

2014 District and Campus COORDINATOR MANUAL



TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR)

Texas English Language Proficiency Assessment System (TELPAS)

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Contact Information/Resources

Contact Information	
For questions about	Contact
the student assessment program and the Texas Education Agency's policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing questions	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: Student.Assessment@tea.state.tx.us Website: http://www.tea.state.tx.us/student.assessment/
shipment status, missing shipments, additional orders, standard and optional reports requests, score code corrections, student information updates or changes, hand-scoring and rescoring requests, and precoding	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: AOCAnswers@support.pearson.com
accessing and navigating the Texas TrainingCenter for STAAR Alternate and TELPAS training activities	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: STAARAlternate@support.pearson.com or telpas.techhelp@support.pearson.com
accessing online resources or online test administration procedures for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

General Information Resources	
For general information related to	Access
student assessment program	TEA's Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/
STAAR	http://www.tea.state.tx.us/student.assessment/staar
STAAR Spanish, STAAR L, and TELPAS	http://www.tea.state.tx.us/student.assessment/ell
STAAR Modified and STAAR Alternate	http://www.tea.state.tx.us/student.assessment/special-ed
TELPAS holistic rating training courses, online calibration activities, and training management tools for coordinators	http://www.TexasAssessment.com/TexasTrainingCenter
online testing (training, administration materials, technology assistance, and student tutorials)	<i>User's Guide for the Texas Assessment Management System</i> at http://www.TexasAssessment.com/guide
test security and reporting of testing irregularities	http://www.tea.state.tx.us/student.assessment/security
participation counts and precoding	<i>User's Guide for the Texas Assessment Management System</i> at http://www.TexasAssessment.com/guide
ordering additional materials	<i>User's Guide for the Texas Assessment Management System</i> at http://www.TexasAssessment.com/guide

Online Resources	
Reference materials available online include the	Located at
<i>2014 Test Security Supplement</i>	http://www.tea.state.tx.us/student.assessment/security
<i>2014 District and Campus Coordinator Manual</i>	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Standardized Oral Administration (SOA)	http://www.tea.state.tx.us/student.assessment/SOA
Student Portal	https://student.tx.pearsonaccess.com/texas-studentportal/home.html
Student Portal Guide	http://www.TexasAssessment.com/studentguide
<i>2013–2014 Student Success Initiative Manual</i>	http://www.tea.state.tx.us/student.assessment/ssi
<i>TestNav 7 Combined Technical Guide</i>	http://www.TexasAssessment.com/techinfo
<i>User's Guide for the Texas Assessment Management System</i>	http://www.TexasAssessment.com/guide

Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the *Coordinator Manual*.

Abbreviation	Term
ARD	admission, review, and dismissal
CSR	Confidential Student Report
ELA	English language arts
ELL	English language learner
ELPS	English Language Proficiency Standards
EOC	end-of-course
ESL	English as a second language
IEP	Individualized Education Program
LEP	limited English proficient
LPAC	language proficiency assessment committee
PEIMS	Public Education Information Management System
PLDs	proficiency level descriptors
SOA	standardized oral administration
SSI	Student Success Initiative
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System

Policy and Procedure Highlights

For additional information about assessment policies and procedures, refer to the STAAR Resources webpage on the Texas Education Agency's (TEA) Student Assessment Division website.

STAAR and STAAR Modified English I and II Reading and English I and II Writing

- The English reading and English writing assessments have been combined into one test. The English I and English II assessments will use a single answer document, be administered on a single day, and have a single score reported on each.
- The English I and English II assessments will have a time limit of five hours, unlike all other STAAR assessments, which have a time limit of four hours.

STAAR Grade 4 Writing Prompt Study

- Grade 4 students who take the English-version writing assessment will participate in the STAAR writing prompt study at selected campuses on March 3, 2014. If campuses in your district have been selected to participate in this study, your campus assignments are posted to the *View Published Reports* screen in the Texas Assessment Management System, delivered through PearsonAccess.
- Because of the small numbers of students who take STAAR Spanish, **all students** in the state who will take the STAAR Spanish grade 4 writing assessment this spring are required to participate in the STAAR Spanish writing prompt study on March 3, 2014.

