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Appendix A

Gridding Information

GRIDDING INFORMATION

Identification Information*

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS		
ANSWER DOCUMENT HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
	LAST-NAME	E0705
	FIRST-NAME	E0703
	MI (PEIMS ELEMENT IS MIDDLE-NAME)	E0704
	DISTRICT-NAME	E0213
	CAMPUS-NAME	E0267
	STUDENT-ID (AS USED FOR PEIMS) EITHER THE STUDENT’S SOCIAL SECURITY NUMBER OR A STATE-APPROVED ALTERNATIVE ID NUMBER CONSISTING OF AN “S” FOLLOWED BY EIGHT DIGITS	E0001
	SEX-CODE M = MALE F = FEMALE	E0004
	GRADE-LEVEL-CODE	E0017
	DATE-OF-BIRTH (MMDDYY)	E0006
	TEST FORM	n/a
	LOCAL-STUDENT-ID — ASSIGNED BY SCHOOL DISTRICT	E0923
E	ETHNICITY-CODE (MARK ONE) 1 = AMERICAN INDIAN OR ALASKAN NATIVE 2 = ASIAN OR PACIFIC ISLANDER 3 = BLACK, NOT OF HISPANIC ORIGIN 4 = HISPANIC 5 = WHITE, NOT OF HISPANIC ORIGIN	E0005

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
ETH	<p>HISPANIC-LATINO-CODE INDICATES A PERSON OF CUBAN, MEXICAN, PUERTO RICAN, SOUTH OR CENTRAL AMERICAN, OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE.</p> <p>1 = HISPANIC/LATINO 0 = NOT HISPANIC/LATINO</p>	E1064
I	<p>AMERICAN-INDIAN-ALASKA-NATIVE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF NORTH AND SOUTH AMERICA (INCLUDING CENTRAL AMERICA).</p> <p>1 = YES 0 = NO</p>	E1059
A	<p>ASIAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF THE FAR EAST, SOUTHEAST ASIA, OR THE INDIAN SUBCONTINENT, INCLUDING, FOR EXAMPLE, CAMBODIA, CHINA, INDIA, JAPAN, KOREA, MALAYSIA, PAKISTAN, THE PHILIPPINE ISLANDS, THAILAND, AND VIETNAM.</p> <p>1 = YES 0 = NO</p>	E1060
B	<p>BLACK-AFRICAN-AMERICAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE BLACK RACIAL GROUPS OF AFRICA.</p> <p>1 = YES 0 = NO</p>	E1061
P	<p>NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF HAWAII, GUAM, SAMOA, OR OTHER PACIFIC ISLANDS.</p> <p>1 = YES 0 = NO</p>	E1062
W	<p>WHITE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF EUROPE, THE MIDDLE EAST, OR NORTH AFRICA.</p> <p>1 = YES 0 = NO</p>	E1063

*Not all codes are applicable to every testing program.

Program Information*

Program information submitted on the answer document should reflect the student’s status at the time of testing. Current information should be provided on the scorable document if the student is new to the district or if the student’s program or demographic information has changed since the fall 2009 PEIMS submission.

If a demographic or program information field is left blank for any student, data from the October 30, 2009, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student’s answer document to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as “No information provided” for that data element.

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

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

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

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

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

Scoring Information*

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER

DOCUMENT

HEADING

EXPLANATION

ACCOMMODATIONS (FOR ALL PROGRAMS):

- P = PRESENTATION ACCOMMODATION (MARK IF APPLICABLE)
- R = RESPONSE ACCOMMODATION (MARK IF APPLICABLE)
- S = SETTING ACCOMMODATION (MARK IF APPLICABLE)
- T = TIMING AND SCHEDULING ACCOMMODATION (MARK IF APPLICABLE)
- BR = BRAILLE ADMINISTRATION (MARK IF APPLICABLE)
- LP = LARGE-PRINT ADMINISTRATION (MARK IF APPLICABLE)
- OA = ORAL ADMINISTRATION (MARK IF APPLICABLE)
- DB = DYSLEXIA BUNDLED ACCOMMODATIONS (MARK IF APPLICABLE)

NOTE: SEE THE ACCOMMODATIONS MANUAL FOR MORE INFORMATION REGARDING ACCOMMODATIONS.

TAKS, TAKS (ACCOMMODATED), TAKS–M, LAT:

- W = WRITING M = MATHEMATICS
- R = READING ELA = ENGLISH LANGUAGE ARTS
- S = SCIENCE SS = SOCIAL STUDIES

(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)

SCORE CODE

- A = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.)
- L = EXEMPT-LEP: STUDENT IS EXEMPT ON THE BASIS OF LIMITED ENGLISH PROFICIENCY, AS DETERMINED BY A LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) AND DOCUMENTED IN THE STUDENT'S PERMANENT RECORD FILE, ACCORDING TO 19 TAC, CHAPTER 101.
- O = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY, ILLNESS DURING TESTING, LEP POSTPONEMENT, OR FOREIGN EXCHANGE STUDENT WAIVER, OR COURT-ORDERED PARTICIPATION IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP).
- P = PREVIOUSLY MET PASSING STANDARD
- * = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED.

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER
DOCUMENT
HEADING

EXPLANATION

ARD = THE ARD COMMITTEE HAS DETERMINED THAT TAKS–M IS NOT THE APPROPRIATE ASSESSMENT FOR SSI RETEST OPPORTUNITIES BECAUSE THE STUDENT MEETS PARTICIPATION REQUIREMENTS FOR TAKS–ALT.

PW = PARENTAL WAIVER: PARENT OR GUARDIAN REQUESTED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS IN SSI GRADES AND SUBJECTS. FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES, THE ARD COMMITTEE, OF WHICH THE PARENT/GUARDIAN IS A MEMBER, HAS DETERMINED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS, TAKS (ACCOMMODATED) OR TAKS–M.

X = THE ARD COMMITTEE HAS DETERMINED AND DOCUMENTED IN THE IEP THAT THE STUDENT NOT PARTICIPATE IN TAKS OR TAKS (ACCOMMODATED) EXIT LEVEL RETESTS.

S = TEST TO BE SCORED

LEP POST-
PONEMENT

MARK IF A STUDENT WHO IS A RECENT IMMIGRANT WITH LIMITED ENGLISH PROFICIENCY IS GRANTED A LEP POSTPONEMENT OF THE EXIT LEVEL TAKS TESTS ACCORDING TO 19 TAC, CHAPTER 101

FOREIGN
EXCHANGE
STUDENT
WAIVER

MARK IF A FOREIGN EXCHANGE STUDENT QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TAKS TESTS, ACCORDING TO 19 TAC, CHAPTER 101

HIGH SCHOOL
EQUIVALENCY
PROGRAM
(HSEP)

MARK IF A STUDENT WHO IS COURT-ORDERED TO PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TEST ACCORDING TO 19 TAC §89.1409.

TEST TAKEN INFO:

TAKS FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

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

TAKS ACCOMM FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS (ACCOMMODATED) FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER
DOCUMENT
HEADING

EXPLANATION

LAT FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE LAT FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

LAT INFO

COLUMN A:

THIS COLUMN INDICATES WHICH LINGUISTIC ACCOMMODATIONS WERE USED WITH THE STUDENT. MORE THAN ONE ACCOMMODATION MAY BE COMPLETED.

MATHEMATICS AND SCIENCE:

1 = LINGUISTIC SIMPLIFICATION

2 = ORAL TRANSLATION

3 = READING ASSISTANCE

4 = BILINGUAL DICTIONARY

5 = BILINGUAL GLOSSARY

6 = ENGLISH AND SPANISH TESTS SIDE BY SIDE (GRADES 3–5)

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

READING/ELA:

1 = BILINGUAL DICTIONARY

2 = ENGLISH DICTIONARY

3 = READING ALOUD—WORD OR PHRASE

4 = READING ALOUD—ENTIRE TEST ITEM

5 = ORAL TRANSLATION—WORD OR PHRASE

6 = CLARIFICATION—WORD OR PHRASE

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

COLUMN B:

THIS COLUMN SHOULD BE COMPLETED IF ANY OF THE FOLLOWING OCCURRED.

I = INCOMPLETE: THE TEST WAS ATTEMPTED BUT NOT COMPLETED FOR REASONS SUCH AS ILLNESS DURING TESTING OR OTHER TESTING IRREGULARITIES.

A = ABSENT: THE LEP-EXEMPT STUDENT WHO WAS ELIGIBLE FOR A LAT ADMINISTRATION WAS ABSENT FROM TESTING.

TELPAS

ONLINE
CODING

EXPLANATION

TELPAS

THE TELPAS SCORE CODES SHOULD BE USED FOR THE ONLINE ASSESSMENT ONLY. THE PAPER SCORE CODES ARE AVAILABLE IN THE PAPER SUPPLEMENT THAT IS DISTRIBUTED WITH THE TEST BOOKLET.

RATER INFO A:

- 1 = BILINGUAL EDUCATION TEACHER
- 2 = ESL TEACHER
- 3 = ELEMENTARY EDUCATION TEACHER
- 4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS
- 5 = SPECIAL EDUCATION TEACHER
- 6 = GIFTED AND TALENTED TEACHER
- 7 = TEACHER OF ENRICHMENT SUBJECTS
- 8 = NO DOMAINS RATED

RATER INFO B:

- 1 = YES
- 2 = NO
- 3 = NO DOMAIN RATED

SCORE CODE:

LISTENING, SPEAKING, WRITING

- 1 = BEGINNING
- 2 = INTERMEDIATE
- 3 = ADVANCED
- 4 = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (K-1)

- 1 = BEGINNING
- 2 = INTERMEDIATE
- 3 = ADVANCED
- 4 = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (2-12)

- 1 = ABSENT
- 2 = 2ND SEM IMMIGRANT NON-ENGLISH READER
- 3 = ARD DECISION
- 4 = TEA-APPROVED PAPER ADMINISTRATION
- 5 = OTHER STUDENT NOT TO BE SCORED

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ONLINE
CODING

EXPLANATION

YRS: YEARS IN U.S. SCHOOLS (NOT APPLICABLE TO KINDERGARTEN)
(PARENTHETICAL INFORMATION APPEARS ON “*EDIT STUDENT*” SCREEN OF
ONLINE SYSTEM)

0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER
OF THE 2009–2010 SCHOOL YEAR (YR 1 ENROLLED DURING 2ND SEM)

1 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE FIRST SEMESTER OF
THE 2009–2010 SCHOOL YEAR (YR 1 ENROLLED DURING 1ST SEM)

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

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

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

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

Appendix B

**District Superintendent/Chief
Administrative Officer Oath**

District Testing Coordinator Oath

Campus Testing Coordinator Oath

Campus Principal Oath

Accommodation Request Form

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2010

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

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

(Initial each statement.)

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

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

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

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

Signature of Superintendent/Chief Administrative Officer

Printed Name of Superintendent/Chief Administrative Officer

District Name

County-District Number

Area Code/Telephone #

Sign this form **after** all testing for the 2010 testing year for your district has been completed and all materials have been returned to the testing contractor. Your district coordinator will return this form in the envelope provided in the district coordinator packet. The oath will be kept on file for a period of five years from the last day of testing.

**District Superintendents/Chief Administrative Officers need to
sign only one oath for the 2010 testing year.**

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2010

Oath of Test Security and Confidentiality for District Testing Coordinator

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

(Initial each statement.)

- _____ I have received training on the appropriate administration of the statewide assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the statewide student assessment program;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in general test administration procedures;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in testing procedures specific to each administration during the 2010 testing year;
- _____ I understand my obligations concerning the security and confidentiality of these tests;
- _____ I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security to the district superintendent and the Texas Education Agency.

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

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

Signature of District Testing Coordinator

Printed Name of District Testing Coordinator

District Name

County-District Number

Area Code/Telephone #

Initial and sign the above portion **before** handling any secure test materials. After all testing for the 2010 testing year for your district has been completed and all materials have been shipped to the testing contractor, sign and date the statement below.

