

# TELPAS Test Administrator Supplement for Paper Administrations

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March 7–April 8, 2011

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# Overview

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## General Information

This document supplements the *2011 TELPAS Manual for Raters and Test Administrators* with test administrator instructions for TEA-approved paper versions of the grades 2–12 Texas English Language Proficiency Assessment System (TELPAS) reading tests. This document does not duplicate information already in the TELPAS Manual and should be used in conjunction with the TELPAS Manual. This supplement can also be accessed at the Texas Education Agency (TEA) Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/ELL>.

## Test Security and Test Administration Procedures

Follow the procedures for maintaining test security and confidentiality in the TELPAS Manual as applicable to paper-version test administrations as well as the additional procedures in this supplement.

## Training

Test administrators involved in paper-version testing must be trained in the TELPAS administration procedures outlined in the TELPAS Manual and follow the additional instructions in this supplement. Read this supplement ahead of time and consult with your campus coordinator if you have questions. Make sure you are familiar with the instructions in this document as well as the following information from the TELPAS Manual:

- General information about TELPAS and the grades 2–12 reading tests
- Test security and confidentiality requirements
- Eligibility requirements
- Reading Test Administrator Activity 3 on becoming familiar with the reading test administration directions
- Reading Test Administrator Activity 6 on ensuring proper testing procedures

# Hand-Gridding Scorable Documents

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Scorable answer documents consist of scorable test booklets for grades 2 and 3 and answer documents for grades 4–12. The scorable documents will not be precoded with student information. All information will need to be hand-gridded.

Your campus coordinator may ask you to assist in the hand-gridding of student identification and program information or information related to the TELPAS holistically rated assessments.

For this purpose, the campus coordinator may check out the test booklets or answer documents to you before the first day of testing following sign-out/sign-in procedures used for secure materials. Test booklet seals must not be broken, nor may the contents of the tests be examined.

If your campus cannot prepare this information prior to the test administration, the student's name, at a minimum, must be printed on the answer document or grade 2 or 3 test booklet cover before testing begins. Campus coordinators will provide specific instructions to test administrators if they are asked to assist in this process.

**Students in grades 4–12 will not be directed to grid or verify any information on the front of the answer document aside from the “TEST BOOKLET #” field. You may wish to complete this field as well for students whose English is very limited. Instructions for completing this information are on pages 25–26 for grades 4–5 and pages 34–35 for grades 6–12.**

**The “GRADE” field on the answer document should reflect each student's grade level of enrollment. It must be coded regardless of whether the student takes the test.**

# Ensure Proper Testing Procedures

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Test sessions must be conducted under the best possible conditions. In Reading Test Administrator Activity 6 on pages 66–69 of the TELPAS Manual, follow the procedures that are applicable to paper-version test administrations. Also note the following:

- Although scratch paper is permitted for online administrations, it is not allowed for paper administrations because students may make notes in their test booklets.
- Students may be allowed to use highlighters and colored pencils in nonscorable test booklets to emphasize important information. Colored pencils and highlighters may **NOT** be used in the grades 2 and 3 scorable test booklets except as follows: A grade 2 or 3 student receiving special education services may use a highlighter in the scorable test booklet if the student’s individualized education plan (IEP) requires the use of a highlighter. After testing, the test administrator must use a No. 2 pencil to transcribe the contents of the original test booklet onto another scorable test booklet. For further information, see “Transcribing—Scorable Test Booklets and Answer Documents” below.
- Test administrators are not allowed to require students in grades 4–12 to first mark their answers in the test booklet and then transfer them to the answer document.

## Breaks, Lunch, Changing Test Rooms, and Emergencies

Follow the procedures in the TELPAS Manual related to breaks, lunch, changing test rooms, and emergencies. In addition, follow the procedures below to maintain security and confidentiality of the printed test materials.

- Test booklets must be closed with answer documents inside when testing is interrupted to give students breaks, stop for lunch, change test rooms, or allow a student to leave the test room in emergency situations.
- When changing testing rooms, students may **NOT** carry their own test booklets. The new room should be properly prepared for testing.
- If an emergency arises and a student needs to leave the testing room, no test materials may be taken from the room. If a student cannot continue testing, the district coordinator must determine whether the student’s answer document should be coded “S” (Score) or “O” (Other) and may contact TEA’s Student Assessment Division for guidance, if needed.

## Transcribing—Scorable Test Booklets and Answer Documents

If a scorable test booklet or answer document becomes unusable at any point during a test session, the student should be given a new one with which to continue. Instruct the student to start at the exact point where he or she stopped in the unusable booklet/document. After the student has finished the test session, you will need to transcribe verbatim the contents of the original booklet or answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new test booklet or answer document. Transcription must be done in No. 2 pencil. The unusable test booklet or answer document must be marked “VOID” in **large, bold** letters across the front. After testing has been completed, return the transcribed and the voided test booklet or answer

document to your campus coordinator. See page 45 for information about transcribing a large-print test.

## Receive Materials on Testing Day

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For grades 2 and 3, test administrators will receive:

- two No. 2 pencils with erasers per student
- one scorable test booklet per student

For grades 4–12, test administrators will receive:

- two No. 2 pencils with erasers per student
- one test booklet per student
- one answer document per student

Test booklets and answer documents must be checked out and in to the campus coordinator. The campus coordinator will use the Materials Control Form to account for test booklets while they are signed out to you and to verify that you have signed your security oath (contained in the TELPAS Manual). You will need to confirm that you have received the booklets by initialing the form.

You must return all materials assigned to you at the end of the test session. The campus coordinator will initial the form to indicate that you have returned the materials.

**All test materials must be kept in locked storage (e.g., a locked filing cabinet or a locked closet) when not in use.**

# Complete Score Code and Accommodation Information

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The test administrator is responsible for completing the reading SCORE CODE and ACCOMMODATIONS (FOR ALL PROGRAMS) fields on the scorable document.

## Score Code

The SCORE CODE field of the scorable document indicates whether a student's assessment should be scored.

For the reading test, the test administrator will mark the R column, selecting one of the following score code options.

**Failure to mark the appropriate score code may result in a score of ZERO for the student.**

For the reading domain, make sure to mark only one of the following score codes:

A = Absent

Student absent throughout the testing window.

**NOTE:** 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.

N = Second Semester Immigrant Non-English Reader

Non-English reader who enrolled in U.S. schools for the first time in the second semester of the 2010–2011 school year, as determined by the LPAC and documented in the student's permanent record file.

**NOTE:** Such students are assigned a rating of "Beginning" on the test and assigned the minimum scale score. This will be their baseline score and the level against which their progress will be measured in the following year's administration. This designation should not be used for second semester immigrants who read some English. These students should take the reading test.

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, according to 19 TAC, Chapter 101.

