Modified for grades 3-5, and SOA administrations of grade 4 reading and mathematics.

Two sizes of call-out boxes are used in the test administration directions. The narrow call-out boxes contain procedural instructions that test administrators need to know but that do not have to be read aloud to students. These instructions may refer to individual subjects, multiple subjects, or program-wide information.

Here is an example of what might be found in a narrow call-out box:

*Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “**I can’t answer that for you; just do the best you can.**”*

The wide call-out boxes in the test administration directions contain subject- or program-specific instructions that should be read aloud to students, if applicable. Directions for students taking specified administrations are presented in these kinds of call-out boxes (such as those instructing the proper use of reference materials).

The text at the beginning of the wide boxes indicates for which administrations the test administrator should read the directions. If the directions in these call-out boxes do not pertain to the test you are administering, there is no need to read this material aloud to students.

Here is an example of what might be found in a wide call-out box:

For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:

SAY I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?

Answer all questions. When students are ready, continue.

Sections containing instructions for multiple subjects also use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the sentence, “**Today you will be taking the [SUBJECT-AREA] test of the State of Texas**

Assessments of Academic Readiness, or STAAR,” you should verbally fill in the subject area as you are reading the material to students.

You must follow the directions presented in this section exactly as they are written.

There are six sets of paper assessment administration directions in this section:

- STAAR writing (Day 1 and Day 2)
- STAAR and STAAR Modified mathematics and science; STAAR reading
- STAAR Spanish writing (Day 1 and Day 2)
- STAAR Spanish mathematics, science, and reading
- STAAR Modified writing (Day 1 and Day 2)
- STAAR Modified reading

The test administration directions for grade 4 writing contain instructions for the two-day writing test. For STAAR, STAAR Spanish, and STAAR Modified grade 4 writing, each administration day will consist of revising and editing questions and one written composition.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)

Students must use a No. 2 pencil to mark their answer documents. They may write in their test booklets or on the graph paper provided. Students may use scratch paper if needed. Refer to the Allowable Test Administration Procedures and Materials document for more information.

If any students do not have a precoded answer document, certain student identification information must be completed before the test session. You may be asked to hand-grid all or part of this information on blank answer documents for these students. Contact your campus coordinator for specific directions for hand-gridding answer documents. If the students are to complete this information, read to them the instructions in Appendix A.

There are two sets of online administration directions in this section:

- STAAR L mathematics and science
- grade 4 mathematics and reading, SOA

Before reading the online administration directions aloud, distribute the following materials to your students if they do not already have them:

- student authorizations (for test administrator use)
- pencils or pens for use with the scratch paper or graph paper
- headphones for test sessions in which multiple students are being tested

Test administrators must be thoroughly familiar with the dictionary policies and the calculator policies that have been established for STAAR.

Testing Accommodations

You may have students in your test session who are receiving testing accommodations. These include linguistic accommodations and accommodations for students with disabilities. Testing accommodations may affect how students' test sessions are conducted (e.g., Extra Time). Your campus testing coordinator will provide you with specific instructions on the use of accommodations for students you are testing. If you have any questions about providing or implementing accommodations, please contact your campus testing coordinator. You should talk to students who will be receiving accommodations **in advance** of the test session to explain what materials or types of assistance will be available to them during the assessment.

Special Considerations for ELLs

For all components of the STAAR program, test administrators are allowed to help ELLs understand the directions that are read aloud before the test begins (the "SAY" directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to add directions that are substantively different (e.g., give pointers, mention test-taking strategies, etc.).

In isolated situations, if completing an assessment is not in the best interest of a student (e.g., a newly arrived ELL with limited English proficiency), the campus may make the determination to submit the test for scoring without requiring the student to complete the test. This decision should be documented and communicated to the student's parents after the test administration.

Oral Administration of Paper Assessments

Oral administration using a paper assessment is an accommodation in which test questions and answer choices for mathematics, reading, science, and social studies tests may be read aloud or signed to eligible students. Before conducting an oral administration, test administrators should read the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage, be trained on Appendix B, and sign the appropriate section of the test administrator oath. Prior to beginning the test, explain the level of reading support you are allowed to provide during the test based on the documentation in the appropriate paperwork.

Please contact your campus coordinator immediately if you are missing any needed materials or if you have any questions about providing or implementing testing accommodations.

Test Administration Directions for STAAR Grade 4 Writing (Day 1)

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

Students may work through the Day 1 sections in any order that works best for them. Students are not permitted to open or work on the Day 2 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY:”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the first part of the writing test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. Now I am going to give each of you a test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student.

SAY Now look at your answer document. Does everyone see “GRADE 4 WRITING” on the right-hand side of your answer document?

Assist any students who do not have the correct answer document.

SAY Look at the front of your test booklet. Does everyone see “GRADE 4 Writing” on the front of your booklet?

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, **“Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?”** Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, **“Copy this number below the words ‘FORM #’ on your answer document and fill in the correct circles below.”***

Monitor students closely while they copy the FORM #.

Directions for breaking the first seal on the writing test follow. Monitor students carefully while they are breaking the first seal to prevent test booklets from being damaged and seals from being broken prematurely.

SAY Look at your test booklet. It has two sections. Each section is closed by a seal on the right side. Does everyone see the seals? Find the first sealed section.

Assist any students having difficulty. When all students are ready, continue.

SAY Use either your hand or the eraser of your pencil to break the seal on the first section along its edge. If you have any questions or need any help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Today you will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice section first.

At this time I will read the directions for the written composition. After I explain the writing task, I will read the directions for the revising and editing section.

Now open your test booklet to the page that is titled “WRITTEN COMPOSITION.” Then turn to the next page to find the writing prompt. You should see a row of triangles above the title. If you do not see the triangles, raise your hand. The same row of triangles will appear at the top of your

answer document, where you will write your composition. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:

SAY I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?

Answer all questions. When students are ready, continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now look at the blank pages in your test booklet.

Pick up one of your student's test booklets and show students the prewriting pages.

SAY You may use these blank pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.

Now open your answer document to page 3 and find the box with the words “COMPOSITION #1.” You should see a row of triangles above the box. When you are ready, you will write your composition here. You will write on the other lined page when you take the second part of the writing test.

Show students the lined pages in the answer document.

SAY Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page. Also, do not write on the second lined page.

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now open your test booklet to the page titled “REVISING AND EDITING.” Then turn to the next page to find the first selection. At this time I will read the directions for the revising and editing section. Follow along as I read aloud the directions at the top of the page.

“Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.”

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked “REVISING AND EDITING DAY 1.” This is where you will mark your answers for the revising and editing section. Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete this part of the test, which includes one composition and some multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and your composition must be recorded on your answer document before the four-hour time period ends.

SAY Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished, but do not open or work on the Day 2 section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.

*Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “**You have not recorded your answers on the answer document. Please go back and mark your answers on it now.**” The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.*

*After testing has been completed and you collect each student’s answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR Grade 4 Writing (Day 2)

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

Students may work through the Day 2 sections in any order that works best for them. Students are not permitted to open or work on the Day 1 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the second part of the writing test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. I am going to give each of you your test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give each student the test booklet that has his or her name written on it.

You may have students who did not test on the previous day due to an absence. These students must write their first and last names on the test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY Now look at your answer document. Does everyone see “GRADE 4 WRITING” on the right-hand side of your answer document?

Assist any students who do not have the correct answer document.

SAY Look at the front of your test booklet. Does everyone see “GRADE 4 Writing” on the front of your booklet?

Assist any students who do not have the correct test booklet.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, “**Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?**” Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, “**Copy this number below the words ‘FORM #’ on your answer document and fill in the correct circles below.**”*

Monitor students closely while they copy the FORM #.

Directions for breaking the second seal on the writing test follow. Monitor students carefully while they are breaking the second seal to prevent test booklets from being damaged.

SAY Look at your test booklet. Find the second sealed section, with the title “WRITING (DAY 2).” Does everyone see the seal?

Assist any students having difficulty. When all students are ready, continue.

SAY Use either your hand or the eraser of your pencil to break the seal on the “DAY 2” section along its edge. If you have any questions or need any help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Today you will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice section first.

At this time I will read the directions for the written composition. After I explain the writing task, I will read the directions for the revising and editing section.

Now open your test booklet to the page that is titled “WRITTEN COMPOSITION.” Then turn to the next page to find the writing prompt. You should see a row of squares above the title. If you do not see the squares, raise your hand. The same row of squares will appear at the top of your answer document, where you will write your composition. Look at the

information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:

SAY I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?

Answer all questions. When students are ready, continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now look at the blank pages in your test booklet.

Pick up one of your student's test booklets and show students the prewriting pages.

SAY You may use these blank pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.

Now open your answer document to page 5 and find the box with the words “COMPOSITION #2.” You should see a row of squares above the box. When you are ready to write your composition, be sure to write only on page 5.

Show students the lined pages in the answer document.

SAY Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page.

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now open your test booklet to the page titled “REVISING AND EDITING.” Then turn to the next page to find the first selection for Day 2. At this time I will read the directions for the revising and editing section. Follow along as I read aloud the directions at the top of the page.

“Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.”

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked “REVISING AND EDITING DAY 2.” This is where you will mark your answers to the multiple-choice questions in the revising and editing section. Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete this part of the test, which includes one composition and the second section of the multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and your composition must be recorded on your answer document before the four-hour time period ends.

SAY Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished, but do not open or work on the Day 1 section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, **“You have not recorded your answers on the answer document. Please go back and mark your answers on it now.”** The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

After testing has been completed and you collect each student’s answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR and STAAR Modified Mathematics and Science; and STAAR Reading

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

Reference materials (e.g., formulas, conversions, etc.) for STAAR and STAAR Modified mathematics are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on the reference materials that have been removed, the materials must be returned to the campus coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the [SUBJECT-AREA] test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it, write on it, or break any seals on the edge**

of your booklet until I ask you to do so. Do not fill in any information on your answer document unless I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.

Give a test booklet to each student. Answer any questions before continuing.

For all subjects:

If they have not done so previously, students must write their first and last names on the test booklets and complete the [SUBJECT-AREA] TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

Hold up one of your students' test booklets and point to the security number on the back.

SAY Now find the words “[SUBJECT-AREA] TEST BOOKLET #” at the top of your answer document.

Point to the [SUBJECT-AREA] TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “[SUBJECT-AREA] TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, “**Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?**” Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, “**Copy this number below the words ‘FORM #’ on your answer document and fill in the correct circles below.**”*

Monitor students closely while they copy the FORM #.

Directions for breaking the seal on the test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely. Some tests have a pull tab while others have paper seals. If the test booklet has multiple subjects, make sure the students break the seal only for the appropriate subject.

SAY Look at your test booklet. It is closed by a seal on the right side. Does everyone see the seal?

Assist any students having difficulty. When all students are ready, continue.

SAY Break the seal on the [SUBJECT-AREA] test along its edge. If you have any questions or need any help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

For mathematics:

SAY Open your test booklet and locate the reference materials and graph paper. You may use these when you are solving problems. The reference materials and graph paper are perforated and may be torn out of your booklet if you choose. If you need help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY You may work problems in the blank spaces in your test booklet or on the graph paper.

SAY Look at the back of your answer document. To answer a multiple-choice question, fill in the circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

For mathematics or science (except STAAR Modified science):

SAY To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. Some answers require you to fill in all the boxes, while other answers require you to fill in only some of the boxes. You do not need to fill in circles below boxes that you do not use. Does anyone have any questions about how to grid in answers on the answer document?

Make sure that students understand how to grid their answers correctly. When all students are ready, continue. Do not read the above information for STAAR Modified science.

For ELLs taking STAAR Modified who receive a linguistic accommodation provided by the test administrator:

SAY When you take this test, I will be able to help you with certain words in English if you do not understand them. I have already talked to you about the kind of help that you may have. Do you have any questions about the help you may receive?

Answer all questions. When students are ready, continue.

SAY You will answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete the test. Stop when you come to the last page of the [SUBJECT-AREA] test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the four-hour time period ends.

SAY You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY You will now take the [SUBJECT-AREA] test by yourself. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, you may begin.

*Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “**You have not recorded your answers on the answer document. Please go back and mark your answers on it now.**” The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the*

answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

*After testing has been completed and you collect each student's answer document (and reference materials/graph paper, if removed), **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR Spanish Grade 4 Writing (Day 1)

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“Tienen [hasta que termine el día en la escuela; dos días] para completar esta prueba...”**.

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“Todas sus respuestas y composiciones deben quedar registradas [en su folleto de prueba; en la computadora] antes de que terminen las cuatro horas que tienen para contestar la prueba”**.