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

Signature of District Testing Coordinator

Date

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

District testing coordinators need to sign only one oath for the 2010 testing year.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2010

Oath of Test Security and Confidentiality for Campus Testing Coordinator

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

(Initial each statement.)

- _____ I have received training on the appropriate administration of the statewide assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the statewide student assessment program;
- _____ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in general test administration procedures;
- _____ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in testing procedures specific to each administration during the 2010 testing year;
- _____ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security to the district testing coordinator.

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

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

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

Initial and sign the above portion of this form **before** handling any secure test materials. After all testing for the 2010 testing year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

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

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

Campus coordinators need to sign only one oath for the 2010 testing year. Any person who has more than one testing role (for instance, a principal who serves as campus coordinator) must sign an oath for each role.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program
2010

Oath of Test Security and Confidentiality for Campus Principal

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

(Initial each statement.)

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

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

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

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

Initial and sign the above portion of this form **before** handling any secure test materials. After all testing for the 2010 testing year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

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

Return this form to the campus coordinator.

Principals need to sign only one oath for the 2010 testing year. Any person who has more than one testing role (for instance, a principal who serves as campus coordinator) must sign an oath for each role.

Duplicate this form as needed.

ACCOMMODATION REQUEST FORM

DISTRICT INFORMATION

District Name: _____ Campus Name: _____
Name/Title of Person Making Request: _____
Signature of Person Making Request: _____
Phone Number: _____ Fax Number: _____
Other: _____

REQUEST

Assessment(s) (*check*): TAKS* TAKS (Accommodated)* TAKS-M* TELPAS
Student's Grade: _____ Administration Date(s): _____
Subject(s): _____
Description of accommodation (*attach another sheet if necessary*): _____

Why does this student need this accommodation?

Does this student routinely receive this accommodation in classroom instruction?

Yes _____ No _____

Is this student receiving support/services through special education or Section 504 of the Rehabilitation Act of 1973?

Yes, Special Education _____ Yes, 504 _____ No _____

Is this accommodation documented in the student's paperwork?

Yes _____ IEP (Special Ed.) IAP (504) LPAC Other No _____

District Testing Coordinator Signature: _____ Date: _____

Sent to TEA via: _____ on: _____ by (initials): _____

TEA ACCOMMODATIONS TASK FORCE ACTION (for TEA use only)

Approved/Denied by: _____ via: _____ date: _____

Indicate the accommodation category _____ on the scorable document.

Comments: _____

When a request cannot be submitted via the online system, send this form to the TEA Student Assessment Division at 512-463-9302 (fax) or test.accommodations@tea.state.tx.us (e-mail). All requests MUST be received by TEA at least one week prior to testing. For TELPAS reading tests, requests for a paper test booklet must be received by TEA at least two weeks prior to testing.

*Request must specify whether the accommodation is for a LAT administration.

Appendix C

Texas Administrative Code

TEXAS ADMINISTRATIVE CODE

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

The TAC in whole is available at <http://www.tea.state.tx.us/rules/tac>. Title 19, Chapter 101, Assessment, is available at <http://www.tea.state.tx.us/rules/tac/chapter101/index.html>.

In the fall of 2009, the commissioner of education and the State Board of Education will be adopting new rules and amending current rules to conform with the changes to the assessment program enacted by the 81st Texas Legislature. TEA will publish the revised rule language when it becomes available at <http://www.tea.state.tx.us/rules/home>.

Appendix D

General Instructions for Administering Braille and Large-Print Tests

GENERAL INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE-PRINT TESTS

Introduction

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

The braille and large-print versions of the tests are available to students with visual impairments. The TAKS tests, including the TAKS (Accommodated) and Spanish versions, and the TAKS–M tests are available in both braille and large print. The same braille form is used for TAKS and TAKS (Accommodated). The TELPAS reading tests and LAT administrations are available in large print. TELPAS reading assessments cannot be offered in braille because of the critical nature of visual cues used on the test. For information regarding braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536.

Test Materials in Large Print and Braille

Large-print materials are shipped with the initial secure shipment for each administration.¹ Only districts that have identified eligible students during the enrollment process will receive large-print materials. As with a regular test booklet, each subject-area test of a large-print booklet is sealed. Braille materials must be ordered online and will arrive in a separate shipment one week prior to testing. The braille test booklets are not sealed; instead each subject-area test is presented in a separate booklet.

The decision to use a large-print test booklet should be made in accordance with the guidelines in the Accommodations by Category Chart in the Accommodations Manual. Large-print tests should not be ordered for an entire class. They are reserved only for students with visual impairments or for those who have an approved Accommodation Request Form. In most cases large-print tests should be ordered only for a student with a visual impairment.

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, submit an Accommodation Request Form requesting to enlarge the test materials on a photocopier. 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>. Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

¹ **NOTE:** Large-print TELPAS reading test booklets are not included in this shipment. TELPAS grades 2–12 reading tests are administered online. See page 32 for information about the process for requesting a large-print test booklet for a student for whom technology-based accommodations are not appropriate.

Braille tests are available in both contracted and uncontracted braille. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely in classroom instruction. Orders for braille versions must be submitted at least two weeks prior to testing. Because there is only one braille form per grade and subject area for both TAKS and TAKS (Accommodated), a TAKS braille test booklet should be ordered for a student designated to take TAKS (Accommodated). A corresponding print test booklet will be included in the braille kits for all TAKS/TAKS (Accommodated) and TAKS–M tests. If a student needs an oral administration, the test administrator should use the print test booklet that is included in the braille kit.

Specific Braille Instructions

Specific braille instructions supplement the test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a test in braille. Secure specific braille instructions are included in the shipment of braille materials. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille shipment arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which manipulatives and/or materials a student may need for the test.

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet for that grade and subject area. Instructions on how to transcribe the student's responses are also included in this section.
- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the print version, including information about test items that have been modified, replaced, or omitted to ensure that the test is accessible to a student who reads braille. This section also provides related administration instructions. For example, test items with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille test booklet, the test administrator may read them aloud from the specific braille instructions at a student's request. This section also informs test administrators of any manipulatives (for example, a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.

If a test item has been replaced on the braille test, the test administrator may not have a copy of the replacement item. In this case, the Specific Instructions section will indicate which item has been replaced. If the test administrator conducting an oral administration reads braille, he or she may read the replacement item from the student's braille test booklet. Otherwise, the student will need to read the replacement item independently.

- **Test Administrator Directions:** This section includes general and specific information about the braille test that should be read aloud to the students (for example, whether special symbols or standard braille codes are used on the braille test). Any information that is on the Transcriber’s Note Page in the braille test booklet is provided in this section.

The specific braille instructions are secure. When administering the braille version of a test, keep in mind that you must follow the same security measures as for the administration of a regular-print test.

Training

Districts should plan appropriately to ensure that individuals who are administering the large-print or braille 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, including the specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring braille and large-print test administrations to ensure that they are conducted, to the 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. If a student uses a computer to generate a response to the writing prompt, the document may not be saved. As appropriate, the test administrator should have available braille paper, typing paper, pens, crayons, pencils, placeholders, and any manipulatives specified in the specific braille instructions. For tests that require the availability of a dictionary, students taking the braille version of a test may use an electronic dictionary/thesaurus.

Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, braille rulers, a Cranmer modified abacus, or speech-output calculators. Students taking the braille version of the grades 9–11/exit level mathematics tests and the grades 10 and 11/exit level science tests may use the audio-graphing calculator (AGC). Other programs that perform graphing functions may not be used if they include a computer algebra system (CAS). Students taking the braille version of the grades 8, 10, and 11/exit level science tests may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included with the test booklet.

If a student needs an accommodation not listed in this manual, contact the TEA 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 braille or large-print test may require considerably more time to complete the test than is required by a student without a visual impairment. If the student requires more than the one day designated for each subject-area test, the district testing coordinator must submit 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 or answer document, by typing, by using braille, or by indicating the answer to the test administrator. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition and open-ended items. The student's response in its entirety must fit onto the lined pages on the answer document. 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.

A separate sheet for griddable items will be included with large-print materials for TAKS/TAKS (Accommodated) grades 4–exit level mathematics tests and for all TAKS/TAKS (Accommodated) science tests. This sheet must be provided to the student so that the student is aware of the maximum number of boxes available for an answer to a griddable item. If a student writes on the separate sheet, then it should be destroyed when the student is finished testing. The TAKS braille test booklets have braille cells that correspond to the boxes in print for griddable items. The braille and large-print kits include mathematics and science charts that match the format of the test.

Transcribing

Student responses for all braille and 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 braille or large-print test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the scorable document can be found in the test administrator manuals. The braille (BR) or 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 braille or 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 transcribed 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 the large-print/braille version" at the top of the front of the scorable document.
- All transcriptions must be done in No. 2 pencil.

For a student who takes a TAKS/TAKS (Accommodated) braille test, the test administrator will not mark all of the answer bubbles when transcribing the student's responses onto a scorable TAKS answer document. Because the braille version of a TAKS test does not include field-test items, there will be a column of bubbles on the TAKS answer document that will not be used. However, for the TAKS/TAKS (Accommodated) grades 5, 8, and exit level retests, the test administrator **will** use all of the bubbles on the TAKS answer document.

On TAKS answer documents, the test administrator must ensure that the TEST TAKEN INFO field is marked correctly for each subject-area test taken. Although the same braille form will be administered for TAKS and TAKS (Accommodated), the test administrator needs to verify which of these tests the student is designated to take based on the decision of the student's ARD committee.

The test administrator may need to contact his or her district testing coordinator to verify how TAKS answer documents should be transcribed and/or marked.

Returning Materials

All braille and large-print materials, including handwritten, typewritten, or brailled responses, must be returned to the district testing 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 braille and large-print test booklets, extra regular-print test booklets, specific braille instructions, and anything on which the student has written answers should be returned in the nonscorable shipment. The students' written compositions before they were transcribed should also be returned in the nonscorable shipment. The scorable documents for students taking braille and large-print versions of the tests will be processed in the same manner as all other scorable documents. However, in order for the braille version of a test to be scored correctly, the "BR" bubble on the front of the scorable document must be marked.

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

Appendix E

General Instructions for Administering Tests to Students Who Are Deaf or Hard of Hearing

GENERAL INSTRUCTIONS FOR ADMINISTERING TESTS TO STUDENTS WHO ARE DEAF OR HARD OF HEARING

Introduction

This set of general instructions is intended to help test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Instructions and guidelines within this appendix are applicable to TAKS, TAKS (Accommodated), and TAKS–M. For information regarding the administration of TELPAS or LAT to a student who is deaf or hard of hearing, call the TEA Student Assessment Division at 512-463-9536. Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the test administrator oath prior to test administration. All staff involved in testing students who are deaf or hard of hearing must be familiar with the information in this appendix prior to testing. Unless otherwise indicated in this appendix, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

All test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures prior to each administration and sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional throughout the test administration. See “Test Security and Confidentiality Requirements” in this manual for more information.

Certified Sign Language Interpreters

If a student’s primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow all general guidelines outlined in this manual regarding test administrator responsibilities.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and student. They are not allowed to administer tests and therefore may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter must be trained in test administration procedures, complete the test administrator oath, and be supervised by a certified professional who is employed by the district at all times.

If an oral/signed administration of a mathematics, science, or social studies test is necessary, the test administrator or certified sign language interpreter must be familiar with the “Oral Administration” appendix that is included in all test administrator manuals and be trained in testing procedures specific to an oral/signed administration.

TEA does not specify the sign language to be used during test administration. The test administrator should employ the sign language that the student routinely uses as part of daily instruction.

Testing Accommodations

Accommodations used during testing must be routinely used during classroom instruction. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding the accommodations that are documented in each student’s IEP that will be necessary during testing. The use of any accommodation should be indicated in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the student’s scorable document. Refer to the Accommodations by Category Chart in the Accommodations Manual for specific information about allowable accommodations. Accommodations not listed on the chart require the submission of an Accommodation Request Form.

Information specific to some testing accommodations commonly used during a test administration to deaf or hard of hearing students is included below.

Use of Projector

When the test is administered in sign language, it may be necessary for the print versions of the test administration directions and/or test content to be projected on a screen so that the student can access the test in both print and sign. Projectors that do not involve the photocopying of secure test booklets are preferred and do not require the submission of an Accommodation Request Form.