**NOTE:** 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 include a student should be rare.

O = Other, such as test administration irregularity or illness during testing

S = Reading test to be scored

SCORE CODE				
L	S	W	R	
				(A)
				(N)
(X)	(X)	(X)	(X)	
(EC)	(EC)	(EC)	(O)	
(S)	(S)	(S)		

## ACCOMMODATIONS (FOR ALL PROGRAMS)

Accommodations are practices and procedures that provide equitable access to students during instruction and assessments. If a student was provided accommodations on the reading test, the accommodation category or categories must be indicated in the ACCOMMODATIONS (FOR ALL PROGRAMS) field for each accommodation.

The following accommodation codes are included in this field:

ACCOMMODATIONS (FOR ALL PROGRAMS)
<b>R</b>
<input type="radio"/> P
<input type="radio"/> R
<input type="radio"/> S
<input type="radio"/> T
<input type="radio"/> LP

P = Presentation Accommodation

R = Response Accommodation

S = Setting Accommodation

T = Timing and Scheduling Accommodation

LP = Large-Print Administration

See pages 54–55 of the TELPAS Manual for a listing of testing accommodations by category. The test administrator must indicate which category of accommodation an eligible student is provided by bubbling in the appropriate code in the ACCOMMODATIONS field. It may be necessary to mark more than one category. Use only a No. 2 pencil.

**If you are asked to assist in the completion or verification of other fields on the scorable document, you will receive specific instructions from your campus coordinator.**

## Prepare Materials for Return

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After testing, complete the following steps before you return the test materials to the campus coordinator:

- **Grades 2 and 3.** Prepare used scorable test booklets (including any voided booklets) by removing the “PULL” tab from the vinyl seals if this has not been done already. The tabs should be removed regardless of the score code marked.
- Remove all answer documents from the grades 4–12 test booklets.
- Make sure that any student data elements you have been asked to verify are accurate on each test booklet cover or answer document.
- **Verify that all test booklets and answer documents are accounted for.**

If applicable, follow instructions for transcribing information from any unusable scorable documents or large-print tests.

Return all test booklets and answer documents to the campus coordinator. The campus coordinator will verify that you have returned all materials assigned to you.

# Test Administration Directions

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## Administration Directions—Grade 2

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.

Students may use only a No. 2 pencil to mark their test booklets. Before reading the administration directions aloud, give each student two No. 2 pencils with erasers. Students may not use scratch paper. If necessary, they may make notes in their test booklet with a No. 2 pencil.

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, rephrase or translate the sample test items or 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 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.**

**First, I’m going to pass out some test booklets.**

*If you have a student who does not have a booklet prepared for him or her, write the student’s name in the appropriate grid before handing it out.*

**SAY** **When you get your booklet, do not open it or write on it yet. Also, do not pull off the red tab or seal on the edge of your booklet until I ask you to do so.**

*Point to the seal on a student’s booklet. Directions for breaking the seal on the booklet follow. In order to prevent test booklets from being damaged, monitor students as they break the seal.*

**SAY** **Now listen carefully and watch me.**

*Pick up one of your student’s test booklets and, without breaking the seal, demonstrate as you read the following. Point to the edge of the booklet as you read.*

**SAY** The seal on the edge of your booklet needs to be broken. First, watch me do it. To break the seal, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily.

*When you finish, direct students to break the seal on their booklets. Use another student's booklet already in use as a prop again if necessary.*

**SAY** Now hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your booklet. If you have any questions or need help, raise your hand.

*Check that students are following directions. Move around the testing room to collect the detached seals and to help any student having difficulty. Dispose of the seals so they are not returned with the test booklets. When students are ready, continue.*

**SAY** On this test, when you answer a question, you will fill in an answer oval. You will need to fill in the oval carefully, making your mark neat and dark.

*If students in your test session are unfamiliar with answer ovals, draw one on the board and show them how to fill it in.*

**SAY** Now open your booklet to page 4, and we will do some sample test questions together. Look at **SAMPLE A**.

*Check that students have found **SAMPLE A** and continue. If a student has difficulty understanding the instructions, you may point to the samples in the student's booklet to aid comprehension.*

**SAY** The directions for **SAMPLE A** say, "Read the sentence. Find the word that belongs in the blank." For this kind of question, you will see sentences with a missing word. You may also see a picture about the sentences. After that, you will see words next to answer ovals. One of the words will correctly complete the sentence.

*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**

**Read the sentence. Find the word that belongs in the blank.**

**SAMPLE A**

The students are in school. They are \_\_\_\_\_ lunch.



- reading
- eating
- from
- your

**SAY** Let's do **SAMPLE A** together. Look at the picture. Now read the sentences. The sentences say, "The students are in school. They are *[blank]* lunch." Now look at the words next to the answer ovals. Choose the answer that correctly completes the sentence and fill in the oval next to your answer. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**SAY** Let's go over **SAMPLE A**. The answer is "eating" because the sentences about the picture should say "The students are in school. They are eating lunch." Did everyone fill in the oval next to the word "eating"? Do you have any questions about **SAMPLE A**?

*Answer any questions about SAMPLE A and continue.*

**SAY** Now look at **SAMPLE B** on page 5. The directions for **SAMPLE B** say, "Answer the question about the picture." Read **SAMPLE B** and fill in the oval next to the sentence that correctly answers the question. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**

**Answer the question about the picture.**

**SAMPLE B**

How is the girl feeling?

- She is happy.
- She is asleep.
- The food is good.
- She has a nice haircut.

**SAY** Let's go over **SAMPLE B**. It asks how the girl is feeling. The answer is "She is happy," because the girl in the picture is smiling and looks happy. Do you have any questions about **SAMPLE B**?

*Answer any questions about SAMPLE B and continue.*

**SAY** Now look at **SAMPLE C** on page 6. The directions for **SAMPLE C** say, "Read the selection and choose the word that fits best in each blank."

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

**SAY** This type of reading selection has some missing words. You will see a line with a number where the words are missing. You will also see words next to answer ovals.

*You may point to the lines with the numbers and the answer choices to help students as needed.*

**SAY** Look at the words next to number 1. One of the words belongs on the blank line with the number 1. Now look at the words by the number 2. One of these words belongs on the blank line with the number 2.

Read the selection called “Birds” and look at the picture. Then choose the word that fits best in each blank. Fill in the oval next to the word that correctly completes each sentence.

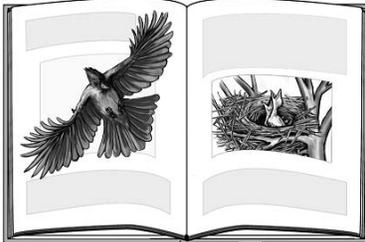
*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**  
Read the selection and choose the word that fits best in each blank.

**SAMPLE C**

## Birds

Today Mrs. Nelson is teaching her   1   about birds. She reads a book about birds to the class. The students   2   how baby birds hatch from eggs.