Students may work through the Day 1 sections in any order that works best for them. Students are not permitted to open or work on the Day 2 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la primera parte de la prueba STAAR de escritura. Es importante que hagan su mejor esfuerzo. Enseguida voy a darle a cada uno de ustedes un folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él todavía. Tampoco le quiten el sello a su folleto hasta que yo les diga que pueden hacerlo. Si tienen alguna pregunta mientras les doy su folleto de prueba, por favor levanten la mano. Dejen su lápiz sobre el escritorio hasta que yo les diga que pueden usarlo.**

Give a test booklet to each student.

SAY **Ahora vean su documento de respuestas. ¿Pueden ver todos donde dice “GRADE 4 WRITING” en la parte derecha de su documento de respuestas?**

Assist any students who do not have the correct answer document.

SAY Vean la portada de su folleto de prueba. ¿Pueden ver todos donde dice “GRADE 4 Writing—Spanish Version” al frente de su folleto?

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY Escriban su nombre y apellido en el espacio donde dice “STUDENT NAME”, en la parte de arriba de su folleto de prueba.

When all students are ready, continue.

SAY En la parte de atrás de su folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos de un guión y luego otro dígito. Necesitan poner atención solamente a los primeros nueve dígitos.

Hold up one of your students' test booklets and point to the security number on the back.

SAY Ahora busquen donde dice “TEST BOOKLET #” en la parte de arriba de su documento de respuestas.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Vean el número que está en la parte de atrás de su folleto de prueba y copien los primeros nueve dígitos en los cuadros donde dice “TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar este número exactamente como aparece. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, “**Observen la parte de abajo de la portada de su folleto de prueba. ¿Pueden todos ver el número de la forma impreso en la portada de su folleto de prueba?**”. Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, “**Copien este número debajo de donde dice ‘FORM #’ en su documento de respuestas y llenen los círculos correspondientes debajo**”.*

Monitor students closely while they copy the FORM #.

Directions for breaking the first seal on the writing test follow. Monitor students carefully while they are breaking the first seal to prevent test booklets from being damaged and seals from being broken prematurely.

SAY Observen su folleto de prueba. Está dividido en dos secciones. Cada sección está cerrada con un sello en la orilla derecha. ¿Pueden todos ver estos sellos? Busquen la primera sección sellada.

Assist any students having difficulty. When all students are ready, continue.

SAY Usen la mano o el borrador de su lápiz para romper el sello a lo largo del borde de la primera sección. Si tienen alguna pregunta o necesitan ayuda, por favor levanten la mano.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Hoy van a escribir una composición y a contestar algunas preguntas de opción múltiple. Ustedes pueden decidir cómo quieren trabajar la prueba el día de hoy. Pueden escribir la composición primero o pueden trabajar en la parte de preguntas de opción múltiple primero.

En este momento voy a leer las instrucciones para la composición escrita. Una vez que haya explicado lo que tienen que hacer para la composición escrita, voy a leer las instrucciones para la parte de revisión y corrección.

Ahora abran su folleto de prueba en la página con el título “COMPOSICIÓN ESCRITA”. Luego, den vuelta a la página para ver el tema de la composición. Debe haber una fila de triángulos arriba de este título. Si no ven los triángulos, levanten la mano. Van a ver la misma fila de triángulos en la

parte de arriba de su documento de respuestas, en la página donde van a escribir su composición. Vean la información que viene en su folleto de prueba y lean el tema de la composición en silencio. Si necesitan que yo se los lea, por favor levanten la mano.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

SAY ¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Ahora vean las páginas en blanco que están en su folleto de prueba.

Pick up one of your student's test booklets and show students the prewriting pages.

SAY Pueden usar estas páginas en blanco para planear su composición. También pueden usarlas para tomar notas que los ayuden a decidir lo que quieren escribir. Además, pueden escribir un bosquejo que los ayude a organizar sus ideas para que tengan sentido o pueden escribir un borrador de su composición. Recuerden que mientras más planeen lo que quieren decir, más clara y completa será su composición. Si escriben un borrador en las páginas en blanco, recuerden que tienen que copiar la composición en la página con renglones del documento de respuestas.

Ahora abran su documento de respuestas en la página 3 y busquen el cuadro donde dice “COMPOSICIÓN #1”. Debe haber una fila de triángulos arriba de este cuadro. Cuando ya estén listos, van a escribir su composición en esta página. Van a usar la otra página con renglones cuando tomen la segunda parte de la prueba de escritura.

Show students the lined pages in the answer document.

SAY Su composición no tiene que llenar toda la página, pero tampoco debe pasar de una página. No escriban afuera del cuadro en la página con

renglones ni agreguen renglones a la página de su composición escrita. Tampoco escriban en la segunda página con renglones.

Asegúrense de escribir claramente para que otras personas puedan leer lo que escribieron. Pueden usar letra de molde o cursiva, la que sea más fácil para ustedes. Recuerden que deben escribir en español y deben usar un lápiz No. 2 para escribir su composición. Si necesitan otro lápiz para terminar de escribir, por favor levanten la mano. ¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Cuando terminen de escribir, lean su trabajo para ver si tiene errores. Si quieren corregir algún error o si quieren cambiar algo, pueden hacerlo. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.

¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Ahora abran su folleto de prueba en la página con el título de “REVISIÓN Y CORRECCIÓN”. Después vayan a la siguiente página, donde se encuentra la primera lectura. En este momento voy a leer las instrucciones para la parte de revisión y corrección. Sigán en silencio las instrucciones que están en la parte de arriba de la página mientras yo se las leo en voz alta.

“Lee esta lectura y escoge la mejor respuesta para cada pregunta. Después marca la respuesta en tu documento de respuestas”.

Observen que en la lectura hay un número antes de cada oración. Estos números los ayudarán a encontrar la oración o las oraciones que necesitarán para poder contestar las preguntas que siguen.

Abran su documento de respuestas en la página 2 y busquen donde dice “REVISIÓN Y CORRECCIÓN DÍA 1”. Aquí es donde van a marcar sus respuestas a las preguntas de opción múltiple de la sección de revisión y corrección. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Marquen sus respuestas con mucho cuidado y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY **¿Tienen alguna pregunta?**

Answer all questions. When all students are ready, continue.

SAY Van a escribir su composición y a contestar las preguntas ustedes solos. No podré ayudarlos a contestar ninguna de las preguntas de la prueba. Solamente podré ayudarlos con preguntas que tengan acerca de las instrucciones.

Es posible que no sepan todas las respuestas de la prueba. Si no saben alguna respuesta, escojan la respuesta que piensen que podría ser la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren tomar notas.

Unless students have an extended time accommodation, read the following.

SAY Tienen cuatro horas para terminar esta parte de la prueba, que incluye una composición y algunas preguntas de opción múltiple. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben marcar sus respuestas y escribir su composición en su documento de respuestas antes de que se terminen las cuatro horas que tienen para contestar la prueba.

SAY Recuerden que ustedes deciden qué parte quieren hacer primero. Pueden revisar sus respuestas y su composición una vez que hayan terminado, pero no abran ni trabajen en la sección correspondiente al Día 2 de su folleto de prueba ni de su documento de respuestas. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.

Cuando hayan terminado de revisar su trabajo, cierren su folleto de prueba y levanten la mano. Yo pasaré a sus lugares para recoger su documento de respuestas y su folleto de prueba. Por favor permanezcan sentados y en silencio para que no distraigan a sus compañeros que todavía estén trabajando en la prueba. ¿Tienen alguna pregunta?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas”.

Answer all questions. When all students are ready, continue.

SAY Van a escribir ahora su composición y a contestar las preguntas de opción múltiple. Recuerden que deben marcar sus respuestas con mucho cuidado para que queden oscuras y se vean claramente. Mientras estén tomando la

prueba, voy a pasar por sus lugares en silencio para asegurarme de que están siguiendo las instrucciones y trabajando en forma independiente. Si no tienen más preguntas, ya pueden comenzar.

*Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “**No pusiste tus respuestas en el documento de respuestas. Por favor márcalas en el documento de respuestas ahora mismo**”. The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.*

*After testing has been completed and you collect each student’s answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR Spanish Grade 4 Writing (Day 2)

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“Tienen [hasta que termine el día en la escuela; dos días] para completar esta prueba...”**.

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“Todas sus respuestas y composiciones deben quedar registradas [en su folleto de prueba; en la computadora] antes de que terminen las cuatro horas que tienen para contestar la prueba”**.

Students may work through the Day 2 sections in any order that works best for them. Students are not permitted to open or work on the Day 1 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la segunda parte de la prueba STAAR de escritura. Es importante que hagan su mejor esfuerzo. Enseguida voy a darle a cada uno de ustedes su folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él todavía. Tampoco le quiten el sello a su folleto hasta que yo les diga que pueden hacerlo. Si tienen alguna pregunta mientras les doy su folleto de prueba, por favor levanten la mano. Dejen su lápiz sobre el escritorio hasta que yo les diga que pueden usarlo.**

Give each student the test booklet that has his or her name written on it.

You may have students who did not test on the previous day due to an absence. These students must write their first and last names on the test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Ahora vean su documento de respuestas. ¿Pueden ver todos donde dice “GRADE 4 WRITING” en la parte derecha de su documento de respuestas?**

Assist any students who do not have the correct answer document.

SAY **Vean la portada de su folleto de prueba. ¿Pueden ver todos donde dice “GRADE 4 Writing—Spanish Version” al frente de su folleto?**

Assist any students who do not have the correct test booklet.

SAY **Escriban su nombre y apellido en el espacio donde dice “STUDENT NAME”, en la parte de arriba de su folleto de prueba.**

When all students are ready, continue.

SAY **En la parte de atrás de su folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos de un guión y luego otro dígito. Necesitan poner atención solamente a los primeros nueve dígitos.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Ahora busquen donde dice “TEST BOOKLET #” en la parte de arriba de su documento de respuestas.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Vean el número que está en la parte de atrás de su folleto de prueba y copien los nueve dígitos en los cuadros donde dice “TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar este número exactamente como aparece. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, “**Observen la parte de abajo de la portada de su folleto de prueba. ¿Pueden todos ver el número de la forma impreso en la portada de su folleto de prueba?**”. Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, “**Copien este número debajo de donde dice ‘FORM #’ en su documento de respuestas y llenen los círculos correspondientes debajo**”.*

Monitor students closely while they copy the FORM #.

Directions for breaking the second seal on the writing test follow. Monitor students carefully while they are breaking the second seal to prevent test booklets from being damaged.

SAY Observen su folleto de prueba. Busquen la segunda sección sellada con el nombre de “ESCRITURA (DÍA 2)”. ¿Pueden todos ver este sello?

Assist any students having difficulty. When all students are ready, continue.

SAY Usen la mano o el borrador de su lápiz para romper el sello a lo largo del borde de la sección del “DÍA 2”. Si tienen alguna pregunta o necesitan ayuda, por favor levanten la mano.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Hoy van a escribir una composición y a contestar algunas preguntas de opción múltiple. Ustedes pueden decidir cómo quieren trabajar la prueba el día de hoy. Pueden escribir la composición primero o pueden trabajar en la parte de preguntas de opción múltiple primero.

En este momento voy a leer las instrucciones para la composición escrita. Una vez que haya explicado lo que tienen que hacer para la composición escrita, voy a leer las instrucciones para la parte de revisión y corrección.

Ahora abran su folleto de prueba en la página con el título “COMPOSICIÓN ESCRITA”. Luego, den vuelta a la página para ver el tema de la composición. Debe haber una fila de cuadrados arriba de este título. Si no ven los cuadrados, levanten la mano. Van a ver la misma fila de cuadrados en la

parte de arriba de su documento de respuestas, en la página donde van a escribir su composición. Vean la información que viene en su folleto de prueba y lean el tema de la composición en silencio. Si necesitan que yo se los lea, por favor levanten la mano.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

SAY ¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Ahora vean las páginas en blanco que están en su folleto de prueba.

Pick up one of your student's test booklets and show students the prewriting pages.

SAY Pueden usar estas páginas en blanco para planear su composición. También pueden usarlas para tomar notas que los ayuden a decidir lo que quieren escribir. Además, pueden escribir un bosquejo que los ayude a organizar sus ideas para que tengan sentido o pueden escribir un borrador de su composición. Recuerden que mientras más planeen lo que quieren decir, más clara y completa será su composición. Si escriben un borrador en las páginas en blanco, recuerden que tienen que copiar la composición en la página con renglones del documento de respuestas.

