

Stand-Alone Field-Test Instructions



February 2022

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General Information

Several requirements of House Bill 3906, 86th Texas Legislature, 2019, are influencing a redesign of the State of Texas Assessments of Academic Readiness (STAAR®) that will be implemented in the 2022–2023 school year. This redesign will include several components—transitioning to online assessments, adding writing to reading/language arts (RLA) assessments, capping the number of multiple-choice questions, and adding new item types. Although the Texas Education Agency (TEA) has made a concerted effort to minimize the amount of instructional time used for state testing purposes, particularly stand-alone field testing, a stand-alone field test is necessary to properly integrate these new components into future state assessments.

Field-test data from a sample of students who are representative of the state are critical to the state’s ability to build high-quality assessments. Local education agencies (LEAs) will not receive any field-test data from this administration. However, as a routine part of the test development process for the Texas Assessment Program, field-test questions and data will be reviewed to determine whether the questions are appropriate for inclusion in the test bank. In addition, no performance information for students, campuses, districts, or the state will be provided for this field test.

Students participating in the stand-alone field test should use the [online practice tests](#) to familiarize themselves with the online testing environment, the available tools, and the various types of test questions. These tests provide students with an opportunity to interact with the test interface, respond to questions, and locate and use available tools.

For more information regarding the STAAR redesign, refer to the [STAAR Redesign](#) webpage on the TEA website. If you have any questions about the stand-alone field test, please submit them to TEA using the Student Assessment [Help Desk](#).

Scheduling

The stand-alone field test is scheduled for February 7–18, 2022. LEAs must ensure all participating students are loaded into the Test Information Distribution Engine (TIDE) by January 31, 2022. The field tests will be administered online only and will include the following grades/subjects and courses:

Math	RLA	Science	Social Studies	Spanish
Grades 3–8	Grades 3–8	Grade 5	Grade 8	Grades 3–5 RLA only
Algebra I	English I	Grade 8	U.S. History	
	English II	Biology		

Participating LEAs may administer the stand-alone field test at any time during the two-week online testing window, February 7–18, 2022. Your district should develop a local schedule to

administer the field tests during the designated testing window. The field tests are not timed; however, the administration should be limited to five hours. Once a student begins taking a field test, the student must complete it on the same day.

LEAs should schedule approximately 2½ hours for the administration of each online field test; some tests will likely take longer than others. Field tests for mathematics, science, and social studies each include 30 test questions. Field tests for RLA (English and Spanish) have a range of test questions from 24 to 41. Within a specific grade/subject or course, online field-test forms may vary in the type of test questions (e.g., multipart, multiselect, drag and drop, hot text, short constructed response, and extended constructed response).

Make-up testing is optional, but participating districts are strongly encouraged to offer make-up opportunities to students who are absent on the scheduled testing day.

Eligibility

General Eligibility Requirements

All students at the selected campus who are enrolled in an assigned grade and subject or course and scheduled to take the corresponding STAAR assessment in spring 2022 should participate in the February 2022 Stand-Alone Field Test. This includes English learners (ELs) and students who receive special education services, unless a student requires an accommodation that is not available for the field test. Braille, refreshable braille, and American sign language (ASL) videos are not available for the stand-alone field test. If ELs and students who receive special education services can meaningfully participate in the field test, they should participate.

For grade 3 ELs, a Language Proficiency Assessment Committee (LPAC) decision is not required for the stand-alone field test. District personnel should use their educational expertise to appropriately assign grade 3 ELs to test in English or in Spanish at the time of the February field test.

- For grades 3–8, eligibility includes those students who are enrolled in the grade and receiving on-grade-level instruction for the grade and subject assigned to be field-tested.
- For grades 3–8, eligibility includes those students who are receiving above-grade-level instruction for the grade and subject assigned to be field-tested, regardless of their enrolled grade. Two example scenarios are provided below.
 - A student who is enrolled in grade 6 but receiving instruction in grade 7 mathematics will take the grade 7 mathematics field test if his or her campus has been assigned to field test grade 7 mathematics.
 - A student who is enrolled in grade 4 but receiving instruction in grade 5 mathematics will not take the grade 4 mathematics field test if his or her campus has been assigned to field test grade 4 mathematics.

