COORDINATOR MANUAL

TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR®)
State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)
Texas English Language Proficiency Assessment System (TELPAS)
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# Contact Information/Resources

## Contact Information

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| the student assessment program, Texas Education Agency policies, State Board of Education or commissioner rules, designated support requests, testing irregularities, and general testing | Texas Education Agency’s Student Assessment Division  
Telephone: 512-463-9536  
Fax: 512-463-9302  
Email: Student.Assessment@tea.texas.gov  
Website: [http://tea.texas.gov/student.assessment/](http://tea.texas.gov/student.assessment/) |
| STAAR shipping information, additional orders, score code corrections, student information updates, precoding, accessing STAAR Assessment Management System | Texas Assessment Support Center  
Telephone: 855-333-7770  
Fax: 844-257-3499  
Email: STAAR3-8@ets.org  
STAAERO@ets.org  
| STAAR Alternate 2 and TELPAS shipping information, additional orders, score code corrections, student information updates | Customer Service Center  
Telephone: 800-627-0225  
Online Form: Go to [https://tx.pearsonaccessnext.com](https://tx.pearsonaccessnext.com) and select Pearson Customer Support Form under “Contact Us”  
| Accountability | Texas Education Agency’s Performance Reporting Department  
Telephone: 512-463-9704  
Email: performance.reporting@tea.texas.gov  
Website: [https://tea.texas.gov/perfreport/](https://tea.texas.gov/perfreport/) |
| Assessment Scoring and Reporting | Texas Education Agency’s Performance Reporting Department  
Telephone: 512-463-9704  
Email: assessment.reporting@tea.texas.gov  
Website: [https://tea.texas.gov/perfreport/](https://tea.texas.gov/perfreport/) |
| TEKS or graduation requirements | Texas Education Agency’s Curriculum Division  
Telephone: 512-463-9581  
Email: curriculum@tea.texas.gov  
Website: [https://tea.texas.gov/Academics/Subject_Areas/](https://tea.texas.gov/Academics/Subject_Areas/) |

## General Information Resources

<table>
<thead>
<tr>
<th>For general information related to</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>the student assessment program</td>
<td><a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a></td>
</tr>
<tr>
<td>TELPAS holistic rating training courses and online calibration activities</td>
<td><a href="http://www.TexasAssessment.com/TELPASTrainingCenter/">http://www.TexasAssessment.com/TELPASTrainingCenter/</a></td>
</tr>
<tr>
<td>online testing (training, administration materials, technology assistance, and student tutorials)</td>
<td><a href="http://www.TexasAssessment.com/technology/">http://www.TexasAssessment.com/technology/</a></td>
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</tbody>
</table>
Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the Coordinator Manual.

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<th>Term</th>
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</thead>
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<td>admission, review, and dismissal</td>
</tr>
<tr>
<td>ELL</td>
<td>English language learner</td>
</tr>
<tr>
<td>ELPS</td>
<td>English Language Proficiency Standards</td>
</tr>
<tr>
<td>EOC</td>
<td>end-of-course</td>
</tr>
<tr>
<td>ESC</td>
<td>education service center</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a second language</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEP</td>
<td>limited English proficient</td>
</tr>
<tr>
<td>LPAC</td>
<td>language proficiency assessment committee</td>
</tr>
<tr>
<td>PEIMS</td>
<td>Public Education Information Management System</td>
</tr>
<tr>
<td>PLD</td>
<td>proficiency level descriptor</td>
</tr>
<tr>
<td>RTI</td>
<td>response to intervention</td>
</tr>
<tr>
<td>SSI</td>
<td>Student Success Initiative</td>
</tr>
<tr>
<td>STAAR</td>
<td>State of Texas Assessments of Academic Readiness</td>
</tr>
<tr>
<td>TAC</td>
<td>Texas Administrative Code</td>
</tr>
<tr>
<td>TEA</td>
<td>Texas Education Agency</td>
</tr>
<tr>
<td>TEC</td>
<td>Texas Education Code</td>
</tr>
<tr>
<td>TEKS</td>
<td>Texas Essential Knowledge and Skills</td>
</tr>
<tr>
<td>TELPAS</td>
<td>Texas English Language Proficiency Assessment System</td>
</tr>
</tbody>
</table>
Policy and Procedure Highlights

STAAR with Online Embedded Supports

Based on data gathered from the 2017 STAAR administrations and feedback from the field, content supports and language and vocabulary supports will be combined into one embedded support called content and language supports beginning with the 2018 administrations. Students receiving content and language supports will see all pop-ups, rollovers, and pre-read text available on each test. They will also have access to the Punnett Squares tool in the biology test and the Writing Checklist tool in the grade 4 writing, grade 7 writing, English I, and English II tests.