Student Success Initiative (SSI)

- Beginning in the 2013–2014 school year, English language learners (ELLs) assessed with STAAR L in mathematics at grades 5 and 8 will be held to SSI requirements for both reading and mathematics, including retest opportunities in May and June.

STAAR Modified

- STAAR Modified will add an operational assessment for U.S. history in spring 2014. Only raw scores will be reported for this assessment.



STAAR Resources



Texas Assessment
Management
System



Student Success
Initiative



Standardized
Oral
Administration
Resources

STAAR Standardized Oral Administration (SOA)

- SOA for the STAAR program will be offered statewide as an online option for oral administration in several grades and subjects. The 2014 STAAR SOA is available to eligible students for the following assessments:
 - grade 4 reading and mathematics
 - grade 7 reading and mathematics
 - grade 8 science and social studies

The SOA forms feature a text-to-speech panel that students can use to hear selected text in test questions, answer choices, and graphics as allowed in a traditional oral administration of a paper assessment. Refer to the Standardized Oral Administration Resources webpage for complete information.

Answer Document Procedures

- A single answer document that combines reading and writing will be used for the STAAR end-of-course (EOC) English I and English II assessments.
- The accommodations field on all STAAR and STAAR Modified answer documents has been condensed and simplified.
- STAAR EOC answer documents include a field to record foreign exchange student status, high school equivalency program, or a substitute assessment.

Refer to the “Complete Paper Administrations Process” section of this manual for specific directions on coding answer documents.

TELPAS Data Collection

- New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Data will continue to be collected for ELLs with the following special circumstances:
 - unschooled asylees/refugees
 - students with interrupted formal schooling (SIFE)



Information
on State
Assessments for
English Language
Learners

How to Use the 2014 Coordinator Manual

District and campus testing coordinators must be thoroughly familiar with the contents of this manual, the provisions of 19 TAC Chapter 101, and the *Test Security Supplement*. Test administration policies and procedures must be followed as written so that testing conditions are uniform statewide.

In addition to providing guidance to district and campus testing coordinators, this manual covers important information intended for principals, test administrators, and technology staff.

Coordinator Manual Organization

The “STAAR” and “TELPAS” sections of the manual are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the  and  icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information and security oaths for STAAR and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Keep the *Coordinator Manual* as a reference for all assessments offered January through December in 2014. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2014, along with the Calendar of Events poster.



Coordinator
Manual
Resources

Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional available resources. Most icons will be located in the NOTES column.



This icon indicates a checklist item that a district coordinator is responsible for completing.



This icon indicates a checklist item that a campus coordinator is responsible for completing.



This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.



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



This icon indicates a document found on the Coordinator Manual Resources webpage that supplements information in the *Coordinator Manual*, such as optional forms, checklists, or graphics. The text below the icon is a link to the document.



This icon indicates a resource available on the Texas Assessment website that supplements information in the *Coordinator Manual*. The text below the icon is a link to the Texas Assessment webpage or resource.

- The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.
- This icon indicates a district coordinator responsibility.
- This icon indicates online content.
- The text indicates a link that can provide access to additional information.
- This manual is set up to represent a chronological checklist.
- This icon indicates a resource on the Texas Assessment website.
- This icon is a link to the Calendar of Events.

STAAR	
NOTES	Training
	This section of the manual covers the training process for district coordinators, campus coordinators and 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.
	<ul style="list-style-type: none">  Prepare for and attend district coordinator training session. <input type="checkbox"/> Review Manual <ul style="list-style-type: none"> ■ Read this manual and review additional resources available online before the training session. ■ Become thoroughly familiar with the 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. <input type="checkbox"/> Review TAC <ul style="list-style-type: none"> ■ Become thoroughly familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation. <input type="checkbox"/> Review Resources for Online Activities <ul style="list-style-type: none"> ■ Become familiar with the <i>Assessment Management System User's Guide</i> that provides details for navigating and using resources of the Assessment Management System. ■ Become familiar with the <i>TestNav 7 Technical Guide</i> that provides information about navigating TestNav and conducting online administrations. <input type="checkbox"/> Attend Training <ul style="list-style-type: none"> ■ 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 your 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 Resources	
 Calendar of Events	
S-6	2012 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

Coordinator Manual Resources Webpage

The Coordinator Manual Resources webpage on TEA's Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is accessed.

