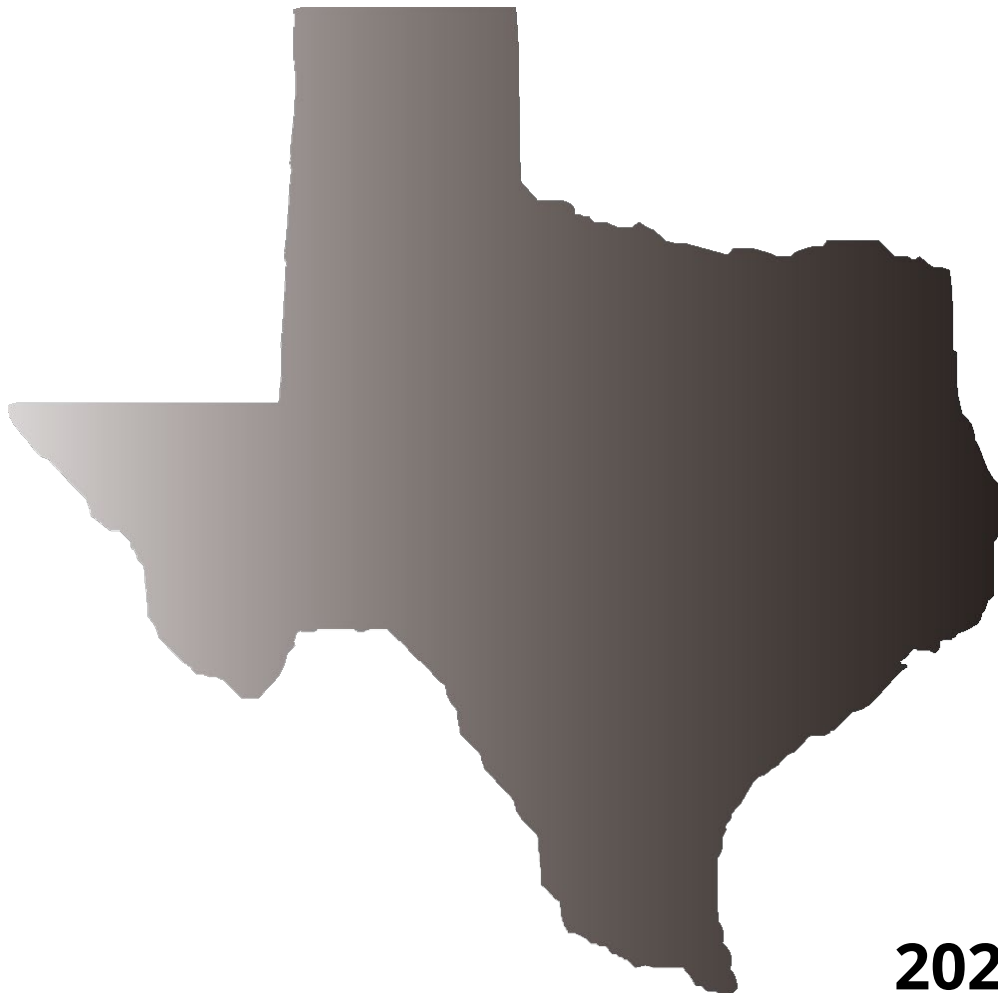


Texas Through-year Assessment Pilot

Test Administration Information



2023-2024

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

[Texas Educator Committees](#)

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



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Resources

- [Student Assessment](#)
- [Texas Through-year Assessment Pilot](#)
- [Testing Personnel](#)
- [2023–2024 District and Campus Coordinator Resources](#)
 - [Test Information Distribution Engine \(TIDE\) User Guide](#)
 - [Test Delivery System \(TDS\) User Guide](#)
 - [Centralized Reporting System \(CRS\) User Guide](#)
- [Learning Management System](#)

General Information

House Bill 3906, 86th Texas Legislature, 2019, required the Texas Education Agency (TEA) to develop and pilot a through-year assessment model as a possible replacement for the State of Texas Assessments of Academic Readiness (STAAR®) summative assessments. The term *through-year assessment model* refers to a progress-monitoring program that provides students with multiple opportunities throughout the school year to demonstrate their mastery of standards and to contribute to their summative performance level, which is reported at the end of the school year.

The Texas Through-year Assessment Pilot (TTAP) has been designed in collaboration with Texas educators, administrators, students, and families. The progress-monitoring program consists of three testing opportunities over the course of the school year: one in fall, one in winter, and one in spring. TTAP uses a multistage adaptive design to build shorter tests in each content area. The goal of shorter tests is to more accurately measure the full scope of the curriculum while minimizing the disruption to classroom instruction. This approach to measuring full scope within each testing opportunity ensures that districts can retain their local curricula and that a growth measure can be provided to students.

