TELPAS
Texas English Language Proficiency Assessment System

Test Administrator Manual

Grades 2–12

TELPAS
2024–2025

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 Texas English Language Proficiency Assessment System (TELPAS) administration. Test administrators must carefully read this manual prior to administering any TELPAS 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 the test administration. For special paper or holistic administrations of TELPAS, refer to the *TELPAS Paper and Holistic Test Administration Information* in addition to this manual. For all holistic administrations of TELPAS, refer also to the *TELPAS Rater Manual*.

The TELPAS Program

TELPAS is an English language proficiency assessment designed to assess the progress that emergent bilingual (EB) students make in learning the English language. The assessment is aligned to the Texas English Language Proficiency Standards (ELPS). TELPAS fulfills the Every Student Succeeds Act, which requires that all EB students be assessed annually until they are determined to be proficient in the English language.

TELPAS for kindergarten and grade 1 includes holistically rated observational assessments of listening, speaking, reading, and writing. For grades 2–12, TELPAS consists of online assessments for listening and speaking and for reading and writing. TELPAS is administered once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

TELPAS 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. EB students enrolled in kindergarten through grade 12 who are not over the age of 21 are required to be assessed annually with an English language proficiency assessment until they are determined to be proficient by meeting the EB reclassification criteria available on the Bilingual and English as a Second Language Education Programs webpage. This includes students classified as emergent bilingual (EB)/English learner (EL) in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C). Refer to the *LPAC Decisions Educator Guide* on the Assessments for Special Populations webpage for more information.

In rare circumstances a student receiving special education services may not be required to participate in one or more TELPAS language domains for reasons associated with the student's particular disability. The reason for not assessing the student must be determined by the admission, review, and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) and must be well supported by documentation in the student's individualized education program (IEP) by the ARD committee and in the student's permanent record file by the LPAC. Participation decisions must be considered individually for each student on a domain-by-domain basis.

For information on EB students who enroll in a district before or during the administration window, refer to the Student Mobility page of the *District and Campus Coordinator Resources*.

Scheduling TELPAS Test Administrations

For grades 2–12, TELPAS listening and speaking assessments and reading and writing assessments are administered online. An exception may be possible for a student who requires accommodations that cannot be provided online, for a student who is unable to participate in one domain of TELPAS, or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, a special paper or holistic administration of a TELPAS assessment may be given. Any student who is administered a TELPAS reading assessment on paper must have his or her responses submitted in the Data Entry Interface (DEI). Any student who is administered a TELPAS listening, speaking, or writing assessment holistically must have his or her ratings entered in the *Holistic Ratings Upload* template and submitted in the Test Information Distribution Engine (TIDE). Refer to the Special Administration of an Assessment page of the *Coordinator Resources* for more information.

Testing Window

For the 2024–2025 school year, the six-week test administration window for TELPAS is February 17–March 28, 2025. Each district should establish a local schedule to administer the online assessments and complete the holistic ratings. The TELPAS listening and speaking assessment should be administered on a different day than the TELPAS reading and writing

assessment to allow students sufficient time and opportunity to do their best work. District personnel should plan to test during the first five weeks 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 week of the testing window to submit data in DEI and enter student information in TIDE, including holistic ratings, score codes, years in U.S. schools, and rater information. In addition, district personnel must verify that all students have been accounted for by 11:59 p.m. (CT) on March 28 based on online assessment submissions, DEI submissions, and TIDE holistic ratings uploads.

Testing Time

District testing personnel should schedule TELPAS 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. The Texas Education Agency (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 TELPAS 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 domains 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

Since TELPAS is administered during a six-week test administration window, district testing personnel should offer make-up testing opportunities to students who were absent on the campus-scheduled assessment day. 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.

TELPAS Released and Practice Tests

TEA releases previously administered TELPAS 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 TELPAS. District personnel should use these online practice tests to familiarize their students with the testing platform prior to the TELPAS administration. 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

TELPAS 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, test session IDs, completed student rating rosters, and completed writing collection documents. Test questions from state-mandated assessments such as TELPAS 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 different 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 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 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, 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, rating rosters, assembled writing collections).
- 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 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 ESL services) was not administered an assessment.
- An ineligible student was incorrectly administered an 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 validity of the students' assessments was compromised and the 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;

- o   did not properly prepare a testing environment or device for testing;
  - o   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;
  - o   did not properly complete the required seating chart; or
  - o   did not provide sufficient time to test.
- A test administrator did not actively monitor students and did not:
  - o   ensure that students worked independently during testing; or
  - o   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, calibration, or test security oaths.

