Test Administrator Manual

STAAR

2024–2025

State of Texas Assessments of Academic Readiness

Information about the Texas Assessment Program can be found on the Student Assessment website.

Texas Educator Committees

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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General Information

About This Manual

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) administrations. Test administrators must carefully read this manual prior to administering any STAAR assessments. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. Test administrators are required to have this manual with them during each administration. For paper administrations, refer to the *STAAR Paper Test Administration Information* in addition to this manual.

> Keep this manual throughout the 2024–2025 school year. Ask the campus testing coordinator for information on storing this manual between administrations.

The STAAR Program

STAAR is a standardized academic achievement assessment designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) at each tested grade, subject, and course. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or course being assessed.

STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally. Another important function of STAAR is gauging how well schools and teachers prepare their students academically. STAAR also fulfills the Every Student Succeeds Act, which requires that all students be assessed annually in mathematics and reading language arts (RLA) in grades 3–8 and at least once in high school, as well as in science at least once each in elementary, middle, and high school.

STAAR includes:

- grades 3–8 mathematics,
- grades 3–8 RLA,
- 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, and
- Spanish assessments for:
  - grades 3–5 mathematics,
  - grades 3–5 RLA, and
  - grade 5 science.

STAAR grades 3–8 assessments are administered once a year, in the spring, and retest opportunities are not offered. All five STAAR EOC assessments required for graduation—Algebra I, English I, English II, Biology, and U.S. History—are administered at the end of the fall semester, at the end of the spring semester, and in the summer, providing eligible students three testing opportunities each year.

Policies and Procedures

STAAR Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools, including virtual schools, are required by federal and state law to participate in the Texas Assessment Program. Students are required to take academic achievement assessments in specific grades and subjects. Districts are required to provide a testing opportunity for students and to account for each student who is eligible to take an assessment.

For students receiving Section 504 or special education services, assessment decisions are made in accordance with agency guidelines by each student's Section 504 committee or admission, review, and dismissal (ARD) committee. For emergent bilingual (EB) students, assessment decisions are made in accordance with agency guidelines by each student's language proficiency assessment committee (LPAC). Refer to the *LPAC Decisions Educator Guide* on the [Assessments for Special Populations](#) webpage.

Participation Requirements for Students Enrolled in Grades 3–8

Students in grades 3–8 must take their enrolled grade-level assessments as required by Texas Education Code (TEC) [§39.023(a)](#).

Exceptions to this requirement may exist for students receiving instruction above grade level. These students should take STAAR for the subjects in which they are receiving instruction above grade level if an assessment exists for those subjects. For example, a student in grade 7 who is receiving instruction in grade 8 science would take the STAAR grade 8 science assessment and the STAAR grade 7 mathematics and RLA assessments.

For students receiving instruction in a subject area across multiple grade levels, district testing personnel should carefully evaluate the content of the instruction as it relates to the STAAR grade-level assessments to ensure that students are provided the best opportunity to demonstrate their understanding of the grade-level content. For example, if students enrolled in the Middle School Advanced Mathematics Program receive instruction in all grade 6 and some grade 7 mathematics curricula during a school year, they should be administered the STAAR grade 6 mathematics assessment. These students would not be eligible to take the grade 7 assessment since they have not been given the opportunity to learn all of the grade 7 mathematics curriculum.

Students in grades 3–8 who are enrolled in a high school course will take the corresponding STAAR EOC assessment in place of their grade-level assessment in that subject area. These students must take all other STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take the STAAR Algebra I assessment and the STAAR grade 8 RLA, science, and social studies assessments. When this student is in high school, he or she will need to take either the ACT or the SAT to fulfill federal testing requirements for mathematics, as indicated in Texas Administrative Code (TAC) [§101.3011](#).

Participation Requirements for Students Enrolled in High School Courses

Students at any grade level are required to take STAAR EOC assessments as they are completing the corresponding course since participation is required for federal accountability and passing these assessments satisfies state testing requirements for high school graduation.

Accelerated students who passed STAAR EOC assessments in middle school for a particular content area are required to take the ACT or the SAT in high school to fulfill federal testing requirements, as indicated in TAC §101.3011.

Scheduling STAAR Test Administrations

STAAR assessments are administered online. An exception may be possible for a student who requires accommodations that cannot be provided online or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, a special paper administration of a STAAR assessment may be given. Refer to the Special Administration of an Assessment page of the *District and Campus Coordinator Resources* for more information. An exception may also be possible for any student whose parent, guardian, or teacher requests a paper assessment. Refer to the Paper by Request Administration page for more information. Any student who is administered a STAAR assessment on paper must have his or her responses submitted through the Data Entry Interface (DEI).

Testing Windows

For the 2024–2025 school year, STAAR administrations will be offered during the following two-week testing windows:

- December 3–13: STAAR EOC assessments
- April 8–18: STAAR RLA assessments
- April 15–25: STAAR science and social studies assessments
- April 22–May 2: STAAR mathematics assessments
- June 17–27: STAAR EOC assessments

The primary testing week for STAAR administrations is week 1 of each two-week testing window. However, with the exception of Monday of week 1, a district or campus may schedule STAAR mathematics, RLA, science, and social studies assessments on any school day during the assigned testing windows. A district or campus may administer a STAAR assessment on the Monday of week 1 if administering the assessment on another instructional day would result in a significant administrative burden due to specific local conditions. To administer a STAAR assessment on Monday of week 1, district or campus testing personnel must notify the Texas Education Agency (TEA) Student Assessment Division by completing a Monday Testing Notice. Districts may administer assessments on Monday of week 2 without submitting a notice to TEA.

A district or campus may schedule the administration of a specific assessment on different days or on multiple days within the assigned two-week testing window. For example, a campus may

offer the Algebra I assessment on Tuesday and Thursday of week 1. If a district or campus administers a specific assessment on different days or on multiple days, district and campus testing personnel must maintain the security of the assessment to ensure that the test content remains valid throughout the testing window.

TEA highly recommends that district personnel plan to test during the first week and a half of the testing window to ensure that all students have an opportunity to test in case of absences or technical, weather, or emergency issues. District personnel should reserve the last two to three days of each testing window to submit data in DEI and to enter score codes, non-embedded supports, and medical exclusions in the Test Information Distribution Engine (TIDE). For EOC assessments, TAKS/TAAS/TEAMS and high school equivalency program information must also be entered in TIDE. District personnel should verify that student demographic information and additional student information fields in TIDE are complete and accurate. In addition, district personnel should verify that all students have been accounted for by 11:59 p.m. (CT) on the last day of each two-week testing window based on online assessment submissions and DEI submissions.

Testing Time

District testing personnel should schedule STAAR test sessions for three to four hours, as students are expected to complete assessments in about three hours. District testing personnel should begin testing within one hour of the start of the school day. TEA does not recommend starting a test session after lunch for students who are late, as they may not have sufficient time to complete the assessment before the end of the school day.

Students must complete the assessment within the same school day unless the student has been approved for an extra day or becomes sick during testing. Any student who needs additional time may continue testing until the end of the regularly scheduled school day. It is not necessary to track the time for lunch or breaks, but students may not spend more than seven hours working on the assessment.

