



**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  
Administrative  
Code

Assessment  
Management  
System User's  
Guide

Oaths



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	
EOC/ABOVE GRADE			
<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 <b>2</b>	
	A1	
	FORM #	
	4	4
(5)	(0)	(0)
(6)	(1)	(1)
(7)	(2)	(2)
(8)	(3)	(3)
(9)	(4)	(4)
(10)	(5)	(5)
(11)	(6)	(6)
(12)	(7)	(7)
(OS)	(8)	(8)
	(9)	(9)

**3**

	ACCOMM.	TEST DATE
SCORE CODE		
A1	A1	A1
(A)	(GA)	0 7
(O)	(BR)	(0) (0)
	(LP)	(1) (1)
	(OA)	(2)
(S)	(XD)	(3)
	(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.

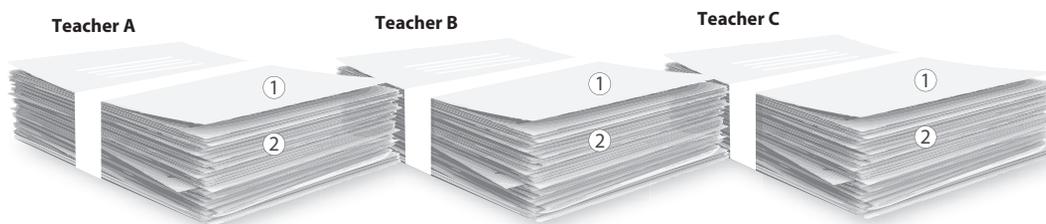
**Voided Answer Documents**



- 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
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

4. CAMPUS NUMBER

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

5. NUMBER OF ANSWER DOCUMENTS SUBMITTED

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

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"/>

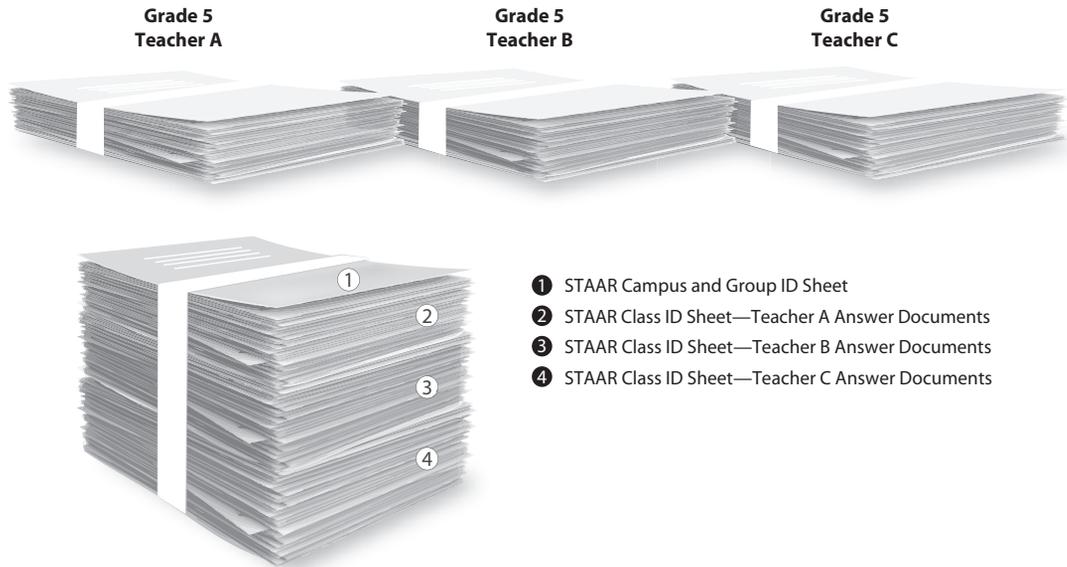
Warning: Failure to provide an exact count in entry 5 will cause a delay in processing your district's results.

110715-109367 • 7/21/06/00 • Printed in U.S.A.  
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.

