

Corrections and Updates to the *2011 District and Campus Coordinator Manual*

March 2, 2011	Page 181	Under “Answering Questions,” the first two bullets have been revised to clarify when translation into sign language is permitted.
	Page 295	Under “Answering Questions,” the first bullet has been corrected to delete “except sign language.” Translation of TELPAS reading test questions and selections into sign language is not allowable.
	Page 382	The language at the top of the page regarding forgotten username for the TrainingCenter has been updated to reflect the correct system functionality.
	Page 393	The information regarding updating personal information has been corrected to show that the <i>First Name</i> , <i>Last Name</i> , <i>Month of Birth</i> , and <i>Day of Birth</i> cannot be updated.
	Pages 403–404	Information has been added and clarified regarding TELPAS processes for moving students within and across districts in the Texas Assessment Management System.



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Appendix A

Gridding Information

GRIDDING INFORMATION

Identification Information*

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

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

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

*Not all codes are applicable to every testing program.

Program Information*

Program information submitted should reflect the student’s status at the time of testing. Current information should be provided if the student is new to the district or if the student’s program or demographic information has changed since the fall 2010 PEIMS submission.

If a demographic or program information field is left blank for any student, data from the October 29, 2010, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student’s data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as “No information provided” for that data element.

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

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

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

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD
HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

SE	<p>SPECIAL-ED-INDICATOR-CODE (MARK ONE)</p> <p>1 = STUDENT IS PARTICIPATING IN A SPECIAL EDUCATION PROGRAM</p> <p>0 = STUDENT IS NOT PARTICIPATING IN A SPECIAL EDUCATION PROGRAM</p>	E0794
G/T	<p>GIFTED-TALENTED-INDICATOR-CODE STUDENT IS PARTICIPATING IN A STATE-APPROVED GIFTED/TALENTED PROGRAM (MARK ONE)</p> <p>1 = YES</p> <p>0 = NO</p>	E0034
AR	<p>AT-RISK-INDICATOR-CODE STUDENT IS DESIGNATED AS BEING AT RISK OF DROPPING OUT OF SCHOOL UNDER STATE-MANDATED ACADEMIC CRITERIA ONLY (MARK ONE)</p> <p>1 = YES</p> <p>0 = NO</p>	E0919
CT	<p>CAREER-AND-TECHNICAL-ED-IND-CODE INDICATES WHETHER STUDENT IS ENROLLED IN ONE OR MORE STATE-APPROVED VOCATIONAL EDUCATION COURSES (MARK ONE)</p> <p>1 = ENROLLED IN ONE OR MORE STATE-APPROVED CAREER AND TECHNICAL COURSES AS AN ELECTIVE</p> <p>2 = PARTICIPANT IN THE DISTRICT'S CAREER AND TECHNICAL COHERENT SEQUENCE OF COURSES PROGRAM</p> <p>3 = PARTICIPANT IN THE DISTRICT'S TECH PREP PROGRAM</p> <p>0 = NO PARTICIPATION IN CAREER AND TECHNICAL COURSES</p>	E0031
PD	<p>PARENTAL DENIAL (CODE C, PARENTAL-PERMISSION- CODE) (MARK ONE)</p> <p>1 = PARENT OR GUARDIAN HAS DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM</p> <p>0 = PARENT OR GUARDIAN HAS NOT DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM</p>	E0896

Scoring Information*

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

ACCOMMODATIONS (FOR ALL PROGRAMS):

- P = PRESENTATION ACCOMMODATION (MARK IF APPLICABLE)
- R = RESPONSE ACCOMMODATION (MARK IF APPLICABLE)
- S = SETTING ACCOMMODATION (MARK IF APPLICABLE)
- T = TIMING AND SCHEDULING ACCOMMODATION (MARK IF APPLICABLE)
- BR = BRAILLE ADMINISTRATION (MARK IF APPLICABLE)
- LP = LARGE-PRINT ADMINISTRATION (MARK IF APPLICABLE)
- OA = ORAL ADMINISTRATION (MARK IF APPLICABLE)
- DB = DYSLEXIA BUNDLED ACCOMMODATIONS (MARK IF APPLICABLE)

NOTE: REFER TO THE ACCOMMODATIONS MANUAL FOR MORE INFORMATION REGARDING ACCOMMODATIONS.

TAKS, TAKS (ACCOMMODATED), TAKS–M, LAT:

- W = WRITING M = MATHEMATICS
- R = READING ELA = ENGLISH LANGUAGE ARTS
- S = SCIENCE SS = SOCIAL STUDIES

(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)

SCORE CODE

- A = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.)
- L = EXEMPT-LEP: STUDENT IS EXEMPT ON THE BASIS OF LIMITED ENGLISH PROFICIENCY, AS DETERMINED BY A LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) AND DOCUMENTED IN THE STUDENT'S PERMANENT RECORD FILE, ACCORDING TO 19 TAC, CHAPTER 101.
- O = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY, ILLNESS DURING TESTING, LEP POSTPONEMENT, FOREIGN EXCHANGE STUDENT WAIVER, OR COURT-ORDERED PARTICIPATION IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP).
- P = PREVIOUSLY MET PASSING STANDARD
- * = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED.

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

ARD = THE ARD COMMITTEE HAS DETERMINED THAT TAKS–M IS NOT THE APPROPRIATE ASSESSMENT FOR SSI RETEST OPPORTUNITIES BECAUSE THE STUDENT MEETS PARTICIPATION REQUIREMENTS FOR TAKS–ALT.

PW = PARENTAL WAIVER: PARENT OR GUARDIAN REQUESTED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS IN SSI GRADES AND SUBJECTS. FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES, THE ARD COMMITTEE, OF WHICH THE PARENT/GUARDIAN IS A MEMBER, HAS DETERMINED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS, TAKS (ACCOMMODATED), OR TAKS–M.

X = THE ARD COMMITTEE HAS DETERMINED AND DOCUMENTED IN THE IEP THAT THE STUDENT NOT PARTICIPATE IN TAKS OR TAKS (ACCOMMODATED) EXIT LEVEL RETESTS.

ALT = A STATE-APPROVED ALTERNATE ASSESSMENT WAS ADMINISTERED INSTEAD OF THE THIRD TAKS TESTING OPPORTUNITY FOR THE GRADES 5 AND 8 MATHEMATICS AND READING ENGLISH-VERSION TESTS.

S = TEST TO BE SCORED

LEP POST-
PONEMENT

MARK IF A STUDENT WHO IS A RECENT IMMIGRANT WITH LIMITED ENGLISH PROFICIENCY IS GRANTED A LEP POSTPONEMENT OF THE EXIT LEVEL TAKS TESTS ACCORDING TO 19 TAC, CHAPTER 101

FOREIGN
EXCHANGE
STUDENT
WAIVER

MARK IF A FOREIGN EXCHANGE STUDENT QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TAKS TESTS, ACCORDING TO 19 TAC, CHAPTER 101

HIGH SCHOOL
EQUIVALENCY
PROGRAM
(HSEP)

MARK IF A STUDENT WHO IS COURT-ORDERED TO PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TEST ACCORDING TO 19 TAC §89.1409.

TEST TAKEN INFO:

TAKS FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

FORM # = WRITE THE NUMBER OF THE TAKS FORM THE STUDENT USED, AND MARK THE BUBBLES ACCORDINGLY

**TAKS ACCOMM
FORM**

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS (ACCOMMODATED) FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

LAT FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE LAT FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

LAT INFO

COLUMN A:

THIS COLUMN INDICATES WHICH LINGUISTIC ACCOMMODATIONS WERE USED WITH THE STUDENT. MORE THAN ONE ACCOMMODATION MAY BE COMPLETED.

MATHEMATICS AND SCIENCE:

1 = LINGUISTIC SIMPLIFICATION

2 = ORAL TRANSLATION

3 = READING ASSISTANCE

4 = BILINGUAL DICTIONARY

5 = BILINGUAL GLOSSARY

6 = ENGLISH AND SPANISH TESTS SIDE BY SIDE (GRADES 3–5)

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

READING/ELA:

1 = BILINGUAL DICTIONARY

2 = ENGLISH DICTIONARY

3 = READING ALOUD—WORD OR PHRASE

4 = READING ALOUD—ENTIRE TEST ITEM

5 = ORAL TRANSLATION—WORD OR PHRASE

6 = CLARIFICATION—WORD OR PHRASE

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

COLUMN B:

THIS COLUMN SHOULD BE COMPLETED IF ANY OF THE FOLLOWING OCCURRED.

I = INCOMPLETE: THE TEST WAS ATTEMPTED BUT NOT COMPLETED FOR REASONS SUCH AS ILLNESS DURING TESTING OR OTHER TESTING IRREGULARITIES.

A = ABSENT: THE LEP-EXEMPT STUDENT WHO WAS ELIGIBLE FOR A LAT ADMINISTRATION WAS ABSENT FROM TESTING.

TELPAS

ONLINE
CODING

EXPLANATION

TELPAS

THE TELPAS SCORE CODES SHOULD BE USED FOR THE ONLINE ASSESSMENT ONLY. THE PAPER SCORE CODES ARE AVAILABLE IN THE PAPER SUPPLEMENT THAT IS DISTRIBUTED WITH THE TEST BOOKLET.

RATER
INFORMATION
QUESTION A

THIS FIELD INDICATES THE ROLE THAT BEST DESCRIBES THE RELATIONSHIP OF THE RATER TO THE STUDENT.

- 1 = BILINGUAL EDUCATION TEACHER
- 2 = ESL TEACHER
- 3 = ELEMENTARY EDUCATION TEACHER
- 4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS
- 5 = SPECIAL EDUCATION TEACHER
- 6 = GIFTED AND TALENTED TEACHER
- 7 = TEACHER OF ENRICHMENT SUBJECTS
- 8 = NO DOMAINS RATED (E OR X IN EVERY DOMAIN)

RATER
INFORMATION
QUESTION B

THIS FIELD INDICATES WHETHER THE RATER COLLABORATED WITH OTHER INDIVIDUAL(S) FAMILIAR WITH THE STUDENT'S PROGRESS IN LEARNING ENGLISH.

- 1 = YES
- 2 = NO
- 3 = NO DOMAIN RATED (E OR X IN EVERY DOMAIN)

SCORE CODE:

SEE TELPAS CAMPUS COORDINATOR ACTIVITY 15 FOR SCORE CODE EXPLANATIONS.

LISTENING, SPEAKING, WRITING

- B = BEGINNING
- I = INTERMEDIATE
- A = ADVANCED
- H = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (K-1)

- B = BEGINNING
- I = INTERMEDIATE
- A = ADVANCED
- H = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (2-12)

- A = ABSENT
- N = 2ND SEM IMMIGRANT NON-ENGLISH READER
- X = ARD DECISION
- * = TEA-APPROVED PAPER ADMINISTRATION
- O = OTHER STUDENT NOT TO BE SCORED

TELPAS

ONLINE
CODING

EXPLANATION

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

DO NOT INCLUDE KINDERGARTEN OR PREKINDERGARTEN IN COUNTING THE YEARS IN U.S. SCHOOLS OF LEP STUDENTS IN GRADES 1–12. START WITH GRADE 1.

0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER OF THE 2010–2011 SCHOOL YEAR

1 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE FIRST SEMESTER OF THE 2010–2011 SCHOOL YEAR

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

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

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

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

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

Appendix B

**District Superintendent/Chief
Administrative Officer Oath**

District Testing Coordinator Oath

Campus Testing Coordinator Oath

Campus Principal Oath

Accommodation Request Form

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2011

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

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

(Initial each statement.)

- _____ that I understood my obligations concerning the security and confidentiality of these tests;
- _____ that I was aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality;
- _____ that no unauthorized person has inspected or viewed any part of the assessment instrument;
- _____ that no person has in any way copied or reproduced any part of a secure test without expressed written permission from TEA;
- _____ that no person has copied or reproduced any part of a student response to a secure test except as explicitly specified in the instructions for the assessment;
- _____ that no person has revealed any of the contents of the assessment instrument except where authorized by the procedures governing administration of a test;
- _____ that no person has corrected or altered student responses to the assessment instrument or provided assistance with responses to the assessment instrument; and
- _____ that no unauthorized person has inspected or viewed any part of the assessment instrument.