Consolidation of Testers

Students who are not testing or who have completed testing should be participating in a regular or alternate class schedule in which enrichment activities (e.g., instruction beyond the required TEKS) are being shared. Students who are still testing after about four hours should be consolidated to continue testing.

Each campus administering STAAR must have a plan in place to consolidate students who are still testing after a certain point. Campus plans may vary based on the total number of students testing, the subject being tested, the availability of staff and space, the class schedule used on testing days, etc. Test administrators must inform students that, at some point, students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.

Late-Arriving Students

District testing personnel must determine if a late-arriving student will have sufficient time to test during that school day or if the student should test on another day within the testing window, keeping in mind the following requirements:

- Each student must be allowed sufficient time to take the assessment.
- The test directions must be read to late-arriving students.

Make-up Testing

District testing personnel should offer make-up opportunities for all STAAR assessments to students who are absent on the scheduled assessment day.

For students who are absent to observe a religious holy day or period of observance, district testing personnel must offer a make-up testing opportunity. Religious holy days and periods of observance are defined as days observed by a religion whose places of worship would be exempt from property taxation under Texas Tax Code §11.20. Districts are required to provide alternate test dates within the testing window to administer a STAAR assessment to a student who is absent from school to observe a holy day or period of observance for no more than two days based on the occurrence of a single religious holy day or period of observance.

District testing personnel must maintain the security of the assessments during make-up testing to ensure that the test content remains valid throughout the testing window.

Students Who Become Sick During an Assessment

A student who becomes sick and leaves campus during the assessment may complete the assessment, as needed, on a different day within the scheduled testing window. The Test Delivery System (TDS) will lock student responses eight hours after an online assessment has been paused. Students who continue testing on another day will be able to view all questions but will not be able to edit responses marked or constructed responses begun on a previous day as these questions will **NOT** be unlocked.

STAAR Calculator and Dictionary Policies

Calculators

Calculators are required for the following STAAR assessments: **grade 8 mathematics, grade 8 science, Algebra I**, and **Biology**. Calculator tools appropriate for these tests and that fulfill this requirement are available for student use in the online testing platform.

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria to use a calculator as an accommodation. Information regarding calculators as a designated support for students with disabilities can be found in the Accommodations section of the *Coordinator Resources*.

STAAR calculator requirements may also be met with the following calculation devices: a handheld calculator or a calculator application on an allowable device. Students may have access to more than one calculation device for testing. For students testing online or on paper with one or more of these calculation devices, refer to the additional guidelines in the STAAR Calculator Policy on the [STAAR Mathematics Resources](#) webpage.

Dictionaries

Dictionaries must be available to all students taking the following STAAR assessments: **grade 3–8 RLA, Spanish grades 3–5 RLA, English I**, and **English II**. A dictionary tool appropriate for these tests and that fulfills this requirement is available for student use in the online testing platform.

For students testing online with access to an additional dictionary or students testing on paper, refer to the additional guidelines in the STAAR Dictionary Policy on the [STAAR Reading Language Arts Resources](#) webpage.

STAAR Released and Practice Tests

TEA releases previously administered STAAR online assessments on the [Practice Test Site](#). The online practice tests provide students with opportunities to interact with the online testing environment, locate and use the available tools, and respond to the various types of test questions that appear on STAAR. District testing personnel should use these online practice tests to familiarize their students with the testing platform prior to STAAR administrations. For information on managing practice tests in TDS, refer to the *[TDS User Guide](#)*.

Test Security and Confidentiality

Maintaining the security and confidentiality of all components 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 *Coordinator Resources* and the test administration materials.

Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. Lack of annual training typically results in testing incidents that may impact students' test scores, campus and district accountability ratings, and, ultimately, an educator's teaching certificate.

Secure Materials

STAAR assessments are secure assessment instruments. The contents of these assessments, including student information used or obtained in their administration, are confidential. Secure materials include all online assessments and test session IDs. Test questions from state-mandated assessments such as STAAR must remain secure until the questions are released and available in the Centralized Reporting System (CRS) or on the Practice Test Site or the TEA website. Test tickets are not secure, but since they contain personally identifiable information, they must be kept confidential. Test security involves accounting for all secure materials before, during, and after each test administration.

Testing Incidents

There are two types of testing incidents that might result from district testing personnel actions taken before, during, and after testing—procedural testing irregularities and serious testing violations. Testing personnel should understand the distinctions between different types of testing incidents so that any that occur may be properly reported and addressed.

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious testing violations and typically occur when district testing personnel deviate from specified testing procedures. Annual training on test security and administration procedures and administration-specific training are the best ways for district personnel to avoid procedural irregularities. Examples of specific types of procedural testing irregularities follow.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations to ineligible students or not providing appropriate accommodations 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 testing coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district coordinator should submit the assessment for scoring unless the lack of the specific accommodation has a significant effect on the student's ability to accurately demonstrate his or her knowledge and skills. In that case, the assessment should be invalidated. If the district coordinator decides to invalidate a student's assessment, campus personnel should notify the student's parent or guardian. District coordinators should contact the TEA Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- District testing personnel administered Complex Transcribing, Extra Day, Mathematics Scribe, or Other designated supports without TEA approval.

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, or results. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

Testing personnel who locate any secure materials that were not returned after an administration must contact the TEA 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 there was a breach in security or confidentiality.

For all incidents where secure materials were left unattended, district coordinators are required to submit a testing incident form indicating if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced student test tickets or secure test materials (e.g., test session IDs).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- A student was issued test materials (e.g., test ticket) belonging to another 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 assessment 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 TEA Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect assessment (e.g., wrong grade level, wrong language, wrong version).
- A student was administered the same assessment more than once in an administration (e.g., a paper version and an online version).
- An eligible student (e.g., an EB student whose parents waived district English as a second language services) was not administered an assessment.
- An ineligible student was incorrectly administered an assessment (e.g., a student who has completed only the first part of a U.S. History course was administered the STAAR U.S. History assessment).
- District testing personnel failed to properly account for all eligible testers.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents, but the occurrence of monitoring errors can be reduced with annual training. Disruptions to testing that should have been avoided are considered monitoring errors (e.g., planned fire drills).

Improper monitoring can be detrimental to students. For example, providing a student with access to materials not allowed during an assessment may result in the student not receiving a score for that assessment. Other monitoring errors might lead to breaches in confidentiality that could place students' test scores in question.

For all incidents where students were left unattended and unmonitored during testing, district coordinators are required to submit a testing incident form and indicate if the students' assessments were invalidated.

Examples:

- A test administrator:
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;
  - did not ensure that all students reported to the new testing room after consolidation;

- reinforced test-taking strategies;
- did not properly prepare a testing environment or 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 provide sufficient time to test.

- A test administrator did not actively monitor students and did not:
  - ensure that students worked independently during testing; or
  - prevent students from using cell phones or any other electronic device to capture images or recordings, share postings, or send messages.

Training Errors

Training errors involve mistakes in training or test security oaths. For example, personnel were permitted to administer assessments, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign a test security oath.