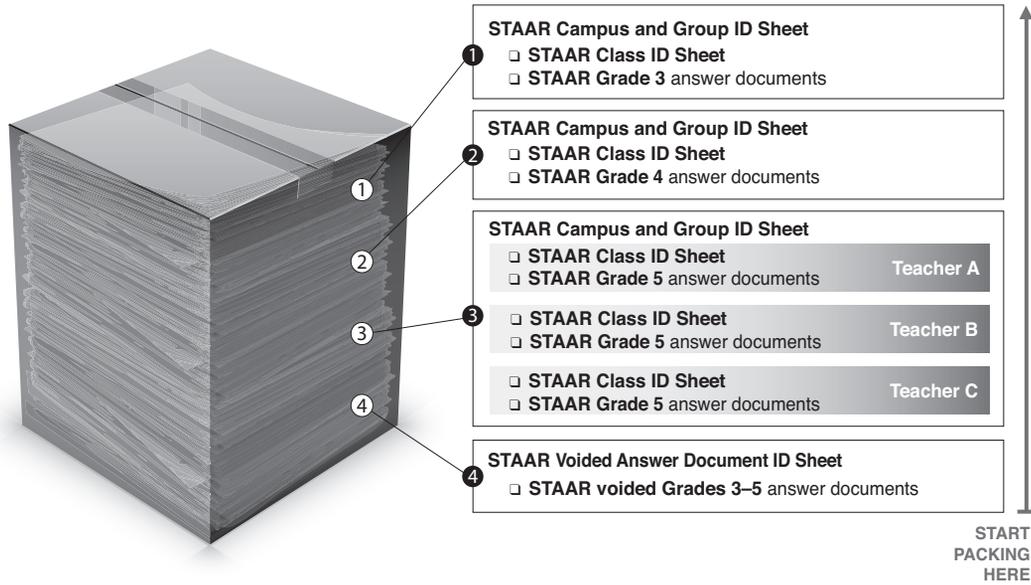
### STAAR Class ID Sheets



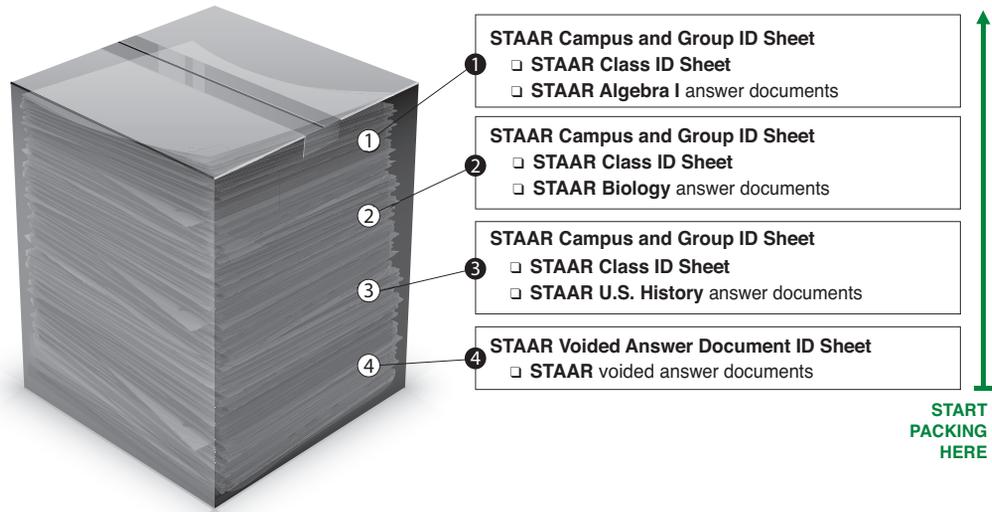
Repeat Steps for All Groups; Pack Answer Documents by Group

