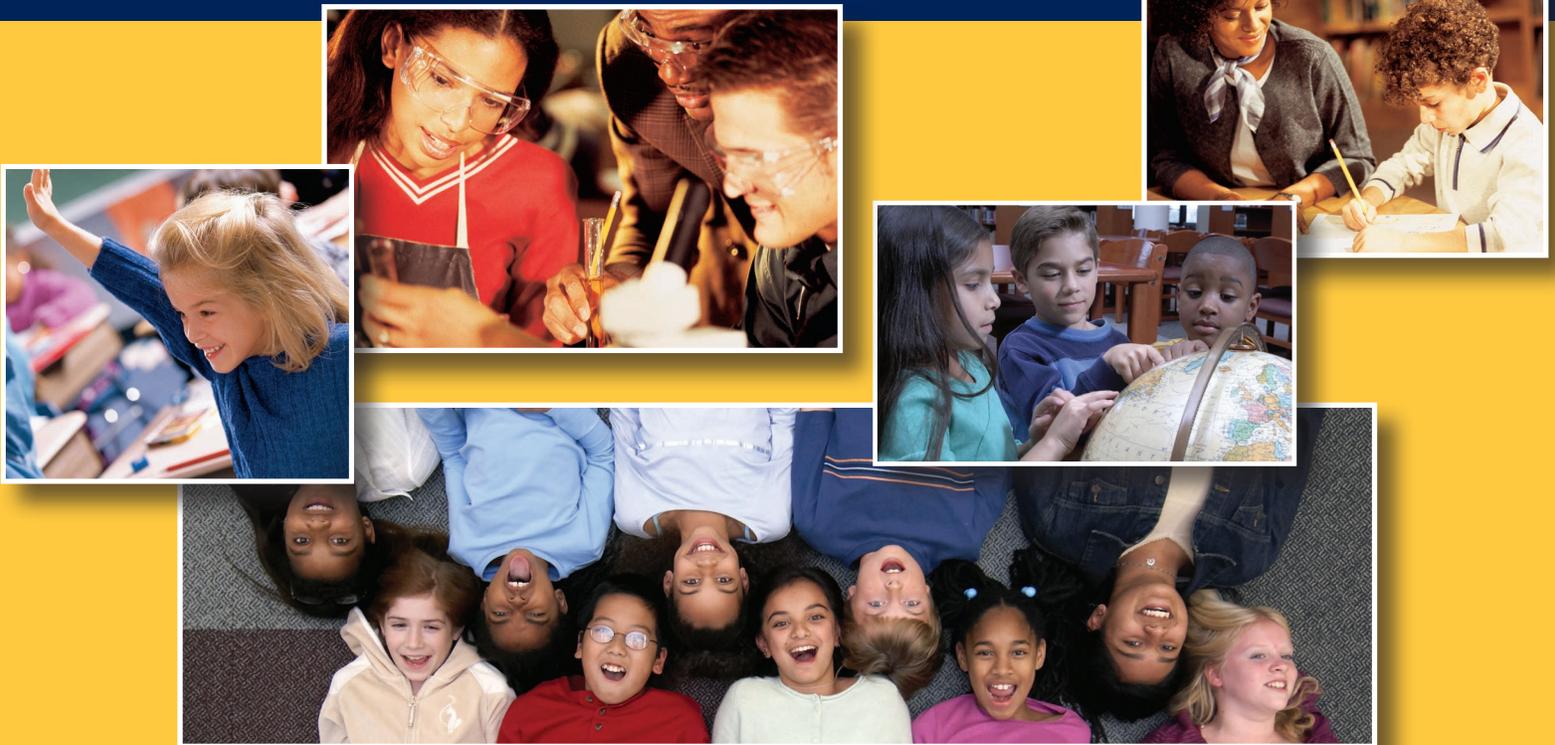


2016

District and Campus

COORDINATOR MANUAL



TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR®)

State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)

Texas English Language Proficiency Assessment System (TELPAS)

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Contact Information/Resources

Contact Information	
For questions about	Contact
the student assessment program, Texas Education Agency policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing	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/
STAAR, STAAR L, and STAAR A shipping information, additional orders, score code corrections, student information updates, precoding	Texas Assessment Support Center Telephone: 855-333-7770 Fax: 844-257-3499 Email: STAAR3-8@ets.org STAAREOC@ets.org
STAAR Alternate 2 and TELPAS shipping information, additional orders, score code corrections, student information updates, precoding	Customer Service Center Telephone: 800-627-0225 Email: TxPearsonAccess@support.pearson.com

General Information Resources	
For general information related to	Access
student assessment program	TEA Student Assessment Division website at http://tea.texas.gov/student.assessment/
STAAR	http://tea.texas.gov/student.assessment/staar/
STAAR Spanish, STAAR L, and TELPAS	http://tea.texas.gov/student.assessment/ell/
STAAR A	http://tea.texas.gov/student.assessment/staara/
STAAR Alternate 2	http://tea.texas.gov/student.assessment/special-ed/staaralt/
TELPAS holistic rating training courses and online calibration activities	http://www.TexasAssessment.com/TELPASTrainingCenter/
test security and reporting of testing irregularities	http://tea.texas.gov/student.assessment/security/
online testing (training, administration materials, technology assistance, and student tutorials)	http://www.TexasAssessment.com/resources/

Abbreviations

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

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

Policy and Procedure Highlights

STAAR Testing Dates

In response to comments received by TEA to increase instructional time for students, test dates for STAAR administrations for grades 3, 4, 6, and 7 mathematics and reading; grades 5 and 8 science; and grade 8 social studies have shifted and are now scheduled for May 9–May 13 in 2016. Student test results will be delivered to districts by June 15, 2016.

Implementation of House Bill 743

To meet legislative requirements of House Bill (HB) 743, the STAAR grades 4 and 7 writing assessments have been redesigned so that each assessment can be administered on a single day within a four-hour time period. In 2016, the STAAR grades 4 and 7 writing assessments will be administered on Tuesday, March 29.

HB 743 also requires that STAAR assessments be designed so that 85% of students can complete the grades 3–5 assessments in two hours and 85% of students can complete the grades 6–8 assessments in three hours. To meet this legislative requirement to reduce the length of each assessment while maintaining valid and reliable assessments, there will be no embedded field-test questions for the spring 2016 administrations. There will be only one form of each STAAR assessment in grades 3–8. Therefore, form number information will be removed from test booklets and answer documents.

In addition, to determine more precisely what adjustments to the tests might be needed to meet legislative requirements, TEA will collect data on students' answer documents during the spring 2016 test administrations on the time it takes students to complete the assessments. Instructions for marking the time-to-test on students' answer documents will be provided in the 2016 test administrator manuals.

Students Required to Leave the Testing Room

To help ensure that all students have an opportunity to test in an environment as free from distractions as possible, beginning in spring 2016, test administrators will be required to release students from the testing area once they have finished and submitted their tests for scoring. This will help those students who need to take the full time allowed for testing, while providing students who finish in less time the opportunity to engage in other school-related activities.

First Year Students from Out-of-State

To meet legislative requirements of HB 2349, school districts and charter schools will be required to identify students who have moved to Texas from out-of-state within the past year. Procedures for reporting out-of-state transfer students will be provided in the appropriate test administrator manuals.

Change to Precoded Materials

Starting in spring 2016, precoded labels will no longer be used on students' answer documents. Instead, answer documents for all tests will be precoded, eliminating the need for districts to affix labels.

STAAR Algebra II and English III Assessments

In May 2016, STAAR Algebra II and English III assessments will be available for districts to administer on an optional basis as postsecondary readiness measures. Texas Education Code (TEC) specifies that test results cannot be used for class grades, class rank, accountability, or teacher evaluation. However, the TEC stipulates that students can use their scores on STAAR Algebra II and English III to meet the Texas Success Initiative (TSI) testing requirement.

Districts that elect to offer STAAR Algebra II, English III, or both assessments must administer the tests to all students in the district who are enrolled in these courses. STAAR Algebra II and English III will be provided online and on paper. Braille and large print versions of these assessments will also be available. Districts will be required to provide participation counts for students who will be taking STAAR Algebra II and English III assessments.

TELPAS Testing Window

To accommodate the needs of districts, the Texas English Language Proficiency Assessment System (TELPAS) testing window has been extended by one week. TELPAS is scheduled to be administered March 7–April 6, 2016.

Changes to TELPAS Holistic Rating Training

- TELPAS holistic rating training will include changes for the 2015–2016 school year. Key changes beginning in January 2016 include the following:
 - In spring 2016, raters and other testing personnel who need to access TELPAS online training courses and calibration will access them through a new online delivery system.
 - Online basic training courses for new TELPAS raters may be completed independently, while calibration activities must be completed in a monitored setting.
 - There will be two calibration sets available for raters rather than three. Set 2 is only required if the rater does not successfully calibrate at set 1.
 - Supplemental support training for raters is no longer required.

How to Use the 2016 Coordinator Manual

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

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

Coordinator Manual Organization

The three main sections of this manual (STAAR, STAAR Alternate 2, and TELPAS) are divided in the following manner:

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

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

The appendices include gridding information, score code information, and security oaths for STAAR, STAAR Alternate 2, and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Keep the *Coordinator Manual* as a reference for all state assessments administered January through December 2016. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2016, along with the Calendar of Events poster.



Coordinator
Manual
Resources

Icons

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



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



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



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



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

The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.

This icon is a link to the Calendar of Events.

This manual is set up to represent a chronological checklist.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

STAAR	
NOTES	<ul style="list-style-type: none"> preparing testing materials for return to the district coordinator at the conclusion of test administrations, and coordinating online administration activities on the campus.
 Calendar of Events	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule Training Sessions <ul style="list-style-type: none"> Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances. Schedule sessions by the dates specified on the Calendar of Events. Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.
 Planning Sheet for Campus Coordinator Training	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Manuals <ul style="list-style-type: none"> Distribute this manual and the test administrator manuals (grades 3-5, 6-8, and EOC) to campus coordinators to read before their training sessions. <input type="checkbox"/> Prepare for and Conduct Training Sessions <p>Required topics are listed below and can also be found online in the Planning Sheet for Campus Coordinator Training.</p> <ul style="list-style-type: none"> Roles and responsibilities <ul style="list-style-type: none"> campus coordinator responsibilities principal responsibilities test administrator responsibilities technology staff responsibilities support staff responsibilities (for example, hall monitors and office staff) Test security <ul style="list-style-type: none"> test confidentiality requirements test security policies, procedures, and oaths active monitoring seating charts and STAAR Materials Control Form consequences for adult and student cheating written composition and short answer response duplication policies optional Web-based test administrator training modules Scheduling test administrations <ul style="list-style-type: none"> testing dates time limits
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Coordinator Manual Resources

The Coordinator Manual Resources webpage on the Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual. Related resources are also available on the Student Assessment Division website and at <http://www.TexasAssessment.com>.

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

Resources referenced in this manual include the following:

General Information Resources	URL
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations/
Allowable Test Administration Procedures and Materials	http://tea.texas.gov/student.assessment/manuals/dccm/
Assessments for Students with Disabilities	http://tea.texas.gov/student.assessment/special-ed/
Calendar of Events	http://tea.texas.gov/student.assessment/manuals/dccm/
ELL Resources	http://tea.texas.gov/student.assessment/ell/
Language Proficiency Assessment Committee Resources	http://tea.texas.gov/student.assessment/ell/lpac/
Unified Minimum System Requirements	http://www.TexasAssessment.com/technology/
Oaths	http://tea.texas.gov/student.assessment/security/oaths/
Online Incident Report	http://tea.texas.gov/student.assessment/security/
Problems and Solutions	http://tea.texas.gov/student.assessment/manuals/dccm/
Request for Paper Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
Seating Chart Samples	http://tea.texas.gov/student.assessment/security/
Student Assessment Test Security	http://tea.texas.gov/student.assessment/security/
Testing Procedures Questions and Answers	http://tea.texas.gov/student.assessment/manuals/dccm/
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac/
Texas Assessment Management System	http://www.TexasAssessment.com

STAAR Resources	URL
Answer Document Features Sample	http://tea.texas.gov/student.assessment/manuals/dccm/
Answer Documents for Training Purposes	http://tea.texas.gov/student.assessment/training/answer-docs/
Checklist for STAAR Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
Diagram of Shipping Box Contents	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to STAAR A</i>	http://tea.texas.gov/student.assessment/staara/
Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments	http://tea.texas.gov/student.assessment/manuals/dccm/
How to Pack Materials for Return to District Coordinator	http://tea.texas.gov/student.assessment/manuals/dccm/
How to Pack Materials for Return to Testing Contractor	http://tea.texas.gov/student.assessment/manuals/dccm/
Instructions for Verifying Precoded Student Information	http://tea.texas.gov/student.assessment/manuals/dccm/
Planning for STAAR Campus Coordinator Training	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR A Resources	http://tea.texas.gov/student.assessment/staara/
STAAR Calculator Policy	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Dictionary Policy	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR L Resources	http://tea.texas.gov/student.assessment/ell/staarl/
STAAR Materials Control Form	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Reports and Services	http://www.TexasAssessment.com/report-info/
Standardized Oral Administration Resources	http://tea.texas.gov/student.assessment/soa/
STAAR Time Limits Policies and Procedures	http://tea.texas.gov/student.assessment/manuals/dccm/

STAAR Alternate 2 Resources	URL
Checklist for STAAR Alternate 2 Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to STAAR Alternate 2</i>	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Planning for STAAR Alternate 2 Campus Coordinator Training	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Alternate 2 Materials Control Form	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Alternate 2 Resources	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 Scoring Document	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>STAAR Alternate 2 Test Administrator Manual</i> (non-secure front matter)	http://tea.texas.gov/student.assessment/manuals/dccm/

TELPAS Resources	URL
Checklist for TELPAS Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to TELPAS Grades K–12</i>	http://tea.texas.gov/student.assessment/ell/telpas/
TELPAS Student Tutorials	http://TexasAssessment.com/telpas-tutorials/
TELPAS Holistic Rating Training Requirements	http://tea.texas.gov/student.assessment/ell/telpas/
<i>TELPAS Rater Manual</i>	http://tea.texas.gov/student.assessment/ell/telpas/manuals/
<i>TELPAS Reading Test Administrator Manual</i>	http://tea.texas.gov/student.assessment/ell/telpas/manuals/
TELPAS Problems and Solutions	http://tea.texas.gov/student.assessment/manuals/dccm/
TELPAS Resources	http://tea.texas.gov/student.assessment/ell/telpas/

Publication Titles

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

Official Title	Abbreviated Name	URL
<i>2016 District and Campus Coordinator Manual</i>	<i>Coordinator Manual</i>	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>2016 STAAR Test Administrator Manuals (grades 3–5, 6–8, and EOC)</i>	<i>Test Administrator Manual</i>	http://tea.texas.gov/student.assessment/manuals/

Supplements to the Coordinator Manual

- The *STAAR Assessment Management System User's Guide* and the *STAAR Alternate 2, TELPAS, and TAKS Assessment Management System User's Guide* explain how to navigate through the two platforms within the Texas Assessment Management System.
- The *Test Security Supplement*, adopted into Commissioner's rules, is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.
- The *STAAR L Paper Administration Guide* details coordinator and test administrator responsibilities for paper administrations of STAAR L.
- The *STAAR A Paper Administration Guide* details coordinator and test administrator responsibilities for paper administrations of STAAR A.
- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.

Texas Administrative Code

The TAC and updates to the TAC are available online.

NOTES



[Test Security Supplement](#)

[Technology Information](#)

[STAAR L Resources](#)

[STAAR A Resources](#)

[TELPAS Resources](#)

[Texas Administrative Code](#)



Assessments for
Students with
Disabilities

ELL Resources

Accommodation
Resources

STAAR
Alternate 2
Resources

TELPAS
Resources

General Program Information

STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS.

STAAR Alternate 2

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as the STAAR assessments.

TELPAS

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

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

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

Allowable test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- making the following assistive tools available:
 - scratch paper
 - color overlays
 - blank place markers
 - magnifying devices
 - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task



Allowable Test Administration Procedures and Materials

Information about Accommodations

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

Accommodations for Students with Disabilities

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



*Educator Guide to
STAAR A*

*Educator Guide to
STAAR Alternate 2*

*Accommodation
Resources*

- Type 1—accommodation approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the language proficiency assessment committee [LPAC]; Section 504 placement committee; response to intervention [RTI] team; student assistance team). An Accommodation Request Form should **NOT** be submitted to TEA.
- Type 2—accommodation requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, an Accommodation Request Form must be submitted to TEA for approval.

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

Accommodations in Unexpected or Emergency Situations

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

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

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

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at 512-463-9536.

Linguistic Accommodations for ELLs

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

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

Oral Administration

Oral administration refers to the testing accommodation in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. The eligibility criteria and details about oral administration are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. Students who are eligible for an oral administration may be able to take a standardized oral administration (SOA), where available. Additional information about SOA can be found on the Standardized Oral Administration webpage.

Paper Administrations of Online Assessments

In rare circumstances, a paper administration of a test that is otherwise administered online only may be authorized by TEA. The district testing coordinator must submit a request to TEA for approval to administer a paper test for STAAR L, STAAR A, or TELPAS reading. To submit a request, access the form located online and submit to TEA.



[Accommodation Resources](#)

[Standardized Oral Administration Resources](#)

[Request for Paper Administrations](#)

Considerations for Testing with Accommodations

Because testing accommodations may affect how students' test sessions are conducted (e.g., extra time, oral administration), the guidelines below must be followed.

- The test administrator must receive additional training when required to administer tests with accommodations. If using a Type 1 or Type 2 accommodation, the test administrator will need to read the Special Instructions/Considerations section of the applicable accommodation policy and be trained on specific guidelines attached to an approved accommodation request.
- A test administrator must receive additional training if providing students with an oral administration.
- The test administrator should discuss the accommodations with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment. This includes, in some cases, explaining to students the level of reading support the test administrator is allowed to provide during the test based on the documentation in the appropriate paperwork.

Calendar of Events—2016 Testing

Events		Test Administration/Grade Level						
	March TAKS Exit Level	March TELPAS Grades K–12	March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	March STAAR End-of-Course (English I and English II)	April STAAR Alternate 2	May STAAR End-of-Course (Algebra I, Biology, and U.S. History)	May STAAR End-of-Course (Algebra II) (English III)	
Districts receive precode/registration file layout (online only)	8/10	8/10	8/10	8/10	8/10	8/10	8/10	
District coordinators submit participation counts (paper and online testing)	—	—	12/10–1/15	12/10–1/15	10/12–11/13	12/10–1/22	12/10–1/22	
District coordinators select precode option/select sort order	—	11/4–12/2	—	—	—	—	—	
District coordinators submit precode files/send student data	—	—	1/11–2/5	1/11–2/5	—	1/11–3/4	1/11–3/4	
Districts receive Materials List (posted online only)	—	—	2/29	2/29	2/26	4/5	4/5	
Student data submission (online testing only)	1/11–3/4	1/18–4/8	STAAR L and STAAR A only 1/11–4/1	1/11–4/1	1/18–4/22	1/11–5/6	1/11–5/6	
Registration for out-of-school/district examinees (online only)	12/8–2/5	—	—	1/14–2/5	—	1/14–3/4	1/14–3/4	
Districts receive test administrator manuals	—	1/4–1/8	2/15–2/19	2/15–2/19	—	2/15–2/19	2/15–2/19	
District coordinator training sessions	By 1/29	By 1/25 (for TELPAS only)	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	
Districts receive combined shipment of test materials	—	—	3/7–3/11	3/7–3/11	2/29–3/4	4/11–4/15	4/11–4/15	
Deadline for district coordinators to order additional materials	—	—	3/21	3/21	4/15	4/25	4/25	
Districts receive precoded materials*	—	—	By 3/18	By 3/18	—	By 4/22	By 4/22	
Districts receive out-of-school/district materials	—	—	—	By 3/18	—	By 4/22	By 4/22	
Campus coordinator training sessions	By 2/19	Holistic by 2/5 Reading by 2/12	By 3/18	By 3/18	By 3/4	By 4/22	By 4/22	
Test administrator training sessions	By 2/26	Holistic by 2/15 Reading by 3/4	By 3/25	By 3/25	By 3/18	By 4/29	By 4/29	
TEST ADMINISTRATIONS	Writing	—	3/29	—	—	—	—	
	English Language Arts	2/29	—	—	—	—	—	
	Mathematics	3/1	—	3/29	—	—	—	
	Reading	—	—	3/30	—	—	—	
	Science	3/2	—	—	—	—	—	
	Social Studies	3/3	—	—	—	—	—	
	End-of-Course	—	—	—	3/29 English I 3/31 English II	—	5/2–5/6	5/10 (Algebra II) 5/11 (English III)
	STAAR Alternate 2	—	—	—	—	4/4–4/22	—	—
TELPAS	—	3/7–4/6	—	—	—	—	—	
Campus coordinators return scorable materials to district coordinator	—	—	3/31 (G5, 8) 4/4 (G4, 7)	4/4	—	5/9	5/12	
District coordinators ship all scorable materials	—	—	4/1 (G5, 8) 4/5 (G4, 7)	4/5	—	5/10	5/13	
District coordinators order additional reports through STAAR® Assessment Management System	3/8	4/8	4/4 (G5, 8) 5/16 (G4, 7)	5/13**	4/26	5/13	5/13	
Districts complete verification of TELPAS student records	—	4/8	—	—	—	—	—	
Campus coordinators return all nonscorable materials to district coordinator	3/8	4/12	4/8	4/8	4/26	5/24	5/24	
District coordinators ship all nonscorable materials	3/11	4/15	4/12	4/12	4/29	5/25	5/25	
Districts receive Standard and additional Reports	4/15	5/6	4/19 (G5, 8) 6/15 (G4, 7)	6/3	5/18	6/3	6/30 (Algebra II) 8/19 (English III)	
Education Service Centers (ESCs) receive preliminary region reports (online only)	—	—	4/26 (G5, 8) 6/22 (G4, 7)	6/10	5/25	6/10	7/7 (Algebra II) 8/26 (English III)	
Districts notify students and parents of test results	By 5/27	By 5/27	By 6/30	By 6/10	By 6/2	By 6/10	By 7/7 (Algebra II) By 8/26 (English III)	
Districts resolve student test warnings/record changes	—	—	4/5–4/21 (G5, 8) 4/5–6/17 (G4, 7)	4/5–6/3	—	5/9–6/3	5/9–7/1 (Algebra II) 5/9–8/19 (English III)	
Districts submit test information changes	—	5/6–5/20	4/5–4/21 (G5, 8) 4/5–6/17 (G4, 7)	—	—	—	—	
Districts receive updated CSRs and data files (online only)	—	5/25	5/5 (G5, 8) 7/1 (G4, 7)	6/13	—	6/20	7/15 (Algebra II) 9/6 (English III)	
ESCs receive final region reports (online only)	6/3	6/10	5/12 (G5, 8) 7/8 (G4, 7)	6/13	6/17	6/27	7/25 (Algebra II) 9/12 (English III)	
Districts report results to local board of trustees	By 9/30	—	By 9/30	By 9/30	By 9/30	By 9/30	By 9/30	

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

†New coordinators only

§Window applies to the STAAR EOC mode selection and not participation collection.

