



STAAR

Introduction

General Information About the STAAR Program

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

- STAAR includes assessments of writing, reading, mathematics, science, and social studies at grades 3–8.
- STAAR EOC assessments are available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I writing, English I reading, English II writing, English II reading, English III writing, English III reading, world geography, world history, and U.S. history.
- STAAR Spanish is available at grades 3–5 for ELLs for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English versions.
- STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies. STAAR L is provided for ELLs who meet participation requirements for a substantial degree of linguistic accommodation. ELLs not eligible for STAAR Spanish or STAAR L may meet eligibility for allowable linguistic accommodations on other STAAR assessments. Beginning in spring 2013, STAAR L will be administered as an online testing program.
- STAAR Modified is an alternate assessment based on modified academic achievement standards and is intended for a relatively small number of students receiving special education services who meet participation requirements. An ARD committee determines a student’s eligibility. Features of STAAR Modified include the following:
 - same grade-level or course content as STAAR
 - a larger font and fewer questions per page
 - fewer answer choices, and simpler vocabulary and sentence structure
- STAAR Alternate is designed for students with significant cognitive disabilities enrolled in grade 3 through high school. STAAR Alternate is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete state-developed assessment tasks that link to the grade-level or high school course TEKS curriculum through prerequisite skills. Teachers then evaluate student performance based on the dimensions of



STAAR
Questions and
Answers

Special
Education
Assessments

Information
on State
Assessments for
English
Language
Learners

Accommodation
Resources

Coordinator
Manual
Resources



Checklist for
STAAR
Administrations

the STAAR Alternate scoring rubric and submit the results through the Assessment Management System.

2013 STAAR Assessments			
Enrolled Grade	Subjects Assessed	Assessment Mode	Other Assessments Available
Grade 3	mathematics and reading	paper (STAAR L is online)	STAAR Spanish for both subjects STAAR L, mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 4	writing, mathematics, and reading	paper (STAAR L is online)	STAAR Spanish for all subjects STAAR L, mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 5	mathematics, reading, and science	paper (STAAR L is online)	STAAR Spanish for all subjects STAAR L, mathematics and science STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 6	mathematics and reading	paper (STAAR L is online)	STAAR L, mathematics STAAR Modified for both subjects STAAR Alternate for both subjects
Grade 7	writing, mathematics, and reading	paper (STAAR L is online)	STAAR L, mathematics STAAR Modified for all subjects STAAR Alternate for all subjects
Grade 8	mathematics, reading, science, and social studies	paper (STAAR L is online)	STAAR L, mathematics, science, and social studies STAAR Modified for all subjects STAAR Alternate for all subjects
EOC	Algebra I, geometry, Algebra II, biology, chemistry, physics, English I writing, English I reading, English II writing, English II reading, English III writing, English III reading, world geography, world history, and U.S. history	paper and/or online (STAAR L is online)	STAAR L for Algebra I, geometry, Algebra II, biology, chemistry, physics, world geography, world history, and U.S. history STAAR Modified for Algebra I, geometry, biology, English I writing, English I reading, English II writing, English II reading, world geography, and world history STAAR Alternate for Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history

Training

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

Prepare for and attend district coordinator training session.

Review Manual

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

Review the TAC

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

Review Resources for Online Activities

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

Attend Training

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



Coordinator
Manual
Resources

Texas
Administrative
Code



Assessment
Management
System
Information



Calendar of
Events



Oaths

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the calendar year.
- Familiarize yourself with the security oaths for superintendents/chief administrative officers, campus coordinators, principals, test administrators, and technology staff. These are printed in Appendix C.

DC Prepare for and conduct campus coordinator training.

☐ Designate Campus Coordinators

- In cooperation with your district's principals, designate a campus coordinator for each campus.
- Campus coordinator responsibilities include
 - serving as liaison between the district coordinator and campus personnel for test-related communications,
 - monitoring and maintaining test security,
 - designating and training test administrators,
 - preparing and distributing test materials on the campus for each administration,
 - preparing testing materials for return to the district coordinator at the conclusion of test administrations,
 - coordinating online administration activities on the campus,
 - answering questions and resolving problems throughout the testing window, and
 - addressing questions to the district coordinator that cannot be resolved at the campus level.

☐ Schedule Campus Coordinator Training Sessions

- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific testing circumstances.



Calendar of Events

- Campus coordinators must initial and sign an oath following the training on test security and general testing procedures and before handling any secure materials.
- Plan each training session so that there is enough time for questions and discussion.

□ Distribute Manuals to Campus Coordinators

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

□ Prepare for and Conduct Campus Coordinator Training Sessions

You should discuss the following topics at the training session. (While all the pertinent information is below, the entire Planning for Campus Coordinator Training document is available online for your convenience.)

- Roles and responsibilities
 - campus coordinator responsibilities
 - principal responsibilities
 - test administrator responsibilities
 - technology staff responsibilities
 - support staff responsibilities (for example, hall monitors and office staff)
- Test security
 - test security policies, procedures, and oaths
 - test confidentiality requirements
 - active monitoring
 - seating charts and Materials Control Form
 - student honor statements
 - consequences for adult and student cheating
 - policy regarding duplication of written compositions and short answer responses
 - Web-based test administrator training modules
- Scheduling test administrations
 - testing window
 - time limit
 - grouping across programs, grades, and subjects
 - make-up testing



Planning for
Campus
Coordinator
Training



Accommodation
Resources

- Preparing for test administrations
 - identifying eligible students
 - testing students who are taking a combination of tests (i.e., STAAR and STAAR Modified)
 - receiving, distributing, and storing test materials
 - ensuring that testing personnel have students' most up-to-date testing requirements (for example, STAAR, STAAR Modified, etc.)
 - optional test administration procedures and materials
 - preparing for online administrations, including ensuring that there is one pair of headphones per student for administrations of STAAR L in which multiple students are tested in the same room
- Testing with accommodations
 - ensuring that testing personnel have a current list of students' allowed or approved testing accommodations
 - understanding accommodation policies for students with disabilities
 - collecting and preparing test accommodations for eligible students
 - preparing testing locations for students who need certain accommodations (e.g., individual or small-group administration, oral administration)
 - printing applicable "Transcribing Griddable Questions" student documents for students who do not use the answer document
 - linguistic accommodation policies for ELLs
- Precoded labels and answer documents
 - process for verifying elements of precoded labels and answer documents
 - hand-gridding student information
- Ensuring submission of appropriate answer documents
- Separate answer documents for STAAR EOC English writing and reading (STAAR Modified EOC will remain a combined answer document)
- Fields on answer documents
 - score codes
 - accommodation information
 - linguistic accommodations
 - EOC/ABOVE GRADE field
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials

Prepare for and attend campus coordinator training.

Review Manuals

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

Review the TAC

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

Review Resources for Online Activities

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

Review Procedures for Preparing and Submitting Answer Documents and ID Sheets

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

Attend Training

- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances.



Texas
Administrative Code

Answer Documents
for Training
Purposes



Assessment
Management
System User's
Guide

TestNav 7
Technical Guide



Quick Guide to
Online Testing



Calendar of
Events



Oaths

- Campus coordinators should bring this manual and the *STAAR Test Administrator Manuals* (grades 3–5, 6–8, or EOC) to the session.
- Campus coordinators should bring notes of any questions you have and address them at the training session.