For the grades 4 and 7 writing, English I, and English II tests*, the written response box within the STAAR Online Testing Platform will include a spelling assistance tool. This embedded support will indicate a misspelled word and will offer suggestions for replacement words that students can choose from. Only students who are eligible for the designated support of spelling assistance may have this embedded support activated.

Coding for Accommodations

District or campus personnel will no longer indicate GA, for general accommodations, in the ACCOMM. field on all answer documents and within the STAAR Assessment Management System as it will be replaced with DS, for designated supports. For students taking online tests, districts will be able to indicate which students will be receiving designated supports in the student data file upload or manually in the Assessment Management System.

Dictionary and Calculator Policies

The dictionary policy will be extended to include grades 3–5. Districts must ensure that dictionaries are available to all students taking STAAR grades 3–8 reading, grades 4 and 7 writing, English I, English II, and English III, and STAAR Spanish grades 3–5 reading and grade 4 writing. The updated dictionary policy is posted on TEA's Student Assessment Division website at http://tea.texas.gov/student.assessment/staar/.

In addition, calculators will be required for STAAR grade 8 science. Districts must ensure that students have access to a calculator with four-function, scientific, or graphing capability when taking the STAAR grade 8 science assessment. The updated calculator policy is posted on TEA's Student Assessment Division website at http://tea.texas.gov/student.assessment/staar/.

* The information in this sentence in this online version of the manual has been updated and does not match the printed version.
Test Booklet Seals

Test booklets for the Texas Assessment Program will no longer include seals. For test booklets that contain more than one subject (e.g., mathematics and reading), there will be additional indicators (e.g., large stop signs) in the test booklets so that the students do not continue into the next subject-area test.

Braille

Based on the implementation date established by the Braille Authority of North America (BANA), braille versions of the STAAR assessments will be offered in Unified English Braille (UEB) as well as English Braille American Edition (EBAE) beginning with the April 2018 administration. Contracted and uncontracted braille test materials in both UEB and EBAE will be available, and districts will indicate the correct braille format in the Assessment Management System for each student taking a braille version of STAAR.

STAAR Alternate 2

Based on feedback from educators, STAAR Alternate 2 student test booklets will include color images, and districts will have the option of ordering large print booklets (also in color) if needed. Test item image cards will be introduced to assist in the administration of STAAR Alternate 2. They are supplemental to the student booklet and are not a replacement for the booklet. Image card sets will accompany each student booklet and be considered secured materials.

In addition, the process for entering student responses has been streamlined. Transcription into TestNav 8 will no longer be required. Instead, designated staff will enter student responses directly into the STAAR Alternate 2 Assessment Management System.

TELPAS

To increase the standardization and validity of the Texas English Language Proficiency Assessment System (TELPAS) listening and speaking ratings and to minimize the amount of time raters spend training and rating these domains, grades 2–12 listening and speaking assessments will be online tests instead of holistically-rated assessments. Due to the new online format, headsets will be required, and uni-directional headsets with noise-canceling microphones are recommended. Refer to the “Unified Minimum System Requirements for the Administration of Online Assessments” for more information. Student tutorials to prepare students for all of the 2018 TELPAS online assessments will be available. In addition, updated test blueprints for the grades 2–12 reading tests and new test blueprints for the grades 2–12 listening and speaking tests will be released prior to the 2018 TELPAS administration.
The 2018 TELPAS testing window has been extended to allow districts more time to administer the grades 2–12 reading tests and the new grades 2–12 listening and speaking tests. Due to this change, TELPAS data verification must be conducted within the assessment window as there will no longer be a separate verification window.

