Texas Assessment Program Highlights

The Texas Assessment Program

The Texas Assessment Program is a statewide testing program that includes STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate. These assessments were created to fulfill both state and federal requirements. The student assessment program is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade or the extent to which a student has developed English language proficiency.

STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) helps to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is tied to the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed. STAAR includes:

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History.
- Spanish assessments at
  - grades 3–5 mathematics,
  - grades 3–5 reading,
  - grade 4 writing, and
  - grade 5 science.

All of these assessments are available both on paper and online with and without embedded supports. STAAR also includes optional EOC assessments for Algebra II and English III.

STAAR Alternate 2

STAAR Alternate 2 is an assessment based on alternate academic achievement standards and is designed for students with the most significant cognitive disabilities that meet eligibility requirements. STAAR Alternate 2 is a paper-based assessment administered for

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History.

TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) measures the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, and 9–12
TELPS Alternate

TELPS Alternate is designed to measure the English language proficiency of English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general TELPS assessment, even with allowable accommodations in grades 2–12.

TELPS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPS Alternate is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPS, students assessed with TELPS Alternate will be assessed in four language domains: listening, speaking, reading, and writing.
STAAR

STAAR Participation Requirements
STAAR Calculator Policy
STAAR Dictionary Policy
STAAR Time Limit Policy
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STAAR Make-Up Testing
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STAAR Participation Requirements

All students enrolled in Texas public schools and charter schools are expected to participate in the Texas assessment program.

For English learners (ELs), assessment decisions are made in accordance with agency guidelines by each student’s language proficiency assessment committee (LPAC). For students receiving 504 or special education services, assessment decisions are made in accordance with agency guidelines by each student’s Section 504 committee or Admission, Review, and Dismissal (ARD) committee.

Participation Requirements for Students Enrolled in Grades 3–8

Students in grades 3–8 must be tested at their enrolled grade level as required in the Texas Education Code (TEC) §39.023(a).

Exceptions to this requirement may exist for students receiving instruction above grade level. These students should take State of Texas Assessments of Academic Readiness (STAAR®) for the subjects in which they are receiving instruction if an assessment exists. For example, a student in grade 7 who is receiving instruction in grade 8 science would take the STAAR grade 8 science assessment and the STAAR grade 7 mathematics, reading, and writing assessments.

For students who are receiving accelerated instruction across multiple grade levels, districts should carefully evaluate the content of the instruction as it relates to the STAAR grade-level assessments to ensure that students are provided the best opportunity to demonstrate their understanding of the grade-level content. For example, if students are receiving instruction in all grade 6 and some grade 7 mathematics curricula during a school year, the students should be administered the STAAR grade 6 mathematics assessment. It would not be appropriate to administer the grade 7 assessment to these students since they have not been given the opportunity to learn all the grade 7 mathematics curriculum.

Students in grades 3–8 who are enrolled in a high school course will take the corresponding STAAR End-of-Course (EOC) assessment in place of their grade-level assessment in that subject area. These students must take all other STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take the STAAR Algebra I assessment, as well as the STAAR grade 8 reading, science, and social studies assessments.

Participation Requirements for Students Enrolled in High School Courses

Regardless of enrolled grade level, students should take STAAR EOC assessments (Algebra I, English I, English II, Biology, and U.S. History) as they are completing the corresponding courses since these assessments are required for high school graduation based on TEC §39.025.

All students enrolled in Algebra II or English III must take the corresponding STAAR EOC assessment if the district chooses to participate in either of those assessments.
STAAR Calculator Policy

Calculators are required for the following State of Texas Assessments of Academic Readiness (STAAR®) tests: grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and Biology.

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria. Information regarding calculators as a designated support for students with disabilities can be found on the Accommodation Resources webpage.

Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.

Requirement for STAAR Grade 8 Science and Biology

Districts must ensure that students have access to a calculator with basic (i.e., four-function), scientific, or graphing capability when taking the STAAR grade 8 science and Biology assessments. There should be at least one calculator for every five students taking the grade 8 science and Biology assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld calculator, a calculator application, or the calculator tools included in the STAAR online testing platform.

Additional Information About Calculators

The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

The use of a calculating device on STAAR should not replace the teaching of the TEKS. If a student is using a certain calculator during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed. Calculation applications on smartphones are also not allowed.
STAAR Dictionary Policy

Dictionaries must be available to all students taking

- STAAR grades 3–8 reading tests;
- STAAR grades 4 and 7 writing tests;
- STAAR Spanish grades 3–5 reading tests;
- STAAR Spanish grade 4 writing test; and
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, Texas Education Agency (TEA) guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in these District and Campus Coordinator Resources.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state’s recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for English learners (ELs) who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.
STAAR Time Limit Policy

Administration times for State of Texas Assessments of Academic Readiness (STAAR®) English I, English II, and English III are limited to five hours. Administration times for all other assessments for STAAR and STAAR Spanish are limited to four hours. Students must complete the test within the same school day. However, some students may be eligible for extended time. Details about eligibility and decision-making procedures for extended time are on the Accommodation Resources webpage.

Test administrators must actively monitor the testing room while students are working. All test administrators are required to verify that students have marked their responses on their answer documents by the end of the testing session. Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document. Before a student leaves the room, the test administrator should scan the completed answer document to be sure the student has recorded answers as instructed. If a student submits his or her test materials before the end of the designated time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “You have not recorded your answers on the answer document. Please go back and mark your answers on it now.” The test materials should then be returned so that the student may record his or her answers.

If testing personnel discover during the administration week that a student has not recorded his or her responses on the answer document, district testing coordinators may grant permission to trained school personnel to view the secure test booklet. If the student marked responses in the test booklet, the trained personnel may transcribe the answers from the test booklet onto the student’s answer document following the general transcribing procedures.

Recording Time During Test

Test administrators must use a clock or a timer to monitor test time. Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Distribution of materials and the reading of the boldface, scripted test administrator “SAY” directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to end and submit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, allow them to leave the area or provide them with an instructional activity (i.e., guided reading activity) while other students continue testing.

Students may stop testing to take breaks. The test administrator should stop the testing time for the group or for an individual student. The testing time will restart when the student(s) resume taking the test. Stop and restart times must be recorded on the seating chart. Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must log out of the test. Students must be monitored by trained testing personnel and are not allowed to discuss any test content during breaks. These breaks include

- lunch,
- medical breaks,
- emergency situations that significantly interrupt testing, and
- consolidation and movement of students to another testing area.

Students are allowed to take other, shorter breaks during testing. However, these breaks must be included in the time limit.

- water breaks
- bathroom breaks
- snack breaks
- short physical or mental breaks

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on another day within the testing week.

- Each student must be allowed the designated time available in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Recording Time After Administration

STAAR tests for grades 3–5 are designed to be completed within two hours. STAAR tests for grades 6–8 are designed to be completed within three hours.

- For any student who does not complete a test within two hours (grades 3–5 primary administrations only), indicate this by marking “0” in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than two hours on the mathematics test and column B if the student needs more than two hours on the reading test.)
- For any student who does not complete a test within three hours (grades 6–8 primary administrations only), indicate this by marking “0” in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than three hours on the mathematics or science test and column B if the student needs more than three hours on the reading or social studies test.)
STAAR Flexible Scheduling

Starting with the 2018–2019 school year, most State of Texas Assessments of Academic Readiness (STAAR®) tests will be offered on paper over a one-week period and online over a two-week period. Refer to the Student Assessment Testing Calendar for specific administration dates.

- STAAR grades 4 and 7 writing, English I, English II, and English III must be administered on the specific scheduled dates, whether testing on paper or online.
- STAAR Algebra I, Algebra II, Biology, and U.S. History may be administered on paper at any time during the paper administration dates and online at any time during the online administration dates.
- For STAAR grades 3–8 mathematics, reading, science, and social studies, if a district chooses to administer these assessments on paper, they must be administered on the specific scheduled administration dates.
- Online, they may be administered at any time during the two-week online administration window.

To accommodate local needs when conflicts arise, districts or campuses may adjust paper test dates within the scheduled administration windows for STAAR grades 3–8 mathematics, reading, science, or social studies. Districts are not required to notify the Texas Education Agency (TEA) of any local decisions to adjust test dates within the paper test administration week. A campus that chooses to adjust test dates should do so for all students on a campus. If a campus administers the same assessment over multiple days, the campus must maintain the security of the assessment. This includes ensuring that the test content remains secure so the assessments administered to students later within the assessment window are still valid.

The flexibility to adjust paper test dates or schedule online assessments within the administration window applies to all STAAR assessments with the exception of grades 4 and 7 writing and English I, English II, and English III. Districts must administer these tests on the state-assigned days listed on the Student Assessment Testing Calendar. Districts that have conflicts and need to adjust the scheduled administration of STAAR grades 4 or 7 writing, English I, English II, or English III must contact TEA’s Student Assessment Division.

Additionally, campuses may offer multiple test sessions per day as long as the specified available time to test is maintained for each session. Sessions can start before the regularly scheduled school day or, if started late in the day, may extend beyond the regularly scheduled school day.
STAAR Make-Up Testing

Districts may offer make-up opportunities for all State of Texas Assessments of Academic Readiness (STAAR®) tests to students who are absent on the scheduled assessment day. Make-up testing is optional and at the discretion of the district. However, districts should consider the potential impact of missed test opportunities, specifically for assessments that are required for grade promotion or high school graduation. Make-up testing dates vary depending on the mode of testing (paper or online). Refer to the Student Assessment Testing Calendar for specific make-up dates.

Districts that offer make-up testing must maintain the security of the assessments. This includes ensuring that the test content remains secure so the assessments administered to students later within the assessment window are still valid. In addition, districts should consider when make-up tests are scheduled so the administrations do not interfere with the return of scorable materials. If districts return scorable materials late, test reports may not be available by the dates specified on the Calendar of Events (COE).

Students Who Become Sick During a Test

Make-up testing may also be used for a student who becomes sick and leaves campus during the test. If the student has not completed the assessment, he or she may complete the test within the scheduled administration dates. Test administrators should keep track of the amount of time a student used on the first day so that the student is provided the remaining test time to complete the test on the make-up day.

- Test administrators should use a paperclip to separate the questions the student has completed on the first day so the student does not go back to those questions on the make-up day. This applies to:
  - grades 3–8 mathematics
  - grades 5 and 8 science
  - grade 8 social studies
  - Algebra I, Algebra II, Biology, and U.S. History
- Test administrators should use a paperclip to separate the passages and related questions that a student has completed on the first day so the student does not go back to those passages and related questions on the make-up day. This applies to:
  - grades 3–8 reading
  - grades 4 and 7 writing
  - English I, English II, and English III
STAAR Medical Exclusion

To ensure that students who have experienced a significant medical event do not impact participation rates, a new process has been developed for a medical exclusion from the State of Texas Assessments of Academic Readiness (STAAR®).

Eligibility Criteria

To be considered to receive a medical exclusion from STAAR, the student must be absent during the testing and makeup window and all efforts to assess the student have been unsuccessful. Medical exclusion requests will be reviewed on a case-by-case basis for students who meet one of the specific medical conditions listed below. The information used to make the medical exclusion determination must reflect the student's situation throughout the testing and make-up window.

- The student is unable to receive sufficient or consistent homebound services due to medical issues. (This means that the student is currently receiving homebound services; however, the homebound teacher is unable to provide services for the majority of the documented time due to the medical issues.)
- The student is unable to respond to test questions due to a terminal or degenerative illness. (This means that the student's diagnosis is actively/currently affecting his or her daily activities such that no available accommodations can reasonably mitigate these factors.)
- The student is receiving extensive short-term medical treatment due to a medical emergency or severe injury (e.g., coma, major head trauma, organ failure). Note: appendectomy, tonsillectomy, or broken arms/legs do not constitute a severe medical issue.
- The student is unable to interact with peers or educators without the risk of infection or contamination to himself or herself or others (e.g., measles, respiratory illness, malaria). Note: colds and flu do not constitute a significant medical emergency.

Identification Process

The information used to make the medical exclusion determination must reflect the student's situation throughout the testing and makeup window. For a student who meets one of the eligibility criteria listed above, the district or charter school must review, verify, and maintain a copy of the medical documentation (e.g., licensed physician's note). To request a medical exclusion, the district testing coordinator must complete a Medical Exclusion Request form for each student who qualifies. The form can be found at: http://txetests.com/medexclusions. Forms must be submitted by the Friday of the week following the test administration. The form must be submitted for each STAAR administration.

In addition, the student's answer document should be marked “A” for Absent. The Student Assessment Division at the Texas Education Agency (TEA) will provide a file of all approved medical exclusions to the Performance Reporting Division so the records can be excluded from participation rate calculations.
STAAR Alternate 2

General Information About STAAR Alternate 2

The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 fulfills federal requirements of both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). ESSA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments.

STAAR Alternate 2 is a standardized, item-based assessment administered individually to each eligible student enrolled in grades 3–8 and end-of-course (EOC) subjects. STAAR Alternate 2 is administered to eligible students with significant cognitive disabilities who are receiving special education services in the following grades and subjects:

- grades 3–8 reading
- grades 3–8 mathematics
- grades 5 and 8 science
- grade 8 social studies
- grades 4 and 7 writing
- Algebra I, English I, English II, Biology, and U.S. History

Scheduling

Each district is responsible for determining when each subject and grade-level test is administered during the three-week test administration window. District-authorized testing personnel (district and campus testing coordinators, test administrator, etc.) will submit student scoring information, accommodations, and other data through the online system.

Key STAAR Alternate 2 Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Data Submission (Student Registration)</td>
<td>October 22–November 9</td>
</tr>
<tr>
<td>Student Enrollment Counts (Large-Print Only)</td>
<td>October 22–November 9</td>
</tr>
<tr>
<td>Materials List Posted Online</td>
<td>March 1</td>
</tr>
<tr>
<td>Additional Order Window</td>
<td>March 11–April 12</td>
</tr>
<tr>
<td>Materials Due in District</td>
<td>March 4–March 8</td>
</tr>
<tr>
<td>Last Date for District Coordinator Training</td>
<td>January 25</td>
</tr>
<tr>
<td>Last Date for Campus Coordinator Training</td>
<td>March 1</td>
</tr>
<tr>
<td>Last Date for Security Training</td>
<td>March 8</td>
</tr>
<tr>
<td>Last Date for Test Administrator Training*</td>
<td>March 15</td>
</tr>
<tr>
<td>STAAR Alternate 2 Preview Window</td>
<td>March 18–March 29</td>
</tr>
<tr>
<td>STAAR Alternate 2 Assessment Window**</td>
<td>April 1–April 23</td>
</tr>
<tr>
<td>Districts Return All STAAR Alternate 2 Materials</td>
<td>April 26</td>
</tr>
</tbody>
</table>

*Test Administrators must receive training before previewing test materials.

**Each district establishes a local schedule to administer the tests during the assessment window indicated on the testing calendar. STAAR Alternate 2 data verification must be conducted within the assessment window. There will not be a separate data verification window.

Accommodations

Information on STAAR Alternate 2 accommodations can be found in the Educator Guide to STAAR Alternate 2, the STAAR Alternate 2 Test
Students Testing in a Co-Op

When students from multiple districts or campuses are instructed and tested at a central location, additional considerations must be made in planning for the STAAR Alternate 2 administration.

- The district or campus where the student is testing should register the student and, for a student testing with large-print materials, include the student in enrollment counts. This ensures that the testing location will receive enough materials for all students.
- If additional materials are needed, the testing district should use district overage or place an additional order for materials.
- The district or campus where the student is testing should register the student in the online system and complete all STAAR Alternate 2 online activities for the student, including entering scoring information and marking accommodations.
- The Reporting CDC field on the Register Students page in the Texas Assessment Management System should be completed with the student’s home campus number so the student’s assessment results will be reported correctly.
STAAR Alternate 2 Participation Requirements

The STAAR Alternate 2 Participation Requirements form can be accessed on the STAAR Alternate 2 Resources webpage.
Medical Exemptions for Alternate Assessments

The STAAR Alternate 2 Medical Exemptions form can be accessed on the STAAR Alternate 2 Resources webpage.
No Authentic Academic Response (NAAR) for Alternate Assessments

The STAAR Alternate 2 No Authentic Academic Response (NAAR) form can be accessed on the STAAR Alternate 2 Resources webpage.
General Information about TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, and 9–12
  - holistically rated student writing collections

Students’ answers to online tests, ratings from holistically rated assessments, and all other student data are submitted through the TELPAS Assessment Management System.

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online tests and complete the holistic ratings during the assessment window indicated on the testing calendar. TELPAS data verification must be conducted within the assessment window. There will not be a separate TELPAS data verification window.

Eligibility Requirements

All K–12 ELs are required to participate in TELPAS, including students classified as limited English proficient (LEP) 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). ELs are required to be assessed annually until they meet bilingual or ESL program reclassification criteria.

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- Admission, Review, and Dismissal (ARD) Decisions. In rare cases, an EL may be eligible to participate in the TELPAS Alternate assessment. Please refer to the TELPAS Alternate section of these Coordinator Resources to review the eligibility requirements for this newly developed assessment. If an EL does not meet the TELPAS Alternate eligibility requirements, it may be necessary for the ARD committee, in conjunction with the Language Proficiency Assessment Committee (LPAC), to determine that an EL receiving special education services should not be assessed in reading, writing, listening, or speaking for reasons associated with the student’s particular disability. The reason for not assessing the student must be well supported and documented in the student’s individualized education program (IEP) by the ARD committee and in the student’s permanent record file by the LPAC.

- Newly Enrolled EL—Holistically Rated Domains. An EL from another school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled EL in grades 2–12 is required to take the TELPAS online tests.

More information about TELPAS can be accessed on the TELPAS Resources webpage.
TELPAS Alternate

General Information about TELPAS Alternate

According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. In response, the Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students in grades 2–12 identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and who also have a significant cognitive disability.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing. For more information about these language domains and second language acquisition in general, refer to the Educator Guide to TELPAS.

Eligibility Requirements: Grades 2–12

Students taking TELPAS Alternate are English learners with significant cognitive disabilities who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Students in grades 3–12 who meet ALL the eligibility criteria listed below will take TELPAS Alternate.

- student is classified as LEP in PEIMS
- student is receiving special education services
- student meets the participation requirements for STAAR Alternate 2

For LEP students enrolled in grade 2, the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must review the TELPAS Alternate Participation Requirements to determine whether a student is eligible to participate in TELPAS Alternate.

If the ARD committee determines that a student in grades 2–12 meets eligibility criteria for TELPAS Alternate and also qualifies for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in the administration of TELPAS Alternate.

Key TELPAS Alternate Dates

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</tr>
</thead>
<tbody>
<tr>
<td>Districts submit registrations</td>
<td>January 9–April 5</td>
</tr>
<tr>
<td>Districts receive test administrator manuals</td>
<td>January 7–January 11</td>
</tr>
<tr>
<td>District coordinator training sessions</td>
<td>by January 25</td>
</tr>
<tr>
<td>Campus coordinator training sessions</td>
<td>by February 8</td>
</tr>
<tr>
<td>Test administrator training sessions</td>
<td>by February 22</td>
</tr>
<tr>
<td>TELPAS Alternate Assessment Window</td>
<td>February 25–April 5</td>
</tr>
</tbody>
</table>

Accessibility for TELPAS Alternate

Test administrators will complete the same observable behaviors for each student who participates in TELPAS Alternate. The test administrator will consider a student’s use of the English language related to each specific observable behavior and select the behavior that best describes how the student performs most consistently. The overall selection should be based on the student’s consistent demonstration of the skill. It is not expected that the test administrator conduct classroom activities specifically for this assessment. It is more appropriate to observe the student’s use of English in a variety of instructional settings over a period of time. In addition, collaboration during the administration helps ensure that results in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements. The test administrator should collaborate with other teachers or service providers of eligible students. This is especially helpful to determine the ratings of students near the border between the levels in the observable behaviors.

Accommodations
TEA defines accommodations as changes to materials or procedures that enable students to participate meaningfully in learning and testing. Because TELPAS Alternate is an assessment based on a year of quality English instruction, the student performance described in the observable behaviors occurs while students have access to the instructional accommodations indicated in their IEP. There are a few exceptions where specific accommodations would nullify the performance level indicated in the observable behaviors. These exceptions are marked by footnotes on the alternate PLDs. For the most part, teacher determination of English proficiency of students with significant cognitive disabilities using TELPAS Alternate will reflect student performance in English using the same accommodations used in daily instruction.

Language Domains

The definitions of the TELPAS language domains are broader in TELPAS Alternate to allow for alternate forms of expressive and receptive language.

<table>
<thead>
<tr>
<th>Domain</th>
<th>TELPAS Definition</th>
<th>TELPAS Alternate Refinement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided</td>
<td>The ability to understand spoken or signed language, comprehend and extract information, and follow social and instructional discourse through which information is provided</td>
</tr>
<tr>
<td>Speaking</td>
<td>The ability to use spoken language appropriately and effectively in learning activities and social interactions</td>
<td>The ability to use spoken language or alternative communication appropriately and effectively in learning activities and social interactions</td>
</tr>
<tr>
<td>Reading</td>
<td>The ability to comprehend and interpret written text at the grade-appropriate level</td>
<td>The ability to comprehend and interpret written text, including braille, at a modified level</td>
</tr>
<tr>
<td>Writing</td>
<td>The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments</td>
<td>The ability to produce written text or alternative communication with content and format to fulfill classroom and community-based assignments</td>
</tr>
</tbody>
</table>

Response Modes

For purposes of TELPAS Alternate, “English” is not limited to the typical spoken or written English of other state assessments. It is important to recognize that some ELs are using sign language, braille, or another method of communication as a substitute for traditional English in one or more domains. Teachers who are evaluating how well their students participate in classroom activities in English should take into account whether an alternate response mode is an appropriate way to demonstrate proficiency in a specific language domain.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Allowable Response Modes</th>
</tr>
</thead>
</table>
| For the listening domain, it is allowable for a student to | • alert to  
• gaze at  
• point to  
• reach for  
• touch/pick up  
• draw  
• circle  
• nod  
• gesture towards the targeted stimulus |
| For the speaking domain, it is allowable for a student to | • verbalize  
• form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary  
• sign responses |
For the reading domain, it is allowable for a student to

- read
- alert to
- gaze at
- point to
- reach for
- touch/pick up
- draw
- circle
- nod
- gesture towards the targeted stimulus
- verbalize or sign by responding to letters, words, or numbers to form a response when a wide range of manipulatives are available
- arrange letters, words, or numbers to form a response when a wide range of manipulatives are available
- form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary
- indicate yes/no when presented with three or more choices and being asked, “Is this the___?”

For the writing domain, it is allowable for a student to

- write
- alert to
- gaze at
- point to
- reach for
- touch/pick up
- draw
- circle
- nod
- gesture towards the targeted stimulus
- use adaptive writing equipment (typing, keyboarding)
- arrange letters, words, or numbers to form a response when a wide range of manipulatives are available.

**Students Testing in a Co-Op**

When students from multiple districts or campuses are instructed and tested at a central location, additional considerations must be made in planning for the TELPAS Alternate administration.

- The district or campus where the student is testing should include the student in enrollment counts. This ensures that the testing location will receive enough manuals for all students.
- The district or campus where the student is testing should register the student in the online Assessment Management System and complete all TELPAS Alternate online activities for the student, including entering scoring information and marking accommodations (if applicable).
- The Reporting CDC field on the Register Students page should be completed with the student’s home campus number so the student’s assessment results will be reported correctly.

Refer to the *TELPAS Alternate Test Administrator Manual* for more specific information.
Policy Highlights

Special Administration of an Online Assessment
Technology Guidelines
Special Administration of an Online Assessment

State of Texas Assessments of Academic Readiness (STAAR®) with Embedded Supports (English and Spanish), Texas English Language Proficiency Assessment System (TELPAS) reading, and TELPAS listening and speaking assessments are administered as online testing programs. When rare, unavoidable circumstances exist where students cannot access an online assessment, such as those described below, the Texas Education Agency (TEA) may authorize a special administration. Special administrations of STAAR with Embedded Supports (English and Spanish) and TELPAS reading will be in paper form, while a special administration of TELPAS listening and speaking will be holistic. For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts will receive an automatic approval upon submitting a request for special administration of STAAR with Embedded Supports. Requests for special administrations based on the lack of familiarity with online testing by students or districts will not be approved.

Accommodations Cannot be Applied

A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accessibility section in these District and Campus Coordinator Resources.

Technology Access is Precluded

Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish), TELPAS reading, and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, as may occur on occasion with homebound students, JJAEPs, jails, or detention centers, districts may seek permission for a special administration. A rationale must be provided with the submission of a request for a special administration that clearly indicates why computers or technology are absolutely not available despite attempts made to administer the test online (e.g., no Internet connection at home and portable wireless connection not available; prohibited from downloading the STAAR Online Testing Program onto computer).

Instructions for Requesting Permission for a Special Administration

District testing coordinators must review completed special administration request forms for STAAR with Embedded Supports (English and Spanish), TELPAS reading, and TELPAS listening and speaking and verify that the information provided meets the criteria for a special administration. The form can be accessed at the following link:

Request for Special Administration (PDF) COMING SOON

Completed forms that have been reviewed and verified by the district coordinator may be submitted to TEA for processing. All requests must be received by TEA at least two weeks prior to the administration of a test as scheduled on the Student Assessment Testing Calendar. Extensions to testing windows will not be provided. One form may be used to request special administrations for multiple programs. If a student also needs a designated support requiring TEA approval (i.e., Complex Transcribing, Math Scribe, Extra Day, Other), include the accommodation and rationale with the request for a special administration. Do NOT submit a separate online Accommodation Request Form.