Ahora abran su documento de respuestas en la página 5 y busquen el cuadro donde dice “COMPOSICIÓN #2”. Debe haber una fila de cuadrados arriba de este cuadro. Cuando ya estén listos para escribir su composición, asegúrense de escribir sólo en la página 5.

Show students the lined pages in the answer document.

SAY Su composición no tiene que llenar toda la página, pero tampoco debe pasar de una página. No escriban afuera del cuadro en la página con renglones ni agreguen renglones a la página de su composición escrita.

Asegúrense de escribir claramente para que otras personas puedan leer lo que escribieron. Pueden usar letra de molde o cursiva, la que sea más fácil para ustedes. Recuerden que deben escribir en español y deben usar un lápiz No. 2 para escribir su composición. Si necesitan otro lápiz para terminar de escribir, por favor levanten la mano. ¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Cuando terminen de escribir, lean su trabajo para ver si tiene errores. Si quieren corregir algún error o si quieren cambiar algo, pueden hacerlo. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.

¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY Ahora abran su folleto de prueba en la página con el título de “REVISIÓN Y CORRECCIÓN”. Después vayan a la siguiente página, donde se encuentra la primera lectura del Día 2. En este momento voy a leer las instrucciones para la parte de revisión y corrección. Sigán en silencio las instrucciones que están en la parte de arriba de la página mientras yo se las leo en voz alta.

“Lee esta lectura y escoge la mejor respuesta para cada pregunta. Después marca la respuesta en tu documento de respuestas”.

Observen que en la lectura hay un número antes de cada oración. Estos números los ayudarán a encontrar la oración o las oraciones que necesitarán para poder contestar las preguntas que siguen.

Abran su documento de respuestas en la página 2 y busquen donde dice “REVISIÓN Y CORRECCIÓN DÍA 2”. Aquí es donde van a marcar sus respuestas a las preguntas de opción múltiple de la sección de revisión y corrección. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Marquen sus respuestas con mucho cuidado y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY Van a escribir su composición y a contestar las preguntas ustedes solos. No podré ayudarlos a contestar ninguna de las preguntas de la prueba. Solamente podré ayudarlos con preguntas que tengan acerca de las instrucciones.

Es posible que no sepan todas las respuestas de la prueba. Si no saben alguna respuesta, escojan la respuesta que piensen que podría ser la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren tomar notas.

Unless students have an extended time accommodation, read the following.

SAY Tienen cuatro horas para terminar esta parte de la prueba, que incluye una composición y la segunda sección de las preguntas de opción múltiple. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben marcar sus respuestas y escribir su composición en su documento de respuestas antes de que se terminen las cuatro horas que tienen para contestar la prueba.

SAY Recuerden que ustedes deciden qué parte quieren hacer primero. Pueden revisar sus respuestas y su composición una vez que hayan terminado, pero no abran ni trabajen en la sección correspondiente al Día 1 de su folleto de prueba ni de su documento de respuestas. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.

Cuando hayan terminado de revisar su trabajo, cierren su folleto de prueba y levanten la mano. Yo pasaré a sus lugares para recoger su documento de respuestas y su folleto de prueba. Por favor permanezcan sentados y en silencio para que no distraigan a sus compañeros que todavía estén trabajando en la prueba. ¿Tienen alguna pregunta?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas”.

Answer all questions. When all students are ready, continue.

SAY Van a escribir ahora su composición y a contestar las preguntas de opción múltiple. Recuerden que deben marcar sus respuestas con mucho cuidado para que queden oscuras y se vean claramente. Mientras estén tomando la prueba, voy a pasar por sus lugares en silencio para asegurarme de que están siguiendo las instrucciones y trabajando en forma independiente. Si no tienen más preguntas, ya pueden comenzar.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, **“No pusiste tus respuestas en el documento de respuestas. Por favor márcalas en el documento de respuestas ahora mismo”**. The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

After testing has been completed and you collect each student’s answer document, **make sure that the student has recorded his or her responses on the answer document**. Report any blank answer documents to your campus coordinator.

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR Spanish Mathematics, Science, and Reading

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, “**Tienen [hasta que termine el día en la escuela; dos días] para completar esta prueba...**”.

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, “**Todas sus respuestas y composiciones deben quedar registradas [en su folleto de prueba; en la computadora] antes de que terminen las cuatro horas que tienen para contestar la prueba**”.

Reference materials (e.g., formulas, conversions, etc.) for STAAR, STAAR Spanish, and STAAR Modified mathematics are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on the reference materials that have been removed, the materials must be returned to the campus coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY:**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY Hoy van a tomar la prueba STAAR de [SUBJECT-AREA]. Es importante que hagan su mejor esfuerzo. Enseguida voy a darle a cada uno de ustedes un folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él todavía. Tampoco rompan ninguno de los sellos que están en la orilla hasta que yo les diga que pueden hacerlo. No escriban nada en su documento de respuestas hasta que yo les diga que pueden hacerlo. Si tienen alguna pregunta mientras les doy los folletos de prueba, por favor levanten la mano. Dejen su lápiz sobre el escritorio hasta que yo les diga que pueden usarlo.

Give a test booklet to each student. Answer any questions before continuing.

For all subjects:

If they have not done so previously, students must write their first and last names on the test booklets and complete the [SUBJECT-AREA] TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Escriban su nombre y apellido en el espacio donde dice “STUDENT NAME” en la parte de arriba de su folleto de prueba.**

When all students are ready, continue.

SAY **En la parte de atrás de cada folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos por un guión y luego otro dígito. Necesitan poner atención solamente a los primeros nueve dígitos.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY **Ahora busquen donde dice “[SUBJECT-AREA] TEST BOOKLET #” en la parte de arriba de su documento de respuestas.**

Point to the [SUBJECT-AREA] TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Vean el número que está en la parte de atrás de su folleto de prueba y copien los primeros nueve dígitos en los cuadros donde dice “[SUBJECT-AREA] TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar este número exactamente como aparece. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM #, if applicable, must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

*If you choose to have students fill in the FORM #, tell students, “**Observen la parte de abajo de la portada de su folleto de prueba. ¿Pueden todos ver el número de la forma impreso en la portada de su folleto de prueba?**”. Use a student’s test booklet to show students where to find the form number.*

*Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, “**Copien este número debajo de donde dice ‘FORM #’ en su documento de respuestas y llenen los círculos correspondientes debajo**”.*

Monitor students closely while they copy the FORM #.

Directions for breaking the seal on the test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely. Some tests have a pull tab while others have paper seals. If the test booklet has multiple subjects, make sure the students break the seal only for the appropriate subject.

SAY Observen su folleto de prueba. Está cerrado con un sello en la orilla derecha. ¿Pueden todos ver este sello?

Assist any students having difficulty. When all students are ready, continue.

SAY Rompan el sello en la prueba de [SUBJECT-AREA] a lo largo de la orilla. Si tienen alguna pregunta o necesitan ayuda, por favor levanten la mano.

Assist any student who may be having difficulty. When all students are ready, continue.

For mathematics:

SAY Abran su folleto de prueba y localicen los materiales de referencia y la hoja de papel cuadriculado. Pueden usar estos materiales cuando estén resolviendo los problemas. Los materiales de referencia y la hoja de papel cuadriculado tienen una perforación y pueden desprenderlos de su folleto si lo prefieren. Si necesitan ayuda, por favor levanten la mano.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Pueden resolver los problemas en los espacios en blanco de su folleto de prueba o en la hoja de papel cuadriculado.

SAY Vean la parte de atrás de su documento de respuestas. Para contestar una pregunta de opción múltiple, llenen el círculo correspondiente en su documento de respuestas. Deben llenar solamente un círculo por cada pregunta. Marquen sus respuestas con mucho cuidado y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta.

For mathematics or science:

SAY Para contestar una pregunta que se responde en una cuadrícula, primero necesitan escribir su respuesta en las cajas que están arriba de los círculos. Luego llenen los círculos correspondientes debajo. En algunas respuestas tal vez necesiten llenar todas las cajas. Para otras respuestas tal vez necesiten llenar sólo algunas de las cajas. No tienen que llenar los círculos debajo de las cajas que no usaron. ¿Alguien tiene alguna pregunta sobre cómo marcar sus respuestas en el documento de respuestas?

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

Answer all questions. When all students are ready, continue.

SAY Van a contestar las preguntas ustedes solos. No podré ayudarlos a contestar ninguna de las preguntas de la prueba. Sólo podré ayudarlos con preguntas que tengan sobre las instrucciones. Es posible que no sepan todas las respuestas. Si no saben la respuesta para alguna pregunta, escojan la respuesta que crean es la correcta. Recuerden que pueden escribir en su folleto de prueba si necesitan tomar notas.

Unless students have an extended time accommodation, read the following.

SAY Tienen cuatro horas para terminar la prueba. Deténganse cuando lleguen a la última página de la prueba de [SUBJECT-AREA]. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben marcar todas las respuestas en su documento de respuestas antes de que se terminen las cuatro horas que tienen para contestar la prueba.

SAY Pueden revisar sus respuestas una vez que hayan terminado, pero no abran ni trabajen en ninguna otra sección de su folleto de prueba ni de su documento de respuestas. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas. Cuando hayan

terminado de revisar su trabajo, cierren su folleto de prueba y levanten la mano. Yo pasaré a sus lugares para recoger su documento de respuestas, su folleto de prueba y los otros materiales. Por favor permanezcan sentados y en silencio para que no distraigan a sus compañeros que todavía estén trabajando en la prueba. ¿Tienen alguna pregunta?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas”.

Answer all questions. When all students are ready, continue.

SAY Ahora van a tomar la prueba de [SUBJECT-AREA] ustedes solos. Recuerden que deben marcar sus respuestas con mucho cuidado para que queden oscuras y se vean claramente. Mientras estén tomando la prueba, voy a pasar por sus lugares en silencio para asegurarme de que están siguiendo las instrucciones y trabajando en forma independiente. Si no tienen más preguntas, ya pueden comenzar.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “No has marcado todas tus respuestas en el documento de respuestas. Por favor, márcalas en el documento de respuestas ahora mismo”. The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

*After testing has been completed and you collect each student’s answer document (and reference materials/graph paper, if removed), **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

**UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR
SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED
AT ANY TIME.**

Test Administration Directions for STAAR Modified Grade 4 Writing

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment. While administering STAAR Modified writing assessments, you must have a test booklet in order to read aloud designated portions of the test.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

You must also read and understand the following information prior to administering the STAAR Modified writing test.

Revising and Editing (Day 1)

- The revising and editing multiple-choice questions are administered on the first day of testing.
- Prereading text marked with a speaker icon appears at the beginning of each passage. The icon indicates that the test administrator should read aloud the prereading text at the beginning of each passage.
- Revising passages are presented in their entirety (not divided into parts), with all associated test questions immediately following. After the test administrator reads aloud the prereading text for these passages, he or she should then instruct students to read independently the entire passage and answer all of the test questions. When all students have completed the test questions for a passage,

the test administrator should read aloud the prereading text at the beginning of the next passage.

- Editing passages are divided into parts. Each part is followed by questions related to that part. After the test administrator reads aloud the prereading text for these passages, he or she should then instruct students to read independently one part of the passage at a time and answer the questions based on that part before going on to the next part. When all students have completed the test questions for a passage, the test administrator should read aloud the prereading text at the beginning of the next passage.
- The test administrator will need a test booklet from which to read aloud the prereading text. ONLY the prereading text can be read. The student must read the passages, test questions, and answer choices independently. The test administrator may NOT read aloud the passage or the test questions and answer choices.
- The prereading text may be read as many times as necessary. However, the prereading text may be reread only before students begin reading the passage. The prereading text must not be rephrased or clarified, and voice inflection must be kept neutral.
- Test administrators are encouraged to combine any reminders of time left to test with prereading text to avoid additional disruptions.

Written Composition (Day 2)

- The test administrator may read aloud or sign the writing prompt (all text on the prompt page) to any student who needs this assistance.
- If a student asks a question about the prompt, you may say, **“I can’t explain it to you; just respond to the prompt in the best way you can.”**
- The test administrator must **NOT** elaborate on the prompt, give students an opening and/or closing sentence, give students information about how to organize their compositions, give students information about how to develop their ideas, or translate the prompt into another language (except sign language).

Day 1

Students are not permitted to open or work on the Day 2 section of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the first part of the writing test of the State of Texas Assessments of Academic Readiness, Modified, or STAAR Modified. It is important for you to do your best. I am going to give each of you a test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student.

- SAY Now look at your answer document. Does everyone see “GRADE 4 WRITING” on the right-hand side of your answer document, as well as a boxed “M” in the top-right corner?**

Assist any students who do not have the correct answer document.