<p>1 <input type="radio"/> day</p> <p><input type="radio"/> new</p> <p><input type="radio"/> paper</p> <p><input type="radio"/> students</p>	<p>2 <input type="radio"/> book</p> <p><input type="radio"/> school</p> <p><input type="radio"/> learn</p> <p><input type="radio"/> fly</p>
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**SAY**

Let’s go over the two answers in SAMPLE C. The missing word in blank 1 is “students” because the sentence should say “Today Mrs. Nelson is teaching her students about birds.” Did everyone fill in the oval next to the word “students” for number 1?

The missing word in blank 2 is “learn” because the sentence should say “The students learn how baby birds hatch from eggs.” Did everyone fill in the oval next to the word “learn” for number 2? Do you have any questions about SAMPLE C?

Answer any questions about SAMPLE C and continue.

**SAY**

Now look at SAMPLE D on page 7. The directions say, “Read the story. Choose the best answer to each question.” For these kinds of questions, you will read a story and then answer questions about what happened in the story. Now read SAMPLE D and answer the two questions about the story.

Help any students who need it. Then continue, pointing to questions 1 and 2 as needed.

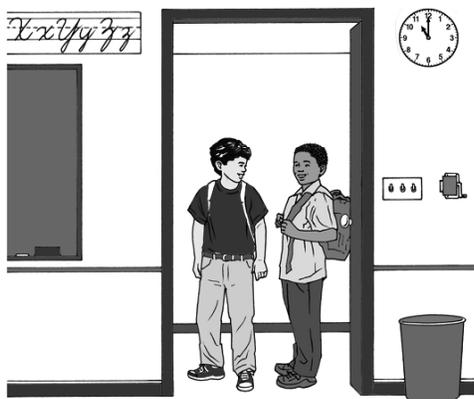
**DIRECTIONS**

Read the story. Choose the best answer to each question.

**SAMPLE D**

## A New Student

Carlos is a new student. He is from Peru. This is his third day at his new school. He rides the bus with David. Carlos and David are becoming friends. David is helping Carlos learn English, and Carlos is teaching David to play soccer.



**1** Carlos is from —

- Mexico
- Peru
- Japan
- Vietnam

**2** How does Carlos get to school?

- He rides the bus.
- He walks.
- He drives.
- He rides his bike.

**SAY** Let's go over the questions. The answer to the first question is "Peru" because the story tells you that Carlos is from Peru.

The answer to the second question is "He rides the bus," because the story tells you that Carlos rides the bus to get to school. Do you have any questions about SAMPLE D?

*Answer any questions about SAMPLE D and continue.*

**SAY** You will take the rest of this test by yourself. The test will have questions like the samples. You may look back at the samples to remember how to do them. You may also ask me for help with directions if you need to. 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 change an answer, carefully erase it and fill in the new oval. Remember to choose only one answer for each question.

You may write in your test booklet if you want to make notes, but do not write along the inside edge of the page or near the answer ovals.

*You may use a student's test booklet to point to the inside edge of the booklet. When students are ready, continue.*

**SAY** You will have all the time you need to complete the test. You may check over your answers when you finish. Also, make sure you have not skipped any pages in your test booklet. Then stay in your seat and raise your hand. I will come to your desk and pick up your booklet. Then you may read a book if you have one. Please be quiet until everyone has finished. Are there any questions?

*When students are ready, continue.*

**SAY** Turn to page 8 and begin.

*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. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. Test administrators may say, "Remember that you must record your responses in the test booklet. Be sure to erase any stray marks that you might have accidentally made in your test booklet." However, test administrators may not view or discuss individual test items 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. Collect the test booklet and submit it for scoring.**

*If at any point a student's test booklet becomes unusable, ask your campus coordinator for a replacement booklet and follow the instructions for transcribing on page 3.*

*Make sure that the name of each student is written on his or her scorable test booklet before collecting it. Before students leave the testing room, count the test booklets to make sure you have all of them. Make sure that students have not skipped pages in the test booklet. If you notice that a student's answers are not marked inside the ovals in the test booklet, say to the student, **"Be sure that you have marked your answers by filling in the ovals in your test booklet. Answers marked in any other way will not be scored."** The materials should then be returned so that the student may record his or her answers. You may look at the test booklets only to see whether responses are recorded, but you may not examine or comment on individual responses.*

*Students may 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.*

*Follow the instructions in this supplement for completing the Score Code field and, if applicable, the ACCOMMODATIONS (FOR ALL PROGRAMS) field. Return your test materials to the campus coordinator after the test session has been completed. (See instructions on page 8.)*

*At no time should you erase stray marks or darken answer-choice ovals in students' test booklets. Only students are allowed to do this and only during the test session.*

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

## Administration Directions—Grade 3

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.

Students may use only a No. 2 pencil to mark their test booklets. Before reading the administration directions aloud, give each student two No. 2 pencils with erasers. Students may not use scratch paper. If necessary, they may make notes in their test booklet with a No. 2 pencil.

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, rephrase or translate the sample test items or 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 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.**

**First, I’m going to pass out some test booklets.**

*If you have a student who does not have a booklet prepared for him or her, write the student’s name in the appropriate grid before handing it out.*

**SAY**     **When you get your booklet, do not open it or write on it yet. Also, do not pull off the red tab or seal on the edge of your booklet until I ask you to do so.**

*Point to the seal on a student’s booklet. Directions for breaking the seal on the booklet follow. In order to prevent test booklets from being damaged, monitor students as they break the seal.*

**SAY**     **Now listen carefully and watch me.**

*Pick up one of your student’s test booklets and, without breaking the seal, demonstrate as you read the following. Point to the edge of the booklet as you read.*

**SAY**     **The seal on the edge of your booklet needs to be broken. First, watch me do it. To break the seal, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily.**

*When you finish, direct students to break the seal on their booklets. Use another student's booklet already in use as a prop again if necessary.*

**SAY** **Now hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your booklet. If you have any questions or need help, raise your hand.**

*Check that students are following directions. Move around the testing room to collect the detached seals and to help any student having difficulty. Dispose of the seals so they are not returned with the test booklets. When students are ready, continue.*

**SAY** **On this test, when you answer a question, you will fill in an answer oval. You will need to fill in the oval carefully, making your mark neat and dark.**

*If students in your test session are unfamiliar with answer ovals, draw one on the board and show them how to fill it in.*

**SAY** **Now open your booklet to page 4, and we will do some sample test questions together. Look at SAMPLE A.**

*Check that students have found SAMPLE A and continue. If a student has difficulty understanding the instructions, you may point to the samples in the student's booklet to aid comprehension.*

**SAY** **The directions for SAMPLE A say, "Answer the question about the picture." Let's do SAMPLE A together. Look at the picture. Now read the question. The question says, "How is the girl feeling?" Now let's look at the sentences next to the answer ovals. Choose the answer that tells how the girl feels and fill in the oval next to your answer. If you have any questions, raise your hand.**

*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**

**Answer the question about the picture.**

**SAMPLE A**

How is the girl feeling?

