

Test Administrator Manual

End-of-Course



STAAR

2020–2021

**Information about the Texas Student Assessment Program
can be found on [TEA's Student Assessment Division](#) website.**

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General Information Resources

General Information Resources	
For general information related to	Access
the student assessment program	TEA Student Assessment Division website at https://tea.texas.gov/student-assessment/testing/student-assessment-overview
STAAR	http://tea.texas.gov/student.assessment/staar/
online testing (training, administration materials, and technology assistance)	http://TexasAssessment.gov/administrators/technology/

Resources Available Online

Online Resources	
Resources online include	Located at
<i>2020–2021 District and Campus Coordinator Resources</i>	http://txetests.com/dccr/
Accommodation Resources	https://tea.texas.gov/student.assessment/accommodations/
EL Resources	https://tea.texas.gov/student.assessment/ell/
Language Proficiency Assessment Resources	http://tea.texas.gov/student.assessment/ell/lpac/
<i>STAAR Oral and Signed Administration Educator Guide</i>	https://tea.texas.gov/student.assessment/accommodations/
<i>STAAR Assessment Management System User's Guide</i>	http://TexasAssessment.gov/technology/
Test Security	http://txetests.com/dccr/
Testing Calendars	https://tea.texas.gov/student.assessment/calendars/

How to Use the 2020–2021 STAAR End-of-Course Test Administrator Manual

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) end-of-course (EOC) assessments. You must carefully read this manual prior to administering any state assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

Keep this manual throughout the 2020–2021 school year. See your campus testing coordinator for information on storing this manual between administrations.

Test Administrator Manual Organization

The *2020–2021 STAAR End-of-Course Test Administrator Manual* includes both program information and test administration directions. Test administrators are required to have this manual with them during each test administration.

This manual contains

- test administration calendar of events
- general information about STAAR
- STAAR policies and procedures
- accessibility features
- designated supports information
- test security and confidentiality requirements
- information about training, preparing, monitoring, and completing of test sessions
- test administration directions
- appendices addressing completing student identification information on the answer document and online tools

This manual is designed to support test administrator activities. Features of the current design include

- action-oriented checklists embedded in the text
- links to the variety of online resources in the text

Calendar of Events 2020–2021 End-of-Course Paper Administrations

EVENTS	TEST ADMINISTRATION			
	DECEMBER	APRIL	MAY	JUNE
Test administrator training sessions	By 12/4	By 4/2	By 4/23	By 6/18
English I	12/8	4/6		6/22
English II	12/10	4/8		6/24
English III			5/11	
Algebra I	12/8–12/11		5/4–5/7	6/22–6/25
Algebra II			5/13	
Biology	12/8–12/11		5/4–5/7	6/22–6/25
U.S. History	12/8–12/11		5/4–5/7	6/22–6/25

Calendar of Events 2020–2021 End-of-Course Online Administrations

EVENTS	TEST ADMINISTRATION			
	DECEMBER	APRIL	MAY	JUNE
Test administrator training sessions	By 12/4	By 4/2	By 4/23	By 6/18
English I	12/8	Apr 6 Apr 13 Apr 20 Apr 27 May 4		6/22
English II	12/10	Apr 8 Apr 15 Apr 22 Apr 29 May 6		6/24
English III			5/11	
Algebra I	12/8–12/18		5/4–6/4	6/22–7/2
Algebra II			5/11–6/11	
Biology	12/8–12/18		5/4–6/4	6/22–7/2
U.S. History	12/8–12/18		5/4–6/4	6/22–7/2

General Program Information

STAAR

STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. These assessments are specifically designed to measure individual student progress in relation to content that is tied to the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

STAAR includes

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
 - Algebra I,
 - English I,
 - English II,
 - Biology,
 - U.S. History,
 - Biology, and
 - U.S. History.
- Spanish assessments for
 - grades 3–5 mathematics,
 - grades 3–5 reading,
 - grade 4 writing, and
 - grade 5 science.

All of these assessments are available both on paper and online with and without embedded supports. STAAR also includes optional EOC assessments for Algebra II and English III.

STAAR Policies and Procedures

Time Limits

Administration times for State of Texas Assessments of Academic Readiness (STAAR®) English I, English II, and English III are limited to five hours. Administration times for all other assessments for STAAR and STAAR Spanish are limited to four hours. Students must complete the test within the same school day; however, some students may be eligible for extended time. Details about eligibility and decision-making procedures for extended time are on the [Accommodation Resources](#) webpage.

Test administrators must actively monitor the testing room while students are working. All test administrators are required to verify that students have marked their responses on their answer documents by the end of the testing session. Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document. Before students leave the room, the test administrator should visually scan the completed answer documents to be sure the students have recorded answers as instructed. If students submit their test materials before the end of the designated time period, you must check that the students' answers are marked on their answer documents. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** The test materials should then be returned so that the student may record the answers.

If testing personnel discover during the administration week that a student has not recorded the responses on the answer document, district testing coordinators may grant permission to trained school personnel to view the secure test booklet to see if the student marked responses in the test booklet. If that is the case, the trained personnel may transcribe the answers from the test booklet onto the student's answer document following the [general transcribing procedures](#).

Recording Time During Test

Test administrators must use a clock or a timer to monitor test time. Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Distribution of materials and the reading of the boldface, scripted test administrator "SAY" directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.

- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to end and submit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, allow them to leave the area or provide them with an instructional activity (e.g., guided reading activity) while other students continue testing.

Students may stop testing to take breaks. The test administrator should stop the testing time for the group or for an individual student. The testing time will restart when the student(s) resume taking the test. Stop and restart times must be recorded on the seating chart. Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. Students in an online test administration should pause their tests for breaks. Students should log out if they take a lunch break. Students must be monitored by trained testing personnel and are not allowed to discuss any test content during breaks. These breaks include

- lunch,
- medical breaks,
- emergency situations that significantly interrupt testing, and
- consolidation and movement of students to another testing area.

Students are allowed to take other, shorter breaks during testing; however, the following breaks must be included in the time limit:

- water breaks
- bathroom breaks
- snack breaks
- short physical or mental breaks

Late-Arriving Students

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

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

Multiple Test Sessions

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

Extended Time Designated Supports

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

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

Additional Student Data Collection

New to Texas Information

Districts must identify all students who participate in STAAR and are enrolled in Texas schools for the first time in the current school year.

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

NOTE: If during the current school year a student had previously been enrolled in a Texas school, left the state, and has returned to a Texas school, then this student is **NOT** considered “new to Texas.”

For TAKS/TAAS/TEAMS Testers Only

District staff will need to complete the FOR TAKS/TAAS/TEAMS TESTERS ONLY field for a former Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS), or Texas Educational Assessment of Minimum Skills (TEAMS) examinee who takes a STAAR assessment. Depending on the test, up to four bubbles are available: T, R, W, and RW.

- For English I, English III, and Algebra II, this field is not available as these assessments cannot be used as alternate assessments.
- For English II, mark:
 - **“T”** if an eligible examinee is taking the test as an alternate assessment for TAKS ELA
 - **“R”** if an eligible examinee is taking only the **reading** section of the test as an alternate assessment for TAAS or TEAMS reading
 - **“W”** if an eligible examinee is taking only the **writing** section of the test as an alternate assessment for TAAS writing
 - **“RW”** if an eligible examinee is taking **both** the **reading and writing** sections of the test as an alternate assessment for TAAS reading and writing
- For Algebra I, mark **“T”** if an eligible examinee is taking the test as an alternate assessment for
 - TAKS mathematics
 - TAAS mathematics
 - TEAMS mathematics
- For Biology and U.S. History, mark **“T”** if an eligible examinee is taking the test as an alternate assessment for TAKS science or social studies, respectively.

Accessibility Features

During state assessments for State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and The Texas English Language Proficiency Assessment System (TELPAS), certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the [Assessment Management System](#) for online administrations. District and campus testing coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must sign the appropriate part of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
 - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in the *District and Campus Coordinator Resources*.

- Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
 - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
 - colored overlays and the color settings for online tests
 - blank place markers and the guideline tool for online tests
 - magnifying devices and the zoom feature for online tests
 - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
 - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
 - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual test administration
- allowing small-group administrations
 - The number of students in a small group is determined at the local level based on individual student needs.
 - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
 - test administration directions
 - blank answer documents
 - the state-supplied mathematics graph paper
 - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the *Help* tab in the Assessment Management System.)

Information About Designated Supports

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

It is up to the campus coordinator to provide test administrators with information and training about the supports that a student is to receive on test day.

Designated Supports

The following types of designated supports are available to students taking State of Texas Assessments of Academic Readiness (STAAR®). Information can be found on the Accommodation Resources webpage.

- Locally-approved designated supports—The decision to provide this type of designated support to a student is made by the appropriate team of people at the campus level (e.g., language proficiency assessment committee [LPAC]; admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the LPAC; Section 504 placement committee; response to intervention [RTI] team; or student assistance team) based on specific eligibility criteria. An Accommodation Request Form should **NOT** be submitted to TEA.
- Designated supports requiring TEA approval—For this type of designated support, the appropriate team of people at the campus level (e.g., LPAC, ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, or student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, an Accommodation Request Form **must** be submitted to TEA for approval.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accessibility feature or designated support may occur just prior to or on the day of the state assessment. For example, a student may arrive at school without his or her prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in these types of situations, student independence should be a priority.

Consider accessibility features allowed for any student. This information can be found on the [Accommodation Resources](#) webpage. If the student's needs can be met by an accessibility feature, it should be made available to the student during testing. There is no need to contact TEA. If the student's needs cannot be met using an accessibility feature or the student requires additional support, review the Accommodation Resources webpage to see if a locally-approved designated support can meet the student's needs. Consideration should be given to designated supports that the student can independently use (e.g., for the student who does not have his or her prescribed eyeglasses, consider a projection device or a large-print test booklet prior to an oral administration by a test administrator). If the student's needs can be met by a locally-approved designated support, it should be made available to the student during testing. There is no need to contact TEA.

If the student's needs cannot be met through an accessibility feature or a locally-approved designated support, review the designated supports requiring TEA approval. If this type of support will be needed, contact a member of TEA's Accommodations Task Force for permission and additional instructions. Once approval has been granted, please follow the guidelines to administer the assessment with the approved designated support(s). The Complex Transcribing, Extra Day, Math Scribe, and Other policy guidelines can be found on the Accommodation Resources webpage.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and classroom testing. However, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the feature or support prior to testing, if time permits.

After testing, if the student used a designated support, it should be recorded on the student's answer document or in the [Assessment Management System](#) for online administrations. In addition, the situation should be taken into consideration when interpreting test results. Be aware that the allowance of a designated support in an unexpected or emergency situation applies to the current test administration **only** and does not transfer to subsequent test administrations.

For additional questions about designated supports in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at 512-463-9536.

Content and Language Supports

Students who are eligible for content and language supports will take STAAR online. Content and language supports are embedded into the online system and appear as pre-reads, pop-ups, or rollovers throughout STAAR selections, test questions, and answer choices. The pop-ups and rollovers contain text support such as definitions, simplified wording, bulleted lists, graphic organizers, etc. (See the [Accommodation Resources](#) webpage for content and language supports guidelines.)

In rare circumstances when a student cannot access an online assessment, a paper-based administration with embedded supports may be requested. To request a paper version of STAAR with Embedded Supports, complete the form on the Special Administration of an Online Assessment page of the [Coordinator Resources](#) and submit it to TEA.

Oral Administration

Oral administration is a designated support in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. For students taking STAAR online, oral administration is delivered using text-to-speech functionality. The eligibility criteria and details about oral administration are located in the Oral/Signed Administration designated support found on the Accommodations Resources webpage.

Considerations for Testing with Designated Supports

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

- The test administrator must receive additional training when administering a test with designated supports. The test administrator will need to read the Special Instructions/Considerations section of the applicable accessibility policy and be trained on specific guidelines attached to an approved accommodation request. Optional supplemental STAAR test administrator training modules that focus on topics related to designated supports can be found in the [Training](#) section of the *Coordinator Resources*.
- A test administrator must receive additional training if providing students with an oral administration. Refer to the STAAR Oral and Signed Administrations Educator Guide found on the [Accommodation Resources](#) webpage. Optional supplemental STAAR test administrator training modules that focus on topics related to oral administration can be found in the Training section of the *Coordinator Resources*.
- The test administrator should ensure that students have available the designated supports they are eligible for (e.g., calculation aids or mathematics manipulatives).
- The test administrator should discuss the designated supports with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment.

Please contact your campus coordinator if you have any questions about providing or implementing designated supports.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the *District and Campus Coordinator Resources* and the test administrator manuals.

All assessment instruments specified in the Texas Education Code (TEC), Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that all district and campus personnel who participate in state-mandated testing or handle secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality.

Maintaining Security of Test Materials

All secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Districts and campuses must identify a suitable location where secure test materials can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area.

Districts that choose to participate in the optional testing window extensions must maintain test security and confidentiality throughout the extended windows. This includes ensuring that all test materials (e.g., online test tickets) are securely stored and students are cautioned about sharing secure test content.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited. Each person participating in the student assessment program is required to maintain and preserve the confidentiality of all secure test content including test booklets,

online assessments, online test tickets, completed answer documents, STAAR Alternate 2 image cards, TELPAS holistically rated components, and TELPAS calibration activities.

Maintaining the confidentiality of the Texas student assessment program requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath, located in the Security section of the *Coordinator Resources*, affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments. By signing the appropriate oath, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the district or campus testing coordinator, principal, or the TEA Student Assessment Division, and are aware of the range of penalties that may result from a violation.

The Student Assessment Division has developed new web-based training modules for test administrators as part of the ongoing effort to improve security measures in the state's testing program and to help ensure that test results are meaningful and valid. The new modules have been developed based on common security issues. The new modules, along with the original modules, are provided to supplement the mandatory training required of all personnel involved in testing. This online training is optional but strongly recommended.

The new TEA supplemental training modules and the original training modules can be found on the [Training](#) webpage.

Technology Use During Assessments

Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. When using allowable or approved technology, including technology-based accommodations (e.g., accessibility features, designated supports), the following guidelines for test security and validity must be followed and reviewed prior to its use during an assessment. Appropriate review requires knowledge of both the Texas Essential Knowledge and Skills (TEKS) for the specific subject and grade, and the capabilities and functions of the device or software.

Test administrators must actively monitor the use of the technology, including technology-based designated supports, during an assessment. Some technology may be useful during a daily academic setting but cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. Additional reviews of technology, including technology-based designated supports, after an upgrade or update must be conducted to determine if it continues to meet TEA Student Assessment Division guidelines for use during a state assessment. For a device or software to be considered appropriate for state assessment use, it must

- be set in a mode that locks the user into a specific software program;

- block the user from accessing functionality that may violate test security, such as
 - the ability to send secure test content (e.g., messages, captured images, videos);
 - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); and
 - the ability to save secure test content.

When using applications on a tablet, laptop, or desktop computer, districts must ensure the application does not provide functionality that compromises the content being assessed. For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the Technology Guidelines in the [Coordinator Resources](#).

Testing Irregularities

Testing irregularities can occur before, during, and after testing and are categorized as serious violations or procedural irregularities. This section includes examples of both types of irregularities, as well as incidents involving student cheating. It is important for district testing personnel to understand the different types of irregularities so that each type of irregularity may be properly addressed.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)

- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

For all incidents involving assistance, tampering, or falsifying, districts are required to provide a determination on the [Online Incident Report](#) form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated. Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Some examples of procedural irregularities are included on the next page.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents but can be avoided with appropriate training. Improper monitoring can be detrimental to students. For example, accepting a blank answer document may result in a student not receiving credit for a test that student took. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

Districts should evaluate incidents involving improper student behavior and make a determination regarding whether testing personnel were or were not actively monitoring. If active monitoring caught the improper student behavior, an Online Incident Report form is not necessary. If improper or inactive monitoring occurred, an Online Incident Report form must be submitted.

For all incidents where students were left unattended and unmonitored, districts are required to provide a determination on the Online Incident Report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated.