Once TEA has approved the request for a special administration of STAAR with Embedded Supports (English and Spanish) or TELPAS reading, a materials order will be issued to the appropriate testing contractor on behalf of the district. For the special administration of TELPAS listening and speaking, students will need to be holistically rated in both domains. Upon approval of a special administration of TELPAS listening and speaking, a passcode will be provided to access the required holistic rating training. The rater must complete all training requirements before rating students for the assessment. Refer to the supplemental instructions for rater credentials.

Conducting a Special Administration

Supplemental instructions for paper administrations of STAAR with Embedded Supports (English and Spanish) and TELPAS reading for coordinators and test administrators will be included in the shipment of test booklets. For TELPAS listening and speaking, supplemental instructions for coordinators and raters will be included with the approval email.

During a paper administration of STAAR with Embedded Supports (English and Spanish), the language supports designed to assist students in accessing the test are provided by the test administrator using the appropriate secure STAAR with Embedded Supports Paper Administration Guide. Available for each STAAR with Embedded Supports (English and Spanish) assessment, the guides provide specific instructions for how the embedded accommodations are to be provided. When administering STAAR with Embedded Supports to a STAAR braille tester, the test administrator must use the appropriate Specific Braille Instructions in conjunction with the STAAR with Embedded Supports Paper Administration Guide for the test being administered.
Submitting Student Responses

For STAAR with Embedded Supports (English and Spanish), student responses from paper administrations are recorded on answer documents. Unless a student meets the eligibility criteria for a transcription, the student is expected to record his or her answers on the answer document within the time limit of the test. Instructions for completing the fields on the answer document can be found in these District and Campus Coordinator Resources.

For TELPAS reading, student responses from a paper administration are recorded in the test booklet and must be entered into an online form of the test for scoring. Student responses in test booklets will not be scored. Districts are responsible for creating an online test session and transcribing student responses into the online form. Instructions for transcribing student responses into the online form are included in the paper supplement.

For TELPAS listening and speaking, the ratings and related information that are recorded on the TELPAS Student Rating Roster must be entered into an online rating entry form. Districts are responsible for creating online rating test sessions and entering ratings. Instructions for creating online rating test sessions and entering ratings are included in the supplement that is provided with the approval of a special administration.
Technology Guidelines

Districts are required to have procedures in place to prevent the use of personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed to review the technology prior to its use in an assessment. Appropriate review requires knowledge of both the Texas Essential Knowledge and Skills (TEKS) for the specific grade level and subject and the capabilities and functions of the device or software to be used during the assessment. Some technology may be useful during a daily academic setting. This technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. District or campus personnel must conduct additional reviews of technology, including technology-based accommodations, after an upgrade or update to determine if it continues to meet Texas Education Agency (TEA) guidelines for use during a state assessment.

Technology Use Guidelines

All technology used during state assessments must adhere to the following guidelines. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment.

For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as:
  - the ability to send secure test content (e.g., messages, captured images, videos);
  - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); or
  - the ability to save secure test content.

When using applications on a tablet, laptop, or desktop computer, districts must ensure the application does not provide functionality that compromises the curriculum assessed.

A training presentation is available on the Accommodation Resources webpage to assist districts in making appropriate decisions about technology-based accommodations for students taking state assessments. If you have questions about whether specific technology-based accommodations meet these guidelines, contact the most appropriate person in your district (e.g., technology staff, curriculum staff).
Electronic versions of STAAR Report Cards will be posted in the STAAR Assessment Management System in accordance with the dates listed in the 2018–2019 Calendar of Events.

Printed copies of the STAAR Report Cards for the spring primary administrations (April grades 4 and 7 writing, April English I and English II, May Algebra I, Biology, and U.S. History, and May grades 3–8) will be sent on the dates listed in the Calendar of Events. For all other administrations, only printed Confidential Student Labels will ship to your district unless your district chose not to receive them.
<table>
<thead>
<tr>
<th>Events</th>
<th>Test Administration/Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Administration</strong></td>
<td><strong>Grade Level</strong></td>
</tr>
<tr>
<td><strong>December STAAR End-of-Course</strong> (Algebra I, English II, Biology, and U.S. History)</td>
<td>[G3, 4, 6, 7]</td>
</tr>
<tr>
<td>SPRING TELPAS Alternate Grades 2–12</td>
<td>April STAAR Grades 6 &amp; 7 Writing</td>
</tr>
<tr>
<td>SPRING TELPAS Grades K–12</td>
<td>April STAAR Grades 1 and English II</td>
</tr>
<tr>
<td>April STAAR Alternate Grades 1 &amp; 2</td>
<td>April STAAR Alternate Grades 2–3</td>
</tr>
<tr>
<td>May STAAR End-of-Course (Algebra I, Biology, and U.S. History)</td>
<td>May STAAR End-of-Course (Algebra I and English II)</td>
</tr>
<tr>
<td>May STAAR Grades 3–8 Math and Reading Retest</td>
<td>May STAAR Grades 3–8 Math and Reading Retest</td>
</tr>
<tr>
<td>January STAAR End-of-Course (Algebra I, English II, Biology, and U.S. History)</td>
<td><strong>Calendar of Events 2018–2019</strong></td>
</tr>
<tr>
<td><strong>Registration file layout posted</strong></td>
<td>By 6/24</td>
</tr>
<tr>
<td>Districts submit participation counts</td>
<td>6/12–7/26</td>
</tr>
<tr>
<td>Districts select registration option (PEIMS data or district supplied). Default is PEIMS.</td>
<td>9/24–10/19</td>
</tr>
<tr>
<td>Referent data available</td>
<td>10/22–11/16</td>
</tr>
<tr>
<td>Districts submit private test registrations</td>
<td>10/22–11/16</td>
</tr>
<tr>
<td>Districts submit private test registrations for STAAR online testing STAAR Alternate 2, TELPAS, and TELPAS Alternate</td>
<td>4/9–5/28</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>5/14–6/7</td>
</tr>
<tr>
<td>Districts order additional materials</td>
<td>6/25–6/28</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>6/29–7/26</td>
</tr>
<tr>
<td>Districts select registration option</td>
<td>1/9–1/21</td>
</tr>
<tr>
<td>Training for ESSC</td>
<td>4/9–4/23</td>
</tr>
<tr>
<td>Districts receive test administrator manuals</td>
<td>By 1/25 §</td>
</tr>
<tr>
<td>District coordinator training sessions</td>
<td>By 1/25 §</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>By 4/26–5/24</td>
</tr>
<tr>
<td>Districts order additional materials</td>
<td>2/11–2/15</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>5/29 **</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>By 3/1</td>
</tr>
<tr>
<td>Districts receive combined shipment of test materials</td>
<td>By 5/30</td>
</tr>
<tr>
<td>Social Studies Paper</td>
<td>—</td>
</tr>
<tr>
<td>Science Paper</td>
<td>—</td>
</tr>
<tr>
<td>Social Studies Paper</td>
<td>—</td>
</tr>
<tr>
<td>Science Paper</td>
<td>—</td>
</tr>
<tr>
<td><strong>End-of-Course Paper</strong></td>
<td>5/13–5/24 (G3)</td>
</tr>
<tr>
<td><strong>End-of-Course Online</strong></td>
<td>5/13–5/24 (G3)</td>
</tr>
<tr>
<td>STAAR Alternate 2</td>
<td>5/14 (English III)</td>
</tr>
<tr>
<td><strong>TELPAS</strong></td>
<td>5/14 (English III)</td>
</tr>
<tr>
<td><strong>TELPAS Alternate</strong></td>
<td>5/14 (English III)</td>
</tr>
<tr>
<td>Districts ship all scoreable materials</td>
<td>—</td>
</tr>
<tr>
<td>Districts ship all non-scoreable materials</td>
<td>—</td>
</tr>
<tr>
<td>Preliminary rosters and data files are posted</td>
<td>—</td>
</tr>
<tr>
<td>Reports posted to Assessment Management System</td>
<td>—</td>
</tr>
<tr>
<td>Student results available in Student Portal</td>
<td>—</td>
</tr>
<tr>
<td>Preliminary region reports posted</td>
<td>—</td>
</tr>
<tr>
<td>Districts receive printed reports</td>
<td>—</td>
</tr>
<tr>
<td>Districts receive student test warnings (Resolution) and test information changes</td>
<td>—</td>
</tr>
<tr>
<td>Districts submit score code changes (window opens)</td>
<td>—</td>
</tr>
<tr>
<td>Final region reports posted</td>
<td>—</td>
</tr>
<tr>
<td>Updated data files posted</td>
<td>—</td>
</tr>
<tr>
<td>District reports results to local board of trustees</td>
<td>—</td>
</tr>
</tbody>
</table>

*Updated STAAR Report Cards will be available through the biweekly STAAR Report Cards run.  † Training must be completed by these recommended dates.  ** Additional copies of reports for the April STAAR grades 4 and 7 administration will be ordered with the May STAAR 3–8 administration.  †† Additional copies of reports for the April STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.  ††† The Teacher and Analytical Portal will be updated one day after the final region reports have posted.
## Testing Calendars

**Texas Education Agency**

Sep 29, 2018

### 2018–2019 School Year

#### 2018–2019 STUDENT ASSESSMENT TESTING CALENDAR

<table>
<thead>
<tr>
<th>Test Date(s)</th>
<th>Paper Administration Test Date(s)</th>
<th>Online Administration Test Date(s)</th>
<th>STAAR</th>
<th>Report Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 9 (Sat)</td>
<td>Apr 9 (Sat)</td>
<td>STAAR Writing</td>
<td>By June 1, 2019</td>
<td></td>
</tr>
<tr>
<td>Engine 3</td>
<td>Apr 11, 2019</td>
<td>STAAR Writing</td>
<td>By June 1, 2019</td>
<td></td>
</tr>
<tr>
<td>Apr 10 (Mon)</td>
<td>Apr 9–Apr 15</td>
<td>STAAR Writing</td>
<td>By April 29, 2019</td>
<td></td>
</tr>
<tr>
<td>Apr 11 (Tues)</td>
<td>Apr 9–Apr 15</td>
<td>STAAR Writing</td>
<td>By April 29, 2019</td>
<td></td>
</tr>
<tr>
<td>Apr 12 (Wed)</td>
<td>Apr 12 (Wed)</td>
<td>STAAR Writing</td>
<td>By May 10, 2019</td>
<td></td>
</tr>
</tbody>
</table>

All accommodations for paper STAAR assessments scheduled to be administered Apr 9–11, 2019, must be completed by the end of this day. Additional accommodations for paper writing STAAR assessments (grades 6–8 and English) must be completed by April 30.
## 2018–2019 Student Assessment Testing Calendar

### Paper Administration Test Dates

<table>
<thead>
<tr>
<th>Paper Administration Test Dates</th>
<th>Online Administration Test Dates</th>
<th>STARR</th>
<th>Report Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8-May 15</td>
<td>May 8-May 17</td>
<td>S.T.A.R.</td>
<td>By May 20, 2019</td>
</tr>
</tbody>
</table>

**Note:** All make-up sessions for paper-administered STARR tests scheduled to be administered from May 8–17, 2019, must be completed by the end of this day.

### Online Administration Test Dates

<table>
<thead>
<tr>
<th>Online Administration Test Dates</th>
<th>STARR</th>
<th>Report Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15 (Tues)</td>
<td>English</td>
<td>By June 1, 2019</td>
</tr>
<tr>
<td>May 15 (Fr)</td>
<td>Math (9-12)</td>
<td>By June 1, 2019</td>
</tr>
<tr>
<td>May 18 (Tues)</td>
<td>Math (9-12)</td>
<td>By June 1, 2019</td>
</tr>
<tr>
<td>May 18 (Fr)</td>
<td>Science</td>
<td>By June 1, 2019</td>
</tr>
</tbody>
</table>

**Note:** All make-up sessions for online STARR assessments scheduled to be administered from May 15–18, 2019, must be completed by the end of this day.

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No labels

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Training

For the 2018–2019 school year, the Education Service Center (ESC) training covering all the components of the Texas Assessment Program is scheduled for October 3, 2018. ESCs must train district testing coordinators in the fall prior to the December State of Texas Assessments of Academic Readiness (STAAR®) administration. It is recommended that district coordinators are trained by November 9, 2018.

District coordinators must train campus testing coordinators who are administering the December STAAR assessments in the fall prior to this administration. It is recommended that these campus coordinators are trained by November 16, 2018. Campus coordinators must train test administrators who are administering the December STAAR assessments in the fall prior to this administration. It is recommended that test administrators are trained by November 30, 2018.

For campus coordinators and test administrators who are administering STAAR, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate in spring 2019 must be trained by the dates in the Calendar of Events.

The following sections in these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

These Coordinator Resources are organized as a chronological checklist. You will see both District Coordinator and Campus Coordinator checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
District Coordinator Training

Prepare for and attend district testing coordinator training.

Review these District and Campus Coordinator Resources

- Read and review these Coordinator Resources, and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing.

Review the Security Section in these Coordinator Resources

- Review the Security section in these Coordinator Resources for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

Review the Texas Education Code (TEC) and Texas Administrative Code (TAC)

- Become familiar with the sections of the TEC and TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

Review Resources for Online Activities

- Review the STAAR Assessment Management System User’s Guide, which provides details about using the resources of the STAAR Assessment Management System.

Receive Login Information and Assign User Access to the Assessment Management System

- After a district submits information for a new district testing coordinator or superintendent to AskTED, a new user profile is created in the Assessment Management System if the user does not already have an account. A pair of emails containing the new user’s username and temporary password will be sent to the email address entered into the Assessment Management System when the new account is set up.

  **NOTE:** Users must log in and establish a new password within 10 days of receiving the welcome email. If a new password is not established within 10 days, the user’s credentials must be reset.

  If users already have an existing account, they must have their role updated to ensure they have the appropriate access to system functionality.

  - District coordinators will create accounts for campus testing coordinators.
  - If you are the district coordinator and have not been assigned a user ID, contact the Texas Assessment Support Center at 1-855-333-7770 or STAAR3-8@ets.org or STAAREOC@ets.org.
  - Refer to the Assessment Management System User’s Guide for more information about logging in to the system for the first time and creating or editing user accounts.

Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact your regional education service center (ESC) testing coordinator. Training should be held by the date specified on the Calendar of Events.
Ensure these resources are accessible during the session.

**Review and Sign the Appropriate Security Oath**

- Understand your obligations concerning test security and confidentiality.
- Check each item on the oath.
- Sign the oath after all test administrations for the applicable school year have been completed and all materials have been returned to the state testing contractor.
- Submit the oath in accordance with the directions listed for your specific role.

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**STAAR Alternate 2**

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Prepare for and attend district coordinator training.

**Review these Coordinator Resources**

- Become familiar with these Coordinator Resources, review additional resources available online, and become familiar with policy and procedure highlights before the training session.
- Know the different roles and responsibilities of individuals participating in testing.

**Review the Security Section in these Coordinator Resources**

- Review the Security section in these Coordinator Resources for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

**Review the Texas Education Code (TEC) and Texas Administrative Code (TAC)**

- Become familiar with the sections of the TEC and TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

**Review Resources for Online Activities**

- Study the STAAR Alternate 2 Assessment Management System User’s Guide, which provides details for navigating and using resources of the STAAR Alternate 2 Assessment Management System.

**Receive Login Information and Assign User Access to the Assessment Management System**

- Existing district coordinators should verify access to the Assessment Management System.
- When a district submits information for a new district coordinator or superintendent to AskTED, a new user profile is created on the Assessment Management System. Emails with initial login information will be sent to the email address entered in the AskTED profile.
- If you are the district coordinator and have not been assigned a username, you must contact the Customer Service Center at 800-627-0225.
- Refer to the Assessment Management System User’s Guide for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus testing coordinators and other roles.

**Attend Training**
• All district coordinators must attend training annually.
• If you have not received notice of the date and location of the district coordinator training session for your region, contact your ESC. Training should be held by the date specified on the Calendar of Events.

Review and Sign the Appropriate Security Oath

• Understand your obligations concerning test security and confidentiality.
• Check each item on the oath.
• Sign the oath after all test administrations for the applicable school year have been completed and all materials have been returned to the state testing contractor.
• Submit the oath in accordance with the directions listed for your specific role.

**TELPAS**

<table>
<thead>
<tr>
<th>Who must be trained</th>
<th>Type of training needed</th>
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<tbody>
<tr>
<td>District coordinators</td>
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<tr>
<td>Campus coordinators and calibration proctors</td>
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<tr>
<td>Principals</td>
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<tr>
<td>Writing collection verifiers</td>
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<td>Grades 2–12 online test administrators, monitors, or assistants</td>
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<td>Raters</td>
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<tr>
<td>Technology staff and others assigned to TELPAS Assessment Management System roles</td>
<td>Annual training in test security and applicable TELPAS administration procedures</td>
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Prepare for and attend district coordinator training.

Prepare for Training

• Establish procedures to identify and assess all eligible English learners (ELs).
• Implement processes to ensure that enough raters are designated and appropriately trained and that enough monitored sessions for calibration are scheduled.
• Implement procedures to support the validity and reliability of the holistically rated assessments.
• Ensure proper coordination with technology staff so that campuses are set up for the monitored calibration sessions and online tests.
• Train campus personnel on online administration and submission processes.
• Maintain security and confidentiality throughout the assessment period.

Review TELPAS Administration Resources

• Become familiar with these Coordinator Resources, and read the TELPAS Manual for Raters and Test Administrators.
• Become familiar with these Coordinator Resources for setting up and administering the online tests and submitting data for all TELPAS components. The resources include the TELPAS Assessment Management System User’s Guide and other technology resources on the Technology Systems and Supports webpage.
• Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
• Be familiar with how PowerPoint presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

Receive Login Information and Assign User Access to the Assessment Management System

• After a district submits information for a new district testing coordinator or superintendent to AskTED, a new user profile is created on the Assessment Management System. Emails with initial login information will be sent to the email address entered in the AskTED profile.
• If you are the district testing coordinator and have not been assigned a username, contact the Customer Service Center at 800-627-0225.
• Refer to the Assessment Management System User’s Guide for more information about logging in to the system for the first time and creating user accounts.
• District coordinators create accounts for campus coordinators as needed.

Attend Training

• All district coordinators must attend training annually.
• If you have not received notice of the date and location of the district coordinator training session for your region, contact the regional education service center (ESC). Training should be held by the date specified on the Calendar of Events.
• These Coordinator Resources must be available during the session.

Review and Sign the Appropriate Security Oath

• Understand your obligations concerning test security and confidentiality.
• Check each item on the oath.
• Sign the oath after all test administrations for the applicable school year have been completed and all materials have been returned to the state testing contractor.
• Submit the oath in accordance with the directions listed for your specific role.

<table>
<thead>
<tr>
<th>TELPAS Alternate</th>
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<td><strong>Summary of TELPAS Alternate Training Requirements</strong></td>
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<td>Technology staff and others assigned to TELPAS Alternate Assessment Management System roles</td>
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Prepare for and attend district coordinator training.

Prepare for Training
Establish procedures to identify, document, and assess all English learners (ELs) eligible to take TELPAS Alternate.

Review the Security section in these Coordinator Resources for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.

Know the different roles and responsibilities of individuals participating in testing.

Review TELPAS Alternate Administration Resources

- Become familiar with these Coordinator Resources, and read the TELPAS Alternate Test Administrator Manual.
- Become familiar with recent Texas Education Agency (TEA) Texas Education Telecommunications Network (TETN) presentations and other TELPAS Alternate resources located online on the TELPAS and TELPAS Alternate Resources webpage. Multiple, short PowerPoint presentations will be available and cover such topics as TELPAS Alternate requirements, eligibility decision making procedures, accessibility, testing protocol, and authentic classroom examples written by educators that provide instructional activities clarifying how to assess students at varying levels of English language proficiency using the observable behaviors for each domain.

Review Resources for Online Activities

- Study the TELPAS Alternate Assessment Management System User’s Guide, which provides details for navigating and using resources of the TELPAS Alternate Assessment Management System.

Receive Login Information and Assign User Access to the Assessment Management System

- After a district submits information for a new district coordinator or superintendent to AskTED, a new user profile is created on the Assessment Management System. Emails with initial login information will be sent to the email address entered in the AskTED profile.
- If you are the district coordinator and have not been assigned a username, you must contact the Customer Service Center at 800-627-0225.
- Refer to the Assessment Management System User’s Guide for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators.

Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact the regional ESC. Training should be held by the date specified on the Calendar of Events.

Review and Sign the Appropriate Security Oath

- Understand your obligations concerning test security and confidentiality.
- Check each item on the oath.
- Sign the oath after all test administrations for the applicable school year have been completed and all materials have been returned to the state testing contractor.
- Submit the oath in accordance with the directions listed for your specific role.
Prepare for and conduct campus coordinator training.

Designate Campus Coordinators

This should be done in cooperation with your school district’s principals.

Campus Coordinator Responsibilities

- serving as a liaison between the district testing coordinator and campus personnel for test-related communications
- monitoring and maintaining test security
- designating and training test administrators
- preparing and distributing test materials on the campus for each administration
- preparing test materials for return to the district coordinator at the conclusion of test administrations
- coordinating online administration activities on the campus

Schedule Training Sessions

- Campus testing coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators must complete and sign an oath following training on test security and general testing procedures and before handling secure test materials. The signed oath should be returned to the district coordinator.

Make Resources Available

- Make these resources and the test administrator manuals (grades 3–5, 6–8, and EOC) available to campus coordinators to read before their training sessions.

Prepare for and Conduct Training Sessions

Required Campus Coordinator Training Topics:

- Roles and responsibilities to include campus coordinator responsibilities, principal responsibilities, test administrator responsibilities, technology staff responsibilities, and support staff responsibilities (for example, hall monitors and office staff).
- Test security to include test confidentiality requirements; test security policies, procedures, and oaths; active monitoring; seating charts and STAAR Materials Control Form; consequences for adult and student cheating; and optional Web-based test administrator training modules.
- Scheduling test administrations to include testing dates, time limits, breaks, setting up testing groups across grades and subjects, and make-up testing.
- Preparing for test administrations to include receiving, distributing, and storing test materials; identifying eligible students; and identifying out-of-school/out-of-district students.

- Materials control form format including testing students who are taking a combination of tests (for example, paper and online
administrations); ensuring that testing personnel have students’ most up-to-date testing requirements; reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment; preparing for online administrations; and preparing for administrations in alternative education settings.

- Testing with designated supports to include understanding accessibility policies; ensuring that testing personnel have a current list of each student’s allowed or approved designated supports; collecting and preparing designated supports for eligible students; and preparing testing locations for students who need certain designated supports.
- Monitoring test administrations to include determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors and detailing the procedures for monitoring test administrations.
- Verifying precoded answer documents to include the process for verifying elements and hand-gridding student information.
- Completing answer document fields to include score codes, accommodation information, EOC/ABOVE GRADE field, substitute assessment, student demographic information, TEST TAKEN INFO field, Time to test (grades 3–8 only), New to Texas, FOR TAKS/TAAS/TEAMS TESTERS ONLY field, and additional student data collection.
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets.
- Completing the online answer document packing list (ADPL)
- Returning materials to district coordinator.

Prepare for and attend campus coordinator training.

Review

- these Coordinator Resources and the test administrator manuals (grades 3–5, 6–8, and EOC), and become familiar with policy and procedure highlights before the training session.
- the different roles and responsibilities of individuals participating in testing activities at your campus.
- the Security section of these resources for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.
- the sections of the TEC and TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.
- the STAAR Assessment Management System User’s Guide, which provides details for navigating and using resources of the Assessment Management System.

Review Procedures for Preparing and Submitting Answer Documents and ID Sheets

- Become familiar with the answer documents that will be used on your campus as well as the ID sheets for returning materials.

Attend Training

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators should ensure that the resources and the test administrator manuals (grades 3–5, 6–8, or EOC) are available during the session.

Review and Sign the Appropriate Security Oath

- Understand your obligations concerning test security and confidentiality.
- Check each item on the oath.
- Sign the oath after training and before handling secure test materials.
- Submit the oath in accordance with the directions listed for your specific role.
Prepare for and conduct campus coordinator training.

Designate Campus Coordinators

This should be coordinated with your school district’s principals.

Campus Coordinator Responsibilities

- serving as a liaison between the district coordinator and campus personnel for test-related communications
- monitoring and maintaining test security
- designating and training test administrators
- preparing and distributing test materials on the campus for each administration
- coordinating online administration activities on the campus
- preparing test materials for return to the district coordinator at the conclusion of test administrations

Schedule Training Sessions

- Campus coordinators are required to receive training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
- Campus coordinators must complete and sign an oath following training on test security and general testing procedures and before handling secure test materials.

Make Resources Available

- Direct campus coordinators to read these Coordinator Resources before their training sessions. Campus coordinators should also read the non-secure front matter from the STAAR Alternate 2 Test Administrator Manual, available on the STAAR Alternate 2 Resources webpage.