For those domains that will continue to be holistically rated, calibration proctors must monitor calibration sessions for TELPAS raters to ensure that rater calibration activities are conducted independently. A calibration proctor oath was developed for those designated to serve as a proctor for monitored calibration sessions. Proctors will need to sign the calibration proctor oath rather than the TELPAS rater oath as they had previously done. Any person who has more than one assessment role (for instance, a TELPAS calibration proctor who also serves as TELPAS reading test administrator) must sign an oath for each role.

**TAKS**

Beginning with the 2017–2018 school year, the Texas Assessments of Knowledge and Skills (TAKS) tests will no longer be administered. Former TAKS examinees (including former Texas Assessment of Academic Skills [TAAS] and Texas Educational Assessment of Minimal Skills [TEAMS] examinees) have the option to take an alternate assessment, including STAAR EOC assessments, to fulfill their graduation testing requirements. Details on marking STAAR answer documents for former TAKS students can be found in the STAAR section under “Coordinate preparation of answer documents for scoring.” More information is available on the TAKS page of the Student Assessment Division website.

**Contaminated Materials**

TEA will no longer require districts to return test materials (test booklets or answer documents) that have been exposed to human contaminants (e.g., vomit, blood, other bodily fluids, etc.). If possible, any student responses should be transcribed to a clean answer document and placed under the appropriate Class Identification Sheet for processing. All contaminated documents should be disposed locally in accordance with district’s procedures for handling potentially biohazardous material. Districts must record the serial number of any secure test booklets or answer documents destroyed locally and report this information to the contractor by email using the contact information and format below.

- For STAAR 3–8 assessments: STAAR3-8@ets.org
- For STAAR EOC assessments: STAAREOC@ets.org
- For STAAR Alternate 2 and TELPAS assessments: Go to https://tx.pearsonaccessnext.com and select Pearson Customer Support Form under “Contact Us”
Use the following format to report the destruction of contaminated documents:

Subject: [District name] contaminated document destruction

[District name] has destroyed the following documents due to biohazard contamination.

Document serial number; document type (e.g. answer document/test booklet); grade/content area

For more information, contact TEA Student Assessment Division at Student.Assessment@tea.texas.gov.

**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.

Details on marking STAAR answer documents for students affected by Hurricane Harvey can be found in the STAAR section under “Coordinate preparation of answer documents for scoring.”
How to Use the 2018 Coordinator Manual

District and campus testing coordinators must be thoroughly familiar with the contents of this manual, the provisions of 19 TAC Chapter 101, and the Test Security Supplement. Test administration policies and procedures must be followed as written so that testing conditions are uniform statewide.

In addition to providing guidance to district and campus coordinators, this manual covers important information intended for principals, test administrators, and technology staff.

Coordinator Manual Organization

The three main sections of this manual (STAAR, STAAR Alternate 2, and TELPAS) are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is organized as a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the DC and CC icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information, score code information, and security oaths for STAAR, STAAR Alternate 2, and TELPAS administrations. Additional resources to the Coordinator Manual can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Keep the Coordinator Manual as a reference for all state assessments administered January through December 2018. This manual will NOT be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2018, along with the Calendar of Events poster.
Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional resources. Icons with links to specific resources will be located in the NOTES column.

This icon indicates a checklist item that a district coordinator is responsible for completing.

This icon indicates a checklist item that a campus coordinator is responsible for completing.

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

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

The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.

This manual is set up to represent a chronological checklist.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

This is a link to the Calendar of Events.
Coordinator Manual Resources

The Coordinator Manual Resources webpage on the Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual. Related resources are also available on the Student Assessment Division website and at http://www.TexasAssessment.com.

The PDF version of the Coordinator Manual can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the Coordinator Manual will open when the link is accessed.

Resources referenced in this manual include the following:

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<th>General Information Resources</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Accessibility Features</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>Accommodation Resources</td>
<td><a href="http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2018_Accessibility/">http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2018_Accessibility/</a></td>
</tr>
<tr>
<td>Administrations in Alternate Settings</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>Assessments for Students with Disabilities</td>
<td><a href="http://tea.texas.gov/student.assessment/SWD/">http://tea.texas.gov/student.assessment/SWD/</a></td>
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<td>Calendar of Events</td>
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<td><a href="http://tea.texas.gov/student.assessment/elli/">http://tea.texas.gov/student.assessment/elli/</a></td>
</tr>
<tr>
<td>Language Proficiency Assessment Committee Resources</td>
<td><a href="http://tea.texas.gov/student.assessment/elli/lpac/">http://tea.texas.gov/student.assessment/elli/lpac/</a></td>
</tr>
<tr>
<td>Oaths</td>
<td><a href="http://tea.texas.gov/student.assessment/security/oaths/">http://tea.texas.gov/student.assessment/security/oaths/</a></td>
</tr>
<tr>
<td>Online Incident Report</td>
<td><a href="http://tea.texas.gov/student.assessment/security/">http://tea.texas.gov/student.assessment/security/</a></td>
</tr>
<tr>
<td>Problems and Solutions</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>Request for Paper Administrations</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>Seating Chart Samples</td>
<td><a href="http://tea.texas.gov/student.assessment/security/">http://tea.texas.gov/student.assessment/security/</a></td>
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<td>Student Assessment Test Security</td>
<td><a href="http://tea.texas.gov/student.assessment/security/">http://tea.texas.gov/student.assessment/security/</a></td>
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<td>Texas Administrative Code</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/">http://ritter.tea.state.tx.us/rules/tac/</a></td>
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<tr>
<td>Texas Assessment Management System</td>
<td><a href="http://www.TexasAssessment.com">http://www.TexasAssessment.com</a></td>
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### STAAR Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Answer Documents for Training Purposes</td>
<td><a href="http://tea.texas.gov/student.assessment/training/answer-docs/">http://tea.texas.gov/student.assessment/training/answer-docs/</a></td>
</tr>
<tr>
<td>Checklist for STAAR Administrations</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>Diagram of Shipping Box Contents</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>Educator Guide to Accessibility within the STAAR Program</td>
<td><a href="http://tea.texas.gov/Student_Testing_and_Accountability/Testing/S">http://tea.texas.gov/Student_Testing_and_Accountability/Testing/S</a></td>
</tr>
<tr>
<td>How to Pack Materials for Return to District Coordinator</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>Instructions for Verifying Precoded Student Information</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>Planning for STAAR Campus Coordinator Training</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>STAAR Materials Control Form</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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### STAAR Alternate 2 Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Checklist for STAAR Alternate 2 Administrations</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>Planning for STAAR Alternate 2 Campus Coordinator Training</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>STAAR Alternate 2 Materials Control Form</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
</tr>
<tr>
<td>STAAR Alternate 2 Medical Exception Eligibility Requirements</td>
<td><a href="http://tea.texas.gov/student.assessment/special-ed/staaralt/">http://tea.texas.gov/student.assessment/special-ed/staaralt/</a></td>
</tr>
<tr>
<td>STAAR Alternate 2 Scoring Document</td>
<td><a href="http://TexasAssessment.com/staaralt/">http://TexasAssessment.com/staaralt/</a></td>
</tr>
<tr>
<td>TELPAS Resources</td>
<td>URL</td>
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<td>----------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Checklist for TELPAS Administrations</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td>TELPAS Holistic Rating Training Requirements</td>
<td><a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a></td>
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<tr>
<td>TELPAS Problems and Solutions</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a></td>
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<tr>
<td><strong>TELPS Test Administrator Manual</strong></td>
<td><a href="http://tea.texas.gov/student.assessment/ell/telpas/manuals/">http://tea.texas.gov/student.assessment/ell/telpas/manuals/</a></td>
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<td>TELPAS Resources</td>
<td><a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a></td>
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<tr>
<td>TELPAS Student Tutorials</td>
<td><a href="http://TexasAssessment.com/telpas-tutorials/">http://TexasAssessment.com/telpas-tutorials/</a></td>
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</table>

**Publication Titles**

Titles of publications listed in this manual have been abbreviated for readability.

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<tr>
<th>Official Title</th>
<th>Abbreviated Name</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>2018 STAAR Test Administrator Manuals (grades 3–5, 6–8, and EOC)</td>
<td>Test Administrator Manual</td>
<td><a href="http://tea.texas.gov/student.assessment/manuals/">http://tea.texas.gov/student.assessment/manuals/</a></td>
</tr>
</tbody>
</table>
Supplements to the Coordinator Manual

- The STAAR Assessment Management System User’s Guide and the STAAR Alternate 2 and TELPAS Assessment Management System User’s Guide explain how to use the two platforms within the Texas Assessment Management System.