Serious Testing Violations

Incidents caused by district testing personnel that violate the security and confidentiality of an assessment are considered serious testing violations. District coordinators must report serious testing violations to the TEA Student Assessment Division as soon as they are made aware of such incidents. Testing personnel should contact TEA when they are unclear what constitutes a serious testing violation or whether a testing incident has occurred. Serious testing violations, as outlined in TAC §101.3031, are listed in the following table.

Violation	Explanation or Example
Directly or indirectly assisting students with responses to test questions	District personnel must **NOT** provide answers, assistance, suggestions, hints, or affirmations to students regarding responses to test questions.
Tampering with student responses	District personnel must **NOT** add, change, modify, or complete student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Falsifying holistic ratings or student responses	District personnel must **NOT** fabricate or misrepresent students' holistic ratings or responses.

Violation	Explanation or Example
Viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration materials	District personnel must **NOT** look at test questions or student responses in online assessments or paper test booklets, whether to aid a student or for their own interest.
Discussing or disclosing secure test content or student responses	District personnel must **NOT** talk about, write about, distribute, email, or post or chat on social media about test questions or student responses, whether to aid a student or for their own interest.
Scoring students' tests, either formally or informally	District personnel must **NOT** determine the correctness or incorrectness or completeness or incompleteness of students' responses.
Duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration materials	District personnel must **NOT** take pictures or screenshots or make photocopies or recordings of test questions or student responses, whether to aid a student or for their own interest.
Responding to secure test questions	District personnel must **NOT** provide answers to or assistance with test questions and must **NOT** falsify or tamper with student responses in an online assessment, in a paper test booklet, on a scoring document, or while entering responses in DEI.
Fraudulently exempting or preventing a student from participating in the administration of a required state assessment	District personnel must **NOT** falsify or misrepresent students' personal information, demographic information, or eligibility status.
Receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, sharing answers)	District personnel must **NOT** discuss or share responses to TELPAS calibration sets.
Encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality	District personnel must **NOT** encourage others to participate or aid others in participating in serious testing violations.

Violation	Explanation or Example
Failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality	District personnel must report any potential serious testing violations.
Failing to implement sufficient procedures to prevent student cheating	District and campus testing coordinators must ensure local procedures have been established, including procedures regarding student use of personal electronic devices during testing.
Failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student	District and campus testing coordinators must ensure local procedures have been established, including procedures regarding additional training for special administrations and for submitting responses and ratings in DEI.

Penalties for Violating Security and Confidentiality of Assessments

TAC §101.3031 states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;

- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247, Educators' Code of Ethics, and TAC §249, Disciplinary Proceedings, Sanctions, and Contested Cases; and

- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with TEC §39.003 or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC Chapter 39A.

In addition, TAC §249.15 stipulates that although charter school test administrators are not required to be certified, any irregularity during the administration of any assessment required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115.

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

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

- issuance of an inscribed or non-inscribed reprimand;

- suspension of a certificate for a set term or issuance of a probated suspension for a set term;

- revocation or cancellation of a certificate, 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 on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC §249.17 indicates a mandatory minimum sanction of a one-year suspension of the certificate for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

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

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any question in the assessment instrument; and

- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Student Cheating

District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students might cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility. Students taking STAAR EOC assessments are asked to sign an honor statement. Signing the honor statement is not required, but students are still expected to follow test security procedures even if they do not sign it.

District coordinators are required to have procedures in place to prevent the use of cell phones or personal electronic devices to duplicate or capture images or recordings of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., screenshots or photographs), posts on social media, transmits, or disseminates secure test content, the TEA Student Assessment Division must be contacted immediately. Any

duplicated or captured secure test content must be destroyed upon completion of the district coordinator's investigation. In addition, any test content posted on social media must be removed.

Students must be discouraged from copying and sharing secure test content. TDS includes internal security features designed to protect the integrity of the digital testing environment and the security of the test questions. A student posting captured test content can be identified by a unique code in his or her assessment. In addition, test questions may vary across student test forms.

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing personnel determine that a student has been involved in cheating or attempting to cheat on a state assessment, the district or campus coordinator **must:**

- invalidate the student's assessment as required by TAC §101.3031(a)(4) by marking the score code "O" for "Other" and indicating "Cheating" in TIDE for the corresponding assessment; and

- complete the Locally Determined Disciplinary Action Form to report any disciplinary action taken against students who participated in the cheating incident.

A testing incident form (for either a serious testing violation or a procedural testing irregularity) does **NOT** need to be submitted for students' testing errors such as cheating. If, however, the district coordinator determines that there was a failure on the part of testing personnel to follow test administration procedures (such as inadequate monitoring), a Procedural Testing Irregularity form must be submitted. If the district coordinator determines that testing personnel were involved in student cheating, the TEA Student Assessment Division must be contacted immediately.

Accommodations

TEA defines accommodations as changes to materials or procedures that enable students to participate meaningfully in learning and testing. TEA accommodation policies may apply to any student taking STAAR depending on his or her needs and whether the student meets the eligibility criteria, as applicable. These policies are divided into the following three main categories:

- accessibility features
- locally-approved designated supports
- designated supports requiring TEA approval

Accessibility Features

Accessibility features are procedures and materials that should be made available on state assessments to students who regularly use them during classroom instruction. A student may **NOT** be required to use accessibility features during testing, and there is no need to document their use in TIDE for test administrations. The following accessibility features are available for use on STAAR:

- Assistive Tools: Learning and Cognition Supports
  - Reading the Test Aloud
  - Reading Assistance for STAAR Grade 3 Mathematics
  - Blank Scratch Paper
  - Embedded Sticky Notes Tool
  - Embedded Notepad Tool
- Assistive Technology: Hearing Supports
  - Amplification Devices
- Assistive Technology: Visual Supports
  - Color Settings
  - Line Reader
  - Zoom Feature
  - Highlighters and Colored Pencils
  - Large Mouse Pointer
  - Projection Devices
- Assistive Technology: Focus and Attention Supports
  - Tools to Minimize Distractions or Maintain Focus
- Assistive Technology: Applications

- o Permissive Mode
- o Use of an Electronic Device to Monitor a Health Condition
- Language Supports
  - o Signing Test Administration Directions
  - o Translating Test Administration Directions
  - o Bilingual Dictionary
- Setting Supports
  - o Individual Test Administration
  - o Small Group Administration
- Timing Supports
  - o Reminding Students to Stay on Task

Test administrators must understand how to implement these procedures and use these materials. In some cases, a student who uses accessibility features may need to complete the assessment 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, the test administrator must complete a specific part of a test security oath.

For more information about accessibility for STAAR, refer to the *STAAR Accommodations Educator Guide*.

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 in the Accommodations section of the *Coordinator Resources*.

The following types of designated supports are available to students taking STAAR:

- 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., LPAC, ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, response to intervention [RtI] team, student assistance team) based on specific eligibility criteria. An Accommodation Request Form should not be submitted to TEA.

- Designated supports requiring TEA approval: For this type of 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 in TIDE by the date indicated on the Calendar of Events.

Campus coordinators must provide test administrators with information and training about the supports that a student is to receive on test day.

Considerations for Testing with Designated Supports

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

- The test administrator must receive additional training to administer an assessment with designated supports.

