STAAR
State of Texas Assessments of Academic Readiness

Test Administrator Manual

End-of-Course

STAAR

2021–2022

Information about the Texas 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 http://tea.texas.gov/student.assessment/
STAAR	http://tea.texas.gov/student.assessment/staar/
online testing (training, administration materials, and technology assistance)	https://www.texasassessment.gov/testing-personnel.html

Resources Available Online

Online Resources	
Resources online include	**Located at**
2021–2022 District and Campus Coordinator Resources	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM21/overview
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/
STAAR Oral and Signed Administration Educator Guide	https://tea.texas.gov/student.assessment/accommodations/
Test Delivery System (TDS) User Guide	https://www.texasassessment.gov/resources/system-user-guides/test-delivery-system-user-guide
Test Information Distribution Engine (TIDE) User Guide	https://tx.portal.cambiumast.com/resources/system-user-guides/tide-user-guide
Test Security	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security
Testing Calendars	https://tea.texas.gov/student.assessment/calendars/

How to Use 2021–2022 STAAR Test Administrator Manual

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) 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 2021–2022 school year. See your campus testing coordinator for information on storing this manual between administrations.

Test Administrator Manual Organization

This 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:

- 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; and
- an appendix addressing online tools.

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

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

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 in the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or course being assessed.

STAAR includes

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

All of these assessments are available both on paper and online with and without embedded supports.

STAAR Policies and Procedures

Time Limits

Administration times for STAAR English I and English II 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 can be found 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 that the students have recorded answers as instructed. **If students submit test materials before the end of the designated time period, the test administrator must check that the students' answers are marked on their answer documents.** If they are not, the test administrator should 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 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 amount of time allowed for each test. The time period will start after the test administrator has read the 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. Pausing a test logs the student out. To resume testing, students must repeat the sign-in process. 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, and
- 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 to test 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 public school district or open-enrollment charter school from out-of-state or out-of-country during the current school year.

NOTE: If during the current school year, a student has 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, this field is not available as this assessment cannot be used as an alternate assessment.
- For English II, mark the following:
  - **"T"** if an eligible examinee is taking the test as an alternate assessment for TAKS English language arts

- **"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.

Accessibility Features

During administration of the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and 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 their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online administrations. District and campus testing coordinators are responsible for ensuring that test administrators understand how to implement 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, they must sign the appropriate section of the Oath of Test Security and Confidentiality.

The following list is an overview of the accessibility features provided:

- signing test administration directions using American Sign Language (ASL) for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner (EL)
- 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 the 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.
- providing assistive tools, which include:
  - 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 line reader tool for online tests

  - magnifying devices and the zoom feature for online tests
  - enlarged mouse pointer options 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)
- allowing students to use tools that minimize distractions or help to maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student's headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
  - The number of students in a small group is determined based on individual student needs at the local level.
  - 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
  - state-supplied mathematics graph paper
  - state-supplied reference materials for grade 8 mathematics, science, and Algebra I (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 Resources section of TexasAssessment.gov https://www.texasassessment.gov/resources.)

Information About Designated Supports

Designated supports are changes to assessment materials or procedures that 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 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 a designated support may occur just prior to or on the day of the state assessment. For example, a student may arrive at school without their prescribed eyeglasses and need a large-print test booklet, or a student may have a broken arm and need their responses transcribed onto the answer document. When considering how to meet a student's needs in these 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 an accessibility feature can meet the student's needs, it should be made available 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 their prescribed eyeglasses, consider a projection device or a large-print test booklet before an oral administration by a test administrator). If a locally-approved designated support can meet the student's needs, 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 is 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. Therefore, 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 TIDE 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 in 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 supports 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 are available on the *Learning Management System (LMS)*.
- 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 are available on the LMS.
- 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 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 Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas 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 Texas Assessment 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.

Secure Materials

The State of Texas Assessments of Academic Readiness (STAAR®) is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. This includes

- test booklets,
- completed answer documents,
- online assessments, and
- online session IDs.

In addition, district coordinators should verify that procedures are in place to collect and promptly destroy any online test tickets and any reference materials, scratch paper, graph paper, or recordings used during the test administration.

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.

Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing incidents are categorized as serious violations or procedural irregularities. The 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 reported and 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
- 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

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 district 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 testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Routine training is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. 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.

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. A majority of the situations that involve the loss or late return of secure materials results 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).

