

## 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.

# Texas Assessment of Knowledge and Skills (TAKS)



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## General Information About the TAKS Program

TAKS measures a student’s mastery of the state-mandated curriculum, the TEKS. TAKS includes a form called TAKS (Accommodated) for students receiving special education services who meet the eligibility requirements for specific accommodations.

This section of the manual pertains to TAKS, including TAKS (Accommodated); TAKS–M; and LAT. The following chart shows the subjects tested at each grade level. For specific information about TAKS–Alt, refer to the TAKS–Alt Coordinator Manual.

TAKS, including TAKS (Accommodated); TAKS–M; and TAKS–Alt	
Grade 3*	Mathematics and Reading
Grade 4*	Writing, Mathematics, and Reading
Grade 5*	Mathematics, Reading, and Science
Grade 6	Mathematics and Reading
Grade 7	Writing, Mathematics, and Reading
Grade 8	Mathematics, Reading, Science, and Social Studies
Grade 9	Mathematics and Reading
Grade 10	English Language Arts, Mathematics, Science, and Social Studies
Grade 11/Exit Level	English Language Arts, Mathematics, Science, and Social Studies

\*In grades 3–5, Spanish versions of TAKS and TAKS (Accommodated) are available.

LAT†	
Grades 3–8 and 10	Mathematics and Reading/English Language Arts
Grades 5, 8, and 10	Science

†LAT administrations of TAKS, including TAKS (Accommodated), and TAKS–M are provided for eligible students. Spanish-version LAT forms are available in grades 3–5 but are not available for LAT administrations of TAKS–M.

As the chart indicates, reading assessments are administered at grades 3–9. Writing is assessed at grades 4 and 7. At grades 10 and 11/exit level, reading and writing are integrated in an English language arts test. Mathematics is assessed at grades 3–10 and 11/exit level. Science is tested at grades 5, 8, 10, and 11/exit level. Social studies tests are administered at grades 8, 10, and 11/exit level. The exit level assessments required for graduation are first administered at grade 11.

TAKS–M tests are administered at the same grade levels and in the same content areas as TAKS tests, but Spanish forms are not available. TAKS–M is not a requirement for graduation. Therefore, the grade 11 test is not considered an exit level test, and there are no retest opportunities provided for the grade 11 tests.

LAT mathematics and reading/ELA tests are administered at grades 3–8 and 10. LAT science tests are administered at grades 5, 8, and 10.

In June 2009 the Texas Legislature amended the requirements for SSI. Students are required to pass TAKS, including TAKS (Accommodated), mathematics and reading in grades 5 and 8 in order to be eligible for promotion to the next grade. Students in these grades have up to three opportunities to pass the required TAKS tests. These requirements also apply to students taking TAKS–M. If a student receiving special education services has not met the passing standard after three testing opportunities, the ARD committee will determine whether the student will be promoted or retained.

Districts may provide an alternate way to meet SSI requirements and administer a state-approved substitute assessment instead of the third TAKS testing opportunity for the English versions of the grades 5 and 8 mathematics and reading tests. For more information, see the GPC Manual.

Students taking LAT administrations are not subject to SSI requirements under state regulations and do not take SSI retests.



**Information regarding SSI can be found in the GPC Manual, which is available online at <http://www.tea.state.tx.us/student.assessment/resources/ssi>.**

**Complete information regarding the role of the ARD committee in the Texas Student Assessment Program for students served by special education is in the ARD Manual. This publication is updated annually and is available online at <http://www.tea.state.tx.us/student.assessment/resources/ard>.**

**Information regarding the role of the LPAC in making decisions about the participation of LEP students in the Texas Student Assessment Program is found in the LPAC Manual. This manual, which is updated annually in December, includes guidelines for administering TAKS in Spanish, granting LEP exemptions and LEP postponements, and providing linguistic accommodations during testing. The publication is available online at <http://www.tea.state.tx.us/student.assessment/ELL>.**

## Linguistically Accommodated Testing (LAT)

The LAT assessment process is required for immigrant ELLs who meet participation criteria in the following subjects and grades:

- mathematics at grades 3–8 and 10
- reading at grades 3–8 and ELA at grade 10
- science at grades 5, 8, and 10

Spanish-version LAT tests are available in the same grades and subjects as the Spanish versions of TAKS.

Currently there is no LAT assessment process for the following subjects and grades:

- writing at grades 4 and 7
- social studies at grades 8 and 10
- reading and mathematics at grade 9

Eligible immigrant ELLs who meet specified criteria related to limited English proficiency may be granted a LEP exemption from tests in these subjects and grades. Students who meet specified criteria may be granted a LEP postponement from exit level testing.

The LPAC Manual outlines the participation criteria and process for LPACs to follow when making assessment decisions for ELLs.

### Eligible Immigrant ELLs Receiving Special Education Services

LAT administrations of TAKS, including TAKS (Accommodated), and TAKS–M are available for reasons associated with limited English proficiency for eligible immigrant ELLs receiving special education services. When taking a LAT administration of TAKS, TAKS (Accommodated), or TAKS–M, these students are able to receive accommodations that address both their special education needs and needs as immigrant ELLs.

- Students who are eligible for a LAT administration of TAKS (Accommodated) use the LAT TAKS test booklet. The format accommodations provided on the TAKS (Accommodated) form are also used on the LAT forms of TAKS. Students assessed with LAT must not be given the TAKS (Accommodated) form. The forms cannot be interchanged.
- With the exception of the TAKS–M grade 10 ELA test, the regular TAKS–M test booklets are used for LAT administrations of TAKS–M. Students taking a LAT administration of the TAKS–M grade 10 ELA test in April use the TAKS–M ELA test booklet marked “LAT.”
- Note that LEP exemptions and LAT administrations do not apply to immigrant ELLs who qualify for TAKS–Alt. Because of the design of TAKS–Alt, these provisions are not necessary.

### Mathematics and Science Eligibility

Students are eligible for LAT administrations in mathematics and science if they

- are determined to be LEP-exempt in accordance with Texas policy;
- are in grades 3–8 or 10 for LAT mathematics administrations; and
- are in grade 5, 8, or 10 for LAT science administrations.

### Reading/ELA Eligibility

Students are eligible for LAT administrations in reading or ELA if they

- are determined to be LEP-exempt in accordance with Texas policy;
- are in grades 3–8 or 10; and
- are beyond their first school year of enrollment in U.S. schools.

**For reading/ELA**, eligible immigrant ELLs in their **first** school year of enrollment in the United States do not take a LAT administration. They take the TELPAS reading assessment to meet federal testing requirements.

State regulations that went into effect in the 2009–2010 school year permit qualifying ELLs identified as unschooled asylees and refugees who are beyond the state-authorized LEP exemption period to participate in LAT. The provisions also permit the use of linguistic accommodations during testing of qualifying unschooled asylees and refugees who are beyond the exit level LEP postponement period. Refer to Appendix G for information about testing provisions for these students.

### LAT Accommodations

Linguistic accommodations for LAT administrations provide either **indirect** or **direct** linguistic support. The Accommodations Manual and LAT Manual contain detailed information about these accommodations. Indirect support accommodations do not need to be documented for individual students. They are built into the test administration procedures.

#### Indirect Support Accommodations

	Mathematics/Science	Reading/ELA
Clarification of Test Directions	✓	✓
Breaks at Request of Student	✓	✓
Testing Over Two Days		✓*

\*A two-day LAT administration of a TAKS–M reading/ELA test is optional. The LPAC and ARD committee should decide in advance whether the student should complete the test in one or two days.

For the two-day administrations of LAT reading/ELA tests for TAKS, the administration directions in the LAT Manual specify where in the booklet to stop at the end of Day 1. If a two-day LAT TAKS–M administration of the reading or ELA test will be provided, an appropriate stopping point for the first day should be determined in accordance with the

instructions provided in the LAT appendix of the appropriate TAKS–M Test Administration Directions.

Decisions concerning accommodations that provide **direct** linguistic support must be made and documented by the LPAC (and ARD committee, if applicable) as described in the Accommodations Manual. The following charts show the direct support accommodations and the tests to which they apply.

### Direct Support Accommodations

Mathematics and Science Accommodations	TAKS, Including TAKS (Accommodated)	TAKS–M
Linguistic Simplification*	✓	✓
Oral Translation	✓	✓
Reading Assistance	✓	✓
Bilingual Dictionary	✓	✓
Bilingual Glossary	✓	✓
English and Spanish Tests Side by Side†	✓	

\*For TAKS, including TAKS (Accommodated), secure linguistic simplification guides are provided to test administrators for use with this accommodation. Linguistic simplification is an allowable accommodation for LAT administrations of TAKS–M, but linguistic simplification guides are not provided.

†Grades 3–5 only

Reading/ELA Accommodations for TAKS, Including TAKS (Accommodated), and TAKS–M	Grades 3–8 Reading	ELA Reading	ELA Revising and Editing	ELA Written Composition
Bilingual Dictionary	✓	✓		✓
English Dictionary	✓	✓*		✓*
Reading Aloud—Word or Phrase	✓	✓	✓	†
Reading Aloud—Entire Test Item	✓	✓	✓	
Oral Translation—Word or Phrase	✓	✓	✓	†
Clarification—Word or Phrase	✓	✓	✓	†

\*All grade 10 students who take TAKS, regardless of whether they take LAT tests, are to have access to English dictionaries and thesauruses for these sections of the test. It is not necessary to predetermine and document the need for this as an accommodation.

†All grade 10 LAT students (regardless of their approved linguistic accommodations) may receive assistance to understand the **written composition prompt and the rest of the instructions on the test page containing the prompt**. The language may be clarified, translated, or read aloud at the student’s request. It is not necessary to predetermine and document the need for this as an accommodation. These three types of assistance are not allowed on the written composition itself.

## Scheduling

### Testing Schedule for LAT Administrations of TAKS and TAKS–M

<b>Monday, April 25</b>	LAT Mathematics	Grades 3, 4, 6, 7, and 10
<b>Tuesday, April 26</b>	LAT Reading/ELA (Day 1)	Grades 3, 4, 6, 7, and 10
<b>Wednesday, April 27</b>	LAT Reading/ELA (Day 2)	Grades 3, 4, 6, 7, and 10
<b>Friday, April 29</b>	LAT Science	Grades 5, 8, and 10
<b>Monday, May 16</b>	LAT Mathematics	Grades 5 and 8
<b>Tuesday, May 17</b>	LAT Reading (Day 1)	Grades 5 and 8
<b>Wednesday, May 18</b>	LAT Reading (Day 2)	Grades 5 and 8

In rare instances, a student taking a LAT administration may be designated by the LPAC to take regular TAKS or TAKS–M tests in other subjects. In such cases, the student’s testing schedule may need to be adjusted to enable the student to take all necessary tests. Tests scheduled the week of April 25 must be completed between April 25 and April 29, and May testing for affected students must be completed between May 16 and May 18.

**NOTE:** LAT administrations of TAKS–M occur on the same schedule as LAT administrations of TAKS except that a two-day administration of LAT reading/ELA for TAKS–M is optional. Refer to the Indirect Support Accommodations chart on page 29 for more information.

## Planning for LAT Administrations

### Role of the LPAC

Prior to spring testing, when LEP-exemption decisions are made, LPAC members (and ARD committee members, if applicable) need to collaborate with the appropriate subject-area teacher of each student eligible for a LAT administration and the testing coordinator to

- make and document decisions concerning the linguistic accommodations to be provided;
- determine the need for individual versus small-group LAT administrations; and
- identify appropriate LAT test administrators.

Rosters that coordinators may wish to use to list their LAT students and plan for the necessary test administrators, accommodations, testing materials, and testing locations are on the following pages.

### Selecting and Training LAT Test Administrators

- LAT test administrators should be familiar with the subject matter assessed, the linguistic needs of the students, and should work routinely with the students in delivering or assisting with instruction.
- The LAT Manual provides example test questions and student scenarios to use in training LAT test administrators. Training slides will be available on TEA’s Student Assessment Division website prior to the spring 2011 administrations. Example test questions and student scenarios for use in training LAT TAKS–M test administrators

are provided in the LAT appendix of the appropriate TAKS–M Test Administration Directions.

### Accommodations

- LAT administrations often require more than one type of linguistic accommodation.
- In addition to linguistic accommodations, a student taking a LAT administration who is receiving special education services may be eligible for accommodations related to his or her disability, as delineated in the Accommodations Manual.

### Test Booklets

- LAT test booklets for TAKS indicate “LAT” on the cover and are not interchangeable with TAKS tests.
- For students taking a LAT administration of TAKS (Accommodated), use the test booklet that is marked “LAT.” The format accommodations provided for TAKS (Accommodated) are also used on the LAT forms of TAKS.
- For LAT administrations of TAKS, including TAKS (Accommodated), in grades 3–5, students may use an English-version test booklet or Spanish-version test booklet. For mathematics and science, the English and Spanish LAT tests are transadaptations and may be used together in the side-by-side linguistic accommodation. The grades 3–5 reading tests are not transadaptations and must **NOT** be used together.
- With the exception of the TAKS–M grade 10 ELA test, the regular TAKS–M test booklets are used for LAT administrations of TAKS–M. Students taking a LAT administration of the TAKS–M grade 10 ELA test in April use the TAKS–M ELA test booklet marked “LAT.”

### Test Administration

- Students taking LAT administrations must not be tested in a room with students taking the regular TAKS test.
- Students taking LAT administrations should be provided individual or small-group administrations. When small-group administrations are used, students should be seated far enough apart that they are not disturbed by interactions between the test administrator and other students.
- It may be possible to group students taking LAT administrations from more than one grade in the same testing room. Review the needs of the students, their accommodations, their grade levels, and the test administration directions in the LAT Manual when planning how to group students.

# LAT Reading/ELA Administration Planning Roster

Student Name	Enrolled Grade	Planned Accommodations (See list below.)	Notes About Materials Needed	Test Administrator Name	Small Group vs. Individual Administration	Test Location	Test Date

**Linguistic Accommodations for 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



# LAT Mathematics and Science Administration Planning Roster

Student Name	Enrolled Grade	Planned Accommodations (See list below.)	Notes About Materials Needed	Test Administrator Name	Small Group vs. Individual Administration	Test Location	Test Date

## Linguistic Accommodations for 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)



## Dyslexia Bundled Accommodations—TAKS, including TAKS (Accommodated), Reading

### Administration Instructions

The dyslexia bundled accommodations are available for eligible students taking the TAKS, including TAKS (Accommodated), reading tests at grades 3–8. The three accommodations, which must be provided together, are

- orally reading all proper nouns associated with each passage (from the state-supplied proper-nouns list) before students begin individual reading,
- orally reading all test questions and answer choices to students, and
- extending the testing time over a two-day period.



**Information regarding dyslexia bundled accommodations for students taking TAKS and TAKS (Accommodated) assessments, including eligibility requirements, is in the Accommodations Manual, which is available online at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.**

The 2011 TAKS testing schedule for students taking reading with dyslexia bundled accommodations can be found on page 39 of this manual. There are no dyslexia bundled accommodations for TAKS–M because similar accommodations are built into this assessment. While the bundled accommodations are not available for LAT, other similar linguistic accommodations are available.

Students who receive the dyslexia bundled accommodations should be tested individually or in small groups with others taking the identical test so that other students will not be disturbed or distracted.

The test administrator must follow the directions found in the test instructions specific to the administration with the dyslexia bundled accommodations. When reading the scripted directions to the student(s), the test administrator should read the sample items in the same manner as he or she will read the test items. A copy of the dyslexia proper-nouns list applicable to each grade level must be provided for each student and test administrator. Copies of the dyslexia proper-nouns lists must be made using the blackline masters provided in each campus box and distributed to test administrators on the day of the test.



**There are separate instructions and proper-nouns lists for TAKS and TAKS (Accommodated) administrations with dyslexia bundled accommodations. If a student is taking TAKS, the test administrator must ensure that the test is administered using a TAKS test booklet, TAKS instructions, and a TAKS proper-nouns list. If the student is taking TAKS (Accommodated), the test must be administered using a TAKS (Accommodated) test booklet, TAKS (Accommodated) instructions, and a TAKS (Accommodated) proper-nouns list.**

It is important that test administrators carefully follow the correct testing procedures. Test administrators should be reminded of the points on the following pages before providing the dyslexia bundled accommodations.

## Ensure That the Correct Test Form Is Used

- It is particularly important to remember to start with a Form 1 test booklet for the mathematics test if it will be needed for a reading test with dyslexia bundled accommodations on the following day. The test administrator will need a Form 1 test booklet from which to read the test questions and answer choices. Form 1 must be used for grades 5 and 8 (April only) and grades 3, 4, 6, and 7. Both the test administrator's test booklet and the student's test booklet for all subject-area tests must be Form 1. Campus coordinators are responsible for distributing Form 1 test booklets in these situations.
- If giving an oral administration for any subject area, Form 1 must be used for the first subject area administered at the beginning of the week, and must continue to be used for the remaining subject areas.
- Additional Form 1 test booklets are sent only to campuses that have indicated participation counts for dyslexia administrations. The additional Form 1 test booklets are located in the campus box of the secure shipment.
- The use of Form 1 is not an issue for retest opportunities in May and June for grades 5 and 8 mathematics and reading because there is only one form of each test.
- There is only one form of TAKS (Accommodated).

## Test Security

- All security measures outlined in this manual must be followed.
- Test administrators 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 prohibited.

## Test Administration

- The reading passages must **NOT** be read aloud to students.
- The test must be administered in the order presented in the test administration directions.
- Each word, phrase, and/or sentence in the test questions, graphics, cluster stimulus, and answer choices may be read as many times as the student requests.
- Test questions and answer choices must not be rephrased or clarified.
- Voice inflection must be kept neutral during the reading of test questions and answer choices.
- Nonverbal assistance may not be provided to students.
- Test administrators must **STOP** at the designated place at the end of the first day of testing.
- On Day 2, the test administrator cannot go back to any passages or questions from Day 1.

## Dyslexia Bundled Accommodations (DB) Score Code

- When the student finishes the test, the test administrator must indicate that the student received the dyslexia bundled accommodations during the test administration by filling in the "DB" bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the scorable document.



After the test administration, no discussion or scoring of test items is allowed at any time.

## Scheduling

Students meeting the eligibility requirements for using dyslexia bundled accommodations will take the reading test over a **two-day** period. Below is the 2011 TAKS testing schedule for students using the dyslexia bundled accommodations. The schedule for students in grades 5 and 8 varies slightly from the published TAKS testing calendar to allow for the two-day accommodation.

**Testing Schedule for Students Using the Dyslexia Bundled Accommodations**

<b>Grade 3</b>	April 26 April 27–28	Mathematics Reading
<b>Grade 4</b>	March 1 April 26 April 27–28	Writing Mathematics Reading
<b>Grade 5</b>	April 4 April 5–6 April 28 May 17 May 18–19 June 28 June 29–30	Mathematics Reading Science Mathematics (retest) Reading (retest) Mathematics (retest) Reading (retest)
<b>Grade 6</b>	April 26 April 27–28	Mathematics Reading
<b>Grade 7</b>	March 1 April 26 April 27–28	Writing Mathematics Reading
<b>Grade 8</b>	April 4 April 5–6 April 28 April 29 May 17 May 18–19 June 28 June 29–30	Mathematics Reading Science Social Studies Mathematics (retest) Reading (retest) Mathematics (retest) Reading (retest)

Further information about the pacing of the reading tests for the dyslexia bundled accommodations will be included in the dyslexia package in the campus box.

## Oral Administration—Mathematics, Science, and Social Studies

Oral administration is an accommodation in which test questions and answer choices for mathematics, science, and/or social studies tests may be read aloud or signed to eligible students taking TAKS, including TAKS (Accommodated), or TAKS–M.



**Information regarding oral administrations, including eligibility requirements, is in the Accommodations Manual, which is available online at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.**

Oral administration can encompass different levels of reading support for each student on any part of the test, including charts, tables, graphics, the state-supplied mathematics and science charts, and allowable or approved supplemental aids. Reading support may include the test administrator reading only a few words or phrases at student request, reading multiple sentences throughout the test at student request, or reading the test in its entirety. It is the responsibility of the ARD committee, Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of reading support the student needs. A student may request a change in the level of reading support provided during testing only if this option is documented.



**Oral administration is not allowed for the reading, writing, or ELA tests. (This does not apply to the dyslexia bundled accommodations or the accommodation of reading test questions and answer choices on TAKS–M reading selections.)**

Students who receive any level of oral administration may need to be tested individually so that other students will not be disturbed or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations, provided that every student in the small group is eligible for an oral administration. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

Before conducting an oral administration, test administrators should familiarize themselves with these instructions and with the information presented in the Accommodations Manual and the appropriate Test Administration Directions. For students who are deaf or hard of hearing and eligible for a signed administration, specific guidelines for signing test content for a state assessment are included in Appendix D of this manual.

It is important that test administrators carefully follow the correct testing procedures. Test administrators should be reminded of the following points before providing an oral administration.

### Ensure That the Correct Test Form Is Used

- Form 1 (when appropriate) must be used for the test administrator's test booklet, as well as the student's test booklet for all subject-area tests. The test administrator will need a Form 1 test booklet from which to read the test questions and answer choices. There is only one form of TAKS (Accommodated) and TAKS–M.
- Additional Form 1 booklets are located in the campus box of the secure or combined shipment. Be sure that all students and test administrators participating in an oral administration are provided Form 1. Campus coordinators are responsible for distributing the correct form in these situations.
- For students who are taking a TAKS or TAKS–M test in braille and are eligible to receive an oral administration, the test administrator will need the regular-print test booklet that is included with the shipment of braille materials from which to read the test questions and answer choices.

### Test Security

- All security measures outlined in this manual must be followed.
- Test administrators may not write notes, calculations, or any other marks in a test booklet or in any other location.
- Test administrators 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 prohibited.
- Test administrators who give an oral administration of a test are required to sign a separate section (Section #3) of the administration-specific oath.

### Test Administration

- Test administrators must receive additional training in the procedures specific to an oral administration, including the guidelines for reading aloud various types of test items found in the appendices of the Test Administration Directions.
- Oral administrations should be provided by test administrators who are familiar with content-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately.
- Test administrators must be made aware of the different levels of reading support that can be provided during an oral administration. For each student receiving an oral administration, the test administrator must know which level of reading support the student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.
- Any part of the test may be read aloud or signed to eligible students. This includes the test questions, answer choices, charts, tables, graphics, the state-supplied mathematics or science charts, and allowable or approved supplemental aids.
- Test administrators must not rephrase, clarify, or interpret any test content. Voice inflection must be kept neutral, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.

- Test administrators should read the sample items in the same manner as he or she will read the test questions.
- Nonverbal assistance may not be provided to students.
- Students may need to be tested individually or in small groups.

### Oral Administration (OA) Code

- When the student finishes the test, the test administrator must indicate that the student received an oral test administration by filling in the “OA” bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the scorable document.



**After an oral administration, no discussion or scoring of test items is allowed at any time.**

## Large-Print and Braille Test Booklets

### Availability

Braille and large-print test booklets are available for all TAKS, including TAKS (Accommodated), and TAKS–M administrations. The same braille form will be administered for both TAKS and TAKS (Accommodated). Large-print test booklets are available for LAT administrations. For information about braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536.

Information about ordering braille and large-print versions of tests is in District Coordinator Activity 6. Submission of an Accommodation Request Form does not constitute an order of materials. For complete information about submitting an Accommodation Request Form, refer to the Accommodations Manual. Deadlines for ordering braille and large-print versions of the tests are earlier than those for submitting accommodation requests.



**For information regarding braille and large-print test administrations, including eligibility requirements, refer to the Accommodations Manual, available online at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>. Information is also available in Appendix C of this manual.**

# District Coordinator Responsibilities— TAKS

# DISTRICT COORDINATOR CHECKLIST—TAKS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and returning materials for the TAKS test administrations, including TAKS (Accommodated); TAKS–M; and LAT. Follow the dates on the Calendar of Events for training, the receipt of materials, test administrations, and the collection and return of materials. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as district coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

## Prepare for TAKS Administrations

- Activity 1**  Prepare for and attend district coordinator training session.  
 Review and sign district coordinator security oath.
- Activity 2**  Help designate campus coordinators.  
 Schedule and conduct campus coordinator and principal training sessions.
- Activity 3**  Review advance letter and materials list.  
 Verify and distribute shipment of nonsecure test materials.
- Activity 4**  Review district coordinator packet.
- Activity 5**  Verify and distribute shipment of secure test materials; resolve shortages.
- Activity 6**  Order additional materials for entire district.
- Activity 7**  Receive and distribute precoded test materials.
- Activity 8**  Prepare for make-up testing.

## Monitor TAKS Administrations

- Activity 9**  Ensure proper testing procedures.  
 Answer questions and resolve problems.

## Return TAKS Materials

- Activity 10**  Direct the collection of scorable materials in the district.
- Activity 11**  Prepare scorable materials for shipping.
- Activity 12**  Return all scorable materials.
- Activity 13**  Order optional reports for district.
- Activity 14**  Direct the collection and return of nonscorable materials.
- Activity 15**  Make sure security oaths are signed and returned.

## June SSI and July/October Exit Level Retest Administrations

- Activity 16**  Prepare for and conduct June SSI and July/October exit level retest administrations.

# Prepare for TAKS Administrations

## Activity 1

Prepare for and attend district coordinator training session; review and sign district coordinator security oath.

### Prepare for Training

As district coordinator, you are the contact person for all campus coordinators and test administrators, and for all test-related communications in your district. It is your responsibility throughout the testing period to be able to answer questions that arise in your school district about the TAKS test administrations.

Read this manual carefully before the training session and bring your manual to the session. Become thoroughly familiar with the sections of the TAC so that you are knowledgeable about such topics as the following:

- security and confidentiality
- eligibility requirements for assessments
- testing accommodations, including dyslexia bundled accommodations, TAKS (Accommodated), and LAT administrations
- SSI
- testing requirements for graduation

### Attend District Coordinator Training Session

All district coordinator training sessions should be held by the deadline specified on the Calendar of Events. Only new district coordinators need to attend training before the October 2011 administration. If you have not received notice of the date and location of the district coordinator training session for your region, contact your regional education service center immediately. **All district coordinators must attend training annually.**

Make note of any questions you have regarding your responsibilities and any special circumstances your district expects, and be sure to discuss these during your training session.

## Optional Web-based Test Administrator Training Modules

Web-based test administrator training modules are available to supplement the mandatory training required of all district personnel involved in testing. This training is optional but recommended. The modules are designed to be taken in either a group or individual setting and take approximately one hour to complete. The modules include “knowledge check” sections, and results are provided in real time. Topics covered in the training course include:

- active monitoring
- distribution of test materials
- proper handling of secure materials



**Use of the training modules is not a substitute for the mandatory annual training in test security and test administration procedures. Rather, it supplements the mandatory training.**

## Review and Sign District Coordinator Security Oath

Prior to your training, make sure you have reviewed your security oath and understand your obligations concerning test security and confidentiality as set forth in this manual. (See Student Assessment Program Overview.) You must initial each item as completed and sign your security oath before you handle any secure test materials. All oaths, with the exception of the superintendent/chief administrative officer oath, have two parts: 1) initialing and signing after training and before handling secure materials; and 2) signing after completion of each test administration for test administrators or at the end of the testing year for campus coordinators, principals, and district coordinators. You should also familiarize yourself with the security oaths for superintendents/chief administrative officers, campus coordinators, principals, and test administrators.

## Activity 2

Help designate campus coordinators; schedule and conduct campus coordinator and principal training sessions.

### Help Designate Campus Coordinators

In cooperation with your district's principals, designate a campus coordinator for each campus. Campus coordinators serve as the liaisons between you and their respective campuses for all TAKS test-related communications. They also oversee the preparation and distribution of test materials for each administration, as well as prepare the materials for return to you.

Campus coordinators are also responsible for helping designate and train the test administrators for their campuses. They must be able to answer questions and resolve problems throughout the testing period. They are instructed to contact the district coordinator for any questions they are unable to answer.

### Schedule and Conduct Campus Coordinator and Principal Training Sessions

Campus coordinators and principals are required to receive annual training in general testing procedures. In addition, all campus coordinators and principals must have training in the procedures unique to each TAKS test administration.



**To prepare your campus coordinators for testing, you must conduct training sessions by the dates indicated on the Calendar of Events.**

Instruct campus coordinators to carefully review the Coordinator Manual, the TAKS and TAKS–M General Test Administrator Manuals, LAT Manual (if applicable), and TAKS and TAKS–M Test Administration Directions prior to training and to bring them to the training session. The General Test Administrator Manuals will arrive in a separate shipment in early January. Campus coordinators will receive the Test Administration Directions in their nonsecure or, where applicable, combined shipments of test materials. Test Administration Directions for TAKS and TAKS–M tests will be sent only for the first administration for a given grade. These directions must be kept and used again with any subsequent administrations.

Plan each training session so that there is enough time for questions and discussion.

You should plan to discuss the following topics at the campus coordinator training session.

### Staff Responsibilities

- campus coordinator responsibilities
- test administrator responsibilities

### Test Security

- test security regulations and oaths
- proper testing procedures, including active monitoring, seating charts, and student honor statements (where appropriate)
- consequences of cheating for students and educators
- duplication of written compositions and open-ended responses
- information about the optional Web-based test administrator training modules

### Preparing for Test Administrations

- test administration schedule
- process for identifying eligible students
- procedures for receiving, distributing, and storing test materials
- planning for make-up testing

### Testing with Accommodations

- students taking a combination of TAKS, TAKS (Accommodated), TAKS–M, and LAT tests
- testing accommodations
- TAKS (Accommodated) administration procedures
- TAKS–M administration procedures
- dyslexia bundled accommodations administration procedures
- LAT administration procedures

### Answer Documents

- procedures for verifying precoded labels/answer documents and hand-gridding student information
- ensuring the submission of appropriate answer documents
- gridding the appropriate score code
- gridding accommodations information on TAKS and TAKS–M scorable documents
- gridding LAT information

## Returning Materials

- importance of completing the Class, Campus and Group, and Voided Answer Document Identification Sheets accurately
- procedures for returning materials

## Resources

- Student Assessment Frequently Asked Questions (FAQs) at <http://www.tea.state.tx.us/student.assessment/faq>



**If there are questions that you are unable to answer during a session, contact TEA's Student Assessment Division at 512-463-9536.**

## Activity 3

Review advance letter and materials list; verify and distribute shipment of nonsecure test materials.

### Review Advance Letter and Materials List

An advance letter and materials list are available approximately one month prior to each test administration through the Assessment Management System at <http://www.TexasAssessment.com/login>. These documents provide information regarding the upcoming administration, as well as a list of the materials your district will receive. The quantities on the materials list show district totals, including overage, that will be shipped. You may also review the materials listed by campus, as well as the district overage. These numbers are based directly on the TAKS participation counts (formerly enrollment) entered and/or updated during the TAKS participation collection window.

Check with each of your campuses to ensure that they will have a sufficient quantity of test materials. If not, compile a list of any additional materials needed for each campus and submit a single order for your district prior to each test administration. (Refer to District Coordinator Activity 6 for more information.) The quantities shown on the materials list cannot be decreased. **It is important to order any additional materials for your entire district at one time.**

### Verify and Distribute Shipment of Nonsecure Test Materials



**You will receive nonsecure test materials for each 2011 TAKS test administration. Most nonsecure and secure materials arrive in combined shipments except for those test administrations listed below. (See the Calendar of Events for specific dates.)**

#### Separate Nonsecure and Secure Materials Shipments

March TAKS/TAKS–M Grades 4, 7, 9, 10, and 11/exit level

April TAKS/TAKS–M Grades 3–10 and 11/exit level

The nonsecure materials needed for testing are listed below. See the diagram on the following page for information about the location of these materials in the shipment.

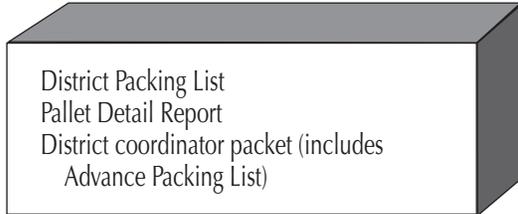
- district coordinator packet
- district overage materials
- campus materials

Take the following steps in reviewing and distributing the shipment.

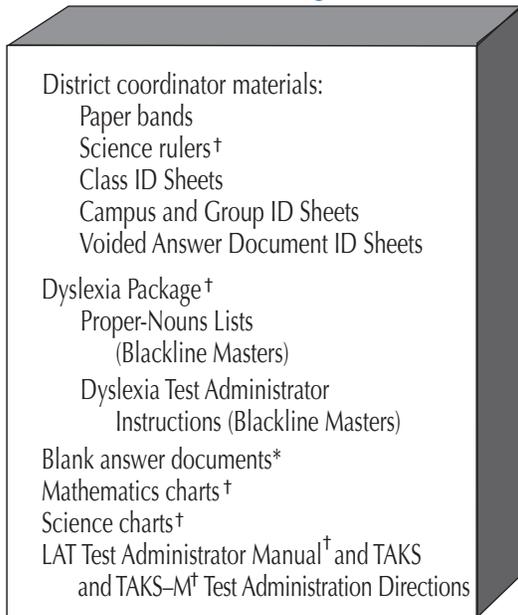
- Verify that your boxes contain TAKS, including TAKS(Accommodated); LAT (if applicable); and TAKS–M materials. For easy identification, the name of the testing program is printed on the boxes and on the shipping labels.
- To verify that your shipment is complete, inspect the sequence of numbers on the boxes to make sure you have accounted for all boxes.
- Once you have accounted for all boxes, locate the district packing list and pallet detail report at the top of Box 1 (the white box) and review these documents carefully. Each administration has a specific packing list. The packing list indicates the quantities of the items contained in the shipment, and the pallet detail report shows the box number(s) for each campus’s materials.
- The materials for each campus will be packaged in separate boxes labeled with the campus name and number. **You do not need to open any of these boxes.** Campus coordinators will do this when they review the contents of their shipments and check their materials for shipping shortages.
- After you have checked to ensure that a shipment is complete, keep your district overage materials and forward the campus materials to the appropriate campuses in your district.
- Do not delay in forwarding the campus boxes and packages. Campus coordinators and test administrators will need their materials to prepare for their training sessions and for testing.

