Introduction

General Information About STAAR

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

- STAAR includes assessments at grades 3–8 of mathematics, reading, writing, science, and social studies. All of these assessments are available both on paper and online.

- STAAR EOC assessments are available for Algebra I, Algebra II, English I, English II, English III, biology, and U.S. history. All of these assessments are available both on paper and online.

- STAAR Spanish is available for students in grades 3–5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version assessments, including all retest opportunities. STAAR Spanish is administered only on paper.
## 2018 STAAR Assessments

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject/Course</th>
<th>Month Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3*</td>
<td>mathematics and reading</td>
<td>May (M, R)</td>
</tr>
</tbody>
</table>
| Grade 4* | mathematics, reading, and writing | April (W)  
            |                                | May (M, R) |
| Grade 5* | mathematics, reading, and science | April (M, R)  
            |                                | May (S)  
            |                                | May (M, R retest)  
            |                                | June (M, R retest) |
| Grade 6 | mathematics and reading | May (M, R) |
| Grade 7 | mathematics, reading, and writing | April (W)  
            |                                | May (M, R) |
| Grade 8 | mathematics, reading, science, and social studies | April (M, R)  
            |                                | May (S, SS)  
            |                                | May (M, R retest)  
            |                                | June (M, R retest) |
            |                                | May (AI, All, EIII, BI, US)  
            |                                | June (AI, EI, EII, BI, US)  
            |                                | December (AI, EI, EII, BI, US) |

*English and Spanish versions
STAAR Policies and Procedures

STAAR Time Limits

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

Start and Stop Times

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

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to end and submit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, allow them to leave the area or provide them with an instructional activity (i.e., guided reading activity) while other students continue testing.

Announcement of Time Left to Test

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

Late-Arriving Students

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

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

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

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

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

Lunch

Students may stop testing to take a supervised lunch.

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

Multiple Test Sessions

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

Extended Time Designated Supports

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

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

Technology Guidelines

Districts are required to have procedures in place to prevent the use of personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed to review the technology prior to its use in an assessment. Appropriate review requires knowledge of both state curriculum (Texas Essential Knowledge and Skills) for the specific grade level and subject, as well as the capabilities and functions of the device or software to be used during the assessment. Some technology may be useful during a daily academic setting. This technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. District or campus personnel must conduct additional reviews of technology, including technology-based accommodations, after an upgrade or update to determine if it continues to meet TEA guidelines for use during a state assessment.

Technology Guidelines

All technology used during state assessments must adhere to the following guidelines. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment.

For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as the ability to send secure test content (e.g., messages, captured images, videos);
  - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); or
  - the ability to save secure test content.

When using tablet applications (i.e., calculator application, speech-to-text application), districts must ensure the application does not provide functionality that compromises the curriculum assessed.

If you have questions about whether specific technology-based accommodations meet these guidelines, contact the most appropriate person in your district (e.g., technology staff, curriculum staff).
STAAR Dictionary and Calculator Policies

STAAR Dictionary Policy

Dictionaries must be available to all students taking:

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests, including revising and editing
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test, including revising and editing
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionary

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

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, the dictionary must be commercially produced. Teacher-made or student-made dictionaries are not allowed. The minimum schools need is one dictionary for every five students testing, but the state’s recommendation is one for every three students or, optimally, one for each student.

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

*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an ELL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.
STAAR Calculator Policy

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

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria. Information regarding calculators as a designated support for students with disabilities can be found on the Accommodation Resources webpage.

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

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with either of the following two types of calculating devices—a handheld graphing calculator or a graphing calculator application.

Requirement for STAAR Grade 8 Science and Biology

Districts must ensure that students have access to a calculator with four-function, scientific, or graphing capability when taking the STAAR grade 8 science and biology assessments. There should be at least one calculator for every five students taking the grade 8 science and biology assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with either of the following two types of calculating devices—a handheld calculator or a calculator application.
Additional Information

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

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

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

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

Prepare for and attend district coordinator training.

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

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

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

- **Review Resources for Online Activities**
  - Review the *STAAR Assessment Management System User’s Guide*, which provides details about using the resources of the STAAR Assessment Management System.

- **Receive Login Information and Assign User Access to the Assessment Management System**
  - After a district submits information for a new district testing coordinator or superintendent to AskTED, a new user profile is created in the Assessment Management System if the user does not already have an account. A pair of emails containing the new user’s username and temporary password will be sent to the email address entered into the Assessment Management System when the new account is set up.

  **NOTE:** Users must log in and establish a new password within 10 days of receiving the welcome email. If a new password is not established within 10 days, the user’s credentials must be reset.

  If users already have an existing account, they must have their role updated to ensure they have the appropriate access to system functionality.
District coordinators will create accounts for campus coordinators.

If you are the district testing coordinator and have not been assigned a user ID, contact the Texas Assessment Support Center team at 1-855-333-7770 or STAAR3-8@ets.org or STAAREOC@ets.org.

Refer to the *Assessment Management System User’s Guide* for more information about logging in to the system for the first time and creating or editing user accounts.

### Attend Training

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

### Review and Sign Oath

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

### Prepare for and conduct campus coordinator training.

### Designate Campus Coordinators

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

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

Distribute Manuals

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

Prepare for and Conduct Training Sessions

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

- Roles and responsibilities
  - campus coordinator responsibilities
  - principal responsibilities
  - test administrator responsibilities
  - technology staff responsibilities
  - support staff responsibilities (for example, hall monitors and office staff)
- Test security
  - test confidentiality requirements
  - test security policies, procedures, and oaths
  - active monitoring
  - seating charts and STAAR Materials Control Form
  - consequences for adult and student cheating
  - written composition response duplication policies
  - optional Web-based test administrator training modules
- Scheduling test administrations
  - testing dates
  - time limits
  - breaks
  - setting up testing groups across grades and subjects
  - make-up testing
- Preparing for test administrations
  - receiving, distributing, and storing test materials
• identifying eligible students
• identifying out-of-school/out-of-district students
• testing students who are taking a combination of tests (for example, paper and online administrations)
• ensuring that testing personnel have students’ most up-to-date testing requirements
• reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
• preparing for online administrations
• preparing for administrations in alternative education settings

■ Testing with designated supports
• understanding accessibility policies
• ensuring that testing personnel have a current list of each student’s allowed or approved designated supports
• collecting and preparing designated supports for eligible students
• preparing testing locations for students who need certain designated supports

■ Monitoring test administrations
• determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
• detailing the procedures for monitoring test administrations

■ Verifying precoded answer documents
• process for verifying elements
• hand-gridding student information

■ Ensuring distribution of appropriate answer documents

■ Completing answer document fields
• score codes
• accommodation information
• EOC/ABOVE GRADE field
• substitute assessment
• student demographic information
• TEST TAKEN INFO field
• Time to test (grades 3–8 only)
• New to Texas field
• Additional student data collection

■ Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets

■ Returning materials to district coordinator
Prepare for and attend campus coordinator training.