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

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

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

Signature of Superintendent/Chief Administrative Officer

Printed Name of Superintendent/Chief Administrative Officer

District Name

County-District Number

Area Code/Telephone #

Sign this form **after** all testing for the 2011 testing year for your district has been completed and all materials have been returned to the testing contractor. Your district coordinator will return this form in the envelope provided in the district coordinator packet. The oath will be kept on file for a period of five years from the last day of testing.

**District Superintendents/Chief Administrative Officers need to
sign only one oath for the 2011 testing year.**

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2011

Oath of Test Security and Confidentiality for District Testing Coordinator

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

(Initial each statement.)

- _____ I have received training on the appropriate administration of the statewide assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the statewide student assessment program;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in general test administration procedures;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in testing procedures specific to each administration during the 2011 testing year;
- _____ I understand my obligations concerning the security and confidentiality of these tests;
- _____ I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security to the district superintendent and the Texas Education Agency.

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

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

Signature of District Testing Coordinator

Printed Name of District Testing Coordinator

District Name

County-District Number

Area Code/Telephone #

Initial and sign the above portion **before** handling any secure test materials. After all testing for the 2011 testing year for your district has been completed and all materials have been shipped to the testing contractor, sign and date the statement below.

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

Signature of District Testing Coordinator

Date

Return this form as soon as possible, along with the signed superintendent/chief administrative officer security oath, in the pre-addressed envelope provided in the district coordinator packet. The forms should be returned to Pearson's Austin Operations Center, 905 W. Howard Lane, Austin, Texas 78753.

District testing coordinators need to sign only one oath for the 2011 testing year.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2011

Oath of Test Security and Confidentiality for Campus Testing Coordinator

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

(Initial each statement.)

- _____ I have received training on the appropriate administration of the statewide assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the statewide student assessment program;
- _____ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in general test administration procedures;
- _____ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in testing procedures specific to each administration during the 2011 testing year;
- _____ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security to the district testing coordinator.

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

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

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

Initial and sign the above portion of this form **before** handling any secure test materials. After all testing for the 2011 testing year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

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

Signature of Campus Coordinator

Date

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

Campus coordinators need to sign only one oath for the 2011 testing year. Any person who has more than one testing role (for instance, a principal who serves as campus coordinator) must sign an oath for *each* role.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2011

Oath of Test Security and Confidentiality for Campus Principal

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

(Initial each statement.)

- _____ I have received training in test security and general testing procedures for all state assessment programs administered on this campus;
- _____ All appropriate campus personnel will be trained and will sign an oath of test security and confidentiality;
- _____ I am aware of my obligations concerning the proper administration of each assessment;
- _____ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violation of test security to the district testing coordinator.

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

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

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

Initial and sign the above portion of this form **before** handling any secure test materials. After all testing for the 2011 testing year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the State Assessment Program and that I have reported any suspected violations of test security or confidentiality to the district testing coordinator.	
_____ Signature of Campus Principal	_____ Date

Return this form to the campus coordinator.

Principals need to sign only one oath for the 2011 testing year. Any person who has more than one testing role (for instance, a principal who serves as campus coordinator) must sign an oath for each role.

Duplicate this form as needed.

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____

Name/Title of Person Making Request: _____

Signature of Person Making Request: _____

Phone Number: _____ Fax Number: _____

Other: _____

REQUEST

Assessment(s) (*check*): TAKS* TAKS (Accommodated)* TAKS-M* TELPAS

Student's Grade: _____ Administration Date(s): _____

Subject(s): _____

Description of accommodation (*attach another sheet if necessary*): _____

Why does this student need this accommodation?

Does this student routinely receive this accommodation in classroom instruction?

Yes _____ No _____

Is this student receiving support/services through special education or Section 504 of the Rehabilitation Act of 1973?

Yes, Special Education _____ Yes, 504 _____ No _____

Is this accommodation documented in the student's paperwork?

Yes _____ IEP (Special Ed.) IAP (504) LPAC Other No _____

District Testing Coordinator Signature: _____ Date: _____

Sent to TEA via: _____ on: _____ by (initials): _____

TEA ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Approved/Denied by: _____ via: _____ date: _____

Indicate the accommodation category _____ on the scorable document.

Comments: _____

When a request cannot be submitted via the online system, send this form to the TEA Student Assessment Division at 512-463-9302 (fax) or test.accommodations@tea.state.tx.us (e-mail). All requests MUST be received by TEA at least one week prior to testing. For TELPAS reading tests, requests for a paper test booklet must be received by TEA at least two weeks prior to testing.

*Request must specify whether the accommodation is for a LAT administration.

Appendix C

General Instructions for Administering Braille and Large-Print Tests

GENERAL INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE-PRINT TESTS

Introduction

This set of instructions provides general information about how to administer the braille and large-print versions of the state standardized tests and will be included in the braille and large-print kits that the district testing coordinator receives.

The braille and large-print versions of the tests are available to students with visual impairments. The TAKS tests, including the TAKS (Accommodated) and Spanish versions, and the TAKS–M tests are available in both braille and large print. The same braille form is used for both TAKS and TAKS (Accommodated). The TELPAS reading tests and LAT administrations are available in large print. TELPAS reading assessments cannot be offered in braille because of the critical nature of visual cues used on the test. For information regarding braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536.

Test Materials in Large Print and Braille

Large-print materials are shipped with the initial secure shipment for each administration.¹ Only districts that have identified eligible students during the enrollment process will receive large-print materials. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 14 inches. As with a regular-print test booklet, each subject-area test of a large-print booklet is sealed. Braille materials must be ordered online and will arrive in a separate shipment one week prior to testing. The braille test booklets have single-sided pages and single spacing of braille lines. The booklets are not sealed; instead each subject-area test is presented in a separate booklet.

The decision to use a large-print test booklet should be made in accordance with the guidelines in the Accommodations by Category Chart in the Accommodations Manual. Large-print tests should not be ordered for an entire class.

A student who has an impairment in vision [e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment (VI)] and uses large-print materials in the classroom may use a large-print version of the test. An Accommodation Request Form is not required if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with an impairment in vision.

For students who are visually impaired and who require a point size larger than the type used on the large-print versions of the tests, submit an Accommodation Request Form requesting to photocopy and enlarge the test materials.

¹ **NOTE:** Large-print TELPAS reading test booklets are not included in the initial shipment. TELPAS grades 2–12 reading tests are administered online. Refer to page 29 of the Accommodations Manual for information about the process for requesting a large-print TELPAS reading test booklet for a student for whom technology-based accommodations are not appropriate.



Charts containing the point sizes for the regular- and large-print tests are provided on the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations/point_sizes_matrices.pdf.

Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

Braille tests are available in both contracted and uncontracted braille. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely during classroom instruction. Orders for braille tests must be submitted at least two weeks prior to testing. Because there is only one braille form per grade and subject area for both TAKS and TAKS (Accommodated), a TAKS braille test booklet should be ordered for a student designated to take TAKS (Accommodated). A corresponding print test booklet will be included in the braille kits for all TAKS/TAKS (Accommodated) and TAKS–M tests. If a student taking a braille test needs an oral administration, the test administrator should use the print test booklet that is included in the braille kit.

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet, or a regular-print test booklet in conjunction with a large-print test booklet. In this case, an Accommodation Request Form should be submitted so that specific instructions regarding the use of both forms can be provided to the district.

Specific Braille Instructions

Specific braille instructions supplement the test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a braille test. Secure specific braille instructions are included in the shipment of braille materials. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille shipment arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which materials a student may need for testing.

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet for that grade and subject area. Instructions on how to transcribe the student’s responses are also included in this section.
- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the print version, including

information about test items that have been modified, replaced, or omitted to ensure that the test is accessible to a student who reads braille. If a test question has been replaced on the braille version, a copy of the replacement item will be included at the back of the specific braille instructions for the test administrator to read aloud during an oral administration. This section also provides related administration instructions. For example, test items with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille test booklet, the test administrator may read them aloud from the specific braille instructions at a student's request. This section also informs test administrators of any manipulatives (e.g., a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.

- **Test Administrator Directions:** This section includes general and specific information about the braille test that should be read aloud to the students (e.g., whether special symbols or standard braille codes are used on the test). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

The specific braille instructions are secure. When administering the braille version of a test, keep in mind that you must follow the same security measures as for the administration of a regular-print test.

Training

Districts should plan appropriately to ensure that individuals who are administering the large-print or braille versions of the tests have received training prior to testing. Only test administrators who have been trained in the procedures and special instructions for testing students with visual impairments should administer the tests.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials, including the specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring braille and large-print test administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of regular-print tests.

Student Materials and Accommodations

All materials and equipment needed by the student should be furnished before testing begins. Typewriters, computers, and low-vision devices such as a closed-circuit television (CCTV) are allowed. If a student uses a computer to generate a written response (e.g., written composition), the document may be saved periodically while the student is completing the response; however, the response must be deleted when the student finishes testing. All special features (e.g., spell check, word predictor) of a portable word processor or computer must be disabled unless the student receives the accommodation of spelling assistance. As appropriate, the test administrator should have available braille paper, typing paper, pens, crayons, pencils, placeholders, and any manipulatives specified in the specific braille instructions. For tests that require the availability

of a dictionary, students taking the braille version of a test may use an electronic dictionary/thesaurus.

Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, braille rulers, a Cranmer modified abacus, or speech-output calculators. Students taking the braille version of the grades 9–11/exit level mathematics tests and the grades 10 and 11/exit level science tests may use the audio-graphing calculator (AGC). Other programs that perform graphing functions may not be used if they include a computer algebra system (CAS). Students taking the braille version of the grades 8, 10, and 11/exit level science tests may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included with the test booklet.

If a student needs an accommodation not listed in this manual, contact TEA’s Accommodations Task Force at 512-463-9536. Depending on the accommodation, submission of a request form may not be necessary.

Students Requiring More Than One Day

Students taking a braille or large-print test may require considerably more time to complete the test than a student without a visual impairment. If the student requires more than the one day designated for each subject-area test, an Accommodation Request Form must be submitted with objective evidence of student need.

Student Response Procedures

The test administrator and the student should determine the best method for the student to respond to the test items. The student may respond by writing on the test booklet, by typing, by using braille, or by indicating the answer to the test administrator. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition and open-ended items. The student’s response in its entirety must fit onto the lined pages and/or spaces on the answer document. Students with visual impairments may need to receive individual or small-group administrations in cases where their methods of response might distract other students. Students responding orally will require individual administrations. Special consideration should also be given to lighting conditions for students with low vision.

In the large-print test booklets, the printing on a page is faintly visible through the page that precedes it. To reduce this show-through effect, a large colored sheet is provided with each large-print test. The test administrator should instruct the students to insert this sheet behind the page on which they are working. If a student chooses to mark answers on the large-print test, it is essential that the marks do not bleed through to such a degree that the student is unable to respond to subsequent test items.

A separate sheet for griddable items will be included with large-print materials for TAKS/TAKS (Accommodated) grades 4–exit level mathematics tests and for all TAKS/TAKS (Accommodated) science tests. This sheet must be provided to the student so that the student is aware of the maximum number of boxes available for an answer to a griddable item. If a student writes on the separate sheet, it should be destroyed when the student is finished testing. The TAKS braille test booklets have braille cells that correspond to the number of

boxes on the answer document for griddable items. The braille and large-print kits include mathematics and science charts that match the format of the test. Districts may retain the charts after testing as long as students have not written on them. If a student has written on a chart, it must be destroyed after testing.

Transcribing

Student responses for all braille and large-print tests must be transferred to a scorable document. If this is not done, the student's test cannot be scored.

A scorable test booklet or answer document is provided with each braille or large-print test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the scorable document can be found in the test administrator manuals. The braille (BR) or the large-print (LP) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked. If a student used other accommodations in addition to taking the braille or large-print test, the corresponding bubble (P, R, S, or T) should also be marked in this field.

Transcribing may be done by the test administrator during or after testing. The student's responses should be transcribed as follows:

- Transcribe the student's responses onto the regular-print scorable document exactly as indicated by the student.
- Write "Transcribed by (NAME) because student used the large-print/braille version" at the top of the scorable document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

For a student who takes a TAKS/TAKS (Accommodated) braille test, the test administrator will not mark all of the answer bubbles when transcribing the student's responses onto a scorable TAKS answer document. Because the braille version of a TAKS test does not include field-test items, there will be a column of bubbles on the TAKS answer document that will not be used. However, for the TAKS/TAKS (Accommodated) grades 5 and 8 and exit level retests, the test administrator **will** use all of the bubbles on the TAKS answer document.