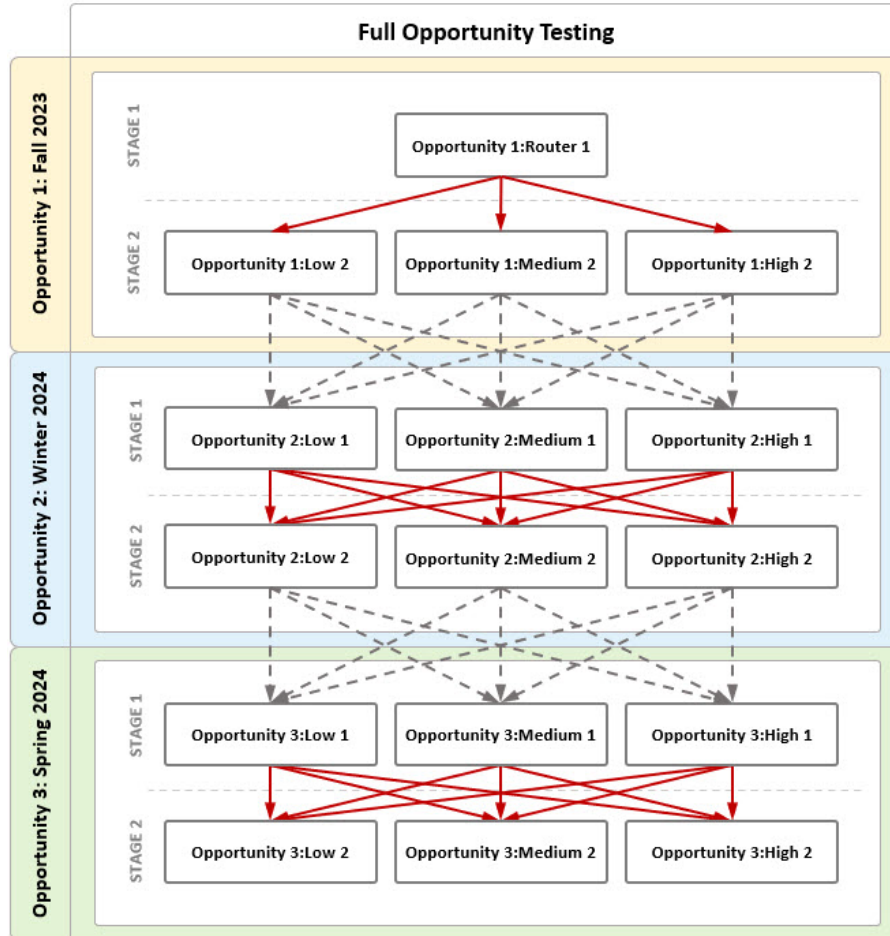
Launched in 2022–2023, TTAP is administered completely online. The multiyear design of this pilot program ensures that the model meets the same rigorous standards for validity and reliability that are applied to STAAR; the design also permits the creation of a comparable scoring methodology that can support state accountability.

Refer to the [TTAP](#) webpage for more information. Questions can also be submitted to TEA via TTAP@tea.texas.gov.

Multistage Testing

Each TTAP opportunity uses a multistage adaptive model that poses appropriate questions based on each student's demonstrated ability. Before a student exits the first of two assessment stages, the student encounters a review page where he or she can modify the responses given in the first stage. Because performance on the first stage determines which second stage is administered, the student cannot modify responses in the first stage once he or she has progressed to the second stage.

Similarly, performance on each previous assessment determines which starting form a student is assigned for the next assessment. For example, performance on the Opportunity 1 assessment determines a student's starting form on the Opportunity 2 assessment. On the Opportunity 2 and 3 assessments, the first question serves as a landing page that automatically directs students to the appropriate first stage of that testing opportunity. In lieu of previous opportunity information, students will default to starting on the medium difficulty form. Administrators should instruct students to follow the on-screen directions to proceed to the next question.



In Opportunity 1, all students begin on a router form in Stage 1. Student performance on the router form determines if they receive the Low, Medium, or High form in Opportunity 1 Stage 2. In Opportunity 2, students' starting form in Stage 1 (Low, Medium, High) is determined by their performance on Opportunity 1. In lieu of previous opportunity information, students will default to starting on the Medium difficulty form. Similar to Opportunity 1, the student's performance on Opportunity 2 Stage 1 determines their Opportunity 2 Stage 2 form. In Opportunity 3, students' starting form in Stage 1 is determined by their performance on Opportunity 2. In lieu of previous opportunity information, students will default to starting on the Medium difficulty form. As in Opportunities 1 and 2, the student's performance on Opportunity 3 Stage 1 determines their Opportunity 3 Stage 2 form. Red lines indicate routing between stages within an Opportunity/test. Gray lines indicate routing between 2 Opportunities.