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

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

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

- **Review Resources for Online Activities**
  - Review the *Assessment Management System User’s Guide*, which provides details for navigating and using resources of the Assessment Management System.

- **Review Procedures for Preparing and Submitting Answer Documents and ID Sheets**
  - Become familiar with the answer documents that will be used on your campus as well as the ID sheets for returning materials.

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

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

Prepare for and conduct principal and test administrator training.

Designate Test Administrators

- This should be done in cooperation with your school’s principal.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- District or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.
- Test administrators may include
  - teachers (including those who hold teaching permits or probationary certificates),
  - counselors,
  - librarians,
  - paraprofessionals,
  - substitute teachers, and
  - other professional educators (such as retired teachers).

Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test administration procedures and sign an oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.
Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment to ensure that the test is administered accurately. In addition, test administrators who have permission to view secure materials in order to provide an approved accommodation or as part of the program-specific test administration process must sign an additional section of the test administrator oath. For more information about oral administrations, refer to Oral/Signed Administration Guidelines.

Test administrators must initial and sign the test administrator oath following training on test security and general testing procedures and before handling secure test materials.

- **Schedule Principal and Test Administrator Training Sessions**
  - Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.
  - Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
  - Schedule sessions by the dates specified on the Calendar of Events.
  - Test administrators who have permission to view secure materials in order to provide certain designated supports must be provided with additional training and reminded that they are viewing secure content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign an additional section of the test administrator's oath.

- **Distribute STAAR Test Administrator Manuals (Grades 3–5, 6–8, and EOC)**
  - Distribute manuals early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.
  - Remind test administrators that manuals must be retained for use during the entire calendar year.
  - Use the test administrator manuals in your training sessions.

- **Direct Designated Test Administrators to Review Online Resources**
  Test administrators giving online administrations are required to review the following resources, if applicable.
  - The STAAR Online Testing Tutorial
  - Assessment Management System User's Guide for navigating and using resources of the Assessment Management System
Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

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

- **Test administrator responsibilities**
  - maintaining security of test materials until returned to the coordinator
  - preparing and distributing test materials in the classroom for each administration
  - implementing the test administration processes and procedures stated in the manuals
  - monitoring and maintaining test security
  - reporting any suspected violation of test security to the campus coordinator
  - preparing test materials for return to the campus coordinator at the conclusion of test administrations

- **Test security**
  - test security procedures and oaths
  - active monitoring
  - seating charts
  - student honor statements
  - response to testing irregularities
  - consequences of cheating
  - written composition response duplication policies
  - optional Web-based test administrator training modules

- **Scheduling test administrations**
  - testing window
  - time limits
  - breaks
  - setting up testing groups across grades and subjects
  - make-up testing

- **Preparing for test administrations**
  - identifying eligible students
• testing students taking a combination of tests (e.g., paper and online administrations)
• receiving, distributing, and storing test materials
• reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
• preparing for online administrations

■ Testing with accessibility features
■ Testing with designated supports

• understanding accessibility policies
• ensuring that testing personnel have a current list of each student’s allowed or approved accessibility features and/or designated supports
• ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
• ensuring that test administrators giving an oral administration have the same form number of the test as the student(s)
• collecting materials and preparing designated supports for eligible students
• preparing testing locations for students who need certain designated supports or accessibility features (e.g., oral administration, individual or small-group administration)

■ Precoded answer documents
• following the process for verifying elements of precoded answer documents
• hand-gridding student information

■ Ensuring distribution of appropriate answer documents

■ Monitoring test administrations
• determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
• detailing the procedures for monitoring test administrations

■ Completing answer document fields
• score codes
• accommodation information
• EOC/ABOVE GRADE field
• substitute assessment
• student demographic information
• TEST TAKEN INFO field
• Time to test (grades 3–8 only)
• New to Texas

■ Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
■ Returning materials to the campus coordinator
Prepare for and conduct technology staff training.

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

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

- **Direct Technology Staff to Review Online Resources**
  - Technology staff should review the *Assessment Management System User’s Guide* for information about navigating and using resources of the Assessment Management System.
  - The *STAAR Online Testing Platform Technology Guide*
  - The *Quick Guide to Online Testing*
Prepare for Paper Administrations

**Review and confirm materials needed.**

- **Verify Shipping Address**
  - Districts should verify in the Assessment Management System that their district shipping address is the correct physical address where shipments are to be received.
  - Notify the Student Assessment Division at 512-463-9536 if your district shipping address needs updating.

- **Submit Student Data for Precoded Materials**
  - Student data must be submitted before the deadline shown in the Calendar of Events to ensure that precoded answer documents will be provided for those students.

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

- **Ensure Quantities of Test Materials**
  - Contact each campus coordinator to confirm that quantities on the materials list are sufficient for each campus.
  - Compile a list of any additional materials that are needed and order by the deadline posted on the Calendar of Events.

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

**Review district coordinator packet.**

- **Familiarize Yourself with the Coordinator Packet Materials**
  - A coordinator packet for each test administration will contain the following materials:
    - Sample Materials
      - sample answer documents
Receive, verify, and distribute shipment of test materials.

Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- Shipment of test materials can be tracked through the Assessment Management System.
- Orders arrive in one shipment to the district and are boxed and labeled separately by campus and district overage.
- Shipments will include both nonsecure and secure materials.
- Precoded answer documents and Precode Verification Rosters will arrive in a separate shipment. Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, and blank answer documents will also be included in the precode shipment.

Materials in the shipments will include these testing materials:

- District Box 1 (white)
  - district packing list
  - district shipping notice
  - secondary copy of campus shipping notices
  - district coordinator packet
- District overage box(es)
  - shipping labels for return of scorable materials
  - shipping labels for return of nonscorable materials
- paper bands
- blank answer documents
- Class ID Sheets (blank)
- Campus and Group ID Sheets (blank)
- Voided Answer Document ID Sheets (blank)
- limited number of test booklets for resolving shortages
- white box(es) (pre-labeled with the test administration label) for return of scorable materials

- Campus box(es)
  - campus shipping notice
  - paper bands
  - test booklets

- Verify the Quantities of Testing Materials Boxes in Your Shipment
  - Locate the district packing list inside Box 1 (white box) identified by the “BOX 1 OPEN FIRST” sticker. A District Summary document will be included, which should be used to verify the total number of boxes received for district overage and each campus.
  - Freight deliveries will contain a pallet map summary (on each wrapped pallet) that will indicate the quantity and location of the district and campus boxes on each pallet.
  - You do not need to open campus boxes to verify the contents. Campus coordinators will verify test booklet quantities.
  - If a discrepancy is found, report it to the Texas Assessment Support Center immediately by calling 855-333-7770.