Resources available on the resources webpage include the following:

General Information Resources	URL
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
Accommodations for Students with Disabilities	http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas
Administrations in Alternative Education Settings	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Allowable Test Administration Procedures and Materials	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Answer Documents for Training Purposes	http://www.tea.state.tx.us/student.assessment/training/answer-docs
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
Assessment Management System Resources	http://www.TexasAssessment.com/resources
<i>Assessment Management System User's Guide</i>	http://www.TexasAssessment.com/guide
Calendar of Events	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Diagram of Shipping Box Contents	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Information on State Assessments for English Language Learners	http://www.tea.state.tx.us/student.assessment/ell
Instructions for Out-of-District/Out-of-School Testers	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Instructions for Verifying Precoded Student Information	http://www.tea.state.tx.us/student.assessment/manuals/dccm
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Materials Control Form	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Minimum System Requirements	http://www.TexasAssessment.com/techinfo
Oaths	http://www.tea.state.tx.us/student.assessment/security/oaths
Online Incident Report	http://www.tea.state.tx.us/student.assessment/security/incidents
Paper Administration Request Process for TELPAS Reading and STAAR L Tests	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Proper Testing Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Seating Charts	http://www.tea.state.tx.us/student.assessment/security/#seating
Special Education Assessments	http://www.tea.state.tx.us/student.assessment/special-ed
Student Assessment Testing Calendar	http://www.tea.state.tx.us/student.assessment/calendars
Student Assessment Test Security	http://www.tea.state.tx.us/student.assessment/security
Test Administration Tips Chart	http://www.tea.state.tx.us/student.assessment/manuals/dccm
<i>TestNav 7 Combined Technical Guide</i>	http://www.TexasAssessment.com/techinfo
<i>Test Security Supplement</i>	http://www.tea.state.tx.us/student.assessment/security/#resources
Texas Administrative Code	http://www.tea.state.tx.us/index4.aspx?id=2296
Texas Assessment Management System	http://www.TexasAssessment.com/login
Texas Assessment Management System Practice Center	http://www.TexasAssessment.com/practice
User Roles and Permissions for the Texas Assessment Management System	http://www.TexasAssessment.com/roles



Coordinator
Manual
Resources

NOTES

STAAR Resources	URL
Answer Document Features Sample	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Blank Answer Document Packing Lists	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Checklist for STAAR Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to District Coordinator	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to Testing Contractor	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Planning for Campus Coordinator Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Quick Guide to Online Testing	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Calculator Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Dictionary Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR L Online Student Tutorial Administration Directions	http://www.TexasAssessment.com/administrations/STAAR-L/tutorials
STAAR Standardized Oral Administration (SOA) Online Student Tutorial Administration Directions	http://www.tea.state.tx.us/student.assessment/SOA
STAAR Standardized Oral Administration (SOA) Resources	http://www.tea.state.tx.us/student.assessment/SOA
STAAR Time Limits Policies and Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm

TELPAS Resources	URL
Checklist for TELPAS Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Student Tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
TELPAS Coordinator's User Guide for Online Holistic Rating Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Holistic Rating Training Requirements and Procedures	http://www.tea.state.tx.us/student.assessment/ell/telpas
<i>TELPAS Rater Manual</i>	http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals
<i>TELPAS Reading Test Administrator Manual</i>	http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals
TELPAS Optional Reports	http://www.TexasAssessment.com/report-info
TELPAS Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Resources	http://www.tea.state.tx.us/student.assessment/ell/telpas
Texas TrainingCenter	http://www.TexasAssessment.com/TexasTrainingCenter

Publication Titles

Titles of publications listed in this manual have been abbreviated for readability.

