TELPAS

Texas English Language Proficiency Assessment System

Reading Test Administrator Manual

Grades 2–12



TELPAS
Texas English Language Proficiency Assessment System

Spring 2015

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Contact Information/Resources

2015 Contact Information	
For questions about	**Contact**
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: ELL.tests@tea.state.tx.us
accessing and navigating the Texas TrainingCenter for TELPAS online rater training and calibration	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: TELPAS.techhelp@support.pearson.com
accessing online resources or online test administration procedures and for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

2015 General Information Resources	
For general information related to	**Access**
student assessment program	TEA Student Assessment Division website at http://www.tea.state.tx.us/student.assessment
ELL assessments	http://www.tea.state.tx.us/student.assessment/ell
TELPAS online basic training courses, online calibration activities, and related training materials	http://www.TexasAssessment.com/TexasTrainingCenter
TELPAS online reading test training and administration materials	http://www.TexasAssessment.com/info
TELPAS online reading test student tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
online testing technology information	http://www.TexasAssessment.com/techinfo
master index of assessment resources	http://www.TexasAssessment.com/masterindex

2015 Resource Materials	
Resource materials available online	**Located at**
2015 Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security/
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
User's Guide for the Texas Assessment Management System	http://www.TexasAssessment.com/guide

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Calendar of Events

Spring 2015	
Events	**Dates**
Administration procedures training for holistically rated assessments	By 2/16
Online training courses for holistically rated assessments	
• Assembling and Verifying Grades 2–12 Writing Collections	Opens 1/12
• Basic Training Course for Kindergarten and Grade 1	Opens 1/26
• Basic Training Course for Grades 2–12	Opens 1/26
Online calibration window	Opens 2/16
Writing samples for TELPAS writing collections	Beginning 2/16
Test administrator training for grades 2–12 reading	By 3/13
TELPAS assessment window	3/16–4/8
TELPAS data verification window	4/9–4/10
Districts receive TELPAS standard and optional reports	5/15

Icons Used in This Manual

The following icons are used throughout the manual.



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



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



This icon indicates a resource found on the Texas Assessment website that supplements information in this manual. The text below the icon is a link to the Texas Assessment webpage or resource.

General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators.

The assessment components for grades K–1 and 2–12 include the following:

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

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

The instructions in this manual explain the responsibilities of reading test administrators for the spring 2015 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *2015 TELPAS Rater Manual,* and the TELPAS information in the *2015 District and Campus Coordinator Manual*. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.

In rare circumstances that prevent a student from testing online, the Texas Education Agency (TEA) may grant approval for a paper administration of the reading test for grades 2–12. This manual does not contain instructions for administering a paper TELPAS reading test. If you are directed to administer a paper test, you will need to follow the instructions in the *TELPAS Supplement for Paper Administrations,* which is shipped with the TELPAS test booklets.

NOTES



Calendar of Events

Scheduling

Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Calendar of Events. Your campus coordinator will inform you of the schedule to follow.

Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted:

- **Student data consisting of student identification, demographic, and program information**

  This information includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**

  This information includes students' answers to the reading tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any reading test accommodations used, and any reasons for why a student was unable to be assessed. Instructions for submitting this information are provided in this manual.

Eligibility Requirements

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

The rare circumstances in which a student may not be required to participate in one or more TELPAS language domains include:

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



ARD Resources
LPAC Resources

Test Security and Confidentiality Requirements

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

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Further, districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Other steps districts must take to maintain security include placing confidential documentation, such as rating rosters that contain student data, in limited-access locked storage (for example, in a locked closet or cabinet) when not in use. Any scratch paper used during an assessment must also be collected and destroyed immediately after each test administration.

Confidentiality Requirements

Maintaining the confidentiality of the TELPAS program involves protecting the contents of all online assessments and student rating information. This requires compliance with, but is not limited to, the following guidelines.

- All testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program before handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of an online assessment before, during, or after a test administration unless specifically authorized to

do so by the procedures outlined in the test administration materials. If circumstances necessitate that an online assessment be examined, permission **must** first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA.
- Only students may respond to test questions.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be reminded that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign a separate section of the test administrator oath.
- No person may review or discuss student responses during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Upon completion, the TELPAS Student Rating Roster and the writing collections must be submitted to the campus coordinator for storage.

Penalties for Prohibited Conduct

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

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

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

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

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

Measures Implemented by TEA to Ensure Test Security and Confidentiality

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



Test Security Supplement

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (e.g., a TELPAS rater who also serves as a reading test administrator) must receive appropriate training and sign a security oath for **each** role. Security oaths can be found in Appendix A.

NOTE: Any certified or noncertified personnel who has access to secure test materials or who administers or assists in the administration of state assessments must be trained and sign a security oath. Noncertified personnel must be under the supervision of certified personnel.

Each oath for TELPAS raters, writing collection verifiers, and test administrators must be read and completed **after** training and **before** handling or viewing any secure test materials or confidential information. Oaths must be returned to the campus coordinator and will be kept on file in the district for at least five years.

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



Assessment Management System User's Guide

Testing Irregularities

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

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

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or writing samples
- sharing answers to the online calibration activities or practice rating activities in the online training courses
- recording, capturing, or keeping notes about specific student profiles during calibration
- viewing secure test content during or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance
- scoring student reading tests, either formally or informally
- duplicating, recording, or capturing (electronically or by any other means) confidential test content without permission from TEA

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

Eligibility Error

- Eligible students were not rated in one or more domains.
- Eligible students were not administered the grades 2–12 reading test.
- Ineligible students were assessed.

Individualized Education Program (IEP) Implementation Issue

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

Improper Accounting for Secure Materials

- A rater, test administrator, campus coordinator, or district coordinator lost or misplaced writing collections or other secure materials.