- For end-of-course (EOC) assessments, eligibility includes those students who are enrolled in and will complete the assigned course during the 2021–2022 school year, regardless of their enrolled grade. Two example scenarios are provided below.
 - A student who is enrolled in and completing instruction in Biology in spring 2022 will take the Biology field test if his or her campus has been assigned to field test Biology.
 - A student who was enrolled in and completed instruction in U.S. History in fall 2021 will take the U.S. History field test if his or her campus has been assigned to field test U.S. History.

Specific Requirements for Spanish

Due to the limited number of students who take Spanish assessments, the Spanish reading field test will be a census field test. **ALL LEAs that have students who will take the STAAR Spanish reading tests in spring 2022 will be required to administer the Spanish reading field test in grades 3, 4, and 5.** To limit testing, students who take the Spanish reading field test in grade 3, 4, or 5 are not required to take English versions of the field test.

- Below are some example scenarios to help clarify the Spanish census field-test requirements.
 - Campus A is selected for the English version of the grade 4 math field test. Student 1 is scheduled to take the English version of the STAAR grade 4 math test and the Spanish version of the STAAR grade 4 reading test. Student 1 does not have to participate in the English version of the grade 4 math field test but is required to participate in the Spanish version of the grade 4 reading field test.
 - Campus B is not selected for the English version of the field test. Campus B has students who take reading tests in Spanish. Campus B must administer the Spanish version of the reading field test to all eligible students in grades 3, 4, and 5.
 - Campus C is excluded from the selection for the English version of the field test based on the exclusion criteria. Campus C has students who take reading tests in Spanish. Campus C must administer the Spanish version of the reading field test to all eligible students in grades 3, 4, and 5.
- If your campus does not have any students who will be taking the STAAR Spanish reading tests in spring 2022, then your campus is not required to participate in the Spanish reading field test.

Accessibility Features and Designated Supports

During the administration of the stand-alone field test, 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 in TIDE.

Most online designated supports (e.g., content and language supports, text-to-speech, and speech-to-text) are available for students who need them. However, braille, refreshable braille, and ASL videos are not available for the stand-alone field test. The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. Updating a student's required documentation is not necessary for accommodations or for participation in the field test.

Remember, students who need designated supports or accommodations should participate in the field test if they can meaningfully do so.

Responsibilities of Testing Personnel

These instructions are intended for use prior to and during the online stand-alone field test. Testing coordinators should ensure that all personnel involved in the field test receive a copy of these administration instructions. Testing coordinators, technology staff, and test administrators will need to use these instructions to carry out their responsibilities for this field test. Campus testing coordinators should ensure that test administrators have received sufficient training to carry out their duties. Campus testing coordinators should be on hand to answer questions during the administration of the stand-alone field test.

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.

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.

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.

All testing personnel involved in the stand-alone field test are required to sign an Oath of Test Security and Confidentiality indicating they understand their obligations concerning test security and confidentiality. The general test security oath is located in the Test Security section of the [Coordinator Resources](#) and must be signed before handling secure test materials.

Summary of Responsibilities

Testing Coordinators

1. Become familiar with these administration instructions.
2. Review the [TIDE User Guide](#), which provides details for navigating and using the resources available in TIDE.
3. Prepare test administrators and technology staff to carry out their duties.
4. Ensure that test administrators and technology staff have signed test security oaths.
5. Identify students who will participate.
6. Schedule stand-alone field test.
7. Set up test sessions and print student test tickets.
8. Be available to answer questions.

Test Administrators

1. Prepare for administration of field test and review these administration instructions.
2. Review and sign a test security oath (if not already signed for the 2021–2022 school year).
3. Coordinate with testing coordinator to ensure that students have the necessary information they need to log in to their test sessions and take the online field test.
4. Prepare test environment.
5. Ensure proper testing procedures.
6. Administer stand-alone field test.
7. Monitor and maintain test security.
8. Ensure students have successfully submitted the field test by reviewing the confirmation screen on each student's *Your Results* page.