NOTE: Group training must include only the non-secure front matter from the STAAR Alternate 2 Test Administrator Manual located on the STAAR Alternate 2 Resources webpage. The test instructions located in the back of each test administrator manual, as well as the image cards, are considered secure and may be viewed only by the test administrator during the preview and testing windows.

Prepare for and Conduct Training Sessions

Required Campus Coordinator Training Topics:

- Roles and responsibilities to include campus coordinator responsibilities, principal responsibilities, test administrator responsibilities, technology staff responsibilities, and support staff responsibilities (for example, hall monitors and office staff).
- Test security to include test confidentiality requirements; test security policies, procedures, and oaths; secure materials preview period; and STAAR Alternate 2 Materials Control Form.
- Scheduling test administrations to include testing window, administering individual tests in more than one session, and setting up testing across grades and subjects.
• Preparing for test administrations to include identifying students made eligible by ARD decisions; receiving, distributing, and storing test materials; ensuring that testing personnel have students’ most up-to-date testing requirements; reviewing secure materials during the preview period; and preparing for online activities (for example, verifying student data).
• Testing with accommodations to include understanding allowable test administration procedures and materials, understanding accommodation policies, ensuring that testing personnel have a current list of each student’s testing accommodations, collecting and preparing test accommodations, and preparing testing locations for students who need certain accommodations.
• Monitoring test administrations to include determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors during the preview period and the testing window, detailing the procedures for monitoring test administrations, using the STAAR Alternate 2 Scoring Document, ensuring that testing personnel can enter student data online, and verifying student responses entered into an online transcription form.
• Completing test administrations.
• Returning materials to the district coordinator.

Prepare for and attend campus coordinator training.

Review

• these Coordinator Resources and the non-secure front matter from the STAAR Alternate 2 Test Administrator Manual, available on the STAAR Alternate 2 Resources webpage. Also review additional resources available online and become familiar with policy and procedure highlights before the training session.
• the different roles and responsibilities of individuals participating in testing at your campus.
• the Security section of these resources for detailed information regarding the requirements for maintaining the security and confidentiality of the Texas student assessment program.
• the sections of the TEC and TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.
• the STAAR Alternate 2 Assessment Management System User’s Guide, which provides details for navigating and using resources of the Assessment Management System.

Attend Training

• Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.
• District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
• Campus coordinators should read these Coordinator Resources before the session. They should also have access to the non-secure front matter from the STAAR Alternate 2 Test Administrator Manual.

Review and Sign the Appropriate Security Oath

• Understand your obligations concerning test security and confidentiality.
• Check each item on the oath.
• Sign the oath after training and before handling secure test materials.
• Submit the oath in accordance with the directions listed for your specific role.

Prepare for and conduct campus coordinator and principal training.

Designate Campus Coordinators for Each Campus with Enrolled English Learners (ELs)

• This should be done in cooperation with your school district’s principals.
• In conjunction with district coordinators, campus coordinators are responsible for
  • supervising online test processes for grades 2–12, and
  • the training and administration processes for the holistically rated assessments.
Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to the Texas English Language Proficiency Assessment System (TELPAS). Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Schedule training sessions by the dates specified on the Calendar of Events.

The principal’s role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater’s TELPAS Student Rating Roster prior to the final verification of student data.

Make Resources Available

- Instruct campus coordinators to review the TELPAS sections of these Coordinator Resources and the appropriate resources for both the holistically rated components and the online tests.
- Campus coordinators must also be familiar with the contents of the TELPAS Manual for Raters and Test Administrators, which they will use to train raters and online test administrators.

Prepare for and Conduct Training Sessions

Required Campus Coordinator Training Topics:

- Preparing for testing to include responsibilities of campus coordinator, principal, and other campus testing personnel; testing manuals and other testing resources; verifying that student records of all ELs are in the TELPAS Assessment Management System; assessing all eligible students; scheduling online test administrations for grades 2–12; designating and training raters, test administrators, and other testing personnel; scheduling and holding monitored rater calibration sessions; testing accommodations; ensuring all raters complete holistic rating training, including calibration in monitored settings; and setting up test sessions for online tests and holistic ratings in the Assessment Management System.
- Test security to include test confidentiality requirements; test security policies, procedures, and oaths; active monitoring; proper testing procedures; seating charts for grades 2–12 online tests; and consequences for adult and student cheating.
- Holistic rating process to include assembling and reviewing writing collections; implementing and documenting procedures for ensuring rating validity and reliability; and collecting and storing TELPAS Student Rating Rosters and student writing collections.
- Student data elements and online testing score codes to include verifying student identification, demographic, and program information; entering and verifying holistic rating information; entering score codes; supplying and verifying Years in U.S. Schools data; and entering additional data as described in the Verify extenuating circumstances data section of these resources.

Prepare for and attend campus coordinator training.

Prepare for Training

Key campus coordinator responsibilities include ensuring that

- all eligible ELs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS online test administrators are identified and properly trained;
- a sufficient number of monitored calibration sessions have been scheduled and raters are identified and properly trained;
- appropriate personnel have been trained to enter and verify student information in the Assessment Management System;
- online test sessions are scheduled and actively monitored, and students have the opportunity to use the online tutorials and practice tests for TestNav;
- online test sessions are created for the online tests and rating entries;
- students’ ratings and rater information are entered in an online rating entry form in TestNav and rating information is verified before submitting;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
procedures are in place during the administration to support the validity and reliability of the rating process; student records for all enrolled ELs are in the Assessment Management System; student records are verified as complete; and materials are collected, verified, and filed as appropriate.

Review TELPAS Administration Resources

- Become familiar with these Coordinator Resources, and read the TELPAS Manual, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online tests and submitting data for all TELPAS components. The resources include the TELPAS Assessment Management System User’s Guide and other technology resources.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
- Be familiar with how PowerPoint® presentations by the Texas Education Agency (TEA) and other online resources about the holistically rated components can help with the training of new testing personnel.

Attend Training

- Campus coordinators and principals are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- These Coordinator Resources must be available, along with the TELPAS Manual, during the session.

Review and Sign the Appropriate Security Oath

- Understand your obligations concerning test security and confidentiality.
- Check each item on the oath.
- Sign the oath after training and before handling secure test materials.
- Submit the oath in accordance with the directions listed for your specific role.

Prepare for and conduct campus coordinator and principal training.

Designate Campus Coordinators for Each Campus with Enrolled ELs Eligible to Participate in TELPAS Alternate

This should be done in cooperation with your school district’s coordinators.

Campus Coordinator Responsibilities

- serving as a liaison between the district coordinator and campus personnel for test-related communications
- monitoring and maintaining test security
- designating and training test administrators
- preparing and distributing test materials on the campus for each administration
- coordinating online student rating entry on the campus
Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS Alternate.
- Schedule training sessions by the dates specified on the Calendar of Events.
- Campus coordinators must complete and sign an oath following training on test security and general testing procedures and before handling secure test materials.

Distribute Manuals

- Instruct campus coordinators to review the sections of these Coordinator Resources that are relevant to TELPAS Alternate.
- Instruct campus coordinators to review the TELPAS Alternate Test Administrator Manual.
- Instruct campus coordinators to become familiar with the TELPAS Alternate resources located on the TELPAS Resources webpage.

Prepare for and Conduct Training Sessions

Required Campus Coordinator Training Topics:

- Preparing for testing to include identifying eligible students for TELPAS Alternate and documenting in the individualized education program (IEP); responsibilities of campus coordinator and other campus testing personnel; reviewing the TELPAS Alternate manual and student observational behavior form; verifying that student records are in the Assessment Management System; processes for assuring all eligible students are assessed; designating and training test administrators and other testing personnel; and preparing for online activities (for example, setting up test sessions and verifying student data).
- Test security to include test confidentiality requirements; test security policies, procedures, and oaths; proper testing procedures; and consequences for violating procedures.
- Scheduling test administrations to include testing window, administering individual tests, and ensuring all language domains are assessed.
- Testing with accommodations to include understanding allowable test administration procedures and materials, adhering to allowable response modes, and understanding that student performance is indicated when practicing the skills in typical classroom setting with the student’s individual accommodations applied.
- Detailing the procedures for using the Observable Behaviors Document, ensuring that testing personnel can enter student data online, and verifying student responses entered into an online transcription form.
- Completing test administrations.

Prepare for and attend campus coordinator training.

Prepare for Training

The campus coordinator is the contact person for all TELPAS Alternate-related communications at the campus. Some key responsibilities include ensuring that

- all eligible ELs are identified and assessed;
- appropriate personnel have been trained to enter student information in the Assessment Management System;
- student results are entered in an online entry form in the Assessment Management System and information is verified before submitting;
- student records for all enrolled ELs eligible to participate in TELPAS Alternate are in the Assessment Management System; and
- student records are verified as complete.

Review TELPAS Alternate Administration Resources

- Read these Coordinator Resources and the TELPAS Alternate Test Administrator Manual, which you will use to train test administrators.
- Be familiar with how PowerPoint presentations by TEA, especially those that contain examples of classroom activities that assess each observable behavior in all four domains, and other online resources about TELPAS Alternate can help with the training of new testing personnel.
Attend Training

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS Alternate.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring the TELPAS Alternate Test Administrator Manual to the session.

Review and Sign the Appropriate Security Oath

- Understand your obligations concerning test security and confidentiality.
- Check each item on the oath.
- Sign the oath after training and before handling secure test materials.
- Submit the oath in accordance with the directions listed for your specific role.
Test Administrator Training

Prepare for and conduct principal and test administrator training.

Designate Test Administrators

- This should be coordinated with your school’s principal.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
- District or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.

**Who Can Serve as a Test Administrator?**

- teachers (including those who hold teaching permits or probationary certificates)
- counselors
- librarians
- paraprofessionals
- substitute teachers
- other professional educators (such as retired teachers)

Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test administration procedures and sign an oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

- Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment. In addition, test administrators who have permission to view secure materials in order to provide an approved accommodation or as part of the program-specific test administration process must sign an additional section of the test administrator oath. For more information about oral administrations, refer to the Oral/Signed Administration Guidelines.
- Test administrators must initial and sign the appropriate test security oath following training on test security and general testing procedures before handling secure test materials.

Schedule Principal and Test Administrator Training Sessions

- Principals are required to receive annual training in test security and general testing procedures and must sign a security oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.
Test administrators who have permission to view secure materials in order to provide certain designated supports must be provided with additional training and reminded that they are viewing secure 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 sign the appropriate security oath.

Distribute STAAR Test Administrator Manuals (Grades 3–5, 6–8, and EOC)

- Distribute manuals early enough to allow all test administrators sufficient time to thoroughly read the material before training sessions.
- Remind test administrators that manuals must be retained for use during the entire school year.
- Use the test administrator manuals in your training sessions.

Direct Designated Test Administrators to Review Online Resources

Test administrators giving online administrations are required to review the following resources, if applicable.

- The STAAR Online Testing Tutorial, which can be found on the STAAR Online Testing Platform (SOTP)
- Assessment Management System User’s Guide

Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

**Principal Responsibilities**

- ensuring that test security is maintained
- overseeing the implementation of the test administration process stated in these Coordinator Resources, the test administrator manuals, and in the Security section in these Coordinator Resources
- establishing, in conjunction with the campus testing coordinator, test administration processes specific to the campus
- overseeing the training of campus personnel in cooperation with the campus coordinator
- reporting any suspected violation of test security to the district testing coordinator

**Test Administrator Responsibilities**

- maintaining security of test materials until returned to the coordinator
- preparing and distributing test materials in the classroom for each administration
- implementing the test administration processes and procedures stated in the manuals
- monitoring and maintaining test security
- reporting any suspected violation of test security to the campus coordinator
- preparing test materials for return to the campus coordinator at the conclusion of test administrations
• Test security
  • test security procedures and security oaths
  • active monitoring
  • seating charts
  • student honor statements
  • response to testing irregularities
  • consequences of cheating
  • optional Web-based test administrator training modules
• Scheduling test administrations
  • testing window
  • time limits
  • breaks
  • setting up testing groups across grades and subjects
  • make-up testing
• Preparing for test administrations
  • identifying eligible students
  • testing students taking a combination of tests (e.g., paper and online administrations)
  • receiving, distributing, and storing test materials
  • reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
  • preparing for online administrations
• Testing with accessibility features
• Testing with designated supports
  • understanding accessibility policies
  • ensuring that testing personnel have a current list of each student’s allowed or approved accessibility features and/or designated supports
  • ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
  • ensuring that test administrators giving an oral administration have the same form number of the test as the student(s)
  • collecting materials and preparing designated supports for eligible students
  • preparing testing locations for students who need certain designated supports or accessibility features (e.g., oral administration, individual or small-group administration)
• Precoded answer documents
  • following the process for verifying elements of precoded answer documents
  • hand-gridding student information
• Ensuring distribution of appropriate answer documents
• Monitoring test administrations
  • determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
  • detailing the procedures for monitoring test administrations
• Completing answer document fields
  • score codes
  • accommodation information
  • EOC/ABOVE GRADE field
  • substitute assessment
  • student demographic information
  • TEST TAKEN INFO field
  • Time to test (grades 3–8 only)
  • New to Texas
  • FOR TAKS/TAAS/TEAMS TESTERS ONLY field
• Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
• Returning materials to the campus coordinator

STAAR Alternate 2

Prepare for and conduct principal and test administrator training.

Designate Test Administrators
• This should be coordinated with your school’s principal.
• Test administrators must hold valid education credentials, such as Texas educator certificates and permits.
• District or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.
The STAAR Alternate 2 test administrator should be the student’s teacher for the subject being tested and must have a high level of familiarity with the student so that testing accommodations can be prepared appropriately and the student’s typical response modes can be understood.

**Who Can Serve as a Test Administrator?**
- teachers (including those who hold teaching permits or probationary certificates)
- counselors
- librarians
- paraprofessionals
- related service staff
- substitute teachers
- other professional educators (such as retired teachers)

- Test administrators must sign the appropriate security oath following training on test security and general testing procedures and before handling secure test materials.
- Because administering STAAR Alternate 2 requires viewing secure test materials, test administrators must confirm compliance with state confidentiality requirements by completing the security oath.

Certified and noncertified paraprofessionals and related service staff who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance to the test administrator such as preparing allowable accommodations, manipulating materials during the testing session, translating or signing information for the student, and providing behavior management. All test administrator assistants must be trained in test security and administration procedures prior to the assessment and must have signed the test security oath.

- Test administrator assistants may include staff members who are serving as an intervener employed by the district and equipped with specialized skills and training to routinely provide direct support to a student with deafblindness. In addition, those providing braille services to the district may serve in the role of a test administrator assistant.
- Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign a security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

### Schedule Principal and Test Administrator Training Sessions
- Principals are required to receive annual training in test security and general testing procedures; each principal must sign a security oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.

### Distribute Test Administrator Manual Material
- The STAAR Alternate 2 test administrator manuals are secure materials.
- Provide access to the non-secure front matter from the STAAR Alternate 2 Test Administrator Manual (available on the STAAR Alternate 2 Resources webpage) early enough to allow sufficient time before training sessions for all testing personnel to read the material thoroughly.
- Use the front matter of the test administrator manuals in your training sessions.
NOTE: Group training must include only the non-secure front matter from the *STAAR Alternate 2 Test Administrator Manual* located on the STARR Alternate 2 Resources webpage. The test instructions located in the back of each test administrator manual and the image cards are considered secure and may be viewed only by the test administrator during the preview and testing windows.

**Direct Designated Test Administrators to Review Online Resources**

Refer test administrators to the appropriate sections of the following resources.

- The *Assessment Management System User's Guide* for transcribing student responses, completing score code information, and understanding additional resources of the Assessment Management System

**Conduct Principal and Test Administrator Training Sessions**

Suggested topics are listed below.

### Principal Responsibilities

- ensuring that test security is maintained
- overseeing the implementation of the test administration process, the test administrator manuals, and the Security section in these Coordinator Resources
- establishing, in conjunction with the campus coordinator, test administration processes specific to the campus
- overseeing the training of campus personnel in cooperation with the campus coordinator
- reporting any suspected violation of test security to the district coordinator

### Test Administrator Responsibilities

- maintaining security of test materials until returned to the coordinator
- preparing test materials for each administration
- implementing the test administration processes and procedures stated in the manuals
- monitoring and maintaining test security
- reporting any suspected violation of test security to the campus coordinator
- transcribing student responses into an online transcription form
- preparing test materials for return to the campus coordinator at the conclusion of test administrations

- Test security
  - test security procedures and security oaths
  - STAAR Alternate 2 Materials Control Form
  - response to testing irregularities
  - consequences of cheating
- Scheduling test administrations
  - testing window
  - administering individual tests in more than one session
  - setting up testing across grades and subjects
Preparing for test administrations
- identifying eligible students
- receiving and storing test materials
- preparing for administrations in alternative education settings

Testing with accommodations
- understanding allowable test administration procedures and materials
- understanding accommodation policies
- ensuring that testing personnel have a current list of each student’s testing accommodations
- reviewing secure materials during the preview period and preparing accommodations for eligible students
- preparing testing locations for students who need certain accommodations or allowable procedures

Monitoring test administrations
- determining the availability of personnel (testing coordinators, principals, other district administrators) to serve as monitors
- detailing the procedures for monitoring test administrations
- using the STAAR Alternate 2 Scoring Document
- updating student demographic information in the Assessment Management System
- transcribing student scoring information and assessment data into the Assessment Management System

Completing test administrations
- Returning materials to the campus coordinator

Plan for and conduct training for online test administrators.

Designate Test Administrators
- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet the needs of your campus.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the STAAR section in these Coordinator Resources.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

Schedule Test Administrator Training Sessions
- All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
- This training is required annually for staff assigned to these roles.
- Online test administrator training should take place by the date specified on the Calendar of Events. If necessary, additional training may be conducted after this date to address extenuating circumstances.

Distribute TELPAS Manual for Raters and Test Administrators
- Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the Assessment Management System User’s Guide.

Conduct Test Administrator Training
- Review the test administrator duties in the TELPAS Manual for Raters and Test Administrators and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of the TestNav app and the Assessment Management System to fulfill their roles.
- Test administrators can use the training site to practice using the Assessment Management System without affecting real data.
- Online test administrators must sign the appropriate security oath after training and prior to handling secure materials.
Prepare for and conduct principal and test administrator training.

**Designate Test Administrators**

- The TELPAS Alternate test administrator must have a high level of interaction and familiarity with the student. The test administrator must be able to determine how the student’s understanding and use of English can be demonstrated and described through observable behaviors.
- All test administrators must hold valid education credentials, such as Texas educator certificates and permits.

Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration. Other district or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional on the same campus who does meet the criteria.

- Test administrators must complete the inventory for all domains. Districts must not assign one test administrator for some domains and another for other domains.
- Test administrators must sign the appropriate security oath following training and before handling test materials.

**Schedule Principal and Test Administrator Training Sessions**

- Principals are required to receive annual training in test security and general testing procedures; each principal must sign a security oath.
- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.
- Schedule sessions by the dates specified on the Calendar of Events.

**Distribute Test Administrator Manual Material**

- Provide the TELPAS Alternate Test Administrator Manual to test administrators.

**Direct Designated Test Administrators to Review Online Resources**

Refer test administrators to the appropriate sections of the following resources.

- The Assessment Management System User's Guide for transcribing student responses, completing score code information, and understanding additional resources of the Assessment Management System

**Conduct Principal and Test Administrator Training Sessions**

Suggested topics are listed below.
### Principal Responsibilities

- ensuring that test security is maintained
- overseeing the implementation of the test administration process stated in these Coordinator Resources, the test administrator manual, and the Security section in these Coordinator Resources
- establishing, in conjunction with the campus coordinator, test administration processes specific to the campus
- overseeing the training of campus personnel, in cooperation with the campus coordinator
- reporting any suspected violation of test security to the district coordinator

### Test Administrator Responsibilities

- understanding the English language proficiency standards (ELPS), the alternate Proficiency Level Descriptors (PLDs), and how to rate students on the observable behaviors using typical classroom activities
- implementing the test administration processes and procedures stated in the manual
- maintaining test security
- reporting any suspected violation of test security to the campus coordinator
- transcribing student ratings into an online transcription form

- Test security
  - test security procedures and security oaths
  - response to testing irregularities
  - consequences of cheating
- Scheduling test administrations
  - testing window
- Preparing for test administrations
  - identifying eligible students
  - receiving test materials
- Testing with accommodations
  - understanding allowable test administration procedures and materials
  - adhering to allowable response modes
  - understanding that student performance is indicated when practicing the skills in typical classroom setting with the student's individual accommodations applied
- During testing
  - verifying student identification, demographic, and program information
  - entering student scoring data
  - entering score codes
  - verifying student scoring information is entered into the online transcription form
- Completing test administrations

Verify score codes section in these Coordinator Resources
Prepare for and conduct technology staff training.

### Designate Technology Staff

#### Technology Staff Responsibilities

- ensure that administrative rights necessary for installing software are obtained
- ensure that network infrastructure and computers have been assessed and meet the minimum system requirements
- ensure that all testing software is properly installed, configured, and tested
- be available for assistance before and during test sessions to address technology problems that might occur during testing
- ensure technology staff sign the appropriate security oath

### Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.

### Direct Technology Staff to Review Online Resources

- The [Assessment Management System User’s Guide](#)
- The [STAAR Online Testing Platform Technology Guide](#)
- The [Quick Guide to Online Testing](#)

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Prepare for and conduct technology staff training.

### Designate Technology Staff
Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online activities.

Direct Technology Staff to Review Online Resources

- Technology staff should review the Assessment Management System User’s Guide for information on navigating and using resources of the Assessment Management System and conducting online activities.

Prepare for and conduct technology staff training.

Designate Technology Staff

- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.
Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System.

**TELPAS Alternate**

Prepare for and conduct technology staff training.

**Designate Technology Staff**

- Technology staff are responsible for ensuring that
  - administrative rights necessary for installing software are obtained, and
  - network infrastructure and computers have been assessed and meet the minimum system requirements.
- Technology staff should be available for assistance to address technology problems that might occur during the transcription of scoring information into the Assessment Management System.
- Ensure technology staff sign the appropriate security oath.

**Schedule and Conduct Training Sessions**

- Technology staff are required to receive annual training on test security and general testing procedures and sign the appropriate security oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for administrations.

Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System and conducting online activities.
TELPAS Rater Training

Holistically Rated Assessments

Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the proficiency level descriptors (PLDs) from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The online basic training courses and calibration activities are grade-cluster specific. The training is available through the TELPAS Online Training Center website, which requires a username and password for access.

District and campus testing coordinators are responsible for ensuring that all individuals designated to serve as Texas English Language Proficiency Assessment System (TELPAS) raters fulfill their holistic rating training requirements. Online basic training courses may be completed independently. Calibration activities must be completed in a monitored setting. District coordinators receive daily passcodes for each calibration set, which are used to control access to the sets. A rater should not be given a passcode to revisit a specific calibration set after the day it was completed.

The chart outlines the steps and components of the holistic rating training process.

Grades K–12 Holistic Rating Training Flowchart

- **Fall Professional Development**
  - As a best practice, teachers whom districts plan to train as new raters receive ELPS-TELPAS foundational training if they lack this background.

- **Spring TELPAS Administration Procedures Training**
  - During this training, testing coordinators review key information from the TELPAS Manual for Raters and Test Administrators to prepare new and returning raters to proceed with online holistic rating training.

- **New Raters**
  - **Online Basic Training Course**
  - **Online Calibration Activities**
    - Sets 1 and 2: Set 2 required if not successful on Set 1

- **Returning Raters**
  - **Online Calibration Activities**
    - Sets 1 and 2: Set 2 required if not successful on Set 1
Teachers must be assigned to complete holistic rating training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to complete training in the cluster in which they have the most English learners (ELs). As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.

- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). Raters with more than one additional cluster (within grades 2–12) should train in the cluster in which they have the most ELs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the PLD rubrics appropriately.

**NOTE:** Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required holistic rating training requirements, including calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 2 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

### Rater Credentials

A teacher (including a substitute teacher) selected to rate an EL must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student’s ability to use English in instructional and informal settings;
- hold valid Texas education credentials, such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

### Assembling and Verifying Writing Collections

Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The *TEL P Manual for Raters and Test Administrators* outlines specific requirements for assembling and verifying the contents of the writing collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content-area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional *TEL P Online Training Center* course titled Assembling and Verifying Grades 2–12 Writing Collections may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.

### Key Holistic Rating Training Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7–11</td>
<td><em>TEL P Manual for Raters and Test Administrators</em> due in districts (available online in December)</td>
</tr>
<tr>
<td>January 14</td>
<td>Assembling and Verifying Grades 2–12 Writing Collections course available</td>
</tr>
<tr>
<td>January 25</td>
<td>End date for district coordinator training—all TELPAS components</td>
</tr>
<tr>
<td>January 28</td>
<td>Online basic training courses for new K–1 and 2–12 raters available</td>
</tr>
<tr>
<td>February 8</td>
<td>End date for campus coordinator training—all TELPAS components</td>
</tr>
<tr>
<td>February 11</td>
<td>Calibration window opens for new and returning raters</td>
</tr>
<tr>
<td>February 11</td>
<td>Earliest eligibility date for TELPAS writing samples</td>
</tr>
<tr>
<td>February 22</td>
<td>End date for training raters and verifiers on administration procedures</td>
</tr>
<tr>
<td>February 25–April 5</td>
<td>TELPAS assessment window</td>
</tr>
</tbody>
</table>
The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the assessment.