- 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.**

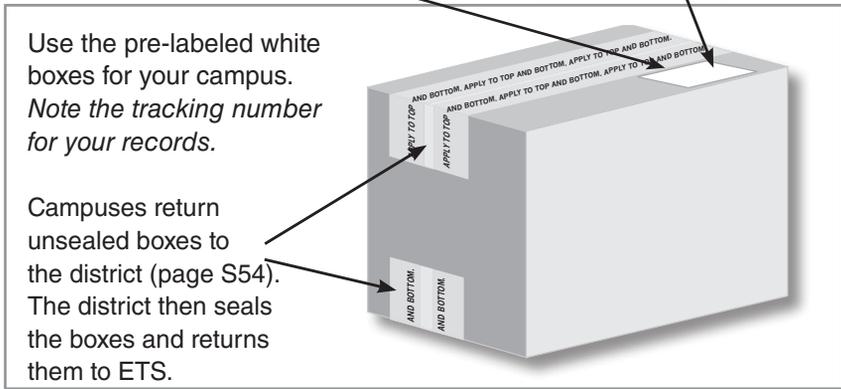
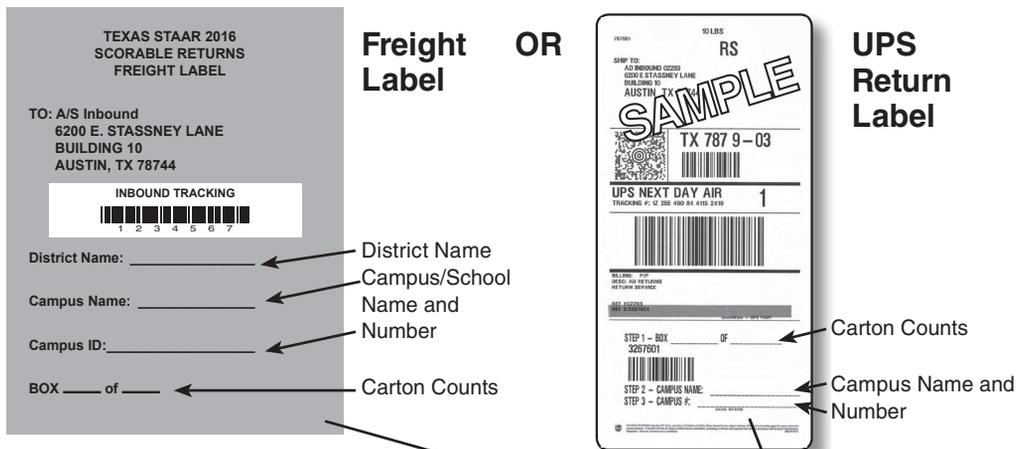
DISTRICT: 001-101 Example ISD  
County-District Number Name

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
<del>001</del>	<del>Middle School B</del>				
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.





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.

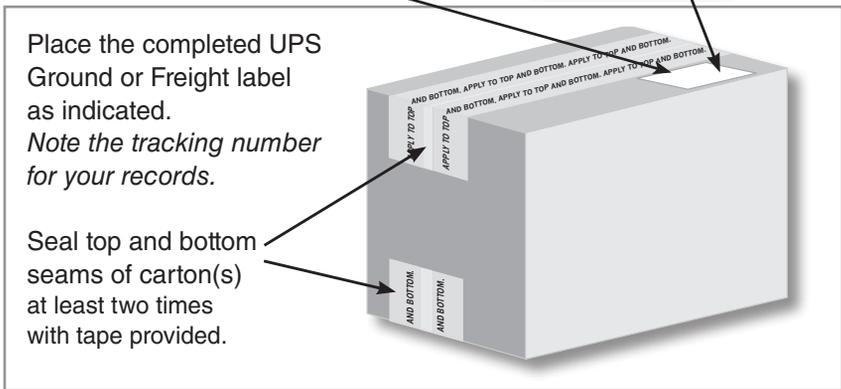
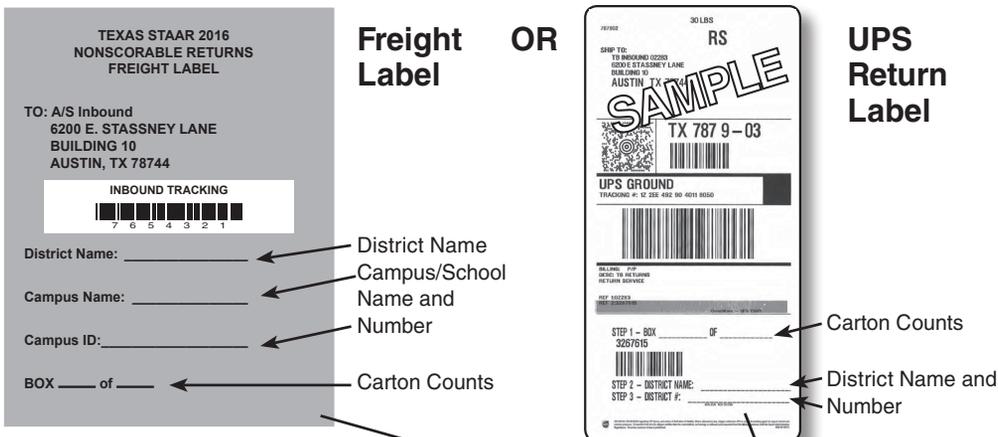