Monitoring Error

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

Procedural Error

- A test administrator failed to issue the correct materials, or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to rate students, administer tests, or handle secure materials.
- A test administrator failed to use the test administrator manual or failed to read aloud the bolded test administration directions as outlined in the manual.
- A test administrator failed to remove or cover all instructional displays that might aid students by providing direct answers during testing.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A test administrator failed to provide a student with the correct student authorization to access the TELPAS reading test.

Reporting of Testing Irregularities

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



Test Security Supplement

Reporting of Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the LDDA online form developed for that purpose, located on the Student Assessment Test Security webpage.

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

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



Test Security Supplement

NOTES

General Information About TELPAS Reading for Grades 2–12

The TELPAS domain of reading in grades 2–12 is assessed through online multiple-choice tests. The reading tests are designed specifically for ELLs, whose ability to demonstrate general reading skills is often obscured by their emerging understanding of the English language. The tests measure English reading ability according to the TELPAS English language proficiency continuum, which is aligned to the ELPS and based on the stages of second language acquisition of ELLs. Test results help school personnel understand the educational needs of ELLs by providing a measure of the students' current reading proficiency levels and annual progress in learning to read and comprehend the types of texts they encounter in instructional settings.

The TELPAS reading assessments for grades 2–12 consist of six grade cluster tests:

Grade Clusters for 2–12 Reading
2
3
4–5
6–7
8–9
10–12

TELPAS reading tests are not timed. Students must be allowed to work at their individual speed. Once a student begins a test, he or she must complete it on the same day. Districts are not required to test beyond regular school hours but are free to do so if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.

Every effort should be made to assess all eligible students. If students are not present for their assigned test session, they should be moved to another test session in the testing window.

Testing Accommodations

With the exception of braille tests, the majority of testing accommodations available for STAAR reading are available for eligible students taking the TELPAS reading tests. Information regarding accommodations allowable for TELPAS online reading tests can be found on the Accommodation Resources webpage.



Accommodation Resources

If a student with a disability was allowed accommodations, the accommodation type or types must be indicated at the time of testing. The following types of accommodations are included:

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

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



Accommodation Resources

In rare circumstances, a student may need a testing accommodation that is not available with an online administration. In such cases, the district coordinator will obtain approval from TEA for a paper administration.

Instructions for administering large-print paper tests can be found in the *TELPAS Supplement for Paper Administrations*, which is shipped with the TELPAS test booklets. Braille tests are not available.

The following procedures are not permitted, as they may invalidate the test.

- Students may not receive reading assistance.
- Students may not use English-language or foreign-language reference materials.
- Test questions and reading selections may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

Test Administrator Checklist

This checklist will help you keep track of the activities involved in preparing for the administration, conducting the administration, and returning materials. Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Check off the steps below as you complete them to make sure you have fulfilled your responsibilities as a test administrator. Detailed instructions for completing each step are included in the following section of this manual. This page may be duplicated as needed.

Prepare for Administration

- ❒ Attend training session on administration procedures.
- ❒ Prepare students for online testing.
- ❒ Become familiar with the administration directions.
- ❒ Create test sessions if so directed.
- ❒ Gather materials for testing.

Conduct Administration

- ❒ Ensure proper testing procedures.
- ❒ Start and monitor test session.
- ❒ Enter “do not score” and accommodations information online for grades 2–12 reading test if so directed.

Complete Administration Process

- ❒ Prepare materials for return.

Prepare for Administration

Attend training session on administration procedures.

All TELPAS reading test administrators are required to have annual training in the administration procedures for TELPAS. Your campus coordinator will schedule and conduct your training session. Read this manual beforehand and bring it to the training session. Make note of any questions you have and ask them at that time. In addition, carefully review the oath of test security and confidentiality for test administrators located in Appendix A. Your oath must be signed in the appropriate section after training and before handling or viewing any secure test materials or confidential information. Your campus coordinator is the contact person for all test-related matters at your campus.

As a test administrator, you are responsible for guiding students through the opening of their tests to get the test started. In addition, you are responsible for maintaining test security and for managing any interruptions, such as restroom or lunch breaks or student illness. If you are needed to manage online functions within the Assessment Management System, you will be assigned one of the following online testing roles, as applicable. Your training will cover your assigned responsibilities.

The online test administrator refers to the person who may start and stop the test session and print student authorizations in the Assessment Management System, and during the test session, guides students through opening their tests, and beginning the test itself. In addition, the online test administrator is responsible for maintaining test security, managing any interruptions to testing, and resuming the students in the session when they are ready to continue the test.

The online session administrator refers to the person who sets up and manages test sessions in the Assessment Management System. In addition, the online session administrator is responsible for entering “do not score” designations for students who do not take or complete the reading test.

It is recommended that personnel involved in managing online test sessions and/or using the online testing technology review the Texas Assessment Management System Practice Center. The Practice Center mirrors the operational site and simulates all activities related to managing test sessions. The Practice Center gives users a place to practice test administration tasks without affecting real student data. Follow your campus coordinator’s instructions about reviewing this resource.



Texas Assessment Management System Practice Center

NOTES



Assessment Management System User's Guide

The *Assessment Management System User's Guide,* section 8.2, contains technical information for creating and managing online test sessions. Testing personnel should refer to the user's guide, in combination with this manual, to administer the online reading tests. Although the basic steps for test session management are covered in this manual, the user's guide provides more detailed information about certain tasks related to online testing. Technology personnel with an oversight role in online testing should also refer to the TELPAS section of the *2015 District and Campus Coordinator Manual*.

Prepare students for online testing.

Browser-based TELPAS online reading test student tutorials are available to assist students in becoming familiar with the online testing environment. The student tutorials are optional and separate from the online tests; however, it is recommended that students have the opportunity to access the tutorials for the following reasons:

- Students will increase their familiarity with the TestNav tools.
- There are no sample questions at the beginning of the TELPAS reading tests.