**Assessment Validity and Reliability**

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or vary by campus. The requirements are described in the Online Administrations, Prepare for Online Administrations, and Writing Collections sections in these Coordinator Resources.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable.

**Accommodations Information**

Information regarding designated supports available during TELPAS can be found on the Accommodation Resources webpage.

In rare cases, a student may need a special administration of an online test, which will require TEA approval. Refer to the Special Administration of an Online Assessment page of these Coordinator Resources.

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Plan for and conduct administration procedures training for raters and writing collection verifiers.

### Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.
- Raters must be teachers of the ELs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content-area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

### Schedule Test Administration Procedures Training for Raters and Verifiers

- This training is required annually for staff assigned to these roles.
- Training for test administration procedures for raters and verifiers should take place by the test administrator training date specified on the Calendar of Events. If necessary, additional individuals may be trained after this date to address extenuating circumstances.

### Provide Access to the **TELPAS Manual for Raters and Test Administrators** to Raters and Verifiers Before Training Session

- Direct raters and verifiers to read the appropriate sections of the manual.

### Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include:
  - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
fundamentals of the holistic rating process for raters who do not yet have this background
a review of the holistic rating online training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, information about location of monitored sessions for calibration, rating support policy for any raters who do not successfully calibrate, and the process for logging into the TELPAS Online Training Center
consequences of cheating

- Make sure raters have a signed oath on file before they create a new account in the TELPAS Online Training Center.
- Make sure new raters understand which training to take and for which grade clusters.
- Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the TELPAS Manual for Raters and Test Administrators.
- You may wish to assign raters and verifiers to complete or review the TELPAS Online Training Center course titled Assembling and Verifying Grades 2–12 Writing Collections. A TEA-provided PowerPoint titled Grades 2–12 Writing Collection Overview is also available on the TELPAS Resources webpage.
- Raters and writing collection verifiers must sign the appropriate security oath after training and prior to handling secure materials.

Prepare for and conduct monitored calibration sessions.

Designate Staff to Conduct Calibration Sessions

- A testing coordinator or other designated personnel must serve as a proctor for monitored calibration sessions. The number of proctors needed depends on the number of raters being trained.
- Proctors may be LPAC administrators, school counselors, or other suitable staff but must not be teachers serving as TELPAS raters this year.
- Proctors must have received administration procedures training and sign the appropriate security oath.

Schedule Monitored Calibration Sessions

- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
- The number of calibration sessions needed depends on the number of raters who must be trained to rate the ELs on each campus.
- Most raters will need 1–2 hours to complete a calibration set, and each calibration set must be completed in one session.
- Local procedures must be established for completion of a second calibration set. Calibration sets 1 and 2 may be completed in one session or in separate sessions, as determined by local procedures. Once a rater completes a set, he or she cannot visit that set on another day.
- The use of headphones is required for raters to complete the calibration activities that include the listening and speaking domains.
- A printer should be available for printing certificates.

Conduct Monitored Calibration Sessions

- Ensure that a trained proctor is available to actively monitor the calibration session.
- Campuses must maintain a roster of participants for each calibration session. A sample roster is available for use from the Coordinator Resources for TELPAS Holistic Rating Training document, accessible to the district coordinator, in the Assessment Management System.
- Ensure proctors have the correct calibration passcodes for the day of the session. Daily calibration passcodes are available from the Coordinator Resources for TELPAS Holistic Rating Training document. Passcodes are updated weekly throughout the TELPAS testing window.
- Raters must be given the correct passcode for the day once they have logged in for their calibration session. Make sure raters understand in which grade cluster they should calibrate.
- Raters should not be allowed back into a calibration set after the passcode used to access the set has expired, including going back to review completed calibration sets.
- Raters may use a copy of the PLDs during their calibration activities. Raters can be provided with scratch paper, if needed. Any notes taken during calibration should be done on the scratch paper or on a separate copy of the PLDs provided. All notes taken by raters during the session must be turned in to the proctor and destroyed.
- Remind raters that calibration must be completed individually and that collaborating or discussing responses to calibration activities with others is not allowed.
- Raters must begin with calibration set 1. If raters are successful on set 1, a certificate will be available from the scoring summary tab to print and turn in to the proctor.
- If raters are unsuccessful on set 1, notify raters of local procedures on how to proceed to set 2.
Monitor Holistic Rating Training

- **New Raters.** New raters may complete the online basic training course independently. Rating practice for grades K–1 and 2–12 is separate from the course and can be completed in the TELPAS Online Training Center after completing all modules of the course. Online calibration must be completed in a monitored setting. Before new raters attend a monitored calibration session, campus coordinators must ensure that new raters complete the appropriate online basic training course.

- **Returning Raters.** Returning raters may review rating practice activities from the online basic training course before attending a monitored calibration session. Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. Online calibration must be completed in a monitored setting.

- **Training certificates and professional development hours.** A certificate of completion for the K–1 and 2–12 online basic training courses will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. There is no state-required level of rating accuracy established for the online basic training course practice activities. A certificate of successful completion is issued within the TELPAS Online Training Center when a rater demonstrates sufficient calibration (70 or better for grades 2–12; 70 or better for grades K–1) on a calibration set.
  - Five hours are awarded for the K–1 online basic course.
  - Three hours are awarded for the 2–12 online basic training course.
  - One hour is awarded for the optional assembling and verifying course.
  - Two hours are awarded for calibration.

The TELPAS Online Training Center will not maintain raters’ training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters’ completion of holistic rating training requirements.
TELPAS Alternate Rater Training

INFORMATION COMING SOON
Test Administrator Training Modules

As part of the Texas Education Agency (TEA) ongoing efforts to improve security measures in the state’s testing program and to help ensure that test results are meaningful and valid, the Student Assessment Division has developed web-based training modules for test administrators. It is designed to supplement the mandatory training required of all personnel involved in testing.

Completion of these modules is not a requirement. It is, however, recommended that districts and charter schools use these modules to enhance the mandatory training required of all personnel involved in testing.

Participants will be able to obtain a Certificate of Completion at the end of each module. Individuals will be prompted to fill in their first and last name and date of completion prior to printing or saving a copy of the certificate. Note that any unsaved certificates will not be retrievable at a later time. Certificates are made available for the districts as a convenience and are to be used at the district’s discretion.

**NOTE:** The information on these training modules does not apply to TELPAS Alternate. Training modules require a Flash enabled browser, and cannot be viewed on iOS devices.

**Module 1:** Active Monitoring  
**Module 2:** Distribution of Test Materials  
**Module 3:** Proper Handling of Secure Materials
<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Time*</th>
<th>Presenter</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s new as districts prepare for December 2018?</strong></td>
<td>Thursday, August 9, 2018</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>Interim: Getting ready for interim testing</strong></td>
<td>Monday, August 13, 2018</td>
<td>10:00 a.m. - 11:00 a.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>Interim: Everything you need to know about interim testing</strong></td>
<td>Wednesday, August 15, 2018</td>
<td>1:00 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
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<tr>
<td><strong>Interim: A deep dive into the Online Reporting Suite (ORS) for interim testing</strong></td>
<td>Tuesday, August 21, 2018</td>
<td>1:00 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>Interim: Starting early, get ready for online testing</strong></td>
<td>Thursday, August 23, 2018</td>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Fall activities for upcoming STAAR administrations</strong></td>
<td>Tuesday, September 11, 2018</td>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>2018-2019 Accessibility Updates</strong></td>
<td>Wednesday, September 19, 2018</td>
<td>10:00 a.m. - 12:00 p.m.</td>
<td>TEA</td>
<td>TETN</td>
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<tr>
<td><strong>2018 TELPAS/Alternate Assessments Fall Update</strong></td>
<td>Wednesday, September 19, 2018</td>
<td>1:00 p.m. - 3:00 p.m.</td>
<td>TEA</td>
<td>TETN</td>
</tr>
<tr>
<td><strong>ESC Training</strong></td>
<td>Wednesday, October 3, 2018</td>
<td>9:00 a.m. - 4:30 p.m.</td>
<td>TEA</td>
<td>In person</td>
</tr>
<tr>
<td><strong>STAAR: Online testing preparation for December 2018 and an overview of the STAAR Online Testing Platform</strong></td>
<td>Tuesday, October 23, 2018</td>
<td>1:00 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Getting ready for your December 2018 shipments to arrive</strong></td>
<td>Wednesday, October 31, 2018</td>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Preparing for the release of December 2018 scores</strong></td>
<td>Thursday, November 8, 2018</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: The new online answer document packing list and December 2018 material returns</strong></td>
<td>Tuesday, November 27, 2018</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Winter activities for upcoming STAAR administrations</strong></td>
<td>Monday, December 17, 2018</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR Alternate 2</strong></td>
<td>Tuesday, January 29, 2019</td>
<td>9:30 a.m. - 11:00 a.m.</td>
<td>Pearson</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>TELPAS and Online Testing</strong></td>
<td>Wednesday, January 30, 2019</td>
<td>9:30 a.m. - 11:00 a.m.</td>
<td>Pearson</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>TELPAS Alternate †</strong></td>
<td>Friday, February 1, 2019</td>
<td>9:30 a.m. - 11:00 a.m.</td>
<td>Pearson</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Getting ready for your spring 2019 shipments to arrive</strong></td>
<td>Wednesday, February 27, 2019</td>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: A refresher for the retest administrations</strong></td>
<td>Monday, March 4, 2019</td>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Online testing preparation for spring 2019 administrations and an overview of the STAAR Online Testing Platform</strong></td>
<td>Wednesday, March 6, 2019</td>
<td>1:00 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: The new online answer document packing list and spring 2019 material returns</strong></td>
<td>Thursday, March 14, 2019</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
<tr>
<td><strong>STAAR: Preparing for the release of spring 2019 scores</strong></td>
<td>Wednesday, March 27, 2019</td>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>ETS</td>
<td>Webinar</td>
</tr>
</tbody>
</table>

*All times are Central Standard Time

† Additional training opportunities will be available and announced at a later date.
Paper Administrations

The following sections in these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

You will see both District Coordinator and Campus Coordinator checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Prepare for Paper Administrations

- Confirm and distribute materials
- Verify precoded information
- Answer documents
- Stop sign sample
- Prepare areas for paper testing
- Materials control form

Paper Administrations in Alternate Education Settings
Confirm and distribute materials

STAAR

Review and confirm materials needed.

Verify Shipping Address

- Districts should verify in the State of Texas Assessments of Academic Readiness (STAAR®) Assessment Management System that their district shipping address is the correct physical address where shipments are to be received.
- Notify the Texas Education Agency’s (TEA’s) Student Assessment Division at 512-463-9536 if your district shipping address needs updating.

Submit Student Data for Precoded Materials

- Student data must be submitted before the deadline shown in the Calendar of Events to ensure that precoded answer documents will be provided for those students.

Review Materials List

- The materials list indicates quantities of materials specific to each district that will be shipped for each administration, including a limited district overage.
- The materials list is available in the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials lists to be available.

Ensure Quantities of Test Materials

- Contact each campus testing coordinator to confirm that quantities on the materials list are sufficient for each campus
- Compile a list of any additional materials that are needed and order by the deadline posted on the Calendar of Events.

NOTE: Quantities shown on the materials list cannot be decreased. Any overages can be used to resolve shortages on campuses.

Review district testing coordinator packet.

Familiarize Yourself with the Coordinator Packet Materials

A coordinator packet for each test administration will contain the following materials:

<table>
<thead>
<tr>
<th>Sample Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Documents</td>
</tr>
<tr>
<td>Class Identification Sheets</td>
</tr>
<tr>
<td>Campus and Group Identification Sheets</td>
</tr>
<tr>
<td>Voided Answer Document Identification Sheets</td>
</tr>
<tr>
<td>Return Label Reference Sheet</td>
</tr>
<tr>
<td>Standard and Additional Reports List</td>
</tr>
</tbody>
</table>
Receive, verify, and distribute shipment of test materials.

Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- Shipment of test materials can be tracked through the Assessment Management System.
- Orders arrive in one shipment to the district and are boxed and labeled separately by campus and district overage.
- Shipments will include both nonsecure and secure materials.
- Precoded answer documents and Precode Verification Rosters will arrive in a separate shipment. Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, and blank answer documents will also be included in the precode shipment.
- The shipments will include these testing materials:
  - District Box 1 (white)
    - district packing list
    - district shipping notice
    - secondary copy of campus shipping notices
    - district coordinator packet
  - District overage box(es)
    - shipping labels for return of scorable materials
    - shipping labels for return of nonscorable materials
    - paper bands
    - blank answer documents
    - Class ID Sheets (blank)
    - Campus and Group ID Sheets (blank)
    - Voided Answer Document ID Sheets (blank)
    - limited number of test booklets for resolving shortages
    - white box(es) (pre-labeled with the test administration label) for return of scorable materials
  - Campus box(es)
    - campus shipping notice
    - paper bands
    - test booklets

Verify the Quantities of Testing Materials Boxes in Your Shipment

- Locate the district packing list inside Box 1 (white box) identified by the "BOX 1 OPEN FIRST" sticker. A District Summary document will be included, which should be used to verify the total number of boxes received for district overage and each campus.
  - Freight deliveries will contain a pallet map summary (on each wrapped pallet) that will indicate the quantity and location of the district and campus boxes on each pallet.
- You do not need to open campus boxes to verify the contents. Campus coordinators will verify test booklet quantities.
- If a discrepancy is found, report it to the Texas Assessment Support Center immediately by calling 855-333-7770.

Distribute Test Materials to Campuses

- Make sure all campus coordinators verify that nonsecure materials and secure test booklets received match the quantities indicated on the campus shipping notice.
- Instruct campus coordinators to immediately report to you any discrepancy between their individual campus shipping notice and the contents of their boxes.
- If a discrepancy is found, report it to the Texas Assessment Support Center immediately by calling 855-333-7770.
- Keep secure test materials in locked storage when not in use.

Resolve Shortages

- Once campus coordinators have opened their boxes and checked their individual shipping notices, you should begin to resolve
shortages.
• Eliminate shortages for a campus by first providing test booklets from the district overage. If additional test booklets are needed, move
booklets from one campus to another. Keep a record of the security numbers of booklets that are distributed from the overage or moved
from one campus to another.
• Districts may opt to test students online if they have a shortage of paper test booklets or they may place an additional order through the
Assessment Management System by the deadline noted in the Calendar of Events to order additional test materials.
• Test booklets and answer documents may not be duplicated to resolve shortages.

Order Additional Materials for Your District

• Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not
limited to, the following:
  • test booklets and answer documents
  • large-print test booklets
  • braille test booklets
  • test administrator manuals
  • Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, scorable materials return boxes, and
    return shipping labels
• Order additional materials through the Assessment Management System or by contacting the Texas Assessment Support Center. Refer
to the Calendar of Events for deadlines for ordering additional materials.
• Materials ordered after the deadline are not guaranteed delivery by the test date.

Receive and verify shipment of test materials.

Verify Shipment of Test Materials

• Open the boxes carefully. These boxes will be used to return nonscorable test materials to the district coordinator after the completion of
testing.
• Your boxes contain a shipping notice that details the items for your entire order. This document is in the campus box with the “SHIPPING
NOTICE ENCLOSED” sticker.
• Each shipment includes both secure test booklets and nonsecure materials.
• Use the shipping notice for each shipment to verify that all materials are included in the boxes you received:
  • For secure test booklets:
    • Each package of test booklets is sealed in plastic and will contain a white label identifying the contents.
    • Do not open the sealed packages.
    • Verify that the quantity of booklets in each package matches the quantity indicated on the upper right corner of the white
      label by counting the booklets through the plastic.
    • Verify that the ten-digit security number range stated on each white label matches the range of numbers on the shipping
      notice.
  • If a discrepancy is found between the shipping notice and the secure test booklets or other materials received, report the discrepancy
    immediately to the district coordinator.
  • For nonsecure materials:
    • verify the quantity received

• The nonsecure materials will include:
  • shipping notice
  • paper bands
• Retain the shipping notice.

Alert District Coordinator to Shortages of Secure Materials

• In calculating the quantity of additional test booklets required, keep in mind that each test administrator who conducts an oral
administration of a paper test must have a test booklet form number that matches the test booklets of the students testing. District
overage will be made up of Form 01 booklets to ensure that sufficient quantities of the same form of the test are available.

NOTE: Form 01 booklets may be used by any student, not only for oral administration.

• In cases where multiple forms exist for a test administration, order enough test booklets with the same form number to ensure that the
test administrator and all oral administration students have matching test forms.
• Add the shipping notice details from the additional order to your original shipping notice to create a complete inventory of materials.
Review and confirm materials needed.

Review Materials List

- The materials list indicates quantities of materials that will be shipped for each administration, including a limited district overage.
- The materials list is available on the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials list to be available.

Ensure Quantities of Test Materials

- Contact each campus coordinator to confirm that quantities of test materials are sufficient for the assessment of all eligible students at each campus. This includes students enrolled in special education cooperatives.
- Compile a list of any additional materials that are needed and order by the deadline as posted on the Calendar of Events.

NOTE: Quantities shown on the materials list cannot be decreased. Any overages can be used to resolve shortages on campuses.

Receive, verify, and distribute shipment of test materials.

Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- The shipments will include these testing materials:
  - Box 1 (white box)
    - district packing list
    - pallet detail report
    - return carrier memo
    - return labels
  - District overage box
    - limited number of test materials for resolving shortages
  - Campus box
    - campus packing list
    - student booklets (regular and large print)
    - image cards
    - secure STAAR Alternate 2 Test Administrator Manual
    - STAAR Alternate 2 Scoring Document blackline master
  - Depending on the size of a campus, the boxes may be packed differently.

Verify the Quantities of Testing Materials Boxes in Your Shipment

- Locate the district packing list inside Box 1 (white box) and verify the number of boxes received.
  - This list specifies the types and quantities of materials shipped and the range of security numbers assigned to each campus and to the district overage for STAAR Alternate 2 student booklets (regular and large print), image cards, and secure test administrator manuals.
- You do not need to open campus boxes to verify the contents. Campus coordinators will verify student booklet quantities.
- If a discrepancy is found, report it to the Customer Service Center immediately by calling 800-627-0225.

Distribute Test Materials to Campuses

- Make sure all campus coordinators inventory materials immediately using the campus packing list. Campuses should verify that the secure test materials received match the quantity indicated on the campus packing list.
- Instruct campus coordinators to immediately report to you any discrepancy between their individual campus packing list and the contents
of their boxes.
• If a discrepancy is found, report it to the Customer Service Center immediately by calling 800-627-0225.

Resolve Shortages

• Wait until campus coordinators have opened their boxes and checked their individual packing lists before you begin to resolve shortages.
• Eliminate shortages for a particular campus by first providing test materials from the district overage. Test materials can only be moved from one campus to another if the two campuses are assigned the same test form number. For example, materials can be moved between two campuses that have been assigned form 2 for grade 3 mathematics.
• Student booklets may NOT be duplicated to resolve shortages.

NOTE: Keep secure test materials in locked storage when not in use.

Order Additional Materials for Your District

• Before each test administration, compile a list of any additional materials needed for all campuses in your district, including but not limited to the following:
  • Kit containing one regular student test booklet, one set of image cards, and one secure test administrator manual for each grade and form
  • Kit containing one large print student test booklet, one set of image cards, and one secure test administrator manual for each grade and form
  • Shipping labels
• Order additional materials through the Assessment Management System. Refer to the Calendar of Events for deadlines for ordering additional materials. Materials ordered after the deadline are not guaranteed delivery by the test date.

Receive and verify shipment of test materials.

Verify Shipment of Test Materials

• Open the boxes carefully. These boxes will be used to return test materials to the district coordinator after testing has been completed.
• Use the campus packing list for each shipment to verify that all materials are included in the boxes you receive.
• Verify that all secure test materials are contained in the boxes as listed on the packing list.
  • Each package (containing a student booklet (regular or large print), a set of image cards, and the STAAR Alternate 2 Test Administrator Manual) is sealed in plastic. Do not open the sealed packages until the preview window begins.
  • If you find a discrepancy between your campus packing list and the secure test materials you receive, report the discrepancy immediately to your district coordinator.
• Retain the packing list. Alert the district coordinator to any shortages of secure materials.

NOTE: Keep secure test materials in locked storage when not in use.

Receive Additional Secure Materials

• When the additional test materials (if any) arrive, update your original packing list with the nine-digit security number range on the additional test materials.
Verify precoded information

Instructions for Verifying Precoded Student Information

Your district will receive precoded answer documents that are based on information provided by your school district for the Public Education Information Management System (PEIMS) file on record at the Texas Education Agency (TEA), or information provided to the testing contractor by your school district. You will also receive a Campus Student Precode Roster, which includes data on all students for whom precoded answer documents have been produced.

Student identification information and data on the precoded materials must be verified (and, if necessary, corrected) before testing begins. Only school personnel selected by the campus testing coordinator, in cooperation with the school principal, are permitted to verify and correct this information.

Verifying and Correcting Student Information on Precoded Answer Documents

Each student’s name, PEIMS student identification number, and date of birth must be checked for accuracy and completeness, along with other information on the precoded answer documents (sex, enrolled grade, and demographic and program participation information). Use the Gridding information in these Coordinator Resources and the instructions below to carry out this task. If you have not received a precoded answer document for a student who needs to test, you will need to hand-grid an answer document for that student.

NOTE: If the information on a precoded answer document is correct and complete, that information should NOT be printed or hand-gridded on the front of the answer document.

To make corrections or additions to the information provided on the precoded answer document, follow these instructions.

Inaccurate student first and last name, PEIMS student identification number, or date of birth:

Step 1: Void the precoded answer document by writing “VOID” in large, bold letters across the student information grids. Do not mark through the bar codes on the answer document.

Step 2: On a blank answer document, print and hand-grid the correct information in the appropriate fields. You must also print and hand-grid all other information and data from the precoded document or the Campus Student Precoded Roster. Use only a No. 2 pencil.

Step 3: Place all voided answer documents under a Voided Answer Document Identification (ID) Sheet and return with the materials. Any unused precoded answer documents (student moved, tested in different mode, etc.) should also be voided and returned under a Voided Answer Document ID Sheet.

Any other inaccurate precoded information:

Step 1: Retain the answer document.

Step 2: Hand-grid the correct information in the appropriate field on the answer document. Use only a No. 2 pencil. Do not hand-grid any field other than the one(s) being corrected.

Except for the student first and last name, PEIMS student identification number, and date of birth, information that is hand-gridded will override information precoded on the answer documents.

Hand-gridded information does not change student information contained in a PEIMS file at TEA; it only updates information for the current test administration.

It is important that a student’s identification information be the same for all test administrations. Any changes to the student’s name, PEIMS student identification number, or date of birth may result in multiple records for the student.

Receive and distribute precoded answer documents.

Receive Shipment of Precoded Answer Documents

- Precoded answer documents will arrive in white boxes in a separate shipment. They are bundled and labeled separately by campus.
- Precoded answer documents will arrive up to three weeks prior to, but no later than, the date noted on the Calendar of Events.
- Precoded answer documents for students who are registered to test in braille prior to the close of the student data upload window will arrive in an additional, separate shipment no later than the week prior to testing.
The shipments will include the following materials:

- District Reports:
  - District Reports (total counts by campus)
  - District Pre-Code Monitor List (total counts for each subject/grade by campus)

- After the district reports documents, the bundles noted below are packed by campus in the following order:
  - Campus ID Sheets bundle
  - Campus and Group ID Sheet(s)
  - Class ID Sheet(s)
  - Voided Answer Document ID Sheet(s)
  - Campus Roster
  - Instructions
  - Campus precode bundles (each subject/grade is bundled separately)
  - Campus overage bundle (includes blank answer documents for each subject/grade)

Distribute Precoded Answer Documents to Campuses

- Precoded answer documents should be delivered in sufficient time for campus personnel to verify precoded information and correct inaccurate information if needed.

Receive and verify precoded answer documents.

Receive Precoded Answer Documents from District Coordinator

- Precoded answer documents will arrive in a separate shipment from your test materials shipment and may arrive up to three weeks prior to the due date noted on the Calendar of Events.
- Precoded answer documents for students who are registered to test in braille prior to the close of the student data upload window will arrive in an additional, separate shipment no later than the week prior to testing.

Complete the Verification of Precoded Answer Documents

- Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.
- The preprinted information on all answer documents must be verified for accuracy and completeness. The Precode Verification Report is accessible via the Assessment Management System and is also included in the precode shipment for each campus.
- The information submitted on the answer document should reflect the student's status at the time of testing.
- A blank answer document must be hand-gridded to make corrections to a student's first or last name, PEIMS ID, or date of birth.
- Other inaccurate information should be corrected by hand-gridding the correct information on the answer document. Hand-gridded information will override any precoded information except the student's first or last name, PEIMS ID, and date of birth.
- Do NOT add hand-gridding to an answer document that has accurate information precoded. This introduces a risk in processing the answer documents correctly and can cause a delay in reporting.
- Unused precoded answer documents (student moved, tested in different mode) should be voided and returned with the scorable materials.
Ensure that appropriate answer documents are prepared.

An answer document or online testing record must be submitted for every eligible student for each grade/subject or course to appropriately account for all students. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student. Confirm with all appropriate personnel (i.e., admission, review and dismissal [ARD] and language proficiency assessment committee [LPAC]) that your knowledge of testing decisions for students is correct.