## Contents and Packing Arrangement of Nonsecure Shipment

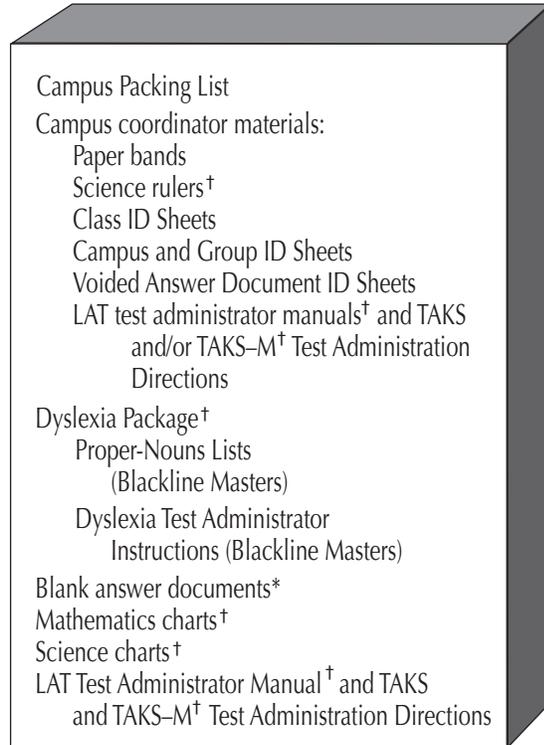
### Box 1 (white)‡



### District Overage Box



### Campus Box



\* Includes TAKS and TAKS-M blank answer documents

† If applicable

‡ For some districts, district overage materials may be packed in Box 1

## Activity 4

Review district coordinator packet.

You will receive a district coordinator packet for each administration of TAKS. Familiarize yourself with the materials listed below, which are included in each district coordinator packet.

### MANUALS

- Grade-specific Test Administration Directions and, if applicable, LAT Manual



**The Coordinator Manual and TAKS and TAKS–M General Test Administrator Manuals are not included in the coordinator packet for each test administration. The Coordinator Manual is shipped to districts only in December, along with the Calendar of Events poster. The General Test Administrator Manuals are shipped to districts only in January, along with the Coordinator Manual Supplement and the TELPAS Manual. See District Coordinator Activity 6 for information about ordering additional materials online.**

### PACKING LISTS AND SAMPLE MATERIALS

- Advance Packing List for secure materials
- answer documents and scorable test booklet covers (samples)
- Class Identification Sheets (samples)
- Campus and Group Identification Sheets (samples)
- Voided Answer Document Identification Sheets (samples)
- mathematics charts and science charts, as appropriate (samples)
- standard reports list
- optional reports and services brochure

### MATERIALS FOR RETURN SHIPPING

- Answer Document Packing Lists
- return shipping labels and return freight bills
- district coordinator security oath
- superintendent/chief administrative officer security oath
- pre-addressed envelope (for returning the superintendent/chief administrative officer and district testing coordinator oaths to testing contractor)



**An optional reports order form is no longer required to be returned with scorable materials. Optional reports will be ordered online through the Assessment Management System. Refer to District Coordinator Activity 13 for information for ordering optional reports.**

## Activity 5

Verify and distribute shipment of secure test materials; resolve shortages.

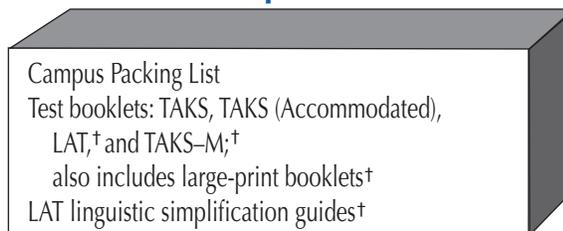
Districts will receive each shipment of secure test booklets two to three weeks before testing. Secure LAT test booklets and LAT linguistic simplification guides will be included in this shipment, if applicable. See the Calendar of Events for specific dates. The test booklets are boxed by campus. A district overage of materials will also be included in each shipment.

### Contents and Packing Arrangement of Secure Shipment

#### District Overage Box 1 (white)



#### Campus Box\*



\*For the April grades 3–10 and exit level secure test materials shipment, TAKS–M materials will be shipped in separate boxes on a separate schedule (see Calendar of Events).

<sup>†</sup>If applicable

## Verify and Distribute the Shipment Contents

Take the following steps in verifying and distributing the secure shipment.

- Verify that your boxes contain TAKS, including TAKS (Accommodated), and TAKS–M materials. For easy identification, the name of the testing program is printed on the boxes and on the shipping labels.
- To verify that your shipment is complete, inspect the sequence of numbers on the boxes to make sure that all boxes are accounted for.
- Once you have accounted for all boxes, locate the packing list inside Box 1 (the white box) of the secure shipment and review it carefully. This list specifies the types and quantities of materials shipped and the range of test booklet security numbers assigned to each campus and to the district overage. **You do NOT need to open campus boxes to verify the contents.**
- Carefully check to verify whether the quantities listed meet your district's needs and make note of any additional test booklets needed.
- Even if the quantities on the packing list are not sufficient, forward the campus boxes to your campus coordinators. Wait until campus coordinators have opened

their boxes and checked their individual packing lists before you begin to resolve shortages.

- Retain district overage materials in locked storage and direct campus coordinators to do the same with their secure test materials.
- **Make sure that all campus coordinators verify the number of test booklets received**, following the instructions in TAKS Campus Coordinator Activity 5. Instruct them to **immediately** report to you any discrepancy between their individual campus packing list and the contents of their boxes. If a discrepancy is found, report it to Pearson's Austin Operations Center by calling 800-252-9186.

## Resolve Shortages



Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are still needed, you may move booklets from one campus to another. Keep an exact record of the security numbers of booklets that are distributed from the overage or moved from one campus to another. If your district is still short of test booklets, refer to District Coordinator Activity 6.



It is imperative that you resolve all shortages as quickly as possible to ensure delivery of test materials before the testing date. Refer to the Calendar of Events for deadlines for ordering additional materials. Note that ordering after the deadlines may result in delayed delivery of materials. Test booklets and answer documents may NOT be duplicated to resolve shortages.

Remind your campus coordinators not to distribute test booklets (or the secure LAT linguistic simplification guides) to test administrators until the day of testing, with the following exception: Campus coordinators may distribute the grade 3 scorable test booklets to campus personnel who will affix the verified precoded labels or hand-grid the student data. Test booklet seals must not be broken, and the contents of the tests must not be examined. The campus coordinator must collect the booklets and return them to locked storage until the first day of testing for each administration.

## Activity 6

Order additional materials for entire district.

After reviewing the packing lists in Box 1 (the white box) of the secure shipment, determine whether your district requires additional secure test materials. Also determine if additional copies of the Coordinator Manual or General Test Administrator Manuals are needed.



**Before each test administration, compile a list of any additional materials needed for all campuses in your district. Refer to the Calendar of Events for the deadlines for ordering additional materials. Ordering after the deadlines may result in delayed delivery of materials.**



**For complete information about ordering additional materials through the Assessment Management System, refer to the Assessment Management System User's Guide at <http://www.TexasAssessment.com/techinfo>. NOTE: Faxed orders for additional materials will NOT be accepted.**

## Secure Test Materials—Additional Test Booklets

Based on the Advance Packing List for secure materials in your district coordinator packet, determine whether the quantities you are scheduled to receive are sufficient for your district. Be sure to take into account any extra test booklets you may need for a test administrator to use during oral administrations or when administering TAKS–M reading, writing, or ELA tests.

A LAT-specific test booklet is needed for each student taking a LAT administration of TAKS or TAKS (Accommodated). You will also need a LAT-specific test booklet for each student taking a LAT administration of the TAKS–M grade 10 ELA test. For other LAT administrations of TAKS–M, use the regular TAKS–M booklet. Depending on the accommodations provided, some students taking LAT administrations in grades 3–5 may need both an English and Spanish version of a LAT mathematics or science test booklet. Orders for LAT test booklets in one language do not include the corresponding test booklet in the other language, so both versions must be ordered. A regular TAKS test cannot be used to resolve shortages because the LAT forms are different tests. Also be sure to order any additional LAT mathematics or science linguistic simplification guides at this time.

## Nonsecure Test Materials

Determine whether there are any shortages of the items received in the nonsecure or combined shipment, such as Test Administration Directions, blank answer documents, or identification sheets. The test administrator instructions and proper-nouns lists for the dyslexia bundled accommodations for both TAKS and TAKS (Accommodated) are to be photocopied using the blackline masters provided in the dyslexia package located in the campus box. There are **separate** test administrator instructions and proper-nouns lists for TAKS (Accommodated).

Verify that you have received enough TAKS–M answer documents. You will not need answer documents for students who are assessed with TAKS–Alt.

## Spanish Materials

Districts should administer the Spanish versions of the grade 4 writing, grade 5 science, and grades 3–5 mathematics and reading tests to all students who are eligible in accordance with 19 TAC, Chapter 101. Testing decisions may vary by subject area. For example, an LPAC may determine that it is appropriate for a grade 4 student to take the mathematics test in English and the reading and writing tests in Spanish. (Refer to Campus Coordinator Activity 9 for information about submitting answer documents for these students.) Determine whether the quantities of Spanish materials listed on the Materials List will be sufficient, including any Spanish TAKS (Accommodated) forms and any Spanish-version LAT forms that are needed.

## Large-Print and Braille Test Booklets

For the TAKS, TAKS (Accommodated), and TAKS–M administrations, large-print and braille test booklets are available for eligible students in all grades and subject areas tested in English and Spanish. Large-print LAT test booklets are available for eligible students. For information regarding braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536. Districts have an opportunity to identify the number of students who will need large-print test materials during TAKS participation collection (formerly enrollment) in the fall and in January.

**NOTE:** The January participation counts update window affects only the April administrations, **NOT** the March administrations. Large-print materials will be shipped with the initial secure or combined shipment. **Separate braille orders must be made online. Braille materials will arrive in a separate shipment one week prior to testing.**



**If additional large-print materials are required, order online by the date specified in the Calendar of Events.**

If braille materials are required, they must be ordered at least two weeks prior to testing. These dates will be published in the “Update Braille Order” broadcast e-mails that are sent to district testing coordinators. Orders for braille tests must be submitted online at <http://www.TexasAssessment.com/BrailleOrderForms>. Braille tests are available for all subjects in TAKS and TAKS–M, in both contracted and uncontracted braille. There is only one braille test booklet for both TAKS and TAKS (Accommodated) for each applicable grade level and subject area. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely in classroom instruction. The order form for braille materials requires that you provide the name and PEIMS student identification number of each student for whom you are ordering a braille test.

Districts are not required to order braille test materials for retest administrations. Pearson will automatically send braille tests for retest administrations for eligible students who have not

met the passing standard. However, if a student in your district is a first-time tester and needs to take a braille TAKS or TAKS–M retest, please submit an order for the braille test using the online Braille Test Order Form. Braille materials will arrive in a separate shipment one week prior to testing.

**NOTE:** Remember to order additional TAKS or TAKS–M Test Administration Directions, if necessary, when placing orders for large-print or braille materials. There is no need to order additional General Test Administrator Manuals when ordering additional braille and large-print materials. These manuals are sent once per year and should be retained for use during all test administrations. General instructions for administering large-print and braille tests accompany each braille and large-print test booklet. These instructions are also located in Appendix C of this manual. In addition, specific instructions for administering braille tests accompany each braille test booklet.

Refer to the Calendar of Events for deadlines for ordering additional materials. Ordering after the deadlines may result in delayed delivery of materials.



**In most cases, large-print tests should be ordered *only* for students with visual impairments. Guidelines concerning eligibility are delineated in the Accommodations Manual. In general, large-print tests should NOT be ordered for an entire class.**

## Activity 7

### Receive and distribute precoded test materials.

Districts will receive a separate shipment of precoded test materials for primary and exit level retest administrations. The precoded materials will arrive no later than the date noted on the Calendar of Events and may arrive up to three weeks prior to the due date.

The labels and answer documents are preprinted with student information so that district personnel do not need to hand-grid the data. However, districts must verify the accuracy of the precoded information on the labels and answer documents. Instructions for verifying the precoded data are included in the shipment. (Refer to TAKS Campus Coordinator Activity 6.)

Campus coordinators and designated campus personnel are responsible for verifying the information on the precoded materials. Inaccurate student information may prevent the current test administration data from merging with a student’s permanent record file. Inaccurate information can be corrected by hand-gridding the correct information on the cover of an appropriate scorable test booklet or answer document. Except for the student name, PEIMS number, date of birth, and gender, hand-gridded information will override the information on a precoded label or answer document. Hand-gridded information does not change the student information contained in a PEIMS file at TEA.

Precoded Materials	
Precoded Answer Documents	Precoded Labels
Grade 4 all subjects	Grade 3 all subjects*
Grade 5 all subjects	Grade 10 English language arts
Grade 6 all subjects	Exit Level English language arts
Grade 7 all subjects	Exit Level retests
Grade 8 all subjects	TAKS–M all grades and subjects
Grade 9 all subjects	
Grade 10 mathematics, science, social studies	
Exit Level mathematics, science, social studies	

\*Precoded labels can be used on either the English or Spanish scorable document.

The TAKS answer documents and precoded labels will be used for TAKS (Accommodated) and LAT administrations of TAKS and TAKS (Accommodated). TAKS–M tests, including LAT administrations of TAKS–M, will always use answer documents and precoded labels.

If a student takes the grade 5 or 8 mathematics and reading test in early April but does not meet the passing standard, or if the student's answer document is submitted with the SCORE CODE field marked "A" (Absent), "O" (Other), or "L" (Exempt-LEP), a precoded answer document will automatically be provided for the student for the May retest and, if needed, the June retest administration.

**NOTE:** Districts will receive a larger quantity of blank answer documents for grades and subjects that require precoded labels than for grades and subjects that require precoded answer documents.



**If you have questions about precoding, call Pearson's Austin Operations Center at 800-252-9186.**

## Activity 8

### Prepare for make-up testing.

Allowing make-up test administrations is an optional district decision. If your district allows make-up testing, advance planning should address logistical issues associated with the testing, such as scheduling, testing locations, and security arrangements for make-up test materials.

The chart below indicates the grade levels, allowable subject areas, make-up testing dates, and nonallowable subject areas for administering make-up tests to eligible students.

Make-up Testing			
Grade	Allowable Subject(s)	Make-up Testing Dates	Nonallowable Subject(s)
3 English and Spanish	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	None
4 English and Spanish	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	Writing
5 English and Spanish	Mathematics (April and May administrations only) Reading (April and May administrations only)	Mathematics: April 5–7 Reading: April 6–7 LAT Mathematics: May 17–20 LAT Reading: May 18–20	Science
6	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	None
7	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	Writing
8	Mathematics (April and May administrations only) Reading (March and April administrations only)	Mathematics: April 5–7 Reading: April 6–7 LAT Mathematics: May 17–20 LAT Reading: May 18–20	Science Social Studies
9	None	None	Reading Mathematics
10	English language arts (ELA) Mathematics	TAKS ELA: March 3 TAKS–M ELA: March 3 Mathematics: April 27–30 LAT Mathematics: April 26–30 LAT ELA: April 27–30	Science Social Studies
Exit Level or Grade 11	None	None	ELA Mathematics Science Social Studies

**NOTE:** The same make-up schedule applies to TAKS (Accommodated) and TAKS–M.

## Make-up Testing Procedures

The topic of make-up testing should be reviewed in campus coordinator training sessions. Subject-area tests and grade levels that are included in the make-up testing policy, students eligible for make-up testing, procedures for administering make-up tests, and procedures for returning test materials should be covered. You may call TEA's Student Assessment Division for guidance, if needed, at 512-463-9536.

### Eligibility

- To be eligible for a make-up test, a student must be absent on the regular day of testing for that subject area.
- If a student starts testing on the regularly scheduled day and is unable to continue, the student is not eligible for a make-up test, and the district must determine whether the student's answer document should be coded "S" (Score) or "O" (Other).
- The score code of "A" (Absent) should be filled in only for those students who are absent from both the regular and make-up test sessions.
- You may call TEA's Student Assessment Division for guidance, if needed, at 512-463-9536.

**For a LEP-exempt student taking a LAT administration, the coding requirements differ. The SCORE CODE field for these students must be marked "L." If the student starts testing on the regularly scheduled day and is unable to continue, mark "I" in the LAT INFO area. (Do not mark "O" in the SCORE CODE field.) If the student is absent from both the regular and make-up testing opportunities, mark "A" in the LAT INFO area. (Do not mark "A" in the SCORE CODE field.)**

### Schedule

- The first administration of mathematics and reading for grades 5 and 8 will occur in early April. Specifically, the tests must be administered on April 4 (grades 5 and 8 mathematics) and April 5 (grades 5 and 8 reading), but make-up tests may be given through Thursday, April 7, 2011.
- The second administration of mathematics and reading for grades 5 and 8 will occur in May. Specifically, the tests must be administered on May 17 (grades 5 and 8 mathematics) and May 18 (grades 5 and 8 reading), but make-up tests may be given through Friday, May 20, 2011.
- The third administration of mathematics and reading for grades 5 and 8 will occur in June. Specifically, the tests must be administered on June 28 (grades 5 and 8 mathematics) and June 29 (grades 5 and 8 reading). No make-up tests are allowed for the third administration of the grades 5 and 8 mathematics or reading tests.
- How districts implement the make-up testing schedule, including whether to test on Saturday (if applicable), is a local district decision.

- Because all scorable and nonscorable materials, including those used for make-up testing, must be returned at the same time, districts choosing to conduct make-up testing beyond the return dates listed in the Calendar of Events may not receive their reports by the dates specified.

## Make-up Test Forms

- Districts will be sent the TAKS grade 10 ELA make-up test form automatically with the secure shipment of test materials. This form will be available for large print and may be ordered using the Assessment Management System for submitting additional orders.
- The make-up test for TAKS grade 10 ELA will be administered on one assigned date: Thursday, March 3. Students taking the TAKS ELA test on this day will be using a specified make-up test form along with the regular TAKS grade 10 ELA answer document, which must have its make-up form bubble filled in to ensure accurate scoring.
- Students taking the make-up test for TAKS (Accommodated) grade 10 ELA will use the test form provided for the regular day of testing.
- The make-up test for TAKS–M grade 10 ELA will be administered on one assigned date: Thursday, March 3. Students taking the TAKS–M ELA test on this day will use the test form provided for the regular day of testing.
- For all other make-up subject-area tests, students will use the test forms provided for the regular day of testing. (Refer to TAKS Campus Coordinator Activity 12.)

## Return Materials to the Testing Contractor

- Do **NOT** send partial shipments of materials to the testing contractor. Materials should be returned only when all testing, including make-up testing, has been completed. Because all scorable and nonscorable materials, including those used for make-up testing, must be returned by the dates listed in the Calendar of Events, districts conducting make-up testing on Saturday may not receive their reports by the dates specified.
- Consult TAKS District Coordinator Activities 11 and 13 when preparing scorable and nonscorable materials for return.



**No person may view, reveal, discuss, or score the contents of an assessment instrument at any time unless expressly authorized to do so by the test administration materials. To ensure test security, keep test materials in locked storage (for example, in a locked closet or cabinet) when not in use.**

# Monitor TAKS Administrations

## Activity 9

Ensure proper testing procedures; answer questions and resolve problems.

To help maintain test security and ensure proper test procedures, you must monitor test administration sessions. The number of testing sites you visit and the amount of time you spend at each site will depend on the size of your district. TAKS Campus Coordinator Activity 11 explains the testing procedures that campus coordinators and test administrators must follow.

As district coordinator, you need to be thoroughly aware of the responsibilities of your campus coordinators and test administrators during testing. Make sure you are available to answer questions and resolve problems on these days. The situations listed below are discussed on the pages that follow.

- unusable scorable test booklets or answer documents
- defective test booklets
- school emergencies
- lunch breaks
- new enrollees in your district
- temporary disabilities
- make-up testing
- testing schedule
- highlighters
- failure to record answers
- LEP postponement and foreign exchange students
- oral administration
- grade 3 mathematics reading assistance
- large-print test booklets
- LAT administrations



**For more information about ensuring proper testing procedures, refer to the 2010–2011 Test Security Supplement available at <http://www.tea.state.tx.us/student.assessment/admin/security>.**

## Unusable Scorable Test Booklets or Answer Documents

**Problem:** A student who is already halfway through the reading section of his test accidentally tears his answer document (or grade 3 scorable test booklet) while erasing.

**Solution:** The student may not continue to use the torn answer document or scorable test booklet because the tear might interfere with machine scoring. The test administrator should obtain and issue to the student a new answer document or test booklet and instruct him to begin marking his answers on the new document at the point where he stopped on the unusable document.

**NOTE: If it becomes necessary to issue a replacement scorable test booklet, testing personnel must ensure that the new booklet has the same form number (if applicable) as the booklet it replaces.** If a replacement scorable test booklet with the same form number is not available, contact TEA's Student Assessment Division at 512-463-9536.

When the student turns in his new answer document or test booklet, the test administrator will need to transfer verbatim the student's responses and all the demographic information from the unusable answer document or test booklet to the new one. The test administrator must write "Transcribed by (NAME) because (REASON)" at the top of the new document. Transcription must be done in No. 2 pencil. The unusable answer document or test booklet must be marked "VOID" in large, bold letters across the front and returned with the scorable materials.

If the student tested on a previous day, the test administrator will need to transfer the student's responses for that test as well. The test administrator should then void the unusable answer document. When the campus coordinator returns the scorable materials to you, he or she should submit the student's voided document with any other voided documents and the new answer document with the scorable answer documents.

## Defective Test Booklets

**Problem:** A student who has already begun testing discovers that there is a page missing from her test booklet. The campus coordinator calls you to find out what to do.

**Solution:** If the student was using a **nonscorable** test booklet (grades 4–10 and exit level), the student should be given a new test booklet with which to continue testing. **The new booklet must have the same form number (if applicable) as the original booklet; otherwise, the student's answers will not be scored correctly.**

If a **scorable** test booklet (grade 3) is defective, testing personnel should follow the same procedures (above) for addressing an unusable scorable test booklet.

## School Emergencies

**Problem:** A campus coordinator calls you to find out what he should do when a fire alarm sounds during testing.

**Solution:** The campus coordinator should have students leave their tests where they are and go quietly outside, following the school's regulations for exiting the building. It is not necessary for the campus coordinator to call you or TEA to report the incident before ensuring the safety of students. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. The students should resume testing once the building has been cleared for reentry. Tell the campus coordinator that if there is a building fire or other school emergency that prevents students from resuming testing, you will call TEA's Student Assessment Division at 512-463-9536 for guidance on how to proceed.

## Lunch Breaks

**Problem:** Students in several classes at a campus have not completed testing by lunchtime. The campus coordinator is concerned that the students need a lunch break.

**Solution:** Students should be allowed to take a lunch break. They must place their answer documents inside their test booklets (if applicable), and the test administrator must collect the booklets and place them in locked storage. During lunch the students must remain together and be closely monitored by trained testing personnel to ensure that the contents of the test are not discussed.

## New Enrollees in Your District

**Problem:** A student from another state enrolls in your district during the designated testing period. The student and his parents want to know whether he will need to take the TAKS tests.

**Solution:** Explain to them that students who enroll during the testing period are required to test unless they are exempt according to the TAC. If this particular student is not exempt by rule, he will need to test.

## Temporary Disabilities

**Problem:** A student with her arm in a cast arrives at the writing test session and is unable to record her responses on the answer document. The campus coordinator calls you to find out whether the student should be excused from the test.

**Solution:** Inform the campus coordinator that the student may not be excused. There are several other methods of response for the student to use while testing, such as transcription, use of a tape recorder, use of a word processor, or even use of a large chalkboard. It is important to note that some of the available accommodations require an individual administration. Refer to the Accommodations Manual for more information about allowable accommodations for students with temporary disabilities.

## Make-up Testing

**Problem:** A student has started testing on the regular testing day. During the subject-area test, she is no longer able to continue testing due to illness. The campus coordinator calls you to find out whether the student can take a make-up test for the subject-area test she was not able to complete.

**Solution:** Explain that if a student starts testing on the regularly scheduled day and is unable to continue, the student is **NOT** eligible for a make-up test, and the district must determine whether the student's answer document should be coded "S" (Score) or "O" (Other). For a LEP-exempt student taking a LAT administration, the coding requirements differ. If a student taking a LAT administration starts testing on the regularly scheduled day and is unable to continue, "I" should be marked in the LAT INFO area if the district determines that the test should not be scored. (The campus coordinator should ensure that "O" is not marked in the SCORE CODE field.) The SCORE CODE field for LEP-exempt students taking LAT administrations must be marked "L."

## Testing Schedule

**Problem:** A campus coordinator wants to know what to do if a student has not finished testing by the end of the day.

**Solution:** The district is not required to extend testing beyond the regular school day, but the district may choose to do so. If such a situation arises, the campus coordinator should consult you for a determination. Districts are encouraged to develop and publicize policies regarding testing beyond the regular school day **before** test administrations begin. You may call TEA's Student Assessment Division for guidance, if needed, at 512-463-9536.

## Highlighters

**Problem:** Several students want to bring highlighters to the reading test session because their teacher has taught them to highlight important information when they take classroom reading tests. The campus coordinator calls you to find out whether the students are permitted to use highlighters when taking the TAKS, TAKS (Accommodated), or TAKS-M tests.

**Solution:** Explain that students in grades 4 and higher may use highlighters, colored pencils, or crayons in the test booklets to emphasize important information on any subject-area test. Unless required by their IEPs, students in grade 3 may not use highlighters, crayons, or colored pencils in their test booklets, since the residue from these instruments could interfere with the machine scoring of the booklets. Students in grade 3 may use No. 2 pencils to underline important information in their test booklets but should avoid making stray marks near the answer bubbles.

A student receiving special education services who is taking TAKS, TAKS (Accommodated), or TAKS-M in grade 3 may use a highlighter in the scorable test booklet if the student's IEP requires the use of a highlighter. After testing, the

test administrator must transcribe the contents of the original test booklet onto another scorable test booklet with the same form number using a No. 2 pencil. For further information, see “Transcribing” in Campus Coordinator Activity 11.

## Failure to Record Answers

**Problem:** A campus coordinator asks for clarification about how a test administrator should respond if a student has neglected to record his responses on his answer document.

**Solution:** Through active monitoring, a test administrator should quickly notice if a student has not recorded his responses on his answer document.

The test administrator should regularly remind students during the test session to record responses on their answer documents with the following general statement: “Please check to be sure you are filling in your answers on the answer document.” If a student attempts to turn in his test materials and the test administrator notices that the answer document is completely blank or an entire section (e.g., column) is blank, the test administrator should address the student directly in the following way: “You have not recorded responses on the answer document. Please go back and mark your answers on it now.” Note that students are not required to respond to every item and test administrators are not permitted to insist that students do so. Test administrators should be instructed to inspect answer documents only to see if responses are marked. They may not look at or comment on answers to individual items or point out individually-skipped test items. Because students are marking responses directly in the grade 3 scorable test booklet, there is limited chance of students leaving a document blank. Test administrators should regularly remind students to respond to questions. They may quickly glance through scorable test booklets after the students are finished to ensure that students have not left an entire page of test items unmarked, but they may not look at answers to individual items or point out individually skipped items.

**NOTE:** After a student has finished testing and left the testing location, he or she will not be permitted to reaccess his or her test materials or alter the answer document in any way.

If the student in this situation were to leave the testing area without having recorded his responses, the district testing coordinator **must** obtain **prior** approval from TEA **before** campus personnel would be permitted to view the student’s test booklet for marked responses or transcribe any answers he may have recorded in the test booklet.



**It is the responsibility of test administrators to check scorable documents for completion before students have left the testing area.**

## LEP Postponement and Foreign Exchange Students

**Problem:** A new immigrant from Vietnam and a foreign exchange student from Brazil have enrolled in grade 11 in your district. The campus coordinator wants to know whether the students should take the TAKS tests.

**Solution:** For new limited English proficient immigrants at the exit level, the LPAC should determine whether the student qualifies for a LEP postponement (according to 19 TAC, Chapter 101) of the administration of the TAKS exit level test. The LPAC is responsible for documenting the postponement decision in accordance with the procedures in the LPAC Manual.

If a foreign exchange student enrolled in grades 9–12 has waived in writing his or her intention to receive a Texas high school diploma as permitted by 19 TAC, Chapter 101, he or she may be excused from the testing requirement.

Directions for coding answer documents for eligible foreign exchange students and recent immigrants are provided in Campus Coordinator Activity 9.

## Oral Administration

**Problem:** A student has been identified as having dyslexia by a committee of knowledgeable persons. His counselor has requested that the test items for mathematics and science be read aloud to him because this accommodation is normally used in his classroom instruction. The campus coordinator has called you to discuss providing this accommodation.

**Solution:** Instruct your campus coordinator to consult with the committee of knowledgeable persons to determine whether the student is eligible for an oral administration, and review the Accommodations Manual for information about allowable accommodations. If the student is eligible, the campus coordinator should also take the following steps:

- Review with the test administrator the specific instructions regarding oral administration that are contained in the Test Administration Directions.
- Instruct the test administrator to mark the “OA” bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field of the scorable document for that subject.

## Grade 3 Mathematics Reading Assistance

**Problem:** Several students have been placed in a group to receive reading assistance on the grade 3 mathematics test. The campus coordinator wants to know whether the test administrator may read all the mathematics test questions to the group.

**Solution:** Inform the campus coordinator that even when students are grouped for reading assistance, the test administrator may **NOT** read all the mathematics test questions to an individual or to the group. The test administrator may read a word, phrase, or sentence in a test question or answer choice only when asked to do so by **an individual student**. Reading assistance may be provided only for questions on which a student asks for help. If a grade 3 student requires the mathematics test to be read in its entirety, then this constitutes an oral administration, which is limited to students who meet the eligibility criteria as detailed in the Accommodations Manual.

Refer to the Accommodations Manual for the eligibility criteria for students receiving reading assistance as part of a LAT administration of the TAKS or TAKS–M mathematics test in grades 3–8 and 10.

## Large-Print Test Booklets

**Problem:** A campus coordinator calls you because a teacher has requested large-print test booklets for all of her students. The campus coordinator asks whether you can order large-print materials.

**Solution:** Explain to the campus coordinator that the use of large-print test booklets is a testing accommodation for students with visual impairments and that the decision to use a large-print test should be made in accordance with the guidelines in the Accommodations Manual. Remind the campus coordinator that large-print test booklets are intended for students who routinely use enlarged materials in classroom instruction. Advise the campus coordinator that it is unlikely that an entire class of students qualifies for this accommodation.

## LAT Administrations

**Problem:** A new immigrant ELL receiving a LAT administration starts but is unable to complete the test. The campus coordinator calls you to find out how the student’s answer document should be coded.

**Solution:** Instruct the campus coordinator to ensure that the “L” is marked in the SCORE CODE field on the answer documents or scorable test booklets for all LEP-exempt students receiving a LAT administration. If a student is unable to complete the test, the district must determine whether the student’s test should be scored. If the district determines that the test should not be scored, the “I” (Incomplete) in the LAT INFO area on the answer document or scorable test booklet should be marked to indicate that the test was not completed. The linguistic accommodations that the student used during the test administration must also be marked in the LAT INFO area. The “O” (Other) in the SCORE CODE field should **NOT** be marked.

## Duplicating Compositions and Open-Ended Items

**Problem:** What are the procedures for handling duplicated compositions and open-ended items?

**Solution:** When TEA policy permits, districts may photocopy certain written compositions and open-ended responses from students' answer documents. Answer documents and duplicated responses are considered secure materials and may be handled only by authorized personnel. If the photocopier has a memory function, be sure to clear it after copying confidential material. Duplicated responses must be kept secure and may not be distributed or discussed until the date specified for each administration on the Calendar of Events. After the specified date, responses may not be distributed publicly unless all personally identifiable information has been removed. Confidential images of student essays and open-ended responses may be ordered through the Assessment Management System.



**Call TEA's Student Assessment Division at 512-463-9536 if you need assistance in handling unusual circumstances of any kind on the days of testing.**

# Return TAKS Materials

## Activity 10

Direct the collection of scorable materials in the district.

SCORABLE materials include the following:

- Answer Document Packing List (ADPL)
- used answer documents
- used grade 3 scorable test booklets
- voided answer documents and unused precoded answer documents
- voided grade 3 scorable test booklets

The district testing coordinator should keep the following points in mind when collecting scorable materials in the district.

- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration. (For those grades and subjects discussed in District Coordinator Activity 8, make-up testing may extend beyond the return date specified on the Calendar of Events. Return scorable materials as soon as possible after **all** testing, including make-up testing, is completed.)
- Do not mix TAKS materials, including TAKS (Accommodated) and TAKS–M, with TELPAS or EOC materials in the same shipment. Combining materials may cause your results to be delayed.
- Do not return test materials from one TAKS administration with the materials from any other TAKS administration. TAKS (Accommodated), TAKS–M, and LAT materials must be returned along with the TAKS materials from the same administration. Test materials from the following TAKS administrations must be packed and returned separately, each with its own ADPL(s) and return shipping labels. The table that follows shows which materials may be returned together in one shipment.



**An optional reports order form is no longer required to be returned with scorable materials. Optional reports will be ordered online through the Assessment Management System. Refer to District Coordinator Activity 13 for complete instructions for ordering optional reports.**

TAKS Administrations	
March exit level retest	TAKS*
March grades 4 and 7 writing/grade 9 reading/grade 10 and 11/exit level ELA primary administration	TAKS*, TAKS–M
April grades 5 and 8 mathematics and reading	TAKS*, TAKS–M
April exit level retest	TAKS*
April grades 3–10 and 11/exit level primary administration	TAKS*, TAKS–M, LAT
May grades 5 and 8 mathematics and reading retests	TAKS*, TAKS–M, LAT
June grades 5 and 8 mathematics and reading retests	TAKS*, TAKS–M
July exit level retest	TAKS*
October exit level retest	TAKS*

\*including TAKS (Accommodated)

## Collect Scorable Materials

As you receive the scorable materials from each campus in your district, it is your responsibility to verify that campus coordinators have

- submitted all the scorable materials as defined on the previous page;
- assembled the scorable materials correctly;
- removed the “PULL” tabs from the vinyl seals on all scorable test booklets to be scored or scanned (regardless of the score code and including voided scorable test booklets);
- filled out the appropriate Class, Campus and Group, and Voided Answer Document Identification Sheets;
- provided accurate counts of the materials submitted;
- kept TAKS materials **completely separate** from TELPAS or EOC; and
- returned TAKS (Accommodated), Spanish-version TAKS, TAKS–M, and LAT test materials with the regular TAKS materials. It is not necessary to separate TAKS (Accommodated), Spanish-version TAKS, or LAT materials (other than grade 10 LAT ELA) from scorable TAKS materials. TAKS–M materials should be separated from TAKS materials but returned in the same shipment. Grade 10 LAT ELA materials should also be separated from TAKS but returned in the same shipment.

Test results will be grouped and shipped in accordance with the information that campuses provide on the Campus and Group Identification Sheet(s) and the Class Identification Sheet(s) returned with the scorable documents.