¶Additional Reports for the March STAAR grades 4 and 7 administration will be ordered with the May STAAR 3–8 administration.

**Additional Reports for the March STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.

††Precoded materials will be shipped with combined shipment of test materials.

Calendar of Events—2016 Testing

Events		Test Administration/Grade Level						
		May STAAR Grades 3–8	May STAAR Grades 5&8 Reading and Math Retest	June STAAR Grades 5&8 Reading and Math Retest	July STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	July TAKS Exit Level	October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
Districts receive precode/registration file layouts (online only)		8/10	—	—	8/10	8/10	—	8/8
District coordinators submit participation counts (paper and online testing)		12/10–1/22	—	—	4/11–4/22§	—	—	8/15–9/2
District coordinators select precode option/select sort order		—	—	—	—	—	—	—
District coordinators submit precode files/send student data		1/11–3/11	—	—	5/31–6/3	—	—	9/19–10/7
Districts receive Materials List (posted online only)		4/5	4/18	6/6	6/6	—	—	11/7
Student data submission (online testing only)		STAAR L, STAAR A, and SOA only 1/11–5/13	STAAR L and STAAR A only 4/18–5/13	STAAR L and STAAR A only 5/31–6/24	5/31–7/15	5/23–7/14	8/30–10/20	9/19–12/9
Registration for out-of-school/district examinees (online only)		—	—	5/23–6/1	5/23–6/7	5/2–6/17	8/8–9/23	9/19–10/7
Districts receive test administrator manuals		2/15–2/19	2/15–2/19	2/15–2/19	2/15–2/19	—	—	2/15–2/19
District coordinator training sessions		By 1/29	By 1/29	By 1/29	By 6/10†	By 6/10†	By 9/23†	By 11/10†
Districts receive combined shipment of test materials		4/18–4/22	4/18–4/22	6/6–6/10	6/20–6/24	—	—	11/14–11/18
Deadline for district coordinators to order additional materials		5/2	5/2	6/13	7/1	—	—	11/28
Districts receive precoded materials*		By 4/29	By 4/29††	By 6/10††	By 7/1	—	—	By 11/18††
Districts receive out-of-school/district materials		—	—	By 6/17	By 7/1	—	—	By 11/18
Campus coordinator training sessions		By 4/29	By 4/29	By 6/3	By 6/17	By 7/1	By 10/7	By 11/14
Test administrator training sessions		By 5/6	By 5/6	By 6/17	By 7/8	By 7/8	By 10/14	By 12/2
TEST ADMINISTRATIONS	Writing	—	—	—	—	—	—	—
	English Language Arts	—	—	—	—	7/11	10/17	—
	Mathematics	5/9 (G3, 4, 6, 7)	5/9	6/21	—	7/12	10/18	—
	Reading	5/10 (G3, 4, 6, 7)	5/10	6/22	—	—	—	—
	Science	5/11 (G5, 8)	—	—	—	7/13	10/19	—
	Social Studies	5/12 (G8)	—	—	—	7/14	10/20	—
	End-of-Course	—	—	—	7/11 (English I) 7/13 (English II) 7/11–7/15 (all other courses)	—	—	12/5 (English I) 12/7 (English II) 12/5–12/9 (all other courses)
	STAAR Alternate 2	—	—	—	—	—	—	—
TELPAS	—	—	—	—	—	—	—	
Campus coordinators return scorable materials to district coordinator		5/13	5/13	6/23	7/18	—	—	12/12
District coordinators ship all scorable materials		5/16	5/16	6/24	7/19	—	—	12/13
District coordinators order additional reports through STAAR® Assessment Management System		5/16	5/16	6/24	7/19	7/19	10/25	12/13
Districts complete verification of TELPAS student records		—	—	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator		5/24	5/24	6/28	7/19	7/19	10/25	12/14
District coordinators ship all nonscorable materials		5/25	5/25	7/1	7/22	7/22	10/28	12/16
Districts receive Standard and additional Reports		6/15	5/31	7/8	8/19	8/12	12/2	1/19
Education Service Centers (ESCs) receive preliminary region reports (online only)		6/22	—	—	—	—	—	—
Districts notify students and parents of test results		By 6/30	By 6/7	By 7/15	By 8/26	By 9/2	By 12/20	By 2/2
Districts resolve student test warnings/record changes		5/16–6/17	5/12–6/2	6/27–7/8	6/27–8/19	—	—	12/13–1/20
Districts submit test information changes		5/16–6/17	—	—	—	—	—	—
Districts receive updated CSRs and data files (online only)		7/1	6/16	7/21	9/6	—	1/13	2/3
ESCs receive final region reports (online only)		7/8	6/23	7/28	9/12	9/16	1/13	2/10
Districts report results to local board of trustees		By 9/30	By 9/30	By 9/30	By 10/28	By 10/28	By 1/20	By 3/24

Test Security and Confidentiality Requirements

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

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. District coordinators must refer to the distribution lists provided by the vendor and complete the following steps to maintain proper inventory of testing materials:

- Upon receipt from the state's testing contractor, verify that all testing materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district shipping notice contained in Box 1 (white box) of the shipment.
- Require campuses to immediately inventory all testing materials received and to notify the district coordinator of any shortages or discrepancies.
- Immediately notify the state's testing contractor of any discrepancies identified between the materials received and the district and campus shipping notices included in Box 1 of the district and campus shipments.
- Place test booklets and answer documents in secure, limited-access, locked storage when not in use.
- After the completion of a test administration, collect and destroy any recordings, graph paper, scratch paper, or state-supplied reference materials, that students have written on during a test.
- Require that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures detailed in the manuals.



Texas
Education
Code

Texas
Administrative
Code

*Test Security
Supplement*

STAAR Materials
Control Form

STAAR Alternate 2
Materials Control
Form

- Require that all secure accommodation materials, provided with permission to students participating in STAAR Alternate 2, have been collected and returned to the district coordinator for return to the vendor.
- Maintain inventory and shipping records (bills of lading, pallet detail reports, district and campus shipping notices, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

District coordinators are ultimately responsible for ensuring that all secure test materials 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 secure test materials, including test booklets; online assessments, including test tickets; completed answer documents; STAAR Alternate 2 stimulus images and text; and TELPAS calibration activities and components for holistically rating student performance. This requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and 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 Texas Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions or short answer responses.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. (Administration procedures for STAAR Alternate 2 allow more interaction with the test than typically is permitted.) As a reminder of this



Oaths

obligation, these individuals are required to sign an additional section of the test administrator oath.

- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may receive or provide answers to student profiles during TELPAS calibration activities.

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*.

Penalties for Prohibited Conduct

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

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

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

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

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



Test Security Supplement

Student
Assessment Test
Security

Measures Implemented by TEA to Ensure Test Security and Confidentiality

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

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 employed by the district, trained and sign a security oath, and if noncertified, must be supervised by certified personnel. 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: All personnel, including coordinators, test administrators, and warehouse personnel, who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath.

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

Testing personnel are required to sign security oath(s) only once for the 2016 calendar year. All oaths are valid for 2016 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The TELPAS oaths for raters and writing collection verifiers must be signed separately according to the training and security requirements of those assessments.

Refer to the associated section in the *Texas Assessment Management System User's Guide* for 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 coordinator and superintendent/chief administrative officer oaths, which are shipped to the state's testing contractor)
- testing irregularity and investigation documentation



Oaths

*Texas Assessment
Management
System User's
Guide*

- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions, with start and stop times and the name(s) of the test administrator(s) recorded

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. Districts should periodically audit campuses to ensure that this documentation has been accurately completed and securely stored.

Testing Irregularities

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

Serious Irregularities

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

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration without permission
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA
- fraudulently exempting or preventing a student from the administration of a required state assessment
- receiving or providing answers to student profiles during TELPAS calibration activities.

Procedural Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

Eligibility Error

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

Individualized Education Program (IEP) Implementation Issue

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

Improper Accounting for Secure Materials

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

Monitoring Error

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

Other Procedural Errors

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

Reporting of Testing Irregularities

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

All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA 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.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When an incident occurs, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division via the Online Incident Report Form, and the contents of all reports submitted to TEA must clearly lay out the sequence of events.

NOTES



Online Incident
Report

Reporting requirements differ based on the severity of the confirmed or alleged violation; therefore, district coordinators must assess whether the incident is a serious or procedural irregularity. For both serious and procedural irregularities, follow the instructions on the Online Incident Report Form and be prepared to

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you if TEA was contacted.

Districts must submit the required information and documentation for irregularities within ten working days of becoming aware of the violation. If more time is needed, coordinators should contact the Student Assessment Division's security team by phone at 512-463-9536 or via email at testsecurity@tea.texas.gov to request an extension of the deadline.

Investigating and Reporting Serious Irregularities

The nature of serious irregularities requires a speedy investigation by the district so that all necessary evidence is gathered while the individuals involved in the irregularity are still available to interview and able to recall details. District coordinators must notify TEA as soon as they are made aware of any alleged or suspected violations that fall under the category of a serious irregularity.

Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or reviewing test materials. 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
- typed, dated, and signed statement(s) from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district's determination regarding the irregularity
- 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)

District coordinators should review all statements submitted by the involved parties to ensure that all information has been gathered. Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident

- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual's signature
- the date the statement was signed

Any discrepancies noted in the collected statements should be addressed and resolved before submission.

Investigating and 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 also complete the Plan of Action as part of the procedural incident report, describing the district's plan to prevent the reoccurrence of the incident. For these types of irregularities, the district's reporting obligation is fulfilled once the online submission has been completed. Documentation collected by the district during the investigation of a procedural irregularity should be kept locally. If more information is needed, TEA will notify the district coordinator.

Investigating and Reporting Other Irregularities

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

Students Using Electronic Devices to Capture or Transmit Secure Test Content

TEA considers it a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device. It is considered a serious testing irregularity if a student takes pictures of or transmits any test information using electronic devices, and TEA must be contacted immediately. A district may be asked to submit an Online Incident Report, and student test results may be invalidated.

Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to

- invalidate the student's test by marking the score code "O" for "Other" on the student answer document in the online form for the corresponding test;
- submit a separate serious Online Incident Report form if the district determines that testing personnel contributed to the cheating;

- submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating; and
- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information, refer to the *Test Security Supplement*.

Submission of Information

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

1. Access the Online Incident Reporting Process page located online.
2. Review the procedures for reporting an irregularity online and then click the link titled “Online Incident Report Form.”
3. Select your district and campus from the drop-down menus; choose “Yes” or “No” to identify you as the district coordinator and to identify the report you are making as either a serious or procedural irregularity. Complete the required information in the report form. Do not include confidential student information in your submission.
4. If you are submitting the documentation required for a serious violation, use the attachment feature in the form to attach the electronic supporting documentation.
5. If you choose not to use the online attachment feature, or the documentation to be submitted includes confidential student information, all supporting documentation that does not contain confidential student information may be submitted by email to testsecurity@tea.texas.gov. Districts needing to submit documentation containing confidential student information should contact a Student Assessment Test Security team member to make arrangements for transferring the information securely. With each set of documentation submitted, be sure to include in the email subject line the incident identification number provided to you upon completion of the online submission.

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



[Online Incident Report](#)

[LDDA Form](#)

[Test Security Supplement](#)



STAAR

Introduction

General Information about STAAR

TEA implemented STAAR in spring 2012 to fulfill requirements enacted by the Texas Legislature. STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

- STAAR includes assessments at grades 3–8 of mathematics, reading, writing, science, and social studies.
- STAAR EOC assessments are available for Algebra I, Algebra II, English I, English II, English III, biology, and U.S. history.
- STAAR Spanish is available for English language learners (ELLs) in grades 3–5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version assessments, including all retest opportunities.
- STAAR L is a linguistically accommodated version of the STAAR grades 3–8 and EOC assessments in mathematics (except Algebra II), science, and social studies, including all retest opportunities, for students who meet participation requirements. STAAR L is administered online with accommodations integrated into the online system.
- STAAR A is an accommodated version of the STAAR assessments for students who meet eligibility requirements. It is available in the same grades/subjects and courses (except Algebra II and English III) as the STAAR assessments, including all retest opportunities. STAAR A is administered online with accommodations integrated into the online system.



[Assessments for Students with Disabilities](#)

[ELL Resources](#)

[Accommodation Resources](#)

[Coordinator Manual Resources](#)

2015–2016 STAAR Assessments		
3–8 and EOC	Subjects Assessed	Assessments Available
Grade 3	mathematics and reading	STAAR STAAR Spanish STAAR L for mathematics STAAR A
Grade 4	mathematics, reading, and writing	STAAR STAAR Spanish STAAR L for mathematics STAAR A
Grade 5	mathematics, reading, and science	STAAR STAAR Spanish STAAR L for mathematics and science STAAR A
Grade 6	mathematics and reading	STAAR STAAR L for mathematics STAAR A
Grade 7	mathematics, reading, and writing	STAAR STAAR L for mathematics STAAR A
Grade 8	mathematics, reading, science, and social studies	STAAR STAAR L for mathematics, science, and social studies STAAR A
EOC	Algebra I, Algebra II, English I, English II, English III, biology, and U.S. history	STAAR STAAR L for Algebra I, biology, and U.S. history STAAR A for Algebra I, English I, English II, biology, and U.S. history

STAAR Policies and Procedures

STAAR Time Limits

Administration times for STAAR English I, English II, and English III, as well as STAAR A English I and English II, are limited to five hours. Administration times for all other assessments for STAAR, STAAR Spanish, STAAR L, and STAAR A are limited to four hours. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

Start and Stop Times

Distribution of materials and the reading of the boldface, scripted test administrator “SAY” directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to exit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, campuses are required to ensure that students are released from the testing area.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit must submit what they have completed.

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on another day within the testing week.

- Each student must be allowed the designated time available in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Breaks

Students are allowed to take breaks during the administration of STAAR assessments. Some breaks are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the time limit (not allowed to stop the time clock)
 - water breaks
 - bathroom breaks
 - snack breaks
 - short physical or mental breaks
- Breaks **NOT** included in the time limit (required to stop and restart the time clock)
 - lunch
 - emergency situations that significantly interrupt testing
 - consolidation and movement of students to another testing area
 - medical breaks

Test administrators should document stop and restart times when breaks are given.

Lunch

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the seating chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the specified available time is maintained for each session. Sessions can start before the regularly scheduled school day or if started late in the day, may extend beyond the regularly scheduled school day.



[Accommodation Resources](#)

[STAAR Dictionary Policy](#)

Extended Time Accommodations

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accommodations are on the Accommodation Resources webpage.

- The extra time (same day) accommodation is for eligible students with disabilities and for ELLs.
- The extra day accommodation is for eligible students with disabilities who have a TEA-approved Accommodation Request Form. This accommodation will be approved only in rare cases for students meeting specific eligibility criteria. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

STAAR Dictionary and Calculator Policies

STAAR Dictionary Policy

Dictionaries must be available to **all** students taking

- STAAR and STAAR A reading tests at grades 6–8;
- STAAR and STAAR A writing tests, including revising and editing, at grade 7;
- STAAR and STAAR A English I and English II tests; and
- the STAAR English III test.

The following types of dictionaries are allowable:

- standard dictionaries in English
- dictionary/thesaurus combinations
- bilingual dictionaries*
- ESL dictionaries*
- sign language dictionaries

Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are **NOT** allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

While students are working through the tests listed above, they must have access to a dictionary. The school may provide dictionaries, or students may bring them from home. The minimum that schools need is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student.



Accommodation
Resources

STAAR
Calculator
Policy

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

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

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

STAAR Calculator Policy

Calculators are required for the following STAAR assessments: **grade 8 mathematics, Algebra I, Algebra II, and biology.**

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grades 5 and 8 science assessments unless the student meets the eligibility criteria for an accommodation. This includes STAAR Spanish, STAAR L, and STAAR A versions of these assessments. Information regarding calculators as an accommodation for students with disabilities can be found on the Accommodation Resources webpage.

Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments (including STAAR L and STAAR A). Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this calculator requirement by providing students with either a handheld graphing calculator or a graphing calculator application available on a tablet.

Requirement for STAAR Biology

Districts must ensure that students have access to a calculator with four-function, scientific, or graphing capability when taking the STAAR biology assessment (including STAAR L and STAAR A). There should be at least one calculator for every five students taking the biology assessment (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this calculator requirement by providing students with either a handheld calculator or a calculator application available on a tablet.

Additional Information

The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

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

For calculator applications on tablets, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

Calculation devices on smartphones are not allowed. Calculation devices that have a computer algebra system (CAS) are also not allowed.



Coordinator
Manual
Resources

Texas
Administrative
Code

Test Security
Supplement

STAAR
Assessment
Management
System

Training

Prepare for and attend district coordinator training.

Review the Manual

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

Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

Review the TAC

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

Review Resources for Online Activities

- Study the *STAAR Assessment Management System User's Guide*, which provides details for navigating and using resources of the STAAR Assessment Management System.

Receive Login Information and Assign User Access to the Assessment Management System

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a user ID, you must contact the Texas Assessment Support Center team by phone at 1-855-333-7770 or by email at STAAR3-8@ets.org or STAAREOC@ets.org.
- 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 will create accounts for campus coordinators.

☐ Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact your regional ESC testing coordinator. Training should be held by the date specified on the Calendar of Events.
- Bring this manual to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the calendar year.

Prepare for and conduct campus coordinator training.

☐ Designate Campus Coordinators

- This should be done in cooperation with your school district's principals.
- Campus coordinator responsibilities include
 - serving as a liaison between the district coordinator and campus personnel for test-related communications,
 - monitoring and maintaining test security,
 - designating and training test administrators,
 - preparing and distributing test materials on the campus for each administration,
 - preparing test materials for return to the district coordinator at the conclusion of test administrations, and
 - coordinating online administration activities on the campus.

☐ Schedule Training Sessions

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.



Calendar of Events



Oaths



Planning Sheet
for Campus
Coordinator
Training

❑ Distribute Manuals

- Distribute this manual and the test administrator manuals (grades 3–5, 6–8, and EOC) to campus coordinators to read before their training sessions.

❑ Prepare for and Conduct Training Sessions

Required topics are listed below and can also be found online in the Planning Sheet for Campus Coordinator Training.

- Roles and responsibilities
 - campus coordinator responsibilities
 - principal responsibilities
 - test administrator responsibilities
 - technology staff responsibilities
 - support staff responsibilities (for example, hall monitors and office staff)
- Test security
 - test confidentiality requirements
 - test security policies, procedures, and oaths
 - active monitoring
 - seating charts and STAAR Materials Control Form
 - consequences for adult and student cheating
 - written composition and short answer response duplication policies
 - optional Web-based test administrator training modules
- Scheduling test administrations
 - testing dates
 - time limits
 - breaks
 - setting up testing groups across programs, grades, and subjects
 - establishing procedures for the requirement of students to leave the testing area once they have completed their tests
 - make-up testing
- Preparing for test administrations
 - receiving, distributing, and storing test materials
 - identifying eligible students
 - identifying out-of-school/out-of-district students
 - testing students who are taking a combination of tests (for example, STAAR and STAAR A)
 - ensuring that testing personnel have students' most up-to-date testing requirements
 - preparing for online administrations
 - preparing for administrations in alternative education settings



[Administrations
in Alternative
Education
Settings](#)

[Accommodation
Resources](#)

[Answer
Documents for
Training Purposes](#)

[Coordinator
Manual
Resources](#)

[Test Security
Supplement](#)

- Testing with accommodations
 - understanding accommodation policies for students with disabilities
 - understanding linguistic accommodation policies for ELLs
 - ensuring that testing personnel have a current list of each student's allowed or approved testing accommodations
 - collecting and preparing test accommodations for eligible students
 - preparing testing locations for students who need certain accommodations
- Monitoring test administrations
 - determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
 - detailing the procedures for monitoring test administrations
- Verifying precoded answer documents
 - process for verifying elements
 - hand-gridding student information
- Ensuring distribution of appropriate answer documents
- Completing answer document fields
 - score codes
 - accommodation information
 - EOC/ABOVE GRADE field
 - substitute assessment
 - student demographic information
 - TEST TAKEN INFO field
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials to district coordinator

Prepare for and attend campus coordinator training.

Review Manuals and Online Resources

- Read this manual and the test administrator manuals (grades 3–5, 6–8, and EOC), review additional resources available online, and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing activities at your campus.



Texas
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Calendar of
Events

Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

Review the TAC

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

Review Resources for Online Activities

- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.

Review Procedures for Preparing and Submitting Answer Documents and ID Sheets

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

Attend Training

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators should bring this manual and the test administrator manuals (grades 3–5, 6–8, or EOC) to the session.

Review and Sign Oath

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

Prepare for and conduct principal and test administrator training.

Designate Test Administrators

- This should be done in cooperation with your school's principal.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- District or campus 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,
 - paraprofessionals,
 - substitute teachers, and
 - other professional educators (such as retired teachers).

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

- Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment to ensure that the test is administered accurately. For more information about oral administrations, refer to *Oral/Signed Administration Guidelines*.
- 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.



Test Security Supplement

Oaths

Oral/Signed Administration Guidelines



Calendar of Events



Standardized Oral Administration Resources

STAAR L Resources

STAAR A Resources

STAAR Online Testing Tutorial

Training Resources

☐ Schedule Principal and Test Administrator Training Sessions

- Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be provided with additional training and reminded that they are viewing secure content. Responding to test questions, recording secure test content, 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 an additional section of the test administrator's oath.

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

- Distribute manuals early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.
- Remind test administrators that manuals must be retained for use during the entire calendar year.
- Use the test administrator manuals in your training sessions.

☐ Direct Designated Test Administrators to Review Online Resources

Test administrators giving online administrations are required to review the following resources, if applicable.

- The *STAAR Online Testing Tutorial*.
- *Assessment Management System User's Guide* for navigating and using resources of the Assessment Management System.

❑ Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

- Principal responsibilities include
 - ensuring that test security is maintained,
 - overseeing the implementation of the test administration process stated in this manual, the test administrator manuals, and the *Test Security Supplement*,
 - establishing, in conjunction with the campus coordinator, test administration processes specific to the campus,
 - overseeing the training of campus personnel, in cooperation with the campus coordinator, and
 - reporting any suspected violation of test security to the district coordinator.
- Test administrator responsibilities include
 - maintaining security of test materials until returned to the coordinator,
 - preparing and distributing 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.
- Test security
 - test security procedures and oaths
 - active monitoring
 - seating charts
 - student honor statements
 - response to testing irregularities
 - consequences of cheating
 - written composition and short answer response duplication policies
 - optional Web-based test administrator training modules
- Scheduling test administrations
 - testing window
 - time limits
 - breaks
 - setting up testing groups across programs, grades, and subjects
 - establishing procedures for the requirement of students to leave the testing area once they have completed their tests
 - make-up testing



*Assessment
Management
System User's
Guide*

NOTES



Allowable Test Administration Procedures and Materials

Accommodation Resources

- Preparing for test administrations
 - identifying eligible students
 - testing students taking a combination of tests (e.g., STAAR and STAAR A)
 - receiving, distributing, and storing test materials
 - preparing for online administrations
- Testing with allowable test administration procedures and materials
- Testing with accommodations
 - understanding allowable test administration procedures and materials
 - understanding accommodation policies for students with disabilities
 - understanding linguistic accommodation policies for ELLs
 - ensuring that testing personnel have a current list of each student's allowed or approved testing accommodations
 - ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
 - collecting materials and preparing test accommodations for eligible students
 - preparing testing locations for students who need certain accommodations or allowable procedures (e.g., oral administration, individual or small-group administration)
- Precoded answer documents
 - following the process for verifying elements of precoded answer documents
 - hand-gridding student information
- Ensuring distribution of appropriate answer documents
- Monitoring test administrations
 - determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
 - detailing the procedures for monitoring test administrations
- Completing answer document fields
 - score codes
 - accommodation information
 - EOC/ABOVE GRADE field
 - substitute assessment
 - student demographic information
 - TEST TAKEN INFO field
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials to the campus coordinator



Prepare for and conduct technology staff training.