In order to receive a score, a student must have responded to at least five assessment questions overall and at least one in each stage and must have proceeded to stage two of the assessment.

Eligibility

Participating district testing personnel agree to the terms of the pilot, which include replacing locally adopted benchmarks or interim assessments with TTAP tests to minimize disruptions to instructional time. Testing coordinators can upload student information to the Test Information

Distribution Engine (TIDE) for TTAP, and district-level users can create rosters during the October 2–31, 2023, rostering period. Teachers can access their students' assessment results in CRS if they have a roster assigned. Rosters are created and maintained by the district or campus testing coordinator.

TTAP will offer four test titles during school year 2023–2024: grade 5 science (including a Spanish-language version), grade 6 mathematics, grade 7 mathematics, and grade 8 social studies. Additional assessments will be incorporated into the program in subsequent school years, including Spanish-language versions of the grades 3–5 assessments. District testing personnel have the option to participate in any or all TTAP assessments offered during a given school year.

Accommodations

Students taking TTAP may be provided with certain accessibility features based on their individualized education program (IEP) status or Section 504 plan or on decisions made by the language proficiency assessment committee (LPAC) or another local committee (e.g., Rtl). While these features are generally available to any student who regularly benefits from their use during instruction, a student cannot be required to use accessibility features during testing, and there is no need to document their use in TIDE.

Some online accommodations (e.g., text-to-speech [TTS], speech-to-text [STT], content and language supports) are available for students who require them. However, braille, refreshable braille, and American Sign Language videos are currently not available with the pilot. The decision to use a particular accommodation with a student should be made on an individual basis considering both the student's needs and whether the student routinely receives the accommodation in classroom instruction and testing. Except for Braille and agency-provided American Sign Language videos, TTAP provides the same level of accessibility that STAAR provides. Refer to the [Test Administration Resources](#) page for more information on student eligibility.

Students who require accommodations should participate in TTAP if they can meaningfully do so. If it is determined that a student's participation is not appropriate, district testing personnel should adopt a benchmarking alternative for the student (e.g., STAAR Interim assessments, locally created tests).

Scheduling

Participating local education agencies (LEAs) may administer the 2023–2024 TTAP assessments at any time during three testing windows:

- Opportunity 1 (fall): November 6–10, 2023
- Opportunity 2 (winter): January 29–February 3, 2024
- Opportunity 3 (spring): March 25–29, 2024

District testing personnel should develop a local schedule to administer the assessments during the designated one-week testing windows. Opportunities 1 and 2 are designed to be completed in one sitting, with a testing time of roughly 40–75 minutes. Opportunity 3 is projected to take

80–120 minutes to complete. When scheduling, testing personnel should also consider the time it will take to set up the testing environment and administer test instructions.

If a student becomes ill during testing, the student may complete the assessment upon returning to school within the designated testing window. Students who continue testing on another day will be able to view all questions but will be unable to edit responses completed on a previous day.

Before Testing

Testing coordinators, technology staff, and test administrators should refer to the following instructions before and during the administration of TTAP. Testing coordinators should ensure that all personnel involved in TTAP administration receive a copy of these instructions and that test administrators have received sufficient training to carry out their duties. Campus coordinators should be available to answer questions during the administration of TTAP.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that assessment results are meaningful and valid, it is imperative that all individuals participating in the Texas Assessment Program preserve the integrity of test content and student data through strict adherence to instructions and procedures.

All testing personnel who handle test materials should be aware that the materials might contain secure test content, and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved accommodation or as part of the program-specific test administration process must be informed by district or campus coordinators that responding to test questions, recording the information the test administrators see, scoring an assessment, or discussing the content of an assessment at any time is strictly prohibited.

All testing personnel involved in TTAP are required to sign an Oath of Test Security and Confidentiality indicating that they understand their obligations concerning test security and confidentiality. The test security oath is located in the [Test Security](#) section of the *District and Campus Coordinator Resources*, and testing personnel must submit a signed copy of the form before handling secure test materials.

Training

All district and campus personnel who participate in state-mandated testing or handle secure test materials and content are required to be trained at least once in test security and administration procedures. Annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Campus coordinators will schedule and conduct the training sessions before testing begins and will help to familiarize test administrators with TIDE and the Test Delivery System (TDS).

