

Directions for District Coordinators, Campus Coordinators, and Test Administrators—TAKS



Revised February 2016

Information about the Texas student assessment program is available on TEA's Student Assessment Division website at <http://tea.texas.gov/student.assessment/>

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Assistance

Assistance	
For questions about	Contact
student assessment program and 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.texas.gov Website: http://tea.texas.gov/student.assessment/
shipment status, missing shipments, requests for standard reports, score code corrections, student information updates or changes, and rescoring requests	Customer Service Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: TxPearsonAccess@support.pearson.com

Resources Available Online

Resources	
Reference materials available online include the	Located at
<i>Test Security Supplement</i>	http://tea.texas.gov/student.assessment/security
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac/
<i>TAKS Assessment Management System User's Guide</i>	http://www.TexasAssessment.com/TAKS/

Overview

The TAKS Student Assessment Program

The Texas Assessment of Knowledge and Skills (TAKS) exit level tests measure examinee mastery of the state-mandated curriculum. The TAKS exit level tests are available in four subject areas: English language arts (ELA), mathematics, science, and social studies.

The tests are administered in October, March, and July. Examinees who were enrolled in grade 9 in 2010–2011 or earlier must pass all four subject areas to meet assessment graduation requirements for a Texas public school diploma. Any eligible student for whom TAKS is a graduation requirement and is currently enrolled in grade 11, grade 12, or is considered out-of-school may test during any of the TAKS test administrations.

TAKS is an online testing program. This manual explains the policies and processes specific to online administrations of the TAKS exit level assessment. Test administration policies and procedures must be followed exactly so that all examinees eligible for testing have an equal opportunity to demonstrate their academic achievement.

For information regarding exit level requirements, test exemptions for examinees served by special education, the Migrant Education Program, the Interstate Compact on Educational Opportunity for Military Children, and rules for the participation of English language learners (ELLs) in the assessment program, refer to the Texas Administrative Code (TAC) or contact the Student Assessment Division at TEA.



Texas
Administrative
Code

Test Information Regarding Former TAAS Examinees

TAAS tests are no longer administered. Former TAAS examinees (including former Texas Educational Assessment of Minimal Skills [TEAMS] examinees) will take the appropriate online TAKS test.

- Mathematics: Former TAAS examinees who have not met the standard for the mathematics test will take the TAKS mathematics test.
- Writing: Former TAAS examinees who have not met the standard for the TAAS writing test will be required to take the written composition and the revising and editing section of the TAKS ELA test.
- Reading: Former TAAS examinees who have not met the standard for the TAAS reading test will be required to take the multiple-choice items in the reading section of the TAKS ELA test.

Former TAAS examinees taking both writing and reading must test in those subjects on the same day.

To indicate in the online system that examinees are former TAAS or TEAMS examinees, complete the AGENCY USE field. For former TAAS examinees, use “99999.” For former TEAMS examinees, use “88888.”

TAKS scores will be correlated to the appropriate TAAS passing standard.

Accommodations

Accommodations are available to students who are eligible. Students currently enrolled in a Texas public school and served by special education are eligible for accommodations. Students once served by special education who are no longer enrolled in a Texas public school are not eligible for accommodations.

A student who routinely uses braille materials may use a braille version of the test. Contact the TEA Student Assessment Division for assistance in requesting this form of the TAKS test.

Information regarding accommodations for the TAKS program can be found in Appendix B.

Using the Online Testing System

Testing personnel who need additional instructions on a particular task should reference the links indicated in the NOTES column.

- *TAKS Assessment Management System User's Guide*
- TestNav 8 Online Support webpage



*TAKS Assessment
Management System
User's Guide*

TestNav 8
Online Support

How to Use this Manual

Coordinator and Test Administrator Manual Organization

This manual explains the responsibilities of testing coordinators and test administrators for the TAKS exit level online tests. All sections of this manual must be read carefully. Test administrators will need to have access to this manual in the testing room for each test administration.

This manual includes

- all general testing policies, including test security and confidentiality requirements;
- district coordinator, campus coordinator, and test administrator responsibilities;
- test administrator directions for TAKS;
- program-specific information for testing coordinators, including training, materials, and score codes;
- policies and processes specific to online testing; and
- guides and training tools for online testing.

Sections of this manual include

- Training
- Prepare for Online Test Administrations
- Monitor Online Test Administrations
- Complete Online Test Administration Process
- Test Administration Directions
- Appendices on alternate test settings, accommodations, oral administration instructions, and security oaths.

Features of this manual include

- icons that indicate areas of responsibility for district and campus coordinators, as well as test administrators
- action-oriented checklists embedded in the text
- a “prepare, monitor, and complete” format that lists tasks chronologically
- a NOTES column on each page with links to key resources found online and space to jot down important reminders.

Icons

The icons shown below are used throughout the manual.



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. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.



This icon indicates a checklist item that a test administrator 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.



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

Texas Administrative Code

The TAC and updates to the TAC are available on the Internet in PDF format, which allows users to search the electronic version for specific topics and print copies as needed.



Texas
Administrative
Code

Keep this manual for reference during all future TAKS administrations. Test administrators should see their campus coordinator for information about storing this manual between administrations.

Registration

Every year, districts must register campuses or facilities that will be available as testing sites for the administration of TAKS exit level assessments. A list of available facilities will be posted for out-of-school examinees who register to test.

Registering Testing Sites

Districts are able to update campus information and testing times in the TAKS Assessment Management System during the test site directory update window prior to each administration. Districts will be notified via email when the window is open.

Examinee Registration

Out-of-school examinees will register to test using the Out-of-School Registration Form located on TexasAssessment.com. Registrants will choose a testing location from the list of registered testing facilities. Examinees who did not register in advance but are allowed to test must be registered by campus personnel during the week of testing.

The testing coordinator must place all registered examinees into online test sessions. For further information and details on how to set up test sessions, access the *Assessment Management System User's Guide*.



*Assessment
Management System
User's Guide*

Test Security and Confidentiality Requirements

All state assessment instruments as defined under TEC §39.023 and §39.027 are considered secure, and the contents of these tests, including examinee information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* and in 19 TAC, Chapter 101, each person participating in the Texas student assessment program is required to maintain and preserve the security and confidentiality of all test materials and examinee data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and any supplementary manuals.



Test Security Supplement

Test Security

Test security involves accounting for all secure materials and confidential examinee 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 an administration. Steps districts must take to maintain proper security include, but are not limited to:

- assembling and storing student test tickets and proctor test tickets in a secure location prior to testing;
- collecting and destroying immediately all student test tickets and any charts, scratch or graph paper used during a test administration once the testing is complete;
- maintaining an inventory of all secure materials upon receipt from the state's testing contractor;
- placing secure test materials in limited-access locked storage (for example, in a locked closet or cabinet to which only the testing coordinator has a key) when not in use; and
- maintaining inventory and shipping records 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 online assessments and secure test materials, including student test tickets or scratch paper examinees have written on. This requires compliance with, but is not limited to, the following guidelines:

- All testing personnel who meet the requirements to participate in the Texas student assessment program 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 before handling secure test materials or administering 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 an 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 an 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 online assessment instrument without prior approval from TEA. Districts may not duplicate and retain examinee compositions or open-ended responses.
- No individuals other than examinees during an assessment may perform calculations, solve, or respond to test items.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be aware that they are viewing secure content, and that responding to test items, 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, these individuals are required to sign a separate section of the test administrator's oath.
- No person may review or discuss examinee responses 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, and any person who fails to report such a violation, may be 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 electing to use 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 this circumstance, 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 resulting in a breach of test security or confidentiality may result in the invalidation of examinees' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all examinees. 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, examinees, 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 in the *Test Security Supplement*.

Given the high stakes associated with examinee 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 developed the *Test Security Supplement*.



*Test Security
Supplement*



Oaths

*Assessment
Management System
User's Guide*

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 are included in Appendix D of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

The oath for the district coordinator covers all assessments, including TAKS, and only needs to be signed once a calendar year.

Personnel are required to sign only one oath for each calendar year.

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)
- testing irregularity and investigation documentation
- when applicable, inventory and shipping records (including the Materials Control Form and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions

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 and are viewed by TEA as falling in 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 examinees with responses to test questions
- tampering with examinee responses
- viewing secure test content 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, examinee responses, or examinee performance
- scoring examinee tests, either formally or informally
- duplicating, recording, or capturing (electronically or by any other means) 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. Examples of procedural irregularities are located in the *Test Security Supplement*. Examples of procedural irregularities involve, but are not limited to, the following:

- leaving a room unattended when secure online tests were open and visible
- leaving secure online tests open and visible during a lunch break, a short break taken in the testing room, or restroom breaks
- failing to remove or cover all instructional displays that might aid examinees by providing direct answers during testing
- failing to provide an examinee with the correct student authorization to access an online test

Reporting of Testing Irregularities

The superintendent and campus principal of each school district and chief administrative officer of each charter school and any private school administering the 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 will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of a test administered under the TEC, Chapter 39, Subchapter B. Failure to report can subject the person responsible to the applicable penalties.



*Test Security
Supplement*

Each person participating in the Texas student assessment program is directly responsible for reporting immediately 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 one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator is directly responsible for reporting to TEA all violations that occur within his or her district. Further, any incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to the Student Assessment Division **as soon as the district 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.

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. 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.

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 examinees 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, why the incident occurred
- a description of how the incident was resolved

Statements from parties responsible for or involved in a serious testing irregularity should be typed and submitted on district/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



Online Incident Report

- a description of the incident from the individual’s perspective (educators 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 generated

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 in response to a serious irregularity, coordinators should address and resolve the inconsistency with the individual(s) involved and provide the district’s determination regarding the identified discrepancy.

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. 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 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 Reporting Process located on TEA’s Student Assessment Division website.
2. Review the procedures for reporting an irregularity online and then click the *Click here to submit an online incident report* link.
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 testing 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.texas.gov. 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.



Online Incident Report



*Test Security
Supplement*

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

Reporting of Disciplinary Actions Taken Against Examinees for Cheating on Texas Student Assessments

If a district determines that an examinee has been involved in an attempt to cheat on a Texas Student assessment, the district is required to invalidate the examinee's test by marking the score code "O" for "Other."

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

District and Campus Coordinator and Test Administrator Responsibilities

Training

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Prepare for Online Test Administrations

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Monitor Online Test Administrations

PAGE 30

Complete Online Test Administration Process

PAGE 37

Training

This section of the manual covers the training information necessary for district coordinators, campus coordinators, test administrators, principals, and technology staff to conduct online administrations. This section of the manual is set up to represent a chronological checklist. Throughout these sections, you will see District Coordinator (DC), Campus Coordinator (CC), and Test Administrator (TA) checklists; the ,  and  icons indicate which checklist you are reading.

Annual training for TAKS assessments may be combined with training for State of Texas Assessments of Academic Readiness (STAAR®) assessments.

Prepare for and attend district coordinator training.

Review Resources for Online Activities

- Read this manual and review additional resources available online before the training session.
- Know the different roles and responsibilities of individuals participating in testing.
- Become familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.
- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the TestNav 8 Online Support webpage, which provides information about navigating TestNav and conducting online administrations.

Attend Training

- All district coordinators must attend district testing coordinator training annually.
- If you have not received annual training, contact your regional education service center (ESC) for assistance.

Review and Sign Oath

- Initial each item on the district testing coordinator oath (located in Appendix D) as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath a second time in the appropriate section after testing has concluded for the calendar year. Return your signed oath to the testing contractor by the end of the calendar year.



Online
Resources

Texas
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TestNav 8
Online Support

- District and campus coordinators do not need to sign a separate oath for online testing, unless they also serve as test administrators.
- Familiarize yourself with the security oaths for superintendents/chief administrative officers, campus coordinators, principals, technology staff, and test administrators. These are included in Appendix D.

Prepare for and conduct campus coordinator training.

Designate Campus Coordinators

- This should be done in cooperation with your district's principals.
- Campus coordinator responsibilities include:
 - serving as liaison between district coordinator and campus personnel for test-related communications,
 - monitoring and maintaining test security,
 - designating and training test administrators, and
 - coordinating online administration activities on the campus.

Schedule Training Sessions

- Schedule training 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.
- Campus coordinators must initial and sign an oath following training on test security and general testing procedures.

Distribute Manuals

- Distribute this manual in time for campus coordinators to read before training sessions.

Prepare for and Conduct Training Sessions

Topics to discuss at the training session are available in the Planning for Campus Coordinator Training document online. Some topics include:

- roles and responsibilities
- test security
- scheduling test administrations

NOTES



Oaths



Calendar of Events



Planning for
Campus
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Calendar of
Events

- preparing for test administrations
- testing with accommodations (when appropriate)

Prepare for and attend campus coordinator training.

Review Resources

- Read this manual and review additional resources found online before the training session.
- Know the different roles and responsibilities of individuals participating in testing at your campus.
- Become familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.
- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the TestNav 8 Online Support webpage that provides information about navigating TestNav and conducting online administrations.

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, as well as procedures unique to specific testing circumstances.
- Campus coordinators should access this manual and read it thoroughly prior to the training session.

Review and Sign Oath

- 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 again in the appropriate section after testing has concluded for the calendar year.
- Become familiar with the oath for test administrators.

Prepare for and conduct technology staff training.

❑ Designate Technology Staff

- Technology staff should be available for assistance 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 staff.
- Ensure technology staff sign the technology staff 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 to sign the technology staff oath.
- Technology staff are responsible for becoming thoroughly familiar with the online testing processes, technical manuals, and documents, as well as ensuring
 - administrative rights necessary for installing software are obtained;
 - network infrastructure and computers have been assessed and meet the uniform system requirements; and
 - all testing software is properly installed, configured, and tested.

❑ Direct Technology Staff to Review Materials for Online Activities

- The *Assessment Management System User's Guide* provides details for navigating and using resources of the Assessment Management System.
- The TestNav 8 Online Support webpage provides information about navigating TestNav and conducting online administrations.
- Review the *Quick Guide to Online Testing*, which provides an outline of the key steps to online testing.



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Management System
User's Guide*

TestNav 8
Online Support

*Quick Guide to
Online Testing*

Prepare for and conduct principal and test administrator training.