- The test administrator must read the Special Instructions and Considerations portion of the applicable designated supports policy and be trained on specific guidelines attached to an approved accommodation request.

Optional supplemental trainings that focus on topics related to designated supports are available on the Learning Management System (LMS).

Contact the campus coordinator with any questions about providing or implementing designated supports.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accommodation might occur just prior to or on the day of the student's scheduled state assessment. For example, a student might have a broken arm and need responses to constructed-response questions transcribed. When considering how to meet a student's needs in these types of situations, ensuring student independence is a priority. Test administrators should inform their campus coordinator if an unexpected or emergency situation arises.

Training

Test administrators and other campus personnel participating in STAAR administrations are required to be trained on test security and administration procedures. Training should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. It is imperative that all individuals participating in STAAR administrations preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in this manual. Lack of annual training typically results in testing incidents that may impact students' test scores, campus and district accountability ratings, and, ultimately, an educator's teaching certificate.

❏ Understand Test Administrator Responsibilities

Test administrators must understand their responsibilities, which include, but are not limited to, the following:

- implementing the test administration processes and procedures stated in this manual and other test administration materials
- ensuring that students have the required materials and allowed accommodations for the assessments
- actively monitoring test sessions to maintain test security
- maintaining the security of test materials until they are returned to the campus coordinator
- reporting any suspected violation of test security to the campus coordinator

❏ Review the Applicable Test Administration Materials

Test administrators should review and become familiar with the following resources:

- this test administrator manual
- test administration instructions, as applicable
- STAAR online practice tests on the Practice Test Site
- the following training modules in LMS:
  - Test Security for the Texas Assessment Program
  - Managing Secure Materials for the Texas Assessment Program
  - Test Accommodations Training for Test Administrations—STAAR
- *TDS User Guide*
- *DEI User Guide*, as applicable

❏ Attend Training

- All test administrators and other campus personnel participating in STAAR administrations are required to receive annual training on test security and administration procedures, as well as training in procedures unique to specific test modes, versions, and accommodations.

- Test administrators who are authorized to provide special administrations (e.g., oral, braille) must be provided additional training in specific security protocols regarding viewing secure test content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

- Campus coordinators will schedule and conduct training sessions before testing begins and will aid test administrators in becoming familiar with TDS. Required topics for test administrator training include:
  - Test security
    - test security procedures and test security oaths
    - active monitoring
    - seating charts
    - student honor statements
    - reporting testing incidents
    - handling testing incidents
    - consequences for adult and student cheating
  - Scheduling test administrations
    - district- and campus-assigned testing dates
    - timing for tests
    - campus plan for consolidating students who are still testing after a certain point
    - make-up testing
    - individual and small group test sessions
  - Preparing for test administrations
    - identifying eligible students
    - setting up testing environment
    - receiving, distributing, and storing test materials, such as test session IDs and student test tickets
    - reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
    - understanding procedures unique to specific test modes and versions

- preparing for online administrations
- preparing for paper administrations, as applicable
- Testing with accommodations
  - understanding accessibility features
  - understanding designated supports policies
  - ensuring that students have allowed and approved accommodations
  - preparing materials and accommodations for eligible students
  - preparing testing locations for students who need certain accommodations (e.g., oral administration, individual or small-group administration)
- During test administrations
  - proper testing procedures
  - breaks for test administrators
  - hall monitors
  - implementing campus consolidation plan
  - availability of campus coordinator and other testing supervisors
- Entering and verifying student data in TIDE, as applicable
- Returning materials to the campus coordinator

❑ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators and other campus personnel participating in STAAR administrations must complete an Oath of Test Security and Confidentiality after training and before handling secure test materials and content.
- Test administrators and other campus personnel must initial each item on the test security oath, as applicable.
- Test administrators and other campus personnel who are authorized to provide special administrations or who are responsible for submitting student responses in DEI must confirm compliance with security requirements by completing specific sections of the test security oath.
- A copy of the completed test security oath (electronic or paper) must be submitted to the campus coordinator.

> The campus coordinator is the contact person for all assessment-related matters on campus. Any questions that arise before, during, or after test administration should be directed to the campus coordinator.

Prepare for Online Administrations

❏ Understand Responsibilities

Test administrators must:

- help students log in to and access their assessments;

- maintain test security, including active monitoring;

- not duplicate, record, or electronically capture (e.g., photograph or screenshot) confidential test content unless specifically authorized to do so by TEA or procedures outlined in this manual;

- manage any interruptions during testing, such as restroom breaks or student illness;

- allow students who have completed their assessments to leave the testing room during consolidation; and

- complete seating charts, including all required information.

❏ Ensure Students Are Familiar with the Online Practice Tests

Students should be provided with opportunities to use the online practice tests available on the Practice Test Site. The test directions in the operational assessments assume that students are familiar with the online testing environment. The practice tests give students experience using the online interface and tools and allow them to become familiar with various assessment question formats.

❏ Become Familiar with Administration Directions

- There are directions indicating which instructions should be read aloud and when. What may and may not be read aloud will vary depending on designated supports, accommodation eligibility, test mode and version, and other circumstances.

- Accommodations can affect how students' assessments are administered (e.g., an Extra Day accommodation allows a student to test over two consecutive days). Campus coordinators provide test administrators with instructions on the use of specific accommodations. Test administrators should ensure that students have the accommodations they are eligible for (e.g., Calculation Aids, Mathematics Manipulatives) and should contact the campus coordinator if any questions arise about providing or implementing these accommodations. In advance of the test session, test administrators should talk to students who will be receiving accommodations and explain what materials or types of assistance will be available to those students during the assessment.

- Test administrators may help EB students understand the directions that are read aloud before the assessment begins (i.e., the "SAY" directions), as well as the directions that introduce specific assessment sections or question formats. The test administrator may paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator may not add directions that differ

substantively from the published directions. (e.g., give pointers, mention test-taking strategies, etc.). In the rare circumstance where completing an assessment is not in the best interest of an EB student (e.g., a newly arrived student who has extremely limited English language skills), the campus may make the determination to submit the assessment for scoring without requiring the student to complete the assessment. This decision should be documented and communicated to the student's parents after the test administration.

❑ Create Test Sessions, as Applicable

Test administrators who have been assigned by the campus coordinator to create test sessions in TIDE must receive access information and additional training.

❑ Arrange for Testing Areas

- Ensure that students are sufficiently separated from each other that they can work without distraction and cannot see one another's monitor.

- Ensure that one pair of headphones is available for each student receiving a TTS accommodation when multiple students are tested in the same room.

- Ensure a Spanish voice pack is available for students testing with a TTS accommodation in Spanish.

- Ensure that one headset is available for each student receiving a speech-to-text (STT) accommodation when multiple students are tested in the same room.

- Ensure that students recording answers using the STT accommodation are seated far enough apart that background noise does not cause interference.

❑ Receive Test Materials from Campus Coordinator

On the day of the assessment, test administrators must ensure that the following required materials are available:

- student test tickets; test tickets contain personally identifiable information and should be kept confidential;

- test session ID; session IDs are secure and must be kept secure;

- scratch paper as required for all mathematics assessments and as requested for other assessments;

- pencils or pens for use with scratch paper or graph paper; and

- any additional TEA-authorized materials (e.g., headphones) required for the administration.

