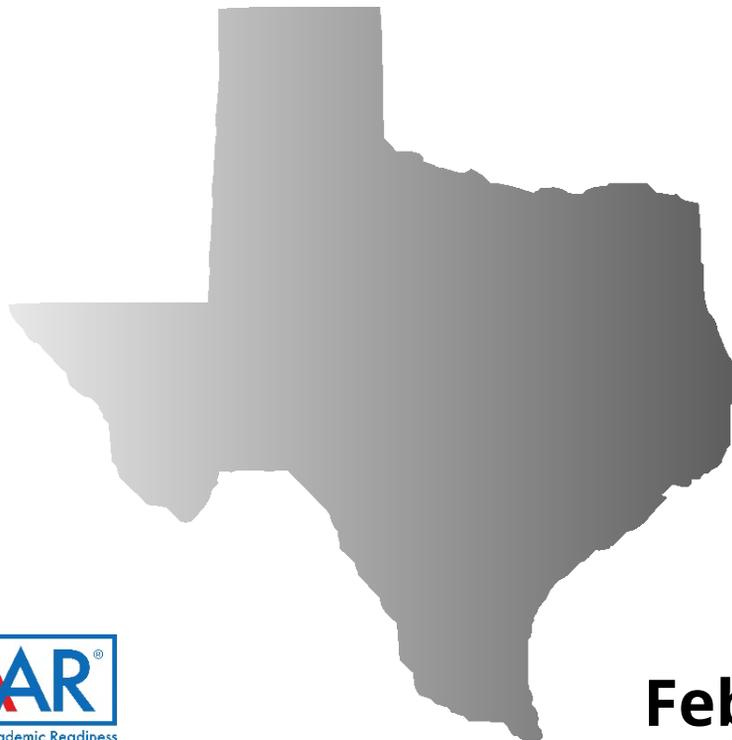


Stand-Alone Field Test

Test Administration Information



February 2024

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.



Table of Contents

- Resources.....4**
- General Information.....5**
 - Eligibility..... 5
 - Accommodations 6
 - Scheduling..... 7
- Before Testing8**
 - Responsibilities of Testing Personnel 8
 - Test Security and Training 9
 - Prepare for Online Administrations 10
- During Testing13**
 - Ensure Proper Testing Environment 13
 - Ensure Proper Testing Procedures..... 13
 - Test Administration Directions..... 14
- Appendix A Online Tools (English)20**
- Appendix B Online Tools (Spanish)23**

Resources

- [Texas Assessment Program](#)
- [Practice and Released Tests](#)
- [Secure Browsers](#)
- [Test Administrator Interface](#)
- [*District and Campus Coordinator Resources*](#)
 - [Accommodations](#)
 - [Test Security](#)
 - [*Test Information Distribution Engine \(TIDE\) User Guide*](#)
 - [*Test Delivery System \(TDS\) User Guide*](#)
 - [Minimum System Requirements](#)

General Information

As required by House Bill 3906, 86th Texas Legislature, 2019, the State of Texas Assessments of Academic Readiness (STAAR®) underwent a redesign to better align the assessments with classroom instruction. The redesign was implemented in the 2022–2023 school year and included the addition of writing to reading assessments and more non-multiple-choice questions such as open-ended or constructed-response questions.

Although the Texas Education Agency (TEA) has made a concerted effort to minimize the amount of instructional time used for state testing purposes generally and particularly for stand-alone field testing, a stand-alone field test is necessary to develop future state assessments with writing components.

Field-test data from a sample of students who are representative of the state are critical to the state’s ability to build high-quality assessments. Local educational agencies (LEAs) will not receive any field-test data or any performance information from this administration for students, campuses, districts, or the state. However, as a routine part of the test development process for the Texas Assessment Program, field-test questions and data will be reviewed to determine whether the questions are appropriate for inclusion in the test bank.

Students taking the stand-alone field test should be provided with opportunities to use the online practice tests. The test directions assume that students are familiar with the online testing environment. The practice tests, available on the [Practice Test Site](#), give students experience using the online interface and tools and allow them to become familiar with various assessment question formats.

For more information regarding the STAAR redesign, refer to the [STAAR Resources](#) page on the TEA website.