- She is happy.
- She is asleep.
- The food is good.
- She has a nice haircut.

**SAY** Let's go over **SAMPLE A**. It asks how the girl is feeling. The answer is "She is happy," because the girl in the picture is smiling and looks happy. Do you have any questions about **SAMPLE A**?

*Answer any questions about SAMPLE A and continue.*

**SAY** Now look at **SAMPLE B** on page 5. The directions for **SAMPLE B** say, "Find the word that belongs in the sentence." For this kind of question, you will see sentences with a missing word. You may also see a picture about the sentences. After that, you will see words next to answer ovals. One of the words will correctly complete the sentence. Now do **SAMPLE B**. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**

**Find the word that belongs in the sentence.**

**SAMPLE B**

The students are in school. They are \_\_\_\_\_ lunch.



- reading
- eating
- from
- your

**SAY** Let's go over **SAMPLE B**. The answer is "eating" because the sentences about the picture should say "The students are in school. They are eating lunch." Did everyone fill in the oval next to the word "eating"? Do you have any questions about **SAMPLE B**?

*Answer any questions about SAMPLE B and continue.*

**SAY** Now look at **SAMPLE C** on page 6. The directions for **SAMPLE C** say, "Read the selection and choose the word that fits best in each blank."

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

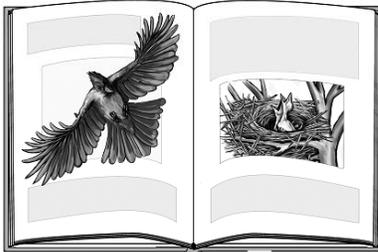
**SAY** This type of reading selection has some missing words. You will see a line with a number where the words are missing. You will also see words next to answer ovals.

*You may point to the lines with the numbers and the answer choices to help students as needed.*

**SAY** Look at the words next to number 1. One of the words belongs on the blank line with the number 1. Now look at the words by the number 2. One of these words belongs on the blank line with the number 2.

Read the selection called “Birds” and look at the picture. Then choose the word that fits best in each blank. Fill in the oval next to the word that correctly completes the sentence.

*Help any students who need it. When students are ready, continue.*

<p><b>DIRECTIONS</b> Read the selection and choose the word that fits best in each blank.</p> <p><b>SAMPLE C</b></p>	
<h2>Birds</h2>	
<p>Today Mrs. Nelson is teaching her <u>  1  </u> about birds. She reads a book about birds to the class. The students <u>  2  </u> how baby birds hatch from eggs.</p>	
	
<p>1 <input type="radio"/> day</p> <p><input type="radio"/> new</p> <p><input type="radio"/> paper</p> <p><input type="radio"/> students</p>	<p>2 <input type="radio"/> book</p> <p><input type="radio"/> school</p> <p><input type="radio"/> learn</p> <p><input type="radio"/> fly</p>

**SAY** Let’s go over the two answers in SAMPLE C. The missing word in blank 1 is “students” because the sentence should say “Today Mrs. Nelson is teaching her students about birds.” Did everyone fill in the oval next to the word “students” for number 1?

The missing word in blank 2 is “learn” because the sentence should say “The students learn how baby birds hatch from eggs.” Did everyone fill in the oval next to the word “learn” for number 2? Do you have any questions about SAMPLE C?

Answer any questions about SAMPLE C and continue.

**SAY**

Now look at **SAMPLE D** on page 7. The directions say, “Read the story and choose the best answer to each question.” For these kinds of questions, you will read a story and then answer questions about what happened in the story. Now read **SAMPLE D** and answer the two questions about the story.

Help any students who need it. Then continue, pointing to questions 1 and 2 as needed.

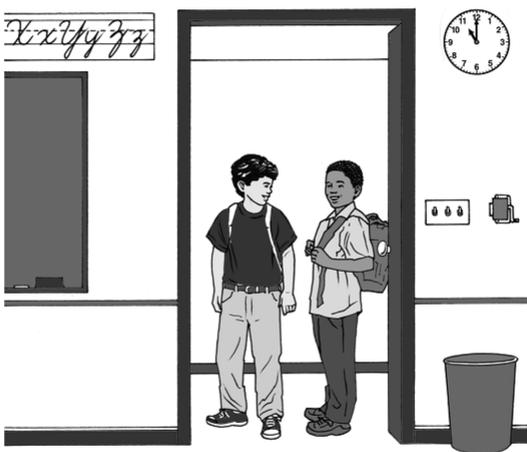
**DIRECTIONS**

Read the story and choose the best answer to each question.

**SAMPLE D**

### A New Student

Carlos is a new student. He is from Peru. This is his third day at his new school. He rides the bus with David. Carlos and David are becoming friends. David is helping Carlos learn English, and Carlos is teaching David to play soccer.



**1** Carlos is from —

- Mexico
- Peru
- Japan
- Vietnam

**2** How does Carlos get to school?

- He rides the bus.
- He walks.
- He drives.
- He rides his bike.

**SAY** Let's go over the questions. The answer to the first question is "Peru" because the story tells you that Carlos is from Peru.

The answer to the second question is "He rides the bus," because the story tells you that Carlos rides the bus to get to school. Do you have any questions about SAMPLE D?

*Answer any questions about SAMPLE D and continue.*

**SAY** You will take the rest of this test by yourself. The test will have questions like the samples. You may look back at the samples to remember how to do them. You may also ask me for help with 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 change an answer, carefully erase it and fill in the new oval. Remember to choose only one answer for each question.

You may write in your test booklet if you want to make notes, but do not write along the inside edge of the page or near the answer ovals.

*You may use a student's test booklet to point to the inside edge of the booklet. When students are ready, continue.*

**SAY** You will have all the time you need to complete the test. You may check over your answers when you finish. Also, make sure you have not skipped any pages in your test booklet. Then stay in your seat and raise your hand. I will come to your desk and pick up your booklet. Then you may read a book if you have one. Please be quiet until everyone has finished. Are there any questions?

*When students are ready, continue.*

**SAY** Turn to page 8 and begin.

*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. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. Test administrators may say, "Remember that you must record your responses in the test booklet. Be sure to erase any stray marks that you might have accidentally made in your test booklet." However, test administrators may not view or discuss individual test items 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. Collect the test booklet and submit it for scoring.**

*If at any point a student's test booklet becomes unusable, ask your campus coordinator for a replacement booklet and follow the instructions for transcribing on page 3.*

*Make sure that the name of each student is written on his or her scorable test booklet before collecting it. Before students leave the testing room, count the test booklets to make sure you have all of them. Make sure that students have not skipped pages in the test booklet. If you notice that a student's answers are not marked inside the ovals in the test booklet, say to the student, **"Be sure that you have marked your answers by filling in the ovals in your test booklet. Answers marked in any other way will not be scored."** The materials should then be returned so that the student may record his or her answers. You may look at the test booklets only to see whether responses are recorded, but you may not examine or comment on individual responses.*

*Students may 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.*

*Follow the instructions in this supplement for completing the Score Code field and, if applicable, the ACCOMMODATIONS (FOR ALL PROGRAMS) field. Return your test materials to the campus coordinator after the test session has been completed. (See instructions on page 8.)*

*At no time should you erase stray marks or darken answer-choice ovals in students' test booklets. Only students are allowed to do this and only during the test session.*

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

## Administration Directions—Grades 4–5

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.