- The Test Security Supplement, adopted into Commissioner’s rules, is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.

Texas Administrative Code

The TAC and updates to the TAC are available online. Additionally, Texas Education Code and Texas Administrative Code References for the Texas Assessment Program is available on the Student Assessment website.
General Program Information

STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) program includes STAAR (grades 3–8 and end-of-course) and STAAR Spanish (grades 3–5). All grades/subjects and courses of STAAR (English only) can be administered on paper or online with or without embedded supports. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS.

STAAR Alternate 2

STAAR Alternate 2 is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as STAAR.

TELPAS

TELPAS assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.
Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to use a bilingual dictionary (word-to-word translations; no definitions or examples) on mathematics, science, and social studies assessments
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
■ giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
■ allowing individual and small-group administrations
■ reminding students to stay on task
■ photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - the state-supplied mathematics graph paper
  - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may NOT be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Help tab in the STAAR Assessment Management System.)

### Information About Designated Supports

Designated supports are changes to assessment materials or procedures that are intended to allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. A complete list of allowable designated supports for STAAR, STAAR Spanish, and TELPAS can be found on the Accommodation Resources webpage.

### Designated Supports

The following types of designated supports are available to students taking STAAR. Refer to the Accommodation Resources webpage for detailed information.

■ Designated supports approved locally — The decision to provide this type of accommodation to a student is made by the appropriate team of people at the campus level (e.g., language proficiency assessment committee [LPAC]; admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the LPAC; Section 504 placement committee; response to intervention [RTI] team; student assistance team) based on specific eligibility criteria. An Accommodation Request Form should NOT be submitted to TEA.

■ Designated supports requiring TEA approval — For this type of accommodation, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, an Accommodation Request Form must be submitted to TEA for approval.
Content and Language Supports

Students who are eligible for content and language supports will take STAAR online. Content and language supports are embedded in the online system as pre-reads, pop-ups, rollovers throughout STAAR selections, test questions, answer choices, and supplementary materials (Punnett squares, writing checklists). These pop-ups and rollovers contain text support such as definitions, simplified wording, bulleted lists, graphic organizers, etc. (See the Accommodations Resources webpage for content and language supports guidelines.)

In rare circumstances, a student may require a paper-based administration with embedded supports normally only available in online administrations. To request a paper version of STAAR with embedded supports, access the form on the Coordinator Manual Resources webpage and submit to TEA.

Oral Administration

Oral administration is a designated support in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. For students taking STAAR online, oral administration is delivered using text-to-speech functionality. For students taking STAAR on paper with oral administration, coordinators must ensure that the student and the test administrator have the same form number of the test. Eligibility criteria and details about oral administration are located in the Oral/Signed Administration policy found on the Accommodation Resources webpage. In addition, a test administrator must receive additional training if providing students with an oral administration. Refer to the Oral/Signed Administration Guidelines also located on the Accommodation Resources webpage.

Considerations for Testing with Designated Supports

The use of designated supports may affect how students’ test sessions are conducted (e.g., extra time, oral administration); therefore, the guidelines below must be followed.

- The test administrator must receive additional training when administering a test with designated supports. The test administrator will need to read the Special Instructions/Considerations section of the applicable accessibility policy and be trained on specific guidelines attached to an approved accommodation request.

- The test administrator should discuss the designated supports with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment.
Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a designated support may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an accessibility feature or locally determined designated support, it should be made available to the student during testing. There is no need to contact TEA. If, however, a student needs a designated support that requires the approval of TEA, contact the TEA Accommodations Task Force for permission and additional instructions. Once approval has been granted, follow the guidelines to administer the assessment with these designated supports. The Math Scribe, Extra Day, and Complex Transcribing guidelines can be found under the Related Resources section on the Accommodation Resources webpage.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and testing. After testing, if the student used a designated support, the appropriate bubble should be marked on the student's answer document or in the Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, review the Accommodations in Unexpected or Emergency Situations document or contact a member of TEA's Accommodations Task Force at 512-463-9536.
## Calendar of Events—2018 Testing