□ Review and Sign Oath

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



Prepare for and conduct technology staff training.

□ Designate Technology Staff

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

□ Schedule and Conduct Technology Staff Training Sessions

- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.
- Technology staff are required to receive annual training in test security and general testing procedures and sign the technology oath.
- Technology staff are responsible for ensuring that
 - administrative rights necessary for installing software are obtained;
 - network infrastructure and computers have been assessed and meet the minimum system requirements; and
 - all testing software is properly installed, configured, and tested.

☐ Direct Technology Staff to Review Resources for Online Activities

Technology staff should be directed to review the resources for online testing listed below.

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

Prepare for and conduct training sessions for principals and test administrators.

☐ Designate Test Administrators

- In cooperation with your principal, designate test administrators.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- District or campus staff who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.
- Test administrators may include
 - teachers (including those who hold teaching permits or probationary certificates),
 - counselors,
 - librarians,
 - substitute teachers, and
 - other professional educators (such as retired teachers).
- Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment to ensure that the test is administered accurately.



*Assessment
Management
System User's
Guide*

*TestNav 7
Technical Guide*

*Quick Guide to
Online Testing*

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



Calendar of
Events

☐ Schedule Principal and Test Administrator Training Sessions

- Schedule sessions by dates specified on the Calendar of Events.
- Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Test administrators must initial and sign an oath following the general training on test security and test administration procedures and before handling any secure materials.
- If giving an oral administration, transcribing student responses from the test booklet, or providing particular linguistic accommodations, test administrators must confirm compliance with state confidentiality requirements by initialing and signing the additional statements provided on the oath.
- Plan each training session so that there is enough time for questions and discussion.

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

- Distribute manuals early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.
- Highlight the format of the manuals (combined scripts for programs, grades, and courses).
- Remind test administrators that manuals must be retained for use during the entire calendar year.
- Use the manuals in your training sessions.

❑ Direct Test Administrators Who Will Conduct Online Administrations to Review Resources Listed Below

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

❑ Prepare for and Conduct Principal and Test Administrator Training Sessions

You should discuss the following topics (as applicable) at the session:

- Principal responsibilities
 - ensuring that test security is maintained;
 - understanding the test administration processes stated in this manual, the test administrator manuals, and the *Test Security Supplement*;
 - establishing, in conjunction with the campus coordinator, test administration processes specific to the campus;
 - overseeing the training of campus staff, in cooperation with the campus coordinator; and
 - reporting any suspected violation of test security to the district testing coordinator.
- Test administrator responsibilities
- Test security
 - test security regulations and oaths
 - active monitoring
 - seating charts
 - student honor statements
 - consequences of cheating
 - policy regarding duplication of written compositions and short answer responses
 - optional Web-based test administrator training modules
- Scheduling test administrations
 - testing window
 - time limit
 - grouping across programs, grades, and subjects
 - make-up testing
- Preparing for test administrations



*Assessment
Management
System User's
Guide*

*TestNav 7
Technical Guide*



*Administrations
in Alternative
Education
Settings*



Accommodation
Resources



Answer Document
Features Sample

- identifying eligible students
- testing students taking a combination of tests (e.g., STAAR and STAAR Modified)
- receiving, distributing, and storing test materials
- optional test administration procedures and materials
- preparing for online administrations, including new STAAR L online administration procedures (STAAR L will be administered online in grades 3–8 and high school.)
- administrations in alternative education settings
- Testing with accommodations
 - ensuring that testing personnel have a current list of students' allowed or approved testing accommodations
 - accommodation policies for students with disabilities
 - collecting and preparing test accommodations for eligible students
 - preparing testing locations for students who need certain accommodations (e.g., individual or small-group administration, oral administration)
 - linguistic accommodation policies for ELLs
- Precoded labels and answer documents
 - process for verifying elements of precoded labels and answer documents
 - hand-gridding student information
- Ensuring submission of appropriate answer documents
- Features of answer documents
 - separate answer documents for STAAR EOC English writing and reading (STAAR Modified EOC will remain a combined answer document)
 - accommodation information
 - demographic information
 - EOC/ABOVE GRADE field
 - TEST TAKEN INFO field
 - score codes
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials

Prepare for Paper Administrations

Introduction

This section of the manual is intended to help coordinators manage the steps involved in preparing for paper administrations of the STAAR assessments. This section includes information about receiving materials from the testing contractor, resolving shortages, and managing and distributing secure documents. Details regarding receiving and verifying precoded materials, organizing test sessions, and hand-gridding blank answer documents are also included.

Review advance letter and materials list.

Review Advance Letter and Materials List

- The advance letter and materials list are available online approximately one month prior to administration. Refer to the Calendar of Events for when to expect the advance letter to be available online.
- The advance letter provides details about using the materials list to determine if the quantities scheduled to be shipped to your district are sufficient. It also provides instructions for ordering additional materials, if needed.
- The materials list indicates quantities of materials that will be shipped for each administration, including district overage. Overage amounts will be limited.

Ensure Quantities of Test Materials Are Sufficient for Each Campus

- Contact each campus coordinator to confirm that the quantity of test materials listed on the materials list is sufficient for their campus.
- Compile a list of any additional materials that are needed at each campus.

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



Calendar of
Events

Review district coordinator packet.

Familiarize Yourself with the Materials in the District Coordinator Packet

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

- Packing Lists and Sample Materials
 - sample answer documents
 - sample Class Identification Sheets
 - sample Campus and Group Identification Sheets
 - sample Voided Answer Document Identification Sheets
 - standard reports list
 - optional reports and services brochure
- Materials for Return Shipping
 - answer document packing lists
 - return shipping labels and freight bills
 - district coordinator's security oath
 - superintendent/chief administrative officer's security oaths
 - pre-addressed envelope for returning superintendent/chief administrative officer's and district coordinator's oaths to the testing contractor

Receive, verify, and distribute shipment of test materials.

Receive Test Materials for STAAR Administrations

- While all the pertinent information is below, the entire Diagram of Shipping Box Contents document is available online for your convenience.
- Refer to the Calendar of Events for dates of when to expect shipments of test materials.
- Shipments will be combined and include both nonsecure materials and secure test booklets.
- Materials in the shipments will include these testing materials:
 - Box 1 (white box)
 - district packing list
 - pallet detail report
 - district coordinator packet



Calendar of
Events



Diagram of
Shipping Box
Contents

- District overage box
 - paper bands
 - Class ID Sheets
 - Campus and Group ID Sheets
 - Voided Answer Document ID Sheets
 - blank answer documents
 - limited number of test booklets for resolving shortages
- Campus box
 - campus packing list
 - paper bands
 - Class ID Sheets
 - Campus and Group ID Sheets
 - Voided Answer Document ID Sheets
 - blank answer documents
 - test booklets
- Depending on the size of a campus, the boxes maybe be packed differently. For instance, materials in the white box and the district overage box may be combined in one box for a smaller district.

□ Verify the Quantities of Testing Materials in Your Shipment

- Verify that your boxes contain STAAR materials. The name of the testing program is printed on the boxes and on the shipping labels.
- Inspect the sequence of numbers on the boxes to make sure that you have accounted for all boxes.
- Locate the packing list inside Box 1 (white box) 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 that the quantities listed meet your district's needs.
 - Make a list 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.