Designate Test Administrators

- This should be done in cooperation with your school's principal or the director in charge of the facility you choose as your testing site.
- Test administrator responsibilities include
 - maintaining security of test materials until returned to the campus coordinator,
 - preparing test materials in the classroom for each administration,
 - implementing the test administration processes and procedures stated in the manuals,
 - monitoring and maintaining test security,
 - reporting any suspected violation of test security to the campus coordinator, and
 - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
- Designate at least one test administrator for every 30 examinees to be tested.
- Test administrators must hold valid education credentials, such as a Texas educator certificate or permit.
- District or campus personnel 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) employed by the school district.
- Test administrators who will be conducting an oral administration should be familiar with content-specific terms and symbols associated with the subject-area test to ensure that the test is administered accurately.
- Test administrators must initial and sign the test administrator oath following training on test security and general testing procedures and before handling secure test materials.

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

☐ Schedule Test Administrator and Principal Training Sessions

- Schedule training sessions by dates specified on the Calendar of Events.
- 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.
- Principals are also required to receive annual training in test security and general testing procedures, and must sign an oath.

☐ Access or Distribute This Manual

- Require all who are attending training to access the administration manual and to read thoroughly prior to the training session.
- Use the manuals in your training sessions.

☐ Direct Test Administrators to Review Online Resources

- The *Assessment Management System User's Guide* provides details for navigating and using resources of the Assessment Management System.
- The TestNav 8 Online Support webpage provides information about navigating TestNav and conducting online administrations.

☐ Conduct Test Administrator and Principal Training Sessions

Topics to discuss at the training sessions include:

- Test administrator and principal roles and responsibilities
 - maintaining security of test materials,
 - implementing the test administration processes and procedures stated in the manuals,
 - monitoring and maintaining test security, and
 - reporting any suspected violation of test security to the campus coordinator.



Calendar of
Events



*Assessment
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TestNav 8
Online Support

NOTES

- Test security
- Scheduling test administrations
- Preparing for test administrations
- Testing with accommodations
- Monitoring test administrations
- Conducting online test sessions

Prepare for and attend test administrator training.

Review Resources for Online Testing

- Access and review the *Assessment Management System User's Guide* to become familiar with information about how to set up and manage test sessions.
- Access and review the following training resources:
 - The Training Site mirrors the operational Assessment Management System and simulates all activities related to managing test sessions.
 - The TAKS Tutorial is a computer-driven tutorial that provides examinees with an opportunity to practice using all of the tools available in online tests, including the written composition tool.
- Other resources for online testing include:
 - Training Modules for the STAAR Alternate 2, TELPAS, and TAKS Assessment Management System
- Initial and sign the test administrator's oath if you have not previously signed it.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.



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Assessment Management
System Training Site

Training Resources

Prepare for Online Test Administrations

This section includes the resources and software required for online administrations, steps to ensure 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 an overview of the steps involved in setting up and implementing an online administration, review the *Quick Guide to Online Testing* document.

Plan for online administrations.

□ 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 assessment procedures.
- 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.
- Campus coordinators should instruct test administrators to
 - set up and manage test sessions;
 - update student demographic information in the Assessment Management System;
 - help examinees open and view their tests;
 - maintain test security and manage any interruptions during testing, such as restroom breaks or examinee illness; and
 - make selections in the Assessment Management System to indicate score code selections.



*Quick Guide to
Online Testing*

Assessment
Management
System
Information

Assessment Management
System Training Site*Assessment
Management System
User's Guide*User Roles and
Permissions

❑ Become Familiar with the Assessment Management System Training Site

- The Training Site in the Assessment Management System lets you practice the test administration tasks without affecting real data. District coordinators can create accounts for campus coordinators as needed. Some of the tasks that can be practiced include the following:
 - creating sample examinees
 - registering examinees
 - assigning sample examinees to additional groups and tests
 - creating test sessions and assigning examinees to sessions

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

❑ Receive Login Information

- 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 username, contact the Customer Service 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 personnel as needed.

Create user accounts for campus personnel and technology staff.

❑ Create Role-Specific Accounts

- District 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 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 username.

  **Ensure that testing infrastructure is in place, 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 provides a listing of minimum and recommended levels of functionality with respect to the network's minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav setup, and hardware and software 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 Support Documentation section of the Assessment Management System;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messenger programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters, which can be found on the TestNav 8 Online Support webpage;
- 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.

Detailed information about the software and tools can be found on the TestNav 8 Online Support webpage.

Contact the Customer Service Center at 800-627-0225 if you require technical assistance.



Minimum
System
Requirements

TestNav 8
Online Support



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Calendar of Events

❑ 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. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. The browser-based version of TestNav may be accessed by launching a browser and entering the URL. The installable versions of TestNav may be accessed by starting the TestNav app and choosing the correct test. For specific TestNav information, refer to the *Assessment Management System User's Guide*.
- *Proctor Caching Testing* tool. Use this testing tool to check the functionality of the proctor caching software. This practice test simulates a live test and can also be used to check the functionality of TestNav.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TAKS in accordance with their assigned responsibilities.

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

❑ Ensure That Examinee 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 an examinee's master record.

Establish testing schedule and environment.

❑ Establish a Schedule for Administrations

- Because TAKS administrations are untimed, each examinee must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond regular school hours, but they are free to do so if they choose.

❑ Arrange for Testing Rooms

- Campus coordinators should work with principals to ensure testing environments are properly prepared.
- Ensure that enough computers are available to accommodate the testing schedule established by the campus coordinator and principal.
- Students who are eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test.

Oversee test session details, proctor test tickets, and seal codes.

Refer to the *Assessment Management System User's Guide* for specific instructions on creating a test session and printing test tickets and seal codes.

❑ Ensure That Test Sessions Are Created

- Test sessions are electronic groupings of examinees 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 Test Tickets Are Generated and Printed Before Test Sessions

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

❑ Ensure That Proctor Test Tickets for Oral Administrations Are Printed Before Test Sessions

- Proctor test tickets are used by test administrators to log in to an oral administration session in TestNav.



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- Proctor test tickets 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 test tickets.

☐ Ensure That Seal Codes Are Printed Before Test Sessions (ELA only)

- Seal codes are the electronic equivalents of the adhesive paper tabs used to seal sections of the paper test booklets.
- It is recommended that you print the seal code document the day before the test administration and store it in a secure location.
- Refer to the *Assessment Management User's Guide* for specific instructions on seal codes.

Prepare for online administrations.

☐ Receive Your Username for the Assessment Management System

- Your campus or district coordinator will create your role-specific user account.
- Your login information will give you access to online testing functions and ensures that you see only the data and functions that you need.
- New online administrators receive a user account email notification with instructions for establishing a password for the Assessment Management System.

☐ Assemble the Materials Needed for Testing

Test administrators must ensure that the following materials are available on the day of testing:

- a copy of this manual
- Test Session Roster(s)
- student test tickets (Student test tickets must be kept in a secure location until the day of the test.)
- proctor test ticket(s) (secure documents for oral administrations)
- seal code (ELA assessment only)
- pencils or pens for use with the scratch paper and graph paper
- Examinees taking the mathematics test must be provided scratch paper and graph paper. Examinees taking the science test must be provided scratch paper. Examinees taking the ELA test must be provided scratch paper to plan and draft

their open-ended responses and written compositions. Note that graph paper is available to download, print, and copy from the Support Documentation section of the Assessment Management System at <http://www.TexasAssessment.com/TAKS/>. Any scratch paper or graph paper written on must be destroyed immediately after testing.

- A ruler is available to examinees as an online tool. Only the ruler provided as an online tool should be used.
- Each examinee must be provided with a TAKS exit level mathematics chart or science formula chart and periodic table to use during the online TAKS mathematics or science tests, respectively. The mathematics and science charts are available to download, print, and copy from the Support Documentation section of the Assessment Management System at <http://www.TexasAssessment.com/TAKS>. Test administrators must print out and copy the charts and make them available for all examinees. The TAKS exit level mathematics and science charts also are provided as tools in the online testing system.
- **Each examinee must be provided a graphing calculator to use throughout the TAKS exit level mathematics test.** Examinees may use their own calculators instead of the one provided by the district. Any kind of graphing calculator may be used except one with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS). Handheld minicomputers or personal digital assistants (PDAs) may not be used. All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both **before** and **after** testing. In addition, 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.
- **Examinees must be provided a four-function, scientific, or graphing calculator to use throughout the TAKS exit level science test.** There must be at least one calculator for every five examinees. Examinees may use their own calculators instead of the one provided by the district. For the science test, the guidelines for types of graphing calculators, clearing of memory, and removal or disabling of programs and applications are the same as those described previously for mathematics. In addition, if examinees share a calculator, the memory must be cleared after each examinee uses it.
- English-language **dictionaries and thesauruses** must be provided to examinees for the composition and reading sections of the exit level ELA test. At least one English language dictionary for every five examinees testing must be provided. It is also recommended that there be one thesaurus provided for every five examinees, if possible. Examinees may also use a combination dictionary/thesaurus. An English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for examinees who are identified as limited English proficient (LEP), but only when reference materials must be provided.

Monitor Online Test Administrations

The campus coordinator must be available on each day of testing to assist test administrators and to address test-related problems and questions. If a situation arises that the test administrator does not know how to resolve, the campus coordinator should be contacted.

The campus coordinator will help test administrators conduct test sessions under the best possible conditions. Following the procedures listed below will ensure the security and confidentiality of online tests.

Ensure proper testing environment.

- Bulletin boards and instructional displays that might aid examinees during testing must be covered or removed. Any rooms to which examinees may be relocated must also be prepared.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.
- No element of the testing room’s environment should hinder any examinee’s performance. The testing room should be quiet, well lighted, well ventilated, and comfortable. Each examinee should have enough space in which to work.

Ensure proper testing procedures.

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. Test administrators should be familiar with this document, which includes information about breaks, cell phone use, individual emergencies, and changing testing rooms.
- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. Examinees are **NOT** permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used to fulfill the dictionary or calculator requirements or any allowable accommodations.
- The TAKS exit level tests must be administered on the dates specified on the Student Assessment Calendar and on the Calendar of Events.
- A trained test administrator must be present in each testing room at all times during testing.
- There must be at least one test administrator for every 30 examinees.
- Districts may establish and post on the OOS registration site starting times for testing.



Testing
Procedures



Calendar of Events

- An examinee who arrives after testing has begun may be tested if sufficient time remains in the test session and if the examinee has not obtained prior knowledge of test content through contact with examinees who have already finished testing.
- Test administrators must complete seating charts for each test administration.
- Seating charts must include the names of the examinees testing, the location of each examinee while testing, and the names of all test administrators/monitors involved in the session for each day of testing.
- Additional seating charts must be completed if examinees are moved to another room during testing.
- Test administrators must actively monitor the testing room while examinees are working.
- Test administrators should
 - confirm that examinees are working only on the subject-area assessment being administered that day,
 - verify that examinees have access only to allowable materials, and confirm that examinees do not have access to nonallowed materials, such as cell phones or other personal electronic devices that allow Internet access,
 - ensure that examinees are separated in online testing rooms and unable to see each other's monitors,
 - ensure that examinees are recording their responses, and
 - have a plan in place for securing test materials and maintaining confidentiality in the event of an online interruption during testing.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Reinforcing, reviewing, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to examinees can result in the invalidation of their tests and can compromise the assurance that all individuals are equitably tested in accordance with the guidelines for standardized assessments.
- Examinees must remain seated during testing, except when they are acquiring or returning authorized testing materials.
- Examinees are not allowed to talk to one another while testing is in progress.
- Since the tests are untimed, each examinee must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose.
- Each examinee must be allowed to work at his or her individual speed. Examinees may not be directed to speed up or slow down.
- Some examinees may finish the test earlier than others. After they submit their tests, examinees may be allowed to quietly read books or leave the testing room.

☐ Start Online Test Sessions

- Student test tickets should be printed at least one day before the test administration and stored in a secure location.
- Immediately prior to testing, test administrators must provide each examinee his or her own student test ticket.
- Start the test session.
 - A test session must be started before examinees in the test session can log in and begin taking an online test. To start a test session, follow these steps:
 1. Log in to the TAKS Assessment Management System.
 2. From Testing > Students in Sessions, add test session(s) to the Sessions list on the left of the page.

If the current test administration is not correct, click the menu in the upper right of the page and select the TAKS administration from the list.
 3. Click a session to select it from the list.
 4. Review the session details, then click the **Start** button to start the session.
 - Once the test session is started, the examinee will launch the TestNav application or a browser, enter the TestNav URL, and log in using the username and test code provided in the student test ticket.

Breaks

Test administrators may allow examinees to take brief breaks in the testing room during a test session.

- Breaks are not mandatory.
- During breaks, examinees must not discuss the content of the test.

Examinees in an online test session should exit their test for breaks. To exit the test, examinees should click the user drop-down menu in the upper right corner of the screen next to the examinee's name, select "Sign out of TestNav," and then click the **Save and Return Later** button. The test administrator must provide assistance for examinees who need help exiting their tests.

- An examinee cannot resume a test until a test administrator authorizes the examinee to do so. To resume an examinee's test, follow these steps:
 1. Return to the *Students in Sessions* screen and select the checkbox next to that student's name.
 - You cannot resume a student who has a "Ready," "Resumed," "Resumed-Upload," or "Marked Complete" status.
 2. If the student has exited TestNav but is in "Exited" status and has not submitted test responses, click the arrow next to the student' status and select Resume.
 - The student' status changes to "Resumed."

- The student can be logged in using the same username and password from the original student test ticket if the student is in the same test session.
 - The test has now been resumed and will begin on the last or second-to-last question the student responded to before exiting the test. The student can now continue with the test.
 - The student's status changes to "Active" after logging in to TestNav.
3. If the student has not properly logged out of a test, such as if the computer froze or the browser crashed, the student may still be listed in "Active" status. Click the arrow next to the student' status and select Resume Upload.
- The student' status changes to "Resumed Upload."
 - The student can be logged in using the same username and password from the original student test ticket if the student is in the same test session.
 - The system will force TestNav to check for a saved response file (SRF) in the designated response file backup location when the student logs back in to continue testing.
 - If TestNav cannot upload the student responses or locate a SRF file, the student will be prompted to get assistance from the test administrator to locate or upload saved responses. Additional information regarding this can be found online in the Troubleshooting section of the TestNav 8 Online Support page.
 - Once saved responses are uploaded, the student can continue with the test.
 - The student' status changes to "Active."

The test administrator is responsible for test security and confidentiality in the testing room. Testing personnel are required to report immediately any suspected violations of test security and confidentiality to the campus or district coordinator, providing copies of any correspondence to the campus coordinator and principal.