Prior to testing, educators with students participating in TTAP must familiarize themselves with the module titled “TTAP Educator Overview”, which outlines the structure and expectations of the program. The module, along with other program-specific supplemental and mandatory videos are available on the [Learning Management System \(LMS\)](#).

In addition to the program-specific modules, there are several recommended training modules in LMS that relate to accessing testing and reporting systems:

- Using the LMS Learner Portal
- Test Security for the Texas Assessment Program
- Managing Secure Materials for the Texas Assessment Program

Responsibilities of Testing Personnel

Testing Coordinators

- Become familiar with this test administration information.
- Review and sign a test security oath for the 2023–2024 school year.
- Review the [TIDE User Guide](#) which provides details for navigating and using the resources available in TIDE.
- Prepare test administrators and technology staff to carry out their duties.
- Ensure that test administrators and technology staff have signed test security oaths.
- Identify students who will participate.
- Ensure that students are registered and rostered in TIDE.
- Ensure that student accommodations are appropriately set in TIDE.
- Schedule TTAP.
- Set up test sessions and print student test tickets.
- Be available to answer questions.

Test Administrators

- Prepare for the administration of TTAP and review these administration instructions.
- Review and sign a test security oath for the 2023–2024 school year.
- Communicate with the testing coordinator to ensure that students have the necessary information they need to log in to their TTAP test sessions.
- Prepare the testing environment.
- Ensure proper testing procedures.
- Administer TTAP assessments.
- Monitor and maintain test security.
- Ensure that students have successfully submitted the assessment.

Technology Staff

- Ensure that administrative rights necessary for installing software are obtained.

- Ensure that network infrastructure and computers meet the minimum system requirements.
- Review and sign a test security oath for the 2023–2024 school year.
- Ensure that all testing software is properly installed, configured, and tested.
- Ensure that computers are available and properly configured for online testing sessions.
- Be available for assistance before and during test sessions to address technology problems that might occur.

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

Online Administrations

Test Materials

No paper test booklets, answer documents, or other printed materials will be sent to LEAs. Test administrators must ensure that the following required materials are available on the day of testing:

- student test tickets
- scratch paper and graph paper, as needed
- pencils or pens
- headsets for students using TTS or STT when multiple students are tested in the same room

A calculator must **NOT** be provided to a student taking any grade 6 or grade 7 mathematics assessments or any grade 5 science assessment unless the student meets the eligibility criteria established in the STAAR Calculation Aids Policy found in the *Coordinator Resources*. Refer to the STAAR Calculator Policy in the [Program Overview](#) section of the *Coordinator Resources* for more information on the use of calculators.

Reference materials and graph paper are available within TDS.

Any scratch paper, graph paper, or reference materials that testers have written on must be destroyed immediately after testing is complete.

Online Testing Activities in TIDE

Register Students in TIDE

- Student information must be uploaded in TIDE before the test administration window opens for the student to be eligible to participate in TTAP.
- Ensure that all test attributes in TIDE are correct. It is not necessary to select the test format, as online is the only format available.
 - For grades 5–8, students should have the correct grade indicated.
 - TTAP does not allow for above-grade-level testers.
 - For Spanish testers, *Presentation* must be set to “Spanish” under the Science column in the *Test Attributes* panel.
- Refer to the [TIDE User Guide](#) for more detailed instructions.

Roster Students

For teachers to be able to see their students’ performance data, the students must be included in a roster associated with that teacher. A roster is a group of students associated with a teacher on a particular campus. Rosters typically represent entire classrooms in lower grades or individual classroom periods in upper grades. Rosters may be created only for students associated with a teacher’s campus or district. To ensure that all rostering is complete across participating classrooms and campuses, it is recommended for district coordinators to perform this task prior to testing. Refer to the [CRS User Guide](#) for more information.

Plan for Test Sessions

- Plan whether to use a proctored test session or a scheduled test session.
- Practice using the [Test Administrator Practice Site](#) to become familiar with setting up test sessions.
- Give students opportunities to use the online practice tests in the [Student Practice Site](#) to become familiar with how the online test system functions and the variety of item types on each test.
- Determine the session duration or range (i.e., start date and time and end date and time).
- Determine which assessments you need to include in the session.
- Determine which students are taking the assessment.
- Check students’ test settings in TIDE.
- Have a plan for communicating session IDs to students (e.g., distribute student test tickets with session ID information, write the session ID on the board).



- Students will need to log in using a secure browser application. Ensure that the latest version of the secure browser application is installed. Refer to the [Secure Browsers](#) webpage for instructions.

