Agenda

- Welcome and Introductions
- Student Assessment Overview
- Policy Updates
- Test Administration
- Test Security
- Lunch
- Accessibility and PNP
- STAAR Assessment Management System
- Updates for STAAR Alternate 2 and TELPAS
- STAAR Alternate 2 and TELPAS Assessment Management System
- Scoring and Reporting
Welcome and Introductions
Introductions

- TEA
- ETS
- Pearson
- ESC

- REMINDER: This training does not take the place of reading the appropriate manuals.
Student Assessment Overview
New Organizational Structure

Curriculum Standards

Student Assessment

Performance Reporting
Strategic Plan

Every child, prepared for success in college, a career or the military.

Strategic priorities:
- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers:
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
Texas Assessment System

Classroom/Formative Assessments

Interim Assessments

Summative Assessments
Interim Pilot

- The STAAR Interim Assessment System is an optional TEA tool to help districts identify students’ strengths and weaknesses and help predict student performance on STAAR.

- The STAAR Interim Assessment System is available for districts at no cost through the STAAR Online Testing Platform, and the interims are not tied to accountability.

- Items for the STAAR Interim Assessments are developed with Texas teachers and fully aligned to the Texas Essential Knowledge and Skills (TEKS).
Interim Pilot

- Grade 3–8 mathematics and reading in year one.
- Uses STAAR Online Testing Platform.
- Two-section design allows for a shorter overall test —sections are interactively selected for each student by an algorithm.
- Administration flexibility throughout year for two testing opportunities.
- Provide teachers with actionable information to tailor instruction to meet student’s needs.
Interim Pilot

Key Dates for Year 1 (Spring 2018)

- TAA and Information packet posted January 5th.
- Training webinars on interim assessments are January 8 and 9, 2018.
- Online registration begins January 9, 2018.
- Year 1 online interim assessment window is January 29–March 23, 2018.
Interim Future Plans

- **Year 1 pilot participation** – email the Student Assessment Division at StudentAssessment@tea.texas.gov
  - Pilot participation includes feedback opportunity to guide future development
- **Year 2 operational launch** – 2018-2019
  - Includes 2 test opportunities with longer administration windows available in the fall and spring
  - Additional content areas – English I, English II and Algebra I
  - Spanish versions will be available for grades 3-5
  - Content and language supports will be available
  - More robust online reporting suite
TEA is working to improve the summative assessment experience over the next five years. Included:

- Interim Assessments
- Working group feedback
  - Writing pilot
  - Online Assessments
  - Technology Enhanced Items
Online Assessments

- STAAR Alternate 2 and TELPAS—currently provided online only
- STAAR—available online for ALL students
  - Greater accessibility options
  - More flexibility in testing schedules
  - Students are more engaged—digital learners
  - Eliminates inventory management
  - No more bubble sheets
  - Faster test results
Technology Enhanced Items

- Pilot—Spring 2018
  - OPTIONAL section after the online STAAR assessments
  - Only available to online testers
  - Sample items—not specifically aligned to TEKS

- Purpose
  - Allows for higher order thinking
  - Creates more engaging content

- Item Types
  - Drag-and-Drop
  - Hot Text
  - Multiple Select
  - Constructed Response/Equations
Student Success Initiative (SSI)

- Given the impact of Hurricane Harvey, the commissioner has removed some SSI requirements for all districts in the 47 county Presidential Disaster Declaration.
  - Waived the requirement for the creation of a Grade Placement Committee.
  - Waived the requirement to provide a 3rd testing opportunity in June. However, districts will be able to continue to administer the June test if they believe it to be in the best interest of their students.
- Districts will have local discretion on whether each student should advance to the next grade.
- The district testing coordinator must provide written notification to ETS by May 4, 2018 indicating that his or her district does not wish to participate in the June 2018 STAAR grades 5 and 8 retest administration.
- More information on the procedures involved is available at this link.
For a student receiving special education services who fails STAAR the first time he or she takes it, an Admission, Review, and Dismissal (ARD) committee meeting* MUST be held before the student is administered STAAR for the second time.

The ARD committee MUST determine

- how the student will participate in an accelerated instruction program and
- whether the student will be promoted or retained based upon the ARD committee determination that the student has made sufficient progress in the measurable academic goals in the student’s IEP. If promoted, retesting is not required.
If the student retests in a subsequent administration of STAAR and does not meet the passing standard, then the ARD committee must document in the IEP (through an ARD committee meeting or an agreement to amend the IEP)

- additional accelerated instruction,
- whether the student will retest, and
- whether the student will be promoted or retained.

*IDEA allows that “When conducting [ARD committee] meetings...the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls.” (34 CFR §300.328). However, for the meeting required after the first time a student takes and fails STAAR, a meeting does not include an agreement to amend the IEP.
Updated Dictionary Policy

- The dictionary policy is being extended to include grades 3–5.

- Districts must ensure that dictionaries are available to all students taking:
  - STAAR grades 3–8 reading;
  - STAAR grades 4 and 7 writing;
  - STAAR English I, English II, and English III;
  - STAAR Spanish grades 3–5 reading; and
  - STAAR Spanish grade 4 writing.

- The updated [STAAR Dictionary Policy](#) is posted on TEA’s Student Assessment Division website.
Updated Calculator Policy

- Calculators now 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.
**Braille Tests**

- Based on the implementation date established by the Braille Authority of North America (BANA), braille versions of STAAR 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.

- Districts will indicate the correct braille format in the Assessment Management System for each student taking a braille version of STAAR.
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. See TAC §101.4003.

These former examinees also have the option of a district decision. The commissioner rules for the district decision should be posted later this month from the Curriculum Division.

More information is available on the TAKS webpage on TEA’s Student Assessment Division website.
Student Assessment Newsletter

- Plan to produce prior to major school/testing events, i.e.:
  - January, beginning of spring semester
  - March, prior to first round of spring tests
  - May, prior to second round of spring tests
  - August, beginning of school year/fall semester
  - November, prior to December tests
- First edition was published in October 2017.
- Next edition will be published in January 2018.
Student Assessment Newsletter

- Sent via GovDelivery to
  - Superintendents
  - District testing coordinators
  - Student assessment listserv

- Posted on the following webpages
  - What’s New in Student Assessment
  - Student Assessment Correspondence with Districts

- Link being provided in the upcoming CAO newsletter scheduled to launch in late January 2018 to ensure that CAO’s will have the same info as DTCs.
Other Communication

- **Emails**
  - One weekly update
    - Vendor updates for next two weeks
    - ETS/Pearson every other week
  - Special emails sent to specific districts (e.g., those that have not returned testing materials)
  - Emails from TEA regarding policy changes

- **TETNs**

- **Webinars**
Next Steps in Development

- For the 2018–2019 school year
  - The assessment year will shift from a calendar year to an academic year
- Online Coordinator Manual
  - Updated in August for academic year
  - Indexed and Searchable
- Online User Guide
- Digital Calendar of Events
Online ADPL

- Provide better data validation

- Spring 2018 – district input through DWG and TSNAP events

- Revised process in 2018-2019 DCCM

- Better data validation for better reporting
Test Administration
2017–2018 Testing Calendar

- Posted online at 2017-2018 School Year.

- Revised version sent and posted on September 11, 2017.
2018 Calendar of Events

- Posted online at https://tea.texas.gov/student.assessment/manuals/dccm/.

- Can be found in the Coordinator Manual.

- Poster version delivered with the Coordinator Manual.
The 2018 District and Campus Coordinator Manual is posted online and scheduled to be sent to districts this week.

https://tea.texas.gov/student.assessment/manuals/
The 2018 STAAR Test Administrator Manuals are scheduled to be posted online in January and sent to districts in February.

https://tea.texas.gov/student.assessment/manuals/
Manuals and Resources

- Additional manuals and other resources have been/will be posted.
- https://tea.texas.gov/student.assessment/manuals/
The Student Assessment Division has created a new webpage that includes links to the Texas Education Code (TEC) and the Texas Administrative Code (TAC) that pertain to the Texas assessment program.

http://tea.texas.gov/student.assessment/Code_references/
Writing Pilot


Calls for a proposed alternative assessment method designed to assess a student’s:

- Mastery of the TEKS in writing through timed writing samples;
- Improvement in writing skills from the beginning of the school year to the end of the school year;
- Ability to follow the writing process from rough draft to final product; and
- Ability to produce more than one type of writing.
Classroom Writing Samples

- **Timed Writing Sample 1**
  - (final product produced in one class period from a list of prompts)

- **Instructional Writing Process Sample 1**
  - (planning, drafting, revising, editing, publishing, and final product)

- **Instructional Writing Process Sample 2**
  - (planning, drafting, revising, editing, publishing, and final product)

- **Timed Writing Sample 2**
  - (final product produced in one class period from a list of prompts)

School Year
New Rubric

- Analytic 6-point rubric
- Designed by Texas teachers
- Roll out in January 2018
- Creates opportunity for additional participants
- Provides more actionable feedback for teachers and students
Pilot feedback

- Plan to create a TEKS correlation document and resources links to Gateway.
- Districts will be provided with year-end data that shows the calibration of raters, distribution of scores across the campus/district, and other points of interest.
- Educators involved in the pilot will have the opportunity to participate in ongoing professional development and statewide conversations focused on writing instruction.
- Grades 4 and 7 are not required to participate in STAAR. This will not affect accountability.
Constructed Response Scoring

- New Processes
  - Rangefinding with Texas Educators
  - TEA Staff Back Reads

- Double Blind Holistic Scoring

- 2017-2018 Rescore Requests
Testing Environment

Testing ≠ Stopped Instruction
Administration Guidelines

- Create a secure, positive environment for testing.
  - Turn off all communication devices.
  - 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, the classroom, 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 during mathematics assessments.
- **Graphics** containing tested information such as **moon phases, the water cycle, or human body systems** during appropriate grade level science assessments.
- **Historical timelines** or lists of historical figures and their accomplishments during social studies assessments.
Administration Guidelines

- Confirm each student has his or her own precoded answer document or online testing ticket if testing online.

- Once a student has completed testing, you must collect their testing materials. Then, you may allow them to leave the area or provide them with an instructional activity (i.e., guided reading activity) while other students continue testing.
Material Handling Guidelines

- Contaminated documents
  - Securely transcribe to a clean document if possible.
  - It is NOT NECESSARY to keep or return contaminated documents to the test vendor.
  - Note the bar code information for test booklets or answer documents.
  - Securely DESTROY the contaminated document.
  - Notify the assessment vendor of the destroyed documents (see DCCM for additional details).

- Ensure careful inventory of all test booklets and answer documents.