The contents of online tests are considered secure at all times. No unauthorized viewing, discussing, duplicating, or scoring is allowed.

Emergencies

- Unexpected or emergency situations may occur just prior to or on the day of the state assessment that necessitate the use of a testing accommodation. For example, an examinee may have a broken arm and need his or her responses transcribed into the online system. In situations such as these, testing coordinators should first consult the Accommodations Chart in Appendix B of this



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manual to determine if the accommodation is allowed. If the accommodation is allowable, then the examinee may use it. However, if the accommodation requires the submission and approval of an Accommodation Request Form, the testing coordinator should immediately contact a member of the TEA Accommodations Task Force at 512-463-9536.

- If an examinee leaves the testing room for an extended period of time and returns, the campus coordinator must decide whether confidentiality has been breached and if it is appropriate for the examinee to continue testing.
- If an emergency arises at the campus or the testing site that represents an actual or potential danger to examinees (such as a fire alarm), examinees should go quietly outside, following campus regulations for exiting the building.

Technical emergencies

- If presented with a warning screen stating that the testing server is not available, follow the instructions provided in the on the TestNav 8 Online Support webpage and consult with the Customer Service Center at 800-627-0225 as needed. Please note that examinees' answers should **NOT** be submitted and examinees' tests should **NOT** be marked complete because of a technical issue without first receiving directions from the testing contractor.

Changing testing rooms

- The tests are untimed. Examinees should be given as much time as they need to finish the test, although they are required to finish the test the same day it is started. As long as test security is not breached, examinees may be moved to another testing room.
- Examinees who have not finished the test by the end of the test session may be moved to another location. If examinees must be moved to an alternate test site to finish their test, be sure to have them exit the test.
- While in transit, examinees must not discuss the test with anyone or have access to learning materials. After the examinees are settled in the new location, the test administrator can resume the examinees' tests by following the instructions in the "Breaks" section below.

Returning to a Previous Section

In TestNav 8, proctor assistance is required if a student wants to return to a previous section. If a student needs to return to a previous section, follow these steps.

1. Instruct the student to exit TestNav. To exit the test, examinees should click the user drop-down menu in the upper right corner of the screen next to the examinee's name, select "Sign out of TestNav," and then click the **Save and Return Later** button.

2. In the Assessment Management System, find the student by navigating to Testing > Students in Sessions, add the student's test session to the Session List on the left of the page.
3. Click a session to select it from the list.
4. Search to find the student(s) whose status you want to view or click the down arrow next to the **Search** button and select "Show all results."
5. After finding the student, select the check box next to the student record to select the student.
6. From the task list, select Set Section Start / Resume. Click **Start**.
7. Select the check box next to the student(s) name in the list to confirm your selection(s).
8. Select the section from the drop-down menu in the Section column and click **Save**.

Refer to the *Assessment Management System User's Guide* for more detailed information about assisting examinees in returning to a previous section.



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The seal code warning screen (ELA only)

Seal codes are the electronic equivalents of the adhesive paper tabs used to seal sections of the paper test booklets. Before examinees can access an electronically sealed section of the test, they must enter a four-digit seal code, which then allows them to access the sealed section.

For the online administration of the TAKS exit level ELA test, a seal code is used for the revising and editing section because dictionary and thesaurus use is **NOT** allowed in this section. Examinees will be instructed to raise their hand as they complete the reading and short answer and written composition sections of the ELA test and are ready to proceed to the sealed revising and editing section. As each examinee raises his or her hand, the test administrator must go to the examinee's computer to collect any dictionary and/or thesaurus the examinee may have used on the reading and short answer and written composition sections of the test. Once examinees click the **Submit Section** button, a pop-up box will open, asking the examinee if they are sure they want to exit the section. If they have not finished their work in the reading and short answer and written composition sections of the test, they should click **No**. If they are ready to continue to the revising and editing section, they should click **Yes**. The next page will prompt the examinee to enter the seal code. The test administrator must then provide the examinee with the four-digit seal code to access the revising and editing section by writing it on the examinee's student authorization. Test administrators should not verbally communicate the seal code to examinees or write it on the chalkboard. Examinees should not share seal codes with each other. Examinees will then type the seal code as provided by the test administrator into the seal code field and click the **Start Section** button. Examinees can then access the revising and editing section of the ELA test. After this point,

examinees may return to revise their reading section and short answer and written composition section of the test, but they will no longer be permitted the use of a dictionary or thesaurus, and a proctor will have to assist the examinee in returning to the previous section.

Manage online test sessions and answer questions.

Monitor Online Test Sessions

- After a session is started and examinees log in, you can monitor the status of all examinees assigned to a test session from the *Students in Sessions* screen.
 - The color-coded text in the Status column indicates the examinee's test status.
 - If you move examinees to another session, any student test tickets previously printed will need to be destroyed and new test tickets printed to provide a new username and test code for the examinee.

Test administrators should remind examinees that they should finish the test and be satisfied with their responses before submitting their tests. Once a test is submitted, it cannot be restarted by the test administrator.

Answer Questions and Resolve Problems

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

- translate test questions or passages (including the written composition prompt in the TAKS ELA assessment) into another language;
- rephrase or add information to questions or the prompt;
- discuss test questions with anyone before, during, or after testing; or
- score test items or discuss with examinees how they performed.

NOTE: Test administrators **are** allowed to translate oral instructions into the examinee's native language.

Complete Online Test Administration Process



Conclude the online test session.

❑ Verifying Testing Status

- The test will be submitted for scoring via the Assessment Management System as soon as the examinee clicks the **Submit Final Answers** button. After an examinee has clicked the **Submit Final Answers** button, that examinee's status will automatically be updated to "Completed" in the *Students in Session* screen. If an examinee clicks the **Submit Final Answers** button accidentally and wishes to finish the test, the campus coordinator must call the Customer Service Center.
- Examinees who cannot finish their tests due to illness or a testing irregularity should not click the **Submit Final Answers** button. The test should be exited and marked as complete by the test administrator. Test administrators can mark a test complete by selecting the checkbox for the examinee(s) on the *Session Details* screen and clicking the **Mark Test Complete** button. The district must determine whether the examinee's score should be "Other" or if the examinee's responses should be submitted for scoring by selecting the "Score" score code.

❑ Assign Accommodation Information

- For examinees who receive accommodations, see Appendix B.

❑ Assign Score Code Information

- In most cases, a score code designation should be entered when the test is marked complete. However, if a student submitted a test and a score code needs to be chosen, or if accommodations information needs to be entered, you will need to make these selections from the *Manage Student Tests* screen.
 1. If the current test administration is not appearing correctly, click the menu in the upper right of the page and select the correct TAKS administration from the list.
 2. Go to Testing > Student Tests, and search to find the student test(s) you want or click the down arrow next to the **Search** button to reveal and select the option to show all results.
 3. Select the student test(s) you want to edit by selecting the box next to each student test.
 4. Open the task list and select Manage Student Tests and click Start.
 5. Select the student test you wish to edit under Student Tests. Select the score code designation for the student.

6. Click the **Mark Complete** button.
7. Repeat steps 5 and 6 until score codes are entered for all selected students.

❑ Stop the Session

- Examinees must submit answers in order for their tests to be scored and for your district to receive test results for the students. Students (or their test administrators) must click the **Submit Final Answers** button to send students' tests for scoring. After all students have completed the test and submitted their responses, you should stop the session.
- To stop a test session, complete the following steps:
 1. Ensure that each student's status is "Completed" or "Marked Complete" on the *Students in Sessions* screen.
 1. Click the **Stop** button to stop the test session.

Refer to the *Assessment Management System User's Guide* for more detailed information, including screen shots, about starting and monitoring test sessions.

❑ Collect Test Materials

- Some examinees may finish testing earlier than others. After an examinee completes the assessment, you must collect their student test tickets and any scratch paper, graph paper, or printed charts that the examinee used during testing. The examinee may be allowed to quietly read or to leave the testing room.

❑ Return All Student Test Tickets, Session Rosters, and Test Administration Materials to the Campus Coordinator

- Student test tickets and any scratch paper, graph paper, or mathematics or science charts on which examinees have written notes must be returned to the campus coordinator and destroyed immediately after the test session.



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Test Administration Directions

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Starting the Test

Before starting a TAKS test, the test session must be started on the designated test administrator's workstation, and the test administrator must have a student test ticket for each student.

The test administrator should launch TestNav for all examinees before testing begins. Use either the browser-based or installable version as directed by your district's testing policy.

- Access the browser-based version of TestNav by typing the test-specific URL into the Internet browser address bar.
- Access the installable version of TestNav by starting the TestNav app and choosing your test.

Test Administration Directions— English Language Arts (ELA)

The TAKS tests are untimed. Give examinees all the time they need to respond to each test item.

Former TAAS examinees who have not met the passing standard for reading and/or writing must take the appropriate portion of the TAKS ELA test.

Reading and Writing: Examinees who need to take both portions of the ELA test will answer questions 1–28 of the reading section. These examinees will **NOT** answer the three open-ended questions (29–31). Then they will complete the written composition. When they have completed the written composition, they will use the seal code to proceed to the revising and editing section. Once the seal code has been entered, examinees may no longer have access to dictionaries. When they have finished all three sections, they should submit their tests. All sections of the ELA test must be completed the same day.

Reading Only: Examinees who need only the reading portion should submit their tests after they have completed questions 1–28. They should **NOT** complete the written composition or continue to the revising and editing section.

Writing Only: Examinees who need only the writing portion, **NOT** the reading portion, should proceed directly to the written composition. When they have completed the written composition, they will use the seal code to proceed to the revising and editing section. Examinees who need only the writing portion should submit their tests when they have completed the written composition and the revising and editing section.

Before reading the administration directions aloud, distribute the following materials to your examinees if they do not already have them.

- student test tickets
- scratch paper
- pencils or pens for use with the scratch paper

Examinees must have access to an English-language dictionary and if possible, a thesaurus when taking the reading and short answer and written composition sections of the ELA test. There must be at least one dictionary for every five examinees testing. It is recommended that there be one thesaurus for every five examinees, if possible. An

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English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for examinees who are identified as limited English proficient (LEP), but only when reference materials must be provided. Examinees are also permitted to use a combination dictionary/thesaurus. Examinees may **NOT** use dictionaries or other reference materials when taking the revising and editing section of the ELA test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you only and should not be read aloud to examinees.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, English language arts test. You will be taking this test using the online testing system.

The English language arts test consists of a reading, short answer, and written composition section, followed by a revising and editing section. In the reading, short answer, and written composition sections, you will answer a series of multiple-choice questions and a small number of short answer questions, followed by a writing task. In the revising and editing section, you will answer a series of multiple-choice questions.

You may use a dictionary and thesaurus for the reading and short answer and written composition sections of the test. You may not use a dictionary or thesaurus for the revising and editing section of the test. It is very important for you to note that the revising and editing section of the test is electronically sealed; therefore, do not attempt to preview the revising and editing section while in the other sections of the test because you will be stopped. Be sure that you are satisfied with your work in the reading and short answer and written composition sections of the test before moving on to the sealed revising and editing section. After you enter the revising and editing section, you may go back to the other sections but you will no longer be allowed to use a dictionary or thesaurus.

You may also use scratch paper as you take this online test. If you do not have any scratch paper, please raise your hand.

Distribute scratch paper to examinees who did not receive it earlier.

SAY Look at your computer screen. Using the information found on the student test ticket, type your username in the *Username* field exactly as it appears on the test ticket.

Pause while examinees locate their username on the student test ticket and type it into the field on the computer screen.

SAY Type the password in the *Password* field exactly as it appears on the student test ticket. Click the *Sign In* button. If you receive an error message, please raise your hand.

Assist any examinees having problems with the sign-in process. Ensure that examinees are entering their username and password exactly as they appear on their student test tickets. When all examinees have signed in, continue.

SAY Once you have successfully signed in, you will see a screen that has the name of the test. Click the *Start Test Now* button. Next, click the *Start Section* button.

Assist any examinees who are having difficulty.

SAY Please make sure your name appears in the top-right corner of the screen. If you don't see your name, please raise your hand.

Assist any examinees who do not see their names displayed at the top-right corner of the screen. If someone else's name appears, have the examinee exit the test. After you have completed reading these directions and the other examinees have started testing, contact your campus coordinator. The campus coordinator should call the Customer Service Center for assistance in resolving this issue.

SAY Look at the top-left corner of the screen. Do you see the two buttons with arrows on them? Raise your hand if you do not see the buttons.

Help any examinees having difficulty finding the blue buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.

SAY You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

Help any examinees having difficulty with the arrow buttons.

SAY Click the forward arrow button at the top of the screen. You will see an honor statement on this page. Please read the honor statement and click inside the circle.

If an examinee asks if he or she must select the "I agree" circle on the honor statement, tell the examinee, "That decision is up to you. Selecting 'I agree' on the honor statement is not required, but you are expected to follow the testing rules even if you do not select it."

It is not the responsibility of the test administrator to check to see if examinees have selected "I agree" on the honor statement.

When examinees have had time to complete the honor statement, continue.

SAY Click the forward arrow button at the top of the screen. Now you will see a set of directions. If you cannot see all of the directions or all of a reading selection at any time while testing, click and move the black bar next to the directions or reading selection up and down to read all of it.

You may also use the scroll wheel on your mouse, if the mouse has one. Click anywhere on the screen and then use the mouse wheel to scroll through the information.

Allow examinees a few moments to locate the scroll bar and scroll through the information, if necessary.

SAY The directions in the first section will help you learn about taking this online test. Read these directions to yourself. Each set of directions is a separate screen. Click the forward arrow button to continue to the next screen until you have reached the directions about “Reaching the End of the Test.” Read through these directions, but do not continue until you are told to do so.

Allow examinees enough time to review the directions. The instruction screens are provided as an online resource.

SAY Does anyone have any questions?

Answer any questions before continuing.

SAY Click the forward arrow button at the top of this page and the writing prompt for the written composition section will appear. The writing prompt is in a box at the top of the page. The writing prompt and directions will appear again in the test before you get to the composition text box. Read the prompt to yourself. If you would like me to read it to you, raise your hand.

Wait until everyone has finished reading the prompt before continuing.