Official Title	Abbreviated Name	URL
<i>2014 Test Security Supplement</i>	<i>Test Security Supplement</i>	http://www.tea.state.tx.us/student.assessment/security
<i>2014 District and Campus Coordinator Manual</i>	<i>Coordinator Manual</i>	http://www.tea.state.tx.us/student.assessment/manuals/dccm
<i>2014 STAAR Test Administrator Manual (grades 3–5, 6–8, and EOC)</i>	<i>Test Administrator Manual</i>	http://www.tea.state.tx.us/student.assessment/staar/manuals
<i>TestNav 7 Combined Technical Guide</i>	<i>TestNav 7 Technical Guide</i>	http://www.TexasAssessment.com/techinfo
<i>User's Guide for the Texas Assessment Management System</i>	<i>Assessment Management System User's Guide</i>	http://www.TexasAssessment.com/guide

Supplements to the Coordinator Manual

- The *Assessment Management System User's Guide* explains how to navigate the Assessment Management System.
- The *TestNav 7 Technical Guide* provides technology guidelines for administering online assessments. The guide contains technical information covering the Assessment Management System and the browser-based version of TestNav™ 7, the system used to deliver online administrations of state assessments.
- The *Test Security Supplement* does not replace any procedures or instructions in the *Coordinator Manual*. Adopted into Commissioner's Rules, the supplement is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.
- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.
- The *STAAR L Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of STAAR L.
- The *STAAR Alternate Manual for District and Campus Testing Coordinators* explains the responsibilities of testing coordinators for administering STAAR Alternate assessments.
- The *Directions for District Coordinators, Campus Coordinators, and Test Administrators—TAKS and TAKS (Accommodated)* is a combined manual for use during the administration of TAKS assessments.



Test Security Supplement



Coordinator Manual Resources

Texas Administrative Code

Texas Administrative Code

The TAC and updates to the TAC are available on the Internet in PDF format.



Special
Education
Assessments

Information
on State
Assessments for
English
Language
Learners

Accommodation
Resources

Coordinator
Manual
Resources

General Program Information

STAAR

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

- STAAR grades 3–8 includes assessments of writing, reading, mathematics, science, and social studies. STAAR EOC assessments are available for Algebra I, biology, English I, English II, and U.S. history.
- STAAR Spanish is available in grades 3–5 for each subject area assessed when Spanish provides the most appropriate measure of academic achievement.
- STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies for ELLs who meet participation requirements.
- STAAR Modified is an assessment based on modified academic achievement standards and is intended for a small number of students receiving special education services who meet participation requirements.
- STAAR Alternate is an assessment based on alternate academic achievement standards and is designed for a small group of students receiving special education services who meet specific participation requirements.

TELPAS

TELPAS assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.

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

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, they are available to any student who regularly benefits from the use of these procedures or materials during instruction, although a student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

These test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below. For information regarding individualized accommodations, refer to the Accommodations Triangle located on the Accommodations for Students with Disabilities webpage.

- Signing test administration directions for a student who is deaf or hard of hearing
- Translating test administration directions into the native language of an English language learner
- Allowing a student to read the test aloud to facilitate comprehension
- Reading aloud or signing the personal narrative, expository, literary, or persuasive writing prompt to any student who requests this assistance
- Providing reading assistance on the grade 3 mathematics test for any student
- Making the following assistive tools available:
 - scratch paper
 - color overlays
 - blank place markers
 - magnifying devices
 - highlighters, colored pencils, or crayons
- Giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- Allowing individual and small-group administrations
- Reminding students to stay on task



[Coordinator Manual Resources](#)

[Accommodations for Students with Disabilities](#)



[Allowable Test Administration Procedures and Materials](#)



Accommodations Information

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations for the STAAR and TELPAS programs can be found on the Accommodation Resources webpage.

Accommodations for Students with Disabilities

The following types of accommodations are available to students with disabilities. Students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition, may be eligible for the accommodations listed below.

- Type 1—accommodations approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.
- Type 2—accommodations requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an allowable procedure or material or a Type 1 accommodation, it should be made available to the student during testing. There is no need to contact TEA. If, however, a Type 2 accommodation will be needed, contact TEA's Accommodations Task Force for permission and additional instructions.



Critical Information about Accommodations for Students with Disabilities



Accommodation Resources

In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during previous classroom instruction and testing. After testing, if the student used a Type 1 or 2 accommodation, the general accommodation (GA) bubble should be marked on the student's answer document or in the Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, refer to the *Critical Information about Accommodations for Students with Disabilities* document on the Accommodation Resources webpage or contact a member of TEA's Accommodations Task Force at 512-463-9536.

Linguistic Accommodations for ELLs

Linguistic accommodations address the unique second language acquisition process of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking STAAR, STAAR L, and STAAR Modified. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. Because students taking STAAR Spanish are testing in their primary language, linguistic accommodations beyond a native language assessment are not provided. The linguistic accommodations available on STAAR, STAAR L, and STAAR Modified are found on the Accommodation Resources webpage.