On TAKS answer documents, the test administrator must ensure that the TEST TAKEN INFO field is marked correctly for each subject-area test taken. Although the same braille form will be administered for both TAKS and TAKS (Accommodated), the test administrator needs to verify which of these tests the student is designated to take based on the decision of the student's ARD committee.

The test administrator may need to contact his or her district testing coordinator to verify how TAKS answer documents should be transcribed and/or marked.

Returning Materials

All braille and large-print materials, including handwritten, typewritten, or brailled responses, must be returned to the district testing coordinator. All regular-print test booklets or answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The scorable documents for students taking braille and large-print versions of the tests will be processed in the same manner as all other scorable documents.

The braille and large-print test booklets, extra regular-print test booklets, specific braille instructions, and any tape-recorded student responses should be returned in the nonscorable shipment. Any brailled or typewritten responses or handwritten responses on scratch paper (e.g., colored, graph, tactile) that include student notes, answers to multiple-choice items, written compositions, or responses to open-ended reading items must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to TAKS Campus Coordinator Activity 15 of this manual.

Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of braille or large-print tests.

Appendix D

General Instructions for Administering Tests to Students Who Are Deaf or Hard of Hearing

GENERAL INSTRUCTIONS FOR ADMINISTERING TESTS TO STUDENTS WHO ARE DEAF OR HARD OF HEARING

Introduction

This set of general instructions is intended to help test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Instructions and guidelines within this appendix are applicable to TAKS, TAKS (Accommodated), and TAKS–M. For information regarding the administration of TELPAS or LAT to a student who is deaf or hard of hearing, call TEA’s Student Assessment Division at 512-463-9536.

Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the test administrator oath prior to test administration. All district/campus personnel involved in testing students who are deaf or hard of hearing must be familiar with the information in this appendix prior to testing. Unless otherwise indicated in this appendix, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

Test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures prior to each administration and sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional throughout the test administration. Refer to the Test Security and Confidentiality Requirements section of this manual for more information.

Certified Sign Language Interpreters

If a student’s primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines outlined in the *District and Campus Coordinator Manual* regarding test administrator responsibilities.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and student. They are not allowed to administer tests and therefore may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter must be trained in test

administration procedures, complete the test administrator oath, and be supervised at all times by a certified professional who is employed by the district at all times.

If an oral/signed administration of a mathematics, science, or social studies test is necessary, the test administrator or certified sign language interpreter must be familiar with the “Oral Administration” appendix that is included in all TAKS and TAKS–M test administration directions and be trained in testing procedures specific to an oral/signed administration.

TEA does not specify the sign language to be used during test administration. The test administrator should employ the sign language that the student routinely uses as part of daily instruction.

Testing Accommodations

Transcribing the Written Composition and Open-ended Reading Responses

A scribe is a trained test administrator who transcribes student responses onto a scorable answer document. The role of the scribe is to write exactly what the student signs. A scribe may not edit or alter student responses in any way. The student must have the opportunity to review and edit what the scribe has written. The final draft must be transcribed onto the scorable answer document.

If a student uses Contact Signs or a sign system that is a strict form of Manually Coded English, such as Signing Exact English or Morphemic Sign System, student responses would be transcribed word-for-word on the standard answer document.

Some students who use American Sign Language may need their responses to the written composition and/or open-ended reading items translated into correct English grammar. In these situations, an Accommodation Request Form must be submitted to TEA requesting permission to translate a student’s response prior to transcribing it onto the scorable answer document.

Procedures for transcribing can be found in the TAKS Campus Coordinator Activity 11 of this manual.

Sign Language Dictionary

When a standard dictionary is used as a supplemental aid, a sign language dictionary that is grade- or ability-appropriate may also be used as long as all conditions and guidelines set forth in the Accommodations Manual are followed. Subject-specific glossaries are not allowed.

When a dictionary/thesaurus is a required part of standard test administration procedures, a grade-appropriate sign language dictionary may be used in conjunction with the standard English dictionary/thesaurus.

Projecting Test Administration Directions and/or Test Content onto a Screen

When the test is administered in sign language, it may be necessary for the print versions of the test administration directions and/or test content to be projected on a screen so that the student can access the test in both print and sign. Projectors that do not involve the photocopying of

secure test booklets are preferred and do not require the submission of an Accommodation Request Form.

Projectors that involve the photocopying of secure test booklets require the submission of an Accommodation Request Form. For instance, if a test booklet must be photocopied onto transparencies for use on an overhead projector, an Accommodation Request Form must be submitted to TEA. In this case, one request form may be used for multiple students if additional information is attached that indicates the number of booklets being copied and the number of students receiving the accommodation. Districts must ensure that test security and confidentiality are maintained when photocopying tests. Specific procedures related to this will be provided to districts upon approval of an accommodation request.

Test administration directions are not secure; therefore, photocopying them does not require the submission of an Accommodation Request Form.

Signing, Photocopying, or Amplifying Test Administration Directions

Test administration directions provided during testing may be signed to students who are deaf or hard of hearing. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. When signing test administration directions, only the appropriate TAKS or TAKS–M test administration directions should be used. There is no need for the test administrator to view confidential test materials when signing the test administration directions.

Test administration directions do not contain secure information, and therefore may be photocopied for students who want to read the print directions as the test administrator signs them. An Accommodation Request Form is not required.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system. An Accommodation Request Form is not required.

Signing or Amplifying Test Content

Test content can be signed or amplified for eligible students who are deaf or hard of hearing only in the following cases:

- oral/signed administration of TAKS, TAKS (Accommodated), or TAKS–M mathematics, science, or social studies tests;
- dyslexia bundled accommodations for TAKS or TAKS (Accommodated) grades 3–8 reading tests;
- reading aloud test questions and answer choices for TAKS–M reading selections; and
- reading aloud portions of TAKS–M reading, ELA, and writing tests in accordance with standard test administration procedures.

When test content is signed or amplified, all general instructions regarding the types of administrations listed above should be followed for students who are deaf or hard of hearing. This includes instructions found in this appendix, the Accommodations Manual, and in the TAKS and TAKS–M General Test Administrator Manuals.

Procedures Specific to Signing Test Content

The sign language used for the types of administrations listed above should be consistent with the sign language used during instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation for the types of administrations listed above.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

A. If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test. Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

B. If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test. For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular academic setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

C. If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

The word “range” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase is **NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider the previous sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following the guidelines above may require a test administrator to preview test content in order to properly prepare for a signed administration. Previewing test content is **ONLY** allowed on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the *District and Campus Coordinator Manual*. Test administrators conducting an oral/signed administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test at any time is strictly prohibited.

Contact TEA’s Student Assessment Division at 512-463-9536 or test.accommodations@tea.state.tx.us if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.

Appendix E

Administrations in Alternative Education Settings

ADMINISTRATIONS IN ALTERNATIVE EDUCATION SETTINGS

All TAKS, including TAKS (Accommodated), LAT, TAKS–M, and TELPAS assessments required by the Texas Education Code, Chapter 39, must be administered to all eligible students assigned to an alternative education setting at the time of regularly scheduled testing. Refer to the Calendar of Events for testing dates.

The instructions contained in this appendix apply only to tests administered in the following alternative education settings:

- juvenile justice alternative education programs (JJAEPs)
- disciplinary alternative education programs (DAEPs)



Note that there are two types of JJAEPs:

- **Mandated JJAEPs, required in each county with a population of 125,000 or more: Bell, Bexar, Brazoria, Brazos, Cameron, Collin, Dallas, Denton, El Paso, Fort Bend, Galveston, Harris, Hidalgo, Jefferson, Johnson, Lubbock, McLennan, Montgomery, Nueces, Smith, Tarrant, Taylor, Travis, Webb, Wichita, and Williamson.**

Mandated JJAEPs may receive test materials from their students' home districts or from the state's testing contractor. The source depends upon the agreement between the mandated JJAEP and the individual district. Regardless of the source of test materials, mandated JJAEPs must return the answer documents to the students' home districts.

- **Voluntary JJAEPs, which will receive their test materials from and return them to the school districts.**

For accountability purposes, campus accountability subset determines attribution of test data to alternative education campuses (AECs) registered with the Texas Education Agency for evaluation under alternative education accountability (AEA) procedures. The 85-day rule no longer determines attribution of test data to registered AECs.

If students are assigned to a JJAEP (voluntary or mandated) or a DAEP, their test results must be attributed to their locally assigned regular campus (that is, the regular campus they would be attending if they were not attending the JJAEP or DAEP). **For paper-based administrations, the school district should submit these students' answer documents under the Campus and Group Identification Sheet of each student's regular campus.**

After testing, the school district is responsible for submitting answer documents for scoring as follows, according to the program to which a student is assigned:

- JJAEP (mandatory and voluntary) and DAEP—regular campus
- registered AEC—registered AEC

The regular campus of a student going from one district to another to enroll in an alternative setting depends on the attribution of the student’s average daily attendance. If the alternative setting is a cooperative program (as are most JJAEPs) attributing daily attendance to the “home” districts from which the students come, the regular campuses are in those other districts. If the new district is counting the student’s daily attendance because the alternative setting is not a cooperative program (which is true of some AECs), a student must be assigned to a campus in the receiving district.

Summary of Testing Procedures for JJAEPs and DAEPs

Before Testing

School District Responsibilities

JJAEPs (voluntary) and DAEPs receive their test materials from the school districts. The following is a list of school district responsibilities in regard to testing at JJAEPs (voluntary) and DAEPs:

- Conduct training sessions for all test administrators in the JJAEPs (voluntary) and DAEPs in their district.
- Forward precoded answer documents and other testing materials received from the state’s testing contractor to district JJAEPs (voluntary) and DAEPs.

JJAEP (Voluntary) and DAEP Responsibilities

- Ensure that all test administrators attend training sessions.

JJAEP (Mandated) Responsibilities

Mandated JJAEPs will receive their test materials from their students’ home school districts or from the state’s testing contractor.

- Ensure that all test administrators attend training sessions.
- Receive test materials from their students’ districts or from the state testing contractor.

After Testing

JJAEP (Voluntary) and DAEP Responsibilities

- Return scorable documents to the school district no later than the date indicated on the Calendar of Events to return materials to the campus coordinator.
- Return nonscorable test materials to the school district.

JJAEP (Mandated) Responsibilities

- Return scorable documents to the school district no later than the date indicated on the Calendar of Events to return materials to the campus coordinator.

- Return nonscorable test materials to the students' home school districts or to the state testing contractor.

School District Responsibilities

- Receive scorable documents from JJAEPs (voluntary and mandated) and DAEPs after testing; place them under the appropriate identification sheets and return them to the state's testing contractor.
- Return nonscorable test materials from JJAEPs (voluntary) and DAEPs to the state's testing contractor.

Students Testing Online in a JJAEP, DAEP, or Other Unusual Setting

For students at a JJAEP or DAEP, follow the steps below.

1. The individuals coordinating testing for the JJAEP and DAEP will be granted security access to the regular campuses of the students scheduled to test online. For a JJAEP, the individual designated as the JJAEP coordinator should contact Pearson for access. For a DAEP, the district coordinator will assign access to the individual designated as the DAEP coordinator.
2. Once granted access to the student's regular campuses, the DAEP coordinator or JJAEP coordinator will need to ensure that the student is enrolled in the regular campus. Search for the student in the Assessment Management System under the *Student Data* tab.
 - a. If a student to be tested is enrolled at a separate DAEP or JJAEP campus, the coordinator will have to add a new enrollment for the student at the regular campus under the *Enrollments* section of the *Student Details* screen.
 - b. If the student to be tested is not enrolled at a DAEP or JJAEP, the student should already be enrolled at the regular campus, and the coordinator should proceed to the *Test Management* tab.
 - c. If the student to be tested is not in the Assessment Management System, the coordinator will need to add and enroll the student at the regular campus.
3. The coordinator will need to ensure that each student appears in the regular campus's Reporting Group in the *Test Management* tab.
 - a. If a student to be tested is listed in a separate DAEP or JJAEP Reporting Group, the coordinator will have to move the student from the JJAEP or DAEP Reporting Group to the regular campus Reporting Group.
 - b. If a student to be tested is not listed on a separate DAEP or JJAEP Reporting Group, the student should already be listed on the regular campus Reporting Group, and the coordinator does not need to modify the Reporting Group.
 - c. If a student to be tested is not in a Reporting Group yet, the student should be added manually to the regular campus Reporting Group.
4. The coordinator should ensure that the student is registered for the TELPAS administration at the student's regular campus.
 - a. If a student to be tested is already registered for TELPAS at the DAEP or JJAEP, the coordinator will have to register the student for the administration at the regular campus and remove the registration from the DAEP or JJAEP.