Only at the request of an examinee may the writing prompt be read aloud or signed. If an examinee raises his or her hand to ask that the prompt be read, you must go to that examinee’s computer and quietly read the prompt as it appears on the examinee’s computer screen. You must repeat this procedure for each examinee who requests this assistance. You must read the prompt word for word without making any changes, additions, or suggestions. You may read the prompt more than once. No elaboration on the prompt may be provided. You must not translate the writing prompt or any of this information into another language (except sign language).

SAY Does anyone have any questions?

Answer any questions before continuing.

SAY When you complete the reading and written composition sections, raise your hand. I will then provide you with the seal code to proceed to the revising and editing section. Remember, once you have entered the seal

code, you may no longer use a dictionary. Before you begin the test, we are going to view three sample revising and editing questions and practice selecting answers. Click the forward arrow button, and read the directions provided. Click the forward arrow button again. You should now have a sample passage on your screen. Read the sample passage to yourself, and then click the forward arrow button. The next screen is the sample question A. Select your answer to the sample question by clicking in the circle to the left of your answer choice, or by clicking on the answer itself. After everyone has answered sample question A, we will review the correct answer choice.

The sample passage and items that appear on the examinees' screens are shown on the next page. Wait until everyone has finished sample question A before continuing.

Revising and Editing Sample**DIRECTIONS**

After reading the passage, answer the questions that follow.

Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.

The American Red Cross

- 1 The American Red Cross is an organization that aids people all around the world.
- 2 It started as a result of the efforts of a dedicated woman.
- 3 That woman was named Clara Barton.
- 4 It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross.
- 5 She assisted on the battlefield by nursing injured soldiers and helping transport supplies.
- 6 Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

Sample A

What is the most effective way to combine sentences 2 and 3?

- A. It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
- B. It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
- C. It started as a result of the efforts of a dedicated woman named Clara Barton.
- D. It started as a result of the efforts of a dedicated woman she was named Clara Barton.

Sample B

What change, if any, should be made in sentence 4?

- A. Change **was** to **is**
- B. Insert a comma after *Civil War*
- C. Change **lead** to **led**
- D. Make no change

Sample C

What change, if any, should be made in sentence 6?

- A. Change **Government** to **government**
- B. Change **selected** to **selectted**
- C. Change **her** to **herself**
- D. Make no change

SAY If everyone is ready, we'll review the answer to the first sample question. The answer to sample question A is choice C, because that is the best way to combine sentences 2 and 3. Are there any questions about how to record your answers?

Answer any questions before continuing.

SAY Continue to the second sample by clicking the forward arrow button. You will select your answer for sample question B the same way you did for A. After everyone has answered sample question B we will review the correct answer choice.

Wait until everyone has finished sample question B before continuing.

SAY If everyone is ready, we'll review the answer to the second sample question. The answer to sample question B is choice C, because in sentence 4 the final verb should be in the past tense, "led." Are there any questions?

Answer any questions before continuing.

SAY Continue to the third sample by clicking the forward arrow button. Select your answer for sample question C. When everyone has finished, we will review the correct answer choice.

Wait until everyone has finished sample question C before continuing.

SAY If everyone is ready, we'll review the answer to the third sample question. The answer to sample question C is choice A, because "government" should not be capitalized in sentence 6. Are there any questions?

Answer any questions before continuing.

SAY At the top of this page, click the forward arrow button. You will see a *Stop* screen. You will now complete the ELA test by yourself. You will have all the time you need to complete the test. You will see questions like those in the samples, as well as other kinds of questions. Does anyone have any questions?

You are not allowed to answer any questions related to the content of the test itself. If an examinee asks a question that you are not permitted to answer, you may respond, for example, "I can't answer that for you; just do the best you can."

Answer any questions before continuing.

SAY As you take the test, be sure to indicate your answer for each question. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. At the top of the screen is a *Bookmark* button. Clicking the *Bookmark* button marks a test question so that you can go back to it later, if you choose.

Remember, you may use your scratch paper if you wish to make notes, plan your responses to the short answer questions, or plan your composition. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. When typing your final composition on the computer, use the standard writing techniques. Do not use text messaging abbreviations, characters, or symbols. You may also use an English-language dictionary or thesaurus for the reading section and short answer and written composition section of the test.

Now find the *Review* button at the top of the screen. The *Review* button opens a menu that shows if you have answered a question. It also shows if you have bookmarked the question. You can click on any question to review it. When you are certain that you have finished your test and are satisfied with your answers, click the *Submit Final Answers* button on the *End of Test* screen. Select the option that reads “Yes, Submit Final Answers.”

While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently. When you have submitted your test, stay in your seat and raise your hand. I will come to you to help you close the test application. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer any questions before continuing.

SAY You are not to discuss the test questions, answer choices, reading selections, or writing prompts with anyone during the test, during breaks, or after you have submitted your test. Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the forward arrow button. On the next page, click *Submit Section*. Confirm that you want to submit the section, and begin the test.

The online TAKS test is untimed. Be sure to give examinees all the time they need to take the test. As each examinee raises his or her hand to indicate completion of the reading and short answer and written composition sections, go to the examinee’s computer to collect any dictionary and/or thesaurus the examinee

may have been using. Then write the four-digit seal code for the revising and editing section on the examinee's student authorization. Do not verbally communicate the seal code to examinees or write it on the board. Examinees should not share seal codes with each other.

While examinees work, move around the room to see that they are following directions. You may also monitor the status of each examinee's session from your computer while viewing the Students in Session screen. Remember to occasionally refresh the page.

Test administrators must be actively engaged in observing examinees' behavior at all times during the administration of state assessments. Test administrators should confirm that examinees do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test administrators may not view or discuss individual test items or responses with examinees or with other adults unless specifically instructed to do so by the procedures outlined in this manual. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give examinees brief breaks, if necessary. The test administrator must provide assistance for examinees who need help exiting their tests to take a break. **To exit the test**, examinees should click the user drop-down menu in the upper right corner of the screen next to their name, select "Sign out of TestNav," and then click the **Save and Return Later** button.

To resume the test, the test administrator must go to the Students in Sessions screen in the Assessment Management System. Select the checkbox for the examinee and select Resume. The status should change to "Resumed" to indicate that the examinee's test can be resumed. The examinee should launch TestNav and log in using the same username and password as before.

Examinees may be allowed to read books or leave the room after testing. If they remain in the testing room, examinees should be reminded not to talk while others are still working.

After **all** examinees have submitted their tests for scoring, you must stop the test session. For information on stopping a test session, refer to the "Complete Online Test Administration Process" section of this manual.

You must also collect all student test tickets and any scratch paper on which the examinees have written or made notes. These **must** be destroyed immediately after the test session.

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

Test Administration Directions— Mathematics

The TAKS tests are untimed. Give examinees all the time they need to respond to each test item.

Before reading the administration directions aloud, distribute the following materials to your examinees if they do not already have them.

- student test tickets
- scratch paper and graph paper
- pencils or pens for use with the scratch paper and graph paper
- a graphing calculator for each examinee

ORAL ADMINISTRATION IN MATHEMATICS

If you have been directed to read the mathematics test questions and answer choices aloud to an eligible examinee, refer to Appendix B for specific instructions.

Test administrators must print out the mathematics chart from the Support Documentation section of the TAKS Assessment Management System at <http://www.TexasAssessment.com/TAKS> and have enough copies available for all examinees. The chart is also available to examinees as an online tool.

Rulers are available to examinees as online tools. Only the rulers provided as online tools within TestNav should be used in the online administration.

Each examinee must be provided a graphing calculator to use throughout the TAKS online mathematics test. Examinees may use their own calculator instead of the one provided by the district. Any kind of graphing calculator may be used except one with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS). Handheld minicomputers or personal digital assistants (PDAs) may not be used. All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both **before** and **after** testing. In addition, 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.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you only and should not be read aloud to examinees.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, mathematics test. You will be taking this test using the online testing system.

You may use a graphing calculator on this test.

I am going to give each of you a mathematics chart. This chart is also available in the online test as one of the tools provided.

You may use scratch paper and graph paper as you take this online test. If you do not have any scratch paper or graph paper, please raise your hand.

Distribute the mathematics chart, scratch paper, and graph paper to examinees who did not receive them earlier. Make sure that all examinees show the TestNav Sign In screen on their monitors.

SAY Look at your computer screen. Using the information found on the student test ticket, type your username in the *Username* field exactly as it appears in the test ticket.

Pause while examinees locate their username on the student test ticket and type it into the field on the computer screen.

SAY Type the password in the *Password* field exactly as it appears on the student test ticket. Click the *Sign In* button. If you receive an error message, please raise your hand.

Assist any examinees having problems with the sign-in process. Ensure that examinees are entering their username and password exactly as they appear on their student test tickets. When all examinees have signed in, continue.

SAY Once you have successfully signed in, you will see a screen that has the name of the test. Click the *Start Test Now* button. Next, click the *Start Section* button.

Assist any examinees who are having difficulty.

SAY Please make sure your name appears in the top-right corner of the screen. If you don't see your name, please raise your hand.

Assist any examinees who do not see their names displayed at the top-right corner of the screen. If someone else's name appears, have the examinee exit the test. After you have completed reading these directions and the other examinees have started testing, contact your campus coordinator. The campus coordinator should call the Customer Service Center for assistance in resolving this issue.

SAY Look at the top-left corner of the screen. Do you see the two buttons with arrows on them? Raise your hand if you do not see the buttons.

Help any examinees having difficulty finding the blue buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.

SAY You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

Help any examinees having difficulty with the arrow buttons.

SAY Click the forward arrow button at the top of the screen. You will see an honor statement on this page. Please read the honor statement and click inside the circle.

If an examinee asks if he or she must select the “I agree” circle on the honor statement, tell the examinee, “That decision is up to you. Selecting ‘I agree’ on the honor statement is not required, but you are expected to follow the testing rules even if you do not select it.”

It is not the responsibility of the test administrator to check to see if examinees have selected “I agree” on the honor statement.

When examinees have had time to complete the honor statement, continue.

SAY Click the forward arrow button at the top of the screen. Now you will see a set of directions. If you cannot see all of the directions at any time while testing, click and move the black bar next to the directions or reading selection up and down to read all of it.

You may also use the scroll wheel on your mouse, if the mouse has one. Click anywhere on the screen and then use the mouse wheel to scroll through the information.

Allow examinees a few moments to locate the scroll bar and scroll through the information, if necessary.

SAY The directions in the first section will help you learn about taking this online test. Read these directions to yourself. Each set of directions is a separate screen. Click the forward arrow button to continue to the next screen until you have reached the directions about “Reaching the End of the Test.” Read through these directions, but do not continue until you are told to do so.

Allow examinees enough time to review the directions. The instruction screens are provided as an online resource.

SAY Does anyone have any questions?

Answer any questions before continuing.

SAY Click the forward arrow button to continue. On your screen is the mathematics chart, which is available as one of your online tools. You may use this online chart or the paper chart provided to answer questions.

To access the online chart during the test, click the *Exhibits* icon on the right of your screen. Are there any questions?

Show examinees the paper mathematics chart. Answer any questions before continuing.

SAY Click the forward arrow button at the top of the page. Before you begin the test, we are going to view two sample test questions and practice selecting answers. Read **SAMPLE A** to yourself. Select your answer by clicking once on the circle to the left of your answer choice, or by clicking on the answer itself. You may work problems on your scratch or graph paper. After everyone has answered **SAMPLE A**, we will review the correct answer choice.

The sample item that appears on the examinees' screens is shown below.

<p>DIRECTIONS</p> <p>Read each question. Then select the correct answer. If a correct answer is <u>not here</u>, mark the letter for "Not here."</p> <p>SAMPLE A</p> <p>Find the slope of the line $2y = 8x - 3$.</p> <p><input type="radio"/> A. $-\frac{3}{2}$</p> <p><input type="radio"/> B. 4</p> <p><input type="radio"/> C. 8</p> <p><input type="radio"/> D. Not here</p>

Wait until everyone has finished before continuing.

SAY If everyone is ready, we'll review the answer to the first sample question. The answer to **SAMPLE A** is choice B, "4," because the slope of the line is 4. Does anyone have any questions about how to record your answers?

Answer any questions before continuing. When examinees are ready, continue.

SAY Click the forward arrow button to continue to the second sample question.

Now read **SAMPLE B** to yourself and answer the question. After everyone has answered **SAMPLE B** we will review the correct answer choice.

The sample item that appears on the examinees' screens is shown below. Wait until everyone has finished before continuing.

NOTES

SAMPLE B

Janice uses a rectangular box to store her art supplies. The dimensions of the rectangular box are 22.5 inches by 14 inches by 11.5 inches. What is the volume of this box in cubic inches?

Record your answer in the boxes below. Be sure to use the correct place value.

SAY The answer to SAMPLE B is “3622.5,” because the volume in cubic inches of the rectangular box is 3622.5. For this type of question, you need to type your answer in the boxes. You can move the cursor to a box by clicking in the box you wish to type in or by using the *Tab* key to move the cursor to the desired box. To answer questions like this, you might need to use all the boxes or only some of them.

Does anyone have any questions about how to record your answers? Go ahead and type 3622.5 into the boxes if you have not already done so.

Make sure that examinees understand how to correctly type their answers in the boxes. Answer any questions before continuing.

SAY At the top of this page, click the forward arrow button. You will see a *Stop* screen. You will now complete the mathematics test by yourself. You will have all the time you need to complete the test. You will see questions like those shown in the samples, as well as other kinds of questions. Does anyone have any questions?

Answer any questions before continuing.

You are not allowed to answer any questions related to the content of the test itself. If an examinee asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

SAY As you take the test, be sure to indicate your answer for each question. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. At the top of the screen is a *Bookmark* button. Clicking the *Bookmark* button marks a test question so that you can go back to it later, if you choose. Remember, you may work problems on your scratch paper and graph paper and you may use a graphing calculator.

Now find the *Review* button at the top of the screen. The *Review* button opens a menu that shows if you have answered a question. It also shows if you have bookmarked the question. You can click on any question to review it. When you are certain that you have finished your test and are satisfied

with your answers, click the **Submit Final Answers** button on the **End of Test** screen. Select the option that reads “Yes, Submit Final Answers.”

While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently. When you have submitted your test, stay in your seat and raise your hand. I will come to help you close the test application. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer any questions before continuing.

SAY You are not to discuss the test questions or answer choices with anyone during the test, during breaks, or after you have submitted your test. Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the forward arrow button. On the next page, click **Submit Section**. Confirm that you want to submit the section, and begin the test.

The online TAKS test is untimed. Be sure to give examinees all the time they need to take the test.