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

- Wait until campus coordinators have opened their boxes and checked their individual shipping notices before you begin to resolve shortages.

- Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus to another. Keep a record of the security numbers of booklets that are distributed from the overage or moved from one campus to another.

- Districts may opt to test students online if they have a shortage of paper test booklets or they may place an additional order via the Assessment Management System by the deadline noted in the Calendar of Events to order additional test materials.

- Test booklets and answer documents may not be duplicated to resolve shortages.

Order Additional Materials for Your District

- Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to, the following:
  - test booklets and answer documents
  - large-print test booklets
  - braille test booklets
  - test administrator manuals
  - Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, scorable materials return boxes, and return shipping labels

- Order additional materials through the Assessment Management System or by contacting the Texas Assessment Support Center. Refer to the Calendar of Events for deadlines for ordering additional materials.

- Materials ordered after the deadline are not guaranteed delivery by the test date.

Receive and verify shipment of test materials.

Verify Shipment of Test Materials

- Open the boxes carefully. These boxes will be used to return nonscorable test materials to the district coordinator after testing has been completed.

- Your boxes contain a shipping notice that details the items for your entire order. This document will be located in the campus box with the “SHIPPING NOTICE ENCLOSED” sticker.

- Each shipment will include both secure test booklets and nonsecure materials.
Use the shipping notice for each shipment to verify that all materials are included in the boxes you received:

- For secure test booklets:
  - Each package of test booklets is sealed in plastic and will contain a white label identifying the contents.
  - Do not open the sealed packages.
  - Verify that the quantity of booklets in each package matches the quantity indicated on the upper right corner of the white label by counting the booklets through the plastic.
  - Verify that the ten-digit security number range stated on each white label matches the range of numbers on the shipping notice.

- If a discrepancy is found between the shipping notice and the secure test booklets or other materials received, report the discrepancy immediately to the district coordinator.

- For nonsecure materials:
  - verify the quantity received

- The nonsecure materials will include:
  - shipping notice
  - paper bands

- Retain the shipping notice.

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

**Alert District Coordinator to Shortages of Secure Materials**

- In calculating the quantity of additional test booklets required, keep in mind that each test administrator who conducts an oral administration of a paper test must have a test booklet form number that matches the test booklets of the students testing. (District overage will be made up of Form 01 booklets to ensure that sufficient quantities of the same form of the test are available. **NOTE:** Form 01 booklets may be used by any student, not only for oral administration.)

- In cases where multiple forms exist for a test administration, order enough tests with the same form number to ensure that the test administrator has a matching test form.

- Add the shipping notice details from the additional order to your original shipping notice to create a complete inventory of materials.
Receive and distribute precoded answer documents.

- Receive Shipment of Precoded Answer Documents
  - Precoded answer documents will arrive in a separate shipment. They are packed and labeled separately per campus.
  - Precoded answer documents will arrive up to three weeks prior to, but no later than, the date noted on the Calendar of Events.
  - Precoded answer documents for students who are registered to test in braille prior to the close of the student data upload window will arrive in an additional, separate shipment no later than the week prior to testing.

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

Receive and verify precoded answer documents.

- Receive Precoded Answer Documents from District Coordinator
  - Precoded answer documents will arrive in a separate shipment from your test materials shipment.
  - These materials may arrive up to three weeks prior to the due date noted on the Calendar of Events.
  - Precoded answer documents for students who are registered to test in braille prior to the close of the student data upload window will arrive in an additional, separate shipment no later than the week prior to testing.

- Complete the Verification of Precoded Answer Documents
  - Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.
  - The preprinted information on all answer documents must be verified for accuracy and completeness. The Precode Verification Report is accessible via the Assessment Management System and is also included in the precode shipment for each campus.
  - The information submitted on the answer document should reflect the student’s status at the time of testing.
A blank answer document must be hand-gridded to make corrections to a student’s first or last name, PEIMS ID, or date of birth.

Other inaccurate information should be corrected by hand-gridding the correct information on the answer document. Hand-gridded information will override any precoded information except the student’s first or last name, PEIMS ID, and date of birth.

Do NOT add hand-gridding to an answer document that has information precoded correctly. This introduces a risk in processing the answer documents correctly and can cause a delay in reporting.

Unused precoded answer documents (student moved, tested in different mode, etc.) should be voided and returned with the scorable materials.

Ensure that appropriate answer documents are prepared.

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

Grades 3–8

- For students in grades 3–8, submit one answer document or online record for mathematics and reading.
- For students in grades 4 and 7, submit one answer document or online record for writing.
- For students in grade 5, submit one answer document or online record for science.
- For students in grade 8, submit one answer document or online record for science and social studies.
- STAAR and STAAR Spanish use the same answer document for a given grade and subject.
- Students take the STAAR assessment at their enrolled grade unless they are receiving instruction above grade level. If receiving instruction above grade level, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving.
  - Students receiving instruction above grade level in a subject not tested at their enrolled grade level will take the test above grade level. (For example, an enrolled grade 4 student receiving instruction in grade 5 science will take the grade 5 science test.)
  - Students receiving instruction above grade level will not be required to take two tests for the same subject area. (For example, an enrolled grade 4 student receiving instruction in grade 5 reading will take the grade 5 reading test but not the grade 4 reading test.)
• Students receiving instruction above grade level in a subject tested at their enrolled grade level but not tested at the grade level of instruction will not test. (For example, an enrolled grade 5 student receiving instruction in grade 6 science will not take the grade 5 science test.)

• For students in grades 5–8 who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.

EOC

• For students who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.

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

Supervise Hand-Gridding of Blank Answer Documents

• Answer documents for students testing on paper who did not receive a precoded answer document must be hand-gridded.

• Do NOT hand-grid answer documents with precoded information unless the precoded information is incorrect.

• All student information and program information hand-gridded on the answer documents must be completed using only a No. 2 pencil.

• If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.

• Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.

• You may also choose to have campus personnel grid the rest of the student identification information, such as PEIMS ID and date of birth.