The tutorials include instructions to be read aloud as students learn to use the online interface and become familiar with the variety of test question formats. Students then have the option of working through approximately 20 representative questions independently to practice using the online testing interface.

The time you spend on the tutorials should take into account your students' language needs and computer familiarity.

Students who lack familiarity with the TELPAS online testing interface should be administered the student tutorials prior to testing. Do not plan to complete the tutorial and test on the same day.

As with the administration directions for the TELPAS reading test, the tutorial directions are designed to take into account the language needs of ELLs and the fact that some of them may have limited experience with standardized testing. You may adjust the language and specificity of the tutorial directions to the level of English proficiency of the students.

Accessing the Student Tutorials

The student tutorials are available at the TELPAS Online Reading Test Student Tutorials webpage. The webpage includes links to the browser-based tutorials available for each grade cluster. No downloading or installation is necessary to access and use the tutorials.



TELPAS Online Reading Test Student Tutorials

Become familiar with the administration directions.

Prior to testing, familiarize yourself with the administration directions that you will read aloud to students.

The TELPAS reading administration directions take into account the difficulties that some ELLs have in understanding oral administration directions in English, as well as some students' limited experience with standardized testing.

- Sentences are shorter, the language is simpler, and the instructions are more explicit.
- You are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in your test session. This means that you may shorten the directions, explain them further, simplify an explanation, or state the information in a different way in order to make the directions more understandable or suitable for your students. **You must not, however, change the substance of the information contained in the directions.**
- You are permitted to translate into the native language of your students the administration directions that you read aloud to the students before the test. (Test questions and reading selections, however, must not be translated.)

The instructions you read aloud to students will help them understand the nature of the TELPAS reading tests.

- The administration directions explain to students that they will encounter questions that vary in difficulty, depending on how much English they know, and that this range of difficulty will help measure their progress in learning English from year to year.
- The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
- More difficult reading selections are interspersed with easier selections so that the most difficult selections are not grouped together or all toward the end of the test. A student who expresses concern about a selection that is too difficult to understand should be encouraged to continue working through the test, as easier selections are likely to follow.

Create test sessions if so directed.

Test sessions are electronic groupings of students within the Assessment Management System. Typically, students in a given test session will take the same test at the same time in the same location. After students have been entered into the system and key student identification information has been verified, they must be assigned to a test session. Students must be placed in test sessions before they can take the online reading test. Your campus coordinator may assign you the role of online session administrator so that you can create and modify test sessions.

> Student responses for paper administrations of TELPAS reading tests are submitted through the Assessment Management System. Steps for creating separate test sessions for students approved by TEA for a paper administration of TELPAS are found in the *TELPAS Supplement for Paper Administrations*. The steps listed below are specific to online administrations of TELPAS.

Creating a New Test Session

Before creating a new test session, contact your campus coordinator or online session administrator to ensure that TestNav has been configured. If your campus coordinator directs you to create a test session, complete the following steps:

1. Go to Test Management > Manage Test Sessions.

   If the current test administration is not the 2015 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.

2. Click the ***New Session*** button to go to the *New Test Sessions* screen.

   The ***New Session*** button will be disabled and you will not be able to create a test session if you do not have access to create test sessions.

3. Enter the session details.

   You must enter a session name and select a campus before the remaining session details can be selected. Follow any special instructions your campus coordinator gives you. Select "Online" under the Form Group Type drop-down menu for online administrations.

   Scheduling a date and time for a new test session is intended primarily for planning purposes. A test session will not start until you click the ***Start*** button on the *Session Details* screen, regardless of the scheduled start date and time.

4. Click the ***Save*** button after entering all session details.
5. After saving the new test session, click the *Go to session [session name]* link to open the *Session Details* screen.



Texas Assessment Management System

Adding Students to a Test Session

After creating a new test session, you must add groups or individual students to the session. To add groups or students to a test session, complete the following steps:

1. From the *Session Details* screen, click the ***Add Students*** button.

   The groups and students available to add to a test session are dependent on the current organization and the test that you selected when you created the test session.

2. Select "Groups" or "Students" from the **View By** options set.
   - If you know the student's PEIMS ID, you can quickly locate a student by filtering on the PEIMS ID field using the "Students" **View By** options set.
3. Select the checkbox for the group(s) or the student(s) you want to add, and then click the ***Add to Session*** button.
4. After you have finished adding students to the session, return to the *Session Details* screen. The students you added to this session are listed on the Session Roster.
5. Click the ***Session Roster*** button to open a print-friendly PDF that includes the session details and the students in the session. Review the Session Roster to ensure that it is complete and accurate.

Modifying a Test Session

You may want to modify an existing test session (e.g., add/remove students, change the start time, etc.). To modify a test session, complete the following steps:

1. Go to Test Management > Manage Test Sessions.

   If the current test administration is not the 2015 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.

2. Click the session name to go to the *Session Details* screen.
   - To modify the session details, click the ***Edit*** button.
   - To add a student to the test session, click the ***Add Students*** button (refer to "Adding Students to a Test Session" above).
   - To remove a student from the session, select the checkbox next to the student's name and click the ***Remove*** button. (You cannot remove a student from a session who has a status of "Submitted," "Completed," or "Marked Complete.")
   - To delete the session, go to *Manage Test Sessions*. Select the checkbox for the session and click the ***Delete*** button. (Note that all students must be removed from a session before it can be deleted.)



Texas Assessment Management System

Moving Students to Another Test Session

If students are not present for their assigned test session, they should be moved to another test session in the testing window.

To move students from their current session to either a new session or another existing session, complete the following steps:

1. From the *Session Details* screen, select the checkbox for each student to be moved. (You cannot move a student from a session if the student has a status of "Submitted," "Completed," or "Marked Complete.")
2. Click the ***Move*** button to go to the *Move Students* screen.
3. Select either an existing test session or create a new test session to which the students will be moved.
    - If you create a new session, the values for campus and test to be administered are carried over from the previous session.
4. After selecting an existing session or creating a new session, click the ***Move Students*** button to move the selected students. Click the ***Yes – Move Students*** button on the confirmation screen.