Calendar of Events—2014 Testing

Events		Test Administration/Grade Level					
		March TAKS Exit Level	March TELPAS Grades K–12	April STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	April STAAR End-of-Course	April STAAR Grades 3–8	April TAKS Exit Level
Districts receive precode file layouts (online only)		8/12	—	8/12	8/12	8/12	—
District coordinators submit participation counts (paper and online testing)		—	—	9/20–10/25	9/20–10/25	9/20–10/25 1/3–1/24 updates	—
District coordinators select precode option/select sort order		11/6–12/6	11/6–12/6	12/16–1/8	1/13–2/7	12/16–1/8	—
Districts receive Advance Letter / Materials List (posted online only)		1/27	—	3/3	3/3	3/25	3/31
District coordinators submit precode files/send student data		1/2–1/10	—	1/13–2/7	1/13–2/7	1/13–3/14	—
Registration site open for student data submission (online testing only)		1/2–3/6	1/21–4/11	STAAR L 1/13 – 4/4	1/13–4/4	STAAR L and SOA only 1/13 – 4/25	3/24–4/24
Registration for out-of-school/district examinees (online only)		12/2–1/10	—	—	1/13–2/14	—	—
Districts receive test administrator manuals		—	1/6–1/10	2/17–2/21	2/17–2/21	2/17–2/21	—
District coordinator training sessions		By 1/24	By 1/24	By 1/24	By 1/24	By 1/24	By 1/24
Districts receive combined shipment of test materials		2/10–2/14	—	3/10–3/14	3/10–3/14	4/7–4/11	4/7–4/11
Deadline for district coordinators to order additional materials		2/24	—	3/24	3/24	4/14	4/14
Districts receive precoded materials†		By 2/14	—	By 3/24	By 3/24	By 4/15	By 4/11
Districts receive out-of-school/district materials		—	—	—	By 3/24	—	—
Campus coordinator training sessions		By 2/24	Holistic by 2/7 Reading by 2/24	By 3/24	By 3/24	By 4/14	By 4/14
Test administrator training sessions		By 2/28	Holistic by 2/17 Reading by 3/14	By 3/28	By 3/28	By 4/18	By 4/21
TEST ADMINISTRATIONS	Writing	—	—	4/1–4/2	—	—	—
	English Language Arts	3/3	—	—	—	—	4/21
	Mathematics	3/4	—	4/1	—	4/22 (G3, 4, 6, 7)	4/22
	Reading	—	—	4/2	—	4/23 (G3, 4, 6, 7)	—
	Science	3/5	—	—	—	4/23 (G5, 8)	4/23
	Social Studies	3/6	—	—	—	4/22 (G8)	4/24
	End-of-Course	—	—	—	3/31 English I 4/1 English II	—	—
	TELPAS	—	3/17–4/9	—	—	—	—
Campus coordinators return scorable materials to district coordinator		3/7	—	4/3	4/3	4/28	4/25
District coordinators ship all scorable materials; order optional reports through Assessment Management System		3/10	4/11	4/4 [^]	4/4 ^{^^}	4/30	4/28
Districts complete verification of TELPAS student records		—	4/11	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator		3/12	4/15	4/11	4/11	5/7	5/1
District coordinators ship all nonscorable materials		3/17	4/18	4/15	4/15	5/14	5/12
Districts receive preliminary rosters (online only)		3/28	—	—	5/23	—	—
Districts receive Standard and Optional Reports		4/18	5/16	4/21 (GR 5&8 Reading and Math Only)	6/6	5/21	5/14
Regional Service Centers receive preliminary region reports (online only)		—	—	4/28	6/13	5/28	—
Districts notify students and parents of test results		By 5/30	5/30	5/30	By 6/13	5/30	By 6/4
Resolve Student Warnings / Record Changes		4/16–5/2	5/7–5/14	4/17–5/2	5/12–6/13	5/19–5/30	5/12–5/30
Districts submit test taken information changes		—	5/7–5/14	4/17–5/2	—	5/19–5/30	—
Districts receive updated CSRs and data files (online only)		5/16	5/23	5/16	6/27	6/13	6/13
Education service centers receive final region reports (online only)		6/6	6/13	5/23	6/27	6/20	6/20
Districts report results to local board of trustees		By 9/26	—	By 9/26	By 9/26	By 9/26	By 9/26

†Precoded materials may arrive up to three weeks prior to the date noted.