• When appropriate, students may grid the student identification information according to the optional instructions read to them by the test administrator at the beginning of their first test session.

• Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration. This includes correct spelling of name and correct PEIMS ID.

• Answer documents do not have a place to grid hyphens or apostrophes. If a student’s name has a hyphen or apostrophe, grid a “blank” in that position.
Prepare for test administration.

Arrange for Testing Areas

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

Organize Test Administrations

- In some cases, students taking STAAR may be grouped across grades and subjects or courses.
- Organize test sessions in which students are given different tests (e.g., STAAR and STAAR Spanish) in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.
- A bilingual teacher may be permitted to administer STAAR in English and STAAR in Spanish in the same testing room.
- A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Distribute Materials to Test Administrators

- On the day of the testing session, give test administrators the materials listed below:
  - two No. 2 pencils with erasers per student
  - one test booklet per student
  - one test booklet for the test administrator (if required)
  - one answer document per student
  - one answer document for demonstration purposes
  - any additional TEA-authorized materials (e.g., dictionaries, calculators) required for administering the test
Use the STAAR Materials Control Form to ensure security of the test materials.

- The form may be duplicated as needed.
- The STAAR Materials Control Form must be used each day to account for test materials as they are checked out and in by test administrators.
- Secure test materials must be checked out and in each day. The form has columns labeled “Day 1” and “Day 2” to track test materials as they are used during administrations needing more than one day of testing.
- Locate and record the ten-digit security number printed on the test booklets, as shown below.

![Security Number](image)

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

Test administrators are responsible for test booklets and answer documents until these test materials are returned to you. All secure test materials assigned must be returned after each test session. When the materials are returned, you must initial the “In” box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the STAAR Materials Control Form.
Test booklets are secure documents. Use this form to account for all secure materials. Campus coordinators should fill out the first three columns below prior to distributing any booklets.

The test administrators’ initials in the “Out” boxes signify that they have received the secure materials assigned to them and that they have signed the security oath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the “In” box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district coordinator.

Campus Name ______________________________ Campus Coordinator ____________________________

<table>
<thead>
<tr>
<th>NAME OF TEST ADMINISTRATOR</th>
<th>TOTAL # OF BOOKLETS</th>
<th>RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS</th>
<th>DAY 1</th>
<th>DAY 2</th>
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<td>IN</td>
</tr>
</tbody>
</table>

Duplicate this form as necessary.
Prepare for Online Administrations

Plan for online administrations.

Understand Responsibilities of Technology Staff and Test Administrators for Online Administrations

- Technology staff must
  - be familiar with the technology documents found on the Technology Systems and Supports webpage and the hardware and software requirements for online testing, and
  - be available for assistance during test administrations to address technology problems.
- Campus coordinators (or authorized test administrators) must
  - set up and manage test sessions,
  - update student demographic information in the Assessment Management System, and
  - verify that appropriate embedded supports (personal needs and preferences [PNP]) will be activated for each student, using the session rosters or student test tickets.
- Test administrators must
  - help students open and view their tests, and
  - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness.

Create user accounts for campus personnel and technology staff.

Create Role-Specific Accounts

- District or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- All staff members accessing the Assessment Management System must be issued a user ID.
- Users are assigned one or more roles. Refer to the Assessment Management System User Roles and Permissions document for a complete description of roles and associated permissions.
Ensure testing infrastructure is in place and the test delivery system is configured; conduct test of the online system.

- Review Infrastructure Guidelines and Ensure Infrastructure Is In Place

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

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Technology Systems and Supports webpage;
- follow instructions in the STAAR Online Testing Platform Technology Guide regarding firewalls, content filters, local caching software, downloading and installing required software on testing devices, and other technical and system requirements;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

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

- Coordinate and Conduct System Checks

There are tools available for technology staff to check the functionality of the software required for online testing. Technology staff should perform these checks in advance of administrations to ensure successful test delivery. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

Technology staff should be available for assistance during test administration sessions should a technical problem arise.
Coordinate the review and updating of records.

- Ensure Student Information Has Been Verified
  - Changes to student name and date of birth can be made through the Assessment Management System.
  - Refer to the Assessment Management System User’s Guide for specific instructions on viewing and editing student information before an administration.

Arrange for testing rooms and ensure proper testing environment.

- Organize Test Administrations
  - For an overview of the steps involved in setting up and implementing online testing activities, review the Assessment Management System User’s Guide and the STAAR Online Testing Platform Technology Guide.
  - Because some assessments are administered during a window, districts must maintain a schedule specifying which assessments are being administered on which dates.
  - The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students eligible for extra time.
  - In some cases, students taking online administrations may be grouped across grades and subjects or courses.
  - Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.
  - A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

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

- Ensure that testing areas are properly prepared.
  - Each student should be sufficiently separated from other students to work without distraction.
  - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
  - To support test security, testing staff should take necessary steps to prevent students from seeing one another’s monitor.

- On the day of testing, technology staff should verify that computers are ready for testing as changes may occur between initial setup and the test day.

- Ensure that one pair of headphones is available for each student receiving audio accommodations when multiple students are tested in the same room.

Oversee test session details.

Ensure That Testing Groups Are Created

- Online test administration groups are electronic groupings of students who will take the same test at the same time in the same location. Specific instructions for creating testing groups can be found in the Assessment Management System User’s Guide.

- Campus coordinators should create testing groups one to two weeks before testing.

Ensure That Student Test Tickets Are Generated and Printed Before Test Sessions

- Student test tickets contain the unique username and password needed to log in to take an assessment online.

- Student test tickets should be printed at least one day before the test administration and stored in a secure location.

- Student test tickets include information about embedded supports (PNP), if appropriate, for verification.
Distribute test materials to test administrators.

- Distribute Materials
  - On the day of the testing session, give test administrators the materials listed below:
    - test session rosters
    - student test tickets
    - pencils or pens for use with scratch paper or graph paper
    - any additional TEA-authorized materials (e.g., dictionaries, calculators, headphones) required for administration of the test
Monitor Administrations (Paper and Online Administrations)

Maintain testing environment and procedures.

- **Ensure Proper Testing Environment**
  - Campus coordinators should work with principals to meet the following conditions:
    - No element of the testing room environment should hinder any student's performance.
    - A “Testing—Do Not Disturb” sign should be posted outside the testing room.
    - An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.
    - Examples of content specific materials: Math tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments. Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during appropriate grade level science assessments. Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.
    - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
    - All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.