Projectors that involve the photocopying of secure test booklets require the submission of an Accommodation Request Form. For instance, if a test booklet must be photocopied onto transparencies for use on an overhead projector, an Accommodation Request Form must be submitted to TEA. In this case, one request form may be used for multiple students if additional information is attached that indicates the number of booklets being copied and the number of students receiving the accommodation. Districts must ensure that test security and confidentiality are maintained when photocopying tests. Specific procedures related to this will be provided to districts upon approval of an accommodation request.

Test administration directions are not secure; therefore, photocopying them does not require the submission of an Accommodation Request Form.

Scribe

As with all accommodations, the decision to use a method of response other than the student recording his or her own answers should be documented appropriately in the IEP. Specifically,

conditions for using a scribe to record a student’s written response to open-ended reading items or the written composition can be found in the Accommodations Manual in the Accommodations by Category Chart under “Other Methods of Response.”

The role of the scribe is to write exactly what the student signs. A scribe may not edit or alter student responses in any way and must record word-for-word on the standard answer document exactly what the student has indicated. If a student uses a sign system that must be translated into complete sentences (e.g., American Sign Language), an Accommodation Request Form must be submitted to TEA for approval.

For specific information about transcribing, refer to TAKS Campus Coordinator Activity 11.

Sign Language Dictionary

When a dictionary is used as a supplemental aid, a sign language dictionary that is grade- or ability-appropriate may be used as long as all conditions and guidelines from Appendix D of the Accommodations Manual are followed. Content-specific glossaries are not allowed.

When a dictionary/thesaurus is a required part of standard test administration procedures, a grade-appropriate sign language dictionary may be used in conjunction with the standard English dictionary/thesaurus.

Signing or Amplifying Test Administration Directions

Test administration directions provided during testing may be signed to students who are deaf or hard of hearing. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. When signing test administration directions, only the appropriate test administrator manual should be used. There is no need for the test administrator to view confidential test material.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system. An Accommodation Request Form is not required.

Signing or Amplifying Test Content

Test content can be signed or amplified for eligible students who are deaf or hard of hearing only in the following cases:

- oral/signed administration of TAKS, TAKS (Accommodated), or TAKS–M mathematics, science, or social studies tests;
- dyslexia bundled accommodations for TAKS or TAKS (Accommodated) grades 3–8 reading tests;
- reading aloud test questions and answer choices for TAKS–M reading selections; and
- reading aloud portions of TAKS–M reading, ELA, and writing tests in accordance with standard test administration procedures.

When test content is signed or amplified, all general instructions regarding the types of administrations listed above should be followed for students who are deaf or hard of hearing. This includes instructions found in this manual, in test administrator manuals, and in the Accommodations Manual.

Procedures Specific to Signing Test Content

The sign language used for the types of administrations listed above should be consistent with the sign language used during instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation for the types of administrations listed on the previous page.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

A. If a sign exists, the test administrator should use it when it occurs in print on the test. Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction, and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

B. If a sign has been locally developed and routinely used in instruction, the test administrator may use it when it occurs in print on the test. For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular academic setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

C. If there is no commonly accepted sign and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

The word “range” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider the previous sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following the guidelines above may require a test administrator to preview test content in order to properly prepare for a signed administration. Previewing test content is **ONLY** allowed on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in this manual. Test administrators conducting an oral/signed administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test at any time is strictly prohibited.

Contact the TEA Student Assessment Division at 512-463-9536 or test.accommodations@tea.state.tx.us if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.

Appendix F

Administrations in Alternative Education Settings

ADMINISTRATIONS IN ALTERNATIVE EDUCATION SETTINGS

All TAKS, including TAKS (Accommodated), LAT, TAKS–M, and TELPAS assessments required by the Texas Education Code, Chapter 39, must be administered to all eligible students assigned to an alternative education setting at the time of regularly scheduled testing. Refer to the Calendar of Events for testing dates.

The instructions contained in this appendix apply only to tests administered in the following alternative education settings:

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



Note that there are two types of JJAEPs:

- *Mandated JJAEPs, required in each county with a population of 125,000 or more: Bell, Bexar, Brazoria, Brazos, Cameron, Collin, Dallas, Denton, El Paso, Fort Bend, Galveston, Harris, Hidalgo, Jefferson, Johnson, Lubbock, McLennan, Montgomery, Nueces, Smith, Tarrant, Taylor, Travis, Webb, Wichita, and Williamson.*

Mandated JJAEPs may receive test materials from their students' home districts or from the state's testing coordinator. The source depends upon the agreement between the mandated JJAEP and the individual district. Regardless of the source of test materials, mandated JJAEPs must return the answer documents to the students' home districts.

- *Voluntary JJAEPs, which will receive their test materials from and return them to the school districts.*

For accountability purposes, campus accountability subset determines attribution of test data to alternative education campuses (AECs) registered with the Texas Education Agency for evaluation under alternative education accountability (AEA) procedures. The 85-day rule no longer determines attribution of test data to registered AECs.

If students are assigned to a JJAEP (voluntary or mandated) or a DAEP, their test results must be attributed to their locally assigned regular campus (that is, the regular campus they would be attending if they were not attending the JJAEP or DAEP). **The school district should submit these students' answer documents under the Campus and Group Identification Sheet of each student's regular campus.**

After testing, the school district is responsible for submitting answer documents for scoring as follows, according to the program to which a student is assigned:

- JJAEP (mandatory and voluntary) and DAEP—regular campus
- registered AEC—registered AEC

The regular campus of a student going from one district to another to enroll in an alternative setting depends on the attribution of the student’s average daily attendance. If the alternative setting is a cooperative program (as are most JJAEPs) attributing daily attendance to the “home” districts from which the students come, the regular campuses are in those other districts. If the new district is counting the student’s daily attendance because the alternative setting is not a cooperative program (which is true of some AECs), a student must be assigned to a campus in the receiving district.

Summary of TAKS, TAKS (Accommodated), LAT, and TAKS–M Testing Procedures for JJAEPs and DAEPs

Before Testing

School District Responsibilities

JJAEPs (voluntary) and DAEPs receive their test materials from the school districts. The following is a list of school district responsibilities in regard to testing at JJAEPs (voluntary) and DAEPs:

- Conduct training sessions for all test administrators in the JJAEPs (voluntary) and DAEPs in their district.
- Forward precoded answer documents and other testing materials received from the state’s testing contractor to district JJAEPs (voluntary) and DAEPs.

JJAEP (Voluntary) and DAEP Responsibilities

- Ensure that all test administrators attend training sessions.

JJAEP (Mandated) Responsibilities

Mandated JJAEPs will receive their test materials from their students’ home school districts or from the state’s testing contractor.

- Ensure that all test administrators attend training sessions.
- Receive test materials from their students’ districts or from the state testing contractor.

After Testing

JJAEP (Voluntary) and DAEP Responsibilities

- Return scorable documents to the school district no later than the date indicated on the Calendar of Events to return materials to the campus coordinator.
- Return nonscorable test materials to the school district.

JJAEP (Mandated) Responsibilities

- Return scorable documents to the school district no later than the date indicated on the Calendar of Events to return materials to the campus coordinator.
- Return nonscorable test materials to the students' home school districts or to the state testing contractor.

School District Responsibilities

- Receive scorable documents from JJAEPs (voluntary and mandated) and DAEPs after testing; place them under the appropriate identification sheets and return them to the state's testing contractor.
- Return nonscorable test materials from JJAEPs (voluntary) and DAEPs to the state's testing contractor.

Students Testing Online in a JJAEP, DAEP, or Other Unusual Setting

For students at a JJAEP or DAEP, follow the steps below.

1. The individuals coordinating testing for the JJAEP and DAEP will be granted security access to the regular campuses of the students scheduled to test online. For a JJAEP, the individual designated as the JJAEP coordinator should contact Pearson for access. For a DAEP, the district coordinator will assign access to the individual designated as the DAEP coordinator. (Refer to the Technical User's Guide, section 3.0 "Assigning a User's Organizational Access" for directions on assigning multi-campus security access.)
2. Once granted access to the students' regular campuses, the DAEP coordinator or JJAEP coordinator will need to ensure that each student appears in the regular campus's Student Roster.
 - a. If a student to be tested is already listed on a separate DAEP or JJAEP Student Roster, the coordinator will need to move the student from the DAEP or JJAEP Student Roster to the regular campus Student Roster.
 - b. If a student to be tested is not listed on a separate DAEP or JJAEP Student Roster, the student should already be listed on the regular campus Student Roster, and the coordinator does not need to modify the Student Roster.
 - c. If the student is not on a Student Roster yet, the student should be added manually to the regular campus Student Roster.
3. The DAEP coordinator or JJAEP coordinator should create a test session and add students from the Student Rosters of the regular campuses. The test session is not restricted by campus identification, so the session may include students from different campus rosters. While they will test at the DAEP or JJAEP, the students' results will be automatically reported to their regular campus.

NOTE: For TELPAS, some JJAEPs may receive students from districts that have different interface assignments (Interface A or Interface B). In order to test such students at the same time, they need to be placed in separate electronic test sessions according to the interface assignment. Pearson will notify JJAEPs that may need to manage test sessions using both interfaces.

For more information concerning test session setup at JJAEPs, please contact Pearson's Austin Operations Center at 800-256-9186.

Students in a registered AEC do not fall under the guidelines above. They should be handled like regular students on regular campuses when setting up online testing because the AEC will be considered their "home" campus.

For students in other unusual placements such as hospitals, jails, and shelters, follow the steps below.

1. If the facility is considered a district, the individual coordinating testing will be granted access to the regular campus of the students by contacting Pearson. If the facility is considered a campus within a district, the district coordinator will assign access to the individual coordinating online testing for the facility. (Refer to the Technical User's Guide, section 3.0 "Assigning a User's Organizational Access" for directions on assigning multi-campus security access.)
2. Once granted access to the students' regular campuses, the coordinator for the facility will need to ensure that each student appears in the Student Roster of the student's regular campus.
 - a. If the student to be tested is already listed on a Student Roster for the facility, the coordinator for the facility will need to move the student from the facility's Student Roster to the student's regular campus Student Roster.
 - b. If a student to be tested is not listed on a separate Student Roster for the facility, the student should already be listed on the regular campus Student Roster, and the coordinator does not need to modify the Student Roster.
 - c. If the student is not on a Student Roster yet, the student should be added manually to the regular campus Student Roster.
3. The coordinator for the facility should create a test session and add students from the Student Rosters of the regular campuses. The test session is not restricted by campus identification, so the session may include students from different campus rosters. While they will test at the facility, the students' results will be automatically reported to their regular campus.

Appendix G

TELPAS Coordinator's User Guide for Online Training and Qualification

OVERVIEW

Purpose of this Guide

This guide is a resource for region, district, and campus personnel authorized to use the Texas TrainingCenter Learning Management System (LMS) website to monitor Texas English Language Proficiency Assessment System (TELPAS) online training and qualification activities. The TELPAS TrainingCenter is the portion of the LMS specific to TELPAS.

Introduction

It is the responsibility of the district and campus testing coordinators, in coordination with other designated personnel, to monitor online training and qualification activities completed by TELPAS raters to ensure that all necessary individuals are identified and properly trained in the TELPAS holistic rating process.

Authorized district and campus personnel have access to the online training and qualification **administrative features**, which include access to reports and managing access for campus testing coordinators and district testing coordinator assistants. The TrainingCenter is available at <http://www.TexasAssessment.com/telpasonlinetraining>.

Technical Requirements

Review the *Unified Texas Minimum System Requirements* document for an overview of required technology infrastructure at <http://www.TexasAssessment.com/unifiedsystemreqs>.

Assistance

For help accessing or navigating the Texas TrainingCenter, please contact Pearson using the information below.