The manner in which the March answer documents for grades 4 and 7 writing, grade 9 reading, and grade 10 and exit level English language arts are grouped for return will determine the way the precoded answer documents for the primary April test administrations are packaged for shipment to your district. For example, if your district's TAKS grade 4 writing answer documents are grouped by test administrator for return shipment, you will receive your April precoded grade 4 answer documents in the same test administrator groupings. (Refer to Campus Coordinator Activity 14 for more information about grouping options.)



**Refer to the Calendar of Events for specific return dates for each TAKS administration. Delayed return of test materials, return shipments that include materials from more than one TAKS administration, and/or combining TAKS materials with materials from TELPAS or EOC may delay the district's receipt of student results.**

## Activity 11

### Prepare scorable materials for shipping.

Complete Steps 1–3 for each campus in your district. You may pack materials from more than one campus in a box, but you must keep the materials from each campus separated by the accompanying Campus and Group Identification Sheet(s) and gummed paper bands. Voided scorable materials from all campuses go **at the bottom** of the box(es) or in a separate box.

#### Step 1: Verify Assembly of Scorable Materials

- Refer to TAKS Campus Coordinator Activity 14 to verify that the scorable materials from each campus have been assembled correctly. Scorable test booklets and answer documents should have been banded by campus coordinators using the gummed paper bands provided for this purpose. Documents with **any score code** marked (including those for absences, exemptions, etc.) should have been included in the scorable materials.
- Make sure that any voided TAKS, including TAKS (Accommodated), TAKS–M, and LAT grade 3 scorable test booklets and any voided answer documents have been clearly marked “VOID” and have been separated from the scorable test booklets and answer documents that are to be scored or scanned. Voided scorable test booklets and voided answer documents should have been packed **at the bottom** of the campus boxes (or, if practical, in a separate box).
- Voided scorable test booklets should have been separated from voided answer documents. Each type of voided document should have been placed under a separate Voided Answer Document Identification Sheet and secured with a gummed paper band. **Reports and labels will not be generated for scorable test booklets and answer documents placed under a Voided Answer Document Identification Sheet.** Do not include voided or unused scorable test booklets and answer documents in the numbers recorded on the Campus and Group Identification Sheets or the Answer Document Packing Lists (ADPLs). (TAKS–M and TAKS/TAKS–M grade 10 LAT ELA materials each will be recorded on separate ADPLs but returned in the same shipment as TAKS.) The TAKS/TAKS–M grade 10 LAT ELA answer documents must be grouped and banded separately in order to expedite scoring of the written compositions and open-ended reading responses.
- Any grade 3 LAT scorable test booklet (English or Spanish) used in a side-by-side English and Spanish LAT administration **but which should not be scored** should be voided and returned with the **scorable** materials.

#### Step 2: Complete Answer Document Packing Lists

- After verifying the information provided by campus coordinators on the Campus and Group Identification Sheets, complete the ADPLs found in your district coordinator packet.

**NOTE:** You should find separate ADPLs for TAKS–M, TAKS/TAKS–M grade 10 LAT ELA, and one for all other TAKS.

Prior to each administration, you can download a generic ADPL from the *Resources* page at <http://www.TexasAssessment.com/forms>.

- It is **extremely important** to complete the ADPLs accurately and return them with each scorable shipment since reports for a campus cannot be generated until its return shipment of scorable materials has been determined to be complete. TAKS documents used for students taking TAKS (Accommodated), LAT (except for grade 10 LAT ELA), or a Spanish-version TAKS test should be counted with the other TAKS documents. **If the quantities of scorable test booklets and answer documents submitted for a campus do not match those listed on the ADPLs, processing for that campus may be delayed until the discrepancy is resolved.** Make sure that the totals on the Campus and Group Identification Sheets match the quantities recorded on the ADPLs and that these quantities are entered in the correct column and row for each campus on the ADPLs. Do **NOT** include voided or unused scorable test booklets and answer documents in the quantities recorded on the ADPLs. Retain a copy of your ADPLs for verification of your shipment's contents.

### Step 3: Pack Scorable Materials

- Materials for TAKS, including TAKS (Accommodated), TAKS–M, and LAT must be packaged separately from TELPAS and EOC test materials. Make sure that materials from different TAKS administrations are kept separate. Refer to the Calendar of Events for a complete list of 2011 TAKS administrations.
- Voided grade 3 scorable test booklets and voided answer documents should be placed under a Voided Answer Document Identification Sheet and packed **at the bottom** of campus boxes (or in a separate box for each campus). If you repack and combine materials from more than one campus in a single box, put all voided scorable materials at the bottom of the box. (See illustration on page 78.)
- Pack the groups of used TAKS, including TAKS (Accommodated) and LAT (other than grade 10 LAT ELA), scorable test booklets and answer documents in reverse order, using the ADPL as your guide. Set any groups of grade 10 LAT ELA materials aside. They will go on top of Box 1 of your shipment.
- Start with the last campus listed and the quantity in the far right column on the ADPL. Work your way to the left across the columns for that campus, placing each banded group in the box. After packing the groups in each column from the last campus on the ADPL, move up one row to the next campus and continue. The group of answer documents at the top of Box 1 should be the group recorded in the far left column for the first campus listed on your ADPL. Repeat the process described above for TAKS–M test materials. TAKS–M answer documents and scorable test booklets should be banded separately under a TAKS Campus and Group Identification Sheet and placed on top of the voided materials.
- It is not necessary to place the answer documents or scorable test booklets in alphabetical or numerical order for return shipping.

### Step 4: Enclose Answer Document Packing Lists

- After you have verified the quantities and packed the scorable materials from each campus, place the ADPLs at the top of Box 1 of your shipment. Retain a copy of your ADPLs for verification of your shipment's contents.

A sample district’s completed ADPL is shown below, and an illustration of the packing order of the scorable materials for that sample district is shown on the following page. (TAKS–M materials will be recorded on a separate ADPL and packed in a similar manner, but returned in the same shipment as TAKS.)

**THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR**



**MARCH 2011 TAKS  
ANSWER DOCUMENT PACKING LIST**

**GRADE 4 (ENGLISH & SPANISH) AND GRADE 7 WRITING,  
GRADE 9 READING, AND GRADE 10 AND EXIT LEVEL  
ENGLISH LANGUAGE ARTS – PRIMARY ADMINISTRATION**

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

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

**PLEASE VERIFY COUNTS  
BEFORE SHIPPING.**

DISTRICT: Example ISD 001-101

CAMPUS NUMBER	CAMPUS NAME	NUMBER OF ANSWER DOCUMENTS ENCLOSED				
		TAKS				
A	B	C	D	E	F	G
		Grade 4 Eng & Span	Grade 7	Grade 9	Grade 10	Exit Level
001	Example High School	0	0	205	261	275
101	Example Elementary	63	0	0	0	0

THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR

**TAKS**

**MARCH 2011 TAKS ANSWER DOCUMENT PACKING LIST**  
 GRADE 4 (ENGLISH & SPANISH) AND GRADE 7 WRITING, GRADE 9 READING, AND GRADE 10 AND EXIT LEVEL ENGLISH LANGUAGE ARTS – PRIMARY ADMINISTRATION

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

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

PLEASE VERIFY COUNTS BEFORE SHIPPING.

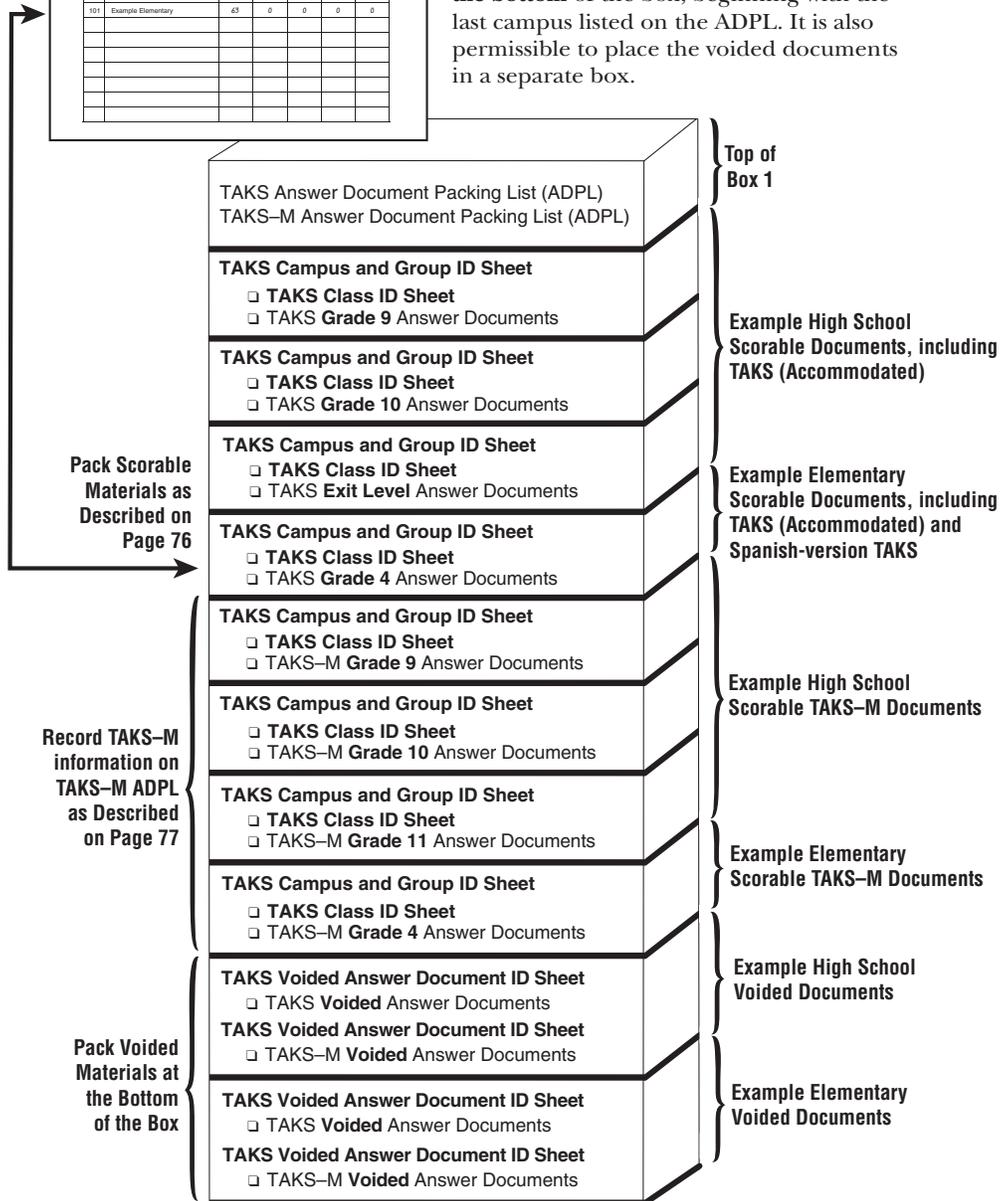
DISTRICT: Example ISD 001-101

CAMPUS NAME	NUMBER OF ANSWER DOCUMENTS ENCLOSED				
	C	D	E	F	G
001 Example High School	0	0	205	261	275
101 Example Elementary	65	0	0	0	0

### Sample ADPL and Packing Order for a District's TAKS Scorable Materials

The sample Box 1 below is packed according to the sample ADPL shown at left. The materials are packed according to the order of the campuses listed on the ADPL, **beginning with the last campus listed** and the quantity in the far right column.

Any voided documents should be packed at **the bottom** of the box, beginning with the last campus listed on the ADPL. It is also permissible to place the voided documents in a separate box.



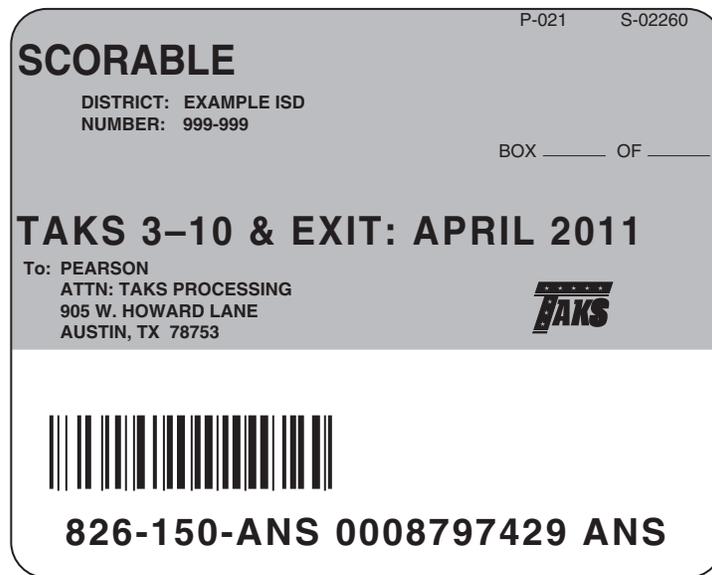
# Activity 12

Return all scorable materials.



**Make every effort to return your scorable materials to the testing contractor on or before the date indicated on the Calendar of Events. The timely return and proper organization of your materials will determine whether your student performance results can be shipped to you by the scheduled dates.**

As you package the scorable materials, you will need to complete a SCORABLE shipping label for each box. The shipping labels can be found in your district coordinator packet. A sample TAKS SCORABLE label is shown below. The SCORABLE shipping labels are specific to each testing program and each test administration. The TAKS (Accommodated) and TAKS–M scorable materials should be returned with the TAKS scorable materials and included in the box count.



Follow these instructions as you prepare your boxes for shipping:

1. Verify the district name and county-district number preprinted on the appropriate SCORABLE shipping labels. If the information on the labels is incorrect, cross it out and **print** the correct information clearly.
2. Seal the boxes securely.
3. Affix the SCORABLE shipping labels to the boxes.
4. In the space provided on the labels, number each box of scorable materials in sequence (for example, 1 of 3, 2 of 3, 3 of 3).

## Shipping Instructions

The telephone number of the carrier to call for pickup is provided in your freight materials package. Refer to this package to find out how you should return your district's scorable materials. Twenty-four hours before the pickup date (or two working days before non-FedEx Express pickups), contact your carrier to request that your scorable materials be collected and returned to the address printed on your SCORABLE labels. **Districts are required to maintain shipping records for five years.**

**Be sure that each TAKS, including TAKS (Accommodated), and TAKS–M administration's materials are separated within the TAKS shipment. TAKS–M materials are to be returned with TAKS materials. Materials from other testing programs (such as TELPAS and EOC) must NOT be returned with the TAKS administration's materials. Combining materials or using the wrong shipping procedures may result in processing and reporting delays.**

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## Activity 13

### Order optional reports for district.

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In order to receive TAKS optional reports, a district must select the desired reports for each test administration in the *Test Setup* section of the Assessment Management System at <http://www.TexasAssessment.com/login>. For instructions on how to select optional reports for test administrations, refer to the Assessment Management System User's Guide at <http://www.TexasAssessment.com/guide>.

Refer to the Calendar of Events for the deadline for ordering optional reports.

## Activity 14

Direct the collection and return of nonscorable materials.

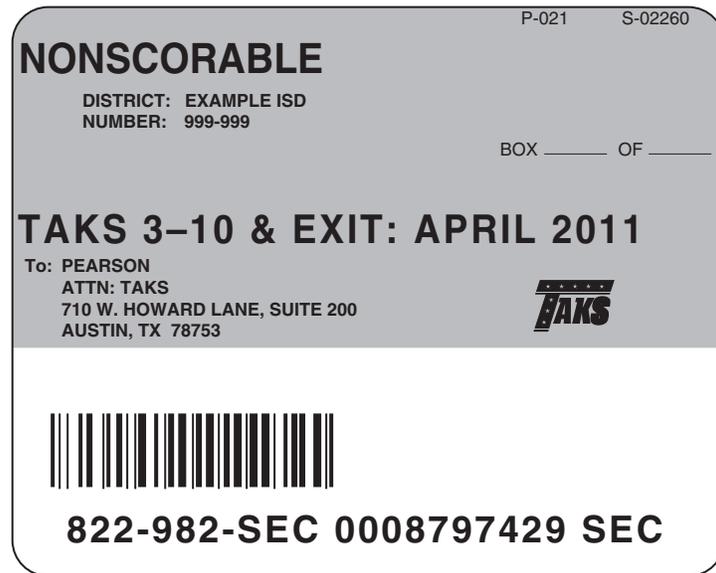
### DO return these nonscorable materials:

- test booklets grouped by grade, including LAT test booklets, for grades 4–10 and exit level
- unused grade 3 scorable test booklets, including unused LAT scorable test booklets
- LAT linguistic simplification guides (if applicable)
- braille and large-print materials (if applicable)
- dyslexia proper-nouns lists (if applicable)
- unused or voided precoded labels
- unused identification sheets
- unused and blank answer documents
- tape-recorded materials (if applicable)

Keep the following points in mind as you prepare your nonscorable materials for return shipping:

- Return all nonscorable test materials on or before the dates indicated on the Calendar of Events. Return each TAKS administration's materials separately from one another and from other testing programs' materials (such as TELPAS and EOC). TAKS (Accommodated) and TAKS–M nonscorable materials should be returned with the TAKS nonscorable materials.
- **Make sure that no students' answer documents have been left in nonscorable test booklets.** If you find used answer documents that have been mistakenly left in nonscorable test booklets, remove them for return with the scorable materials. If your scorable materials have already been returned, call Pearson's Austin Operations Center **immediately** at 800-252-9186 for instructions.
- Pack your nonscorable materials for each administration of TAKS, including TAKS (Accommodated), and TAKS–M, either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together, including LAT materials, and packed in the box before adding materials from another campus. Within a campus, LAT materials do not need to be separated from TAKS materials.
- Braille and large-print test booklets, TAKS and TAKS–M regular-print test booklets that were included in the braille kits, and the specific braille instructions should be returned with the nonscorable test booklets.
- It is not necessary to return your test booklets in alphabetical or numerical order.

- Any tape-recorded compositions produced by students using allowable accommodations should be returned with the nonscorable materials.
- You may keep the mathematics charts, science charts, and grade 5 science rulers for use as instructional materials. However, you will automatically be sent charts and rulers for each test administration.
- Proper-nouns lists for dyslexia bundled accommodations must be returned in the nonscorable shipment.
- Complete a TAKS NONSCORABLE shipping label for each box. A sample is shown below. The NONSCORABLE shipping labels are specific to each testing program and each test administration.



Follow these instructions as you prepare your boxes for shipping.

1. Verify the district name and county-district number preprinted on the appropriate NONSCORABLE shipping labels. If the information on the labels is incorrect, cross it out and **print** the correct information clearly.
2. Seal the boxes securely.
3. Affix the NONSCORABLE labels to the boxes, making sure that the original box labels are removed or covered.
4. In the space provided on the labels, number each box of nonscorable materials in sequence (for example, 1 of 3, 2 of 3, 3 of 3).

The telephone number of the carrier to call for pickup is provided in your freight materials package. Refer to this package to find out how you should return your district's nonscorable materials. **Two working days before the pickup date**, contact your carrier to request that your nonscorable materials be collected and returned to the address printed on the NONSCORABLE shipping label.

All test booklets must be returned. Verify the range of security numbers on your test booklets to ensure that they are all accounted for and returned promptly to the testing contractor. Return TAKS (Accommodated), TAKS–M, and LAT test booklets with the other TAKS test booklets.

### Do NOT return these nonscorable materials:

- Coordinator Manuals
- TAKS and TAKS–M General Test Administrator Manuals
- TAKS and TAKS–M Test Administration Directions
- LAT Manual
- TAKS district coordinator packet
- unused paper bands
- science rulers
- mathematics or science charts
- packing lists or assembly identification sheets
- locally developed LAT bilingual glossaries
- scratch paper or graph paper used as a testing accommodation (must be destroyed after testing)
- approved/allowed supplemental aids

**NOTE:** Proper-nouns lists for dyslexia bundled accommodations must be returned in the nonscorable shipment.



Copies of the Coordinator Manual, General Test Administrator Manuals, Test Administration Directions, and the LAT Manual should be retained and stored for use in all 2011 administrations. Mathematics and science charts that have not been written on may be used as instructional tools. Other nonscorable materials listed above (except for scratch paper or graph paper) may be recycled.

## Activity 15

Make sure security oaths are signed and returned.

After campus coordinators have returned all scorable and nonscorable test materials to you for the 2011 testing year, make sure that all campus coordinators and principals have submitted their initialed and signed security oaths to you. You are required to keep these oaths on file for five years from the last day of testing.

After you return the last of your district's nonscorable materials for 2011, obtain the initials and signature of your superintendent or chief administrative officer on the applicable security oath. Mail this security oath and your own initialed and signed oath to the testing contractor using the pre-addressed envelope provided in your district coordinator packet. Do **NOT** include these oaths in the boxes of scorable or nonscorable materials. Do not mail test administrator, campus coordinator, or principal oaths to the testing contractor.

**Only one oath needs to be initialed and signed for the 2011 testing year by each of the following people: superintendent/ chief administrative officer, district coordinator, campus coordinator, and campus principal. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must initial and sign the security oath for *each* role. (Refer to the section “Test Security and Confidentiality Requirements” for more information about security oaths.)**

# June SSI and July/October Exit Level Retest Administrations

## Activity 16

Prepare for and conduct June SSI and July/October exit level retest administrations.

The June SSI and July/October exit level retest administrations follow the procedures outlined in this manual and in the General Test Administrator Manuals and Test Administration Directions. Keep the following points in mind when preparing for the retest administrations. Students who are in grade 11 in October 2011, but are on track to graduate before September 1, 2012, are eligible to take the October exit level retest as their first testing opportunity.

### Exit Level Examinees:

- All students who were enrolled in grade 11 in spring 2011 are eligible to take any section of the test for which they have not yet met the passing standard. Eligible individuals who plan to test out of district must register to test before the July or October administration. Students who are in grade 11 in October 2011, but are on track to graduate before September 1, 2012, are eligible to take the October exit level retest as their first testing opportunity.
- Precoded labels are provided for each retester, including those students who took TAKS (Accommodated), for whom an answer document was submitted for the previous administration. Precoded labels are also provided for out-of-school/out-of-district testers who registered before the deadline. These labels are sent in a separate shipment of materials.
- **All** examinees must present picture identification before they may be permitted to test. A driver's license, state ID, military ID, school ID, resident alien card, or yearbook picture may be used to verify an examinee's identity. If none of these forms of identification is available, an examinee may have a school administrator sign a photograph verifying the examinee's identity prior to testing.

### SSI Examinees:

- All students in grades 5 and 8 who have not yet met the standard for the mathematics and/or reading test are eligible to retake the test for which they have not yet met the passing standard. Eligible individuals who plan to test out of district may register to test before the June administration.
- Precoded answer documents are provided for all TAKS retesters, including those students who took TAKS (Accommodated), who have not met the standard for mathematics and/or reading. Precoded answer documents are also provided for out-of-district testers who registered before the deadline.

- Precoded labels are provided for all TAKS–M retesters who have not met the standard for mathematics and/or reading. Precoded labels are also provided for out-of-school/out-of-district testers who registered before the deadline.

## Out-of-School/Out-of-District Testing

In the summer, students who are unable to test at their home district’s designated June/July testing site may test out of district. Enrolled students who wish to test out of district are required to complete the out-of-district registration form. For example, a student from Houston who spends the summer in Dallas and who wants to test in Dallas is required to register to test out of district so that the necessary materials will be forwarded to the Dallas site. “Out-of-district” also applies to students who are part of the Texas Tech or University of Texas high school programs or “virtual schools.” The out-of-district group of students does not include any enrolled students from a neighboring district whom your district has agreed to test. In such cases, the neighboring district will forward to you any necessary test materials for its students.

Out-of-school and out-of-district examinees must register by the date indicated on the registration form and Calendar of Events. Out-of-school and out-of-district exit level examinees must register online at <http://www.TexasAssessment.com/taksoos>. Students in grades 5 and 8 may register to test in a district other than their home district at <http://www.TexasAssessment.com/taksgrades58ood>. Examinees who have not registered by the specified deadline must complete a registration form at the testing site, if the testing site can accommodate them. The campus must then enter the registration information online.

**NOTE:** During the summer, districts are not required to offer a testing opportunity at every school in the district. Therefore, students who wish to test out of district must register in advance for summer test administrations so that they will receive accurate information about the testing site. During the regular school year, districts are expected to accommodate any registered out-of-school/out-of-district tester, including students who are part of the Texas Tech and University of Texas high school programs.

## Submitting Answer Documents

Submit an answer document for each examinee who tests. Also submit an answer document for any student whose ARD committee has determined since the previous administration of the exit level test that TAKS or TAKS (Accommodated) is not the appropriate assessment and for each **registered** out-of-school/out-of-district examinee, whether or not the individual tests. In July, precoded labels for enrolled students who are absent may be voided and returned with the nonscorable test materials. In October, answer documents should be submitted for enrolled students who are absent. Precoded labels for enrolled students who are absent may be voided and returned with the nonscorable test materials.

Assessments for students testing out-of-school or out-of-district (including students who are part of the Texas Tech and University of Texas programs or “virtual school”) must be submitted to the testing contractor under an appropriate identification sheet for the student’s home school. The testing contractor uses the information on the identification sheet to report the scores to the student’s home school.

It is not necessary to submit an exit level retest answer document for any examinee who takes all tests online.



Make sure that the examinee's name, PEIMS number, and date of birth are the same on the answer document submitted for scoring as on answer documents submitted for previous test administrations.

## Returning Test Materials

Test materials for the June/July and October administrations should be packed and returned in the same manner as those for the spring administrations.

Refer to the Calendar of Events for return dates.

# Campus Coordinator Responsibilities— TAKS

# CAMPUS COORDINATOR CHECKLIST—TAKS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and returning materials for the TAKS test administrations, including TAKS (Accommodated) and TAKS–M. Follow the dates on the Calendar of Events for training, the receipt of materials, test administrations, and the collection and return of materials. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as campus coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

## Prepare for TAKS Administrations

- Activity 1**  Read Coordinator Manual, General Test Administrator Manuals, and Test Administration Directions.
- Receive and review shipment of nonsecure test materials.
- Order any additional nonsecure materials from district coordinator.
- Activity 2**  Prepare for and attend campus coordinator training session.
- Review and sign campus coordinator security oath.
- Activity 3**  Help designate test administrators.
- Distribute General Test Administrator Manuals and Test Administration Directions.
- Schedule and conduct training sessions for test administrators.
- Activity 4**  Arrange for testing rooms and organize test sessions.
- Activity 5**  Receive shipment of secure test materials.
- Order any additional secure materials from district coordinator.
- Activity 6**  Receive precoded labels and answer documents.
- Supervise the verification of precoded materials.
- Activity 7**  Supervise the hand-gridding of scorable test booklets and blank answer documents.
- Activity 8**  Ensure the submission of appropriate scorable documents.
- Activity 9**  Coordinate preparation of scorable documents.
- Activity 10**  Distribute test materials to test administrators.

## Monitor TAKS Administrations

- Activity 11**  Ensure proper testing procedures; answer questions and resolve problems.
- Activity 12**  Oversee make-up testing.

## Return TAKS Materials

- Activity 13**  Direct the collection of materials from test administrators.
- Activity 14**  Return all scorable materials to district coordinator.
- Activity 15**  Return all nonscorable materials to district coordinator.

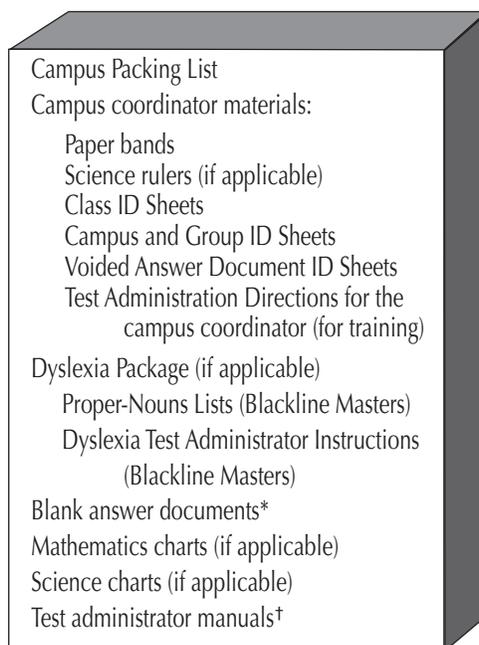
# Prepare for TAKS Administrations

## Activity 1

Read manuals; receive and review shipment of nonsecure test materials; order any additional nonsecure materials from district coordinator.

Prior to receiving test materials, carefully read the Coordinator Manual, TAKS and TAKS–M General Test Administrator Manuals, and the Test Administration Directions. You will receive essential nonsecure test materials in time for training and preparation. This shipment from your district coordinator will include the materials indicated in the illustration below. The size of your campus will determine the number of boxes you will receive.

### Campus Box



\*Includes TAKS and TAKS–M blank answer documents

†Includes TAKS and TAKS–M Test Administration Directions and LAT Manual (if applicable)

When you receive the nonsecure test materials from the district coordinator, open the boxes carefully. You will use these boxes again to return test materials to the district coordinator after testing has been completed.

The box labeled “Packing List Enclosed” contains the packing list that you will use to check in your materials. This packing list states the quantity of each item sent to you. **If you need additional quantities of any item, notify your district coordinator immediately.** Additional copies of the proper-nouns lists for dyslexia bundled accommodations must be photocopied for use on your campus.

Included in this shipment are gummed paper bands that should be secured around answer documents for return shipping. The paper bands keep answer documents from shifting during shipping, which helps ensure that the documents will be processed in groups that match your Class Identification Sheets.

If you receive nonsecure and secure materials combined in one shipment, be sure to review the procedures in Campus Coordinator Activity 5.

## Additional Nonsecure Materials

Precoded answer documents/labels for TAKS and TAKS–M will arrive before each test administration. Refer to the Calendar of Events for each test administration to determine when the precoded materials will arrive. Campus Coordinator Activity 6 provides detailed instructions for handling precoded answer documents and labels.

## Activity 2

Prepare for and attend campus coordinator training session; review and sign campus coordinator security oath.

### Prepare for Training

As campus coordinator, you are the contact person for all test-related communications at your campus. You must be able to answer questions and resolve problems that arise at your campus about the TAKS test administrations.

Prior to training, make sure you have thoroughly reviewed the contents of the Coordinator Manual, the TAKS and TAKS–M General Test Administrator Manuals, the LAT Manual (if applicable), and the TAKS and TAKS–M Test Administration Directions that will be used on your campus. It is important that you understand the procedures unique to the TAKS test administrations. **You are required to be familiar with all information in the General Test Administrator Manuals, the LAT Manual, and the TAKS and TAKS–M Test Administration Directions.** You should also review the answer documents that your campus will be using, as well as the identification sheets for returning materials. Make note of any questions you have regarding your responsibilities and any special circumstances that might arise at your campus, and be sure to discuss these during your training session.

### Attend Campus Coordinator Training Session

District coordinators are required to annually train all campus coordinators in test security and general testing procedures and provide training specific to each administration. Your district coordinator will inform you as to the time and location of your training. All campus coordinator training sessions must be completed by the dates indicated on the Calendar of Events.

Once your training is completed, you should be knowledgeable about the following topics. If you have questions that are not answered in your training, be sure to ask your district coordinator. You will also include most of these topics in training your test administrators:

- campus coordinator responsibilities
- test administrator responsibilities
- test administration schedule
- make-up testing
- information about the optional Web-based test administrator training modules
- test security regulations and oaths
- proper testing procedures, including, for example, seating charts and student honor statements (where appropriate)
- consequences of cheating for students and educators

- testing students taking a combination of TAKS, TAKS (Accommodated), TAKS–M, and LAT tests
- identifying students eligible for testing accommodations
  - TAKS (Accommodated) accommodations and administration procedures
  - TAKS–M accommodations and administration procedures
  - dyslexia bundled accommodations and administration procedures
  - LAT accommodations and administration procedures
- procedures for receiving, distributing, and storing test materials
- procedures for verifying precoded labels/answer documents and hand-gridding student information
- duplication of written compositions and open-ended responses
- ensuring the submission of appropriate answer documents
- gridding the appropriate score code
- gridding accommodations information on TAKS and TAKS–M scorable documents
- gridding LAT information
- importance of completing the Class, Campus and Group, and Voided Answer Document Identification (ID) Sheets accurately
- procedures for returning materials

## Review and Sign Campus Coordinator Security Oath

Prior to training, make sure you have reviewed your security oath and understand your obligations and the obligations of your campus principal concerning test security and confidentiality as set forth in this manual. Refer to the section “Test Security and Confidentiality Requirements.” Ask for clarification as needed at your training session. You must initial each item and sign your security oath before you handle any secure test materials. You should also familiarize yourself with the security oath for test administrators.

The campus coordinator oath and campus principal oath are located in Appendix B. After all testing for the 2011 testing year has been completed, you must also sign the bottom of the oath affirming that you have complied with all state assessment requirements. You will return both oaths to your district coordinator after all test materials have been returned. (Refer to Campus Coordinator Activity 15.)

**Only one oath needs to be initialed and signed for the 2011 testing year by each of the following people: superintendent/chief administrative officer, district coordinator, campus coordinator, and campus principal. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must initial and sign the security oath for each role. (Refer to the section “Test Security and Confidentiality Requirements” for more information about security oaths.)**

## Activity 3

Help designate test administrators; distribute General Test Administrator Manuals and Test Administration Directions; schedule and conduct training sessions for test administrators.

### Help Designate Test Administrators

Select test administrators in cooperation with your principal, designating at least one test administrator for every 30 students to be tested. TEA recommends that you train more individuals than you think you will need, if possible, to allow for unforeseen circumstances. Test administrators should be professionals who hold valid education credentials such as Texas educator certificates and permits, or under the supervision of a professional who holds such credentials. Those selected may include the following:

- teachers (including those who hold teaching permits or probationary certificates)
- counselors
- librarians
- substitute teachers
- other professional educators (such as retired teachers), whether or not currently employed in the field of education

**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. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.**

Districts may allow a bilingual teacher to administer the English version of the TAKS test to English-dominant students and the Spanish version of the TAKS test to Spanish-dominant students in the same test session. Because directions must be read verbatim, the test administrator must read aloud the directions for one test completely before reading the directions for the other test. Depending on the grade and subject, some sample test items and writing prompts may differ from one version of the test to the other.

District and campus coordinators should collaborate closely to determine which personnel they will need to train as LAT test administrators. The number of LAT test administrators will depend on how many LAT students they have and how many individual versus small-group LAT administrations they will need. Individuals conducting, monitoring, or assisting in LAT administrations should be familiar with the subject matter assessed and the linguistic needs of the students in their test sessions, and should work routinely with the students in delivering or assisting with instruction.

It is important that test administrators assigned to provide oral administrations are familiar with the subject matter so that they can accurately read the test items.