Contact your campus coordinator if you have questions about creating or modifying test sessions. If necessary, Pearson's Austin Operations Center can be contacted at 800-627-0225.

NOTES

Gather materials for testing.

Test administrators need the following materials on the day of testing:

- a copy of this manual
- seating chart
- Session Roster(s) (a list of students assigned to the test session)
- printed student authorizations (secure documents that provide unique TestNav login information for each student)
- scratch paper for each student
- pencils for use with the scratch paper

It is recommended that you also have access to the *Assessment Management System User's Guide*. This document contains additional information that may be necessary for managing the technological aspects of online test sessions.

Assessment Management System User's Guide

Generating and Printing Student Authorizations

Each student must have a student authorization in order to log in to a test. Student authorizations contain the Web address to access TestNav and a unique username and test code needed to log in.

> You can print student authorizations any time before students in the session log in to the test. The authorizations must be kept in a secure location until the test is administered and must be turned in to the campus coordinator after the test session is over.

Texas Assessment Management System

To print student authorizations for students in a particular session, complete the following steps:

1. Go to Test Management > Manage Test Sessions.
2. Click the session name to go to the *Session Details* screen.
3. Click the ***Authorizations*** button and select the preferred option from the Student Authorizations menu.
4. Print the PDF using the print function in your PDF-viewing software.

Contact your campus coordinator if you have questions about printing student authorizations.

Conduct Administration

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

The campus coordinator will help test administrators conduct test sessions under the best possible conditions. Following the procedures listed will ensure the security and confidentiality of the TELPAS assessment and the uniform evaluation of all students throughout the state.

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

Note that student authorizations must be kept in a secure location until the day of the test.

Scheduling

- 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 only test if he or she has not had the opportunity to interact with other students who have been administered the same test.
- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session and assessed later in the testing window.

The 2015 TELPAS reading test must be administered during the testing window specified in the Calendar of Events.

Testing Environment

- No element of the testing room's 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.

Testing Procedures

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. Students are **NOT** permitted Internet access 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.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Test administrators should ensure that students' responses remain confidential.
- Students are not allowed to talk to one another while testing is in progress.
- Each student must be allowed to work at his or her individual speed. Because the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.
- Students must not use reference materials.
- Students are allowed to use scratch paper. All scratch paper must be turned in to the campus coordinator after testing.
- Test administrators must actively monitor the testing room while students are working. Test administrators should confirm that students do not have access to nonallowable materials.
- After they submit their tests online, students may be allowed to quietly read books or leave the testing room.
- Before a student who has finished testing leaves the room, the test administrator must ensure that the student's test is in "Completed" status.

Immediately after the testing session, return the test materials that your campus coordinator distributed to you.

You are responsible for test security and confidentiality in the testing room. If a situation arises that you do not know how to resolve, contact your campus coordinator.

Report in writing any violation of test security and confidentiality to your district coordinator, providing copies of any correspondence to your campus coordinator and principal.

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

Answering Questions

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

Test administrators and school personnel are **NOT** allowed to

- translate test questions or reading selections into another language;
- rephrase or add information to test questions or reading selections;
- provide reading assistance to students;
- discuss test content with anyone before, during, or after testing; or
- score test questions or discuss with students how they performed.

NOTE: Test administrators are allowed to translate test administration directions into the student's native language or sign test administration directions to a student who is deaf or hard of hearing.

Computer Monitor Glare

Glare from computer monitors may cause student fatigue. If a student experiences glare, correct this by adjusting the student's seating or the angle of the computer screen, or by taping a blank, unused sheet of heavy paper or a folder to the top of the screen.

Breaks

Students may be allowed to take breaks in the testing room during a test session. Test administrators should be attuned to students' need for breaks and determine whether breaks are necessary. Breaks are encouraged to avoid fatigue. Testing staff may adjust student workstations or turn off monitors during breaks if students are bothered by glare from their monitors.

During breaks, students must not discuss the contents of the test. At grades 6 or higher, allow only one student at a time to take a restroom break. At grades 2–5, the entire class may take a restroom break, if necessary. If taking restroom breaks with younger students, the students must remain together and be closely monitored by a trained test administrator to ensure the contents of the test are not discussed.

At least one test administrator in the testing room needs to be well-trained on how to exit and resume online tests when giving breaks.

Lunch

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students should exit their test prior to the lunch break. Students must **NOT** click the *Final Submit* button at this time. If a student prematurely submits their test, contact your campus coordinator, who will call Pearson's Austin Operations Center for assistance. During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

Emergencies

Occasionally an emergency will arise and a student may need to leave the testing room for a brief time. If time allows, instruct the student to exit the test. The student must **NOT** click the *Final Submit* button at this time.

School Emergencies

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

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

Changing Testing Rooms

The tests are untimed. Students should be given as much time as they need to finish the test, although they are required to finish the test the same day it is started. 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.

Start and monitor test session.

Starting and Monitoring a Test Session

The following instructions explain how to

- start a test session
- monitor student status during a test session
- exit a student's test
- resume a student's test
- stop a test session

Starting a Test Session

Before starting a test session, contact your campus coordinator or online session administrator to ensure that proctor caching activities have been completed. A test session must be started before any students can log in to TestNav and begin the test. A test session does not start until you click the ***Start*** button on the ***Session Details*** screen, regardless of the scheduled start date and time. To start a test session, complete the following steps:

1. Go to Test Management > Manage Test Sessions.

   If the current test administration is not the 2015 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.

2. Click the session name to go to the *Session Details* screen.
3. Review the session details, then click the ***Start*** button to start the session.
   - After verifying which students are present and ready to test, you can add or remove students as necessary.