Calendar of  
Events

- **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

---

## **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*.

## **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.

## **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

*Assessment  
Management  
System User's  
Guide*

Oaths

# STAAR Index

2016 Campus and Group Identification Sheet, S51

2016 Class Identification Sheet, S49, S52–53

2016 STAAR Materials Control Form, S–28, S29–30, S40

## A

ACCOMM. field, S43

Accommodation Request Form, S7

Accommodations

calculator, S8

extended time, S7

gridding answer documents for, S43

principal and test administrator training on, S18

training campus coordinators about, S11–13

Algebra I assessments, S8

Answer Document Packing Lists, S55–56

Answer documents

completing Answer Document Packing List for, S55–56

ensuring all fields complete, S40

grouping, S49–53

packing voided, S48–49

preparing, S25–27

principal and test administrator training on, S15

removing from test booklets, S40, S60

returning, S39, S58

reviewing procedures for preparing and submitting, S14

SCORE CODE field, S41–42

special fields on EOC, S47

students erasing marks and choices on, S37

unused, S39

voided, S48–49, S55

*Also* Gridding answer documents; Packing

Assessment Management System

logging into, S10

Minimum System Requirements document for, S32

updating student demographic information, S31

Asterisk (\*), S42

## B

Biology assessments, S8

Boxes, S57–62

Braille administration, S43

Breaks, S6

## C

Calculators, S8–9, S35

Calendar of Events, S55

Campus and Group ID sheet, S51–53

Campus coordinators

accounting for test booklets, S40

answering questions and resolving problems, S38

attending training, S10–11

confirming test materials returned, S55

creating electronic test sessions, S34

designating, S11

designating technology staff, S19

designating test administrators, S15

distributing test materials to

administrators, S28, S35

ensuring answer document fields complete, S40

maintaining testing environment and procedures, S36

organizing test administrations, S33

planning online administrations, S31

precoded test materials received/verified by, S24, S25

preparing for test administration, S27

principal and test administrator training by, S15–19

receiving precoded test materials, S24

receiving/verifying test material shipments, S23–S24

returning nonscorable materials, S59

returning oaths, S58, S63, S65

returning scorable materials, S48–54

reviewing testing infrastructure guidelines, S32

signing oath, S14

technology staff training, S19

verifying student data, S25

Campuses

arranging testing areas on, S27

distributing test materials to, S22, S24

multiple test sessions on, S6

user accounts for all personnel on, S31

Changing test locations, S38

Class Identification (ID) sheet, S20, S49–51

Collecting

nonscorable materials, S60–62

proctor authorizations, S64

scorable materials, S55

Computer algebra system (CAS) calculation devices, S9

**D**

Dates for training, S11  
 Defective test materials, S38  
 Dictionaries, S7–8  
 Distributing  
   manuals, S12  
   precoded test materials to campuses, S24  
   test materials to administrators, S35  
 District coordinator  
   answering questions and resolving problems, S38  
   attending training, S10–11  
   choosing technology staff, S19  
   completing Answer Document Packing List, S55–56  
   creating electronic test sessions, S34–35  
   delivering precoded test materials, S25  
   designating campus coordinator, S11  