- b. If a student to be tested is not registered for TELPAS at the DAEP or JJAEP, the student should already be registered at the regular campus, and the coordinator does not need to register the student for the administration.
 - c. If a student is not registered at any campus yet, the student should be registered for the administration at the regular campus.
5. The coordinator should create a test session and add students from the Reporting Group of the regular campuses. The test session is not restricted by campus identification, so the session may include students from different campuses. Test sessions are restricted to grade clusters and will not allow the inclusion of students in grade levels outside of the grade cluster test.
 6. If the DAEP or JJAEP is responsible for the holistically rated assessments, the coordinator should create a rating entry group under the *Student Evaluation* tab and add students from the Reporting Groups of the regular campuses. The rating entry group is not restricted by campus identification, so the rating entry group may include students from different campuses (but not from different districts). Rating entry groups are not restricted by reading test grade clusters and will allow the inclusion of students across all grade levels. Rating entry groups may be arranged in any manner deemed appropriate by the coordinator and do not need to mirror the grouping arrangements in online reading test sessions.

Students in a registered AEC do not fall under the guidelines above. They should be handled like regular students on regular campuses when setting up online testing because the AEC will be considered their “home” campus.

For students in other unusual placements such as hospitals, jails, and shelters, follow the steps below.

1. If the facility is considered a district, the individual coordinating testing will be granted access to the regular campus of the students by contacting Pearson. If the facility is considered a campus within a district, the district coordinator will assign access to the individual coordinating online testing for the facility.
2. Once granted access to the student’s regular campuses, the coordinator will need to ensure that the student is enrolled in the regular campus. Search for the student in the Assessment Management System under the *Student Data* tab.
 - a. If a student to be tested is enrolled at a separate facility, the coordinator will have to add a new enrollment for the student at the regular campus under the Enrollments section of the *Student Details* screen.
 - b. If the student to be tested is not enrolled at a separate facility, the student should already be enrolled at the regular campus, and the coordinator should proceed to the *Test Management* tab.
 - c. If the student to be tested is not in the Assessment Management System, the coordinator will need to add and enroll the student at the regular campus.
3. The coordinator will need to ensure that each student appears in the regular campus’s Reporting Group in the *Test Management* tab.
 - a. If a student to be tested is listed in a separate facility Reporting Group, the coordinator will have to move the student from the facility Reporting Group to the regular campus Reporting Group.

- b. If a student to be tested is not listed on a separate facility Reporting Group, the student should already be listed on the regular campus Reporting Group, and the coordinator does not need to modify the Reporting Group.
 - c. If a student to be tested is not in a Reporting Group yet, the student should be added manually to the regular campus Reporting Group.
 4. The coordinator should ensure that the student is registered for the TELPAS administration at the student’s regular campus.
 - a. If a student to be tested is already registered for TELPAS at the facility, the coordinator will have to register the student for the administration at the regular campus and remove the registration from the facility.
 - b. If a student to be tested is not registered for TELPAS at the facility, the student should already be registered at the regular campus, and the coordinator does not need to register the student for the administration.
 - c. If a student is not registered at any campus yet, the student should be registered for the administration at the regular campus.
 5. The coordinator should create a test session and add students from the Reporting Group of the regular campuses. The test session is not restricted by campus identification, so the session may include students from different campuses. Test sessions are restricted to grade clusters and will not allow the inclusion of students in grade levels outside of the grade cluster test.
 6. If the facility is responsible for the holistically rated assessments, the coordinator should create a rating entry group under the *Student Evaluation* tab and add students from the Reporting Groups of the regular campuses. The rating entry group is not restricted by campus identification, so the rating entry group may include students from different campuses (but not from different districts). Rating entry groups are not restricted by reading test grade clusters and will allow the inclusion of students across all grade levels. Rating entry groups may be arranged in any manner deemed appropriate by the coordinator and do not need to mirror the grouping arrangements in online reading test sessions.

For more information about adding students, refer to the “Student Data” section of the Assessment Management System User’s Guide.

For more information about registering students or managing reading test sessions, refer to the “Test Management” section of the Assessment Management System User’s Guide.

For more information about managing rating entry groups, refer to the “Student Evaluation” section of the Assessment Management System User’s Guide.

For more information concerning test setup at alternative settings, contact Pearson’s Austin Operations Center at 800-252-9186.

Appendix F

TELPAS Coordinator's User Guide for Online Holistic Rating Training

OVERVIEW

Purpose of this Guide

This guide describes how to use the Texas TrainingCenter learning management system (LMS) website to monitor Texas English Language Proficiency Assessment System (TELPAS) online training and calibration activities. The TELPAS TrainingCenter is the portion of the LMS specific to TELPAS.

Introduction

It is the responsibility of the district and campus testing coordinators, in coordination with other designated personnel, to monitor online activities completed by TELPAS raters to ensure that all necessary individuals are identified and properly trained in the TELPAS holistic rating process. The LMS website provides districts with the means to monitor these activities electronically.

Authorized region, district, and campus personnel have access to the online **administrative features**, which include access to reports for monitoring online holistic rating training and a rater (user) lookup tool. Authorized personnel may also access the portion of the TrainingCenter where the online courses and calibration activities are found. The TrainingCenter is available at <http://www.TexasAssessment.com/telpasonlinetraining>.

Technical Requirements

Review the Unified Texas Minimum System Requirements document for an overview of required technology infrastructure at <http://www.TexasAssessment.com/unifiedsystemreqs>.

Assistance

For help accessing or navigating the TrainingCenter, contact Pearson using the information below.

Phone: 800-252-9186 Monday–Friday, 7:00 AM to 7:00 PM (CT) E-mail: TELPAS.techhelp@support.pearson.com

LEVELS OF ADMINISTRATIVE ACCESS IN TEXAS TRAININGCENTER

Administrative Access

The Texas TrainingCenter provides coordinators with the ability to monitor TELPAS online holistic rating training activities and TAKS–Alt online training. Pearson coordinates with TEA to obtain the names of region and district testing coordinators. Testing coordinator accounts for access to the TrainingCenter are created and distributed to the e-mail address on file for the respective coordinator. If you do not have your account information, contact Pearson for assistance.

Availability of the administrative features in the TrainingCenter depends on the role the user has in the system. There are five roles:

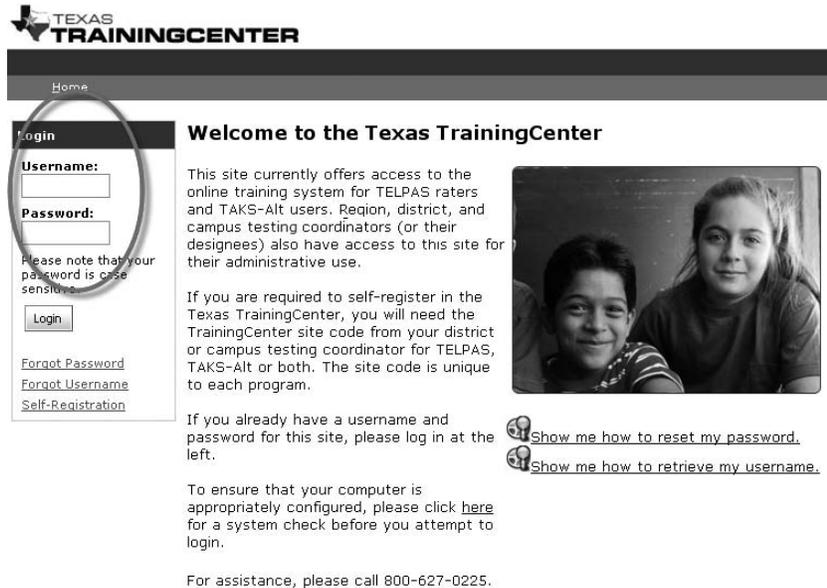
<p>Region Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their region • Promote region testing coordinator assistants to have access to administrative features available to a region testing coordinator
<p>Region Testing Coordinator Assistants</p>	<ul style="list-style-type: none"> • Access reports for their region
<p>District Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their district • Promote district testing coordinator assistants to have access to administrative features available to a district testing coordinator • Approve users who have a campus testing coordinator role
<p>District Testing Coordinator Assistants</p>	<ul style="list-style-type: none"> • Access reports for their district • Assist district testing coordinators with approving users who have a campus testing coordinator role
<p>Campus Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their campus

TESTING COORDINATOR ACCESS

TrainingCenter Login

To access the Texas TrainingCenter for coordinators, follow the steps below.

1. Enter your coordinator username and password. If you do not have your username and password, you may use the assistance available through the LMS or contact Pearson.



2. Click the **Login** button.

My Home

This screen summarizes all functionality available to district testing coordinators. This is where district testing coordinators can access reports, authorize campus testing coordinator access to reports, and grant access to other district individuals to assist with monitoring training activities.

The *My Home* screen for the region testing coordinator is similar to the district testing coordinator *My Home* screen; the exception is that region testing coordinators do not have access to the *Authorize Campus Testing Coordinators* box.

Upon successful login, check your personal information for accuracy. If your personal information is not complete, you will see a message to enter your information (shown in the top left part of the screen).

NOTE: Be sure that your e-mail address is current. Region and district testing coordinators cannot update their region and district information. If you need to change this information, contact Pearson for assistance.



1. Click the *My Info* link.
2. Complete your personal information, if needed.
3. Click the *Save* button to save the changes.

Promoting Region/ District Testing Coordinator Assistants

Region and district testing coordinators may choose to grant administrative access to individuals to assist them. After instructing these individuals to register as users, region and district testing coordinators should use the *Promote Region Testing Coordinator Assistants* or *Promote District Testing Coordinator Assistants* box to grant them an administrative role. Region testing coordinators have the ability to promote only region testing coordinator assistants, and district testing coordinators have the ability to promote only district testing coordinator assistants. Region and district testing coordinator assistants have access to the TELPAS training and calibration reports and to the user lookup tool. In addition, district testing coordinator assistants are able to authorize campus testing coordinators. **NOTE: Region and district testing coordinator assistants will not have the ability to promote others to the region and district testing coordinator assistant role. This capability is only available to region and district testing coordinators.**

1. Click the *Go* link in the *Promote Region Testing Coordinator Assistants* or *Promote District Testing Coordinator Assistants* box on the *My Home* screen.



2. On the *Promote* tab, click the **Search** button to display the list of all registered users in your district.
3. You may either select from the full list or use the search tool to find a specific registered user in your district whom you would like to approve.
4. Place a checkmark next to the registered user(s) you would like to promote.
5. **Be sure to check the E-mail option, “Send a promotion e-mail,” to notify the region or district testing coordinator assistant of the approval.**
6. Click the **Promote Selected Users** button to complete the authorization process.

For registered individuals who will serve as coordinators, search for them here. To refine your search criteria, please click on the link "Show Search Options". Once the person is found, use the checkbox to select that person, then click on the button to complete the process. Promoted coordinators will receive an e-mail to notify them of the change.

Promote Current Coordinator List

Promote Users

Search For: [Hide Search Options](#)

Search In: First Name Last Name
 E-mail Username

Current Role: CTC

370 Search Results

Promote Options

E-mail option: Send a promotion e-mail

Page: 1 of 19 20 per page

	Campus	Last Name A	First Name	Username	E-mail	Current Role	Promote To Role
<input type="checkbox"/>	00000000 CAMPUS	AADRLast	AADRFirst	AADRFirst.AADRLast	AADRFirst.AADRLast@invalid_domain.com	User	DTC Assistant

7. Click the **Yes** button to confirm.

Confirmation

Do you want to promote all users who are selected on this page to DTC Assistant?