- Students may have clean, blank scratch paper during all assessments.
  - Scratch paper may be lined, unlined, or graph paper and should be collected and securely destroyed after each testing session.
Test Administration Materials

- Procedures for maintaining the security and confidentiality of assessments are specified in the following guides.
  - District and Campus Coordinator Manual
  - Test Administrator Manuals
  - Test Security Supplement
Changes in 2018 Test Security Supplement

- Removed test booklet seals.
- Added references to STAAR Alternate 2 test item image cards.
- Added requirement to review any allowed or approved technology to ensure it does not violate test security or confidentiality.
- Added new security oath for individuals proctoring the TELPAS Rater Training Calibration activity.
Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. Test irregularities are viewed by TEA as falling into one of two categories—**serious** or **procedural**.
Penalties for Violation of Security

A person who engages in conduct prohibited by the *Test Security Supplement* or other test administration materials may be subject to the following penalties:

- placement of **restrictions** on the issuance, renewal, or holding of a Texas teacher certificate;
- issuance of an inscribed or non-inscribed **reprimand**;
- **suspension** of a Texas teacher certificate for a set term; or
- **revocation** or cancellation of a Texas teacher certificate.
Procedural Irregularities

- Reflect minor errors or deviations in testing procedures
- Do not represent severe breaches in security or confidentiality
- Do not require a call to TEA unless guidance is needed by the district
- Do not require supporting documentation
Serious Irregularities

- Constitute severe violations of test security or confidentiality.
- Must be investigated by the district testing coordinator.
- Must be reported to TEA as soon as the district testing coordinator is made aware of the situation.
- Can result in the individual(s) responsible being referred to the TEA Educator Certification and Standards Division for consideration of disciplinary action.
Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
  - providing, suggesting, or indicating a test question response
  - aiding or assisting a student with a response or an answer to a secure test question
  - identifying incorrect responses for students
Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- tampering with student responses
  - changing or altering a student’s response or answer to a secure test item
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an assessment unless specifically authorized to do so
- discussing or disclosing secure test content or student responses
Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- scoring students’ tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized to do so
- 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
Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- encouraging or assisting an individual to engage in the conduct described previously or in any serious violation of test security and confidentiality
- failing to report to an appropriate authority that an individual engaged in any of the events listed previously or in any other serious violation of security and confidentiality
Reporting Serious Testing Irregularities

- Investigate and report serious testing irregularities to TEA as soon as the district coordinator is made aware of the situation.
- Conduct a prompt investigation.
- Submit an Online Incident Report.
- Submit any other required information to Student Assessment within 10 working days.
Reporting Online

Accessing the Online Incident Report Form

[Image of TEA website interface]

Student Assessment Division

The Student Assessment Division manages and oversees the development, administration, scoring, and analysis of the Texas assessment program, which includes the following assessments:

- STAAR
- STAAR Readiness
- STAAR Alternate 2

Student Assessment Resources

Each link below opens a webpage with useful Student Assessment resources:

- A-Z Directory
- Contact Information
- Out-of-School Resource
- Parent Resources
- Student Resources
- Test Administrator Resources

Subscribe to the Student Assessment mailing list to get e-mail notifications about webpage updates.

What's New in Student Assessment

Use the links below to navigate to webpages with recently updated information and documents:

- Test Security
- Testing Calendars
- Texas Assessment Management System

[Image of TEA website interface]

Reporting Testing Irregularities

TEA considers any incident that results in a deviation from documented testing procedures to be a testing irregularity. Irregularities fall into one of two categories—serious and procedural. Serious irregularities constitute serious violations of test security or confidentiality and can result in the individual responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or revocation of educator certification credentials). Procedural irregularities are less severe, more common, and are typically the result of minor deviations from testing procedures.

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

Access specific directions for reporting testing irregularities and disciplinary action at Incident Reporting Process.

Access the Online Incident Report form at Online Incident Report Form.
New For 2018: STAAR Accessibility

- Dictionaries for reading and writing in grades 3-5 are no longer a designated support, but part of the STAAR Dictionary Policy.
- Projection devices and amplification devices moved to accessibility features.
- Sticky notes tool added and pencil functionality expanded in the online test.
- Authority for decision for math manipulatives and supplemental aids has been expanded to include additional campus-level teams.
- Content and language supports have been combined into one and new specific braille instructions for students who take STAAR braille and are eligible for these supports have been created.
New For 2018: STAAR Accessibility

- TELPAS added to Spelling Assistance and Complex Transcribing policies.
- Online spelling assistance tool added as a new embedded support.
- Photocopy now part of Large Print and Other designated supports.
- “GA” accommodation bubble on answer documents changed to “DS.”
- New email address for assessments for special populations team is assessment.specialpopulations@tea.texas.gov.
Accessibility Features -

- can be found in the District and Campus Coordinator Manual and on the Accommodations Resources webpage
- are available to any student who regularly benefits from the use of these procedures or materials during instruction
- do not need to be documented in student paperwork or answer document/STAAR Assessment Management System
- may require the student to complete the test in a separate setting in order to eliminate distractions to other students and ensure that security and confidentiality of the test is maintained
- cannot be required for use during testing

- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.
Accessibility Features

- Signing test administration directions
- Translating test administration directions
- Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)/Sticky notes tool
- Color overlays or online color setting
- Blank place markers/online guideline tool
- Magnifying devices/online zoom feature
- Highlighters (including online tool), colored pencils, or crayons
- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Individual or small-group administrations
- Reminding students to stay on task
- Amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- Projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
Locally-Approved Designated Supports

- These include twelve supports that may be made available to students who meet eligibility criteria.

- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.

- Each document is organized the same way.
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations
What is the Purpose of Designated Supports?

- Designated supports are intended for students who are approved to use them based on the decisions of the appropriate committee (e.g., ARD committee, 504 committee, LPAC, RTI committee, or student assistance team).

- When RTI committees or student assistance teams make decisions, they should be aimed at addressing a student’s **consistent academic struggle** in a specific area even after intensive instruction and remediation.

- For example, supplemental aids should not be confused with common study aids used by students who are not struggling academically.
Locally-Approved Designated Supports

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
Basic Transcribing: Grade 4 Writing

- For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student’s response to the writing prompt into the online test. The student does **not** have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need.

- The test administrator transcribing the student’s response must do so in accordance with guidelines for Basic Transcribing found on TEA’s Accommodations Resources webpage.

- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing if this accommodation is needed.

- TEA is considering adding this policy to the list of Accessibility Features for the 2018-2019 school year.
Basic Transcribing: #7 Special Instructions/Considerations

- The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment.
  - This means that the student can change his or her response ONLY within the time limit of the test (i.e., 4 hours, 5 hours, or extra time).

- If the test administrator transfers the student’s final responses onto the answer document/STAAR Assessment Management System after the testing period has ended, the student may not edit his or her response.

- It is recommended that the test administrator ensure that he or she can read and understand the student’s intended response prior to the student leaving the testing room.
Calculation Aids: Student Eligibility Criteria

- Disability that affects math calculations (grades 5-7)
  - This is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to) a
    - learning disability in mathematics calculation
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The ARD or Section 504 committee should review the student’s current documentation and instructional supports and determine if this evidence indicates that the student’s disability causes him or her to have a problem calculating with pencil and paper.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.
The use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the TEKS. If a student is using a certain calculator (e.g., scientific, graphing) during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.
Calculation Aids

- TEA is considering changing the calculator policy for the 2018-2019 school year by disallowing scientific and graphing calculation aids. Consideration is being given to adding a four-function calculator to the online tests as an additional embedded support. Don’t forget that four-function calculator applications could also be used.

- Make sure that the student has learned the skill and uses the calculator only as an accommodation.
  - For instance, the student may demonstrate knowledge of the skill without the use of the calculator on a few questions/assignments and uses the calculator for the remainder.
Content and Language Supports

- During the 2017 administrations, the majority of students taking an online test with embedded supports (i.e., content supports, language and vocabulary supports, text-to-speech) received ALL supports. Therefore, content and language supports are combined into one embedded support for the 2018 administrations.

- Documentation (e.g., IEP, IAP) that still lists these as two separate supports may be amended; however, this is not required. For instance, if the paperwork says the student will receive content supports. The student WILL receive content supports... as well as language supports. Just make sure all parties are aware of the changes.
Oral/Signed Administration

- Evidence of reading difficulties
  - This is a problem with reading that can be caused by various reasons, including (but not limited to) a
    - learning disability in reading
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue

  - The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student’s current documentation and instructional supports and determine if this evidence indicates a reading difficulty.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.
Oral/Signed Administration

- For students who are deaf or hard-of-hearing who are eligible for
  - Content and Language Supports, **AND**
  - Oral/Signed Administration (but are not able to access text-to-speech)...

- A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.
Oral/Signed Administration

- Similar to 2017 administrations, proctor codes will be available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

- TEA is planning to administer STAAR online with the additional embedded support of signed videos (base test only) in the 2018-2019 school year.
Designated Supports Requiring TEA Approval

- These include supports that may be made available to students who have a TEA-approved accommodation request form.

- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and then a request is sent to TEA for determination.

- Complex Transcribing
- Mathematics Scribe
- Extra Day
- Other
Complex Transcribing: #8 Special Instructions/Considerations

- For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing.

- Complex Transcribing Guidelines found on Accommodation Resources webpage should be followed when using this designated support.

**Complex Transcribing for TELPAS Writing**

TELPS rater of students enrolled in grades 2–12 assemble student writing collections and base their ratings on the writing in the collections. Writing samples that are included in a collection must be taken from authentic classroom activities that are grounded in content-area TEKS and ELPs. It is important for the writing in collections to portray the overall English language proficiency of the students.

For more information regarding the types of writing samples to include in the collections please refer to the TEA TELPAS Rater Manual.

Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. This includes the use of complex transcribing as a designated support.

The use of complex transcribing is allowed only for students who regularly depend on this accommodation to complete written assignments and are unable to effectively use basic transcribing. Complex transcribing for TELPAS writing does not require TEA approval; therefore, districts don’t need to submit an Accommodation Request Form. However, since these writing samples are being collected for TELPAS, the following guidelines must be adhered to in order to ensure the reliability and validity of the ratings for this domain.

Transcribing Responses

The role of the transcriber is to record exactly what the student has dictated. Transcribing must not interfere with the student’s natural production of English. Transcribers may ask the student to repeat the dictated response to accurately record what the student intended. However, transcribers are NOT allowed to do the following:

- translate the student’s writing samples into English
- give students opening and/or closing sentences
- edit or alter student’s language in any way
- write notes on the individual writing samples

If the test administrator uses a word processor to type the student’s writing samples as the student dictates, special functions such as grammar assistance must not be used.

The student may dictate his/her responses into a recording device if this is the procedure used routinely in the classroom. Then the sample may be transcribed.
If a student needs secure test material photocopied because he or she requires a print larger than what the state provides, then follow instructions in the General Instructions for Administering Large-Print State Assessments document, located on the TEA’s Accommodation Resources webpage. No Accommodation Request Form needs to be submitted.

If a student needs photocopies for any other reason, then an Accommodation Request Form for “Other” must be submitted.
Accommodation Request Process

- Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).

- The link to the online Accommodation Request Form for 2018 will be on the Accommodation Resources webpage along with a training document in January.

- Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline. Refer to the Online Accommodation Request Submission Deadlines document.
Accommodation Request Process

- Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state, “pending TEA approval.”

- Do NOT include confidential student information (request will be deleted and you will be asked to resubmit).
  - Example: student’s first and last name, Social Security numbers, pages from an IEP, medical documents

**Step 1**
Determination of student eligibility

**Step 2**
Completion and submission of online form

**Step 3**
TEA review and decision

**Step 4**
Required communication within district
Special Administration of STAAR with Content and Language Supports

- Technology-based supports enable most students to test online; however, in those rare circumstances that prevent a student from testing online a special request may be made to TEA for approval to administer paper test booklet.

- A link to the instructions and request form for a special administration is posted on the TEA’s District and Campus Coordinator Manual Resources webpage.

- All requests must be received by TEA at least two weeks prior to testing so that testing materials can be ordered and shipped to districts.

- If a student also needs a designated support requiring TEA approval, include it on this form. Do NOT submit a separate online accommodation request form.
Special Administration of STAAR with Content and Language Supports

- Examples of situations when a request for a special administration of STAAR with content and language supports is appropriate.
  
  - Accommodations cannot be applied
    - Student has seizures or migraines from looking at computer screen.
    - Even after multiple attempts throughout the year to acclimate the student to online testing, student becomes agitated or violent when beginning any practice test due to his or her disability.
  
  - Technology access is precluded
    - Student is homebound, and there is no internet connection at home.
    - Student is in juvenile detention facility and county does not allow online test application to be downloaded onto computers.
Special Administration of STAAR with Content and Language Supports

- New email address for submission of all special requests: specialadministration.requests@tea.texas.gov

- Form will go live in January 2018
Special Administration of STAAR with Content and Language Supports

- Requests for a special administration of STAAR with content and language supports are automatically approved for students taking STAAR braille.