   directing collection of nonscorable materials, S60–62  
   distributing manuals, S12  
   distributing test materials to campuses, S22, S24  
   maintaining testing environment and procedures, S36  
   managing security oaths, S58, S63, S65  
   materials needed for paper administrations, S20  
   nonscorable materials returned to, S59  
   ordering additional test materials, S24  
   ordering additional reports, S40  
   overseeing assembly and shipping of scorable materials, S57–58  
   planning online administrations, S31  
   preparing/conducting campus coordinator training, S11–13  
   receiving paper administration test materials, S21  
   receiving scorable materials from campus coordinator, S55  
   resolving test material shortages, S22  
   returning scorable materials to contractor, S58  
   reviewing test infrastructure guidelines, S32  
   role in collection of scorable materials, S54  
   scheduling training sessions, S11  
   signing oath, S11  
   technology staff training, S19  
   verifying student data, S33  
   verifying test material quantities for paper administrations, S22  
 District shipping records, S58, S62  
 Downloading software and tools, S32

**E**  
 Emergencies, S6, S38  
 English Language Learners (ELLs)  
   dictionaries for, S7–8  
   extended time accommodations for, S7  
 Extra day accommodation, S7, S43

**G**

Grades 3–7 assessments above grade level, S44–45  
 Grades 3–8  
   gridding score codes for combined paper and online tests, S42–43  
   preparing answer documents for, S25–26  
 Grade 8  
   calculators for mathematics assessments, S8  
   taking STAAR EOC assessment in Algebra I, S44–45  
 Gridding answer documents  
   above grade-level assessments, S44–46  
   ACCOMM. field, S43  
   combined paper/online tests, S42–43  
   overriding precoded data with hand-gridding, S25, S27  
   special fields on EOC documents, S47  
   STAAR EOC, S45–47  
   supervising students, S27  
   TEST TAKEN INFO field, S42  
   using score codes, S41  
*Also* Score codes

**H**

Hand-held devices, S7, S8–9  
 Headphones for students, S34  
 High school equivalency program (HSEP), S47

**I**

Installing online software/tools, S32

**L**

Large-print administrations, S43  
 Linguistic accommodations, S43  
 Logging into Texas Assessment Management System, S10  
 Lunch, S6

**M**

Manuals  
   distributing, S12, S16  
   retaining and reusing test administrator, S16, S59, S64  
 March 2016 STAAR Answer Document Packing List, S56  
 Materials list, S21  
 Medical breaks, S6  
 Minimum System Requirements, S32  
 Monitoring  
   paraprofessionals for, S15  
   test administration, S36–38  
   testing procedures, S36–38  
   time for late-arriving students, S5, S37  
 Multiple campus test sessions, S6

**N**

Nonscorable materials  
 collecting and packing, S60–62  
 recycling, S59  
 returning to district coordinator, S54  
 separating out, S59

**O**

Oaths  
 campus coordinators, S14  
 district coordinator, S11  
 principals, S63, S68  
 returning to district coordinator, S63  
 sending to testing contractor, S63, S65  
 test administrator, S40

Online administration, S36–38, S42, S64–65  
 conducting system checks for, S33  
 distributing test materials to administrators  
 for, S28, S35  
 downloading/installing software and tools,  
 S32  
 environments for, S33–36  
 monitoring, S36–38  
 ordering additional reports, S64  
 organizing test administrations, S33  
 planning, S31  
 scheduling testing, S33–34, S37  
 test sessions for, S31–35  
 testing infrastructure for, S32  
 user accounts for, S31  
 verifying student data, S35, S37