❑ Distribute Test Materials to Campuses

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

❑ Resolve Shortages

- Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus to another. Keep an exact record of the security numbers of booklets that are distributed from the overage or moved from one campus to another.
- Resolve all shortages as quickly as possible to ensure delivery of test materials before the testing date.
- Districts with insufficient STAAR EOC test booklets that are unable to resolve shortages may be required to test online.
- Test booklets and answer documents may not be duplicated to resolve shortages.

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

❑ Order Additional Materials for Your District

- 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 or a requirement to test online in the case of STAAR EOC assessments.
- Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to the following:
 - test booklets (including STAAR Spanish and STAAR Modified)
 - large-print test booklets
 - answer documents
- Order additional materials through the Assessment Management System. Only district coordinators may place additional orders.
- Faxed orders for additional materials will not be accepted.



Calendar of
Events

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

Receive Shipment of Test Materials

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

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



Diagram of
Shipping Box
Contents



Calendar of
Events

Order Additional Secure Materials from District Coordinator

- If you were not sent enough secure materials, contact your district coordinator immediately after determining the quantity and type needed.
- In calculating the quantity of additional STAAR and STAAR Spanish test booklets required, keep in mind that each test administrator who conducts an oral administration must have the same form test booklet as the student(s), if applicable.
- In calculating the quantity of additional STAAR Modified test booklets required, keep in mind that each test administrator who conducts an oral administration must have the same test booklet as the student(s). In addition, each test administrator who administers a STAAR Modified writing or reading assessment will need an additional test booklet in order to read aloud designated portions of the test to the students. There is only one form of each STAAR Modified assessment in spring 2013, except for STAAR Modified world history, which has two forms.
- When the additional test booklets arrive, update your original packing list with the nine-digit security number range on the additional test booklets.

Receive and distribute precoded test materials.

Receive Shipment of Precoded Test Materials

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

Distribute Precoded Test Materials to Campuses

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

Receive precoded labels and answer documents from district coordinator; supervise verification of precoded materials.

Receive Precoded Labels and Answer Documents from District Coordinator

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



Instructions for
Verifying Precoded
Student Information

❑ Supervise the Verification of Precoded Test Materials by Campus Personnel

- The preprinted information on all precoded labels and answer documents must be verified for accuracy and completeness.
- The information submitted on the answer document should reflect the student's status at the time of testing.
- Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.
- If the information has been precoded correctly, no hand-gridding is required.
- Inaccurate information can be corrected by hand-gridding the correct information on the answer document.
- Hand-gridded information will override any precoded information other than the student name, PEIMS number, date of birth, and sex.
- Hand-gridded information does not change the student information contained in the PEIMS file at TEA.
- Individual student precoded labels can be used on both STAAR and STAAR Modified answer documents.

Ensure that appropriate answer documents are prepared.

❑ Ensure That Appropriate Answer Documents Are Prepared

An answer document or online testing record must be submitted for every enrolled student for each subject area to appropriately account for every student in the STAAR program. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student.

- Grades 3–8
 - For students in grades 3–8, submit one answer document for mathematics and reading.
 - For students in grades 4 and 7, submit one answer document for writing.
 - For students in grade 5, submit one answer document for science.
 - For students in grade 8, submit one answer document for science and social studies.
 - STAAR and STAAR Spanish will use a single answer document for a given grade and subject.
 - If a student is testing in one subject in STAAR or STAAR Spanish and the other subject in STAAR Modified, submit a separate answer document for each program.

- Students taking an online STAAR L assessment will still need a paper answer document for STAAR writing and reading assessments.
- Students will be required to take the STAAR assessment for the subject in which they are receiving instruction if the content covers the entire curriculum for that subject. For students testing in a subject above grade level, submit one answer document for each grade level tested.
- For students in grades 3–8 who are taking a STAAR EOC assessment, submit one answer document for each EOC assessment taken.
- EOC
 - For students who are taking a STAAR EOC assessment, submit one answer document for each EOC assessment taken. (This year there are separate answer documents for STAAR English writing and English reading assessments. STAAR Modified English assessments still have one combined answer document.)
 - Students taking the STAAR L online assessment will still need an answer document for STAAR English writing and reading assessments.

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

Supervise the hand-gridding of blank answer documents.

Supervise Hand-Gridding

- Answer documents must be hand-gridded for students who did not receive a precoded answer document.
- Do not hand-grid answer documents with precoded information unless that information is incorrect.
- All student information and program information must be hand-gridded on the answer documents using only a No. 2 pencil.
- If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.
- Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.
- You may also choose to have campus personnel grid the rest of the student identification information, such as name and date of birth.



Answer Document
Features Sample

- When appropriate, students may grid the student identification information according to the instructions read to them by the test administrator at the beginning of their first test session.
- Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration.
- The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, grid a "blank" in that position.

Arrange for testing rooms and organize test sessions.

Arrange for Testing Rooms

- In cooperation with your campus 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; no characteristic of the room's environment should hinder a 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.
 - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
 - Because the STAAR tests are limited to four hours, multiple test sessions may be scheduled for the same day and the same room.

Organize Test Administrations

- Because some assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- Students taking STAAR and STAAR Modified administrations may be grouped across programs, grades, and subject areas or courses in some cases.
- Organize test sessions in which students are given different tests (STAAR, STAAR Spanish, STAAR Modified) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A bilingual teacher may be permitted to administer STAAR in English to English-dominant ELLs and STAAR in Spanish to Spanish-dominant ELLs in the same test session.

- A student who uses certain testing accommodations may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.
- The STAAR assessments have a four-hour time limit. Schedule four hours for each test session unless the test administration is for students receiving extra time accommodations.

Distribute test materials to test administrators.

Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
 - two No. 2 pencils with erasers per student
 - one test booklet per student
 - one test booklet for test administrator for oral administration only (must be the same form number, if appropriate, as student's test booklet)
 - one answer document per student
 - one answer document for demonstration purposes
 - additional answer documents to replace unusable ones
 - any additional TEA-authorized materials (e.g., dictionaries, calculators) needed for administering the test
- Use the Materials Control Form to ensure security of the test materials.
 - Use the Materials Control Form to help you account for test materials as they are checked out and in by test administrators.
 - The Materials Control Form may be duplicated as needed.
 - You may fill out the first three columns of the Materials Control Form before the first day of the test administration.
 - Locate the nine-digit security number printed on the test booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

10000 0000 –1



Materials Control
Form

- Secure test materials must be checked out and in each day.
- Record the range of security numbers of the secure test materials assigned to each test administrator on the Materials Control Form in order to account for all the secure test materials while they are signed out to test administrators.
- The Materials Control Form has columns labeled “Day 1” and “Day 2” to track test materials as they are used during administrations needing more than one day of testing.
- After test administrators have verified that they have received the exact number of secure test materials, they must initial the “Out” box for the appropriate day. The test administrators’ initials signify that they have received all the secure test materials assigned to them, as recorded on the Materials Control Form, and that they have signed their security oaths.
- Retain completed forms for your records.

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

Prepare for Online Administrations

This section of the manual is intended to help coordinators manage the steps involved in preparing for online administrations of STAAR EOC assessments and STAAR L grades 3–8 and EOC assessments. The section includes the resources and software required for online administrations, steps to ensure that a testing infrastructure is in place, and requirements for testing environments. District and campus coordinators involved in online administrations must read this section in its entirety.