<p>Phone: 800-252-9186 Monday–Friday, 7:00 AM to 7:00 PM CT E-mail: TELPAS.techhelp@support.pearson.com</p>
--

LEVELS OF ADMINISTRATIVE ACCESS IN TEXAS TRAININGCENTER

Administrative Access

The Texas TrainingCenter provides coordinators with the ability to administer both TELPAS and TAKS–Alt online training and qualification. Pearson coordinates with TEA to identify region and district testing coordinators. Upon verification, testing coordinator accounts for access to the Texas TrainingCenter are created and distributed to the e-mail address on file for the respective coordinator. If you do not have your account information, please contact Pearson for assistance.

Availability of the administrative features in the Texas TrainingCenter depends on the role the user has in the system. There are five roles:

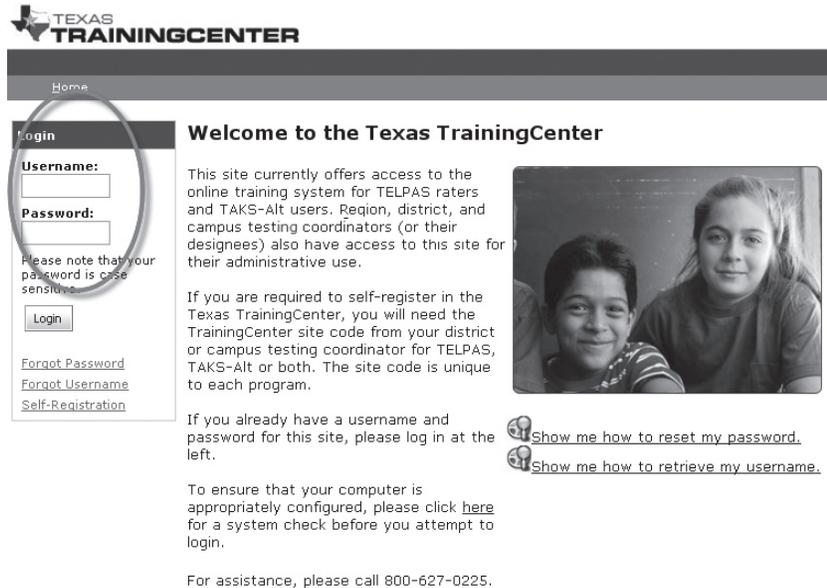
<p>Region Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their region • Promote region testing coordinator assistants to have access to administrative features available to a region testing coordinator
<p>Region Testing Coordinator Assistants</p>	<ul style="list-style-type: none"> • Access reports for their region
<p>District Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their district • Promote district testing coordinator assistants to have access to administrative features available to a district testing coordinator • Approve users who have a campus testing coordinator role
<p>District Testing Coordinator Assistants</p>	<ul style="list-style-type: none"> • Access reports for their district • Assist district testing coordinators with approving users who have a campus testing coordinator role
<p>Campus Testing Coordinators</p>	<ul style="list-style-type: none"> • Access reports for their campus

DISTRICT TESTING COORDINATOR ACCESS

TrainingCenter Login

To access the Texas TrainingCenter for coordinators, follow the steps below.

1. Enter your coordinator username and password. If you do not have your username and password, you may use the assistance available through the LMS or contact Pearson.



2. Click on the *Login* button.

My Home

This screen summarizes all functionality available to district testing coordinators. This is where district testing coordinators can access reports, authorize campus testing coordinator access to reports, and grant access to other district individuals to assist with administering the training process.

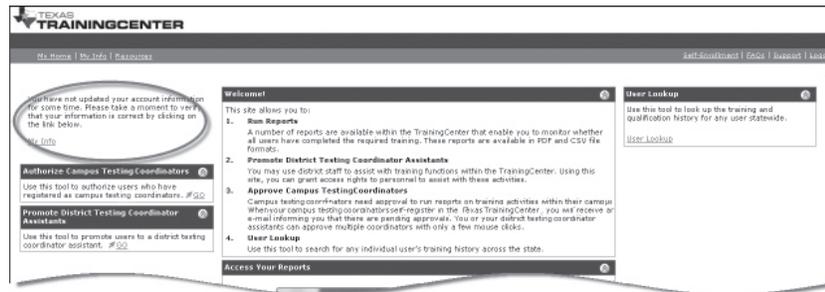
The screen for the region testing coordinator is similar to the district testing coordinator *My Home* screen; the exception is that region testing coordinators do not have access to the *Authorize Campus Testing Coordinators* box.

Upon successful login, check your personal information for accuracy. If your personal information is not complete, you will see a message to enter your information (shown in the top left part of the screen).

NOTE: Be sure that your e-mail address is up-to-date. Region and district testing coordinators cannot update their region and district information. If you need to change this information, please contact Pearson for assistance.

1. Click on the *My Info* link.
2. Complete your personal information, if needed.

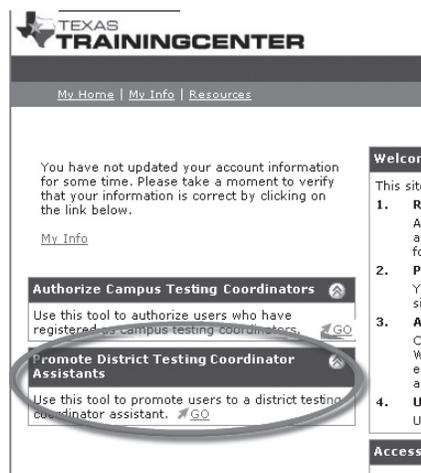
3. Click on the *Save* button to save the changes.



Promoting Region/ District Testing Coordinator Assistants

Region and district testing coordinators may choose to grant administrative access to individuals to assist them. After instructing these individuals to register as users, region and district testing coordinators should use the *Promote Region Testing Coordinator Assistants* or *Promote District Testing Coordinator Assistants* box to grant them an administrative role. Region testing coordinators have the ability to promote only region testing coordinator assistants, and district testing coordinators have the ability to promote only district testing coordinator assistants. Region and district testing coordinator assistants have access to the TELPAS training and qualification reports and to the user lookup tool. In addition, district testing coordinator assistants are able to authorize campus testing coordinators. **NOTE: Region and district testing coordinator assistants will not have the ability to promote others to the region and district testing coordinator assistant role. This capability is only available to region and district testing coordinators.**

1. Click on the *Go* link in the *Promote Region Testing Coordinator Assistants* or *Promote District Testing Coordinator Assistants* box on the *My Home* screen.



2. On the *Promote* tab, click on **Search** to display the list of all registered users in your district.
3. You may either select from the full list or use the search tool to find a specific registered user in your district whom you would like to approve.
4. Place a checkmark next to the registered user(s) you would like to promote.
5. **Be sure to check the E-mail option, “Send a promotion e-mail,” to notify the region or district testing coordinator assistant of the approval.**
6. Click on the *Promote Selected Users* button to complete the authorization process.

For registered individuals who will serve as coordinators, search for them here. To refine your search criteria, please click on the link "Show Search Options". Once the person is found, use the checkbox to select that person, then click on the button to complete the process. Promoted coordinators will receive an e-mail to notify them of the change.

Promote Current Coordinator List

Promote Users

Search For: [Hide Search Options](#)

Search In: First Name Last Name
 E-mail Username

Current Role: CTC

370 Search Results

Promote Options

E-mail option: Send a promotion e-mail

Page: 1 of 19 per page

	Campus	Last Name	First Name	Username	E-mail	Current Role	Promote To Role
<input type="checkbox"/>	00000000 CAMPUS	AADRLast	AADRFirst	AADRFirst.AADRLast	AADRFirst.AADRLast@invalid_domain.com	User	DTC Assistant

7. Click the **Yes** button to confirm.

Confirmation

Do you want to promote all users who are selected on this page to DTC Assistant?

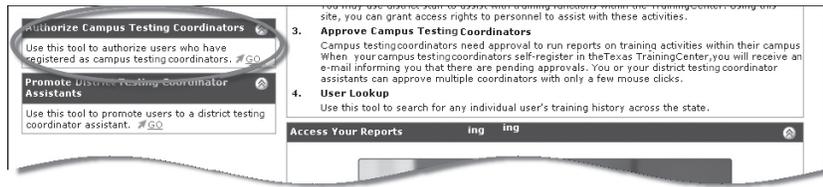
8. Authorized region and district testing coordinator assistants will receive an e-mail confirming their administrative access.
9. On the *Current Coordinator List* tab, click on the **Search** button to retrieve the list of authorized coordinators.

Region and district testing coordinators are able to remove the administrative access rights of region and district testing coordinator assistants who are no longer fulfilling those responsibilities. These individuals will then have only rater access to the TrainingCenter.

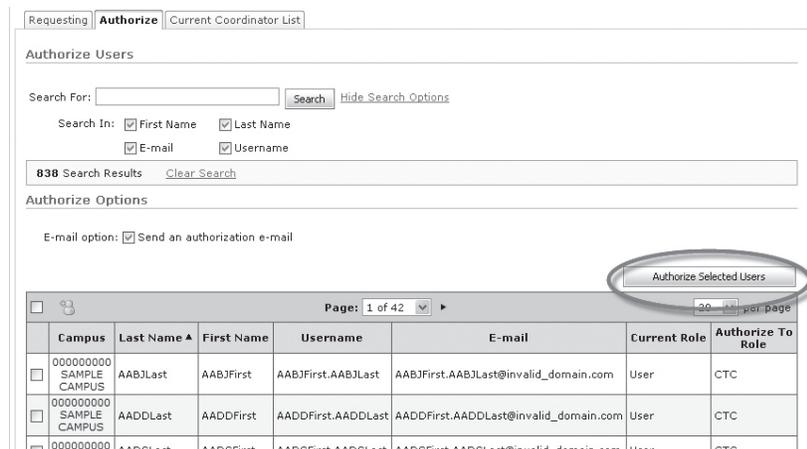
Authorizing Campus Testing Coordinators

As a security measure campus testing coordinators receive administrative access only upon approval by the district testing coordinator or district testing coordinator assistant. After instructing campus testing coordinators to register as such in the TrainingCenter, follow these steps to authorize their administrative privileges. This tool is only available to district testing coordinators and district testing coordinator assistants.

1. Click on the *Go* link in the *Authorize Campus Testing Coordinators* box on the *My Home* screen.



2. The screen will refresh, displaying the list of campus testing coordinators in your district who are currently waiting for your authorization under the *Requesting* tab. Approve only those individuals you designate as campus testing coordinators for their campuses. To review the list of campus testing coordinators who have already been approved, click on the *Current Coordinator List* tab. Click on the *Search* button to retrieve the list of authorized coordinators. Use the *Authorize* tab to search for users you would like to assign to the role of campus testing coordinator.
3. **To notify campus testing coordinators that you have authorized their request, be sure to check the E-mail option, “Send an authorization e-mail.”** Each authorized campus testing coordinator will receive an e-mail confirming administrative access.
4. Place a checkmark in the box next to the campus testing coordinator(s) you are authorizing.
5. Click on the *Authorize Selected Users* button to complete the authorization process.



6. Click the **Yes** button to confirm.



7. Once individuals are approved, they will no longer appear on this list.

District testing coordinators and district testing coordinator assistants are able to remove the administrative access rights of campus testing coordinators who are no longer fulfilling those responsibilities. These individuals will then have only rater access to the TrainingCenter.

Resources and FAQs

You may access the *Resources* or *FAQs* from the *My Home* screen by clicking on the *Resources* or *FAQs* link on the top navigation bar.

Access to the TELPAS Homepage

Because the TAKS–Alt online training and qualification program is now hosted within the Texas TrainingCenter, the *My Texas TrainingCenter Program* box shows two links: one for TELPAS and the other for TAKS–Alt.

Refer to the *TAKS–Alt Coordinator’s User Guide for Online Training and Qualification* for more information on administering the TAKS–Alt program.

Click on the appropriate TELPAS link (*TELPAS 2009* for the fall and *TELPAS 2010* for the spring) in the *My Texas TrainingCenter Program* box to launch the TELPAS TrainingCenter. (The *TELPAS 2010* link will be available starting January 4, 2010.) There you will find the online training courses and qualification activities, roster and summary reports, and other helpful links.