*New coordinators only

**For STAAR End-of-Course mode collection, paper and online

NOTE: The TAKS (Accommodated) form is administered on the same day as the TAKS administrations.

[^] Optional Reports for STAAR grades 4 and 7 will be ordered with the STAAR 3–8 administration.

^{^^} Optional Reports for the April STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.

Calendar of Events—2014 Testing

Events		Test Administration/Grade Level						
		May STAAR End-of-Course	May STAAR Grades 5&8 Math & Reading Retest	June STAAR Grades 5&8 Math & Reading Retest	July STAAR End-of-Course	July TAKS Exit Level	October TAKS Exit Level	December STAAR End-of-Course
Districts receive precode file layouts (online only)		8/12	—	—	8/12	—	8/11	8/11
District coordinators submit participation counts (paper and online testing)		9/20–10/25 1/3–1/24 updates	—	—	4/7–4/18**	—	—	8/18–9/5
District coordinators select precode option/select sort order		1/13–2/7	—	—	5/27–6/4	—	8/4–8/22	9/22–10/10
Districts receive Advance Letter / Materials List (posted online only)		4/7	4/25	6/6	6/9	6/9	9/22	11/3
District coordinators submit precode files/send student data		1/13–3/21	—	—	6/2–6/4	—	9/2–9/12	9/22–10/10
Registration site open for student data submission (online testing only)		1/13–5/9	—	—	6/2–7/11	5/27–7/10	9/2–10/23	9/22–12/5
Registration for out-of-school/district examinees (online only)		1/13–3/28	—	6/2–6/10	5/27–6/5	4/28–5/23	8/4–9/5	09/22–10/10
Districts receive test administrator manuals		2/17–2/21	2/17–2/21	2/17–2/21	2/17–2/21	—	—	2/17–2/21
District coordinator training sessions		By 1/24	By 1/24	By 1/24	By 6/13*	By 6/13*	By 9/19*	By 11/21*
Districts receive combined shipment of test materials		4/14–4/18	4/28–5/2	6/9–6/13	6/16–6/20	6/16–6/20	9/29–10/3	11/10–11/14
Deadline for district coordinators to order additional materials		4/28	5/5	6/16	6/30	6/30	10/13	11/24
Districts receive precoded materials		By 4/28	By 5/2	By 6/13	By 6/30	By 6/20	By 10/3	By 11/14
Districts receive out-of-school/district materials		By 4/28	—	By 6/20	By 6/30	—	—	By 11/21
Campus coordinator training sessions		By 4/28	By 5/5	By 6/16	By 6/30	By 6/30	By 10/7	By 11/21
Test administrator training sessions		By 5/2	By 5/9	By 6/23	By 7/3	By 7/3	By 10/13	By 11/26
TEST ADMINISTRATIONS	Writing	—	—	—	—	—	—	—
	English Language Arts	—	—	—	—	7/7	10/20	—
	Mathematics	—	5/13	6/24	—	7/8	10/21	—
	Reading	—	5/14	6/25	—	—	—	—
	Science	—	—	—	—	7/9	10/22	—
	Social Studies	—	—	—	—	7/10	10/23	—
	End-of-Course	5/5–5/9	—	—	7/7 English I 7/8 English II 7/7–7/11 (all other courses)	—	—	12/2 English I 12/3 English II 12/1–12/5 (all other courses)
	TELPAS	—	—	—	—	—	—	—
Campus coordinators return scorable materials to district coordinator		5/12	5/15	6/26	7/14	7/14	10/24	12/8
District coordinators ship all scorable materials; order optional reports through Assessment Management System		5/13	5/16	6/27	7/15	7/14	10/27	12/9
Districts complete verification of TELPAS student records		—	—	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator		5/23	5/21	7/2	7/25	7/16	10/28	12/10
District coordinators ship all nonscorable materials		5/30	5/29	7/11	8/1	7/22	10/29	12/12
Districts receive preliminary rosters (online only)		5/23	—	—	—	—	11/14	—
Districts receive Standard and Optional Reports		6/6	6/2	7/11	8/15	8/8	12/5	1/14
Regional Service Centers receive preliminary region reports (online only)		6/13	—	—	—	—	—	—
Districts notify students and parents of test results		By 6/13	By 6/6	By 7/18	By 9/5	By 9/5	By 12/26	By 1/21
Resolve Student Warnings / Record Changes		5/12–6/13	5/27–6/6	7/9–7/18	7/14–8/27	8/6–8/15	12/3–12/19	12/8–1/23
Districts submit test taken information changes		—	—	—	—	—	—	—
Districts receive updated CSRs and data files (online only)		6/27	6/16	8/1	9/12	8/29	12/26–1/2	2/11
Education service centers receive final region reports (online only)		6/27	6/27	8/8	9/12	9/12	1/16	2/6
Districts report results to local board of trustees		By 9/26	By 9/26	By 9/26	10/31	10/31	By 1/23	By 3/25