Students must use a No. 2 pencil to mark their answer documents. They are not allowed to use scratch paper. If necessary, they may make notes in their test booklets.

Before reading the administration directions aloud, distribute the following materials to students if they do not already have them:

- two No. 2 pencils with erasers
- answer documents (Make sure that each student receives the document with his or her name on it.)

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, rephrase or translate the sample test items or 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 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.**

**First, I’m going to pass out some test booklets. When you get your booklet, do not open it or write on it yet. Also, do not pull off the red tab or seal on the edge of your booklet until I ask you to do so.**

*Distribute a test booklet to each student.*

**SAY** **Write your first and last name at the top of your booklet where it says “STUDENT NAME.”**

*Read the text in the shaded box if you have not already completed the “TEST BOOKLET #” field on the answer document. If this information has already been completed, proceed to the end of the shaded text and begin reading.*

*Point to the indicated sections of the test booklet and answer document as you read. If necessary, draw the “TEST BOOKLET #” field on the board and demonstrate how to fill it in as you proceed.*

**SAY** Look at the front of your answer document. Find the words “TEST BOOKLET #” at the top of your answer document.

*Point to the “TEST BOOKLET #” field on the answer document. When students have located this field, continue.*

**SAY** Next, find the number that is on the back of your test booklet.

*Hold up a student’s test booklet and point to the security number on the back. Check that everyone has found this number.*

**SAY** On your answer document, write the first NINE digits of that number in the boxes next to the words “TEST BOOKLET #.” Copy the number carefully. Put only one number in each box. Do not copy the hyphen. Do not copy the number after the hyphen. If you have any questions, raise your hand.

*Monitor students closely as they copy the security number. Assist any students having difficulty.*

*Directions for breaking the test seal follow. Monitor students carefully as they break this seal to prevent test booklets from being damaged. Use a student’s test booklet and, without breaking the seal, demonstrate as you read the following.*

**SAY** Look at your test booklet. The seal on the edge of your booklet needs to be broken. First, watch me do it. To break the seal, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily.

*When you finish, direct students to break the seal on their booklets. Use another student’s booklet as a prop again if necessary.*

**SAY** Now, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your booklet. If you have any questions or need help, raise your hand.

*Check that students are following directions. Move around the testing room to collect the detached seals and to help any student having difficulty. Dispose of the seals so they are not returned with the test booklets or answer documents. When students are ready, continue.*

**SAY** Now open your booklet to page 3, and we will do some sample test questions together. Look at SAMPLE A.

*Check that students have found SAMPLE A and continue. If a student has difficulty understanding the instructions, you may point to the samples in the student’s booklet to aid comprehension.*

**SAY** The directions for SAMPLE A say, “Answer the question about the picture.”

**DIRECTIONS**  
**Answer the question about the picture.**

**SAMPLE A**



How is the girl feeling?

- A** She is happy.
- B** She is asleep.
- C** The food is good.
- D** She has a nice haircut.

Let's do **SAMPLE A** together. Look at the picture. Now read the question. The question says, "How is the girl feeling?" Now look at the sentences next to the answer choices **A**, **B**, **C**, and **D**. Choose the answer that tells how the girl feels.

*As you read the next section, point to the SA grid on an actual answer document.*

**SAY** Now look at the back of your answer document and find the row of circles marked **SA**, which stands for **SAMPLE A**. Does everyone see row **SA**?

SA    (A) (B) (C) (D)

*If needed, draw the SA grid on the board and point to circles A, B, C, and D as you read.*

**SAY** To mark your answer, you will fill in circle **A**, **B**, **C**, or **D**.

*As you continue reading, point to **SAMPLE A** and the SA grid as needed.*

**SAY** Now read **SAMPLE A** and fill in the letter of your answer in the row marked **SA** on the answer document. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**SAY** Let's go over **SAMPLE A**. It asks how the girl is feeling. The answer is **A**, "She is happy," because the girl in the picture is smiling and looks happy. Do you have any questions about **SAMPLE A**?

*Answer any questions about SAMPLE A and continue.*

**SAY** Now look at **SAMPLE B** on page 3. The directions for **SAMPLE B** say, “Find the word that best completes the sentence.” For this kind of question, you will see sentences with a missing word. You may also see a picture about the sentences. After that, you will see words next to answer choices. One of the words will correctly complete the sentence.

*As you read the next section, point to the SB grid on an actual answer document.*

**SAY** Now read **SAMPLE B** and find the word that best completes the sentence. On your answer document find row **SB** and fill in the letter of your answer. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**DIRECTIONS**  
Find the word that best completes the sentence.

**SAMPLE B**  
The students are in school. They are \_\_\_\_\_ lunch.



**F** reading  
**G** eating  
**H** from  
**J** your

**SAY** Let’s go over **SAMPLE B**. The answer is **G**, “eating,” because the sentences about the picture should say “The students are in school. They are eating lunch.” Did everyone fill in circle **G** in row **SB** on the answer document? Do you have any questions about **SAMPLE B**?

*Answer any questions about SAMPLE B and continue.*

**SAY** Now look at **SAMPLE C** on page 4. The directions for **SAMPLE C** say, “Read the selection and choose the word that fits best in each blank.”

If students are unfamiliar with the term “selection,” explain what it means (using, for example, “passage” or “story”).

**DIRECTIONS**  
Read the selection and choose the word that fits best in each blank.

**SAMPLE C**

**Birds**

Today Mrs. Nelson is teaching her   1   about birds. She reads a book about birds to the class. The students   2   how baby birds hatch from eggs.

<p><b>SC-1</b>   <b>A</b>   day</p> <p>          <b>B</b>   new</p> <p>          <b>C</b>   paper</p> <p>          <b>D</b>   students</p>	<p><b>SC-2</b>   <b>F</b>   book</p> <p>          <b>G</b>   school</p> <p>          <b>H</b>   learn</p> <p>          <b>J</b>   fly</p>
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**SAY**    This type of reading selection has some missing words. You will see a line with a number where the words are missing. After the selection, you will also see words next to letters. These letters are your answer choices.