Eligibility

All students at the selected campus who are scheduled to take the assigned STAAR reading language arts (RLA) assessment during the 2023–2024 school year should participate in the stand-alone field test. This includes students receiving off-campus instruction (e.g., virtual, home-bound, disciplinary setting). Emergent bilingual (EB) students and students with disabilities, with the exception of students who require an accommodation that is not available in the online field test, should participate. If EB students and students who receive special education services can meaningfully participate in the field test, they should do so.

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

Requirements for Select English Field Test

For the English version of the RLA field test, eligibility includes:

- students who are scheduled to take the assigned grade level STAAR RLA assessment in spring 2024, and
- students who are enrolled in and completing the assigned course (i.e., English I, English II) during the 2023–2024 school year, regardless of their enrolled grade.

Four example scenarios are provided below.

- A student who is enrolled in grade 6 but receiving instruction in grade 7 RLA will take the grade 7 RLA field test if his or her campus has been assigned to field-test grade 7 RLA.
- A student who is enrolled in grade 4 but receiving instruction in grade 5 RLA will not take the grade 4 RLA field test if his or her campus has been assigned to field-test grade 4 RLA.
- A student who is enrolled in and completing instruction in English I in spring 2024 will take the English I field test if his or her campus has been assigned to field-test English I.
- A student who was enrolled in and completed instruction in English II in fall 2023 will take the English II field test if his or her campus has been assigned to field-test English II.

Requirements for Census Spanish Field Test

Due to the limited number of students who take Spanish assessments, the Spanish RLA field test will be a census field test. **All students in grades 3, 4, and 5 who are scheduled to take the STAAR Spanish RLA assessments in spring 2024 are required to participate in the stand-alone field test, and all LEAs who have those students enrolled must administer the field test.** If a campus does not have any students who will be taking the STAAR Spanish RLA assessments in spring 2024, then that campus is not required to participate in the Spanish RLA field test.

Accommodations

During the administration of the stand-alone field test, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly uses them during classroom instruction. A student cannot be required to use accessibility features during testing.

Most accommodations available for the operational STAAR test (e.g., content and language supports, text-to-speech [TTS], speech-to-text [STT]) are available for the stand-alone field test for students who need them. However, braille, refreshable braille, and American Sign Language (ASL) videos are not available for the stand-alone field test. The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. Accommodations must be indicated in the Test Information Distribution Engine (TIDE) for students who need them on

the stand-alone field test. Documentation about a student's participation or accommodations used in the field test is not required in the student's paperwork.

Scheduling

The stand-alone field test is scheduled for February 5–9, 2024. The field tests will be administered online only and include the following grades and subjects or courses:

- RLA grades 3–8
- English I and English II
- Spanish RLA grades 3–5

Participating LEAs may administer the stand-alone field test at any time during the February 5–9, 2024, testing window. District testing personnel should develop a local schedule to administer the field tests during this testing window. The field tests are not timed, but students must complete the field test in one school day. District testing personnel should schedule 2–3 hours for the administration of each field test; some tests will likely take longer than others.

Field tests for English RLA consist of 13 test questions, including at most one extended constructed-response question. Field tests for Spanish RLA range from 20 to 24 test questions, including at most one extended constructed-response and one short constructed-response question. The remainder of each field-test form may vary in the type of test questions presented (e.g., multipart, multiple choice, multiselect, hot text, inline choice).

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

Before Testing

Responsibilities of Testing Personnel

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

Testing Coordinators

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

Test Administrators

- Prepare for administration of the field test and review these test administration instructions.
- Review and sign a test security oath (if not already signed for the 2023–2024 school year).
- Coordinate with the campus coordinator to ensure that students have the necessary information they need to log in to their test sessions and take the field test.
- Prepare the testing environment.
- Help students log in to and access their assessments.
- Ensure proper testing procedures.
- Administer the stand-alone field test.
- Maintain test security, including active monitoring.

Technology Staff

- Ensure that administrative rights necessary for installing software are obtained.
- Ensure that network infrastructure and devices have been assessed and meet the [Minimum System Requirements](#).
- Review and sign a test security oath (if not already signed for the 2023–2024 school year).
- Ensure that all testing software is properly installed, configured, and tested.
- Ensure that devices are available and properly configured for testing sessions.
- Ensure a Spanish voice pack is available for students testing with a TTS accommodation in Spanish.
- Be available for assistance before and during test sessions to address technology problems that may occur.