Test Security
Supplement

Texas Education
Code

Texas
Administration
Code

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and in the test administrator manuals.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Further, districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps districts must take to maintain proper security include but are not limited to

- verifying, upon receipt from the state’s testing coordinator, that all materials boxes have been accounted for and match the proof of delivery on the shipper’s bill of lading and the district packing list contained in Box 1 (white box) of the shipment;
- ensuring that all campuses immediately inventory all materials received from the district testing coordinator;
- immediately notifying the state’s testing contractor of any discrepancies identified between the materials received and the district and campus packing lists included in Box 1 of the district and campus shipments;
- placing test booklets and answer documents in secure, limited-access, locked storage when not in use;
- collecting and destroying immediately after each test administration any state-supplied reference materials, recordings, graph paper, or scratch paper that students have written on during the test;
- ensuring when testing has concluded that all secure materials assigned to individual campuses have been inventoried and packaged in accordance with the procedures detailed in this manual; and
- maintaining inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of

materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure items have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all test booklets, online assessments, completed answer documents, TELPAS holistically rated components, and STAAR Alternate documentation forms. This requires compliance with, but is not limited to, the following guidelines.

- Before handling secure test materials, all testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain either student compositions or short answer responses.
- Only students may respond to test questions, perform calculations, use strategies, and create rough drafts to written responses.
- Test administrators conducting an oral administration of a paper assessment must be aware that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a paper assessment are required to sign a separate section of the test administrator's oath.
- No person may review or discuss student responses or STAAR Alternate performance data during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.



*Test Security
Supplement*

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a Texas educator certificate for a set term; or
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently.

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including the introduction in June 2007 of a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Given the high stakes associated with student performance, test administration personnel may face challenges in managing the testing requirements at the local level. To help guide districts in implementing these requirements and to foster best practices for maintaining a secure testing program, the Student Assessment Division has developed the *Test Security Supplement*.



Student
Assessment Test
Security

*Test Security
Supplement*

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

NOTE: Any certified or non-certified personnel who has access to state assessment materials or who administers or assists in the administration of state assessments must be trained and sign a security oath. Non-certified personnel must be under the supervision of certified personnel.

Security oaths for superintendents and district testing coordinators are included in the district coordinator packets issued prior to each administration. Security oaths for test administrators can be found in the test administrator manuals. These oaths are also included in Appendix C of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

The oaths for the district superintendent/chief administrative officer and for the district coordinator cover all assessments, including STAAR Alternate, and need to be signed only once a calendar year.

With the exception of STAAR Alternate, test administrators are required to sign security oath(s) only once for the 2014 calendar year. All oaths are valid for 2014 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The STAAR Alternate test administrator oath and the TELPAS oaths for raters and writing collection verifiers must be signed separately according to the training and security requirements of those assessments.

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

Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

- signed security oaths for all testing personnel (with the exception of the district testing coordinator and superintendent/chief administrative officer oaths, which are mailed to the state's testing contractor at the end of the calendar year)
- testing irregularity and investigation documentation
- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions, with start and stop times and the name of the test administrator(s) recorded



Oaths



Assessment
Management
System User's
Guide

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved if necessary.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious and procedural.