- SAY Look at the front of your test booklet. Does everyone see “GRADE 4 Writing Modified” on the front of your booklet?**

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

- SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students are ready, continue.

- SAY On the back of each test booklet is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up a student’s test booklet and point to the security number on the back.

- SAY Now find the words “TEST BOOKLET #” at the top of your answer document.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

- SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

Directions for breaking the first seal on the writing test follow. Monitor students carefully while they are breaking the first seal to prevent test booklets from being damaged and seals from being broken prematurely.

- SAY Look at your test booklet. It has two sections. Each section is closed by a seal on the right side. Does everyone see the seals? Find the first sealed section.**

Assist any students having difficulty. When all students are ready, continue.

- SAY Use either your hand or the eraser of your pencil to break the seal on the first section along its edge. If you have any questions or need any help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

- SAY Today’s test consists of a revising and editing section that includes multiple-choice questions.**

At this time I will read the directions for the revising and editing section. Open your answer document to page 2 and find the section marked “REVISING AND EDITING.” This is where you will mark your answers for the revising and editing section today.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

- SAY Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.**

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Are there any questions about how to record your answers to the multiple-choice questions on the answer document?

Answer all questions. When all students are ready, continue.

- SAY Now look at the page in your test booklet titled “DAY 1.” Then turn to the next page where you will see a drawing of a person speaking. This drawing means that I will read the title and paragraph to you.**

Now turn the page again and look at the passage. Notice that in the passage there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow. Remember that you may write in your test booklet if you would like to make notes. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY Now turn back to the page with the drawing of a person speaking. Follow along as I read the paragraph aloud. If you want me to reread this paragraph, you may let me know.

Make sure that students have found the correct page in their test booklets. Read the title and the prereading text to the students.

SAY Now turn the page. You will read the passage on your own and then mark your answers to the questions on your answer document. Remember to mark your answers very carefully and make your marks dark and neat. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stop after answering all the questions for this passage. There is a stop sign in the bottom-right corner of the page. Let me know when you are finished answering questions for the passage and wait for me to read the paragraph that describes the next passage. You may check over your work while you wait. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. I will be quietly moving around the room to make sure you are following the directions and working on your own. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete this part of the test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the four-hour time period ends.

For ELLs receiving a linguistic accommodation provided by the test administrator:

SAY When you take this test, I will be able to help you with certain words in English if you do not understand them. I have already talked to you about the kind of help that you may have. Do you have any questions about the help you may receive?

Answer all questions.

When all students are ready, continue.

SAY Now you may begin.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test.

Allow each student enough time to finish the questions for each passage before reading the prereading text for the next passage. You may wait to read the prereading text for the next passage until all students have completed the questions for a passage or you may quietly read the prereading text individually to students as they finish. Make sure the students are following along on the correct page as you read the prereading text. Continue the process of reading the prereading text aloud, prompting students to read the passage and answer the questions independently, and giving them time to answer each question for a passage before moving on. Test administrators are encouraged to combine any reminders of time left to test with the prereading text to avoid additional disruption.

*Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, **“You have not recorded your answers on the answer document. Please go back and mark your answers on it now.”** The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.*

*After testing has been completed and you collect each student’s answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Day 2

Students are not permitted to work on the Day 1 portion of the test.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“Your composition must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY:”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the second part of the writing test of the State of Texas Assessments of Academic Readiness, Modified, or STAAR Modified. Now I am going to give each of you your test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. Keep your pencil on your desk until I tell you that you may use it.**

Give each student the test booklet that has his or her name written on it.

You may have students who did not test on the previous day due to absence. These students must write their first and last names on the test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY Now look at your answer document. Does everyone see “GRADE 4 WRITING” on the right-hand side of your answer document, as well as a boxed “M” in the top-right corner?

Assist any students who do not have the correct answer document.

SAY Look at the front of your test booklet. Does everyone see “GRADE 4 Writing Modified” on the front of your booklet?

Assist any students who do not have the correct test booklet.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

Directions for breaking the second seal on the writing test follow. Monitor students carefully while they are breaking the second seal to prevent test booklets from being damaged.

SAY Look at your test booklet. Find the second sealed section, with the title “DAY 2.” Does everyone see the seal?

Assist any students having difficulty. When all students are ready, continue.

SAY Use either your hand or the eraser of your pencil to break the seal on the “DAY 2” section along its edge. If you have any questions or need any help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Today’s test consists of a written composition section. Now turn to the next page to find the writing prompt.

Now look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

Make sure that students have found the correct page in their test booklets. Allow each student enough time to read the prompt before giving the next set of directions.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student’s test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

SAY Now turn the page and look at the blank pages in your test booklet.

Pick up one of your student’s test booklets and show students the prewriting pages.

SAY You may use these blank pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that

makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the lined page in your answer document.

Now open your answer document to page 3 and find the words, “WRITTEN COMPOSITION.” When you are ready, you will write your composition here.

Show students the lined page in the answer document.

SAY Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page.

Unless students have an extended time accommodation, read the following.

SAY Your composition must be recorded on your answer document before the four-hour time period ends.

SAY Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document. Do not open or work on the Day 1 section of your test booklet or answer document. When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY You will now write your composition by yourself. While you are working on the test, I will quietly be moving around the room to make sure you are following directions and working on your own. Remember, if you would like me to read aloud the writing prompt, please raise your hand. You may begin.

Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, "You have not recorded your responses on the answer document. Please go back and mark your responses on it now." The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

*After testing has been completed and you collect each student's answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions for STAAR Modified Reading

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment. While administering STAAR Modified reading assessments, you must have a test booklet in order to read aloud designated portions of the test.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

You must also read and understand the following information prior to administering the STAAR Modified reading test.

- Prereading text marked with a speaker icon appears at the beginning of each reading selection. The icon indicates that the test administrator should read aloud the prereading text at the beginning of each selection. The prereading text may be read as many times as necessary. However, the prereading text may be reread only before students begin reading the selection. The prereading text must not be rephrased or clarified and voice inflection must be kept neutral.
- Most reading selections are divided into parts followed by questions based on those parts of the selection. Questions that require understanding of the entire selection appear at the end of the last part. The test administrator may read the directions that appear in the test booklet that instruct the student to use the whole selection to answer these questions.
- The test administrator will need a test booklet from which to read aloud the prereading text and, if the student is eligible for an Oral/Signed Administration,

the test questions and answer choices. (Specific information about this accommodation can be found on the Accommodations for Students with Disabilities webpage.) The test administrator may NEVER read aloud the reading selections.

- **For students who will be reading the test questions and answer choices independently or are receiving an Oral/Signed Administration on an as-needed basis:** After the test administrator reads aloud the prereading text, he or she should instruct students to read independently one part of the selection at a time and answer the questions based on that part before going on to the next part. When a student has completed the test questions for a selection, the test administrator should read aloud the prereading text at the beginning of the next selection. For students who are eligible for an Oral/Signed Administration and need reading assistance on a request basis, the test administrator may read any word or phrase in a test question or answer choice when asked. The test administrator may NEVER read aloud the reading selections.
- **For students who are eligible for an Oral/Signed Administration and need ALL of the test questions and answers choices read aloud:** After the test administrator reads aloud the prereading text, he or she should instruct the students to read independently the first part of the selection. When a student has completed reading the first part of a selection, the test administrator will read aloud the test questions and answer choices based on that part. The test administrator will continue following these directions until the student has completed the entire selection. Then the test administrator should read aloud the prereading text at the beginning of the next selection. This process will repeat itself for each selection during the entire reading test.
- Test administrators are encouraged to combine any reminders of time left to test with prereading text to avoid additional disruption.

Read aloud **WORD FOR WORD** the material printed in bold type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the reading test of the State of Texas Assessments of Academic Readiness Modified, or STAAR Modified. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it, write on it, or break the seal on the edge of your booklet until I ask you to do so. Do not fill in any information on your answer document unless I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student. Answer any questions before continuing.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

Directions for breaking the seal on the test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely.

SAY Look at your test booklet. Find the READING section of your test booklet. It is closed by a seal on the right side. Does everyone see the seal?

Assist any students having difficulty. When all students are ready, continue.

SAY Use either your hand or the eraser of your pencil to break the seal on the READING test along its edge. If you have any questions or need any help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

SAY Now look at your answer document. Turn it over and find the word “READING.” This is where you will mark your answers.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY To answer a multiple-choice question, fill in a circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Now find the page in your test booklet that is titled **READING**. Turn to the next page where you will see a drawing of a person speaking. This drawing means that I will read the title and paragraph to you. Now turn the page again and look at the reading selection.

Move around the room to assist any student having difficulty finding the page. When all students are ready, continue.

For ELLs receiving a linguistic accommodation provided by the test administrator:

SAY When you take this test, I will be able to help you with certain words in English if you do not understand them. I have already talked to you about the kind of help that you may have. Do you have any questions about the help you may receive?

Answer all questions. When students are ready, continue.

For students who will be reading the test questions and answer choices independently (or are receiving an Oral/Signed Administration on an as-needed basis only):

SAY On this test, most reading selections are divided into parts. After you read one part, answer the questions that go with that part before reading the next part. When you finish reading an entire selection and answer the questions that go with it, you will see a stop sign at the bottom of the page. Please stop at that page and wait for me to read aloud the paragraph that describes the next selection. While you wait, you may check over your work, but do not open or work in any other section of your test booklet. Make sure you mark all of your answers on the answer document. Please sit quietly so that you do not disturb others who are still working. Are there any questions?

Answer all questions. When all students are ready, continue.

Read the following directions if you are reading aloud ALL of the test questions and answer choices to students who are eligible for an Oral/Signed Administration:

SAY On this test, most reading selections are divided into parts. When you finish reading one part of the selection, I will read aloud to you all the questions and answer choices that go with that part. If you want me to read a question or an answer choice again, let me know. You will answer all questions related to a part before reading the next part of the selection on your own. When you finish reading an entire selection and answer the questions that go with it, you will see a stop sign at the bottom of the page. Please stop at that page and wait for me to read aloud the paragraph that describes the next selection. While you wait, you may check over your work, but do not open or work in any other section of your test booklet. Make sure you mark all of your answers in the answer document. Please sit quietly so that you do not disturb others who are still working. Are there any questions?

Answer all questions. When all students are ready, continue.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete the reading test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the end of the four-hour time period.

SAY Remember that you may write in your test booklet if you would like to take notes. While you work on the test, I will move quietly around the room to make sure you are following directions and working on your own.

I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer on your answer document for each question. Remember to mark your answers very carefully and make your marks dark and neat. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

SAY If there are no more questions, then turn back to the page in your test booklet where you see a drawing of a person speaking. Follow along in your test booklet as I read aloud. If you want me to reread this paragraph, you may let me know.

Make sure that all students are on the correct page in their booklets and then read aloud the prereading text.

SAY Now turn the page. You may begin.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders.

Allow students enough time to finish the questions for each selection before reading the prereading text for the next selection. You may wait to read the prereading text for the next selection until all students are ready or you may quietly read the prereading text individually to students as they finish. Make sure the students are following along on the correct page as you read the prereading text. Continue the process of reading the prereading text aloud, prompting students to read the selections independently and giving them time to answer each question for a selection before moving on. Test administrators are encouraged to combine any reminders of time left to test with the prereading text to avoid additional disruption.

When you reach the prereading text for the last selection on the test, read the next direction.

SAY Now turn to the next page in your test booklet, where you will see the paragraph that describes the last selection on the test. Before I read this paragraph, I am going to give you some more directions.

Stop after you answer the last question on the reading test. There is a stop sign in the bottom-right corner of the page. You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY If there are no more questions, then I will read the paragraph that describes the last selection. Follow along in your test booklet as I read aloud. If you want me to reread this paragraph, let me know.

Read aloud the title and the prereading text to the students.

SAY Now turn the page. You may begin reading the last selection.

*Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time*

period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

*After testing has been completed and you collect each student's answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR L Mathematics and Science Assessments

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator will want to say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator will want to say, for example, **“All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period.”**

If a student arrives in your test session and you do not have a student authorization for that student, immediately contact the campus testing coordinator.

NOTE: It is recommended that students complete the STAAR L online tutorial prior to the test administration. This tutorial allows students to practice using the linguistic accommodation tools to access the language of the test questions and become familiar with other tools available in TestNav. These test administration directions contain an optional component for students who have not yet completed the tutorial or who need a review of the tools available in TestNav.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students. You may



STAAR L
Introduction
Screens

paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. If students will be logging in to TestNav, read the directions in the box below. If testing personnel will be logging the students in to TestNav, see the instructions in Appendix C. Then resume reading the script after the box.