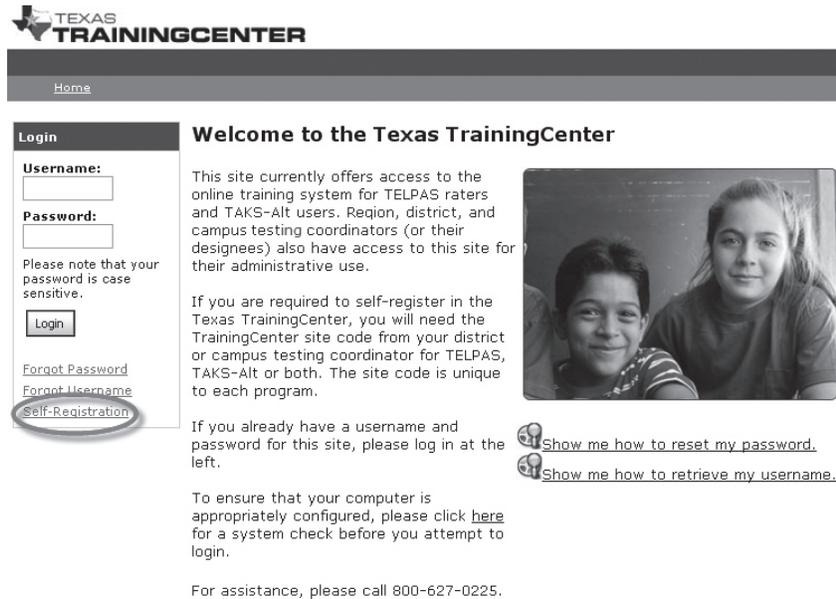
Refer to the “Navigating the TELPAS TrainingCenter” section of this guide for more information.

NEW USER REGISTRATION

TrainingCenter Access

This section describes the new user registration process for campus testing coordinators and district testing coordinator assistants.

1. Click on the *Self-Registration* link.



The screenshot shows the Texas TrainingCenter website. At the top is the logo and a navigation bar with a "Home" link. Below the navigation bar is a "Login" section with fields for "Username:" and "Password:". Below these fields is a note: "Please note that your password is case sensitive." and a "Login" button. There are also links for "Forgot Password", "Forgot Username", and "Self-Registration", with the "Self-Registration" link circled in red. To the right of the login section is a "Welcome to the Texas TrainingCenter" section. It contains a paragraph about the site's purpose, a photograph of two children, and instructions for self-registration. Below the photograph are two help icons with links: "Show me how to reset my password." and "Show me how to retrieve my username." At the bottom of the welcome section, there is a note about system configuration and a link "here" for a system check, and a phone number for assistance: "800-627-0225".

TrainingCenter Site Code

Before you can complete the registration form, you will be prompted to enter the TrainingCenter site code. The site code ensures that you have been authorized to access the Texas TrainingCenter. You will be prompted to enter the TrainingCenter site code only on the first time you access the Texas TrainingCenter. This site code is not case sensitive.

NOTE: TELPAS trainers are responsible for providing the site code to raters who will be registering as new users on the Texas TrainingCenter.

Enter the TrainingCenter site code in the field provided and then click on the *Submit* button.



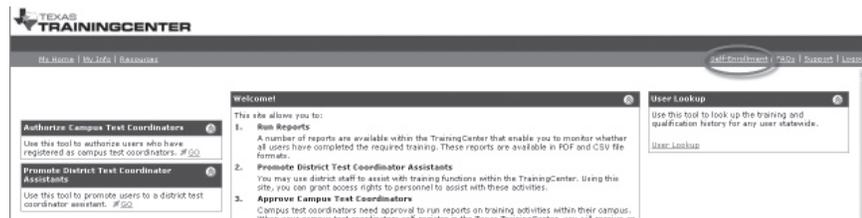
The screenshot shows a form titled "TrainingCenter". Below the title is a heading "Enter The TrainingCenter Site Code". Underneath is a text input field labeled "* Site Code:". At the bottom of the form are two buttons: "Cancel" on the left and "Submit" on the right.

Additional TrainingCenter Site Codes for Other Programs

As the TAKS–Alt online training and qualification program is now hosted in the Texas TrainingCenter, TAKS–Alt users will use the TAKS–Alt site code to register in the TAKS–Alt program.

For users who need to be trained in both TELPAS and TAKS–Alt online training and qualification, the Texas TrainingCenter allows a user to register for either program provided that they have the program site code for each program.

These users can cross-register inside the Texas TrainingCenter using the *Self-Enrollment* link shown on the navigation bar once logged in.



Registration Form

2. Complete the registration form.

Enter Registration Details

Required fields are marked with *

Personal Information

* First Name:

* Last Name:

* E-mail:

* Confirm E-mail:
(Please re-type the same e-mail address to confirm)

* Job Function: [Select Job Function](#)
(Select the option that BEST describes your position)

* Month of Birth:

* Date of Birth:

* Daytime Phone #:

Username/Password

* Username:
(Please create a username to use each time you visit the TrainingCenter)

* Password:
(Please create a password to use along with your username, each time you visit the TrainingCenter)

* Confirm Password:
(Please re-type the same password to confirm)

Region, District, Campus

* Region: [Select Region](#)

* District:

* Campus:

Role

Additional Role Authorization: CTC
(If you have been asked to enroll as a campus testing coordinator, please check this box. An e-mail will be sent to confirm this role upon approval from your district testing coordinator.)

Description of Registration Fields

FIRST NAME	Enter your first name.
LAST NAME	Enter your last name.
E-MAIL	Enter your e-mail address. Use an e-mail address that you check regularly. If possible, use an e-mail address that is not likely to change, such as your work e-mail address.
NOTE: An e-mail address can be used only once in the Texas TrainingCenter. This is a unique field.	
CONFIRM E-MAIL	Re-enter your e-mail address for confirmation.
JOB FUNCTION	From the pull-down list select the job function that best describes your occupation.
MONTH OF BIRTH	Select your month of birth from the pull-down list. Example: January = 01
DATE OF BIRTH	Select your date of birth from the pull-down list. Example: 2 = 02
DAYTIME PHONE #	Enter your daytime phone number in the space provided. This information will be used by the Texas TrainingCenter technical support staff only if they need to contact you.
USERNAME	You must enter a username to identify yourself in the Texas TrainingCenter.
PASSWORD	Select a password that is easy for you to remember. Your password must be a minimum of eight characters in length. Make a note of your password in a secure place. Do not share your password with other users.
CONFIRM PASSWORD	Re-enter your password for confirmation.
REGION	Select your region from the drop-down list or use the <i>Select Region</i> lookup tool to see a map of the state and click on the region where you work.

DISTRICT	<p>Select your district from the drop-down list. Note that the list of available districts will depend on your selection in the Region field.</p> <p>NOTE: Self-registration is not required for region or district testing coordinators. Self-registration is required for all testing coordinator assistants. Region testing coordinator assistants and staff not associated with a specific district must select the appropriate education service center (ESC) from the District list.</p>
CAMPUS	<p>Select your campus from the drop-down list. The list of available campuses depends on your selection in the Region and District fields.</p> <p>NOTE: District testing coordinator assistants, region testing coordinator assistants, or other staff who selected the ESC as the district must select the ESC campus ending with “999”. A district testing coordinator assistant who selected a specific district should now select any of the available campuses.</p>
ADDITIONAL ROLE AUTHORIZATION	<p>Check this field to specifically request campus testing coordinator administrative access from your district testing coordinator.</p> <p>NOTE: If you are registering to be a district testing coordinator assistant, do not check this box.</p>

3. Click on the *Submit* button to continue.
4. Confirm registration details by reviewing your entries. If you need to change any of the information you provided, click on the *Back* button at the bottom of the screen. **NOTE:** Do not use the Internet browser *Back* button to navigate the TrainingCenter. Only use navigation buttons on the *TrainingCenter* screen.

5. Click on the **Finish** button to complete your registration. You will be automatically taken to the *My Home* screen of the Texas TrainingCenter.

Confirm Registration Details

Personal Information

First Name: Firstname
Last Name: Lastname
E-mail: Firstname.Lastname@no_domain.com
Job Function: Administrator
Month of Birth: 01
Date of Birth: 01
Daytime Phone #: 555-555-5555

Username/Password

Username: Firstname.Lastname

Region, District, Campus

Region: 99 EXAMPLE
District: EXAMPLE ISD (999999)
Campus: EXAMPLE CAMPUS (999999999)

Program & Role

Your program: TELPAS
Your role: User

Additional Role Authorization for Campus Testing Coordinator

By checking the CTC checkbox, an individual requests authorization by the district testing coordinator or district testing coordinator assistant to have campus coordinator administrative privileges in the Texas TrainingCenter. Note that the request to be a campus testing coordinator applies to the campus testing coordinator role for administering both TAKS–Alt and TELPAS. The system automatically informs the district testing coordinator that a request for approval is pending. Once the request is approved, the campus coordinator will receive a confirmation e-mail. Until the request is approved, the individual will have rater access to the TrainingCenter.

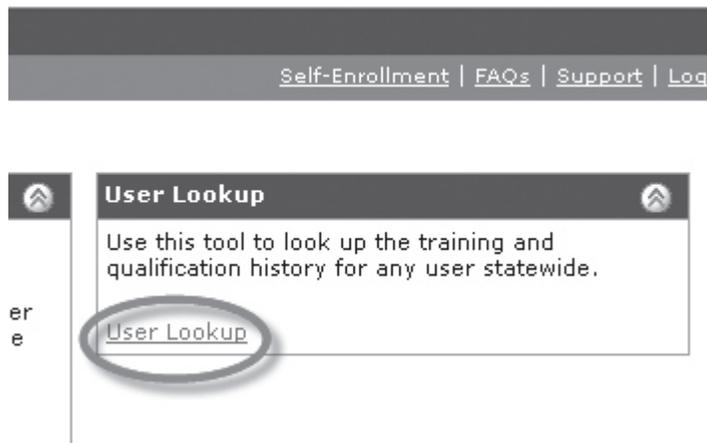
Role

Additional Role Authorization: CTC

(If you have been asked to enroll as a campus testing coordinator please check this box. An e-mail will be sent to confirm this role upon approval from your district testing coordinator.)

My Home

This screen summarizes all functionality available to campus testing coordinators. This is where you can access reports and the user lookup tool. Refer to the “User Lookup” section of this guide for more information.



Access to the TELPAS Homepage

Click on the appropriate TELPAS link (*TELPAS 2009* for the fall and *TELPAS 2010* for the spring) in the *My Texas TrainingCenter Program* box to launch the TELPAS TrainingCenter. (The *TELPAS 2010* link will be available starting January 4, 2010.) There you will find the online training courses and qualification activities, roster and summary reports, and other helpful links.



Refer to the “Navigating the TELPAS TrainingCenter” section of this guide for more information.

Resources and FAQs

You may access the *Resources* or *FAQs* from the *My Home* screen by clicking on the *Resources* or *FAQs* link on the top navigation bar.

REGISTERED USER ACCESS

How to Log In

You can access the Texas TrainingCenter as a returning user after you have a username and password. To access the Texas TrainingCenter, enter your username and password and then click the *Login* button.

TEXAS TRAININGCENTER

Home

Login

Username:

Password:

Please note that your password is case sensitive.

[Forgot Password?](#)
[Forgot Username?](#)
[Self-Registration](#)

Welcome to the Texas TrainingCenter

This site currently offers access to the online training system for TELPAS raters and TAKS-Alt users. Region, district, and campus testing coordinators (or their designees) also have access to this site for their administrative use.

If you are required to self-register in the Texas TrainingCenter, you will need the TrainingCenter site code from your district or campus testing coordinator for TELPAS, TAKS-Alt or both. The site code is unique to each program.

If you already have a username and password for this site, please log in at the left.

To ensure that your computer is appropriately configured, please click [here](#) for a system check before you attempt to login.

For assistance, please call 800-627-0225.

 [Show me how to reset my password.](#)

 [Show me how to retrieve my username.](#)



Forgot Username

If you have forgotten your Texas TrainingCenter username, follow these steps to retrieve it. Users can click on the *Show me how to retrieve my username* link on the TrainingCenter homepage for a short video on the steps listed below.