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

Test Security and Training

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

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

Test administrator training on test security and administration procedures is required at least once. Annual test administrator training is strongly encouraged, especially for new or updated policies and procedures. The campus testing coordinator will schedule and conduct a training session before testing begins and will aid test administrators in becoming familiar with TIDE and the Test Delivery System (TDS), as applicable.

All testing personnel involved in the stand-alone field test are required to sign an Oath of Test

Security and Confidentiality indicating that they understand their obligations concerning test security and confidentiality. The general test security oath is located in the [Test Security](#) section of the *Coordinator Resources* and must be signed before handling secure test materials.

Prepare for Online Administrations

Test Materials

No paper test booklets, answer documents, or other printed materials will be sent to LEAs. Test administrators must ensure that the following required materials are available on the day of testing:

- student test tickets;
- scratch paper, as needed;
- pencils or pens for use with scratch paper;
- dictionaries for RLA administrations if students are not using the dictionary tool embedded in the online testing platform; and
- headsets for students receiving TTS or STT when multiple students are tested in the same room.

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

Ensure That Students Are Registered in TIDE

- All students participating in the field test must be registered in TIDE before the test window opens and should be registered in TIDE by December 14, 2023, for the spring STAAR administration.
- Ensure that students' test attributes are correct:
 - For grades 3–8, students should have the correct grade indicated.
 - For above-grade-level testers, the “STAAR 3–8 Above Grade” flag should be marked in the *Student Eligibility-Summative* panel.
 - For EOC testers, the “Spring EOC Eligibility” flag should be marked in the *Student Eligibility-Summative* panel.
- For Spanish RLA testers, *Presentation* must be set to “Spanish” under the RLA column in the *Test Attributes* panel.
- It is not necessary to select the test format; the default format and only format available is online.
- Ensure that all student accommodations are set in the RLA, English I, or English II columns of the *Test Attributes* panel, as applicable.

- If an eligible student enrolls in a campus that is participating in the field test, the LEA should ensure the student is added to TIDE with the appropriate attributes marked so he or she can participate in the field test.
- It is not necessary to include demographic or program information for students participating in the stand-alone field test.
- Refer to the *How District-level Users Register Students for Testing* and *How Campus level Users Register Students for Testing* sections of the [TIDE User Guide](#) for more detailed instructions.

Create Test Sessions

- LEAs may create test sessions in TDS beginning January 22, 2024. Because the English stand-alone field-test assignments were made at the campus level, campus coordinators may create test sessions. If a district-level user would like to create test sessions for the English field test, they must have a campus testing coordinator role assigned to them in TIDE for each campus. Test sessions for Spanish field tests may be created by district-level users. Testing personnel must create a test session and select the tests to be administered in the session in the [Test Administrator Interface](#) of TDS. Test sessions can be created by clicking on the *Create Sessions* button.
- Specify the start date, start time, end date, and end time for each test session.
- Ensure that the session start and end dates and times are set within the testing window.
- From the list of color-coded test categories, select the yellow category for the stand-alone field test. This will display the tests or test groups available for the field test. The *Test Selection* window displays only tests and test categories that are eligible to be administered. For the stand-alone field test, only tests that have been assigned to the LEA will be available in the *Test Administrator Interface*, and only the tests assigned to the campus (including the Spanish grades 3–5 RLA tests) will be available. If the list of available English tests does not match the list of assigned tests you received in the communications sent by Cambium Assessment, Inc., contact [Texas Testing Support](#).
- Test administrators must schedule or start the test session before students can log in and begin taking the test. For directions on creating and managing a test session, refer to the [TDS User Guide](#).

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 version, and other circumstances.
- Accommodations can affect how students' assessments are administered. 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 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 are substantively different (e.g., give pointers, mention test-taking strategies, etc.).

During Testing

Ensure 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.
- 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

Testing must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the stand-alone field test and the uniform administration of the field test throughout the state.

- District testing coordinators 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.
- District testing personnel may establish starting times for testing. TEA recommends that district personnel begin testing within one hour of the start of the school day.
- District testing personnel should schedule test sessions for 2–3 hours. Students who are still testing after three 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.
- 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.