While examinees work, move around the room to see that they are following directions. You may also monitor the status of each examinee’s session from your computer by viewing the Students in Session screen. Remember to occasionally refresh the page.

Test administrators must be actively engaged in observing examinees’ behavior at all times during the administration of state assessments. Test administrators should confirm that examinees do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test administrators may not view or discuss individual test items or responses with examinees or with other adults unless specifically instructed to do so by the procedures outlined in this manual. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

*Remember that you may give examinees brief breaks in the testing room, if necessary. The test administrator must provide assistance for examinees who need help exiting their tests to take a break. **To exit the test**, examinees click the user drop-down menu in the upper right corner of the screen next to their name, select “Sign out of TestNav,” and then click the **Save and Return Later** button.*

To resume the test, the test administrator must go to the Students in Sessions screen in the Assessment Management System. Select the checkbox for the examinee and select **Resume**. The status should change to “Resumed” to indicate that the examinee’s test can be resumed. The examinee should launch TestNav and log in using the same username and password as before.

NOTES

Examinees may be allowed to read books or leave the room after testing. If they remain in the testing room, examinees should be reminded not to talk while others are still working.

*After **all** examinees have submitted their tests for scoring, you must stop the test session. For information on stopping a test session, refer to the “Complete Online Test Administration Process” section of this manual.*

*You must also collect all student test tickets, any scratch paper or graph paper used by the examinees, and any formula charts on which examinees have written or made notes. These **must** be destroyed immediately after the test session.*

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

Test Administration Directions—Science

The TAKS tests are untimed. Give examinees all the time they need to respond to each test item.

Before reading the administration directions aloud, distribute the following materials to your examinees if they do not already have them.

- student test ticket
- scratch paper
- pencils or pens for use with the scratch paper
- a four-function, scientific, or graphing calculator
- a science chart

ORAL ADMINISTRATION IN SCIENCE

If you have been directed to read the science test questions and answer choices aloud to an eligible examinee, refer to Appendix B for specific instructions.

Test administrators must print out the science chart from the Support Documentation section of the TAKS Assessment Management System at <http://www.TexasAssessment.com/TAKS> and have enough copies available for all examinees. The chart is also available to examinees as an online tool.

Rulers are available to examinees as online tools. Only rulers provided as online tools within TestNav may be used during the online administration.

Examinees must have access to a four-function, scientific, or graphing calculator to use throughout the TAKS online science test. There must be at least one calculator for every five examinees testing. Examinees may use their own calculator instead of the calculator provided by the district. Any kind of graphing calculator may be used except one with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS). Handheld minicomputers or personal digital assistants (PDAs) may not be used. All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both **before** and **after** testing. In addition, 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. If examinees share a calculator, you will need to ensure that all memory has been cleared after each examinee uses it.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you only and should not be read to examinees.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, science test. You will be taking this test using the online testing system.

You may use a calculator on this test.

I am going to give each of you a science chart. This chart is also available in the online test as one of the tools provided.

You may use scratch paper as you take this online test. If you do not have any scratch paper, please raise your hand.

Distribute science charts and scratch paper to examinees who did not receive them earlier. Make sure that all examinees show the TestNav Sign In screen on their monitors.

SAY Look at your computer screen. Using the information found on the student test ticket, type your username in the *Username* field exactly as it appears in the test ticket.

Pause while examinees locate their username on the student test ticket and type it into the field on the computer screen.

SAY Type the password in the *Password* field exactly as it appears on the student test ticket. Click the *Sign In* button. If you receive an error message, please raise your hand.

Assist any examinees having problems with the sign-in process. Ensure that examinees are entering their username and password exactly as they appear on their student test tickets. When all examinees have signed in, continue.

SAY Once you have successfully signed in, you will see a screen that has the name of the test. Click the *Start Test Now* button. Next, click the *Start Section* button.

Assist any examinees who are having difficulty.

SAY Please make sure your name appears in the top-right corner of the screen. If you don't see your name, please raise your hand.

Assist any examinees who do not see their names displayed on the top-right corner of the screen. If someone else's name appears, have the examinee exit the test. After you have completed reading these directions and the other examinees have started testing, contact your campus coordinator. The campus coordinator should call the Customer Service Center for assistance in resolving this issue.

SAY Look at the top-left corner of the screen. Do you see the two buttons with arrows on them? Raise your hand if you do not see the buttons.

Help any examinees having difficulty finding the blue buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.

SAY You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

Help any examinees having difficulty with the arrow buttons.

SAY Click the forward arrow button at the top of the screen. You will see an honor statement on this page. Please read the honor statement and click inside the circle.

If an examinee asks if he or she must select the "I agree" circle on the honor statement, tell the examinee, "That decision is up to you. Selecting 'I agree' on the honor statement is not required, but you are expected to follow the testing rules even if you do not select it."

It is not the responsibility of the test administrator to check to see if examinees have selected "I agree" on the honor statement.

When examinees have had time to complete the honor statement, continue.

SAY Click the forward arrow button at the top of the screen. Now you will see a set of directions. If you cannot see all of the directions at any time while testing, click and move the black bar next to the directions or reading selection up and down to read all of it.

You may also use the scroll wheel on your mouse, if the mouse has one. Click anywhere on the screen and then use the mouse wheel to scroll through the information.

Allow examinees a few moments to locate the scroll bar and scroll through the information, if necessary.

SAY The directions in the first section will help you learn about taking this online test. Read these directions to yourself. Each set of directions is a separate screen. Click the forward arrow button to continue to the next screen until you have reached the directions about "Reaching the End of the Test." Read through these directions, but do not continue until you are told to do so.

Allow examinees enough time to review the directions. The instruction screens are provided as an online resource.

SAY Does anyone have any questions?

Answer any questions before continuing.

SAY Click the forward arrow button to continue. On your screen is the science chart, which is available as one of your online tools.

Now click the forward arrow button again to display the periodic table. You may use these online tools or the paper science chart to answer test questions. To access the online formula chart and periodic table during the test, click the *Exhibits* icon on the right of your screen. Are there any questions?

Answer any questions before continuing.

SAY Click the forward arrow button at the top of the page. Before you begin the test, we are going to view two sample test questions and practice selecting answers. Read **SAMPLE A** to yourself. Select your answer by clicking once on the circle to the left of your answer choice, or by clicking on the answer itself. You may work problems on your scratch paper. After everyone has answered **SAMPLE A**, we will review the correct answer choice.

The sample item that appears on the examinees' screens is shown below.

DIRECTIONS

Read each question and choose the best answer.

SAMPLE A

When a 10% hydrochloric acid solution is heated in an open test tube, the test tube should always be pointed —

- A. so bubbles are visible
- B. at a 180° angle from the flame
- C. toward a ventilated area
- D. away from nearby people

When examinees are ready, continue.

SAY If everyone is ready, we'll review the answer to the first sample question. The answer to **SAMPLE A** is choice D. Does anyone have any questions about how to record your answers?

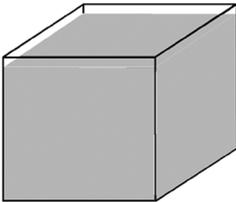
Answer any questions before continuing.

SAY Click the forward arrow button to continue to the second sample question.

Now read **SAMPLE B** to yourself and answer the question. After everyone has answered **SAMPLE B** we will review the correct answer choice.

The sample item that appears on the examinees' screens is shown below.

SAMPLE B



Mass = 40 g
Volume = 20 mL

The picture shows a cube that contains 20 mL of a solution. The solution has a mass of 40 grams. What is the density in g/mL of this solution? Record your answer in the boxes below.

Wait until everyone has finished before continuing.

SAY The answer to SAMPLE B is “2.” For this type of question, you need to type your answer in the boxes. You can move the cursor to a box by clicking in the box you wish to type in or by using the *Tab* key to move the cursor to the desired box. To answer questions like this, you might need to use all the boxes or only some of them. It is acceptable, although not necessary, to include zeros in front of the “2” or after the decimal. These zeros will not affect the value of the correct answer. Does anyone have any questions about how to record your answers?

Make sure that examinees understand how to correctly type their answers in the boxes. Answer any questions before continuing.

SAY At the top of this page, click the forward arrow button. You will see a *Stop* screen. You will now complete the science test by yourself. You will have all the time you need to complete the test. You will see questions like those shown in the samples, as well as other kinds of questions. Does anyone have any questions?

Answer any questions before continuing.

You are not allowed to answer any questions related to the content of the test itself. If an examinee asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

SAY As you take the test, be sure to indicate your answer for each question. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. At the top of the screen is a *Bookmark* button. Clicking the *Bookmark* button marks a test question so that you can

go back to it later, if you choose. Remember, you may make notes on your scratch paper and you may use a calculator.

Now find the *Review* button at the top of the screen. The *Review* button opens a menu that shows if you have answered a question. It also shows if you have bookmarked the question. You can click on any question to review it. When you are certain that you have finished your test and are satisfied with your answers, click the *Submit Final Answers* button on the *End of Test* screen. Select the option that reads “Yes, Submit Final Answers.”

While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently. When you have submitted your test, stay in your seat and raise your hand. I will come to you to help you close the test application. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer any questions before continuing.

SAY You are not to discuss the test questions or answer choices with anyone during the test, during breaks, or after you have submitted your test. Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the forward arrow button. On the next page, click *Submit Section*. Confirm that you want to submit the section, and begin the test.

The online TAKS test is untimed. Be sure to give examinees all the time they need to take the test.

While examinees work, move around the room to see that they are following directions. You may also monitor the status of each examinee's session from your computer while viewing the Students in Session screen. Remember to occasionally refresh the page.

Test administrators must be actively engaged in observing examinees' behavior at all times during the administration of state assessments. Test administrators should confirm that examinees do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test administrators may not view or discuss individual test items or responses with examinees or with other adults unless specifically instructed to do so by the procedures outlined in this manual. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

*Remember that you may give examinees brief breaks in the testing room, if necessary. The test administrator must provide assistance for examinees who need help exiting their tests to take a break. **To exit the test**, examinees click the user drop-down menu in the upper right corner of the screen next to their name, select "Sign out of TestNav," and then click the **Save and Return Later** button.*

To resume the test, the test administrator must go to the Students in Session screen in the Assessment Management System. Select the checkbox for the examinee and select Resume. The status should change to "Resumed" to indicate that the examinee's test can be resumed. The examinee should launch TestNav and log in using the same username and password as before.

Examinees may be allowed to read books or leave the room after testing. If they remain in the testing room, examinees should be reminded not to talk while others are still working.

*After **all** examinees have submitted their tests for scoring, you must stop the test session. For information on stopping a test session, refer to the "Complete Online Test Administration Process" section of this manual.*

*You must also collect all student test tickets, any scratch paper used by the examinees, and any science charts on which examinees have written or made notes. These **must** be destroyed immediately after the test session.*

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

Test Administration Directions— Social Studies

The TAKS tests are untimed. Give examinees all the time they need to respond to each test item.

Before reading the administration directions aloud, distribute the following materials to your examinees if they do not already have them.

- student test ticket
- scratch paper
- pencils or pens for use with the scratch paper

ORAL ADMINISTRATION IN SOCIAL STUDIES

If you have been directed to read the social studies test questions and answer choices aloud to an eligible examinee, refer to Appendix B for specific instructions.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you only and should not be read to examinees.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, social studies test. You will be taking this test using the online testing system.

You may use scratch paper as you take this online test. If you have not been given any scratch paper, please raise your hand.

Distribute scratch paper to examinees who did not receive it earlier. Make sure that all examinees show the TestNav Sign In screen on their monitors.

SAY Look at your computer screen. Using the information found on the student test ticket, type your username in the *Username* field exactly as it appears in the test ticket.

Pause while examinees locate their username on the student test ticket and type it into the field on the computer screen.

SAY Type the password in the *Password* field exactly as it appears on the student test ticket. Click the *Sign In* button. If you receive an error message, please raise your hand.

Assist any examinees having problems with the sign-in process. Ensure that examinees are entering their username and password exactly as they appear on their student test tickets. When all examinees have signed in, continue.

SAY Once you have successfully signed in, you will see a screen that has the name of the test. Click the **Start Test Now** button. Next, click the **Start Section** button.

Assist any examinees who are having difficulty.

SAY Please make sure your name appears in the top-right corner of the screen. If you don't see your name, please raise your hand.

Assist any examinees who do not see their names displayed on the top-right corner of the screen. If someone else's name appears, have the examinee exit the test. After you have completed reading these directions and the other examinees have started testing, contact your campus coordinator. The campus coordinator should call the Customer Service Center for assistance in resolving this issue.

SAY Look at the top-left corner of the screen. Do you see the two buttons with arrows on them? Raise your hand if you do not see the buttons.

Help any examinees having difficulty finding the blue buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.

SAY You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

Help any examinees having difficulty with the arrow buttons.

SAY Click the forward arrow button at the top of the screen. You will see an honor statement on this page. Please read the honor statement and click inside the circle.

If an examinee asks if he or she must select the "I agree" circle on the honor statement, tell the examinee, "That decision is up to you. Selecting 'I agree' on the honor statement is not required, but you are expected to follow the testing rules even if you do not select it."

It is not the responsibility of the test administrator to check to see if examinees have selected "I agree" on the honor statement.

When examinees have had time to complete the honor statement, continue.

SAY Click the forward arrow button at the top of the screen. Now you will see a set of directions. If you cannot see all of the directions at any time while

testing, click and move the black bar next to the directions or reading selection up and down to read all of it.

You may also use the scroll wheel on your mouse, if the mouse has one. Click anywhere on the screen and then use the mouse wheel to scroll through the information.

Allow examinees a few moments to locate the scroll bar and scroll through the information, if necessary.

SAY The directions in the first section will help you learn about taking this online test. Read these directions to yourself. Each set of directions is a separate screen. Click the forward arrow button to continue to the next screen until you have reached the directions about “Reaching the End of the Test.” Read through these directions, but do not continue until you are told to do so.

Allow examinees enough time to review the directions. The instruction screens are provided as an online resource.

*The TAKS exit level social studies test does not require references to answer test questions. If an examinee asks why the Exhibits icon does not appear, tell the examinee, “**You will not need any additional references to answer the social studies test questions.**”*

SAY Does anyone have any questions?

Answer any questions before continuing.

SAY Click the forward arrow button at the top of the page. Before you begin the test, we are going to view a sample test question and practice selecting an answer. Read SAMPLE A to yourself. Select your answer by clicking once on the circle to the left of your answer choice, or by clicking on the answer itself.