Prepare the Testing Environment

- No element of the testing environment should hinder any student’s performance.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.
- An instructional environment should be maintained during testing. It is not necessary to conceal or remove instructional or reference materials that are visible in testing areas, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered.
- Clocks in the testing room, whether analog or digital, do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the assessment.
- All desks or computer workstations used for testing must be sufficiently separated from each other so that students cannot see one another’s monitors.
- There should be a headset available for every student using TTS or STT when multiple students are tested in the same room.
- A microphone should be enabled on the device for students using STT.
- Complete seating charts, including the names of the students testing, the assigned seat for each student, the session start and stop times, the location of the test session, the assessments being administered, and the names of all test administrators and monitors involved in the session. Sample seating charts are available from the [Security Forms](#) page of the *Coordinator Resources*.

Generate and Print Test Tickets

- In order to log in, each student must have a test ticket containing his or her legal first name and Texas Student Data System (TSDS) ID.

DemoFirst,DemoLast	<i>Grade: 05</i>
	<i>DOB: 02/26/2011</i>
 DemoFirst	
<i>First Name</i>	
 DM86753091	
<i>TSDS ID</i>	
District DEMO DISTRICT 1 (999001)	
Campus DEMO CAMPUS 1 (999001001)	
	<i>Student Access Card</i>

- Student test tickets are available in TIDE prior to the start of an administration. Campus coordinators, test administrators, or technology staff must generate and print student test tickets at least one day before the test administration and store them in a secure location.
- Students will also need the session ID to log in to take the assessment. The session ID is not included on the test ticket and will need to be provided to students separately.
- Student test tickets must be destroyed immediately after testing is complete.
- Information on printing student test tickets can be found in the *TIDE User Guide*.

During Testing

Proper Testing Procedures

Test administrators must schedule or start the online test session before students can log in and begin taking the assessment. Refer to the [TDS User Guide](#) for directions on creating and managing a test session.

Test administrators using a proctored test session should refer to the *TDS User Guide* for information on how to add assessments to an active test session, how to approve students for testing, and how to monitor an ongoing test session from the dashboard.

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of TTAP and the uniform evaluation of all students throughout the state. Contact your campus coordinator if a situation arises that you are unable to resolve.

- District testing personnel are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Before allowing the use of approved technology during testing, including technology-based accommodations (e.g., accessibility features, designated supports), district personnel must review the [Technology Guidelines for the Texas Assessment Program](#) page of the *Coordinator Resources*. Technology cannot be used during an assessment if its functionality creates a security concern that cannot be addressed.
- At least one trained test administrator per 30 students must always be present in each testing room during testing.
- Test administrators must complete seating charts for each test administration. Seating charts must include the names of the students testing, the assigned seat for each student, the start and stop times for each test session, the location of the test session, and the names of all test administrators and monitors involved in the session.
- District personnel can establish specific days and start times for testing.
- A student who arrives after a test session has started may be tested if sufficient time remains in the day for the student to complete the assessment.
- Every effort should be made to administer assessments to students absent on a given day of testing. If students are not present for the test session for which they were initially scheduled, they should be moved to another test session later in the testing window.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.
- Test administrators may not view or discuss individual assessment questions or responses unless specifically directed to do so by the test procedures.

- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.
- Online assessments will automatically pause when testing devices have been idle for 20 minutes. A warning message displays in this situation, giving the student 60 seconds to click OK or be logged out. To resume an assessment, students should log back in using the original test ticket. Students must be monitored by trained testing personnel during breaks and are not allowed to discuss any test content.

Post-Test Survey

Before students submit their assessments in TDS, a short survey will automatically appear at the bottom of the screen. Responding to the survey is optional. The responses will be private and will be used to make decisions about future administrations.

Appeals

In the normal course of a testing opportunity, a student takes an online assessment in TDS and submits it. TDS forwards the assessment for scoring, and assessment scores are then reported in CRS during the reporting window. For TTAP assessments, appeals are a way of interrupting this normal flow. (For example, a test administrator might want to reset an assessment because the student started testing without the proper accommodations.) Although other Texas assessments allow score codes to be entered for a student taking an online assessment that is not completed or submitted for scoring, no score codes can be submitted for TTAP assessments.

Appeal Types Available for TTAP Tests	Description	Example Use Case
Do Not Report (Reset a Test)	Invalidates the assessment and prevents any further action on the assessment. Can be used to allow a student to restart a test opportunity by removing all responses on the assessment.	Student logs into another student's assessment. Do Not Report will reset the assessment and wipe all responses, allowing the correct student to take a fresh assessment.
Re-Open a Test	Reopening an assessment allows a student to access an assessment that has already been submitted. The student will be able to review questions within the current stage but cannot return to previous stage. A submitted assessment will reopen at the last page of the assessment. The student can review questions in the current stage but cannot return to previous stage or previous pages of an assessment.	Student accidentally submits an assessment. Re-Open a Test will allow assessments to be reopened so that the student can finish the assessment and resubmit.