- Specific Braille Instructions for Content and Language Supports are available on the STAAR Assessment Management System.
  - Contains descriptions of pictures/images used as content and language supports and graphs/tables/charts that may be reproduced in braille or other forms that are more accessible to the test taker.
  - Must be used in conjunction with 1) the appropriate specific braille instructions for the test being administered and 2) the supports tables in paper administration guide for STAAR with Embedded Supports.
Accommodations in Unexpected and Emergency Situations

- When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used on the answer document or in the STAAR Assessment Management System.

- After the test administration, the appropriate accommodation code should be recorded on the student’s answer document or in the STAAR Assessment Management System for online administrations.
Accommodations in Unexpected and Emergency Situations

- If approved for Complex Transcribing, Extra Day, or Mathematics Scribe, follow the guidelines posted on the Accommodation Resources webpage to administer the assessment with these designated supports.

Related Resources

- REVISION Technology Guidelines
- Accommodations in Unexpected or Emergency Situations (PDF)
  - Math Scribe
  - Extra Day
  - Complex Transcribing STAAR
  - Complex Transcribing TELPAS
- Transcribing Griddable Questions Training Document (PDF)
- STAAR with Embedded Supports Non-Secure Front Matter Grades 3-5 (PDF)
- STAAR with Embedded Supports Non-Secure Front Matter Grades 6-8 (PDF)
Accommodations in Unexpected and Emergency Situations

- **Step 1: No need to contact TEA**
  - Make available accessibility features which are allowed for any student.

- **Step 2: No need to contact TEA**
  - Make available locally-approved designated supports. Consideration should be given to accommodations that the student can independently use.

- **Step 3: Contact TEA**
  - If the student’s needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force. The district testing coordinator may need to submit an Accommodation Request Form.
Accommodation Recommendations for Reading and Writing: Impact on Exit Criteria for ELLs

- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment may not be considered for exit at the end of the school year.
  - Oral Administration
  - Content and Language Supports
  - Extra Time

- Use of dictionaries on reading and writing assessments is no longer an accommodation since STAAR Dictionary Policy expanded to include these grades.
  - The use of dictionaries on grades 3-5 reading and writing assessments does not prevent exit; however, 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.
Online Tutorials and Practice Tests

- When you open the STAAR online testing platform, you will see a menu of options, including “Practice” and “Tutorials.”

- In the drop down menus, choose the assessment and the supports you want to view.

- Tutorials provide a short video showing how the feature is used, while the practice provides an opportunity for students to use each feature on a released test.
**New Online Tool: Sticky Notes**

- Sticky notes are available for all selections and questions
- can be moved around the screen
- can be minimized
- can be resized
New Online Embedded Support: Spelling Assistance

- Spelling Assistance:
  - It is only available on the essay portion of the grade 4 and 7 writing tests and English I and II tests.
  - Will be available on English III in 2019 (Note this change in DCCM page O-3; Spelling Assistance designated support policy document has been updated).
  - When a word is not found on the grade appropriate Merriam-Webster dictionary, it will be flagged.
  - The system will provide up to five suggestions.
  - The system evaluates the words independent of the context.
  - It will be available as a stand-alone practice.
Current working on three new online embedded supports targeted for spring 2019 administrations.

- Four-function calculator (grades 3-7)
- Signed videos (available for base test items only for first year)
- Screen Reader support for refreshable braille display devices (reading, writing, English I, English II, and Social Studies for first year)
- STAAR Spanish with Embedded Supports (grades 3-5)
Accessing the STAAR Assessment Management System

https://www.texasassessment.com/administrators/

http://www.TexasAssessment.com/STAAR/

Dashboard: Welcome, Ray Gross
• PDFs of test administration resources available for download.

• Zip files of test materials available for download.

Change for 2018 Interim Pilot
Interim Pilot – Key Points

- Grades 3–8 mathematics and reading (Year 1)
  - Year 2 to include additional subjects
- Offered online through the STAAR Online Testing Platform
- No paper materials or shipping
  - Paper versions available for special populations as needed
- Multi-section design
- Items for the STAAR Interim Pilot Assessments are developed with Texas teachers and fully aligned to TEKS

Change for 2018 Interim Pilot
Students > View & Edit/Register > Tests

- Interim Pilot
  - Testing grade can be edited by subject.
  - Individual subjects can be deleted.

Change for 2018 Interim Pilot
Students > Upload

- Interim Pilot
  - Upload creates both a MA and RE online registration for the enrolled grade for each student.
  - All registrations are online.
  - MATHEMATICS TEST VERSION CODE
    - Enter Personal Needs and Preferences (PNP) that is valid for Interim: t or T
    - Enter “i” or “l” to indicate Interim administration
    - No need to enter “O” for online. All registrations will be online.
  - READING TEST VERSION CODE
    - Enter PNP that is valid for Interim: t or T
    - Enter “i” or “l” to indicate Interim administration
    - No need to enter “O” for online. All registrations will be online.

Change for 2018 Interim Pilot
Changes to STAAR EOC Data File Uploads

• The GROUP NAME field (column E) should only be used to organize paper or online test takers into groups; otherwise, the field should be left blank.

• For online testing, the STAAR EOC TEST VERSION CODE field (column AW) has been updated to reflect the 2018 PNP accommodation codes and now includes an option for districts to indicate Designated Supports (formerly General Accommodations) for students taking an online test only.

• The CAREER-AND-TECHNICAL-ED-IND-CD field (Column AA) has been updated to include only values 1, 2, and 0. A value of 3, “Participant in district’s tech prep program,” is no longer a valid value for this field.
Changes to STAAR 3–8 Data File Uploads

• The GROUP NAME field (column E) can be used to specify a group name for tests being delivered on paper as well as online. This field should only be used to organize test takers into groups; otherwise, the field should be left blank.

• For online testing, the READING TEST VERSION CODE, MATHEMATICS TEST VERSION CODE, SCIENCE TEST VERSION CODE, SOCIAL STUDIES TEST VERSION CODE, and WRITING TEST VERSION CODE fields (columns BD–BI) have been updated to reflect the 2018 PNP accommodation codes and now include an option for districts to indicate Designated Supports for students taking an online test only.

• The CAREER-AND-TECHNICAL-ED-IND-CD (column AA) has been updated to include only values 1, 2, and 0. A value of 3, “Participant in district’s tech prep program,” is no longer a valid value for this field.
Changes to STAAR 3–8 Data File Uploads

- Grades 5 and 8 Retest

  - Two columns have been added for the STAAR Assessment Management System to indicate a grade 5 or 8 retester who has previously passed one of the two retest subjects (mathematics or reading). These columns are RETESTER INDICATOR-MA (column BO) and RETESTER INDICATOR-RE (column BP) (P = Previously met passing standard).

  - These fields are not updatable by districts if the retester file is modified and re-uploaded.
Student Uploads – PNP for STAAR 3–8

- The Mathematics Test Version Code, Reading Test Version Code, Writing Test Version Code, Science Test Version Code, and Social Studies Test Version Code fields will be used to indicate the following for STAAR grades 3–8:

  - PNP accommodation codes:
    - E = Spelling Assistance (delivered online for grades 4 and 7 writing only)
    - R = Content and Language Supports (delivered online)
    - T = Text-to-Speech (delivered online; includes click word)

  - Online test with no accommodations:
    - O = Student will test online with no PNP accommodations

  - Designated Supports (online testers only):
    - D = Designated supports for a student testing online

Change for Spring 2018 STAAR
The STAAR EOC Test Version Code will be used to indicate the following for STAAR EOC:

- **PNP accommodation codes:**
  - E = Spelling Assistance (delivered online for English I and English II only)
  - R = Content and Language Supports (delivered online; not available for Algebra II or English III)
  - T = Text-to-Speech (delivered online; includes click word)

- **Designated Supports (online testers only):**
  - D = Designated Supports for a student testing online

Change for Spring 2018 STAAR
Student Uploads – Groups

- Update registrations via upload without compromising groups

  - Once a group name has been established for a student registration (by text entry, by default, or with the “Groups” feature), a null (blank) will not override the group name with the value NO GROUP NAME GIVEN.

  - Once a group name value has been established for a student registration, a user must use a new value to override the existing group name.

  - To move a student to NO GROUP NAME GIVEN, a user must either use the “Groups” feature or upload a file with the value NO GROUP NAME GIVEN entered in the appropriate GROUP NAME field (not case sensitive).

Change for Spring 2018 STAAR
Student Registration – Reminders

• Districts may add or edit existing student registrations, including switching between paper and online tests, through the end of the testing window.

• Changes made to student registrations after the precode window closes (paper registration period) will not be reflected in precoded materials received.

• Student registrations associated with a precode cannot be deleted after the precode window closes.

**NOTE:** Changes to student registrations will not be allowed for up to three days after the precode window closes while precode files are being processed – all related system functionality will be disabled during this time.
Precode Verification Report

- **Download CSV** is available prior to the close of the precode window.
  - Lists all paper test registrations and corresponding precode data
  - Can be used to verify precodes, allowing districts to make corrections prior to the close of precode window, as needed
  - Updated nightly

- **Download PDF** is available after the close of the precode window.
  - Official list of all precodes district is scheduled to receive (including OOD/OOS)
Precode Verification Report (PDF version)

- Lists all paper-based test registrations at the close of the precode window - one record for each precoded answer document that the district is scheduled to receive (serves as official record) – available at the campus level
- Organized by campus, subject, student (alpha order)

**NOTE:** The CSV version of the *Precode Verification Report* is not available for download after the precode window closes. Districts wishing to have a CSV version of their precode report must save a copy prior to the precode deadline.
Online Testing > Manage Online Testing

- Changes to online test attributes can be made for one additional business day beyond the close of the test administration window (until 7:00 p.m. CT).

- All online testing activity will still close at the scheduled end of the test administration window.

- **Monitor Session** button added to Sessions at a Glance page to display a list of all students in all groups.

- “All Groups” option added to group selection.

---

Change for Spring 2018 STAAR
Online Testing > Manage Online Testing

- Update response count as students respond to items
- Refresh page to update
- N/A = Not Available (student has not yet tested or has not yet responded to any questions)
- X/Y = Number of Questions with Responses/Number of Total Questions

Change for Spring 2018 STAAR
Online Testing > Manage Online Testing

- PNP filter and column will display settings applicable for the Interim pilot.
- Added columns will display Interim indicators.
  - Probability of Achieving Approaches
  - Probability of Achieving Meets

<table>
<thead>
<tr>
<th>Testing Group Roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>ANDERSON</td>
</tr>
<tr>
<td>BUCHANAN</td>
</tr>
<tr>
<td>CURRY</td>
</tr>
<tr>
<td>DAVIS</td>
</tr>
<tr>
<td>SMITH</td>
</tr>
</tbody>
</table>

Change for 2018 Interim Pilot

**NOTE:**
- N/A Test score not available.
- * Student did not complete the test.
- ** Student is unlikely to achieve Approaches and was offered some items from the grade below.
Manage Online Testing Groups

- Edit existing online testing groups
- Create online testing groups
  - **NOTE:** Grades 3–8 students can be assigned to different testing groups by subject.
Edit Existing Online Testing Groups

- Edit/Manage student groups via Online Testing > Groups > View & Edit Groups

Click the edit icon to move students between groups.
Create New Online Testing Groups

- New groups can be created via Online Testing > Groups > Create Group.

Click the CONTINUE button to create new group and add students.
Multi-step resolution process:

- Step 1 - match records
- Step 2 - correct records and submit
  - Unresolved held record – click edit icon to resolve
  - Resolved held record – click view icon to see resolved held record details
  - Flagged – click edit icon if updated information is available to resolve the record
Student Resolution

Held Records – Reasons

Hand-gridded answer document contains:

- Conflicting student data (with directory)
- Missing student data
- Missing PEIMS ID
- Potential mismatch (with directory)
Additional Orders

• Only authorized district users can submit orders for additional reports.