☐ Designate Technology Staff

- Technology staff are responsible for ensuring that
 - administrative rights necessary for installing software are obtained;
 - network infrastructure and computers have been assessed and meet the minimum system requirements; and
 - all testing software is properly installed, configured, and tested.
- Technology staff should be available for assistance before and during test sessions to address technology problems that might occur during testing.
- Ensure technology staff sign the technology oath.

☐ Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the technology oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.

☐ Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System.



[Answer Document
Features Sample](#)

[Oaths](#)

[Assessment
Management
System User's
Guide](#)



Assessment
Management
System



Calendar of
Events

Prepare for Paper Administrations

DC Review and confirm materials needed.

Review Materials List

- The materials list indicates quantities of materials that will be shipped for each administration, including a limited district overage.
- The materials list is available in the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials lists to be available.

Ensure Quantities of Test Materials

- Contact each campus coordinator to confirm that test materials have been physically counted and that quantities are sufficient for each campus.
- Compile a list of any additional materials that are needed and order by the deadline as posted on the Calendar of Events.

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

DC Review district coordinator packet.

Familiarize Yourself with the Coordinator Packet Materials

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

- Shipping Notices and Sample Materials
 - sample answer documents
 - sample Class Identification Sheets
 - sample Campus and Group Identification Sheets
 - sample Voided Answer Document Identification Sheets
 - sample scorable and nonscorable return shipping labels
 - standard and additional reports list
- Materials for Return Shipping
 - answer document packing lists
 - district coordinator's security oath
 - superintendent/chief administrative officer's security oath

Receive, verify, and distribute shipment of test materials.

Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- Shipments will be combined and include both nonsecure and secure materials.
- Precoded answer documents may arrive in a separate shipment.
- Materials in the shipments will include these testing materials:
 - District Box 1
 - shipping notice
 - pallet detail report
 - district coordinator packet
 - shipping labels for return of nonscorable materials
 - white box for return of district documents
 - District overage box
 - paper bands
 - Box Content document
 - Class ID Sheets
 - Campus and Group ID Sheets
 - Voided Answer Document ID Sheets
 - blank answer documents
 - limited number of test booklets for resolving shortages
 - Campus Box 1
 - shipping notice
 - paper bands
 - Class ID Sheets
 - Campus and Group ID Sheets
 - Voided Answer Document ID Sheets
 - blank answer documents
 - test booklets
- Depending on the size of a campus, the boxes may be packed differently.

NOTES



Calendar of Events



Diagram of Shipping Box Contents

☐ Verify the Quantities of Testing Materials Boxes in Your Shipment

- Locate the district shipping notice inside Box 1 (white box) and verify the number of boxes received.
 - There will be one shipping notice per campus and one for the district overage order. The total box count is listed at the bottom of each document.
 - This list specifies the types and quantities of materials shipped and the range of test booklet security numbers assigned to each campus and to the district overage.
- You do not need to open campus boxes to verify the contents. Campus coordinators will verify test booklet quantities.
- If a discrepancy is found, report it to the Texas Assessment Support Center immediately by calling 855-333-7770.

☐ Distribute Test Materials to Campuses

- Make sure all campus coordinators verify that the nonsecure materials and secure test booklets received match the quantity indicated on the campus shipping notice.
- Instruct campus coordinators to immediately report to you any discrepancy between their individual campus shipping notice and the contents of their boxes.
- If a discrepancy is found, report it to the Texas Assessment Support Center immediately by calling 855-333-7770.

☐ Resolve Shortages

- Wait until campus coordinators have opened their boxes and checked their individual shipping notices before you begin to resolve shortages.
- Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus or district to another. Keep a record of the security numbers of booklets that are distributed from the overage or moved from one campus to another.
- Districts may opt to test students online (if available) if a shortage of paper test booklets exists. Otherwise, the district must contact the Texas Assessment Support Center by the deadline to order additional test materials.
- Test booklets and answer documents may not be duplicated to resolve shortages.

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

☐ Order Additional Materials for Your District

- Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to the following:
 - test booklets and answer documents
 - large-print test booklets
 - braille test booklets
 - test administrator manuals
 - Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, scorable materials return boxes, and shipping labels
- Order additional materials through the Assessment Management System. Refer to the Calendar of Events for deadlines for ordering additional materials. Materials ordered after the deadline are not guaranteed delivery by the test date.

Receive and verify shipment of test materials.

☐ Verify Shipment of Test Materials

- Open the boxes carefully. These boxes will be used to return nonscorable test materials to the district coordinator after testing has been completed.
- Use the campus shipping notice for each shipment to verify that all materials are included in the boxes you receive.
- Each shipment will be combined and will include both secure test booklets and nonsecure materials.
- Verify that all secure test booklets are contained in the boxes as listed on the shipping notice.
 - Each package of test booklets is sealed in plastic. Do not open the sealed packages.
 - A Box Count document will be included in each box of test booklets and each package will have a label identifying the contents. Verify that the quantity of booklets in each package matches the quantity indicated on the white form by counting the booklets through the plastic.
 - Verify that the ten-digit security number range stated on each white form matches the range of numbers on the shipping notice.
 - If you find a discrepancy between your campus shipping notice and the secure test booklets you receive, report the discrepancy immediately to your district coordinator.
- The nonsecure materials will include:
 - shipping notification
 - paper bands



Calendar of Events



Diagram of Shipping Box Contents

- Class ID Sheets
- white boxes with shipping labels affixed for the return of secure materials from your campus
- Campus and Group ID Sheets
- Voided Answer Document ID Sheets
- blank answer documents
- Retain the shipping notice.

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

Alert District Coordinator to Shortages of Secure Materials

- In calculating the quantity of additional test booklets required, keep in mind that each test administrator who conducts an oral administration of a paper test must have a test booklet that matches the test booklets of the students testing. In cases where multiple forms exist for a test administration, order enough tests with the same form number to ensure that the test administrator has a matching test form.
- Add the shipping notice details to your original shipping notice to create a complete inventory of materials.

Deliver precoded answer documents.

Receive Shipment of Precoded Answer Documents

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

Distribute Precoded Answer Documents to Campuses

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



Calendar of
Events

Receive precoded answer documents.

Receive Precoded Answer Documents from District Coordinator

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

Complete the Verification of Precoded Answer Documents

- Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.
- The preprinted information on all answer documents must be verified for accuracy and completeness.
- The information submitted on the answer document should reflect the student's status at the time of testing.
- A blank answer document must be hand-gridded to make corrections to a student's name, PEIMS number, or date of birth.
- Other inaccurate information can be corrected by hand-gridding the correct information on the answer document. Hand-gridded information will override any precoded information except the student's name, PEIMS number, and date of birth.
- Do not add hand-gridding to an answer document that has information precoded correctly.
- Unused precoded answer documents (student moved, tested in different mode or program, etc.) should be voided and returned with the scorable materials.

Ensure that appropriate answer documents are prepared.

An answer document or online testing record must be submitted for every enrolled student for each grade/subject or course to appropriately account for all students. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student. Confirm with all appropriate personnel (i.e., ARD and LPAC) that your knowledge of testing decisions for students is correct.

- Grades 3–8
 - For students in grades 3–8, submit one answer document or online record for mathematics and reading.



[Instructions for Verifying Precoded Student Information](#)

- For students in grades 4 and 7, submit one answer document or online record for writing.
- For students in grade 5, submit one answer document or online record for science.
- For students in grade 8, submit one answer document or online record for science and social studies.
- STAAR and STAAR Spanish will use the same answer document for a given grade and subject.
- There are no STAAR L assessments for reading and writing. All students who participate in the online administration of STAAR L mathematics, science, or social studies will participate in the appropriate administration of STAAR or STAAR A reading and writing administration.
- Students take the STAAR test at their enrolled grade unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving.
 - Students receiving instruction above grade level in a subject not tested at their enrolled grade level will take the test above grade level. (For example, an enrolled grade 4 student receiving instruction in grade 5 science will take the grade 5 science test.)
 - Students receiving instruction above grade level will not be required to take two tests for the same subject area. (For example, an enrolled grade 4 student receiving instruction in grade 5 reading will take the grade 5 reading test but not the grade 4 reading test.)
 - Students receiving instruction above grade level in a subject tested at their enrolled grade level but not tested at the grade level of instruction will not test. (For example, an enrolled grade 5 student receiving instruction in grade 6 science will not take the grade 5 science test.)
- For students in grades 5–8 who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.
- EOC
 - For students who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.
 - Students who participate in the online administration of STAAR L Algebra I, biology, or U.S. history may also participate in the appropriate administration of STAAR or STAAR A English I or English II and may have an answer document or online record submitted. If the district chooses to administer English III tests, these students will participate in STAAR.

Do not submit an answer document for any student participating in the STAAR Alternate 2 assessment.

☐ Supervise Hand-Gridding of Blank Answer Documents

- Answer documents for students testing on paper who did not receive a precoded answer document must be hand-gridded.
- Do not hand-grid answer documents with precoded information unless the precoded information is incorrect.
- All student information and program information must be hand-gridded on the answer documents using only a No. 2 pencil.
- If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.
- Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.
- You may also choose to have campus personnel grid the rest of the student identification information, such as name and date of birth.
- When appropriate, students may grid the student identification information according to the instructions read to them by the test administrator at the beginning of their first test session.
- Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration.
- The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, grid a "blank" in that position.

Prepare for test administration.

☐ Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that testing areas are properly prepared.
- Each student should be sufficiently separated from other students to work without distraction.
- Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
- Confer with your principal to determine procedures for releasing students once they have completed their tests.

☐ Organize Test Administrations

- In some cases, students taking STAAR administrations may be grouped across programs, grades, and subject areas or courses.
- Organize test sessions in which students are given different tests (e.g., STAAR and STAAR Spanish) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.



Answer Document
Features Sample

- A bilingual teacher may be permitted to administer STAAR in English and STAAR in Spanish in the same testing room.
- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.

□ Distribute Materials to Test Administrators

- On the day of the testing session, give test administrators the materials listed below:
 - two No. 2 pencils with erasers per student
 - one test booklet per student
 - one test booklet for the test administrator (if required)
 - one answer document per student
 - one answer document for demonstration purposes
 - any additional TEA-authorized materials (e.g., dictionaries, calculators) required for administering the test
- Use the STAAR Materials Control Form to ensure security of the test materials.
 - The form may be duplicated as needed.
 - The STAAR Materials Control Form must be used each day to account for test materials as they are checked out and in by test administrators.
 - Secure test materials must be checked out and in each day. The form has columns labeled “Day 1” and “Day 2” to track test materials as they are used during administrations needing more than one day of testing.
 - Locate and record the ten-digit security number printed on the test booklets, as shown below.



S123456789 1

- Test administrators must verify that they have received the exact number of secure test materials recorded as issued, and initial the “Out” box for the appropriate day. The test administrators’ initials also signify that they have signed their security oaths.
- Retain completed STAAR Materials Control Forms for your records.

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



STAAR Materials
Control Form

Prepare for Online Administrations

Plan for online administrations.

Understand Responsibilities of Technology Staff and Test Administrators for Online Administrations

- Technology staff must
 - be familiar with the technology documents found on the Technology Systems and Supports webpage and the hardware and software requirements for online testing, and
 - be available for assistance during test administrations to address technology problems.
- Test administrators will follow campus coordinator instructions to
 - set up and manage test sessions;
 - update student demographic information in the Assessment Management System;
 - help students open and view their tests;
 - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness; and
 - make selections in the Assessment Management System to indicate score code and accommodations.

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 STAAR Assessment Management System User Roles and Permissions document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a user ID.



Texas
Assessment
Technology

User Roles and
Permissions for
the Assessment
Management
System

*Assessment
Management
System User's
Guide*



Unified
Minimum
System
Requirements

Texas
Assessment
Technology



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

☐ Review Infrastructure Guidelines and Ensure That Infrastructure Is In Place

Online forms that include audio and online accommodations (SOA, STAAR L, and STAAR A) are larger in size than STAAR EOC online forms. Schools may concurrently test STAAR EOC, SOA, STAAR L, and STAAR A students online. Given the impact that concurrent testing could have on technology, each district and campus coordinator should work closely with technology staff to assess their technology readiness and to prepare for online testing.

The Unified Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Technology Systems and Supports webpage;
- follow instructions in the *Assessment Management System User's Guide* regarding firewalls and content filters;
- 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 unnecessary or heavy bandwidth activities that may impair the network during testing.

Contact the Texas Assessment Support Center at 855-333-7770 if you require technical assistance.

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

- Remove all previously installed testing software from all server and local installation areas.
- After removing old software, install new software prior to testing.



Assessment
Management
System

Assessment
Management
System User's
Guide

☐ Coordinate and Conduct System Checks

There are tools available for technology staff to check the functionality of the software required for online testing. Technology staff should perform these checks in advance of administrations to ensure successful test delivery. 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.

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

Coordinate the review and updating of records.

☐ Ensure That Student Information Has Been Verified

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

Arrange for testing rooms and ensure proper testing environment.

☐ Organize Test Administrations

- For an overview of the steps involved in setting up and implementing online activities, review the *Assessment Management System User's Guide*.
- Because some assessments are administered during a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.
- Students taking online administrations may be grouped across grades and subject areas or courses in some cases.
- Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

☐ Arrange for Testing Areas

- Confer with your campus principal to arrange testing areas.
- Ensure that enough computers are available to accommodate the testing schedule established by the campus coordinator and principal.

☐ Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.
 - Each student should be sufficiently separated from other students to work without distraction.
 - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
 - To support test security, testing staff should take necessary steps to prevent students from seeing one another's monitor.
- On the day of testing, technology staff should verify that computers are ready for testing as changes may occur between initial set up and the test day.
- Ensure that there is one pair of headphones per student for administrations of SOA, STAAR L, and STAAR A in which multiple students are tested in the same room.



Oversee test session details.

☐ Ensure That Test Sessions Are Created

- Test sessions are electronic groupings of students who will take the same test at the same time in the same location. Specific instructions for creating test sessions can be found in the *Assessment Management System User's Guide*.
- Campus coordinators should 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 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 unique username and password 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.

- Student test tickets note the specific version of the STAAR test being taken. To ensure that students receive the correct version (STAAR, SOA, STAAR L, STAAR A), check the test ticket to verify the student has been assigned to the correct version prior to logging in to the test.

□ Ensure That Test Tickets for Proctors Are Printed Before Test Sessions

- Test tickets are used by test administrators to log in to the secure browser for online oral administrations of STAAR EOC and STAAR L.
- Test tickets are used by test administrators to log in to the secure browser for a signed administration of STAAR A.
- 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 tickets.

Distribute test materials to test administrators.

□ Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
 - test session rosters
 - student test tickets
 - test tickets for proctors (if needed)
 - pencils or pens for use with scratch paper or graph paper
 - any additional TEA-authorized materials (dictionaries, calculators, headphones) required for administration of the test



*Assessment
Management
System User's
Guide*

Monitor Administrations (Paper and Online Administrations)

Maintain testing environment and procedures.

Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
 - No element of the testing room environment should hinder any student's performance.
 - A "Testing—Do Not Disturb" sign should be posted outside the testing room.
 - Bulletin boards and instructional displays that could aid students during testing must be covered or removed.
 - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
 - All desks or computer work stations used for testing must be cleared of books and other materials not required for the test.

Ensure Proper Testing Procedures

- All of the pertinent information on testing procedures is included in this manual and in the Proper Testing Procedures document, available online.
- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices with Internet or photographic capabilities cannot be used. With the exception of running the secure browser, students are **NOT** permitted additional Internet access during testing.
 - Calculator applications on a tablet may be used to fulfill the requirements of the STAAR calculator policy. Electronic devices with Internet or photographic capabilities cannot be used to fulfill the requirements of the STAAR Dictionary Policy or any allowable accommodations.
 - For students who are using an allowable calculator application, Internet capabilities must be disabled on the electronic device. Additionally, devices must be locked down (in kiosk mode) to prevent the use of other applications during testing.
- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
 - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
 - Additional seating charts must be completed if students are moved to another room during testing.



Proper Testing
Procedures

Seating Charts

- Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
- Schedules must be created that adhere to the time limit requirements for testing.
- Districts may establish starting times for testing.
- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. Also, the student may test only if he or she has not had the opportunity to interact with other students who have been administered the same test.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should
 - confirm that students are working only on the subject-area assessment being administered that day,
 - verify that students have access only to allowable materials, and
 - ensure that students are marking their responses on the correct section of the answer document.
- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Students participating in paper administrations must mark their answers on an answer document within the allotted time with a No. 2 pencil. **Answers marked in a test booklet will not be scored.**
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.
- Students will not be allowed to record their responses on their answer documents after the time limit has expired.
- For paper administrations of STAAR, test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.
- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.



- Once a student has completed and turned in or submitted the test, test administrators are required to release the student from the testing area.

☐ Answer Questions and Resolve Problems

- District and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators. Refer to the Problems and Solutions document for more information.

Unusable or Defective Test Materials

If an answer document tears or otherwise becomes unusable, the student should not continue to use the damaged answer document. The test administrator should obtain a new answer document and instruct the student to begin marking answers on the new document at the point where the student stopped on the unusable document. Once testing is over, testing personnel should follow instructions for Basic Transcribing on the Accommodation Resources webpage.

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

Schoolwide Emergencies

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should leave their tests where they are and follow the school's procedures. In the case of online administrations, testing staff should not instruct students to exit their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. Once the emergency has been resolved, the students should resume testing when instructed to do so.

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

Changing Testing Locations

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

Complete Paper Administration Process

Direct the collections of materials from test administrators.

□ Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must
 - verify that no answer documents have been left inside test booklets;
 - review the accuracy of the students' identification or program information;
 - use a No. 2 pencil to transcribe the student identification information from a voided answer document onto the answer document with which the student continued the test, if applicable;
 - use a No. 2 pencil to transcribe onto an answer document the responses of any student who requires the accommodation of transcribing or who tested with a braille or large-print test booklet; and
 - account for all test booklets and answer documents.
- After the final test session, test administrators must return the following to the campus coordinator:
 - answer documents to be scored or scanned for demographic data
 - voided answer documents
 - unused answer documents
 - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
 - typed or tape-recorded materials and handwritten student responses on scratch paper
 - all seating charts with start and stop times recorded



STAAR Materials
Control Form

STAAR Reports
and Services

Assessment
Management
System

Use the STAAR Materials Control Form to Account for Test Booklets

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

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

Ensure That Test Administrators Have Signed and Returned Security Oaths

- Test administrators who have had authorization to view secure assessments in order to provide an approved accommodation must also sign the second part of the security oath if they did not do so during training.



Order additional reports for the district.

Order Additional Reports for Each Test Administration

- Review the STAAR Standard and Additional Reports list.
- Districts must request additional reports using the STAAR Additional Reports Order form. This form can be found in the Assessment Management System.
- Instructions on how to select additional reports and services can be found in the *Assessment Management System User's Guide*.



Coordinate preparation of answer documents for scoring.

Ensure That Answer Document Fields Have Been Completed

- Refer to Appendix A for additional guidance on completing all answer document fields.

Gridding Score Codes, Test Taken Information, and Accommodations

For in-depth information about gridding score codes and test taken information for each grade and subject of each administration, refer to Appendix B of this manual.

Follow these instructions for gridding the SCORE CODE field.

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

The score codes are as follows:

A = Absent

O = Other:

- Student who began testing was unable to complete the test due to illness.
- Student's test is invalidated due to cheating.
- Student is participating in a different level test in this subject.
- Student is enrolled in the High School Equivalency Program.
- Student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment.

PW = A parent or guardian requested that a student not participate in the third SSI testing opportunity for STAAR.

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

S = Test to be scored

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

NOTE: All of the score codes in the example above will not appear on a single answer document at one time.

NOTE: A district is required to provide testing opportunities to all students who are in attendance during the administration of a test. Unless a student meets the criteria for a transcription, the student is expected to record his or her answers on the answer document or in the online form for the corresponding test within the time limit of the test. Students who choose not to record their answers will have their answer documents or online tests submitted for scoring as is. Students who are in attendance on the day of testing but choose not to participate or refuse to mark their answers on the answer document or in the online form and who are in grades 3–8 or are taking an EOC for the first time, will have their tests submitted for scoring as is.

Gridding Answer Documents for Students in Grades 3–8 Taking a Combination of Paper and Online

For students who are testing in both paper and online modes during the same administration, the SCORE CODE field will need to be gridded accordingly. For example, if a student is taking a STAAR reading assessment on paper and a STAAR L mathematics assessment, the asterisk (*) will need to be filled in under the “M” column in the SCORE CODE field.

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

Refer to the “Complete Online Administration Process” section of this manual, as well as the test administrator manuals, for completing online score codes.

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking whether the student took an English or Spanish version of the test (grades 3–5), and marking the form number (EOC) in the TEST TAKEN INFO field.

Grades 3–5

TEST TAKEN INFO			
M		R	
(EN)	(SP)	(EN)	(SP)
ABOVE GRADE			
(M)		(R)	

Grades 6–8

TEST TAKEN INFO	
M	R
ABOVE GRADE	
(M)	(R)

EOC

TEST TAKEN INFO	
BI	
FORM #	
(0)	(0)
(1)	(1)
(2)	(2)
(3)	(3)
(4)	(4)
	(5)
	(6)
	(7)
	(8)
	(9)

Follow these instructions for gridding the Accommodations (ACCOMM.) field.

Test administrators or other campus personnel will complete the information in the ACCOMM. field.

ACCOMM.	
M	R
<input type="checkbox"/> GA	<input type="checkbox"/> GA
<input type="checkbox"/> BR	<input type="checkbox"/> BR
<input type="checkbox"/> LP	<input type="checkbox"/> LP
<input type="checkbox"/> OA	<input type="checkbox"/> OA
<input type="checkbox"/> XD	<input type="checkbox"/> XD
<input type="checkbox"/> LA	<input type="checkbox"/> LA

- GA** = general accommodation
- BR** = braille administration
- LP** = large-print administration
- OA** = oral administration
- XD** = extra day
- LA** = linguistic accommodation

Information regarding allowable accommodations can be found on the Accommodation Resources webpage. Linguistic accommodations, as well as Type 1 and Type 2 accommodations, are to be marked in this area. Mark the accommodation bubble for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing. Follow these procedures when marking accommodations on the answer document.

- Mark the GA bubble to indicate that a Type 1 or Type 2 accommodation not listed in the following bullet was available to the student.
- Mark the accommodation bubble (BR, LP, OA, and/or XD) if any of these specific accommodations were available to the student.
- Mark the LA bubble to indicate that a linguistic accommodation was available to the student.