Examples:

- A test administrator
 - left a room unmonitored while students were testing;
 - did not monitor students during a break from testing;
 - reinforced test-taking strategies;
 - did not properly prepare a testing environment or a device for testing;
 - did not use the test administrator manual during testing or did not read the “SAY” directions to students prior to testing;
 - did not properly complete the required seating chart; or
 - did not give students the correct amount of time to complete the test, including allowing students to continue testing another day without proper approval.
- A test administrator did not actively monitor students and did not
 - detect when a student went back and worked on the previous day’s test or went ahead to the next test;
 - ensure that students worked independently during testing;
 - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages;
 - verify that students recorded their responses and accepted blank answer documents from students; or
 - confirm that students submitted online tests.

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student’s test, the district should notify the student’s parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.

- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for an accommodation.

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being or has been tested incorrectly. District coordinators should contact Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A specific test was administered on the incorrect day (e.g., administered a reading test on the math test day).
- An eligible student was not administered a test (e.g., English learner (EL) whose parents had waived district bilingual/ESL services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).
- The district failed to properly account for all eligible testers.

Improper Accounting for Secure Materials

Improperly accounting for secure materials typically involves late, lost, or missing materials or failure to maintain the security of the materials. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets, etc.).

If testing personnel locate any secure materials that were not returned after an administration, contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on the Online Incident Report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were not returned to the testing contractor by the published dates.
- Scorable materials were found after test materials had been returned to the testing contractor.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Other Procedural Irregularities

Procedural testing irregularities that do not fall into one of the categories listed above are classified as other procedural irregularities.

Examples:

- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full allotment of time to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued test materials or a test ticket belonging to another tester.

Incidents Involving Student Cheating

Student cheating on state assessments, either by providing or receiving assistance, requires action by the campus or the district coordinator. After investigating the incident, if the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test (as required by TAC, [§101.3031\(a\)\(4\)](#)) by marking the score code "O" for "Other" on the student's answer document or in the online form for the corresponding test, and
- complete the [Locally Determined Disciplinary Action \(LDDA\)](#) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of an Online Incident Report form is necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating. In addition, it is a serious violation if a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device. The Student Assessment Division must be contacted immediately.

Penalties for Violating Security and Confidentiality of Assessments

TAC, [§101.3031\(a\)\(5\)](#), states that any violation of test security or confidential integrity may result in TEA:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC, Chapter [247](#) (relating to Educators' Code of Ethics) and TAC, Chapter [249](#) (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC), [§39.057\(d\)](#), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, Chapter [39\(a\)](#).

As indicated in TAC, [§249.15](#), any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;

- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC, §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who intentionally manipulates the results or violates the security or confidential integrity of any statewide assessment.

Further, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC, §12.115(a)(4).

As stated in the TEC, §39.0303, Secure Assessment Instruments, Criminal Penalty, A person commits an offense if

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument; and
- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Investigating and Reporting Testing Irregularities

Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8).

Oaths of Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the [*Coordinator Resources*](#).

Training

□ Review the Manual

- Read this test administrator manual before the training session and, as requested by your campus testing coordinator, review additional resources found online.
- Bring this manual to the training session.

□ Attend Training

- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System and the State of Texas Assessments of Academic Readiness (STAAR®) Online Testing Platform, if applicable. Topics may include the following:
 - test administrator roles and responsibilities
 - maintaining security of test materials until returned to the coordinator
 - preparing and distributing test materials in the classroom for each administration
 - implementing the test administration processes and procedures stated in the manuals
 - monitoring and maintaining test security
 - reporting any suspected violation of test security to the campus coordinator
 - preparing test materials for return to the campus coordinator at the conclusion of test administrations
 - scheduling test administrations
 - preparing for test administrations
 - testing with accessibility features
 - testing with designated supports
 - verifying precoded answer documents
 - ensuring distribution of appropriate answer documents or student test tickets
 - monitoring test administrations
 - conducting online test administrations
 - completing answer document fields
 - returning materials to the campus coordinator

□ Review Resources for Online Testing

- Access and review the following [training resources](#) available within the STAAR Online Testing Platform prior to all online test administrations:
 - The STAAR online testing tutorial familiarizes students with the general tools, as well as program-specific designated supports and accessibility features that may appear in online tests.
 - In addition to the STAAR online testing tutorial, released tests are available for additional practice opportunities.

□ Access the Assessment Management System, if Applicable

- It is not necessary to access the Assessment Management System to administer an online test.
- However, if your campus coordinator has assigned you to edit score code, demographic, or accommodation information in the Assessment Management System, you will receive a user ID, password, and additional training.

□ Review and Sign a Security Oath

- Understand your obligations concerning test security and confidentiality.
- Sign the general Oath of Test Security and Confidentiality, located in the Security section of the [Coordinator Resources](#), following the general training on test security and test administration procedures and before handling secure test materials.
- Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by completing the appropriate section of the security oath.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

□ Review Testing Rosters to Ensure Students Are Appropriately Placed

- Because some assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date.
- Students taking State of Texas Assessments of Academic Readiness (STAAR®) may be grouped across grades and subject areas or courses in some cases.
- Testing rooms in which students are given different assessments should be organized by your campus testing coordinator in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.
- A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

□ Prepare for Testing with Designated Supports

All test administrators should review the essential documents for administering designated supports. In addition to those noted in the “Information About Designated Supports” section of this manual, refer to the following instructions found on the [Accommodation Resources](#) webpage.

- General Instructions for Administering Braille Versions of State Assessments document
- General Instructions for Administering Large-Print State Assessments document
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document
- STAAR Oral and Signed Administrations Educator Guide

□ Prepare for Online Testing

- Be prepared to aid your campus coordinator in preparing materials for testing if you are asked to do so.
- Ensure that students have reviewed the student tutorials for the online testing system.
- Campus coordinators, test administrators, or technology staff must generate and print student test tickets at least one day before the test administration.
 - Student test tickets contain the unique username, password, and Session ID needed to log in to take the test, and, if applicable, information about embedded supports.

- Student test tickets must be stored in a secure location prior to the test administration.
- Information on printing student test tickets can be found in the *Assessment Management System User's Guide*.

□ Prepare the Testing Environment

- No element of the testing room environment should hinder any student's performance.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room.
- An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered.
 - Examples of content specific materials: Math tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments.
 - Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during applicable grade level science assessments.
 - Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.
- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.
- To support test security for online administrations, test administrators should make a determined effort to prevent students from seeing one another's monitors.
- Ensure that there is a headset per student receiving text-to-speech or speech-to-text when multiple students are tested in the same room.
- Ensure that there is a microphone enabled on the device for students receiving speech-to-text.

□ Ready Seating Charts for Each Test Session

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

□ Receive Test Materials from Campus Coordinator and Prepare for Distribution

Test administrators for paper administrations must ensure that the following required materials are available on the day of testing:

- two No. 2 pencils with erasers per student
- one test booklet per student
- one answer document per student
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one copy of the test booklet for the test administrator (if applicable)
- dictionaries (for English I, English II, and English III administrations only)
- one graphing calculator per student (for Algebra I and Algebra II administrations only)
- one calculator for every five students (for Biology administrations only)

Districts also have the option of providing thesauruses for STAAR English I, English II, and English III administrations.

Test administrators for online administrations must ensure that the following required materials are available on the day of testing:

- testing group rosters
- student test tickets
- scratch paper and graph paper (if applicable)
- pencils or pens
- dictionaries (for English I, English II, and English III administrations only)
- one graphing calculator per student (for Algebra I and Algebra II administrations only)
- one calculator for every five students (for Biology administrations only)
- headsets for students receiving text-to-speech or speech-to-text when multiple students are tested in the same room

Districts also have the option of providing thesauruses for STAAR English I, English II, and English III online administrations.

Test administrators must be thoroughly familiar with the dictionary policy that has been established for STAAR. Refer to the STAAR Dictionary Policy in the STAAR Program and Policy Highlights section of the [*Coordinator Resources*](#) for more information.

Test administrators must be thoroughly familiar with the calculator policy that has been established for STAAR. Refer to the STAAR Calculator Policy in the STAAR Program and Policy Highlights section of the [*Coordinator Resources*](#) for more information.