Test Administration Directions

These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the assessment, refer to descriptions of the tools in Appendix A for English or Appendix B for Spanish.

General Information

- Spanish-language directions are included for the grade 5 science TTAP.
- For emergent bilingual (EB) students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular assessment sections or question types as long as the substance of the directions is not changed.
- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.
- Students receiving extra days to test should be told how many days they have. The test administrator should say, for example, **“You will have two days to complete this test”** or **“Tendrán dos días para completar esta prueba.”**

- For students using TTS, the test administrator is allowed to remind students that a “DO NOT READ” icon next to passages or test question indicates that the text may not be read aloud to the student.
- For students using TTS and content and language supports, the text within these supports will be read aloud unless there is a “DO NOT READ” icon.
- A progress bar showing the student’s percentage of progress through the TTAP assessment appears in the upper-left corner of the test screen. The percentage is based on the number of test questions the student has viewed out of the total number of questions on the assessment.
- In TTAP Opportunities 2 and 3, students will encounter a landing page on question one that directs them to proceed to the next question. This question does not contribute to the student’s score. Its purpose is to direct students to the correct starting place based on their performance in the previous opportunity. Administrators should direct students to follow the directions on the screen to proceed to the next question. Because no response is provided to this question, no response will be reviewed. Question one of Opportunities 2 and 3 will not appear on the student review page when the student exits the first half of the assessment. TTAP’s multistage design means that student performance on the first stage of the assessment determines which second stage they receive. Students cannot modify their responses to questions on the first stage once they have exited it. A warning message and a review page appear before the student exits the first stage and provides the students’ only opportunity to review their responses in the first stage of the assessment. At the end of the second stage of the assessment, students will be able to review only their responses in the second stage.

Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word “**SAY.**” Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement “**Today you will take the [GRADE and SUBJECT or COURSE] Texas Through-year Assessment Pilot (TTAP),**” the test administrator should verbally fill in the name of the assessment, such as grade 5 science, as he or she is reading the directions to students. You may repeat the directions as many times as needed. The text in *italics* is information meant for you and should not be read aloud to students.

<p>SAY</p>	<p>Today you will take the [GRADE and SUBJECT or COURSE] Texas Through-year Assessment Pilot (TTAP). Before logging in, let’s go over some test rules.</p> <p>It is important that you do your best. If you are unsure about an answer, provide what you think is the best answer.</p>	<p>Hoy van a tomar la [GRADE and SUBJECT or COURSE] prueba piloto A Través del Año (TTAP), o Through-year Assessment Pilot, del Estado de Texas. Antes de iniciar sesión, repasemos algunas reglas de la prueba.</p> <p>Es importante que hagan su mejor esfuerzo. Si no están seguros de la</p>
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	<p>This assessment has two sections. You cannot return to section one to review or change your answers once you have reached section two. If you would like to review your answer to a question in the same section at a later time, you can mark the question for review before going on to the next question. You may only go back and change the answer to questions in the same section during this test session. Make sure you complete both sections of the assessment. Do not spend too much time on each question.</p> <p>Now we will log in to the test. If you have any questions, let me know, and I will help you. You will use the information on your student test ticket to log in to the test.</p>	<p>respuesta, escojan la respuesta que creen es mejor.</p> <p>Esta evaluación tiene dos secciones. No pueden regresar a la primera sección para revisar o cambiar sus respuestas una vez que hayan llegado a la segunda sección. Si desean revisar su respuesta a una pregunta en la misma sección más tarde, pueden marcar la pregunta para repasar antes de continuar a la siguiente pregunta. No dediquen demasiado tiempo a cada pregunta. Pueden regresar y cambiar la respuesta a las preguntas en la misma sección durante esta sesión de prueba. Asegúrense de completar ambas secciones de la evaluación.</p> <p>Ahora, vamos a iniciar sesión en la prueba. Si tienen alguna pregunta, levanten la mano y yo les ayudaré. Utilizarán la información en su boleto de prueba de estudiante para iniciar sesión en la prueba.</p>
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Answer any questions before continuing. Distribute test tickets to students.

SAY	Does everyone have a student test ticket? If not, please let me know.	¿Todos tienen una ficha de prueba? Si no, díganmelo por favor.
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Make sure each student has a student test ticket. When students are ready, continue.