Monitor 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 or confidentiality to the campus or district coordinator. The campus coordinator should be contacted immediately if a situation arises that the test administrator cannot resolve.**

❑ Ensure a Proper 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 testing areas, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered. Example guidelines for dealing with materials that could provide assistance or answers include, but are not limited to, the following:

  - o Mathematics tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments.

  - o Graphic organizers, figurative language defined and modeled, or writing convention rules should be concealed or removed from the testing area during RLA assessments.

  - o 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.

  - o Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.

- Clocks in the testing room, whether analog or digital, do not need 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 assessment.

- All desks or computer workstations used for testing must be sufficiently separated from each other so that students cannot see one another's monitors.

❏ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions to ensure a valid and reliable administration. Follow the procedures listed below to ensure the security and confidentiality of the STAAR assessment program and the uniform evaluation of all students throughout the state:

- District testing personnel may establish specific days and start times for testing, but testing should begin within one hour of the start of the school day.

- District testing personnel should schedule test sessions for three to four hours. Students who are still testing after about four hours should be consolidated into a general testing area to continue testing. Students must complete the assessment within the same school day, and no test session may exceed seven hours. Exceptions exist for students who have a TEA-approved Extra Day designated support.

- A student who arrives after a test session has started may be tested if sufficient time remains in the day for the student to complete the assessment. District testing personnel should exercise judgment about starting a test session after lunch for students who are late, as they might not have sufficient time to complete the assessment before the end of the school day.

- If students are not present for the test session for which they were initially scheduled, they should be moved to another test session later in the testing window. Refer to the make-up testing policy in the Policies and Procedures section of this manual.

- District testing personnel are required to have procedures in place to prevent student use of cell phones and personal electronic devices during test administrations.

- At least one trained test administrator per 30 students must always be present in each testing room during testing.

- Test administrators must actively monitor the testing room while students are working.

- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.

- Test administrators may not view or discuss individual assessment questions or responses unless specifically directed to do so by the test procedures.

- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.

- Students must remain seated during testing except when they are receiving or returning authorized test materials or being consolidated.

- Students are not allowed to talk to one another while testing is in progress.

- After five minutes of inactivity on an assessment, an "Are you still there?" warning message will pop up. The online assessments will automatically pause when the testing devices have been idle for 20 minutes. To complete the assessments, students will need to log back in using their original test tickets.

- Test administrators must complete seating charts for each test administration.

  o Seating charts must include the names of the students testing, the assigned seat for each student, the start and stop times for each test session, and the names of all test administrators and monitors involved in the session.

  o Additional seating charts must be completed for students who are moved to another location to continue testing.

- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the testing area based on the campus consolidation plan so other students may continue testing.

❑ Distribute Test Materials to Students

Before reading the administration directions aloud, distribute the following materials to students:

- scratch paper for all mathematics assessments and as requested for other assessments,

- pencils or pens for use with scratch paper

- one pair of headphones for each student receiving a TTS accommodation when multiple students are testing in the same room

- one headset for each student receiving an STT accommodation when multiple students are testing in the same room

- graphing calculators for grade 8 mathematics and Algebra I administrations if students are not using the graphing calculator tool embedded in the online testing platform

- calculators for grade 8 science and Biology administrations if students are not using the calculator tool embedded in the online testing platform

- dictionaries for RLA administrations if students are not using the dictionary tool embedded in the online testing platform

- graph paper for mathematics administrations, as requested

- reference materials for mathematics administrations and the grade 8 science administration, as requested

- thesauruses for RLA administrations, as requested

Reference materials and graph paper are available within the online testing platform. Paper versions of these documents can be printed from the STAAR resources webpages as needed.

❑ Manage Online Test Sessions

- Prepare devices for testing.

  o Before students arrive for an online test session, ensure that all software applications, including internet browsers, are closed on all student devices.

- o Launch the secure browser on student devices for students who are in grades 3–5 or who would need assistance doing it themselves. Be sure to use the secure browser instead of a conventional browser.

  - o When the connection is established, the *Please Sign In* screen is displayed. The device is now ready for the student to log in.

- Start online assessments.

  - o As indicated in the Administration Directions for STAAR section of this manual, test administrators must provide a test ticket to each student.

  - o The student will launch the secure browser application if the test administrator has not already completed this step and will log in using their first name, the Texas Student Data System (TSDS) ID provided on the student test ticket, and the session ID provided by the test administrator.

  - o Test administrators should ensure that students select the correct assessment and that they do not begin a practice test or an interim assessment.

- Monitor proctored test sessions.

  - o The proctor must have a device (e.g., computer, laptop, tablet) open and running the test session for the entirety of the test session.

  - o The proctor must approve student requests to enter the test session and begin testing to ensure that students are taking the correct assessment and that they are not accidentally logged in to the practice site or starting the wrong assessment.

  - o The proctor is able to view each student's test status and number of questions using the Test Administrator Interface.

- For unproctored sessions, test administrators are unable to use the Test Administrator Interface to monitor student progress.

❑ Resolve Problems

Contact the campus coordinator immediately if:

- a student does not have the correct accommodations for an assessment,

- a student begins the wrong assessment, or

- any issues arise during testing.

Schoolwide Emergencies

- If a schoolwide emergency disrupts testing, ensuring student safety is the top priority. Students should leave their assessments where they are, without pausing, and follow the school's emergency procedures. Test administrators must caution their testing groups to avoid discussing the assessment.

- Test administrators should not instruct students to pause their assessments. Online assessments will automatically pause when the testing devices have been idle for 20

minutes. Once the emergency has been resolved, students should resume testing on the same day when possible.

- If testing cannot be resumed on the same day, students' test tickets should be collected. Students can then resume testing the following day using their original test tickets. If the test session has ended, a new session must be created. Students will resume the assessment from where they left off. Test questions students have responded to or begun a response to will be locked.

Power Outages or Other System Interruptions

- If a campus loses power or internet connectivity during testing, district personnel should determine whether to release students or have them remain in the testing room until the outage has been resolved. If students are released from the testing room, their test tickets must be collected. Test administrators must caution their testing groups to avoid discussing the assessment.

- Online assessments will automatically pause when testing devices have been idle for 20 minutes. Once the interruption has been resolved, students should resume testing on the same day when possible.

- If testing cannot be resumed on the same day, students can resume testing the following day using their original test tickets. If the test session has ended, a new session must be created. Test administrators should confirm with campus coordinators that test questions the affected students had previously responded to are unlocked. Students will then resume the assessment.

Students Who Choose Not to Respond

- District personnel are required to provide testing opportunities to all students who are in attendance during the administration of an assessment.

- Students who choose not to participate or who refuse to respond to test questions will have their assessments submitted for scoring, as both federal and state law require that all eligible students participate in state testing. Although state law provides families with the right to temporarily remove their child from a class or school activity if they have an objection to participation, it specifically does not allow families to do so to avoid a statewide assessment.

- Students are required to take the appropriate STAAR EOC assessment on the first opportunity, but they are not required to take the assessment on every retest opportunity.