<table>
<thead>
<tr>
<th>Events</th>
<th>Spring TELPAS Grades K–12</th>
<th>April STAAR Grades 4&amp;7 Writing</th>
<th>April STAAR Grades 5&amp;8 Math &amp; Reading</th>
<th>April STAAR End-of-Course (English I and English II)</th>
<th>April STAAR Alternate 2</th>
<th>May STAAR End-of-Course (Algebra I, Biology, and U.S. History)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts receive precode/registration file layout (online only)</td>
<td>10/3</td>
<td>10/3</td>
<td>10/3</td>
<td>10/3</td>
<td>10/3</td>
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<tr>
<td>District coordinators submit participation counts (paper and online testing)</td>
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<tr>
<td>District coordinators select data collection option</td>
<td>11/13–12/15</td>
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<tr>
<td>Availability of retester file</td>
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<tr>
<td>District coordinators upload precode files/send student data</td>
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<tr>
<td>Materials List posted online</td>
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<tr>
<td>Online Test Registration submission (online testing only)</td>
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<td>Registration for out-of-school/district examinees (online only)</td>
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<tr>
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<tr>
<td>Districts receive test administrator manuals</td>
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<tr>
<td>District coordinator training sessions</td>
<td>By 1/26</td>
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<tr>
<td>Districts receive combined shipment of test materials</td>
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<tr>
<td>Districts receive precoded materials</td>
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<tr>
<td>Campus coordinator training sessions</td>
<td>Holistic by 2/2 Online by 2/9</td>
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<tr>
<td>Test administrator training sessions</td>
<td>Holistic by 2/12 Online by 2/23</td>
<td>By 4/6</td>
<td>By 4/6</td>
<td>By 4/6</td>
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<td>By 5/4</td>
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<td><strong>TEST ADMINISTRATIONS</strong></td>
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<td>Writing</td>
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<td>English Language Arts</td>
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<td>Mathematics</td>
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<td>Reading</td>
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<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>End-of-Course</td>
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<td>4/10 (English I)</td>
<td>4/12 (English II)</td>
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<td>STAAR Alternate 2</td>
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<td>TELPAS</td>
<td>2/26–4/6</td>
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<tr>
<td>Campus coordinators return scorable materials to district coordinator</td>
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<tr>
<td>District coordinators ship all scorable materials</td>
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<tr>
<td>Districts ship all nonscorable materials</td>
<td>4/16</td>
<td>4/20</td>
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<tr>
<td>Districts receive preliminary roster and data file (online only)</td>
<td></td>
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<tr>
<td>Districts receive Standard Reports and any additional copies of reports</td>
<td>5/14 (initial) 8/15 (final)</td>
<td>6/13</td>
<td>4/30</td>
<td>6/1</td>
<td>5/11</td>
<td>6/1</td>
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<tr>
<td>ESCs receive preliminary region reports (online only)</td>
<td>5/21</td>
<td>6/13</td>
<td>4/30</td>
<td>6/1</td>
<td>5/18</td>
<td>6/1</td>
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<tr>
<td>Districts notify students and parents of test results</td>
<td></td>
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<tr>
<td>ESCs receive final region reports (online only)</td>
<td>8/15</td>
<td>6/27</td>
<td>5/14</td>
<td>6/15</td>
<td>6/13</td>
<td>6/15</td>
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<tr>
<td>Districts receive updated data files (online only)*</td>
<td>6/6</td>
<td>7/9</td>
<td>6/7</td>
<td>7/9</td>
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<td>7/9</td>
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<tr>
<td>Districts report results to local board of trustees</td>
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</tbody>
</table>

† New coordinators only
‡ Additional copies of reports for the April STAAR grades 4 and 7 administration will be ordered with the May STAAR 3–8 administration.
** Additional copies of reports for the April STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.
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<tbody>
<tr>
<td>Districts receive precode/registration file layout (online only)</td>
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<td>5/16</td>
<td>4/16</td>
<td>4/16</td>
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<td>4/30</td>
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<tr>
<td>District coordinators submit participation counts (paper and online testing)</td>
<td>10/23–11/17</td>
<td>10/23–11/17</td>
<td>10/3</td>
<td>10/3</td>
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<tr>
<td>District coordinators select data collection option</td>
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<td>8/13</td>
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<td>6/4–6/6</td>
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<tr>
<td>Districts receive test administrator manuals</td>
<td>2/12–2/16</td>
<td>2/12–2/16</td>
<td>2/12–2/16</td>
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<td>2/12–2/16</td>
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<td>District coordinator training sessions</td>
<td>By 1/26</td>
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<tr>
<td>Districts receive precoded materials</td>
<td>By 5/4</td>
<td>By 5/4</td>
<td>By 5/4</td>
<td>By 5/4</td>
<td>By 5/15</td>
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<td>Campus coordinator training sessions</td>
<td>By 5/4</td>
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<td>By 5/4</td>
<td>By 6/15</td>
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<tr>
<td>Test administrator training sessions</td>
<td>By 5/11</td>
<td>By 5/11</td>
<td>By 5/11</td>
<td>By 6/22</td>
<td>By 6/22</td>
<td>By 11/30</td>
</tr>
</tbody>
</table>