SAY	Please make sure that your name and birth date are correct on the test ticket. If this information is wrong or missing, please let me know.	Por favor, asegúrense de que su nombre y su fecha de nacimiento estén correctos en su ficha de prueba. Si falta esta información o si está equivocada, díganmelo por favor.
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Make sure each student's test ticket is correct.

DemoFirst,DemoLast

Grade: 05
DOB: 02/26/2011

 DemoFirst
First Name

 DM86753091
TSDS ID

District DEMO DISTRICT 1 (999001)
Campus DEMO CAMPUS 1 (999001001)

Student Access Card

SAY	Look at your student test ticket and find your first name and the TSDS ID. On the <i>Sign In</i> page, type this information into the correct fields exactly as it is written on your student test ticket.	Miren su ficha de prueba y encuentren su nombre y su clave de identificación TSDS. En la página de <i>Ingresar</i> , tecleen esta información en los campos correctos exactamente como está escrita en su boleto de prueba.
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Assist students as needed. Provide the Session ID to students in whatever way is appropriate for the students and the room.

SAY	I have provided you with the Session ID. Type the Session ID in the <i>Session ID</i> field exactly as I have provided it. Now click the <i>Sign In</i> button.	Les di su número de identificación de la sesión [Session ID]. Escriban ese número en el campo <i>Número de identificación de la sesión</i> exactamente como se los he dado. Ahora hagan clic en el botón de <i>Ingresar</i> [Sign In].
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Check to see if everyone has successfully logged in to the assessment.

SAY	Carefully read the instructions on each page as you progress through the next screens at your own pace. Check that the test you select is the Texas Through-year Assessment Pilot. You will have [APPROPRIATE TIME FRAME DETERMINED AT THE LOCAL LEVEL] to complete this test. Please raise your hand if you need a break and ask permission before selecting <i>Pause</i> . A short survey will appear on the <i>End Test</i> page once you have finished answering the test questions but before you submit the test. This survey is optional, but your answers will help test designers improve the test. When you have reached the <i>Your Results</i> page,	Lean atentamente las instrucciones en cada pantalla según avance la prueba. Procedan a un ritmo que sea cómodo para ustedes. Verifiquen que la prueba que seleccionan es Texas Through-year Assessment Pilot. Tendrán [APPROPRIATE TIME FRAME DETERMINED AT THE LOCAL LEVEL] para completar esta prueba. Por favor levanten la mano si necesitan un descanso y pidan permiso antes de darle pausa a la prueba (<i>Pausa</i>). Aparecerá una breve encuesta en la página <i>Finalizar prueba</i> una vez que hayan terminado de responder las preguntas de la prueba pero antes de enviar la prueba. Esta encuesta es
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	<p>close the test. Please sit quietly so that you do not disturb others who are still working. Do not talk to anyone while others are still taking the test. Select “Begin Test Now” on the Instructions & Help page when you are ready to start your assessment.</p>	<p>opcional, pero sus respuestas ayudarán a los diseñadores de pruebas a mejorar la prueba. Cuando hayan llegado a la página de tus resultados (<i>Your Results</i>), cierren la prueba. Por favor quédense sentados en silencio para que no distraigan a los demás que todavía estén trabajando. No hablen con nadie mientras otros todavía estén tomando la prueba. Cuando estén listos para comenzar la prueba hagan clic en el botón “Begin Test Now” en la página de <i>Instructions & Help</i>.</p>
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Assist students as needed.

Additional Information

- Any students using TTS or STT should be told to put on their headphones or headsets. If a student’s volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, *Mute* is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your campus coordinator.
- Record the start time for the test session on your seating chart.
- During the test session the test administrator may assist students if they have trouble with the secure browser or need reminders of how to use the tools, features, or accommodations.
- Test administrators are not allowed to answer any questions related to the content of the assessment 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,**” or “**No te puedo dar esa respuesta; sólo contesta lo mejor que puedas.**”
- Test administrators should remind students periodically that they should not click the *Submit Test* button until they have finished the assessment. Once an assessment is submitted it cannot be restarted by the test administrator.
- If a student for whom you do not have a student test ticket arrives in your testing room, contact your campus coordinator.
- If any issues arise or you need assistance, contact your campus coordinator.
- For all breaks, instruct students to pause the assessment.
- Remember to actively monitor during the assessment.






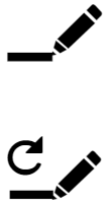





- As students complete the assessment, collect student test tickets and any scratch paper, graph paper, or reference materials the students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the area or provide the student with an instructional activity while other students continue testing.
- Record the stop time for the test session on your seating chart.