Technology Staff

1. Ensure that administrative rights necessary for installing software are obtained.
2. Ensure that network infrastructure and computers have been assessed and meet the [minimum system requirements](#).
3. Review and sign a test security oath (if not already signed for the 2021–2022 school year).
4. Ensure that all testing software is properly installed, configured, and tested.
5. Ensure that computers are available and properly configured for online testing sessions.
6. Be available for assistance before and during test sessions to address technology problems that may occur.

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

Prepare for Testing

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.
- 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.

Test Materials

No paper test booklets, answer documents, or other printed materials will be sent to LEAs. 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 (dictionary tool is available in the online test)
 - English grades 3–8 RLA tests
 - Spanish grades 3–5 RLA tests
 - English I and English II tests
- one graphing calculator per student (calculator tool is available in the online test)
 - grade 8 mathematics test
 - Algebra I test
- one calculator for every five students (calculator tool is available in the online test)
 - grade 8 science test
 - Biology test
- headsets for students receiving text-to-speech or speech-to-text when multiple students are tested in the same room

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

For more information on dictionaries or calculators, refer to the STAAR Dictionary Policy or Calculator Policy in the Texas Assessment Program Overview section of the *Coordinator Resources*.

Reference materials and graph paper are available within TDS. Paper versions of these materials that are specifically appropriate for online test administrations may be downloaded and printed from TIDE under *General Resources*.

If students write on or make notes on scratch paper, graph paper, or reference materials, the materials must be destroyed immediately after testing is complete.

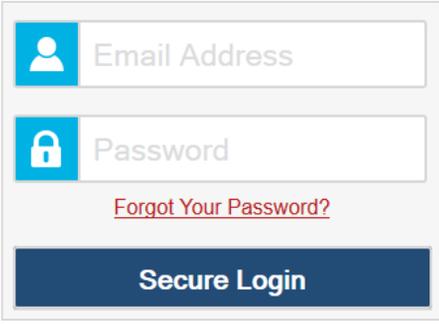
Online Testing Activities in TIDE

Ensure That Students Are Registered in TIDE

- A student must be registered in TIDE before the test administration window begins.
- Ensure that all students are registered in TIDE by **January 31** and their test attributes are correct. It is not necessary to select the test format; the default format and only format available is online.
 - For grades 3–8, students should have the correct grade indicated.
 - For EOC testers, the “End of Course Eligibility” flag should be marked in the *Test Attributes* panel.
 - For above-grade-level testers, the “STAAR 3–8 Above Grade” flag should be marked in the *Test Attributes* panel.
 - For Spanish RLA testers, Presentation must be set to “Spanish” under the Reading column in the *Test Attributes* panel.
- Refer to the How District-level Users Register Students for Testing and How Campus-level Users Register Students for Testing sections in the [TIDE User Guide](#) for more detailed instructions.

Plan for Test Sessions

- Practice using the Test Administrator Practice Site to get familiar with setting up test sessions. (Students can use the online practice tests in the Student Practice Site to get familiar with the online test system.)
- To access the Test Administrator Practice Site, go to the [Practice and Released Tests](#) webpage, then select **Test Administrator Practice Site**.



The image shows a login form with the following elements:

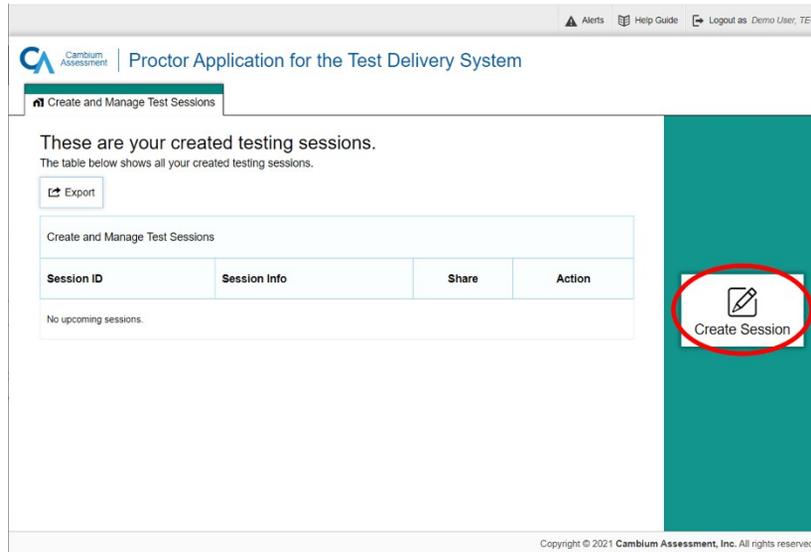
- An input field for "Email Address" with a person icon on the left.
- An input field for "Password" with a lock icon on the left.
- A link labeled "Forgot Your Password?" in red text below the password field.
- A dark blue button labeled "Secure Login" at the bottom.