Accommodation Resources

Gridding Answer Documents for STAAR Students Taking Assessments Above Grade Level

Students take the STAAR assessment at their enrolled grade unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving. For students in grades 3–8 who are taking a STAAR assessment or STAAR EOC assessment above grade level, the campus coordinator will submit answer documents for each grade-level assessment administered and one answer document for each above-grade-level/EOC assessment administered. See the examples below of how to mark and submit answer documents.

Students in Grades 3–7 Taking a STAAR Assessment Above Grade Level

For students testing in a subject above grade level, submit one answer document for each grade level tested. For example, a grade 3 student who is completing the grade 4 curriculum requirements in mathematics will take the STAAR grade 4 mathematics assessment. This student is required to take the grade 3 reading assessment. The instructions below explain gridding for the two answer documents.

Grade 3 Answer Document

1

TEST TAKEN INFO			
M		R	
EN	SP	EN	SP
ABOVE GRADE			
M		R	

2

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

- 1 Complete TEST TAKEN INFO field.
 - Grid ABOVE GRADE for mathematics.
- 2 Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

Complete the appropriate SCORE CODE for reading.

Grade 4 Answer Document

1

TEST TAKEN INFO			
M		R	
<input checked="" type="radio"/> EN	<input type="radio"/> SP	<input checked="" type="radio"/> EN	<input type="radio"/> SP
ABOVE GRADE			
<input type="radio"/> M	<input type="radio"/> R		

2

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

- 1 Complete TEST TAKEN INFO field.
- 2 Complete the appropriate SCORE CODE for mathematics.

Complete the “O” SCORE CODE for reading because the student did not test at this grade level for this subject.

NOTE: If a grade 3 student takes both mathematics and reading at the grade 4 level, only a grade 4 answer document should be submitted.

Students in Grades 5–8 Taking a STAAR EOC Assessment

A grade 8 student who is receiving instruction in Algebra I may have three answer documents or online records: grade 8 mathematics and reading, grade 8 science and social studies, and Algebra I. The instructions below explain gridding for answer documents.

Grade 8 Mathematics and Reading Answer Document

1

TEST TAKEN INFO	
M	R
<input type="radio"/>	<input type="radio"/>

2

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

- 1 Complete TEST TAKEN INFO field.
 - Grid EOC/ABOVE GRADE for mathematics.
- 2 Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

Complete the appropriate SCORE CODE for reading.

Algebra I Answer Document

1

ENROLLED GRADE	TEST TAKEN INFO 2	
	A1	
5 6 7 8 9 10 11 12 OS	FORM #	
	4	4
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
		7
		8
		9

3

SCORE CODE	ACCOMM.	TEST DATE
	A1	A1
A	GA	0 7
O	BR	0 0
	LP	1 1
	OA	2
	XD	3
S	LA	4
		5
		6
		7
		8
		9

- 1** Complete ENROLLED GRADE field.
- 2** Complete TEST TAKEN INFO field.
 - Complete test form number in boxes.
 - Grid test form number.
- 3** Complete SCORE CODE, ACCOMM., and TEST DATE fields.
 - Grid the day within the window the test was taken.

Special Fields on EOC Answer Documents

Gridding STAAR EOC Answer Documents for High School Equivalency Program (HSEP) Students and Students Taking a Substitute Assessment

- Mark the “O” score code and the HSEP bubble if a student who is court-ordered to participate in an authorized high school equivalency program (HSEP) qualifies to be, and is excused from, taking the test.

Biology Answer Document

	ACCOMM.	TEST DATE
SCORE CODE		
BI	BI	BI
(A)	(GA)	
<input checked="" type="radio"/> (B)	(BR)	<input checked="" type="radio"/> (0)
	(LP)	(1)
	(OA)	(2)
	(XD)	(3)
(S)	(LA)	(4)
		(5)
		(6)
		(7)
		(8)
		(9)

HSEP SUBSTITUTE ASSESSMENT

- If a student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment, mark the “O” score code and the Substitute Assessment bubble. The substitute assessment can count only for one STAAR EOC assessment, and the student must have already taken and met the required score on the substitute for the district/campus to bubble the Substitute Assessment bubble.

Biology Answer Document

	ACCOMM.	TEST DATE
SCORE CODE		
BI	BI	BI
(A)	(GA)	
<input checked="" type="radio"/> (B)	(BR)	<input checked="" type="radio"/> (0)
	(LP)	(1)
	(OA)	(2)
	(XD)	(3)
(S)	(LA)	(4)
		(5)
		(6)
		(7)
		(8)
		(9)

HSEP SUBSTITUTE ASSESSMENT

Return scorable materials to district coordinator.

Scorable materials include used, voided, and unused answer documents.

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

Campuses will have received white boxes and packing tape inside their original shipment to use for return of all scorable materials. These boxes have a preaffixed return shipping label on them. Use the tape that was provided to you to seal the bottom of the box(es) and pack according to the directions below.

There are two sizes of white scorable return boxes: a two-inch box and a seven-inch box. Based on your physical return volume, pack material in the smallest box size possible. Use more than one if necessary.

Prepare Scorable Materials for Return

- Separate the scorable materials from your nonscorable materials. Keep STAAR materials separate from STAAR Alternate 2 and TELPAS materials.
- Each column on the Calendar of Events represents a separate test administration. Each test administration must be boxed separately, even in smaller districts.

Separate and Pack Voided Scorable Materials

- Separate your voided scorable materials from those to be scored. (All voided materials should be marked “VOID” in large, bold letters across the front; any barcoded region of the document should be avoided during marking.)
- Unused precoded answer documents (student moved, tested in a different mode, etc.) should be voided and returned with the scorable materials.
- You do not need to arrange the voided materials in any particular order. Ensure they are all facing the same direction.
- Fill out one Voided Answer Document ID Sheet for voided STAAR answer documents, following the directions on the front of the sheet.
- Place a completed Voided Answer Document ID Sheet on the top of each stack of voided materials. Secure the stack(s) with a gummed paper band. You may tape the gummed paper band to ensure that it fits snugly around the stack.



Calendar of
Events

- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.”
- If returning several stacks of voided materials, a completed Voided Answer Document ID sheet need only be on top of the first stack.
- Place your stack(s) of voided scorable materials at the bottom of your white campus box(es) used for return of scorable materials.

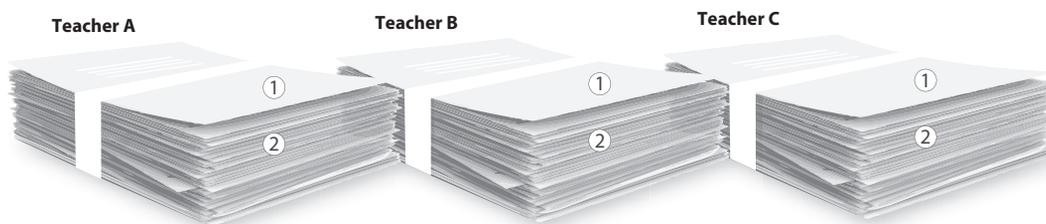
Voided Answer Documents



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

❑ **Group Answer Documents and Prepare Class ID Sheets**

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



Materials by Class

- ❶ Class Identification Sheet
- ❷ Answer Documents

Group Answer Documents and Prepare Campus and Group ID Sheets

- For STAAR and STAAR Spanish, assemble each “class” into a single stack by grade. (Using the preceding example, bring together all of your grade 8 answer documents.)

2016 CAMPUS AND GROUP IDENTIFICATION SHEET

Campus and Group Identification Sheets must be submitted for each test administration. Complete a separate Campus and Group Identification Sheet for each group (grade or course) tested on each campus. **Reports and labels will be generated for all documents placed under this identification sheet. Do not include voided answer documents under this identification sheet.**

Computer-printed Campus and Group Identification Sheets have been provided. If the information in the first four entries (1. Campus Name, 2. District Name, 3. County-District Number, and 4. Campus Number) is correct as printed, you may proceed directly to entry 5. If not, you must use a blank (that is, not computer-printed) Campus and Group Identification Sheet and begin at entry 1.

1. CAMPUS NAME: Example Elementary School

2. DISTRICT NAME: Example ISD

3. COUNTY-DISTRICT NUMBER

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

4. CAMPUS NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. NUMBER OF ANSWER DOCUMENTS SUBMITTED

0	0	5	7
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

AGENCY USE

A	B	C	D	E
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

6. IDENTITY GROUP

STAAR ENGLISH and STAAR SPANISH		STAAR END-OF-COURSE	
Grade 3	<input type="radio"/>	Algebra I	<input type="radio"/>
Grade 4	<input type="radio"/>	Algebra II	<input type="radio"/>
Grade 5	<input type="radio"/>	English I	<input type="radio"/>
Grade 6	<input type="radio"/>	English II	<input type="radio"/>
Grade 7	<input type="radio"/>	English III	<input type="radio"/>
Grade 8	<input checked="" type="radio"/>	Biology	<input type="radio"/>
		U.S. History	<input type="radio"/>

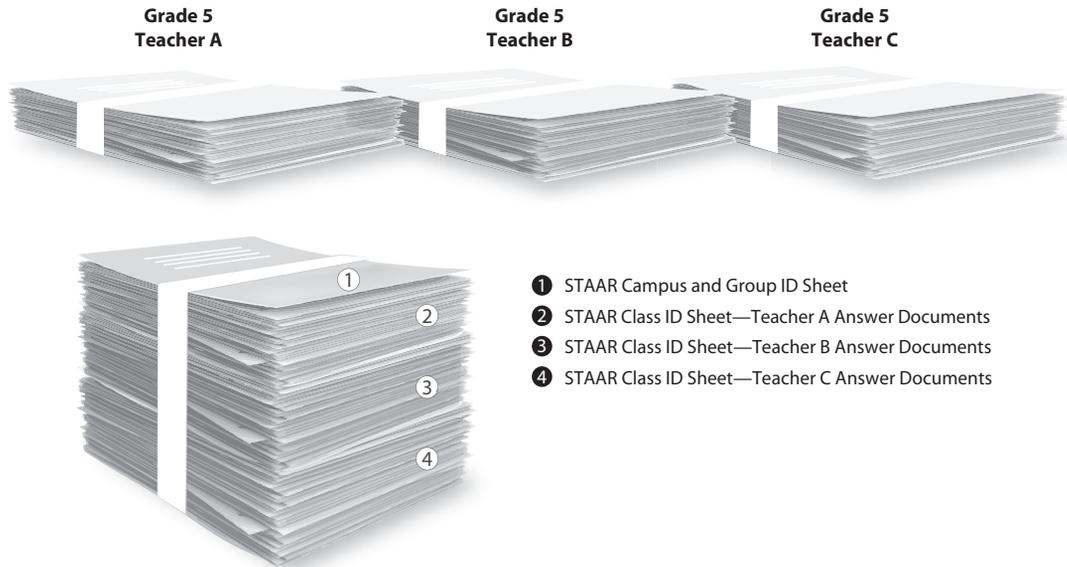
Warning: Failure to provide an exact count in entry 5 will cause a delay in processing your district's results.

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788624

- All answer documents in the group must match the grade level or course name as marked on the Campus and Group ID Sheet.
- The exact number of scorable answer documents submitted under a Campus and Group ID Sheet must be gridded correctly on that sheet. The number entered on the ID Sheet must match the total of the numbers on the ID Sheets for that group. For example, if you have three Class Identification Sheets for your grade 8 group—one with 24 answer documents, one with 16, and one with 17—the number you will enter on the Campus and Group Identification Sheet will be 57.

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

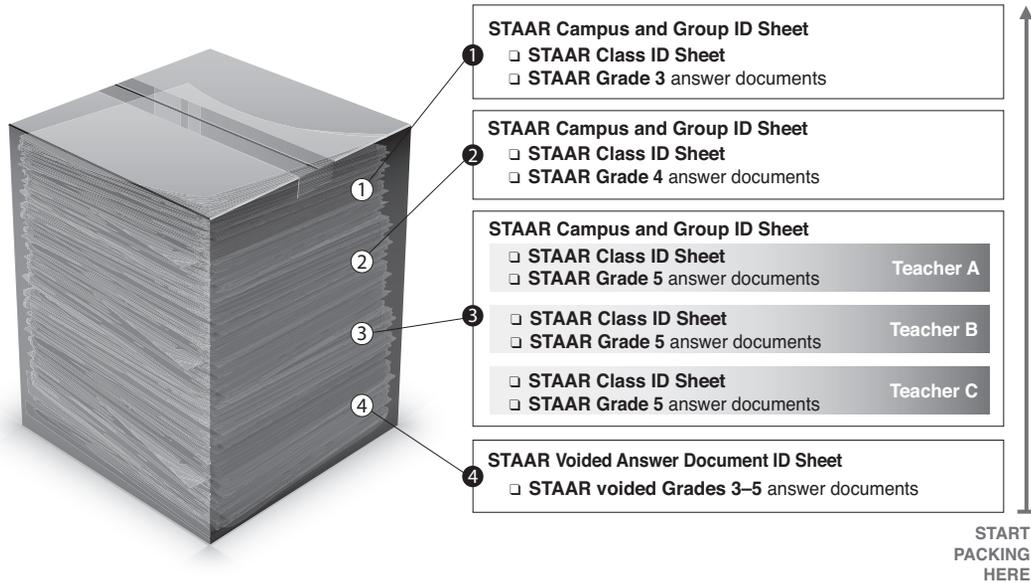
STAAR Class ID Sheets



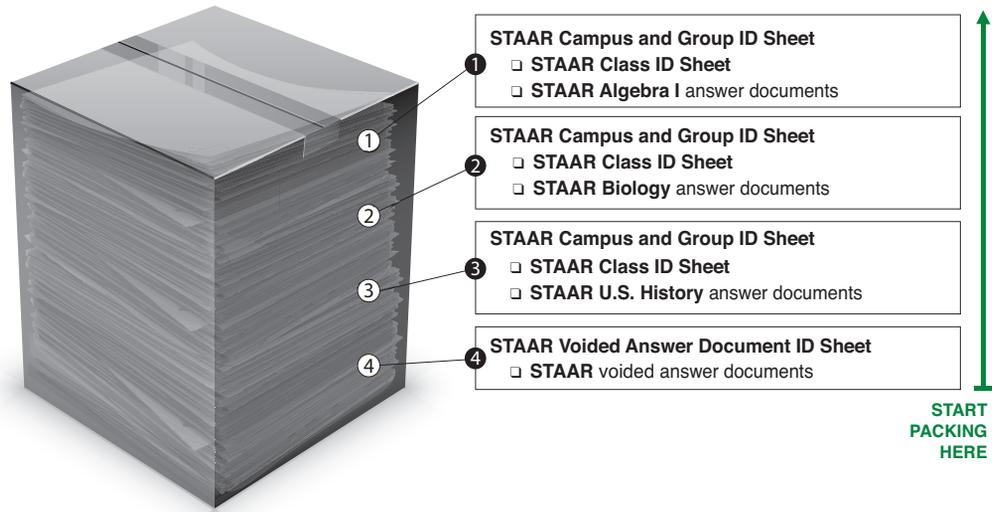
Repeat Steps for All Groups; Pack Answer Documents by Group

- Put the stacks into the boxes, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the box or boxes).

Sample Packing Order for an Elementary School's STAAR Scorable Materials



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



Prepare for Return of Scorable Materials to the District Coordinator

- Prepare white scorable materials return boxes
 - Campuses will receive white boxes with green striped return shipping labels pre-applied.
 - Seal the bottom of the box(es) with a double layer of the tape provided.
 - Pack scorable materials in boxes, leaving the top of the box unsealed.
- Prepare pre-applied labels for return of scorable materials by completing the following:
 - Step 1: In the space on the labels, number each box of scorable materials to be returned from your campus in sequence (e.g., 1 of 3, 2 of 3, 3 of 3);
 - Step 2: Write Campus Name;
 - Step 3: Write Campus ID Number.
- SCORABLE shipping labels are specific to each administration. Do not use a box from another campus to return your scorable materials.
- Scorable labels are green in color for both parcel and freight returns.
 - **NOTE:** This count is campus specific. Do not count nonscorable boxes.

Return Scorable Materials to the District Coordinator

- Follow directions from the district coordinator to return scorable materials to the district office by the dates listed on the Calendar of Events.

Direct the collection of scorable materials in the district.

Collect Scorable Materials

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- Ensure that campus coordinators use the following rules for packing materials.
 - Do not mix STAAR 3–8 materials with STAAR EOC materials.
 - Do not submit scorable materials from one administration with scorable materials from another administration.
 - STAAR and STAAR Spanish materials should be returned in the same shipment.
 - Materials for March grades 4 and 7 writing may be returned with the materials for March grades 5 and 8 mathematics and reading.
 - Use the packing graphic to determine which materials may be returned together.

Verify That Campus Coordinators Have Correctly Returned Scorable Materials

- Use the campus coordinator's checklist, How to Pack Materials, for returning scorable materials as a verification resource.
- Confirm that scorable shipping labels pre-affixed to each campus's scorable return boxes have been properly filled out by each campus. If campus name and campus ID fields are not filled out, please do so on behalf of the campus.

Complete Answer Document Packing Lists (ADPL)

- There are separate ADPLs for STAAR 3–8 and STAAR EOC for each administration.
- Answer documents used for students taking STAAR Spanish should be counted with the other STAAR answer documents.
- You can download blank ADPL forms for each administration from the Texas Assessment Management System webpage.
- Complete the ADPL accurately. Make sure that the totals on the Campus and Group ID sheets match the quantities recorded on the ADPL and that these quantities are entered in the correct column and row for each campus on an ADPL.
- Do not include voided answer documents in the quantities recorded on the ADPL.
- Retain a copy of your ADPL for verification of your shipment's contents.



Calendar of Events



How to Pack Materials for Return to Testing Contractor

- Return the ADPL in the district coordinator white box of documents to be returned to the contractor. This white box will have a pre-affixed brown striped return shipping label.

THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR



**MARCH 2016 STAAR
ANSWER DOCUMENT PACKING LIST**

GRADE 4 (ENGLISH AND SPANISH) WRITING, GRADE 5 (ENGLISH AND SPANISH)
MATHEMATICS AND READING, GRADE 7 WRITING, GRADE 8 MATHEMATICS AND READING

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

- In columns C–F, write the number of answer documents submitted for each group on each campus listed. **DO NOT LEAVE ANY BLANKS IN COLUMNS C–F FOR ANY CAMPUS LISTED.** Enter a "0" for any group for which no answer documents are being submitted.
- If you are submitting answer documents for a campus that is not listed, write the campus number and name in the columns labeled "CAMPUS NUMBER" and "CAMPUS NAME" on a line at the bottom of the list and complete columns C-F.
- If a campus number and name have been listed for which you are not submitting answer documents, please draw a line through the number and name of that campus.
- Retain a copy for your records. →
- Return this completed document with the Oaths of Test Security in the box with the pre-applied shipping label provided for this purpose.

**VERIFY COUNTS
BEFORE SHIPPING.**

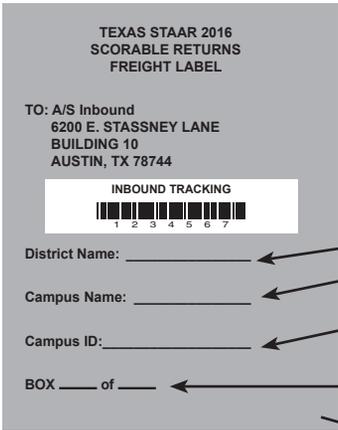
DISTRICT: 001-101 Example ISD
County-District Number Name

CAMPUS NUMBER	CAMPUS NAME	NUMBER OF ANSWER DOCUMENTS ENCLOSED			
		C	D	E	F
A	B	Grade 4	Grade 5	Grade 7	Grade 8
001	Elementary A	125	73	0	0
001	Elementary B	76	81	0	0
001	Middle School A	0	0	142	155
001	Middle School B				
101	Elementary D	25	14	0	0

DC **Oversee assembly and shipping of scorable materials.**

Seal the Scorable Boxes Securely

- Do not consolidate materials from multiple campuses in a single box.
- Once all boxes are ready for shipping, use the packing tape provided and double seal the top of the boxes.
- Make sure that all boxes have a campus scorable materials return shipping label.



Freight Label

TEXAS STAAR 2016
SCORABLE RETURNS
FREIGHT LABEL

TO: A/S Inbound
6200 E. STASSNEY LANE
BUILDING 10
AUSTIN, TX 78744

INBOUND TRACKING
1 2 3 4 5 6 7

District Name: _____

Campus Name: _____

Campus ID: _____

BOX ____ of ____

OR



UPS Return Label

SHIP TO:
AD INBOUND (0220)
6200 E STASSNEY LANE
BUILDING 10
AUSTIN, TX 78744

TX 787 9-03

UPS NEXT DAY AIR 1

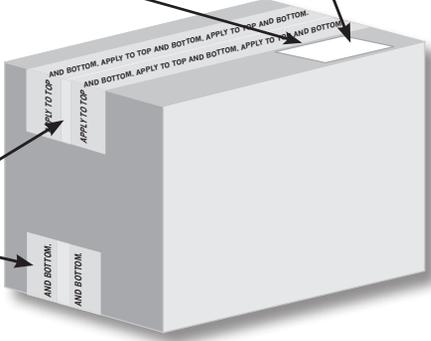
STEP 1 - BOX ____ OF ____

STEP 2 - CAMPUS NAME: _____

STEP 3 - CAMPUS #: _____

Use the pre-labeled white boxes for your campus.
Note the tracking number for your records.

Campuses return unsealed boxes to the district (page S54). The district then seals the boxes and returns them to ETS.





Packing Materials
for District
Coordinator

❑ Prepare District Testing Coordinator White Box of Documents to be Returned to the Contractor

For each administration, district coordinators will receive a white box for the return of the ADPL and the Superintendent and District Testing Coordinator Oaths of Test Security.

This box will have a brown striped shipping return label pre-affixed.

❑ Collect Documents

- Place the ADPL in the district coordinator documents return box.
- District Coordinator and Superintendent Oaths of Test Security must be returned to the contractor in the white box of district documents.
- Seal the box with the packing tape provided and return this box no later than the deadline for submission of scorable materials for the December EOC scorable return shipment.



Return all scorable materials to the testing contractor.

❑ Organize Boxes for Delivery

- For Freight Returns, sort all scorable material (white boxes) by campus onto a scorable pallet.
- Be sure to keep like campuses together as the pallet is built.
- Place the white box with district documents (ADPL and Oaths) on the top of the pallet.

❑ Call Carrier for Pickup of Scorable Materials

- For UPS Parcel Returns, contact UPS at 1-800-PICK-UPS
- For Freight Returns, contact Texas Assessment Support Center by calling 855-333-7770 to arrange for your pickup.
 - Texas Assessment Support Center will notify you of the planned carrier arrival date in order for you to prepare the shipments for departure. The carrier will provide the district coordinator with a pre-printed bill of lading or “BOL.”
- Contact UPS (Parcel) or Texas Assessment Support Center (Freight) two working days before the pickup date to request that your scorable materials be collected and returned to the address printed on your SCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

Return nonscorable materials to district coordinator.

Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned.
- Return nonscorable materials in the boxes in which they arrived according to district directions and by the date on the Calendar of Events.
- The following nonscorable materials need to be returned to the district coordinator:
 - test booklets grouped by grade for grades 3–8
 - test booklets grouped by course for EOC assessments
 - braille and large-print materials (if applicable)
 - unused ID sheets
 - unused answer documents
 - photocopies of secure test materials (i.e., from a Type 2 accommodation)
- The following nonscorable materials do not need to be returned:
 - unused paper bands
 - shipping notices or assembly identification sheets (save as appropriate)
 - scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings (must be destroyed immediately after testing)
 - seating charts (required to be saved locally for five years)
 - handwritten or typed student responses that have been transcribed onto answer documents (must be destroyed after testing)

Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations. Other nonscorable materials not to be returned or destroyed may be recycled.

Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials from Campuses

- Campuses must return all nonscorable materials in the boxes in which they arrived.
- test booklets grouped by grade for grades 3–8
- test booklets grouped by course for EOC assessments
- braille and large-print materials (if applicable)
- unused ID sheets
- unused answer documents

Prepare Nonscorable Materials for Shipping

- Make sure that student answer documents have not been left in test booklets. If you find used answer documents that have been mistakenly left in test booklets, remove them and return with the scorable materials. If your scorable materials have already been returned, call Texas Assessment Support Center at 855-333-7770 for instructions.
- Braille and large-print test booklets, STAAR regular-print test booklets included in the braille kits, and the specific braille instructions should be returned with the nonscorable test booklets.

Pack Nonscorable Materials and Prepare Boxes for Shipping to Contractor

- Return nonscorable materials to the contractor by dates indicated on the Calendar of Events.
- Pack for each administration of STAAR (including STAAR Spanish) either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR 3–8, STAAR EOC, STAAR Alternate 2, and TELPAS materials.
- Seal the boxes securely, and affix the nonscorable shipping labels to the boxes.
 - District coordinators received the following items for use when returning the shipment of nonscorable materials:
 - UPS Ground Return Label(s) with an orange stripe or an orange freight return label.
 - Labels are shipped to each district in the initial overage order in Box 1.

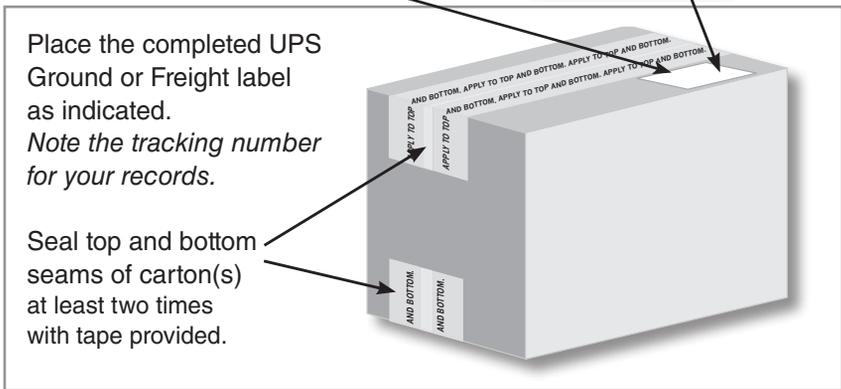
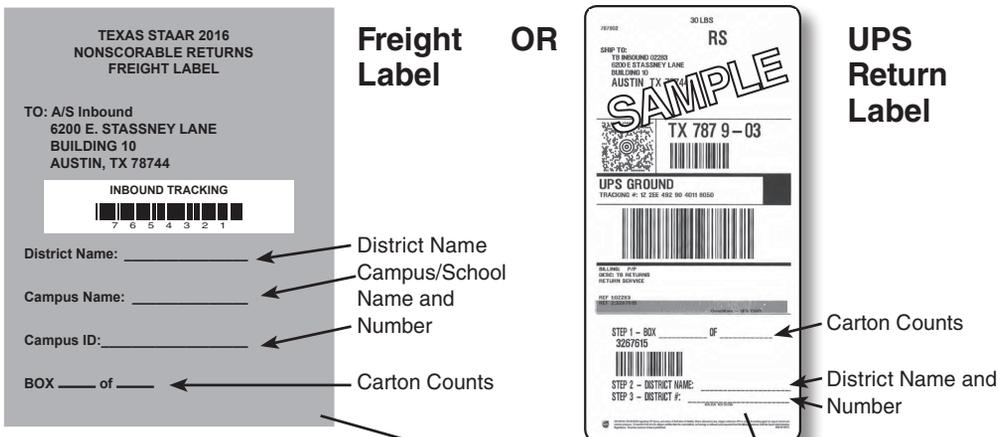


Calendar of
Events

- **NOTE:** All secure nonscorable materials should be returned in the brown boxes along with the test booklets.

After the testing is complete:

- Place all nonscorable test materials in the brown boxes.
 - Be sure to return STAAR L Paper Administration Guides and STAAR A Paper Administration Guides. If more cartons are needed, find a box of similar size and construction to return materials in.
- Return tracking labels.
 - If orange shipping labels are lost or get damaged, contact the Texas Assessment Support Center for new labels at 855-333-7770. They will email additional labels that can be printed and applied.
 - If there are extra labels, they should be destroyed. The labels used for tracking at campuses and districts are administration specific; do not save them for later administrations.
- Place the label on the carton in the position shown:



- **Important:** When affixing the carrier label onto the nonscorable return carton, be sure to cover any existing labels that were previously used for shipping purposes.

- Update campus name and campus ID on labels.
 - Step 1: In the space on the labels, number each box of scorable materials from each campus in sequence (e.g., 1 of 3, 2 of 3, 3 of 3);
 - Step 2: Write Campus Name;
 - Step 3: Write Campus ID Number.
- Nonscorable shipping labels are specific to each administration. All unused labels should be destroyed at the completion of the administration.
- Nonscorable labels are orange in color for both parcel and freight returns.
 - **NOTE:** This count is campus specific. Do not count scorable boxes.

☐ Call Carrier for Pickup of Nonscorable Materials

- For Freight Returns, contact the Texas Assessment Support Center by calling 855-333-7770 to arrange for your pickup.
 - The Texas Assessment Support Center will notify you of the planned carrier arrival date in order for you to prepare the shipments for departure. The carrier will provide the district coordinator with a pre-printed bill of lading or “BOL.”
- Contact the carrier two working days before the pickup date to request that your nonscorable materials be collected and returned to the address printed on your NONSCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

DC Order additional reports for the district.

☐ Order Additional Reports for Each Test Administration

- Review the Reports and Services list.
 - Districts must select the additional reports for each test administration in the Assessment Management System.
- Instructions on how to order additional reports can be found in the *Assessment Management System User's Guide*.



Assessment
Management
System

STAAR
Assessment
Management
System User's
Guide

Return oaths.

- ❑ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator
 - Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

Ensure security oaths are signed and returned.

- ❑ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths
 - Keep oaths on file for five years from the last day of testing.
 - Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.

- ❑ Return Oaths from District Coordinator and Superintendent/Chief Administrative Officer to Testing Contractor
 - Sign and initial your district coordinator security oath.
 - Ensure that the superintendent/chief administrative officer has signed and initialed the applicable oath.
 - **NOTE:** The coordinator, principal, and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.

After all testing for the calendar year is completed, return the district coordinator and superintendent oaths to the contractor in the white district documents box provided with the STAAR materials.



Oaths



*Assessment
Management
System User's
Guide*

Complete Online Administration Process

CC Ensure that student records are verified.

Ensure That Score Codes and Student Records Are Completed

- Score codes and student information will be managed and recorded through the Assessment Management System for all online administrations.
- Specific instructions for completing score codes and other student information are listed in Appendix A.
- If score codes and student records are not completed or are inaccurate, refer to the *Assessment Management System User's Guide*.

CC Direct the collection of ancillary materials from test administrators.

Ensure That Ancillary Materials Have Been Collected

- Student test tickets must be destroyed after the test sessions. After testing, any scratch paper, graph paper, allowed supplemental aids, or reference materials that students wrote on, as well as any recordings, must be destroyed.

Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations.

DC Order additional reports for the district.

Order Additional Reports for Each Test Administration

- Review the additional reports list.
- Districts must select the desired reports for each test administration in the Assessment Management System.
- Instructions on how to select additional reports and services can be found in the *Assessment Management System User's Guide*.

Return oaths.

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

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

Ensure that security oaths are signed and returned.

Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

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

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

- Sign and initial your district coordinator security oath.
- Ensure that the superintendent/chief administrative officer has signed and initialed the applicable oath.
- **NOTE:** The coordinator, principal, and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.

After all testing for the calendar year is completed, return the district coordinator and superintendent oaths to the contractor in the white district documents box provided with the STAAR materials.



STAAR Reports
and Services

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Management
System User's
Guide*

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**STAAR
Alternate 2**

Introduction

General Information about STAAR Alternate 2

The State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2) fulfills federal requirements of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments.

STAAR Alternate 2 is a standardized item-based assessment administered individually to each eligible student enrolled in grades 3–8 and end-of-course (EOC) subjects. STAAR Alternate 2 is administered to eligible students with significant cognitive disabilities who are receiving special education services in the following grades and subjects:

- grades 3–8 reading
- grades 3–8 mathematics
- grades 5 and 8 science
- grade 8 social studies
- grades 4 and 7 writing
- Algebra I, English I, English II, biology, and U.S. history EOC assessments

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

Scheduling

Each district is responsible for determining when each subject and grade-level test is administered during the three-week test administration window. Testing personnel will submit student scoring information, accommodations, and other data through the online testing system.

Key STAAR Alternate 2 Dates

Activity	Date
Enrollment Collection	October 12–November 13, 2015
Student Data File Upload (Student Registration) Begins	January 18
Districts Receive Materials List (posted online only)	February 26
Materials Due in District	February 29–March 4
End date for Campus Coordinator Training	March 4
Test Session Setup Begins for Online Transcription Forms	March 7
Deadline for Security Training	March 11
End Date for Test Administrator Training*	March 18
STAAR Alternate 2 Preview Window	March 21–April 1
Proctor Caching Available for Online Transcription Forms	March 21
STAAR Alternate 2 Assessment Window	April 4–April 22
Districts Ship All STAAR Alternate 2 Materials	April 29

*Test Administrators must receive training before previewing test materials.



STAAR Alternate 2
Resources

*Educator Guide to
STAAR Alternate 2*

Accommodations

Information on STAAR Alternate 2 and accommodations can be found in the *Educator Guide to STAAR Alternate 2* and online on the TEA's STAAR Alternate 2 Resources webpage.

Students Testing in a Co-op

When students from multiple districts or campuses are instructed and tested at a central location, additional considerations must be made in planning for the STAAR Alternate 2 administration.

- The district or campus where the student is testing should include the student in enrollment counts. This ensures that the testing location will receive enough materials for all students.
- If additional materials are needed, the testing district should use district overage or place an additional order for materials.
- The district or campus where the student is testing should register the student in the online system and complete all STAAR Alternate 2 online activities for the student, including entering scoring information and marking accommodations.
- The Reporting CDC field on the *Register Students* page should be completed with the student's home campus number so the student's assessment results will be reported correctly.

Training

NOTES

Prepare for and attend district coordinator training.

Review the Manual

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

Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

Review the TAC

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

Review Resources for Online Activities

- Study the *STAAR Alternate 2 Assessment Management System User's Guide*, which provides details for navigating and using resources of the STAAR Alternate 2 Assessment Management System.

Attend Training

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



Coordinator
Manual
Resources

Texas
Administrative
Code

*Test Security
Supplement*

Technology
Information

STAAR Alternate
2 Assessment
Management
System

*STAAR Alternate
2 Assessment
Management
System User's
Guide*



Calendar of
Events



Oaths

Coordinator
Manual
Resources



Calendar of
Events

Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the calendar year.

DC Prepare for and conduct campus coordinator training.

Designate Campus Coordinators

- This should be done in cooperation with your school district's principals.
- Campus coordinator responsibilities include
 - serving as a liaison between the district coordinator and campus personnel for test-related communications,
 - monitoring and maintaining test security,
 - designating and training test administrators,
 - preparing and distributing test materials on the campus for each administration,
 - coordinating online administration activities on the campus, and
 - preparing testing materials for return to the district coordinator at the conclusion of test administrations.

Schedule Training Sessions

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.

Distribute Manuals

- Distribute this manual to campus coordinators to read before their training sessions. Campus coordinators should also read the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual*, available on the TEA's Coordinator Manual Resources webpage.

Group training must include only the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual* located on the TEA's Coordinator Manual Resources webpage. The test instructions located in the back of each test administrator manual are considered secure and may be viewed only by the test administrator during the preview and testing windows.

❑ Prepare for and Conduct Training Sessions

Required topics for test administrator training session(s) are listed below and can also be found online in the Planning Sheet for Campus Coordinator Training.

- Roles and responsibilities
 - campus coordinator responsibilities
 - principal responsibilities
 - test administrator responsibilities
 - technology staff responsibilities
 - support staff responsibilities (for example, hall monitors and office staff)
- Test security
 - test confidentiality requirements
 - test security policies, procedures, and oaths
 - secure materials preview period
 - STAAR Alternate 2 Materials Control Form
- Scheduling test administrations
 - testing dates
 - administering individual tests in more than one session
 - setting up testing across grades and subjects
- Preparing for test administrations
 - identifying eligible students
 - receiving, distributing, and storing test materials
 - ensuring that testing personnel have students' most up-to-date testing requirements
 - reviewing secure materials during the preview period
 - preparing for online activities (for example, setting up test sessions and verifying student data)
- Testing with accommodations
 - understanding allowable test administration procedures and materials
 - understanding accommodation policies



[Planning Sheet for Campus Coordinator Training](#)

[STAAR Alternate 2 Materials Control Form](#)

[STAAR Alternate 2 Resources](#)

NOTES



STAAR
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Test Security
Supplement

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Texas
Administrative
Code

- ensuring that testing personnel have a current list of each student’s testing accommodations
- collecting and preparing test accommodations
- preparing testing locations for students who need certain accommodations
- Monitoring test administrations
 - determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors during the preview period and the testing window
 - detailing the procedures for monitoring test administrations
 - using the STAAR Alternate 2 Scoring Document
 - ensuring that testing personnel can enter student data online
 - verifying student responses entered into an online transcription form
- Returning materials to district coordinator

Prepare for and attend campus coordinator training.

Review Manuals and Online Resources

- Read this manual and the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual*, available on the TEA’s Coordinator Manual Resources webpage. Also review additional resources available online and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing at your campus.

Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

☐ Review the TAC

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

☐ Review Resources for Online Activities

- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.

☐ Attend Training

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators should bring this manual and the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual* to the session.

☐ Review and Sign Oath

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



Prepare for and conduct principal and test administrator training.

☐ Designate Test Administrators

- This should be done in cooperation with your school's principal.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- 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.



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Oaths

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- The STAAR Alternate 2 test administrator must routinely work with the student and be familiar with his or her needs. The administrator will typically be the student's teacher for the subject being tested. Test administrators may include
 - teachers (including those who hold teaching permits or probationary certificates),
 - counselors,
 - librarians,
 - paraprofessionals,
 - related service staff,
 - substitute teachers, and
 - other professional educators (such as retired teachers).
- 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.
- Because administering STAAR Alternate 2 requires viewing secure test materials, test administrators must confirm compliance with state confidentiality requirements by initialing and signing the additional statements provided on the oath.
- The STAAR Alternate 2 test administrator should be the student's teacher for the subject being tested and must have a high level of familiarity with the student so that testing accommodations can be prepared appropriately and the student's typical response modes can be understood.
- Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance to the test administrator such as preparing allowable accommodations, manipulating materials during the testing session, translating or signing information for the student, and providing behavior management. All test administrator assistants must be trained in test security and administration procedures prior to the assessment and must have signed the oath of test security and confidentiality.
- Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

☐ **Schedule Principal and Test Administrator Training Sessions**

- Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.



Calendar of
Events

❑ Distribute Test Administrator Manual Material

- The STAAR Alternate 2 test administrator manuals are secure materials.
- Distribute the non-secure front matter from *the STAAR Alternate 2 Test Administrator Manual* (available on the TEA's Coordinator Manual Resources webpage) early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.
- Use the front matter of the test administrator manuals in your training sessions.

Group training must include only the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual* located on the TEA's Coordinator Manual Resources webpage. The test instructions located in the back of each test administrator manual are considered secure and may be viewed only by the test administrator during the preview and testing window.

❑ Direct Designated Test Administrators to Review Online Resources

Refer test administrators to the appropriate sections of the following resources.

- The *Assessment Management System User's Guide* for creating test sessions, completing score code information, and understanding additional resources of the Assessment Management System

❑ Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

- Principal responsibilities include
 - ensuring that test security is maintained;
 - overseeing the implementation of the test administration process stated in this manual, the test administrator manuals, and the *Test Security Supplement*;
 - establishing, in conjunction with the campus coordinator, test administration processes specific to the campus;
 - overseeing the training of campus personnel, in cooperation with the campus coordinator; and
 - reporting any suspected violation of test security to the district coordinator.



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Coordinator
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Administrations
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STAAR
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Resources

- Test administrator responsibilities include
 - maintaining security of test materials until returned to the coordinator,
 - preparing test materials 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,
 - transcribing student responses into an online transcription form, and
 - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
- Test security
 - test security procedures and oaths
 - STAAR Alternate 2 Materials Control Form
 - response to testing irregularities
 - consequences of cheating
- Scheduling test administrations
 - testing window
 - administering individual tests in more than one session
 - setting up testing across grades and subjects
- Preparing for test administrations
 - identifying eligible students
 - receiving and storing test materials
 - preparing for administrations in alternative education settings
- Testing with accommodations
 - understanding allowable test administration procedures and materials
 - understanding accommodation policies
 - ensuring that testing personnel have a current list of each student's testing accommodations
 - reviewing secure materials during the preview period and preparing accommodations for eligible students
 - collecting materials and preparing test accommodations
 - preparing testing locations for students who need certain accommodations or allowable procedures

- Monitoring test administrations
 - determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
 - detailing the procedures for monitoring test administrations
 - using the STAAR Alternate 2 Scoring Document
 - setting up and managing test sessions
 - updating student demographic information in the Assessment Management System
 - transcribing student scoring information and assessment data into the online system
- Returning materials to the campus coordinator

  **Prepare for and conduct technology staff training.**

Designate Technology Staff

- Technology staff are responsible for ensuring that
 - administrative rights necessary for installing software are obtained;
 - network infrastructure and computers have been assessed and meet the minimum system requirements; and
 - all testing software is properly installed, configured, and tested.
- Technology staff should be available for assistance before and during test sessions to address technology problems that might occur during testing.
- Ensure technology staff sign the technology oath.

Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the technology oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.

Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System and conducting online administrations.



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☐ Receive Login Information and Assign User Access to the Assessment Management System

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a username, you must 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 coordinators.

Prepare for Administration

DC Review and confirm materials needed.

Review Materials List

- The materials list indicates quantities of materials that will be shipped for each administration, including a limited district overage.
- The materials list is available on the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials list to be available.

Ensure Quantities of Test Materials

- Contact each campus coordinator to confirm that quantities of test materials are sufficient for the assessment of all eligible students at each campus. This includes students enrolled in special education cooperatives.
- Compile a list of any additional materials that are needed and order by the deadline as posted on the Calendar of Events.

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

DC Receive, verify, and distribute shipment of test materials.

Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- The shipments will include these testing materials:
 - Box 1 (white box)
 - district packing list
 - pallet detail report
 - return carrier memo
 - return labels
 - District overage box
 - limited number of test materials for resolving shortages



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Calendar of
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- Campus box
 - campus packing list
 - student booklets
 - secure STAAR Alternate 2 test administrator manuals
 - STAAR Alternate 2 Scoring Document blackline master
- Depending on the size of a campus, the boxes may be packed differently.

☐ Verify the Quantities of Testing Materials Boxes in Your Shipment

- Locate the district packing list inside Box 1 (white box) and verify the number of boxes received.
 - This list specifies the types and quantities of materials shipped and the range of security numbers assigned to each campus and to the district overage for STAAR Alternate 2 student booklets and secure test administrator manuals.
- You do not need to open campus boxes to verify the contents. Campus coordinators will verify student booklet quantities.
- If a discrepancy is found, report it to the Customer Service Center immediately by calling 800-627-0225.

☐ Distribute Test Materials to Campuses

- Make sure all campus coordinators inventory materials immediately using the campus packing list. Campuses should verify that the secure test materials received match the quantity indicated on the campus packing list.
- Instruct campus coordinators to immediately report to you any discrepancy between their individual campus packing list and the contents of their boxes.
- If a discrepancy is found, report it to the Customer Service Center immediately by calling 800-627-0225.

☐ Resolve Shortages

- Wait until campus coordinators have opened their boxes and checked their individual packing lists before you begin to resolve shortages.
- Eliminate shortages for a particular campus by first providing test materials from the district overage. Test materials can only be moved from one campus to another if the two campuses are assigned the same test form number. For example, materials can be moved between two campuses that have been assigned form 2 for grade 3 mathematics.
- Student booklets may not be duplicated to resolve shortages.

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

☐ Order Additional Materials for Your District

- Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to the following:
 - student booklets
 - secure STAAR Alternate 2 test administrator manuals for each grade
 - shipping labels
- Order additional materials through the Assessment Management System. Refer to the Calendar of Events for deadlines for ordering additional materials. Materials ordered after the deadline are not guaranteed delivery by the test date.

Receive and verify shipment of test materials.

☐ Verify Shipment of Test Materials

- Open the boxes carefully. These boxes will be used to return test materials to the district coordinator after testing has been completed.
- Use the campus packing list for each shipment to verify that all materials are included in the boxes you receive.
- Verify that all secure test materials are contained in the boxes as listed on the packing list.
 - Each package of student booklets and STAAR Alternate 2 test administrator manuals is sealed in plastic. Do not open the sealed packages until the preview window begins.
 - A white form is visible through the plastic wrap. Verify that the quantity of materials in each package matches the quantity indicated on the white form by counting the materials through the plastic.
 - Verify that the nine-digit security number range stated on each white form matches the range of numbers on the packing list.
 - If you find a discrepancy between your campus packing list and the secure test materials you receive, report the discrepancy immediately to your district coordinator.
- Retain the packing list.

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



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☐ Alert District Coordinator to Shortages of Secure Materials

- When the additional test materials arrive, update your original packing list with the nine-digit security number range on the additional test materials.

CC Prepare for test administration.

☐ Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that they are properly prepared.
- Each student should be sufficiently separated from other students to work without distraction.
- Activities that would interfere with testing conditions should be scheduled for another time.

☐ Distribute Materials to Test Administrators

- Test administrators need to preview the STAAR Alternate 2 test materials to become familiar with the test and to prepare for any necessary accommodations. Test materials should be checked out during the preview period in order for the test administrator to become familiar with the test and prepare testing accommodations. Test materials must be checked in at the end of each day and kept in locked, secure storage throughout the day when not in use. Materials to be provided to STAAR Alternate 2 test administrators include:
 - student booklet and secure *STAAR Alternate 2 Test Administrator Manual* for each grade, subject, or course tested
 - STAAR Alternate 2 Scoring Documents
 - any additional TEA-authorized materials needed for administering the test
- Use the STAAR Alternate 2 Materials Control Form to ensure security of the test materials.
 - The form may be duplicated as needed. A separate form should be used for each test administrator. The same form can be used for the preview and testing windows.
 - The STAAR Alternate 2 Materials Control Form must be used during the preview and testing windows to account for test materials as they are checked out and in by test administrators.
 - Test administrators can use the preview and testing windows to prepare accommodations prior to administering the assessment.
 - Test materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage throughout the day when not in use.