1. Click on the *Forgot Username* link.



Login	Welcome to
Username: <input type="text"/>	This site currently online training sys and TAKS-Alt use campus testing cc designees) also h their administrativ
Password: <input type="text"/>	
Please note that your password is case sensitive.	If you are require Texas TrainingCer TrainingCenter sit or campus testing TAKS-Alt or both. to each program.
<input type="button" value="Login"/>	
Forgot Password Forgot Username	

2. You will be prompted to enter the e-mail address you used at registration. Enter your e-mail address exactly as you entered it while registering and then click the *E-mail Me My Username* button.

After the e-mail has been sent, the screen will update with a confirmation, as shown below. Check your e-mail to retrieve your username and then click on the *Return to login* button to return to the *Login* page.

Forgot Password

If you have forgotten your Texas TrainingCenter password, follow these steps to reset it. Users can click on the *Show me how to reset my password* link on the TrainingCenter homepage for a short video on the steps listed below.

1. Click on the *Forgot Password* link.



Login	Welcome to
Username: <input type="text"/>	This site currently online training sys and TAKS-Alt use campus testing co designees) also h: their administrativ
Password: <input type="text"/>	
Please note that your password is case sensitive.	If you are require Texas TrainingCer TrainingCenter sit or campus testing TAKS-Alt or both. to each program. If you already hav
<input type="button" value="Login"/>	
Forgot Password	
Forgot Username	
Self-Registration	

2. You will be prompted to enter your username. Enter your username exactly as you entered it when you registered and then click the **Submit** button.

Forgot Password?

Verify Your Username

Enter your username in the username text field. We will send you a password reset link to the e-mail address associated with your username.

* Username:

3. An e-mail will be sent to the e-mail address associated with your Texas TrainingCenter account. The e-mail will contain a link you can click on that will take you to a screen where you can reset your password.

Password Reset E-mail Sent

Confirmation

We received your request for a password reset link. You should receive the e-mail shortly.

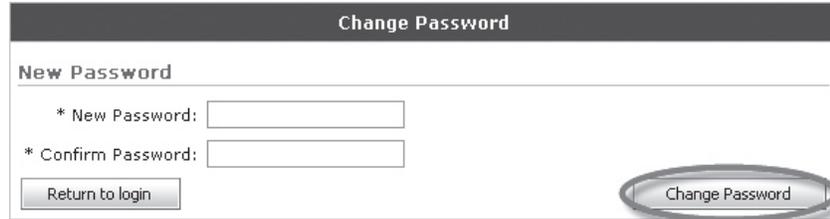
Note: If you do not receive the e-mail in a few minutes, this could be because:

- You mistyped your username
- Your account's e-mail address is incorrect
- This request is too soon after your last request
- The e-mail was delayed or routed to your junk e-mail folder

Before contacting support, try the [Forgot Username?](#) tool to get your username

[Go to login page](#)

4. Enter a new password in the New Password field, and then enter the password once again in the Confirm Password field. Click on the **Change Password** button to continue. You will be automatically taken to the *My Home* screen of the Texas TrainingCenter.



The screenshot shows a web form titled "Change Password". It has a section labeled "New Password" containing two input fields: "* New Password:" and "* Confirm Password:". Below these fields are two buttons: "Return to login" on the left and "Change Password" on the right. The "Change Password" button is circled in red.

For help logging in or changing your password, contact Pearson at 800-627-0225.

Account Deactivation

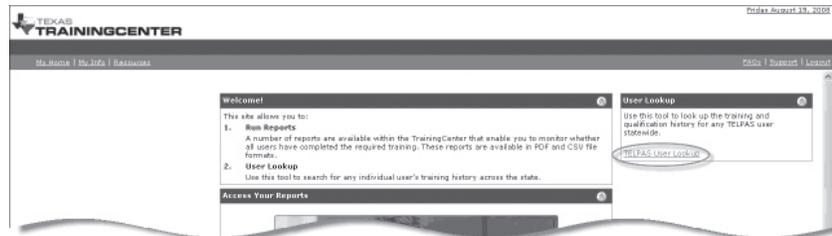
If you have not logged in to your account for 18 months or longer, you will automatically receive an account deactivation notice upon attempting to log in to your user account.

USER LOOKUP

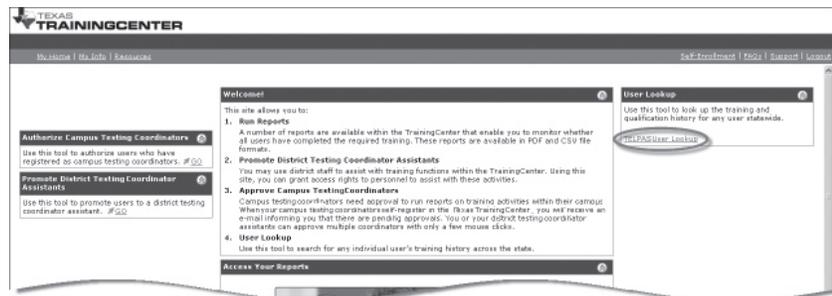
Overview

Use this tool to look up the training and qualification history for any user statewide. The *User Lookup* box is available from the *Texas TrainingCenter* homepage and can be used to look up both TELPAS and TAKS–Alt training and qualification history.

1. Click on the *User Lookup* link in the *User Lookup* box.



The screenshot above shows the campus testing coordinator view.



The screenshot above shows the district testing coordinator view.

2. Use the Search For field to search for the user.

Search for user

[Go Back](#)

Search for a user

Search For: [Show Search Options](#)

You must perform a search.

3. Click on the user's name to view their training and qualification history. The screen will update, displaying the user's history. As a coordinator, you can change tabs between the user's TELPAS and TAKS–Alt training and qualification history, if you choose to do so.

Search for a user

Search For: [Show Search Options](#)

208637 Search Results [Clear Search](#)

Page: 1 of 4173 50 per page

LastName, FirstName ▲	Email	District	Campus
AAAElast, AAAEfirst	AAAEfirst.AAAElast@invalid_domain.com	SAMPLE DISTRICT ISD	SAMPLE CAMPUS

ACCESSING REPORTS

Overview

Personnel with administrative authorization are able to access reports on demand to monitor TELPAS online training and qualification. **The reports are updated nightly.** These reports enable coordinators to monitor whether each rater has completed the necessary training and is adequately prepared to apply the TELPAS holistic rating rubrics. The reports provide information according to the level of the coordinator's administrative access.

- Region coordinators see reports containing information pertaining to all districts and campuses within their region. A summary report, for example, would provide data across the entire region.
- District coordinators see reports for all campuses within their district.
- Campus coordinators see reports for their campus.
- Both TELPAS and TAKS–Alt reports are now available on the Texas TrainingCenter at the same location. Reporting for each program will be contained within the *TELPAS Report* box and *TAKS–Alt Report* box, respectively.

Available Reports for Online Training and Qualification

Users who have registered in the TrainingCenter and have started but not completed a qualification activity are not included in the qualification roster or summary reports. Only completed attempts are presented in the reports. However, users who have started a training course will appear in the course roster and the course summary report as being “in progress.”

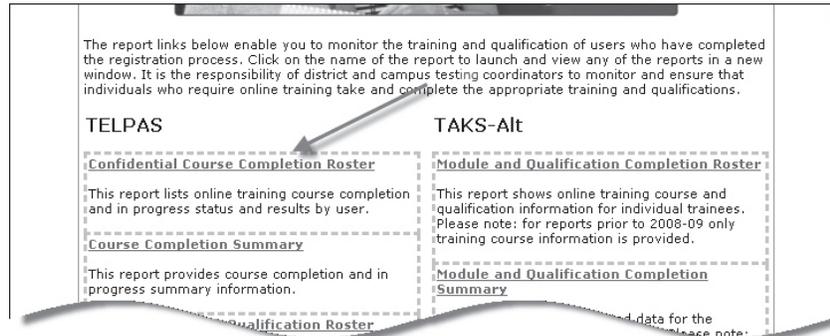
It is the responsibility of district and campus testing coordinators to ensure that all individuals who are required to be trained online establish their username and password so that their training status can be monitored. The following reports are available for TELPAS:

- **TELPAS Confidential Course Completion Roster**
This report lists online training course completion and in-progress status and results by user.
- **TELPAS Course Completion Summary Report**
This report provides course completion and in-progress summary information.
- **TELPAS Confidential Rater Qualification Roster**
This report lists qualification completion status and results by user.
- **TELPAS Confidential Rater Qualification Summary Information**
This report provides qualification summary information.

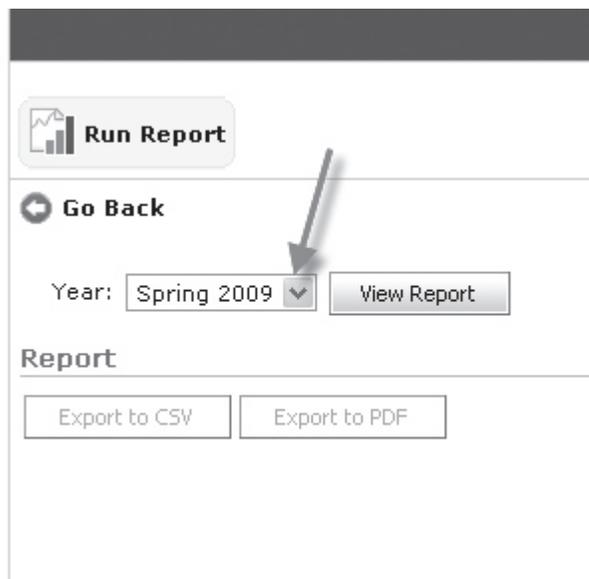
- **TELPAS At-A-Glance Training & Qualification Report**
This report provides a brief but comprehensive list showing rater training and qualification completions for all registered raters.

Running Reports

1. Click directly on the name of the report you would like to view.



2. Select the time period for which you would like to run the report.



3. Click on the **View Report** button. The report will display on the screen.
 - A. Go to other pages in the report by using the **Page** drop-down list.
 - B. Click on the **Export to CSV** button to export the report in the CSV format.
 - C. Click on the **Export to PDF** button to export the report as a PDF.

The screenshot shows the 'Confidential Course Completion Roster' interface. At the top, there are buttons for 'Run Report', 'Go Back', and 'Report'. The 'Report' section contains 'Export to CSV' and 'Export to PDF' buttons. Below these are filters for 'Year' (Spring 2009) and 'View Report'. The main area displays a table with the following columns: First Name, Last Name, Course Title, Date Started, Date Completed, Time in Pivote (mins.), Activities Correct/Possible, and % Correct. The table lists various courses and their completion status for 2009.

This example shows 2009 training data.

Report Formats

There are three report views available:

- Web view
- PDF file
- CSV file

To view PDF files, you will need the Adobe Reader plug-in. To view CSV files, you will need Microsoft Excel.

Presentation of the data in the Web and PDF views is fixed. Exporting data into a CSV file format allows you to manipulate (e.g., sort) information in a way that is most useful for you.

The sample reports on the following pages show the PDF file format of the reports.

TELPAS Confidential Course Completion Roster

The report below shows an example of a campus TELPAS Confidential Course Completion Roster for registered users who have begun or completed a course for a given semester. For privacy reasons, the names have been concealed for this example.

At the district level, information for all campuses in the district will be presented in alphabetical order by campus name and then sorted alphabetically by the name of each user within that campus.

At the region level, information for all districts and campuses in the respective region will be presented in alphabetical order by district name and then sorted alphabetically by campus name. As with the district report, the region report is then sorted alphabetically by the name of each user within that campus.