*You may point to the lines with the numbers to help students as needed. When students are ready, continue.*

**SAY**    Because there are two blank lines in this selection, **SAMPLE C** has two parts—**SC-1** and **SC-2**. The answer choices for **SC-1** are **A**, **B**, **C**, and **D**. Look at the words next to these letters. One of the words belongs on the

blank line with the number 1. Now look at the words by the letters F, G, H, and J under SC-2. One of these words belongs on the blank line with the number 2.

Choose the word that fits best in each blank. Fill in the letter of your answers in the rows marked SC-1 and SC-2 on your answer document.

*Help any students who need it. When students are ready, continue.*

**SAY** Let’s go over the two answers in **SAMPLE C**. The answer to SC-1 is D, “students,” because the sentence should say “Today Mrs. Nelson is teaching her students about birds.” Did everyone fill in the circle for D in the row marked SC-1 on your answer document?

The missing word in blank 2 is H, “learn,” because the sentence should say “The students learn how baby birds hatch from eggs.” Did everyone fill in the circle for H in the row marked SC-2 on your answer document? Do you have any questions about **SAMPLE C**?

*Answer any questions about **SAMPLE C** and continue.*

**SAY** Now look at **SAMPLE D** on page 5. The directions say, “Read the selection and choose the best answer to each question.” For these kinds of questions, you will read a selection and then answer questions about what happened in the selection.

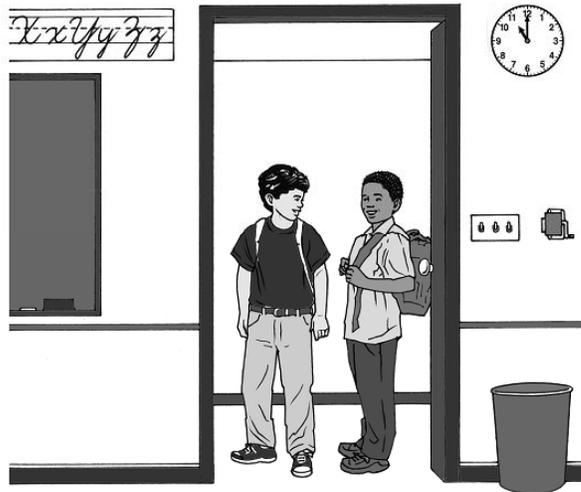
**DIRECTIONS**

Read the selection and choose the best answer to each question.

**SAMPLE D**

**A New Student**

Carlos is a new student. He is from Peru. This is his third day at his new school. He rides the bus with David. Carlos and David are becoming friends. David is helping Carlos learn English, and Carlos is teaching David to play soccer.



**SD-1** Carlos is from —

- A** Mexico
- B** Peru
- C** Japan
- D** Vietnam

**SD-2** How does Carlos get to school?

- F** He rides the bus.
- G** He walks.
- H** He drives.
- J** He rides his bike.

Now read **SAMPLE D** and answer the two questions about the selection. Fill in the letter of your answers in the rows marked **SD-1** and **SD-2** on your answer document.

*Help any students who need it. Then continue, pointing to questions SD-1 and SD-2 as needed.*

**SAY** Let's go over the questions. The answer to question **SD-1** is **B**, "Peru" because the story tells you that Carlos is from Peru.

The answer to question SD-2 is F, “He rides the bus,” because the selection tells you that Carlos rides the bus to get to school. Do you have any questions about SAMPLE D?

*Answer any questions about SAMPLE D and continue.*

**SAY** You will take the rest of this test by yourself. The test will have questions like the samples. You may look back at the samples to remember how to do them. You may also ask me for help with 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 change an answer, carefully erase it and fill in the new circle. Remember to choose only one answer for each question.

You may write in your test booklet if you want to make notes.

*When students are ready, continue.*

**SAY** You will have all the time you need to complete the test. You may check over your answers when you finish. Then stay in your seat and raise your hand. I will come to your desk and pick up your test materials. Then you may read a book if you have one. Please be quiet until everyone has finished. Are there any questions?

*When students are ready, continue.*

**SAY** Turn to page 6 and begin.

*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. Students should also be reminded periodically, either as a group or individually, to record their responses on the answer document. Test administrators may say, “Remember that you must record your responses on the answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.” However, test administrators may not view or discuss individual test items 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. Collect the test materials and submit them for scoring.**

*If at any point a student's test booklet or answer document becomes unusable, ask your campus coordinator for a replacement and follow the instructions for transcribing on page 3.*

*Place each student's answer document inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to the student, **"Mark your answers on the answer document. Answers marked in your test booklet will not be scored."** The materials should then be returned so that the student may record his or her answers. You may look at the answer documents only to see whether responses are recorded, but you may not examine or comment on individual responses.*

*Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.*

*Students may 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.*

*Follow the instructions in this supplement for completing the Score Code field and, if applicable, the ACCOMMODATIONS (FOR ALL PROGRAMS) field. Return your test materials to the campus coordinator after the test session has been completed. (See instructions on page 8.)*

*At no time should you erase stray marks or darken answer-choice circles on students' answer documents. Only students are allowed to do this and only during the test session.*

**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.

Students must use a No. 2 pencil to mark their answer documents. They are not allowed to use scratch paper. If necessary, they may make notes in their test booklets.

Before reading the administration directions aloud, distribute the following materials to students if they do not already have them:

- two No. 2 pencils with erasers
- answer documents (Make sure that each student receives the document with his or her name on it.)

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, rephrase or translate the sample test items or 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 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.**

**First, I am going to pass out some test booklets. When you get your booklet, do not open it or write on it yet. Also, do not pull off the red tab or seal on the edge of your booklet until I ask you to do so.**

*Distribute a test booklet to each student.*

**SAY** **Write your first and last name at the top of your booklet where it says “STUDENT NAME.”**

*Read the text in the shaded box if you have not already completed the “TEST BOOKLET #” field on the answer document. If this information has already been completed, proceed to the end of the shaded text and begin reading.*

*Point to the indicated sections of the test booklet and answer document as you read. If necessary, draw the “TEST BOOKLET #” field on the board and demonstrate how to fill it in as you proceed.*

**SAY** Look at the front of your answer document. Find the words “TEST BOOKLET #” at the top of your answer document.

*Point to the “TEST BOOKLET #” field on the answer document. When students have located this field, continue.*

**SAY** Next, find the number that is on the back of your test booklet.

*Hold up a student’s test booklet and point to the security number on the back. Check that everyone has found this number.*

**SAY** On your answer document, write the first NINE digits of that number in the boxes next to the words “TEST BOOKLET #.” Copy the number carefully. Put only one number in each box. Do not copy the hyphen. Do not copy the number after the hyphen. If you have any questions, raise your hand.

*Monitor students closely as they copy the security number. Assist any students having difficulty.*

*Directions for breaking the test seal follow. Monitor students carefully as they break this seal to prevent test booklets from being damaged. Use a student’s test booklet and, without breaking the seal, demonstrate as you read the following.*

**SAY** Look at your test booklet. The seal on the edge of your booklet needs to be broken. First, watch me do it. To break the seal, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily.