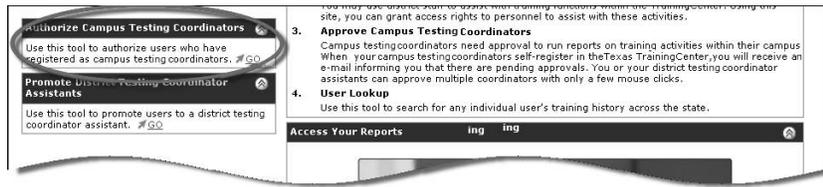
8. Authorized region and district testing coordinator assistants will receive an e-mail confirming their administrative access.
9. On the *Current Coordinator List* tab, click the **Search** button to retrieve the list of authorized coordinators.

Region and district testing coordinators are able to remove the administrative access rights of region and district testing coordinator assistants who are no longer fulfilling those responsibilities. These individuals will then have only rater access to the TrainingCenter.

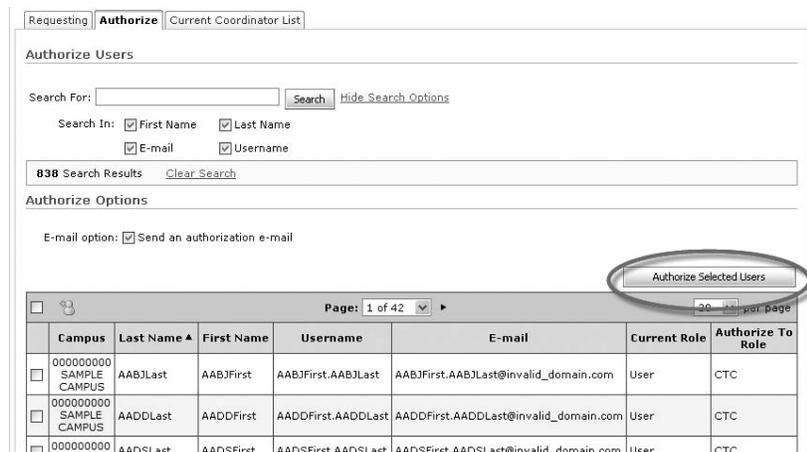
Authorizing Campus Testing Coordinators

As a security measure campus testing coordinators receive administrative access only upon approval by the district testing coordinator or district testing coordinator assistant. District coordinators may approve administrative access for more than one campus coordinator on a campus if desired. After instructing campus testing coordinators to register as such in the TrainingCenter, follow these steps to authorize their administrative privileges. This tool is only available to district testing coordinators and district testing coordinator assistants.

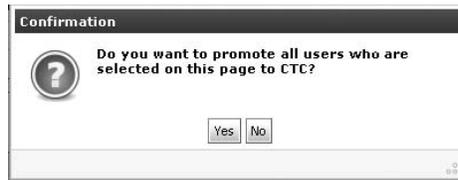
1. Click the *Go* link in the *Authorize Campus Testing Coordinators* box on the *My Home* screen.



2. The screen will refresh, displaying the list of campus testing coordinators in your district who are currently waiting for your authorization under the *Requesting* tab. Use the *Authorize* tab to search for users you would like to assign to the role of campus testing coordinator. Approve only those individuals you designate as campus testing coordinators for their campuses. To review the list of campus testing coordinators who have already been approved, click the *Current Coordinator List* tab. Click the *Search* button to retrieve the list of authorized coordinators.
3. **To notify campus testing coordinators that you have authorized their request, be sure to check the E-mail option, “Send an authorization e-mail.”** Each authorized campus testing coordinator will receive an e-mail confirming administrative access.
4. Place a checkmark in the box next to the campus testing coordinator(s) you are authorizing.
5. Click the *Authorize Selected Users* button to complete the authorization process.



6. Click the **Yes** button to confirm.



7. Once individuals are approved, they will no longer appear on this list.

District testing coordinators and district testing coordinator assistants are able to remove the administrative access rights of campus testing coordinators who are no longer fulfilling those responsibilities. These individuals will then have only rater access to the TrainingCenter.

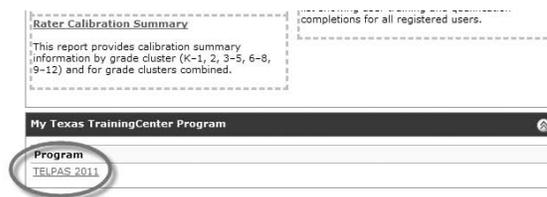
Resources and FAQs

You may access TELPAS resources or FAQs from the *My Home* screen by clicking the *Resources* or *FAQs* link on the top navigation bar.

Access to the TELPAS Homepage

The *My Texas TrainingCenter Program* box shows two links: one for TELPAS and one for TAKS–Alt. Refer to the *TAKS–Alt Coordinator’s User Guide for Online Training and Qualification* for more information on administering the TAKS–Alt program.

Click the *TELPAS* link in the *My Texas TrainingCenter Program* box to launch the TELPAS TrainingCenter. (The *TELPAS 2011* link will be available starting January 3, 2011.) There you will find the online training courses and calibration activities (as they become available) and other helpful links.



Refer to the “Navigating the Rater Portion of the TELPAS TrainingCenter” section of this guide for more information.

NEW USER REGISTRATION

TrainingCenter Access

This section describes the new user registration process for campus testing coordinators and district testing coordinator assistants.

1. Click the *Self-Registration* link.

TEXAS TRAININGCENTER

Home

Login

Username:

Password:

Please note that your password is case sensitive.

[Forgot Password](#)
[Forgot Username](#)
[Self-Registration](#)

Welcome to the Texas TrainingCenter

This site currently offers access to the online training system for TELPAS raters and TAKS-Alt users. Region, district, and campus testing coordinators (or their designees) also have access to this site for their administrative use.

If you are required to self-register in the Texas TrainingCenter, you will need the TrainingCenter site code from your district or campus testing coordinator for TELPAS, TAKS-Alt or both. The site code is unique to each program.

If you already have a username and password for this site, please log in at the left.

[Show me how to reset my password.](#)
 [Show me how to retrieve my username.](#)

To ensure that your computer is appropriately configured, please click [here](#) for a system check before you attempt to login.

For assistance, please call 800-627-0225.

TrainingCenter Site Code

Before you can complete the registration form, you will be prompted to enter the TrainingCenter site code. The site code ensures that you have been authorized to access the TrainingCenter. You will be prompted to enter the site code only on the first time you access the TrainingCenter. The site code is not case sensitive.

NOTE: Testing coordinators or their designees are responsible for providing the site code to raters who will be registering as new users on the Texas TrainingCenter.

Enter the TrainingCenter site code in the field provided and then click the *Submit* button.

TrainingCenter

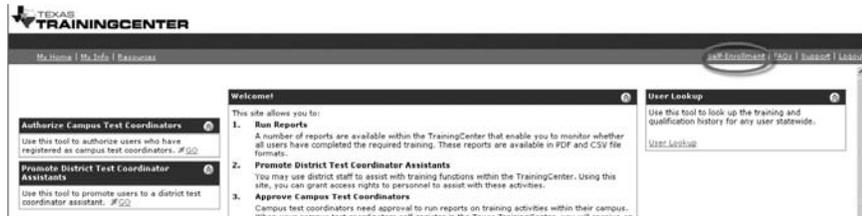
Enter The TrainingCenter Site Code

* Site Code:

Additional TrainingCenter Site Codes for Other Programs

TAKS–Alt personnel use a TAKS–Alt site code to register for the TAKS–Alt program.

Personnel who monitor both TELPAS and TAKS–Alt activities register using the site-specific program site codes. These users can cross-register inside the TrainingCenter using the *Self-Enrollment* link shown on the navigation bar once logged in.



Registration Form

2. Complete the registration form.

Enter Registration Details

Required fields are marked with *

Personal Information

* First Name:

* Last Name:

* E-mail:

* Confirm E-mail:
(Please re-type the same e-mail address to confirm)

* Job Function: [Select Job Function](#)
(Select the option that BEST describes your position)

* Month of Birth: [Select Month](#)

* Date of Birth: [Select Day](#)

* Daytime Phone #:

Username/Password

* Username:
(Please create a username to use each time you visit the TrainingCenter)

* Password:
(Please create a password to use along with your username, each time you visit the TrainingCenter)

* Confirm Password:
(Please re-type the same password to confirm)

Region, District, Campus

* Region: [Select Region](#)

* District: [Select District](#)

* Campus: [Select Campus](#)

Role

Additional Role Authorization: CTC
(If you have been asked to enroll as a campus testing coordinator, please check this box. An e-mail will be sent to confirm this role upon approval from your district testing coordinator.)

Description of Registration Fields

FIRST NAME	Enter your first name.
LAST NAME	Enter your last name.
E-MAIL	Enter your e-mail address. Use an e-mail address that you check regularly. If possible, use an e-mail address that is not likely to change, such as your work e-mail address.
NOTE: An e-mail address can be used only once in the TrainingCenter. This is a unique field.	
CONFIRM E-MAIL	Re-enter your e-mail address for confirmation.
JOB FUNCTION	From the pull-down list select the job function that best describes your occupation.
MONTH OF BIRTH	Select your month of birth from the pull-down list. Example: January = 01
DATE OF BIRTH	Select your date of birth from the pull-down list. Example: 2 = 02
DAYTIME PHONE #	Enter your daytime phone number in the space provided. This information will be used by the TrainingCenter technical support staff only if they need to contact you.
USERNAME	You must enter a username to identify yourself in the TrainingCenter.
PASSWORD	Select a password that is easy for you to remember. Your password must be a minimum of eight characters in length. Make a note of your password in a secure place. Do not share your password with other users.
CONFIRM PASSWORD	Re-enter your password for confirmation.
REGION	Select your region from the drop-down list or use the <i>Select Region</i> lookup tool to see a map of the state and click on the region where you work.

DISTRICT	<p>Select your district from the drop-down list. Note that the list of available districts will depend on your selection in the Region field.</p> <p>NOTE: Region and district testing coordinators do not register themselves to access the TrainingCenter. Self-registration is required for all testing coordinator assistants. Region testing coordinator assistants and staff not associated with a specific district must select the appropriate education service center (ESC) from the District list.</p>
CAMPUS	<p>Select your campus from the drop-down list. The list of available campuses depends on your selection in the Region and District fields.</p> <p>NOTE: District testing coordinator assistants, region testing coordinator assistants, or other staff who selected the ESC as the district must select the ESC campus ending with “999”. A district testing coordinator assistant who selected a specific district should now select any of the available campuses.</p>
ADDITIONAL ROLE AUTHORIZATION	<p>Check this field to specifically request campus testing coordinator administrative access from your district testing coordinator.</p> <p>NOTE: If you are registering to be a district testing coordinator assistant, do not check this box.</p>

3. Click the **Submit** button to continue.
4. Confirm registration details by reviewing your entries. If you need to change any of the information you provided, click the **Back** button at the bottom of the screen. **NOTE:** Do not use the Internet browser **Back** button to navigate the TrainingCenter. Only use navigation buttons on the *TrainingCenter* screen.

5. Click the **Finish** button to complete your registration. You will be automatically taken to the *My Home* screen of the TrainingCenter.

Confirm Registration Details

Personal Information

First Name: Firstname
Last Name: Lastname
E-mail: Firstname.Lastname@no_domain.com
Job Function: Administrator
Month of Birth: 01
Date of Birth: 01
Daytime Phone #: 555-555-5555

Username/Password

Username: Firstname.Lastname

Region, District, Campus

Region: 99 EXAMPLE
District: EXAMPLE ISD (9999999)
Campus: EXAMPLE CAMPUS (999999999)

Program & Role

Your program: TELPAS
Your role: User

Back Finish

Additional Role Authorization for Campus Testing Coordinator

By clicking the CTC checkbox, an individual requests authorization from the district testing coordinator or district testing coordinator assistant to have campus coordinator administrative privileges in the TrainingCenter. The system automatically informs the district testing coordinator that a request for approval is pending. Once the request is approved, the campus coordinator will receive a confirmation e-mail. Until the request is approved, the individual will have only rater access to the TrainingCenter.