• All orders must include PO number for billing.

• No fax or paper orders will be accepted.

• Additional printed paper copies of STAAR Report Cards (SRCs) will be available only for administrations that currently produce paper copies (spring administration only).

• Orders submitted after deadline will be assessed additional late fees.

• Confidential Student Labels can be ordered for any current administration.

• Districts can also opt not to receive labels.
Campus testing coordinators can view initial order information.

- Test materials list
- Precoded answer document quantities

Change for Spring 2018 STAAR
Participation Counts

Updating Participation Counts (Upload)

- Counts status and downloadable files are updated immediately after update.

- BEST PRACTICE: Download existing participation counts from View & Edit tab, make updates, and upload file back into the system.

Change for Spring 2018 STAAR
Reports: Online Testing

- **District Test Status Report**
  - Contains online testing status of all online test registrations, including PNP indicators, in the district.
  - Report updated mid-morning, mid-afternoon, and each evening.

- **Campus Test Status Report**
  - Contains online testing status of all online test registrations, including PNP indicators, at a specific campus.
  - Report updated mid-morning, mid-afternoon, and each evening.

- **New!**
  - Columns will display score codes and PNP settings.
  - Report updated mid-morning, mid-afternoon, and each evening.

Change for Spring 2018 STAAR
Reports: Online Testing

- **Student Assessment History Report**
  - Now links to Student Portal
  - Click “Lookup Access Code” and enter the student’s first name, PEIMS ID, and date of birth to view student history.

**Change for Spring 2018 STAAR**
Reports: SIRS

- Uploads are checked for data errors.
  - All errors must be corrected for request to process.

- No match students will be returned with response files.

- Response files are grouped with uploaded request.

<table>
<thead>
<tr>
<th>ADMIN CODE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>312</td>
<td>March 2012</td>
</tr>
<tr>
<td>315</td>
<td>March 2015</td>
</tr>
<tr>
<td>316</td>
<td>March 2016</td>
</tr>
<tr>
<td>412</td>
<td>April 2012</td>
</tr>
<tr>
<td>413</td>
<td>April 2013</td>
</tr>
<tr>
<td>414</td>
<td>April 2014</td>
</tr>
<tr>
<td>415</td>
<td>April 2015</td>
</tr>
<tr>
<td>416</td>
<td>April 2016</td>
</tr>
<tr>
<td>513</td>
<td>May 2013</td>
</tr>
<tr>
<td>514</td>
<td>May 2014</td>
</tr>
<tr>
<td>515</td>
<td>May 2015</td>
</tr>
<tr>
<td>516</td>
<td>May 2016</td>
</tr>
<tr>
<td>613</td>
<td>June 2013</td>
</tr>
<tr>
<td>614</td>
<td>June 2014</td>
</tr>
<tr>
<td>615</td>
<td>June 2015</td>
</tr>
<tr>
<td>1312</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>1313</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>1314</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>1315</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>1512</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>1513</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>1514</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>1515</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>1516</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>1612</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>1613</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>1614</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>1615</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>1616</td>
<td>Summer 2016</td>
</tr>
</tbody>
</table>
New Report Access functionality allows authorized district users to open Reports > Results access to campuses.

- Campus access will default to closed.
- Access can be granted to campuses one-by-one or in bulk.
# Online Testing Preparation: Review Updated Documentation

<table>
<thead>
<tr>
<th>Activities to Support Test Delivery</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify that the district’s network meets requirements and is properly configured for testing.</td>
<td>STAAR Online Testing Platform Technology Guide</td>
</tr>
<tr>
<td>Conduct network diagnostics to estimate district and campus network user capacity and to plan for</td>
<td>Online Readiness Tools</td>
</tr>
<tr>
<td>concurrent testing volumes.</td>
<td></td>
</tr>
<tr>
<td>Determine local caching software needs and complete installation procedures.</td>
<td>STAAR Online Testing Platform Local Caching</td>
</tr>
<tr>
<td></td>
<td>Software (LCS) District Guide</td>
</tr>
<tr>
<td>Verify that all devices used for online testing meet the minimum hardware and software requirements.</td>
<td>Unified Minimum System Requirements</td>
</tr>
<tr>
<td>Install the appropriate STAAR Online Testing Platform Secure Browser on all testing devices.</td>
<td>STAAR Online Testing Platform Technology Guide</td>
</tr>
<tr>
<td>Confirm successful installation and operation of secure browsers.</td>
<td>STAAR Online Testing Platform Technology Guide</td>
</tr>
<tr>
<td>Test the compatibility of computers and gauge technology infrastructure readiness.</td>
<td>STAAR Online Testing Platform student tutorials</td>
</tr>
<tr>
<td>Prepare all computers for online test delivery. Close all web browser windows, disable any</td>
<td>Quick Guide to Online Testing</td>
</tr>
<tr>
<td>automatically launching applications on all devices, and check for sufficient power sources.</td>
<td></td>
</tr>
</tbody>
</table>
# Unified Minimum System Requirements

<table>
<thead>
<tr>
<th>Devices</th>
<th>Windows, Mac OS X, Linux</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptops</td>
<td>Windows, Mac OS X, Linux</td>
</tr>
<tr>
<td>Chromebooks</td>
<td>iPad – 4th Generation and higher, Windows tablets except for Windows RT</td>
</tr>
<tr>
<td>Tablets</td>
<td></td>
</tr>
</tbody>
</table>

| Operating Systems                    | Windows: 7, 8.1, 10 (Windows 10 S is not supported at this time) |
|                                      | Chrome OS: (Release Channel only, current or near-current release) |
|                                      | Mac OSX: 10.3, 10.10, 10.11, 10.12 |
|                                      | iOS: 10.2, 10.21                   |
|                                      | Fedora: 24                        |
|                                      | Ubuntu: 16.04                     |

| Processors                           | Windows: Intel x86 (32 or 64 bit) |
|                                      | Chrome OS: Any                    |
|                                      | Mac OSX: Intel based models       |
|                                      | iOS: Any                          |
|                                      | Fedora: Intel Architecture - 64 bit only |
|                                      | Ubuntu: Intel Architecture - 64 bit only |

| Memory (RAM)                         | Windows: 2 GB                     |
|                                      | Chrome OS: 2 GB minimum (4 GB recommended) |
|                                      | Mac OSX: 2 GB                      |
|                                      | iOS: 1 GB                          |
|                                      | Linux: 1 GB                        |

| Minimum Screen Size                  | 9.5 inches for all devices         |

| Minimum Screen Resolution            | 1024 x 768 for all devices         |

| Keyboard                             | Physical keyboard required for assessments with essays. Wired keyboard and mouse are strongly recommended. |

| Headphones                           | Headphones or earbuds recommended for assessments with audio content. |
Secure Browser Auto Update

• Windows
  • Secure Browser version 2.47 and later automatically updates to the latest version upon launch.
    • Ensure network policies do not restrict auto-updates.
    • Be sure that the user launching the secure browser has sufficient permissions to update software.
    • Check appropriate version of browser is on all computers prior to testing.
  • No uninstall/reinstall required.

• MAC
  • Secure Browser uninstall/reinstall is not required on devices that were used for December testing.
  • It will automatically update for subsequent releases.
    • Check that auto-updates are not restricted.
    • Check appropriate version of browser is on all computers prior to testing.

• iPad and Chromebook
  • Secure Browser automatically updates to the latest version.
    • If auto-update is disabled, update via the app/web store.
    • Check appropriate version of browser is on all computers prior to testing.

Secure browser will be updating in early January.
Support for Interim and Technology Enhanced Item Pilots

Change for Spring 2018 STAAR
Change for 2018 Interim Pilot
System Check

- Updated Security Configuration check messages

![System requirements not met](image)
Tools

- **Pencil Tool**
  - Ability to create points and lines has been added to options.

- **Tool Window Resizing**
  - Tools displayed in windows, such as the Writing Checklist, can be resized.

- **Sticky Notes**
  - Allows the test-taker to annotate items to assist him/her in answering the questions.

- **Spelling Assistance (PNP)**
  - Checks for misspelled words and offers up to five suggestions.
  - Available for written responses.
Questions?
Most of the documents referred to in this portion of the presentation can be found on TEA’s STAAR Alternate 2 Resources webpage.

STAAR Alternate 2

STAAR Alternate 2 is a standardized paper-based assessment for students with the most significant cognitive disabilities who:

- exhibit significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and ALSO indicate adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;

- are NOT identified based on English learner designation or solely on the basis of previous low academic achievement or the need for accommodations; and

- require extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor specific to a particular content area.
### STAAR Alternate 2 Participation Requirements

**Student Name:**

**Grade:**

**Date:**

#### Step 3: Review the Eligibility Criteria for STAAR Alternate 2

1. **Examine the student’s medical record:**
   - Each student must meet the eligibility criteria for STAAR Alternate 2.

2. **Determine if the student meets the eligibility criteria:**
   - The student must be nonverbal or have a significant cognitive disability.

#### Eligibility Criteria

- A student must meet one of the following criteria:
  - Nonverbal
  - Significant cognitive disability

#### Step 4: Review the Participation Requirements

- **Classroom participation:**
  - The student must participate in the general education classroom.

- **Assessment participation:**
  - The student must participate in the alternate assessment.

#### Step 5: Submit the Alternate Assessment Form

- **Form completion:**
  - The form must be completed by the teacher and submitted to the district.

---

**Participation Requirements (English version, PDF revised 08/25/16)**

**Participation Requirements (Spanish version, PDF revised 08/25/16)**
Above-grade testing is not allowed on STAAR Alternate 2, as students who meet eligibility for STAAR Alternate 2 would not perform at an instructional level that is above the student’s enrolled grade.

- For example, students who are enrolled in grade 8 taking STAAR Alternate 2 may not be assessed with Algebra I.
- This clarification will be reflected in the 2018-2019 participation requirements.

2018-2019 participation requirements will also have clarifying language (i.e., more specific language) defining significant cognitive disability.
Medical Exceptions and No Authentic Academic Response (NAAR)

In rare cases, due to the nature of a student’s disability or a serious medical condition, it may be inappropriate to assess an eligible student with STAAR Alternate 2. In these cases, ARD committees should review the requirements for Medical Exceptions or NAAR designation found on TEA’s STAAR Alternate 2 Resources webpage.
The STAAR Alternate 2 testing window is April 2-20, 2018. Districts may choose when to administer each subject and grade-level test within the window.

The tests will be administered in the same grades and subjects as STAAR.

<table>
<thead>
<tr>
<th>3–8/EOC</th>
<th>Subjects Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>mathematics and reading</td>
</tr>
<tr>
<td>Grade 4</td>
<td>mathematics, reading, and writing</td>
</tr>
<tr>
<td>Grade 5</td>
<td>mathematics, reading, and science</td>
</tr>
<tr>
<td>Grade 6</td>
<td>mathematics and reading</td>
</tr>
<tr>
<td>Grade 7</td>
<td>mathematics, reading, and writing</td>
</tr>
<tr>
<td>Grade 8</td>
<td>mathematics, reading, science, and social studies</td>
</tr>
<tr>
<td>end-of-course (EOC)</td>
<td>Algebra I, English I, English II, biology, and U.S. history</td>
</tr>
</tbody>
</table>
STAAR Alternate 2 Late Enrollees

- Students who enroll AFTER April 2, 2018
  - Students who transfer/move to a **new district** after the first day of the STAAR Alternate 2 testing window do not have to be tested.
  - Students who transfer within the **same district** after the first day of the STAAR Alternate 2 testing window still must be tested by the district where the student is enrolled.
Improvements to STAAR Alternate 2 administration materials have been implemented to reduce burden on teachers for photocopying and preparation of images.