*When you finish, direct students to break the seal on their booklets. Use another student’s booklet as a prop again if necessary.*

**SAY** Now, hold your test booklet in one hand. Then, use your other hand to pull up on the red tab on the edge of your booklet. If you have any questions or need help, raise your hand.

*Check that students are following directions. Move around the testing room to collect the detached seals and to help any student who is having difficulty. Dispose of the seals so they are not returned with the test booklets or answer documents. When students are ready, continue.*

**SAY** Now open your booklet to page 3. We are going to do some sample test questions together. Look at SAMPLE A.

*Check that students have found SAMPLE A and continue. If a student has difficulty understanding the instructions, you may point to the samples in the student’s booklet to aid comprehension.*

**SAY** The directions for SAMPLE A say, “Answer the question about the picture.” Let’s do SAMPLE A together. Look at the picture. Now read the question. The question says, “How is the girl feeling?” Now look at the sentences

next to answer choices A, B, C, and D. Choose the answer that tells how the girl feels.

**DIRECTIONS**  
 Answer the question about the picture.

**SAMPLE A**



How is the girl feeling?

- A** She is happy.
- B** She is asleep.
- C** The food is good.
- D** She has a nice haircut.

*As you read the next section, point to the SA grid on an actual answer document.*

**SAY** Now look at the back of your answer document and find the row of circles marked SA, which stands for SAMPLE A. Does everyone see row SA?

SA    (A) (B) (C) (D)

*If needed, draw the SA grid on the board and point to circles A, B, C, and D as you read.*

**SAY** To mark your answer, you will fill in circle A, B, C, or D.

*As you continue reading, point to SAMPLE A and the SA grid as needed.*

**SAY** Now read SAMPLE A and fill in the letter of your answer in the row marked SA on the answer document. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**SAY** Let's go over SAMPLE A. It asks how the girl is feeling. The answer is A, "She is happy," because the girl in the picture is smiling and looks happy. Do you have any questions about SAMPLE A?

*Answer any questions about SAMPLE A and continue.*

**SAY** Now look at **SAMPLE B** on page 3. The directions for **SAMPLE B** say, “Find the word that best completes the sentence.”

**DIRECTIONS**

Find the word that best completes the sentence.

**SAMPLE B**

The students are in school. They are \_\_\_\_\_ lunch.



**F** reading  
**G** eating  
**H** from  
**J** your

For this kind of question, you will see sentences with a missing word. You may also see a picture about the sentences. After that, you will see words next to answer choices. One of the words will correctly complete the sentence.

*As you read the next section, point to the SB grid on an actual answer document.*

**SAY** Now read **SAMPLE B** and find the word that best completes the sentence. On your answer document find row **SB** and fill in the letter of your answer. If you have any questions, raise your hand.

*Help any students who need it. When students are ready, continue.*

**SAY** Let’s go over **SAMPLE B**. The answer is **G**, “eating,” because the sentences about the picture should say “The students are in school. They are eating lunch.” Did everyone fill in circle **G** in row **SB** on the answer document? Do you have any questions about **SAMPLE B**?

*Answer any questions about **SAMPLE B** and continue.*

**SAY** Now look at **SAMPLE C** on page 4. The directions for **SAMPLE C** say, “Read the selection and choose the word that fits best in each blank.”

If students are unfamiliar with the term “selection,” explain what it means (using, for example, “passage” or “story”).

**DIRECTIONS**

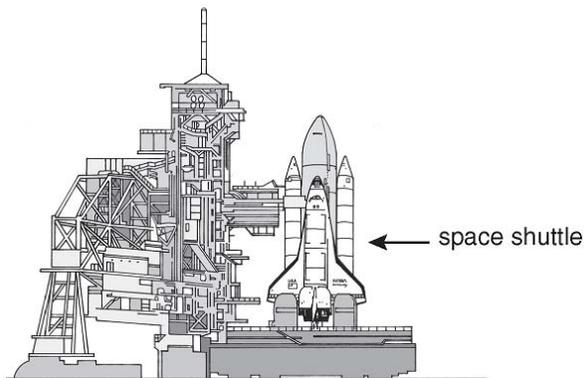
Read the selection and choose the word that fits best in each blank.

**SAMPLE C**

## Space Shuttles

*The students in Mr. Porter’s class are learning about space.*

Today in Mr. Porter’s class the students are studying about space shuttles. Mr. Porter shows the   1   a video about space shuttles. Then the students   2   about space shuttles in their science book.



- SC-1** **A** paper  
**B** look  
**C** science  
**D** class

- SC-2** **F** sky  
**G** school  
**H** read  
**J** fly

**SAY** This type of reading selection has some missing words. You will see a line with a number where the words are missing. After the selection, you will also see words next to letters. These letters are your answer choices.

*You may point to the lines with the numbers to help students as needed. When students are ready, continue.*

**SAY** There are two blank lines in this selection and two test items after the selection, SC-1 and SC-2. The answer choices for SC-1 are A, B, C, and D. Look at the words next to these letters. One of the words belongs on the blank line with the number 1. Now look at the words by the letters F, G, H, and J under SC-2. One of these words belongs on the blank line with the number 2.

**Choose the word that fits best in each blank. Fill in the letter of your answers in the rows marked SC-1 and SC-2 on your answer document.**

*Help any students who need it. When students are ready, continue.*

**SAY** Let's go over the two answers in **SAMPLE C**. The answer to SC-1 is D, "class," because "class" correctly completes the second sentence about who Mr. Porter shows the video about space shuttles to. Did everyone fill in the circle for D in the row marked SC-1 on your answer document?

*Point to answer choice D in SAMPLE C and to circle D in row SC-1 on the answer document. Help any students who need it. Then continue.*

**SAY** The answer to SC-2 is H, "read," because "read" correctly completes the sentence about what the students do. Did everyone fill in H in the row marked SC-2 on your answer document? Do you have any questions about **SAMPLE C**?

*Answer any questions about SAMPLE C and continue.*

**SAY** Now look at **SAMPLE D** on page 5. The directions say, "Read the selection and choose the best answer to each question." For these kinds of questions, you will read a selection and then answer questions about what happened in the selection.

**DIRECTIONS**

Read the selection and choose the best answer to each question.

**SAMPLE D**

## A New Student

Carlos is a new student. He is from Peru. This is his third day at his new school. He rides the bus with David. Carlos and David are becoming friends. David is helping Carlos learn English, and Carlos is teaching David to play soccer.



**SD-1** Carlos is from —

- A Mexico
- B Peru
- C Japan
- D Vietnam

**SD-2** How does Carlos get to school?

- F He rides the bus.
- G He walks.
- H He drives.
- J He rides his bike.