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- Locate and record the nine-digit security number printed on the secure test materials as shown below. The digit after the hyphen is used only as a check digit and should be ignored.



- Test administrators must verify that they have received the exact number of secure test materials recorded as issued, and initial the “Out” box. The test administrators’ initials also signify that they have signed their security oaths.
- Retain completed STAAR Alternate 2 Materials Control Forms for your records.

Test administrators are responsible for student booklets and STAAR Alternate 2 test administrator manuals until they are returned to you. When the materials are returned, you must initial the “In” box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the STAAR Alternate 2 Materials Control Form.



STAAR
Alternate 2
Materials
Control Form

Prepare for Online Activities

Plan for online activities.

Understand Responsibilities of Technology Staff and Test Administrators for Online Activities

- For an overview of the steps involved in setting up and implementing online activities, review the *Assessment Management System User's Guide*.
- Technology staff must
 - be familiar with the technology documents found on the Texas Assessment Technology Information webpage and the hardware and software requirements for online testing, and
 - be available for assistance during test administrations to address technology problems.
- Test administrators will follow campus coordinator instructions to
 - set up and manage test sessions,
 - update student demographic information in the Assessment Management System,
 - transcribe student scoring information into an online transcription form,
 - maintain test security, and
 - make selections in the Assessment Management System to indicate score code and accommodations.

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.



Texas
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User Roles and
Permissions for
the STAAR
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Management
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Minimum
System
Requirements

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

☐ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

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

Technology staff must

- coordinate with the district coordinator to ensure successful online activities;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Texas Assessment Technology Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions in the *Assessment Management System User's Guide* regarding firewalls and content filters; and
- confirm that the network is secure if using a wireless network.

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

☐ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Activities

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

Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *Assessment Management System User's Guide*.

❑ Coordinate and Conduct System Checks

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 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 should a technical problem arise.



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Coordinate the review and updating of student data for the STAAR Alternate 2 administration.

❑ Enter or Upload Student Data

There are two options for entering student data to the Assessment Management System.

- Districts may upload student data using a file created locally.
- Districts may enter student data manually.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.

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Notify campus coordinators that the files are ready for verification and updating. For more information concerning the student data file layout and a template for data file uploads, refer to the Technology Systems and Supports webpage. For more information concerning uploading student data, refer to the *Assessment Management System User's Guide*.

Manage assessments of students who move.

Manage Assessments of Students Who Enroll AFTER April 4

- Students who move to a new campus or district after the first day of the STAAR Alternate 2 testing window do not have to be tested.
- The receiving campus can place the student in the appropriate test sessions, mark the tests complete, and assign an “O” score code to the tests. Document the reason for the score code at the local level.

Verify and update student data elements.

Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

Verify Student Data Elements

- Ensure that all students taking the assessment have been included in the Assessment Management System.
- Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, or testing irregularities.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
 - Program information should reflect the student's status at the time of testing.
 - Current information should be provided if the student is new to the district.
 - Current information should be provided if the student's program information or demographic information has changed since the October 2015 PEIMS submission.

- If a demographic or program information field is left blank, data from the October 2015 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

Oversee test session details.

Ensure That Test Sessions Are Created

- Once STAAR Alternate 2 tests are administered, testing personnel must enter student scoring information into an online transcription form in TestNav. Testing personnel entering student scoring information must have been trained and have a signed oath on file.
- In order to transcribe scoring information into TestNav, students must be assigned to test sessions.
- Test sessions are electronic groupings of students that are specific to each grade, subject, course, and test form number. Specific instructions for creating test sessions can be found in the *Assessment Management System User’s Guide*.
- Campus coordinators should 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.

The correct test form number must be selected when creating test sessions. Make sure to verify the form number for a test before adding students to a test session or starting a test session.

Ensure That Student Test Tickets Are Generated and Printed Before Transcribing Scoring Information

- Student test tickets contain a unique username and password needed to log in to TestNav to transcribe scoring information for an assessment.



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Monitor Administration

Maintain testing environment and procedures.

Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
 - No element of the testing room environment should hinder any student’s performance.
 - A “Testing—Do Not Disturb” sign should be posted outside the testing room.
 - Bulletin boards and instructional displays that could aid students during testing must be covered or removed.
 - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
 - All desks used for testing must be cleared of books and other materials not required for the test.

Ensure Proper Testing Procedures

- All of the pertinent information on testing procedures is included in this manual and in the Proper Testing Procedures document, available online.
- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices with Internet or photographic capabilities can disrupt the testing environment and compromise the security and confidentiality of the test.
- Test administrators should verify that students have access only to allowable materials.

Answer Questions and Resolve Problems

- District and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators. Refer to the Problems and Solutions document for more information.
- If a defect is discovered (e.g., missing questions or pages) in the student booklet, the student should be given a new student booklet with which to continue testing. The new booklet must have the same form number as the original booklet; otherwise, the student’s answers will not be scored correctly. Please report any defective student booklets to the TEA’s Student Assessment Division.



Proper Testing
Procedures

Problems and
Solutions

- In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should follow the school's regulations for a schoolwide emergency. Test administrators should collect the test materials and keep the materials secure until the testing can be continued.

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

- In certain circumstances, or in order to best serve students receiving accommodations, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition.

Complete Administration Process

Direct the collection of materials from test administrators.

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must account for all student booklets and secure STAAR Alternate 2 test administrator manuals.
- Once the testing window has closed, ensure that test administrators have returned the following to the campus coordinator:
 - used and unused student booklets
 - secure STAAR Alternate 2 test administrator manuals
 - STAAR Alternate 2 Scoring Documents
 - photocopies of secure test materials, if used
 - student test tickets

Use the STAAR Alternate 2 Materials Control Form to Account for Student Booklets

- Check the security numbers of each set of student booklets against the security number range assigned to a particular test administrator. The campus coordinator must initial the “IN” box of the STAAR Alternate 2 Materials Control Form, verifying that all secure materials have been returned.
- Retain your STAAR Alternate 2 Materials Control Forms for your records.

Ensure That Test Administrators Have Signed and Returned Security Oaths

- Test administrators who have had authorization to view secure assessments in order to provide an approved accommodation must also sign the second part of the security oath if they did not do so during training.

Return nonscorable materials to district coordinator.

Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned.



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Control Form

- Return nonscorable materials either in the boxes in which they arrived or in boxes of similar strength.
- The following nonscorable materials need to be returned:
 - STAAR Alternate 2 Scoring Documents
 - student booklets grouped by grade for grades 3–8
 - student booklets grouped by course for EOC assessments
 - secure STAAR Alternate 2 test administrator manuals
 - photocopies of secure test materials, if used
- The following nonscorable materials do not need to be returned:
 - unused paper bands
 - packing lists or assembly identification sheets (save as appropriate)
 - allowed supplemental aids

Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials

- STAAR Alternate 2 Scoring Documents
- student booklets grouped by grade for grades 3–8
- student booklets grouped by course for EOC assessments
- secure STAAR Alternate 2 test administrator manuals
- photocopies of secure test materials, if used

Prepare Nonscorable Materials for Shipping

- Return nonscorable materials by dates indicated on the Calendar of Events.

Pack Nonscorable Materials

- Pack STAAR Alternate 2 materials either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR Alternate 2 materials with STAAR or TELPAS materials in the same shipment.

Complete NONSCORABLE Shipping Label for Each Box

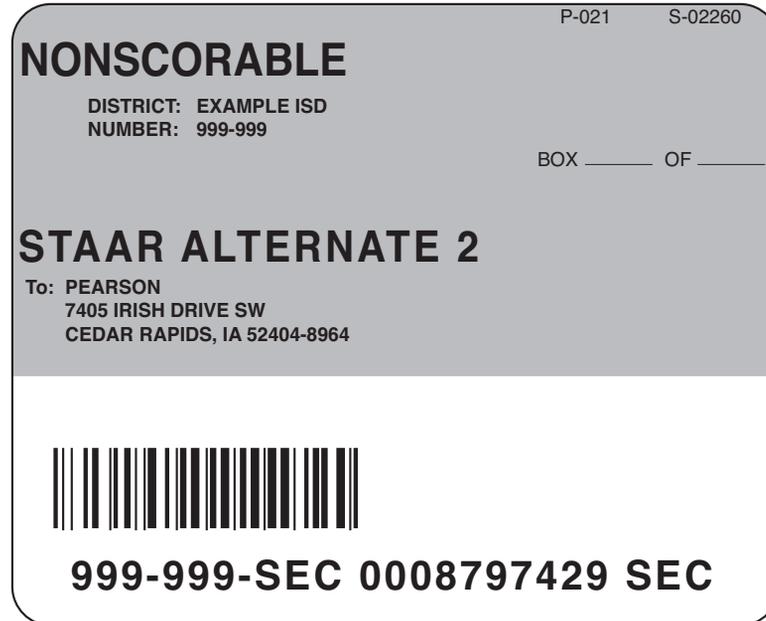
- NONSCORABLE shipping labels are specific to each administration.



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



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

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

Call Carrier for Pickup of Nonscorable Materials

- Contact the carrier two working days before the pickup date to request that your nonscorable materials be collected and returned to the address printed on your NONSCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

DC Order additional reports for the district.

Order Additional Reports

- Instructions on how to order additional reports can be found in the *Assessment Management System User's Guide*.



CC Return oaths.

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

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

DC Ensure security oaths are signed and returned.

☐ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

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

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

- Sign and initial your district coordinator security oath.
- Ensure that the superintendent/chief administrative officer has signed and initialed an oath.
- **NOTE:** The coordinator, principal, and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.

After all testing for the calendar year is completed, return the district coordinator and superintendent oaths to the contractor in the white district documents box provided with the STAAR materials.



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Complete Online Activities

Ensure that student records are verified.

Verify That Test Administrators Have Appropriately Entered Student Responses Into the Assessment Management System

- Ensure that all eligible students have been placed into test sessions and the appropriate tests have been completed.

Ensure That Score Codes and Student Records Are Completed

- STAAR Alternate 2 grades 3–8 and EOC score codes and student information will be managed and recorded through the Assessment Management System for all online activities.
- A student's transcribed scoring information is automatically scored when the **Final Submit** button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for data to be scored.
- If a student does not participate in the test, one of the following “do not score” designations must be selected when marking the student's test complete. Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

A = Absent

The student is absent throughout the testing window. A student should not be marked absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students that are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a terminal or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.

- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.

N = No Authentic Academic Response (NAAR)

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student’s disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student does not show any observable reaction to a specific stimuli.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around him or her.
- The student with multiple impairments is unable to receive any visual, auditory, or tactile information during the assessment.

O = Other Student Not to Be Scored

The student experiences a test administration irregularity or illness during testing.

- **NOTE:** A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for STAAR Alternate 2 must have the test submitted with the appropriate score code.

☐ **Verify Accommodation Categories**

Test administrators or other campus personnel will complete the accommodations information for each assessment after the student performance data has been transcribed. The following types of accommodations are allowable for STAAR Alternate 2.

- **Color or Highlight**—color or highlight stimulus images or answer choices
- **Color Overlays**—place color overlays on images or text
- **Photocopy or Cut Out**—photocopy and cut out stimulus images from the student booklet (can be affixed to appropriate presentation media, e.g., easels, poster board, card stock, etc.)

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STAAR Alternate 2
Resources

*Assessment
Management
System User's
Guide*

- **Photographs or Objects**—pair images or text in student’s booklet with photographs of the same objects, real objects of the same content, or picture representations
- **Textured Materials**—attach textured materials to images in the student’s booklet
- **Demonstrate**—demonstrate concepts or relationships in images
- **Raise or Darken Outline**—raise or darken the outline of drawings in stimulus images
- **Enlarge**—enlarge images with magnification devices, photocopying, or computer magnification programs
- **Braille**—add braille labels to images or provide text in braille
- **Describe Images**—describe images for students with visual impairments
- **Presentation**—provide stimulus on separate paper presented one at a time
- **Isolate Images**—cover or isolate each image until it is addressed
- **Picture Representations**—use routine picture representations for key words in verbal directions to the student
- **Calculator**—use calculator to arrive at response
- **Reread Text**—reread sections of the text as requested by the student
- **Provide structured reminders**—use personal timers, token systems, color-coded or handwritten reminders, or visual schedules

Refer to the STAAR Alternate 2 Resources webpage for detailed information regarding accommodations for STAAR Alternate 2.

If score codes and student records are not completed or are inaccurate, refer to the *Assessment Management System User’s Guide*.

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TELPAS

Introduction

General Information about TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
 - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
 - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
 - holistically rated student writing collections
 - holistically rated observational assessments of listening and speaking

Students' answers to reading tests, ratings from holistically rated assessments, and all other student data are submitted through the TELPAS Assessment Management System.

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the assessment window of March 7 through April 6, 2016. The TELPAS data verification window is April 7–8, 2016.

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

Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.



Checklist for
TELPAS
Administrations

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- **ARD Decisions.** In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, or speaking for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
- **Newly Enrolled ELL—Holistically Rated Domains.** An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled ELL in grade 2–12 is required to take the TELPAS reading test.



LPAC Resources

TELPAS Online
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Holistically Rated Assessments

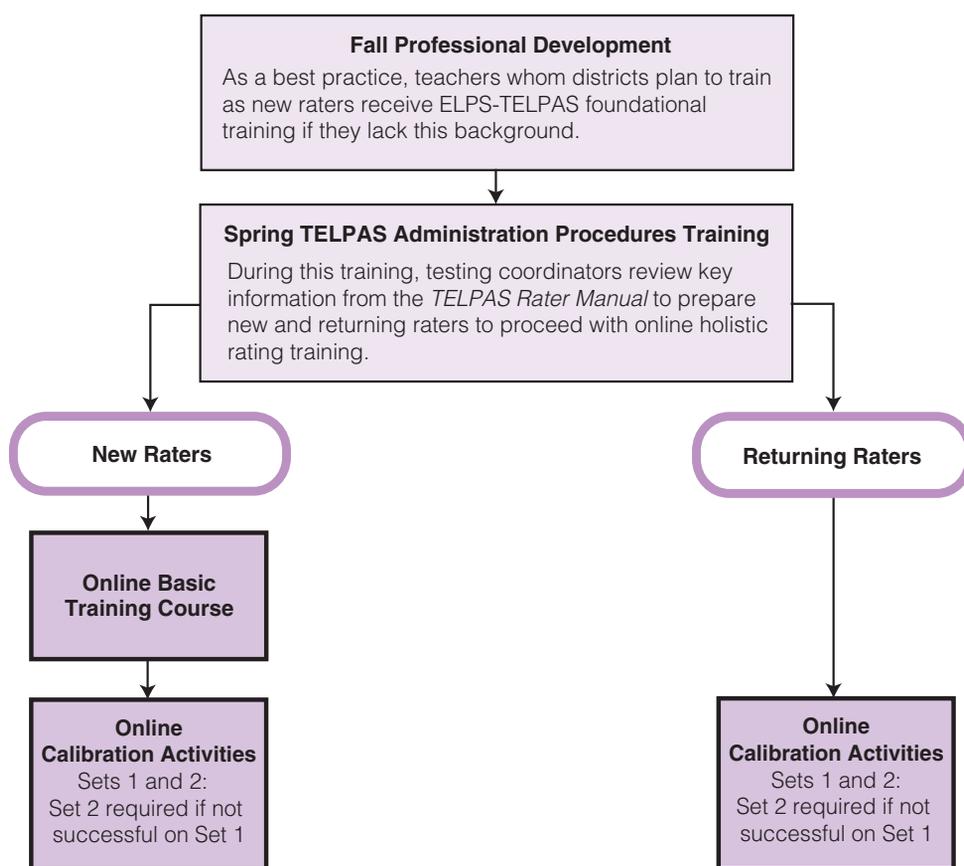
Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the proficiency level descriptors (PLDs) from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The online basic training courses and calibration activities are grade-cluster specific. The training is available through the TELPAS Online Training Center website, which requires a username and password for access.

District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. Online basic training courses may be completed independently. Calibration activities must be completed in a monitored setting.

The following chart outlines the steps and components of the holistic rating training process.

Grades K–12 Holistic Rating Training Flowchart



Teachers must be assigned to complete holistic rating training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to complete training in the cluster in which they have the most ELLs. As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.
- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). Raters with more than one additional cluster should train in the cluster in which they have the most ELLs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the PLD rubrics appropriately.

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required holistic rating training requirements, including calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 2 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

Rater Credentials

A teacher (including a substitute teacher) selected to rate an ELL must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid Texas education credentials, such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Assembling and Verifying Writing Collections

The process for rating writing in grades 2–12 differs from the observational process for rating listening and speaking. Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The *TELPAS Rater Manual* outlines specific requirements for assembling and verifying the contents of the writing collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content-area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TELPAS Online Training Center course titled *Assembling and Verifying Grades 2–12 Writing Collections* may be used to



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Training Center

supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.

Key Holistic Rating Training Dates

Date	Activity
January 4–8	<i>TELPAS Rater Manual</i> and <i>TELPAS Reading Test Administrator Manual</i> due in districts (available online in December)
January 11	Assembling and Verifying Grades 2–12 Writing Collections course available
January 25	Online basic training courses for new K–1 and 2–12 raters available
January 25	End date for district coordinator training—all TELPAS components
February 5	End date for campus coordinator training—holistically assessed components
February 15	End date for training raters and verifiers on administration procedures
February 15	Calibration window opens for new and returning raters
February 15	Earliest eligibility date for TELPAS writing samples
March 7–April 6	TELPAS assessment window
April 7–8	TELPAS data verification window

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the assessment.

Assessment Validity and Reliability

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or vary by campus. The requirements are described later in this section of the *Coordinator Manual*.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable.



[TELPAS Manuals](#)

[Coordinator
Manual Resources](#)

Accommodations Information

Information regarding accommodations available during the TELPAS holistically rated assessments can be found in the *TELPAS Rater Manual*. Information regarding accommodations available for grades 2–12 TELPAS reading tests can be found in the *TELPAS Reading Test Administrator Manual*. In rare cases, a student may require an accommodation that requires a paper administration of the TELPAS reading test. Paper administration of TELPAS reading must be approved by TEA. Refer to the Coordinator Manual Resources webpage for more information.

Training

Summary of TELPAS Training Requirements	
Who must be trained	Type of training needed
District coordinators	Annual training in TELPAS administration procedures
Campus coordinators	Annual training in TELPAS administration procedures
Principals	Annual training in TELPAS administration procedures, including the role of principals in ensuring rating accuracy
Writing collection verifiers	Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections
Grades 2–12 reading test administrators, monitors, or assistants	Annual training in test security and TELPAS reading test procedures for grades 2–12
Raters	Annual online holistic rating training and TELPAS administration procedures training for the holistically rated assessments
Technology staff and others assigned to Texas Assessment Management System roles	Annual training in test security and applicable TELPAS administration procedures

Prepare for and attend district coordinator training.

Prepare for Training

- Establish procedures to identify and assess all eligible ELLs.
- Implement processes to ensure that enough raters are designated and appropriately trained and that enough monitored sessions for calibration are scheduled.
- Implement procedures to support the validity and reliability of the holistically rated assessments.
- Ensure proper coordination with technology staff so that campuses are set up for the online reading tests and monitored calibration sessions.
- Train campus personnel on online administration and submission processes.
- Maintain security and confidentiality throughout the assessment period.

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ELL Resources

Oaths



Calendar
of Events

☐ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *TELPAS Assessment Management System User's Guide* and other technology resources on the Texas Assessment Technology Information webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

☐ Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact the regional ESC. Training should be held by the date specified on the Calendar of Events.
- Bring this manual to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the school year.

Prepare for and conduct campus coordinator and principal training.

Designate Campus Coordinators for Each Campus With Enrolled ELLs

- This should be done in cooperation with your school district's principals.
- In conjunction with district coordinators, campus coordinators are responsible for
 - supervising online reading test processes for grades 2–12, and
 - the training and administration processes for the holistically rated assessments.

Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Schedule training sessions by the dates specified on the Calendar of Events.
- Training for the holistically rated components is completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process is completed by the latter date.

The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater's TELPAS Student Rating Roster prior to the final verification of student data.

Distribute Manuals

- Instruct campus coordinators to review the TELPAS section of this manual and the appropriate resources for both the holistically rated components and the online reading test.
- Campus coordinators must also be familiar with the contents of the *TELPAS Rater Manual* and the *TELPAS Reading Test Administrator Manual*, which they will use to train raters and reading test administrators.



Calendar
of Events



TELPAS Manuals

□ Prepare for and Conduct Training Sessions

Some key topics to cover at the training sessions include:

- Preparing for testing
 - responsibilities of campus coordinator, principal, and other campus testing personnel
 - testing manuals and other testing resources
 - verifying that student records of all ELLs are in the Assessment Management System
 - assessing all eligible students
 - scheduling reading test administrations for grades 2–12
 - designating and training raters, test administrators, and other testing personnel
 - scheduling and holding monitored rater calibration sessions
 - testing accommodations
 - ensuring all raters complete holistic rating training, including calibration in monitored settings
 - setting up test sessions for reading and holistic ratings in the Assessment Management System
- Test security
 - test confidentiality requirements
 - test security policies, procedures, and oaths
 - active monitoring
 - proper testing procedures
 - seating charts for grades 2–12 reading tests
 - consequences for adult and student cheating
- Holistic rating process
 - assembling and reviewing writing collections
 - implementing and documenting procedures for ensuring rating validity and reliability
 - collecting and storing TELPAS Student Rating Rosters and student writing collections
- Student data elements and online testing score codes
 - verifying student identification, demographic, and program information
 - entering and verifying holistic rating information
 - entering score codes
 - supplying and verifying Years in U.S. Schools data
 - entering additional data as described in the “Verify extenuating circumstances data” section of this manual

Prepare for and attend campus coordinator training.

Prepare for Training

The campus coordinator is the contact person for all TELPAS-related communications at the campus. Some key responsibilities include ensuring that

- all eligible ELLs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS reading test administrators are identified and properly trained;
- a sufficient number of monitored calibration sessions have been scheduled and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- reading test sessions are scheduled and actively monitored, and students have the opportunity to use the online reading test tutorials for TestNav;
- online test sessions are created for both the reading test and rating entry;
- students' ratings and rater information are entered in an online rating entry form in TestNav and rating information is verified before submitting;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide* and other technology resources on the Texas Assessment Technology Information webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.



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Calendar of Events



Oaths

- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

☐ Attend Training

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual* to the session.

☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components. Become familiar with the “Test Security and Confidentiality Requirements” section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath again in the appropriate section after testing has concluded for the school year.

Return your oath to your district coordinator after all test materials have been returned.

Prepare for and conduct technology staff training.

☐ Designate Technology Staff

- Technology staff are responsible for ensuring that
 - administrative rights necessary for installing software are obtained;
 - network infrastructure and computers have been assessed and meet the minimum system requirements;
 - computers are available and properly configured for monitored online rater calibration sessions; and
 - all testing software is properly installed, configured, and tested.