## Distribute Test Administrator Manuals and Test Administration Directions

Distribute applicable test administrator manuals and Test Administration Directions early enough to allow sufficient time before training sessions for all test administrators to read the materials thoroughly. Use the test administrator manuals and Test Administration Directions to conduct training sessions. Plan your test administrator training session to allow enough time for questions and discussion. Plan ahead to avoid last-minute training.

## Schedule and Conduct Training Sessions for Test Administrators



**Test administrators are required to receive annual training in test security and general testing procedures. In addition, test administrators must have training in the procedures unique to each TAKS test administration. To prepare your test administrators for testing, you must conduct a training session or sessions by the date indicated on the Calendar of Events.**

Instruct test administrators to carefully review the test administrator manuals and Test Administration Directions prior to training and to bring them to the training session. Instruct administrators to read carefully the test administrator oath of test security and confidentiality and the section titled “Test Security and Confidentiality Requirements” in the test administrator manual. They must sign the oath **before** handling any secure test materials. Test administrators will also be required to sign an oath following each administration-specific training, as well as after each administration. The administration-specific oaths are located in the Test Administration Directions.

You should be knowledgeable about and include the following topics in the test administrator training session:

- test administrator responsibilities
- test administration schedule
- make-up testing
- information about the optional Web-based test administration procedures training modules
- test security regulations and oaths
- proper testing procedures
- testing students taking a combination of TAKS, TAKS (Accommodated), TAKS–M, and LAT tests
- testing accommodations
  - TAKS (Accommodated) administration and accommodations procedures
  - TAKS–M administration and accommodations procedures
  - dyslexia bundled administration and accommodations procedures
  - LAT administration and accommodations procedures

- procedures for receiving, distributing, and storing test materials
- duplication of written compositions and responses to open-ended items
- ensuring the submission of appropriate answer documents
- gridding the appropriate score code
- gridding accommodations information on the TAKS and TAKS–M scorable documents
- gridding LAT information
- importance of completing the Class, Campus and Group, and Voided Answer Document Identification Sheets accurately
- procedures for returning materials

Plan each training session so that there is enough time for questions and discussion. If there are questions that you are unable to answer during a session, contact your district coordinator.

## Activity 4

### Arrange for testing rooms and organize test sessions.

In cooperation with your school’s principal, arrange for testing rooms.

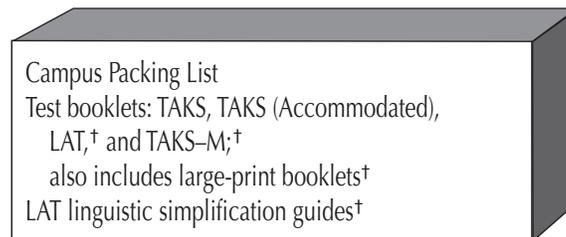
- Testing rooms should be well lighted, well ventilated, quiet, and comfortable.
- Each student must have enough space in which to work, and no characteristic of the room’s environment should hinder any student’s test performance.
- Each student should be sufficiently separated from other students to work without distraction.
- If the room is large, you may need to make arrangements for any necessary adaptations, such as a public-address system, in order to give instructions to those being tested.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed.
- Students taking LAT administrations must not be tested in a room with students taking the regular TAKS tests.
- Students receiving accommodations may need to be tested individually or in small groups.
- The TAKS tests, including TAKS (Accommodated) and TAKS–M, are not timed. However, you should schedule at least two hours for each test session.
- Students must be allowed enough time to respond to every test item. (Refer to “During Testing” in Campus Coordinator Activity 11.)
- Plan to move students who need extra time to another testing room if necessary. (Refer to “Changing Testing Rooms” in Campus Coordinator Activity 11.)
- Activities that would interfere with testing conditions or timing should be scheduled at another time.

## Activity 5

Receive shipment of secure test materials; order any additional secure materials from district coordinator.

### Receive Shipment of Secure Test Materials

#### Campus Box



Note: For the April grades 3–10 and exit level secure test materials shipment, TAKS-M materials will be shipped in separate boxes on a separate schedule (see Calendar of Events).

<sup>†</sup> If applicable

Before handling any secure materials, make sure you have signed the campus coordinator oath. Keep the following points in mind as you receive secure test materials.

- Each shipment of secure test materials will contain test booklets.
- When you receive the secure materials from the district coordinator, open the boxes carefully. You will use these boxes again to return test materials to the district coordinator after testing has been completed.
- Retain the packing list, which can be found in the box labeled “Packing List Enclosed,” throughout the testing process. Use the list for each secure shipment to check in your test booklets.
- To ensure the security of the test, each package of test booklets is sealed in plastic. **You must not break open the packages when you receive the materials.**
- Visible through the plastic wrap is a white form. **Verify that the quantity of booklets in each package matches the quantity indicated on the white form** by counting the booklets through the plastic.
- Verify that the nine-digit security number range stated on each white form matches the range of numbers on the packing list. If you find a discrepancy between your individual Campus Packing List and the contents of the boxes, report the discrepancy **immediately** to your district coordinator.

## Order Additional Materials

- If you find that you were not sent enough test booklets, contact your district coordinator immediately after determining the quantity and type needed for the grades to be tested.
- If you will have students taking LAT administrations, make sure you have sufficient quantities of secure LAT linguistic simplification guides for test administrators and LAT test booklets in English and/or Spanish. Depending on the accommodations provided, some students taking LAT administrations in grades 3–5 may need both an English and Spanish version of the LAT test booklet. There is one form of each LAT test booklet. A regular TAKS test booklet cannot be used to resolve LAT shortages because the tests are different. With the exception of the TAKS–M grade 10 ELA test, there are no separate LAT test booklets for LAT administrations of TAKS–M. Students will use the regular TAKS–M booklets for their LAT administration.
- In calculating the quantity of additional TAKS test booklets required, **keep in mind that each test administrator who conducts an oral administration or an administration using the dyslexia bundled accommodations will require a Form 1 test booklet, the same form number as that of the student(s) receiving the dyslexia bundled accommodations or oral administration.** Campus coordinators are responsible for distributing Form 1 test booklets in appropriate situations.
- In calculating the quantity of additional TAKS–M test booklets required, **keep in mind that each test administrator who administers a TAKS–M reading, writing, or ELA test will require an additional test booklet in order to read aloud designated portions of the test to the students.**
- When the additional test booklets arrive, update your original packing list with the nine-digit security number range on the additional test booklets.



**Failure to *immediately* notify your district coordinator of any discrepancy in your shipment and to request additional materials may result in the additional materials arriving *after* the scheduled testing date.**

**Keep all test materials in locked storage (for example, in a locked filing cabinet, a locked closet, etc.) when not in use.**

## Activity 6

Receive precoded labels and answer documents; supervise the verification of precoded materials.

Precoded labels and answer documents will arrive in a separate shipment for the primary and exit level administrations. These materials may arrive up to three weeks prior to the due date noted on the Calendar of Events. The preprinted information on all precoded labels and answer documents must be verified for accuracy and completeness. The information submitted on the answer document should reflect the student's status at the time of testing. **If the information has been precoded correctly, there is no need for it to be hand-gridded on the answer document.** Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file. Inaccurate information can be corrected by hand-gridding the correct information on the cover of an appropriate scorable test booklet or answer document. Hand-gridded information does not change the student information contained in a PEIMS file at the Texas Education Agency. **Hand-gridded information will override any precoded information other than the student name, PEIMS number, date of birth, and gender.**



**At all grade levels, all identification numbers must be verified by school personnel only. Similarly, only school personnel selected by you or your principal are permitted to verify the information in the FOR SCHOOL USE ONLY section of the answer document. Refer to Appendix A for information regarding the student data elements.**

## Precoded Labels TAKS Grades 3, 10, and Exit Level

### Grade 3

Arrange for the precoded information to be verified by school personnel and for the labels to be affixed to the grade 3 scorable test booklets, including grade 3 TAKS (Accommodated), TAKS–M, and LAT scorable test booklets. Students enrolled in grade 3 should not be asked to verify any of the student data elements on their test booklet covers.

You may

- break open the packages of test booklets before the first day of testing so that the data can be verified and the labels affixed, and
- use a grade 3 label on a TAKS, TAKS (Accommodated), or LAT English-version or Spanish-version test booklet.

Test booklet seals must not be broken, and the contents of the tests must not be examined. Follow the sign-out/sign-in procedures used for secure materials. (Refer to Campus Coordinator Activity 10.) Verifying and affixing the labels should only be done under your supervision. If it takes more than one day to complete this task, collect the booklets at the end of each day and redistribute them the next day. Test booklets must be kept in locked storage when not in use.

## Grade 10 ELA, Exit Level ELA, Exit Level Retests

Pre-coded labels will also be sent for the grade 10 and exit level English language arts tests, as well as for all exit level retests and the grade 10 ELA LAT administration in April. School personnel must verify the information on these labels and affix the labels to the appropriate answer documents.

## TAKS–M

Pre-coded labels will be used for all TAKS–M tests. TAKS–M pre-coded labels will be generated for all students classified as receiving special education services from the October 2010 PEIMS information or district-supplied information. **The receipt of a TAKS–M pre-coded label does not determine which assessment a student receiving special education services should be given. The assessment decisions for students receiving special education services are made by their ARD committees.**

You may interchange TAKS and/or TAKS–M labels only.

## Correcting Inaccurate Information on Pre-coded Labels

School personnel should follow the instructions below to correct inaccurate information on labels. These instructions for verifying pre-coded data are also included with the shipment of pre-coded materials.

### **Inaccurate student name, PEIMS student identification number, or date of birth**

- Step 1:** Void the label by writing “VOID” across it. If the label has not been affixed to a scorable document, return the voided label with the **nonscorable** materials. (If the label has already been affixed to a scorable document, you must void the scorable document by writing “VOID” in **large, bold** letters across the student information grids on the cover and return it with the **scorable** materials.)
- Step 2:** On a blank scorable document, print and hand-grid the correct information in the appropriate fields. You must also print and hand-grid all other information and data (if correct) from the label or the Campus Precode Student List. Use only a No. 2 pencil.
- Step 3:** Voided (or unused) labels not affixed to a scorable document should be returned with the **nonscorable** materials. Voided scorable documents must be placed under a Voided Answer Document Identification Sheet and returned with the **scorable** materials.

**Any other inaccurate precoded information**

**Step 1:** Affix the label to a blank scorable document.

**Step 2:** Hand-grid the correct information in the appropriate field on the scorable document. Use only a No. 2 pencil. Do not hand-grid any field other than the one(s) being corrected.

For example, if the label incorrectly identifies a grade 3 student as participating in an English as a second language (ESL) content-based program, the label can still be used if the **correct** information is hand-gridded on the test booklet cover. To correct the error, fill in the zero in the “ESL” field in the FOR SCHOOL USE ONLY section, as shown below. **Program information that is hand-gridded will override the corresponding precoded program information. The information submitted on the answer document should reflect the student’s status at the time of testing.**

**Sample from a TAKS Grade 3 Test Booklet**

FOR SCHOOL USE ONLY														
ETH	RACE					ED	TIA	MS	L	B	ESL	SE	G/T	AR
	I	A	B	P	W									
						01	6	1	C	2	2	1	1	1
1	1	1	1	1	1	02	7		M1	3	3			
0	0	0	0	0	0	99	8		M2	4				
							9			5				
						00	0	0	0	0	0	0	0	0

# Correct Placement of a Precoded Label on Answer Document/Booklet

Labels must be applied in the correct location on the scorable documents. **Samples of the front of a scorable test booklet and of an answer document, with sample labels affixed correctly, are included in the district coordinator packet.** You may also refer to the directions on the test booklet cover or answer document to determine the correct placement of the labels. If a label is affixed improperly, the scorable test booklet or answer document must be voided and the information must be hand-gridded on a blank scorable test booklet or answer document.

The image displays a sample TAKS answer document and a corresponding precoded label. The answer document includes fields for student identification, test booklet information, and test details. The label, which is placed on the document, contains the following information:

- LASTNAME: EXAMPLE ISD
- FIRSTNAME: EXAMPLE H S
- PEIMS ID: 123456789
- PEM ID: 100006988
- TAKS 2011
- LOCAL ID: 000039694
- DOB: 11/24/93
- GRADE: 11
- SEX: M
- ETH: 1
- I: 0
- A: 0
- B: 0
- O: 0
- P: 0
- W: 1
- ED: 1
- TIA: 0
- AR: 0
- L: 0
- B: 0
- O: 0
- ESL: 0
- SE: 0
- GT: 0
- AR: 1
- CT: 1
- LOCAL USE: 1234

**Do not discard labels for students who are no longer enrolled in your school.** If you receive labels for students who are enrolled elsewhere in your school district, you may forward the labels to the appropriate schools. However, do **NOT** send precoded labels or answer documents to another school district. Unused labels must be voided and returned with the nonscorable materials.

**NOTE:** Unused precoded answer documents must be voided and returned with scorable materials.

## Precoded Answer Documents TAKS Grades 4–9 All Subjects and Grade 10 and Exit Level Mathematics, Science, and Social Studies

To minimize the hand-gridding of blank TAKS answer documents, precoded answer documents will be sent for grades 4–9 (all subjects) and grade 10 and exit level mathematics, science, and social studies. If a student will take TAKS–M in all subjects in April, you should void the precoded TAKS answer document for that student. If a student is participating in TAKS–Alt, any precoded materials for that student should be voided.

You might receive precoded answer documents for students who are no longer enrolled in your school. If the answer documents are for students who are enrolled elsewhere in your school district, you should forward the answer documents to the appropriate schools. Otherwise, these answer documents should be voided and returned with the scorable materials. **NOTE:** Unused precoded answer documents must be voided and returned with scorable materials.

## Correcting Inaccurate Information on Precoded Answer Documents

School personnel should follow these steps to correct inaccurate information on precoded answer documents:

### **Inaccurate student name, PEIMS student identification number, or date of birth**

- Step 1:** Void the precoded answer document by writing “VOID” in **large, bold** letters across the student information grids.
- Step 2:** On a blank answer document, print and hand-grid the correct information in the appropriate fields. You must also print and hand-grid all other information and data (if correct) from the precoded document or the Campus Precode Student List. Use only a No. 2 pencil.
- Step 3:** Place the voided answer documents under a Voided Answer Document Identification Sheet and return with the scorable materials.

### **Any other inaccurate precoded information**

- Step 1:** Retain the answer document.
- Step 2:** Hand-grid the correct information in the appropriate field on the answer document. Use only a No. 2 pencil. Do not hand-grid any field other than the one(s) being corrected.

For example, if a precoded TAKS answer document incorrectly identifies a student as participating in a Tech Prep program at the time of testing, the correct option in the “CT” field should be filled in, as shown below.

### Sample from a TAKS Grade 7 Answer Document

FOR SCHOOL USE ONLY															
0	0	0	0	0	1	02	6	0	0	0	0	0	1	0	1
ETH	RACE					ED	TIA	MS	L	B	ESL	SE	G/T	AR	CT
	I	A	B	P	W	01	6	1	C	2	2	1	1	1	1
1	1	1	1	1	1	02	7		M1	3	3				2
0	0	0	0	0	0	99	8		M2	4					3
							9			5					
						00	0	0	0	0	0	0	0	0	0

- Except for the student name, PEIMS number, and date of birth, information that is hand-gridded will override information precoded on the labels or answer documents. Hand-gridded information does not change student information contained in a PEIMS file at the Texas Education Agency; it only updates information for the current test administration.
- The TAKS/TAKS–M results used by TEA will be based on the information provided on the scorable answer documents as received by the testing contractor. After answer documents have been submitted for scoring, districts will NOT be able to make corrections to the student information such as demographic or program participation information, or score code status.
- It is important that a student’s identification information be the same for all test administrations. If a student’s name, identification number, or date of birth on a precoded document is incorrect, make the correction *at the time of the first administration* of the testing year.

## Activity 7

Supervise the hand-gridding of scorable test booklets and blank answer documents.

If you are testing students for whom you have not received precoded answer documents or labels, you will need to supervise the hand-gridding of blank scorable test booklets or answer documents for these students. All student information and program information must be hand-gridded on the booklets or answer documents using only a No. 2 pencil. If school personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate scorable test booklet or answer document is distributed to each student at the time of testing. Refer to Appendix A for information regarding the student data elements for TAKS, including TAKS (Accommodated), TAKS–M, and LAT.

The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, grid a "blank" in that position.

### Hand-Gridding Grade 3 Scorable Test Booklets

School personnel may break open the packages of scorable test booklets before the first day of testing in order to hand-grid the test booklet covers. Test booklet seals must not be broken, and the contents of the test must not be examined. Follow the sign-out/sign-in procedures used for secure materials. (Refer to Campus Coordinator Activity 10.) Gridding should be done only under your supervision. If it takes more than one day to complete the gridding, collect the booklets at the end of each day and redistribute them the next day. Test booklets must be kept in locked storage when not in use.

**It is strongly recommended that the scorable test booklet covers be gridded prior to test administration. If they are not, each student's name must be printed on a booklet prior to testing.**

### Hand-Gridding Blank Answer Documents for Grades 4–10 and Exit Level

Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents **must** be gridded by school personnel. You may also choose to have school personnel grid the rest of the student identification information, such as name and date of birth. Otherwise, when appropriate, students may grid this information according to the instructions read to them by the test administrator at the beginning of their first test session. Test administrators must verify that the student-identification information has been completed correctly before returning test materials to you at the end of the test administration.

## Activity 8

Ensure the submission of appropriate scorable documents.

As campus coordinator, you are responsible for following the guidelines for submitting appropriate scorable documents. (Scorable documents include answer sheets, answer folders, and scorable test booklets.) Refer to Campus Coordinator Activities 6 and 7 for information about verifying precoded scorable documents and labels and for hand-gridding procedures.

### Guidelines for Submitting Scorable Documents

Title 19 TAC, Chapter 101 specifies that the superintendent of each school district or the chief administrative officer of each charter school and any private school administering the tests shall be responsible for test administrations. To ensure that the effort has been made to administer the assessment instruments to all eligible students, a district must follow the guidelines below for determining the submission of appropriate scorable documents.

### March Administration—Writing/Reading/ELA

#### Students in Grades 4, 7, 9, 10, and 11/Exit Level

Submit one TAKS or TAKS–M answer document for each student enrolled in grade 4, 7, 9, 10, or 11/exit level, regardless of whether the student tested, **except in the following cases:**

- No TAKS answer document should be submitted for a student participating in the TAKS–Alt assessment.
- No exit level PRIMARY ADMINISTRATION answer document for English language arts (ELA) should be submitted for a grade 11 student who has already passed or attempted the TAKS exit level tests. If the student is retesting in March, submit a TAKS exit level RETEST answer document for that student as part of the March retest administration discussed on the next page.

#### Students in Grade 10 Taking LAT

An answer document must be submitted in March with the “L” score code bubble filled in for grade 10 LEP-exempt students who will receive a LAT ELA administration of TAKS or TAKS–M in April.

Appendix G contains answer document coding instructions for unschooled ELL asylees and refugees who will receive a LAT administration of this assessment.



**Materials for the primary administration of the March writing/reading/ELA tests must be submitted separately from materials for the other March exit level administrations, including the ELA retest.**

## March Administration—Exit Level Retest

Submit an exit level retest answer document for the following individuals:

- any enrolled student for whom a precoded label was received, whether or not the student tested
- any student for whom a blank answer document was hand-gridded and who tested
- each registered out-of-school examinee, whether or not the individual tested

**Do NOT submit an exit level retest answer document for the following individuals:**

- any student for whom all score code information was submitted through the online testing system
- any student who was first classified as a grade 11 student in the fall of 2010, unless the student is expected to graduate before September 1, 2011

Most grade 11 students will take the primary administration of the exit level test. Students who are in grade 11 but are on track to graduate before September 1, 2011, are eligible to take the exit level retest as their first testing opportunity. Contact your district coordinator with questions about testing students enrolled in accelerated or alternative programs.



**Do not mix exit level RETEST answer documents with ELA answer documents for the exit level PRIMARY ADMINISTRATION.**

## April Administration—Grades 5 and 8 Mathematics and Reading

Submit a TAKS or TAKS–M answer document for each student enrolled in grades 5 and 8, regardless of whether the student tested. If the student takes the TAKS–M test in both mathematics and reading, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in both mathematics and reading, then void the TAKS–M precoded label (if it exists). If the student takes TAKS in one subject and TAKS–M in another subject, submit two answer documents, one for TAKS and one for TAKS–M. Do not submit an answer document for a student participating in the TAKS–Alt assessment.

### Students Taking LAT

There is only one LAT mathematics and reading administration of TAKS and TAKS–M, and it takes place in May. LEP-exempt students are not subject to SSI retest requirements. LEP-exempt students at grades 5 and 8 will participate in LAT mathematics and reading administrations of TAKS or TAKS–M in May. An answer document must be submitted in April indicating a LEP exemption for students who will receive a LAT mathematics and reading administration of TAKS or TAKS–M in these grades in May.

Appendix G contains answer document coding instructions for unschooled ELL asylees and refugees who will receive a LAT administration of these assessments.

## April Administration—Grades 3–11 and Exit Level

### Students in Grade 3

Submit a TAKS, TAKS (Accommodated), LAT (English or Spanish version), and/or TAKS–M mathematics and reading scorable test booklet for each student enrolled in grade 3. Do not submit a scorable test booklet for a student who participated in the TAKS–Alt assessment.

### Students in Grades 5 and 9

Submit a TAKS or TAKS–M answer document for each student in grade 5 (science) and grade 9 (mathematics), regardless of whether the student tested. If the student takes the TAKS–M test, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

### Students in Grades 4, 6, 7, 8, and 10

Submit a TAKS and/or TAKS–M answer document for each student enrolled in grades 4, 6, 7, 8, and 10, regardless of whether the student tested. If the student takes the TAKS–M test in all subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in all subjects, then void the TAKS–M precoded label (if it exists). For the separate April grade 10 LAT English language arts administration, submit a LAT answer document for any student eligible for a LAT administration. Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

### Students in Grade 11

Submit a TAKS exit level primary administration answer document for all grade 11 students for whom TAKS is a graduation requirement and who are eligible to take the exit level mathematics, science, and social studies tests **for the first time**, regardless of whether they tested. If the student is taking TAKS–M for all three subjects, void any precoded TAKS answer documents and submit a TAKS–M answer document. Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

## April Administration—Exit Level Retest

Submit an exit level retest answer document for the following individuals:

- any enrolled student for whom a precoded label was received, whether or not the student tested
- any student for whom a blank answer document was hand-gridded and who tested

Students who are in grade 11 but are on track to graduate before September 1, 2011, are eligible to take the exit level retest as their first testing opportunity. Grade 11 students who were **absent** for the March ELA test are **NOT** eligible to take the April retest.

**NOTE:** Do **NOT** submit an answer document for **any** student for whom all score code information was submitted through the online testing system.



Materials for the TAKS exit level retest must be submitted separately from materials for the other April administrations. In particular, do not mix exit level RETEST answer documents with exit level PRIMARY ADMINISTRATION answer documents.

## May Administration—Grades 5 and 8 Mathematics and Reading Retests

Submit a TAKS and/or TAKS–M answer document for each grade 5 and 8 student who has not yet met the passing standard for TAKS, TAKS (Accommodated), or TAKS–M, regardless of whether the student tested, and for students taking LAT administrations.

The May retest administration is also when LAT administrations of TAKS and TAKS–M mathematics and reading are given. Submit an answer document for any grade 5 and 8 student who is eligible for a LAT administration of TAKS.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

## June Administration—Grades 5 and 8 Mathematics and Reading Retests

Submit a TAKS and/or TAKS–M answer document for each eligible student in grades 5 and 8 who has not yet met the passing standard on either the mathematics or reading test, regardless of whether the student tested.

Do not submit answer documents if a grade 5 or grade 8 student was reported as LEP-exempt in mathematics or reading in an earlier administration.

## July Administration—Exit Level Retest

Submit a TAKS answer document for the following individuals:

- any enrolled student for whom a precoded label was received and who tested
- any student for whom a blank answer document was hand-gridded and who tested
- each registered out-of-school/out-of-district examinee, whether or not the individual tested

Students who are in grade 11 but are on track to graduate before September 1, 2011, are eligible to take the exit level retest as their first testing opportunity. Do not submit an answer document for any student for whom all score code information was submitted through the online testing system.



July precoded labels for students who are no longer enrolled should be voided and returned with the nonscorable materials.

## October Administration—Exit Level Retest

All students who were enrolled in grade 11 in spring 2011 are eligible to take any section of the test for which they have not yet met the passing standard. Students who are in grade 11 in October 2011, but are on track to graduate before September 1, 2012, are eligible to take the October exit level retest as their first testing opportunity.

Submit a TAKS answer document for the following individuals:

- any enrolled student for whom a precoded label was received, whether or not the student tested
- any student for whom a blank answer document was hand-gridded and who tested
- each registered out-of-school/out-of-district examinee, whether or not the individual tested

Do not submit an answer document for any student for whom all score code information was submitted through the online testing system.

## All TAKS Administrations

Precoded labels for individuals who are no longer enrolled in your district must be voided and returned with the nonscorable materials. Voided precoded answer documents should be returned with the scorable materials. For students taking TAKS, TAKS (Accommodated), or LAT, be sure to mark the answer document appropriately. If the student is testing in a combination of subject areas in TAKS and TAKS–M, be sure to submit two scorable test booklets or answer documents, TAKS and TAKS–M, with the score codes appropriately marked. Refer to Campus Coordinator Activity 9 for more information about preparing answer documents.

## Activity 9

Coordinate preparation of scorable documents.

### Overview

The TAKS testing program has separate scorable test booklets for grade 3: TAKS, TAKS (Accommodated), LAT administrations of TAKS, and TAKS–M. The TAKS, TAKS (Accommodated), and LAT administrations of TAKS are available in both English and Spanish at grades 3–5. TAKS–M is not available in Spanish. TAKS, TAKS (Accommodated), and TAKS–M are available in large print and braille. LAT versions of these assessments are available in large print. For information regarding braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536.

The TAKS answer document is a combined answer document for English and Spanish TAKS, TAKS (Accommodated), and LAT administrations of TAKS. There is a separate TAKS–M (including TAKS–M LAT) answer document. Both a TAKS and TAKS–M answer document must be submitted when a student takes a combination of TAKS and TAKS–M tests.

The samples on the following page show the TEST TAKEN INFO field and the ACCOMMODATIONS (FOR ALL PROGRAMS) field as they appear on an April TAKS grade 4 answer document and on an April TAKS–M grade 4 answer document.



**It is critical to mark the TEST TAKEN INFO field regardless of the score code. For example, if a student takes the April grade 5 Spanish version of the TAKS (Accommodated) form, “S” must be gridded in the SCORE CODE field to indicate that the test must be scored along with the “SP” under TAKS ACCOMM. FORM to indicate that the student took the TAKS (Accommodated) form in Spanish.**

APRIL

TAKS Grade 4

TEST TAKEN INFO						
TAKS FORM			TAKS ACCOMM. FORM		LAT FORM	
M	R		M	R	M	R
EN	FORM #	EN	FORM #	EN	EN	EN
SP		SP		SP	SP	SP
0	0	0	0			
1	1	1	1			
2	2	2	2			
3	3	3	3			
4	4	4	4			
5	5	5	5			
6	6	6	6			
7	7	7	7			
8	8	8	8			
9	9	9	9			

SCORE CODE	
M	R
A	A
L	L
G	G
*	*
S	S

ACCOMMODATIONS (FOR ALL PROGRAMS)			
M		R	
P	P	P	P
R	R	R	R
S	S	S	S
T	T	T	T
BR	BR	BR	BR
LP	LP	LP	LP
OA	OA	OA	OA
DB	DB	DB	DB

Texas Assessment of Knowledge and Skills (TAKS)

APRIL

TAKS-M Grade 4

LAT INFO				ACCOMMODATIONS (FOR ALL PROGRAMS)	
M		R		M	R
A	B	A	B	P	P
1	I	1	I	R	R
2	A	2	A	S	S
3		3		T	T
4		4		BR	BR
5		5		LP	LP
6		6		OA	OA
7		7			

SCORE CODE	
M	R
A	A
L	L
G	G
*	*
S	S

## Student Data Elements

Information regarding each student data element on the scorable document can be found in Appendix A.

The student-identification section of the scorable document includes such information as the student's name, identification number, and sex. All identification numbers must be verified or hand-gridded only by school personnel. Similarly, only school personnel selected by you or your principal are permitted to verify or hand-grid the information in the FOR SCHOOL USE ONLY section of the scorable document.

Program information submitted on the scorable document should reflect the student's status at the time of testing. Current information should be provided on the scorable document 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. TAKS exit level examinees must indicate their enrolled grade on the answer document.

It is important that the student identification information (PEIMS student ID, student name, and birth date) be accurate because it is part of the individual's permanent record, which contains the student's performance-standard information history and other relevant data. If you have any questions concerning these elements, contact your district coordinator.

**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 scorable document 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–M Score Code Fields

The SCORE CODE field in the FOR SCHOOL USE ONLY section indicates whether a student's test should be scored. For each subject-area test, select only one score code. The TAKS/TAKS–M score code options are described below. Examples of completed SCORE CODE fields for the various TAKS/TAKS–M scorable documents are shown on the pages that follow.

**Failure to mark the appropriate score code may result in a score of ZERO for the student.**

**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)

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

**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, including TAKS (Accommodated), or TAKS–M.

**ALT** = A state-approved substitute assessment was administered instead of the third TAKS testing opportunity for the grades 5 and 8 mathematics and reading English-version tests.

**P** = Previously met passing standard

**X** = The ARD committee has determined and documented in the IEP that the student should not participate in TAKS or TAKS (Accommodated) exit level retests.

**S** = Test to be scored

**If a student is absent during testing *and* is exempt on the basis of limited English proficiency, the student's score code must be marked to indicate the exemption, not the absence. In the case of LEP-exempt students taking LAT administrations, the LEP exemption must be marked in the SCORE CODE field *and* the absence must be indicated in the LAT INFO area (see page 157).**

# TEST TAKEN INFO Field

In the TEST TAKEN INFO field of the TAKS answer document, test administrators or other campus personnel will record the form number of each TAKS subject-area test administered (under TAKS FORM, as applicable) and whether the student took an English or Spanish version of the test (on answer documents for grades 4–5). Additionally, for students receiving a LAT administration of TAKS, there is a grid to indicate which LAT accommodations were used.



The appropriate fields must be correctly gridded to indicate which test, or combination of tests, was administered to a student.

### April TAKS Grade 4

TEST TAKEN INFO							
TAKS FORM				TAKS ACCOMM. FORM		LAT FORM	
M		R		M	R	M	R
EN	FORM #	EN	FORM #	EN	EN	EN	EN
SP		SP		SP	SP	SP	SP
0	0	0	0			LAT INFO	
1	1	1	1			M	R
2	2	2	2			A	B
3	3	3	3			1	1
4	4	4	4			2	A
5	5	5	5			3	3
6	6	6	6			4	4
7		7				5	5
8		8				6	6
9		9				7	7

## TAKS/TAKS–M Score Codes for Students Testing in Grade 3 Mathematics and Reading

### April Administration—Grade 3 Mathematics and Reading

For the mathematics and reading test in April, submit an (English or Spanish version) TAKS, TAKS (Accommodated), LAT, and/or TAKS–M mathematics and reading scorable test booklet for each student enrolled in grade 3, regardless of whether the student tested. Fill in the appropriate score code bubble under the “M” and “R” in the SCORE CODE field.

If a student took TAKS in one subject and TAKS–M in another subject, then **you must submit two scorable test booklets**, one TAKS and one TAKS–M. On the TAKS scorable test booklet, mark the appropriate score code for the subject the student tested in TAKS. Then, fill in the “asterisk” bubble for the subject the student tested in TAKS–M. Likewise, on the TAKS–M scorable test booklet, mark the score code for the subject the student tested in TAKS–M, and fill in the “asterisk” bubble for the subject the student tested in TAKS.

For LEP-exempt students using LAT test booklets, fill in the “L” bubble in the SCORE CODE field for the subject area taken to indicate that the student is LEP-exempt. Then fill in the LAT INFO area according to the instructions on page 157.

TAKS–M is not offered in Spanish.

Do not submit a scorable test booklet for a student who participated in the TAKS–Alt assessment.

APRIL													
<b>TAKS</b>		<b>LAT</b>				<b>TAKS–M</b>							
SCORE CODE		SCORE CODE		LAT INFO				SCORE CODE		LAT INFO			
M	R	M	R	M		R		M	R	M		R	
(A)	(A)	(A)	(A)	A	B	A	B	(A)	(A)	A	B	A	B
(O)	(O)	(L)	(L)	(1)	(1)	(1)	(1)	(L)	(L)	(1)	(1)	(1)	(1)
(*)	(*)	(O)	(O)	(2)	(A)	(2)	(A)	(O)	(O)	(2)	(A)	(2)	(A)
		(*)	(*)	(3)		(3)		(*)	(*)	(3)		(3)	
		(S)	(S)	(4)		(4)				(4)		(4)	
				(5)		(5)				(5)		(5)	
				(6)		(6)				(6)		(6)	
				(7)		(7)				(7)		(7)	

## TAKS/TAKS–M Score Codes for Students Testing in Grade 4 Writing, Mathematics, and Reading

### March Administration—Grade 4 Writing (English and Spanish)

For the grade 4 writing test in March, submit a TAKS or TAKS–M answer document for each student enrolled in grade 4, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score code. Then, fill in the “EN” for English or the “SP” for Spanish under the “W” in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the “EN” for English or the “SP” for Spanish under the “W” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document. Then, void the precoded TAKS answer document (if it exists). Likewise, if the student took TAKS, void the TAKS–M precoded label (if it exists).

TAKS–M is not offered in Spanish.

Do not submit an answer document for a student participating in the TAKS–Alt assessment.

<b>MARCH</b>																										
<b>TAKS Writing</b>																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">W</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(L)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table>	SCORE CODE	W	(A)	(L)	(O)		(S)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="padding: 2px;">TEST TAKEN INFO</td></tr> <tr> <td style="padding: 2px;">TAKS FORM</td> <td style="padding: 2px;">TAKS ACCOMM. FORM</td> </tr> <tr> <td style="padding: 2px;">W</td> <td style="padding: 2px;">W</td> </tr> <tr> <td style="padding: 2px;">(EN)</td> <td style="padding: 2px;">(EN)</td> </tr> <tr> <td style="padding: 2px;">(SP)</td> <td style="padding: 2px;">(SP)</td> </tr> </table>	TEST TAKEN INFO		TAKS FORM	TAKS ACCOMM. FORM	W	W	(EN)	(EN)	(SP)	(SP)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">W</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(L)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table>	SCORE CODE	W	(A)	(L)	(O)		(S)
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W	W																									
(EN)	(EN)																									
(SP)	(SP)																									
SCORE CODE																										
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(S)																										
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">W</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(L)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table>			SCORE CODE	W	(A)	(L)	(O)		(S)																	
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W																										
(A)																										
(L)																										
(O)																										
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### April Administration—Grade 4 Mathematics and Reading (English and Spanish)

For the grade 4 mathematics and reading tests, submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 4, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. Then, fill in the “EN” for English or the “SP” for Spanish under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. Then, fill in the “EN” for English or the “SP” for Spanish under the “M” and/or “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. See the sample below. The student tested both subjects in English, but took TAKS in reading and TAKS (Accommodated) in mathematics.