- Photocopying policy has not changed.

Test administrators should use these features as needed in the same way they previously accommodated student booklet.

- Examples: photocopying and then cutting apart answer choices in order to present answer choices one at a time; coloring or highlighting images; enlarging images and text

Feedback from exit survey and analysis of student performance will be used to gauge test administrator satisfaction with improvements and impact of new format on student performance.

- Improvements
  - Student booklets with limited color images (includes large print and image card sets)
  - Large print student booklets
  - Image card sets
There is a new field in the online transcription form to collect data regarding the number of assessments being translated into a language other than English.

The new individual student report card (formerly known as “Confidential Student Report”) will show performance data for each student on the subject-area tests and resources will be included for parents of students with significant cognitive disabilities.
Every Student Succeeds Act (ESSA): 1% Threshold

- In an effort to make assessments ... inclusive of all students, the ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards (AA-AAAS).
Statewide STAAR Alternate 2 Participation Rates

- For 2016-2017, the number of students assessed statewide using STAAR Alternate 2 out of the total number of students who were assessed was
  - 1.4% in mathematics
  - 1.2% in reading
  - 1.2% in science
Texas is requesting a limited waiver, so that the State's assessment system may have slightly more than 1.0% of students taking STAAR Alternate 2 for each subject during the 2017–2018 school year.

Some school districts/charter schools received a letter of notification, questionnaire, and district-specific data to assist the State in submitting the waiver to the United States Department of Education.

Additional Resources

- Attachment II-Explanation and Assurances
- Draft of Texas’s Waiver Request Regarding STAAR Alternate 2 (PDF)
- STAAR Alternate 2 January 2014 Pilot Test Technical Report (PDF)
- 2017 District and Campus Coordinator Manual STAAR Alternate 2 Section (PDF)

Information located on TEA’s STAAR Alternate 2 webpage.
Waiver Request

- There are reasons for a district/charter school to assess more than 1.0% of their total students with an alternate assessment. Districts/charter schools were asked to submit information regarding special programming that may give reasons for being over the 1.0% threshold.

- **REMEMBER**: ESSA calculates the 1.0% threshold at the STATE level by subject, not at the district level by grade/subject.

- TEA will provide additional information in the coming months regarding strategies districts can use to ensure appropriate assessment decisions.
Most of the documents referred to in this portion of the presentation can be found on TEA’s TELPAS Resources webpage.

https://tea.texas.gov/student.assessment/ell/telpas/
TELPAS assesses the progress that limited English proficient (LEP) students make in learning the English language.

All K-12 students classified as LEP in PEIMS are required to participate in TELPAS, including those who have parents who have declined bilingual/ESL program services.

<table>
<thead>
<tr>
<th>Grades K–1</th>
<th>Grades 2–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Holistically-rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.</td>
<td>• Online multiple-choice reading test with shorter blueprint</td>
</tr>
<tr>
<td></td>
<td>• Online listening and speaking test</td>
</tr>
<tr>
<td></td>
<td>• Holistically-rated student writing collection</td>
</tr>
</tbody>
</table>
Exceptions

- In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s particular disability.
  - Participation must be considered on a domain-by-domain basis.
  - The reason for not assessing the student must be well-supported and documented in the student’s IEP by the ARD committee and the student’s permanent record file by the LPAC.

- An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically-rated domains.
  - Newly enrolled students in grades 2-12 are required to take the TELPAS reading test and the listening and speaking test.
New shorter test blueprints for TELPAS grades 2-12 reading and brand new test blueprints for listening and speaking. Test blueprints are located on TEA’s TELPAS Resources webpage.

**TELPAS Holistic Rating Training**
- Grades 2-12 Online Basic Training Course and calibration activities only include writing.
- Practice activity is outside of the modules.
- Certificates of completion will be available to print in the scoring summary tab.

**Calibration Proctor Oath**
- Calibration proctor oath has been developed for those designated to serve as a proctor for monitored calibration sessions.
- Any person who has more than one assessment role (e.g., TELPAS calibration proctor who also serves as TELPAS test administrator) must sign an oath for each role.
* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.
TELPAS Holistically-Rated Assessments: Rater Requirements

- Each teacher selected to rate an ELL must:
  - have the student in class at the time of the spring assessment window;
  - be knowledgeable about the student’s ability to use English in instructional and informal settings;
  - hold valid Texas education credentials, such as a teacher certificate or permit;
  - be appropriately trained in the holistic rating process; and
  - rate the student in all eligible language domains.

- Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects.
  - Paraprofessionals may not be designated as raters.
## TELPAS Online Assessments: Reading

Students took only about 1½ 2 hours for the longer reading test last year.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>n</th>
<th>mean</th>
<th>25th Percentile</th>
<th>Median</th>
<th>75th Percentile</th>
<th>90th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>110567</td>
<td>59</td>
<td>41</td>
<td>53</td>
<td>69</td>
<td>90</td>
</tr>
<tr>
<td>Grade 3</td>
<td>107460</td>
<td>76</td>
<td>53</td>
<td>68</td>
<td>88</td>
<td>114</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>182354</td>
<td>91</td>
<td>65</td>
<td>82</td>
<td>106</td>
<td>136</td>
</tr>
<tr>
<td>Grades 6-7</td>
<td>130449</td>
<td>81</td>
<td>57</td>
<td>74</td>
<td>96</td>
<td>124</td>
</tr>
<tr>
<td>Grades 8-9</td>
<td>99827</td>
<td>84</td>
<td>57</td>
<td>76</td>
<td>101</td>
<td>133</td>
</tr>
<tr>
<td>Grades 10-12</td>
<td>76644</td>
<td>87</td>
<td>57</td>
<td>79</td>
<td>107</td>
<td>140</td>
</tr>
</tbody>
</table>
## 2017 TELPAS Listening and Speaking Pilot Testing Time (in minutes)

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>n</th>
<th>mean</th>
<th>25th Percentile</th>
<th>Median</th>
<th>75th Percentile</th>
<th>90th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 2-3</td>
<td>6119</td>
<td>76</td>
<td>62</td>
<td>72</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>3409</td>
<td>89</td>
<td>72</td>
<td>86</td>
<td>101</td>
<td>121</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>3803</td>
<td>70</td>
<td>56</td>
<td>67</td>
<td>80</td>
<td>96</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>2743</td>
<td>80</td>
<td>59</td>
<td>76</td>
<td>98</td>
<td>121</td>
</tr>
</tbody>
</table>
TELPAS Online Assessments: Listening

- Students will need to wear headsets.

- Text of the stimulus or prompt is not available on screen, although audio is provided and can be played as many times as the student needs. All audio is recorded in a studio, not via text-to-speech functionality.

- Students will respond to test items in the following ways:
  - click on the correct answer
  - drag-and-drop
  - multiple-choice
TELPAS Online Assessments: Speaking

- Students will need to wear headsets with a microphone.

- Text of prompt is available on the screen for students to read and in an audio file for students to listen to as many times as they need.

- Students will record their response, listen to their response, and delete and re-record if not satisfied with their first response.
  - Up to 90 seconds of recording time for a response
  - Two opportunities to record a response

- Speaking prompts are scored on a 2 or 4 point rubric depending on the item type - simple versus open-ended.
In rare circumstances that prevent a student from testing online, the district may submit a request to TEA for a special administration of TELPAS grades 2-12 online tests.

- For the online reading test, the request is for a paper administration.
- For the online listening and speaking test, the request is for the student to be holistically rated.

Examples of situations when a request for a special administration of TELPAS is appropriate:

- Accommodations cannot be applied
  - Student has seizures or migraines from looking at computer screen.
  - Student is exempt from listening due to disability but not from speaking, so could participate in the holistically-rated speaking assessment.

- Technology access is precluded
  - Student is homebound, and there is no internet connection at home.
  - Student is in juvenile detention facility and county does not allow online test application to be downloaded onto computers.

Specific instructions and the request form can be found on TEA’s District and Campus Coordinator Manual Resources webpage.
TELPAS Test Results

- The 2018 TELPAS raw score results for Listening and Speaking (online) and Reading (online and paper transcription) will be available on May 14, 2018.

- The scale score results for Listening and Speaking and Reading will be available on August 15, 2018. (Note this change on page v of the TELPAS Test Administrator Manual and the TELPAS Rater Manual Calendar of Events).

- Standard setting must be conducted in the summer based on the data from the operational listening and speaking tests and reading tests. Once standards are approved, student report cards will be provided to districts.
TELPAS Test Results: Impact on Exit

- LPACs should still conduct end-of-year (EOY) LPAC meetings for all ELLs that are possible candidates for exit from bilingual or ESL programs, even if TELPAS results are not yet available.

- LPAC documentation should note that the student is pending exit from the bilingual or ESL program until TELPAS test results are received.
  - TEA LPAC forms: Notation should be made in TELPAS section of LPAC Review form and on the second page of Parental Report on Student Progress (Bilingual or ESL) Program form.
  - District-made LPAC forms: Include information that student is pending exit until TELPAS test results received.
TELPAS Test Results: Impact on Exit

• Remember, this process applies only to students who have met all other exit criteria and are awaiting TELPAS test results.

• Once the LPAC documents have been completed, the district can then follow up with letters of exit approval to parents whose students met exit criteria.

• Please be sure that an LPAC representative that will be in the district or on the campus when results are sent knows about this process so that it can be completed.
At the beginning of the 2018-2019 school year, students who were pending exit at the EOY should remain in a bilingual or ESL program until TELPAS test results are received.

If the student does not meet the exit criteria, he or she should remain in the bilingual or ESL program.

If the student does meet the exit criteria, he or she will no longer be required to be in the bilingual or ESL program. The LPAC is not required to meet again to discuss an ELL’s exit decision.
34 CFR §200.6(h)(5) requires that a State administers an alternate ELP assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations.

The U.S. Department of Education has said that a State may develop alternate ELP achievement standards for the alternate ELP assessment. (Letter on June 12, 2017)
Texas is creating a holistic inventory to assess English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities, and
- reduce exemptions from specific language domains on the general TELPAS.
Eligibility for TELPAS Alt

- All ELLs will take the same K-1 holistically-rated assessment for all 4 language domains, so no eligibility determination is needed.

- Grade 2: Participation requirements will be created (similar to STAAR Alternate 2), and ARD committees will be required to make an assessment determination for TELPAS.

- Grades 3-12: ELLs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.

2016 data shows that approximately 4,590 students identified as LEP took STAAR Alternate 2 in grades 3-high school.
Development of TELPAS Alt

Summer 2017- Spring 2018

- Convene multiple advisory committees and teacher committees to collect feedback from the field and write observational criteria.
- Develop alternate PLDs and observational criteria for each language domain.
- TEA to solicit district volunteers to participate in cognitive lab.
- Conduct alternate ELP assessment cognitive lab.

Summer 2018-Summer 2019

- Collect and analyze cognitive lab survey and results.
- Conduct training and administer operational TELPAS Alt assessment during TELPAS window.
- Conduct standard setting.
STAAR Alternate 2 and TELPAS Assessment Management System
New Features

Pearson Support
800-627-0225

PEARSON CUSTOMER SUPPORT FORM

For information about all Texas Assessments, visit TexasAssessments.com/Assessments.

Related Links
- Avocet (Online Resource Tool)
- Texas Assessment Data Portal for all Assessments
- TEA Student Assessment Division
- Additional Reports and Services

Pearson Customer Support Form

Live Agent Pre-Chat Form
- Contact Name
- Email Address
- Program: TEXAS
- Description

Please provide additional information, such as phone number, state, district, school, and a brief description of why you are contacting customer support. Please do not provide any personally identifiable information.