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 an online incident report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- 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 destroyed.
- 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.
- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- A student's responses, holistic ratings, or observable behaviors were submitted incorrectly (e.g., wrong subject or domain, wrong student).
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

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 tested or has been tested incorrectly. District coordinators should contact the 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 student was administered a paper version and an online version of the same test.
- A specific test was administered on an incorrect day (e.g., administered a reading test on the mathematics test day).
- An eligible student was not administered a test (e.g., English learner [EL] whose parents waived district English as a Second Language [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.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents but can be limited with appropriate annual 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 the 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 decide 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 an 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 provide the appropriate ancillary materials (e.g., dictionaries, calculators, reference materials);
  - did not properly prepare a testing environment or a device for testing;
  - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
  - 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.

Training Errors

Training errors involve mistakes in training, calibration, or security oaths.

Examples:

- 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 of Test Security and Confidentiality.

Penalties for Violating Security and Confidentiality of Assessments

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 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
  - 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.
- 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 TEC, §39.003(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, §39A.

NOTES

Specifically, Texas Administrative Code, §249.17(g) indicates that an educator who is found guilty of intentionally manipulating the results or violating the security or confidential integrity of a state assessment may not receive a sanction of less than a one year suspension.

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 administrator training on test security and administration procedures is required at least once. Annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with TIDE and the Test Delivery System (TDS), if applicable. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining the 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 pre-ID labels on 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 before all online test administrations:
  - The STAAR online practice tests familiarize students with the general tools and program-specific designated supports and accessibility features that may appear in online tests.

❑ Access TIDE, if Applicable

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

❑ Review and Sign an Oath of Test Security and Confidentiality

- Understand your obligations concerning test security and confidentiality.
- Sign general test security oath, 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 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 test 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

❑ 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 or courses in some cases.
- The campus coordinator should organize the testing rooms in which students are given different assessments 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 STAAR 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 used the practice tests to familiarize themselves with online testing.
- 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 student's first name and Texas Student Data System (TSDS) ID needed to log in to take the test. The session ID, which is also needed to log in to take the test, is not included in the test ticket and will need to be provided to students separately.

- 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 *TIDE User 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:
  - Mathematics 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.
  - Graphic organizers for English I or English II writing assessments, figurative language defined and modeled, or writing convention rules should be concealed or removed from the testing area during Reading/Language Arts assessments.
- Clocks (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.
- There should be a headset for every student receiving text-to-speech or speech-to-text when multiple students are tested in the same room.
- A microphone should be 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 and monitors involved in the session.
- Additional seating charts must be completed if students are moved to another room during testing.
- Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
- Schedules must be created that adhere to the time limit requirements for testing.

❑ 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 with a pre-ID label applied
- 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
  - STAAR grades 3–8 reading tests
  - STAAR Spanish grades 3–5 reading tests
  - STAAR English I and English II tests.
- one graphing calculator per student
  - one calculator (handheld or online tool) for every five students for STAAR grade 8 science only
  - one graphing calculator (handheld or online tool) per student for STAAR grade 8 mathematics only
  - one graphing calculator for Algebra I
- one calculator for every five students
  - one calculator for every five students for Biology
- headsets for students receiving text-to-speech or speech-to-text when multiple students are tested in the same room

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

- student test tickets
- scratch paper and graph paper (if applicable)
- pencils or pens
- dictionaries
  - STAAR grades 3–8 reading tests
  - STAAR Spanish grades 3–5 reading tests
  - STAAR English I and English II tests.
- one graphing calculator per student
  - one calculator (handheld or online tool) for every five students for STAAR grade 8 science only
  - one graphing calculator (handheld or online tool) per student for STAAR grade 8 mathematics only
  - one graphing calculator for Algebra I
- one calculator for every five students
  - one calculator for every five students for Biology
- headsets for students receiving text-to-speech or speech-to-text when multiple students are tested in the same room

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.

A calculator must **NOT** be provided to a student taking any STAAR grades 3–7 mathematics assessments or any STAAR grade 5 science assessment unless the student meets the eligibility criteria established in the STAAR Calculation Aid Policy found in the *Coordinator Resources*.

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 and science assessments are included in the test booklets, as applicable. 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 Student Interface. Paper versions of these materials that are specifically appropriate for online test administrations may be downloaded and printed from the Texas Assessment website.

❑ 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 serial number printed on the back of each booklet. An example is shown below.