The sample item that appears on the examinees' screens is shown below.

DIRECTIONS

Read each question and choose the best answer.

SAMPLE A

Who served as president of the United States during the Civil War?

A. Thomas Jefferson

B. Andrew Jackson

C. James K. Polk

D. Abraham Lincoln

Wait until everyone has finished before continuing.

SAY If everyone is ready, we'll review the answer to the sample question. The correct answer to **SAMPLE A** is choice D, "Abraham Lincoln," because he was the president of the United States during the Civil War. Does anyone have any questions about how to record your answers?

You are not allowed to answer any questions related to the content of the test itself. If an examinee asks a question that you are not permitted to answer, you may respond, for example, "I can't answer that for you; just do the best you can."

Answer any questions before continuing.

SAY At the top of this page, click the forward arrow button. You will see a **Stop** screen. You will now complete the social studies test by yourself. You will have all the time you need to complete the test. You will see questions like the one shown in the sample, as well as other kinds of questions. Does anyone have any questions?

Answer any questions before continuing.

SAY As you take the test, be sure to indicate your answers for each question. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. At the top of the screen is a **Bookmark** button. Clicking the **Bookmark** button marks a test question so that you can go back to it later, if you choose. Think carefully about your answers. Remember, you may make notes on your scratch paper.

SAY Now find the *Review* button at the top of the screen. The *Review* button opens a menu that shows if you have answered a question. It also shows if you have bookmarked the question. You can click on any question to review it. When you are certain that you have finished your test and are satisfied with your answers, click the *Submit Final Answers* button on the *End of Test* screen. Select the option that reads “Yes, Submit Final Answers.”

While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently. When you have submitted your test, stay in your seat and raise your hand. I will come to help you close the test application. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer any questions before continuing.

SAY You are not to discuss the test questions or answer choices with anyone during the test, during breaks, or after you have submitted your test. Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the forward arrow button. On the next page, click *Submit Section*. Confirm that you want to submit the section, and begin the test.

The online TAKS test is untimed. Be sure to give examinees all the time they need to take the test.

While examinees work, move around the room to see that they are following directions. You may also monitor the status of each examinee’s session from your computer while viewing the Students in Session screen. Remember to occasionally refresh the page.

Test administrators must be actively engaged in observing examinees’ behavior at all times during the administration of state assessments. Test administrators should confirm that examinees do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test administrators may not view or discuss individual test items or responses with examinees or with other adults unless specifically instructed to do so by the procedures outlined in this manual. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

*Remember that you may give examinees brief breaks in the testing room, if necessary. The test administrator must provide assistance for examinees who need help exiting their tests to take a break. **To exit the test**, examinees click the user drop-down menu in the upper right corner of the screen next to their name, select “Sign out of TestNav,” and then click the **Save and Return Later** button. Examinees must **NOT** choose the option to submit the test and click the **Submit Final Answers** button at this time.*

To resume the test, the test administrator must go to the Students in Sessions screen in the Assessment Management System. Select the checkbox for the examinee and select Resume. The status should change to “Resumed” to indicate that the examinee’s test can be resumed. The examinee should open a browser and type in the TestNav URL and log in using the same username and password as before.

Examinees may be allowed to read books or leave the room after testing. If they remain in the testing room, examinees should be reminded not to talk while others are still working.

After **all** examinees have submitted their tests for scoring, you must stop the test session. For information on stopping a test session, refer to the “Complete Online Test Administration Process” section of this manual.

You must also collect all student test tickets and any scratch paper on which examinees have written or made notes. These **must** be destroyed immediately after the test session.

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

Appendices

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Appendix A

Administrations in Alternative Education Settings

Administrations in Alternative Education Settings

The TAKS assessments required by the Texas Education Code, Chapter 39, must be administered to all eligible examinees assigned to an alternative education setting at the time of regularly scheduled testing. Refer to the Calendar of Events for testing dates. The instructions below apply to tests administered in the following alternative education settings:

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

Summary of Testing Procedures for Online Administrations

Any district or entity where an examinee is located may provide an online assessment to the examinee through the Assessment Management System. However, test results for assessments administered in these alternate settings will be reported to the examinees' home districts. Online testing activities are performed in the organization (district, JJAEP, or DAEP) through the Assessment Management System. Results for tests administered in these alternative settings are reported to the examinees' home districts.

Procedures for Administering Tests

Follow the steps below to conduct online administrations.

1. Ensure you have coordinator access to the Assessment Management System.
2. Log in to the Assessment Management System at <http://www.TexasAssessment.com/login>.
3. Enroll the student in your JJAEP or DAEP organization.
4. Register the student for the administration in which the student needs to test.
5. Change the county-district-campus (CDC) number in the Registered Students section of the Assessment Management System to the CDC number of the student's home campus.
6. Assign the applicable tests to the student.
7. Create a test session and add the student to the session.
8. After the test session, ensure that all student information is entered and is accurate on the *Students in Sessions* screen.

For more information about registering students or managing test sessions, refer to the *Assessment Management System User's Guide*.

For more information about test setup at alternative settings, contact the Customer Service Center at 800-627-0225.

Appendix B

Accommodations

Accommodations

Who Can Use Accommodations?

Students with special needs and disabilities who are routinely receiving accommodations in the classroom for instruction may be eligible to receive accommodations during testing. In most cases, accommodations are unique to one student and should not be provided to an entire group of students, such as those in the same class or disability category. It is neither appropriate nor effective to provide “one size fits all” accommodations to students. For example, one student with an impairment in vision might use large-print textbooks and worksheets while another student with an impairment in vision uses a magnification device. Committee meetings that simply involve checking boxes on a “compliance” document without carefully considering the needs of each student are neither conducive to sound decision-making practices nor beneficial in the advancement of opportunities for students to participate appropriately in the general education curriculum and assessments. **Although some accommodations may be appropriate for instructional use, they may not be appropriate or allowed for use on the state assessment.**

The decision to use an accommodation should be made on an individual basis and take into consideration the individual needs of the student and whether the student routinely receives the accommodation in instruction, assignments, and testing.

The use of accommodations should be a routine part of a student’s classroom instruction and testing. In most cases, students need ample experience with accommodations for them to be effective. However, accommodations do not have to be used every day in order for them to be considered for use on a state assessment. Be sure to plan for the ongoing evaluation of the student’s use of accommodations in order to determine what accommodations are needed each year.

Documenting Accommodations on Required Student Paperwork

The decision for a currently enrolled student to use a specific accommodation on a state assessment should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. When documenting accommodation use, consider the services a student is receiving.

- If a student receives special education services, all accommodations must be documented in the student’s IEP.
- If a student receives Section 504 services, all accommodations must be documented in the student’s IAP.

- Assessment accommodations for ELLs receiving special education services must be documented by the LPAC and kept in the student's permanent record file.
- For eligible students other than those described above, districts should document use of the accommodations according to local policies. Questions regarding local policies should be answered at the district level.

Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented as "pending TEA approval." Documentation of an accommodation in a student's paperwork does not guarantee that the accommodation will be approved for state assessments. If the accommodation is approved, this information should then be communicated to test administrators and other appropriate individuals.

Accommodation Request Forms must be received by TEA **at least one week prior to testing** to ensure enough time to respond. Requests sent after this deadline will **NOT** be processed. However, in some cases (e.g., newly enrolled student, medical emergency, updated ARD committee decision) it may be necessary to submit a request after the deadline. In these situations, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

TAKS Accommodations

The chart in this section describes accommodations. In some cases, conditions for use are listed below the accommodation. These conditions may include italicized text to indicate the requirement of an Accommodation Request Form with objective evidence of student need. Some accommodations are determined locally based on specific conditions and do not require an Accommodation Request Form.

Presentation Accommodations

Large Print (LP)

A student who has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) and uses large-print materials in the classroom may use a large-print paper version of the test. *An Accommodation Request Form is required if the student meets both of these conditions.* In most cases, large-print tests should be ordered only for students with an impairment in vision.

Braille (BR)

A student who routinely uses braille materials in the classroom may use a braille version of the test. An Accommodation Request Form is not required.

Magnifying or Low-Vision Devices (P)

A student who has an impairment in vision may read regular print materials using magnification devices such as eyeglass-mounted magnifiers, or freestanding or handheld magnifiers. A closed-circuit television (CCTV) or a document camera to enlarge print and display printed material with various image enhancements on a screen may also be used. An Accommodation Request Form is required.

Colored Overlays (P)

A student may use colored overlays. Markers may be used to make notes on the colored overlay. An Accommodation Request Form is not required.

Photocopies of Test (P)

Photocopying tests is an accommodation reserved for extremely rare situations. *If the accommodation for a photocopy of the test is approved by TEA, a secure paper test will be provided. Secure test materials may not be photocopied without advance written permission from TEA through the submission and approval of an Accommodation Request Form that includes objective evidence of student need and states why the student is not successful using other allowable accommodations (e.g., use of a marker on a colored overlay, use of scratch paper to make notes, magnifying device, dividing the test into short sections).*

To maintain security and confidentiality, districts must ensure that all standard test security policies and procedures are followed. In addition, districts must adhere to specific procedures when photocopying secure test materials. These procedures will be provided to districts upon approval of an accommodation request.

Test administration directions given orally before or after the test do not contain secure information, and therefore may be photocopied. An Accommodation Request Form is not required.

Presentation Accommodations (continued)

Place Markers (P)

A student may use a blank place marker (e.g., index cards, adhesive notes) on the test. An Accommodation Request Form is not required.

Reading Test Aloud to Self (P)

A student may read aloud or read into a recording device during testing and play it back while working. A student may also use a voice feedback device (e.g., PVC phone). Students who are eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test. An Accommodation Request Form is not required.

Oral/Signed Administration for Mathematics, Science, and Social Studies (OA)

A test administrator may provide an oral administration for mathematics, science, and/or social studies to students who meet the eligibility criteria (Refer to eligibility criteria on page 88.). An oral administration may include different levels of reading support for each student, such as reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety. An Accommodation Request Form is not needed for students who meet the eligibility criteria.

Sign/Translate Directions (P)

Test administration directions given orally before or after the test may be either signed to a student who is deaf or hard of hearing or translated into the native language of a student with limited English proficiency. An Accommodation Request Form is not required.

Amplification Devices (P)

Amplification devices help reduce the interference of background noise, override poor acoustics, and reduce the effect of distance between the student and the test administrator. A student may use an amplification device, such as a frequency modulated (FM) system, if the student is identified as having a hearing impairment and/or has a disability that affects the student's ability to focus or concentrate in large-group situations. An Accommodation Request Form is not required.

Manipulating Test Materials for Students (P)

A student may have a temporary or permanent disabling condition that interferes with the ability to physically manipulate test materials such as test booklet pages, rulers, etc. The student must direct the test administrator very specifically regarding all steps necessary when manipulating the materials (e.g., when to turn the page or where to place the ruler). For online administrations, the test administrator may assist a student who is unable to move the mouse to navigate the online test. The student must provide specific directions to the test administrator regarding how to navigate the test. The test administrator may not provide feedback regarding the correctness of the student's directions. An Accommodation Request Form is not required.

Response Accommodations

Other Methods of Response/Transcribing (R)

A student may have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, write down computations, or record answers. This may include, but is not limited to, students with an injury (e.g., broken arm), physical condition (e.g., cerebral palsy), visual difficulties (e.g., extremely limited vision, broken eyeglasses, tracking difficulties), or a significant deficit in written expression. Students who simply have poor handwriting or poor spelling skills will most likely NOT fall into this category. However, this accommodation may be appropriate for students who have such severe fine motor or spelling deficits that they cannot communicate meaning through writing. An Accommodation Request Form is not required.

Any of the following methods of response are allowed for students who meet the conditions above. Students may respond orally or sign responses to test items; indicate responses by pointing; respond using an augmentative communication device; or record responses on a dry-erase board or chalkboard.

Students who are eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test.

Setting Accommodations

Minimizing Distractions to the Student (S)

A student may need an accommodation that minimizes external and/or internal distractions. Some examples of this accommodation may include, but are not limited to, headphones or a stress ball. An Accommodation Request Form is not required.

A student who is eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test. An Accommodation Request Form is not required.

Individual Administration (S)

A student who is eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test. An Accommodation Request Form is not required.

Small-Group Administration (S)

A student may be tested in a small group. A trained test administrator must be present in the testing room at all times. The state does not define how many students constitute a small-group administration. Groupings for this accommodation should be based on student need and, in all cases, should be smaller than the number of students in a traditional testing room. An Accommodation Request Form is not required.

Timing and Scheduling Accommodations

Extended Time—Testing Over Two Days (T)

Testing over two days will be approved only for a very small number of students who have unique situations. Some examples of students who may need extended time on a test include those who take a braille version of the test, have a serious medical condition, a severe physical impairment, or a severe emotional disturbance.

This accommodation is not intended for all students in a specific disability category; it is only for students with unique situations and a proven need. For example, it would not be appropriate to submit a two-day request for all students who have autism, but it would be appropriate for those who have documented success with the use of extended time on assignments similar in length and rigor to the state assessments. It is not appropriate to request this accommodation for students with test anxiety, attention deficit disorder, or for students needing extra time to complete specific testing strategies unless there are other extenuating factors that make a student's situation unique.

When requesting extended time, an Accommodation Request Form that includes objective evidence of student need must be submitted to TEA for review.

Prior to submitting an Accommodation Request Form, schools should consider whether other, less restrictive accommodations (e.g., individual administration, small-group administration, frequent breaks, dividing test into short sections, use of a scribe, oral/signed administration if eligible) may allow the student to complete the assessment within a single school day.

When administering a test over two days, specific procedures must be followed in order to maintain test security and confidentiality. These procedures will be provided to districts upon approval of an accommodation request.

Multiple or Frequent Breaks (T)

A student who cannot concentrate continuously for an extended period or who becomes frustrated or stressed easily (e.g., a student with autism or a severe behavioral disability) may need frequent or extended breaks. This accommodation may also be helpful for a student who takes medication that causes fatigue or affects his or her ability to stay alert.

The administration of the test may be broken into sections and the student provided frequent breaks. A timer may be used so that the student can take breaks at planned intervals. A student may be allowed to take brief breaks in the testing room during a test session. However, testing personnel should ensure that while taking a break, the student does not participate in any activity that may potentially provide access to information related to any test content. For example, activities such as reading books or magazines are not permitted. Students who are eligible for the use of accommodations may need to complete the test in a separate setting to eliminate distractions to others and to ensure the confidentiality of the test. An Accommodation Request Form is not required.