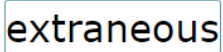


**UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION,
OR SCORING OF SECURE TEST MATERIALS IS NOT
PERMITTED AT ANY TIME.**

Appendix A

Online Tools

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.










ICON	NAME	TEXT
	Next	You can use Next to move forward through the test.
	Back	You can use Back to move backward through the test.
	Mark for Review	You can use Mark for Review to flag a question to review later. When you mark a question for review, a flag will appear on the question number.
	Pause	You can use Pause to stop your test for short breaks. The system saves your work and returns you to the same spot when you come back.
	Help	You can use Help to remind you how to use the tools.
	Highlight Selection or Reset Highlighting	You can use Highlight Selection to mark important words or numbers. You can erase highlights by selecting Reset Highlighting .
	Strikethrough	You can use Strikethrough to cross out answer choices that you think are not correct.
	Notepad	You can use Notepad to take notes on each question.
	Writing Tools	You can use Writing Tools in the Notepad or Sticky Notes to format the text you entered.
	Line Reader	You can use Line Reader to help you keep your place while reading.
	Sticky Notes	You can use Sticky Notes to post reminders on the screen.

ICON	NAME	TEXT
 Zoom Out Zoom In	Zoom	You can use Zoom to make everything on your screen larger or smaller.
 Calculator	Calculator	You can use a basic, scientific, or graphing Calculator , depending on the test.
 Ruler	Ruler	You can use a Ruler to measure images on the screen.
 Graph/Draw	Graph/Draw	You can use Graph/Draw to plot points and draw lines or freeform shapes with multiple colors during the test.
 References	References	You can use References to show information such as conversions, formulas, Punnett squares, a periodic table, and a writing checklist, depending on the test.
	Speak	You can use Speak to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Microphone	You can use Microphone to activate speech-to-text.
	Pop-up	You can click a word or phrase that has a border around it and helpful information will Pop-up .
	Rollover	You can use Rollover to see a different version of the sentences in the test question.
 Save	Save	All responses are saved automatically. You can also manually Save your responses to questions.

Appendix B

Online Tools (Spanish)

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column. If a student asks how a tool or button functions, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	NAME	TEXT
 Siguiente	Siguiente	Puedes usar Siguiente para avanzar en la prueba.
 Volver	Volver	Puedes usar Volver para regresar en la prueba.
	Marcar para revisar	Puedes usar Marcar para revisar para señalar una pregunta para revisarla después. Cuando marques una pregunta para revisarla, aparecerá una bandera junto al número de la pregunta.
	Pausa	Puedes usar Pausa para detener tu prueba y tomar un descanso breve. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Ayuda	Puedes usar Ayuda para recordar cómo usar las herramientas.
	Resaltar selección o Restablecer resaltado	Puedes usar Resaltar selección para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando Restablecer resaltado .
	Tachado	Puedes usar Tachado para tachar opciones de respuestas que creas que no son correctas.
 Notas	Notas	Puedes usar Notas para escribir notas en cada pregunta.
	Cortar, Copiar, Pegar	Puedes usar las herramientas Cortar, Copiar y Pegar en las Notas o en el Bloc de notas para editar el texto que escribas.
 Lector de línea	Lector de línea	Puedes usar Lector de línea para ayudarte a no perder de vista el renglón donde estás leyendo.

ICON	NAME	TEXT
	Bloc de notas	Puedes usar Bloc de notas para poner recordatorios en la pantalla.
 Alejar Acercar	Acercar	Puedes usar Acercar para ampliar o hacer más pequeño todo lo que aparece en tu pantalla.
 Calculadora	Calculadora	Puedes usar Calculadora básica, científica o gráfica, dependiendo de la prueba.
 Regla	Regla	Puedes usar Regla para medir imágenes en la pantalla.
 Graficar/Dibujar	Graficar/Dibujar	Puede usar Graficar/Dibujar para trazar puntos y dibujar líneas o formas de forma libre con varios colores durante la prueba.
 Fórmula	Materiales de referencia	Puedes usar Materiales de referencia para mostrar información como, por ejemplo, conversiones, fórmulas, cuadros de Punnett y una lista de control de escritura, dependiendo de la prueba.
	Habla	Puedes usar Habla para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Micrófono	Puedes usar Micrófono para activar la conversión de voz a texto.
	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tenga un borde a su alrededor y aparecerá información útil en una Ventana de apoyo .
	Texto de apoyo	Puedes usar Texto de apoyo para ver una versión diferente de las oraciones en una pregunta.
 Guardar	Guardar	Todas las respuestas se guardan automáticamente. También puedes Guardar manualmente tus respuestas a las preguntas.

TE★AS ASSESSMENT