Fields marked with * are required.
Welcome to Texas online resource for locating information on topics related to the TELPAS and STAAR Alternate 2 administrations. This site includes a topic index on the left to help you find the information you need quickly. The topics' reference pages from the most recent administration manuals and other guides, or the topics may link to an external website. You can view the resources on this site as well as download or print the pages for future reference.

2018 Calendar of Events

2018 Calendar of Events

STAAR Alternate 2 and TELPAS Assessment Management System User's Guide

STAAR Alternate 2 and TELPAS Assessment Management System User's Guide

http://avocet.pearson.com/TX/Home
### Key Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Collection</td>
<td>October 23 - November 10</td>
</tr>
<tr>
<td>Student Data Submission (Student Registration)</td>
<td>January 10 - April 24</td>
</tr>
<tr>
<td>Materials List posted online</td>
<td>March 2</td>
</tr>
<tr>
<td>Additional Order Window</td>
<td>March 2 - April 13</td>
</tr>
<tr>
<td>Materials Due in District</td>
<td>March 5 - March 9</td>
</tr>
<tr>
<td>STAAR Alternate 2 Preview Window</td>
<td>March 19 - March 30</td>
</tr>
<tr>
<td>STAAR Alternate 2 Assessment Window</td>
<td>April 2 - April 20</td>
</tr>
<tr>
<td>STAAR Alternate 2 Verification Window</td>
<td>April 23 - April 24</td>
</tr>
<tr>
<td>Deadline for Ordering Additional Copies of Reports</td>
<td>April 24</td>
</tr>
<tr>
<td>Districts Return STAAR Alternate 2 Materials</td>
<td>April 27</td>
</tr>
</tbody>
</table>

### Resources

#### Pearson Support
- **800-627-0225**
- **Pearson Customer Support Form**
- **Monday thru Friday**
  - 7:30 am - 5:30 pm (CST)
- **Texas System Status**
- For information about all Texas Assessments, visit [TexasAssessments.com/Assessments](http://TexasAssessments.com/Assessments).
Submit Data Files

Creating a User Account File

When creating a user account file, use the following rules:

- The file must be comma delimited and must include the header row.
- Fields marked as optional must still be included in the file. Leave the fields blank if not including a value.
- User matching will occur on the Username.
- If an export record has an error, the entire record will be rejected.
- The export file will be in the same format as the import file, including all data elements.
- The header row (column or field name) is required for import files and will be included in export files. The columns must be in the order provided below.

<table>
<thead>
<tr>
<th>Header Field</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Name</td>
<td>Required field. Contains the code representing the action to be taken for the record. Valid values are: C or c (create), U or u (update). The Actions will default to U for all records in an export file.</td>
</tr>
<tr>
<td>Username</td>
<td>Required field. Contains the username. Must be unique.</td>
</tr>
</tbody>
</table>

Student Data File Format for Student Registration and Preencoding

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action</td>
<td>Username</td>
<td>First Name</td>
<td>Last Name</td>
<td>Email</td>
<td>Authorized Organizations</td>
<td>Roles</td>
<td>Active Date Start</td>
<td>Active Date End</td>
<td>Disabled</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRADE-LEVEL-CODE</td>
<td>CAMPUS-ID-OF-ENROLLMENT</td>
<td>DISTRICT-NAME</td>
<td>CAMPUS-NAME</td>
<td>GROUP NAME</td>
<td>LAST-NAME</td>
<td>FIRST-NAME</td>
<td>MIDDLE-INITIAL</td>
<td>PEIMS-ID</td>
<td>SEX-CODE DATE-OF-BIRTH</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>4</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

175
Import/Export Data

- Same process for user accounts, student data, and TELPAS SCORE CODE field and TEST TAKEN INFO changes
Import/Export Student Data

Tasks for Importing and Exporting

- Import / Export Data

Type*

- Student Registration Import
- Student Registration Delete
- Student Registration Export

Note: This import modifies students, student registrations and student tests. To create or update student tests, do not check the box above. To update only student demographics and not create or update student tests, check the box above.

Source File

Choose File: No file chosen

Additional e-mails

Enter a valid e-mail address

Process

Reset
### View Registered Students

**Image Description:**
- The image shows a screenshot of the PearsonAccessnext interface.
- The interface is set to search for registered students in the 2018 Spring TELPAS Grades K-12.
- The search filter is set to "Registered to 2018 Spring TELPAS Grades K-12."
- A list of students is displayed with columns for Last Name, First Name, PEIMS ID, Temporary, Date of Birth, Sex Code, and Local Student ID.

**Table:**

<table>
<thead>
<tr>
<th>Last Name*</th>
<th>First Name*</th>
<th>PEIMS ID*</th>
<th>Temporary</th>
<th>Date of Birth*</th>
<th>Sex Code*</th>
<th>Local Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST NAME</td>
<td>FIRSTNAME</td>
<td>0009998655</td>
<td>True</td>
<td>12/07/2003</td>
<td>M = Male</td>
<td></td>
</tr>
<tr>
<td>LASTNAME</td>
<td>FIRST</td>
<td>0009998052</td>
<td>True</td>
<td>10/03/2007</td>
<td>F = Female</td>
<td></td>
</tr>
<tr>
<td>LASTNAME</td>
<td>FIRSTNAME</td>
<td>0009998630</td>
<td>False</td>
<td>12/07/2000</td>
<td>F = Female</td>
<td></td>
</tr>
<tr>
<td>LASTNAME</td>
<td>FIRSTNAME</td>
<td>0009999662</td>
<td>True</td>
<td>12/12/2000</td>
<td>F = Female</td>
<td></td>
</tr>
<tr>
<td>LASTNAME</td>
<td>FIRSTNAME</td>
<td>0009999675</td>
<td>True</td>
<td>12/12/2007</td>
<td>F = Female</td>
<td></td>
</tr>
<tr>
<td>LASTNAME</td>
<td>FIRSTNAME</td>
<td>0009999680</td>
<td>True</td>
<td>12/12/2002</td>
<td>F = Female</td>
<td></td>
</tr>
</tbody>
</table>
Update Student Data Directly

PearsonAccessnext

Students

Tasks 0 Selected
Select Tasks  Start

- Create / Edit Students
- Registration
  - Manage Student Tests
  - Manage Groups
  - Manage Enrollments
- Delete Students

Students 0 Selected Clear

TELPS Grades K-12

- Starts with
- Local Student ID
- UUID

PEIMS ID*  Temporary  Date of Birth*  Sex Code*  Local Student ID
LAST NAME  FIRSTNAME  000999855  True  12/07/2003  M = Male
LASTNAME  FIRST  000999052  True  10/03/2007  F = Female
LASTNAME  FIRSTNAME  000999860  False  12/07/2000  F = Female
LASTNAME  FIRSTNAME  000999682  True  12/12/2000  F = Female
LASTNAME  FIRSTNAME  000999675  True  12/12/2007  F = Female
LASTNAME  FIRSTNAME  000999680  True  12/12/2002  F = Female
Create/Edit Student Information

![Create/Edit Student Information](image-url)
Register Students

STUDENTS (1)

LAST NAME , FIRSTNAME N (0009998555)

SPRING TELPAS GRADES K-12

LAST NAME , FIRSTNAME N (0009998555)

Student Information

Grade Level
06 = Grade 06

Local Student ID

Unschooled Asylee/Refugee

Parent Denial

Years in U.S. Schools

Students with Interrupted Formal Education (SIFE)

Reporting CDC

Select

Save
Reset

Show Student Details
Manage Student Tests

Tasks for Students

Register Students | Manage Student Tests | Manage Groups | Manage Enrollments

Test Filter

- Holistic Rating Grade K-1 Sp 18
- Holistic Rating Writing Grade 2 Sp 18
- Holistic Rating Writing Grade 3 Sp 18
- Holistic Rating Writing Grade 4 Sp 18
- Holistic Rating Writing Grade 5 Sp 18
- Holistic Rating Writing Grade 6 Sp 18
- Holistic Rating Writing Grade 7 Sp 18
- Holistic Rating Writing Grade 8 Sp 18
- Holistic Rating Writing Grade 9 Sp 18

Filter by Test Status

Complete, Assigned

TEST DETAILS

The reporting values for this battery test have not yet been set.
Manage Groups
Manage Enrollments
Score Codes

- If directed by your campus coordinator, assign score codes on the Test Details screen. Some score codes are determined by the ARD committee and must be documented in the student’s IEP.
Accommodations

- If a student was provided accommodations, the accommodations must be indicated in the Accommodations menu on the Test Details screen.

TELPAS:
- Designated Supports
- Large Print
- Extra Day

STAAR Alternate 2:
- Color or highlight
- Color overlays
- Photographs or objects
- Textured materials
- Demonstrate
- Raise or darken outline
- Enlarge
- Braille
- Described images
- Provide images or text separately
- Isolate images
- Picture representations
- Use calculator, manipulatives, or math tools
- Reread text
- Provide structured reminders
View Published Reports

- Test Results will be posted under Reports > Published Reports
# STAAR Alternate 2 Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10–Apr 24</td>
<td>Student data submission (student registration)</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Materials list posted online</td>
</tr>
<tr>
<td>Mar 2–Apr 13</td>
<td>Additional order window</td>
</tr>
<tr>
<td>Mar 5–Mar 9</td>
<td>Materials due in district</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Last date for Test Administrator Training</td>
</tr>
<tr>
<td>Mar 19–Mar 30</td>
<td>Preview window</td>
</tr>
<tr>
<td><strong>Apr 2–Apr 20</strong></td>
<td><strong>STAAR Alternate 2 Assessment window</strong></td>
</tr>
<tr>
<td>Apr 23–Apr 24</td>
<td>Verification window</td>
</tr>
<tr>
<td>April 27</td>
<td>Districts return all STAAR Alternate 2 materials</td>
</tr>
</tbody>
</table>
Test Administrator Training

- Is based on the non-secure front matter of the STAAR Alternate 2 Test Administrator Manual located on TEA’s STAAR Alternate 2 Resources webpage.
Register Students and Verify Test Assignments

Coordinators or assigned staff will register students and verify test assignments. This can be done through student registration import.

Assess Students/Enter Student Responses

After students are assessed, authorized users will enter student responses from the scoring document into PearsonAccessnext.

- All entries will be on one page.
- Staff will enter scoring information by selecting the appropriate bubble.

Enter Test Details into the Assessment Management System

If directed by coordinator, score codes and accommodations will need to be entered.

- Some score codes are determined by the ARD committee and must be documented in a student’s IEP
- If a student was provided accommodations, it must be indicated

Must also indicate “Yes” or “No” for translated student materials.

Return Test Material to Campus Coordinator

The test administrator must return all test materials to the campus coordinator.

- Return all manuals, booklets, scoring documents, and photocopies of secure test materials.
- Accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.
STAAR Alternate 2 Materials List

- Review Materials List
- Posted in the Assessment Management System March 2, under Reports > Published Reports
STAAR Alternate 2 test administrators will be provided with the following materials **per student** for each grade/subject or course tested.

- One secure STAAR Alternate 2 Test Administrator Manual
- One student booklet
- One image card set
- One scoring document (found in back of TA Manual, Resources tab, Avocet)
- Contains instructions that explain the responsibilities of test administrators.