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

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



*Quick Guide to
Online Testing*

Plan for online administrations.

Establish a Schedule for Test Administrations

- Because some assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- The STAAR assessments have a four-hour time limit. Schedule four hours for each test session unless the test administration is for students receiving extra time accommodations.
- Students taking online administrations of STAAR and STAAR L may be grouped across grades and subject areas or courses in some cases.
- Organize test sessions in which students are given different tests (STAAR, STAAR L) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A student(s) who uses certain testing accommodations may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. These students might need to be tested individually or in small groups. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.



Assessment
Management
System
Information

□ Understand Responsibilities of Testing Coordinators, Technology Staff, and Test Administrators for Online Administrations

- District and campus coordinators must understand the information provided in this manual, including training and security measures, as well as general and program-specific information.
- Technology staff must
 - be familiar with the technology documents found on the Assessment Management System Information webpage and software installations described in this section of the manual, and
 - be available for assistance during test administration to address technology problems during testing.
- Test administrators will follow campus coordinator instructions to
 - set up and manage test sessions;
 - update student demographic information in the Assessment Management System;
 - help students open and view their tests;
 - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness; and
 - make selections in the Assessment Management System to indicate score code selections.

□ Become Familiar with the Assessment Management System Practice Center

- The Practice Center in the Assessment Management System lets you practice test administration tasks without affecting real data. District coordinators can assign user IDs and passwords to campus coordinators as needed. Some of the tasks that can be practiced include the following:
 - creating sample students
 - registering students
 - assigning sample students to additional groups and tests
 - entering participation counts
 - placing additional orders
 - creating test sessions and assigning students to sessions



Texas
Assessment
Management
System

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

□ Receive Login Information for the Assessment Management System

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

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

□ Create Role-Specific User Accounts for Testing Staff

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

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

□ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

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



Assessment Management System User's Guide



User Roles and Permissions



Minimum System Requirements



Technology staff must

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

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

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

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

Proctor caching is required when conducting an online administration.

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

☐ Coordinate and Conduct a Test of Online Testing Environment

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

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.
- Texas Practice Test. Use this testing tool to check the functionality of TestNav.
- Proctor Caching Testing Tool. Use this testing tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.
- Written Composition Tool. Use this tool to confirm that your infrastructure is configured to support the Flash-based questions for the English I writing, English II writing, and English III writing compositions.

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



*TestNav 7
Technical Guide*



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

☐ Ensure That Student Information Has Been Verified

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



*Assessment
Management
System User's
Guide*



Arrange for testing rooms and ensure proper testing environment.

☐ Establish a Schedule for Test Administrations

- Because the STAAR assessments are limited to four hours, multiple test sessions may be scheduled for the same day and the same room.
- Students taking online administrations of STAAR and STAAR L administrations may be grouped across grades and subject areas or courses in some cases.



*Calendar of
Events*

- Because some assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- Organize test sessions in which students are given different assessments (STAAR, STAAR L) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A student who uses certain testing accommodations may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.

□ Arrange for Testing Rooms

- In cooperation with your campus principal, arrange for testing rooms.
 - Ensure enough rooms are available to accommodate the testing schedule established by the campus coordinator and principal.
 - Because administrations are limited to four hours, multiple test sessions may be scheduled for the same day and the same rooms.

□ Ensure Proper Testing Environment

- Campus coordinators should work with principals to ensure testing environments are properly prepared.
 - Testing rooms should be well lighted, well ventilated, quiet, and comfortable.
 - Each student must have enough space in which to work; no characteristic of the room's environment should hinder a 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.
 - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
 - To support test security, testing staff should take necessary steps to prevent students from seeing one another's monitor. This may include providing an obstruction such as a manila folder taped to each side of the monitor or a cardboard carrel placed around each computer.
- It is recommended that technology staff verify on the day of testing that computers are ready for testing; changes may occur between initial set up and the test day.
- Ensure that there is one pair of headphones per student for administrations of STAAR L in which multiple students are tested in the same room.



Ensure that test sessions are created and that student and proctor authorizations are generated and printed.

□ Ensure That Test Sessions Are Created

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

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

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

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

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



Distribute test materials to test administrators.

□ Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
 - test session rosters



*Assessment
Management
System User's
Guide*



*Materials Control
Form*

- student authorizations
- proctor authorization (if needed)
- pencils or pens for use with scratch paper or graph paper
- any additional TEA-authorized materials (dictionaries, calculators, headphones) needed for administering the test

Monitor STAAR Administrations (Paper and Online Administrations)

This section of the manual outlines information about maintaining test security and ensuring proper test procedures. Because some assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date. District and campus coordinators must monitor each administration and be available to answer questions and resolve problems on testing days. Improper testing procedures could result in the invalidation of students' tests, as well as potential penalties for testing personnel.

Ensure proper testing environment and testing procedures, and answer questions.

Ensure Proper Testing Environment

- Campus coordinators should work with principals to ensure testing environments meet the following conditions:
 - No element of the testing room environment should hinder any student's performance. The testing room should be quiet, well ventilated, and comfortable. Each student must have enough space in which to work.
 - 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. Any rooms to which students may be relocated must also be prepared.
 - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
 - All desks or computers used for testing must be cleared of books and other materials not required for the test.

Ensure Proper Testing Procedures

- All of the pertinent information on testing procedures is included in this manual. The Proper Testing Procedures document, which lists only this information, is available online for your convenience.
 - Students are **NOT** permitted to have cell phones or personal electronic devices that allow Internet access turned on during testing. These devices can disrupt the testing environment and could be used to compromise the security and confidentiality of the test. Also, these devices cannot be used to fulfill the requirements of the STAAR Dictionary Policy or the STAAR Calculator Policy. Districts are required to have procedures in place to prevent the use of these devices during test administrations.



Proper Testing
Procedures



Seating Charts

- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
 - Seating charts must include the names of students testing and the students' locations in the room.
 - The names of all test administrators/monitors involved in the session must also be included.
 - Additional seating charts must be completed if students are moved to another room during testing.
 - Seating charts must include the start and stop times for each test session, including start and stop times for students permitted a break.
- Districts may establish starting times for testing.
 - When establishing a schedule, four hours must be allowed for test sessions. Districts must establish procedures for adhering to the time limit.
 - A student who arrives after a test session has begun may be tested if sufficient time remains in the day to allow the student the full four hours for testing 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 assessment being administered that day and that they do not have access to nonallowed materials.
 - Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to students can result in the invalidation of their tests and can compromise the assurance that all individuals are equitably assessed in accordance with the guidelines for standardized assessments.
- 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 testing is in progress.
- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.
- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted four hours should submit what they have completed.
- Students participating in paper administrations must mark their answers on an answer document with a No. 2 pencil. Answers marked in a test booklet will not be scored.

- Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document.
- Test administrators should regularly remind students participating in paper administrations to record their responses on their answer documents.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.
- After they submit their tests online or after their paper tests are collected, students may be allowed to quietly read books or leave the testing room.

□ Become Familiar with the Policies Regarding Dictionary and Calculator Use

STAAR Dictionary Policy

The state assessment program has policies for dictionary use on STAAR.