Reference materials and graph paper for STAAR mathematics assessments are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. For students testing online, reference materials and graph paper are available within the online testing platform. Paper versions of these materials that are specifically appropriate for online test administrations may be downloaded and printed from the help section in the [STAAR Assessment Management System](#).

❑ Inventory All Secure Materials Issued and Initial the Materials Control Form

Test booklets will be issued to test administrators and recorded on the Materials Control Form using the 10-digit security number printed on the back of each booklet. An example is shown below. Ignore the letter “S” before the number.



S123456789 1

- Test booklets will be checked out to test administrators each day. You will return all your assigned test materials to your campus coordinator after each test session.
- The Materials Control Form has columns labeled “DAY 1” and “DAY 2” to track test booklets because some booklets are used over multiple testing days.
- After you have verified that you have received the exact number of test booklets issued to you on the Materials Control Form, initial the “OUT” box for the appropriate day. Your initials signify that you have received the test booklets assigned to you, as recorded on the Materials Control Form, and that you have signed a security oath.
- You are responsible for maintaining the security of the test booklets you have checked out until you return them and check them back in.

Monitor Paper and Online Administrations

Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report any suspected violations of test security and confidentiality to the campus or district testing coordinator. If a situation arises that you do not know how to resolve, contact your campus testing coordinator immediately.

□ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the State of Texas Assessments of Academic Readiness (STAAR®) assessment program and the uniform evaluation of all students throughout the state.

- Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or -approved technology-based designated supports are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the [Accommodation Resources](#) webpage.
- A trained test administrator must be present in each testing room at all times during testing. There must be at least one test administrator for every 30 students.
- Districts may establish starting times for testing.
- A student who arrives after testing has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing.
- Test administrators must actively monitor the testing room while students are working.
- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.

- Test administrators should
 - confirm that students are working only on the subject-area assessment being administered that day
 - verify that students have access only to allowable materials
 - ensure that students are marking their responses on the correct section of the answer document
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.
- Students participating in paper administrations must mark their answers on their answer document within the allotted time with a No. 2 pencil. **Answers marked in their test booklet will not be scored.**
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents. Test administrators may say, **“Remember that you must record your responses on the answer document.”**
- Students will not be allowed to record their responses on their answer documents after the time limit has expired. In cases where the testing time has ended and a test administrator discovers that a student has not recorded his or her responses on the answer document, the test administrator should contact the campus coordinator.
- Test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents and only during the scheduled test session. Test administrators may say, **“Be sure to erase any stray marks that you might have accidentally made on your answer document.”**
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.
- Test administrators must alert students to the time remaining in the test session in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- Students must remain seated during testing except when they are receiving or returning authorized testing materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and submitted the test, allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.

Breaks

- Test administrators may allow students to take brief breaks in the testing room during a test session. Refer to the “STAAR Policies and Procedures” section for more details.
 - Breaks are not mandatory.
 - During breaks, students must not discuss the content of the test. Test booklets must be closed with answer documents inside.
- Students in an online test administration should pause their tests for breaks. To pause the test, students click the **Pause** button. The test administrator should provide assistance for students who need help pausing their tests. To resume a test, students should be instructed to click **Resume** on the *Pause* screen.

If a test is paused for more than 30 minutes, the student will automatically be logged out. To resume testing, the student must log back in using the original student test ticket.
- Students in an online test administration should log out if they take a lunch break. To log out of the test, students click the **Logout** button.
- If a student leaves the testing room for an extended period of time and returns, the campus coordinator must decide whether test security has been breached and if it is appropriate for the student to continue testing.

Schoolwide Emergencies

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

Unusable or Defective Test Materials

If a test booklet or answer document becomes unusable at any point during a test session or a student alerts you to a problem with test materials, contact your campus coordinator for guidance.

English I, English II, and English III Assessments

Ensure the procedures below are followed during the English I, English II, and English III assessments.

- The test administrator may read aloud or sign the writing prompt to any student who requests this assistance.
- Reading or discussing student compositions is not allowed at any time.
- Reading selections may **NOT** be read aloud to a student.
- At no time before, during, or after the administration of the assessment are test administrators and other campus personnel permitted to assist students with their written compositions.
- The test administrator must **NOT** do the following:
 - elaborate on the prompt
 - give students an opening and/or closing sentence
 - give students an outline for organizing their composition
 - give students ideas about how to develop their composition
 - translate the prompt into another language (except sign language)
 - read aloud the analytical selection or analytical writing prompt

□ Start Online Test

- Immediately prior to testing, test administrators must provide each student his or her own student test ticket.
 - The student will launch the STAAR Online Testing Platform secure browser and log in using the username, password, and session ID provided in the student test ticket.
 - The test administrators will guide students through beginning the test.

□ Monitor and Manage Online Test Sessions

- If students are not present for the online test session for which they were originally scheduled, they should be moved to a later test session in the testing window. It is not necessary to print a new student test ticket.

Test administrators should remind students that they should not click the **Submit and End Test** button until they have finished the test. Once a test is submitted, it cannot be restarted by the test administrator.

□ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can."** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are **NOT** allowed to do the following:

- translate test questions or passages, including the written composition prompt, into another language (except sign language)
- rephrase or add information to questions or the prompt
- view or discuss test questions with anyone before, during, or after testing
- score test questions or discuss with students how they performed

☐ Collect Test Materials

Before a student leaves the room, the test administrator must visually scan the completed answer document to be sure the student has recorded answers as instructed. If the student has not done so and time remains in the time period, the test administrator must say, **“You have not recorded your responses on the answer document. Please go back and mark your answers on it now.”** The testing materials should then be returned so that the student may record his or her answers. Students will **NOT** be allowed to record answers on the answer document after the time period ends.

- Test administrators may not look at or comment on answers to individual test questions or point out individually skipped test questions.
- Test responses, which include the written compositions, multiple-choice questions, and griddable questions, cannot be scored unless they appear on an answer document. Transcribing may be needed due to a damaged answer document or if the student is eligible to receive the Basic Transcribing designated support. If a transcription is required, contact your campus coordinator.
- Report any blank answer documents to your campus coordinator.

Complete Paper Administration Process

After testing, complete the following tasks before you return your materials to the campus testing coordinator.

□ Account for All Test Booklets and Answer Documents

- Make sure that the student has written that student's name on the test booklet before you collect it.
- Verify that no students' answer documents have been left inside the test booklets.

□ Ensure That Answer Document Fields Have Been Completed

- If directed by your campus coordinator, ensure that the TEST TAKEN INFO (if applicable), SCORE CODE, ACCOMM. (if applicable), and NEW TO TEXAS (if applicable) fields on the student's answer document have been completed using a No. 2 pencil.
- All State of Texas Assessments of Academic Readiness (STAAR®) assessments now include a FORM #. The FORM # field must be completed for each administration, even if there is only one form (e.g., retests).
- Beginning in December 2020, all answer documents will have a three-digit form number field. All three digits entered on the test booklet have to be written and gridded in the form number field on the answer document. If the test booklet only has two digits, both digits should be written and gridded with a zero in front of them to make a three-digit number.
- District staff will need to complete the FOR TAKS/TAAS/TEAMS TESTERS ONLY field for a former TAKS, TAAS, or TEAMS examinee who takes a STAAR assessment. Depending on the test, up to four bubbles are available: T, R, W, and RW.
 - For English I, English III, and Algebra II, this field is not available as these assessments cannot be used as alternate assessments.
 - For English II, mark:
 - **"T"** if an eligible examinee is taking the test as an alternate assessment for TAKS ELA.
 - **"R"** if an eligible examinee is taking only the **reading** section of the test as an alternate assessment for TAAS or TEAMS reading.
 - **"W"** if an eligible examinee is taking only the **writing** section of the test as an alternate assessment for TAAS writing.
 - **"RW"** if an eligible examinee is taking **both** the **reading and writing** sections of the test as an alternate assessment for TAAS reading and writing.
 - For Algebra I, mark **"T"** if an eligible examinee is taking the test as an alternate assessment for

- TAKS mathematics,
 - TAAS mathematics, or
 - TEAMS mathematics.
- For Biology and U.S. History, mark “**T**” if an eligible examinee is taking the test as an alternate assessment for TAKS science or social studies, respectively.