- Determine the session duration or range (i.e., start date and time and end date and time).
- Determine the test(s) you need in the session (only tests that have been assigned to your school for the stand-alone field test will be available in the Test Administrator Site).
- Determine the student(s) who need to take the test.
- Check test settings for students in TIDE.
- Have a plan for communicating session IDs to students (e.g., distribute student test tickets with session ID information; write the session ID on the board).

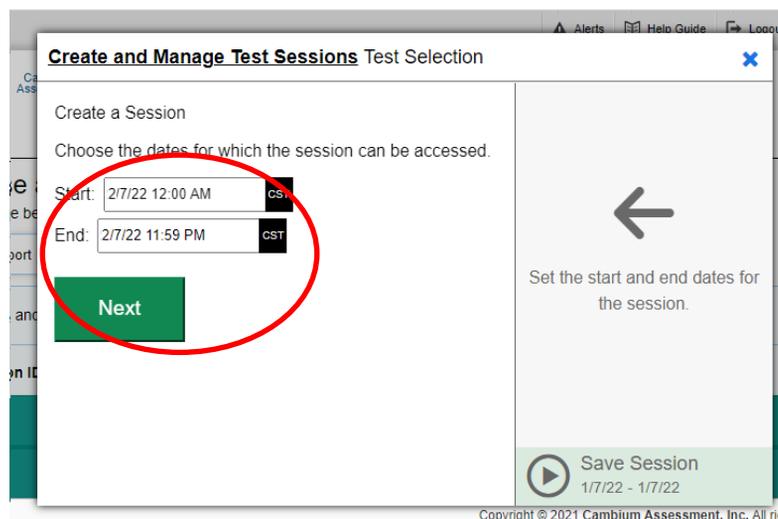
- Students will need to login using a secure browser application. Ensure the latest version of the secure browser application is installed. For instructions, refer to the [Secure Browsers](#) webpage.

Create Test Sessions

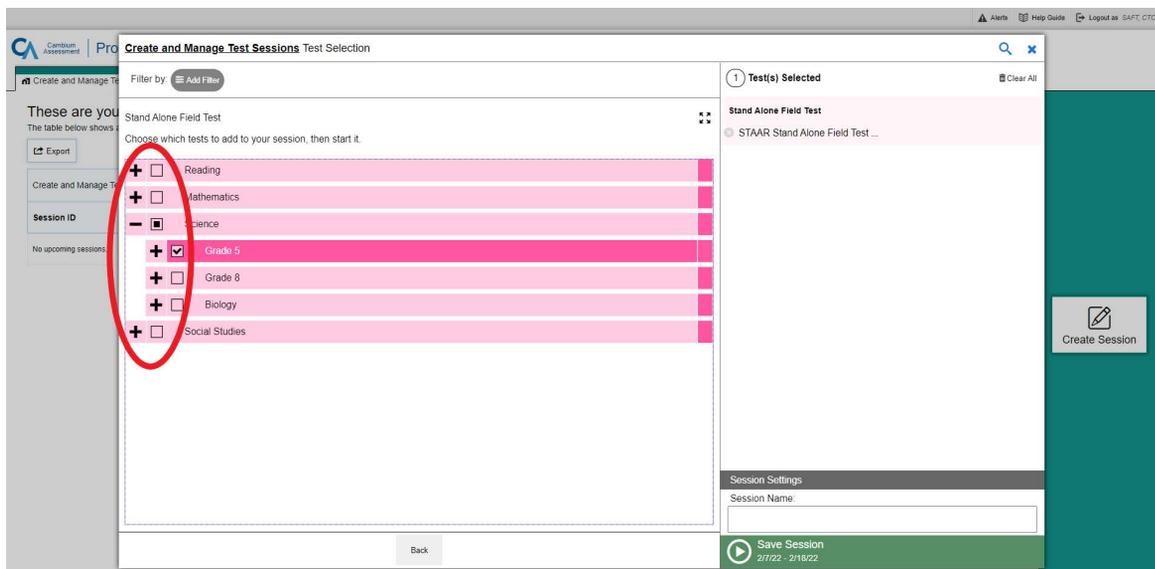
- Testing personnel must create a test session and select the tests to be administered in the session in the [Test Administrator Interface](#) of TDS.