- Dictionaries must be available to all students taking the following assessments:
 - STAAR and STAAR Modified reading assessments at grades 6–8
 - STAAR and STAAR Modified writing assessments at grade 7
 - STAAR English I writing, English I reading, English II writing, English II reading, English III writing, and English III reading assessments
 - STAAR Modified English I writing, English I reading, English II writing, and English II reading assessments

While students are working through the reading and writing assessments in the grades/courses listed above, they must have access to a dictionary. The school may provide dictionaries, or students may bring them from home. Schools should have at least one dictionary for every five students testing, but the state’s recommendation is one for every three students or, optimally, one for each student.

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

- The following types of dictionaries are allowable on STAAR:
 - Standard dictionaries in English
 - Dictionary/thesaurus combinations
 - Bilingual dictionaries
 - ESL dictionaries
 - Sign language dictionaries



STAAR
Dictionary
Policy

NOTES



Accommodation
Resources

Linguistic
Accommodations
for ELLs
Participating in the
STAAR Program



STAAR
Calculator Policy

Both paper and electronic dictionaries (e.g., handheld electronic dictionary, speaking dictionary with headphones) are permitted. However, electronic dictionaries must not allow access to the Internet.

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

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

STAAR Calculator Policy

The state assessment program has policies for calculator use on STAAR.

- Calculators must be provided to students taking the following assessments:
 - STAAR, STAAR L, and STAAR Modified Algebra I
 - STAAR, STAAR L, and STAAR Modified geometry
 - STAAR and STAAR L Algebra II
 - STAAR and STAAR L chemistry
 - STAAR and STAAR L physics
 - STAAR, STAAR L, and STAAR Modified biology

While students are working through these mathematics and science STAAR EOC assessments, they must have a calculator to use throughout the entire test. The school may provide calculators, or students may use their own calculator if it meets the criteria. Students should be provided the same type of calculator they routinely use in classroom instruction and testing. Providing an unfamiliar calculator on the day of the state assessment may hinder rather than aid the student. Districts may provide students with more than one calculator during the assessment but are required to provide, at a minimum, the following.

- A graphing calculator for each student taking
 - STAAR, STAAR L, and STAAR Modified Algebra I
 - STAAR, STAAR L, and STAAR Modified geometry
 - STAAR and STAAR L Algebra II
- A graphing or scientific calculator for each student taking
 - STAAR and STAAR L chemistry
 - STAAR and STAAR L physics

- A calculator available for every five students taking STAAR, STAAR L, and STAAR Modified biology

Any calculator may be used to fulfill the minimum requirements listed above except for those that include a computer algebra system (CAS) or allow access to the Internet. In addition, a device that has a calculator as an application may not be used (e.g., cell phone). A list of state-approved calculators will not be issued.

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

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

□ Answer Questions and Resolve Problems

- District and campus coordinators should become familiar with problems that could arise during testing and should be prepared to answer questions. Refer to the Problems and Solutions document for more information.

Unusable or Defective Test Materials

If an answer document tears or otherwise becomes unusable, the student may not continue to use the compromised answer document because it will interfere with machine scoring. The test administrator should obtain and issue to the student a new answer document and instruct him to begin marking his answers on the new document at the point where he stopped on the unusable document. After testing, testing personnel should follow instructions for Basic Transcribing on the Accommodation Resources webpage.

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



Accommodation
Resources



Problems and
Solutions

Schoolwide Emergencies

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

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

Changing Testing Locations

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

Verify that all test booklets are returned and security oaths are signed.

Use the Materials Control Form to Account for Test Booklets

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

Ensure That Test Administrators Have Signed and Returned Security Oaths

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

Complete Paper Administration Process

This section of the manual is intended to help coordinators manage the steps involved in completing STAAR paper administrations. This section includes directions for returning scorable and non-scorable materials, ordering optional reports, and returning and retaining security oaths.

CC Direct the collection of materials from test administrations.

Ensure That Answer Document Fields Have Been Completed

- Ensure that answer document fields have been properly completed.
- Refer to Appendix A for guidance on completing answer document fields.

CC Coordinate preparation of answer documents.

Prepare Answer Documents

Gridding Score Codes, Test Taken Information, and Accommodations

Follow these instructions for gridding the SCORE CODE field.

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

The score codes are as follows:

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

A = Absent

O = Other, such as test administration irregularity, illness during testing, or court-ordered participation in an authorized high school equivalency program (HSEP)

P = Previously met passing standard (SSI retests only)

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

S = Test to be scored

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking the form number in the TEST TAKEN INFO field.

The image displays three different gridding patterns for the TEST TAKEN INFO field. Each grid is a vertical rectangle with a header section and a main grid of bubbles.

- Grid 1:** Header has columns W and R. Below are rows for FORM # (2323) and EOC/ABOVE GRADE (M). The bubbles for the first two rows are marked with a dot.
- Grid 2:** Header has columns W and R. Below are rows for FORM # (13) and EOC/ABOVE GRADE (M). The bubbles for the first two rows are marked with a dot.
- Grid 3:** Header has column WH. Below is a row for FORM # (01). The bubbles for the first two columns are marked with a dot.

Follow these instructions for gridding the ACCOMMODATIONS field.

Test administrators or other campus personnel will complete the information in the ACCOMMODATIONS field. (Explanations of the codes are on the following page.)

The image displays two different gridding patterns for the ACCOMMODATIONS field. Each grid is a vertical rectangle with a header section and a main grid of bubbles.

- Grid 1:** Header has columns W and R. Below are rows for codes: (BR, XD, XT, LP, XT, OA, XT) and (CP, CS). The bubbles for the first two columns are marked with a dot.
- Grid 2:** Header has column WH. Below are rows for codes: (BD, BR, XD, XT, LP, OA, XT). The bubbles for the first two columns are marked with a dot.

Accommodations for Students with Disabilities

Mark the accommodation type for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing. Follow these procedures when marking accommodations on the answer document.

- Mark the blank bubble in the column labeled “1” to indicate that a Type 1 accommodation was available to the student.
- Mark a specific Type 2 accommodation (BR, LP, OA, and/or XT) if any of these specific accommodations were available to the student. Also mark the blank bubble in the column labeled “2” to indicate if any other Type 2 accommodation that is not specifically listed was available to the student.

BR = braille administration

LP = large print administration

OA = oral administration

XT = extra time (to end of day)

- Mark the specific Type 3 accommodation (XD) that was available to the student. Also mark the blank bubble in the column labeled “3” to indicate that any other Type 3 accommodation that is not specifically listed was available to the student. An Accommodation Request Form must be submitted and approved by TEA before a student receives a Type 3 accommodation.

XD = extra day



Accommodation
Resources



Linguistic Accommodations for ELLs

In the column labeled “LA” (linguistic accommodations), indicate the accommodations that were documented by the LPAC and made available to a student, even if the student did not use the accommodations during testing. Be sure to mark only the accommodations that are applicable to the test administered.

BD = bilingual dictionary

XT = extra time (same day)

D = dictionary

CE = clarification of word meaning in English

RA = reading aloud of text

CP = clarification in English of words in writing prompt

CS = clarification in English of words in short answer reading questions

OT = oral translation

BG = bilingual glossary

Linguistic Accommodations for ELLs Taking STAAR and STAAR Modified in English

	STAAR	STAAR Modified
Mathematics, Science, Social Studies (Grades 3–8 and EOC)	BD XT	BD CE RA OT BG XT
Reading and Writing (Grades 3–8 and EOC)	D* XT CP CS	D* CE RA OT XT

*Use of a dictionary as a linguistic accommodation on reading and writing tests (English versions) applies to **grades 3–5 only**; in grades 6 and up a dictionary is part of standard test administration procedures.