☐ Return Test Materials to the Campus Coordinator

- Immediately after each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.
- Test booklets and answer documents must be separated and counted. Return the following materials to your campus coordinator:
 - answer documents to be scanned
 - voided answer documents
 - unused answer documents
 - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
 - typed or recorded materials and handwritten student responses on scratch paper
 - any reference materials or graph paper used during testing
 - all seating charts with start and stop times recorded
- Your campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the [Materials Control Form](#), and will then initial the “IN” box.

The *STAAR End-of-Course Test Administrator Manual* should be retained throughout the academic year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Complete Online Administration Process

□ Submit the Test

- Once a student has submitted a test, the student will no longer be active in the test session and cannot access the test with his or her student test ticket. The following steps submit the test and end the session for a student.
 1. On the Review/End page of the test, click **End Test**.
 2. Check the “I understand I cannot return to the test” box.
 3. Select the **Submit and End Test** button.
- The test will be submitted for scoring via the [Assessment Management System](#) as soon as the student clicks the **Submit and End Test** button. If a student clicked the **Submit and End Test** button accidentally, contact your campus testing coordinator.
- Students who cannot finish their tests due to illness or a testing irregularity should not click the **Submit and End Test** button. The student should log out of the test. If an ill student does not return later in the testing window to finish a test already started, the district must determine whether the student’s score code should be “Other” for an illness or testing irregularity or if the student’s responses should be submitted for scoring by leaving the score code set to the default “Score.”
- The STAAR Online Testing Platform (SOTP) will lock student responses at 11:59 p.m. (CT) the day the responses are entered. Students testing over multiple days will be able to view all items and passages but will not be able to edit responses completed on a previous day.

□ Mark Student Test Information in the Assessment Management System

If directed by your campus coordinator, and if applicable, use the [Assessment Management System](#) to assign score codes other than “S,” document accommodation information, update demographic information, and mark the NEW TO TEXAS check box. Directions to mark score codes and accommodation information are described below. Your campus coordinator will provide you with directions to update the demographic information and mark the NEW TO TEXAS indicator.

District staff will need to complete the FOR TAKS/TAAS/TEAMS TESTERS ONLY field for a former TAKS, TAAS, or TEAMS examinee who takes a STAAR assessment. Depending on the test, up to four options are available: T, R, W, and RW.

- For English I, English III, and Algebra II, this field is not available as these assessments cannot be used as alternate assessments.

- For English II, mark:
 - **“T”** if an eligible examinee is taking the test as an alternate assessment for TAKS ELA
 - **“R”** if an eligible examinee is taking only the **reading** section of the test as an alternate assessment for TAAS or TEAMS reading
 - **“W”** if an eligible examinee is taking only the **writing** section of the test as an alternate assessment for TAAS writing
 - **“RW”** if an eligible examinee is taking **both** the **reading and writing** sections of the test as an alternate assessment for TAAS reading and writing
- For Algebra I, mark **“T”** if an eligible examinee is taking the test as an alternate assessment for
 - TAKS mathematics
 - TAAS mathematics
 - TEAMS mathematics
- For Biology and U.S. History, mark **“T”** if an eligible examinee is taking the test as an alternate assessment for TAKS science or social studies, respectively.

Score Codes

- Tests in “submitted” or “inactive” status at the close of the testing window will default to score code “S.” If a different score code is applicable, it is necessary to assign the appropriate score code in the [Assessment Management System](#). Refer to the Verify score codes page of the Complete Online Administrations section of the [Coordinator Resources](#).
- Use the following instructions to update Score Codes in the Test Attributes accessible through the Manage Online Testing section of the Assessment Management System.
 1. In the left navigation pane of the Assessment Management System, click *Students > View & Edit*.
 2. Select *Test Administration* and other student identifying information, then click **Search**.
 3. Select the correct student from the search results by clicking on *Edit* (pencil icon).
 4. Click the *Tests* tab.
 5. Navigate to the online test session by clicking on the *View Test Session* icon (square with a check mark) in the Actions column.
 6. Click on the *Test Attributes* icon in the Actions column.
 7. Update the *Score Codes* as needed.
 8. Click **Submit** to save changes.

Update Accommodations Information

Follow these steps to update the Accommodations in the Student Profile. Indicate that a designated support was made available to a student, even if the student did not use the accommodation during testing.

1. In the left navigation pane of the Assessment Management System, click *Students > View & Edit*.
2. Select *Test Administration* and other student identifying information, then click **Search**.
3. Select the correct student from the search results by clicking on *Edit* (pencil icon).
4. Click the *Tests* tab.
5. Navigate to the online test session by clicking on the *View Test Session* icon (square with a check mark) in the Actions column.
6. Click on the *Test Attributes* icon in the Actions column.
7. Update the *Accommodation* settings as needed.
8. Click **Submit** to save changes.

❑ Return All Student Test Tickets, Testing Group Rosters, and Test Administration Materials to the Campus Coordinator

- Collect all test tickets before students leave the testing room.
- For students who were absent from the test, store their unused test tickets in locked storage. Students can use these test tickets during the testing window.
- Missing or damaged tickets can be accessed or reprinted in the Assessment Management System.
- Student test tickets and any reference materials, scratch paper, or graph paper used during testing must be returned to the campus coordinator after the test session, as well as all seating charts with start and stop times recorded.

The *STAAR End-of-Course Test Administrator Manual* should be retained throughout the academic year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Test Administration Directions

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Guide to the Test Administration Directions

You **must** read this section before administering any state assessment.

This section contains the directions for administering the STAAR end-of-course assessments.

Two sizes of call-out boxes are used in the test administration directions. The narrow call-out boxes contain procedural instructions that test administrators need to know but that do not have to be read aloud to students. These instructions may refer to individual courses, multiple courses, or program-wide information.

Here is an example of what might be found in a narrow call-out box:

*Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, **“I can’t answer that for you; just do the best you can.”***

The wide call-out boxes in the test administration directions contain course- or program-specific instructions that should be read aloud to students, if applicable. Directions for students taking specified administrations are presented in these kinds of call-out boxes (such as those instructing the proper use of reference materials).

The text at the beginning of the wide boxes indicates for which administrations the test administrator should read the directions. If the directions in these call-out boxes do not pertain to the test you are administering, do not read this material aloud to students.

Here is an example of what might be found in a wide call-out box:

For Algebra I and Algebra II:

SAY You may use a calculator on this test. You may also work problems in your test booklet.

Sections containing instructions for multiple courses also use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the sentence, **“Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [COURSE] test,”** you should verbally fill in the course as you are reading the material to students.

You must follow the directions presented in this section exactly as they are written.

There are two sets of paper administration directions in this section:

- STAAR English I, English II, and English III
- STAAR Algebra I, Algebra II, Biology, and U.S. History

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

- two No. 2 pencils with erasers per student
- answer documents (**Make sure that each student receives the document with his or her name on it.**)
- dictionaries for English I, English II, and English III administrations only
- graphing calculators for Algebra I and Algebra II administrations only
- one calculator for every five students for Biology administrations only

Districts also have the option of providing thesauruses for STAAR English I, English II, and English III administrations.

If any students do not have a precoded answer document, certain student identification information must be completed before the test session. You may be asked to hand-grid all or part of this information on blank answer documents for these students. Contact your campus testing coordinator for specific directions for hand-gridding answer documents. If students are to complete this information, read to them the instructions in Appendix A.

Students must use a No. 2 pencil to mark their answer documents. They may write in their test booklets. Students may use scratch paper, if needed. Refer to the Accessibility Features webpage of the [Coordinator Resources](#).

There is one set of online administration directions in this section. These directions should be used for all STAAR online administrations.

NOTE: Test administration directions for online administrations have been written with the assumption that students have completed the available online tutorial prior to the test administration. This tutorial allows students to become familiar with the tools available in the STAAR Online Testing Platform. If a student needs assistance with the functionality of the online tools prior to or during the test, refer to Appendix B.