Now read **SAMPLE D** and answer the two questions. Fill in the letter of your answers in the rows marked **SD-1** and **SD-2** on your answer document.

*Help any students who need it. Then continue, pointing to questions SD-1 and SD-2 as needed.*

**SAY** Let's go over the questions. The answer to question **SD-1** is **B**, "Peru" because the story tells you that **Carlos** is from **Peru**.

The answer to question SD-2 is F, “He rides the bus,” because the selection tells you that Carlos rides the bus to get to school. Do you have any questions about SAMPLE D?

*Answer any questions about SAMPLE D and continue.*

**SAY** You will take the rest of this test by yourself. The test will have questions like the samples. You may look back at the samples to remember how to do them. You may also ask me for help with 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 change an answer, carefully erase it and fill in the new circle. Remember to choose only one answer for each question.

You may write in your booklet if you want to make notes.

*When students are ready, continue.*

**SAY** You will have all the time you need to complete the test. You may check over your answers when you finish. Then stay in your seat and raise your hand. I will come to your desk and pick up your test materials. Then you may read a book if you have one. Please be quiet until everyone has finished. Are there any questions?

*When students are ready, continue.*

**SAY** Turn to page 6 and begin.

*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. Students should also be reminded periodically, either as a group or individually, to record their responses on the answer document. Test administrators may say, “Remember that you must record your responses on the answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.” However, test administrators may not view or discuss individual test items 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. Collect the test materials and submit them for scoring.**

*If at any point a student's test booklet or answer document becomes unusable, ask your campus coordinator for a replacement and follow the instructions for transcribing on page 3.*

*Place each student's answer document inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to the student, **"Mark your answers on the answer document. Answers marked in your test booklet will not be scored."** The materials should then be returned so that the student may record his or her answers. You may look at the answer documents only to see whether responses are recorded, but you may not examine or comment on individual responses.*

*Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.*

*Students may 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.*

*Follow the instructions in this supplement for completing the Score Code field and, if applicable, the ACCOMMODATIONS (FOR ALL PROGRAMS) field. Return your test materials to the campus coordinator after the test session has been completed. (See instructions on page 8.)*

*At no time should you erase stray marks or darken answer-choice circles on students' answer documents. Only students are allowed to do this and only during the test session.*

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

# General Instructions for Administering Large-Print Tests

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## Introduction

This set of instructions provides general information about how to administer the large-print versions of the state standardized tests and will be included in the large-print kits that the district testing coordinator receives.

The large-print versions of the tests are available to students with visual impairments. The TELPAS reading tests are available in large print.

## Test Materials in Large Print

A district will receive a shipment of large-print materials for each TEA-approved request. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 14 inches. As with a regular test booklet, each large-print booklet is sealed.

**In most cases, large-print tests should be ordered only for a student with a visual impairment. The decision to use a large-print test booklet should be made in accordance with the guidelines in the *2010–2011 Accommodations Manual*. In general, large-print tests should not be ordered for an entire class.**

For students who are visually impaired and who require a point size larger than the type used on the large-print versions of the tests, contact your campus coordinator about submitting an Accommodation Request Form requesting to photocopy and enlarge the test materials.

**Charts containing the point sizes for the regular and large-print tests are provided on the Accommodations Resources page at [http://www.tea.state.tx.us/student.assessment/resources/accommodations/point\\_sizes\\_matrices.pdf](http://www.tea.state.tx.us/student.assessment/resources/accommodations/point_sizes_matrices.pdf).**

Accommodation Request Forms must be received by TEA at least two weeks prior to testing.

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a regular-print test booklet in conjunction with a large-print test booklet. In this case, an Accommodation Request Form should be submitted so that specific instructions regarding the use of both forms can be provided to the district.

## **Training**

Districts should plan appropriately to ensure that individuals who are administering the large-print versions of the tests have received training prior to testing. Only test administrators who have been trained in the procedures and special instructions for testing students with visual impairments should administer the tests.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials in time to prepare for testing. Campus testing coordinators are also responsible for monitoring large-print test administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of regular-print tests.

## **Student Materials and Accommodations**

All materials and equipment needed by the student should be furnished before testing begins. Typewriters, computers, and low-vision devices such as a closed-circuit television (CCTV) are allowed. As appropriate, the test administrator should have available typing paper, pens, crayons, pencils, and placeholders.

If a student needs an accommodation not listed on pages 54–55 of the TELPAS Manual, it is recommended that the district coordinator contact the Student Assessment Division's Accommodations Task Force at 512-463-9536. Depending on the accommodation, submission of a request form may not be necessary.

## **Students Requiring More Than One Day**

Students taking a large-print test may require considerably more time to complete the test than a student without a visual impairment. If the student requires more than the one day designated for the TELPAS reading test, contact your campus coordinator about submitting an Accommodation Request Form with objective evidence of student need.

## **Student Response Procedures**

The test administrator and the student should determine the best method for the student to respond to the test items. The student may respond by writing on the test booklet, by typing, or by indicating the answer to the test administrator. Students with visual impairments may need to receive individual or small-group administrations in cases where their methods of response might distract other students. Students responding orally will require individual administrations. Special consideration should also be given to lighting conditions for students with low vision.

In the large-print test booklets, the printing on a page is faintly visible through the page that precedes it. To reduce this show-through effect, a large colored sheet is provided with each large-print test. The test administrator should instruct the students to insert this sheet behind the page on which they are working. If a student chooses to mark answers on the large-print test, it is essential that the marks do not bleed through to such a degree that the student is unable to respond to subsequent test items.

## Transcribing

**Student responses for all large-print tests must be transferred to a scorable test booklet or answer document. If this is not done, the student's test cannot be scored.**

A scorable test booklet or answer document is provided with each large-print test. Testing personnel will follow the instructions in the paper administration supplements for completing the student information fields on the scorable documents. Campus coordinators will provide specific instructions to test administrators if they are asked to assist in this process. The instructions for completing the SCORE CODE field of the scorable document can be found on page 6. The large-print (LP) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked. If a student used other accommodations in addition to taking the large-print test, the corresponding bubble (P, R, S, or T) should also be marked in this field.

Transcribing may be done by the test administrator during or after testing. The student's responses should be transferred as follows:

- Transcribe the student's responses onto the regular-print scorable document exactly as indicated by the student.
- Write "Transcribed by (NAME) because student used a large-print version" at the top of the scorable document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

## Returning Materials

The test administrator must return all large-print materials, including handwritten or typewritten responses, to the campus coordinator. All regular-print test booklets or answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The scorable documents for students taking large-print versions of the tests will be processed in the same manner as all other scorable documents.

The large-print test booklets, extra regular-print test booklets, and any tape-recorded student responses should be returned in the nonscorable shipment. Any typewritten responses or handwritten responses on scratch paper (e.g., colored, graph, tactile) that include student notes or answers to multiple-choice items must be destroyed after testing.

Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of large-print tests.