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

For students in grades 3–8 who are taking an above grade-level STAAR assessment or STAAR EOC assessment, the campus coordinator will submit at least two answer documents: one for each on grade-level assessment administered and one answer document for each above grade-level/EOC assessment administered. For example, a grade 7 student who is receiving instruction in Algebra I will have three answer documents: grade 7 writing (early April), grade 7 reading (late April), and EOC Algebra I (May). The instructions below explain gridding for the answer documents.

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

Grade 7 Answer Document (April)

- 1 Complete TEST TAKEN INFO field.
 - Grid EOC/ABOVE GRADE for mathematics.
 - Complete test form number in boxes for reading.
 - Grid test form number for reading.

- 2 Complete SCORE CODE for mathematics.
 - = Student did not test on the answer document for the subject (EOC/above grade level).

Complete SCORE CODE for reading.

 - A = Absent.
 - O = Other, such as illness, testing irregularity.
 - * = Student did not test on the answer document for the subject (combination of STAAR and STAAR Modified).
 - S = Test to be scored.

Grade 7 Answer Document

1

TEST TAKEN INFO			
M		R	
FORM #		FORM #	
		2	2
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	
7		7	
8		8	
9		9	
EOC/ABOVE GRADE			
M		R	

2

SCORE CODE	
M	R
A	A
○	○
*	*
S	S

Algebra I Answer Document (May)

- 1 Complete SEX CODE and ENROLLED GRADE fields.
- 2 Complete TEST TAKEN INFO field.
 - Complete test form number in boxes.
 - Grid test form number.
- 3 Complete SCORE CODE, ACCOMMODATIONS, and TEST DATE fields.

Algebra I EOC Answer Document

SCORE CODE	ACCOMMODATIONS				TEST DATE	
	A1				A1	
A1	1	2	3	LA	0	7
(A)				BD	0	0
(O)				BR	1	1
				LP		2
				OA		3
(S)				XT		4
HSEP						5
						6
						7
						8
						9

SEX CODE	TEST TAKEN INFO	
	A1	
<input type="radio"/> M	FORM #	
<input checked="" type="radio"/> F	4	4
ENROLLED GRADE	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9
	10	10
	11	11
12	12	

Students in Grades 3–8 Taking an Above Grade-Level STAAR Assessment

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

Grade 3 Answer Document

- 1 Complete TEST TAKEN INFO field.
 - Grid ABOVE GRADE for mathematics.
 - Complete test form number in boxes for reading.
 - Grid test form number for reading.
- 2 Complete SCORE CODE for mathematics.
 - = Student did not test on the answer document for the subject (above grade level).

Complete SCORE CODE for reading.

 - A = Absent.
 - O = Other, such as illness, testing irregularity.
 - * = Student did not test on the answer document for the subject (combination of STAAR and STAAR Modified).
 - S = Test to be scored.

Grade 3 Answer Document

TEST TAKEN INFO			
M		R	
(EN)	(SP)	(EN)	(SP)
FORM #		FORM #	
		1	2
(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)	
(7)		(7)	
(8)		(8)	
(9)		(9)	
ABOVE GRADE			
(M)		(R)	

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

Grade 4 Answer Document

- 1 Complete TEST TAKEN INFO field.
 - Complete test form number in boxes.
 - Grid test test form number.
- 2 Complete SCORE CODE for mathematics.
 - A = Absent.
 - O = Other, such as illness, testing irregularity.
 - S = Test to be scored.

Complete SCORE CODE for reading.

O = Student did not test on the answer document for the subject.

Grade 4 Answer Document

TEST TAKEN INFO			
M		R	
EN	SP	EN	SP
FORM #		FORM #	
1	2		
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	
7		7	
8		8	
9		9	
ABOVE GRADE			
M		R	

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

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

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

- typed or tape-recorded materials, if applicable
- handwritten student responses on scratch paper, if applicable
- all seating charts with start and stop times recorded

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

Collect Signed Test Administrator Security Oaths

- Test administrator security oaths should be returned with test materials.
- Security oaths should be retained on file for at least five years.

Return scorable materials to district coordinator.

Scorable materials include used and voided answer documents.

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

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

Prepare Scorable Materials for Return

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

Separate and Pack Voided Scorable Materials

- Separate your voided scorable materials from those to be scored. (All voided materials should be marked “VOID” in large, bold letters across the front.)
- STAAR Modified voided materials should be banded separately.
- You do not need to arrange the voided materials in any particular order.



Calendar of
Events

- Fill out one Voided Answer Document ID Sheet, following the directions on the front of the sheet. STAAR Modified answer documents must be submitted under separate Class ID Sheets and Campus and Group ID sheets.
- Place a completed Voided Answer Document ID Sheet on the top of stack of voided materials. Secure the stack (with the Voided Answer Document ID Sheet on top) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.”
- If returning several stacks of voids, a completed Voided Answer Document ID sheet need only be on top of the first stack.
- Place your stack(s) of voided scorable materials at the bottom of your campus box(es). Use a separate box solely for voided scorable materials, if practical.

Voided Scorable Answer Documents



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

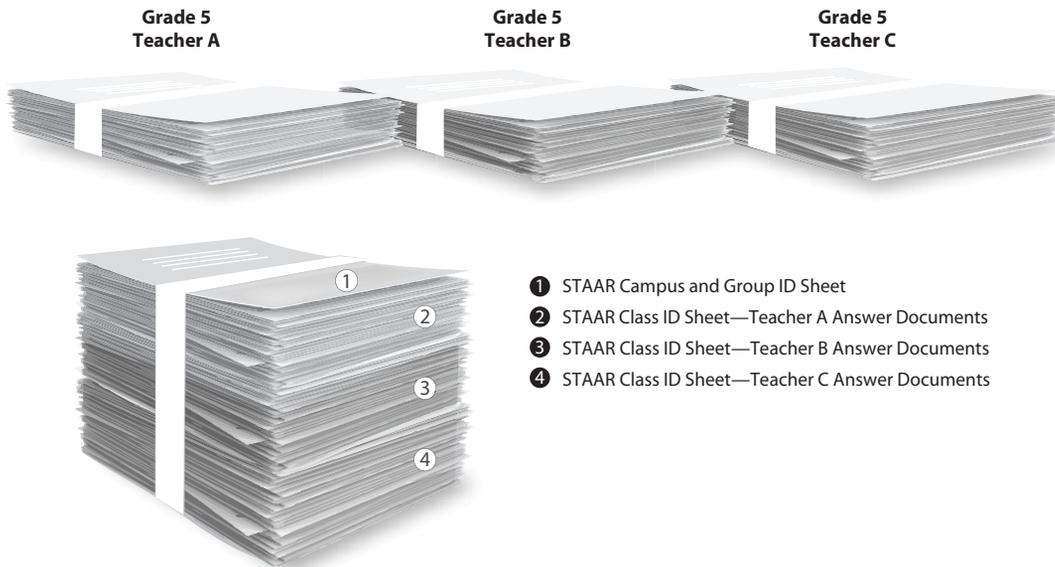
❑ Group Answer Documents and Prepare Class ID Sheets