- **Ensure Proper Testing Procedures**
  - All of the pertinent information on testing procedures is included in this manual and in the Testing Procedures Questions and Answers document, available online.
  - Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), technology must be reviewed following the technology guidelines prior to its use during an assessment. Technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed.
  - Calculator applications may be used to fulfill the requirements of the STAAR calculator policy. For students who are using an allowable calculator application, Internet capabilities must be disabled on the electronic device. Additionally, devices must be locked down (in kiosk mode) to prevent the use of other
applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

- Electronic devices with Internet or photographic capabilities cannot be used to fulfill the requirements of the STAAR Dictionary Policy. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

- A trained test administrator must be present in each testing room at all times during testing.

- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
  - Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
  - Schedules must be created that adhere to the time limit requirements for testing.

- Districts may establish starting times for testing.

- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. Also, the student may test only if he or she has not had the opportunity to interact with other students who have been administered the same test.

- Test administrators must actively monitor the testing room while students are working.

- Test administrators should
  - confirm that students are working only on the subject-area assessment being administered that day,
  - verify that students have access only to allowable materials, and
  - ensure that students are marking their responses on the correct section of the answer document.

- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.

- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.

- Students participating in paper administrations must mark their answers on an answer document within the allotted time with a No. 2 pencil. **Answers marked in a test booklet will not be scored.**
Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.

Students will not be allowed to record their responses on their answer documents after the time limit has expired.

For paper administrations of STAAR, test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.

Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.

Reinforcing, reviewing for, or distributing testing strategies during an assessment is strictly prohibited.

Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.

Students must remain seated during testing except when they are receiving or returning authorized test materials.

Students are not allowed to talk to one another while testing is in progress.

Once a student has completed and turned in or submitted the test, allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

**Answer Questions and Resolve Problems**

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

**Unusable or Defective Test Materials**

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

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

TEA is changing its policy on the collection of test booklets and answer documents that have human contaminants (e.g., vomit, blood, other bodily fluids, etc.). Districts will no longer be required to return these test booklets and/or answer documents to the contractor. Instead, the district will be required to securely dispose of the contaminated materials.
Schoolwide Emergencies

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

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

Changing Testing Locations

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

Direct the collection of materials from test administrators.

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must
  - verify that no answer documents have been left inside test booklets;
  - review the accuracy of the students’ identification or program information;
  - use a No. 2 pencil to transcribe the student identification information from a voided answer document onto the answer document with which the student continued the test, if applicable;
  - use a No. 2 pencil to transcribe onto an answer document the responses of any student who is eligible for transcribing or who tested with a braille or large-print test booklet; and
  - account for all test booklets and answer documents.

- After the final test session, test administrators must return the following to the campus coordinator:
  - answer documents to be scored or scanned for demographic data
  - voided answer documents
  - unused answer documents
  - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
  - typed or tape-recorded materials and handwritten student responses on scratch paper
  - all seating charts with start and stop times recorded
Use the STAAR Materials Control Form to Account for Test Booklets

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

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

Coordinate preparation of answer documents for scoring.

Ensure That Answer Document Fields Have Been Completed

- Refer to Appendix A for additional guidance on completing all answer document fields.
Gridding Score Codes, Test Taken Information, and Accommodations

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

Follow these instructions for gridding the SCORE CODE field.

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

The score codes are as follows:

A = Absent
O = Other:
  ■ Student who began testing was unable to complete the test due to illness.
  ■ Student is in final stages of terminal or degenerative disease.
  ■ Student is receiving extensive medical treatment due to medical emergency or serious injury.
  ■ Student's test is invalidated due to cheating.
  ■ Student is participating in a different level test in this subject.
  ■ Student is enrolled in the High School Equivalency Program.
  ■ Student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment.

* = Student did not test on the answer document for the subject indicated.
P = Student previously passed the subject-area test (SSI retests only).
PW = Parent or guardian requested that a student not participate in the third SSI testing opportunity for STAAR.
S = Test to be scored

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

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

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

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

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking whether the student took an English or Spanish version of the test (grades 3–5), if the student tested (or will test) above grade level for a subject, and marking the form number (primary administrations only) in the TEST TAKEN INFO field.
Follow these instructions for gridding the Accommodations (ACCOMM.) field.

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

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<th>ACCOMM.</th>
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<tbody>
<tr>
<td>M</td>
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<td>LP</td>
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<tr>
<td>XD</td>
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DS = designated support  
LP = large-print administration  
XD = extra day

Information regarding allowable designated supports can be found on the Accommodation Resources webpage. Designated supports are to be marked in this area. Mark the bubble for each designated support that is documented and made available to a student, even if the student did not use it during testing. Follow these procedures when marking accommodations on the answer document.

- Mark the DS bubble to indicate that a designated support not listed in the following bullet (LP or XD) was available to the student.
- Mark the appropriate bubble (LP or XD) if either of these specific designated supports were available to the student.
Gridding Answer Documents for STAAR Students Taking Assessments Above Grade Level

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

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

For example, a grade 3 student who is completing the grade 4 curriculum requirements in mathematics will take the STAAR grade 4 mathematics assessment. This student is required to take the grade 3 reading assessment. The instructions below explain gridding for the two answer documents.

Grade 3 Answer Document:

1. Complete TEST TAKEN INFO field.
   - Mark the field for English or Spanish and the FORM# field for reading.
   - Grid ABOVE GRADE for mathematics.

2. Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

   Complete the appropriate SCORE CODE for reading.
Grade 4 Answer Document:

1. Complete TEST TAKEN INFO field.
   - Mark the field for English or Spanish and the FORM# field for mathematics.

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

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

Students in Grades 5–8 Taking a STAAR EOC Assessment

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

Grade 8 Mathematics and Reading Answer Document

1. Complete TEST TAKEN INFO field.
   - Complete the FORM# field for reading.
   - Grid EOC/ABOVE GRADE for mathematics.

2. Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).
   - Complete the appropriate SCORE CODE for reading.
1. Complete ENROLLED GRADE field.
2. Complete TEST TAKEN INFO field.
   - Complete test form number in boxes.
   - Grid test form number.
3. Complete SCORE CODE field.

Special Fields on EOC Answer Documents

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

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

Biology Answer Document
If a student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment, mark the “O” score code and the Substitute Assessment bubble. A substitute assessment can count only for one STAAR EOC assessment, and the student must have already taken and met the required score on the substitute before the administration of the STAAR EOC assessment.

Additional Student Data Collection

New to Texas Information

Districts must identify all students who participate in STAAR in grades 3–8 and EOC assessments who are enrolled in Texas schools for the first time in the current school year.

For all administrations (paper and online), districts should mark the “NEW TO TEXAS” field for any student who transferred into a Texas school or district from out-of-state during the current school year.