The district testing coordinator can give campus coordinator administrative privileges to more than one individual on a campus in accordance with campus needs for monitoring holistic rating training.

Role

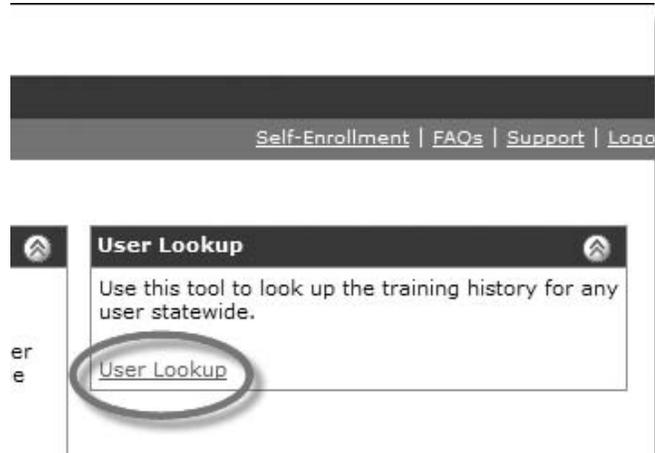
Additional Role Authorization: CTC

(If you have been asked to enroll as a campus testing coordinator please check this box. An e-mail will be sent to confirm this role upon approval from your district testing coordinator.)

Cancel Submit

My Home

This screen summarizes all functionality available to campus testing coordinators. This is where you can access reports and the user lookup tool. Refer to the “User Lookup” section of this guide for more information.



REGISTERED USER ACCESS

How to Log In

You can access the Texas TrainingCenter after you have established a username and password. To access the TrainingCenter, enter your username and password and then click the **Login** button.

TEXAS TRAININGCENTER

Home

Login

Username:

Password:

Please note that your password is case sensitive.

[Forgot Password?](#)
[Forgot Username?](#)
[Self Registration](#)

Welcome to the Texas TrainingCenter

This site currently offers access to the online training system for TELPAS raters and TAKS-Alt users. Region, district, and campus testing coordinators (or their designees) also have access to this site for their administrative use.

If you are required to self-register in the Texas TrainingCenter, you will need the TrainingCenter site code from your district or campus testing coordinator for TELPAS, TAKS-Alt or both. The site code is unique to each program.

If you already have a username and password for this site, please log in at the left.

To ensure that your computer is appropriately configured, please click [here](#) for a system check before you attempt to login.

For assistance, please call 800-627-0225.

[Show me how to reset my password.](#)
[Show me how to retrieve my username.](#)

Forgot Username

If you have forgotten your TrainingCenter username, follow these steps to retrieve it. Users can click the *Show me how to retrieve my username* link on the TrainingCenter homepage for a short video on the steps listed below.

1. Click the *Forgot Username* link.
2. You will be prompted to enter the e-mail address you used at registration. Enter your e-mail address exactly as you entered it while registering and then click the **E-mail Me My Username** button.

Forgot Username

Enter the e-mail associated with your username

E-mail:

After the e-mail has been sent, the screen will update with a confirmation, as shown below. Check your e-mail to retrieve your username and then click the *Return to login* button to return to the Login page.



Forgot Password

If you have forgotten your TrainingCenter password, follow these steps to reset it. Users can click the *Show me how to reset my password* link on the TrainingCenter homepage for a short video on the steps listed below.

1. Click the *Forgot Password* link.
2. You will be prompted to enter your username. Enter your username exactly as you entered it when you registered and then click the *Submit* button.



3. An e-mail will be sent to the e-mail address associated with your TrainingCenter account. The e-mail will contain a link you can click that will take you to a screen where you can reset your password.

Forgot Username? tool to get your username'. At the bottom, there is a link 'Go to login page'." data-bbox="354 711 852 897"/>

4. Enter a new password in the *New Password* field, and then enter the password once again in the *Confirm Password* field. Click the ***Change Password*** button to continue. You will be automatically taken to the *My Home* screen of the TrainingCenter.

The screenshot shows a web form titled "Change Password". Under the heading "New Password", there are two text input fields. The first is labeled "* New Password:" and the second is labeled "* Confirm Password:". Below these fields are two buttons: "Return to login" on the left and "Change Password" on the right. The "Change Password" button is highlighted with a red circle.

For help logging in or changing your password, contact Pearson at 800-627-0225.

Account Deactivation

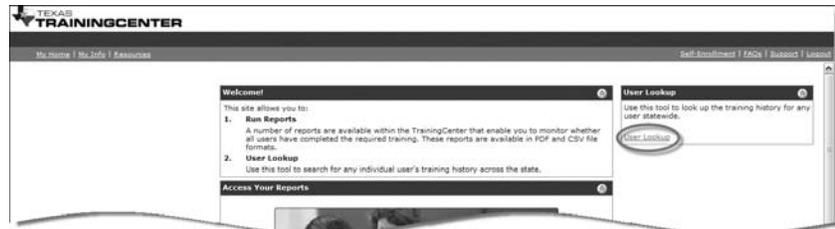
If you have not logged in to your account for 18 months or longer, you will automatically receive an account deactivation notice upon attempting to log in to your user account. To reactivate your user account, contact Pearson at 800-627-0225.

USER LOOKUP

Overview

Use this tool to look up the training history for any user statewide. The *User Lookup* box is available from the *Texas TrainingCenter* homepage and can be used to look up both TAKS–Alt and TELPAS training histories.

1. Click the *User Lookup* link in the *User Lookup* box.



The screenshot above shows the campus testing coordinator view.



The screenshot above shows the district testing coordinator view.

2. Use the *Search For* field to search for the user.

Search for user

[Go Back](#)

Search for a user

Search For: [Show Search Options](#)

You must perform a search.

3. Click the user's name to view the training history. The screen will update, displaying the user's history. It is possible for a coordinator to change tabs between a user's TELPAS and TAKS–Alt training history.

Search for a user

Search For: [Show Search Options](#)

208637 Search Results [Clear Search](#)

Page: 1 of 4173 50 per page

LastName, FirstName ▲	Email	District	Campus
AAAELast, AAAEFirst	AAAEFirst.AAAELast@invalid_domain.com	SAMPLE DISTRICT ISD	SAMPLE CAMPUS

ACCESSING REPORTS

Overview

Personnel with administrative authorization are able to access reports on demand to monitor TELPAS online training and calibration. **The reports are updated nightly.** These reports enable coordinators to monitor whether each rater has completed the necessary training and is adequately prepared to apply the TELPAS holistic rating rubrics. The reports provide information according to the level of the coordinator's administrative access.

- Region coordinators see reports containing information pertaining to all districts and campuses within their region.
- District coordinators see reports for all campuses within their district.
- Campus coordinators see reports for their campus.

Available Reports for Online Training and Calibration

Users who have registered in the TrainingCenter and have started but not completed a calibration set are not included in the summary reports. Only completed sets are presented in the reports. However, users who have started a training course will appear in the course roster as being “in progress.”

NOTE: In order for users to appear in the correct reports, their location (region, district, campus) must be up to date in the *My Info* section.

It is the responsibility of district and campus testing coordinators to ensure that trainees establish their username and password and update the information as necessary so that their training status can be monitored. The following reports are available for TELPAS:

- **TELPAS Returning Rater Planning Roster**
This report uses LMS records from the 2008–2009 and 2009–2010 school years to generate a list of recently trained raters based on TEA's recommendation.
- **TELPAS Confidential Course Completion Roster**
This report lists online basic training course completion and in-progress status and performance by user for the current year.
- **TELPAS At-a-Glance Training & Calibration Report**
This report provides a comprehensive list showing basic training course and calibration completions for all registered users for the current year.
- **TELPAS Confidential Calibration Summary Report**
This report provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined.

Report Formats

There are three report views available:

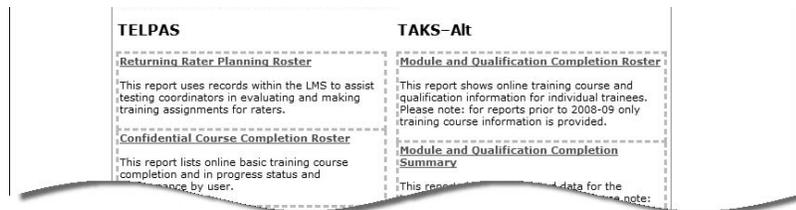
- Web view
- PDF file
- CSV File

To view PDF files, you will need the Adobe Reader plug-in. To view CSV files, you will need Microsoft Excel.

Presentation of the data in the Web and PDF views is fixed. Exporting data into a CSV file format allows you to manipulate (e.g., sort) information in a way that is most useful for you.

Running Reports

1. Click directly on the name of the report you would like to view.



2. The report will automatically run for the current time period. The report will display on the screen.
 - A. Go to other pages in the report by using the *Page* drop-down list.
 - B. Click the *Export to CSV* button to export the report in the CSV format.
 - C. Click the *Export to PDF* button to export the report as a PDF.



Reports and Report Samples

The sample reports on the following pages show the PDF file format of the reports.

TELPAS Returning Rater Planning Roster

This roster of returning raters uses LMS records from the 2008–2009 and 2009–2010 school years to generate a list of recently trained raters. The list is based on TEA’s recommendation that districts consider requiring individuals to repeat new rater training if they have not rated students in several years. The date a rater first completed training requirements (starting in 2008–2009) is provided. This example shows a campus roster.

At the district level, the campus rosters are provided in alphabetical order. Region reports are sorted alphabetically by district and then by campus.

To be included in the roster, individuals must have completed the following training requirements in 2008–2009 or 2009–2010:

For K–1, new raters trained in the fall completed a Level 1 course in the fall and a Level 2 course in the spring. In the spring, new raters completed a Level 1 course, and returning raters completed a Level 2 course.

For 2–12, new raters trained in the fall completed a Level 1 course and qualification in the fall, and a Level 2 course in the spring. In the spring, new raters completed a Level 1 course and qualification, and returning raters completed a Level 2 course.

This roster serves as an aid for planning. The LMS records may not be fully accurate in situations where users have multiple accounts, outdated *My Info* information, etc.

Example: TELPAS Returning Rater Planning Roster

TELPAS Returning Rater Planning Roster

Region: 99 Example Region
District: 999-999 EXAMPLE ISD
Campus: 999 EXAMPLE CAMPUS

This roster is generated using LMS records from the 2008–2009 and 2009–2010 school years. For more information about the LMS programming rules for this list, see the *TELPAS Coordinator’s User Guide for Online Holistic Rating Training*.

Report Date: 1/1/11
Reporting Period: Spring 2011

Last Name	First Name	E-mail	Grade	Date Training Requirements First Completed (Starting in 2008–2009)
TELPAS01	User01	User01@nodomain.com	K-1	2/3/09
TELPAS02	User02	User02@nodomain.com	2-12	3/1/10
TELPAS03	User03	User03@nodomain.com	2-12	2/5/09
TELPAS04	User04	User04@nodomain.com	K-1	2/14/10
TELPAS05	User05	User05@nodomain.com	K-1	3/4/10
			2-12	3/1/09
TELPAS06	User06	User06@nodomain.com	2-12	3/3/09
TELPAS07	User07	User07@nodomain.com	K-1	2/26/09
TELPAS08	User08	User08@nodomain.com	K-1	2/4/09
			2-12	3/4/09
TELPAS09	User09	User09@nodomain.com	2-12	3/5/10
TELPAS10	User10	User10@nodomain.com	2-12	3/10/10

TELPAS Confidential Course Completion Roster

This report provides online basic training course completion and performance information by user for the current year. This example shows a campus roster.

At the district level, information is presented alphabetically by campus and then by user on the campus.

At the region level, information is presented alphabetically by district and then by campus and user.