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Refreshing a Session's Testing Status

After a test session is started and students log in, you can monitor the status of all students in the session via the *Session Details* screen. To monitor a test session, complete the following steps:

1. Click the *Refresh* link in the Status column of the student list on the *Session Details* screen to refresh the data on the screen.
   - Click the *Refresh* link periodically during the test session to update the students' testing statuses.
   - The text in the Status column indicates students' real-time test statuses. Below is a description of each possible status.

Status	Explanation
Ready	The student has not yet started the test.
Active	The student has logged in and started the test.
Exited	The student has exited TestNav but has not submitted the answers. (Student cannot resume testing unless authorized by test administrator.)
Resumed	The student has been authorized to resume the test.
Resumed-Upload	The student has been authorized to resume the test, and any responses saved locally can be uploaded when the student is ready to continue testing. The student will be prompted to get assistance from the test administrator to upload saved responses.
Completed	The test has been submitted by the student through TestNav and the data has been processed.
Marked Complete	The student has exited TestNav and will not resume the ***same*** test, or the student never logged in to this test and will not have another opportunity to test within the administration but must be accounted for. Click the *Marked Complete* icon to view the reason that the test was marked complete.

Exiting a Student's Test

If a student needs to exit TestNav temporarily (for example, to take a break) before finishing the test, complete the following steps:

1. Click the "X" at the top right corner of the screen.
2. In the first pop-up message, select "I want to exit this test and finish later" and then click the ***Finish Later*** button.
3. In the second pop-up message, click the ***Close TestNav*** button.

Exiting TestNav does **NOT** send students' tests for scoring. Exiting the test is for student breaks or if a student must be moved to another location. If the student inadvertently chooses the ***Final Submit*** button, contact your campus coordinator.

Resuming a Student's Test

If a student exits TestNav (either unintentionally or intentionally) before completing a test, then the student's test must be resumed by the test administrator before the student can continue with the same test. The system will automatically choose the appropriate method to resume a student's test.

To resume a student's test, verify that the browser is closed for each affected student and then complete the following steps:

1. Return to the *Session Details* screen and select the checkbox next to that student's name.
   - You cannot resume a student who has a "Ready," "Resumed," "Resumed-Upload," or "Marked Complete" status.
2. Click the ***Resume Test*** button to resume all students you checked.
   - The student's status changes to "Resumed" (if the student was in "Exited" status) or "Resumed-Upload" (if the student was in "Active" status).
3. Relaunch the student's browser. Type the TestNav web address in the browser's address bar and then press the *Enter* key. The student can be logged in using the same username and test code from the original student authorization if the student is in the same test session.
   - The test has now been resumed and will begin on the last or second-to-last question the student responded to before exiting the test. The student can now continue with the test.
   - The student's status changes to "Active" after logging in to TestNav.

Stopping a Test Session

Students must submit answers in order for their tests to be scored and for your district to receive test results for the students. Students (or their test administrators) must click the ***Final Submit*** button to send students' tests for scoring. After all students have completed the test and submitted their responses, you should stop the session.

To stop a test session, complete the following steps:

1. Ensure that each student's status is "Completed" or "Marked Complete" on the *Session Details* screen.
2. Click the ***Stop*** button to stop the test session.

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

Contact your campus coordinator if you have questions about test sessions. If necessary, Pearson's Austin Operations Center can be contacted at 800-627-0225.



Assessment Management System User's Guide

NOTES

Enter "do not score" and accommodations information online for grades 2–12 reading test if so directed.

The campus coordinator or online session administrator will be responsible for entering "do not score" information in the Assessment Management System for any student who does not take or complete the reading test. You or other designated testing personnel will be responsible for entering any reading test accommodation information for students. If you are assigned to enter this information and have any questions, ask your campus coordinator for assistance.

> If a student has been approved to take a paper administration of the grades 2–12 TELPAS reading tests, all holistic ratings, reading test information (including student responses), and other student information must be entered into the Assessment Management System. This information will no longer be submitted on a paper answer document.

Entering Do Not Score and Accommodations Information

In most cases, a "do not score" designation should be entered when the test is marked complete. The *Mark Test Complete* screen includes a drop-down menu of "do not score" reasons. However, if a student submitted a test and a do not score reason needs to be chosen, or if accommodations information needs to be entered, you will need to make these selections from the *Student Test Details* screen.



Texas Assessment Management System

1. Go to Test Management > Manage Test Sessions.

   If the current test administration is not the 2015 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.

2. Click the session name to which the student belongs.
3. Click a student's name to open the *Student Test Details* screen for the student.
4. Click the ***Edit*** button.
5. Select the reading "do not score" (Score Code) designation and accommodations information for the student.

   Note that accommodations fields are displayed only after the student has completed the test.

6. Click the ***Save*** button.

If at any time information on the *Student Test Details* screen is entered or changed, the *Save* button must be clicked.

Tests to Be Scored

A student's test is automatically scored when the student clicks the ***Final Submit*** button at the end of the test. It is not necessary to make a selection in the Score Code drop-down menu for a test to be scored.

Do Not Score Designations

In the event that a student does not take or complete the reading test for grades 2–12, one of the following "do not score" designations must be selected when marking the student's test complete.

A = Absent

Student absent throughout the testing window.

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

X = ARD Decision

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

The test should be a meaningful measure of English language proficiency in reading for the vast majority of ELLs receiving special education services. A decision not to assess a student should be rare.

O = Other Student Not to Be Scored

Student experiences a test administration irregularity or illness during testing.

Marking a Test Complete

A student's test should only be marked complete in a "do not score" situation or in the event the student forgot to select the ***Final Submit*** button and simply exited out of the test.

If a student has accidentally logged in as another student or the test administrator has logged in a student who is absent on that day of testing, do **NOT** mark the test as complete.