<b>APRIL</b>											
<b>TAKS Mathematics and Reading</b>											
<b>SCORE CODE</b>				<b>TEST TAKEN INFO</b>							
M		R		TAKS FORM				TAKS ACCOMM. FORM		LAT FORM	
(A)		(A)		M		R		M		R	
(L)		(L)		EN		EN		EN		EN	
(O)		(O)		FORM #		FORM #		EN		EN	
(*)		(*)		SP		2 1		SP		SP	
(S)		(S)		(0)		(0)		LAT INFO			
(1)		(1)		(1)		(1)		M		R	
(2)		(2)		(2)		(2)		A B		A B	
(3)		(3)		(3)		(3)		(1)		(1)	
(4)		(4)		(4)		(4)		(2)		(2)	
(5)		(5)		(5)		(5)		(3)		(3)	
(6)		(6)		(6)		(6)		(4)		(4)	
(7)		(7)		(7)		(7)		(5)		(5)	
(8)		(8)		(8)		(8)		(6)		(6)	
(9)		(9)		(9)		(9)		(7)		(7)	

For LEP-exempt students receiving a LAT administration in mathematics and/or reading, fill in the “L” bubble in the SCORE CODE field to indicate that the student is LEP-exempt. Then, fill in the “EN” for English or the “SP” for Spanish under the appropriate subject (“M” and/or “R”) in the LAT FORM area in the TEST TAKEN INFO field. Also complete the LAT INFO area in the TEST TAKEN INFO field. Refer to pages 155–157 for information about completing the LAT fields.

If the student took TAKS–M in both subjects, void the precoded TAKS answer document (if it exists) and submit a TAKS–M answer document. On the TAKS–M answer document, fill in the appropriate score codes. See the sample below. Likewise, if the student took TAKS, void the TAKS–M precoded label (if it exists).

<b>APRIL</b>			
<b>TAKS–M Mathematics and Reading</b>			
<b>SCORE CODE</b>		<b>LAT INFO</b>	
M	R	M	R
A	A	A	B
L	L	1	1
O	O	2	A
*	*	3	3
S	S	4	4
		5	5
		6	6
		7	7

If a LEP-exempt student took TAKS–M with LAT accommodations, fill in the “L” score code bubble to indicate that the student is LEP-exempt and complete the LAT INFO area.

TAKS–M is not available in Spanish.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

If a student took TAKS (Accommodated) in one subject and TAKS–M in another subject, then **you must submit two answer documents**, one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student tested in TAKS. Also, fill in the appropriate language code (“EN” or “SP”) under the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. Then, fill in the “asterisk” bubble for the subject the student tested in TAKS–M. Likewise, on the TAKS–M answer document, mark the score code for the subject the student tested in TAKS–M, and fill in the “asterisk” bubble for the subject the student tested in TAKS (Accommodated). See the sample below. The student took the English-version TAKS (Accommodated) in reading and TAKS–M in mathematics.

TAKS–M is not available in Spanish.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>											
<b>TAKS Mathematics and Reading</b>											
<b>SCORE CODE</b>			<b>TEST TAKEN INFO</b>						<b>TAKS–M Mathematics and Reading</b>		
M R		TAKS FORM		TAKS ACCOMM. FORM		LAT FORM		M R		SCORE CODE	
(A) (A)		M R		M R		M R		M R		M R	
(L) (L)		EN FORM #		EN EN		EN EN		EN EN		(A) (A)	
(O) (O)		SP		SP SP		SP SP		SP SP		(L) (L)	
(*) (*)		0 0		1 1		LAT INFO		(O) (O)		(*) (*)	
(S) (S)		2 2		3 3		M R		(S) (S)		(S) (S)	
		3 3		4 4		A B A B		(S) (S)			
		4 4		5 5		1 1 1 1		(S) (S)			
		5 5		6 6		2 A 2 A		(S) (S)			
		6 6		7 7		3 3		(S) (S)			
		7 7		8 8		4 4		(S) (S)			
		8 8		9 9		5 5		(S) (S)			
		9 9				6 6		(S) (S)			
						7 7		(S) (S)			

## TAKS/TAKS–M Score Codes for Students Testing in Grade 5 Mathematics, Reading, and Science

There will be three opportunities for students to take the TAKS and TAKS–M grade 5 mathematics and reading tests. The tests will be administered in April, May, and June 2011. A state-approved substitute assessment may be administered instead of the third TAKS testing opportunity for the grade 5 mathematics or reading English-version test. The grade 5 LAT mathematics and reading tests will be administered only in May. Students taking LAT administrations are not subject to SSI grade-advancement requirements in mathematics and reading and do not participate in retests.

### April Administration—Grade 5 Mathematics and Reading (English and Spanish)

For the grade 5 mathematics and reading tests, submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 5, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score codes (under “M” and “R”) in the SCORE CODE field. Then, fill in the “EN” for English or the “SP” for Spanish under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. Then, fill in the “EN” for English or the “SP” for Spanish under the “M” and/or “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. See the sample on the following page. The student took both subjects in English, but took TAKS (Accommodated) in mathematics and TAKS in reading.

The only LAT grade 5 mathematics and reading administration of TAKS and TAKS–M is held in May. Ensure that students who are LEP-exempt do not mistakenly test in April. If a student is LEP-exempt, fill in the “L” bubble on the answer document for the April administration. Refer to Appendix G for April answer document coding instructions for unschooled ELL asylees and refugees who will receive a LAT administration of these assessments in May.

TAKS–M is not offered in Spanish.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>																																																																																																																	
<b>TAKS Mathematics and Reading</b>																																																																																																																	
<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">SCORE CODE</th> </tr> <tr> <th>M</th> <th>R</th> </tr> <tr> <td>(A)</td> <td>(A)</td> </tr> <tr> <td>(L)</td> <td>(L)</td> </tr> <tr> <td>(O)</td> <td>(O)</td> </tr> <tr> <td>(*)</td> <td>(*)</td> </tr> <tr> <td>(S)</td> <td>(S)</td> </tr> </table>				SCORE CODE		M	R	(A)	(A)	(L)	(L)	(O)	(O)	(*)	(*)	(S)	(S)	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="6">TEST TAKEN INFO</th> </tr> <tr> <th colspan="4">TAKS FORM</th> <th colspan="2">TAKS ACCOMM. FORM</th> </tr> <tr> <th colspan="2">M</th> <th colspan="2">R</th> <th>M</th> <th>R</th> </tr> <tr> <td>(EN)</td> <td>FORM #</td> <td>(EN)</td> <td>FORM #</td> <td>(EN)</td> <td>(EN)</td> </tr> <tr> <td>(SP)</td> <td></td> <td>(SP)</td> <td><b>2</b> <b>1</b></td> <td>(SP)</td> <td>(SP)</td> </tr> <tr> <td>(0)</td> <td>(0)</td> <td>(0)</td> <td>(0)</td> <td></td> <td></td> </tr> <tr> <td>(1)</td> <td>(1)</td> <td>(1)</td> <td>(1)</td> <td></td> <td></td> </tr> <tr> <td>(2)</td> <td>(2)</td> <td>(2)</td> <td>(2)</td> <td></td> <td></td> </tr> <tr> <td>(3)</td> <td>(3)</td> <td>(3)</td> <td>(3)</td> <td></td> <td></td> </tr> <tr> <td>(4)</td> <td>(4)</td> <td>(4)</td> <td>(4)</td> <td></td> <td></td> </tr> <tr> <td>(5)</td> <td>(5)</td> <td>(5)</td> <td>(5)</td> <td></td> <td></td> </tr> <tr> <td>(6)</td> <td>(6)</td> <td>(6)</td> <td>(6)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(7)</td> <td></td> <td>(7)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(8)</td> <td></td> <td>(8)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(9)</td> <td></td> <td>(9)</td> <td></td> <td></td> </tr> </table>						TEST TAKEN INFO						TAKS FORM				TAKS ACCOMM. FORM		M		R		M	R	(EN)	FORM #	(EN)	FORM #	(EN)	(EN)	(SP)		(SP)	<b>2</b> <b>1</b>	(SP)	(SP)	(0)	(0)	(0)	(0)			(1)	(1)	(1)	(1)			(2)	(2)	(2)	(2)			(3)	(3)	(3)	(3)			(4)	(4)	(4)	(4)			(5)	(5)	(5)	(5)			(6)	(6)	(6)	(6)				(7)		(7)				(8)		(8)				(9)		(9)		
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If the student took TAKS–M in both subjects, void the precoded TAKS answer document (if it exists) and submit a TAKS–M answer document. On the TAKS–M answer document, fill in the appropriate score codes. See the sample below.

<b>APRIL</b>															
<b>TAKS–M Mathematics and Reading</b>															
<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">SCORE CODE</th> </tr> <tr> <th>M</th> <th>R</th> </tr> <tr> <td>(A)</td> <td>(A)</td> </tr> <tr> <td>(L)</td> <td>(L)</td> </tr> <tr> <td>(O)</td> <td>(O)</td> </tr> <tr> <td>(*)</td> <td>(*)</td> </tr> <tr> <td>(S)</td> <td>(S)</td> </tr> </table>		SCORE CODE		M	R	(A)	(A)	(L)	(L)	(O)	(O)	(*)	(*)	(S)	(S)
SCORE CODE															
M	R														
(A)	(A)														
(L)	(L)														
(O)	(O)														
(*)	(*)														
(S)	(S)														

If a student took TAKS (Accommodated) in one subject and TAKS–M in another subject, then **you must submit two answer documents**, one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student tested in TAKS (Accommodated). Also fill in the “EN” for English or the “SP” for Spanish under the “M” and/or “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. Then, fill in the “asterisk” bubble for the subject the student tested in TAKS–M. Likewise, on the TAKS–M answer document, fill in the score code for the subject the student tested in TAKS–M, and fill in the “asterisk” bubble for the subject the student tested in TAKS (Accommodated). See the sample below. The student took TAKS (Accommodated) in reading and TAKS–M in mathematics. The student tested in English for both subjects.

TAKS–M is not offered in Spanish.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>									
<b>TAKS Mathematics and Reading</b>									
SCORE CODE		TEST TAKEN INFO							
M	R	TAKS FORM				TAKS ACCOMM. FORM			
(A)	(A)	M	R		M	R			
(L)	(L)	(EN)	FORM #		(EN)	(EN)			
(O)	(O)	(SP)			(SP)				
(*)	(*)	(0)	(0)		(0)	(0)			
(S)	(S)	(1)	(1)		(1)	(1)			
		(2)	(2)		(2)	(2)			
		(3)	(3)		(3)	(3)			
		(4)	(4)		(4)	(4)			
		(5)	(5)		(5)	(5)			
		(6)	(6)		(6)	(6)			
		(7)			(7)	(7)			
		(8)			(8)	(8)			
		(9)			(9)	(9)			

<b>TAKS–M Mathematics and Reading</b>	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

### April Administration—Grade 5 Science (English and Spanish)

For the science test, submit a TAKS or TAKS–M answer document for each student enrolled in grade 5. Fill in the appropriate score code. If the student took a TAKS test, fill in the “EN” for English or the “SP” for Spanish under the “S” in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the “EN” for English or the “SP” for Spanish under the “S” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If a LEP-exempt student received a LAT administration in science, fill in the “L” bubble in the SCORE CODE field on the TAKS answer document to indicate that the student is LEP-exempt. Then, fill in the “EN” for English or the “SP” for Spanish under the “S” in the LAT FORM area in the TEST TAKEN INFO field. Also complete the LAT INFO area in the TEST TAKEN INFO field. Refer to pages 155–157 for information about completing the LAT fields.

**NOTE:** The grade 5 science test occurs April 28; the grade 5 LAT science test occurs April 29.

If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document, void the TAKS answer document (if it exists), and submit only the TAKS–M answer document. If a LEP-exempt student received a LAT administration of the TAKS–M test, fill in the “L” bubble in the SCORE CODE field to indicate that the student is LEP-exempt and fill in the LAT INFO area.

TAKS–M is not offered in Spanish.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>													
<b>TAKS Science</b>					<b>TAKS–M Science</b>								
SCORE CODE		TEST TAKEN INFO								SCORE CODE		LAT INFO	
S		TAKS FORM		TAKS ACCOMM. FORM		LAT FORM				S		S	
(A)		S		S		S				(A)		A   B	
(L)		EN		EN		EN				(L)		(1)   (1)	
(O)		FORM #		SP		SP				(O)		(2)   (A)	
(S)		(0) (0)				LAT INFO				(S)		(3)	
		(1) (1)				S						(4)	
		(2) (2)				A		B				(5)	
		(3) (3)				(1) (1)						(7)	
		(4) (4)				(2) (A)							
		(5) (5)				(3)							
		(6) (6)				(4)							
		(7)				(5)							
		(8)				(6)							
		(9)				(7)							

### May Administration—Grade 5 Mathematics and Reading Retest (English and Spanish)

Submit a TAKS and/or TAKS–M answer document for each eligible grade 5 student who did not meet the passing standard in either mathematics or reading in April, regardless of whether the student tested. Do not submit an answer document for a student who met the standard in both subjects in April. If the student passed mathematics or reading in an earlier administration, mark the “P” bubble in the score code for mathematics or reading. If the student took a TAKS test, fill in the “EN” for English or the “SP” for Spanish under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field.

If the student took a TAKS (Accommodated) test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. Then, fill in the “EN” for English or the “SP” for Spanish under the “M” and/or “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

See the sample below. The student tested both subjects in English, but took TAKS in reading and TAKS (Accommodated) in mathematics.

<b>MAY</b>													
<b>TAKS Mathematics and Reading</b>													
<b>SCORE CODE</b>						<b>TEST TAKEN INFO</b>							
M			R			TAKS FORM		TAKS ACCOMM. FORM		LAT FORM			
(A)			(A)			M		R		M		R	
(L)			(L)			(EN)		(EN)		(EN)		(EN)	
(O)			(O)			(SP)		(SP)		(SP)		(SP)	
(P)			(P)			(S)		(S)		(S)		(S)	
(*)			(*)			(S)		(S)		(S)		(S)	
(S)			(S)			(S)		(S)		(S)		(S)	
						<b>LAT INFO</b>							
						M			R				
						A		B		A		B	
						(1)		(1)		(1)		(1)	
						(2)		(A)		(2)		(A)	
						(3)		(3)		(3)		(3)	
						(4)		(4)		(4)		(4)	
						(5)		(5)		(5)		(5)	
						(6)		(6)		(6)		(6)	
						(7)		(7)		(7)		(7)	

The only LAT grade 5 mathematics and reading administration of TAKS and TAKS–M is held in May. LEP-exempt students are not subject to SSI grade advancement requirements and do not take retests. For LEP-exempt students receiving a LAT administration in mathematics and/or reading, fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Then, fill in the “EN” for English or the “SP” for Spanish under the appropriate subject (“M” and/or “R”) in the LAT FORM area in the TEST TAKEN INFO field. Also complete the LAT INFO area in the TEST TAKEN INFO field according to the instructions on page 157.

<b>MAY</b>											
<b>LAT</b> <b>Mathematics and Reading</b>											
<b>SCORE CODE</b>						<b>TEST TAKEN INFO</b>					
M			R			TAKS FORM		TAKS ACCOMM. FORM		LAT FORM	
(A)			(A)			M	R	M	R	M	R
(L)			(L)			(EN)	(EN)	(EN)	(EN)	(EN)	(EN)
(O)			(O)			(SP)	(SP)	(SP)	(SP)	(SP)	(SP)
(P)			(P)			<b>LAT INFO</b>					
(*)			(*)								
(S)			(S)			M		R			
(1)		(1)		(1)		(1)					
(2)		(A)		(2)		(A)					
(3)		(3)		(3)		(3)					
(4)		(4)		(4)		(4)					
(5)		(5)		(5)		(5)					
(6)		(6)		(6)		(6)					
(7)		(7)		(7)		(7)					

If a LEP-exempt student took TAKS–M with LAT accommodations, fill in the “L” score code bubble to indicate that the student is LEP-exempt and complete the LAT INFO area on the TAKS–M answer document.

If the student took TAKS–M in both subjects, void the precoded TAKS answer document (if it exists) and submit a TAKS–M answer document. On the TAKS–M answer document, fill in the appropriate score codes. See the sample on the following page.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

MAY			
<b>TAKS–M</b>			
<b>Mathematics and Reading</b>			
SCORE CODE		LAT INFO	
M	R	M	R
A	A	A	B
L	L	①	①
O	O	②	②
ARD	ARD	③	③
P	P	④	④
*	*	⑤	⑤
S	S	⑥	⑥
		⑦	⑦

If a student took TAKS (Accommodated) in one subject and TAKS–M in another subject, then **you must submit two answer documents**, one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student tested in TAKS (Accommodated). Also fill in the “EN” for English or the “SP” for Spanish under the “M” and/or “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. Then, fill in the “asterisk” bubble for the subject the student tested in TAKS–M. Likewise, on the TAKS–M answer document, mark the score code for the subject the student tested in TAKS–M, and fill in the “asterisk” bubble for the subject the student tested in TAKS (Accommodated). See the sample below. The student took TAKS (Accommodated) in reading and TAKS–M in mathematics. The student tested in English for both subjects. Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

MAY							
<b>TAKS</b>							
<b>Mathematics and Reading</b>							
SCORE CODE		TEST TAKEN INFO				TAKS–M	
M	R	TAKS FORM		TAKS ACCOMM. FORM		LAT FORM	
A	A	M	R	M	R	M	R
L	L	EN	EN	EN	EN	EN	EN
O	O	SP	SP	SP	SP	SP	SP
P	P	LAT INFO					
*	*	M		R			
S	S	A	B	A	B		
		①	①	①	①		
		②	A	②	A		
		③		③			
		④		④			
		⑤		⑤			
		⑥		⑥			
		⑦		⑦			

SCORE CODE	
M	R
A	A
L	L
O	O
ARD	ARD
P	P
*	*
S	S

### June Administration—Grade 5 Mathematics and Reading Retest (English and Spanish)

For the mathematics and reading retests in June, submit a TAKS and/or TAKS–M answer document for each eligible student in grade 5 who has not yet met the passing standard on either the mathematics test or the reading test, regardless of whether the student tested. Fill in the appropriate score code. If the student passed mathematics or reading in an earlier administration, mark the “P” bubble in the score code for mathematics or reading. If the student took a TAKS test, fill in the “EN” for English or the “SP” for Spanish for the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the “EN” for English or the “SP” for Spanish for the appropriate subject (“M” and/or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. In the sample below, the student previously passed mathematics and took the TAKS (Accommodated) reading test in Spanish in June.

TAKS–M is not available in Spanish.

The “ALT” bubble indicates that a state-approved alternate way to meet SSI requirements was used instead of the third TAKS testing opportunity for the grade 5 mathematics or reading English-version test.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

**NOTE:** Mark the “P” bubble in the SCORE CODE field only if a student previously passed a subject area.

<b>JUNE</b>							
<b>TAKS Mathematics and Reading</b>			<b>TAKS–M Mathematics and Reading</b>				
SCORE CODE		TEST TAKEN INFO				SCORE CODE	
M	R	TAKS FORM		TAKS ACCOMM. FORM		M	R
(A)	(A)	M	R	M	R	(A)	(A)
(L)	(L)	(EN)	(EN)	(EN)	(EN)	(L)	(L)
(O)	(O)	(SP)	(SP)	(SP)	(SP)	(O)	(O)
(PW)	(PW)					(ARD)	(ARD)
(P)	(P)					(PW)	(PW)
(ALT)	(ALT)					(P)	(P)
(*)	(*)					(*)	(*)
(S)	(S)					(S)	(S)

## TAKS/TAKS–M Score Codes for Students Testing in Grade 6 Mathematics and Reading

### April Administration—Grade 6 Mathematics and Reading

For the mathematics and reading tests, submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 6, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score code under the “M” and/or “R” in the SCORE CODE field. Then, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If a LEP-exempt student received a LAT administration, fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Complete the LAT INFO area in the TEST TAKEN INFO field. If a LEP-exempt student took a TAKS–M test with linguistic accommodations, fill in the “L” bubble in the SCORE CODE field on the TAKS–M answer document to indicate that the student is LEP-exempt and complete the LAT INFO area. Refer to pages 155–157 for information about completing the LAT fields.

If the student took TAKS–M in both subjects, fill in the appropriate score code on the TAKS–M answer document and void the precoded TAKS answer document (if it exists). Likewise, if the student took TAKS in both subjects, void the TAKS–M precoded label (if it exists).

If the student took TAKS in one subject and TAKS–M in another subject, **you must submit two answer documents:** one TAKS and one TAKS–M. On the TAKS answer document, fill in the score code for the subject the student took in TAKS. Then, fill in the “asterisk” bubble for the subject the student took in TAKS–M. Likewise, on the TAKS–M answer document, fill in the score code for the subject the student took in TAKS–M, and then fill in the “asterisk” bubble for the subject the student took in TAKS. Submit both answer documents for the student. In the sample on the following page, the student took TAKS in reading and TAKS–M in mathematics.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

**APRIL**

**TAKS  
Mathematics and Reading**

SCORE CODE		TEST TAKEN INFO					
M	R	TAKS FORM		TAKS ACCOMM. FORM		LAT FORM	
(A)	(A)	M	R	M	R	M	R
(L)	(L)	○	●	○	○	○	○
(O)	(O)	FORM #		LAT INFO			
*	*	2	1	M		R	
(S)	(S)	0	0	A	B	A	B
		1	1	1	1	1	1
		2	2	2	A	2	A
		3	3	3	3	3	3
		4	4	4	4	4	4
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		8	8				
		9	9				

**TAKS-M  
Mathematics and Reading**

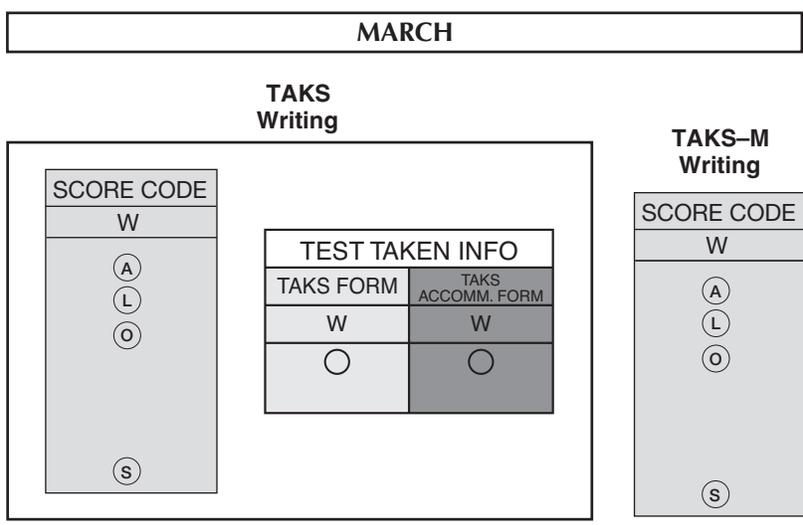
SCORE CODE		LAT INFO			
M	R	M		R	
(A)	(A)	A	B	A	B
(L)	(L)	(1)	(1)	(1)	(1)
(O)	(O)	(2)	(A)	(2)	(A)
*	*	(3)	(3)	(3)	(3)
(S)	(S)	(4)	(4)	(4)	(4)
		(5)	(5)	(5)	(5)
		(6)	(6)	(6)	(6)
		(7)	(7)	(7)	(7)

# TAKS/TAKS–M Score Codes for Students Testing in Grade 7 Writing, Mathematics, and Reading

## March Administration—Grade 7 Writing

Submit a TAKS or TAKS–M answer document for each student enrolled in grade 7, regardless of whether the student tested. If the student took a TAKS test, fill in the bubble under the “W” for writing in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the “W” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. If the student took a TAKS–M test, fill in the appropriate score code on the student’s TAKS–M answer document. Then, void the precoded TAKS answer document (if it exists). Likewise, if the student took a TAKS test, void the TAKS–M precoded label (if it exists).

Do not submit an answer document for a student participating in the TAKS–Alt assessment.



### April Administration—Grade 7 Mathematics and Reading

Submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 7, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score code under the “M” and/or “R” in the SCORE CODE field. Then, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If a LEP-exempt student received a LAT administration, use the TAKS or TAKS–M answer document and fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Then, fill in the LAT INFO area. If the student took a LAT form of TAKS, fill in the appropriate subject (“M” and/or “R”) in the LAT FORM area in the TEST TAKEN INFO field. Refer to pages 155–157 for information about completing the LAT fields.

The student in the example below took TAKS (Accommodated) for both mathematics and reading.

<b>APRIL</b>																							
<b>TAKS</b> Mathematics and Reading						<b>TAKS–M</b> Mathematics and Reading																	
SCORE CODE				TEST TAKEN INFO								SCORE CODE				LAT INFO							
M		R		TAKS FORM		TAKS ACCOMM. FORM		LAT FORM				M		R		A		B		M		R	
(A)		(A)		M		R		M		R		(A)		(A)		(1)		(1)		(1)		(1)	
(L)		(L)		( )		( )		( )		( )		( )		( )		(2)		(2)		(2)		(2)	
(O)		(O)		( )		( )		( )		( )		( )		( )		(3)		(3)		(3)		(3)	
(*)		(*)		( )		( )		( )		( )		( )		( )		(4)		(4)		(4)		(4)	
(S)		(S)		( )		( )		( )		( )		( )		( )		(5)		(5)		(5)		(5)	
( )		( )		( )		( )		( )		( )		( )		( )		(6)		(6)		(6)		(6)	
( )		( )		( )		( )		( )		( )		( )		( )		(7)		(7)		(7)		(7)	
( )		( )		( )		( )		( )		( )		( )		( )		(8)		(8)		(8)		(8)	
( )		( )		( )		( )		( )		( )		( )		( )		(9)		(9)		(9)		(9)	

If the student took TAKS–M in **both subjects**, fill in the appropriate score code on the TAKS–M answer document and void the precoded TAKS answer document (if it exists). Likewise, if the student took TAKS in both subjects, void the TAKS–M precoded label (if it exists).

If the student took TAKS in one subject and TAKS–M in another subject, **you must submit two answer documents**: one TAKS and one TAKS–M. See the sample below. If the student took TAKS in reading and TAKS–M in mathematics, on the TAKS answer document fill in the “S” as the score code for reading (the subject the student tested in TAKS). Then fill in the “asterisk” bubble for mathematics (the subject the student took in TAKS–M). Also, fill in the bubble under the “R” under the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. Likewise, on the TAKS–M answer document, fill in the “S” as the score code for mathematics and fill in the “asterisk” bubble for reading. Submit both answer documents for the student.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

**APRIL**

**TAKS**  
**Mathematics and Reading**

SCORE CODE	
M	R
<input type="radio"/> A	<input type="radio"/> A
<input type="radio"/> L	<input type="radio"/> L
<input type="radio"/> O	<input type="radio"/> O
<input checked="" type="radio"/> *	<input type="radio"/> *
<input type="radio"/> S	<input checked="" type="radio"/> S

TEST TAKEN INFO					
TAKS FORM		TAKS ACCOMM. FORM		LAT FORM	
M	R	M	R	M	R
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FORM #		LAT INFO			
2	1	M		R	
<input type="radio"/> 0	<input type="radio"/> 0	A	B	A	B
<input type="radio"/> 1	<input checked="" type="radio"/> 1	1	1	1	1
<input checked="" type="radio"/> 2	<input type="radio"/> 2	2	A	2	A
<input type="radio"/> 3	<input type="radio"/> 3	3		3	
<input type="radio"/> 4	<input type="radio"/> 4	4		4	
<input type="radio"/> 5	<input type="radio"/> 5	5		5	
<input type="radio"/> 6	<input type="radio"/> 6	6		6	
<input type="radio"/> 7	<input type="radio"/> 7	7		7	
<input type="radio"/> 8	<input type="radio"/> 8				
<input type="radio"/> 9	<input type="radio"/> 9				

**TAKS–M**  
**Mathematics and Reading**

SCORE CODE	
M	R
<input type="radio"/> A	<input type="radio"/> A
<input type="radio"/> L	<input type="radio"/> L
<input type="radio"/> O	<input type="radio"/> O
<input checked="" type="radio"/> *	<input checked="" type="radio"/> *
<input checked="" type="radio"/> S	<input type="radio"/> S

## TAKS/TAKS–M Score Codes for Students Testing in Grade 8 Mathematics and Reading, Science, and Social Studies

There will be three opportunities for students to take the TAKS or TAKS–M grade 8 mathematics and reading tests. The mathematics and reading test will be administered in April with retest opportunities offered in May and June 2011. A state-approved substitute assessment may be administered instead of the third TAKS testing opportunity for the grade 8 mathematics or reading test. The grade 8 science and social studies tests are administered only in April. The grade 8 LAT mathematics and reading tests will be administered only in May. Students taking LAT administrations are not subject to SSI grade-advancement requirements in mathematics and reading and do not participate in retests. The grade 8 LAT science test will be administered only in April.

### April Administration—Grade 8 Mathematics and Reading

For the grade 8 mathematics and reading tests, submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 8, regardless of whether the student tested. If the student took a TAKS test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. Then, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. See the sample on the following page. The student took TAKS in reading and TAKS (Accommodated) in mathematics.

The only LAT grade 8 mathematics and reading administration of TAKS and TAKS–M is held in May. Ensure that students who are LEP-exempt do not mistakenly test in April. If a student is LEP-exempt, fill in the “L” bubble on the answer document for the April administration. Refer to Appendix G for April answer document coding instructions for unschooled ELL asylees and refugees who will receive a LAT administration of these assessments in May.

APRIL

**TAKS  
Mathematics and Reading**

SCORE CODE		TEST TAKEN INFO			
M	R	TAKS FORM		TAKS ACCOMM. FORM	
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> M	<input type="radio"/> R	<input type="radio"/> M	<input type="radio"/> R
<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> M	<input checked="" type="radio"/> R	<input checked="" type="radio"/> M	<input type="radio"/> R
<input type="radio"/> O	<input type="radio"/> O	FORM #			
<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> 2	<input type="radio"/> 1		
<input checked="" type="radio"/> S	<input checked="" type="radio"/> S	<input type="radio"/> 0	<input type="radio"/> 0		
		<input type="radio"/> 1	<input checked="" type="radio"/> 1		
		<input checked="" type="radio"/> 2	<input type="radio"/> 2		
		<input type="radio"/> 3	<input type="radio"/> 3		
		<input type="radio"/> 4	<input type="radio"/> 4		
		<input type="radio"/> 5	<input type="radio"/> 5		
		<input type="radio"/> 6	<input type="radio"/> 6		
			<input type="radio"/> 7		
			<input type="radio"/> 8		
			<input type="radio"/> 9		

If the student took TAKS–M in both subjects, void the precoded TAKS answer document (if it exists) and submit a TAKS–M answer document. On the TAKS–M answer document, fill in the appropriate score codes. See the sample below.

APRIL

**TAKS–M  
Mathematics and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)



### April Administration—Grade 8 Science and Social Studies

Submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 8, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble for the appropriate subject (“S” and/or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“S” and/or “SS”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

**NOTE:** The grade 8 science test occurs April 28; the grade 8 LAT science test and the grade 8 social studies test occur April 29.

<b>APRIL</b>										
<b>TAKS Science and Social Studies</b>					<b>TAKS–M Science and Social Studies</b>					
SCORE CODE		TEST TAKEN INFO								
S	SS	TAKS FORM		TAKS ACCOMM. FORM		LAT FORM			LAT INFO	
(A)	(A)	S	SS	S	SS	S			S	
(L)	(L)	○	○	○	○	○			A   B	
(O)	(O)	FORM #				LAT INFO			S	
(*)	(*)					S			①   ①	
(S)	(S)	0	0			A   B			②   (A)	
		1	1			①			③	
		2	2			②			④	
		3	3			③			⑤	
		4	4			④			⑥	
		5	5			⑤			⑦	
		6	6			⑥				
		7	7			⑦				
		8	8							
		9	9							

For LEP-exempt students receiving a LAT administration of TAKS or TAKS–M in science, fill in the “L” bubble in the SCORE CODE field of the corresponding answer document to indicate that the student is LEP-exempt. Fill in the bubble under the “S” for “science” in the LAT FORM area of the TAKS answer document if the student took a LAT administration of TAKS science. Complete the LAT INFO area. Refer to pages 155–157 for information about completing the LAT fields.

If the student took TAKS–M for **both subjects**, fill in the appropriate score code on the TAKS–M answer document. In this case, void the TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took TAKS for both subjects, then void the TAKS–M precoded label (if it exists).

If the student took TAKS in one subject and TAKS–M in another subject, **you must submit two answer documents**: one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student took in TAKS. Then fill in the “asterisk” bubble for the subject the student took in TAKS–M. Likewise, on the TAKS–M answer

document, mark the appropriate score code for the subject the student took in TAKS–M. Then fill in the “asterisk” bubble for the subject the student took in TAKS.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

### May Administration—Grade 8 Mathematics and Reading Retest

Submit a TAKS and/or TAKS–M answer document for each eligible grade 8 student who did not meet the passing standard in April in mathematics and/or reading and for any student who is eligible for a LAT administration in mathematics and/or reading. Do not submit a TAKS answer document for a student who met the standard in both subjects in April.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

If the student took a TAKS test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. If the student took a TAKS (Accommodated) test, fill in the appropriate score codes (under “M” and/or “R”) in the SCORE CODE field. See the sample below. The student took TAKS in reading and TAKS (Accommodated) in mathematics.

<b>MAY</b>													
<b>TAKS Mathematics and Reading</b>													
<b>SCORE CODE</b>						<b>TEST TAKEN INFO</b>							
M			R			TAKS FORM		TAKS ACCOMM. FORM		LAT FORM			
(A)			(A)			M		R		M		R	
(L)			(L)			○		●		○		○	
(O)			(O)			LAT INFO							
(P)			(P)			M		R		M		R	
(*)			(*)			A		B		A		B	
(S)			(S)			①		①		①		①	
						②		A		②		A	
						③				③			
						④				④			
						⑤				⑤			
										⑥			
										⑦			

The only LAT grade 8 mathematics and reading administration of TAKS and TAKS–M is held in May. LEP-exempt students are not subject to SSI grade advancement requirements and do not take retests. For LEP-exempt students receiving a LAT administration in mathematics and/or reading, fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Also complete the LAT INFO area in the TEST TAKEN INFO field. Refer to pages 155–157 for information about completing the LAT fields.