- 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.
- Students are not allowed to talk to one another while testing is in progress.
- If students are not actively working on the assessment, they will see a warning message. An “Are you still there?” window will pop-up after five minutes of inactivity. The online assessments will automatically pause when the testing devices have been idle for 20 minutes. To complete the assessments, students must log back in using their original test tickets.
- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the area or provide the student an instructional activity while other students continue testing.

Test Administration Directions

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. If a student needs assistance with the functionality of the online tools before or during the assessment, refer to descriptions of the tools in Appendix A for English or Appendix B for Spanish.

General Information

- For a student who takes a break during the test session, the student 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 **“Today you will take the [GRADE and SUBJECT or COURSE] Stand-Alone Field Test,”** the test administrator should verbally fill in the name of the assessment, such as grade 8 reading language arts, 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 [GRADE and SUBJECT or COURSE] Stand-Alone Field Test. It is important that you do your best.

Hoy van a tomar la [GRADE and SUBJECT or COURSE] prueba de campo. Es importante que hagan su mejor esfuerzo.

SAY This test should take you about two to three 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 dos y tres 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

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

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

Demo Last, Demo First	Grade: 03 DOB: 01/01/2001
 Demo First First Name	
 DM11123619 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

En la página de *Ingresar* [Sign In], escriban su nombre y su clave de identificación TSDS en los campos correctos exactamente como aparecen

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 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* [Session ID] 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 the test.

SAY Now you should carefully read the instructions on each screen. Check that the test you select is the Stand-Alone Field Test [GRADE and SUBJECT or COURSE] 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 Stand-Alone Field Test [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

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*

Cuando estén listos para comenzar la prueba, seleccionen *"Comenzar*

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.

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.
- During the test session, the test administrator may assist students if they have trouble with the secure browser or need reminders of how to use the tools, features, or accommodations.
- 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 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 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 area or provide the student with an instructional activity while other students continue testing.

- Because this is a field test and students will not receive scores, it is not necessary to record score codes for any students.

TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE ONLINE ASSESSMENT 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.

ICON	NAME	TEXT
 Next	Next	You can use Next to move forward through the test.
 Back	Back	You can use Back to move backward through the test.
	Mark for Review	You can use Mark for Review to flag a question to review later. When you mark a question for review, a flag will appear on the question number.
	Pause	You can use Pause to stop your test for short breaks. The system saves your work and returns you to the same spot when you come back.
	Help	You can use Help to remind you how to use the tools.
	Highlight Selection or Reset Highlighting	You can use Highlight Selection to mark important words or numbers. You can erase highlights by selecting Reset Highlighting .
	Strikethrough	You can use Strikethrough to cross out answer choices that you think are not correct.
 Notepad	Notepad	You can use Notepad to take notes on each question.
	Writing Tools	You can use Writing Tools in the Notepad or Sticky Notes to format the text you entered.

ICON	NAME	TEXT
 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.
 References	References	You can use References to show information such as a writing checklist.
	Speak	You can use Speak to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Microphone	You can use Microphone to activate speech-to-text.
	Pop-up	You can click 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.

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.
	Pausa	Puedes usar Pausa para detener tu prueba y tomar un descanso breve. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Ayuda	Puedes usar Ayuda para recordar cómo usar las herramientas.
	Resaltar selección o Restablecer resaltado	Puedes usar Resaltar selección para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando Restablecer resaltado .
	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.

ICON	NAME	TEXT
	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	Puedes usar Bloc de notas para poner recordatorios en la pantalla.
 Alejar	Acercar	Puedes usar Acercar para ampliar o reducir todo lo que aparece en tu pantalla.
 Acercar		
 Fórmula	Materiales de referencia	Puedes usar Materiales de referencia para mostrar información como una lista de control de escritura.
	Habla	Puedes usar Habla para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Micrófono	Puedes usar Micrófono para activar la conversión de voz a texto.
	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tenga un borde a su alrededor y aparecerá información útil en una Ventana de apoyo .
	Texto de apoyo	Puedes usar Texto de apoyo para ver una versión diferente de las oraciones en una pregunta.
 Guardar	Guardar	Todas las respuestas se guardan automáticamente. También puedes Guardar manualmente tus respuestas a las preguntas.

TEXAS ASSESSMENT