Example: TELPAS Confidential Course Completion Roster

TELPAS Confidential Course Completion Roster

Region: 00 EXAMPLE REGION
District: 999001 EXAMPLE ISD
Campus: 999001001 EXAMPLE HS

Report Date: 3/18/2011
Reporting Period: Spring 2011

First Name	Last Name	Course Title	Date Started	Date Completed	Time in Module (mins.)	Activities Correct/Possible	% Correct
AXMVFirst	AXMVLast	TELPAS Rater Online Basic Training Course for Grades 2-12	2/26/2011	2/26/2011			
		Overview	2/26/2011	2/26/2011	60		
		Overview				3 / 4	75 %
		Listening	2/26/2011	2/26/2011	40		
		Grades 6 to 8				4 / 5	80 %
		Speaking	2/26/2011	2/26/2011	50		
		Grades 6 to 8				5 / 5	100 %
		Writing	2/26/2011	2/26/2011	60	N/A	N/A
		Writing Practice	2/26/2011	2/26/2011	90		
		Grades 6 to 8				3 / 5	60 %
BSKSFirst	BSKSLast	Assembling and Verifying Grades 2-12 Writing Collections	2/11/2011	2/11/2011			
		Assembling and Verifying Grades 2-12 Writing Collections	2/11/2011	2/11/2011	38		
		Assembling				0 / 3	0 %
		Verifying				3 / 3	100 %
CPIOFirst	CPIOLast	TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1	2/16/2011	2/16/2011			
		Overview	2/16/2011	2/16/2011	65		
		Overview				1 / 3	33 %
		Listening	2/16/2011	2/16/2011	35		
		Practice				5 / 5	100 %
		Speaking	2/16/2011	2/16/2011	40		
		Practice				4 / 5	80 %
		Reading	2/16/2011	2/16/2011	45		
		Practice				5 / 5	100 %
		Writing	2/16/2011	2/16/2011	55		
		Practice				4 / 5	80 %

TELPAS At-a-Glance Training & Calibration Report

This report provides basic training course and calibration status in a roster format that makes it easy to scan for completion information. This report displays information for the current year.

Basic online training. The roster lists all registered users who have completed the training course or are in progress. Performance information for individual modules is not shown.

Calibration. The roster includes calibration status by grade cluster.

Example: TELPAS At-a-Glance Training & Calibration Report

TELPAS At-a-Glance Training & Calibration Report

Region: 99 Example Region
 District: 999-999 EXAMPLE ISD
 Campus: 999 EXAMPLE CAMPUS

Report Date: 3/22/11
 Reporting Period: Spring 2011

Last Name	First Name	Calibrated	Course	Status Date	Grade	Calibration					
						Set 1		Set 2		Set 3	
						Score	Date	Score	Date	Score	Date
TELPAS01	User01	Yes	TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1	Complete 2/11/11	K-1	90%	2/11/11				
TELPAS02	User02	Yes	TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1	Complete 2/21/11	K-1	60%	2/21/11	90%	2/21/11		
TELPAS03	User03	No	TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1	Complete 2/11/11	K-1	20%	2/11/11	40%	2/11/11		
TELPAS04	User04	Yes	TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1	Complete 3/1/11	K-1	20%	3/1/11	50%	3/1/11	90%	3/16/11
TELPAS05	User05	Yes	TELPAS Rater Online Basic Training Course for Grades 2-12	Complete 2/13/11	2	100%	2/14/11				
TELPAS06	User06	Yes	TELPAS Rater Online Basic Training Course for Grades 2-12	Complete 2/19/11	3-5	60%	2/19/11	90%	2/19/11		
TELPAS07	User07	No	TELPAS Rater Online Basic Training Course for Grades 2-12	Complete 2/19/11	2	10%	2/19/11	30%	2/19/11		
TELPAS08	User08	Yes	TELPAS Rater Online Basic Training Course for Grades 2-12	Complete 2/19/11	6-8	20%	2/19/11	40%	2/19/11	100%	2/19/11
TELPAS09	User09	Yes			K-1	100%	3/15/11				
TELPAS10	User10	Yes			K-1	60%	2/21/11	90%	2/21/11		
TELPAS11	User11	Yes			3-5	100%	2/26/11				
		No			6-8	60%	2/27/11				

**TELPAS
Confidential
Calibration
Summary Report**

This report provides calibration summary information for all registered users at the region, district, or campus level for the current year.

Only users who have completed a set or successfully calibrated are included in the numbers for this report. Incomplete calibration sets are not reflected in this report.

Example: TELPAS Confidential Calibration Summary Report

TELPAS Confidential Calibration Summary Report

Region: 99 Example Region
District: 999-999 EXAMPLE ISD
Campus: 999 EXAMPLE CAMPUS

Report Date: 3/1/11
Report Period: Spring 2011

All Clusters	Number	Percent	Grades 3-5	Number	Percent
Attempted Calibrations	24	100	Attempted Calibrations	5	100
Successful Calibrations	19	79	Successful Calibrations	3	60
Successful After Set 1	12	50	Successful After Set 1	2	40
Successful After Set 2	4	17	Successful After Set 2	1	20
Successful After Set 3	3	13	Successful After Set 3	0	0
Unsuccessful After Set 3	5	21	Unsuccessful After Set 3	2	40
Unsuccessful After Set 1/No Set 2 Yet	5 *		Unsuccessful After Set 1/No Set 2 Yet	1 *	
Unsuccessful After Set 2/No Set 3 Yet	5 *		Unsuccessful After Set 2/No Set 3 Yet	1 *	

Grades K-1	Number	Percent	Grades 6-8	Number	Percent
Attempted Calibrations	2	100	Attempted Calibrations	4	100
Successful Calibrations	2	100	Successful Calibrations	3	75
Successful After Set 1	1	50	Successful After Set 1	3	75
Successful After Set 2	1	50	Successful After Set 2	0	0
Successful After Set 3	0	0	Successful After Set 3	0	0
Unsuccessful After Set 3	0	0	Unsuccessful After Set 3	1	25
Unsuccessful After Set 1/No Set 2 Yet	1 *		Unsuccessful After Set 1/No Set 2 Yet	1 *	
Unsuccessful After Set 2/No Set 3 Yet	1 *		Unsuccessful After Set 2/No Set 3 Yet	1 *	

Grade 2	Number	Percent	Grades 9-12	Number	Percent
Attempted Calibrations	8	100	Attempted Calibrations	5	100
Successful Calibrations	7	88	Successful Calibrations	4	80
Successful After Set 1	4	50	Successful After Set 1	2	40
Successful After Set 2	2	25	Successful After Set 2	0	0
Successful After Set 3	1	13	Successful After Set 3	2	40
Unsuccessful After Set 3	1	13	Unsuccessful After Set 3	1	20
Unsuccessful After Set 1/No Set 2 Yet	0 *		Unsuccessful After Set 1/No Set 2 Yet	2 *	
Unsuccessful After Set 2/No Set 3 Yet	1 *		Unsuccessful After Set 2/No Set 3 Yet	1 *	

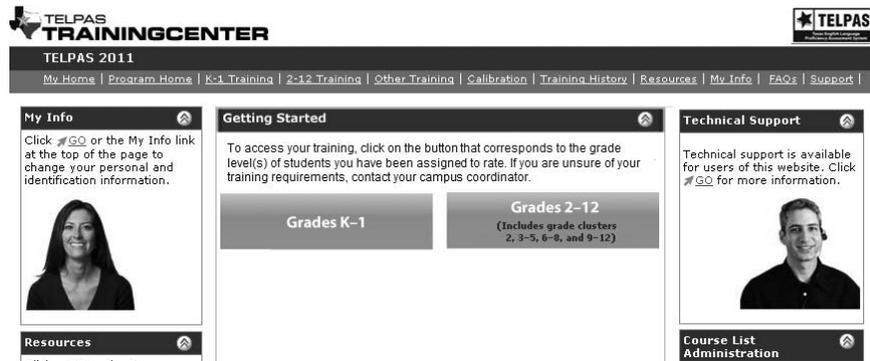
* These numbers are not included in the Attempted Calibrations total.

NAVIGATING THE RATER PORTION OF THE TELPAS TRAININGCENTER

TELPAS Homepage

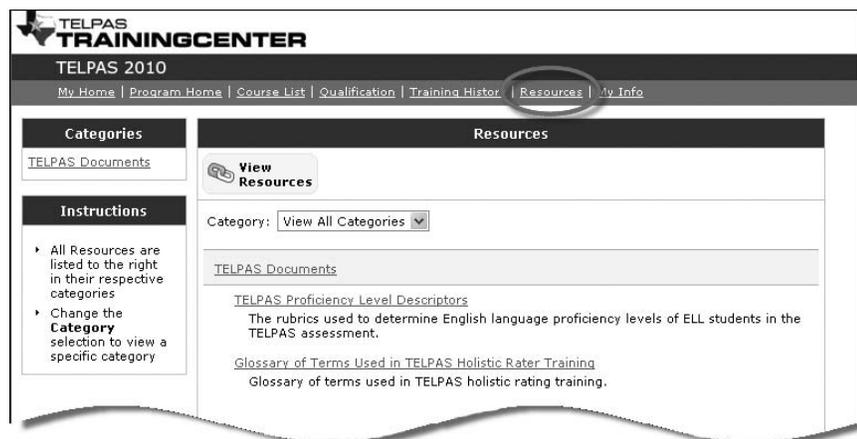
Upon clicking the *TELPAS* link on the *My Home* screen, you will see the *TELPAS TrainingCenter* homepage. This is where you can access TELPAS training courses and calibration activities. You can also update your information and access support links.

You can navigate the TrainingCenter by clicking the appropriate grade level button on the home page, or by clicking on the navigation bar at the top of the screen.



Resources

There are a number of official Texas Education Agency (TEA) resources available to all users. Click the *Resources* link on the top navigation bar to view the *Resources* screen. Documents available on this screen are the same as those seen by raters on the TELPAS TrainingCenter. To access a specific resource, click the name of the resource.



My Info

The *My Info* screen lists your user information. If you would like to update any of the information you submitted when you registered, click the *My Info* link at the top of the screen.

TEXAS
TRAININGCENTER

My Home | My Info

Required fields are marked with *

Personal Information

First Name: Firstname
Last Name: Lastname
* E-mail: Firsname.Lastname@no_domain.com
* Job Function: Campus Testing Coordinator
(Select the option that BEST describes your position)
Month of Birth: 1
Date of Birth: 1
* Daytime Phone #: 555-555-5555

Password

* Password: ●●●●●●
(Please create a password to use along with your username, each time you visit the TrainingCenter)
* Confirm Password: ●●●●●●
(Please re-type the same password to confirm)

Region, District, Campus

* Region: 99 EXAMPLE REGION Select Region
* District: EXAMPLE DISTRICT (999999)
* Campus: EXAMPLE CAMPUS (999999999)

Save

You can update all fields except *First Name*, *Last Name*, *Month of Birth*, and *Day of Birth*. **NOTE: District testing coordinators are not able to update the *Region* and *District* fields.**

Follow the steps below to update your information.

1. Enter new information.
2. Click the *Save* button.

To change any other information or if you need additional help, contact Pearson at 800-627-0225.

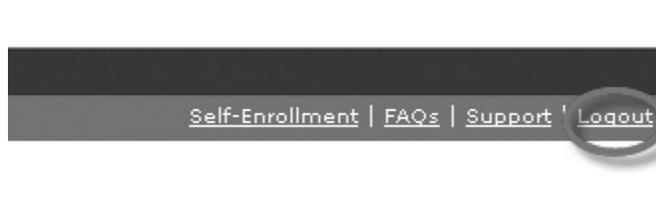
Support

Click the *Support* link on the top navigation bar to view support contact information.



Logout

Click the *Logout* link to exit the TELPAS TrainingCenter and return to the *Login* screen.



Appendix G

Provisions for Qualifying ELL Unschooling Asylees and Refugees

PROVISIONS FOR QUALIFYING ELL UNSCHOOLED ASYLEES AND REFUGEES

In 2009 the 81st Texas Legislature changed requirements governing the participation of LEP students in the state assessment program by extending the time period during which special assessment provisions may be considered for ELLs identified as unschooled asylees and refugees.

To conform with the legislative changes, Section 101.1010, Provisions for Unschooled Limited English Proficient Asylees and Refugees, was added to 19 TAC, Chapter 101, Subchapter AA, Commissioner’s Rules Concerning the Participation of Limited English Proficient Students in State Assessments. The new rules were effective February 22, 2010, and were first applied with the March 2010 test administrations. The rules may be accessed at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101aa.html>.

The rules outline special provisions for eligible asylees and refugees who are beyond the LEP exemption and exit level LEP postponement periods but are not yet in their sixth school year of enrollment in U.S. schools. The rules do not affect LEP exemption or LEP postponement decision-making for the students. During the LEP exemption/postponement period, the LPAC follows the same criteria to make assessment decisions for ELL asylees and refugees as are required for other ELLs.