- Contains scripted questions and guidelines for how to administer the test and score each item.
Student Booklets

- Contains stimulus images and text needed for the student to select answers.
- 2018 will have limited color images for the first time.
- A survey, to be sent separately at the end of the test administration, will be used to gauge test administrator satisfactions with color format.
Large-Print Student Booklets

- Spring 2018: Introduced for the first time.
- Ordered through the enrollment collection process.
- Districts must have entered a number to receive large-print tests. The count in the Assessment Management System was defaulted to zero.
- Number of large-print booklets ordered should be based on students who require an accommodation of enlarged text or images.
- Each large-print booklet will come with a standard test booklet kit, which includes a standard test administrator manual, standard student test booklet, and a set of image cards.
- Refer to the font and point size matrices on TEA’s Accommodation Resources webpage.
Image Card Sets

- Spring 2018: Introduced for the first time
- One card set per standard size student booklet
- Cards contain the same images that appear in the student test booklet.
Image Card Sets

- Perforated cards: Four cards on an 8 ½ X 11 page
- Test administrators are NOT required to use Image Card sets.
- Image cards will have number stamp on the back to correspond with test items.
Scoring Document

- Test sessions do not have to be created.
- Student responses from the Scoring Document will be entered online.
- New Translated Student Materials selection to match online form.
- Testing personnel must be trained and have a signed oath on file.
Transcribe Student Responses

- In the Assessment Management System, from Testing > Student Tests:
Transcribe Student Responses

- Select student test, enter responses, and select the **Save** button:
Enter Test Details

- Score Codes:
  A = Absent
  M = Medical Exception
  N = No Authentic Academic Response (NAAR)
  O = Other, Student Not to Be Scored

- Accommodations, if necessary

- Translated Student Materials:
  Select “Yes” or “No” to indicate whether the bold text in the Presentation Instructions was translated into a language other than English. Default is “No”.
STAAR Alternate 2 Survey

- Survey link will be shared with districts.
- Survey results will guide the test features of future STAAR Alternate 2 development.
The verification window is intended to ensure the accuracy and completeness of all data submitted in the Assessment Management System and the collection of secure documents.

If it is discovered during the verification process that a student’s data has been omitted, the data should be entered during the verification window.

If it is discovered during the verification process that a student who is eligible for STAAR Alternate 2 has not been tested, the student should be tested and data entered during the verification window.
Return Test Materials to the Campus Coordinator

- Return used and unused nonscorable materials:
  - secure STAAR Alternate 2 test administrator manuals
  - student test booklets grouped by grade for grades 3–8
  - student test booklets grouped by course for EOC assessments
  - STAAR Alternate 2 Scoring Document
  - complete image card sets
  - photocopies of secure test materials, if used
Return Test Materials to the Campus Coordinator

- Return nonscorable materials:
  - Pack STAAR Alternate 2 materials either by campus or by district. If packing by campus, be sure that all the materials for a single campus are grouped together and packed in the box before adding materials from another campus.
  - Do not mix STAAR Alternate 2 materials with STAAR or TELPAS materials in the same shipment.
## Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2–5</td>
<td>TELPAS manuals shipped to districts</td>
</tr>
<tr>
<td>Jan 10</td>
<td>Assembling and Verifying Grades 2-12 Writing Collections course available</td>
</tr>
<tr>
<td>Jan 10–Apr 6</td>
<td>Student data submission (student registration)</td>
</tr>
<tr>
<td>Jan 10</td>
<td>Test session setup begins</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Online basic training courses for new K-1 and 2-12 raters available</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Calibration window opens or new and returning raters</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Proctor Caching available</td>
</tr>
<tr>
<td><strong>Feb 26–Apr 6</strong></td>
<td><strong>TELPAS assessment window</strong>*</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Deadline for ordering Additional Reports</td>
</tr>
</tbody>
</table>

*TELPAS extended one week; no verification window*
The instructions in this manual explain the responsibilities of raters for the spring 2018 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the 2018 TELPAS Test Administrator Manual, and the TELPAS information in the 2018 District and Campus Coordinator Manual.
Complete the state-required training and calibration activities.

Assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high.

Record the students’ ratings and related information on the TELPAS Student Rating Roster.

Enter the students’ ratings and related information into an online rating entry form in TestNav, if directed to do so by the campus coordinator.
The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates are purged from the training site at the end of each training window.

Pearson and TEA do not have access to previous year certificates; campus coordinators or district coordinators should maintain a record of completed rater training.

District coordinators will receive an email containing the keyword users need to create an account for this year.
TELPAS Online Training Center Updates

- Each training course will now have a practice activity outside of the modules.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Testing coordinators will no longer need to print certificates.
- The Grades 2–12 Online Basic Training Course and calibration activities will now only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student cannot access the online listening and speaking assessment.
Welcome to the TELPAS Online Training Center, delivered through Pearson Understand Scoring.

This site currently offers access to the online training system for TELPAS.

All users will establish a username and password each school year. Your coordinator will provide you with a keyword to establish your account during your administration procedures training.

If you already have a username and password for this site for the current school year, please log in at the top of the page.

The instructions links found throughout the site include step-by-step instructions for creating an account, logging in, and navigating the system. To ensure that your computer is appropriately configured, please click here for the minimum system requirements before you attempt to login.

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Always Learning
PEARSON

TexasAssessment.com/TELPASTrainingCenter
Coordinators will receive a keyword for users to create an account.

- All fields are required. Check box for Rater Agreement and click the *Submit* button.
Choose Your Training

- Raters must know their assigned grade cluster to select the appropriate online training.
- Raters should consult with their campus coordinator if they are unsure of their training requirements.
Holistically Rated Listening and Speaking Training

- TEA approval required to holistically rate a student in listening and speaking.
- Passcode will be provided with TEA approval.
Writing Training Course

TELPAS Online Basic Training Course for Grades 2-12

Instructions

This basic training course is primarily for new raters or raters that have not completed calibration activities in the last 3 years. The course covers the language domain of writing. Raters must complete this course before calibrating and before rating their students for TELPAS.

Course module:
- Writing

Once you have completed this module, proceed to the Practice tab. After completing the practice activities, a certificate of completion will be available in the scoring summary. You may not proceed to calibration until you have been assigned to a monitored calibration session by your campus. If you have any questions, please contact your campus coordinator.

To return to the Educator Home, click the button at the top of the page.
Listening and Speaking Course

TELPAS Online Basic Training Course for Grades 2-12  Instructions

This basic training course is primarily for new raters or raters that have not completed calibration activities in the last 3 years. The course covers the language domains of listening and speaking. Raters must complete this course before calibrating and before rating their students for TELPAS. The use of headphones or quality external speakers is necessary to complete this course.

You must exit each module before launching a new module.

Course modules:
- Listening
- Speaking

Once you have completed these modules, proceed to the Practice tab. After completing the practice activities, a certificate of completion will be available in the scoring summary. You may not proceed to calibration until you have been assigned to a monitored calibration session by your campus. If you have any questions, please contact your campus coordinator.

To return to the Educator Home, click the button at the top of the page.
Practice Sample

The image shows a screenshot of a webpage from the TELPAS (Texas English Language Proficiency Assessment System) for Education Home. The screenshot is labeled "Practice for Grade 2 Instructions." It appears to be a sample of a student's writing assignment, with a possible rubric for rating the student's work. The webpage includes options for Training Course, Practice, Calibration, and Scoring Summary. The content suggests an educational environment focused on language proficiency assessment.
Monitored Calibration Sessions

- Both new and returning raters must complete calibration in a monitored session that has been established by the campus or district.
- Raters will be given a passcode by the session proctor in order to access calibration.
- Most raters will need one to two hours to complete a calibration set.
- Raters must finish a calibration set once it is started. They will not be able to save their progress and return later to complete the set.
Sufficient Calibration

- For K–1, each set contains ten students to be rated. Raters must rate at least 70 percent of the students correctly.
- For 2–12 grade clusters, each set contains ten writing collections to be rated. Raters must rate at least 70 percent of the collections correctly.
- For 2-12 listening and speaking, each set contains six students to be rated. Raters must rate at least 67 percent of the collections correctly.
Coordinator Resources for TELPAS Holistic Rating Training

- A document containing important online rater training resources for coordinators includes:
  - Daily calibration passcode for each set (the passcodes are updated weekly)
  - Sample monitored calibration session roster template
- Should only be shared with other designated personnel acting as district coordinator assistants.
- Can be accessed within the Published Reports section of the TELPAS Assessment Management System.
Sample Calibration
Review Calibration Set and Submit for Scoring

Attention
You have rated all the students in this calibration set. Are you sure you want to submit your ratings?

No  Yes
Sample Completed Calibration

[Image of a completed calibration sample from TELPAS, showing a student's writing.
### Scoring Summary

**Grades 2-3 Instructions**

Scoring Data for User:  
Report Created: Oct. 16, 2017 04:54 PM (America/Chicago)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
<th>Correct/Total</th>
<th>Score %</th>
<th>Pass?</th>
<th>Certificate</th>
<th>Professional Development (PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>Completed</td>
<td>6/6</td>
<td>N/A</td>
<td>N/A</td>
<td>Print Email</td>
<td>3 PD Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CPE #500144</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Calibration Set 1</td>
<td>Completed</td>
<td>6/6</td>
<td>100%</td>
<td>Yes</td>
<td>Print Email</td>
<td>2 PD Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CPE #500144</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Calibration Set 2</td>
<td>Completed</td>
<td>6/6</td>
<td>100%</td>
<td>Yes</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Sample Certificates

K–1 Basic Training Course

2–12 Writing Course

Assembling and Verifying Writing Collections

Calibration
TELPAS Test Administration Process

1. Register Students and Verify Test Assignments
   - Test assignments:
     - K–1: Holistic rating tests
     - 2–12: Holistic rating writing test; online listening and speaking test and reading test
   - Must also update years in U.S. schools.

2. Create Online Test Sessions
   - Coordinators or assigned staff will need to create and manage sessions.
     - K–1 holistic rating sessions
     - 2–12 holistic rating writing session
     - 2–12 online listening and speaking sessions and reading sessions

3. Administer Listening and Speaking Test and Reading Test/Enter Holistic Ratings
   - Administer and monitor listening and speaking sessions and reading sessions for students in grades 2–12.
   - Authorized administrators will launch test and enter holistic ratings.

4. Enter Score Code and Accommodation Information
   - If directed by coordinator, score codes and accommodations will need to be entered.
     - Some score codes are determined by the ARD committee and must be documented in a student’s IEP.
     - If a student was provided accommodations, it must be indicated.
TELPAS Test Sessions

- After sessions are created and before the session is started, users can prepare the session. This step takes the information provided when users created sessions to assign students to their test forms.
- Users should prepare sessions a week before testing when they are proctor caching.
Create Test Sessions

Select an action

- Student Tests
  - Sessions
  - Students in Sessions

Sessions

Select Tasks

- Create / Edit Sessions
- Delete Sessions
- Add/Remove Students in Sessions

Show Students in Sessions & Control Sessions

Start
Enter Session Details

Session Details

- Session Name
- Test & Form
- Test Assigned
- Scheduling
- Lab Location

Find by Name or ID in AOC H S (260999001)
- Students
  - Add students to session

* Required
Prepare Sessions

Go to Testing > Students in Sessions
Prepare Session

- Select the correct session from the Session List and then select the **Prepare Session** button. If your session is not in the **Session List**, click the **Add a Session** button, enter the search criteria, select your session, and click the **Add Selected** button.
Prepare Multiple Sessions

- Prepare multiple sessions at once by choosing the “Combined View” option and selecting the **Prepare All Sessions** button.
Unlock Sessions

After a session is prepared and a user clicks the **Start** button, sessions must be unlocked before students can access their tests in TestNav.

- Tests will **NOT** be automatically unlocked when the **Start** button is clicked.
- After a test session is started, the user must unlock the test sessions.
- If a student is added to a session, the new test will be added as locked.
Unlock All or Selected Students

- To unlock all students’ tests in a session, click the correct session, and then click the *unlock* icon.