- **Grades 3–8**
  - For students in grades 3–8, submit one answer document or online record for mathematics and reading.
  - For students in grades 4 and 7, submit one answer document or online record for writing.
  - For students in grade 5, submit one answer document or online record for science.
  - For students in grade 8, submit one answer document or online record for science and social studies.
  - The State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish use the same answer document for a given grade and subject.
  - Students take the STAAR assessment at their enrolled grade unless they are receiving instruction above grade level. If receiving instruction above grade level, students should be administered the STAAR assessment that aligns with the level of Texas Essential Knowledge and Skills (TEKS) instruction they are receiving.
    - Students receiving instruction above grade level in a subject not tested at their enrolled grade level will take the test above grade level. (For example, an enrolled grade 4 student receiving instruction in grade 5 science will take the grade 5 science test.)
    - Students receiving instruction above grade level will not be required to take two tests for the same subject area. (For example, an enrolled grade 4 student receiving instruction in grade 5 reading will take the grade 5 reading test but not the grade 4 reading test.)
    - Students receiving instruction above grade level in a subject tested at their enrolled grade level but not tested at the grade level of instruction will not test. (For example, an enrolled grade 5 student receiving instruction in grade 6 science will not take the grade 5 science test.)
  - For students in grades 5–8 who are taking a STAAR End-of-Course (EOC) assessment, submit one answer document or online record for each EOC assessment taken.

- **EOC**
  - For students who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.

**NOTE:** Do not submit an answer document for any student participating in the STAAR Alternate 2 assessment.

**Supervise Hand-Gridding of Blank Answer Documents**

- Answer documents for students testing on paper who did not receive a precoded answer document must be hand-gridded.
- Do **NOT** hand-grid answer documents with precoded information unless the precoded information is incorrect.
- All student information and program information hand-gridded on the answer documents must be completed using only a No. 2 pencil.
- If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.
- Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.
- You may also choose to have campus personnel grid the rest of the student identification information, such as PEIMS ID and date of birth.
- When appropriate, students may grid the student identification information according to the optional instructions read to them by the test administrator at the beginning of their first test session.
- Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration. This includes correct spelling of name and correct PEIMS ID.
- Answer documents do not have a place to grid hyphens or apostrophes. If a student’s name has a hyphen or apostrophe, grid nothing in that position and leave blank.
Stop sign sample

English

DO NOT PROCEED UNTIL INSTRUCTED TO BEGIN THE NEXT SECTION

Spanish
ALTO

NO CONTINUE HASTA QUE SE TE INDIQUE QUE PUEDES PASAR A LA SIGUIENTE SECCIÓN.
Prepare areas for paper testing

Prepare for test administration.

Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that testing areas are properly prepared.
- Each student should be sufficiently separated from other students to work without distraction.
- Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.

Organize Test Administrations

- In some cases, students taking State of Texas Assessments of Academic Readiness (STAAR®) may be grouped across grades and subjects or courses.
- Organize test sessions in which students are given different tests (e.g., STAAR and STAAR Spanish) in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.
- A bilingual teacher may be permitted to administer STAAR in English and STAAR in Spanish in the same testing room.
- A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Distribute Materials to Test Administrators

- On the day of the testing session, give test administrators the materials listed below:
  - two No. 2 pencils with erasers per student
  - one test booklet per student
  - one test booklet for the test administrator (if required)
  - one answer document per student
  - one answer document for demonstration purposes
  - any additional TEA-authorized materials (e.g., dictionaries, calculators) required for administering the test

- Use the STAAR Materials Control Form to ensure security of the test materials.
  - The form may be duplicated as needed.
  - The STAAR Materials Control Form must be used each day to account for test materials as they are checked out and in by test administrators.
  - Secure test materials must be checked out and in each day. The form has columns labeled “Day 1” and “Day 2” to track test materials as they are used during administrations needing more than one day of testing.
  - Locate and record the ten-digit security number printed on the test booklets, as shown below.

- Test administrators must verify that they have received the exact number of secure test materials recorded as issued and initial the “Out” box for the appropriate day. The test administrators’ initials also signify that they have signed their security oaths.
- Retain completed STAAR Materials Control Forms for your records.

NOTE: Test administrators are responsible for test booklets and answer documents until these test materials are returned to you. All secure test materials assigned must be returned after each test session. When the materials are returned, you must initial the “In” box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the STAAR Materials Control Form.
Prepare for test administration.

Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that the areas are properly prepared.
- Each student should be sufficiently separated from other students to work without distraction.
- Activities that would interfere with testing conditions should be scheduled for another time.

Distribute Materials to Test Administrators

- Test administrators need to preview the STAAR Alternate 2 test materials to become familiar with the test and to prepare for any necessary accommodations. Test materials should be checked out during the preview period for this purpose. Test materials must be checked in at the end of each day and kept in locked, secure storage throughout the day when not in use. Materials to be provided to STAAR Alternate 2 test administrators include:
  - one student booklet, set of image cards, and secure STAAR Alternate 2 Test Administrator Manual per student for each grade, subject, or course tested;
  - STAAR Alternate 2 Scoring Documents; and
  - any additional TEA-authorized materials needed for administering the test.
- Use the STAAR Alternate 2 Materials Control Form to ensure security of the test materials.
  - The form may be duplicated as needed. A separate form should be used for each test administrator. The same form can be used for the preview and testing windows.
  - The STAAR Alternate 2 Materials Control Form must be used during the preview and testing windows to account for test materials as they are checked out and in by test administrators.
  - Test materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage throughout the day when not in use.
  - Locate and record the nine-digit security number printed on the secure test materials as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

10000 0000 –1

- Test administrators must verify that they have received the exact number of secure test materials recorded as issued, and initial the “Out” box. The test administrators’ initials also signify that they have signed their security oaths.
- Retain completed STAAR Alternate 2 Materials Control Forms for your records.

NOTE: Test administrators are responsible for student booklets, image cards, and STAAR Alternate 2 test administrator manuals until they are returned to you. When the materials are returned, you must initial the “In” box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the STAAR Alternate 2 Materials Control Form.
Materials control form

STAAR Materials Controls Form
STAAR Alternate 2 Materials Control Form
2018–2019 STAAR MATERIALS CONTROL FORM

Check Month: ☐ April ☐ May ☐ June ☐ December

Test booklets are secure documents. Use this form to account for all secure materials. Campus testing coordinators should fill out the first three columns below prior to distributing any booklets.

The test administrators’ initials in the “Out” boxes signify that they have received the secure materials assigned to them and that they have signed a security oath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the “in” box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district testing coordinator.

Campus Name _________________________ Campus Coordinator _________________________

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<thead>
<tr>
<th>NAME OF TEST ADMINISTRATOR</th>
<th>TOTAL # OF BOOKLETS</th>
<th>RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS</th>
<th>DAY 1</th>
<th>DAY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>OUT</td>
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Duplicate this form as necessary.
2019 STAAR ALTERNATE 2 MATERIALS CONTROL FORM

STAAR Alternate 2 test administrator manuals, student test booklets, and image cards are secure documents. Use this form (one form for each STAAR Alternate 2 test administrator) to account for the distribution of these materials during both the preview and testing windows. STAAR Alternate 2 secure materials may be checked in and out multiple times during the preview and testing windows. Materials must be checked in and out on a daily basis. All materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage throughout the day when not in use. Complete a new row each time secure materials are checked in and out.

The test administrator’s initials in the “Out” boxes signify that they have received the secure materials assigned to them and that they have signed the security cath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the “In” box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district coordinator.

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>Campus Coordinator</th>
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<tbody>
<tr>
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<th>DATE</th>
<th>SECURE MATERIALS DESCRIPTION (e.g., Grade 3 Math Test Booklets)</th>
<th>TOTAL # OF BOOKLETS</th>
<th>RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS</th>
<th>TIME OUT</th>
<th>TEST ADMINISTRATOR INITIALS</th>
<th>TIME IN</th>
<th>CAMPUS COORDINATOR INITIALS</th>
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Duplicate this form as necessary.
Paper Administrations in Alternate Education Settings

Students attending school in alternative education centers or unusual placements must be provided opportunities to participate in State of Texas Assessments of Academic Readiness (STAAR®) or Texas English Language Proficiency Assessment System (TELPAS) administrations.

The instructions contained in this resource apply only to tests administered in the following alternative settings:

- juvenile justice alternative education programs (JJAEPs)
- disciplinary alternative education programs (DAEPs)
- unusual placements such as hospitals, jails, or shelters

Alternative education settings will receive all STAAR and TELPAS materials from and return all materials to students’ home districts. If out-of-school (OOS) individuals are participating in STAAR, alternative education personnel should contact the Texas Education Agency (TEA) Student Assessment Division for guidance.

Students assigned to a JJAEP, DAEP, or other unusual placement will have their test results attributed to the campus they would be attending if they were not in an alternative education setting.

Paper Administration Testing Procedures at JJAEPs and DAEPs

Before Testing

School District Responsibilities

The following is a list of school district responsibilities regarding the testing of individuals at alternative education settings:

- Ensure that all personnel handling secure test materials and test administrators in alternative education settings receive training and sign the appropriate oath.
- Forward precoded answer documents and all necessary testing materials received from the state’s testing contractor to the alternative education setting testing coordinator or test

Alternative Education Setting Responsibilities

- Ensure that the campus testing coordinator and all test administrators attend a training session and sign the appropriate
- Receive test materials from students’ home

After Testing

Alternative Education Setting Responsibilities

- Return scorable documents to the students’ home districts no later than the date indicated on the Calendar of Events for campus coordinators to return scorable materials to the district
- Return nonscorable test materials to the students’ home districts no later than the date indicated on the Calendar of Events for campus coordinators to return nonscorable materials to the district testing

School District Responsibilities

- Receive scorable documents from alternative education settings. Place them under the appropriate identification sheets and return them to the state’s testing This does not apply to students testing with STAAR Alternate 2 or TELPAS because, even if testing on paper, students’ answers will be submitted through the STAAR Alternate 2 and TELPAS Assessment Management System. See specific directions regarding paper administrations for these tests.
- Submit answer documents under the Campus and Group Identification Sheet(s) to the appropriate state testing contractor no later than the deadline indicated in the Calendar of Events for return of scorable
- Return nonscorable test materials used at alternative education settings with district nonscorable materials to the appropriate

The “home” campus of a student going from one district to another to enroll in an alternative setting depends on the attribution of the student’s average daily attendance.

- If the alternative setting is a cooperative program (as are most JJAEPs), daily attendance is attributed to the home districts from which the students
- If the student enrolls in the district in which the alternative education setting is located, such as when the alternative setting is not a cooperative, the student’s test scores will be attributed to the new
Monitor Paper Administrations

The following sections in these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

You will see both District Coordinator and Campus Coordinator checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Proper paper testing environment

**STAAR**

Maintain testing environment.

Ensure Proper Testing Environment

- Campus testing coordinators should work with principals to meet the following conditions:
  - No element of the testing room environment should hinder any student’s performance.
  - A “Testing—Do Not Disturb” sign should be posted outside the testing room.
  - An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.

Examples of content specific materials:

- Math tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments.
- Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during appropriate grade-level science assessments.
- Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.
- Graphic organizers for written assessments, figurative language defined and modeled, or writing conventions rules should be concealed or removed from the testing area during reading or writing assessments.

- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.

**STAAR Alternate 2**

Maintain testing environment.

Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
  - 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.
  - It is not necessary to conceal or remove instructional or reference materials in the testing area, the classrooms, or hallways. An instructional environment should be maintained during testing windows.
  - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
  - All desks used for testing must be cleared of books and other materials not required for the test.

**TELPAS**

Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
  - 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.
• It is not necessary to conceal or remove instructional or reference materials in the testing area, the classrooms, or hallways. An instructional environment should be maintained during testing windows.
• Clocks (either analog or digital) in the testing room do not have to be covered or removed.
• All desks or computer work stations used for testing must be cleared of books and other materials not required for the test.
Maintain testing procedures.

Ensure Proper Testing Procedures

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), technology must be reviewed following the technology guidelines prior to its use during an assessment.

  Technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed.
  - Calculator applications may be used to fulfill the requirements of the STAAR Calculator Policy. For students who are using an allowable calculator application, Internet capabilities must be disabled on the electronic device. Additionally, devices must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.
  - Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted to fulfill the requirements of the STAAR Dictionary Policy. If electronic dictionaries are used by a student during testing, Texas Education Agency (TEA) guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment.

- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
  - Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
  - Schedules must be created that adhere to the time limit requirements for testing.

- Districts may establish starting times for testing.
- A student who arrives after the start of a test session may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. The student may test only if he or she has not had the opportunity to interact with other students who have been administered the same test.

- Test administrators must actively monitor the testing room while students are working.
  - Test administrators should:
    - Confirm that students are working only on the subject-area assessment being administered that day,
    - Verify that students have access only to allowable materials, and
    - Ensure that students are marking their responses on the correct section of the answer document.

- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Students participating in paper administrations must mark their answers on an answer document within the allotted time with a No. 2 pencil. Answers marked in a test booklet will not be scored.
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.
- Students will not be allowed to record their responses on their answer documents after the time limit has expired.
- For paper administrations of State of Texas Assessments of Academic Readiness (STAAR®), test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.
- Reinforcing, reviewing for, or distributing testing strategies during an assessment is strictly prohibited.
- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and turned in or submitted the test, allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

Answer Questions and Resolve Problems
• District testing coordinators and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators.
• If the information needed to resolve an issue is not covered in these Coordinator Resources, the district coordinator should call the Student Assessment Division at 512-463-9536 for guidance on how to proceed.

Unusable or Defective Test Materials

If an answer document tears or otherwise becomes unusable, the student should not continue to use the damaged answer document. The test administrator should obtain a new answer document and instruct the student to begin marking answers on the new document at the point where the student stopped on the unusable document. Once testing is over, testing personnel should follow instructions for Transcribing answers found in these Coordinator Resources.

If a student discovers a defect (e.g., light print, missing questions or pages) in the test booklet, the student should be given a new test booklet with which to continue testing. The new booklet must have the same form number (if applicable) as the original booklet; otherwise, the student’s answers will not be scored correctly. The new test booklet number should be noted on the student’s answer document. Report any defective test booklets to the Student Assessment Division.

Districts are no longer required to return test booklets and answer documents that have human contaminants (e.g., vomit, blood, other bodily fluids, etc.) to the contractor. Instead, the district will be required to securely dispose of the contaminated materials.

Schoolwide Emergencies

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should leave their tests where they are and follow the school’s emergency procedures. In the case of online administrations, testing staff should not instruct students to log out of their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. Once the emergency has been resolved, the students should resume testing when instructed to do so.

Campus coordinators should report the event to the district coordinator. If the emergency prevents students from resuming testing, the district coordinator should call the Student Assessment Division at 512-463-9536 for guidance on how to proceed.

Changing Testing Locations

In certain circumstances, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition. Another seating chart must be filled out for the new location with stop and restart times recorded.

Students who Choose not to Respond

A district is required to provide testing opportunities to all students who are in attendance during the administration of a test. Unless a student is eligible for transcribing, the student is expected to record his or her answers on the answer document or in the online form for the corresponding test within the time limit of the test. Students who choose not to respond to test items will have their answer documents or online tests submitted for scoring as is. Students who are in attendance on the day of testing but choose not to participate or refuse to respond to test items will have their tests submitted for scoring as is. Exception: Students are required to take the appropriate EOC assessment on the first opportunity, but they are not required to take the assessment on every retest opportunity.

STAAR Alternate 2

Maintain testing procedures.

Ensure Proper Testing Procedures

• All of the pertinent information on testing procedures is included in the District and Campus Coordinator Resources.
• Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices, other than assistive technology devices, during test administrations. Electronic devices with Internet or photographic capabilities can disrupt the testing
environment and compromise the security and confidentiality of the test.

- Test administrators should verify that students have access only to allowable materials.

**Answer Questions and Resolve Problems**

- District and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators.
- If a defect is discovered (e.g., missing questions or pages) in the student booklet or on an image card, the student should be given new materials with which to continue testing. The new booklet must have the same form number as the original booklet; otherwise, the student’s answers will not be scored correctly. Report any defective student booklets or image cards to the TEA’s Student Assessment Division.
- In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should follow the school’s regulations for a schoolwide emergency. Test administrators should collect the test materials and keep the materials secure until the testing can be continued. If the emergency prevents students from resuming testing, the district coordinator should call the TEA’s Student Assessment Division at 512-463-9536 for guidance on how to proceed.
- In certain circumstances, or in order to best serve students receiving accommodations, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition.
Complete Paper Administrations

The following sections in these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

You will see both District Coordinator and Campus Coordinator checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Collect materials from Testing Administrator

Direct the collection of materials from test administrators.

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must
  - verify that no answer documents have been left inside test booklets;
  - review the accuracy of the students’ identification or program information;
  - if applicable, use a No. 2 pencil to transcribe the student identification information from a voided answer document onto the answer document with which the student continued the test;
  - use a No. 2 pencil to transcribe the responses of any student who is eligible for transcribing or who tested with a braille or large-print test booklet; and
  - account for all test booklets and answer documents.

- After each test session, test administrators must return the following to the campus testing coordinator:
  - answer documents to be scored or scanned for demographic data
  - voided answer documents
  - unused answer documents
  - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
  - typed or tape-recorded materials and handwritten student responses on scratch paper
  - all seating charts with start and stop times recorded

- If a blank answer document is discovered, testing personnel may, with the district coordinator's permission, use a No. 2 pencil to transcribe student responses from the student’s test booklet to the student’s blank answer document. Testing personnel should follow instructions for Transcribing answers found in these Coordinator Resources.

Use the STAAR Materials Control Form to Account for Test Booklets

- Check the security numbers of the test booklets returned against the security number range assigned to a particular test administrator. The campus coordinator must initial the “IN” box of the STAAR Materials Control Form, verifying that all secure materials have been returned.
- Retain your STAAR Materials Control Forms for your records.

NOTE: Make sure that all answer documents have been removed from test booklets.

Direct the collection of materials from test administrators.

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must account for all student booklets, image cards, and secure STAAR Alternate 2 test administrator manuals.
- At the end of each day, ensure that test administrators have returned all secure materials to the campus coordinator, including:
  - used and unused student booklets, including large-print test booklets;
  - used and unused image cards;
  - secure STAAR Alternate 2 test administrator manuals;
  - STAAR Alternate 2 Scoring Documents; and
• photocopies or any other type of reproduction of secure test materials, if used.

Use the **STAAR Alternate 2 Materials Control Form** to Account for Student Booklets

• Check the security numbers of each set of student booklets against the security number range assigned to a particular test administrator. The campus coordinator must initial the “IN” box of the STAAR Alternate 2 Materials Control Form, verifying that all secure materials have been returned.
• Retain your STAAR Alternate 2 Materials Control Forms for your records.

Ensure That Test Administrators Have Signed and Returned Security Oaths

• Test administrators who have had authorization to view secure assessments in order to provide an approved accommodation must also sign the second part of the security oath if they did not do so during training.
Prepare answer documents

Coordinate preparation of answer documents for return to district coordinator.

Ensure That Answer Document Fields Have Been Completed

- Refer to Gridding information in these District and Coordinator Resources for additional guidance on completing all answer document fields.

Gridding Score Codes, Test Taken Information, and Accommodations

For in-depth information about gridding score codes and test taken information for each grade and subject of each administration, refer to Score code information in these Coordinator Resources.

Follow these instructions for gridding the SCORE CODE field.

The SCORE CODE field in the FOR SCHOOL USE ONLY section indicates whether a student’s test should be scored. For each content-area assessment, select only one score code.

NOTE: All of the score codes in the graphic will not appear on a single answer document at one time.

The score codes are as follows:

A = Absent
O = Other (See Score code information in these Coordinator Resources)
* = Student did not test on the answer document for the subject indicated.
P = Student previously passed the subject-area test (SSI retests only).
PW = Parent or guardian requested that a student not participate in the third SSI testing opportunity for STAAR.
S = Test to be scored

NOTE: Students who choose not to respond to test items will have their answer documents or online tests submitted for scoring as is. Students who are in attendance on the day of testing but choose not to participate or refuse to respond to test items will have their tests submitted for scoring as is. Exception: Students are required to take the appropriate EOC assessment on the first opportunity, but they are not required to take the assessment on every retest opportunity.
Gridding Answer Documents for Students in Grades 3–8
Taking a Combination of Paper and Online

For students who are testing in both paper and online modes during the same administration, the SCORE CODE field will need to be gridded accordingly. For example, if a student is taking a STAAR reading assessment on paper and a State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment online, the asterisk (*) will need to be filled in under the "M" column in the SCORE CODE field on the answer document.

Refer to the Verify score codes page in these Coordinator Resources, as well as the test administrator manuals, for completing online score codes.

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking whether the student took an English or Spanish version of the test (grades 3–5), if the student tested (or will test) above grade level for a subject (grades 3–8), and marking the form number (primary administrations only).

Follow these instructions for gridding the Accommodations (ACCOMM.) field.

Test administrators or other campus personnel will complete the information in the ACCOMM. field.

Information regarding allowable designated supports can be found on the Accommodation Resources webpage. Designated supports are to be marked in the ACCOMM field. Mark the bubble for each designated support that is documented and made available to a student, even if the student did not use it during testing.

Gridding Answer Documents for STAAR Students Taking Assessments Above Grade Level

Students take the STAAR assessment at their enrolled grade unless they are receiving instruction above grade level. If receiving instruction
above grade level, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving. For students in grades 3–8 who are taking a STAAR or STAAR EOC assessment above grade level, the campus coordinator will submit answer documents or online records for each grade-level/subject assessment administered. See the examples below of how to mark and submit answer documents.

Students in Grades 3–7 Taking a STAAR Assessment Above Grade Level

For example, a grade 3 student who is completing the grade 4 curriculum requirements in mathematics will take the STAAR grade 4 mathematics assessment. This student is required to take the grade 3 reading assessment. The instructions below explain gridding for the two answer documents.

**Grade 3 Answer Document:**

1. Complete TEST TAKEN INFO field on the grade 3 answer document.
   - Mark the field for English or Spanish and the FORM# field for reading.
   - Grid EOC/ABOVE GRADE for mathematics.
2. Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).
3. Complete the appropriate SCORE CODE for reading.

**Grade 4 Answer Document:**

1. Complete TEST TAKEN INFO field on the grade 4 answer document.
   - Mark the field for English or Spanish and the FORM# field for mathematics.
2. Complete the appropriate SCORE CODE for mathematics.
3. Complete the “O” SCORE CODE for reading because the student did not test at this grade level for this subject.

**NOTE:** If a grade 3 student takes both mathematics and reading at the grade 4 level, only a grade 4 answer document should be submitted.
Students in Grades 5–8 Taking a STAAR EOC Assessment

A grade 8 student who is receiving instruction in Algebra I may have three answer documents or online records: grade 8 mathematics and reading, grade 8 science and social studies, and Algebra I. The instructions below explain gridding for answer documents.

Grade 8 Mathematics and Reading Answer Document

1. Complete TEST TAKEN INFO field in the grade 8 Mathematics and Reading answer document.
   - Complete the FORM# field for reading.
   - Grid EOC/ABOVE GRADE for mathematics.
2. Complete the “O” SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).
3. Complete the appropriate SCORE CODE for reading.

Algebra I Answer Document:

2. Complete TEST TAKEN INFO field.
   - Complete FORM# field in boxes.
   - Grid test form number.
3. Complete SCORE CODE field.

Special Fields on EOC Answer Documents

Gridding STAAR EOC Answer Documents for High School Equivalency Program (HSEP) Students and Students Taking a Substitute Assessment

- Mark the “O” score code and the HSEP bubble if a qualified student who is court-ordered to participate
in an authorized HSEP is excused from taking the test.

- If a student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment, mark the “O” score code and the SUBSTITUTE ASSESSMENT bubble. The student must have already taken and met the required score on the substitute assessment before this administration of the STAAR EOC assessment.

Additional Student Data Collection

New to Texas Information

Districts must identify all students who participate in STAAR in grades 3–8 and EOC assessments who are enrolled in Texas schools for the first time in the current school year.

For all administrations (paper and online), districts should mark the “NEW TO TEXAS” field for any student who transferred into a Texas school or district from out-of-state during the current school year.

NOTE: If during the current school year a student has been enrolled in a Texas school, left the state, and has returned to a Texas school, then this student is NOT considered “new to Texas.”