- Specify the start date, start time, end date, and end time for each test session. If an end time is not specified, the session will remain open for 23 hours and 59 minutes. A session can be scheduled to remain open for a maximum of two weeks.
- Ensure that the session start and end dates and times are set within the testing window and according to the campus or testing room schedule. For example, if you would like the test session to start and end at a particular time, such as at the beginning and end of a class period, enter the session start and end times accordingly.



- From the list of color-coded test categories, select the pink category for the stand-alone field test. This will display the tests or test groups available for the field test. The Test Selection window only displays tests and test categories that you are eligible to administer. For the stand-alone field test, only tests that have been assigned to your school will be available in the Test Administrator Interface. You should only see the tests assigned to your campus (including the Spanish grades 3–5 RLA tests). If the list of available English tests does not match the list of assigned tests you received in the communications sent by Cambium, contact [Texas Testing Support](#).



- If you delete a test session before the session ends, students who are already logged in to the test can continue testing, but other students will be prevented from logging in to the session.
- Optional:* Add the session to your calendar by clicking the *Add to Calendar* button from the *Session Information* pop-up message that appears after you have scheduled your session.
- Optional:* Export details of all the active and upcoming sessions to an Excel spreadsheet for reference by clicking the *Export* button in the *Create and Manage Test Sessions* screen.
- Specific instructions for creating test sessions can be found in the [TDS User Guide](#).

Ensure That Student Test Tickets Are Generated and Printed before Testing

- Each student must have a test ticket in order to log in to an online test. Student test tickets contain the student's first name and Texas Student Data System (TSDS) ID needed to log in to take an online assessment.

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

- Student test tickets are available in [TIDE](#) prior to the start of an administration and should be printed and stored in a secure location at least one day before the test administration.
- Campus coordinators, test administrators, or technology staff must generate and print student test tickets at least one day before the test administration.
- 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 destroyed immediately after testing is complete.
- Information on printing student test tickets can be found in the *TIDE User Guide*.

Monitor Online Administrations

Ensure Proper Testing Procedures

Test administrators must schedule or start the online test session before students can log in and begin taking the test. For directions on creating and managing a test session, refer to the [TDS User Guide](#).

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the stand-alone field test and a uniform administration throughout the state. If a situation arises that you do not know how to resolve, contact your campus coordinator.

- 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. The 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 sufficient time for testing.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should verify that students have access only to allowable materials.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.
- 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. 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. Pausing a test logs the student out. 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. To resume a test, students should log back in using the original test ticket. Students must be monitored by trained testing personnel and are not allowed to discuss any test content during breaks.

Online Test Administration Directions for English Stand-Alone Field Test

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, test administrators are permitted to modify the directions when needed.

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

For students receiving text-to-speech, test administrators are allowed to remind students that a “DO NOT READ” icon next to selections or test questions will indicate that all text on the screen cannot be read aloud to the student.

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 Stand-Alone Field 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 for short or extended constructed responses in RLA, science, or social studies:

NOTE: Test administrators should ensure that the microphone on the device used for testing is turned on and configured properly, before launching any test with short or extended constructed response items.

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.

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.

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.

For end-of-course assessments:

SAY 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 grades 3–8 RLA, English I, and English II:

SAY You may use a dictionary throughout this test.

For grade 3 mathematics:

SAY If you need help with a word, phrase, or sentence in a test question or answer choice, raise your hand and I will read it for you.