SAY Today you will take a test on the computer. It is important that you do your best on this test.

Look at your computer screen. Does everyone see the STAAR L introduction screen?

Make sure that all students are on the STAAR L introduction screen.

SAY Let's look at this screen together. Look at the top of your computer screen. Find your name. Raise your hand if you do not see your name.

Help any students having difficulty finding their name. You may wish to point to the top right corner of the screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY Now look below the words STAAR L. Find the words [GRADE/SUBJECT]. Raise your hand if you do not see the words [GRADE/SUBJECT].

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, help the student close TestNav and log in to the test again. If necessary reprint a new student authorization. Consult your campus coordinator if necessary. When students are ready, continue.

SAY Look at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the Next button.

*Help any students having difficulty finding the **Next** button. You may wish to point to the **Next** button on the computer screen. When students are ready, continue.*

SAY Be careful when you click buttons on this test. You click the Next button to go to the next question. You click the Previous button to go back to a question.

*Help any students having difficulty locating the **Previous** button.*

For mathematics assessments:

SAY Now click the *Next* button. You will see the reference materials. Click the *Next* button until you see the graph paper. You may use these materials to answer test questions.

Assist any students having difficulty.

For the grade 5 science assessment:

SAY Now we will look at three sample questions. The sample questions are math questions. Today you are taking the science test, but we will use these sample questions to practice using some special tools. These tools are available on all STAAR L tests. Do you have any questions?

Answer any questions. When students are ready, continue.

SAY Click *Next* and you will see a **Sample Question A**. Does everyone see **Sample Question A**?

Assist any students who are having difficulty navigating to the next screen and finding Sample Question A.

SAY Look at the box that says “**Hear a Word**” in the upper right corner of your screen. To move the box, click the blue bar and drag the box. Now move the **Hear a Word** box so that it does not cover any words on your screen. We will learn how to use this box in a few minutes.

Assist any students who are having difficulty.

For mathematics assessments:

SAY If you need to find the reference materials during the test, click the **Exhibit** window. The **Exhibit** window looks like two pieces of paper. Does everyone understand how to use the **Exhibit** window?

Point to the Exhibit window icon at the top of the screen. Assist any students having difficulty locating the icon.

SAY Some of the questions on this test have special tools. These tools help students who are learning English understand words they may not know. There are two tools: a **Word** tool and a **Sentence** tool. The **Word** tool gives the meaning of certain words on the test. When you click on these words, the

computer gives help with the meaning. The computer does not give help with all words.

The *Word* tool uses dots to show which words you can click. Look at the dots under the word “packages.” Now click on the word “packages.” The computer gives you a different word to help you understand.

Assist any students who are having difficulty.

SAY Now read the question and click the other words that have blue dots. Do you see how the computer helps explain their meaning? Sometimes the computer shows a picture instead of words. To close a box, click the X in the corner of the box.

Assist any students who are having difficulty.

SAY Now let’s answer the question. The correct answer to this question is A. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?

When students are ready, continue.

SAY Now let’s look at the *Sentence* tool. This tool rewrites a sentence in a different way to make it easier to understand. Click the *Next* button and we will practice using the *Sentence* tool. Does everyone see Sample Question B?

Assist any students who are having difficulty navigating to the next screen and finding Sample Question B.

SAY Read the first sentence. Do you see the blue box next to the sentence? Click on this box and read the new sentence. When you see the blue box, you can click it to see a new sentence. The new sentence may be easier to understand.

Assist any students who are having difficulty.

SAY Do you see the blue dots under the word “during” in the new sentence? Click on the word to see what it means.

Assist any students who are having difficulty.

SAY To close the *Sentence* tool, click on the X. Now practice opening and closing the *Sentence* Tool. Do you have any questions about the *Sentence* tool?

Assist any students who are having difficulty.

SAY Now let’s answer the question. The correct answer is B. Do you have any questions?

When students are ready, continue.

SAY Click the *Next* button and you will see Sample Question C. Does everyone see Sample Question C?

Assist any students who are having difficulty.

SAY Some questions do not fit on the screen. For these questions, you will see a bar on the right side. Use the bar to move the text on the screen up and down.

Assist any students who are having difficulty.

SAY Now we will practice using the *Hear a Word* tool. Look at the box that says “Hear a Word” on your screen. You can use this box when you want to hear what a word sounds like. To hear a word, click the button that says “Click to Hear.” You will see that the arrow becomes a hand. Click this button now. Does everyone see the hand?

Assist any students having difficulty.

SAY When you see this hand, you can click on words to hear them. You can make the sound softer or louder by clicking on the lines next to the speaker inside the box. Now put on your headphones and click some of the words to hear them read aloud.

Assist any students who are having difficulty.

SAY Now take your headphones off. When you use this tool, you won’t be able to hear any words that are in the *Word* or *Sentence* tool boxes. This tool does not read numbers. To turn off the tool, click the *Click to Hear* button again.

To answer this question, you need to use the ruler. The ruler is at the top of the screen. Click on the ruler and choose the metric ruler or the customary ruler. The metric ruler has centimeters and the customary ruler has inches. For this question, you need the metric ruler. Move the ruler to the picture you want to measure. To turn the ruler, click and move the arrows at the end of the ruler. Click on the arrow at the top of the screen to close the ruler.

Assist any students who are having difficulty.

For grade 3 mathematics:

SAY To answer some questions on the test, you will type your answer in the boxes under the question. You do not have to use all the boxes. To delete a number from a box, use the *Backspace* key. Type your answer to this question now.

For grades 4 and 5 mathematics and grade 5 science:

SAY To answer some questions on the test, you will type your answer in the boxes under the question. You do not have to use all the boxes. Do not leave any spaces between numbers. To delete a number from a box, use the **Backspace** key. Type your answer to this question now.

SAY The answer to this question is 11 centimeters. Does anyone have any questions?

Answer any questions before continuing.

SAY There are other tools you may use during the test. These tools are at the top of your screen. There is a **Pencil** tool, an **Eraser** tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

To use the **Word** and **Sentence** tools to help you with English words, you must have the other tools turned off. You will know you can use the **Word** and **Sentence** tools when you click the picture of the arrow at the top of the screen.

Optional directions for students who have not completed the STAAR L tutorial or who need a more thorough review of the tools available in TestNav:

SAY Look at the tool that has a red “X” on it at the top of the screen. It can help you cross out wrong answers. To remove the red X, click the answer again. Does everyone see this tool?

Point to this tool in the upper left corner of the computer screen. Assist any students having difficulty locating this tool.

SAY You can mark words or sentences by using the **Highlighter** tool. Find the **Highlighter** tool at the top of the screen. It looks like a yellow marker.

If you want to take away marks that you make with the highlighter, you can use the **Eraser** tool. The **Eraser** tool is at the top of the screen and looks like a pink eraser. Does everyone see the **Highlighter** tool and the **Eraser** tool?

Point to the Highlighter and Eraser tools in the upper left corner of the computer screen. Assist any students having difficulty locating and using these tools.

SAY You can use the *Pencil* tool to make marks on the screen. Find the *Pencil* tool at the top of the screen. It looks like a green pencil. You can erase pencil marks with the *Eraser* tool.

You can use the *Notepad* tool like scratch paper to write your ideas. Find the *Notepad* tool at the top of the screen. It looks like a notebook.

Point to the Pencil and Notepad tools at the top of the screen. Assist any students having difficulty locating and using these tools.

SAY Now look at the bottom of the screen and find where it says *Flag for Review*. You can click *Flag for Review* to mark a test question you want to review later.

Point to the Flag for Review icon.

SAY Now find the letters **A, B, C** at the bottom of the screen. When you click *Flag for Review*, a yellow flag will appear above the letter of the question you are working on. For example, if you are working on sample question **C** and click *Flag for Review*, you will see a yellow flag above the letter **C**.

Point to these as necessary and assist any students having difficulty.

SAY You may also click the *Section Review* button at any time to look at questions you flagged for review. Does everyone see the *Section Review* button? If you click the *Section Review* button, you will need to click the blue **X** to return to where you were in the test.

After helping any students who need it, continue.

For mathematics assessments:

SAY You can use the *Dot* tool to put dots on the screen. Find the *Dot* tool at the top of the screen. It looks like a circle. You can erase dots with the *Eraser* tool.

Point to the Dot tool on the toolbar. Assist any students having difficulty locating this tool.

SAY You can use the *Line* tool to draw lines on the screen. Find the *Line* tool at the top of the screen. It looks like a line. There are two types of lines you may choose. After choosing a line, move the mouse to where you want to start and click and hold down the mouse button. Move across the screen to where you want the line to end. Then let go of the mouse button.

Point to the Line icon. Assist any students having difficulty locating this tool.

SAY Click the *Next* button until you see a screen with a red STOP sign. Does everyone see the STOP sign?

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. You may also use the *Flag for Review* button at the bottom of the screen.

When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?

Answer any questions before continuing.

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.

SAY While you are working on the test, I will walk quietly around the room to make sure you are following the directions and working independently. When you finish your test, stay in your seat and raise your hand. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.

Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the *Next* button, then the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.

If you have students who will be taking the test with headphones, say **“You may now put on your headphones.”**

Assist students as needed to advance to the first question on the test by clicking the **Continue to Test Overview** button and then choosing the section titled Test.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. After all students have submitted their tests, you must stop the test session. Refer to the “Complete Online Administration Process” section in this manual for instructions for stopping a test session.

Record the stop time for the session on the seating chart.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR Grade 4 Reading and Mathematics Assessments, SOA

You must read the **Guide to the Test Administration Directions** on pages 41–43 of this manual before administering any state assessment.

If a student arrives in your test session and you do not have a student authorization for that student, immediately contact the campus testing coordinator.

NOTE: It is recommended that students complete the STAAR SOA online tutorial prior to the test administration. This tutorial allows students to practice using the Text-to-Speech Accessibility Panel and become familiar with the tools available in TestNav. These test administration directions contain an optional component for students who have not yet completed the tutorial or who need a review of the tools available in TestNav.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones, scratch paper, graph paper, and reference materials as necessary.

SAY Today you will take the STAAR [SUBJECT-AREA] test on the computer. It is important that you do your best on this test.

You will take this test using standardized oral administration. This will be called “SOA.” SOA tests have tools that can read aloud words in the questions, answer choices, or pictures.

For students who will be taking the test with headphones:

SAY You will be using headphones during this test. I will tell you when to put them on.

SAY Look at your computer screen. Does everyone see the *Standardized Oral Administration* introduction screen?

Make sure that all students are on the SOA introduction screen.

SAY Let's look at this screen together. Do you see your name and grade at the top of the screen? If you don't see your name, please raise your hand.

Assist any students who need help locating this information on the screen. If any information is incorrect, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY Look at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the *Next* button.

*Assist any students having difficulty finding the **Next** button. When students are ready, continue.*

SAY Be careful when you click buttons on this test. You click the *Next* button to go to the next question. You click the *Previous* button to go back to a question.

*Assist any students having difficulty with the **Previous** button.*

For the mathematics assessment:

SAY Now click the *Next* button. You will see the mathematics reference materials. Click the *Next* button again and you will see the graph paper.

Assist any students having difficulty.

SAY You may use these materials to answer test questions. To find them during the test, click the *Exhibit* window at the top of the screen. The *Exhibit* window looks like two pieces of paper. Does everyone understand how to use the *Exhibit* window?

Assist any students who have questions.

SAY Now we will look at two mathematics questions. You will use these questions to practice using the tools of this online test. Do you have any questions?

Answer any questions. When students are ready, continue.

For the reading assessment:

SAY Now click the *Next* button. You will see a selection on the left side of your screen. You will need to read this selection to answer the question. The selection will not be read aloud to you. Click the arrow buttons on the left side of the screen to move through the pages in the selection.

When students are ready, continue.

SAY Now we will look at two reading questions. You will use these questions to practice using the tools of this online test. Do you have any questions?

Answer any questions. When students are ready, continue.

SAY Click the *Next* button and you will see the first question. Does everyone see Sample 1?

Assist any students who are having difficulty navigating to the next screen and finding Sample 1.

SAY Look at the blue box that includes the words “Text To Speech.” You can move this box by clicking on it and dragging it. Now move the box so that it does not cover any words on your screen.

Assist any students having difficulty finding the Accessibility Panel box with the words “Text To Speech.” When students are ready, continue.

SAY Click the words “Text To Speech” to open a panel of buttons within the box. At the top of the panel are the *Play* button, the *Rewind* button, and the *Speaker* tool. If you click the *Play* button, you will hear the question and answer choice read aloud. The read-aloud will keep playing until the end of the last answer choice or until you click the *Pause* button. The *Play* button will not read words in pictures or charts. The *Play* button becomes the *Pause* button while text is being read. Click the *Pause* button to stop the read-aloud.