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

- student test tickets (**Make sure that each student receives the test ticket with his or her name on it.**)
- scratch paper
- pencils or pens
- dictionaries for English I, English II, and English III administrations only (dictionary tool is available in the online testing platform).
- graphing calculators for Algebra I and Algebra II administrations only (graphing calculator is available in the online testing platform).
- one calculator for every five students for Biology administrations only (calculator is available in the online testing platform).
- headsets for students receiving text-to-speech and receiving speech-to-text when multiple students are being tested in the same room.
- Ensure that there is a microphone enabled on the device for students receiving speech-to-text.

Districts also have the option of providing thesauruses for STAAR English I, English II, and English III online administrations.

Test administrators must be thoroughly familiar with the dictionary and calculator policies that have been established for STAAR.

Designated Supports

You may have students in your testing area who are receiving designated supports. Supports may affect how students' test administrations are conducted (e.g., extra time). Your campus coordinator will provide you with specific instructions on the use of designated supports for students you are testing. If you have any questions about providing or implementing these supports, please contact your campus coordinator and additional information can be found on the [Accommodation Resources](#) webpage. You should talk to students who will be receiving designated supports **in advance** of testing to explain what materials or types of assistance will be available to them during the assessment.

Special Considerations for ELs

For all components of the STAAR program, test administrators are allowed to help ELs understand the directions that are read aloud before the test begins (the "SAY" directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to add directions that are substantively different (e.g., give pointers, mention test-taking strategies, etc.). Refer to the [EL Resources](#) webpage for additional information.

In isolated situations, if completing an assessment is not in the best interest of a student (e.g., a newly arrived EL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete the test. This decision should be documented and communicated to the student's parents after the test administration.

Oral Administration

Oral administration is a designated support in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the *STAAR Oral and Signed Administrations Educator Guide* found on the [Accommodation Resources](#) webpage and complete the appropriate section of the [Oath of Test Security and Confidentiality](#).

An optional supplemental training module covering topics related to Oral and Signed Administrations is available on the [Training](#) page of the *Coordinator Resources*.

Please contact your campus coordinator immediately if you are missing any needed materials or if you have any questions about providing or implementing testing designated supports.

Paper Administration Directions for STAAR English I, English II, and English III

You must read the **Guide to the Test Administration Directions** on pages 47–50 of this manual before administering any state assessment.

For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving designated supports, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students who are receiving an extended time or extra day designated support. The test administrator should say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **“All of your answers and compositions must be recorded [per student’s method of response] before the end of the five-hour time period.”**

Students may work through the sections in any order that works best for them.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [COURSE] test. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it or write on it until I ask you to do so. Do not fill in any information on your answer document until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student. Answer any questions before continuing.

SAY Now look at your answer document. Check that the name on your answer document is correct. Does everyone see “[COURSE]” on the left-hand side of your answer document?

Assist any students who do not have the correct answer document.

SAY Look at the front of your test booklet. Does everyone see “[COURSE]” on the front of your booklet?

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet is a printed number. Each booklet has a different number. This number has ten digits. Ignore the “S” in front of the number. You need to look at only the ten digits.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the 10-digit number from the back of your test booklet into the boxes next to the words “TEST BOOKLET” on your answer document. There is a letter “S” in front of the boxes that you should ignore. Be sure to copy this number exactly as it appears. If you have any questions, please let me know.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

For all subjects:

All STAAR assessments now include a FORM #. The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

Beginning in December 2020, all answer documents will have a three-digit form number field. All three digits entered on the test booklet have to be written and gridded in the form number field on the answer document. If the test booklet only has two digits, both digits should be written and gridded with a zero in front of them to make a three-digit number.

If you choose to have students fill in the FORM #, tell students, **“Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?”** Use a student’s test booklet to show students where to find the form number.

Point to the FORM # field on the answer document given to you for demonstration purposes. Tell students, **“Copy this number below the words ‘FORM #’ in the ‘TEST TAKEN INFO’ box on your answer document and fill in the correct circles below.”**

Monitor students closely while they copy the FORM #.

SAY If your test booklet has two digits, both digits should be written and gridded with a zero in front of them to make a three-digit number.

SAY Now open your answer document to page 2. Look at the honor statement located at the top of the page. Please read and sign the honor statement.

*If a student asks if he or she must sign the honor statement, tell the student, **“That decision is up to you. Signing the honor statement is not required, but you are still expected to follow the testing rules even if you do not sign it.”***

It is not the responsibility of the test administrator to check to see if students have signed the honor statement.

When students have had time to complete the honor statement, continue.

Continue to use your sample answer document to point out to students where to find specific items on their answer document.

SAY You will mark your answers to the multiple-choice questions on page 2 of your answer document. To answer a multiple-choice question, fill in

the circle on your answer document. Be sure to mark only one answer for each question. Mark your answers very carefully and make your marks dark and neat. If you need to change an answer, carefully erase it and mark your new choice.

Are there any questions?

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY Now open your test booklet to the page titled “WRITTEN COMPOSITION.” Now look at the blank pages in your test booklet.

*The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. (Test administrators may **NOT** read the analytical selection or writing prompt on the English III test.) Using the student’s test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the specific writing prompt without the student requesting it.*

When all students are ready, continue.

SAY You may use these blank prewriting pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite your composition on the correct lined page on your answer document. Now open your answer document to page 3 and find the box under the words “WRITTEN COMPOSITION.” When you are ready, you will write your composition here. Are there any questions?

Make sure students have found the correct pages in their test booklets.

SAY Your composition does not have to completely fill the lined page; however, it may not be longer than one page. Do not write outside the box on the lined page. Twenty-six lines have been provided for you to write your composition. Do not add lines to your written composition page. You are not allowed to insert more lines than what has been provided for you in your answer document.

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will take the [COURSE] assessment by yourself. You may work through the sections in any order that works best for you. You may use a dictionary throughout this test. Read each question carefully. Then fill in the correct answer on your answer document.

I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer on your answer document for each question. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

You will have up to five hours to complete the test. During the test, you will be provided with reminders of the time left to test. All of your responses must be recorded on your answer document before the five-hour time period ends.

You may check your answers after you have finished. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, "I can't answer that for you; just do the best you can."

Answer all questions. When all students are ready, continue.

SAY Read any directions that may be provided before you read the questions and mark your answers. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, you may begin.

*Unless students have an extended time designated support, begin timing the five-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Policies and Procedures” section in this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the five-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, **“You have not recorded your answers on the answer document. Please go back and mark your answers on it now.”** The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the five-hour time period. Students may not be allowed to record answers on the answer document after the five-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.*

*After testing has been completed and you have collected each student’s answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus testing coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the “Complete Paper Administration Process” section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “IN” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

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

Paper Administration Directions for STAAR Algebra I, Algebra II, Biology, and U.S. History

You must read the **Guide to the Test Administration Directions** on pages 47–50 of this manual before administering any state assessment.

For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving designated supports, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students who are receiving an extended time or extra day designated support. The test administrator should say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **“All of your answers must be recorded [per student’s method of response] before the end of the four-hour time period.”**

Reference materials and graph paper for STAAR Algebra I and Algebra II assessments are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on these materials that have been removed, the materials must be returned to the campus testing coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [COURSE] test. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it or write on it until I ask you to do so. Do not fill in any information on your answer document until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.

Give a test booklet to each student. Answer any questions before continuing.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY Check that the name on the answer document is correct.

Assist any students who need help.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet is a printed number. Each booklet has a different number. This number has ten digits. Ignore the “S” in front of the number. You need to look at only the ten digits.

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the 10-digit number from the back of your test booklet into the boxes next to the words “TEST BOOKLET” on your answer document. There is a letter “S” in front of the boxes that you should ignore. Be sure to copy this number exactly as it appears. If you have any questions, please let me know.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

For all subjects:

All STAAR assessments now include a FORM #. The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

Beginning in December 2020, all answer documents will have a three-digit form number field. All three digits entered on the test booklet have to be written and gridded in the form number field on the answer document. If the test booklet only has two digits, both digits should be written and gridded with a zero in front of them to make a three-digit number.

If you choose to have students fill in the FORM #, tell students, **“Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?”** Use a student’s test booklet to show students where to find the form number.