- Locked students appear with a lock symbol next to “Ready” in the Student Test Status column. To unlock the test, click the dropdown menu in the Student Test Status column and select the “Unlock” option.
Print Student Test Tickets
Print Options

- Seal Codes
- Scheduled Sessions
- STUDENT TESTING TICKETS
- Print all for this session
- Print selected for this session

Select a print format:
- 1 Per Page
- Multiple Per Page
- Grid
- List
Launch TELPAS Holistic Ratings Test
Enter Holistic Ratings

- The student test will launch in TestNav. Click the **Start** button. Enter proficiency ratings and rater information.
Move Tests Between Organizations

The image shows a screenshot of a software interface titled "Move Tests Between Organizations". The interface includes a navigation menu with options such as Home, Setup, Testing, Reports, and Support. Below this, there are sections for Import/Export Data, Students, and Move Tests Between Organizations. The main part of the interface is dedicated to moving tests between organizations and allows users to select tasks and students for the operation. The interface displays a list of students with fields for Last Name, First Name, PEIMS ID, Temporary, Date of Birth, Sex Code, and Local Student ID, along with search filters for PEIMS ID and Local Student ID.
# Move Tests Between Organizations

## Tasks for Students

### Move Tests Between Organizations

**Organizations**

- AOC J H (260999041)

**LASTNAME, FIRST B (000999051)**

<table>
<thead>
<tr>
<th>Test</th>
<th>Status</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS Reading Grade 3 Sp</td>
<td>Assigned</td>
<td>AOC EL (260999101)</td>
<td>AOC J H (260999041)</td>
</tr>
</tbody>
</table>

* Required

**Success**

Changes saved

**Organizations**

- AOC J H (260999041)

**LASTNAME, FIRST B (000999051)**

<table>
<thead>
<tr>
<th>Test</th>
<th>Status</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS Reading Grade 3 Sp</td>
<td>Assigned</td>
<td>AOC J H (260999041)</td>
</tr>
</tbody>
</table>

* Required
Testing Irregularities

- If there is a testing irregularity that requires the online test to be marked as *Do Not Report*, the district coordinator will be able to do that directly in the Assessment Management System. *Do Not Report* is available under the Setup > Students, *Manage Student Tests* task.

- For tests that need to be unsubmitted, the district must contact Pearson. Pearson can unsubmit tests as long as the tests have been exited for no longer than two hours. If it has been longer than two hours since the student has exited the test, the district must contact TEA.
TELPAS Online Training Coordinator
Resources Information

Published Reports

Published Reports 0 Selected

No tasks available.

Manage

Download

Find Reports

Enter File Name

Search

Filters

Organization Type

Clear
Hide

Organization Name

File Name

Size (KB)

Date Published

232
03/30/2017 06:41:52 AM

624 bytes
09/26/2017 12:34:13 PM

Updated Student Data File (Fixed Length)
TELPAS Operational Reports

From Reports > Operational Reports > Select *Online Testing* under Report Categories

**TELPAS Summary Report (District and Campus Level)**

- This report displays the status of the entry of K-12 TELPAS holistic rating information and grades 2-12 listening & speaking and reading tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for each portion of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.

**TELPAS Combined Status Report (District and Campus Level)**

- This report displays the status of the K-12 TELPAS holistic rating entry and grades 2-12 listening & speaking and reading test for each student registered within a selected organization. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS listening & speaking and reading tests for grades 2-12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.
Online Testing Components

- Manage student data and online test sessions
- Blue Secure site and brown Training site
- Technology Staff role

- Student test delivery engine
- App Check - App-based tool for assessing readiness
- Early Warning System

- Pearson-supplied software
- Works with TestNav to reduce bandwidth requirements
- Encrypted test content stored locally
# Headphone and Microphone Requirements

<table>
<thead>
<tr>
<th>Common Specifications for the Administration of All Online Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(STAAR, STAAR Alternate 2, TELPAS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For TELPAS Listening &amp; Speaking Only</th>
<th>Desktop/Laptop Headphones and Microphones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:</td>
</tr>
</tbody>
</table>

**Headphone Features**
- Sound mode: Stereo
- Earpiece: Double
- Driver Unit Size: 32 mm
- Frequency Response: 20 – 20000 Hz
- Impedance: 32 ohms

**Microphone Features**
- Frequency Response: 100 – 12000 Hz
- Impedance: 3320 ohms

Handheld Device Headphones and Microphones:
1. 3.5mm single jack
2. Over-the-ear style (non-earbud)
1. Lightweight and durable design
2. Clear audio through the headphones
3. Clear recorded audio quality
4. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker’s voice)
5. Adjustable plastic boom microphone for easy cleaning
6. Leatherette ear pads for easy cleaning
7. Ambidextrous headset design
8. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)
TELPAS Headset Recommendations

- Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for listening and speaking questions.
- Based on the comparison, the following headsets are recommended as the most appropriate for listening and speaking questions on TELPAS.

<table>
<thead>
<tr>
<th>Headset</th>
<th>Jack/USB</th>
<th>Operating Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidz Gear wired headphones for Kids</td>
<td>Jack</td>
<td>iOS 9, iOS 10, Android 6.0</td>
</tr>
<tr>
<td>Avid AE-36</td>
<td>Jack</td>
<td>iOS 9, iOS 10, Android 5.0</td>
</tr>
<tr>
<td>Logitech USB headsets H390</td>
<td>USB</td>
<td>macOS 10.9-10.12, Windows 7, 10</td>
</tr>
</tbody>
</table>
Listening and Speaking Headset Test – TestNav App

Sign In

Username
Password

TestNav

Texas Online Assessments Tutorials

Headset Test

TELPAS Headset Test
Start >
Pearson has created an Infrastructure Trial admin in the Training Site (listed as 2017-2018 Infrastructure Trial in the admin drop down). This admin will have a Headset Test form and an Infrastructure Trial form.

The Headset Test form is available now and should be used to test headsets that will be used during the TELPAS Listening & Speaking assessment. We recommend using this Headset Test to test the connection, recording, and audio playback prior to testing day to ensure the headsets work properly.

The Infrastructure Trial form will be available closer to the testing window and should be used to practice test setup, assign students to tests, create test sessions, and to test your system configurations. This form can also be used to allow students to become familiar with the TestNav system.

- Infrastructure Trial Instructions
Technology Setup Checklist

1. Configure firewall, proxy server, content and spam filters.
2. Identify the testing locations and the number and kind of testing devices to be used.
3. Identify the proctor caching location and install ProctorCache software.
4. Complete the App Check tests to verify testing device readiness and proctor caching connection.
5. Update testing workstations to comply with TestNav 8 hardware/software requirements.
6. Enter TestNav configuration in the Assessment Management System.
7. Pre-cache test content from the Assessment Management System.
8. Conduct an end-to-end infrastructure trial (dress rehearsal).
9. Plan your technical support during the online assessment.
TestNav Online Support

TestNav 8
- TestNav System Requirements
- Set up and Use TestNav
- Network Requirements and Guidelines
- ProctorCache System Requirements
- Set Up and Use ProctorCache
- Troubleshooting
- Technical Bulletins
- Features and Demos
- Recently Updated

https://support.assessment.pearson.com
Online User’s Guide

- Includes steps for configuring TestNav and ProctorCaching
TELPAS Speaking Test Scoring Development

- Rating Criteria
- Raters
- Pearson Automated Testing System
  - Test Developers
    - Test Spec
  - Item Development
  - Automated Scores
    - ELLs
    - Non ELLs
  - Validation

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Number of tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>8,182</td>
</tr>
<tr>
<td>4-5</td>
<td>4,780</td>
</tr>
<tr>
<td>6-8</td>
<td>5,311</td>
</tr>
<tr>
<td>9-12</td>
<td>4,009</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,282</td>
</tr>
</tbody>
</table>
TELPAS Speaking Test Operational Scoring

Rating Criteria → Raters

Transcribers → Pearson Automated Testing System

Test Developers → Item Development

Test Spec → Rating Criteria

Automated Scores → Validation

Human Scoring for Uncertain Tests

ELLs → Non ELLs
“Uncertain Cases”

- Scoring system may not be confident about certain tests
- Tests that include responses with the following characteristics:
  - Technical issues (such as too much static)
  - Loud background speech or noise
  - Mumbled or faint speech
  - Foreign languages
  - Not represented by those used to train the scoring engine
- Sent to human scorers for final rating
Validation

Development

Transcribing

Rating

System is “trained” to predict human ratings

Validation

Expert human ratings

Very highly correlated

Machine scores
Validation: Machine Scores and Human Scores

As a validity and reliability check, 5,000 students will be rescored by human raters.

Comparisons are made between machines scores and human scores of the same responses.

Measures used to compare reliability of machines scores and human scores

- Internal consistency
- Candidate-level (total score) correlations and agreement rate
- Item-level correlations and agreement rate
## Test Reliability Analysis (Student Level)

<table>
<thead>
<tr>
<th>Total Test Counts</th>
<th>Human1 to Human2</th>
<th>Human Mean Scores to Machine Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 2–3</td>
<td>0.95</td>
<td>0.84</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>0.95</td>
<td>0.89</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>0.97</td>
<td>0.89</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>0.96</td>
<td>0.94</td>
</tr>
</tbody>
</table>

![Reliability Scores](image)

- **Acceptable**: Below 0.2
- **Good**: Between 0.2 and 0.6
- **Very Good**: Above 0.6
Student Data

It’s all about the demographics....
Coding Information

- Column A—Time-to-Test
- Column B—Time-to-Test
- Column C—Homeless and Harvey
- Column D—Former TAKS, TAAS, TEAMS
- Column E—Other Accommodations
Homeless and Harvey Coding

- 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 field 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.
Homeless and Harvey Coding

- **Column C—Homeless and Harvey**
  - ‘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* (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* (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* (TSDS/PEIMS Crisis Code 5C)
  - ‘4’ to indicate a student enrolled in a Texas public school as a result of being displaced from their residence by *any other hurricane* labeled as such by the National Hurricane Center, other than Harvey (TSDS/PEIMS Crisis Code 6)
Required Coding—all homeless students must be reported in TSDS PEIMS in order for the agency to determine the total number of students who are homeless because of Hurricane Harvey.
Homeless and Harvey Crisis Coding

- Crisis Code 5A
- This code identifies students who had to change LEAs either because their home campus was damaged or they had to move to another LEA because their home was impacted.

  - Non-homeless students that enrolled at a different LEA due to Hurricane Harvey would receive a 5A Crisis Code.

  - Homeless students that enrolled at a different LEA due to Hurricane Harvey would receive a 5A Crisis Code and TSDS PEIMS Homeless Indicator Code.
Homeless and Harvey Crisis Coding

- Crisis Code 5B
- This code identifies students who had to change campuses either because their home campus was damaged or they had to move to another campus attendance zone within the same LEA because their home was impacted.

  - Non-homeless students that enrolled at another campus at the same LEA due to Hurricane Harvey would receive a 5B Crisis Code.

  - Homeless students that enrolled at another campus at the same LEA due to Hurricane Harvey would receive a 5B Crisis Code and TSDS PEIMS Homeless Indicator Code.
Homeless and Harvey Crisis Coding

- Crisis Code 5C
- This code should be used to identify students who became homeless per the McKinney Vento definition by Hurricane Harvey but have not had to change campuses.
  - Non-homeless students—this code does not apply.
  - Homeless students—the students who were identified as homeless due to Hurricane Harvey but were able to remain at their home campus during the 2017–2018 school year would receive a 5C Crisis Code and TSDS PEIMS Homeless Indicator Code.
Former TAKS, TAAS, TEAMS Coding

- Column D—Former TAKS, TAAS, TEAMS
  - ‘1’ to indicate a former
    - TAKS, TAAS, or TEAMS examinee is taking Algebra I
    - TAKS examinee is taking biology
    - TAKS examinee is taking U.S. history
    - TAKS examinee is taking English II (both reading and writing)
  - ‘2’ to indicate a former TAAS or TEAMS examinee is taking English II (reading only)
  - ‘3’ to indicate a former TAAS examinee is taking English II (writing only)
  - ‘4’ to indicate a former TAAS examinee is taking English II (BOTH reading AND writing)
Contact Information

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Pearson
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https://tx.pearsonaccessnext.com
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Thank You
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