Assist any students having difficulty.

SAY Click the *Rewind* button to rewind to the beginning. Click the *Play* button again to hear the question and answer choices again. Now practice using these buttons and listen to the question and answer choices.

Assist any students having difficulty.

SAY You can increase or decrease the volume by dragging the mouse along the lines next to the *Speaker* tool or clicking on the lines next to the *Speaker* tool inside the box. Adjust the volume to a level that is comfortable for you.

Assist any students having difficulty.

SAY Below the speaker is the **Playback Rate** box. Use the plus and minus (+/–) buttons in this box to change how quickly the reader says each word. Clicking the plus (+) button makes the reading faster, and clicking the minus (–) button makes the reading slower.

Below the plus and minus buttons is a bar with an arrow. Click the arrow and slide it to the right or left. You can also use this bar to change how quickly the reader says each word. Use the plus button, minus button, or arrow to set the speed that is best for you and then click the *Play* button. Now practice using these plus and minus buttons.

Assist any students having difficulty.

SAY At the bottom of the blue panel is the *Click to Hear* button. The *Click to Hear* button will let you hear words in the questions, answer choices, or pictures. The read-aloud will start where you click and will continue to play to the end of the answer choices. If you click on words in a picture, the read-aloud will read the words in the picture. To practice, click the blue *Click to Hear* button and then click on a word in the question or an answer choice. Do you hear the words being read? To turn off the *Click to Hear* button, click the button again. Now practice using the *Click to Hear* button again.

Assist any students having difficulty. Once students are comfortable with the Click to Hear button, continue.

SAY Now find the “Words only” checkbox located below the *Click to Hear* button. If you would like to hear only one word at a time, click the checkbox next to the words “Words only,” and then click the blue *Click to Hear* button again. Now when you click on a word, it will read only that word. Remember that the *Words only* tool lets you hear one word at a time. Practice using the *Words only* tool. The *Words only* tool will not work unless you also have the blue *Click to Hear* button clicked. To turn off the *Words only* tool, click the checkbox again.

Before you are able to choose an answer choice, you will need to make sure that the *Click to Hear* button is not selected. You will not be able to select answer choices or use other tools if *Click to Hear* is selected.

Assist any students having difficulty.

Optional directions for students who have not completed the SOA Tutorial or who need a more thorough review of the tools available in TestNav:

SAY Look at the tool that has a red “X” on it at the top of the screen. It can help you cross out wrong answers. To remove the red “X,” click the answer again. Does everyone see this tool?

Assist any students having difficulty locating this tool.

SAY You can mark words or sentences by using the *Highlighter* tool. Find the *Highlighter* tool at the top of the screen. It looks like a yellow marker.

If you want to take away marks that you make with the highlighter, you can use the *Eraser* tool. The *Eraser* tool is at the top of the screen and looks like a pink eraser. Does everyone see the *Highlighter* tool and the *Eraser* tool?

Assist any students having difficulty locating and using these tools.

SAY You can use the *Pencil* tool to make marks on the screen. Find the *Pencil* tool at the top of the screen. It looks like a green pencil. You can erase pencil marks with the *Eraser* tool.

You can use the *Notepad* tool like scratch paper to write your ideas. Find the *Notepad* tool at the top of the screen. It looks like a notebook.

Assist any students having difficulty locating and using these tools.

SAY Now look at the bottom of the screen and find the *Flag for Review* button. You can click the *Flag for Review* button to mark a test question you want to review later.

Now find the numbers 1 and 2 on at the bottom of the screen. When you click the *Flag for Review* button, a yellow flag will appear above the number of the question you are working on. For example, if you are working on question 2 and click the *Flag for Review* button, you will see a yellow flag above the number 2.

Assist any students having difficulty.

SAY You may also click the *Section Review* button at any time to look at questions you flagged for review. Does everyone see the *Section Review* button? Click the blue X return to where you were in the test.

After assisting any students who need help, continue.

Optional directions for the mathematics assessment:

SAY You can use the *Dot* tool to put dots on the screen. Find the *Dot* tool at the top of the screen. It looks like a circle. You can erase dots with the *Eraser* tool. Click the arrow at the top of the screen to close the *Dot* tool.

Assist any students having difficulty using this tool.

SAY You can use the *Line* tool to draw lines on the screen. Find the *Line* tool at the top of the screen. It looks like a line. There are two types of lines you may choose. After choosing a line, move the mouse to where you want to start and click and hold down the mouse button. Move across the screen to where you want the line to end. Then let go of the mouse button. Click the arrow at the top of the screen to close the *Line* tool.

Assist any students having difficulties using this tool.

SAY To answer some questions on the test, you will need to type your answer in the boxes under the question. You do not have to use all the boxes. Do not leave any spaces between numbers. To delete a number from a box, use the *Backspace* key. Do you have any questions?

Answer any questions. When students are ready, continue.

For the mathematics assessment:

SAY To listen to text in tables, charts, and graphs, click the *Click to Hear* button, and then click on the table, chart, or graph. To hear only certain words, select the “Words only” checkbox and click on the word you want to hear.

When students are ready, continue.

SAY Now let’s answer the question. Read or listen to the question and answer choices and select your answer. The *Click to Hear* button must be turned off in order to select your answer choice.

Allow students time to answer the question.

SAY The correct answer is C. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?

Answer any questions. When students are ready, continue.

For the reading assessment:

SAY Now let's answer the question. Read or listen to the question and answer choices and select your answer. The *Click to Hear* button must be turned off in order to select your answer choice.

Allow students time to answer the question.

SAY The correct answer is B. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?

Answer any questions. When students are ready, continue.

SAY Click the *Next* button to go to Sample 2. Does everyone see Sample 2?

Assist any students who are having difficulty navigating to the next screen and finding Sample 2.

For the mathematics assessment:

SAY Now let's answer Sample 2. Read or listen to the question and answer choices and select your answer.

Allow students time to answer the question.

SAY The correct answer is B. Do you have any questions?

Answer any questions. When students are ready, continue.

For the reading assessment:

SAY Now let's answer Sample 2. Read or listen to the question and answer choices and select your answer.

Allow students time to answer the question.

SAY The correct answer is C. Do you have any questions?

Answer any questions. When students are ready, continue.

SAY Raise your hand if at any time you have difficulty using the SOA.

When students are ready, continue.

SAY As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. You may also use the *Flag for Review* button at the bottom of the screen.

When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?

Answer any questions before continuing.

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.

SAY While you are working on the test, I will walk quietly around the room to make sure you are following the directions and working independently. When you finish your test, stay in your seat and raise your hand. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.

Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the *Next* button, then the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.

If you have students who will be taking the test with headphones, say “You may now put on your headphones.”

*Assist students as needed to advance to the first question on the test by clicking the **Continue to Test Overview** button and then choosing the section titled *Test*.*

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Time Limits Policies and Procedures” section of this manual for information on breaks and time-limit reminders. After all students have submitted their tests, you must stop the test session. See the “Complete Online Administration Process” section in this manual for instructions for stopping a test session.

Record the stop time for the session on the seating chart.

You must also collect all student authorizations, and any scratch paper, graph paper, or reference materials and return them to the campus coordinator. You may also collect headphones students may have been provided.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Appendix A

Completing Student Identification
Information

Completing Student Identification Information

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information on a blank answer document before testing begins, following the directions below. If all your students have a precoded answer document or a precoded label applied to their answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word “**SAY:**” The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the [SUBJECT-AREA] test of the State of Texas Assessments of Academic Readiness, or STAAR. Before you take the test, you are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.

Give two pencils to each student who needs them.

SAY Find the words “LAST-NAME” at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Find the section labeled “FIRST-NAME.” Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. When you are finished, find the column labeled “MI” to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Below the boxes where you printed your name are columns of circles with letters in them. In the first column find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.

SAY Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.

When all students are ready, continue.

SAY Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the “MI” column.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY At the bottom of your answer document, print the name of our school district in the space under the words “DISTRICT-NAME.” I will print the name of our school district on the board for you.

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Now print the name of our campus in the space under the words “CAMPUS-NAME.” I will print the name of our campus on the board for you.

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Now find the section marked “SEX CODE.” If you are a male, fill in the circle with the “M.” If you are a female, fill in the circle with the “F.”

When all students are ready, continue.

SAY Now find the section labeled “DATE-OF-BIRTH.” In the space labeled “MONTH,” fill in the circle next to the month in which you were born.

Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled “DAY” and “YEAR.” If you were born before the tenth day of the month, you will need to put a zero in front of the day of

your birth. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 39.

Completing Student Identification Information (STAAR Spanish)

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information before testing begins, following the directions below. If all your students have a precoded answer document or a precoded label applied to their answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word “**SAY**.” The material in *italics* is information meant for you and should not be read aloud to students.

SAY Hoy van a tomar la prueba de [SUBJECT-AREA] de STAAR. Antes de que tomen la prueba tienen que llenar la parte de enfrente del documento de respuestas que van a usar. Es importante que pongan atención y sigan las instrucciones que les voy a dar. Usen solamente un lápiz No. 2 para llenar los círculos en su documento de respuestas. Si no tienen un lápiz No. 2, por favor levanten la mano.

Give two pencils to each student who needs them.

SAY Busquen las palabras “LAST-NAME” en la parte de arriba de su documento de respuestas. Escriban su apellido en los cuadros que aparecen en esta sección, comenzando con el primer cuadro a la izquierda. Escriban sólo una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su apellido, escriban sólo las letras que puedan. Si tienen alguna pregunta, por favor levanten la mano.

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Busquen la parte donde dice “FIRST-NAME”. Escriban su nombre en los cuadros de esta sección. Escriban sólo una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su nombre, escriban sólo las letras que puedan. Cuando acaben, busquen la columna donde dice “MI” que está a la derecha de la sección donde escribieron su nombre. En este cuadro, escriban la primera letra de su segundo nombre. Si no tienen un segundo nombre, no escriban nada en este cuadro.

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Debajo de los cuadros donde escribieron su apellido hay unas columnas de círculos con letras adentro. En la primera columna, busquen el círculo que tenga la primera letra de su apellido. Llenen ese círculo. Asegúrense de que

el círculo quede oscuro y completamente lleno. Si se equivocan, borren completamente la marca que hicieron y luego llenen el círculo correcto. Ahora hagan lo mismo con el resto de las letras de su apellido.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.

SAY Es posible que algunos de ustedes no hayan usado todos los cuadros para escribir su apellido. Exactamente abajo de cada uno de estos cuadros hay un círculo sin letras adentro. Por cada cuadro que haya quedado vacío a la derecha, llenen los círculos sin letras debajo de ellos.

When all students are ready, continue.

SAY Ahora llenen los círculos con las letras de su nombre y la inicial de su segundo nombre como lo hicieron con su apellido. Si no tienen un segundo nombre, llenen el círculo sin letras en la columna donde dice “MI”.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY Ahora, en la parte de abajo de su documento de respuestas escriban el nombre de nuestro distrito escolar en el espacio debajo de las palabras “DISTRICT NAME”. Voy a escribir el nombre de nuestro distrito escolar en el pizarrón para que lo puedan copiar.

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Ahora escriban el nombre de nuestra escuela en el espacio debajo de las palabras “CAMPUS-NAME”. Voy a escribir también el nombre de la escuela para que lo puedan copiar.

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Ahora busquen el espacio donde dice “SEX CODE”. Si son niños, llenen el círculo junto a la letra “M”. Si son niñas, llenen el círculo junto a la letra “F”.

When all students are ready, continue.

SAY Ahora busquen la sección que dice “DATE-OF-BIRTH”. En el espacio donde dice “MONTH”, llenen el círculo junto al mes en que nacieron.

Escriban el número del día en que nacieron y los dos últimos números del año en que nacieron en los cuadros donde dice “DAY” y “YEAR”. Si nacieron antes del día diez del mes, necesitan escribir un cero antes del día de su nacimiento. Ahora llenen los círculos con los números que escribieron en los cuadros. Si tienen alguna pregunta, por favor levanten la mano. Cuando terminen, pongan el lápiz sobre su escritorio.

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 39.

Appendix B

Oral/Signed Administration

Oral/Signed Administration

NOTE: All references to reading support during an oral administration also apply to signing during a signed administration. The information in this appendix applies to all assessments within the STAAR program.