For grades 3–7 mathematics:

SAY Remember, you may use the reference materials, graph paper, and scratch paper when you are taking this test.

For grade 8 mathematics and 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 grade 8 science and 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 for Biology:

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 grade 5 science, grade 8 social studies, and 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. 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.

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 Stand-Alone Field 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. You can use the *Mark for Review* tool to flag a question to review later. When you mark a question for review, a flag will appear on the question number. 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. 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.

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

Online Test Administration Directions for Spanish Stand-Alone Field Test

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 B.

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

For students receiving designated supports, test administrators are permitted to modify the directions when needed.

The following statement is only for students receiving basic transcribing. The test administrator should say, for example, **“Todas sus respuestas deben quedar registradas [según el método que utilice el estudiante para responder a las preguntas] antes de que terminen la prueba”**.

For students receiving text-to-speech, test administrators are allowed to remind students that a “DO NOT READ” icon next to selections or test questions will indicate that all text on the screen cannot be read aloud to the student.

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 Hoy van a tomar una prueba de campo. Van a tomar esta prueba en la computadora. Es importante que hagan su mejor esfuerzo.

Ahora, vamos a iniciar la sesión de la prueba. Voy a leer las instrucciones y ustedes pueden seguirlas en la computadora. Si tienen alguna pregunta, díganme y yo les ayudaré. Para iniciar la sesión de la prueba, van a usar la información que está en su ficha de la prueba.

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

SAY ¿Todos tienen una ficha de la prueba? Si no la tienen, díganmelo por favor.

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

SAY Por favor, asegúrense de que su nombre y su fecha de nacimiento estén correctos en la ficha de la prueba. Si falta esta información o si está equivocada, por favor díganmelo.

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 Vean su ficha de la prueba y encuentren su nombre y su número de identificación que dice TSDS. Tecleen esta información en los campos correctos exactamente como aparece escrita en su ficha de la prueba.

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

SAY Les di su número de identificación de la sesión [*Session ID*]. Tecleen el número de identificación de la sesión en el campo para el número de identificación de la sesión [*Session ID*] exactamente como yo se los di. Ahora, hagan clic en el botón que dice Ingresar [*Sign In*].

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

SAY Ahora, van a ver una pantalla que dice *¿Eres tú? [Is This You?]* Verifiquen que la información esté correcta. Si su información es correcta, seleccionen *Sí [Yes]* para continuar. Si la información no es correcta, entonces seleccionen *No* para volver a la página de inicio de la sesión y levanten la mano.

Assist students as needed.

SAY Ahora van a ver una pantalla que dice *Tus pruebas [Your Tests]*. Hagan clic en la flecha que está a la izquierda del título de la prueba para continuar.

Assist students as needed.

For students receiving text-to-speech:

SAY Ahora, verán una pantalla que les permite verificar el funcionamiento de la herramienta texto a voz [*text-to-speech*]. Pónganse los audífonos, hagan clic en el ícono de la bocina y escuchen el audio. Escojan los ajustes que les funcionen mejor y luego seleccionen el botón que dice *Escuché la voz* [*I heard the voice*]. Si no pueden escuchar el audio, por favor levanten la mano. Ahora, hagan clic en el botón que dice *Continuar* [*Continue*].

For students receiving speech-to-text for short or extended constructed responses in RLA:

NOTE: *Test administrators should ensure that the microphone on the device used for testing is turned on and configured properly, before launching any test with short or extended constructed response items.*

SAY Si están tomando la prueba usando la adaptación de voz a texto, debes poder ver ahora la pantalla de *Revisión de audio* [*Audio Checks*]. Esto les permite asegurarse de que la herramienta de voz a texto está funcionando. Hagan clic en el ícono del micrófono y digan su nombre en el aparato para grabar. Cuando terminen, hagan clic en el botón de *Alto* [*Stop*]. Para escuchar su grabación, hagan clic en el botón de *Reproducir* [*Play*]. Si escucharon correctamente su grabación, seleccionen el botón de *Escuché mi grabación* [*I heard my recording*]. Si no escucharon su grabación, por favor levanten la mano. Ahora, hagan clic en el botón de *Continuar* [*Continue*].