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate student performance data
- viewing secure test content or STAAR Alternate performance data before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.
- Secure materials were not returned to the testing contractor by the published date.

Monitoring Error

- A test administrator did not verify that students filled in their responses on their answer document.
- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures or send messages.
- A student was allowed to remove secure materials from the testing area.

Procedural Error

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that violates the security or confidentiality of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in sanctions.

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator must contact the TEA Student Assessment Division immediately to report incidents involving alleged or suspected violations that fall under the category of a serious irregularity **as soon as the district testing coordinator is made aware of the situation**. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.



Online Incident
Report

Reporting requirements differ based on the severity of the confirmed or alleged violation(s). District coordinators must determine whether the incident is a serious or procedural irregularity and report the incident using the Online Incident Report form. The contents of the report submitted to TEA must clearly lay out the sequence of events of the testing irregularity and include the district's determination in the matter. Beginning in 2014, district officials must additionally complete the Plan of Action section in the Online Incident Report and specify the steps they will take to prevent a recurrence of the irregularity. Information provided in district reports, particularly in the Plan of Action, will be used by TEA in an audit of selected districts to verify that they have implemented corrective actions in response to reported irregularities.

The nature of serious allegations requires an immediate investigation by the district in order to gather all necessary evidence while the involved individuals are still available and able to recall details. Therefore, districts must respond to the report of an irregularity and submit the required information for serious irregularities within ten working days of becoming aware of the violation. If the district fails to comply with or does not respond to requests for information, TEA will contact the district coordinator to provide support or will contact the superintendent to seek assistance.

The following information describes the specific reporting requirements for each type of irregularity.

Reporting Serious Irregularities

The district testing coordinator (or his or her designee) is responsible for investigating confirmed or alleged serious testing violations and must notify the TEA Student Assessment Division as soon as the district is made aware of the situation. Depending

on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or interpreting test results, to ensure a thorough and complete investigation. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an Online Incident Report
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)
- typed, dated, and signed statement(s) from the individual(s) involved
- the district's determination of exactly what happened and why the incident occurred
- a description of how the incident was resolved

Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident
- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual's signature
- the date the statement was signed

District coordinators or their designees should review all statements submitted by the involved parties to ensure that all information has been gathered. If a discrepancy is noted in the statements provided, coordinators should address and resolve the inconsistency with the individual(s) involved and provide the district's determination regarding the identified discrepancy.

In addition to reporting testing irregularities to TEA, districts are required to report disciplinary actions taken locally against educators using the Corrective Action Plan form and disciplinary actions taken against students for cheating using the Locally Determined Disciplinary Action (LDAA) online form, located on the Student Assessment Test Security webpage.

Reporting Procedural Irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Beginning in 2014, districts must complete the Plan of Action as part of the Online Incident Report, describing the district's plan to prevent the reoccurrence of the incident. Although district testing coordinators (or their



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designees) are not required to collect and submit supporting documentation or statements from all parties involved, they are still responsible for evaluating and reporting these kinds of errors. The district's reporting obligation is fulfilled once the online submission has been completed.

All procedural irregularity reports must be submitted within 10 working days of the district testing coordinator being made aware of the incident.

Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

1. Access the Online Incident Report located on TEA's Student Assessment Division website.
2. Review the procedures for reporting an irregularity online and then click the link titled, *Click here to submit an online incident report*.
3. Select your district and campus from the pull-down menus. Choose "Yes" or "No" to reflect whether you are the district testing coordinator and to identify if the report you are making is categorized as a serious irregularity. Complete the required information in the form. Do not include confidential student information in your submission.
4. If you are submitting the documentation required for a serious violation, use the form's attachment feature to attach the electronic supporting documentation.
5. If you choose not to use the online attachment option, all supporting documentation can be submitted by email to testsecurity@tea.state.tx.us. With each set of documentation attached to an email, be sure to include in the subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.

Reporting Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test by marking the score code "O" for "Other" on the student answer document for the corresponding test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the Locally Determined Disciplinary Actions Form developed for that purpose, which can be accessed at <http://www.tea.state.tx.us/student.assessment/security>.

Submission of a separate online incident report form will be necessary **only if** the district determines that adult testing personnel contributed to, caused, or did not detect the cheating due to inadequate monitoring.

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



Online Incident Report



Test Security Supplement