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

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

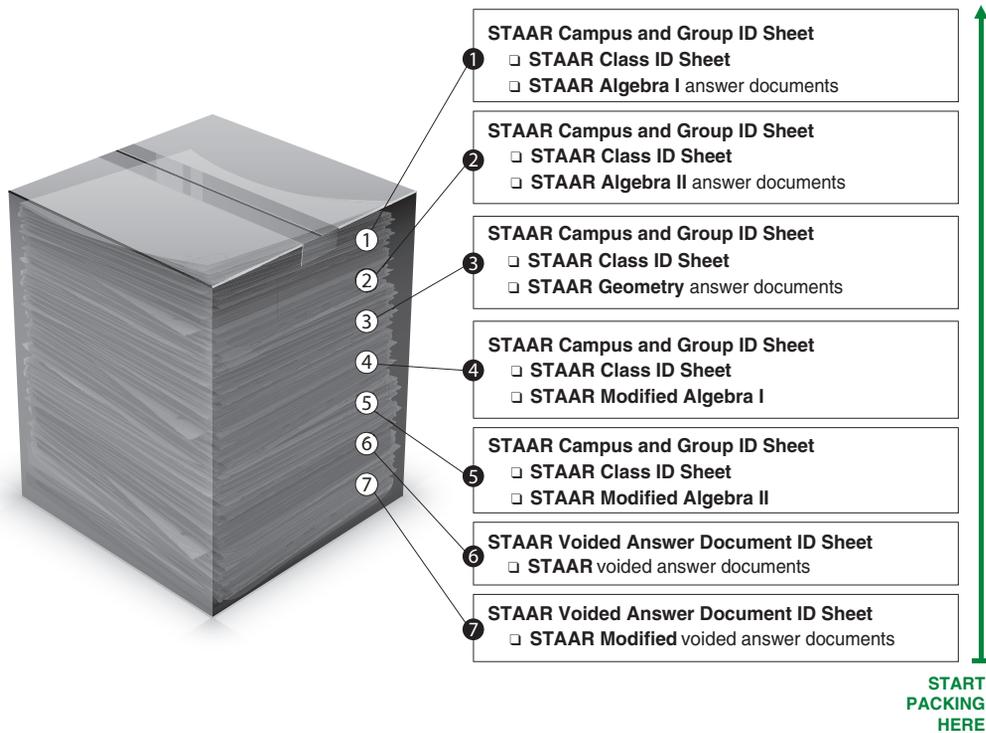
- Secure the stack (with a Campus and Group ID on top) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each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

STAAR Class ID Sheets



- ① STAAR Campus and Group ID Sheet
- ② STAAR Class ID Sheet—Teacher A Answer Documents
- ③ STAAR Class ID Sheet—Teacher B Answer Documents
- ④ STAAR Class ID Sheet—Teacher C Answer Documents

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



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.

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

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

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



Calendar of
Events



How to Pack
Materials for
Return to Testing
Contractor



Packing Materials
for District
Coordinator

DC Direct the collection of scorable materials in the district.

□ Collect Scorable Materials

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- Ensure that campus coordinators use the following rules for packing materials.
 - Do not mix STAAR 3–8 materials, including STAAR Modified 3–8 materials, with STAAR EOC, TELPAS, TAKS, or TAKS–M materials in the same shipment.
 - Do not return the materials from one STAAR administration with the materials from any other STAAR administration. However, do return STAAR, STAAR Spanish, and STAAR Modified materials together from the same administration.
 - Materials for April grades 4 and 7 writing may be returned with the materials for April grades 5 and 8 mathematics and reading.
 - Use the packing graphic to determine which materials may be returned together.

□ Verify That Campus Coordinators Have Correctly Returned Scorable Materials

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

DC Prepare scorable materials for shipping.

□ Prepare Scorable Materials for Shipping

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

- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- STAAR Spanish and STAAR Modified materials must be returned along with the STAAR materials from the same administration. Do not return test materials from one STAAR administration with the materials from any other STAAR administration. Each administration must be packed and returned separately, each with its own Answer Document Packing Lists (ADPLs) and return shipping labels.
- Do not mix STAAR 3–8 materials with STAAR EOC, TELPAS, or TAKS materials in the same shipment.

❑ Verify Assembly of Scorable Materials

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

❑ Complete Answer Document Packing Lists

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

- There are separate ADPLs for STAAR 3–8, STAAR EOC, and STAAR Modified for each administration.
- STAAR Modified 3–8 materials will be recorded on a separate ADPL and packed in a similar manner but should be returned in the same shipment as STAAR 3–8.
- STAAR EOC and STAAR Modified EOC materials will be recorded on separate ADPLs and packed in a similar manner. STAAR EOC and STAAR Modified EOC materials may be returned together but must not be shipped in the same shipment as STAAR 3–8 materials.
- For the July and December EOC administrations, separate ADPLs will be supplied for Week 1 and Week 2 to allow for multiple shipments.
- If necessary, you can download blank ADPLs from the Coordinator Manual Resources webpage.
- It is important to complete the ADPLs accurately and return them with each shipment of scorable materials. If the quantities of answer documents submitted for a campus do not match those listed on the ADPL, processing for that campus may be delayed until the discrepancy is resolved. Reports for a campus cannot be generated until its return shipment of scorable materials has been determined to be complete.
- Answer documents used for students taking STAAR Spanish should be counted with the other STAAR answer documents.
- Make sure that the totals on the Campus and Group ID sheets match the quantities recorded on the ADPL and that these quantities are entered in the correct column and row for each campus on an ADPL.
- Do not include voided answer documents in the quantities recorded on the ADPL.
- Retain a copy of your ADPLs for verification of your shipment's contents.



Blank ADPLs

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

THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR



**APRIL 2013 STAAR
ANSWER DOCUMENT PACKING LIST**

**GRADE 5 (ENGLISH AND SPANISH) MATHEMATICS AND READING
GRADE 8 MATHEMATICS AND READING**

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

1. In columns C–D, write the number of answer documents submitted for each group on each campus listed. **DO NOT LEAVE ANY BLANKS IN COLUMNS C–D 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–D.
3. If a campus number and name have been listed for which you are not submitting answer documents, please draw a line through the number and name of that campus.
4. Retain a copy for your records.
5. Place this completed document with the scorable materials in Box 1 of your return shipment.