Point to the FORM # field on the answer document given to you for demonstration purposes. Tell students, **“Copy this number below the words ‘FORM #’ in the ‘TEST TAKEN INFO’ box on your answer document and fill in the correct circles below.”**

Monitor students closely while they copy the FORM #.

SAY If your test booklet has two digits, both digits should be written and gridded with a zero in front of them to make a three-digit number.

SAY Now turn your answer document over. Look at the honor statement located at the top of the page. Please read and sign the honor statement.

*If a student asks if he or she must sign the honor statement, tell the student, **“That decision is up to you. Signing the honor statement is not required, but you are still expected to follow the testing rules even if you do not sign it.”***

It is not the responsibility of the test administrator to check to see if students have signed the honor statement.

When students have had time to complete the honor statement, continue.

Continue to use your sample answer document to point out to students where to find specific items on their answer document.

For STAAR Algebra I and Algebra II:

SAY You may use a graphing calculator on this test. You may also work problems in your test booklet.

For STAAR Biology:

SAY You may use a calculator on this test. You may also work problems in your test booklet.

SAY Now look at the back of your answer document. To answer a multiple-choice question, fill in the circle on your answer document. Be sure to mark only one answer for each question. Mark your answers very carefully and make your marks dark and neat. If you need to change an answer, carefully erase it and mark your new choice.

For STAAR Algebra I and Algebra II:

SAY To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. Does anyone have any questions about how to record your answer?

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

SAY Open your test booklet and locate the reference materials and graph paper. You may use these when you are solving problems. The reference materials and graph paper are perforated and may be torn out of your test booklet if you choose. If you need help, please raise your hand.

Assist any student who may be having difficulty. When all students are ready, continue.

Answer all questions. When all students are ready, continue.

SAY I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

You will have up to four hours to complete this test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the four-hour time period ends.

You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to anyone while others are still taking the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

Answer all questions. When all students are ready, continue.

You will now take the [COURSE] assessment by yourself. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, you may begin.

*Unless students have an extended time designated support, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Policies and Procedures” section in this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “**You have not recorded your answers on the answer document. Please go back and mark your answers on it now.**” The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.*

*After testing has been completed and you have collected each student's answer document, **make sure that the student has recorded his or her responses on the answer document.** Report any blank answer documents to your campus coordinator.*

Any scratch paper or other testing materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "IN" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

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

Online Administration Directions for STAAR

You must read the **Guide to the Test Administration Directions** on pages 47–50 of this manual before administering any state assessment.

NOTE: Test administration directions for online administrations have been written with the assumption that students have completed the available online tutorials and online practice tests prior to the test administration. The tutorials and practice tests allow students to become familiar with the tools available in the STAAR Online Testing Platform. If a student needs assistance with the functionality of the online tools prior to or during the test, refer to Appendix B.

For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving designated supports, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students who are receiving an extended time or extra day designated support. The test administrator should say, for example, **“You will have [until the end of the school day; two days] to complete this test...”**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **“All of your answers and your composition must be recorded [per student’s method of response] before the end of the five-hour time period.”**

For students receiving text-to-speech, the test administrator is allowed to remind students that a “DO NOT READ” icon next to selections or test questions will indicate that all text on the page cannot be read aloud to the student. This includes text in pop-ups and rollovers, if applicable.

For students receiving text-to-speech and content and language supports, the text within these supports will be read aloud.

If a student arrives in your testing room and you do not have a student test ticket for that student, immediately contact the campus coordinator.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **“SAY.”** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will take the State of Texas Assessments of Academic Readiness–STAAR [COURSE] test. You will take this test on the computer. It is important that you do your best.

Now we will log in to the test. I will read the instructions, and you follow along on the computer. If you have any questions, let me know, and I will help you. You will use the information on your student test ticket to log in to the test.

Answer any questions before continuing. Distribute test tickets to students.

SAY Does everyone have a student test ticket? If not, please let me know.

Make sure each student has a student test ticket. When students are ready, continue.

SAY Please make sure that your name and birth date are correct on the test ticket. Also make sure that STAAR [COURSE] is at the top of your ticket. If any of this information is wrong or missing, please let me know.

Make sure each student's test ticket is correct. A test ticket will designate whether a student is eligible to use text-to-speech, speech-to-text, spelling assistance, content and language supports, American Sign Language (ASL) videos, or Refreshable Braille tool when testing. Check to ensure that students eligible to use these supports have the information noted on their test tickets. If the information on a student's test ticket is incorrect, contact your campus coordinator after all other students have started testing.

SAY Now open the STAAR Online Testing Program. It may take some time for the test to open on your computer. Let me know if you need help.

Assist any student having difficulty.

SAY When the program opens, click on the *Summative Assessment* button.

Assist any student having difficulty.

SAY Look at your student test ticket and find your username. Type the username into the Username field exactly as it is written on your student test ticket.

Assist students as needed.

- SAY** Look at your student test ticket and find your password. Type the password into the Password field exactly as it is written on your student test ticket.

Assist students as needed.

- SAY** Look at your student test ticket and find the Session ID. Type the Session ID in the Session ID field exactly as it is written on your student test ticket. Now click the *Take Test* button.

Check to see if everyone has successfully logged in to the test.

For students receiving text-to-speech:

- SAY** You should see a screen that asks you to check your Speak tool to make sure that the sound on your computer is working. Put on your headphones and check that the sound is working. You may now change how fast the words are read aloud, if needed. Then take off your headphones. If you do not hear anything or need help, let me know.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your campus coordinator.

For students receiving speech-to-text:

- SAY** You should see a screen that asks you to check your microphone tool to make sure that it is working. Put on your headset, if needed. Click the microphone icon and speak the sentence that is shown on the screen with your normal tone and volume. If you do not see the words you spoke appear in the essay response area or need help, let me know.

If a student's speech-to-text is not working, troubleshoot basic steps such as ensuring that the microphone is fully plugged in, and mute is not inadvertently selected, and the student has clicked the microphone icon to engage speech-to-text. If the student is still experiencing issues, contact your campus coordinator.

SAY Look at your screen. Let me know if you do not see the words STAAR [COURSE].

*Make sure that all students are on the correct screen. If incorrect information appears on the screen, have the student log out of the test by clicking on the **Logout** button at the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus coordinator.*

SAY Now find your name at the top of the screen. Let me know if you do not see your name.

*Help any students having difficulty finding their name. If incorrect information appears on the screen, have the student log out of the test by clicking on the **Logout** button in the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus coordinator.*

SAY Click the *Next* button. You will see an honor statement on this page. Please read the honor statement and click “I agree.”

If a student asks if he or she must select the “I agree” box on the honor statement, tell the student “That decision is up to you. Selecting ‘I agree’ on the honor statement is not required, but you are still expected to follow the testing rules even if you do not select it.”

It is not the responsibility of the test administrator to check to see if the students have selected “I agree” on the honor statement.

When students have had time to complete the honor statement, continue.

SAY Click the *Next* button. You will see some test directions. You will read this information and the information on the next screens as well. Continue reading until you see a large STOP sign. Do not click the *Next* button until you are told to do so.

For students using text-to-speech:

SAY You may put on your headphones and click the *Speak* button, if needed. When you see the STOP sign, take off your headphones.

Allow students time to read through the instructions. Confirm that all students are on the STOP sign screen and then continue.

For English I, English II, and English III:

SAY You may use a dictionary throughout this test. In this test, you will respond to a writing prompt.

*For students using text-to-speech, the **Speak** button will read aloud the prompt.*

*The test administrator may read aloud or sign the writing prompt to any student who requests this assistance, even if they are not eligible for the text-to-speech function. (Test administrators may **NOT** read the analytical selection or writing prompt on the English III test.) Looking over the student's shoulder, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt screen) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the writing prompts without the student requesting it.*

SAY You may use scratch paper to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. When you are ready, you must type your composition in the typing box on the screen. Your composition does not have to completely fill the typing box, but it may not be more than 1,750 characters. When you finish typing, read over your work and check for mistakes. If you find any mistakes or would like to change something, you may do so. All of the writing tools will be available to use for the composition. Are there any questions?