Example: TELPAS Confidential Course Completion Roster

Texas English Language Proficiency Assessment System (TELPAS) Online Training
Confidential Course Completion Roster

Region: 00 EXAMPLE REGION
District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE HS

Report Date: 6/5/2009
Reporting Period: Spring 2009

First Name	Last Name	Course Title	Date Started	Date Completed	Time in Module (mins.)	Activities Correct/Possible	% Correct
Names of the raters have been removed to protect identity.		Assembling and Verifying Grades 2-12 Writing Collections	2/24/2009	3/10/2009			
		Assembling and Verifying Grades 2-12 Writing Collections	2/24/2009	3/10/2009	147	2 / 6	33 %
		Level 2 TELPAS Rater Online Refresher Course for Grades 2-12	2/24/2009	2/24/2009			
		Practice: Rating Listening	2/24/2009	2/24/2009	10		
		Grades 3 to 5				6 / 7	86 %
		Practice: Rating Speaking	2/24/2009	2/24/2009	45		
		Grades 3 to 5				6 / 7	86 %
		Practice: Rating Writing	2/24/2009	2/24/2009	122		
		Grades 3 to 5				4 / 7	57 %
		Practice: Rating Additional Writing	2/24/2009	2/24/2009	108		
		Grades 3 to 5				4 / 5	80 %
		Assembling and Verifying Grades 2-12 Writing Collections	2/4/2009	2/17/2009			
		Assembling and Verifying Grades 2-12 Writing Collections	2/4/2009	2/17/2009	35	5 / 6	83 %
		Level 2 TELPAS Rater Online Refresher Course for Grades 2-12	2/17/2009	2/17/2009			
		Practice: Rating Listening	2/17/2009	2/17/2009	12		
		Grade 2				7 / 7	100 %
		Practice: Rating Speaking	2/17/2009	2/17/2009	9		
		Grade 2				3 / 6	50 %
		Practice: Rating Writing	2/17/2009	2/17/2009	10		
		Grade 2				4 / 7	57 %
	Level 1 TELPAS Rater Online Training Course for Kindergarten and Grade 1	3/13/2009	3/13/2009				
	Overview	3/13/2009	3/13/2009	11	3 / 3	100 %	
	Listening	3/13/2009	3/13/2009	34	4 / 5	80 %	

This example shows 2009 training data.

Page 1 of 7

TELPAS Course Completion Summary Report

Below is an example of a district TELPAS Course Completion Summary Report for registered users, for a given semester.

At the region level, the report will contain information for districts and all campuses within that district. At the district level, the report will contain information for all campuses within that district. Information for each campus will be on a separate page.

Only users currently in progress or who have completed a course will be included in the reports.

Example: TELPAS Course Completion Summary Report

Texas English Language Proficiency Assessment System (TELPAS) Online Training
Course Completion Summary Report

Region: 000 EXAMPLE REGION
District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE HS

Report Date: 6/6/2009
Reporting Period: Spring 2009

Course Title	Users In Progress	Users Complete	Percent Complete
Level 1 TELPAS Rater Online Training Course for Grades 2–12	2	0	0 %
Level 1 TELPAS Rater Online Training Course for Grades 2–12	0	1	100 %
Overview	1	0	0 %
Overview	0	1	100 %
Listening	1	0	0 %
Listening	0	1	100 %
Grades 3 to 6		1	
Speaking	0	1	100 %
Grades 3 to 6		1	
Writing	0	1	100 %
Writing	0	1	100 %
Writing Practice	0	1	100 %
Writing Practice	0	1	100 %
Grades 3 to 6		1	
Grades 3 to 6		1	
Additional Writing Practice	0	1	100 %
Grades 3 to 6		1	
Assembling and Verifying Grades 2-12 Writing Collections	0	7	100 %
Assembling and Verifying Grades 2-12 Writing Collections	0	1	100 %
Assembling and Verifying Grades 2-12 Writing Collections	0	7	100 %
Assembling and Verifying Grades 2-12 Writing Collections	0	1	100 %
Level 1 TELPAS Rater Online Training Course for Kindergarten and Grade 1	3	1	25 %
Overview	2	1	33 %
Listening	1	1	50 %
Speaking	1	1	50 %

This example shows 2009 training data.

TELPAS Confidential Rater Qualification Roster

The TELPAS Confidential Rater Qualification Roster shows qualification completions for all users who completed at least one attempt for a given semester.

Region reports are sorted alphabetically by district and then by campus. Users are listed alphabetically by last name under their campus.

District reports are sorted alphabetically by campus. Users are sorted by campus and listed alphabetically by last name.

At the campus level, users are listed alphabetically by last name.

Example: TELPAS Confidential Rater Qualification Roster

Texas English Language Proficiency Assessment System (TELPAS) Rater Qualification								
Grades 2 - 12 Writing								
Confidential Rater Qualification Roster								
Region: 99 EXAMPLE REGION				Report Date: 6/6/2009				
District: 999-001 EXAMPLE ISD				Reporting Period: Spring 2009				
Campus: 001 EXAMPLE HS								
Rater	Cluster	First Attempt			Second Attempt			Qualified Rater of Writing In Grade 2 or Higher
		% Correct	Qualified	Date	% Correct	Qualified	Date	
Names of the raters have been removed to protect identity.	Grade 2	60	No	3/31/2009				
	Grades 2-12	67	Yes	3/31/2009				Yes
	Grades 3-5	70	Yes	3/31/2009				Yes
	Grades 6-8	60	No	3/31/2009				
	Grades 9-12	80	Yes	3/12/2009				Yes
	Grades 2-12	73	Yes	2/16/2009				Yes

This example shows 2009 training data.

TELPAS Confidential Rater Qualification Summary Information

This report provides TELPAS qualification summary information for all registered users at the region, district, or campus level for a given semester.

Keep in mind that only users who have completed an attempt or qualified are included in the numbers for this report. Qualification attempts that are incomplete are not reflected in either the qualification roster or summary reports.

Example: TELPAS Confidential Rater Qualification Summary Information

TELPA S Rater Qualification Spring 2009 Grades 2 - 12 Writing Confidential Rater Qualification Summary Information					
Region: 99 EXAMPLE REGION District: 99999 EXAMPLE DISTRICT			Report Date: 6/5/2009 Reporting Period: Spring 2009		
All Clusters	Number	Percent	Grade 2	Number	Percent
Attempted Qualifications	4	100	Attempted Qualifications	0	100
Successful Qualifications	4	100	Successful Qualifications	0	0
Successful After 1st Attempt	4	100	Successful After 1st Attempt	0	0
Successful After 2nd Attempt	0	0	Successful After 2nd Attempt	0	0
Unsuccessful After Two Attempts	0	0	Unsuccessful After Two Attempts	0	0
Unsuccessful After 1st Attempt/No 2nd Attempt Yet	2*		Unsuccessful After 1st Attempt/No 2nd Attempt Yet	1*	
Grades 2-12	Number	Percent	Grades 3-5	Number	Percent
Attempted Qualifications	2	100	Attempted Qualifications	1	100
Successful Qualifications	2	100	Successful Qualifications	1	100
Successful After 1st Attempt	2	100	Successful After 1st Attempt	1	100
Successful After 2nd Attempt	0	0	Successful After 2nd Attempt	0	0
Unsuccessful After Two Attempts	0	0	Unsuccessful After Two Attempts	0	0
Unsuccessful After 1st Attempt/No 2nd Attempt Yet	0*		Unsuccessful After 1st Attempt/No 2nd Attempt Yet	0*	
Grades 6-8	Number	Percent	Grades 9-12	Number	Percent
Attempted Qualifications	0	100	Attempted Qualifications	1	100
Successful Qualifications	0	0	Successful Qualifications	1	100
Successful After 1st Attempt	0	0	Successful After 1st Attempt	1	100
Successful After 2nd Attempt	0	0	Successful After 2nd Attempt	0	0
Unsuccessful After Two Attempts	0	0	Unsuccessful After Two Attempts	0	0
Unsuccessful After 1st Attempt/No 2nd Attempt Yet	1*		Unsuccessful After 1st Attempt/No 2nd Attempt Yet	0*	

* This data is not included in the Attempted Qualifications total

This example shows 2009 training data.

TELPAS At-A-Glance Training & Qualification Report

The TELPAS At-A-Glance Training & Qualification Report provides rater training and qualification status in a roster format that makes it easy to scan for completion information.

The roster lists all registered users who have completed a Level 1 or 2 training course or are in progress. Qualification information includes qualification status, date, and cluster. For users with multiple qualifications, only the most recent successful qualification is shown. For raters with no successful qualification, the date of the most recent unsuccessful qualification is provided.

Neither completion nor performance information is shown for individual modules.

Example: TELPAS At-A-Glance Training & Qualification Report

Texas English Language Proficiency Assessment System (TELPAS) Online Training
At-A-Glance Training & Qualification Report

Region: 00 EXAMPLE REGION
District: 000-001 EXAMPLE ISD
Campus: 001 EXAMPLE HS

Report Date: 6/6/2009
Reporting Period: Spring 2009

		Online Training Spring 2008		Qualification		
First Name	Last Name	Course	Status	Qualified	Date*	Cluster
Names of the raters have been removed to protect identity.		Assembling and Verifying Grades 2-12 Writing Collections	Complete	Yes	2/28/2009	Grades 3-5
		TELPAS Rater Online Refresher Course for Grades 2-12 Level 2	Complete			
		Assembling and Verifying Grades 2-12 Writing Collections	Complete	Yes	2/20/2009	Grades 2-5
		TELPAS Rater Online Refresher Course for Grades 2-12 Level 2	Complete			
		TELPAS Rater Online Refresher Course for Kindergarten and Grade 1 Level 2	Complete	N/A	N/A	N/A
		TELPAS Rater Online Training Course for Kindergarten and Grade 1 Level 1	Complete	N/A	N/A	N/A
		Assembling and Verifying Grades 2-12 Writing Collections	Complete	Yes	2/19/2009	Grades 2-12
		TELPAS Rater Online Refresher Course for Grades 2-12 Level 2	Complete			
		TELPAS Rater Online Refresher Course for Kindergarten and Grade 1 Level 2	In Progress	N/A	N/A	N/A
		Assembling and Verifying Grades 2-12 Writing Collections	Complete	Yes	2/26/2009	Grades 2-12
		TELPAS Rater Online Training Course for Kindergarten and Grade 1 Level 1	In Progress	N/A	N/A	N/A
		Assembling and Verifying Grades 2-12 Writing Collections	Complete	Yes	3/7/2009	Grades 6-8
		TELPAS Rater Online Refresher Course for Grades 2-12 Level 2	Complete			
		TELPAS Rater Online Refresher Course for Kindergarten and Grade 1 Level 2	In Progress	N/A	N/A	N/A

* The qualification date represents the last successful qualification. If no successful is on file, the most recent unsuccessful attempt is shown.

This example shows 2009 training data.

NAVIGATING THE TELPAS TRAININGCENTER

TELPAS Homepage

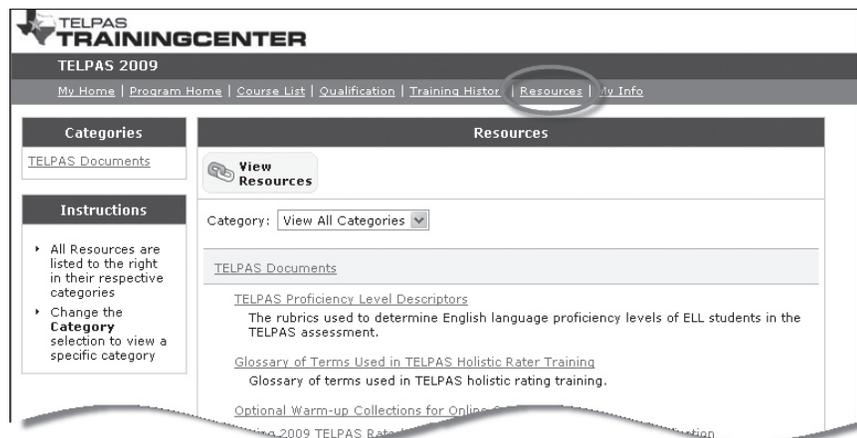
Upon clicking on the appropriate TELPAS link (*TELPAS 2009* for the fall and *TELPAS 2010* for the spring) on the *My Home* screen, you will see the *TELPAS TrainingCenter* homepage. This is where you can access TELPAS training courses and qualification activities. You can also update your information and access support links.

You can navigate the TrainingCenter by using links throughout the page, as indicated by the *Go* icon or by clicking on the navigation bar at the top of the screen.