- Technology staff should be available for assistance before and during test sessions and monitored calibration sessions to address technology problems that might occur.
- Ensure technology staff sign the appropriate oath.

☐ Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.

☐ Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System.



Plan for and conduct administration procedures training for raters and writing collection verifiers.

☐ Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.
- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content-area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.



TELPAS Online
Training Center

*Assessment
Management
System User's
Guide*

Calendar
of Events

- ❑ **Schedule Test Administration Procedures Training for Raters and Verifiers**
 - This training is required annually for staff assigned to these roles.
 - Training for test administration procedures for raters and verifiers should take place by the date specified on the Calendar of Events. If necessary, additional individuals may be trained after this date to address extenuating circumstances.

- ❑ **Distribute *TELPAS Rater Manual* to Raters and Verifiers Before Training Session**
 - Direct raters and verifiers to thoroughly read the manual.

- ❑ **Conduct Administration Procedures Training for Raters and Verifiers**
 - Some key topics to cover during these sessions include the following:
 - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
 - the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
 - fundamentals of the holistic rating process for raters who do not yet have this background
 - a review of the holistic rating online training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, information about location of monitored sessions for calibration, rating support policy for any raters who do not successfully calibrate, and the process for logging into the TELPAS Online Training Center
 - consequences of cheating
 - Make sure raters have signed oath on file before they create a new account in the TELPAS Online Training Center.
 - Make sure new raters understand which training to take and for which grade clusters.
 - Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the *TELPAS Rater Manual*.
 - You may wish to assign raters and verifiers to complete or review the TELPAS Online Training Center course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint® titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources webpage.
 - Raters and writing collection verifiers must initial and sign an oath after training and prior to handling secure materials.



Prepare for and conduct monitored calibration sessions.

☐ Designate Staff to Conduct Calibration Sessions

- A testing coordinator or other designated personnel must serve as a proctor for monitored calibration sessions. The number of proctors needed depends on the number of raters being trained.
- Proctors may be LPAC administrators, school counselors, or other suitable staff but must not be teachers serving as TELPAS raters this year.
- Proctors must have received administration procedures training and sign the appropriate oath.

☐ Schedule Monitored Calibration Sessions

- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
- The number of calibration sessions needed depends on the number of raters that must be trained to rate the ELLs on each campus.
- Most raters will need 1-2 hours to complete a calibration set.
- Local procedures must be established for completion of second calibration set. Calibration sets 1 and 2 may be completed in one session or in separate sessions, as determined by local procedures.
- The use of headphones is required for raters to complete the calibration activities.
- A printer should be available for printing certificates.

☐ Conduct Monitored Calibration Sessions

- Ensure that a trained proctor is available to actively monitor the calibration session.
- Campuses must maintain a roster of participants for each calibration session. A sample roster is available for use from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage.
- Ensure proctors have the correct calibration passcode for the day of the session. Daily calibration passcodes are available from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage.
- Raters must be given the correct passcode for the day once they have logged in for their calibration session. Make sure raters understand in which grade cluster they should calibrate.



Oaths

Secure
Coordinator
Resources

- Raters may use their *TELPAS Rater Manual* or a copy of the PLDs and scratch paper to make notes during calibration. All notes taken by raters during the session must be turned into the proctor and destroyed.
- Remind raters that calibration must be completed individually and that collaborating or discussing responses to calibration activities with others is not allowed.
- Raters must begin with calibration set 1. If raters are successful on set 1, a certificate will be available from the scoring summary tab to print and turn in to the proctor.
- If raters are unsuccessful on set 1, notify raters of local procedures on how to proceed to set 2.

Monitor holistic rating training.

Monitor Holistic Rating Training

- **New Raters.** New raters may complete the online basic training course independently. Online calibration must be completed in a monitored setting. Before new raters attend a monitored calibration session, campus coordinators must ensure that new raters complete the appropriate online basic training course.
- **Returning Raters.** Returning raters may review rating practice activities from the online basic training course before attending a monitored calibration session. Returning raters that have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. Online calibration must be completed in a monitored setting.
- **Training certificates and professional development hours.** A certificate of completion for the online basic training courses may be generated for a rater from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage. There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics. A certificate of successful completion is issued within the TELPAS Online Training Center when a rater demonstrates sufficient calibration (67 or better for grades 2–12; 70 or better for K–1) on a calibration set.
 - Five hours are awarded for the K–1 and 2–12 basic training courses.
 - One hour is awarded for the optional assembling and verifying course.
 - Two hours are awarded for calibration.



Assessment
Management
System Training
Site

User Roles and
Permissions for
the Assessment
Management
System

TELPAS Online
Training Center

secure
Coordinator
Resources

The TELPAS Online Training Center will not maintain raters' training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters' completion of holistic rating training requirements.

Plan for and conduct training for reading test administrators.

Designate Reading Test Administrators

- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet your campus needs.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the STAAR section of this manual.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

Schedule Reading Test Administrator Training Sessions

- All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
- This training is required annually for staff assigned to these roles.
- Reading test administrator training should take place by the date specified on the Calendar of Events. If necessary, additional training may be conducted after this date to address extenuating circumstances.

Distribute *TELPAS Reading Test Administrator Manual*

- Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the *Assessment Management System User's Guide*.



Calendar
of Events



Assessment
Management
System User's
Guide

☐ Conduct Test Administrator Training

- Review the test administrator duties in the *TELPAS Reading Test Administrator Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of TestNav and the Assessment Management System to fulfill their roles.
- Test administrators can use the Training Site to practice using the Assessment Management System without affecting real data.
- Reading test administrators must initial and sign the test administrator security oath after training and prior to handling secure materials.

Prepare for Administration

Oversee assembly and verification of grades 2–12 writing collections.

Ensure That Proper Writing Collections Are Assembled and Verified

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus's writing collections.
- Student writing assigned on or after February 15 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the *TELPAS Rater Manual*.
- Reinforce the importance of
 - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
 - assembling writing collections that accurately reflect students' overall ability to express themselves in writing in English.

While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

Establish procedures to ensure validity and reliability.

Establish Procedures

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.
- These procedures required by the district may be districtwide or may vary by campus.



TELPAS Manuals

All Language Domains, K–12:

- To determine students' ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other.

Writing, Grades 2–12:

- A district-determined selection of writing collections is rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

- Collaboration during the administration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

☐ Maintain Documentation of Procedures Followed

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

☐ Implement Rating Support Requirements for Individual Raters

- During the administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- Calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual's students, or calibrated raters may determine ratings for the individual's students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate by set 2 must be provided rating support in all domains.

DC 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 coordinators as needed.

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

□ Create Role-Specific User Accounts

- Users are assigned one or more roles. Refer to the User Roles and Permissions document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a username.

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

□ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

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



Assessment Management System User's Guide

User Roles and Permissions

Minimum System Requirements



Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Texas Assessment Technology Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters in the *Assessment Management System User's Guide*;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

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

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

- Purge all test information cached using the previously installed proctor caching software.
- If updating the proctor caching software, previously installed TestNav and proctor caching software from all server and local installation areas must be removed.
- After removing old software, install new proctor caching software prior to testing.

Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *Assessment Management System User's Guide*.

□ Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. 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 TELPAS in accordance with their assigned responsibilities.



[Assessment Management System User's Guide](#)

[Assessment Management System Training Site](#)



Plan for online test administrations.

□ Become Familiar with the Assessment Management System Training Site

- The Training Site is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
 - creating sample students
 - registering students
 - assigning sample students to additional groups and tests
 - placing additional orders
 - creating test sessions and assigning students
- Access to the Training Site is set up in the same manner as access to the TELPAS Assessment Management System operational site.



Assessment
Management
System Training
Site

TELPAS Student
Tutorials

Assessment
Management
System User's
Guide

Student Data File
Format for Student
Registration and
Precoding

Texas Assessment
Technology
Information

☐ Become Familiar with the TELPAS Online Reading Test Student Tutorials

- Students should be provided with opportunities to review the tutorials. The administration directions in the test administrator manual are written in a way that assumes students have had the opportunity to experience this year's TestNav format for TELPAS through the use of the tutorials.
- The tutorials include instructions to be read aloud as students complete sample questions. Students have the option of working through approximately 20 representative test questions independently to become comfortable with the TELPAS online testing interface.
- The student tutorials can be accessed from the TELPAS Online Reading Test Student Tutorials webpage.

Enter student data for the TELPAS administration.

☐ Enter or Upload Student Data

There are two options for uploading student data to the TELPAS Assessment Management System.

- Pearson may upload student data using the October 2015 PEIMS submission.
- Districts may upload student data using a file created locally.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data upload is based on a PEIMS extract should keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, the unschooled asylee/refugee and students with interrupted formal education data where applicable, and re-upload the file, which avoids the need to add the data for each individual student within the TELPAS Assessment Management System. For more information concerning the student data file layout and a template for data file uploads, refer to the Texas Assessment Technology Information webpage. For more information concerning uploading student data, refer to the *Assessment Management System User's Guide*.

Verify and update student data elements.

Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the TELPAS Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

Verify Student Data Elements

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
 - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 reading and K–12 holistic rating). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
 - Program information should reflect the student's status at the time of testing.
 - Current information should be provided if the student is new to the district.
 - Current information should be provided if the student's program information or demographic information has changed since the October 2015 PEIMS submission.
 - If a demographic or program information field is left blank, data from the October 2015 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

Update the Information in the Correct Fields in the Registration File

Upload student data files.

Upload Corrected Student Data Files to the Assessment Management System

- Upload the updated file or make manual changes to student records.
- District coordinators and student data assistants have permission to upload these files.

Updates to student data in the TELPAS Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.

Verify years in U.S. schools data (grades 1–12 only).

Verify Years in U.S. Schools Data Collection in Consultation with LPAC

- Legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students' LPAC in accordance with guidance available on the Language Proficiency Assessment Committee Resources webpage.
- Refer to Appendix A for specific information on recording this data.



*Assessment
Management
System User's
Guide*

Language
Proficiency
Assessment
Committee
Resources

Verify extenuating circumstances data.

Verify Extenuating Circumstances Data Collection

District and campus coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows.

■ Unschooled Asylees/Refugees

- These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

■ Students with Interrupted Formal Schooling (SIFE)

- These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
- These ELLs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELLs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

Plan for administration of online reading tests and entry of holistic rating information.

District and campus coordinators should ensure that test sessions are created for reading tests and holistic ratings. Online session administrators can assist campus coordinators in setting up and managing test sessions. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.

Create Test Sessions and Generate and Print Student Test Tickets

- All ELLs in grades 2–12 must be assigned to a reading test session.
- All ELLs in grades K–12 must be assigned to a holistic rating test session.
- In coordination with the district coordinator, campus coordinators should create test sessions at least one to two weeks prior to testing.



Administrations in
Alternative
Education Settings

- Reading test sessions must be created before students can log in to TestNav to take the test.
- Holistic rating test sessions must be created before testing personnel can log in to TestNav and enter holistic rating information.
- Ensure that the proctor caching server is designated in the session details.
- Student test tickets contain the information that will be used to access TestNav and the unique username and password needed to log in to take an assessment or enter rating information.
- Student test tickets should be printed at least one day before the reading test administration or rating entry and stored in a secure location.



Manage assessments of students who move.

☐ Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 reading; K–12 holistic ratings), remove the test assignments.
 - If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the TELPAS Assessment Management System if the student has test assignments on another campus.

It is not possible for a student to have TELPAS test assignments in multiple locations. The TELPAS Assessment Management System allows only one test assignment for reading and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and reading test. Designate the student as absent if the campus is unable to give the reading test, though every effort should be made to test the student.
- If an ELL enrolls in a Texas public school BEFORE March 7 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.
- If an ELL enrolls ON or AFTER March 7, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- This is true whether the student enrolls from another Texas school or from another state or country.

❑ Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before March 7 but withdraw before the close of the window.
- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 reading test before moving, the test must be submitted for scoring.

❑ Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- **K–1 and 2–12:** Add and assess the student as any other enrolled ELL.

❑ Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- **K–1:** Do not take any action. A K–1 student who enrolls on or after March 7 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after March 7.
- **2–12:** If the student was given the reading test on another Texas campus, take no further action. If not, the receiving campus is responsible for the reading test. Follow the steps in the TELPAS Student Moves document to determine if the student took the reading test in the sending district and move the student's test assignment if necessary.



Assessment
Management
System

Monitor Administration

Ensure proper testing procedures.

Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

Ensure Proper Testing Procedures for Reading Tests

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Reading Test Administrator Manual*.

A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS reading testing procedures must be present in the testing room at all times during testing.

Monitor Reading Tests

Scheduling

- Each student must be allowed to work at his or her individual speed. Because the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.



- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

Testing Procedures

- Students should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to talk to each other during testing.
- Students must not use reference materials.
- Students may use scratch paper. All scratch paper must be destroyed immediately after testing.
- Some students may finish a test earlier than others. After they have finished testing, students may be allowed to quietly read books or leave the testing room.

Test questions are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the *TELPAS Reading Test Administrator Manual*.

If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call the TEA Student Assessment Division at 512-463-9536.



TELPAS Manuals

☐ Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports show the status of students' reading tests and holistic rating data. These reports, which can be downloaded to a .csv file, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
- **TELPAS Combined Status Report (Campus Level).** This report displays the status of the K–12 TELPAS holistic rating entry and grades 2–12 reading test for each student registered within a selected campus. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS reading tests for grades 2–12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.
- **TELPAS Summary Report (District and Campus Level).** This report displays the status of the entry of K–12 TELPAS holistic rating information and grades 2–12 reading tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for the holistic rating and reading portions of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.

Complete Administration Process

Collect materials from raters and reading test administrators.

Collect Rater Materials

- Before raters return their materials to you, they must
 - review the accuracy of any student data elements or test status information you have asked them to verify;
 - make sure that they have completed, signed, and dated the TELPAS Student Rating Roster; and
 - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12).
- After you have collected the materials from raters, you must confirm that all the steps above have been taken.
- Raters must return all rater materials to you. These materials include the following:
 - TELPAS Student Rating Roster
 - student writing collections, including cover sheet
 - *TELPAS Rater Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
 - signed TELPAS Student Rating Rosters (one year)
 - student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (two years)
 - signed oaths (five years)
 - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections must be kept in the students' permanent record files.

☐ Collect Reading Test Administration Materials

- After the final test session, reading test administrators must return the following test materials to you.
 - *TELPAS Reading Test Administrator Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
 - seating charts
 - Test Session Roster(s)
 - student test tickets (secure documents)
 - scratch paper (secure documents)
- Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.
- Destroy the student test tickets and scratch paper.



Ensure that assessment information is entered and verified.

If you have questions about how to enter score code information, refer to the *Assessment Management System User's Guide*.

☐ Enter and Verify Holistic Ratings and Rater Information

- Personnel designated to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated in an online rating entry form in TestNav.

X = ARD Decision

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.



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E = Extenuating Circumstances

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's reading test because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark "extenuating circumstances."

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

A. What is the relationship of the rater to the student?

1 = Bilingual Education Teacher

2 = ESL Teacher

3 = Elementary General Education Teacher

4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)

5 = Special Education Teacher

6 = Gifted and Talented Teacher

7 = Teacher of Enrichment Subject(s)

8 = No Domains Rated (E or X in every domain)

B. Did the rater collaborate with others familiar with the student's progress in learning English?

1 = Yes

2 = No

3 = No Domains Rated (E or X in every domain)

"No Domains Rated" must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.



☐ Verify Score Codes for Grades 2–12 Reading Test

- A student's test is automatically scored when the **Final Submit** button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.
- **NOTE:** A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for TELPAS must have the test submitted with the appropriate score code.
- If a student does not complete the reading test, one of the following “do not score” designations must be selected when marking the student's test complete.

A = Absent

Student absent throughout the testing window.

A student should not be marked “A” if the student was absent on the testing days but also fits one of the score designations below.

X = ARD Decision

Student does not participate in the grades 2–12 reading test on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP. A decision not to assess a student should be rare.

O = Other Student Not to Be Scored

Student experiences a test administration irregularity or illness during testing.

Mark Test Complete

An online rating entry form should only be marked complete in the event that the person entering the rating information did not select the **Submit Final Answers** button and simply exited out of the form. If the wrong student test ticket was used to log in, sign out of TestNav, and do not mark the online rating entry form as complete.

Reading tests should only be marked complete in a “do not score” situation or in the event the student forgot to click the **Final Submit** button and exited out of the test. If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete.

If a test is incorrectly marked complete, contact the Customer Service Center. Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

Verify Accommodations

Information regarding allowable accommodations for grades 2–12 TELPAS reading tests can be found in the *TELPAS Reading Test Administrator Manual*. Each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing, must be selected. Follow these procedures when selecting accommodations.

- Select the checkbox next to General Accommodations to indicate that a Type 1 or Type 2 accommodation not listed in the following bullet was available to the student.
- Select the checkbox next to Large Print and/or Extra Day if any of these specific accommodations were available to the student.

Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 6. Student records must be verified as complete by 7:00 PM (CT), April 8. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

Check the TELPAS Combined Status Report

This report shows the combined status of students' reading tests, holistic rating data, and Years in U.S. Schools data at a campus. It is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

Statuses on the TELPAS Combined Status Report are generated based on completion of information, not accuracy. The TELPAS Combined Status Report displays only the statuses of the portion(s) of the assessment completed by your campus.

District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records **MUST** be entered and verified by 7:00 PM (CT), April 8.



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TELPAS Reports

Oaths

Order additional reports for the district.

Order Additional Reports Through the Assessment Management System by April 8

- Instructions on how to select additional reports can be found in the *Assessment Management System User's Guide*.

Ensure security oaths are signed and returned.

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

- Return oaths after the administration is complete.
- The TELPAS Rater oath, TELPAS Writing Collection Verifier oath, and Test Administrator oath are retained at the campus level.

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APPENDIX A

Gridding Information

Identification Information*

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

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

*Not all codes are applicable to every testing program.

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD		
HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
I	<p>AMERICAN-INDIAN-ALASKA-NATIVE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF NORTH AND SOUTH AMERICA (INCLUDING CENTRAL AMERICA).</p> <p>1 = YES 0 = NO</p>	E1059
A	<p>ASIAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF THE FAR EAST, SOUTHEAST ASIA, OR THE INDIAN SUBCONTINENT, INCLUDING, FOR EXAMPLE, CAMBODIA, CHINA, INDIA, JAPAN, KOREA, MALAYSIA, PAKISTAN, THE PHILIPPINE ISLANDS, THAILAND, AND VIETNAM.</p> <p>1 = YES 0 = NO</p>	E1060
B	<p>BLACK-AFRICAN-AMERICAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE BLACK RACIAL GROUPS OF AFRICA.</p> <p>1 = YES 0 = NO</p>	E1061
P	<p>NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF HAWAII, GUAM, SAMOA, OR OTHER PACIFIC ISLANDS.</p> <p>1 = YES 0 = NO</p>	E1062
W	<p>WHITE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF EUROPE, THE MIDDLE EAST, OR NORTH AFRICA.</p> <p>1 = YES 0 = NO</p>	E1063

*Not all codes are applicable to every testing program.

Program Information*

Program information submitted should reflect the student's status at the time of testing. Current information should be provided if the student is new to the district or if the student's program or demographic information has changed since the October 2015 PEIMS submission.

If a demographic or program information field is left blank for any student, data from the October 2015 PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student's data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as "No information provided" for that data element.

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS ANSWER DOCUMENT/ ONLINE RECORD		
HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
ED	ECONOMIC-DISADVANTAGE-INDICATOR-CODE (MARK ONE)	E0785
	01 = ELIGIBLE FOR FREE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM	
	02 = ELIGIBLE FOR REDUCED-PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM	
	99 = OTHER ECONOMIC DISADVANTAGE	
	00 = NOT IDENTIFIED AS ECONOMICALLY DISADVANTAGED	
TIA	TITLE-I-PART-A-INDICATOR-CODE (MARK ONE)	E0894
	6 = STUDENT ATTENDS CAMPUS WITH SCHOOLWIDE PROGRAM	
	7 = STUDENT PARTICIPATES IN PROGRAM AT TARGETED ASSISTANCE SCHOOL	
	8 = STUDENT IS PREVIOUS PARTICIPANT IN PROGRAM AT TARGETED ASSISTANCE SCHOOL (NOT A CURRENT PARTICIPANT)	
	9 = STUDENT DOES NOT ATTEND A TITLE I, PART A SCHOOL BUT RECEIVES TITLE I, PART A SERVICES BECAUSE THE STUDENT IS HOMELESS	
	0 = STUDENT DOES NOT CURRENTLY PARTICIPATE IN AND HAS NOT PREVIOUSLY PARTICIPATED IN PROGRAM AT CURRENT CAMPUS	

*Not all codes are applicable to every testing program.

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

ANSWER DOCUMENT/ ONLINE RECORD HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
SE	SPECIAL-ED-INDICATOR-CODE NOTE: DOES NOT APPLY TO STAAR ALTERNATE 2. (MARK ONE) 1 = STUDENT IS PARTICIPATING IN A SPECIAL EDUCATION PROGRAM 0 = STUDENT IS NOT PARTICIPATING IN A SPECIAL EDUCATION PROGRAM	E0794
G/T	GIFTED-TALENTED-INDICATOR-CODE NOTE: DOES NOT APPLY TO STAAR ALTERNATE 2. STUDENT IS PARTICIPATING IN A STATE-APPROVED GIFTED/TALENTED PROGRAM (MARK ONE) 1 = YES 0 = NO	E0034
AR	AT-RISK-INDICATOR-CODE NOTE: DOES NOT APPLY TO STAAR ALTERNATE 2. STUDENT IS DESIGNATED AS BEING AT RISK OF DROPPING OUT OF SCHOOL UNDER STATE-MANDATED ACADEMIC CRITERIA ONLY (MARK ONE) 1 = YES 0 = NO	E0919
CT	CAREER-AND-TECHNICAL-ED-IND-CODE NOTE: GRADES 6–12, OS, ALL PROGRAMS. INDICATES WHETHER STUDENT IS ENROLLED IN ONE OR MORE STATE-APPROVED VOCATIONAL EDUCATION COURSES (MARK ONE) 1 = ENROLLED IN ONE OR MORE STATE-APPROVED CAREER AND TECHNICAL COURSES AS AN ELECTIVE 2 = PARTICIPANT IN THE DISTRICT'S CAREER AND TECHNICAL COHERENT SEQUENCE OF COURSES PROGRAM 3 = PARTICIPANT IN THE DISTRICT'S TECH PREP PROGRAM 0 = NO PARTICIPATION IN CAREER AND TECHNICAL COURSES	E0031
PD	PARENTAL DENIAL (CODE C, PARENTAL-PERMISSION- CODE) (MARK ONE) 1 = PARENT OR GUARDIAN HAS DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM 0 = PARENT OR GUARDIAN HAS NOT DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM	E0896

Scoring Information*

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

ACCOMMODATIONS FOR STAAR:

TYPE 1 AND TYPE 2 ACCOMMODATIONS

MARK THE GA BUBBLE TO INDICATE THAT A TYPE 1 OR TYPE 2 ACCOMMODATION NOT LISTED BELOW WAS AVAILABLE TO THE STUDENT.