Before conducting an oral administration, test administrators should read these instructions as well as the Oral/Signed Administration accommodation policy found on the Accommodations for Student with Disabilities webpage. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, also found on the Accommodations for Students with Disabilities webpage. The campus coordinator will provide training in the procedures specific to an oral administration as outlined in this appendix and the documents referenced above.

For the purposes of this appendix, oral administration refers to the testing accommodation in which a test administrator provides reading support through speech and/or signing to a student who meets the eligibility criteria. The eligibility criteria are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. During this type of oral administration, the test administrator may read aloud all or only certain parts of a state assessment, as noted on the next page. This appendix does not address the functionality of the standardized oral administration (SOA), which is offered statewide as an online option for oral administration in several grades and subjects in the 2014 calendar year. Additional information about SOA can be found on the Standardized Oral Administration webpage.

STAAR, STAAR Spanish, STAAR L, and STAAR Modified mathematics (grades 3–8 and Algebra I)

- ✓ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student

STAAR, STAAR Spanish, STAAR L, and STAAR Modified science (grades 5 and 8 and biology)

- ✓ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student

STAAR, STAAR Spanish, STAAR L, and STAAR Modified social studies (grade 8 and U.S. history)

- ✓ Test questions and answer choices may be read aloud to a student

STAAR, STAAR Spanish, and STAAR Modified grades 3–8 reading

- ✓ Test questions, answer choices, and required reference materials (as applicable) may be read aloud to a student
- ✗ Reading selections may **NOT** be read aloud to a student

STAAR and STAAR Modified grade 7 writing

- ✓ Required reference materials may be read aloud to a student
- ✗ Revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student

STAAR and STAAR Modified English I and English II

- ✓ Reading section: test questions, answer choices, and required reference materials may be read aloud to a student
- ✗ Reading section: reading selections may **NOT** be read aloud to a student
- ✓ Writing section: required reference materials may be read aloud to a student
- ✗ Writing section: revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and/or answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented.

A test may be orally administered to a small group provided that every student in the small group is eligible for an oral administration. It is the responsibility of the district/campus personnel to determine the most appropriate way to group students in order to provide a proper test administration.

Ensure That the Same Test Form Is Used

- When conducting an oral administration of a paper assessment in which the test administrator reads **all** test questions and answer choices throughout the test, the test administrator **MUST** have a test booklet with the same form number as the students. Campus testing coordinators are responsible for distributing test booklets with the same form number.
 - For STAAR and STAAR Spanish (except for STAAR Spanish grade 5 science), Form 01 is the overage in all shipments. This will most likely be the form that is used for oral administration groupings of STAAR.
 - For STAAR Modified and STAAR Spanish grade 5 science, there is only one form. Therefore, the test administrator and the students should automatically have the same form.
- When giving an oral administration of a paper assessment in which the test administrator reads **parts** of test questions and/or answer choices at a student's request, it is acceptable to read over the student's shoulder. However, if the test administrator reads out of a separate test booklet, the test administrator **MUST** have a test booklet with the same form number as the student. Campus testing coordinators are responsible for distributing test booklets with the same form number.
- For students who are taking a STAAR, STAAR Spanish, or STAAR Modified test in braille and are eligible to receive an oral administration, the test administrator will need the regular-print test booklet that is included with the shipment of braille materials from which to read the test questions and answer choices. Test administrators must also refer to the specific braille instructions provided in the braille materials. The specific braille instructions provide information about how a particular braille test differs from the print version, including information about test questions that have been altered, replaced, or omitted to ensure that the test is accessible to students who read braille. If a test question has been replaced on the braille version, a copy of the replacement question will be included at the back of the specific braille instructions for the test administrator to read aloud during an oral administration.
- When conducting an oral administration of an online assessment in which the test administrator reads **all** test questions and answer choices throughout the test, the test administrators **MUST** log in to TestNav, using the login information from the proctor authorization (refer to the "Viewing and Printing Authorizations" section of the *User's Guide for the Texas Assessment Management System*). The test administrator can then read aloud the test from his or her own screen.
- When giving an oral administration of an online assessment in which the test administrator reads **parts** of test questions and/or answer choices at a student's request, it is acceptable to read over the student's shoulder. However, if the test

administrator reads from his or her own screen, the test administrator **MUST** log in to TestNav, using the login information from the proctor authorization, to ensure that he or she has the same form as the student.

Test Security

- All security measures outlined in the STAAR Test Administrator Manuals must be followed.
- Test administrators must be aware that they are viewing secure content and are therefore required to initial and sign an additional section of the Oath of Test Security and Confidentiality for Test Administrator.
- Test administrators may **NOT** respond to test questions, make notes about test questions, or discuss the content of the test at any time. In addition, test administrators may not write notes or calculations in a test booklet.

Test Administration

- When providing an oral administration, it is important to understand that any part of the test question and answer choice may be read aloud. This applies to words in the questions and the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture).
 - Test administrators must understand when they may read aloud all or only certain parts of a state assessment. Instructions for reading aloud different types of test questions for every subject can be found below.
 - For reading tests, only the questions and answer choices may be read aloud to an eligible student. The student must read the selection first. When the student has finished reading the selection, the test administrator may read aloud each test question and then read the answer choices. The test questions and answer choices must be read aloud in the order they are presented. The reading selections may **NEVER** be read aloud to a student.
 - For mathematics, science, and social studies tests, any part of the test may be read aloud to an eligible student. This applies to words in the questions and the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture). The test administrator must read aloud the test questions and answer choices in the order they are presented. The test question must be read aloud prior to reading the answer choices.
 - For writing tests, an oral administration is **NEVER** allowed for any part of the revising and editing passages, questions, or answer choices. However, reading aloud the writing prompt is an allowable test administration procedure for any student who needs this assistance. More information about reading aloud the writing prompt can be found in the District and Campus Coordinator Manual.
 - Required reference materials may be read aloud to an eligible student. This includes the dictionary during reading and writing tests, as well as the state-supplied mathematics and science reference materials.

- Allowable accommodations may be read aloud to an eligible student. This includes a dictionary or supplemental aid.
- Test administrators must follow specific procedures when conducting an oral administration.
 - Test administrators may read aloud any word, phrase, or sentence in the test questions and answer choices as many times as needed. At the end of the test, the test administrator may go back to reread a question and its answer choices at a student's request.
 - When giving an oral administration, the test administrator may wait to read aloud the next question and answer choices until all students are ready to go on. Test administrators may also walk around the room and quietly read aloud the questions and answer choices to students at their own pace.
 - Test administrators must be familiar with content-specific terms and symbols associated with the subject-area tests. This will ensure that the test is administered accurately.
 - Test administrators must not rephrase, clarify, or interpret any test content.
 - Test administrators must keep their voice inflection neutral; however, words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
 - Unauthorized verbal and nonverbal assistance may not be provided to students.
 - Test administrators must be made aware of the different levels of reading support that can be provided during an oral administration. For each student receiving an oral administration, the test administrator must know which level of reading support the student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.

Oral Administration (OA) Code on Answer Document

After statewide testing, OA must be recorded in the ACCOMM. field on the student's answer document or in the Assessment Management System for online administrations, if applicable.

Guidelines for Reading Aloud Various Types of Test Questions

Test questions and answer choices that contain only text may be read aloud in their entirety. Questions and answer choices that contain graphics or other images that include text may also be read aloud but require additional preparation so that they are read in a standardized manner. The guidelines and examples shown here reflect content assessed on STAAR, STAAR Spanish, and/or STAAR Modified from various grade levels and subject areas. Not every type of test question is addressed here; therefore, test administrators are allowed to generalize from these guidelines and examples when

reading aloud other types of test questions. Additional guidelines for signing test content to a student who is deaf or hard of hearing is provided in the General Instructions for Administering Statewide Assessments to Students Who are Deaf or Hard of Hearing document.

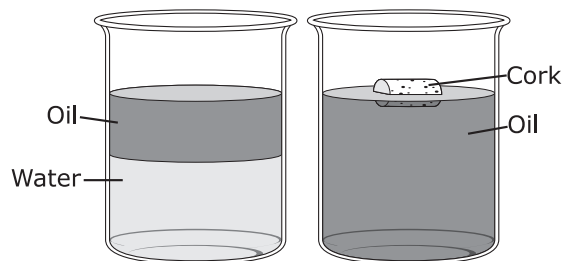
TYPE A

When the answer choices contain graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), do not name or describe them. Instead, after reading the test question, say to the student, "Look at the answer choices and mark your answer." If necessary, say, "Tell me whether you would like anything read aloud."

Example

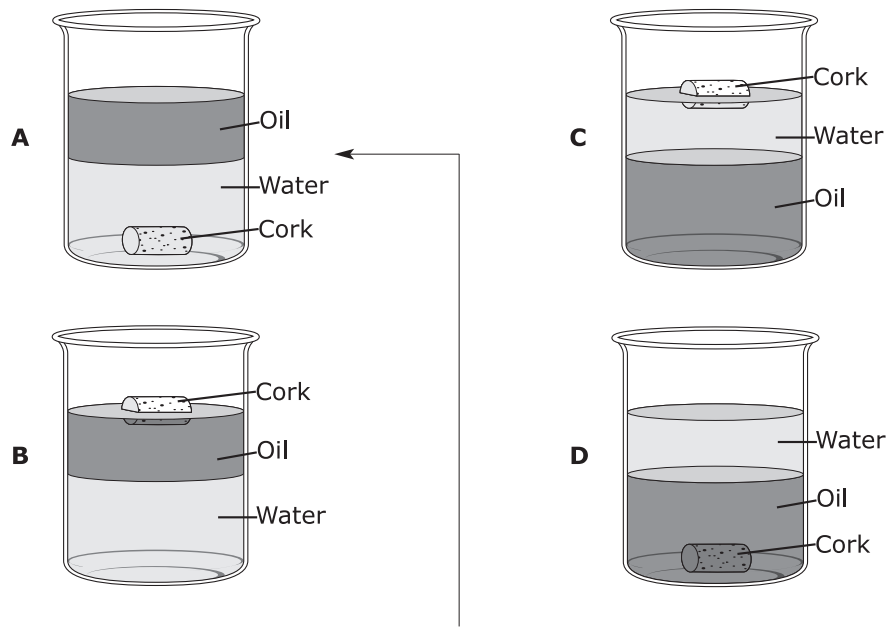
Science

The diagram below shows one container with oil and water and another container with oil and a cork.



Which diagram shows what would most likely happen if oil, water, and a cork were all placed in one container?

["Look at the answer choices and mark your answer. Tell me whether you would like anything read aloud."]



[Example: If a student needs help reading this, point to the words and say, "This says oil, water, cork." It is NOT allowable to point to the parts of the diagram that represent oil, water, and cork.]

TYPE B

When a test question contains a graphic (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), say to the student, “Take a few moments to look at the graphic and tell me whether you would like anything read aloud. Then let me know when you are ready to go on.”

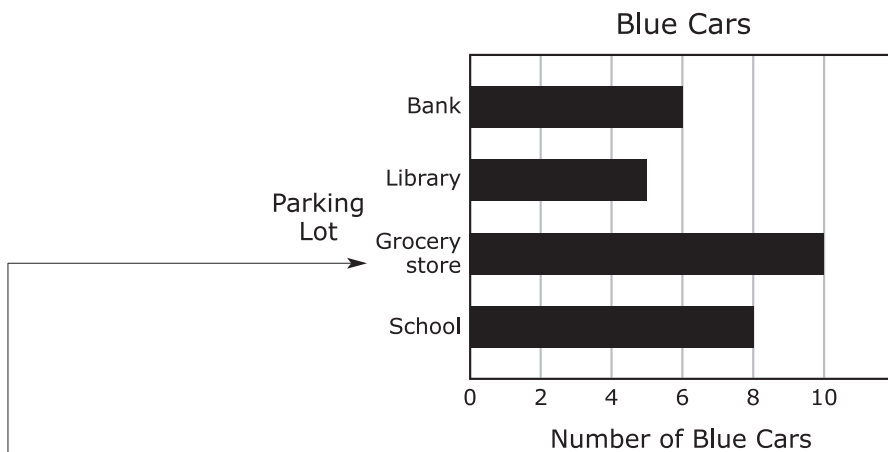
When reading aloud words, numbers, or symbols, do not aid the student in interpreting or analyzing the information since the ability to interpret and analyze is part of what is being tested.

Example

Mathematics

Christian counted the number of blue cars in four parking lots. The graph below shows the number of blue cars in each of these lots.

["Take a few minutes to look at the graph and tell me whether you would like anything read aloud. Then tell me when you are ready to go on."]



Which two parking lots had a difference of 3 blue cars?