Time-to-Test Information

STAAR tests for grades 3–5 are designed to be completed within two hours, and STAAR tests for grades 6–8 are designed to be completed within three hours. For any student who does not complete a test within two hours for grades 3–5 or three hours for grades 6–8 (primary administrations only), indicate this by marking “0” in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than three hours on the mathematics or science test and column B if the student needs more than three hours on the reading or social studies test.)
This data is collected to assist in decisions around test design and scheduling. It is important that it be as accurate as possible. If a student completes testing prior to the allotted two or three hours, collect the materials and either allow the student to leave or provide the student with an instructional activity or reading assignment while other students finish testing.
Gridding information

Identification Information
Program Information
Scoring Information
# Identification information

**Identification Information**

STAAR, STAAR SPANISH, STAAR ALTERNATE 2, or TELPAS

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<td>M = MALE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F = FEMALE</td>
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<tr>
<td>GRADE-LEVEL-CODE</td>
<td></td>
<td>E0017</td>
</tr>
<tr>
<td>DATE-OF-BIRTH (MMDDYY)</td>
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<td>E0006</td>
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<tr>
<td>TEST FORM</td>
<td></td>
<td>n/a</td>
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<tr>
<td>LOCAL-STUDENT-ID—ASSIGNED BY SCHOOL DISTRICT</td>
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</tbody>
</table>

**ETH**

HISPANIC-LATINO-CODE
INDICATES A PERSON OF CUBAN, MEXICAN, PUERTO RICAN, SOUTH OR CENTRAL AMERICAN, OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE.
1 = HISPANIC/LATINO
0 = NOT HISPANIC/LATINO

**I**

AMERICAN-INDIAN-ALASKA-NATIVE-CODE
INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF NORTH AND SOUTH AMERICA (INCLUDING CENTRAL AMERICA).
1 = YES
0 = NO

**A**

ASIAN-CODE
INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF THE FAR EAST, SOUTHEAST ASIA, OR THE INDIAN SUBCONTINENT, INCLUDING, FOR EXAMPLE, CAMBODIA, CHINA, INDIA, JAPAN, KOREA, MALAYSIA, PAKISTAN, THE PHILIPPINE ISLANDS, THAILAND, AND VIETNAM.
1 = YES
0 = NO

**B**

BLACK-AFRICAN AMERICAN-CODE
INDICATES A PERSON HAVING ORIGINS IN ANY OF THE BLACK RACIAL GROUPS OF AFRICA.
1 = YES
0 = NO
<table>
<thead>
<tr>
<th>Code</th>
<th>Code Description</th>
<th>1 = Yes</th>
<th>0 = No</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE</td>
<td>E1062</td>
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<tr>
<td></td>
<td>INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF HAWAII, GUAM, SAMOA, OR OTHER PACIFIC ISLANDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = YES</td>
<td>0 = NO</td>
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<tr>
<td>W</td>
<td>WHITE-CODE</td>
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<tr>
<td></td>
<td>INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF EUROPE, THE MIDDLE EAST, OR NORTH AFRICA.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1 = YES</td>
<td>0 = NO</td>
</tr>
</tbody>
</table>

*Not all codes are applicable to every testing program.*
Program information

Program Information*

Program information submitted should reflect the student’s status at the time of testing. Current information should be provided if the student is new to the district or if the student’s program or demographic information has changed since the October 2018 Public Education Information Management System (PEIMS) submission.

If a demographic or program information field is left blank for any student, data from the October 2018 PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student’s data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as “No information provided” for that data element.

STAAR, STAAR SPANISH, STAAR ALTERNATE 2, or TELPAS

<table>
<thead>
<tr>
<th>answer document/online record heading</th>
<th>EXPLANATION</th>
<th>PEIMS DATA ELEMENT ID</th>
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<tbody>
<tr>
<td>ED</td>
<td>ECONOMIC-DISADVANTAGE-INDICATOR-CODE (MARK ONE) 01 = ELIGIBLE FOR FREE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM 02 = ELIGIBLE FOR REDUCED-PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM 99 = OTHER ECONOMIC DISADVANTAGE 00 = NOT IDENTIFIED AS ECONOMICALLY DISADVANTAGED</td>
<td>E0785</td>
</tr>
<tr>
<td>TIA</td>
<td>TITLE-I-PART-A-INDICATOR-CODE (MARK ONE) 6 = STUDENT ATTENDS CAMPUS WITH SCHOOLWIDE PROGRAM 7 = STUDENT PARTICIPATES IN PROGRAM AT TARGETED ASSISTANCE SCHOOL 8 = STUDENT IS PREVIOUS PARTICIPANT IN PROGRAM AT TARGETED ASSISTANCE SCHOOL (NOT A CURRENT PARTICIPANT) 9 = STUDENT DOES NOT ATTEND A TITLE I, PART A SCHOOL BUT RECEIVES TITLE I, PART A SERVICES BECAUSE THE STUDENT IS HOMELESS 0 = STUDENT DOES NOT CURRENTLY PARTICIPATE IN AND HAS NOT PREVIOUSLY PARTICIPATED IN PROGRAM AT CURRENT CAMPUS</td>
<td>E0894</td>
</tr>
<tr>
<td>MS</td>
<td>MIGRANT-STUDENT-INDICATOR-CODE STUDENT HAS BEEN IDENTIFIED AS A MIGRANT STUDENT (MARK ONE) 1 = YES 0 = NO</td>
<td>E0984</td>
</tr>
<tr>
<td>Column</td>
<td>Description</td>
<td>Code</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>L</td>
<td>LEP-INDICATOR-CODE</td>
<td>C = STUDENT IS CURRENTLY IDENTIFIED AS LEP (INCLUDES STUDENTS WITH PARENTAL DENIALS). M1 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER FIRST YEAR OF MONITORING AS REQUIRED BY 19 TAC §89.1220(L). M2 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER SECOND YEAR OF MONITORING. M3 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ELS PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER THIRD YEAR OF MONITORING. M4 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ELS PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER FOURTH YEAR OF MONITORING. 0 = ALL OTHER ENROLLED STUDENTS</td>
</tr>
<tr>
<td>B</td>
<td>BILINGUAL-PROGRAM-CODE</td>
<td>2 = TRANSITIONAL BILINGUAL/EARLY EXIT 3 = TRANSITIONAL BILINGUAL/LATE EXIT 4 = DUAL LANGUAGE IMMERSION/TWO-WAY 5 = DUAL LANGUAGE IMMERSION/ONE WAY 0 = STUDENT DOES NOT PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL-PROGRAM-TYPE-CODE</td>
<td>2 = ENGLISH AS A SECOND LANGUAGE/CONTENT-BASED 3 = ENGLISH AS A SECOND LANGUAGE/PULL-OUT 0 = STUDENT DOES NOT PARTICIPATE IN AN ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM</td>
</tr>
<tr>
<td>SE</td>
<td>SPECIAL-ED-INDICATOR-CODE</td>
<td>1 = STUDENT IS PARTICIPATING IN A SPECIAL EDUCATION PROGRAM 0 = STUDENT IS NOT PARTICIPATING IN A SPECIAL EDUCATION PROGRAM</td>
</tr>
<tr>
<td>G/T</td>
<td>GIFTED-TALENTED-INDICATOR-CODE</td>
<td>1 = YES 0 = NO</td>
</tr>
<tr>
<td>AR</td>
<td>AT-RISK-INDICATOR-CODE</td>
<td>1 = YES 0 = NO</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>E0031</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>CT</td>
<td>CAREER-AND-TECHNICAL-ED-IND-CODE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: GRADES 6–12, OS, ALL PROGRAMS. INDICATES WHETHER STUDENT IS ENROLLED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IN ONE OR MORE STATE-APPROVED VOCATIONAL EDUCATION COURSES (MARK ONE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = ENROLLED IN ONE OR MORE STATE-APPROVED CAREER AND TECHNICAL COURSES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AS AN ELECTIVE</td>
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</tr>
<tr>
<td></td>
<td>2 = PARTICIPANT IN THE DISTRICT'S CAREER AND TECHNICAL COHERENT SEQUENCE</td>
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</tr>
<tr>
<td></td>
<td>OF COURSES PROGRAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = NO PARTICIPATION IN CAREER AND TECHNICAL COURSES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>E0896</th>
</tr>
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<tbody>
<tr>
<td>PD</td>
<td>PARENTAL DENIAL (CODE C, PARENTAL-PERMISSION-CODE)</td>
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<tr>
<td></td>
<td>(MARK ONE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = PARENT OR GUARDIAN HAS DENIED PLACEMENT OF STUDENT IN ANY SPECIAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LANGUAGE PROGRAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = PARENT OR GUARDIAN HAS NOT DENIED PLACEMENT OF STUDENT IN ANY SPECIAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LANGUAGE PROGRAM</td>
<td></td>
</tr>
</tbody>
</table>

*Not all codes are applicable to every testing program.
Scoring Information

STAAR, STAAR SPANISH, STAAR ALTERNATE 2, or TELPAS

<table>
<thead>
<tr>
<th>answer document/online record heading</th>
<th>EXPLANATION</th>
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</thead>
<tbody>
<tr>
<td><strong>ACCOMMODATIONS FOR STAAR (PAPER):</strong></td>
<td></td>
</tr>
<tr>
<td>DESIGNATED SUPPORTS</td>
<td></td>
</tr>
<tr>
<td>MARK THE DS BUBBLE TO INDICATE THAT A DESIGNATED SUPPORT NOT LISTED BELOW WAS AVAILABLE TO THE STUDENT.</td>
<td></td>
</tr>
<tr>
<td>DS = DESIGNATED SUPPORT</td>
<td></td>
</tr>
<tr>
<td>MARK THE APPROPRIATE BUBBLE IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.</td>
<td></td>
</tr>
<tr>
<td>LP = LARGE-PRINT ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>XD = EXTRA DAY</td>
<td></td>
</tr>
<tr>
<td>BR = SCREEN READER-REFRESH/BRaille</td>
<td></td>
</tr>
<tr>
<td>OA = ORAL ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>EE = SPELLING ASSISTANCE</td>
<td></td>
</tr>
<tr>
<td>MC = CALCULATOR</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> REFER TO THE ACCOMMODATION RESOURCES WEBPAGE FOR MORE INFORMATION REGARDING ACCOMMODATIONS.</td>
<td></td>
</tr>
<tr>
<td><strong>ACCOMMODATIONS FOR STAAR (ONLINE):</strong></td>
<td></td>
</tr>
<tr>
<td>DESIGNATED SUPPORTS</td>
<td></td>
</tr>
<tr>
<td>MARK THE D BUBBLE TO INDICATE THAT A DESIGNATED SUPPORT NOT LISTED BELOW WAS AVAILABLE TO THE STUDENT.</td>
<td></td>
</tr>
<tr>
<td>D = DESIGNATED SUPPORT</td>
<td></td>
</tr>
<tr>
<td>SELECT THE APPROPRIATE CODE IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.</td>
<td></td>
</tr>
<tr>
<td>XD = EXTRA DAY</td>
<td></td>
</tr>
<tr>
<td>R = CONTENT AND LANGUAGE SUPPORTS</td>
<td></td>
</tr>
<tr>
<td>B = SCREEN READER-REFRESH/BRaille</td>
<td></td>
</tr>
<tr>
<td>T = ORAL ADMINISTRATION/TEXT-TO-SPEECH</td>
<td></td>
</tr>
<tr>
<td>E = SPELLING ASSISTANCE</td>
<td></td>
</tr>
<tr>
<td>M = CALCULATOR</td>
<td></td>
</tr>
<tr>
<td>V = ASL VIDEOS</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> REFER TO THE ACCOMMODATION RESOURCES WEBPAGE FOR MORE INFORMATION REGARDING ACCOMMODATIONS.</td>
<td></td>
</tr>
<tr>
<td><strong>ACCOMMODATIONS FOR STAAR ALTERNATE 2:</strong></td>
<td></td>
</tr>
</tbody>
</table>
IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT, CHECK THE
CORRESPONDING BOX.

COLOR OR HIGHLIGHT IMAGES
COLOR OVERLAYS
PHOTOGRAPHS OR OBJECTS PAIRED WITH TEXT
TEXTURED MATERIALS
DEMONSTRATE CONCEPTS
RAISE OR DARKEN OUTLINE
ENLARGE IMAGES OR TEXT
BRAILLE
DESCRIBE IMAGES
PROVIDE IMAGES OR TEXT SEPARATELY
COVER OR ISOLATE IMAGES
PICTURE REPRESENTATIONS
CALCULATOR, MANIPULATIVES, MATH TOOLS
REREAD TEXT (PRIOR TO "FIND" STATEMENT)
PROVIDE STRUCTURED REMINDERS

STAAR, STAAR SPANISH, STAAR ALTERNATE 2, AND TELPAS ALTERNATE:

W = WRITING  M = MATHEMATICS
R = READING  SS = SOCIAL STUDIES
S = SCIENCE
(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)

SCORE CODE
A = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.)
O = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY OR ILLNESS DURING TESTING.
* = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED.
S = TEST TO BE SCORED.
P = STUDENT PREVIOUSLY PASSED THE SUBJECT-AREA TEST.
PW = PARENTAL WAIVER: A PARENT OR GUARDIAN REQUESTED THAT A STUDENT NOT
PARTICIPATE IN THE THIRD SSI TESTING OPPORTUNITY FOR STAAR.
M = MEDICAL EXCEPTION: STUDENT DOES NOT PARTICIPATE IN THE STAAR ALTERNATE 2 OR
TELPAS ALTERNATE ASSESSMENT ON THE BASIS OF THE STUDENT'S MEDICAL CONDITION, AS
DETERMINED BY THE ARD COMMITTEE AND DOCUMENTED IN THE STUDENT'S IEP. A DECISION NOT
TO ASSESS A STUDENT SHOULD BE RARE.
N = NO AUTHENTIC ACADEMIC RESPONSE: STUDENT DOES NOT PARTICIPATE IN THE STAAR
ALTERNATE 2 OR TELPAS ALTERNATE ASSESSMENT ON THE BASIS OF THE STUDENT'S DISABILITY,
AS DETERMINED BY THE ARD COMMITTEE AND DOCUMENTED IN THE STUDENT'S IEP. A DECISION
NOT TO ASSESS A STUDENT SHOULD BE RARE.
E = EXTENUATING CIRCUMSTANCES (TELPAS ALTERNATE ONLY)

HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)
MARK (ALONG WITH THE "O" SCORE CODE) IF A STUDENT WHO IS COURT-ORDERED TO
PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS
EXCUSED FROM TAKING THE TEST.

SUBSTITUTE ASSESSMENT
MARK (ALONG WITH THE "O" SCORE CODE) IF A STUDENT IS NOT TAKING THE TEST BECAUSE THE
STUDENT HAS TAKEN AND PASSED AN ASSESSMENT THAT WILL SUBSTITUTE FOR THE STAAR EOC
ASSESSMENT.

TEST TAKEN INFO:

STAAR
FOR EACH SUBJECT AREA TEST ADMINISTERED IN GRADES 3–5, MARK WHICH OF THE FOLLOWING
TESTS WAS TAKEN. (MARK ONE)
EN = ENGLISH VERSION OF STAAR
SP = STAAR SPANISH
FORM # = WRITE THE NUMBER OF THE FORM THE STUDENT USED, AND MARK THE BUBBLES
ACCORDINGLY (PRIMARY ADMINISTRATIONS ONLY)

EOC/ABOVE GRADE
MARK THIS BUBBLE (ALONG WITH THE "O" SCORE CODE) ON THE STUDENT'S ENROLLED GRADE
ANSWER DOCUMENT IF STUDENT TOOK THE TEST ABOVE GRADE.
<table>
<thead>
<tr>
<th><strong>ONLINE CODING</strong></th>
<th><strong>EXPLANATION</strong></th>
</tr>
</thead>
</table>

**TELPAS**

<table>
<thead>
<tr>
<th>RATER INFORMATION QUESTION A</th>
<th>THIS FIELD INDICATES THE ROLE THAT BEST DESCRIBES THE RELATIONSHIP OF THE RATER TO THE STUDENT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = BILINGUAL EDUCATION TEACHER</td>
<td>2 = ESL TEACHER</td>
</tr>
<tr>
<td>3 = ELEMENTARY EDUCATION TEACHER</td>
<td>4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS</td>
</tr>
<tr>
<td>5 = SPECIAL EDUCATION TEACHER</td>
<td>6 = GIFTED AND TALENTED TEACHER</td>
</tr>
<tr>
<td>7 = TEACHER OF ENRICHMENT SUBJECTS</td>
<td>8 = NO DOMAINS RATED (E OR X IN EVERY DOMAIN)</td>
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</table>

<table>
<thead>
<tr>
<th>RATER INFORMATION QUESTION B</th>
<th>THIS FIELD INDICATES WHETHER THE RATER COLLABORATED WITH OTHERS FAMILIAR WITH THE STUDENT’S PROGRESS IN LEARNING ENGLISH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = YES</td>
<td>2 = NO</td>
</tr>
<tr>
<td>3 = NO DOMAINS RATED (E OR X IN EVERY DOMAIN)</td>
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</tbody>
</table>

**SCORE CODE:**

**WRITING**

B = BEGINNING  
I = INTERMEDIATE  
A = ADVANCED  
H = ADVANCED HIGH  
E = EXTENUATING CIRCUMSTANCES  
X = ARD DECISION

**LISTENING, SPEAKING, READING (K–1)**

B = BEGINNING  
I = INTERMEDIATE  
A = ADVANCED  
H = ADVANCED HIGH  
E = EXTENUATING CIRCUMSTANCES  
X = ARD DECISION

**LISTENING AND SPEAKING, READING (2–12)**

A = ABSENT  
X = ARD DECISION  
O = OTHER, STUDENT NOT TO BE SCORED

**ACCOMMODATIONS FOR TELPAS:**

**DESIGNATED SUPPORTS**

CHECK THE BOX FOR DESIGNATED SUPPORTS TO INDICATE THAT A DESIGNATED SUPPORT NOT LISTED BELOW (LP OR XD) WAS AVAILABLE TO THE STUDENT.

DS = DESIGNATED SUPPORT

CHECK THE APPROPRIATE BOX FOR LARGE PRINT AND/OR EXTRA DAY IF EITHER OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

LP = LARGE-PRINT ADMINISTRATION  
XD = EXTRA DAY
YEARS IN U.S. SCHOOLS (GRADES 1–12 ONLY)

An English Learner (EL) must be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, EL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.

Do not include Kindergarten or Prekindergarten in counting the years in U.S. schools of EL students in Grades 1–12. Consider Grade 1 as the first year for students enrolled in U.S. schools since Kindergarten or before.

1 = Has been enrolled in U.S. schools for all or part(s) of 1 school year
2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years
3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years
4 = Has been enrolled in U.S. schools for all or part(s) of 4 school years
5 = Has been enrolled in U.S. schools for all or part(s) of 5 school years
6 = Has been enrolled in U.S. schools for all or part(s) of 6 or more school years

UNSCHOOLED ASYLEES/REFUGEES AND STUDENTS WITH INTERRUPTED FORMAL SCHOOLING (SIFE):

Unschooled Asylees/Refugees and students with interrupted formal schooling (SIFE) are ELs who are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and may have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

SIFE students are ELs who attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. and/or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected. These ELs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, and/or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

1. This extenuating circumstances data can be submitted and updated through the student registration import process.
2. This extenuating circumstances data can also be entered on the TELPAS student registration details page of the TELPAS assessment management system. To submit this information for ELs with extenuating needs, select “1 = YES” in the field for the applicable special circumstance(s). For example, if an EL meets the eligibility criteria to qualify as an unschooled asylee/refugee, select “1 = YES” in the field labeled “Unschooled Asylee/Refugee.”

Unschooled Asylee/Refugee
1 = YES, applicable special circumstance
Blank or 0 = Not applicable

Students with interrupted formal schooling (SIFE)
1 = YES, applicable special circumstance
Blank or 0 = Not applicable
Score code information

STAAR

Answer Document Score Code Information

STAAR assessments for grades 3–8 and end-of-course (EOC) are listed below. STAAR Alternate 2 is administered separately from the STAAR tests and is not included in the table. This appendix covers additional information about submitting answer documents, gridding codes on the answer documents, and submitting online tests and score codes.

### Grades 3–8

<table>
<thead>
<tr>
<th>Test Administration</th>
<th>Grade</th>
<th>Subject</th>
<th>Test Administration</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>4</td>
<td>Writing*</td>
<td>December</td>
<td>English I</td>
</tr>
<tr>
<td>Grades 4, 5, 7, and 8</td>
<td>5</td>
<td>Mathematics* and Reading*</td>
<td></td>
<td>English II</td>
</tr>
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<td></td>
<td>7</td>
<td>Writing</td>
<td></td>
<td>Algebra I</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Mathematics and Reading</td>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td>May Grades 3–6</td>
<td>3</td>
<td>Mathematics* and Reading*</td>
<td></td>
<td>U.S. History</td>
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<tr>
<td></td>
<td>4</td>
<td>Mathematics* and Reading*</td>
<td></td>
<td>English I</td>
</tr>
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<td></td>
<td>5</td>
<td>Science*</td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Mathematics and Reading</td>
<td></td>
<td>Algebra I</td>
</tr>
<tr>
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<td>7</td>
<td>Mathematics and Reading</td>
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<td>Biology</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Science and Social Studies</td>
<td></td>
<td>U.S. History</td>
</tr>
<tr>
<td>May/June Grades 5 and 8 (retest)</td>
<td>5</td>
<td>Mathematics* and Reading*</td>
<td></td>
<td>English III</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Mathematics and Reading</td>
<td></td>
<td>Algebra II</td>
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</tbody>
</table>

*both English and Spanish versions

### End-of-Course

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<td>U.S. History</td>
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General Information about Answer Document Submission

It is important to properly grid the score codes and associated fields used for scoring so that students will receive correct results and districts will receive accurate information that will be used for various state and federal reporting purposes. It is also important to submit only the answer documents that should be processed in order to avoid duplicate records and to have the appropriate assessment information. The following are some general rules regarding the submission of answer documents and gridding of score codes. Refer to the STAAR section of this manual for information about gridding the Test Taken Information fields, accommodations, etc.

- **Do NOT** submit an answer document for a student who is assessed with STAAR Alternate 2. Doing so may result in duplicate records and inaccurate assessment information.
- **Do NOT** submit an answer document for a student who is taking all tests online. Doing so may result in duplicate records and inaccurate assessment information.
Do NOT submit an answer document for a student who is no longer enrolled in your district at the time of testing. Doing so may result in duplicate records and inaccurate assessment information. Answer documents for students no longer enrolled must be voided.

Do NOT submit an answer document for a student who has previously taken a STAAR EOC assessment and passed the test. If a student has previously passed a STAAR EOC assessment and retakes the test, the student's results will show "Previously Passed" rather than providing a score.

Do NOT submit an answer document in a retest administration for a student who has previously taken a STAAR or STAAR Spanish grade 5 or STAAR grade 8 mathematics and reading assessment and passed both tests. If a student has previously passed a STAAR mathematics and reading assessment(s) and retakes the test(s), the student's results will show "Previously Passed" rather than providing a score.

Do NOT submit an answer document in a retest administration for a student who tested above grade in grade 5 or 8 mathematics or reading and did not pass unless the student tested on grade in the other subject and did not pass. Students testing above grade at grades 5 and 8 are not held to SSI requirements and are not eligible for retest administrations.

Do NOT submit an answer document for a student who does not show up for the June EOC test administration. There is no "A" (Absent) score code on the answer documents for the June EOC test administration. Void the answer document; the student will receive a precoded answer document for December based on a document being submitted for the spring EOC administration.

Do NOT submit an answer document for a student that is being instructed in the TEKS above grade level for grades 4 or 7 writing or grade 5 science and will therefore not be taking the grade-level test. Void the answer document.

For the situations above, if a precoded answer document was supplied, return it under the Voided Answer Document ID sheet.

Proper Use of Score Codes

Grid one (and only one) score code per subject. Leaving the score code blank may result in inaccurate assessment information. The following are general guidelines in determining which score code to use.

**Score Code Example:**

```
M R A O P S
```

(NOTE: All of the score codes in the example on the left may not appear on a single answer document at one time.)

- If the student was absent from the test during the entire testing window and is enrolled in your school district, mark the “A” score code. This includes grades 5 and 8 students who do not show up for the June retest.
- If the student was absent from the test during the entire testing window and is enrolled in your school district, mark the “A” score code.
- The most common uses of the “O” score code include the following:
  - A student became ill during the test and was not able to finish.
  - There was a testing irregularity (e.g., the student cheated on the test).
  - A student who is court-ordered to participate in an authorized high school equivalency program (HSEP) qualifies to be, and is excused from, taking the test according to 19 TAC §89.1409. Mark the “HSEP” bubble along with the “O” score code (EOC only).
  - A student took an approved substitute assessment indicated in 19 TAC §101.4002 and met the required score. Mark the “SUBSTITUTE ASSESSMENT” bubble along with the “O” score code (EOC only). This is necessary only one time.
  - A student is tested on grade level for one subject and is testing above grade level for the other subject. Mark the “EOC/ABOVE GRADE” bubble on the on-grade-level answer document for the subject the student is taking above grade level and mark the “O” score code. (Specific examples follow.)
- If the student is taking an online test in one subject and is taking the other subject on paper within the same administration, mark the *** (asterisk) score code for the subject that is being taken online.
- If the student took the subject-area test and the test is to be scored, mark the “S” score code.

Online Test Submission and Score Code Information

Below is a list of the most common instances when you should NOT submit a record for a student who is registered to take an online test. Do NOT submit an online test if
• the student is taking all tests on paper;
• the student is not enrolled in your district at the time of testing (exception: student is an out-of-district or out-of-school tester);
• the student has previously taken a STAAR EOC assessment and passed the test;
• the student has previously taken a STAAR grade 5 or 8 mathematics or reading assessment and passed the test (within the same school year); or
• the student does not show up for the June EOC test administration.