Additional reports, S40, S62, S64

Oral administrations  
 gridding in ACCOMM. field, S43  
 proctor authorizations for, S35  
*Also* STAAR SOA

Overages of materials, S20–S22

**P**

Packing  
 answer documents, S48–60  
 nonscorable materials, S59–65  
 scorable materials, S48–49, S53, S54  
 shipping labels for nonscorable materials,  
 S60–62  
 shipping labels for scorable materials,  
 S57  
 voided scorable materials, S48–49

Paper administration, S20–28, S36–47  
 accounting for test booklets, S20  
 collecting materials from test  
 administrators, S39  
 completing Answer Document Packing  
 Lists, S55–56  
 district coordinator's materials for, S20  
 monitoring, S36–38  
 ordering additional reports, S40, S62, S64  
 packing scorable materials, S48–54, S57  
 preparing for, S20–30  
 returning nonscorable materials, S59–62

returning scorable materials, S48–58  
 reviewing and confirming materials  
 needed, S20  
 verifying test material quantities for, S22  
*Also* Gridding answer documents

Paraprofessionals, S15  
 Passwords, S34  
 Planning Sheet for Campus Coordinator  
 Training, S12  
 Principals  
 responsibilities of, S17  
 returning oaths to district coordinator, S63,  
 S65  
 training for, S15–18  
 Printing student and proctor tickets, S34–35  
 Proctor tickets, S35

**R**

Recycling nonscorable materials, S59  
 Resources for online activities, S10, S13–14,  
 S16, S19  
 Retaining  
 and storing test administrator manuals,  
 S59, S64  
 shipping records, S58, S62  
 STAAR Materials Control Forms, S40

**S**

Scheduling  
 campus coordinator training sessions,  
 S11  
 online testing for students, S36–37  
 pickup of materials, S58, S62  
 Schoolwide emergencies, S38  
 Scorable materials, S48–58  
 assembling and shipping, S57–58  
 district coordinator's role in collection of,  
 S55–56  
 grouping answer documents, S49–53  
 packing order for, S53–54  
 returning, S54, S58  
 types of, S48  
 voided, S48–49

SCORE CODE field, S41–42

Score codes  
 ensuring complete, S64  
 Grade 3–8 taking paper and online tests,  
 S42–43  
 gridding, S41