If the student took TAKS–M in both subjects, void the precoded TAKS answer document (if it exists) and submit a TAKS–M answer document. On the TAKS–M answer document, fill in the appropriate score codes. See the sample below.

<b>MAY</b>			
<b>TAKS–M Mathematics and Reading</b>			
<b>SCORE CODE</b>		<b>LAT INFO</b>	
M	R	M	R
A	A	A	B
L	L	1	1
O	O	2	A
ARD	ARD	3	3
P	P	4	4
*	*	5	5
S	S	6	6
S	S	7	7

If a LEP-exempt student took TAKS–M with LAT accommodations, fill in the “L” score code bubble to indicate that the student is LEP-exempt and complete the LAT INFO area.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

If a student took TAKS (Accommodated) in one subject and TAKS–M in another subject, then **you must submit two answer documents**: one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student tested in TAKS. Also, fill in the bubble under the appropriate subject (“M” and/or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. Then, fill in the “asterisk” bubble for the subject the student tested in TAKS–M. Likewise, on the TAKS–M answer document, mark the score code for the subject the student tested in TAKS–M, and fill in the “asterisk” bubble for the subject the student tested in TAKS (Accommodated). See the sample below. The student took TAKS (Accommodated) in reading and TAKS–M in mathematics.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

MAY

**TAKS**  
**Mathematics and Reading**

SCORE CODE		TEST TAKEN INFO					
M	R	TAKS FORM		TAKS ACCOMM. FORM		LAT FORM	
		M	R	M	R	M	R
(A)	(A)	○	○	○	●	○	○
(L)	(L)	LAT INFO					
(O)	(O)						
(P)	(P)	M	R	A	B	A	B
(★)	(★)	①	①	①	①	①	①
(S)	(S)	②	②	②	②	②	②
		③	③	③	③	③	③
		④	④	④	④	④	④
		⑤	⑤	⑤	⑤	⑤	⑤
		⑥	⑥	⑥	⑥	⑥	⑥
		⑦	⑦	⑦	⑦	⑦	⑦

**TAKS–M**  
**Mathematics and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(ARD)	(ARD)
(P)	(P)
(★)	(★)
(S)	(S)

**NOTE:** Fill in the “P” bubble in the SCORE CODE field only if a student previously passed a subject area.

### June Administration—Grade 8 Mathematics and Reading Retest

For the June grade 8 mathematics and reading retest, submit a TAKS and/or TAKS–M answer document for each eligible grade 8 student who did not meet the passing standard in either mathematics or reading, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the appropriate subject (“M” or “R”) in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS–M test, fill in the appropriate score code.

If the student took TAKS–M for **both subjects**, fill in the appropriate score code on the TAKS–M answer document. In this case, void the TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took TAKS for both subjects, then void the TAKS–M precoded label (if it exists). If the student took TAKS in one subject and TAKS–M in another subject, **you must submit two answer documents**: one TAKS and one TAKS–M. On the TAKS answer document, mark the appropriate score code for the subject the student took in TAKS. Then fill in the “asterisk” bubble for the subject the student took in TAKS–M. Likewise, on the TAKS–M answer document, mark the appropriate score code for the subject the student took in TAKS–M. Then fill in the “asterisk” bubble for the subject the student took in TAKS.

If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M” or “R”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The “ALT” bubble indicates that a state-approved alternate way to meet SSI requirements was used instead of the third TAKS testing opportunity for the grade 8 mathematics or reading test.

<b>JUNE</b>																																																										
<b>TAKS Mathematics and Reading</b>		<b>TAKS–M Mathematics and Reading</b>																																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2">SCORE CODE</th></tr> <tr><td>M</td><td>R</td></tr> <tr><td>(A)</td><td>(A)</td></tr> <tr><td>(L)</td><td>(L)</td></tr> <tr><td>(O)</td><td>(O)</td></tr> <tr><td>(PW)</td><td>(PW)</td></tr> <tr><td>(P)</td><td>(P)</td></tr> <tr><td>(ALT)</td><td>(ALT)</td></tr> <tr><td>(*)</td><td>(*)</td></tr> <tr><td>(S)</td><td>(S)</td></tr> </table>	SCORE CODE		M	R	(A)	(A)	(L)	(L)	(O)	(O)	(PW)	(PW)	(P)	(P)	(ALT)	(ALT)	(*)	(*)	(S)	(S)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="4">TEST TAKEN INFO</th></tr> <tr><th colspan="2">TAKS FORM</th><th colspan="2">TAKS ACCOMM. FORM</th></tr> <tr><td>M</td><td>R</td><td>M</td><td>R</td></tr> <tr><td>( )</td><td>( )</td><td>( )</td><td>( )</td></tr> </table>	TEST TAKEN INFO				TAKS FORM		TAKS ACCOMM. FORM		M	R	M	R	( )	( )	( )	( )	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2">SCORE CODE</th></tr> <tr><td>M</td><td>R</td></tr> <tr><td>(A)</td><td>(A)</td></tr> <tr><td>(L)</td><td>(L)</td></tr> <tr><td>(O)</td><td>(O)</td></tr> <tr><td>(ARD)</td><td>(ARD)</td></tr> <tr><td>(PW)</td><td>(PW)</td></tr> <tr><td>(P)</td><td>(P)</td></tr> <tr><td>(*)</td><td>(*)</td></tr> <tr><td>(S)</td><td>(S)</td></tr> </table>	SCORE CODE		M	R	(A)	(A)	(L)	(L)	(O)	(O)	(ARD)	(ARD)	(PW)	(PW)	(P)	(P)	(*)	(*)	(S)	(S)
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**NOTE:** Fill in the “P” bubble in the SCORE CODE field only if a student previously passed a subject area.

# TAKS/TAKS–M Score Codes for Students Testing in Grade 9 Reading and Mathematics

## March Administration—Grade 9 Reading

Submit a TAKS or TAKS–M answer document for each student enrolled in grade 9, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the “R” in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the “R” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. In the sample below, the student took the TAKS (Accommodated) reading test.

<b>MARCH</b>																						
<b>TAKS Reading</b>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: left; padding: 2px;">SCORE CODE</td></tr> <tr><td style="text-align: center; padding: 2px;">R</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓐ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓛ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓞ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓢ</td></tr> </table>	SCORE CODE	R	Ⓐ	Ⓛ	Ⓞ	Ⓢ	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center; padding: 2px;">TEST TAKEN INFO</td></tr> <tr> <td style="text-align: center; padding: 2px;">TAKS FORM</td> <td style="text-align: center; padding: 2px;">TAKS ACCOMM. FORM</td> </tr> <tr> <td style="text-align: center; padding: 2px;">R</td> <td style="text-align: center; padding: 2px;">R</td> </tr> <tr> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">●</td> </tr> </table>	TEST TAKEN INFO		TAKS FORM	TAKS ACCOMM. FORM	R	R	○	●	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: left; padding: 2px;">SCORE CODE</td></tr> <tr><td style="text-align: center; padding: 2px;">R</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓐ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓛ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓞ</td></tr> <tr><td style="text-align: center; padding: 2px;">Ⓢ</td></tr> </table>	SCORE CODE	R	Ⓐ	Ⓛ	Ⓞ	Ⓢ
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Ⓛ																						
Ⓞ																						
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R	R																					
○	●																					
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If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document. In this case, void the precoded TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took a TAKS test, void the TAKS–M precoded label (if it exists).

Do not submit an answer document for a student participating in the TAKS–Alt assessment.

### April Administration—Grade 9 Mathematics

Submit a TAKS or TAKS–M answer document for each student enrolled in grade 9, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the “M” in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the “M” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document. In this case, void the precoded TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took a TAKS test, void the TAKS–M precoded label (if it exists).

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>																						
<b>TAKS Mathematics</b>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">SCORE CODE</th></tr> <tr><td style="padding: 2px;">M</td></tr> <tr><td style="padding: 2px;">Ⓐ</td></tr> <tr><td style="padding: 2px;">Ⓛ</td></tr> <tr><td style="padding: 2px;">Ⓞ</td></tr> <tr><td style="padding: 2px;">Ⓢ</td></tr> </table>	SCORE CODE	M	Ⓐ	Ⓛ	Ⓞ	Ⓢ	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2" style="padding: 2px;">TEST TAKEN INFO</th></tr> <tr> <th style="padding: 2px;">TAKS FORM</th> <th style="padding: 2px;">TAKS ACCOMM. FORM</th> </tr> <tr> <td style="padding: 2px;">M</td> <td style="padding: 2px;">M</td> </tr> <tr> <td style="padding: 2px;">○</td> <td style="padding: 2px;">○</td> </tr> </table>	TEST TAKEN INFO		TAKS FORM	TAKS ACCOMM. FORM	M	M	○	○	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">SCORE CODE</th></tr> <tr><td style="padding: 2px;">M</td></tr> <tr><td style="padding: 2px;">Ⓐ</td></tr> <tr><td style="padding: 2px;">Ⓛ</td></tr> <tr><td style="padding: 2px;">Ⓞ</td></tr> <tr><td style="padding: 2px;">Ⓢ</td></tr> </table>	SCORE CODE	M	Ⓐ	Ⓛ	Ⓞ	Ⓢ
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# TAKS/TAKS–M Score Codes for Students Testing in Grade 10 English Language Arts, Mathematics, Science, and Social Studies

## March Administration—Grade 10 English Language Arts (ELA)

Submit a TAKS or TAKS–M answer document for each student enrolled in grade 10, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the “ELA” in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the “ELA” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If a student is LEP-exempt, fill in the “L” bubble in the score code. LEP-exempt students who are eligible to receive a LAT administration of TAKS ELA or TAKS–M ELA will be tested in late April. Refer to Appendix G for March answer document coding instructions for unschooled ELL asylees and refugees who will receive a LAT administration for this assessment in March.

If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document. In the sample below, the student took TAKS.

Do not submit an answer document for a student participating in the TAKS–Alt assessment.

<b>MARCH</b>																							
<b>TAKS</b> English Language Arts		<b>TAKS–M</b> English Language Arts																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">SCORE CODE</td></tr> <tr><td style="text-align: center;">ELA</td></tr> <tr><td style="text-align: center;">(A)</td></tr> <tr><td style="text-align: center;">(L)</td></tr> <tr><td style="text-align: center;">(O)</td></tr> <tr><td style="text-align: center;">(S)</td></tr> </table>	SCORE CODE	ELA	(A)	(L)	(O)	(S)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">TEST TAKEN INFO</td></tr> <tr> <td style="text-align: center;">TAKS FORM</td> <td style="text-align: center;">TAKS ACCOMM. FORM</td> </tr> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">ELA</td> </tr> <tr> <td style="text-align: center;">●</td> <td style="text-align: center;">○</td> </tr> </table>	TEST TAKEN INFO		TAKS FORM	TAKS ACCOMM. FORM	ELA	ELA	●	○	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">SCORE CODE</td></tr> <tr><td style="text-align: center;">ELA</td></tr> <tr><td style="text-align: center;">(A)</td></tr> <tr><td style="text-align: center;">(L)</td></tr> <tr><td style="text-align: center;">(O)</td></tr> <tr><td style="text-align: center;">(S)</td></tr> </table>		SCORE CODE	ELA	(A)	(L)	(O)	(S)
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## April Administration—Grade 10 LAT Administration English Language Arts (ELA)

There are separate LAT answer documents for the April grade 10 LAT English language arts test administrations of TAKS and TAKS–M. If a LEP-exempt student received a LAT administration of English language arts, fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Then, complete the LAT INFO area. Refer to pages 155–157 for information about completing the LAT fields.

<b>APRIL</b>																																																			
<b>TAKS LAT</b> English Language Arts		<b>TAKS–M LAT</b> English Language Arts																																																	
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### April Administration—Grade 10 Mathematics, Science, and Social Studies

Submit a TAKS and/or TAKS–M answer document for each student enrolled in grade 10, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the appropriate subject (“M,” “S,” or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M,” “S,” or “SS”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field. If a LEP-exempt student received a LAT administration of mathematics and/or science, fill in the “L” bubble in the score code to indicate that the student is LEP-exempt. Then, fill in the bubble under the appropriate subject (“M” or “S”) in the LAT FORM area in the TEST TAKEN INFO field, if it is a LAT administration of TAKS. Also, complete the LAT INFO area. Refer to pages 155–157 for information about completing the LAT fields. In the sample below, the student took TAKS in social studies and TAKS (Accommodated) in mathematics and science.

**NOTE:** The grade 10 science test occurs April 28; the grade 10 LAT science test and the grade 10 social studies test occur April 29.

<b>APRIL</b>																				
<b>TAKS</b> Mathematics, Science, and Social Studies						<b>TAKS–M</b> Mathematics, Science, and Social Studies														
SCORE CODE			TEST TAKEN INFO									SCORE CODE			LAT INFO					
M	S	SS	TAKS FORM			TAKS ACCOMM. FORM			LAT FORM			M	S	SS	M	S	A	B	A	B
(A)	(A)	(A)	(M)	(S)	(SS)	(M)	(S)	(SS)	(M)	(S)	LAT INFO			(A)	(A)	(A)	(1)	(1)	(1)	(1)
(L)	(L)	(L)	(○)	(○)	(●)	(●)	(●)	(○)	(○)	(○)	M			(L)	(L)	(L)	(2)	(A)	(2)	(A)
(O)	(O)	(O)	LAT INFO			M			S			(O)	(O)	(O)	(3)	(3)	(3)	(3)		
(*)	(*)	(*)	A B			A B			A B			(*)	(*)	(*)	(4)	(4)	(4)	(4)		
(S)	(S)	(S)	(1)	(1)	(1)	(1)	(2)	(A)	(2)	(A)	A B			(5)	(5)	(5)	(5)			
			(3)	(3)	(4)	(4)	(5)	(5)	(7)	(7)	A B			(7)	(7)	(7)	(7)			

If the student took TAKS–M for **all three subjects**, fill in the appropriate score code on the TAKS–M answer document. Then void the precoded TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took TAKS for **all three subjects**, void the TAKS–M precoded label (if it exists) and submit the TAKS answer document.

If the student took TAKS in one or more subjects and TAKS–M in another subject, **you must submit two answer documents:** one TAKS and one TAKS–M. On the TAKS answer document, fill in the score codes for the subjects the student tested in TAKS. Then fill in the “asterisk” bubble for the subject the student took in TAKS–M. Likewise, on the TAKS–M answer document, fill in the score code for the subject the student took in TAKS–M. Then fill in the “asterisk” bubble for the subjects the student took in TAKS. Submit both answer documents for the student.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

# TAKS/TAKS–M Score Codes for Students Testing in Exit Level English Language Arts, Mathematics, Science, and Social Studies

## Exit Level (Grade 11) Primary Administrations

### March Administration—Exit Level English Language Arts (ELA)

Submit a TAKS or TAKS–M answer document for each grade 11 student eligible to take the exit level test for the first time, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the “ELA” in the TAKS FORM area in the TEST TAKEN INFO field. If the student took a TAKS (Accommodated) test, fill in the bubble under the “ELA” in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If the student took a TAKS–M test, fill in the appropriate score code on the TAKS–M answer document.

Do not submit an answer document for a student participating in the TAKS–Alt assessment.

<b>MARCH</b>																								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <p style="text-align: center;"><b>TAKS</b> English Language Arts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">ELA</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table> </td> <td style="width: 33%; border: none; vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td colspan="2" style="padding: 2px;">TEST TAKEN INFO</td></tr> <tr> <td style="padding: 2px;">TAKS FORM</td> <td style="padding: 2px;">TAKS ACCOMM. FORM</td> </tr> <tr> <td style="padding: 2px;">ELA</td> <td style="padding: 2px;">ELA</td> </tr> <tr> <td style="padding: 2px;">( )</td> <td style="padding: 2px;">( )</td> </tr> </table> </td> <td style="width: 33%; border: none; vertical-align: top;"> <p style="text-align: center;"><b>TAKS–M</b> English Language Arts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">ELA</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(L)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table> </td> </tr> </table>			<p style="text-align: center;"><b>TAKS</b> English Language Arts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">ELA</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table>	SCORE CODE	ELA	(A)	(O)	(S)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td colspan="2" style="padding: 2px;">TEST TAKEN INFO</td></tr> <tr> <td style="padding: 2px;">TAKS FORM</td> <td style="padding: 2px;">TAKS ACCOMM. FORM</td> </tr> <tr> <td style="padding: 2px;">ELA</td> <td style="padding: 2px;">ELA</td> </tr> <tr> <td style="padding: 2px;">( )</td> <td style="padding: 2px;">( )</td> </tr> </table>	TEST TAKEN INFO		TAKS FORM	TAKS ACCOMM. FORM	ELA	ELA	( )	( )	<p style="text-align: center;"><b>TAKS–M</b> English Language Arts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px;">SCORE CODE</td></tr> <tr><td style="padding: 2px;">ELA</td></tr> <tr><td style="padding: 2px;">(A)</td></tr> <tr><td style="padding: 2px;">(L)</td></tr> <tr><td style="padding: 2px;">(O)</td></tr> <tr><td style="padding: 2px;">(S)</td></tr> </table>	SCORE CODE	ELA	(A)	(L)	(O)	(S)
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SCORE CODE																								
ELA																								
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TEST TAKEN INFO																								
TAKS FORM	TAKS ACCOMM. FORM																							
ELA	ELA																							
( )	( )																							
SCORE CODE																								
ELA																								
(A)																								
(L)																								
(O)																								
(S)																								

### April Administration—Exit Level Mathematics, Science, and Social Studies

Submit a TAKS and/or TAKS–M answer document for each grade 11 student eligible to take the exit level mathematics, science, and social studies tests, regardless of whether the student tested. Fill in the appropriate score code. If the student took a TAKS test, fill in the bubble under the appropriate subject (“M,” “S,” or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field and enter and grid the test form number under FORM #. If the student took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“M,” “S,” or “SS”) in the TAKS ACCOMM. FORM area in the TEST TAKEN INFO field.

If the student took TAKS–M for **all three subjects**, fill in the appropriate score codes on the TAKS–M answer document. Then void the precoded TAKS answer document (if it exists) and submit the TAKS–M answer document. Likewise, if the student took TAKS for **all three subjects**, void the TAKS–M precoded label (if it exists) and submit the TAKS answer document.

If the student took TAKS in one or more subjects and TAKS–M in another subject, **you must submit two answer documents**: one TAKS and one TAKS–M. On the TAKS answer document, fill in the score codes for the subjects the student took in TAKS. Then fill in the “asterisk” bubble for the subject the student took in TAKS–M. Likewise, on the TAKS–M answer document, fill in the score code for the subject the student took in TAKS–M. Then fill in the “asterisk” bubble for the subjects the student took in TAKS. Submit both answer documents for the student. In the sample below, the student took TAKS for all subjects.

Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

<b>APRIL</b>												
<b>TAKS Mathematics, Science, and Social Studies</b>					<b>TAKS–M Mathematics, Science, and Social Studies</b>							
SCORE CODE			TEST TAKEN INFO							SCORE CODE		
M	S	SS	TAKS FORM			TAKS ACCOMM. FORM				M	S	SS
(A)	(A)	(A)	M	S	SS	M	S	SS	(A)	(A)	(A)	
(O)	(O)	(O)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(L)	(L)	(L)	
(*)	(*)	(*)	FORM #									
			2	1								
			(0)	(0)								
			(1)	(1)								
			<input checked="" type="radio"/>	<input checked="" type="radio"/>								
			(3)	(3)								
			(4)	(4)								
			(5)	(5)								
			(6)	(6)								
			(7)	(7)								
			(8)	(8)								
			(9)	(9)								
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>										
(S)	(S)	(S)										

## Exit Level Retests

### March Administration—Exit Level ELA, Mathematics, Science, and Social Studies

Submit a TAKS exit level retest answer document for any examinee for whom a precoded label was received, whether or not the examinee tested, unless all score code information for the examinee was submitted through the online testing system. If an examinee took some tests online and some on paper, fill in the appropriate score code for each subject. Fill in the “asterisk” bubble if the examinee tested a subject online. If the examinee took a TAKS test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field. If the examinee took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS ACCOMM. FORM area of the TEST TAKEN INFO field. In the sample below, the examinee previously passed English language arts and social studies. The examinee took the TAKS mathematics test on paper and took the science test online.

**MARCH**

**TAKS  
ELA, Mathematics, Science,  
and Social Studies**

SCORE CODE			
ELA	M	S	SS
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A
<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X
<input checked="" type="radio"/> P	<input type="radio"/> P	<input type="radio"/> P	<input checked="" type="radio"/> P
<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O
<input type="radio"/> *	<input type="radio"/> *	<input checked="" type="radio"/> *	<input type="radio"/> *
<input type="radio"/> S	<input checked="" type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S

TEST TAKEN INFO							
TAKS FORM				TAKS ACCOMM. FORM			
ELA	M	S	SS	ELA	M	S	SS
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>					

### April Administration—Exit Level ELA, Mathematics, Science, and Social Studies

Submit a TAKS exit level retest answer document for any examinee for whom a precoded label was received, whether or not the examinee tested, unless all score code information for the examinee was submitted through the online testing system. Fill in the appropriate score code for each subject. If an examinee is taking some tests online and some on paper, fill in the “asterisk” bubble for the subject the examinee tested online. If the examinee took a TAKS test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field. If the examinee took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS ACCOMM. FORM area of the TEST TAKEN INFO field. In the sample below, the examinee previously passed mathematics and took the TAKS ELA, science, and social studies tests during the April exit level retest administration on paper.

**APRIL**

**TAKS  
ELA, Mathematics, Science,  
and Social Studies**

SCORE CODE			
ELA	M	S	SS
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A
<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X
<input type="radio"/> P	<input checked="" type="radio"/> P	<input type="radio"/> P	<input type="radio"/> P
<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O
<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> *
<input checked="" type="radio"/> S	<input type="radio"/> S	<input checked="" type="radio"/> S	<input checked="" type="radio"/> S

TEST TAKEN INFO							
TAKS FORM				TAKS ACCOMM. FORM			
ELA	M	S	SS	ELA	M	S	SS
<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## July/October Administrations—Exit Level ELA, Mathematics, Science, and Social Studies

Submit a TAKS answer document for any examinee for whom a precoded label was received and who tested, as well as any **registered** out-of-school examinee, whether or not the individual tested, unless all score code information for the examinee was submitted through the online testing system. Fill in the score code for each subject. Fill in the “asterisk” bubble to indicate that the examinee took the test online. If the examinee took a TAKS test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS FORM area in the TEST TAKEN INFO field. If the examinee took a TAKS (Accommodated) test, fill in the bubble under the appropriate subject (“ELA,” “M,” “S,” or “SS”) in the TAKS ACCOMM. FORM area of the TEST TAKEN INFO field. In the sample below, the examinee was absent for the TAKS (Accommodated) English language arts test and had previously passed science and social studies. The examinee took the TAKS mathematics test on paper.

**JULY/OCTOBER**

**TAKS  
ELA, Mathematics, Science,  
and Social Studies**

SCORE CODE			
ELA	M	S	SS
<input checked="" type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A
<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X
<input type="radio"/> P	<input type="radio"/> P	<input checked="" type="radio"/> P	<input checked="" type="radio"/> P
<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O
<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> *
<input type="radio"/> S	<input checked="" type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S

TEST TAKEN INFO							
TAKS FORM				TAKS ACCOMM. FORM			
ELA	M	S	SS	ELA	M	S	SS
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Score Codes for Students Taking LAT Administrations

### Score Code

The “L” bubble in the mathematics and/or reading/ELA and/or science SCORE CODE field of the answer document must be marked for each LEP-exempt student taking a LAT administration. The “L” score code signifies that the student meets LEP exemption criteria on the basis of limited English proficiency. The “L” score code must be indicated even if the student is marked “A” (Absent) or “I” (Incomplete) in the LAT INFO area. (See the score code sample opposite this text and the LAT fields on the next page.)

### April TAKS Mathematics and Reading Grade 4

SCORE CODE	
M	R
<input type="radio"/> A	<input type="radio"/> A
<input checked="" type="radio"/> L	<input checked="" type="radio"/> L
<input type="radio"/> O	<input type="radio"/> O
<input type="radio"/> *	<input type="radio"/> *
<input type="radio"/> S	<input type="radio"/> S



**Important: The “S” score code must NOT be filled in for LEP-exempt students who take a LAT test. A student’s LAT test will be scored on the basis of the “L” in the score code and information supplied in the LAT fields.**



**Special coding instructions for qualifying ELL unschooled asylees and refugees who are beyond the LEP exemption period are included in Appendix G.**

Note that there are no LAT administrations of the writing, social studies, or grade 9 tests. For students who are LEP-exempt from these assessments, in accordance with 19 TAC, Chapter 101, fill in the “L” score code to indicate that the student has been granted a LEP exemption from testing.

LEP-exempt students in their first school year of enrollment in U.S. schools do not take a LAT (or other) reading/ELA test. Their TELPAS reading test satisfies federal testing requirements for that subject area. For these students, fill in the “L” score code to indicate that the student is LEP-exempt from testing.

### LAT FORM Area

The LAT FORM area is part of the TEST TAKEN INFO field on the TAKS answer document. The LAT FORM area is used to record that a LAT test form was used and which language version of the test was administered to the student. The sample on this page shows the TEST TAKEN INFO field of the April grade 4 mathematics and reading answer document. Before testing, the LAT test administrator must complete the LAT FORM area by filling in “EN” if the student tested in English or “SP” if the student tested in Spanish. In the example below, the student tested in English for mathematics (“M”) and in Spanish for reading (“R”).

<b>APRIL</b>											
<b>TAKS Grade 4 Mathematics and Reading</b>											
<b>TEST TAKEN INFO</b>											
<b>TAKS FORM</b>						<small>TAKS ACCOMM. FORM</small>		<b>LAT FORM</b>			
<b>M</b>			<b>R</b>			<b>M</b> <b>R</b>		<b>M</b>		<b>R</b>	
<input type="radio"/> EN	FORM #		<input type="radio"/> EN	FORM #		<input type="radio"/> EN	<input type="radio"/> EN	<input checked="" type="radio"/> EN	<input type="radio"/> EN		
<input type="radio"/> SP			<input type="radio"/> SP			<input type="radio"/> SP	<input type="radio"/> SP	<input type="radio"/> SP	<input checked="" type="radio"/> SP		
0			0			<b>LAT INFO</b>					
1			1			<b>M</b>		<b>R</b>			
2			2			A B		A B			
3			3			1 1		1 1			
4			4			2 A		2 A			
5			5			3		3			
6			6			4		4			
7			7			5		5			
8			8			6		6			
9			9			7		7			

For mathematics and science, the LAT accommodation of using the English and Spanish versions side by side for grades 3–5 TAKS allows an eligible LEP-exempt student to refer to the LAT test in both languages. In such a case, the LPAC will decide and document prior to testing whether the student will work **primarily** from the English-version LAT test or the Spanish-version LAT test, which will dictate how the TEST TAKEN INFO field is gridded on the TAKS answer document.

## LAT INFO Area

After testing, the LAT INFO area of the TEST TAKEN INFO field must be completed by the test administrator following the instructions below for Column A and Column B. The Accommodations Manual and LAT Manual contain detailed information about each accommodation.

COLUMN A. MARK ALL THAT APPLY. I PROVIDED THE FOLLOWING LINGUISTIC ACCOMMODATIONS TO THIS STUDENT:

For LAT mathematics and science administrations, the accommodations are

- ① LINGUISTIC SIMPLIFICATION
- ② ORAL TRANSLATION
- ③ READING ASSISTANCE
- ④ BILINGUAL DICTIONARY
- ⑤ BILINGUAL GLOSSARY
- ⑥ ENGLISH AND SPANISH TESTS SIDE BY SIDE (TAKS GRADES 3–5)\*
- ⑦ ACCOMMODATIONS AVAILABLE BUT NONE USED

For reading/ELA administrations, the accommodations are

- 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

LAT INFO			
M		R	
A	B	A	B
①	①	①	①
②	Ⓐ	②	Ⓐ
③		③	
④		④	
⑤		⑤	
⑥		⑥	
⑦		⑦	

Only fill in the bubble(s) for the linguistic accommodations the student used during testing. At least one bubble must be gridded in Column A of the LAT INFO area for a student to be reported as having taken a LAT test.

There are rare instances in which approved accommodations were made available to a student but none were used. Bubble “7” (ACCOMMODATIONS AVAILABLE BUT NONE USED) should **NOT** be marked if a student uses any of the approved accommodations during the LAT administration. Only fill in the “7” bubble if the student used none of the approved accommodations.

COLUMN B. MARK THE APPROPRIATE CODE (IF APPLICABLE).

- ① INCOMPLETE: THE TEST WAS ATTEMPTED BUT NOT COMPLETED FOR REASONS SUCH AS ILLNESS DURING TESTING OR OTHER TESTING IRREGULARITIES.
- Ⓐ ABSENT: THE LEP-EXEMPT STUDENT WHO WAS ELIGIBLE FOR A LAT ADMINISTRATION WAS ABSENT FROM TESTING.

**NOTE:** Fill in the bubble(s) in Column A for the linguistic accommodations used even if the test administration is incomplete due to illness or another testing irregularity. If a student is absent, however, leave Column A blank.

\*This particular linguistic accommodation does not apply to TAKS at grades 6, 7, 8, and 10, or to TAKS–M at any grade, since Spanish-version tests are not available. Note that on the answer documents for these tests, the “6” bubble is absent because the accommodation is not available.

## Other Codes

### ETHNICITY/RACE FIELDS

TEA will no longer collect ethnicity and race information using the “old” *and* “new” federal standards beginning with Public Education Information Management System (PEIMS) data collection in the 2010–2011 school year.

Answer documents will contain fields to collect only the information needed for the latest federal standards as shown below.

#### Ethnicity (ETH); Race (RACE)

Ethnicity and race are collected separately, requiring answering a two-part question. The category that most closely mirrors the student’s recognition in his or her community should be used for purposes of reporting on students who are of mixed racial or ethnic origins.

##### Part 1 (ETH)

Is the person Hispanic/Latino?

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race.

Choose only one:

1-Hispanic/Latino

0-Not Hispanic/Latino

##### Part 2 (RACE)

What is the person’s race? Choose one or more regardless of ethnicity.

**NOTE:** Hispanic/Latino is considered an ethnicity, not a race category.

##### I American Indian or Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America).

1-Yes

0-No

##### A Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

1-Yes

0-No

##### B Black or African American

A person having origins in any of the black racial groups of Africa.

1-Yes

0-No

**P Native Hawaiian/Pacific Islander**  
 A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

1-Yes  
 0-No

**W White**  
 A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

1-Yes  
 0-No

**Sample from a TAKS Grade 3 Test Booklet**

FOR SCHOOL USE ONLY														
ETH	RACE					ED	TIA	MS	L	B	ESL	SE	G/T	AR
	I	A	B	P	W	01	6	1	C	2	2	1	1	1
1	1	1	1	1	1	02	7		M1	3	3			
0	0	0	0	0	0	99	8		M2	4				
							9			5				
						00	0	0	0	0	0	0	0	0

## TEST TAKEN INFO

In the TEST TAKEN INFO field there are grids to fill in to indicate if a student has taken a regular TAKS test, whether that test was taken in English or Spanish (on answer documents for grades 4–5), and what form number was used in each subject area taken, if applicable. In the same field, there are grids to indicate if a student took a TAKS (Accommodated) form, whether the test was taken in English or Spanish (on answer documents for grades 4–5), and what subject area was tested using an accommodated form. Finally, if a student receives a LAT administration, there are grids to indicate if the test was taken in English or Spanish (on answer documents for grades 4–5), which subject areas were tested using a LAT form, and which LAT accommodations the student used. The appropriate fields must be correctly gridded to indicate which test, or combination of tests, was administered.



**Gridding of the TEST TAKEN INFO field will determine which answer key—TAKS, TAKS (Accommodated), or LAT—will be used to score the student’s test. Improper gridding of the TEST TAKEN INFO field may result in an incorrect score for the student.**

If the student took a TAKS test, the test administrator or campus personnel must fill in the information in the TAKS FORM area of the TEST TAKEN INFO field. This includes filling in the bubble for the subject area tested and/or the “EN” for English or the “SP” for Spanish on the answer document for grades 4–5.

If the student took a TAKS (Accommodated) test, the test administrator or campus personnel must fill in the bubble for the subject area tested and/or the “EN” for English or the “SP” for Spanish on the answer document for grades 4–5, in the medium blue TAKS ACCOMM. FORM area of the TEST TAKEN INFO field.

If a LEP-exempt student received a LAT administration, the test administrator or campus personnel must complete the LAT FORM area and LAT INFO area of the TEST TAKEN INFO field, as well as the “L” score code. (Refer to pages 155–157 for information about completing the LAT areas of the TEST TAKEN INFO field.)

### April TAKS Grade 4

TEST TAKEN INFO							
TAKS FORM				TAKS ACCOMM. FORM		LAT FORM	
M		R		M	R	M	R
(EN)	FORM #	(EN)	FORM #	(EN)	(EN)	(EN)	(EN)
(SP)		(SP)		(SP)	(SP)	(SP)	(SP)
(0)	(0)	(0)	(0)	LAT INFO			
(1)	(1)	(1)	(1)	M		R	
(2)	(2)	(2)	(2)	A	B	A	B
(3)	(3)	(3)	(3)	(1)	(1)	(1)	(1)
(4)	(4)	(4)	(4)	(2)	(A)	(2)	(A)
(5)	(5)	(5)	(5)	(3)		(3)	
(6)	(6)	(6)	(6)	(4)		(4)	
(7)		(7)		(5)		(5)	
(8)		(8)		(6)		(6)	
(9)		(9)		(7)		(7)	

## ACCOMMODATIONS (FOR ALL PROGRAMS)

Another field that appears on the TAKS and TAKS–M scorable documents is the ACCOMMODATIONS (FOR ALL PROGRAMS) field. Accommodations are changes to materials or procedures in the areas of presentation, response, setting, and timing and scheduling that are intended to provide effective and equitable access to grade-level curriculum during instruction and testing without reducing the learning expectations. Look at the sample field on this page. The following items are represented in this field:

- P = Presentation Accommodation
- R = Response Accommodation
- S = Setting Accommodation
- T = Timing and Scheduling Accommodation
- BR = Braille Administration
- LP = Large-Print Administration
- OA = Oral Administration
- DB = Dyslexia Bundled Accommodations

### April TAKS Grade 4

ACCOMMODATIONS (FOR ALL PROGRAMS)	
M	R
(P)	(P)
(R)	(R)
(S)	(S)
(T)	(T)
(BR)	(BR)
(LP)	(LP)
(OA)	(DB)

### Presentation, Response, Setting, and Timing and Scheduling

Eligible students may receive the allowable accommodations specified in the Accommodations Manual on TAKS, including TAKS (Accommodated), TAKS–M, LAT, and the TELPAS reading tests. To meet federal requirements, information about accommodations used by students will be collected on the TAKS and TAKS–M scorable documents and through online test management for TAKS exit level retests and the TELPAS reading tests. Information about the following four accommodation categories will be collected: Presentation, Response, Setting, and Timing and Scheduling.