Resources

There are a number of official Texas Education Agency (TEA) resources available to all users. Click on the *Resources* link on the top navigation bar to view the *Resources* screen. Documents available on this screen are the same as those seen by raters on the TELPAS TrainingCenter. To access a specific resource, click on the name of the resource.



My Info

The *My Info* screen lists your user information. If you would like to update any of the information you submitted when you registered, click on the *My Info* link at the top of the screen.

Required fields are marked with *

Personal Information

First Name: Firstname
Last Name: Lastname
* E-mail: Firsname.Lastname@no_domain.com
* Job Function: Campus Testing Coordinator
(Select the option that BEST describes your position)
Month of Birth: 1
Date of Birth: 1
* Daytime Phone #: 555-555-5555

Password

* Password: ●●●●●●
(Please create a password to use along with your username, each time you visit the TrainingCenter)
* Confirm Password: ●●●●●●
(Please re-type the same password to confirm)

Region, District, Campus

* Region: 99 EXAMPLE REGION Select Region
* District: EXAMPLE DISTRICT (999999)
* Campus: EXAMPLE CAMPUS (999999999)

Save

You can update all fields except First Name and Last Name. **NOTE: District testing coordinators are not able to update the region and district fields.**

Follow the steps below to update your information.

1. Enter new information.
2. Click on the *Save* button.

To change any other information or if you need additional help, contact Pearson at 800-627-0225.

Support

Click on the *Support* link on the top navigation bar to view support contact information.



TEXAS TRAININGCENTER

My Home | My Info | Resources | Self-Enrollment | FAQs | **Support** | Logout | Edit Course

TrainingCenter Support

To assist you in answering technical questions about the TAKS-Alt or TELPAS training courses and TrainingCenter, please contact Pearson's Austin Operation Center using the information below.

Phone: 800-627-0225

E-mail: For TAKS-Alt users
TAKSAlt.techhelp@support.pearson.com

For TELPAS users
TELPAS.techhelp@support.pearson.com

Hours: Monday - Friday, 7:00 A.M. to 7:00 P.M. CT



Logout

Click the *Logout* link to exit the TELPAS TrainingCenter and return to the *Login* screen.



Self-Enrollment | FAQs | Support | **Logout**

Appendix H

Provisions for Qualifying ELL Unschooling Asylees and Refugees

PROVISIONS FOR QUALIFYING ELL UNSCHOOLED ASYLEES AND REFUGEES

House Bill 3, enacted in 2009 by the 81st Texas Legislature, changed requirements governing the participation of LEP students in the state assessment program by extending the time period during which special assessment provisions may be considered for ELLs identified as unschooled asylees and refugees.

To conform with the legislative changes, Section 101.1010, Provisions for Unschooled Limited English Proficient Asylees and Refugees, has been added to 19 TAC, Chapter 101, Subchapter AA, Commissioner’s Rules Concerning the Participation of Limited English Proficient Students in State Assessments. The new rules have an effective date of February 22, 2010, and apply beginning with the March 2010 test administrations. The rules may be accessed from Appendix C.

The new rules outline special provisions for eligible asylees and refugees who are beyond the LEP exemption and exit level LEP postponement periods but are not yet in their sixth school year of enrollment in U.S. schools. However, the new rules do not affect LEP exemption or LEP postponement decision-making for the students. During the LEP exemption/postponement period, the LPAC will follow the same criteria to make assessment decisions for ELL asylees and refugees as are required for other ELLs.

Special Provisions

The new regulations under 19 TAC, Section 101.1010, which are referred to as **special provisions** in this appendix, apply to qualifying unschooled asylees and refugees who are beyond the LEP exemption/postponement periods but are not yet in their sixth school year of enrollment in U.S. schools. The special provisions for these students are described below.

- The students are required to take the state assessments but will be provided allowable linguistic accommodations.
 - **In LAT grades and subjects**, the students will participate in LAT administrations. Districts should follow the same LAT planning, documentation, and administration procedures for these students as they do for other LAT students.
 - **In other grades and subjects**, a LAT process is not available. The students will take the state assessments, and an Accommodation Request Form may be used to submit linguistic accommodation requests to TEA on an individual student basis. The request will need to specify that the student qualifies for special provisions as an ELL unschooled asylee/refugee and must include information explaining why the accommodation is needed. Districts should follow the Accommodation

LAT Grades and Subjects

- 3–8 and 10 mathematics
- 3–8 and 10 reading/ELA
- 5, 8, and 10 science

Other Grades and Subjects

- 4 and 7 writing
- 8 and 10 social studies
- 9 reading and mathematics
- Exit level—all subjects

Request Form process outlined in the *2009–2010 Accommodations Manual*. The LPAC should place documentation of approved linguistic accommodations in the student’s permanent record file.

- The scores of the students will be excluded from the data used to determine the state accountability ratings of campuses and districts. The exclusion will apply across all subject areas. It will not be possible to count a student’s scores in some subjects but exclude them in others. The scores will be included in TAKS district and campus summary reports because the students are required to be assessed under state policy. To meet federal requirements, the grades 3–8 and 10 mathematics and reading/ELA scores will be used in AYP accountability measures.
- Students in grades 5 and 8 who qualify for the provisions are **not** subject to SSI grade advancement requirements.

Eligibility and Documentation

The LPAC is responsible for following the criteria below to determine whether a student qualifies for the **special provisions**. All of the criteria must be met. The criteria are included in an appendix to the LPAC Manual.

- The student must be identified as LEP as defined by state law in TEC, Section 29.052 and must participate in a state-approved bilingual or ESL program.
- The student’s permanent record file must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
 - have a Form I–94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”
- The student must be beyond the grades 3–10 LEP exemption period or exit level LEP postponement period but not yet in the sixth school year of enrollment in U.S. schools.
- The student’s permanent record file must document that:
 1. the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S. In cases where the first school year in the U.S. was kindergarten or grade 1, the permanent record file must contain documentation that the student, in addition to lacking proficiency in the English language, lacked rudimentary school readiness skills upon enrollment;
 2. the student is being provided linguistic accommodations and other ongoing interventions by the district to meet the student’s unique affective, linguistic, and cognitive needs; and
 3. as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a result of the student’s inadequate schooling outside the U.S.

Additional information about eligibility and documentation requirements can be found in the “Questions and Answers” section of Appendix F of the *2009–2010 LPAC Decision-Making Process for the Texas Assessment Program* manual. Documentation of asylee/refugee status is not necessary in order for LEP exemptions or exit level LEP postponements to be granted because LEP exemption and postponement provisions apply to all eligible immigrant ELLs.

Answer Document Coding

Testing personnel must follow special answer document coding instructions to identify the students who qualify for the special provisions and to indicate the exclusion of their test results from the state accountability rating system. The exclusion of test results is not subject-specific.

In addition to ensuring that the student is coded as LEP in the LEP indicator field and as participating in the appropriate state-approved bilingual or ESL program, follow the instructions below.

- **For LAT grades and subjects**, fill in the “S” score code, the “0” in Column A of the Agency Use section, and the linguistic accommodations in Column A of the LAT INFO field. Complete the LAT FORM field on answer documents containing this field.
- **For other grades and subjects (including exit level)**, fill in the “S” score code and the “0” in Column A of the Agency Use section. Linguistic accommodation data will not be collected.

The example below shows the appropriate coding for a student in grade 8 who takes a LAT administration of the TAKS science test and form 21 of the TAKS social studies test (a non-LAT subject). Note that for both LAT and non-LAT subjects, the “S” must be gridded in the score code.

APRIL														
TAKS Science and Social Studies														
AGENCY USE					SCORE CODE					TEST TAKEN INFO				
A	B	C	D	E	S		SS			TAKS FORM		TAKS ACCOMM. FORM		LAT FORM
0					(A)	(A)	(S)	(S)	(S)	(SS)	(S)	(SS)	(S)	
0	0	0	0	0	(L)	(L)			(L)	(L)	(S)	(SS)	(S)	
1	1	1	1	1	(O)	(O)			(O)	(O)	(S)	(SS)	(S)	
2	2	2	2	2	(*)	(*)			(*)	(*)	(S)	(SS)	(S)	
3	3	3	3	3							(S)	(SS)	(S)	
4	4	4	4	4							(S)	(SS)	(S)	
5	5	5	5	5							(S)	(SS)	(S)	
6	6	6	6	6							(S)	(SS)	(S)	
7	7	7	7	7							(S)	(SS)	(S)	
8	8	8	8	8							(S)	(SS)	(S)	
9	9	9	9	9							(S)	(SS)	(S)	
0	0	0	0	0							(S)	(SS)	(S)	
1	1	1	1	1							(S)	(SS)	(S)	
2	2	2	2	2							(S)	(SS)	(S)	
3	3	3	3	3							(S)	(SS)	(S)	
4	4	4	4	4							(S)	(SS)	(S)	
5	5	5	5	5							(S)	(SS)	(S)	
6	6	6	6	6							(S)	(SS)	(S)	
7	7	7	7	7							(S)	(SS)	(S)	
8	8	8	8	8							(S)	(SS)	(S)	
9	9	9	9	9							(S)	(SS)	(S)	
0	0	0	0	0							(S)	(SS)	(S)	
1	1	1	1	1							(S)	(SS)	(S)	
2	2	2	2	2							(S)	(SS)	(S)	
3	3	3	3	3							(S)	(SS)	(S)	
4	4	4	4	4							(S)	(SS)	(S)	
5	5	5	5	5							(S)	(SS)	(S)	
6	6	6	6	6							(S)	(SS)	(S)	
7	7	7	7	7							(S)	(SS)	(S)	
8	8	8	8	8							(S)	(SS)	(S)	
9	9	9	9	9							(S)	(SS)	(S)	
0	0	0	0	0							(S)	(SS)	(S)	
1	1	1	1	1							(S)	(SS)	(S)	
2	2	2	2	2							(S)	(SS)	(S)	
3	3	3	3	3							(S)	(SS)	(S)	
4	4	4	4	4							(S)	(SS)	(S)	
5	5	5	5	5							(S)	(SS)	(S)	
6	6	6	6	6							(S)	(SS)	(S)	
7	7	7	7	7							(S)	(SS)	(S)	
8	8	8	8	8							(S)	(SS)	(S)	
9	9	9	9	9							(S)	(SS)	(S)	

Important Reminders

- **LAT grades and subjects:** The LAT FORM (on applicable answer documents) and LAT INFO areas MUST be filled in to score the tests with the correct answer key.
- The “0” in Column A of the Agency Use field and the “S” score code (not “L”) must be filled in. In addition, the student must be coded as LEP in the LEP indicator field and as participating in a state-approved bilingual or ESL program.
- If any of the information described above is not provided, the student’s results will be included in the state accountability ratings.

The answer documents of asylees and refugees who qualify for LEP exemptions and exit level LEP postponements must be completed in the same manner as the answer documents for other ELLs granted LEP exemptions and postponements.

Absences and Irregularities

If a student who qualifies for the **special provisions** is absent from testing, grid the “A” in the score code field and the “0” in Column A of the Agency Use section.

If a student who qualifies for the **special provisions** experiences a testing irregularity, grid the “O” in the score code field and the “0” in Column A of the Agency Use section.

Do not use Column B of the LAT INFO area for these students.

Additional March and April Coding Instructions for Grades 5, 8, and 10

Note the following additional answer document coding instructions for students who qualify for the special provisions in grades 5, 8, and 10.

March Administration—Grade 10 ELA

Rather than taking the grade 10 ELA test in March, the students will participate in the LAT administration of the test in April. To account for the student during the March administration, grid the “O” score code and the “0” in Column A of the Agency Use section. A precoded answer document will be shipped for the April LAT administration.

April Administration—Grades 5 and 8 Mathematics and Reading

Students in grades 5 and 8 will participate in the LAT administrations of the mathematics and reading tests in May. As with other students who take LAT, the students are not subject to SSI requirements and participate only in the May administration. To account for the student during the April reading and mathematics administrations, grid the “O” score code and the “0” in Column A of the Agency Use section. A precoded answer document will be shipped for the May administration.