Cuando hagan clic en el ícono del micrófono, verán que el ícono del micrófono cambia de color, indicando que la opción de voz a texto ha sido activada. Cuando la opción de voz a texto está activada, los demás instrumentos de edición de texto están desactivados. Para editar o insertar manualmente un texto, deben apagar la opción de voz a texto, luego mover el cursor a la posición deseada para editar el texto usando el teclado y las demás herramientas de edición de texto, según sea necesario.

Deben hablar claramente y a un volumen y velocidad normales. Pueden dictar hasta por cinco minutos a la vez. Si la herramienta no está reconociendo las palabras, tal vez deban hablar un poco más despacio. Pueden decir cualquier puntuación que sea necesaria diciendo punto, signo de interrogación, signo de exclamación y coma. Cuando terminen de hablar, lean su trabajo y hagan cualquier corrección que sea necesaria.

Assist students as needed.

SAY Ahora, deben ver una pantalla que dice *Instrucciones y ayuda* [*Instructions and Help*]. No hagan clic en el botón que dice *Comenzar prueba ahora* [*Begin Test Now*] hasta que yo les indique que lo hagan.

SAY Ahora, en la pantalla que dice *Instrucciones y ayuda* [*Instructions and Help*], hagan clic en el botón que dice *Ver ajustes de la prueba* [*View Test Settings*]. Deberán ver una pantalla que dice *Revisar los ajustes de la prueba* [*Review Test Settings*]. Esta pantalla les permite escoger el tamaño de la letra, el color del fondo y el puntero del ratón

para su prueba. Si desean cambiar sus selecciones, háganlo ahora. En la pantalla deben ver sus cambios una vez que los seleccionen. Si tienen alguna pregunta, levanten la mano.

Assist students as needed.

SAY Hagan clic en el botón que dice *Aceptar [OK]* para guardar sus cambios y volver a la pantalla que dice *Instrucciones y ayuda [Instructions and Help]*. Debajo de *Ajustes de la prueba [Test Settings]*, localicen la *Guía de ayuda [Help Guide]*. Esta guía está disponible dentro de la prueba haciendo clic en el ícono de signo de interrogación. Las instrucciones en la guía les recuerdan cómo navegar en la prueba y cómo usar las herramientas y las funciones de la plataforma de la prueba. Levanten la mano si tienen alguna pregunta.

Assist students as needed.

SAY Pueden usar un diccionario durante esta prueba.

For students receiving content and language supports:

SAY Es posible que vean diferentes íconos en las preguntas de la prueba, los cuales les indican que hay apoyos adicionales que pueden utilizar. Es posible que vean algunos bordes alrededor de las palabras o flechas pequeñas a la derecha de la pregunta o de las opciones de respuesta. Hagan clic en esos bordes o flechas para ver palabras o imágenes que les pueden ayudar.

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 No puedo ayudarlos a contestar ninguna de las preguntas de la prueba. Es posible que no sepan las respuestas a todas las preguntas. Si no saben la respuesta a una pregunta, escojan la respuesta que piensen que puede ser la correcta. Cuando hayan llegado al final de la prueba, hagan clic en el botón que dice *Terminar prueba [End Test]* y la pantalla de revisión les mostrará si contestaron todas las preguntas. Pueden hacer clic en el número de alguna pregunta para revisar su trabajo y hacer cualquier cambio en sus respuestas. ¿Tienen alguna pregunta?

Answer any questions before continuing.

SAY Para terminar la prueba y enviar sus respuestas para que sean calificadas, hagan clic en el botón que dice *Enviar prueba [Submit Test]* que está en la parte de abajo de la pantalla de revisión. Aparecerá una ventana de apoyo que dice: “¿Estás seguro de que quieres enviar la prueba?” [*Are you sure you want to submit the test?*] y entonces hagan clic en el botón que dice *Sí [Yes]*. Cuando hayan llegado a la página que dice *Tus resultados [Your Results]*, levanten la mano para que yo pueda revisar su pantalla. Recogeré todos los materiales de la prueba y les ayudaré a cerrar la prueba. Por favor quédense sentados en silencio para que no distraigan a los otros

estudiantes que todavía estén trabajando. No hablen con nadie mientras otros todavía estén tomando la prueba. ¿Tienen alguna pregunta?