The Accommodations Manual contains specific information regarding the accommodation categories and groups the accommodations by category. The test administrator must indicate which category of accommodation an eligible student is provided by filling in the appropriate

bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field: “P” (Presentation), “R” (Response), “S” (Setting), and “T” (Timing and Scheduling). It may be necessary to fill in more than one category. Information about accommodations used by the student is collected as part of federal reporting requirements but is not associated with student performance.

**NOTE:** It is not necessary to mark “P” if the accommodation categories “BR,” “LP,” or “OA” are already marked, unless the student also received an additional Presentation accommodation.

### Braille Administration

Braille versions of TAKS, TAKS (Accommodated), and TAKS–M tests may be administered to eligible students. For information about braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536. For general information about administering braille tests to eligible students, refer to Appendix C of this manual. Each General Test Administrator Manual contains this appendix, and a copy of the appendix is included in the braille kits. In addition, secure specific braille instructions for the test administrator are provided with each braille test booklet. The specific braille instructions are also available online one week prior to testing at <http://www.TexasAssessment.com/communications>.

The test administrator must indicate the braille administration by filling in the “BR” (Braille Administration) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS or TAKS–M scorable document.

**NOTE:** It is not necessary to mark both “BR” and “P” unless the student also received an additional Presentation accommodation. The appropriate bubble in the SCORE CODE field for each subject area must also be filled in. (See sample below.)

The appropriate TAKS form or TAKS (Accommodated) form bubble should be filled in to indicate which assessment the student was designated to take by his or her ARD committee. Because there is only one braille test booklet for both TAKS and TAKS (Accommodated), the information for this field may need to be verified by consulting the student’s IEP.

### Sample from an April TAKS Grade 4 Answer Document

A student took the braille tests in mathematics and in reading. The student was designated to take TAKS (Accommodated) for mathematics and TAKS for reading. The FORM # field may be left blank for TAKS since there is only one braille test form. Because the student will use two braille test booklets, the TEST BOOKLET # field on the answer document may also be left blank.

TEST TAKEN INFO											
TAKS FORM				TAKS ACCOMM. FORM				LAT FORM			
M		R		M		R		M		R	
(EN)	FORM #	(EN)	FORM #	(EN)	(EN)	(EN)	(EN)	(EN)	(EN)	(EN)	(EN)
(SP)		(SP)		(SP)	(SP)	(SP)	(SP)	(SP)	(SP)	(SP)	(SP)
(0)	(0)	(0)	(0)					LAT INFO			
(1)	(1)	(1)	(1)					M		R	
(2)	(2)	(2)	(2)					A	B	A	B
(3)	(3)	(3)	(3)					(1)	(1)	(1)	(1)
(4)	(4)	(4)	(4)					(2)	(A)	(2)	(A)
(5)	(5)	(5)	(5)					(3)		(3)	
(6)	(6)	(6)	(6)					(4)		(4)	
(7)		(7)						(5)		(5)	
(8)		(8)						(6)		(6)	
(9)		(9)						(7)		(7)	
SCORE CODE				SCORE CODE				ACCOMMODATIONS (FOR ALL PROGRAMS)			
M		R		M		R		M		R	
(A)	(A)	(A)	(A)					(P)		(P)	
(L)	(L)	(L)	(L)					(R)		(R)	
(O)	(O)	(O)	(O)					(S)		(S)	
(*)	(*)	(*)	(*)					(T)		(T)	
(S)	(S)	(S)	(S)					(BR)		(BR)	
								(LP)		(LP)	
								(OA)		(DB)	

## Large-Print Administration

TAKS, including TAKS (Accommodated), LAT, and TAKS–M tests may be administered to eligible students using a large-print version. General instructions for administering the large-print tests to eligible students are provided in Appendix C. Each General Test Administrator Manual contains this appendix, and a copy of the appendix is included in the large-print kits. For more information regarding large-print administrations, including eligibility requirements and decision-making authority, refer to the Accommodations Manual, which can be accessed at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.

The test administrator must indicate the large-print administration by filling in the “LP” bubble under the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS or TAKS–M scorable document.

**NOTE:** It is not necessary to mark both “LP” and “P” unless the student also received an additional Presentation accommodation. The appropriate bubble in the SCORE CODE field for each subject area must also be filled in. (See sample below.)

### Sample from an April TAKS Grade 4 Answer Document

A student took the tests using a large-print booklet for mathematics and reading. The student was designated to take TAKS (Accommodated) for mathematics and TAKS for reading. The FORM # field may be left blank for TAKS since there is only one large-print test form.

TEST TAKEN INFO									
TAKS FORM				TAKS ACCOMM. FORM		LAT FORM			
M		R		M	R	M	R		
(EN)	FORM #	(EN)	FORM #	(EN)	(EN)	(EN)	(EN)		
(SP)		(SP)		(SP)	(SP)	(SP)	(SP)		
(0) (0)		(0) (0)		LAT INFO					
(1) (1)		(1) (1)		M		R			
(2) (2)		(2) (2)		A	B	A	B		
(3) (3)		(3) (3)		(1) (1)	(1) (1)	(1) (1)			
(4) (4)		(4) (4)		(2) (A)	(2) (A)	(2) (A)			
(5) (5)		(5) (5)		(3) (3)	(3) (3)	(3) (3)			
(6) (6)		(6) (6)		(4) (4)	(4) (4)	(4) (4)			
(7) (7)		(7) (7)		(5) (5)	(5) (5)	(5) (5)			
(8) (8)		(8) (8)		(6) (6)	(6) (6)	(6) (6)			
(9) (9)		(9) (9)		(7) (7)	(7) (7)	(7) (7)			
SCORE CODE				ACCOMMODATIONS (FOR ALL PROGRAMS)					
M		R		M		R			
(A) (A)	(A) (A)	(A) (A)	(A) (A)	(P) (P)	(P) (P)	(P) (P)			
(L) (L)	(L) (L)	(L) (L)	(L) (L)	(R) (R)	(R) (R)	(R) (R)			
(O) (O)	(O) (O)	(O) (O)	(O) (O)	(S) (S)	(S) (S)	(S) (S)			
(*) (*)	(*) (*)	(*) (*)	(*) (*)	(T) (T)	(T) (T)	(T) (T)			
(S) (S)	(S) (S)	(S) (S)	(S) (S)	(BR) (BR)	(BR) (BR)	(BR) (BR)			
				(LP) (LP)	(LP) (LP)	(LP) (LP)			
				(OA) (OA)	(OA) (OA)	(OA) (OA)			
				(DB) (DB)	(DB) (DB)	(DB) (DB)			

## Oral Administration

Test questions and answer choices for mathematics, science, and social studies tests may be read aloud or signed to eligible students. (Refer to pages 40–42 for more information about oral administrations.)

Each grade-specific Test Administration Directions contains detailed guidelines for reading aloud various types of test items to students eligible for this accommodation. The test administrator must indicate the oral administration by filling in the “OA” bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS or TAKS–M scorable document.

**NOTE:** It is not necessary to mark both “OA” and “P” unless the student also received an additional Presentation accommodation. The appropriate bubble in the SCORE CODE field for each subject area must also be filled in. (See sample below.)

### Sample from an April TAKS Grade 4 Answer Document

SCORE CODE		ACCOMMODATIONS (FOR ALL PROGRAMS)	
M	R	M	R
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> P	<input type="radio"/> P
<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> R	<input type="radio"/> R
<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> S	<input type="radio"/> S
<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> T	<input type="radio"/> T
		<input type="radio"/> BR	<input type="radio"/> BR
		<input type="radio"/> LP	<input type="radio"/> LP
<input type="radio"/> S	<input type="radio"/> S	<input checked="" type="radio"/> OA	<input type="radio"/> DB

## Dyslexia Bundled Accommodations Administration

Fill in the “DB” bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS, including TAKS (Accommodated), scorable document if the student received the dyslexia bundled accommodations.

### Sample from an April TAKS Grade 4 Answer Document

SCORE CODE		ACCOMMODATIONS (FOR ALL PROGRAMS)	
M	R	M	R
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> P	<input type="radio"/> P
<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> R	<input type="radio"/> R
<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> S	<input type="radio"/> S
<input type="radio"/> *	<input type="radio"/> *	<input type="radio"/> T	<input type="radio"/> T
		<input type="radio"/> BR	<input type="radio"/> BR
		<input type="radio"/> LP	<input type="radio"/> LP
<input type="radio"/> S	<input type="radio"/> S	<input type="radio"/> OA	<input checked="" type="radio"/> DB

## Other Answer Document Fields

### Local Use

This field on the TAKS and TAKS–M scorable documents is for district-specific data collection and may be left blank if the district does not wish to collect additional data. If you see a need to use this field, contact your district coordinator.

### Agency Use

For former TEAMS students taking the TAKS exit level test, test administrators should fill in “88888” in the AGENCY USE field. For former TAAS students taking the TAKS exit level test, test administrators should fill in “99999” in the AGENCY USE field.

Refer to Appendix G for instructions on completing the AGENCY USE field if you have unschooled ELL asylees and refugees who qualify for special provisions. Otherwise, this field should be left blank unless the Texas Education Agency provides you with other instructions.

### PEM Use Only

If this field is not already precoded, it should be left blank.

### For Migrant Use Only

This field on the TAKS scorable document should be left blank.

### LEP Postponement (Exit Level Only)

To indicate that a student who is a recent immigrant with limited English proficiency has been granted a LEP postponement by the LPAC according to 19 TAC, Chapter 101, mark the LEP POSTPONEMENT field on the exit level answer document. For all subject areas, fill in the “O” (Other) bubble in the SCORE CODE field. (See sample below.)

#### Sample from a March TAKS Exit Level Answer Document (Primary Administration)

SCORE CODE	
ELA	
<input type="radio"/> A	<input checked="" type="radio"/> LEP POSTPONEMENT <input type="radio"/> FOREIGN EXCHANGE STUDENT WAIVER
<input checked="" type="radio"/> O	
<input type="radio"/> S	<input type="radio"/> HSEP

## Foreign Exchange Student Waiver Grades 9, 10, and Exit Level

To indicate that a foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma qualifies to be and is excused from taking the TAKS tests according to 19 TAC, Chapter 101, mark the FOREIGN EXCHANGE STUDENT WAIVER field. For all subject areas, fill in the “O” (Other) bubble in the SCORE CODE field. (See sample below.)

### Sample from a March TAKS Exit Level Answer Document (Primary Administration)

SCORE CODE	
ELA	
<input type="radio"/> (A)	<input type="radio"/> LEP POSTPONEMENT <input checked="" type="radio"/> FOREIGN EXCHANGE STUDENT WAIVER
<input checked="" type="radio"/> (B)	
<input type="radio"/> (S)	<input type="radio"/> HSEP

## Court-ordered High School Equivalency Program (HSEP), (Grades 9, 10, and Exit Level)

To indicate that a student ordered by the court under Article 45.054, Code of Criminal Procedure, or by the Texas Youth Commission to participate in an authorized high school equivalency program qualifies to be and is excused from taking the TAKS tests, according to 19 TAC §89.1409, mark the HSEP field. For all subject areas, fill in the “O” (Other) bubble in the SCORE CODE field. (See sample below.)

SCORE CODE	
ELA	
<input type="radio"/> (A)	<input type="radio"/> LEP POSTPONEMENT <input type="radio"/> FOREIGN EXCHANGE STUDENT WAIVER
<input checked="" type="radio"/> (O)	
<input type="radio"/> (S)	

## Activity 10

Distribute test materials to test administrators.

### Materials Control Form

The Materials Control Form located at the end of this activity will help you account for test materials you check out to test administrators. This form may be duplicated as needed. Retain completed forms for your records.

Test booklets are secure documents. Each test booklet has a nine-digit security number printed on it, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.



Record the range of security numbers of the test booklets assigned to each test administrator on the Materials Control Form, in order to account for all the test booklets while they are signed out to test administrators. **You must return to the district coordinator all the test booklets that you received.**

You may fill out the first three columns of the Materials Control Form before the first day of test administration. Test booklets must be checked out and in each day. After test administrators have verified that they have received the exact number of test booklets required, they must initial the “Out” box for the appropriate day. The test administrators’ initials signify that they have received the test booklets assigned to them, as recorded on the Materials Control Form, and that they have signed their security oath. The Materials Control Form has columns labeled “Day 1,” “Day 2,” “Day 3,” and “Day 4” to accommodate the testing days needed for grades at which four subject areas are tested in the same test administration. Depending on the administration, only one, two, or three columns may be needed.

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



**The LAT linguistic simplification guides (LSGs) are also secure documents. The procedures described for secure test booklets also apply to checking LSGs out and in. Use the Materials Control Form to track all secure materials.**

## Materials for Testing Sessions

On the day of the testing session, give test administrators the materials listed below.

### Grade 3:

- two **No. 2** pencils with erasers per student
- one scorable test booklet per student
- one mathematics chart per student for use with the mathematics test
- one secure LAT linguistic simplification guide per LAT test administrator (if applicable)
- one copy of the test administrator instructions for dyslexia bundled accommodations (if applicable)
- one dyslexia proper-nouns list per test administrator and student (if applicable)

### Grades 4–10 and 11/Exit Level:

- two **No. 2** pencils with erasers per student
- one test booklet per student
- one answer document per student
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one mathematics chart per student for use with the mathematics tests
- one science ruler per student for use with the grade 5 science test
- one science chart per student for use with the grade 8, grade 10, and 11/exit level science tests
- one secure LAT linguistic simplification guide per LAT test administrator (if applicable)
- one copy of test administrator instructions for dyslexia bundled accommodations (grades 4 through 8, if applicable)
- one dyslexia proper-nouns list per test administrator and student (grades 4 through 8, if applicable)

**Except in special circumstances (such as braille testing, dyslexia bundled accommodations, or oral administrations), the total number of test booklets distributed to each test administrator should not be more than the number of students he or she will be testing.** If test administrators need additional test booklets for any reason, they should contact you. Instruct test administrators to keep these materials in locked storage until immediately before testing.

**NOTE: For eligible students receiving accommodations on the TAKS–M tests, test administrators may each need one extra booklet from which to read part of the test to students.**

If a student taking the TAKS test requests the writing prompt to be read aloud, test administrators may read aloud the writing prompt from the test booklet that the student is using. They may **NOT** break the seal on an unused test booklet in order to read the writing prompt, except when a student taking a braille test needs the prompt read aloud and the test administrator does not read braille.







# Monitor TAKS Administrations

## Activity 11

Ensure proper testing procedures; answer questions and resolve problems.

Be available to assist your school's test administrators during testing. They must be able to request additional test booklets from you if they need them. They must also be able to refer test-related problems and questions to you. If a situation arises that you do not know how to resolve, contact your district coordinator. (Refer to District Coordinator Activity 9.)

**You and your principal are responsible for test security on your campus.** To help monitor test security, observe as many testing rooms as possible on each test day. Ensure that test administrators are using active monitoring techniques. Resolve any irregularities as they occur, following the rules stated in the section "Test Security and Confidentiality Requirements." Remember that improper testing procedures could result in the invalidation of students' tests, as well as potential penalties for testing personnel.



**A test administrator who has been trained in testing procedures specific to the test being administered must be present in the testing room at all times during testing.**

Help your test administrators conduct test sessions under the best possible conditions. By following the procedures listed below, you ensure the security and confidentiality of the TAKS testing program and the uniform evaluation of all students throughout the state.

## Preparing for Test Administrations

- The 2011 TAKS tests, including TAKS (Accommodated) and TAKS–M, must be administered on the dates specified on the Calendar of Events. (Information about make-up testing can be found in Campus Coordinator Activity 12.)
- Ensure that the seating chart has been completed, including the names of students testing and the students' locations in the room. Also include the names of all test administrators/monitors involved in the session. If a seating chart has not been provided for you, contact your campus coordinator. If students are moved to another room to finish testing, an additional seating chart must be completed.
- There must be at least one test administrator for every 30 students.
- Bulletin boards and instructional displays that might be a source of direct answers must be covered or removed during testing. Any rooms to which students may be relocated must also be prepared.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room.
- No element of the testing room's environment should hinder any student's performance. The testing room should be quiet, well lighted, well ventilated, and comfortable. Each student should have enough space in which to work.

## Individual or Small-Group Administrations

- Students participating in a LAT administration must not be tested in a room with students taking the regular TAKS tests. Either individual or small-group administrations should be arranged depending on the types of linguistic accommodations provided. (For more information, refer to the section “Linguistically Accommodated Testing (LAT).”)
- Students receiving the dyslexia bundled accommodations should be tested individually or in small groups with others taking the identical test. A dyslexia proper-nouns list must be provided for every student and test administrator. (Copies must be made from blackline masters found in the campus box.) Because there are separate proper-nouns lists and instructions for administering the dyslexia bundled accommodations on TAKS (Accommodated) tests, students should be grouped accordingly.
- Students participating in a TAKS–M administration must not be tested in a room with students taking TAKS or TAKS (Accommodated).

## During Testing

- Districts may establish starting times for testing. A student who arrives after testing has begun may be tested if sufficient time remains in the day and if the student has not obtained prior knowledge of test content through contact with students who have already finished testing.
- Test administrators **must** actively monitor the testing room while students are working. Test administrators should confirm that students are working only on the subject-area test being administered that day and that they do not have access to nonallowed materials. Students should also be reminded periodically to record their responses on their scorable documents. However, test administrators may not view or discuss individual test items or responses.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to students can result in the invalidation of their tests and can compromise the assurance that all individuals are equitably tested in accordance with the guidelines for standardized assessments.
- Students must remain seated during testing, except when they are acquiring or returning authorized reference materials or calculators. Students are not allowed to talk to one another while test booklets are open.
- Students are not allowed to return to a subject-area test attempted on a previous test day or to work on a subject-area test that has not yet been administered.
- Since the tests are **untimed**, each student must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose.
- Each student must be allowed to work at his or her individual speed. Students may **NOT** be directed to speed up or slow down.
- Test administrators should remind students to record their responses.
- Students are **NOT** allowed to write on a locally provided LAT bilingual glossary.
- Only students are allowed to erase their stray marks or darken answer-choice circles, and only during the scheduled test session.

## Dictionary and Thesaurus Use

The chart below indicates when English-language **dictionaries and thesauruses must be provided**. Students must be provided appropriate tools (e.g., dictionaries and thesauruses) during assessments so that their performance on the test is a more valid and reliable indicator of what they know and can do.

Grade	Dictionary/Thesaurus Use for TAKS, including TAKS (Accommodated), and TAKS–M
7	<b>Writing:</b> Required for written composition only; not allowed for revising and editing section.
9	<b>Reading:</b> Required for entire test.
10	<b>ELA:</b> Required for reading and written composition only; not allowed for revising and editing section.
11/ Exit Level	<b>ELA:</b> Required for reading and written composition only; not allowed for revising and editing section.

Note these policies regarding the use of dictionaries and thesauruses during testing:

- There must be at least one dictionary for every five students.
- It is recommended that there be one thesaurus for every five students, if possible.
- Students may also use a combination dictionary/thesaurus for these assessments.
- The use of foreign-language reference materials is **NOT** permitted unless the student is eligible to use such materials as described in the Accommodations Manual.\*
- An English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for LEP students taking TAKS, including TAKS (Accommodated), or TAKS–M tests only when reference materials must be provided.\*
- Students taking a braille version of a test may use electronic dictionaries and thesauruses when reference materials must be provided.
- A sign language dictionary that is grade appropriate may be used in conjunction with the standard English dictionary/thesaurus only when reference materials must be provided.



**For additional information about the use of dictionaries or other reference materials, refer to the Accommodations Manual.**

\*Policy differs for students identified as ELL unschooled asylees and refugees. Refer to Appendix G of this manual for more information.

## Calculator Use

The chart indicates when **calculators must be provided**. Students must be provided appropriate tools (e.g., calculators) during assessments so that their performance on the test is a more valid and reliable indicator of what they know and can do.

Grade	Calculator Use for TAKS, including TAKS (Accommodated), and TAKS–M
9	<b>Mathematics:</b> Graphing calculator without QWERTY keyboard or computer algebra system (CAS) required.
10 (including grade 10 LAT)	<b>Mathematics:</b> Graphing calculator without QWERTY keyboard or computer algebra system (CAS) required. <b>Science:</b> Four-function, scientific, or graphing calculator without QWERTY keyboard or computer algebra system (CAS) required.
11/ Exit Level	<b>Mathematics:</b> Graphing calculator without QWERTY keyboard or computer algebra system (CAS) required. <b>Science:</b> Four-function, scientific, or graphing calculator without QWERTY keyboard or computer algebra system (CAS) required.

Note these policies regarding the use of calculators during testing:

- Students may use their own calculators instead of the ones provided by the district.
- District/campus personnel are responsible for ensuring that both district-supplied and student-supplied calculators are cleared before and after testing.
- All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both before and after testing.
- Any programs or applications must be removed or disabled prior to testing.
- For specific assistance in effectively preparing calculators for use during testing, contact the calculator manufacturer.
- For mathematics tests in which calculators are required, each student must have a graphing calculator to use throughout the entire administration.
- For science tests in which calculators are required, there should be at least one calculator for every five students.
- If students share a calculator during a science test, the memory must be cleared by a test administrator after each student uses it.
- Students taking a braille version of a test may use an audio-graphing calculator (AGC) when calculators must be provided. Other programs that perform graphing functions may not be used if they contain a computer algebra system (CAS).



**For additional information about the use of calculators or other calculation devices, refer to the Accommodations Manual.**

## Mathematics and Science Charts and Rulers

- Test administrators must give the appropriate state-supplied **mathematics** chart to each student to use during the **mathematics** tests. The mathematics chart is also printed in each test booklet.

- Test administrators must give the appropriate state-supplied **science** chart to each student to use during the grade 8, grade 10, and grade 11/exit level **science** tests. Test administrators must give each grade 5 student a state-supplied ruler to use during science tests. Only the ruler provided by the state may be used.
- Students are **NOT** allowed to write on the separate mathematics chart, science chart, or ruler. Students may make notes or work problems in their test booklets.
- Students must be provided the tools as described above during assessments so that their performance on the test is a more valid and reliable indicator of what they know and can do.

## Scorable Documents

- All answers must be marked on an answer document with a No. 2 pencil. Answers marked in a nonscorable test booklet will **NOT** be scored.
- Test administrators are not allowed to require students to first mark their answers in the test booklet and then transfer them to the answer document.
- Students may be allowed to use highlighters and colored pencils in nonscorable test booklets to emphasize important information on a subject-area test. Colored pencils and highlighters may **NOT** be used in grade 3 scorable test booklets except as follows: A grade 3 student receiving special education services may use a highlighter in the scorable test booklet if the student's IEP requires the use of a highlighter. After testing, the test administrator must transcribe in No. 2 pencil the contents of the original test booklet onto another scorable test booklet with the same form number. For further information, see "Transcribing" on the following two pages.

## After Testing

- Some students may finish a test earlier than others. **After their test materials have been collected**, students may be allowed to quietly read books or to leave the testing room. Students may **NOT** read books between the written composition and revising and editing sections of the writing/ELA tests.
- Before a student leaves the room, the test administrator **must** review the completed answer document to be sure the student has filled in answer bubbles as instructed. If the student has not done so, the test administrator must say, "**You have not recorded responses on the answer document. Please go back and mark your answers on it now.**" The testing materials should then be returned so that the student may fill in his or her answers. Test administrators should be instructed to quickly scan answer documents only to verify that responses are marked. They may not look at or comment on answers to individual test questions or point out individually-skipped test items. Because students are marking responses directly in the grade 3 scorable test booklet, there is a limited chance of students leaving a document blank. Test administrators should quickly glance through scorable test booklets after the students are finished to ensure that students have not left an entire page of test items unmarked, but they may not look at answers to individual questions or point out individually-skipped test items.
- **Immediately after each test session**, the test administrator must return test materials to the campus coordinator. As appropriate, test materials will be

redistributed before the next test session. Test administrators must sign the bottom of their oaths after the entire administration has been completed to affirm that they have complied with state assessment requirements.



**The contents of test booklets and answer documents with student responses are considered secure materials at all times. No unauthorized viewing, discussion, or scoring is allowed. If circumstances necessitate that a test booklet be examined, permission MUST first be obtained from TEA.**

## Transcribing

Test responses, which include the written composition, responses to open-ended reading items, multiple-choice items, and griddable items, cannot be scored unless they appear on a scorable document. The guidelines below must be followed every time transcription is required to ensure the accuracy of transcribed responses.

- Transcription must be done in No. 2 pencil.
- The scribe should indicate to the student the space allowed for his or her response to the written composition, the open-ended reading items, and the griddable items so that the response will fit into the space provided on the scorable document when transcribed.
- If a student is marking responses on anything other than the scorable document (e.g., circling answers in a test booklet, typing answers on a computer), it is recommended that the test administrator ensure that the student is recording the responses clearly and completely; this verification should be done before the student leaves the testing room.
- The test administrator may not examine or comment on individual responses.

Specific situations in which transcribing may be required are explained below. Contact the TEA Student Assessment Division at 512-463-9536 if questions arise.

### Unusable Scorable Test Booklets and Answer Documents

If a scorable test booklet (grade 3 only) or answer document becomes unusable at any point during a test session, the student should be given a new one with which to continue testing. The test administrator should contact the campus coordinator if additional scorable documents are needed during testing. **NOTE: A new scorable test booklet must have the same form number, if applicable, as the scorable test booklet it replaces.** If a replacement scorable test booklet with the same form number is not available, the district coordinator should contact the TEA Student Assessment Division.

Instruct the student to start at the exact point where he or she stopped in the unusable test booklet or answer document. After the student has finished the test session, the test administrator must transcribe all student identification information, as well as the contents of the original scorable document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new scorable document. The unusable test booklet or answer document should be marked “VOID” in large, bold letters across the front and placed under a Voided Answer Document Identification Sheet when shipped. Both the transcribed and voided test booklet or answer document should be returned with the scorable materials.

## Transcription as an Accommodation (Other Methods of Response/Transcribing)

Some students require transcription as an accommodation. For information about the eligibility criteria for this accommodation, refer to “Other Methods of Response/Transcribing” in the Accommodations Manual. Students may need to receive an individual or small-group administration in cases where their method of response might distract other students.

The student’s responses must be transcribed onto the scorable document without making any changes. The scribe may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student’s response. The scribe should write “Transcribed by (NAME) because student used an Other Method of Response as an accommodation” at the top of the scorable document on the page where the student identification information is located. In addition, the response (R) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked. All tape-recorded student responses should be returned with the nonscorable materials. Any typed or handwritten responses or responses on scratch paper (e.g., colored, graph, tactile) that include student notes, answers to multiple-choice items, or responses to written compositions and open-ended reading items must be destroyed after testing.

**Specific instructions regarding the role of a scribe when the student verbally dictates certain types of responses are provided below.** For information regarding the role of a scribe for students who are deaf or hard of hearing, refer to Appendix C in the Accommodations Manual.

### Written Composition

The role of the scribe is to write exactly what is dictated. The scribe should ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words where the word choice reflects the student’s unique perspective (not basic grade-level sight words) since these conventions are part of the score the student receives. For example, if a student dictates the word “Dalmatian” rather than “dog,” the scribe could ask the student to spell “Dalmatian.” The student must have the opportunity to review and edit what the scribe has written. The scribe may intentionally leave out all capitalization and punctuation for the student to edit. The scribe should indicate to the student the space allowed for his or her response so that the transcribed response will fit into the space provided on the answer document.

### Open-ended Reading Items

The role of the scribe is to write exactly what is dictated. The scribe is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words since these conventions are not part of the scoring rubric used to assess students’ responses. The scribe should indicate to the student the space allowed for his or her response so that the transcribed response will fit into the space provided on the answer document.

### Griddable Items

The scribe should indicate to the student the number of spaces allowed for his or her response and the location of the decimal point, if applicable, based on the grid provided on the answer document. This will ensure that the transcribed response will fit into the space provided on the answer document.

### Computation/Notes

If the student is physically unable to record mathematical computations, the student must direct the scribe very specifically regarding all steps necessary to complete the computation (e.g., digit by digit, how to align numbers). For transcription of notes during the test, the scribe must follow the student's exact instructions. This may include making notes in the margins of the test booklet or underlining phrases or words in passages.

### Transcribing for Braille and Large-Print Tests

The student may respond by writing on the test booklet, by typing, by using braille, or by indicating the answer to the test administrator. Students may need to receive an individual or small-group administration in cases where their method of response might distract other students.

The student's responses must be transcribed onto the appropriate regular-print scorable document. This can be done in two ways. The test administrator may transcribe the student's responses during testing as the student indicates each response (e.g., by speech, by pointing). Or, the test administrator may transcribe test responses after testing for brailled, typed, or handwritten responses. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student's response. The test administrator should complete all student identification information and write "Transcribed by (NAME) because student used a braille/large-print test" 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. 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, or responses to written compositions and open-ended reading items must be destroyed after testing.

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, 8, and exit level retests, the test administrator will use all of the bubbles on the TAKS answer document. All transcriptions must be done in No. 2 pencil. The braille (BR) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked on a TAKS answer document in order for the test to be scored correctly.

On TAKS scorable 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 TAKS and TAKS (Accommodated), the test administrator needs to verify which of these tests the student should take based on the decision of the student's ARD committee.

Instructions specific to large-print and braille test administrations are provided below. For more specific information about the administration of braille and large-print tests, refer to the appendix titled, "General Instructions for Administering Braille and Large-Print Tests," which is located in this manual, the Accommodations Manual, each General Test Administrator Manual, and each braille and large-print kit.

## Written Composition and Open-Ended Reading Items

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 reading items. The student's response in its entirety must fit in the spaces provided on the answer document. For students taking a braille test, it is important for the test administrator to review the specific braille instructions that are provided with each test for additional guidance regarding the number of braille pages or lines to allow for these types of responses.

## Griddable 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, then 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.

## Answering Questions

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

- translate reading or writing passages into another language;
- translate test questions (including the written composition prompt) into another language (except sign language, as specified in the Accommodations Manual);
- rephrase or add information to questions or the prompt;
- discuss test questions with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

## Answering Questions—LAT

The LAT process is designed to help eligible immigrant ELLs better understand the language used on state-administered academic content tests. LAT test administrators may answer questions that help a student understand the language used in a test question in accordance with accommodations the student is to receive. However, in answering students' questions, the test administrator must **NOT** provide explanations, definitions, examples, pictures, gestures, or simpler words related to mathematical or scientific terminology assessed. The terminology assessed in each TAKS mathematics or science test question is specified in the LAT linguistic simplification guides.

If a student asks a question that the test administrator is not permitted to answer, the test administrator may respond, for example, **“I can’t answer that for you; just do the best you can.”**

As with regular TAKS administrations, LAT test administrators and school personnel are **NOT** allowed to

- discuss test questions with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

## Writing/English Language Arts Tests

The TAKS, including TAKS (Accommodated), and TAKS–M writing tests at grades 4 and 7, as well as the grade 10 and 11/exit level English language arts tests, contain a written composition section. The grade 9 reading and grade 10 and exit level ELA TAKS and TAKS (Accommodated) tests also contain open-ended reading items. Districts may retain a copy of each student’s TAKS and TAKS (Accommodated) composition and/or open-ended reading responses for the following assessments administered during March:

- grade 4 writing (English and Spanish)
- grade 7 writing
- grade 9 reading
- the primary form of grade 10 ELA (**NOT** the make-up form)
- exit level ELA

If the photocopier has a memory function, be sure to clear it after copying confidential material.

Districts are **NOT** permitted to make copies of students’ compositions and/or open-ended reading responses for any TAKS–M tests or other writing, reading, or ELA tests or field tests. If you have questions about duplicating or distributing students’ written compositions and reading responses, contact your district testing coordinator.

For the written composition section, test administrators may **NOT** read the writing prompt aloud unless a student specifically requests that it be read aloud to him or her. However, test administrators are allowed to read the prompt to students taking TAKS–M. At no time before, during, or after the administration of the test are test administrators permitted to assist students with their written composition or open-ended reading items. **Reading or discussion of student compositions or open-ended responses is not allowed at any time before the date indicated in the Calendar of Events.**

If students are typing responses for all TAKS writing/ELA tests and the TAKS (Accommodated) or TAKS–M grade 4 writing test, features such as spell-check and the word predictability function must be disabled.

There are no open-ended items on the TAKS–M grade 9 reading and grade 10/11 ELA tests.

**The test administrator must NOT**

- elaborate on the prompt,
- give students an opening and/or closing sentence,
- give students an outline for organizing their composition,
- give students information about how to develop their ideas, or
- translate the prompt into another language (except sign language).

If a student asks a question about the prompt, the test administrator may say, “**I can’t explain it to you; just respond to the prompt in the best way you can.**”

## Administering TAKS in a Bilingual Setting

A bilingual test administrator may be instructed to administer the English test to English-dominant students and the Spanish test to Spanish-dominant students in the same test session. The test administrator must read aloud the directions for one test completely before reading directions for the other test, because directions must be read verbatim.

**NOTE:** Depending on the grade and subject, some sample test items and writing prompts may differ from one version of the test to the other.

## Mathematics Reading Assistance at Grade 3

Any student may receive reading assistance on the TAKS, including TAKS (Accommodated), or TAKS–M grade 3 mathematics test. Upon request from a student, test administrators may provide assistance by reading any word, phrase, or sentence of **a test question or answer choice** that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. An administrator who wants to group and separate students who may require reading assistance from those who may not should contact the campus coordinator to determine whether the necessary arrangements can be made. Test administrators providing reading assistance must be aware that they are viewing secure content and that responding to test questions or recording the information they see is strictly prohibited.

If a student needs the test read in its entirety, then this constitutes an oral administration and is limited to students who meet the eligibility criteria. Refer to the Accommodations Manual for eligibility criteria for an oral administration of TAKS, including TAKS (Accommodated), or TAKS–M mathematics.

## Oral Administration—Mathematics, Science, and Social Studies

Oral administration is an accommodation in which test questions and answer choices for mathematics, science, and/or social studies tests may be read aloud or signed to eligible students taking TAKS, TAKS (Accommodated), or TAKS–M. Refer to the Accommodations Manual for eligibility information.

Oral administration can encompass different levels of reading support for each student on any part of the test, including charts, tables, graphics, the state-supplied mathematics and science charts, and allowable or approved supplemental aids. Reading support may include the test administrator reading only a few words or phrases at student request, reading multiple sentences throughout the test at student request, or reading the test in its entirety. It is the responsibility of the ARD committee, Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of reading support the student needs. A student may request a change in the level of reading support provided during testing only if this option is documented.