If your campus coordinator directs you to mark a student's test as complete, complete the following steps:

1. Return to the *Session Details* screen and select the checkbox next to the student's name.

2. Click the ***Mark Test Complete*** button to go to the *Mark Test Complete* screen.
3. Enter the "do not score" reason for marking the test complete.

   NOTE: If you are marking the test as complete due to a student forgetting to submit, choose Score as the reason on the *Mark Test Complete* screen.
4. Click the ***Save*** button.

The student's status will then appear as "Marked Complete."

Some user roles do not have access to the ***Mark Test Complete*** button. If you do not have access to the button, contact your campus coordinator for instructions for completing "do not score" information.

NOTE: The student cannot take the test if the student's test is marked complete. If you mistakenly mark a student's test complete, contact your campus coordinator, who will contact Pearson's Austin Operations Center for assistance.

Accommodations Information

If a student with a disability was allowed accommodations, the accommodation type or types must be indicated in the Accommodations drop-down menus on the *Student Test Details* screen. The following accommodations are included for TELPAS:

- General Accommodation (GA)—Select "1=Yes" from the drop-down menu if a Type 1 or Type 2 accommodation was made available to the student.
- Extra Day (XD)—Select "1=Yes" from the drop-down menu next to "Extra Day" if this accommodation was approved by TEA and made available to the student. An Accommodation Request Form must be submitted to and approved by TEA before a student receives an Extra Day accommodation.
- Large Print (LP)—Select "1=Yes" from the drop-down menu next to "Large Print" if this accommodation was made available to the student during a TEA-approved paper administration.

If the student does not receive testing accommodations, the fields should be left in the "<select>" position.



Accommodation Resources

Refer to the Accommodation Resources webpage for more information regarding accommodations and how to categorize them. Information about accommodations used by the student is collected as part of federal reporting requirements but is not associated with student performance.

Contact your campus coordinator if you have questions about entering scoring or accommodations information. If necessary, Pearson's Austin Operations Center can be contacted at 800-627-0225.

Absent Students

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

Complete Administration Process

Prepare materials for return.

Review the accuracy of any scoring information, accommodation types, and other student data you have been asked to enter in the Assessment Management System.

Return the following TELPAS materials to the campus coordinator:

- signed oath of test security and confidentiality
- seating chart
- Session Roster(s)
- student authorizations (secure documents)
- scratch paper
- this manual
- any other testing resources as instructed

Your oath will be kept on file for at least five years.

Starting the TELPAS Reading Test

Grades 2–5

The test session must be started on the designated test administrator's workstation, and the test administrator will need to have a student authorization for each student. Before students in grades 2–5 can begin the test, the test administrator should launch a browser on each student's computer, enter the TestNav web address, and enter the username and test code found on each printed student authorization. This can be done before or after students arrive. If test administrators follow these steps before students arrive, they must ensure that test security is maintained at all times.

Follow the steps below for each student in grades 2–5.

1. Open a browser on each student's computer.
2. Enter the TestNav web address exactly as it appears on the student authorization.
3. Hit the *Enter* key. The TestNav login screen will appear.
4. Enter the username in the *Username* field exactly as it appears on the student authorization.
5. Enter the test code in the *Test Code* field exactly as it appears on the student authorization.
6. Click the ***Login*** button. A screen showing the TELPAS administration name and the grade cluster of the test will appear.

Grades 6–12

For students in grades 6–12, test administrators will guide students through the login process using the administration directions beginning on page 37.

If you receive an error message on any computer while completing the steps above, consult a member of your technology staff or your campus coordinator, who will contact Pearson's Austin Operations Center.

GRADES 2–5

NOTES



TELPAS Introduction Screen for Test Administrators

Administration Directions—Grades 2–5

The TELPAS reading test is untimed. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others.

Before students in grades 2–5 begin the test, you must launch TestNav on each student's computer and enter the username and test code found on each printed student authorization. Refer to the previous page for steps to complete this task.

> The administration directions are written in a way that assumes students have had the opportunity to experience this year's TestNav format for TELPAS through the use of the recommended tutorials, as described on page 13. You may access and print an enlarged screen shot of the introduction screen so that you can point to the various tools as you explain them, if necessary.

Distribute the following materials to the students if they do not already have them:

- scratch paper
- pencils for use with the scratch paper

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Text that is printed in **bold** type and preceded by the word **"SAY"** is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

SAY **Today you will take a reading test on the computer. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. If you are just learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you understand.**

Look at your computer. Does everyone see the TELPAS introduction screen?

Assist any students whose computers do not display this screen.

SAY **Let's look at this screen together. Look at the top of your computer screen. Find your name. Raise your hand if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top right corner of the computer screen. If the name of another student appears on the computer screen, close TestNav and log the student in to the test again. If necessary, reprint a new student authorization. Consult your campus coordinator if necessary. When students are ready, continue.

SAY **Now look below the word "READING." Find the grade. Make sure it includes your grade. Raise your hand if you do not see your grade.**

Help any students having difficulty finding the grade. If an incorrect grade appears on the computer screen, close TestNav and log the student in to the test again. If necessary, reprint a new student authorization. Consult your campus coordinator if necessary. When students are ready, continue.

SAY **Look at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the *Next* button.**

Help any students having difficulty finding the **Next** *button. You may wish to point to the* **Next** *button on the computer screen. When students are ready, continue.*

SAY **Be careful when you click buttons on this test. You click the *Next* button to go to the next question. You click the *Previous* button to go back to a question.**

Help any students having difficulty with the **Previous** *button.*

SAY **When you start the test, some selections you read will have more than one page. Remember that you will click the arrows at the bottom of the selections to turn the pages.**

If students are unfamiliar with the term "selection," explain what it means (for example, "story").

For grades 3–5 only:

SAY **If you want, you may use the tools at the top of your screen during the test.**

Look at the tool that has a red "X" on it at the top of the screen. It can help you cross out wrong answers. To remove the red X, click the answer again. Does everyone see this tool?