Examples:

- 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.
- Raters for TELPAS did not follow proper training or calibration procedures.

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 the Texas Administrative Code (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.

Violation	Explanation or Example
Falsifying holistic ratings or student responses	District personnel must **NOT** fabricate or misrepresent students' holistic ratings or responses.
Viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration 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.

Violation	Explanation or Example
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.
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 Texas Education Code (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, campus personnel, or school officials.

Specifically, TAC §249.17 indicates a mandatory minimum sanction of a one-year suspension of a 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.

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 accommodations policies may apply to any student taking TELPAS 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 TELPAS:

- Assistive Tools: Learning and Cognition Supports
  - Reading the Test Aloud
  - 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
  - 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
- 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.

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 TELPAS:

- 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., 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., 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.

Specific information regarding allowable designated supports for TELPAS, student eligibility criteria, and special instructions or considerations may be accessed in the Accommodations section of the *Coordinator Resources*. If a student was provided a designated support, it must be indicated before the close of the testing window.

In rare circumstances a student may need a testing accommodation that is not available with an online administration. In such cases, the student may be eligible for a special paper or holistic administration. Eligibility must be indicated for these students in TIDE by the date indicated in the Calendar of Events to ensure appropriate materials are shipped to campuses. Braille versions of TELPAS reading assessments are available to eligible students. Refer to the [Special Administration of an Assessment](#) page of the *Coordinator Resources* for additional information.

Considerations for Testing with Designated Supports

The use of designated supports might affect how students' test sessions are conducted; 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.

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 TELPAS 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 TELPAS 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
- TELPAS online practice tests on the Practice Test Site
- the following training modules in LMS:
  - o Test Security for the Texas Assessment Program
  - o Managing Secure Materials for the Texas Assessment Program
- *TDS User Guide*
- *DEI User Guide*, as applicable

❑ Attend Training

- All test administrators, raters, principals, and other campus personnel participating in TELPAS administrations are required to receive 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., 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
    - 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 special paper or holistic administrations, as applicable
  - o 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., individual or small-group administration)
  - o During test administrations
    - proper testing procedures
    - breaks for test administrators
    - hall monitors
    - implementing campus consolidation plan
    - availability of campus coordinator and other testing supervisors
  - o Entering and verifying student data in TIDE, as applicable
  - o Returning materials to the campus coordinator

❑ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators, principals, raters, and other campus personnel participating in TELPAS 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 or 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., Individualized Structured Reminders, Manipulating Test Materials) 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.

- The TELPAS test administration directions take into account the difficulties that some EB students have in understanding directions in English, as well as some students' limited experience with standardized testing.

- Sentences are shorter, the language is simpler, and the instructions are more explicit.
- Test administrators are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in a particular test session. This means that they may shorten the directions, explain them further, simplify an explanation, or state the information in a different way to make the directions more understandable for students. Test administrators must not change the substance of the information contained in the directions.
- Test administrators are permitted to translate administration directions into the native language of the students. Test questions, answer choices, listening passages, reading passages, and constructed-response questions must **NOT** be translated, rephrased, clarified, or read aloud.

- The instructions test administrators read aloud to students will help students understand the nature of the TELPAS online assessments.
  - The administration directions explain to students that they will encounter questions that vary in difficulty depending on how much English they know and that this range of difficulty will help measure their progress in learning English from year to year.
  - The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
  - More difficult test questions and passages are interspersed with easier ones so that the most difficult questions and passages are not grouped together. A student who expresses concern about a test question or selection that is difficult to understand should be encouraged to continue working through the assessment, as easier questions and passages are likely to follow. They should not spend too much time on any one question.

❑ 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 monitors.
- Ensure that one headset is available for each student taking the listening and speaking assessment.
- Ensure that one pair of headphones is available for each student taking the reading and writing assessment.
- Ensure that one headset is available for each student receiving a speech-to-text (STT) accommodation for writing when multiple students are tested in the same room.

- Ensure that students taking the listening and speaking assessments or recording answers using the STT accommodation for writing 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 for use as requested;

- pencils or pens for use with scratch paper; and

- any additional TEA-authorized materials (e.g., headphones, headsets) 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 language domain assessment being administered.

- 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 TELPAS 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.
  - 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.
  - 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, as requested
- pencils or pens for use with scratch paper

- one headset for each student taking a listening and speaking assessment
- one pair of headphones for each student taking a reading and writing assessment; a headset should be provided to any student receiving an STT accommodation when multiple students are testing in the same room

❏ 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 2–5 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 TELPAS 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.
- 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.