**Oral administration is not allowed for the reading, writing, or ELA tests.** (This does not apply to the dyslexia bundled accommodations or the accommodation of reading test questions and answer choices on TAKS–M reading selections.)

Students who receive any level of oral administration may need to be tested individually so that other students will not be disturbed or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations, provided that every student in the small group is eligible for an oral administration. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

Before conducting an oral administration, test administrators should familiarize themselves with the information presented in the Accommodations Manual and the appropriate Test Administration Directions. For students who are deaf or hard of hearing and are eligible for a signed administration, specific guidelines for signing test content for a state assessment are included in Appendix D of this manual. In addition, more information about providing an oral administration is located on pages 40–42 in this manual.

Oral test administrators may **NOT** record answers to, make notes concerning, mentally solve, or discuss the test items they read aloud.

### Breaks

Test administrators may allow students to take brief breaks in the testing room during a test session. However, breaks are not mandatory; test administrators may use their own judgment in determining whether any are necessary. During breaks, students must not discuss the contents of the test, and test booklets must be closed with answer documents inside. At the discretion of the test administrator, students may be allowed to take restroom breaks one at a time or as an entire class. This type of break should be handled in the same way as a lunch break.

## Lunch

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students must place their answer documents inside their test booklets. The test administrator must collect all test booklets and place them in locked storage. **Students must remain together as a group and be closely monitored by trained testing personnel to ensure that they do not discuss the contents of the test.**

Ensure that each student is given back **his or her** test booklet after a lunch break.

## Cell Phone Use

The use of cell phones and other personal electronic devices during testing is not permitted for the following reasons:

- Making or receiving calls disrupts the testing environment by disturbing other students.
- Making or receiving calls could compromise the confidentiality of the test.
- The text messaging, camera features, and Internet capability of cell phones could be used to compromise the security and confidentiality of the test.
- The use of personal electronic devices, such as MP3 players or personal organizers, disrupts the testing environment and might be a source of direct answers.

Districts are required to develop a policy for cell phone use that serves their needs while preserving the security and confidentiality of the testing program. Check with your district coordinator if you have questions about your district's policy.

## Individual Emergencies

Occasionally an emergency will arise, and a student may need to leave the testing room for a brief time. No test materials may be taken from the room. If the student returns, you and the test administrator involved should determine whether confidentiality has been maintained and if the student should continue testing. If a student cannot continue testing, the district must determine whether the student's answer document should be coded "S" (Score) or "O" (Other). But for a student taking a LAT administration, the score code (if applicable) should be marked "L" (LEP-exempt) and the LAT INFO field must be marked "I" (Incomplete). Call TEA's Student Assessment Division for guidance, if needed, at 512-463-9536.

## Changing Testing Rooms

Some students may need more time than others to complete a test. As long as test security is not breached, students may be moved to another testing room. Students must place their answer documents inside their test booklets. The test administrator must collect all test booklets, accompany the students to the new testing room while ensuring that they do not discuss the contents of the test, and then redistribute the booklets once students are ready to continue testing. Students may **NOT** carry their own test booklets to the new testing room. The new testing area must be properly prepared to receive the students, including removing or covering all instructional aids.

## Activity 12

### Oversee make-up testing.

How districts implement make-up testing is a local district decision. Districts may, for instance, give two tests on one day, schedule make-up testing throughout the rest of the week, or open campuses on Saturday to administer make-up tests. As campus coordinator you are responsible for following the specified policy guidelines determined by your district.

The chart below indicates the grade levels, allowable subject areas, make-up testing dates, and nonallowable subject areas for administering make-up tests.

Make-up Testing			
Grade	Allowable Subject(s)	Make-up Testing Dates	Nonallowable Subject(s)
3 English and Spanish	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	None
4 English and Spanish	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	Writing
5 English and Spanish	Mathematics (April and May administrations only) Reading (April and May administrations only)	Mathematics: April 5–7 Reading: April 6–7 LAT Mathematics: May 17–20 LAT Reading: May 18–20	Science
6	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	None
7	Mathematics Reading	Mathematics: April 27–30 Reading: April 28–30 LAT Mathematics: April 26–30 LAT Reading: April 27–30	Writing
8	Mathematics (April and May administrations only) Reading (March and April administrations only)	Mathematics: April 5–7 Reading: April 6–7 LAT Mathematics: May 17–20 LAT Reading: May 18–20	Science Social Studies
9	None	None	Reading Mathematics
10	English language arts (ELA) Mathematics	TAKS ELA: March 3 TAKS–M ELA: March 3 Mathematics: April 27–30 LAT Mathematics: April 26–30 LAT ELA: April 27–30	Science Social Studies
Exit Level or Grade 11	None	None	ELA Mathematics Science Social Studies

**NOTE:** The same make-up schedule applies to TAKS (Accommodated) and TAKS–M.

## Make-up Testing Procedures

The topic of make-up testing should be reviewed in training sessions for test administrators. Subject-area tests and grade levels that are included in the make-up testing policy, students eligible for make-up testing, procedures for administering make-up tests, and procedures for returning materials should be covered.

- To be eligible for a make-up test, a student **must** be absent on the regular day of testing for that subject area. If a student starts testing on the regularly scheduled day and is unable to continue, the student is **NOT** eligible for a make-up and the district must determine if the student's answer document should be coded "S" (Score) or "O" (Other). You may call TEA's Student Assessment Division for guidance, if needed, at 512-463-9536. The score code of "A" (Absent) should be marked only for those students who are absent from both the regular and make-up testing sessions.

**For a LEP-exempt student taking a LAT administration, the coding requirements differ. If the student starts testing on the regularly scheduled day and is unable to continue, mark "I" in the LAT INFO area. (Do not mark "O" in the SCORE CODE field.) If the student is absent from both the regular and make-up testing opportunities, mark "A" in the LAT INFO area. (Do not mark "A" in the SCORE CODE field.) The SCORE CODE field for these students must be marked "L."**

- The make-up test for TAKS English language arts at grade 10 will be administered on one assigned date: **Thursday, March 3, 2011**. Students taking the TAKS English language arts test on this day will be using a **specified make-up test form along with the regular TAKS grade 10 ELA answer document, which must have its MAKE-UP FORM bubble marked to ensure accurate scoring**. Students taking the make-up test for TAKS (Accommodated) English language arts at grade 10 will use the test form provided for the regular day of testing. Districts will be sent the TAKS grade 10 ELA make-up test form automatically with the secure shipment of test materials. This form will be available in large print and may be ordered using the Assessment Management System for submitting additional orders. The make-up test for TAKS-M English language arts at grade 10 will be administered on one assigned date: Thursday, March 3, 2011. Students will use the test form provided for the regular day of testing.
- For all other make-up subject-area tests, students will use the test forms provided for the regular day of testing.
- Make-up test materials should **NOT** be returned separately. All scorable and nonscorable materials, including those used for make-up testing, must be returned by the dates listed on the Calendar of Events. Consult TAKS Campus Coordinator Activity 14 and Activity 15 when preparing scorable and nonscorable materials for return.
- When preparing scorable materials for return to the district coordinator, keep the following points in mind. After the regular day of testing, complete the Class Identification Sheets except for the NUMBER OF ANSWER DOCUMENTS SUBMITTED field. After make-up testing has been completed, add the make-up

answer documents and/or scorable test booklets to the appropriate class groups. You do not need to complete separate Class Identification Sheets for students who take a make-up test. The quantity entered on the Class Identification Sheet should be the total number of answer documents submitted—both for the students who tested on the regular testing day and for those who participated in make-up testing.



**No person may view, reveal, discuss, or score the contents of an assessment instrument at any time unless expressly authorized to do so by the test administration materials. To ensure test security, keep test materials in locked storage (for example, in a locked closet or cabinet) when not in use. If circumstances necessitate that a test booklet be examined, permission **MUST** first be obtained from TEA.**

# Return TAKS Materials

## Activity 13

Direct the collection of materials from test administrators.

Before test administrators return their materials to you, they must

- **verify that no students' answer documents have been left inside test booklets** at grades 4–10 or exit level;
- prepare used grade 3 scorable test booklets (including voided booklets) that are to be scored or scanned by removing the “PULL” tab from the vinyl seals, if this has not been done already. This includes all test booklets, regardless of the score code that is marked;
- review the accuracy of any student identification or program information you have asked them to verify;
- use a **No. 2** pencil to transcribe the information from a voided scorable test booklet or answer document onto the document with which the student continued the test, if applicable;
- use a **No. 2** pencil to transcribe onto a scorable test booklet or answer document the responses of any student who tested with a braille or large-print test booklet; and
- **account for all test booklets and answer documents.**

After you have collected the test materials, you must confirm that all the steps above have been taken.

After the final test session, test administrators must return all test materials to you. These materials include the following:

- answer documents to be scored or scanned for demographic data
- scorable test booklets to be scored or scanned for demographic data
- voided answer documents
- voided grade 3 scorable test booklets
- unused answer documents
- unused grade 3 scorable test booklets
- used and unused nonscorable test booklets
- braille and large-print test booklets, TAKS and TAKS–M test booklets, and the specific braille instructions
- secure LAT linguistic simplification guides (grades 3–8 and 10)
- dyslexia bundled accommodations proper-nouns lists
- signed test administrator oath

- voided and/or unused precoded labels, if applicable
- typed or tape-recorded materials, if applicable
- handwritten student responses on scratch paper, if applicable

As you collect the test materials, use the Materials Control Form (refer to Campus Activity 10) to verify that all test booklets have been returned to you. Check the security numbers of each set of test booklets against the security number range assigned to a particular test administrator. **You are responsible for locating any missing test booklets.**

Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these signed oaths on file for at least five years.



**IMPORTANT: Make sure that all answer documents have been removed from test booklets at grades 4–10 and exit level. Otherwise, the answer documents may not be scored.**

## Activity 14

### Return all scorable materials to district coordinator.

It is very important that you follow the instructions below for sorting, packing, and returning your scorable materials to the district coordinator.

#### DO return these scorable materials:

- used grades 4–10 and exit level answer documents
- used grade 3 scorable test booklets
- voided grades 4–10 and exit level answer documents
- voided grade 3 scorable test booklets

You have been provided three different types of identification sheets for your scorable materials: the Class Identification Sheet, the Campus and Group Identification Sheet, and the Voided Answer Document Identification Sheet. All scorable materials must be returned beneath the appropriate identification sheets. Specific information about the proper use of each sheet is included in the instructions below.

**NOTE:** Scorable test booklets and answer documents with **any score code** marked (including those for absences, exemptions, etc.) **must be returned with the scorable materials** for scoring or scanning, so that these students will be recorded and will receive reports. These documents must be included in the counts on the appropriate identification sheets.

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

#### Step 1: Separate Scorable from Nonscorable Materials

- Separate the scorable materials listed above from your other test materials. Set aside your nonscorable materials for further sorting and return. (Refer to Campus Coordinator Activity 15.) Keep TAKS, including TAKS (Accommodated), and TAKS–M materials separate from TELPAS or EOC materials.
- TAKS (Accommodated), Spanish-version TAKS, TAKS–M, and LAT test materials should be returned with the regular TAKS materials under TAKS identification sheets. TAKS–M and grade 10 LAT ELA materials each must be grouped and banded separately from other materials. It is critical for grade 10 LAT ELA materials to be grouped separately in order to expedite scoring of the written compositions and open-ended reading responses.
- Make sure that materials from different TAKS administrations are packed and shipped separately. Refer to the Calendar of Events for a complete list of 2011 TAKS administrations.

#### Step 2: Separate and Pack Voided Scorable Materials

- Separate your voided scorable materials from those to be scored or scanned. (All voided materials should be marked “VOID” in **large, bold** letters across the front.)

For the side-by-side LAT accommodation, remember that the grade 3 scorable LAT test booklet (English or Spanish) **that should not be scored** must be voided and returned with the other voided materials.

- Separate the voided materials into two stacks (if applicable): one for voided grade 3 scorable test booklets and one for voided grades 4–10 and exit level answer documents. You do not need to arrange the voided materials within each stack in any particular order.
- For each stack, fill out one Voided Answer Document Identification Sheet, following the directions on the front of the sheet.
- Place one Voided Answer Document Identification Sheet on the top of each stack of voided materials. Secure each stack (with an Identification Sheet on top) with a gummed paper band. It is acceptable to tape or staple the gummed paper band to ensure that it fits snugly around each stack.

PAPER BAND

CAMPUS NAME Sample Campus

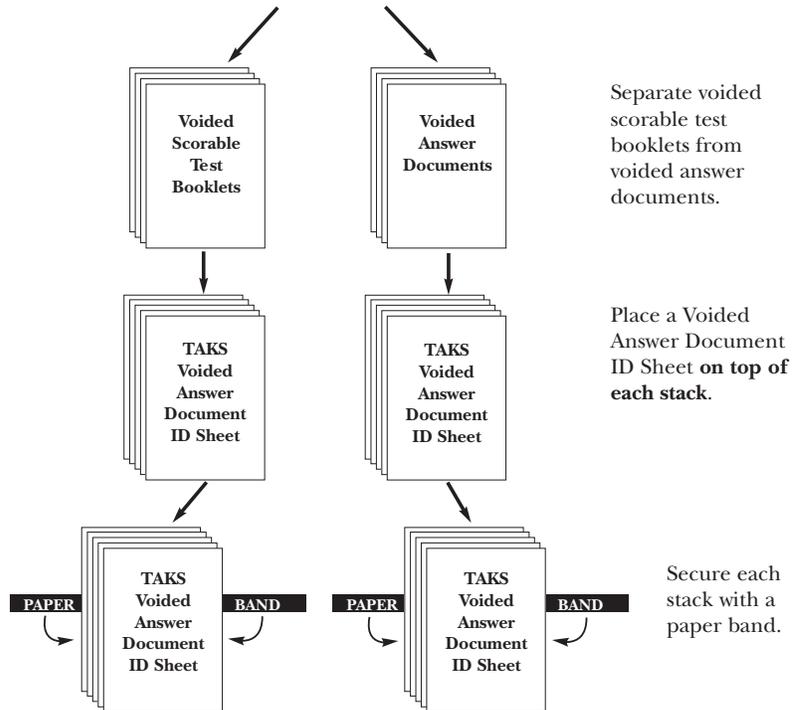
GRADE/SUBJECT/FORM Gr 3 Reading

PACKAGE 1 OF 3

- If either stack is too large for a single band, you may break it down and use multiple bands for the stack. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.” Place the banded stack that includes the Voided Answer Document Identification Sheet on top.

- Place your stacks of voided scorable materials **at the bottom** of your campus box(es). (Use a separate box solely for voided scorable materials, if practical.)

### Voided Scorable Test Booklets and Answer Documents



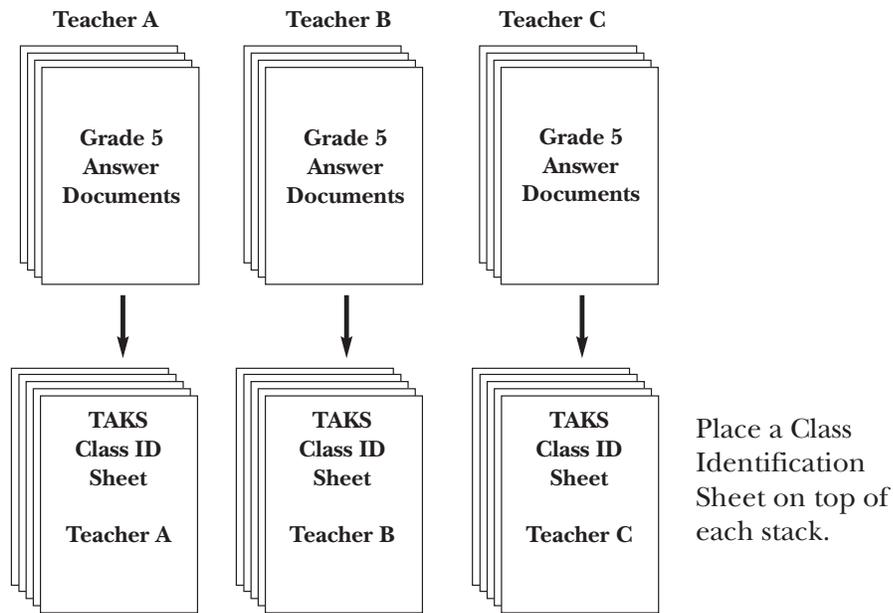
**NOTE:** The same process as above will be used for sorting and returning voided TAKS–M and voided grade 10 LAT ELA scorable materials.

### Step 3: Gather Materials by Class and Identify Properly

- The Class Identification Sheet is used to sort and count answer documents for reporting purposes. Reports for students within each grade are organized according to the school official whose name is entered on the accompanying Class Identification Sheet(s). You must use a Class Identification Sheet to designate one or more “classes” (for reporting purposes) within each grade.
- To do so, gather all TAKS, including TAKS (Accommodated), and LAT answer documents from students in a particular grade. Then gather TAKS–M answer documents.
- For example, you may have sets of grade 5 answer documents, as illustrated below. Determine how you want your test results for this grade to be organized. Group the answer documents accordingly. Place a blank Class Identification Sheet on top of each “class.”

Thus, if you want your grade 5 test results to be organized by test administrator, you will need to organize the grade 5 answer documents accordingly, **with a separate Class Identification Sheet placed on top of each test administrator’s group**. You may also organize your “classes” by campus principal, homeroom teacher, counselor, etc.

- Fill out the Class Identification Sheet(s) for these answer documents, following the instructions on the back of the sheets. Keep each completed Class Identification Sheet **on top** of the appropriate set of answer documents. (See illustration below.)



**NOTE:** TAKS (Accommodated), Spanish TAKS, and LAT answer documents may be placed within each set above as desired. TAKS–M answer documents need to be submitted under separate Class Identification Sheets. If the above example were for grade 10, any LAT ELA answer documents need to be placed under a separate Class Identification Sheet, as would any grade 10 TAKS–M answer documents.

- All scorable test booklets or answer documents beneath a Class Identification Sheet must have the same grade level marked on the sheet. (See sample below.)

**2. GROUP (mark one only)**

TAKS 3-11 ENGLISH AND SPANISH Including TAKS (Accommodated) and LAT	TAKS EXIT LEVEL RETEST Including TAKS (Accommodated)
Grade 3 <input type="radio"/>	Grade 11 <input type="radio"/>
Grade 4 <input type="radio"/>	Grade 12 <input type="radio"/>
Grade 5 <input checked="" type="radio"/>	Adult Education <input type="radio"/>
Grade 6 <input type="radio"/>	Out-of-School <input type="radio"/>
Grade 7 <input type="radio"/>	
Grade 8 <input type="radio"/>	
Grade 9 <input type="radio"/>	
Grade 10 <input type="radio"/>	
Grade 11* <input type="radio"/>	
*Exit Level primary administration	
TAKS-MODIFIED	
Grade 3 <input type="radio"/>	
Grade 4 <input type="radio"/>	
Grade 5 <input type="radio"/>	
Grade 6 <input type="radio"/>	
Grade 7 <input type="radio"/>	
Grade 8 <input type="radio"/>	
Grade 9 <input type="radio"/>	
Grade 10 <input type="radio"/>	
Grade 11 <input type="radio"/>	

- The **exact number** of scorable test booklets or answer documents submitted under a Class Identification Sheet must be gridded correctly on that sheet. (See sample below.)

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

0	0	2	4
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**NOTE:** The same process will be used to record counts for TAKS-M materials or grade 10 LAT ELA materials using the TAKS Class Identification Sheet.

### Step 4: Assemble Classes; Identify Group with Campus and Group Identification Sheet

- For TAKS, TAKS (Accommodated), Spanish TAKS, and LAT (except grade 10 LAT ELA), assemble each class topped with a Class Identification Sheet into a single stack by grade. (In the preceding example, bring together all of your grade 5 answer documents with their accompanying Class Identification Sheets.)
- Fill out a single Campus and Group Identification Sheet for the group and place it on top of the stack. All answer documents in the group must belong to the grade level marked. (See sample below.)

**6. TAKS 3–11 ENGLISH AND SPANISH**  
Including TAKS (Accommodated) and LAT

Grade 3	<input type="radio"/>
Grade 4	<input type="radio"/>
Grade 5	<input checked="" type="radio"/>
Grade 6	<input type="radio"/>
Grade 7	<input type="radio"/>
Grade 8	<input type="radio"/>
Grade 9	<input type="radio"/>
Grade 10	<input type="radio"/>
Grade 11*	<input type="radio"/>

\*Exit Level primary administration



**2011 CAMPUS AND GROUP IDENTIFICATION SHEET**

Before completing this form, please read the guidelines for submitting answer documents in the "Return all scorable materials to the district coordinator" campus section of the District and Campus Coordinator Manual.

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

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

1. CAMPUS NAME: Example Elementary School

2. DISTRICT NAME: Example ISD

3. COUNTY - DISTRICT NUMBER

<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

4. CAMPUS NUMBER

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<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
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5. NUMBER OF ANSWER DOCUMENTS SUBMITTED

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<input type="radio"/>				

6. TAKS 3-11 ENGLISH AND SPANISH  
Including TAKS (Accommodated) and LAT

Grade 3	<input type="radio"/>
Grade 4	<input type="radio"/>
Grade 5	<input checked="" type="radio"/>
Grade 6	<input type="radio"/>
Grade 7	<input type="radio"/>
Grade 8	<input type="radio"/>
Grade 9	<input type="radio"/>
Grade 10	<input type="radio"/>
Grade 11*	<input type="radio"/>

\*Exit Level primary administration

7. TAKS EXIT LEVEL RETEST  
Including TAKS (Accommodated)

Grade 11	<input type="radio"/>
Grade 12	<input type="radio"/>
Adult Education	<input type="radio"/>
Out-of-School	<input type="radio"/>

8. TAKS-MODIFIED

Grade 3	<input type="radio"/>
Grade 4	<input type="radio"/>
Grade 5	<input type="radio"/>
Grade 6	<input type="radio"/>
Grade 7	<input type="radio"/>
Grade 8	<input type="radio"/>
Grade 9	<input type="radio"/>
Grade 10	<input type="radio"/>
Grade 11	<input type="radio"/>

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

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- Carefully check and enter the number of answer documents for that group. The number entered on the Campus and Group Identification Sheet must match the total of the numbers on the Class Identification Sheets for that group. For example, if you have three Class Identification Sheets for your grade 5 group—one with 24 answer documents, one with 16, and one with 17—the number you will enter on the Campus and Group Identification Sheet will be 57. (See sample below.)

**2011 CAMPUS AND GROUP IDENTIFICATION SHEET**

Before completing this form, please read the guidelines for submitting answer documents in the "Return all scorable materials to the district coordinator" campus section of the District and Campus Coordinator Manual.

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

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

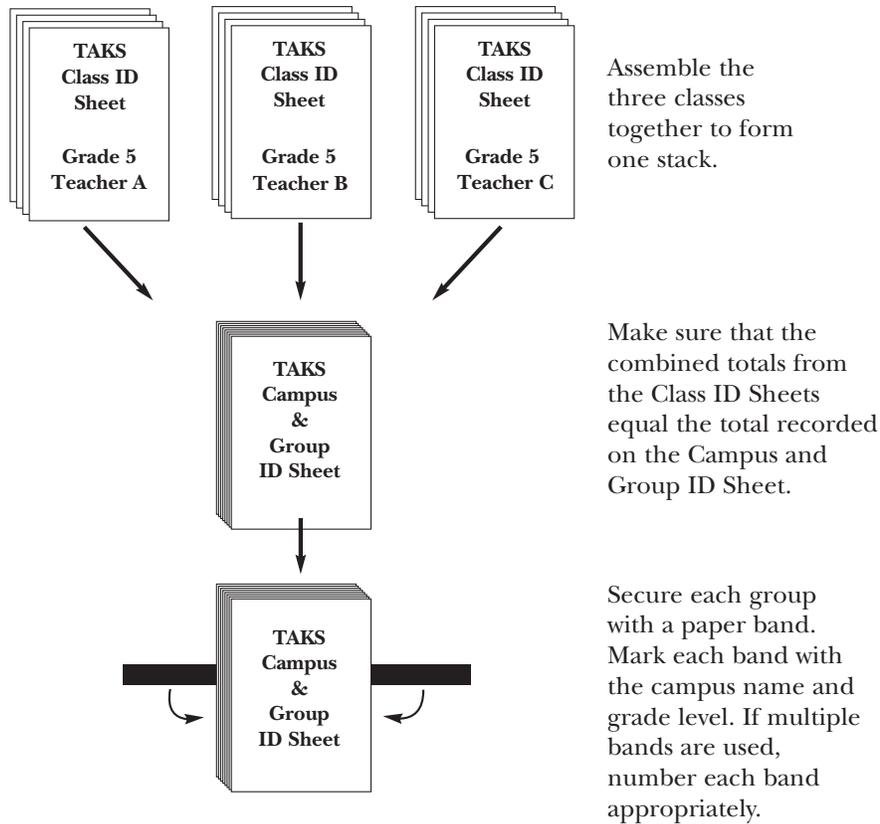
1. CAMPUS NAME: Example Elementary School

2. DISTRICT NAME: Example ISD

3. COUNTY - DISTRICT NUMBER

0	1	2	3	4	5	6	7	8	9
<input type="radio"/>									
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- Secure the entire group (with Campus and Group Identification Sheet on top) with a gummed paper band. It is acceptable to tape or staple the gummed paper band to ensure that it fits snugly around each stack.
- If the stack is too large for a single band, you may break it down and use multiple bands for the group. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.” Place the banded stack that includes the Campus and Group Identification Sheet on top. Remember to mark each band with the campus name and grade level.



The Campus and Group Identification Sheet must be filled out accurately. An incorrect count of the answer documents submitted for scoring/scanning will delay the processing of the results for your campus.

**NOTE:** The same process as illustrated above will be used for TAKS–M scorable materials using TAKS Campus and Group Identification Sheets.

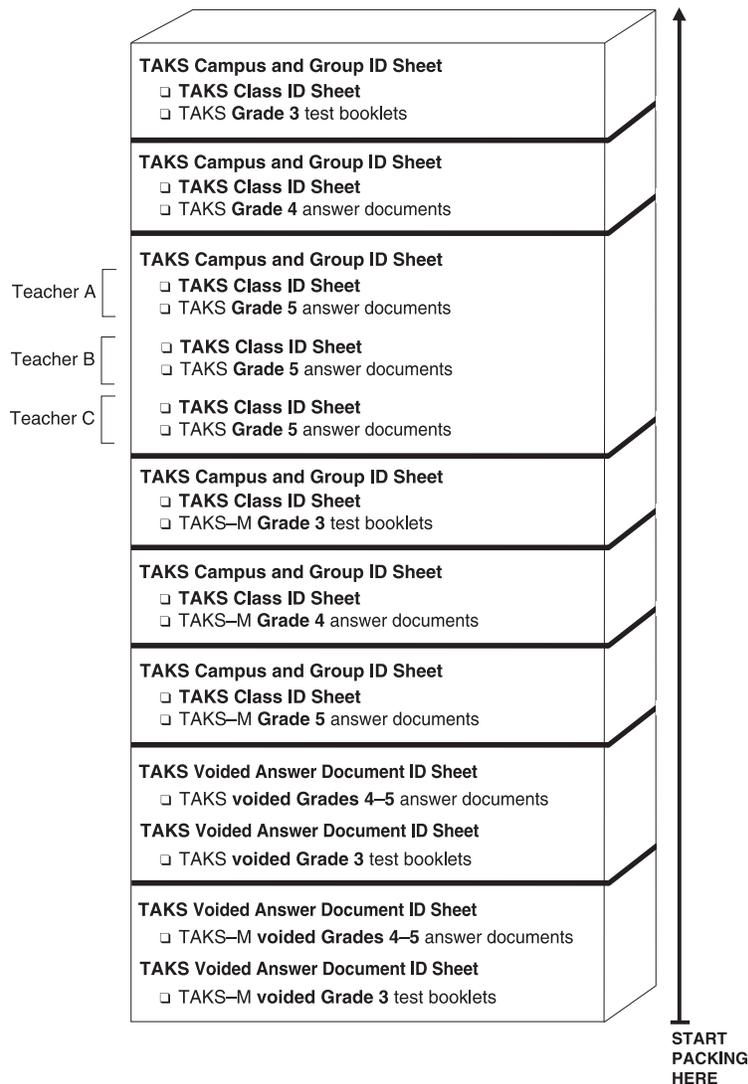


**The TAKS scorable test booklet or answer document of a student in a juvenile justice alternative education program (JJAEP) or a disciplinary alternative education program (DAEP) should be placed beneath the Class Identification Sheet and the Campus and Group Identification Sheet of the student’s regular class, campus, and group. For more information, refer to Appendix E.**

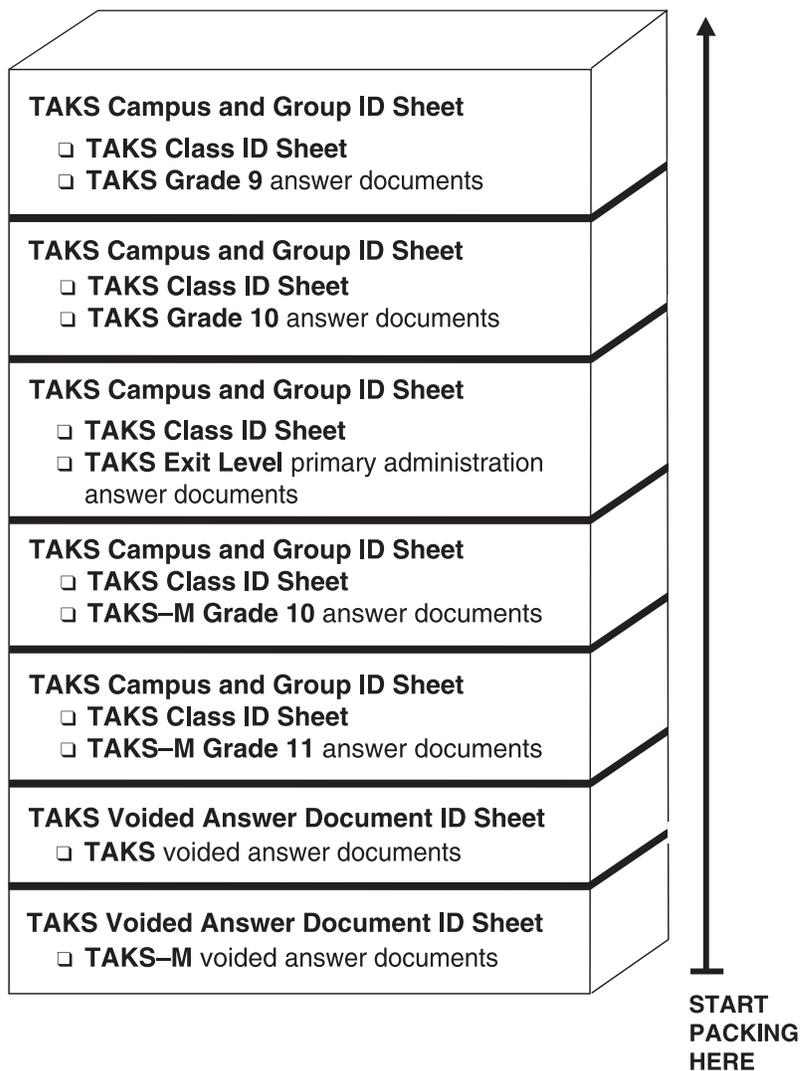
### Step 5: Repeat for All Groups; Pack Answer Documents by Group

- Repeat Steps 3–4 for each group on your campus, identify each with a Campus and Group Identification Sheet, band the stack with a gummed paper band, and mark each band appropriately.
- Before packing these groups to be scored/scanned, make sure that your voided answer documents are at the bottom of your campus box(es). Band and group grade 10 LAT ELA and TAKS–M documents separately from other voided materials.
- Put the stacks into the boxes, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the box or boxes). Place any grade 10 LAT ELA stack at the very top. See the illustrations that follow for packing an elementary school’s and a high school’s scorable materials for return.

#### Sample Packing Order for an Elementary School’s TAKS Scorable Materials



## Sample Packing Order for a High School's TAKS Scorable Materials



Texas Assessment of  
Knowledge and Skills (TAKS)

**NOTE:** For the late April administration, be sure to place any grade 10 LAT ELA stack at the very top of the box.

### Step 6: Return Scorable Materials to District Coordinator

- Follow your district coordinator’s instructions for returning the scorable materials by the date listed on the Calendar of Events.

## Activity 15

Return all nonscorable materials to district coordinator.

Keep all nonscorable materials in locked storage until they are returned to the district coordinator. Refer to the Calendar of Events for deadlines. Return the applicable nonscorable materials listed below to the district coordinator, either in the boxes in which they arrived or in boxes of similar strength. Coordinator manuals, test administrator manuals, and grade-specific Test Administration Directions may be kept at the campus or sent to the district coordinator. Contact your district coordinator to determine where manuals should be stored between administrations.

### DO return these nonscorable materials:

- test booklets grouped by grade, including LAT test booklets, for grades 4–10 and exit level
- unused grade 3 scorable test booklets, including unused LAT scorable test booklets
- LAT linguistic simplification guides (if applicable)
- braille and large-print materials (if applicable)
- dyslexia bundled accommodations proper-nouns lists (if applicable), including photocopies
- unused or voided precoded labels
- unused ID sheets
- unused answer documents
- tape-recorded materials (if applicable)

Return the signed campus coordinator security oath and the signed campus principal security oath to the district coordinator after you have returned the last scorable and nonscorable materials for your campus for the testing year. (Refer to the section “Test Security and Confidentiality Requirements” for further information regarding the security oaths.) Retain your Materials Control Form(s) for your records.

Test administrators are instructed to destroy any mathematics or science charts, science rulers, or LAT bilingual glossaries that have been written on inadvertently. In addition, LAT test administrators are instructed to destroy any materials they create **during** a LAT administration (for example, pictures and translations) to meet individual students’ needs. The remaining materials may be kept and used as instructional tools.

### Do NOT return these nonscorable materials:

- Coordinator Manuals
- TAKS and TAKS–M General Test Administrator Manuals
- TAKS and TAKS–M Test Administration Directions
- LAT Test Administrator Manuals

- unused paper bands
- science rulers
- mathematics or science charts
- packing lists or assembly identification sheets
- locally developed LAT bilingual glossaries
- scratch paper or graph paper used as a testing accommodation (must be destroyed after testing)
- approved/allowed supplemental aids

**NOTE:** Proper-nouns lists for dyslexia bundled accommodations, including photocopies, must be returned in the nonscorable shipment.



**Copies of the TAKS General Test Administrator Manual, TAKS–M Test Administrator Manuals, Test Administration Directions, and LAT Manuals should be retained and stored for use in other administrations during the school year. Other nonscorable materials listed above (except for scratch paper or graph paper) may be recycled.**



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