- A School and library
- B School and bank
- C Grocery store and library
- D Grocery store and bank

[Example: If a student says, "I can't read this," point to the words and say, "This says *grocery store*." It is NOT allowable to say, "This is one of the parking lots," because that would be interpreting the graph.]

TYPE C

When a test question contains a text box (e.g., formula, scale, excerpt, quote from the selection, or caption), you may read aloud the text. Do not interpret or analyze any of the information.

Example

Reading

Read these lines from Scene 1 of the play.

[You may read aloud the boxed text in its entirety.]

THE OAK: I am sorry, but my branches are all occupied by the squirrels gathering acorns before winter comes.

THE MAPLE: My house is in perfect order, and I cannot think of disturbing it.

THE WILLOW: I do not know your name or anything about you.

What do these lines represent?

- A The reasons why the trees dislike Little Bird
- B The ways the trees prepare for the coming winter
- C The excuses the trees give for not helping Little Bird
- D The different purposes that the trees serve in the forest

TYPE D

When content-specific terms and symbols appear in a test question or answer choices, read them in the same way the student hears them in daily instruction. This will ensure that the test is administered accurately. (The examples shown are only samples. Many other content-specific terms and symbols exist.)

Example

Mathematics

Mrs. Evans wants to buy enough dog food to feed her dog for 90 days. Her dog eats 4 ounces of dog food twice a day. How many pounds of dog food should she buy?

- **A** 15 lb
- B** 45 lb
- C** 23 lb
- D** 12 lb

[Example: This must be read aloud as "A, fifteen pounds."]

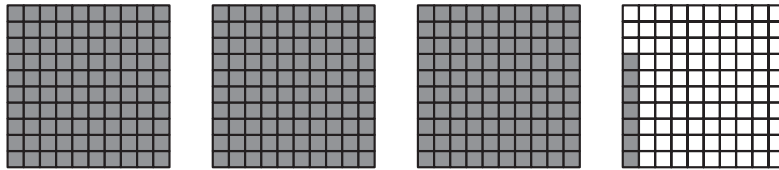
TYPE E

When the content of a test question requires knowledge of place value, read the numbers as individual digits so as not to provide assistance in determining the answer.

Example

Mathematics

The model below is shaded to represent $3\frac{7}{100}$.



Which decimal does the model represent?

- A 3.007
- B 3.7
- C 3.07
- D 0.37

[Example: These must be read aloud digit-by-digit. Say, "A, three point zero zero seven."]

Oral/Signed Administration Spanish

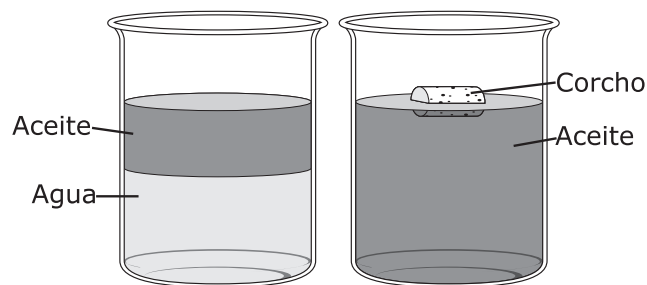
TYPE A

When the answer choices contain graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), do not name or describe them. Instead, after reading the test question, say to the student, "Observa las opciones de respuesta y marca tu respuesta". If necessary, say, "Dime si quieres que te lea algo en voz alta".

Example

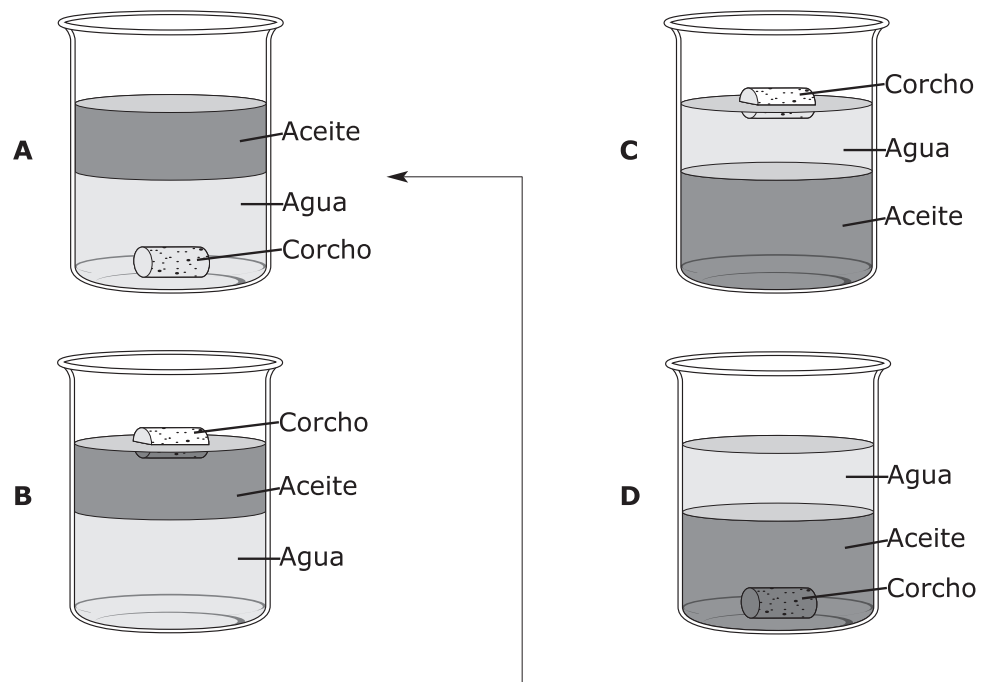
Science

El diagrama de abajo muestra un recipiente con aceite y agua, y otro recipiente con aceite y un corcho.



¿Qué diagrama muestra lo que probablemente sucedería si el aceite, el agua y e corcho se colocan en un recipiente?

["Observa las opciones de respuesta y marca tu respuesta. Dime si quieres que te lea algo en voz alta".]



TYPE B

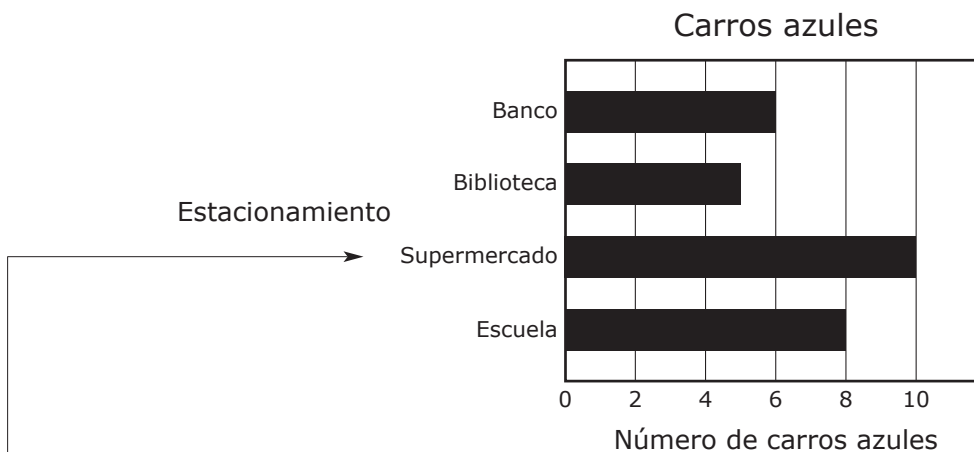
When a test question contains a graphic (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), say to the student, “Observa la gráfica con atención y dime si quieres que te lea algo en voz alta. Luego, avísame cuando estés listo para continuar”.

When reading aloud words, numbers, or symbols, do not aid the student in interpreting or analyzing the information since the ability to interpret and analyze is part of what is being tested.

Example

Mathematics

Claudio contó el número de carros azules que había en cuatro estacionamientos. La siguiente gráfica muestra el número de carros azules en cada estacionamiento. [**Observa la gráfica con atención y dime si quieres que te lea algo en voz alta. Luego, avísame cuando estés listo para continuar**].]



¿En cuáles dos estacionamientos hubo una diferencia de 3 carros azules?

- A La escuela y la biblioteca
- B La escuela y el banco
- C El supermercado y la biblioteca
- D El supermercado y el banco

[**Example: If a student says, "No puedo leer esto", point to the words and say, "Aquí dice supermercado". It is NOT allowable to say, "Éste es uno de los estacionamientos", because that would be interpreting the graph.**]

TYPE C

When a test question contains a text box (e.g., formula, scale, excerpt, quote from the selection, or caption), you may read aloud the text. Do not interpret or analyze any of the information.

Example

Reading

Lee la siguiente línea del segundo acto.

[You may read aloud the boxed text in its entirety.]

ARQUÍMEDES: Su majestad, en este momento no tengo la respuesta, pero voy a pensarlo y en cuanto la encuentre, se la diré.

De acuerdo con esta oración, el lector puede concluir que Arquímedes quiere —

- A** analizar con cuidado el problema para encontrar una solución
- B** hacer que el rey espere unos cuantos días para que se olvide de su preocupación
- C** llevar la corona a su casa para estudiarla haciendo experimentos
- D** ver si puede hablar con el artesano que hizo la corona del rey

TYPE D

When content-specific terms and symbols appear in a test question or answer choices, read them in the same way the student hears them in daily instruction. This will ensure that the test is administered accurately. (The examples shown are only samples. Many other content-specific terms and symbols exist.)

Example

Mathematics

La Sra. Evans quiere comprar suficiente comida para alimentar a su perro durante 90 días. Su perro come 4 onzas de comida dos veces al día. ¿Cuántas libras de comida para perro debe comprar?

- A** 15 lb
- B** 45 lb
- C** 23 lb
- D** 12 lb

[Example: This must be read aloud as "A, quince libras."]

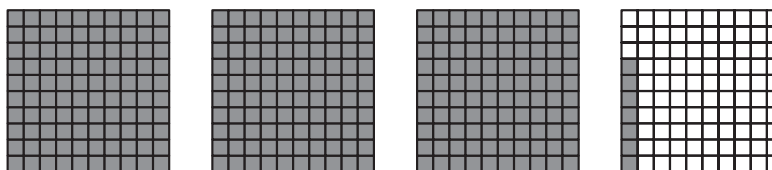
TYPE E

When the content of a test question requires knowledge of place value, read the numbers as individual digits so as not to provide assistance in determining the answer.

Example

Mathematics

El siguiente modelo está sombreado para representar $3\frac{7}{100}$.



¿Qué decimal representa el modelo?

- A 3.007
- B 3.7
- C 3.07
- D 0.37

[Example: These must be read aloud digit-by-digit. Say, "A, tres, punto, cero, cero, siete".]

Appendix C

Starting the STAAR L or SOA Online Tests

Starting the STAAR L or SOA Online Tests

If testing personnel will be logging students onto TestNav, the test session must be started on the designated test administrator's workstation, and the test administrator will need to have a student authorization for each student. Before students in grades 3–5 can begin the test, the test administrator should launch a browser on each student's computer, enter the TestNav web address, and enter the username and test code found on each printed student authorization. This can be done before or after students arrive. If test administrators follow these steps before students arrive, they must ensure that test security is maintained at all times.

Follow the steps below for each student in grades 3–5.

1. Open a browser on each student's computer.
2. Enter the TestNav web address exactly as it appears on the student authorization. If you see a security warning message concerning Java, you will need to click the **Yes, Allow**, or **Don't Block** button to enable Java for TestNav.
3. Hit the *Enter* key. The TestNav login screen will appear.
4. Enter the username in the *Username* field exactly as it appears on the student authorization.
5. Enter the test code in the *Test Code* field exactly as it appears on the student authorization.
6. Click the **Login** button. A screen showing the STAAR L administration name and the grade of the test will appear.

If you receive an error message on any computer while completing the steps above, consult a member of your technology staff or your campus coordinator, who will contact Pearson's Austin Operations Center.

When students are all logged in, begin the test by reading the following:

SAY Today you will take a test on the computer. It is important that you do your best on this test. Look at your computer screen. Does everyone see the STAAR L introduction screen?

Make sure that all students are on the STAAR L introduction screen.

SAY Let's look at this screen together. Look at the top of your computer screen. Find your name. Raise your hand if you do not see your name.

Help any students having difficulty finding their name. You may wish to point to the top right corner of the screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY Now find the words [GRADE/SUBJECT]. Raise your hand if you do not see the words [GRADE/SUBJECT].

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, help the student close TestNav and log in to the test again. If necessary reprint a new student authorization. Consult your campus coordinator if necessary. When students are ready, continue with the regular script.

Appendix D

Security Oaths

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:

Initials

_____ 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 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.)

Initials

_____ 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 #