Time-to-Test Information

STAAR tests for grades 3–5 are designed to be completed within two hours, and STAAR tests for grades 6–8 are designed to be completed within three hours. For any student who does not complete a test within two hours for grades 3–5 or three hours for grades 6–8 (primary administrations only), indicate this by marking “0” in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than three hours on the mathematics or science test and column B if the student needs more than three hours on the reading or social studies test.)

This data is collected to assist in decisions around test design and scheduling. It is important that it be as accurate as possible. If a student completes testing prior to the allotted two or three hours, collect the materials and either allow the student to leave or provide the student with an instructional activity such as a social studies work sheet or reading assignment while other students finish testing.
Students Affected by Hurricane Harvey

If PEIMS crisis code information for students affected by Hurricane Harvey or other hurricanes was NOT included in PEIMS before the data upload, district staff will need to complete the AGENCY USE for these students. Completing the appropriate information in column C of the AGENCY USE field will help identify and track these students properly so any potential adjustments to accountability may be made.

To indicate on the answer document that a student was affected by Hurricane Harvey, mark the following in column C of the AGENCY USE field.

- 1—to indicate a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in a different LEA during the 2017–2018 school year (TSDS/PEIMS Crisis Code 5A).
- 2—to indicate a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in another campus in the same LEA during the 2017–2018 school year (TSDS/PEIMS Crisis Code 5B).
- 3—to indicate a student is identified as homeless because of Hurricane Harvey but has remained enrolled in their home campus during the 2017–2018 school year (TSDS/PEIMS Crisis Code 5C).
- 4—to indicate a student enrolled in a Texas public school during the 2017–2018 school year as a result of being displaced from their residence by Hurricane Irma, Hurricane María, or any other hurricane labeled as such by the National Hurricane Center, other than Hurricane Harvey (TSDS/PEIMS Crisis Code 06).

Former TAKS Examinees Taking STAAR

District staff will need to complete the AGENCY USE field for former TAKS, TAAS, or TEAMS examinees. Completing the appropriate information in column D of the AGENCY USE field will ensure former TAKS, TAAS, and TEAMS examinees are held to the appropriate passing standards (not the STAAR passing standards) and are not included in campus/district accountability.

To indicate on the answer document that examinees are former TAKS, TAAS, or TEAMS examinees, mark the following in column D of the AGENCY USE field.

- 1—to indicate a
  - former TAKS, TAAS, or TEAMS examinee is taking Algebra I as a replacement for the math requirement
  - former TAKS examinee is taking biology as a replacement for the science requirement
  - former TAKS examinee is taking U.S. history as a replacement for the social studies requirement
  - former TAKS examinee is taking English II (both reading and writing) as a replacement for the English language arts requirement
- 2—to indicate a former TAAS or TEAMS examinee is taking English II (reading only) as a replacement for the reading requirement only
■ 3—to indicate a former TAAS examinee is taking English II (writing only) as a replacement for the writing requirement only

■ 4—to indicate a former TAAS examinee is taking English II (BOTH reading AND writing) as a replacement for the reading requirement and the writing requirement

Return scorable materials to district coordinator.

Scorable materials include completed, voided, and unused precoded answer documents.

NOTE: Unused blank answer documents are returned with the nonscorable materials.

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

Prepare Scorable Materials for Return

■ Separate the scorable materials from your nonscorable materials. Keep STAAR materials separate from STAAR Alternate 2 and TELPAS materials.

■ Each column on the Calendar of Events represents a separate test administration. Each test administration must be boxed separately, even in smaller districts.

Separate and Pack Voided Scorable Materials

■ Separate your voided scorable materials from those to be scored. (All voided materials should be marked “VOID” in large, bold letters across the front; any barcoded region and the scanning codes at the right and bottom edges of the document should be avoided during marking.)

■ Unused precoded answer documents (student moved, tested in a different mode, etc.) should be voided and returned with the scorable materials.

■ Ensure documents are all facing the same direction.

■ Stack multi-page documents on top of single-page documents.

■ Fill out one Voided Answer Document ID Sheet for voided STAAR answer documents, following the directions on the front of the sheet.

■ Place a completed Voided Answer Document ID Sheet on the top of the stack of voided materials. Secure the stack(s) with a gummed paper band.

■ If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately with campus name and stack count—for instance, “1 of 2” and “2 of 2.”
If returning several stacks of voided materials, a completed Voided Answer Document ID sheet need only be on top of the first stack.

Place your stack(s) of voided scorable materials at the bottom of your campus scorable materials.

Use the same boxes in which your test materials arrived to pack test materials for return to your district coordinator.

**Voided Answer Documents**

1. Voided Answer Document ID Sheet
2. Voided Answer Documents
3. Paper Band

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

The Class ID Sheet is used to sort and count answer documents for reporting purposes. Reports for students within each grade are organized according to the campus official whose name is entered on the accompanying Class ID Sheet(s). You must use a Class ID Sheet to designate one or more “classes” (for reporting purposes) within each grade.

Gather all STAAR answer documents from students in a particular grade.

Determine how you want your test results for a particular grade to be organized. You may organize your sets by test administrator, campus principal, homeroom teacher, counselor, etc. Group the answer documents accordingly. Fill out the Class ID for each “class,” following the instructions on the back of the sheets. Place the completed Class ID Sheet on top of the appropriate set of answer documents and paper band them together.

- To avoid the need for additional handling during processing, ensure the orientation of all answer documents and Class ID Sheets are facing the same direction, and that the scanning marks at the right side of the document are aligned.
The illustrations below show sets of grade 5 answer documents, organized by test administrator.

1. All answer documents beneath a Class ID Sheet must have the same grade level or course name marked on the sheet.

2. The exact number of scorable answer documents submitted under a Class ID Sheet must be gridded correctly on that sheet.

NOTE: Score results may be delayed for answer documents returned without a Class ID Sheet.
Group Answer Documents and Prepare Campus and Group ID Sheets

For STAAR and STAAR Spanish, assemble each “class” into a single stack by grade or course. (Using the preceding example, bring together all of your grade 5 answer documents.)

1. All answer documents in the group must match the grade level or course name as marked on the Campus and Group ID Sheet.