Visual, Verbal, or Tactile Reminders to Stay on Task (T)

A student who loses focus easily may need general visual, verbal, or tactile reminders to stay on task. For example, a test administrator may say "You need to continue working" or "You are on page X." Or, the test administrator may gently tap a student's shoulder to redirect his or her attention to the test. If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual or small-group administration may be required. An Accommodation Request Form is not required.

Using the Online Accommodation Request Form

Requests should be submitted for accommodations not covered in this manual and for those requiring the submission of an Accommodation Request Form as indicated by italicized text in the Accommodations Chart. The preferred method for submitting Accommodation Request Forms is via the online system. Accommodation Request Forms may be submitted online using the following guidelines:

1. Access the Online Accommodation Request Form on the TAKS Accommodation Resources webpage.
2. Each screen contains basic instructions and questions to help the user complete the form.
3. After clicking the **Send** button, a receipt of submission page with a request identification number will appear. Use the **Print** button to print a copy of the request for your records. Note that an Accommodation Request Form Confirmation receipt is not an approval to use the requested accommodation(s) on any state assessment.

If you need further assistance or encounter difficulties when using the online submission process, contact TEA's Student Assessment Division at 512-463-9536.

NOTE: The online system is not secure, so districts should never include confidential student information. The online system uses JavaScript to ensure required information is entered on the Accommodation Request Form. If you are unsure whether your browser supports JavaScript, contact your district's technology staff.

Submit Accommodation Request Form to TEA

Once the Accommodation Request Form has been submitted, a copy is sent to the district testing coordinator. The district testing coordinator must review it to determine whether the request is necessary and appropriate and, if so, submit it to the Student Assessment Division. The district testing coordinator must "sign" the Accommodation Request Form in order for the request to be processed by TEA. This signature indicates that the district testing coordinator has reviewed the information and agrees that the request is necessary and appropriate.

If an Accommodation Request Form is submitted, district/campus personnel must not assume approval. Accommodations should not be provided on a state assessment unless listed in this manual as allowed or unless approved by TEA.

Review by TEA

After TEA has received the Accommodation Request Form, the information will be reviewed and the request will be approved, approved with conditions, or denied. In some cases, a representative of TEA may contact the district for more information. Once a determination has been made, TEA will communicate the decision to the district testing coordinator by email.

If a response has not been received prior to testing or questions arise, the district testing coordinator may contact the Student Assessment Division at 512-463-9536.

Receive TEA Decision

It is the responsibility of the district testing coordinator to ensure that all accommodation decisions and associated information are relayed to campuses. When a request is submitted through the online Accommodation Request Form, both the district testing coordinator and the individual who originated the request will receive an email communication from TEA. It is very important to read the TEA communication in its entirety because each accommodation requested could be approved, approved with conditions or edits, or denied. Information about approved requests should then be shared with appropriate campus personnel who are responsible for planning for test days. If needed, an order for materials will be sent directly to the testing contractor. Accommodation requests that are approved are valid during an entire testing cycle.

Administering State Assessments with Accommodations

Once decisions have been made about providing accommodations to meet individual student needs, it is essential that testing coordinators, special program coordinators, and test administrators communicate in order to prepare the logistics and provisions of assessment accommodations on test day. In some cases teachers are given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all educators to know and understand the requirements related to administering state assessments, including the use of accommodations.

Prior to the day of a test, test administrators should be informed about what accommodations each student will use and how to provide the accommodations properly. For example, test administrators need to know whether a student will be allowed frequent breaks during the testing session, including when and how the breaks will occur. Test administrators providing accommodations, such as giving an oral/signed administration or transcribing student responses, must adhere to specific guidelines so that student scores are valid. Training specific to certain testing accommodations is often required.

Appendix C

Oral Administration

Oral Administration

Eligibility

The following instructions provide general information concerning oral administration procedures for testing. Before conducting an oral administration, test administrators should familiarize themselves with the instructions in this appendix.

An oral/signed administration is an accommodation for eligible students taking TAKS mathematics, science, and/or social studies tests. For students who are deaf or hard of hearing and are eligible for this administration, specific guidelines for signing test content for a state assessment are included in Appendix B.

Eligibility for Oral/Signed Administration

Accommodations are available to students who are eligible.

Students currently enrolled in a Texas public school and served by special education are eligible for accommodations. Students once served by special education who are no longer enrolled in a Texas public school are not eligible for accommodations. An oral/signed administration is allowed only for the mathematics, science, and social studies tests. It is **NOT** allowed for the ELA test.

A test administrator may read aloud or sign the test questions and answer choices for mathematics, science, and/or social studies tests to a student

- receiving Section 504 services who is identified as dyslexic or has evidence of reading difficulties as documented in the IAP;
- receiving special education services who has evidence of reading difficulties as documented in the IEP; or
- receiving special education services who is deaf or hard of hearing and who has evidence of reading difficulties as documented in the IEP.

In all cases, the student must routinely receive this type of accommodation in classroom instruction and testing.

Authority for Decision

For students who meet any eligibility criterion outlined above, the decision to provide an oral/signed administration should be made by the student's

- placement committee as required by Section 504 of the Rehabilitation Act of 1973 and must be documented in the student's IAP; or
- ARD committee and must be documented in the student's IEP.

In the case of an ELL, the decision should be made by the applicable group above, in conjunction with the student's LPAC, and be documented in the student's permanent record file.

TAKS exit level tests in mathematics, science, and social studies may be administered orally to eligible students. TAKS exit level tests in English language arts may **NOT** be administered orally.

Oral administration can encompass different levels of reading support for each student on any part of the test (including the state-supplied mathematics and science charts) or on allowable supplemental aids. The test administrator may provide the following levels of support:

- Reading only a few words or phrases at student request
- Reading multiple sentences throughout the test at student request
- Reading the test in its entirety

It is the responsibility of the ARD committee, the Section 504 committee, or the committee of knowledgeable persons to appropriately document the level of reading support needed in the student's individualized education program (IEP) or individual accommodation plan (IAP). A student whose committee has determined that student choice is appropriate may ask the test administrator at any time to change the level of reading support being provided. For example, the student may ask that the test administrator read only words or numbers as needed. A student may request a change in the level of reading support provided during testing only if this option is documented.

Test administrators who conduct an oral administration must be familiar with subject-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately. Additional information, including guidelines for reading aloud various types of test questions, can be found in Appendix B of this manual.

Oral Administration Policies

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

The test administrator should follow the standard administration directions found in this manual for each administration. No person providing an oral administration of a test may perform calculations or take notes. Test administrators conducting an oral administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, test administrators who give an oral administration of a test are required to sign a separate section of the security oath.

It is important that test administrators carefully follow the correct testing procedures. Test administrators should keep in mind the information below when conducting an oral administration.

Test Administration

- Oral administrations should be provided by test administrators who are familiar with content-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately.
- Test administrators should receive additional training in the procedures specific to an oral administration, including the guidelines for reading aloud various types of test items as found in this appendix.
- Oral administrations should be provided by test administrators who are familiar with content-specific terms and symbols associated with the subject-area test. This will ensure that the test is administered accurately.
- Students may need to be tested individually or in small groups depending on the level of reading support required.
- Each word, phrase, and/or sentence in the test questions and answer choices may be read aloud as many times as necessary.
- No part of the test may be rephrased.
- Voice inflection must be kept neutral during the reading aloud of test questions and answer choices, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
- Test administrators should read aloud the sample items in the same manner as they will read aloud the test questions.
- Nonverbal assistance may not be provided to students.

Before implementing an oral administration, read these instructions that explain how to set up an oral administration for online tests. These instructions may be duplicated as needed.

No discussion or scoring of test items is allowed at any time during or after an oral administration.

Creating an Oral Administration Test Session

A separate test session must be created for each test to be orally administered. These are sometimes called “read-aloud” sessions. Only students who are eligible for an oral administration may be added to an oral administration test session. All students receiving an oral administration should be tested separately from students who are not receiving an oral administration. To create a separate oral administration test session, follow the steps below:

1. Log in to the Assessment Management System at <http://www.TexasAssessment.com/TAKS>.
2. Go to Testing > Sessions.

3. Open the task list and select Create / Edit Sessions. Click **Start**.
4. Click Create Session and enter the required details. Enter the name of the oral administration session in the *Session Name* field. It is recommended that the session name include the words “Oral Admin” (e.g., “Smith Algebra I Oral Admin”). You must enter a session name and select a campus before the remaining session details can be selected. In the Campus field, enter the name or number.
5. Select the Campus, Test to be Administered, Default Form Group Type, and Proctor Caching Computer from the drop-down menus.
6. Select the check box next to “Proctor Reads Aloud.”
7. To add students to the session, go to the *Students* field and click “Add students to session.” Select from the available students. Select the student(s) to assign to the oral administration session and click the **Create** button. Select only those students eligible for the specific test to be administered.
8. Open the *Download Resources* menu and select Proctor Testing Ticket from the drop-down menu to view and print the proctor test ticket. This document is used by the test administrator to log in to the oral administration session in TestNav. It should be printed and stored in a secure location until the day of the test. The proctor authorization is not valid until the oral administration test session has been started.

Students in an oral administration session may be moved only to a new session or to an existing oral administration session that is not yet started. Students in a non-oral administration session cannot be moved to an oral administration session.

When students are moved from an oral administration session into a new session created from the Move Students screen, the new session will automatically be considered an oral administration session.

Be sure to store the proctor authorization in a secure location until the day of the test.

Creating the new session and selecting the check box next to “Proctor Reads Aloud” automatically indicates that the examinee will be given an oral administration of the test.

Logging in to TestNav as a Proctor

Once a test session is set up as an oral administration (or “read-aloud”) test session, the test administrator or “proctor,” can log in to TestNav and view the online test exactly as it is presented to the students. A proctor’s test is not saved or scored. Follow the steps below if you are a proctor for an oral administration test session:

1. On the day of an oral administration test session, log in to the Assessment Management System. Navigate to Testing > Students in Sessions, and add the appropriate test session for the oral administration test to the Sessions list on the left of the page. Click the session to select it from the list.
2. Review the session details, then click the **Start** button to start the session. (The test session must be started before the proctor or student can log in to TestNav.)

3. Exit the Assessment Management System. Then launch TestNav and log in using the information provided in the proctor test ticket. Proctors must enter a username and password in order to log in.
4. Click the **Sign In** button. A message will appear stating that you have successfully logged in and that proctors' test responses are neither saved nor scored.
5. Proceed through the oral administration session by following the test administration directions. For guidelines on reading test items aloud, see below.

As a proctor, you may exit the test at any time without requiring that a test monitor restart or resume your test. If you receive a message stating that a test monitor is needed to restart your test, you may safely disregard the message and exit TestNav and log in again as necessary. Proctors' responses are not saved and proctors do not need to respond to test items in order to proceed through the test to the point where they exited.

Students will log in to the test session using their student test tickets, **NOT** the proctor authorization.

As an oral administration proctor, your computer will display the actual test, which you will read aloud to students as needed. This means that you cannot access other applications. Should students exit their tests and need to be resumed, either you must exit TestNav to resume their tests on the *Students in Sessions* screen, or another computer will need to be engaged to monitor the test session. See the "Monitor Online Administrations" section of this manual for instructions on resuming a test.

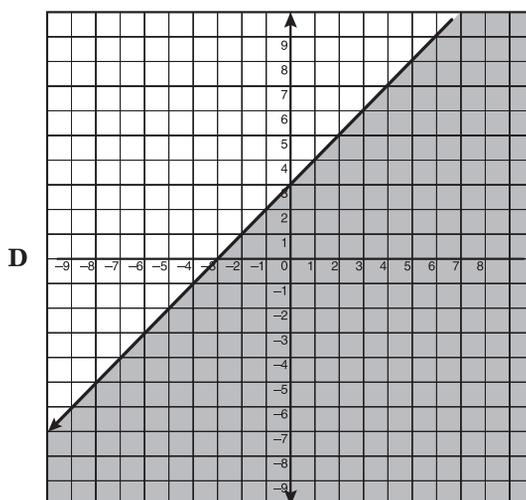
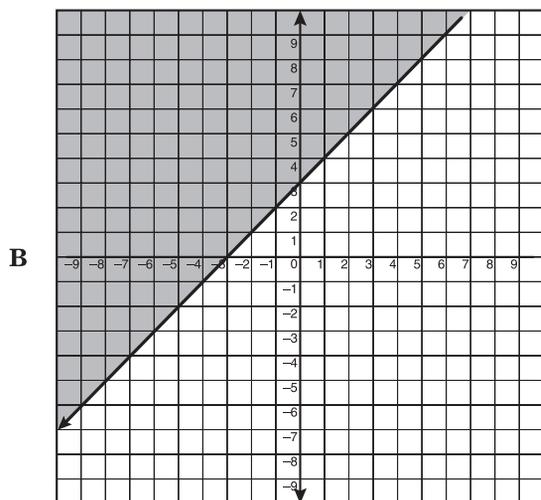
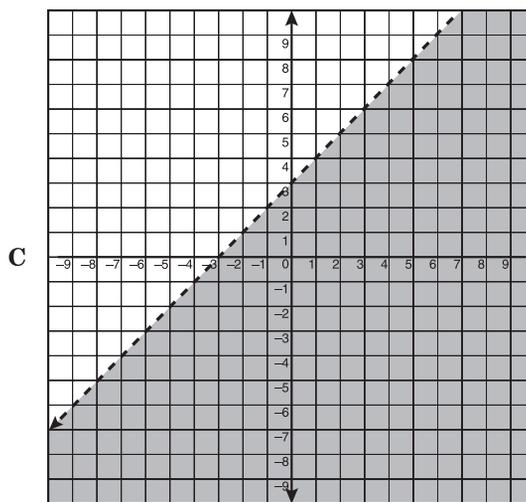
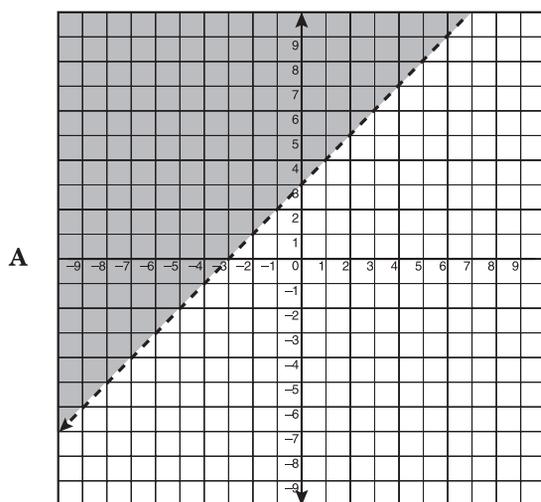
TYPE A

Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the examinee, “Look at the pictures (figures, models, graphs) and mark your answer.”