Scratch paper, S35, S39, S59, S64

- Seating charts
    - preparing, S36
    - returning to campus coordinators, S39
    - saving, S59
  - Security. *See* Test security
  - Security number on test booklets, S28
  - Shipping
    - nonscorable materials, S60–61
    - scorable materials, S54–55, S57–58
  - Shipping labels, S57, S60–61
  - Shortages of materials, S22, S24
  - Smartphones, S9
  - STAAR
    - about, S3
    - assessments and oral administrations
      - available by grade, S4
    - calculators, S8–9, S36
    - dictionaries, S7–8
    - grouping answer documents with Campus and Group ID sheets, S49–50
    - students taking above-grade-level assessments, S44–45
    - time limits for, S5–S7
    - Also specific assessment tests*
  - STAAR A
    - about, S3, S4
    - Algebra I assessments, S8
    - biology assessments for, S8
    - calculators for Grade 8 mathematics, S8
    - headphones for, S34
    - using dictionaries, S7–8
    - STAAR A Online Student Tutorial Administration Directions*, S17
  - STAAR Alternate 2, S26, S48, S60
  - STAAR EOC
    - about, S3, S4
    - gridding answer documents for, S44–45, S47
    - preparing answer documents for, S26
  - STAAR L
    - about, S3, S4
    - Algebra I assessments, S8–9
    - biology assessments for, S8
    - calculators for Grade 8 mathematics, S8
    - headphones for taking, S34
    - STAAR L Online Student Tutorial Administration Directions*, S16
    - tutorials for administering, S16, S18
  - STAAR Materials Control Form, S28, S29–30, S40
  - STAAR Spanish
    - about, S3, S4
    - grouping answer documents with Campus and Group ID sheets, S51–52
  - STAAR SOA
    - headphones for, S34
    - tutorial for administering, S16, S18
  - Standardized Oral Administration. *See* STAAR SOA
  - Student authorizations, S37
  - Students
    - absent, S41
    - breaks and lunch for, S6
    - erasing marks and choices on answer documents, S37
    - extended time accommodations for, S7
    - hand-gridding answer documents, S27
    - headphones for, S34
    - late-arriving, S5
    - schoolwide emergencies and safety of, S38
    - taking assessments above grade level, S44–46
    - testing procedures for, S36–38
    - verifying data about, S25–26, S35
    - verifying use of correct STAAR version, S35
  - Substitute assessments, S47
- T**
- Technology staff
    - availability during testing, S31
    - downloading/installing software and tools, S32
    - preparing testing infrastructure, S32
    - responsibilities for online administrations, S31
    - system checks by, S33
    - training, S19
    - user accounts for, S31
  - TEKS, S3, S26, S44
  - Test administration
    - boxing scorable materials for each, S48
    - campus coordinator's role in, S32
    - changing test locations, S38
    - monitoring, S36–38
    - optional reports for, S40, S62, S64
    - preparing for, S27
    - technology staff's availability during, S31
    - Also* Online administration; Paper administration; Test administrators
  - Test administrator manuals, S10, S16, S59
  - Test administrators
    - checking electronic dictionaries, S7–8
    - collecting test materials from, S60
    - designating, S16
    - distributing manuals for, S12, S17
    - monitoring testing procedures, S36–38
    - paraprofessionals as, S15
    - preparing seating charts, S36–37
    - receiving test materials, S28, S35
    - responsibilities of, S17–18, S31
    - returning test materials, S37, S39
    - signing oaths, S40
    - time limit policies and procedures for, S5–7
    - training by campus coordinators, S15–18

- Test booklets
    - answers marked in, S37
    - returning, S39–40
    - security number on, S28
  - Test materials
    - campus distribution of, S22
    - collecting from test administrators, S64
    - distributing to test administrators, S28
    - ensuring quantities of, S22
    - ordering additional, S23
    - precoded, S24–25
    - receiving, S23, S24–S25
    - recording security number on, S28
    - returning, S39
    - shortages of, S22, S24
    - unusable or defective, S38
    - verifying quantities of, S23
  - Test security
    - principal and test administrator training on, S17
    - securing test materials, S24
    - training campus coordinators about, S13
  - Test Security Supplement*, S10
  - Test sessions
    - campus coordinator scheduling of, S34
    - ensuring creation of electronic, S34–35
    - multiple campus, S6
    - scheduling principal and test administrator, S15–16
    - verifying student using correct STAAR version, S35
  - TEST TAKEN INFO field, S42
  - Testing areas, S34
  - Testing contractor
    - returning scorable materials to, S58
    - sending oaths to, S63, S65
    - shipping nonscorable materials to, S60–61
    - shipping scorable materials to, S57–58
  - Texas Administrative Code (TAC), S10, S14
  - Thesauruses, S8
  - Times
    - announcing remaining test, S5
    - breaks during assessments, S6
    - monitoring for late-arriving students, S5, S37
    - start and stop, S5, S37
  - Tools
    - for checking online testing, S31
    - downloading, S32
  - Training, S10–19
    - campus coordinator, S13–14
    - conducting principal and test administrator, S15–18
    - district coordinator, S10–11
    - principal, S15–18
    - technology staff, S19
    - test administrator, S15–18
  - Tutorials, S16
- U**
- Unusable test materials, S38
  - Unused answer documents, S39
  - Updating student demographic information, S31
  - User accounts and IDs, S10, S31
- V**
- Verifying
    - assembly of scorable materials, S55
    - material quantities for paper administrations, S22
    - precoded test materials, S25–26
    - scorable materials correctly returned, S55
    - student data, S25–26, S33
  - Voided Answer Document ID Sheet, S48, S49
  - Voided answer documents, S39, S48–49, S55