Point to this tool in the upper left corner of the computer screen. Assist any students having difficulty locating this tool.

SAY **You can mark words or sentences in a story or in a question by using the Highlighter tool. Find the Highlighter tool at the top of the screen. It looks like a yellow marker.**

If you want to take away marks that you make with the highlighter, you can use the Eraser tool. The Eraser tool is at the top of the screen and looks like a pink eraser. Does everyone see the Highlighter tool and the Eraser tool?

Point to the Highlighter and Eraser tools in the upper left corner of the computer screen. Assist any students having difficulty locating and using these tools.

SAY **You can use the pencil tool to make marks on the screen. Find the pencil tool at the top of the screen. It looks like a green pencil. If you want to take away marks that you make with the pencil tool, you can use the Eraser tool.**

You can use the notepad tool like scratch paper to write down your ideas. Find the notepad tool at the top of the screen. It looks like a notebook.

Point to the pencil and notepad tools at the top of the screen. Assist any students having difficulty locating and using these tools.

SAY **To use a tool, you have to turn it on by clicking the picture of the tool one time. When you are done using the tool, turn it off by clicking the picture of the tool again. Do you have any questions about how to turn the tools on and off?**

Now look at the bottom of the screen and find where it says *Flag for Review*. You can click *Flag for Review* to mark a test question you want to review later.

Point to the Flag for Review icon.

SAY **Now find the numbers 1, 2, 3, and so on at the bottom of the screen. When you click *Flag for Review*, a yellow flag will appear above the number of the question you are working on. For example, if you are working on question 2 and click *Flag for Review*, you will see a yellow flag above the number 2.**

Point to these as necessary and assist any students having difficulty.

SAY **You may also click the *Section Review* button at any time to look at questions you flagged for review. Does everyone see the *Section Review* button?**

After helping any students who need it, continue.

SAY **You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Each new section of the test has directions for you to read. You may raise your hand during the test if you need help with directions or with your computer. I will not be able to help you answer any test questions. If you do not know the answer to a question, you may leave the answer blank, or you may choose the answer you think might be correct. The important thing is that you do your best on the parts of the test you can understand.**

You may change your answer to any question at any time during the test. Just click the circle next to the new answer you choose. You will see a black dot inside the circle for the new answer, and the dot for the other answer will go away.

If you want to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.

You will have all the time you need to complete the test.

When students are ready, continue.

SAY **When you finish the test, you will see a stop sign. Raise your hand, and I will come help you close your test. Then please be quiet until everyone has finished. You may quietly read a book if you have one. Does anyone have any questions?**

Answer all questions before continuing.

SAY **If there are no more questions, click the *Next* button and begin the test.**

While students are working, move around the room to see that students are following directions.

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

Test administrators must be actively engaged in observing students' behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

The first part of the test contains easier questions. Later in the test, more difficult reading selections are mixed with easier selections. If a student expresses concern because a selection is difficult, encourage him or her to keep working because easier selections will likely follow, and explain again that he or she may leave answers blank if a passage is too difficult to understand. If the student becomes overly frustrated or anxious, do not require him or her to complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. The entire class may take a restroom break. Refer to pages 21–22 for information about exiting the online test during breaks.

As students finish, click the **Exit** *button at the top right of their screens. Select "I am finished with this test and I want to submit my final answers" in the pop-up box then click the* **Final Submit** *button and exit TestNav. Students may read books or be allowed to leave the room after they have finished. If they remain in the testing room, they should be reminded not to talk while others are still working.*

After all tests have been submitted for scoring, you must stop the test session on your workstation. Follow the instructions on page 25 to stop the test session. Collect any scratch paper used by the students. The scratch paper and the student authorizations must be turned in to your campus coordinator to be destroyed.

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

Administration Directions—Grades 6–12

The TELPAS reading test is untimed. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others.

The administration directions are written in a way that assumes students have had the opportunity to experience this year's TestNav format for TELPAS through the use of the recommended tutorials, as described on page 13. You may access and print an enlarged screen shot of the introduction screen so that you can point to the various tools as you explain them, if necessary.



TELPAS Introduction Screen for Test Administrators

Note that the test session must be started on your workstation and that you will need to have a printed student authorization for each student.

Distribute the following materials to the students if they do not already have them:

- scratch paper
- pencils for use with the scratch paper

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Text that is printed in **bold** type and preceded by the word **"SAY"** is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

SAY **Today you will take a reading test on the computer. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. If you are just learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you understand.**

Students in grades 6–12 will log in to TestNav by following the read-aloud directions below. However, you may wish to log in to TestNav for students at lower proficiency levels.

SAY **Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. I am going to give a**

student authorization to each of you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please raise your hand.

Pass out the student authorizations.

SAY **Does everyone have a student authorization? If not, please raise your hand.**

Make sure students have a student authorization. When students are ready, continue.

SAY **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY **Find the website address on your student authorization. Type the website address into the address bar now.**

You may write the website address on the board.

SAY **Press the *Enter* key. The *TestNav* login screen will appear.**

Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.

Assist students as needed.

SAY **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Raise your hand if you need help entering your test code.**

Now click the *Login* button. It may take a little while for the test to appear on your computer.

Check to see if everyone has successfully logged in to the test.

SAY **Look at your computer. Does everyone see the TELPAS introduction screen?**

Assist any students whose computers do not display this screen.

SAY **Let's look at this screen together. Look at the top of your computer screen. Find your name. Raise your hand if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top right corner of the computer screen. If the name of another student appears on the computer screen, close TestNav and log the student in to the test again. If necessary, reprint a new student

authorization. Consult your campus coordinator if necessary. When students are ready, continue.

SAY **Now look below the word "Reading." Find the grade. Make sure it includes your grade. Raise your hand if you do not see the grade.**

Help any students having difficulty finding the grade. If an incorrect grade appears on the computer screen, help the student close TestNav and log in to the test again. If necessary, reprint a new student authorization. Consult your campus coordinator if necessary. When students are ready, continue.