Examples

Mathematics

Which graph best represents the inequality $-x + y \geq 3$? [Look at the graphs and mark your answer.]

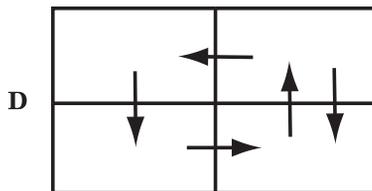
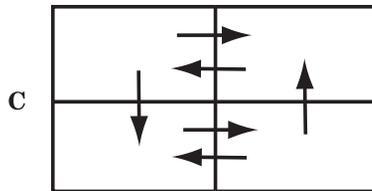
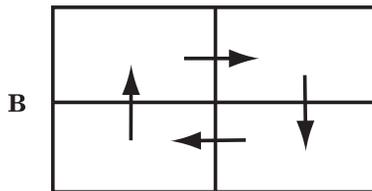
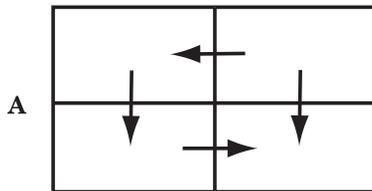


TYPE A (Continued)

Science

15°C	20°C
10°C	5°C

The diagram shows how four blocks of heated copper were placed together. Which of these models shows how most heat energy would be transferred through this system? [**Look at the models and mark your answer.**]



TYPE B

If an item contains a table, graph, or picture that includes words or numbers, say to the examinee, “Take a few moments to look at the graph (table, diagram, picture) and tell me whether you would like me to read any of the numbers or words to you. Then let me know when you are ready to go on.”

Examples

Mathematics

- 1 The chart shows the amount of farmland in six western states during a recent year.

[Take a few moments to look at the table and tell me whether you would like me to read any of the numbers or words to you. Then let me know when you are ready to go on.]

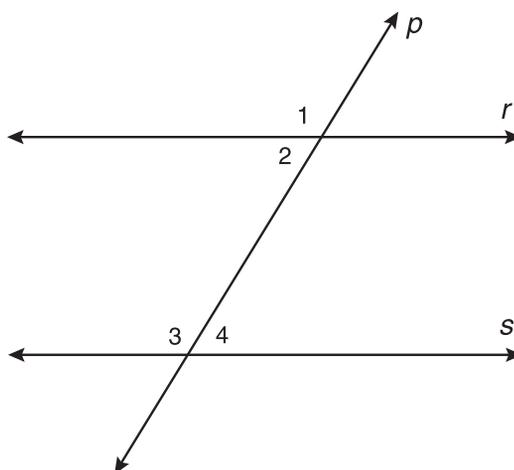
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Which of the following statements is supported by the information in the chart?

- A Texas has more farmland than the other five states combined.
- B Montana has more than twice as much farmland as Wyoming has.
- C The range of the number of acres of farmland in these six states is 95.9 million acres.
- D The median number of acres of farmland of the states shown is 40.9 million acres.

- 2 Lines r and s are parallel. Both lines are cut by transversal p .

[Take a few moments to look at the diagram and tell me whether you would like me to read any of the numbers or letters to you. Then let me know when you are ready to go on.]



Which statement is not a valid conclusion?

- A $m\angle 1 + m\angle 2 = 180^\circ$
- B $m\angle 2 + m\angle 3 = 180^\circ$
- C $m\angle 1 + m\angle 3 = 180^\circ$
- D $m\angle 1 + m\angle 4 = 180^\circ$

TYPE B (Continued)

Social Studies

Use the map and your knowledge of social studies to answer the following question.



Based on the map, what conclusion can be drawn regarding the locations of cities in ancient Mesopotamia? **[Take a few moments to look at the map and tell me whether you would like me to read any of the words or numbers to you. Then let me know when you are ready to go on.]**

- A They were along the shore of the Persian Gulf.
- B They were clustered between Lake Urmia and Lake Van.
- C They were located in the Syrian Desert.
- D They were located near the Tigris and Euphrates rivers.

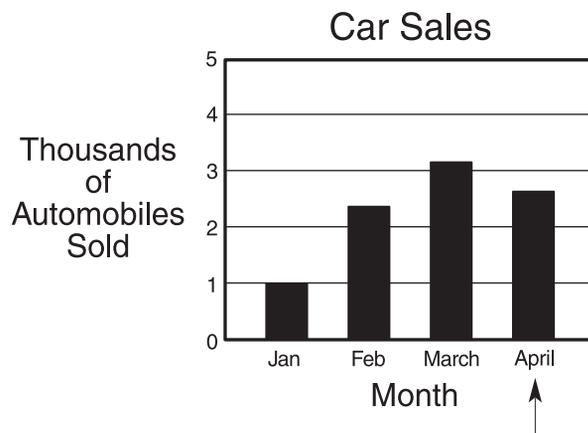
TYPE C

When reading words or numbers from a table, graph, or diagram, be careful not to aid the examinee in interpreting or analyzing the information on the graph or table, since the ability to interpret and analyze is part of what is being tested. You may only read words and numbers to the examinee.

Examples

Mathematics

The graph below represents car sales at a dealership for the first four months of the year.



1 Which of the tables below represents the data in the graph?

A

Month	Cars Sold
January	900
February	2400
March	2900
April	2400

C

Month	Cars Sold
January	1500
February	2900
March	3100
April	2400

B

Month	Cars Sold
January	1000
February	2400
March	3100
April	2600

D

Month	Cars Sold
January	1100
February	1900
March	2900
April	2400

[For example, if an examinee says, "I can't read this," point to the word and say, "This word says *April*." It would NOT be allowable to say, "This is one of the months in which cars were sold" because that would be helping the examinee interpret the table.]

TYPE C (Continued)

Social Studies

Use the chart and your knowledge of social studies to answer the following question.

Sequence of Events—Nullification Crisis

Congress passes the highest tariff to date.	South Carolina passes the Nullification Act and threatens to secede.	Congress allows President Andrew Jackson to use military force against South Carolina.	Congress lowers the tariff.	?
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What completes this sequence of events?

- A South Carolina repeals the Nullification Act.
- B South Carolina secedes from the Union and begins the Civil War.
- C Andrew Jackson puts South Carolina under martial law.
- D Andrew Jackson reduces the number of representatives allotted to South Carolina.

[For example, if an examinee says, “I can't read this,” point to the word and say, “This word says *Nullification*.”]

TYPE D

Read content-specific terms and symbols in the way the examinee hears them in his or her daily instruction. This will ensure that the test is administered accurately.

Examples

Mathematics

- 1 Which of the following functions is linear?

→ A $y = 2^x$

B $y = 2x - 3$

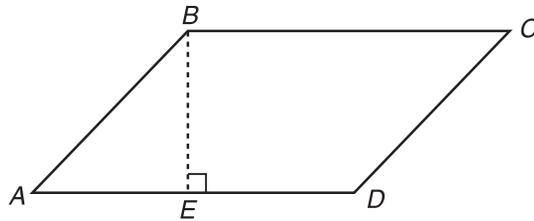
→ C $y = 2x^2 - 3x - 4$

D $y = \frac{2}{x} - 3$

[For example, this may be read as “y equals 2x squared minus 3x minus 4.”]

[For example, this may be read as “y equals 2 to the x power.”]

- 2 In parallelogram $ABCD$, the length of \overline{AD} is 90 units, and the length of \overline{AB} is 50 units.



Which additional data provides sufficient information to find the height of parallelogram $ABCD$?

- A The area of parallelogram $ABCD$
B The perimeter of parallelogram $ABCD$

→ C The length of \overline{BC}

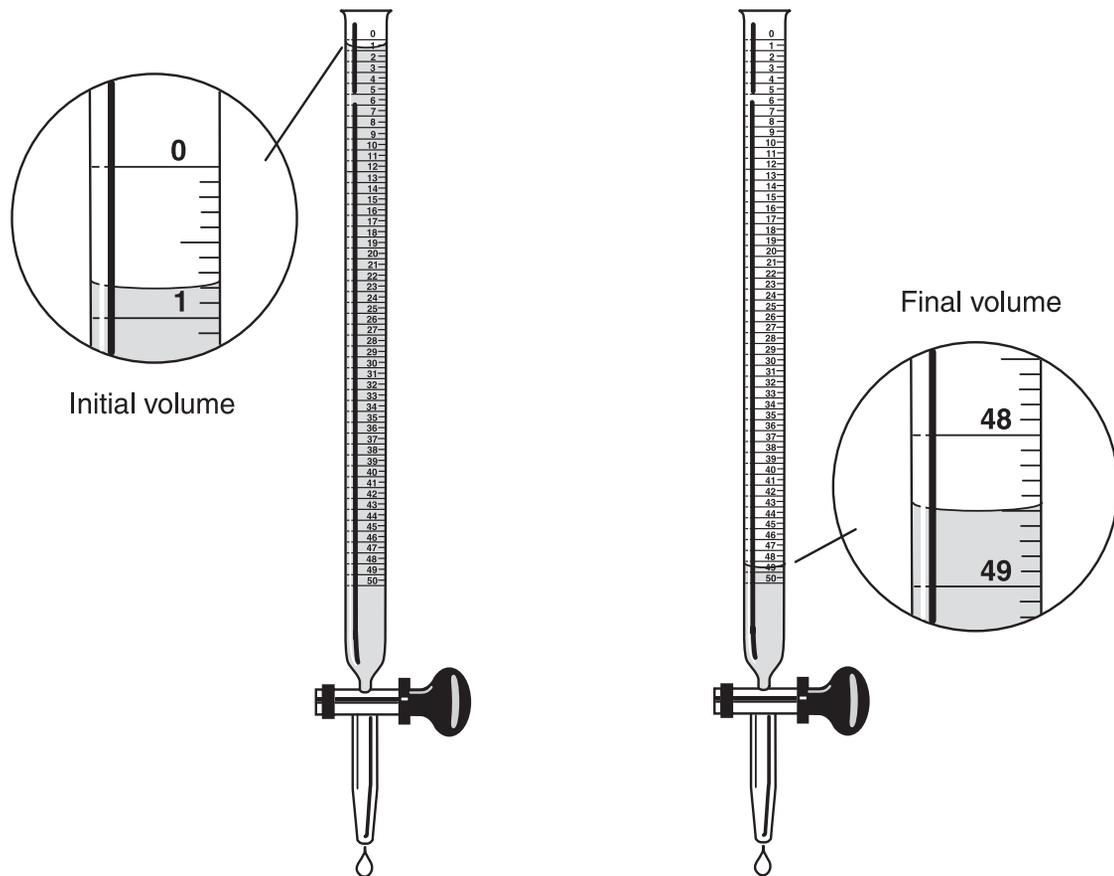
→ D The measure of $\angle BED$

[For example, this may be read as “the measure of angle BED.”]

[For example, this may be read as “the length of line segment BC.”]

TYPE D (Continued)

Science



Which is the best estimate of the volume of solution released from the burette?

- A 47.3 mL
- B 47.7 mL
- C 48.3 mL
- D 48.7 mL

[For example, this may be read as “forty seven point seven milliliters.”]

Appendix D

Security Oaths

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

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

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

(Initial each statement.)

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

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

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

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

Signature of Superintendent/Chief Administrative Officer

Printed Name of Superintendent/Chief Administrative Officer

District Name

County-District Number

Area Code/Telephone #

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

**District Superintendents/Chief Administrative Officers need to
sign only one oath for each calendar year.**

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

Oath of Test Security and Confidentiality for District Testing Coordinator

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

(Initial each statement.)

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

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

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

Signature of District Testing Coordinator

Printed Name of District Testing Coordinator

District Name

County-District Number

Area Code/Telephone #

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

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

Signature of District Testing Coordinator

Date

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

District testing coordinators need to sign only one oath for each calendar year.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

Oath of Test Security and Confidentiality for Campus Testing Coordinator

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

(Initial each statement.)

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

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

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

Signature of Campus Coordinator

Printed Name of Campus Coordinator

District Name

Campus Name

County-District Number

Area Code/Telephone #

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

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

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

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

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

Oath of Test Security and Confidentiality for Campus Principal

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

(Initial each statement.)

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

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

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

Signature of Campus Principal

Printed Name of Campus Principal

District Name

Campus Name

County-District Number

Area Code/Telephone #

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

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

Return this form to the campus coordinator.

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

Duplicate this form as needed.

State of Texas,
County of _____

Texas Education Agency
Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator

FOR ALL TEST ADMINISTRATORS: Complete this section **before** participating in test administration activities or handling any secure test materials.

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program and do hereby certify the following by initialing to the left of the statements below and including the date where applicable:

Initials

- _____ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments;
- _____ I am aware that testing procedures require me to actively monitor during test administrations;
- _____ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;
- _____ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

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

Signed on this the _____ day of _____, 20_____.

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

FOR TEST ADMINISTRATORS AUTHORIZED TO VIEW SECURE STATEWIDE ASSESSMENTS

Individuals who are authorized to conduct test administration procedures that involve viewing secure statewide assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration, transcribing student responses from the test booklet, and particular linguistic accommodations. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

- _____ I have not and will not divulge the contents of the test, generally or specifically.
- _____ I have not and will not copy any part of the test.

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

_____	_____
Signature of Test Administrator	Date

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

Oath of Test Security and Confidentiality for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** participating in test administration activities or accessing any secure test materials.

I do hereby certify, warrant, and affirm that I will fully comply with all applicable requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

_____ I have read the test security and confidentiality policies in the test administration materials, and I understand my obligation to maintain and preserve the security and confidentiality of all tests.

_____ I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of this information.

_____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

_____ I am aware that release or disclosure of confidential test items could result in prosecution under the Texas Education Code, Government Code, Administrative Code, and/or Penal Code.

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

Signed on this the _____ day of _____, 20_____.

Signature of Technology Staff

Printed Name of Technology Staff

County-District Number

District Name

Campus Name

Area Code/Telephone #



TX00069727