10000 0000 –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 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 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; and
  - 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 their 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, including lunch breaks. To pause the test, students click the *Pause* button. The test administrator should assist students who need help pausing their tests. To resume a test, students should log back in using the original test ticket.

  A warning message displays after 20 minutes of test inactivity. Students who do not click the *OK* button within 60 seconds after this message appears are logged out. This timeout automatically pauses the test.

- If a student leaves the testing room for an extended 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 disrupts testing, ensuring the safety of students and staff is the 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 pause 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 and English II Assessments

Ensure the procedures below are followed during the English I and English II 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 before testing, test administrators must provide each student their own student test ticket.
  - The student will launch the secure browser application and log in using their first name, the TSDS ID provided on the student test ticket, and the session ID provided by the test administrator.
  - 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 and the test session ends, the students will need the Session ID of the new test session the students will test in.

> Test administrators should remind students that they should not click the *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 selections, 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 their answers. Students will **NOT** be allowed to record answers on the answer document after the time period ends.

NOTES

- 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 their name on the test booklet and their name, test booklet serial number, and form number on the front of the answer document before you collect it.
- Verify that no students' answer documents have been left inside the test booklets.
- Verify that a pre-ID label is applied to each answer document.

❑ 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 STAAR assessments include a three-digit form number. The FORM # field on the answer document must be completed for each administration, even if there is only one form. All three digits must be written and gridded in the FORM # field, including leading zeros.
- 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, this field is not available as this assessment cannot be used as an alternate assessment.
  - For English II, mark
    - **"T"** if an eligible examinee is taking the test as an alternate assessment for TAKS English language arts;
    - **"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; and
    - **"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.

- For all answer documents that need to be voided, mark DNR/VOID. Do not write VOID anywhere on the answer document. Return DNR/VOID answer documents with scorable materials.

❑ 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.

Complete Online Administration Process

❑ Submit the Test

- When the student reaches the end of the test, a confirmation message will appear indicating that the student has answered all questions in the test. To submit the test, the student must take the following steps:
  1. Click the *End Test* button after checking their answers, and then click the *OK* button within the message.
  2. In the review screen, students can review their answers before submitting the test for scoring. A warning icon ▲ will appear for any unanswered questions.
  3. Click the *Submit Test* button.
- The test will be submitted for scoring when the student clicks the *Submit Test* button. Once a student has submitted a test, the student will no longer be able to access the test with their student test ticket and session ID. If a student clicked the *Submit 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 Test* button. The student should log out of the test. If an ill student does not return later in the testing window to finish that incomplete test, 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 Test Delivery System (TDS) will lock student responses eight hours after pausing a test. Students who continue testing on another day will be able to view all questions and passages but will not be able to edit responses completed on a previous day.

❑ Mark Student Test Information in TIDE

If directed by your campus coordinator, and if applicable, use TIDE to assign score codes other than "S," document accommodation information, update demographic information, and mark the NEW TO TEXAS checkbox. 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, this field is not available as this assessment cannot be used as an alternate assessment.
- For English II, mark
  - **"T"** if an eligible examinee is taking the test as an alternate assessment for TAKS English language arts;
  - **"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; and
  - **"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; and
  - 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 TIDE. Refer to the Verify score codes page of the Complete Online Administrations section of the *Coordinator Resources*.
- Use the instructions found in the *TIDE User Guide* to update Score Codes.

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. From the *Student Information* task menu on the TIDE dashboard, select *View/Edit/Export Student*.
2. Fill out the form that appears and select *Search*.
3. A pop-up window appears, allowing you to view or export search results or modify your search. To view and edit search results, select *View Results*. To export all search results to the Inbox from the pop-up window, select *Export to Inbox* and then select either *Excel* or *CSV*. The search results will be exported to your Inbox and you will return to the search form.
4. If you select *View Results*, the search results will appear in a table. To edit individual records, select the edit button by the record you want.

5. In the available test attributes panel on the student information window that appears, enter the student's settings for each test.
   - The panels display a column for each of the student's test subject or course. You can select different attributes for each test subject or course, if necessary.
   - You can use the table "Fields in the Test Attributes Panels" in the *TIDE User Guid*e appendix as a reference.
6. Select *Save*.

❑ Return All Student Test Tickets 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 TIDE.
- 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.