❏ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the 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
- rephrase or add information to questions
- assist students with responses to any 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 test, 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 test session IDs
- used and unused scratch paper
- any additional TEA-authorized materials (e.g., headphones, headsets) 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, test session IDs, and any scratch paper 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 TELPAS

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 students who request assistance, test administrators are allowed to paraphrase, translate, shorten, repeat, or read aloud these directions and the directions that introduce particular test sections or question types as needed to best communicate with those students, as long as the substance of the directions is not changed.

- Text-to-speech (TTS) is available to all students in the writing section of the reading and writing assessment. 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.

- If testing personnel are logging in for younger students or students at lower proficiency levels, they should follow the boxed directions on the following pages to log in and select the correct test for the students but should not read the directions in the text box below to the students.

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 **"Today you will take a [listening and speaking or reading and writing] test,"** the test administrator should verbally fill in the name of the assessment, such as listening and speaking, 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 a [listening and speaking or reading and writing] test. This test is for students who are learning the English language. Students who know a lot of English may find some test questions easy. Students who know just a little English may find some test questions hard. Do not worry about the parts of the test that**

are difficult to understand. Just do the best you can on the parts of the test you can understand.

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?**

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 stay seated and quiet so that you do not disturb others who are testing. Are there any questions?**

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

Most students should log in to the secure browser by following the directions below.

If test administrators are logging in for younger students or students at lower proficiency levels, they should follow the directions below but should not read them aloud to students.

SAY **Now we will log in to the test. I will read the instructions as you follow along on your device. 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.**

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 information is wrong or missing, please let me know.**

DemoLast,DemoFirst   *Grade:* **07**
                                          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.
>
> *Assist students as needed. Provide the Session ID to students in whatever way is appropriate for the students and the room.*
>
> **SAY** I have provided you with the Session ID. Type the Session ID in the *Session ID* field exactly as I have provided it. Now click the *Sign In* button.
>
> *Check to see if everyone has successfully logged in to TDS.*
>
> **SAY** Now you will see a screen that says *Is This You?* Check your name and date of birth. If they are correct, click *Yes*. If they are not correct, raise your hand.
>
> *Assist students as needed.*
>
> **SAY** You will now see a screen that says *Your Tests*. Select the TELPAS [listening and speaking or reading and writing] test to continue. If you are not sure, raise your hand.
>
> *Assist students as needed.*

If test administrators are logging in for younger students or students at lower proficiency levels, the Audio/Video Checks *screen is the first screen that students will see.*

The audio/video checks on this screen will depend on which assessment students are taking.

SAY On your device you will see the *Audio/Video Checks* screen. The directions on this screen let you check to see if your device is working. If you have any problems or questions, please raise your hand. When you are done checking your device, take off your headphones or headset and wait for additional instructions. Now put on your headphones or headset and follow the directions on the screen.

If a student's headphones or headset are not working, troubleshoot basic steps such as ensuring that the device is 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.*

When all students have finished the audio/video check and have their headphones or headsets off, continue.

SAY You should now see a screen that says *Test Information*. Read the information in each box and raise your hand if you have any questions.

Assist students as needed.

SAY 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 more questions, please put on your headphones or headsets and click the *Begin Test Now* button.

Assist students with directions as needed.

Additional Information

- Ensure that students have their headphones or headsets on. If a student's volume is not working, troubleshoot using the basic steps indicated above. 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 the Appendix for information about the online tools.

- 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."**

- If a student expresses concern because a question is difficult, encourage them to keep working because easier questions will likely follow, and explain that they may leave answers blank if something is too difficult to understand. Depending on a student's proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student finish the assessment. Submit the assessment for scoring.

- 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 or graphic organizers 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.

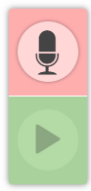- Record the stop time for the test session on the seating chart.

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

Appendix

Online Tools

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, 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.
(pencils)	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.
(scissors, copy, paste icons)	Writing Tools	You can use **Writing Tools** in the Notepad or Sticky Notes to format the text you entered.
Line Reader	Line Reader	You can use **Line Reader** to help you keep your place while reading.
(pencil box icon)	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.
(speak icon)	Speak	You can use **Speak** to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
(microphone icon)	STT Microphone	You can use this **Microphone** to activate speech-to-text.
(microphone/play icons)	Listening and Speaking Microphone	You can use this **Microphone** when recording speaking responses.
Save	Save	All responses are saved automatically. You can also manually **Save** your responses to questions.

TE★AS ASSESSMENT