DISTRICT: 001-101 Example ISD

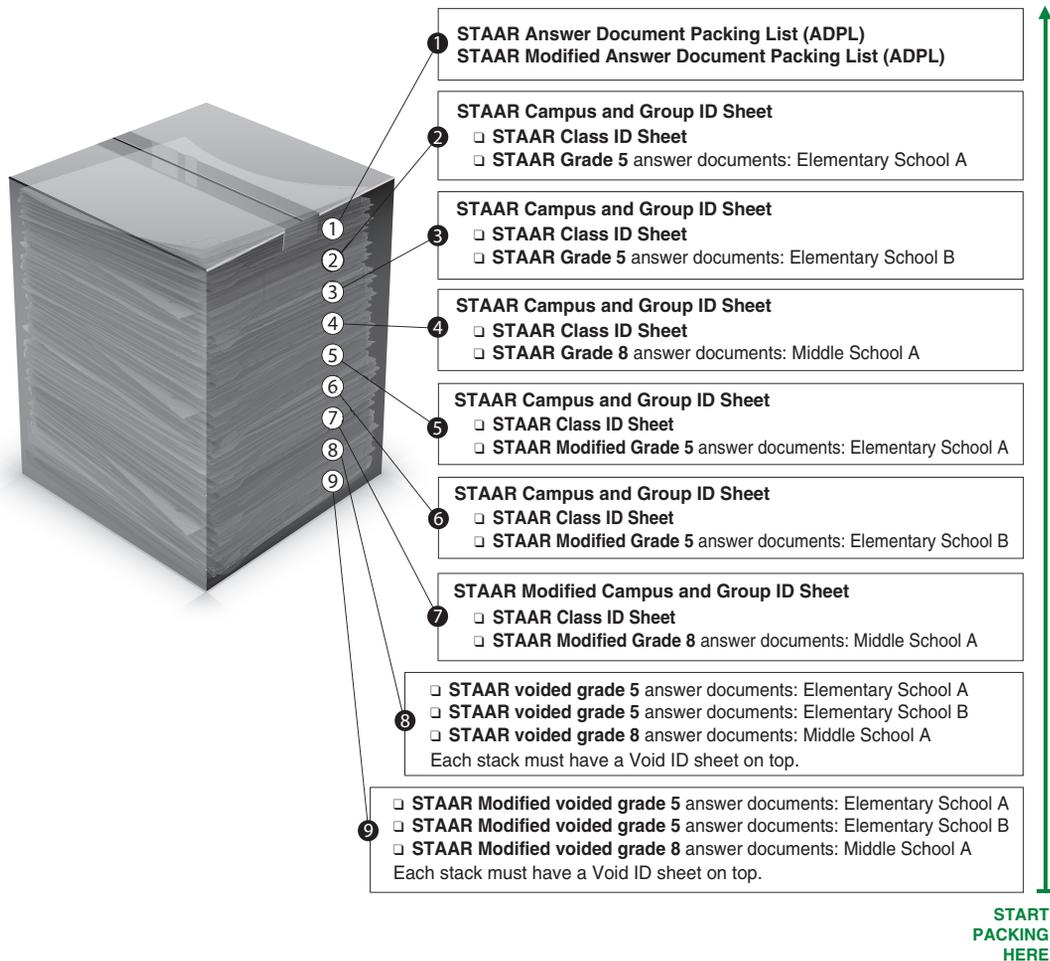
**PLEASE VERIFY COUNTS
BEFORE SHIPPING.**

CAMPUS NUMBER	CAMPUS NAME	NUMBER OF ANSWER DOCUMENTS ENCLOSED	
		STAAR	
A	B	C	D
		Grade 5 Eng & Span	Grade 8
001	Elementary A	63	0
001	Elementary B	76	0
001	Middle School A	0	142

❑ Pack All Scorable Materials

- The sample Box 1 below is packed according to the sample ADPL shown on previous page.
- The materials are packed according to the order of the campuses listed on the ADPL, beginning with the last campus listed and the quantity in the far right column.
- Any voided documents should be packed at the bottom of the box, beginning with the last campus listed on the ADPL. Voided documents may be returned in a separate box, if practical.

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



Return all scorable materials to the testing contractor.

Complete SCORABLE Shipping Label for Each Box

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

P-021
S-02260

SCORABLE

DISTRICT: EXAMPLE ISD
NUMBER: 999-999

BOX _____ OF _____

STAAR: APRIL 2013

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





826-150-ANS 0008797429 ANS

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

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

Call Carrier for Pickup of Scorable Materials

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

Districts are required to maintain shipping records for five years.

Order optional reports for the district.

Order Optional Reports for Each Administration

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

Return nonscorable materials to district coordinator.

Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned to the district coordinator.
- Return nonscorable materials to the district coordinator either in the boxes in which they arrived or in boxes of similar strength.
- The following nonscorable materials need to be returned:
 - test booklets grouped by grade, for grades 3–8
 - test booklets grouped by course for EOC assessments
 - braille and large-print materials (if applicable)
 - unused or voided precoded labels
 - unused ID sheets
 - unused answer documents
- The following nonscorable materials do not need to be returned:
 - coordinator and test administrator manuals (save for the entire calendar year)
 - unused paper bands
 - packing lists or assembly identification sheets (save as appropriate)
 - reference materials or graph paper torn out of test booklets and used during testing, recordings, or scratch paper (must be destroyed after testing).
 - used “Transcribing Griddable Questions” student document(s) (must be destroyed after testing)
 - allowed supplemental aids
 - seating charts (save as required)



STAAR Optional
Reports and
Services

*Assessment
Management
System User's
Guide*

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

Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials

- The following nonscorable materials must be collected for return to the testing contractor:
 - test booklets grouped by grade for grades 3–8
 - test booklets grouped by course for EOC assessments
 - braille and large-print materials (if applicable)
 - unused or voided precoded labels
 - unused ID sheets
 - unused answer documents

Prepare nonscorable materials for shipping.

Prepare Nonscorable Materials for Shipping

Keep these points in mind when returning nonscorable materials.

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

❑ Pack Nonscorable Materials

- Pack your nonscorable materials for each administration of STAAR, STAAR Modified, and STAAR EOC, 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 STAAR Spanish, and packed in the box before adding materials from another campus.
- Do not mix STAAR materials with TELPAS, TAKS, or TAKS–M materials in the same shipment.

Return all nonscorable materials to the testing contractor.

❑ Complete NONSCORABLE Shipping Label for Each Box

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

P-021 S-02260	
NONSCORABLE	
DISTRICT: EXAMPLE ISD	
NUMBER: 999-999	
BOX _____ OF _____	
STAAR: APRIL 2013	
To: PEARSON	
ATTN: STAAR	
710 W. HOWARD LANE, SUITE 200	
AUSTIN, TX 78753	
	
	
822-982-SEC 0008797429 SEC	

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

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



Oaths

☐ Call Carrier for Pickup of Nonscorable Materials

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

Districts are required to maintain shipping records for five years.

DC Ensure security oaths are signed and returned.

☐ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

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

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

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

Complete Online Administration Process

This section of the manual is intended to help coordinators manage the steps involved in completing online administrations of STAAR and STAAR L. This section includes directions on verifying student records as complete, ordering optional reports, and returning and retaining security oaths.

Ensure that student records are verified as complete.

Ensure That Score Codes and Student Records Are Completed

- STAAR EOC and STAAR L grades 3–8 and EOC score codes and student information will be managed and recorded through the Assessment Management System for all online administrations.
- Specific instructions for completing score codes and other student information are listed in Appendix A.

Direct the collection of test materials from test administrators.

Ensure That All Student Authorizations, Proctor Authorizations, Reference Materials, and Scratch Paper Have Been Collected

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

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



STAAR Optional
Reports and Services

Assessment
Management System
User's Guide

Order optional reports for the district.

Order Optional Reports for Each Test Administration

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

Return oaths to district coordinator.

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

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

Ensure that security oaths are signed and returned.

Ensure That Campus Coordinators and Principals Have Submitted Oaths

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

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

- Sign and initial your district coordinator security oath.
- Ensure that the superintendent or chief administrative officer has signed and initialed the applicable oath.
- Return these oaths after you return the last of your district's nonscorable materials for 2013.
- Use the pre-addressed envelope in your district coordinator packet to mail these security oaths.

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