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Test Administration Directions

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Paper 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 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 which directions the test administrator should read for a particular type of administration. 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:***
>
> **SAY** **You may use a calculator on this test. You may also work on 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 name of 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 and English II
- STAAR Algebra I, 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 printed on the label.)**
- dictionaries for English I and English II administrations only
- graphing calculators for Algebra I administrations only
- one calculator for every five students for Biology administrations only

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

If any student does not have an answer document with a pre-ID label affixed, the student may test, but a pre-ID label must be applied to the answer document after testing and before shipping to the vendor in order to be scored. Contact your campus coordinator, who can print and affix a label.

Students must use a No. 2 pencil to mark their answer documents. They may write in their test booklets and 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 EOC test online administrations.

> **NOTE:** Test administration directions for online administrations have been written with the assumption that students have become familiar with TDS using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the test, refer to Appendix A.

Before students arrive for an online test session, ensure that all software applications, including Internet browsers, are closed on all student computers or devices. Launch the Secure Browser on student computers or devices. When the connection is established, the student *Please Sign In* screen is displayed. The computer or device is now ready for the student to log in.

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 and English II administrations only (dictionary tool is available in the online testing platform)
- graphing calculators for Algebra I 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 requiring the use of text-to-speech or speech-to-text when multiple students are being tested in the same room
- microphones for students requiring the use of speech-to-text

Districts also have the option of providing thesauruses for STAAR English I and English II 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 session 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 (i.e., 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 Learning Management System (LMS).

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

Paper Administration Directions for STAAR English I and English II

You must read the **Guide to the Test Administration Directions** on pages 41–44 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 receiving extended time or extra day. 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 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. There is a label on the bottom left. Check that your name on the label is correct. Does everyone see "[COURSE]" on the top 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 STUDENT NAME, TEST BOOKLET #, and TEST TAKEN fields 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 both your test booklet and answer document.**

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.**

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 under the words "TEST BOOKLET #" on your answer document. 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.

SAY **Look at the front of your test booklet. Does everyone see the form number printed on the bottom near the month and year?**

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.

SAY **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 **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. 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, recording, or sharing 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. The test administrator may read aloud or sign the specific writing prompt without the student requesting it for a student whose IEP/IAP documentation includes this assistance.

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; but, 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 coordinator.*

Be sure to recheck that each answer document has a pre-ID label properly affixed to the front.

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, Biology, and U.S. History

You must read the **Guide to the Test Administration Directions** on pages 41–44 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 receiving extended time or extra day. 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 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 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 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.

SAY **Now, look at your answer document. There is a label on the bottom left. Check that your name on the label is correct. And does everyone see "[COURSE]" on the top 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 STUDENT NAME, TEST BOOKLET #, and TEST TAKEN fields 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 both your test booklet and answer document.**

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.**

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. 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.

SAY **Look at the front of your test booklet. Does everyone see the form number printed on the bottom near the month and year?**

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.

SAY **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 **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.

NOTES

For STAAR Algebra I:

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

For STAAR Biology:

SAY **You may use a calculator on this test. You may also work on 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:

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 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.

SAY **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.*

NOTES

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.*

Be sure to recheck that each answer document has a pre-ID label properly affixed to the front.

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 41–44 of this manual before administering any state assessment.

Test directions for online administrations have been written with the assumption that students have become familiar with the tools available in TDS using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the test, refer to Appendix A.

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 receiving extended time or extra day. 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 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. If this information is wrong or missing, please let me know.**

```
                    TEST TICKET
District: DEMO DISTRICT 5 (999005)
Campus: DEMO CAMPUS 6 (999005001)
LAST: Demo Last
FIRST: Demo First
MIDDLE:                    Grade: 05
TSDS ID: DM88880007        DOB: 09/09/2001
```

Make sure each student's test ticket is correct.

SAY **Look at your student test ticket and find your first name and the TSDS ID. Type this information into the correct fields exactly as it is written on your student test ticket.**

Assist students as needed.

Provide the Session ID to students in whatever way is appropriate for the students and the room.

SAY **I have provided you with the Session ID. Type the Session ID in the Session ID field exactly as I have provided it. Now, click the *Sign In* button.**

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

SAY **Now, you will see a screen that says *Is This You?* Verify that the information is correct. If your information is correct, select *Yes* to continue. If the information is not correct, then select *No* to return to the login page and raise your hand.**

Assist students as needed.

SAY **You will now see a screen that says *Your Tests*. Click the arrow to the left of the test title to proceed.**

Assist students as needed.