For students who will be using speech-to-text:

NOTE: Test administrators should ensure that the microphone on the device used for testing is turned on and configured properly, prior to launching the test with a constructed response entry.

SAY Upon clicking the Microphone icon, you will see the microphone icon highlighted and the word “Listening” indicating that speech-to-text has been turned on. When speech-to-text is turned on, all other text editing tools are unavailable. To edit or insert text manually, you must turn off speech-to-text, then move the cursor to the desired location where edits are to be applied and use your keyboard and text editor tools, as needed.

You should speak clearly and at a normal volume and pace. If the tool is not picking up words, you may need to speak more slowly. You can speak any necessary punctuation by saying period, question mark, exclamation point, and comma. When you finish speaking read over your work and make any edits, as needed.

NOTE: It is important that the student using speech-to-text understands they are given the full time allotted to complete the entire test and they must make all edits on the written composition within the time constraints of the assessment being administered. Written compositions are limited to 1,750 typed characters (not including spaces).

For students eligible for content and language supports:

SAY A writing checklist will also be available at the top of the screen to use if you need it while you write your composition.

For students eligible for spelling assistance:

SAY You will have spelling assistance available for your composition. In the response box a red underline will appear below any words that are misspelled. Click the underlined word to see suggested replacements.

Answer any questions and then continue.

For Algebra I and Algebra II:

SAY Remember, you may use a graphing calculator on this test. You may also use the reference materials, graph paper, and scratch paper when you are taking this test.

For Biology:

SAY Remember, you may use a calculator on this test. You may also use scratch paper.

For students eligible for content and language supports:

SAY A Punnett square will also be available at the top of the screen to use if you need it while you are working in this test.

For U.S. History:

SAY You may use scratch paper on this test.

For students receiving content and language supports for any subject:

SAY You may see different icons in test questions that tell you there are extra accommodations you may use. You may see some dots under words or small, dark circles to the right of the question or answer choices. Click these dots or circles to see words or pictures that may help you.

Remind students eligible for text-to-speech that they can use the Speak tool to listen to text in pop-ups and rollovers read aloud. The test administrator may need to indicate for students where to find the Help tool that will show how to use the pop-ups and rollovers throughout the test.

SAY I cannot help you answer any test questions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. You will have up to five hours to complete the English I, English II, and English III tests, and four hours to complete the other tests. During the test, you will be provided with reminders of the time left to test. All of your answers must be entered before the time period ends. When you have come to the end of the test, the Review/End screen will show whether you have answered all of the questions. You may click on the *Return to Test* button, or click on a test question number to check over your work and make any changes to your answers. To end the test and submit your answers for final scoring, click the *End Test* button at the bottom of the Review/End screen. Next, select “I understand I cannot return to the test.” Then click the *Submit and End Test* button. If you need help, let me know and I will help you. Are there any questions?

Answer any questions before continuing.

When you have completed your test, raise your hand. I will come to help you close the test and collect any testing materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer any questions before continuing.

*Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **“I can’t answer that for you; just do the best you can.”***

SAY You will now take the STAAR [COURSE] test by yourself. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If you need help using any of the online tools, let me know. If there are no more questions, you may click the *Next* button to begin the test.

Any students using text-to-speech or speech-to-text may be told to put on their headsets. Unless students have an extended time designated support, begin timing the four- or five-hour time period now. Record the start time on your seating chart. Refer to the “STAAR Policies and Procedures” section in this manual for information on breaks and time limits. For lunch breaks, tell students to log out of the tests. For all other breaks, tell students to pause the tests.

Remember to actively monitor during the test. At any point during the test administration, the test administrator may assist students if they have trouble navigating through the assessment or need reminders of how to use the tools and designated supports. Refer to Appendix B for more information.

As students complete the test, collect student test tickets, scratch paper, graph paper, and reference materials so you can return them to the campus coordinator. Allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.

Record the stop time for the test session on the seating chart.

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Appendix A

Completing Student Identification Information

Completing Student Identification Information

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information on a blank answer document before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word **“SAY.”** The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [COURSE] assessment. Before you take the test, you are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.

Give two pencils to each student who needs them.

SAY Find the words “LAST-NAME” at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Find the section labeled “FIRST-NAME.” Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. When you are finished, find the column labeled “MI” to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Below the boxes where you printed your name are columns of circles with letters in them. In the first column find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you

make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.

SAY Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.

When all students are ready, continue.

SAY Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the "MI" column.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY At the bottom of your answer document, print the name of our school district in the space under the words "DISTRICT-NAME." I will print the name of our school district on the board for you.

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Now print the name of our campus in the space under the words "CAMPUS-NAME." I will print the name of our campus on the board for you.

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Now find the section marked "SEX CODE." If you are a male, fill in the circle next to the "M." If you are a female, fill in the circle next to the "F."

When all students are ready, continue.

SAY Find the section labeled “ENROLLED GRADE.” Fill in the circle that corresponds to the grade in which you are enrolled. Does anyone have any questions?

When all students are ready, continue.

SAY Now find the section labeled “DATE-OF-BIRTH.” In the space labeled “MONTH,” fill in the circle next to the month in which you were born. Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled “DAY” and “YEAR.” If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 47.

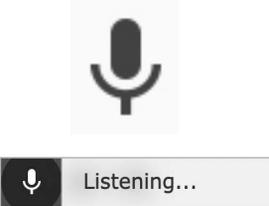
Appendix B

Online Tools

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, use the ICON column to identify and point to the proper icon onscreen. If a student asks how a tool or button functions, you can read the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	NAME	TEXT
Next 	Next	You can use Next to move forward through the test.
 Back	Back	You can use Back to move backward through the test.
Review/End 	Review/End Screen	You can click on Review/End at any time to go to the review screen at the end of the test. On the Review/End screen you can see which questions you have not answered yet and which questions you have marked for review.
 Mark for Review	Mark for Review	You can use Mark for Review to flag a question to review later. When you mark a question for review, a flag will appear on the question number.
	Pause	You can use Pause to stop your test for short breaks. The system saves your work and returns you to the same spot when you come back.
	Logout	You can use Logout to stop your test for long breaks. The system saves your work and returns you to the same spot when you log back in.
	Help	You can click on Help to remind you how to use the tools.
 Highlight  Erase Highlights	Highlight/Eraser Highlights	You can use Highlight to mark important words or numbers. You can erase highlights by selecting highlighted text and clicking Erase Highlights .
	Pencil	You can use Pencil to make marks on the screen.
	Eliminator	You can use Eliminator to cross out answer choices that you think are not correct.

	Clear	You can use Clear to remove all marks you have made to the test question.
	Notepad	You can use Notepad to take notes on each question.
	Writing Tools	Use the Writing Tools to format the text you entered.
	American Sign Language Video	You can click on American Sign Language Video to play a signed video of the text in questions and answer choices.
	Dictionary	You can click on Dictionary to look up the definitions of words.
	Guideline	You can use Guideline to help you keep your place while reading.
	Sticky Notes	You can use Sticky Notes to post reminders on the screen.
	Zoom	You can use Zoom to make everything on your screen larger.
	Color	You can use Color to change the colors used on your screen.
	Calculator	You can use a basic, scientific, or graphing Calculator , depending on the test.
	Ruler	You can use Customary Ruler and Metric Ruler to measure images on the screen.
	Graph Paper	You can use Graph Paper to draw lines and points during the test.
	Conversions, Formulas, and Periodic Table	You can click on Conversions, Formulas, and Periodic Table to show information that may help you with the test.

	Speak	You can use Speak to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Listening	You can click on the Microphone anytime to activate speech-to-text. When speech-to-text is activated the microphone will be highlighted in blue followed by the word Listening . Click on the highlighted microphone to turn off speech-to-text.
	Audio	You can use Audio to adjust the volume and speed of the text being read aloud.
	Pop-up	You can click on a word or phrase that is underlined with dots or has a dotted box around it and helpful information will Pop-up .
	Rollover	You can use Rollover to see a different version of the sentences in the test question.
	Punnett Squares	You can use Punnett Squares to help you solve some questions on the test.
	Writing Checklist	You can use a Writing Checklist to help you complete your written composition.

TEXAS ASSESSMENT

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