2. The exact number of scorable answer documents submitted under a Campus and Group ID Sheet must be gridded correctly on that sheet. The number entered on the ID Sheet must match the total of the numbers on the ID Sheets for that group. For example, if you have three Class ID Sheets for your grade 5 group—one with 24 answer documents, one with 16, and one with 17—the number you will enter on the Campus and Group ID Sheet will be 57.
- Secure the stack (with a Campus and Group ID sheet on top) with a gummed paper band. You may tape the gummed paper band to ensure that it fits snugly around the stack.
  - Campus and Group ID Sheets should be facing the same direction as the answer documents and Class ID Sheets.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately with campus name, subject, and stack count—for instance, “1 of 2” and “2 of 2.” A completed Campus and Group ID sheet need only be on top of the first stack. Remember to mark each band with the campus name and grade level.

STAAR Class ID Sheets

1. STAAR Campus and Group ID Sheet
2. STAAR Class ID Sheet—Teacher A Answer Documents
3. STAAR Class ID Sheet—Teacher B Answer Documents
4. STAAR Class ID Sheet—Teacher C Answer Documents
Repeat Steps for All Groups; Pack Answer Documents by Group

- Combine the stacks, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the stack).

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

Return Scorable Materials to the District Coordinator

- Return scorable materials to the district coordinator by the dates listed on the Calendar of Events.

Direct the collection of scorable materials in the district.

Collect Scorable Materials

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.

- Ensure that campus coordinators use the following rules for packing materials.
  - Do not mix STAAR 3–8 materials with STAAR EOC materials or STAAR 5 and 8 retest materials.
  - Do not submit scorable materials from one administration with scorable materials from another administration.
  - STAAR and STAAR Spanish materials should be returned in the same shipment.
**Verify That Campus Coordinators Have Correctly Returned Scorable Materials**

- Use the campus coordinator's checklist, How to Pack Materials, for returning scorable materials as a verification resource.

**Prepare Scorable Materials for Shipping**

Follow the instructions below to pack scorable materials for shipment to the testing contractor.

- Return all scorable materials in the white boxes pre-labeled with the test administration label for that administration. These boxes were shipped in the district overage materials.
- Do not reuse boxes from previous administrations.
- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- All return labels are administration specific. Make sure that the administration on the label matches the test materials that you are returning.
- The STAAR Spanish materials must be returned along with the STAAR materials from the same administration.
- Do not mix STAAR 3–8 materials (this includes STAAR Spanish materials) with STAAR EOC materials in the same shipment.
- Do not return test materials from one STAAR administration with the materials from any other STAAR administration (e.g., April grades 5 and 8 and May grades 5 and 8). Each administration must be packed and returned separately, each with its own Answer Document Packing List (ADPL) and return shipping labels.

**Complete Answer Document Packing Lists (ADPLs)**

- There are separate ADPLs for each administration.
- A pre-printed ADPL for each administration is included in the district coordinator packet. Blank ADPL forms for each administration can be downloaded from the Assessment Management System webpage.
- On the ADPL, write in by campus the number of students in each grade/subject that completed testing.
- Answer documents used for students taking STAAR Spanish should be counted with the other STAAR answer documents.
- It is important to complete the ADPLs accurately and return them with each shipment of scorable materials. If the quantities of the answer documents submitted for a campus do not match those listed on the ADPL, processing for the district may be delayed until the discrepancy is resolved. Reports for a district cannot be generated until its return shipment of scorable materials has been determined to be complete.
- Make sure the totals on the Campus and Group ID sheets match the quantities recorded on the ADPL and that these quantities are entered in the correct column and row for each campus on the ADPL.

- A sample district’s completed ADPL is shown below.

<table>
<thead>
<tr>
<th>Campus Name and Number</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Middle 001</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>South Elem 002</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>West Elem 003</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>East Elem 004</td>
<td>205</td>
<td>204</td>
<td>217</td>
<td>215</td>
<td>230</td>
<td>225</td>
</tr>
<tr>
<td>North Elem 005</td>
<td>0</td>
<td>55</td>
<td>155</td>
<td>51</td>
<td>157</td>
<td>59</td>
</tr>
<tr>
<td>Central Elem 006</td>
<td>0</td>
<td>215</td>
<td>250</td>
<td>250</td>
<td>235</td>
<td>215</td>
</tr>
</tbody>
</table>
- **Pack All Scorable Materials**
  - The materials are packed according to the order of the campuses listed on the ADPL, beginning with the last campus listed and the quantity in the far right column.
  - Place all voided answer documents in the bottom of the box first before adding completed campus answer documents as instructed above.
  - Retain a copy of your ADPL for verification of your shipment’s contents.
  - Place the ADPL on top of the answer documents in the first district scorable return box. Apply the “ADPL ENCLOSED” label on the box. Campus returns should not be split across boxes.

**Sample Packing Order for District’s Return of April STAAR Grades 5 and 8 Administration Scorable Materials**

NOTE: Unused answer documents resulting from online testing can be returned accompanied by a Voided Answer Document ID Sheet.
Oversee assembly and shipping of scorable materials.

- Complete Scorable Shipping Label for Each Box and Seal the Scorable Boxes Securely

  - Before sealing each box, add an appropriate amount of package filler to keep materials from shifting.
  - Verify that the applicable test administration label has been applied to each of your boxes.
  - Apply your scorable return label on each of your boxes.
  - Fill out the count of total number of scorable boxes per administration on the return shipping label (UPS Return Label or the Freight Label). Do not include nonscorable box counts.
  - Be sure to record the return shipment tracking numbers of each administration for future reference.
  - For additional labels, contact the Texas Assessment Support Center at 855-333-7770 for instructions.

---

**OVERVIEW OF LABELS**

Freight Label (green)  OR  UPS Return Label

**INBOUND TRACKING #/Bar Code**

- **District ID:** __________
- **District Name:** ____________________
- **Box Counts:**

**TEXAS STAAR® APRIL 2018 EOC SCORABLE RETURN FREIGHT LABEL**

TO: Inbound Processing
6231 E. STASSNEY LANE
BUILDING 10-100
AUSTIN, TX 78744

**District ID:** __________

**District Name:** ____________________

**BOX ______ of ______**

**Test Administration Label (pre-applied)**

- STAAR Grades 5 and 8 Mathematics/Reading
- STAAR Spanish Grade 5 Mathematics/Reading
- STAAR Grades 5 and 8 Mathematics/Reading
Return all scorable materials to the testing contractor.

Organize Boxes for Delivery
- For freight returns, place all scorable materials on a pallet for pickup. Sort all scorable material (white boxes) onto a scorable pallet.
- Use the pre-printed bill of lading that was included in your district coordinator packet.