❏ Answer Students' Questions

Test administrators may answer questions about assessment directions or procedures. Test administrators are never allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator 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 assessment questions or passages into another language (except sign language)
- rephrase or add information to test questions
- assist students with responses to test questions

❑ Submit Online Assessments

- The assessment will be submitted for scoring when the student clicks the *Submit Test* button. Once a student has submitted an assessment, the student will no longer be able to access the assessment with the student test ticket and session ID. If a student clicks the *Submit Test* button accidentally, contact the campus coordinator.

- A student who cannot finish an assessment due to illness or a testing incident should pause the assessment and should not click the *Submit Test* button. If the student does not return later in the testing window to finish the incomplete assessment, district personnel must determine whether the student's score code should be "Other" for an illness or whether the student's responses should be submitted for scoring by leaving the score code set to the default "Score."

- TDS will lock student responses eight hours after pausing an assessment. Students who continue testing on another day will be able to view all questions and passages but will not be able to edit responses started or completed on a previous day unless test questions are unlocked in the specific scenarios indicated above.

Complete Online Administrations

❏ Collect Test Materials

Before students leave the testing area, collect the following:

- used and unused student test tickets
- used and unused session IDs
- used and unused scratch paper, graph paper, and reference materials
- any additional TEA-authorized materials (e.g., headphones) required for test administration.

❏ Return Test Materials to the Campus Coordinator

- Prior to returning materials, test administrators must account for all secure test materials.
- Test administrators must return all secure materials to the campus coordinator after each test session. This includes student test tickets, session IDs, and any scratch paper, graph paper, or reference materials students have written on.
- Completed seating charts with start and stop times recorded must be returned to the campus coordinator.
- Printed versions of this test administrator manual should be returned to the campus coordinator.

❏ Enter Student Information in TIDE, as Applicable

Test administrators who have been assigned by the campus coordinator to enter and update score codes, verify student demographic information, or enter other information in TIDE must receive access information and additional training.

Administration Directions for STAAR

These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets.

General Information

- Prior to reading the test directions below, test administrators must inform students about their campus's testing consolidation plan by telling them when students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.

- A student who takes a break during the test session should pause the assessment. Pausing an assessment logs the student out. To resume testing, the student must repeat the login process.

- For EB students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or question types, as long as the substance of the directions is not changed.

- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

- For students using TTS, the test administrator is allowed to remind students that a "DO NOT READ" icon next to passages or test questions indicates that the text may not be read aloud to the student.

- For students using TTS and content and language supports, the text within these supports will be read aloud unless there is a "DO NOT READ" icon.

Read Aloud Directions

The test administrator **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **"SAY."** Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement **"Check that the test you select is the STAAR [GRADE and SUBJECT or COURSE] test,"** the test administrator should verbally fill in the name of the assessment, such as grade 8 science, as he or she is reading the directions to students. The directions may be repeated as many times as needed. The text in *italics* is information meant for the test administrator and should not be read aloud to students.

SAY   **Today you will take the State of Texas Assessments of Academic Readiness—STAAR—[GRADE and SUBJECT or COURSE] test. It is important that you do your best.**

Hoy van a tomar la prueba de [GRADE and SUBJECT or COURSE] de las Evaluaciones de Preparación Académica del Estado de Texas, STAAR. Es importante que hagan su mejor esfuerzo.

SAY   This test should take you about three to four hours to complete. Do not spend too much time on any single question. If you are unsure of a response, provide the best response you can. If you would like to review that response, mark the question for review. You may go back to review your response at the end of the test. Are there any questions?

Completar esta prueba debería llevarles entre tres y cuatro horas. No dediquen demasiado tiempo a una sola pregunta. Si no están seguros de una respuesta, pongan la mejor respuesta que puedan. Si quieren revisar esa respuesta, marquen la respuesta para revisión. Al final de la prueba, pueden regresar a revisar las respuestas. ¿Tienen alguna pregunta?

Answer any questions before continuing.

SAY   If you have questions about the instructions or the tools, please raise your hand so I may help you. You should remain seated and quiet so that you do not disturb others who are testing. Are there any questions?

Si tienen alguna pregunta sobre las instrucciones o las herramientas, por favor levanten la mano para ayudarles. Deben permanecer sentados y en silencio para no distraer a los demás que están tomando la prueba. ¿Tienen alguna pregunta?

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

For Students Receiving Content and Language Supports, All Subject Areas

SAY   This test has supports for you to use. You will see borders around words or small arrows next to questions and answer choices. Click these borders or arrows to see words or pictures that may help you.

Esta prueba tiene apoyos para su uso. Podrán ver palabras con bordes o pequeñas flechas cerca de las preguntas y opciones de respuesta. Hagan clic en los bordes o flechas para ver palabras o ilustraciones que podrían ayudarles.

SAY   Now we will log in to the test. Does everyone have a student test ticket? If not, please let me know. You will use the information on your student test ticket to log in to the test.

Ahora vamos a iniciar la sesión de la prueba. ¿Todos tienen una ficha de la prueba? Si no, díganmelo por favor. Van a usar la información que está en la ficha de la prueba para iniciar la sesión de la prueba.

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

SAY   Please make sure that your first and last name and your birth date, or DOB, are correct on the test ticket. If this

Por favor, asegúrense de que su nombre y fecha de nacimiento estén correctos en su ficha de la prueba. Si

information is wrong or missing, please let me know.

falta esta información o está equivocada, díganmelo por favor.

DemoFirst,DemoLast Grade: 05 DOB: 02/26/2011

DemoFirst
First Name

DM86753091
TSDS ID

District **DEMO DISTRICT 1 (999001)**
Campus **DEMO CAMPUS 1 (999001001)**

Student Access Card

Assist students as needed, then continue. For a student whose test ticket information is incorrect, contact the campus coordinator after other students have begun testing.

SAY   **On the *Sign In* page, type your first name and the TSDS ID into the correct fields exactly as they are written on your student test ticket. You should see a blue box that says *"This is the Operational Test Site. If you want to go to the Practice Test Site, click the button below."* If you see a green box that says *"Practice Test Site,"* raise your hand so I can help you.**

En la página de *Ingresar* [Sign In], escriban su nombre y su clave de identificación TSDS en los campos correctos exactamente como aparecen en su ficha de la prueba. Deben ver un recuadro azul que dice "*Este es el sitio de la prueba operativa. Si quieres ir al sitio de la prueba de práctica, haz clic en el botón de abajo*". Si ven un recuadro verde que dice "*Sitio de la prueba de práctica,*" levanten la mano para ayudarles.

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.**

Les di su Número de identificación de la sesión [Session ID]. Escriban ese número en el campo *Número de identificación de la sesión* exactamente como se los he dado. Ahora hagan clic en el botón de *Ingresar* [Sign In].

Check to see if everyone has successfully logged in to TDS.

SAY   **Now you should carefully read the instructions on each screen. Check that the test you select is the STAAR [GRADE and SUBJECT or COURSE] test and not a practice test or an interim assessment. Are there any questions?**

Ahora deben leer cuidadosamente las instrucciones en cada pantalla. Revisen que la prueba que seleccionaron es la prueba STAAR de [GRADE and SUBJECT or COURSE] y no una prueba de

práctica o una prueba de referencia.
¿Tienen alguna pregunta?