Special Provisions

The **special provisions** apply only to qualifying unschooled asylees and refugees who are beyond the LEP exemption/postponement periods but are not yet in their sixth school year of enrollment in U.S. schools. The special provisions are described below.

- These students are required to take the state assessments but are eligible for allowable linguistic accommodations.
 - **In LAT grades and subjects**, the students participate in LAT administrations. Districts should follow the same LAT planning, documentation, and administration procedures for these students as they do for other LAT students.
 - **In other grades and subjects**, a LAT process is not available. The students are required to take the other designated state assessments. An Accommodation Request Form should be used to submit linguistic accommodation requests to TEA on an individual student basis. The request will need to specify that the student qualifies for special provisions as an ELL unschooled asylee/refugee and must include information explaining why the accommodations are needed. Districts should follow the Accommodation

LAT Grades and Subjects

3–8 and 10 mathematics
3–8 and 10 reading/ELA
5, 8, and 10 science

Other Grades and Subjects

4 and 7 writing
8 and 10 social studies
9 reading and mathematics
Exit level—all subjects

Request Form process outlined in the *2010–2011 Accommodations Manual*. The LPAC should place documentation of approved linguistic accommodations in the student’s permanent record file.

- The scores of the students are excluded from the data used to determine the state accountability ratings of campuses and districts. The exclusion applies across all subject areas. It is not possible to count a student’s scores in some subjects but exclude them in others. The scores are included in TAKS district and campus summary reports because the students are required to be assessed under state policy. To meet federal requirements, the grades 3–8 and 10 mathematics and reading/ELA scores are used in AYP accountability measures.
- Students in grades 5 and 8 who qualify for the provisions are **not** subject to SSI grade advancement requirements.

Eligibility and Documentation

The LPAC is responsible for following the criteria below to determine whether a student qualifies for the **special provisions**. All of the criteria must be met. The criteria are included in an appendix to the LPAC Manual.

- The student must be identified as LEP as defined by state law in TEC, Section 29.052 and must participate in a state-approved bilingual or ESL program.
- The student’s permanent record file must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
 - have a Form I–94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”
- The student must be beyond the grades 3–10 LEP exemption period or exit level LEP postponement period but not yet in the sixth school year of enrollment in U.S. schools.
- The student’s permanent record file must document that:
 1. the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S. In cases where the first school year in the U.S. was kindergarten or grade 1, the permanent record file must contain documentation that the student, in addition to lacking proficiency in the English language, lacked rudimentary school readiness skills upon enrollment;
 2. the student is being provided linguistic accommodations and other ongoing interventions by the district to meet the student’s unique affective, linguistic, and cognitive needs; and
 3. as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a result of the student’s inadequate schooling outside the U.S.

Additional information about eligibility and documentation requirements can be found in the “Questions and Answers” section of Appendix F of the *2010–2011 LPAC Decision-Making Process for the Texas Assessment Program* manual. Documentation of asylee/refugee status is not necessary in order for LEP exemptions or exit level LEP postponements to be granted because LEP exemption and postponement provisions apply to all eligible immigrant ELLs.

Answer Document Coding

Testing personnel must follow special answer document coding instructions to identify the students who qualify for the special provisions and to indicate the exclusion of their test results from the state accountability rating system. The exclusion of test results is not subject-specific.

In addition to ensuring that the student is coded as LEP in the LEP indicator field and as participating in the appropriate state-approved bilingual or ESL program, follow the instructions below.

- **For LAT grades and subjects**, fill in the “S” score code, the “0” in Column A of the AGENCY USE section, and the linguistic accommodations in Column A of the LAT INFO field. Complete the LAT FORM field on answer documents containing this field.
- **For other grades and subjects (including exit level)**, fill in the “S” score code and the “0” in Column A of the AGENCY USE section. Linguistic accommodation data will not be collected.

The example below shows the appropriate coding for a student in grade 8 who takes a LAT administration of the TAKS science test and form 21 of the TAKS social studies test (a non-LAT subject). Note that for both LAT and non-LAT subjects, the “S” must be gridded in the score code.

APRIL																
TAKS Science and Social Studies																
AGENCY USE					SCORE CODE					TEST TAKEN INFO						
A	B	C	D	E	S	SS	TAKS FORM	TAKS ACCOMM. FORM	LAT FORM							
0					(A)	(A)	S	SS	S	SS	S					
(0)	(0)	(0)	(0)	(0)	(L)	(L)	()	()	()	()	(●)					
(1)	(1)	(1)	(1)	(1)	(O)	(O)	FORM #					LAT INFO				
(2)	(2)	(2)	(2)	(2)	(*)	(*)	2	1						S		
(3)	(3)	(3)	(3)	(3)	(S)	(S)	(0)	(0)						A	B	
(4)	(4)	(4)	(4)	(4)			(1)	(1)						(1)	(1)	
(5)	(5)	(5)	(5)	(5)			(2)	(2)						(2)	(A)	
(6)	(6)	(6)	(6)	(6)			(3)	(3)						(3)		
(7)	(7)	(7)	(7)	(7)			(4)	(4)						(4)		
(8)	(8)	(8)	(8)	(8)			(5)	(5)						(5)		
(9)	(9)	(9)	(9)	(9)			(6)	(6)						(7)		
							(7)	(7)								
							(8)	(8)								
							(9)	(9)								

Important Reminders

- **LAT grades and subjects: The LAT FORM (on applicable answer documents) and LAT INFO areas MUST be filled in to score the tests with the correct answer key.**
- **The “0” in Column A of the AGENCY USE field and the “S” score code (not “L”) must be filled in. In addition, the student must be coded as LEP in the LEP indicator field and as participating in a state-approved bilingual or ESL program.**
- **If any of the information described above is not provided, the student’s results will be included in the state accountability ratings.**

The answer documents of asylees and refugees who qualify for LEP exemptions and exit level LEP postponements must be completed in the same manner as the answer documents for other ELLs granted LEP exemptions and postponements.

Absences and Irregularities

If a student who qualifies for the **special provisions** is absent from testing, grid the “A” in the SCORE CODE field and the “0” in Column A of the AGENCY USE section.

If a student who qualifies for the **special provisions** experiences a testing irregularity, grid the “O” in the SCORE CODE field and the “0” in Column A of the AGENCY USE section.

Do not use Column B of the LAT INFO area for these students.

Additional March and April Coding Instructions for Grades 5, 8, and 10

Note the following additional answer document coding instructions for students who qualify for the special provisions in grades 5, 8, and 10.

March Administration—Grade 10 ELA

Rather than taking the grade 10 ELA test in March, the students will participate in the LAT administration of the test in April. To account for the student during the March administration, grid the “O” score code and the “0” in Column A of the AGENCY USE section. A precoded answer document will be shipped for the April LAT administration.

April Administration—Grades 5 and 8 Mathematics and Reading

Students in grades 5 and 8 will participate in the LAT administrations of the mathematics and reading tests in May. As with other students who take LAT, the students are not subject to SSI requirements and participate only in the May administration. To account for the student during the April reading and mathematics administrations, grid the “O” score code and the “0” in Column A of the AGENCY USE section. A precoded answer document will be shipped for the May administration.

Appendix H

Managing Students Who Move During TELPAS

MANAGING STUDENTS WHO MOVE DURING TELPAS

Follow these procedures to account for ELLs who enroll on a campus after the TELPAS student data upload has occurred.

New Enrollees from Texas Public Schools

When an ELL moves from one campus to another within a district or from one Texas district to another, the sending and receiving campus’s testing responsibilities differ depending on whether the student withdraws before or during the testing window (March 7–April 8, 2011).

School District Responsibilities—Guiding Principles

When a student withdraws *during* the testing window, the **sending campus** is responsible for submitting the student’s holistic ratings (even if the ratings were not yet assigned when the student moved). The **receiving campus** is responsible for administering the reading test if this portion of TELPAS was not yet administered when the student moved.

Summary of Responsibilities for Testing Students Who Move Within Texas Public Schools

Grade	Enrollment in New Campus	Campus Responsibilities
K–1	Before (or on) March 7	<ul style="list-style-type: none"> Receiving campus adds student, assesses student in all domains, and submits information Sending campus does not include student in TELPAS submission
	After March 7	<ul style="list-style-type: none"> Sending campus assesses student in all domains and submits information Receiving district does not include student in TELPAS submission*
2–12	Before (or on) March 7	<ul style="list-style-type: none"> Receiving campus adds student, assesses student in all domains, and submits information Sending campus does not include student in TELPAS submission
	After March 7	<ul style="list-style-type: none"> Sending campus is responsible for holistic ratings Sending campus is responsible for online reading test if administered before student withdraws Receiving district uses Assessment Management System to see if student took reading test before withdrawing <ul style="list-style-type: none"> If test was not taken, receiving campus is responsible for reading test If test was taken, receiving district does not include student in TELPAS submission*

* **Exception:** In these two instances, if it is determined that the student *withdrew* from the sending campus *on or before March 7*, the receiving campus should account for the student and assume responsibility for all assessments. The 20-day rule may be applied for the holistically rated assessments if necessary.

The new Assessment Management System improves the process for handling students who move between campuses and districts during the TELPAS administration.

- When a new student enrolls, the receiving district can use the system to identify the sending district and campus of the student and determine the student's assessment status. It is no longer necessary to contact Pearson.
- A single student record is maintained when a sending campus submits a student's holistic ratings and a receiving campus administers the online reading test to the student.
- Both the receiving and sending districts have access to view and edit the student's data elements.
- Both the receiving and sending districts are able to monitor the status of the student's holistic ratings and online reading test using the TELPAS Combined Status Report, available under the *Student Evaluation* tab of the Assessment Management System.

Note these differences in procedures for students who come from other districts versus other campuses within a district:

- **Students from another Texas district:** The receiving district coordinator may add students manually using the new-student wizard or upload a data file. Refer to section 8.2.1 of the *User's Guide for the Texas Assessment Management System* for instructions on how to use the new-student wizard. Once this process is complete, the sending campus and district appear on the TELPAS Combined Status Report. If the receiving district has responsibility for assessing the student, the student can then be assigned to a reading test session and/or rating entry group, as applicable.
- **Students from another campus within a district:** The student's test assignment to the online reading test or holistically rated components, as applicable, can be moved from one campus to another within a district. Refer to section 10.1.2.4 of the *User's Guide for the Texas Assessment Management System* for instructions on how to move test assignments. The district coordinator will not be able to move the student's test assignment(s) if the student is in a reading test session or rating entry group. The student will need to be removed from the session or rating entry group before the test assignment can be moved. Once the test assignment has been moved, the student can be assigned to a reading test session and/or rating entry group, as applicable.

Note the following about students in grades 2–12:

- A sending campus that is responsible only for a student's holistic ratings should not place the student in a reading test session.
- A receiving campus that is responsible only for a student's online reading test should not place the student in a rating entry group.



If a student withdraws from a campus before taking the online reading test, the campus should NOT mark the student's test complete. Remove the student from the test session.

Migrant Students

Handle migrant students who formally withdraw the same way as other student withdrawals by determining whether the student withdraws before or after the testing window begins. For migrant students who do not formally withdraw, the district is responsible for the student's assessments. Designate the student as absent if the campus is unable to give the student the reading test, though every effort should be made to test the student within the five-week testing window.

New Enrollees from Texas Private Schools, Other States, or Other Countries

Records for these students will not exist in Texas public schools. District coordinators will add the students to the Assessment Management System, and campus coordinators will follow the instructions in the Assessment Management System User's Guide to assign the students to online reading test sessions and/or rating entry groups, as applicable.

Campuses are required to administer the reading test to ELLs in grades 2–12. Campuses are not required to holistically rate students who will have been enrolled for fewer than 20 school days at the end of the assessment window (April 8), not counting holidays, if there has not been sufficient time to complete the assessment requirements. However, every effort should be made to complete the holistic assessments in as many domains as possible.

Detailed instructions for adding, registering, and moving students and for assigning students to reading test sessions and rating entry groups are found in the Assessment Management System's User's Guide. Refer to TELPAS Campus Coordinator Activity 15 for information about entering holistic rating and score code information in the Assessment Management System.