SAY **There are also blue buttons at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the *Next* button.**

Help any students having difficulty finding the **Next** *button. You may wish to point to the* **Next** *button on the computer screen. When students are ready, continue.*

SAY **Be careful when you click buttons on this test. You click the *Next* button to go to the next question. You click the *Previous* button to go back to a question.**

Observe students as they click the **Previous** *button. Assist any students having difficulty navigating to the next or previous screen.*

SAY **When you start the test, some selections you read will have more than one page. Remember that you will click the arrows at the bottom of the selections to turn the pages.**

If students are unfamiliar with the term "selection," explain what it means (for example, "story").

SAY **If you want, you may use the tools at the top of your screen during the test.**

Look at the tool that has a red "X" on it at the top of the screen. It can help you cross out wrong answers. To remove the red X, click the answer again. Does everyone see this tool?

Point to this tool in the upper left corner of the computer screen. Assist any students having difficulty locating this tool.

SAY **You can mark words or sentences in a selection or in a question by using the Highlighter tool. Find the Highlighter tool at the top of the screen. It looks like a yellow marker.**

If you want to take away marks that you make with the highlighter, you can use the Eraser tool. The Eraser tool is at the top of the

screen and looks like a pink eraser. Does everyone see the Highlighter tool and the Eraser tool?

Point to the Highlighter and Eraser tools in the upper left corner of the computer screen. Assist any students having difficulty locating and using these tools.

SAY **You can use the pencil tool to make marks on the screen. Find the pencil tool at the top of the screen. It looks like a green pencil. If you want to take away marks that you make with the pencil tool, you can use the Eraser tool.**

You can use the notepad tool like scratch paper to write down your ideas. Find the notepad tool at the top of the screen. It looks like a notebook.

Point to the pencil and notepad tools at the top of the screen. Assist any students having difficulty locating and using these tools.

SAY **To use a tool, you have to turn it on by clicking the tool one time. When you are done, turn the tool off by clicking the tool again. Do you have any questions about how to turn the tools on and off?**

Now look at the bottom of the screen and find where it says *Flag for Review.* You can click *Flag for Review* to mark a test question you want to review later.

Point to the Flag for Review icon.

SAY **Now find the numbers 1, 2, 3, and so on at the bottom of the screen. When you click *Flag for Review*, a yellow flag will appear above the number of the question you are working on. For example, if you are working on question 2 and click *Flag for Review*, you will see a yellow flag above the number 2.**

Point to these as necessary and assist any students having difficulty.

SAY **You may also click the *Section Review* button at any time to look at questions you flagged for review. Does everyone see the *Section Review* button?**

After helping any students who need it, continue.

SAY **You may change your answer to any question at any time during the test. Just click the circle next to the new answer you choose. You will see a black dot inside the circle for the new answer, and the dot for the other answer will go away.**

You may also use the *Section Review* button if you want to return to any test question. Clicking this button opens a review screen that

lists all the reading passages and questions. The column on the right will show you that you have either answered the question or left it blank. You can go to any question by clicking the question number in the left column. You may close this list by clicking the *Return to Test* button in the top right corner. Are there any questions?

Assist any students having difficulty finding the **Section Review** *button. When students are ready, continue.*

SAY **You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Each new section of the test has directions for you to read. You may ask me for help with the computer and the directions if you need to. But I will not be able to help you answer any test questions. If you do not know the answer to a question you may leave the answer blank, or you may choose the answer you think might be correct. The important thing is that you do your best on the parts of the test you can understand. If you need to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.**

You will have all the time you need to complete the test. You will see a stop sign at the end of the test. You may click *Next* to go to the review screen that has a list of all of the test questions. You may check over your answers on the review screen and return to any questions that you flagged for review. When you have checked your answers, click the *Continue to Test Overview* button and then click the *Submit and Exit Test* button. In the pop-up box, click "I am finished with this test and I want to submit my final answers," then click the *Final Submit* button. If you need help, raise your hand and I will help you. Stay in your seat and be quiet until everyone has finished. After you have submitted your test, I will collect your scratch paper and student authorization, and you may read a book if you have one. Are there any questions?

When students are ready, continue.

SAY **If there are no more questions, click the *Next* button and begin the test.**

While students are working, move around the room to see that students are following directions.

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

Test administrators must be actively engaged in observing students' behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

The first part of the test contains easier questions. Later in the test, more difficult reading selections are mixed with easier selections. If a student expresses concern because a selection is difficult, encourage him or her to keep working because easier selections will likely follow, and explain again that he or she may leave answers blank if a passage is too difficult to understand. If the student becomes overly frustrated or anxious, do not require him or her to complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. Allow only one student at a time to take a restroom break.

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

After all tests have been submitted for scoring, you must stop the test session on your workstation. Collect any scratch paper used by the students. The scratch paper and the student authorizations must be turned in to your campus coordinator to be destroyed.

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

Appendices

Appendix A

Oaths of Test Security and Confidentiality

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2015

Oath of Test Security and Confidentiality for Test Administrator

This oath applies to all state assessments.

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

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

Initials

_____ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments;

_____ I am aware that testing procedures require me to actively monitor during test administrations;

_____ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

_____ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

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

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

Signed on this the _____ day of_____, 20_____.

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

For Test Administrators Authorized to View Secure State Assessments

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

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

_____ I have not and will not copy any part of the test.

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

_____	_____
Signature of Test Administrator	Date

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2015

Oath of Test Security and Confidentiality for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** accessing any secure test materials.

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

(Initial each statement.)

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

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

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

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

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

Signed on this the _____ day of_____, 20_____.

_____	_____	_____
Signature of Technology Staff	Printed Name of Technology Staff	County-District Number
_____	_____	_____
District Name	Campus Name	Area Code/Telephone #