Answer any questions before continuing.

For Students Receiving a TTS Accommodation, All Subject Areas

SAY | **You should see a *Read Page* button at the top of your screen. Use this button if you need to listen to the test instructions and information before beginning your test.** | **Deben ver el botón *Leer la página* [Read Page] en la parte superior de la pantalla. Usen este botón si necesitan escuchar las instrucciones y la información de la prueba antes de comenzar la prueba.**

SAY | **When you are ready to start your test, select "Begin Test Now" on the *Test Information* screen. When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. Do not click the *Submit Test* button until you are sure you are done. If there are no additional questions, you may begin.** | **Cuando estén listos para comenzar la prueba, seleccionen "Comenzar la prueba ahora" [Begin Test Now] en la pantalla. Cuando hayan terminado la prueba, levanten la mano para ayudarles a cerrar la prueba y recoger los materiales de la prueba. No hagan clic en el botón *Enviar prueba* [Submit Test] hasta que estén seguros de que ya terminaron. Si no hay ninguna otra pregunta, pueden comenzar.**

Assist students with directions as needed.

Additional Information

- Any students using TTS or STT should be told to put on their headphones or headsets. If a student's volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, *Mute* is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact the campus coordinator.

- Record the start time for the test session on the seating chart.

- During the test session, the test administrator may assist students if they have trouble with the secure browser or the functionality of the tools, features, or accommodations. Refer to Appendix A for information in English about the online tools or to Appendix B for the same information in Spanish.

- Test administrators are not allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, **"I can't answer**

that for you; just do the best you can" or **"No te puedo responder esa pregunta; sólo contesta lo mejor que puedas."**

- Periodically remind students that they should not click the *Submit Test* button until they have finished the assessment. Once an assessment is submitted it cannot be restarted by the test administrator.

- If a student for whom the test administrator does not have a student test ticket arrives in the testing room, contact the campus coordinator.

- If any issues arise or assistance is needed, contact the campus coordinator.

- For all breaks, instruct students to pause the assessment.

- As students complete the assessment, collect student test tickets and any scratch paper, graph paper, or reference materials that students have written on. These materials should be returned to the campus coordinator.

- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the testing area according to the campus consolidation plan.

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

> **TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.**
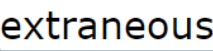
Appendix A

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, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed. Test administrators may also point to the "Help" icon below to remind students of the **Help** button located in the top right of the screen.

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.
(flag)	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.
?	Help	You can use **Help** to remind you how to use the tools.
(gear)	System Settings	You can use **System Settings** to change some of the features of your test, such as the color of the screen.
II	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.
☰⌄	Context Menu	You can use **Context Menu** to see additional tools, such as Sticky Notes, that are available for the question.
(pencil icons)	Highlight Selection or Reset Highlighting	You can use **Highlight Selection** to mark important words or numbers. You can erase highlights by selecting **Reset Highlighting**.
a̶b̶c̶	Strikethrough	You can use **Strikethrough** to cross out answer choices that you think are not correct.

ICON	NAME	TEXT
Notepad	Notepad	You can use **Notepad** to take notes on each question.
Writing Tools	Writing Tools	You can use **Writing Tools** in the Notepad or Sticky Notes to format the text you entered.
American Sign Language	American Sign Language	You can use **American Sign Language** to play a signed video of the text in questions and answer choices.
Dictionary	Dictionary	You can use **Dictionary** to look up the definitions of words.
Line Reader	Line Reader	You can use **Line Reader** to help you keep your place while reading.
Sticky Notes	Sticky Notes	You can use **Sticky Notes** to post reminders on the screen.
Zoom Out Zoom In	Zoom	You can use **Zoom** to make everything on your screen larger or smaller.
Calculator	Calculator	You can use a basic, scientific, or graphing **Calculator**, depending on the test.
Ruler	Ruler	You can use a **Ruler** to measure images on the screen.
Graph/Draw	Graph/Draw	You can use **Graph/Draw** to plot points and draw lines or freeform shapes with multiple colors during the test.
XY² References	References	You can use **References** to show information such as conversions, formulas, Punnett squares, a periodic table, and a writing checklist, depending on the test.

ICON	NAME	TEXT
	Speak	You can use **Speak** to listen to text in questions, answer choices, pop-ups, notepad, and rollovers being read aloud.
	Microphone	You can use **Microphone** to activate speech-to-text.
extraneous	Pop-up	You can click a word or phrase that has a border around it (**Pop-up**) 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, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed. Test administrators may also point to the "Ayuda" icon below to remind students of the **Ayuda** button located in the top right of the screen.

ICON	NAME	TEXT
Siguiente	Siguiente	Puedes usar **Siguiente** para avanzar en la prueba.
Volver	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.
?	Ayuda	Puedes usar **Ayuda** para recordar cómo usar las herramientas.
⚙	Configuración del sistema	Puedes usar **Configuración del sistema** para cambiar algunas de las características de la prueba, como el color de la pantalla.
❚❚	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.
≡	Menú contextual	Puedes usar **Menú contextual** para ver herramientas adicionales, como Bloc de notas, que están disponibles para la pregunta.
	Resaltar selección o Restablecer resaltado	Puedes usar **Resaltar selección** para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando **Restablecer resaltado**.

ICON	NAME	TEXT
abc	Tachado	Puedes usar **Tachado** para tachar opciones de respuestas que creas que no son correctas.
Notas	Notas	Puedes usar **Notas** para escribir notas en cada pregunta.
Cortar, Copiar, Pegar	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	Diccionario	Puedes usar **Diccionario** para buscar definiciones de palabras.
Lector de línea	Lector de línea	Puedes usar **Lector de línea** para ayudarte a no perder de vista el renglón donde estás leyendo.
Bloc de notas	Bloc de notas	Puedes usar **Bloc de notas** para poner recordatorios en la pantalla.
Alejar Acercar	Alejar o Acercar	Puedes usar **Alejar** o **Acercar** para reducir o ampliar todo lo que aparece en tu pantalla.
Calculadora	Calculadora	Puedes usar **Calculadora** básica, científica o gráfica, dependiendo de la prueba.
Regla	Regla	Puedes usar **Regla** para medir imágenes en la pantalla.
Graficar/Dibujar	Graficar/Dibujar	Puede usar **Graficar/Dibujar** para trazar puntos y dibujar líneas o formas libres con varios colores durante la prueba.
XY^2 Fórmula	Materiales de referencia	Puedes usar **Materiales de referencia** para mostrar información como, por ejemplo, conversiones, fórmulas, cuadros de Punnett, una

ICON	NAME	TEXT
		tabla periódica y una lista de control de escritura, dependiendo de la prueba.
	Habla	Puedes usar **Habla** para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo, notas y textos de apoyo.
	Micrófono	Puedes usar **Micrófono** para activar la conversión de voz a texto.
corresponde	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tiene 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	Guardar	Todas las respuestas se guardan automáticamente. También puedes **Guardar** manualmente tus respuestas a las preguntas.