For students receiving text-to-speech:

SAY **Now, you will see a screen that allows you to verify the text-to-speech tool functionality. Put your headphones on, click the speaker icon, and listen to the audio. Choose the settings that work best for you and then select *I heard the voice* button. If you are not able to hear the audio, please raise your hand. Now, click the *Continue* button.**

For students receiving speech-to-text:

SAY **If you are taking the test using speech-to-text as an accommodation, you should now see the *Audio Checks* screen. This allows you to make sure that the speech-to-text tool is working. Click the microphone icon and say your name into your recording device. When you are done, click the *Stop* button. To listen to your recording, click the *Play* button. If you heard your recording correctly, select *I heard my recording button*. If you did not hear your recording, please raise your hand. Now, click the *Continue* button.**

Assist students as needed.

SAY **Now, you should see a screen that says *Instructions and Help*. Do not click the *Begin Test Now* button until I tell you to do so. First, you will see a section titled Honor Statement. Please read the Honor Statement and click the "I agree" button.**

*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 **Now, on the *Instructions and Help* screen, click the *View Test Settings* button. You should see a screen that says *Review Test Settings*. This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.**

Assist students as needed.

SAY **Click the *OK* button to save your changes and return to the *Instructions and Help* screen. Below *Test Settings*, find *Help Guide.* The guide is available within the test by clicking the question mark icon. The instructions in the guide remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions.**

Assist students as needed.

For English I and English II:

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, click on the menu in the top right corner, and then select Speak Option *or* Speak Question.

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. 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. The test administrator may read aloud or sign the specific writing prompt without the student requesting it for a student whose IEP/IAP documentation includes this assistance.

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. 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, before launching the test with a constructed response entry.*

SAY **Upon clicking the Microphone icon, you will see the microphone icon changes color 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. You can dictate for up to five minutes at a time. 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).*

Answer any questions and then continue.

For Algebra I:

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 borders around words or small arrows to the right of the question or answer choices. Click these borders or arrows to see words or pictures that may help you.**

Remind students eligible for text-to-speech that they can use text-to-speech 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 and English II 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, click the *End Test* button and the review screen will show whether you have answered all of the questions. You may click on a test question number to check over your work and make any changes to your answers. Are there any questions?**

Answer any questions before continuing.

SAY **To end the test and submit your answers for scoring, click the *Submit Test* button at the bottom of the review screen. A pop-up message will appear that says, "Are you sure you want to submit the test?" and then click the *Yes* button. When you have reached the *Your Results* page, raise your hand so I can review your screen. I will collect any testing materials and help you close the test. 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.

NOTES

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, click the *Begin Test Now* button. This will take you to the first question of 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 A for more information.

As students complete the test, review the confirmation screen on the students' Your Results *page and 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.

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

Appendix A

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, point to the proper icon in the ICON column below. 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.
	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.
Log Out	Log Out	You can use ***Log Out*** 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 use ***Help*** to remind you how to use the tools.
	Highlight Selection/ Reset Highlighting	You can use ***Highlight Selection*** to mark important words or numbers. You can erase highlights by selecting ***Reset Highlighting***.
abc	Strikethrough	You can use ***Strikethrough*** to cross out answer choices that you think are not correct.
	Notepad	You can use ***Notepad*** to take notes on each question.
	Writing Tools	You can use ***Writing Tools*** in the Notepad or Sticky Notes to format the edit you entered.
	American Sign Language Video	You can use ***American Sign Language Video*** to play a signed video of the text in questions and answer choices.

ICON	NAME	TEXT
	Dictionary	You can use ***Dictionary*** to look up the definitions of words.
	Line Reader	You can use ***Line Reader*** 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 a ***Ruler*** to measure images on the screen.
	Graph Paper	You can use ***Graph Paper*** to draw lines and points during the test.
XY^2	References	You can use ***References*** to show information such as conversions, formulas, Punnet Squares, a Periodic Table, and a Writing Checklist, depending on the test.
	Speak	You can use ***Speak*** to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Microphone	You can use ***Microphone*** to activate speech-to-text.
newspaper	Pop-up	You can click on a word or phrase that has a border 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.

ICON	NAME	TEXT
Save	Save	All responses are saved automatically. You can also manually ***Save*** your responses to questions.
End Test	End Test	You can ***End Test*** after responding to the last test question.

Change Log

Location	Change	Date
Online Administration Directions (page 64)	Deleted text: review the confirmation screen on the students' Your Results page and	March 2022

TEXAS ASSESSMENT