**Note:** Preliminary rosters and data files will be provided for all students (online and paper testers) that have been scored (no paper reports).

**Updated STAAR Report Cards** will be available through the biweekly STAAR Report Cards run.
Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023, §39.0238, and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the Test Security Supplement in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data and must also handle this information in strict accordance with the instructions contained in this manual, in the Test Security Supplement, and in the test administrator manuals.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as the shipping notice that arrives with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. District coordinators must refer to the shipping notice provided by the vendor and complete the following steps to maintain proper inventory of testing materials:

- Upon receipt from the state’s testing contractor, verify that all testing materials boxes have been accounted for and match the shipper’s bill of lading and the district shipping notice contained in Box 1 (white box) of the shipment.
- Require campuses to immediately inventory all testing materials received and to notify the district coordinator of any shortages or discrepancies.
- Immediately notify the state’s testing contractor of any discrepancies identified between the materials received and the district and campus shipping notices.
- Place test booklets and answer documents in secure, limited-access, locked storage when not in use.
- After the completion of a test administration, collect and destroy any scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings.
- Require that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures for returning materials, as detailed in the manuals.
■ Require that all photocopies or reproductions of secure STAAR Alternate 2 test materials have been collected and returned to the district coordinator for return to the vendor.

■ Maintain inventory and shipping records (e.g., bills of lading, pallet detail reports, district packing list, district and campus shipping notices, district-generated documents used to track the delivery of materials to and between campuses, Materials Control Forms) for five years in the event that a discrepancy arises or the receipt of the district’s materials cannot be confirmed.

District coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials, including test booklets; online assessments and test tickets; completed answer documents; STAAR Alternate 2 stimulus images and text; and TELPAS calibration activities and components for holistically rating student performance. This requires compliance with, but is not limited to, the guidelines listed below.

■ All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments before handling secure test materials or administering assessments.

■ Upon first accessing the secure online administrative features of the Texas Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.

■ All tests must be administered in strict accordance with the instructions contained in the test administration materials.

■ No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission must first be obtained from TEA.

■ No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.

■ Only students may respond to test questions, perform calculations, and create rough drafts to written responses.

■ Test administrators who have permission to view secure materials in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign an additional section of the test administrator oath.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may receive or provide answers to student profiles during TELPAS calibration activities.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the Test Security Supplement.

Penalties for Prohibited Conduct

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

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

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

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

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.
Measures Implemented by TEA to Ensure Test Security and Confidentiality

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

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must be trained and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for each role.

NOTE: All personnel, including coordinators and test administrators, who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath.

Security oaths are available in Appendix C of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Testing personnel are required to sign security oath(s) only once for the 2018 calendar year. All oaths are valid for 2018 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The TELPAS oaths for raters and writing collection verifiers must also be signed according to the training and security requirements of those assessments.

All oaths are required to be maintained by the district for a period of five years. Superintendent and district coordinator oaths must be returned to the contractor in December when all testing activity is completed for the calendar year. Districts are encouraged to make copies of the superintendent and district coordinator oaths in the event a shipping issue arises. Signed security oaths for superintendents or district coordinators who leave their positions prior to the end of the calendar year should be included in the return envelope provided for the December administration.
Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

- signed security oaths for all testing personnel (with the exception of the district coordinator and superintendent/chief administrative officer oaths, which are shipped to the state’s testing contractor)
- testing irregularity and investigation documentation
- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions, with start and stop times and the name(s) of the test administrator(s) recorded

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved. Districts should periodically audit campuses to ensure that this documentation has been accurately completed and securely stored.