Appendix C

Directions for STAAR Paper Administrations

Directions for STAAR Paper Administrations

General Information

- Prior to reading the test directions below, test administrators must inform students about their campus's testing consolidation plan by telling them when students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.
- For EB students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or question types, as long as the substance of the directions is not changed.
- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

Read Aloud Directions

The test administrator **MUST** read aloud **WORD FOR WORD** the **bold** text after the word "**SAY**." Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement **"Does everyone see STAAR [GRADE and SUBJECT or COURSE] on the front of your test booklet?"** the test administrator should verbally fill in the name of the assessment, such as grade 8 science, as he or she reads the directions to students. The directions may be repeated as many times as needed. The text in *italics* is information meant for the test administrator and should not be read aloud to students.

SAY **Today you will take the State of Texas Assessments of Academic Readiness— STAAR—[GRADE and SUBJECT or COURSE] test. It is important that you do your best.**

Hoy van a tomar la prueba de [GRADE and SUBJECT or COURSE] de las Evaluaciones de Preparación Académica del Estado de Texas, STAAR. Es importante que hagan su mejor esfuerzo.

SAY **This test should take you about three to four hours to complete. Do not spend too much time on any single question. If you are unsure of a response, provide the best response you can. If you would like to review that response, mark the question for review. You may go back to review your responses at any time during the test. Are there any questions?**

Completar esta prueba debería llevarles entre tres y cuatro horas. No dediquen demasiado tiempo a una sola pregunta. Si no están seguros de una respuesta, pongan la mejor respuesta que puedan. Si quieren revisar esa respuesta, marquen la respuesta para revisión. Al final de la prueba, pueden regresar a revisar las respuestas. ¿Tienen alguna pregunta?

Answer any questions before continuing.

SAY | If you have questions about the instructions, please raise your hand so I may help you. You should remain seated and quiet so that you do not disturb others who are testing. Are there any questions? | Si tienen alguna pregunta sobre las instrucciones, por favor levanten la mano para ayudarles. Deben permanecer sentados y en silencio para no distraer a los demás que están tomando la prueba. ¿Tienen alguna pregunta?

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

For Students Receiving Content and Language Supports, All Subject Areas

SAY | This test has supports for you. You will see a line of dots under some words and sentences. When you see this, you can ask me for help. I may be able to give you a definition, a similar word, a formula, or a picture. I may also be able to read aloud parts of the test that you need help with. | Esta prueba tiene apoyos para ustedes. Verán una línea punteada debajo de algunas palabras y oraciones. Cuando vean esto, pueden pedirme ayuda. Yo podría darles una definición, una palabra similar, una fórmula o una ilustración. También podría leer en voz alta partes de la prueba con las que necesiten ayuda.

SAY | Look at the front of your test booklet. Does everyone see "[GRADE and SUBJECT or COURSE]" on the front of your test booklet? | Vean la portada de su folleto de prueba. ¿Pueden todos ver donde dice [GRADE and SUBJECT or COURSE] al frente de su folleto de prueba?

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

SAY | Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet. | Escriban su nombre y apellido en el espacio donde dice "STUDENT NAME" en la parte de arriba de su folleto de prueba.

When all students have written their names on their test booklets, continue.

For all EOC assessments:

SAY Open your test booklet to the first page and read the honor statement. Please sign your name indicating you agree with 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 your name.**

For all mathematics:

SAY **You may use the reference materials and graph paper in the front of your test booklet. You may use the scratch paper provided for this test.**

Pueden usar los materiales de referencia y las hojas cuadriculadas en el frente de su folleto de prueba. Pueden usar las hojas en blanco que les di para esta prueba.

For grade 8 mathematics and Algebra I only:

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

For RLA:

SAY **When responding to questions that ask for written responses, you may use a dictionary and scratch paper to create your response. Let me know if you need scratch paper, and I will give it to you. Write your response in the lined space provided in your test booklet.**

Cuando contesten las preguntas que requieren respuestas por escrito, pueden usar un diccionario y hojas en blanco para crear su respuesta. Díganme si necesitan hojas en blanco y se las daré. Escriban su respuesta en las líneas incluidas en su folleto de prueba.

Your response does not have to fill the box, but it may not be more than 10 lines for short constructed responses and 46 lines for extended constructed responses.

Su respuesta no tiene que llenar todo el recuadro, pero no puede ser de más de 10 renglones para las respuestas construidas cortas ni de más de 46 renglones para respuestas construidas extendidas.

SAY **For extended constructed responses, you should:**

Para respuestas construidas extendidas, ustedes deben:

- **decide what you want to write**
- **order your ideas in an outline**
- **write a rough draft**

- **decidir lo que quieren escribir**
- **ordenar sus ideas en un bosquejo**
- **escribir un borrador**

When you are finished, read your work and check it for mistakes. If you would like to change something, you may do so.

Cuando terminen, lean su trabajo y verifiquen que no haya errores. Si quieren cambiar algo, pueden hacerlo.

For all science and social studies:

SAY | **When responding to questions that ask for written responses, you may use scratch paper to create your response. Let me know if you need scratch paper, and I will give it to you. Write your response in the lined space provided in your test booklet. Your response does not have to fill the box, but it may not be more than 10 lines.** | **Cuando contesten las preguntas que requieren respuestas por escrito, pueden usar hojas en blanco para crear su respuesta. Díganme si necesitan hojas en blanco y se las daré. Escriban su respuesta en las líneas incluidas en su folleto de prueba. Su respuesta no tiene que llenar todo el recuadro, pero no puede ser de más de 10 renglones.**

When you are finished, read your work and check it for mistakes. If you would like to change something, you may do so. | **Cuando terminen, lean su trabajo y verifiquen que no haya errores. Si quieren cambiar algo, pueden hacerlo.**

For Biology:

SAY | **You may use a calculator for this test**.

For grade 8 science:

SAY | **You may use the reference materials in the front of your test booklet. You may also use a calculator on this test.**

SAY | **Are there any questions?** | **¿Tienen alguna pregunta?**

Answer any questions before continuing.

SAY | **When you have completed your test, close your test booklet and raise your hand. I will come to your desk to collect your test booklet and other test materials. If there are no more questions, you may begin.** | **Cuando hayan completado su prueba, cierren su folleto de prueba y levanten la mano. Yo pasaré a su escritorio a recoger su folleto de prueba y los otros materiales de la prueba. Si no tienen más preguntas, pueden comenzar.**

Assist students with directions as needed.

Additional Information

- Record the start time for the test session on the seating chart.

- Test administrators are not allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, **"I can't answer that for you; just do the best you can"** or **"No te puedo responder esa pregunta; sólo contesta lo mejor que puedas."**

- Test administrators should remind students periodically during the assessment to mark their answers carefully and clearly in the test booklet.

- If a student for whom the test administrator does not have a test booklet arrives in the testing room, contact the campus coordinator.

- If any issues arise or assistance is needed, contact the campus coordinator.

- For lunch breaks, instruct students to close their test booklets and collect all testing material. For all other breaks, instruct students to close their test booklets.

- As students complete the assessment, collect any scratch paper, graph paper, or reference materials that students have written on. These materials should be returned to the campus coordinator.

- Once a student has completed the assessment, the test administrator should allow the student to leave the testing area according to the campus consolidation plan.

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

> **TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.**

TEXAS ASSESSMENT