GA = GENERAL ACCOMMODATION

MARK THE ACCOMMODATION BUBBLE (BR, LP, OA, AND/OR XD) IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

BR = BRAILLE ADMINISTRATION

LP = LARGE PRINT ADMINISTRATION

OA = ORAL ADMINISTRATION

XD = EXTRA DAY

LINGUISTIC ACCOMMODATIONS

MARK THE LA BUBBLE TO INDICATE THAT A LINGUISTIC ACCOMMODATION WAS AVAILABLE TO A STUDENT.

LA = LINGUISTIC ACCOMMODATION

NOTE: REFER TO THE ACCOMMODATION RESOURCES WEBPAGE FOR MORE INFORMATION REGARDING ACCOMMODATIONS.

*Not all codes are applicable to every testing program.

ACCOMMODATIONS FOR STAAR ALTERNATE 2:

IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT, SELECT 1 = YES.

COLOR OR HIGHLIGHT

COLOR OVERLAYS

PHOTOCOPY OR CUT OUT

PHOTOGRAPHS OR OBJECTS

TEXTURED MATERIALS

DEMONSTRATE

RAISE OR DARKEN OUTLINE

ENLARGE

BRAILLE

DESCRIBE IMAGES

PRESENTATION

ISOLATE IMAGES

PICTURE REPRESENTATIONS

CALCULATOR

REREAD TEXT

PROVIDE STRUCTURED REMINDERS

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS
ANSWER DOCUMENT/
ONLINE RECORD
HEADING

EXPLANATION

STAAR, STAAR SPANISH, STAAR L, STAAR A, AND STAAR ALTERNATE 2:

W = WRITING M = MATHEMATICS
R = READING SS = SOCIAL STUDIES
S = SCIENCE

(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)

SCORE CODE

A = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.)

O = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY OR ILLNESS DURING TESTING.

* = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED.

S = TEST TO BE SCORED.

PW = PARENTAL WAIVER: A PARENT OR GUARDIAN REQUESTED THAT A STUDENT NOT PARTICIPATE IN THE THIRD SSI TESTING OPPORTUNITY FOR STAAR OR STAAR A.

M = MEDICAL EXCEPTION: STUDENT DOES NOT PARTICIPATE IN THE STAAR ALTERNATE 2 ASSESSMENT ON THE BASIS OF THE STUDENT'S MEDICAL CONDITION, AS DETERMINED BY THE ARD COMMITTEE AND DOCUMENTED IN THE STUDENT'S IEP. A DECISION NOT TO ASSESS A STUDENT SHOULD BE RARE.

N = NO AUTHENTIC ACADEMIC RESPONSE: STUDENT DOES NOT PARTICIPATE IN THE STAAR ALTERNATE 2 ASSESSMENT ON THE BASIS OF THE STUDENT'S DISABILITY, AS DETERMINED BY THE ARD COMMITTEE AND DOCUMENTED IN THE STUDENT'S IEP. A DECISION NOT TO ASSESS A STUDENT SHOULD BE RARE.

HIGH SCHOOL
EQUIVALENCY
PROGRAM
(HSEP)

MARK (ALONG WITH THE "O" SCORE CODE) IF A STUDENT WHO IS COURT-ORDERED TO PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TEST.

SUBSTITUTE
ASSESSMENT

MARK (ALONG WITH THE "O" SCORE CODE) IF A STUDENT IS EXCUSED FROM TAKING THE TEST BECAUSE THE STUDENT HAS TAKEN AND PASSED AN ASSESSMENT THAT WILL SUBSTITUTE FOR A STAAR EOC ASSESSMENT.

STAAR, STAAR SPANISH, STAAR L, STAAR A, STAAR ALTERNATE 2, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

TEST TAKEN INFO:

STAAR

FOR EACH SUBJECT AREA TEST ADMINISTERED IN GRADES 3-5, MARK WHICH OF THE FOLLOWING TESTS WAS TAKEN. (MARK ONE)

EN = ENGLISH VERSION OF STAAR

SP = STAAR SPANISH

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

EOC/ABOVE GRADE

MARK THIS BUBBLE ON THE STUDENT'S ENROLLED GRADE ANSWER DOCUMENT IF STUDENT TOOK THE TEST ABOVE GRADE.

TEST DATE FIELD:

STAAR EOC

THE TEST DATE FIELD INDICATES THE DAY ON WHICH THE STUDENT TESTED. COMPLETE THIS FIELD BY WRITING THE NUMBERS FOR THE DAY OF THE MONTH AND THEN FILLING IN THE CORRESPONDING BUBBLES BELOW.

TELPAS

ONLINE
CODING

EXPLANATION

TELPASRATER
INFORMATION
QUESTION ATHIS FIELD INDICATES THE ROLE THAT BEST DESCRIBES THE
RELATIONSHIP OF THE RATER TO THE STUDENT.

- 1 = BILINGUAL EDUCATION TEACHER
- 2 = ESL TEACHER
- 3 = ELEMENTARY EDUCATION TEACHER
- 4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS
- 5 = SPECIAL EDUCATION TEACHER
- 6 = GIFTED AND TALENTED TEACHER
- 7 = TEACHER OF ENRICHMENT SUBJECTS

RATER
INFORMATION
QUESTION BTHIS FIELD INDICATES WHETHER THE RATER COLLABORATED WITH
OTHERS FAMILIAR WITH THE STUDENT'S PROGRESS IN LEARNING
ENGLISH.

- 1 = YES
- 2 = NO

SCORE CODE:

LISTENING, SPEAKING, WRITING

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

READING (K-1)

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

READING (2-12)

- A = ABSENT
- X = ARD DECISION
- O = OTHER, STUDENT NOT TO BE SCORED

TELPAS

ONLINE
CODING

EXPLANATION

ACCOMMODATIONS FOR TELPAS:TYPE 1 AND TYPE 2 ACCOMMODATIONS

SELECT GA FROM THE DROP-DOWN MENU TO INDICATE THAT A TYPE 1 OR TYPE 2 ACCOMMODATION NOT LISTED BELOW WAS AVAILABLE TO THE STUDENT.

GA = GENERAL ACCOMMODATION

SELECT THE ACCOMMODATION FROM THE DROP-DOWN MENU (LP AND/OR XD) IF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

LP = LARGE PRINT ADMINISTRATION

XD = EXTRA DAY

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

AN ELL MUST BE ENROLLED FOR 60 CONSECUTIVE DAYS IN A SCHOOL YEAR FOR THAT SCHOOL YEAR TO COUNT AS ONE YEAR IN THE CALCULATION OF YEARS IN U.S. SCHOOLS. THEREFORE, ELL STUDENTS ENROLLING IN U.S. SCHOOLS WITHIN THE LAST 60 SCHOOL DAYS OF A SCHOOL YEAR WILL BE CONSIDERED TO BE IN THEIR FIRST YEAR IN U.S. SCHOOLS FOR THE FOLLOWING SCHOOL YEAR.

DO NOT INCLUDE KINDERGARTEN OR PREKINDERGARTEN IN COUNTING THE YEARS IN U.S. SCHOOLS OF ELL STUDENTS IN GRADES 1–12. CONSIDER GRADE 1 AS THE FIRST YEAR FOR STUDENTS ENROLLED IN U.S. SCHOOLS SINCE KINDERGARTEN OR BEFORE.

1 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 1 SCHOOL YEAR

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

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

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

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

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

TELPAS

ONLINE
CODING

EXPLANATION

UNSCHOOLED ASYLEES/REFUGEES AND STUDENTS WITH INTERRUPTED FORMAL SCHOOLING (SIFE):

UNSCHOOLED ASYLEES/REFUGEES ARE ELLS WHO ARE DETERMINED TO BE UNSCHOOLED ASYLEES OR REFUGEES IN ACCORDANCE WITH STATE-ESTABLISHED CRITERIA. THESE STUDENTS LACK LITERACY SKILLS IN THEIR FIRST LANGUAGE AND BASIC SUBJECT-MATTER KNOWLEDGE AND SKILLS. THEY MAY ALSO LACK BASIC SOCIAL SKILLS AND HAVE EXPERIENCED EMOTIONAL TRAUMA AS A RESULT OF THEIR PREVIOUS CIRCUMSTANCES. IT IS HIGHLY CRITICAL THAT THIS CATEGORY BE CODED ACCURATELY FOR PROPER IDENTIFICATION OF THESE STUDENTS.

SIFE STUDENTS ARE ELLS WHO ATTEND SCHOOL IN THE U.S., WITHDRAW AND LEAVE THE U.S. FOR A PERIOD OF TIME, AND THEN RETURN TO THE U.S. THE PERIOD OF TIME OUTSIDE OF THE U.S. AND/OR THE NUMBER OF TIMES THE STUDENT IS WITHDRAWN FROM U.S. SCHOOLS IS SIGNIFICANT ENOUGH THAT GROWTH IN ENGLISH AND LEARNING OF SUBJECT MATTER ARE AFFECTED. THESE ELLS MAY ALSO COME TO THE U.S. WITH LIMITED OR NO PRIOR SCHOOLING. THEY LACK LITERACY SKILLS IN THEIR FIRST LANGUAGE, BASIC SUBJECT-MATTER KNOWLEDGE AND SKILLS, AND/OR BASIC SOCIAL SKILLS. FOR THE PURPOSE OF THIS DATA COLLECTION, INCLUDE ELLS WHO DID NOT ATTEND SCHOOL FOR A PERIOD OF TIME SUCH THAT THE ABILITY TO LEARN ENGLISH AND NEW GRADE LEVEL SUBJECT-MATTER KNOWLEDGE AND SKILLS IS SIGNIFICANTLY AFFECTED.

1. THIS EXTENUATING CIRCUMSTANCES DATA CAN BE SUBMITTED AND UPDATED THROUGH THE STUDENT DATA UPLOAD PROCESS.
2. THIS EXTENUATING CIRCUMSTANCES DATA CAN ALSO BE ENTERED ON THE TELPAS STUDENT REGISTRATION DETAILS PAGE OF THE TELPAS ASSESSMENT MANAGEMENT SYSTEM. TO SUBMIT THIS INFORMATION FOR ELLS WITH EXTENUATING NEEDS, SELECT "1 = YES" IN THE FIELD FOR THE APPLICABLE SPECIAL CIRCUMSTANCE(S). FOR EXAMPLE, IF AN ELL MEETS THE ELIGIBILITY CRITERIA TO QUALIFY AS AN UNSCHOOLED ASYLEE/REFUGEE, SELECT "1 = YES" IN THE FIELD LABELED "UNSCHOOLED ASYLEE/REFUGEE."

UNSCHOOLED ASYLEE/REFUGEE

1 = YES, APPLICABLE SPECIAL CIRCUMSTANCE

BLANK OR 0 = NOT APPLICABLE

STUDENTS WITH INTERRUPTED FORMAL SCHOOLING (SIFE)

1 = YES, APPLICABLE SPECIAL CIRCUMSTANCE

BLANK OR 0 = NOT APPLICABLE



APPENDIX B

Answer Document Score Code Information

STAAR assessments for grades 3–8 and end-of-course (EOC), as well as the format (paper or online) in which they are administered, are listed below. STAAR Alternate 2 is administered separately from the STAAR tests and is not included in the table. This appendix covers additional information about submitting answer documents, gridding codes on the answer documents, and submitting online tests and score codes.

Grades 3–8

Test Administration	Grade	Paper Testing		Online Testing		
		Subject	Test Version	Subject	Test Version	
March Grades 4, 5, 7, and 8	4	Writing*	STAAR	Writing	STAAR A	
	5	Mathematics* and Reading*	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
	7	Writing	STAAR	Writing	STAAR A	
	8	Mathematics and Reading	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
	May Grades 3–8	3	Mathematics* and Reading*	STAAR	Mathematics	STAAR L
					Mathematics and Reading	STAAR A
4		Mathematics* and Reading*	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
5		Science*	STAAR	Science	STAAR L	
					STAAR A	
6		Mathematics and Reading	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
7		Mathematics and Reading	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
8		Science and Social Studies	STAAR	Science and Social Studies	STAAR L	
					STAAR A	
May/June Grades 5 and 8	5	Mathematics* and Reading*	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	
	8	Mathematics and Reading	STAAR	Mathematics	STAAR L	
				Mathematics and Reading	STAAR A	

*both English and Spanish versions

End-of-Course

Test Administration	Subject	Paper Test Version	Online Test Version
March	English I	STAAR	STAAR
			STAAR A
	English II	STAAR	STAAR
			STAAR A
May	Algebra I	STAAR	STAAR
			STAAR L
			STAAR A
	Biology	STAAR	STAAR
			STAAR L
			STAAR A
	U.S. History	STAAR	STAAR
			STAAR L
			STAAR A
	English III	STAAR	STAAR
	Algebra II	STAAR	STAAR
	July/December	English I	STAAR
STAAR A			
English II		STAAR	STAAR
			STAAR A
Algebra I		STAAR	STAAR
			STAAR L
			STAAR A
Biology		STAAR	STAAR
			STAAR L
			STAAR A
U.S. History		STAAR	STAAR
			STAAR L
			STAAR A

General Information about Answer Document Submission

It is important to properly grid the score codes and associated fields used for scoring so that students will receive correct results and districts will receive accurate information that will be used for various state and federal reporting purposes. It is also important to submit only the answer documents that should be processed in order to avoid duplicate records and to have the appropriate assessment information. The following are some general rules regarding the submission of answer documents and gridding of score codes. Refer to pages S41–S47 of this manual for information about gridding the Test Taken Information fields, accommodations, etc.

- Do **NOT** submit an answer document for a student who is assessed with STAAR Alternate 2. Doing so may result in duplicate records and inaccurate assessment information.
- Do **NOT** submit an answer document for a student who is taking all tests online. Doing so may result in duplicate records and inaccurate assessment information. For example, if a grade 6 student is taking STAAR L online for mathematics and STAAR A online for reading, then do not submit an answer document for the student.
- Do **NOT** submit an answer document for a student who is no longer enrolled in your district at the time of testing. Doing so may result in duplicate records and inaccurate assessment information. Answer documents for students no longer enrolled must be voided.
- Do **NOT** submit an answer document for a student who has previously taken a STAAR, STAAR L, or STAAR A EOC assessment and passed the test. If a student has previously passed a STAAR, STAAR L, or STAAR A assessment and retakes the test, the student's results will show "Previously Passed" rather than providing a score.
- Do **NOT** submit an answer document in a retest administration for a student who has previously taken a STAAR, STAAR L, or STAAR A grade 5 or 8 mathematics or reading assessment and passed the test. If a student has previously passed a STAAR, STAAR L, or STAAR A assessment and retakes the test, the student's results will show "Previously Passed" rather than providing a score.
- Do **NOT** submit an answer document in a retest administration for a student who tested above grade in grade 5 or 8 mathematics or reading and did not pass. Students testing above grade at grades 5 and 8 are not held to SSI requirements.
- Do **NOT** submit an on-grade-level answer document for a student who is taking all tests above his or her enrolled grade level. For example, if a student is enrolled in grade 6 and takes reading at grade 7 and mathematics at grade 8, submit the grade 7 and grade 8 answer document and void the grade 6 answer document.

- Do **NOT** submit an answer document for a student who does not show up for the July EOC test administration. There is no “A” (Absent) score code on the answer documents for the July EOC test administration. Void the answer document; the student will receive a precoded answer document for December based on a document being submitted for the spring EOC administration.

For the situations above, if there was a precoded answer document supplied, return it under the Voided Answer Document ID sheet.

Proper Use of Score Codes

Grid one (and only one) score code per subject. Leaving the score code blank may result in inaccurate assessment information. The following are general guidelines in determining which score code to use.

SCORE CODE
W
<input type="radio"/> A
<input type="radio"/> O
<input type="radio"/> PW
<input type="radio"/> *
<input type="radio"/> S

(NOTE: All of the score codes in the example on the left will not appear on a single answer document at one time.)

SEX CODE
<input type="radio"/> M
<input type="radio"/> F

<input type="radio"/> HSEP	<input type="radio"/> SUBSTITUTE ASSESSMENT
----------------------------	---

- If the student took the subject-area test and the test is to be scored, mark the “S” score code.
- If the student was absent from the test during the entire testing window and is enrolled in your school district, mark the “A” score code. This includes grades 5 and 8 students who do not show up for the June retest.
- If the student is taking an online test in one subject and is taking the other subject on paper within the same administration, mark the “*” score code for the subject that is being taken online. For example, if a grade 4 student is taking STAAR L mathematics online and STAAR reading on paper, grid the “*” score code for mathematics and the “S” score code for reading on the answer document.
- If the student is not taking a test due to a parental waiver for the June grades 5 and 8 mathematics or reading retest administration, mark the “PW” score code.
- The most common uses of the “O” score code include the following.
 - A student became ill during the test and was not able to finish.
 - There was a testing irregularity (e.g., the student cheated on the test).

- A student who is court-ordered to participate in an authorized high school equivalency program (HSEP) qualifies to be, and is excused from, taking the test according to 19 TAC §89.1409. Mark the “HSEP” bubble along with the “O” score code (EOC only).
- A student took an approved substitute assessment and met the required score indicated in 19 TAC §101.4002. Mark the “SUBSTITUTE ASSESSMENT” bubble along with the “O” score code (EOC only). This is necessary only one time.
- A student is tested on grade level for one subject and is testing above grade level for the other subject. Mark the “EOC/ABOVE GRADE” bubble on the on-grade-level answer document for the subject the student is taking above grade level and mark the “O” score code. For example, if a grade 7 student is taking grade 8 mathematics and grade 7 reading, grid the “S” score code on the grade 7 answer document for reading and the “O” score code for mathematics. Mark the “EOC/ABOVE GRADE” bubble for mathematics on the grade 7 answer document. Mark the “O” score code on the grade 8 answer document for reading that the student took on the grade 7 answer document. Do not grid “EOC/ABOVE GRADE” on the grade 8 answer document.
- Do not submit an answer document for a student that is being instructed in the TEKS above grade level for grades 4 or 7 writing or grade 5 science and will therefore not be taking the grade-level test. Void the answer documents.

Online Test Submission and Score Code Information

Below is a list of the most common instances when you should **NOT** submit a record for a student who is registered to take an online test. In these cases, if the student was placed in a test session, remove the student from the test session. Do **NOT** submit an online test if

- the student is taking all tests on paper;
- the student is not enrolled in your district at the time of testing;
- the student has previously taken a STAAR, STAAR L, or STAAR A EOC assessment and passed the test;
- the student has previously taken a STAAR, STAAR L, or STAAR A grade 5 or 8 mathematics or reading assessment and passed the test (within the same school year); or
- the student does not show up for the July EOC test administration.

When a student tests online, the “S” score code does not need to be marked in order to have the test scored. The test will automatically be scored if the test is submitted by the student or test administrator, and a score code other than “S” has not been entered. The following are instances when the test should be marked complete and a score code (other than “S”) should be used (provided that an answer document was not submitted).

- If the student was not able to finish the test due to illness or a testing irregularity, select the “O” score code.

- If the student is court-ordered to participate in an authorized high school equivalency program (HSEP) and qualifies to be, and is excused from, taking the test according to 19 TAC §89.1409, select “HSEP” along with the “O” score code (EOC only).
- If the student took an approved substitute assessment and met the required score indicated in 19 TAC §101.4002, select “SUBSTITUTE ASSESSMENT” along with the “O” score code (EOC only). This is necessary only one time.
- If the student was absent from the test during the entire testing window and is enrolled in your school district, select the “A” score code. This includes grades 5 and 8 students who do not show up for the June retest.
- If the student is not taking the June grades 5 or 8 mathematics or reading retest due to a parental waiver, select the “PW” score code.

For the items above, make sure that an answer document is **NOT** being submitted for the student. Void the answer document if the online record is being submitted. If the student has tested one subject on an answer document and a score code other than “S” is appropriate for the other subject, mark the score code for the other subject on the answer document rather than submitting an online test for that subject.



APPENDIX C

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

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 and return this form to your district testing coordinator after all testing for the 2016 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 to the testing contractor in the envelope provided in the district coordinator packet. The oath will be kept on file for a period of five years from the last day of testing.

District Superintendents/Chief Administrative Officers need to sign only one oath for the 2016 calendar year.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

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 student assessment program and do hereby certify the following:

(Initial each statement.)

- _____ I have received training on the appropriate administration of the state assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the 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 2016 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 handling any secure test materials. After all testing for the 2016 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 student 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

Sign this form after all testing for the 2016 calendar year has been completed and all materials have been returned to the testing contractor. 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 Educational Testing Service, Attention: RESO Oaths, 200 Ludlow Drive, Ewing, NJ, 08638.

District testing coordinators need to sign only one oath for the 2016 calendar year.

Duplicate this form as needed.

2016

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 student assessment program and do hereby certify the following:

(Initial each statement.)

- _____ I have received training on the appropriate administration of the state assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the 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 2016 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 Testing Coordinator

Printed Name of Campus Testing Coordinator

District Name

Campus Name

County-District Number

Area Code/Telephone #

Initial and sign the above portion of this form before handling any secure test materials. After all testing for the 2016 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 student assessment program and that I have reported any suspected violations of test security or confidentiality to the District Testing Coordinator.

Signature of Campus Testing Coordinator

Date

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

Campus Testing Coordinators need to sign only one oath for the 2016 calendar year. Any person who has more than one testing role (for instance, a principal who serves as campus testing coordinator) must sign an oath for each role.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

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 student assessment program and do hereby certify the following:

(Initial each statement.)

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

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

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

Signature of Campus Principal

Printed Name of Campus Principal

District Name

Campus Name

County-District Number

Area Code/Telephone #

Initial and sign the above portion of this form before handling any secure test materials. After all testing for the 2016 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 student assessment program and that I have reported any suspected violations of test security or confidentiality to the district testing coordinator.

Signature of Campus Principal

Date

Return this form to the campus coordinator.

Principals need to sign only one oath for the 2016 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

2016

Oath of Test Security and Confidentiality for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** 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 #

2016

Oath of Test Security and Confidentiality for Test Administrator

This oath applies to all state assessments.

For All Test Administrators: Complete this section **before** handling any secure test materials

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

(Initial each statement.)

- _____ 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 State Assessments

Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration of paper tests, transcribing student responses from the test booklet, and particular accommodations, including 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 student assessment program.

_____ Signature of Test Administrator	_____ Date
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State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

Oath of Test Security and Confidentiality for TELPAS Rater

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

(Initial each statement and sign **before** handling or viewing any secure test materials or confidential information.)

- _____ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) holistic rating and administration procedures;
- _____ I understand my obligations concerning the security and confidentiality of TELPAS, 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 understand my responsibilities as a TELPAS rater, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

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 TELPAS Rater	_____ Printed Name of TELPAS Rater	_____ County-District Number
_____ District Name	_____ Campus Name	_____ Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS rater who also serves as a TELPAS reading test administrator) must sign an oath for each role.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2016

Oath of Test Security and Confidentiality for TELPAS Writing Collection Verifier

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 **before** verifying TELPAS writing collections.)

- _____ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) administration procedures, including procedures specific to reviewing and verifying the assembly of TELPAS student writing collections;
- _____ I understand my obligations concerning the security and confidentiality of TELPAS, 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 Writing Collection Verifier	_____ Printed Name of Writing Collection Verifier	_____ County-District Number
_____ District Name	_____ Campus Name	_____ Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS writing collection verifier who also serves as a TELPAS reading test administrator) must sign an oath for each role.