Testing Irregularities

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

Serious Irregularities

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

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
■ receiving or providing unallowable assistance during the TELPAS calibration activities (e.g., taking notes, providing answer sheets, or verbally sharing answers)
■ encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
■ failing to report to an appropriate authority that an individual has engaged in conduct described in the items listed above or in any other serious violation of security and confidentiality

**Procedural Irregularities**

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

**Eligibility Error**

■ Eligible students were not tested.
■ Ineligible students were tested.

**Individualized Education Program (IEP) Implementation Issue**

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

**Improper Accounting for Secure Materials**

■ Secure materials were not returned, checked in, and accounted for at the end of each testing day.
■ A test administrator, campus coordinator, or district coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

**Monitoring Error**

■ A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the student.
■ A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
■ Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
■ Testing personnel did not monitor students during a break.
■ A test administrator did not ensure that students worked independently during testing.
Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.

A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that potentially violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in disciplinary actions.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When an incident occurs, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division via the Online Incident Report Form, and the contents of all reports submitted to TEA must clearly lay out the sequence of events.
All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Reporting requirements differ based on the severity of the confirmed or alleged violation; therefore, district coordinators must assess whether the incident is a serious or procedural irregularity. For both serious and procedural irregularities, follow the instructions on the Online Incident Report Form and be prepared to

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you if TEA was contacted.

Districts must submit the required information and documentation for irregularities within ten working days of becoming aware of the violation. If more time is needed, coordinators should contact the Student Assessment Division’s security team by phone at 512-463-9536 or via email at testsecurity@tea.texas.gov to request an extension of the deadline.

Investigating and Reporting Serious Irregularities

The nature of serious irregularities requires a prompt investigation by the district so that all necessary evidence is gathered while the individuals involved in the irregularity are still available to interview and able to recall details. Districts must report any alleged or suspected violations that fall under the category of a serious irregularity to the district coordinator. District coordinators must notify TEA as soon as they are made aware of the situation.

Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or reviewing test materials. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state’s requirements for reporting serious testing violations:

- an Online Incident Report
- typed, dated, and signed statement(s) from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district’s determination regarding the irregularity
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)
District coordinators should review all statements submitted by the involved parties to ensure that all information has been gathered. Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident
- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual’s signature
- the date the statement was signed

Any discrepancies noted in the collected statements should be addressed and resolved before submission.

**Investigating and Reporting Procedural Irregularities**

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Districts must also complete the Plan of Action as part of the procedural incident report, describing the district's plan to prevent the reoccurrence of the incident. For these types of irregularities, the district's reporting obligation is fulfilled once the online submission has been completed. Documentation collected by the district during the investigation of a procedural irregularity should be kept locally. If more information is needed, TEA will notify the district testing coordinator.

**Investigating and Reporting Other Irregularities**

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

**Students Using Electronic Devices to Capture or Transmit Secure Test Content**

It is a serious violation if a student photographs, duplicates, or transmits secure test content or disseminates this information using an electronic device. TEA must be contacted immediately. A district may be asked to submit an Online Incident Report, and student test results may be invalidated.

**Student Cheating on State Assessments**

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to
• invalidate the student’s test by marking the score code “O” for “Other” on the student answer document or in the online form for the corresponding test,

• submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating,

• submit a serious Online Incident Report if the district determines that testing personnel were involved in the cheating, and

• complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information, refer to the Test Security Supplement.

Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

1. Access the Online Incident Reporting Process page located online.

2. Review the procedures for reporting an irregularity online and then click the link titled “Online Incident Report Form.”

3. Select your district and campus from the drop-down menus; choose “Yes” or “No” to identify you as the district coordinator and to identify the report you are making as either a serious or procedural irregularity. Complete the required information in the report form. Do not include confidential student information in your submission.

4. If you are submitting the documentation required for a serious violation, use the attachment feature in the form to attach the electronic supporting documentation.

5. If you choose not to use the online attachment feature and the documentation to be submitted does not include confidential student information, email the documentation to TEA at testsecurity@tea.texas.gov. Districts needing to submit documentation containing confidential student information should contact a Student Assessment Test Security team member to make arrangements for transferring the information securely. With each set of documentation submitted, be sure to include in the email subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.