Pickup of Scorable Materials
- For parcel returns, contact UPS at 1-800-PICK-UPS two working days before the pickup date to request that your scorable materials be collected and returned.
- For freight returns, your pickup date is already scheduled with the carrier for the date district coordinators are scheduled to ship all scorable materials for the administration listed in the Calendar of Events. The carrier will contact you in advance to confirm date and time of pickup. If you need to change the date and time, arrange it with the carrier at this time.
  - Included in your district coordinator packet is a pre-populated bill of lading. This is the paperwork required by the carrier to transport your pallet(s) back to the vendor. Sign the bill of lading and have ready at the time of pickup. Be sure to retain a copy for your records.
- If you have any questions or issues ahead of the pickup, contact the Texas Assessment Support Center at 855-333-7770.

Pickup of Scorable Materials
- For parcel returns, contact UPS at 1-800-PICK-UPS two working days before the pickup date to request that your scorable materials be collected and returned.
- For freight returns, your pickup date is already scheduled with the carrier for the date district coordinators are scheduled to ship all scorable materials for the administration listed in the Calendar of Events. The carrier will contact you in advance to confirm date and time of pickup. If you need to change the date and time, arrange it with the carrier at this time.
  - Included in your district coordinator packet is a pre-populated bill of lading. This is the paperwork required by the carrier to transport your pallet(s) back to the vendor. Sign the bill of lading and have ready at the time of pickup. Be sure to retain a copy for your records.
- If you have any questions or issues ahead of the pickup, contact the Texas Assessment Support Center at 855-333-7770.

Districts are required to retain shipping records for five years.

Return nonscorable materials to district coordinator.

Return Nonscorable Materials
- Keep all nonscorable materials in locked storage until they are returned.
- Return nonscorable materials in the boxes in which they arrived by the date on the Calendar of Events. Separate material by administration.
- The following nonscorable materials need to be returned to the district coordinator:
  - test booklets grouped by grade for grades 3–8 assessments
  - test booklets grouped by course for EOC assessments
  - braille and large-print materials (if applicable)
  - unused blank answer documents
unused ID sheets
photocopies of secure test materials (i.e., from a TEA-approved designated support)

The following nonscorable materials do not need to be returned:
unused paper bands
shipping notices (save as appropriate)
scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings (must be destroyed after testing)
seating charts (required to be saved locally for five years)
handwritten or typed student responses that have been transcribed onto answer documents (must be destroyed after testing)

Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials from Campuses
- test booklets grouped by grade for grades 3–8 assessments
- test booklets grouped by course for EOC assessments
- braille and large-print materials (if applicable)
- unused blank answer documents
- unused ID sheets

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

Pack Nonscorable Materials
- Return nonscorable materials to the contractor by the dates indicated on the Calendar of Events.
- Pack for each administration of STAAR (including STAAR Spanish) either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together and packed in the box before adding materials from another campus.
Do not mix STAAR 3–8, STAAR EOC, STAAR Alternate 2, and TELPAS materials.

Stack nonscorable boxes on the pallet(s) and wrap tightly with pallet wrap film to ensure boxes do not shift while in transit.

If shipping supplies are needed to return pallet(s), contact the carrier or the Texas Assessment Support Center at 855-333-7770 prior to pickup.

**Prepare Boxes for Shipping to Contractor**

- District coordinators received UPS Ground Return Label(s) with a blue, red, or yellow stripe (dependent upon the administration) or blue, red, or yellow freight return label for use when returning the shipment of nonscorable materials.
  - Labels are shipped to each district in Box 1. If additional labels are required, contact the Texas Assessment Support Center at 855-333-7770.
- After packaging all the boxes, number them 1 of x, 2 of x, etc. Do not include scorable materials boxes in this count.
- Seal the boxes securely, and affix the nonscorable shipping labels to the boxes.
- Place the label on the box in the position shown:

  ![Freight Label Diagram](Image)
  ![UPS Return Label Diagram](Image)

  Place the completed UPS Ground or Freight label as indicated.
  *Note the tracking number for your records.*

  Seal top and bottom seams of box(es) at least two times.


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

- Nonscorable shipping labels are specific to each administration. All unused labels and answer document return boxes should be destroyed at the completion of the administration.

**Pickup of Nonscorable Materials**

- For parcel returns, contact UPS at 1-800-PICK-UPS two working days before the pickup date to request that your nonscorable materials be collected and returned.

- For freight returns, your pickup date is already scheduled with the carrier for the date district coordinators are scheduled to ship all nonscorable materials listed in the Calendar of Events. The carrier will contact you in advance to confirm date and time of pickup. If you need to change the date and time, arrange it with the carrier at this time.

- Be sure to record the return shipment tracking numbers of each administration for future reference.

- If you have any questions or issues ahead of the pickup, contact the Texas Assessment Support Center at 855-333-7770.

Districts are required to retain shipping records for five years.
Complete Online Administration Process

Ensure that student records are verified.

- Ensure That Score Codes and Student Records Are Completed
  - Score codes and student information are managed and recorded through the Assessment Management System for all online administrations.
  - Specific instructions for completing score codes and other student information are listed in Appendix B.
  - Refer to the Assessment Management System User’s Guide for directions and information about changing score codes and updating student records.

Direct the collection of ancillary materials from test administrators.

- Ensure That Ancillary Materials Have Been Collected
  - Student test tickets must be destroyed after the test sessions. After testing, collect and destroy any recordings, graph paper, scratch paper, or state-supplied reference materials that students have written on during a test.

Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the academic year. Only a limited number of additional manuals may be ordered for subsequent administrations.
Complete Administration Process (All)

**DC** Order additional reports for the district.

- Order Additional Reports for Each Test Administration
  - Review the STAAR Standard and Additional Reports list.
  - Instructions on how to order additional reports and services can be found in the *Assessment Management System User’s Guide*.

**CC** Ensure that test administrators have signed and returned security oaths.

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

**CC** Return oaths.

- Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator
  - Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.
    - If more than one person has served in a role (such as campus coordinator) during the calendar year, each person must sign the appropriate oath.

**DC** Ensure security oaths are signed and returned.

- Ensure That Campus Coordinators and Principals Have Submitted Security Oaths
  - Keep oaths on file for five years from the last day of testing.
  - Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.
Return Oaths from District Coordinator and Superintendent/Chief Administrative Officer to Testing Contractor

- After all testing is completed for the calendar year, sign and initial your district coordinator security oath.
- Ensure that the superintendent/chief administrative officer has signed and initialed the applicable oath.
  - If more than one person has served in a role (such as district coordinator) during the calendar year, each person must sign the appropriate oath.
- Place all oath documents in the pre-addressed return envelope included in the district coordinator packet.

**NOTE:** The district coordinator and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.
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