Answer any questions before continuing.

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “No te puedo contestar esa pregunta; sólo contéstala lo mejor que puedas”.

SAY Ahora van a tomar la prueba de campo ustedes solos. Mientras toman la prueba, pasaré por sus lugares en silencio para asegurarme de que estén siguiendo las instrucciones y de que estén trabajando de manera independiente. Díganme si necesitan ayuda con el uso de alguna herramienta en línea. Pueden usar la herramienta *Marcar para revisar [Mark for Review]* para señalar una pregunta que van a revisar más tarde. Cuando marcan una pregunta para revisar, aparecerá una bandera en el número de la pregunta. Si ya no tienen ninguna duda, hagan clic en el botón que dice *Comenzar la prueba [Begin Test Now]*. Eso los llevará a la primera pregunta de la prueba.

Any students using text-to-speech or speech-to-text may be told to put on their headsets. For lunch breaks, tell students to log out of the tests. For all other breaks, tell students to pause the tests.

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

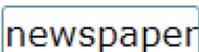
As students complete the test, review the confirmation screen on the students’ Your Results page and collect student test tickets and scratch paper so you can return them to the campus coordinator. Allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.

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Appendix A: Online Tools (English)

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.
	Help	You can use Help to remind you how to use the tools.
	Highlight Selection	You can use Highlight Selection to mark important words or numbers. You can erase highlights by selecting Reset Highlighting or Remove Highlighting .
	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 edit the text you entered.
	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.

ICON	NAME	TEXT
	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.
	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.
	References	You can use References to show information such as conversions, formulas, punnet squares, and a writing checklist, depending on the test.
	Periodic Table	You can use Periodic Table to view the periodic table of the elements.
	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.
	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.
 Save	Save	All responses are saved automatically. You can also manually Save your responses to questions.

Appendix B: Online Tools (Spanish)

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
	Siguiente	Puedes usar Siguiente para avanzar en la prueba.
	Volver	Puedes usar Volver para regresar en la prueba.
	Marcar para revisar	Puedes usar Marcar para revisar para señalar una pregunta para revisarla después. Cuando marques una pregunta para revisarla, aparecerá una bandera junto al número de la pregunta.
	Pausa	Puedes usar Pausa para detener tu prueba y tomar un descanso breve. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Ayuda	Puedes usar Ayuda para recordar cómo usar las herramientas.
	Resaltar selección	Puedes usar Resaltar selección para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando Restablecer resaltado o Eliminar resaltado .
	Tachado	Puedes usar Tachado para tachar opciones de respuestas que creas que no son correctas.
	Notas	Puedes usar Notas para escribir notas en cada pregunta.
	Cortar, Copiar, Pegar	Puedes usar las herramientas Cortar, Copiar y Pegar en las Notas o en el Bloc de notas para editar el texto que escribas.
	Diccionario	Puedes usar Diccionario para buscar definiciones de palabras.

ICON	NAME	TEXT
	Lector de línea	Puedes usar Lector de línea para ayudarte a no perder de vista el renglón donde estás leyendo.
	Bloc de notas	Puedes usar Bloc de notas para poner recordatorios en la pantalla.
	Acercar	Puedes usar Acercar para ampliar todo lo que aparece en tu pantalla.
	Habla	Puedes usar Habla para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Micrófono	Puedes usar Micrófono para activar la conversión de voz a texto.
	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tenga un borde a su alrededor y aparecerá información útil en una Ventana de apoyo .
	Texto de apoyo	Puedes usar Texto de apoyo para ver una versión diferente de las oraciones en una pregunta.
	Guardar	Todas las respuestas se guardan automáticamente. También puedes Guardar manualmente tus respuestas a las preguntas.

TEXAS ASSESSMENT

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Change Log

Location	Change	Date
Online Test Administration Directions for Spanish Stand- Alone Field Test (page 21)	SAY directions for students receiving text-to- speech were corrected to say " texto a voz. "	1/24/22
Scheduling (page 2)	Range of test questions for RLA tests was changed from "22 to 39" to "24 to 41."	1/31/22