When a student tests online, the “S” score code does not need to be marked in order to have the test scored. The test will automatically be scored if the test is submitted by the student or test administrator, and a score code other than “S” has not been entered. The following are instances when a score code (other than “S”) should be used (provided that an answer document was not submitted):

• If the student was not able to finish the test due to illness or a testing irregularity, select the “O” score code.
• If the student was absent from the test during the entire testing window and is enrolled in your school district, select the “A” score code. This includes grades 5 and 8 students who do not show up for the June retest. (This does not apply to students who miss a June EOC administration.)
• If the student is not taking the June grades 5 or 8 mathematics or reading retest due to a parental waiver, select the “PW” score code.

For the items above, make sure that an answer document is NOT being submitted for the student. Void the answer document if the online record is being submitted. If the student has tested one subject on an answer document and a score code other than “S” is appropriate for the other subject, mark the score code for the other subject on the answer document rather than submitting an online test for that subject. Refer to the Texas Assessment Management System User’s Guide for directions and information about changing score codes and updating student records.
## Score code scenarios

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<th>Grade</th>
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<td>Grade 8</td>
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<td>End-of-Course (EOC)</td>
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</table>
Grade 3

Students are assessed on mathematics and reading.

1. Student takes both subjects on grade and on paper:
   a. Submit one grade 3 answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for each subject.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 3 answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.

3. Student takes both subjects (on or above grade) on computer:
   a. Submit no grade 3 answer document.
4. Student takes **both subjects above grade**:
   a. Submit no grade 3 answer document.
   b. Complete the answer document(s) for the grade(s) tested.

5. Student takes **one subject on grade and one subject above grade on paper**:
   a. Submit one grade 3 answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on paper.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   e. Mark the O (other) score code for the subject tested above grade.
   f. Complete the above-grade answer document for the subject tested above grade.
   g. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested above grade and the FORM# field.
   h. Mark the appropriate score code for the subject tested above grade, and mark the O (other) score code for the subject taken on grade.
   i. Complete the ACCOMM. field as necessary for each subject tested on paper.

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<tr>
<th>Grade 3 Answer Document</th>
<th>Above Grade Answer Document</th>
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6. Student takes **one subject on grade on paper and one subject above grade on computer**:
   a. Submit one grade 3 answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on computer.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   e. Mark the O (other) score code for the subject tested online.
   f. Complete the ACCOMM. field as necessary for the subject tested on paper.

| Grade 3 Answer Document | Above Grade Answer Document |
Grade 4

Students are assessed on mathematics, reading, and writing.

April Writing:

1. Student takes **subject on grade on paper**:
   a. Submit one grade 4 writing answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field.
   c. Mark the appropriate score code, A (absent), O (other), or S (score).
   d. Complete the ACCOMM. field as necessary.

2. Student takes **subject on computer**:
   a. Submit no grade 4 writing answer document.

3. Student is **receiving instruction in writing above grade**:
   a. Submit no grade 4 writing answer document.

May Mathematics and Reading:

1. Student takes **both subjects on grade on paper**:
   a. Submit one grade 4 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for each subject.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.
2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 4 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.

3. Student takes both subjects (on or above grade) on computer:
   a. Submit no grade 4 mathematics and reading answer document.

4. Student takes both subjects above grade:
   a. Submit no grade 4 mathematics and reading answer document.
   b. Complete the answer document(s) for the grade(s) tested.

5. Student takes one subject on grade on paper and one subject above grade on paper:
   a. Submit one grade 4 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on the grade 4 answer document.
   c. Mark the ABOVE GRADE field for the subject taken above grade on paper.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on grade.
   e. Mark the O (other) score code for the subject tested above grade.
   f. Complete the above-grade answer document for the subject tested above grade.
   g. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested above grade.
h. Mark the appropriate score code for the subject tested above grade, and mark the O (other) score code for the subject taken on grade.

i. Complete the ACCOMM. field as necessary for each subject tested on paper.

6. Student takes one subject on grade on paper and one subject above grade on computer:
   a. Submit one grade 4 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on computer.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   e. Mark the O (other) score code for the subject tested online above grade.
   f. Complete the ACCOMM. field as necessary for the subject tested on paper.

NOTE: Students who are enrolled in grade 4 and receiving instruction in mathematics and/or reading at grade 5 level must take the grade 5 mathematics and/or reading test in April.
Grade 5

Students are assessed on mathematics, reading, and science.

April Mathematics and Reading:

1. Student takes both subjects on grade on paper:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for each subject.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

2. Student takes one subject on paper and one subject on grade on computer:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.
3. Student takes both subjects (on or above grade) on computer:
   a. Submit no grade 5 mathematics and reading answer document.

4. Student takes both subjects above grade on paper:
   a. Submit no grade 5 mathematics and reading answer document.
   b. Complete the answer document(s) for the grade(s) tested.

5. Student takes one subject on grade on paper and one subject above grade on paper:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on paper.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on grade on paper.
   e. Mark the O (other) score code for the subject tested above grade.
   f. Complete the above-grade answer document for the subject tested above grade.
   g. Mark the appropriate score code for the subject tested above grade, and mark the O (other) score code for the subject taken on grade.
   h. Complete the ACCOMM. field as necessary for each subject tested on paper.
6. Student takes one subject on grade on paper and one subject above grade on computer:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the O (other) score code for the subject tested online.
   e. Mark the ABOVE GRADE field for the subject taken above grade on computer.
   f. Complete the ACCOMM. field as necessary for the subject tested on paper.

NOTE: Students who are enrolled in grade 5 and receiving instruction in mathematics and/or reading at grade 6 or 7 level must take the grade 6 or 7 mathematics and/or reading test in May.

May Mathematics and Reading Retest:

1. Student takes both subjects on paper:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for each subject.
   c. Mark the appropriate score code, A (absent), O (other), P (previously passed the subject-area test), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

2. Student takes one subject on paper and one subject on computer:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.
3. Student takes **both subjects on computer**:  
   a. Submit no grade 5 mathematics and reading answer document.

4. Student takes **one subject on computer and previously passed one subject**:  
   a. Submit no grade 5 mathematics and reading answer document.

5. Student takes **one subject on paper and previously passed one subject**:  
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the P (Previously Achieved Approaches Grade Level) score code for the subject previously passed.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.

6. Student takes **one subject on paper and took one subject above grade level**:  
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the grade 5 subject tested.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the grade 5 subject tested.
   d. Complete the ACCOMM. field as necessary for the grade 5 subject tested.
   e. Mark the O (other) score code for the subject that the student tested/will test above grade level.
   f. Complete the above-grade answer document for the subject tested above grade.

7. Student’s ARD committee determines that student **will not take either subject**:  
   a. Void the precoded answer document and return it with the scorable materials.

8. Student’s ARD committee determines that the student **will take one subject on paper but will not take one subject**:  
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Complete the ACCOMM. field as necessary for the subject tested on paper.
   e. Mark the O (other) score code for the subject that the ARD committee exempted the student from.

**May Science:**

1. Student takes **subject on grade on paper:**
a. Submit one grade 5 science answer document.
b. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field.
c. Mark the appropriate score code, A (absent), O (other), or S (score).
d. Complete the ACCOMM. field as necessary.

2. Student takes subject on computer:
   a. Submit no grade 5 science answer document.

3. Student is receiving instruction in science above grade:
   a. Submit no grade 5 science answer document.

June Mathematics and Reading Retest:
1. Student takes both subjects on paper:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for each subject.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

2. Student takes one subject on paper and one subject on computer:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score) for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.
3. Student takes **both subjects on computer**:
   a. Submit no grade 5 mathematics and reading answer document.

4. Student takes **one subject on computer and previously passed one subject**:
   a. Submit no grade 5 mathematics and reading answer document.

5. Student takes **one subject on paper and previously passed one subject**:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the P (previously passed) score code for the subject previously passed.
   e. Complete the ACCOMM. field as necessary for the subject previously passed.

6. Student’s parent has **waived third administration of both subjects**:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for both subjects.
   c. Mark the PW (parental waiver) score code for both subjects.

7. Student has **previously passed one subject and parent has waived third administration of one subject**:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the P (previously passed) score code for the subject previously passed.
c. Mark the TEST TAKEN INFO field for English or Spanish for the subject waived.
d. Mark the PW (parental waiver) score code for the subject waived.

8. Student takes **one subject on paper and takes one subject above grade level**:
   a. Submit one grade 5 mathematics and reading answer document.
   b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested.
   d. Complete the ACCOMM. field as necessary for the subject tested.
   e. Mark the O (other) score code for the subject that the student tested above grade level.

9. Student's ARD committee determines that **student will not take either subject**:
   a. Void the precoded answer document and return it with the scorable materials.

10. Student's ARD committee determines that the **student will take one subject on paper but not take the other subject**:
    a. Submit one grade 5 mathematics and reading answer document.
    b. Mark the TEST TAKEN INFO field for English or Spanish for the subject tested on paper.
    c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
    d. Complete the ACCOMM. field as necessary for the subject tested on paper.
    e. Mark the O (other) score code for the subject that the ARD committee exempted the student from.
Grade 6

Students are assessed on mathematics and reading.

1. Student takes both subjects on grade on paper:
   a. Submit one grade 6 answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

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2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 6 answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field for the subject tested on paper.

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Grade 6 Answer Document
3. Student takes **both subjects (on or above grade) on computer**:
   a. Submit no grade 6 answer document.

4. Student takes **both subjects above grade on paper**:
   a. Submit no grade 6 answer document.
   b. Complete the answer document(s) for the grade(s) tested.

5. Student takes **one subject on grade on paper and one subject above grade on paper**:
   a. Submit one grade 6 answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on paper.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   e. Mark the O (other) score code for the subject tested above grade.
   f. Complete the above-grade answer document for the subject tested above grade.
   g. Mark the appropriate score code for the subject tested above grade, and mark the O (other) score code for the subject taken on grade.
   h. Complete the ACCOMM. field for each subject tested on paper.

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<th>Grade 6 Answer Document</th>
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<td><img src="image1.png" alt="Diagram 1" /></td>
<td><img src="image2.png" alt="Diagram 2" /></td>
</tr>
</tbody>
</table>

6. Student takes **one subject on grade on paper and one subject above grade on computer**:
   a. Submit one grade 6 answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the ABOVE GRADE field for the subject taken above grade on computer.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   e. Mark the O (other) score code for the subject tested online.
   f. Complete the ACCOMM. field as necessary for the subject tested on paper.

<table>
<thead>
<tr>
<th>Grade 6 Answer Document</th>
<th>Above Grade Answer Document</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Diagram 3" /></td>
<td><img src="image4.png" alt="Diagram 4" /></td>
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</table>
Grade 7
Students are assessed on mathematics, reading, and writing.

Writing:
1. Student takes subject on grade on paper:
   a. Submit one grade 7 writing answer document.
   b. Complete the FORM# field. Mark the appropriate score code, A (absent), O (other), or S (score).
   c. Complete the ACCOMM. field as necessary.

2. Student takes subject on computer:
   a. Submit no grade 7 writing answer document.

3. Student is receiving instruction in writing above grade:
   a. Submit no grade 7 writing answer document.

Mathematics and Reading:
1. Student takes both subjects on grade on paper:
   a. Submit one grade 7 mathematics and reading answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.
2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 7 mathematics and reading answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.

3. Student takes both subjects (on or above grade) on computer:
   a. Submit no grade 7 mathematics and reading answer document.

4. Student takes both subjects above grade level on paper:
   a. Submit no grade 7 mathematics and reading answer document.
   b. Complete the answer document(s) for the grade(s) tested on paper.

5. Student takes one subject on grade on paper and one subject above grade on paper:
   a. Submit one grade 7 mathematics and reading answer document.
   b. Complete the FORM# field for the subject tested on grade on paper.
   c. Complete the above-grade answer document for the subject tested above grade.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
e. Mark the O (other) score code for the subject tested above grade.
f. Mark the ABOVE GRADE field for the subject taken above grade on paper.
g. Mark the appropriate score code for the subject tested above grade, and mark the O (other) score code for the subject taken on grade.
h. Complete the ACCOMM. field as necessary for each subject tested on paper.

<table>
<thead>
<tr>
<th>Grade 7 Answer Document</th>
<th>Above Grade Answer Document</th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Grade 7 Answer Document Image" /></td>
<td><img src="image2" alt="Above Grade Answer Document Image" /></td>
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</table>

**NOTE:** Students who are enrolled in grade 7 and receiving instruction in mathematics and/or reading at grade 8 level must take the grade 8 mathematics and/or reading test in April.
Grade 8

Students are assessed on mathematics, reading, science, and social studies.

April Mathematics and Reading:

1. Student takes both subjects on grade on paper:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.

2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.
3. Student takes **both subjects (on or above grade) on computer:**
   a. Submit no grade 8 mathematics and reading answer document.

4. Student takes **both subjects above grade on paper:**
   a. Submit no grade 8 mathematics and reading answer document.
   b. Complete the answer documents for the EOC subjects tested on paper.

5. Student takes **one subject on grade on paper and one subject above grade on paper:**
   a. Submit one grade 8 mathematics and reading answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the EOC/ABOVE GRADE field for the subject taken above grade.
   d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on grade.
   e. Mark the O (other) score code for the subject tested above grade.
   f. Complete the above-grade answer document for the subject tested above grade.
   g. Mark the appropriate score code for the subject tested above grade.
   h. Complete the ACCOMM. field as necessary for each subject tested on paper.

<table>
<thead>
<tr>
<th>Grade 8 Answer Document</th>
<th>Above Grade Answer Document</th>
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<tbody>
<tr>
<td><img src="image1" alt="Grade 8 Answer Document Diagram" /></td>
<td><img src="image2" alt="Above Grade Answer Document Diagram" /></td>
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</table>

**May Mathematics and Reading Retest:**

1. Student takes **both subjects on paper**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   c. Complete the ACCOMM. field as necessary for each subject.

2. Student takes **one subject on paper and one subject on computer**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   c. Mark the asterisk (*) score code for the subject tested online.
   d. Complete the ACCOMM. field as necessary for the subject tested on paper.

3. Student takes **both subjects on computer**:
   a. Submit no grade 8 mathematics and reading answer document.

4. Student takes **one subject on computer and previously passed one subject**:
   a. Submit no grade 8 mathematics and reading answer document.

5. Student takes **one subject on paper and previously passed one subject**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   c. Mark the P (previously passed) score code for the subject previously passed.
   d. Complete the ACCOMM. field as necessary for the subject tested.
6. Student takes one subject on paper and takes one subject above grade level on paper:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested.
   c. Complete the ACCOMM. field as necessary for the subject tested.
   d. Mark the O (other) score code for the subject that the student tested above grade level.
   e. Complete the EOC answer document for the subject tested above grade.

7. Student's ARD committee determines that student will not take either subject:
   a. Void the precoded answer document and return it with the scorable materials.

8. Student's ARD committee determines that the student will take one subject on paper but not take the other subject:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   c. Complete the ACCOMM. field as necessary for the subject tested on paper.
   d. Mark the O (other) score code for the subject that the ARD committee exempted the student from.

May Science and Social Studies:

1. Student takes both subjects on grade on paper:
   a. Submit one grade 8 Science and Social Studies answer document.
   b. Complete the FORM# field for each subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   d. Complete the ACCOMM. field as necessary for each subject.
2. Student takes one subject on grade on paper and one subject on grade on computer:
   a. Submit one grade 8 Science and Social Studies answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   d. Mark the asterisk (*) score code for the subject tested online.
   e. Complete the ACCOMM. field as necessary for the subject tested on paper.

3. Student takes both subjects on computer:
   a. Submit no grade 8 Science and Social Studies answer document.

4. Student takes both subjects above grade on paper:
   a. Submit no grade 8 Science and Social Studies answer document.
   b. Complete the answer documents for the EOC subjects tested.

5. Student takes one subject on grade on paper and one subject above grade on paper:
   a. Submit one grade 8 Science and Social Studies answer document.
   b. Complete the FORM# field for the subject tested on paper.
   c. Mark the EOC/ABOVE GRADE field for the subject taken above grade.
d. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
e. Mark the O (other) score code for the subject tested above grade.
f. Complete the answer document for the EOC subject tested above grade on paper.
g. Complete the ACCOMM. field and form number as necessary for each subject tested on paper.

<table>
<thead>
<tr>
<th>Grade 8 Answer Document</th>
<th>EOC Answer Document</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
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</table>

June Mathematics and Reading Retest:

1. Student takes **both subjects on paper**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject.
   c. Complete the ACCOMM. field as necessary for each subject.

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<tr>
<th>Grade 8 Answer Document</th>
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<tr>
<td><img src="image3.png" alt="Diagram" /></td>
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2. Student takes **one subject on paper and one subject on computer**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
   c. Mark the asterisk (*) score code for the subject tested online.
   d. Complete the ACCOMM. field as necessary for the subject tested on paper.

<table>
<thead>
<tr>
<th>Grade 8 Answer Document</th>
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<tbody>
<tr>
<td><img src="image4.png" alt="Diagram" /></td>
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</table>
3. Student takes **both subjects on computer**:
   a. Submit no grade 8 mathematics and reading answer document.

4. Student takes **one subject on computer and previously passed one subject**:
   a. Submit no grade 8 mathematics and reading answer document.

5. Student takes **one subject on paper and previously passed one subject**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested.
   c. Mark the P (previously passed) score code for the subject previously passed.
   d. Complete the ACCOMM. field as necessary for the subject tested.

6. Student's **parent has waived third administration of both subjects**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the PW (parental waiver) score code for both subjects.

7. Student has **previously passed one subject and parent has waived third administration of one subject**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the P (previously passed) score code for the subject previously passed.
   c. Mark the PW (parental waiver) score code for the subject waived.
8. Student takes **one subject on paper and took one subject above grade level**:
   a. Submit one grade 8 mathematics and reading answer document.
   b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested.
   c. Complete the ACCOMM. field as necessary for the subject tested.
   d. Mark the O (other) score code for the subject that the student tested above grade level.

9. Student’s ARD committee determines that student **will not take either subject**:
   a. Void the precoded answer document and return it with the scorable materials.

10. Student’s ARD committee determines that the student will **take one subject on paper but not take the other subject**:
    a. Submit one grade 8 mathematics and reading answer document.
    b. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper.
    c. Complete the ACCOMM. field as necessary for the subject tested on paper.
    d. Mark the O (other) score code for the subject that the ARD committee exempted the student from.
End-of-Course (EOC)

Students are assessed in Algebra I, English I, English II, Biology, and U.S. History. (Algebra II and English III are also available as a district option.)

EOC Assessments:

1. Student **takes test on paper**:
   a. Submit the answer document.
   b. Complete the FORM# field, if appropriate, for each subject tested on paper.
   c. Mark the appropriate score code, A (absent) [spring and fall only], O (other), or S (score).
   d. Complete the ACCOMM. field as necessary.

2. Student **takes test online**:
   a. Do not submit an answer document.

3. Student **does not take test**:
   a. Submit the answer document.
   b. Mark the appropriate score code, A (absent) [spring and fall only], O (other), or S (score).
   c. If student did not test due to court-ordered participation in an authorized high school equivalency program, mark the O score code and the HSEP bubble.
   d. If student did not test due to an acceptable score on a substitute assessment, mark the O score code and the SUBSTITUTE ASSESSMENT bubble.
Transcribing

STAAR

Student responses recorded in a State of Texas Assessments of Academic Readiness (STAAR®) test booklet may be transcribed onto a blank answer document.

Test administrators must actively monitor the testing room while students are working. All test administrators are required to verify that students have marked their responses on their answer documents by the end of the testing session. Before a student leaves the room, the test administrator should scan the completed answer document to be sure the student has recorded answers as instructed. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student’s answers are marked on the answer document. If they are not, say to the student, “You have not recorded your answers on the answer document. Please go back and mark your answers on it now.” The test materials should then be returned so that the student may record his or her answers.

In cases where the testing time has ended, and a test administrator discovers that a student has not recorded his or her responses on the answer document, district testing coordinators may grant permission to trained district or charter school personnel to view the test booklet. If the student marked his or her responses in the test booklet, the trained personnel may transcribe the answers from the test booklet onto the student’s answer document.

General Transcribing Procedures

Districts and charter schools must follow general transcribing procedures.

- Transcription must be done by a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document.
- The scribe should be a certified employee of the district or charter school. Any person completing transcription must be an adult non-relative of the student.
- The scribe should record student responses verbatim on the answer document. The scribe may not edit or alter student responses in any way. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited and would constitute a severe breach of security.
- Districts and charter schools are required to submit a testing irregularity report to document the monitoring error which resulted in the transcription.
Return materials to District Coordinator

Return scorable materials to district coordinator.

Scorable materials include completed, voided, and unused precoded answer documents.

NOTE: Return any unopened, unused answer documents along with the voided materials. These do not need to be marked as voids.

Use the three different types of identification sheets provided for your scorable materials: the Class Identification (ID) Sheet, the Campus and Group ID Sheet, and the Voided Answer Document ID Sheet. All scorable materials must be returned beneath the appropriate ID sheets. Every answer document with any score code marked must be returned for scoring. All answer documents will be scored and results will be provided for every answer document submitted.

Prepare Scorable Materials for Return

- Separate the scorable materials from your nonscorable materials. Keep State of Texas Assessments of Academic Readiness (STAAR®) materials separate from STAAR Alternate 2 and TELPAS materials.
- Each column on the Calendar of Events represents a separate test administration. Each test administration must be boxed separately, even in smaller districts.
- Enter and submit counts in the online ADPL of all paper answer documents returned to ETS for scoring.
- Voided answer documents or counts of students that tested online should not be included in the ADPL counts submitted.

Separate and Pack Voided Scorable Materials

- Separate voided scorable materials from those to be scored. Do NOT write on the edges of the answer document. "VOID" should be marked in the center of the sheet.
- Unused precoded answer documents (student moved, tested in a different mode, etc.) should be voided and returned with the scorable materials.
- Ensure documents are all facing the same direction.
- Stack multi-page documents on top of single-page documents.
- Fill out one Voided Answer Document ID Sheet for voided STAAR answer documents, following the directions on the front of the sheet.
- Place a completed Voided Answer Document ID Sheet on the top of the stack of voided materials. Secure the stack(s) with a gummed paper band.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately with campus name and stack count—for instance, "1 of 2" and "2 of 2."
- If returning several stacks of voided materials, complete only one Voided Answer Document ID Sheet and place it on the top of the first stack.
- Place your stack(s) of voided answer documents at the bottom of your campus scorable materials.
- Use the same boxes in which your test materials arrived to pack test materials for return to your district coordinator.

Group Answer Documents and Prepare Class ID Sheets
The Class ID Sheet is used to sort and count answer documents for reporting purposes. Reports for students within each grade are organized according to the campus official whose name is entered on the accompanying Class ID Sheet(s). You must use a Class ID Sheet to designate one or more “classes” (for reporting purposes) within each grade.

1. Gather all STAAR answer documents from students in a particular grade.
2. Determine how you want your test results for a particular grade to be organized. You may organize your sets by test administrator, campus principal, homeroom teacher, counselor, etc. Group the answer documents accordingly. Fill out the Class ID for each “class,” following the instructions on the back of the sheets. Place the completed Class ID Sheet on top of the appropriate set of answer documents and paper band them together.
   - To avoid the need for additional handling during processing, ensure that all answer documents and Class ID Sheets are facing the same direction, and that the scanning marks at the right side of the document are aligned.
3. The illustrations show sets of grade 5 answer documents, organized by test administrator.

### Materials by Class
- Class Identification Sheet
- Answer Documents

1. All answer documents beneath a Class ID Sheet must have the same grade level or course name marked on the sheet.
2. Grid and write the exact number of answer documents submitted into section 4.

---

**Group Answer Documents and Prepare Campus and Group ID Sheets**

- For STAAR and STAAR Spanish, assemble each “class” into a single stack by grade or course, as applicable. (Using the preceding example, bring together all of your grade 5 answer documents.)

1. All answer documents in the group must match the grade level or course name as marked on the Campus and Group ID Sheet.
2. The exact number of scorable answer documents submitted
Secure the stack (with a Campus and Group ID sheet on top) with a gummed paper band. You may tape the gummed paper band to ensure that it fits snugly around the stack.

- Campus and Group ID Sheets should be facing the same direction as the answer documents and Class ID Sheets.
- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately with campus name, subject, and stack count—for instance, “1 of 2” and “2 of 2.” Once completed, place the Campus and Group ID Sheet on the top of the first stack. Remember to mark each band with the campus name and grade level.

Repeat Steps for All Groups; Pack Answer Documents by Group
• Combine the stacks, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the stack).

Return Scorable Materials to the District Coordinator

Return nonscorable materials to district coordinator.

Return Nonscorable Materials

• Keep all nonscorable materials in locked storage until they are returned.
• Return nonscorable materials in the boxes in which they arrived by the date on the Calendar of Events. Separate material by administration.
• The following nonscorable materials need to be returned to the district coordinator:
  • test booklets grouped by grade for grades 3–8 assessments
  • test booklets grouped by course for EOC assessments
  • braille and large-print materials (if applicable)
  • unused blank answer documents
  • unused ID sheets
  • photocopies of secure test materials (i.e., from a TEA-approved designated support)
• The following nonscorable materials do not need to be returned:
  • unused paper bands
  • shipping notices (save as appropriate)
  • scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings (must be destroyed after testing)
  • seating charts (required to be saved locally for five years)
  • handwritten or typed student responses that have been transcribed onto answer documents (must be destroyed after testing)
Return nonscorable materials to district coordinator.

Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned.
- Return nonscorable materials either in the boxes in which they arrived or in boxes of similar strength.
- The following nonscorable materials need to be returned:
  - STAAR Alternate 2 Scoring Documents
  - used and unused student booklets grouped by grade for grades 3–8
  - used and unused student booklets grouped by course for EOC assessments
  - used and unused image cards (a return bag is provided for used cards)
  - used and unused secure STAAR Alternate 2 test administrator manuals
  - photocopies or any other type of reproduction of secure test materials, if used

**NOTE:** Refer to the STAAR Alternate 2 Image Card Count document for the number of image cards for each grade, subject, and form. The document is found on the Assessment Management System under Support > Documentation. In addition, each cover card in the image card set indicates the number of cards in that set.

- The following nonscorable materials do not need to be returned:
  - unused paper bands
  - packing lists or assembly identification sheets (save as appropriate)
  - allowed supplemental aids

Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials

- STAAR Alternate 2 Scoring Documents
- used and unused student booklets grouped by grade for grades 3–8
- used and unused student booklets grouped by course for EOC assessments
- used and unused image cards (a return bag is provided for used cards)
- used and unused secure STAAR Alternate 2 test administrator manuals
- photocopies or any other type of reproduction of secure test materials, if used
Collect Scorable Materials

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- Ensure that campus coordinators use the following rules for packing materials.
  - Do not mix State of Texas Assessments of Academic Readiness (STAAR®) 3–8 materials with STAAR EOC materials or STAAR 5 and 8 retest materials.
  - Do not submit scorable materials from one administration with scorable materials from another administration.
  - STAAR and STAAR Spanish materials are part of the same administration and should be returned in the same shipment.

Verify That Campus Testing Coordinators Have Correctly Returned Scorable Materials

- Refer to the section “How to Pack Materials” below as a verification resource for returning scorable materials.

Prepare Scorable Materials for Shipping

Follow the instructions below to pack scorable materials for shipment to the testing contractor.

- Return all scorable materials in the white boxes pre-labeled with the test administration label for that administration. These boxes were shipped in the district overage materials.
- Do not reuse boxes from previous administrations.
- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.
- All return labels are administration specific. Make sure that the administration on the label matches the test materials that you are returning.
- The STAAR Spanish materials must be returned along with the STAAR materials from the same administration.
- Do not mix STAAR 3–8 materials (this includes STAAR Spanish materials) with STAAR EOC materials in the same shipment.
- Do not return test materials from one STAAR administration with the materials from any other STAAR administration (e.g., April grades 5 and 8 and May grades 5 and 8). Each administration must be packed and returned separately, each with its own return shipping labels.

Complete Online Answer Document Packing Lists (ADPLs)

The ADPL feature in the Assessment Management System allows districts and campuses to enter and submit counts of all paper answer documents returned to ETS for scoring. Voided answer documents or counts of students that tested online should not be included in the ADPL counts submitted.

**NOTE:** District users can view, update, and verify information for all the campuses in their district. Campus-level users can view and update their own campuses only.

**Update ADPL Counts**
ADPL counts can only be entered, updated, and submitted via the Assessment Management System.

Complete the following steps to update and submit ADPL information.

1. From the navigation menu, select **Orders**, and then **ADPL**.
2. On the ADPL page, choose a test administration from the **Select Test Admin** drop-down and a district or campus from the **Organization** drop-down.
3. Click the **View ADPL** button.
3. The ADPL page updates displaying the ADPL window closing date alert and the campus or a list of campuses that received precoded answer documents for testing in the selected administration.

4. EOC test administrations display testing subjects by campus. Grades 3–8 test administrations display testing grades by campus.

5. District users may also filter results by campus name by entering all or part of a campus name and clicking the Filter button.

6. In the Results list, enter the number of answer documents the campus mailed for each testing grade or subject for the selected administration.

7. Click the Save button to update and save entries for submitting later.

8. When all numbers have been entered for the campus or campuses shown, click the Submit button to send the information to district coordinators for final verification.

9. A confirmation message appears confirming that the counts were submitted.

NOTES:

- Additional updates and entries may be made any time prior to the close of the ADPL window.
- If counts are not updated and submitted prior to the close of the ADPL window, the Assessment Management System automatically submits the existing counts when the window closes.

A sample campus-level ADPL is shown below.

NOTES:

- Click Update to save current entries and/or changes without submitting to DTC for final verification.
- Click Submit to indicate to the district coordinator that counts are ready for final verification.
A sample district-level ADPL is shown below.

NOTES:

- Click **Verify** once all counts have been reviewed and are accurate, and ready for final submission to ETS.
- All campus ADPLs should be verified prior to the close of the ADPL deadline.
How to Pack Materials

Pack All Scorable Materials

- Return scorable materials to the contractor by the dates indicated on the Calendar of Events.
- Place all voided answer documents in the bottom of the box first before adding completed campus answer documents as instructed above.
- The materials are packed according to the order of the campuses listed on the ADPL, beginning with the last campus listed.
- Do not submit scorable materials from one administration with scorable materials from another administration.
NOTE: Unused precoded answer documents resulting from online testing can be returned accompanied by a Voided Answer Document ID Sheet. Place in the bottom of the box.

Pack Nonscorable Materials

- Return nonscorable materials to the contractor by the dates indicated on the Calendar of Events.
- Pack for each administration of STAAR (including STAAR Spanish) either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR 3–8, STAAR EOC, STAAR Alternate 2, and TELPAS materials.
- Stack nonscorable boxes on the pallet(s) and wrap tightly with pallet wrap film to ensure boxes do not shift while in transit.
- If shipping supplies are needed to return pallet(s), contact the carrier or the Texas Assessment Support Center at 855-333-7770 prior to pickup.

Oversee assembly and shipping of scorable materials.

Complete Scorable Shipping Label for Each Box and Seal the Scorable Boxes Securely

- Before sealing each box, add an appropriate amount of package filler to keep materials from shifting.
- Verify that the applicable test administration label has been applied to each of your boxes.
- Apply your scorable return label on each of your boxes.
- Fill out the count of total number of scorable boxes per administration on the return shipping label (UPS Return Label or the Freight Label). Do not include nonscorable box counts.
- Be sure to record the return shipment tracking numbers of each administration for future reference.
- For additional labels, contact the Texas Assessment Support Center at 855-333-7770 for instructions.
Prepare Boxes for Shipping to Contractor

- District coordinators received UPS Ground Return Label(s) with a blue, red, or yellow stripe (dependent upon the administration) or blue, red, or yellow freight return label for use when returning the shipment of nonscorable materials.
  - Labels are shipped to each district in Box 1. If additional labels are required, contact the Texas Assessment Support Center at 855-333-7770.
- After packaging all the boxes, number them 1 of x, 2 of x, etc. Do not include scorable materials boxes in this count.
- Seal the boxes securely, and affix the nonscorable shipping labels to the boxes.
- Place the label on the box in the position shown:
Direct the collection and return of nonscorable materials.

Collect Nonscorable Materials from Campuses

- test booklets grouped by grade for grades 3–8 assessments
- test booklets grouped by course for EOC assessments
- braille and large-print materials (if applicable)
- unused blank answer documents
- unused ID sheets

Prepare Nonscorable Materials for Shipping

- Make sure that student answer documents have not been left in test booklets. If you find used answer documents that have been mistakenly left in test booklets, remove them and return with the scorable materials. If your scorable materials have already been returned, call the Texas Assessment Support Center at 855-333-7770 for instructions.
- Braille and large-print test booklets, STAAR regular-print test booklets included in the braille kits, and the specific braille instructions should be returned with the secure test booklets.
How to Pack Materials

Pack Nonscorable Materials

- Pack STAAR Alternate 2 materials either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR Alternate 2 materials with STAAR or TELPAS materials in the same shipment.
Shipping Box Contents

Shipments will include both nonsecure and secure materials.

**District Box 1 (white)**

1. district packing list
2. district shipping notice
3. secondary copy of campus shipping notices
4. district coordinator packet

**District overage box(es)**

1. shipping labels for return of scorable materials
2. shipping labels for return of nonscorable materials
3. paper bands
4. blank answer documents
5. Class ID Sheets (blank)
6. Campus and Group ID Sheets (blank)
7. Voided Answer Document ID Sheets (blank)
8. limited number of test booklets for resolving shortages
9. white box(es) (pre-labeled with the test administration label) for return of scorable materials

**Campus box(es)**

1. campus shipping notice
2. paper bands
3. test booklets
Return materials to contractor

STAAR

Return all scorable materials to the testing contractor.

Organize Boxes for Delivery

- For freight returns, place all scorable materials on a pallet for pickup. Sort all scorable material (white boxes) onto a scorable pallet.
- Use the pre-printed bill of lading that was included in your district coordinator packet.

Pickup of Scorable Materials

- For parcel returns, contact UPS at 1-800-PICK-UPS two working days before the pickup date to request that your scorable materials be collected and returned.
- For freight returns, your pickup date is already scheduled with the carrier for the date district coordinators are scheduled to ship all scorable materials for the administration listed in the Calendar of Events. The carrier will contact you in advance to confirm date and time of pickup. If you need to change the date and time, arrange it with the carrier at this time.
  - Included in your district coordinator packet is a pre-populated bill of lading. This is the paperwork required by the carrier to transport your pallet(s) back to the vendor. Sign the bill of lading and have it ready at the time of pickup. Be sure to retain a copy for your records.
- If you have any questions or issues ahead of the pickup, contact the Texas Assessment Support Center at 855-333-7770.
- Districts are required to retain shipping records for five years.

Pickup of Nonscorable Materials

- For parcel returns, contact UPS at 1-800-PICK-UPS two working days before the pickup date to request that your nonscorable materials be collected and returned.
- For freight returns, your pickup date is already scheduled with the carrier for the date district coordinators are scheduled to ship all nonscorable materials listed in the Calendar of Events. The carrier will contact you in advance to confirm date and time of pickup. If you need to change the date and time, arrange it with the carrier at this time.
  - Be sure to record the return shipment tracking numbers of each administration for future reference.
- If you have any questions or issues ahead of the pickup, contact the Texas Assessment Support Center at 855-333-7770.
- Districts are required to retain shipping records for five years.

STAAR Alternate 2

Prepare materials for shipping.

Prepare Nonscorable Materials for Shipping

- Return nonscorable materials by dates indicated on the Calendar of Events.

Complete NONSCORABLE Shipping Label for Each Box

- NONSCORABLE shipping labels are specific to each administration.
• Verify district name and county-district number on labels. If the information is incorrect, cross it out and print the correct information clearly.
• In the space on the labels, number each box of nonscorable materials in sequence (e.g., 1 of 3, 2 of 3, 3 of 3).

Seal the Boxes Securely, and Affix the Nonscorable Shipping Labels to the Boxes

• Make sure that the original box labels are removed or covered.

Call Carrier for Pickup of Nonscorable Materials

• Contact the carrier two working days before the pickup date to request that your nonscorable materials be collected and returned to the address printed on your NONSCORABLE shipping labels.

NOTE: Districts are required to maintain shipping records for five years.
Returning OOS/OOD materials

Return Out-of-School(OOS)/Out-of-District (OOD) Scorable Materials

NOTE: When returning materials for walk-in OOS examinees that tested at your campus, be sure to register the examinee in the STAAR Assessment Management System as an OOS tester (grade level set to OOS) prior to the close of the testing window and include the examinee’s mailing address when prompted to ensure the examinee’s scores are mailed to them after scoring.

For information on registering students in the STAAR Assessment Management System, see the STAAR Assessment Management System User’s Guide.

Group Answer Documents and Prepare ID Sheets

Campuses testing registered OOS/OOD examinees will receive a packet of pre-printed identification (ID) sheets including Class ID Sheets, Campus and Group ID Sheets, and Voided Answer Document ID Sheets for the home campus of each registered examinee in the shipment of precoded answer documents. Campus testing coordinators should use the appropriate ID sheets for each examinee as outlined below. When a pre-printed ID sheet is not available for the examinee’s home campus, a blank ID sheet should be completed. Answer documents for OOS/OOD examinees must be returned beneath the appropriate ID sheets as follows.

Class ID Sheet

Campus testing coordinators should complete a separate pre-printed or blank Class ID Sheet for each home district. When using a blank Class ID Sheet, indicate the examinee’s home campus and district name, grade or subject, and the number of answer documents to be scored for that district on each sheet. Fill out the Class ID for each grade/course. (The “NAME” field can be left blank.) Do NOT use a pre-printed Class ID Sheet provided for the district. The exact number of scorable answer documents recorded on a Class ID Sheet must match the number of answer documents beneath the sheet.

Campus and Group ID Sheet

Campus testing coordinators should complete a separate pre-printed or blank Campus and Group ID Sheet for each home district for OOS/OOD examinees to indicate the examinee’s home County-District-Campus number. Do NOT use a pre-printed Campus and Group ID Sheet provided for the testing district. The exact number of scorable answer documents submitted under a Campus and Group ID Sheet must be gridded correctly and must match the total of the numbers on the Class ID Sheets for that group.

Voided Answer Document ID Sheet

Campus testing coordinators should use a separate, pre-printed or blank Voided Answer Document ID Sheet for OOS/OOD examinees, if needed. Use the examinee’s home district to complete the form.

Answer Document Packing List (ADPL)

Refer to the ADPL section on the Prepare materials for shipping page.

Preparing OOS/OOD Materials for Shipment

Return scorable materials in the white boxes pre-labeled with the test-administration-specific label. These boxes were shipped in the district overage materials. OOS/OOD answer documents may be returned in the same box(es) as the testing district’s answer documents, as long as they are under separate ID sheets. Place the stacks in the following order, with voided answer documents placed at the bottom of the box:

- testing district answer documents under completed ID sheets
- OOS/OOD answer documents under completed ID sheets for each student’s home district
- voided answer documents under separate Voided Answer Document ID Sheet for the testing district and each OOS/OOD home district

Nonscorable materials used for OOS/OOD testing may be returned with the nonscorable materials from the testing district.

For questions about packing and returning OOS/OOD scorable materials, contact the Texas Assessment Support Center at 855-333-7770, STAAR R3-8@ets.org, or STAAREOC@ets.org.
Online Administrations

The following sections in these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Plan for online activities and administrations.

Understand Responsibilities of Technology Staff and Test Administrators for Online Activities

- For an overview of the steps involved in setting up and implementing online activities, review the Assessment Management System User's Guide.
- Technology staff must
  - be familiar with the technology documents found on the Technology Systems and Supports webpage and the hardware and software requirements, and
  - be available for assistance during test administrations to address technology problems.
- Test administrators (or other authorized personnel) will follow campus coordinator instructions to maintain test security, and if necessary
  - update student demographic information in the State of Texas Assessments of Academic Readiness (STAAR®) Assessment Management System, and
  - make selections in the Assessment Management System to indicate score code and accommodations.
- Testing personnel entering student scoring information must have been trained and signed the appropriate oath.

Understand Responsibilities of Technology Staff and Test Administrators for Online Administrations

- Technology staff must
  - be familiar with the technology documents found on the Technology Systems and Supports webpage and the hardware and software requirements for online testing, and
  - be available for assistance during test administrations to address technology problems.
- Campus testing coordinators (or authorized test administrators) must
  - set up and manage test sessions,
  - update student demographic information in the Assessment Management System, and
  - verify that appropriate embedded supports (personal needs and preferences [PNP]) will be activated for each student, using the session rosters or student test tickets.
- Test administrators must
  - help students open and view their tests, and
  - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness.

Distribute test materials to test administrators.

Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
  - test session rosters
  - student test tickets
  - pencils or pens for use with scratch paper or graph paper
  - any additional Texas Education Agency (TEA)-authorized materials (e.g., dictionaries, calculators, headphones) required for administration of the test

STAAR Alternate 2
Plan for online activities.

Understand Responsibilities of Technology Staff and Test Administrators for Online Activities

- For an overview of the steps involved in setting up and implementing online activities, review the Assessment Management System User’s Guide.
- Technology staff must
  - be familiar with the technology documents found on the Technology Systems and Supports webpage and the hardware and software requirements, and
  - be available for assistance during test administrations to address technology problems.
- Test administrators (or other authorized personnel) will follow campus coordinator instructions to
  - update student demographic information in the Assessment Management System,
  - transcribe student scoring information into the Assessment Management System,
  - maintain test security, and
  - make selections in the Assessment Management System to indicate score code and accommodations.
- Testing personnel entering student scoring information must have been trained and have signed the appropriate oath.

Become Familiar with the TELPAS Online Test Student Tutorials

- Students should be provided with opportunities to review the tutorials. The administration directions in the TELPAS Manual for Raters and Test Administrators test administrator manual are written in a way that assumes students have had the opportunity to experience this year’s TestNav format for TELPAS through the use of the tutorials.
- The tutorials will provide students the opportunity to practice with the online interface and tools and to become familiar with a variety of test item formats.
- The student tutorials can be accessed from the TELPAS Tutorial, Reading Practice Tests, and Reading Released Tests webpage.
Plan for online activities.

Understand Responsibilities of Technology Staff and Test Administrators for Online Activities

- For an overview of the steps involved in setting up and implementing online activities, review the *Assessment Management System User's Guide*.
- Technology staff must
  - be familiar with the technology documents found on the *Technology Systems and Supports* webpage and the hardware and software requirements, and
  - be available for assistance during test administrations to address technology problems.
- Test administrators (or other authorized personnel) will follow campus coordinator instructions to
  - update student demographic information in the *Assessment Management System*,
  - transcribe student scoring information into the Assessment Management System,
  - maintain test security, and
  - make selections in the Assessment Management System to indicate score code.
- Testing personnel entering student scoring information must have been trained and have signed the appropriate oath.
Assessment Management System

STAAR

Oversee test session details.

Create Testing Groups (Optional)

- Online test administration groups are electronic groupings of students who will take the same test at the same time in the same location. Testing groups assist campus testing coordinators with the distribution of online testing rosters and tickets. Specific instructions for creating testing groups can be found in the *Assessment Management System User's Guide*.
- If used, testing groups should be created no later than one to two weeks before testing, but may be created or edited anytime during the online registration window as needed.

Ensure That Student Test Tickets Are Generated and Printed Before Test Sessions

- Student test tickets contain the unique username, password, and session ID needed to log in to take an assessment online.
- Student test tickets should be printed at least one day before the test administration and stored in a secure location.
- Student test tickets include information about embedded supports (PNP), if appropriate, for verification.

STAAR Alternate 2

Oversee test details.

Ensure That Tests Are Assigned

- Once STAAR Alternate 2 tests are administered, testing personnel must enter student scoring information into the Assessment Management System. Testing personnel entering student scoring information must have been trained and have signed the appropriate oath.
- A student must be assigned a test in the *Assessment Management System* before testing personnel can enter scoring information for that student.
- Verify that the test administrator has assigned the correct test form for the student.
- Specific instructions for assigning tests can be found in the *Assessment Management System User's Guide*.

TELPAS

Plan for online test administrations.

Become Familiar with the Assessment Management System Training Site

- The training site is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
  - completing a headset test
Plan for administration of online tests and entry of holistic rating information.

District and campus coordinators should ensure that test sessions are created for online tests and holistic ratings. Online session administrators can assist campus coordinators in setting up and managing test sessions. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings section of these Coordinator Resources.

Create Test Sessions and Generate and Print Student Test Tickets

- All English learners (ELs) in grades 2–12 must be assigned to online test sessions.
- All ELs in grades K–12 must be assigned to a holistic rating test session.
- Test sessions can be automatically generated during registration. Sessions can also be manually created.
- In coordination with the district coordinator, campus coordinators should create any additional test sessions needed one to two weeks prior to testing.
- Online test sessions must be created before students can log in to TestNav to take the test.
- Holistic rating test sessions must be created before testing personnel can log in to TestNav and enter holistic rating information.
- If proctor caching, ensure that the proctor caching server is designated in the session details.
- Student test tickets should be printed and stored in a secure location at least one day before administering the online test.

Before creating a new test session, ensure that TestNav has been configured. Then refer to the Assessment Management System User’s Guide or step-by-step instructions for creating test sessions.

Generate and Print Student Test Tickets

Each student must have a student test ticket in order to log in to a test. Student test tickets contain a unique username and password needed to log in.

You can print student test tickets any time before students in the session log in to the test. The test tickets must be kept in a secure location until the test is administered.

Ensure That Tests Are Assigned

- Once TELPAS Alternate tests are administered, testing personnel must enter student scoring information into the Assessment Management System. Testing personnel entering student scoring information must have been trained and have signed the appropriate oath.
- A student must be assigned a test in the Assessment Management System before testing personnel can enter scoring information for that student.
- Verify that the test administrator has assigned the correct test form for the student.
- Specific instructions for assigning tests can be found in the Assessment Management System User’s Guide.
User roles and permissions

STAAR, STAAR Alternate 2, and TELPAS User Roles and Permissions for the Assessment Management System

STAAR User Roles and Permissions

STAAR Alternate 2 and TELPAS User Roles and Permissions
## STAAR User roles and permissions

The PDF of this document is also located at [https://TexasAssessment.com/administrators/technology](https://TexasAssessment.com/administrators/technology).

### STAAR Assessment Management System

**User Roles and Permissions Matrix for Interim and Summative Assessments**

<table>
<thead>
<tr>
<th>Role</th>
<th>ESC</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC Region Staff</td>
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<tr>
<td>Superintendent</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>District Testing Coordinator</td>
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<td></td>
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<tr>
<td>District Testing Assistant</td>
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<td></td>
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<tr>
<td>District User Account Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report View Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Testing Coordinator</td>
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<td></td>
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<tr>
<td>Online Testing Administrator</td>
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<tr>
<td>Online Test Administrator</td>
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<tr>
<td>Online Test Student</td>
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<tr>
<td>Student Data Assistant</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>Technology Staff</td>
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<tr>
<td>Testing Assistant</td>
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</table>

#### Dashboard Roles and Permissions

- **Create & Delete Announcements**: ESC, District, Campus
- **View Student Transfer Announcements**: District, Campus
- **View/Download Help Documents**: ESC, District, Campus
- **View & Update User Profile (User’s Own Account)**: ESC, District, Campus
- **View/download Interim Test Documents**: ESC, District, Campus

#### Organizations Roles and Permissions

- **Search and View Organizations**: ESC, District, Campus
- **View Organization Addresses**: District, Campus
- **Update Primary User**: District, Campus

#### User Roles and Permissions

- **View User Accounts**: ESC, District, Campus
- **Add, Edit, Deactivate or Reactivate User Profiles**: ESC, District, Campus
- **Upload New Users (via spreadsheet)**: District, Campus

#### Students Roles and Permissions

- **View Student Profiles**: ESC, District, Campus
- **Add, Edit, and Delete Student Profiles**: ESC, District, Campus
- **Register Students (Manually)**: ESC, District, Campus

*Updated: August 30, 2018*
### STAAR Assessment Management System

#### User Roles and Permissions Matrix for Interim and Summative Assessments

<table>
<thead>
<tr>
<th>ESC Region Staff</th>
<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
<th>District User Account Assistant</th>
<th>Technology Staff</th>
<th>Report View Only</th>
<th>Online Testing Administrator</th>
<th>Online Testing Coordinator</th>
<th>Online Testing Operations</th>
<th>Campus Testing Coordinator</th>
<th>Campus Testing Analyst</th>
<th>Online Testing Data Coordinator</th>
<th>Online Testing Data Analyst</th>
<th>Student Data Analyst</th>
<th>Campus Data Analyst</th>
<th>Technology Staff</th>
<th>Test Setting Administrator</th>
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</table>

**Students Roles and Permissions (cont.)**

- **Upload Student Data File**: ✓ ✓
- **Transfer Students**: ✓ ✓
- **Resolve Held Records (Resolutions)**: ✓ ✓
- **Update Student Information**: ✓ ✓
- **Update Score Codes and Test Information**: ✓ ✓
- **View Student Report Cards - (Scores Tab)**: ✓ ✓ ✓

**Online Testing Roles and Permissions**

- **View Test Sessions and Student Testing Status**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **Manage Testing Groups**: ✓ ✓
- **Import Online Test Tickets**: ✓ ✓
- **Print Online Test Tickets and Rosters**: ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **View District Level Session-at-a-Glance**: ✓ ✓ ✓ ✓
- **View Campus Level Session-at-a-Glance**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **Do Not Report (DNR)/ Void Online Test**: ✓ ✓
- **Set Test Attributes**: ✓ ✓
- **Create LCS Registration Keys**: ✓ ✓
- **Access Interim Testing Online Reporting Suite (ORS)**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

*Updated: August 30, 2018*
### STAAR Assessment Management System

User Roles and Permissions Matrix for Interim and Summative Assessments

<table>
<thead>
<tr>
<th>Order Roles and Permissions</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>View, Edit and Upload Participation Counts*</td>
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<td>✔️</td>
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<tr>
<td>Order Additional Materials*</td>
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<td>✔️</td>
</tr>
<tr>
<td>View and Track Orders*</td>
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<tr>
<td>Order Additional Reports*</td>
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</tr>
<tr>
<td>Order Rescore Requests*</td>
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<table>
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<tr>
<th>Reports Roles and Permissions</th>
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<tr>
<td>Download Students Campus Report</td>
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<tr>
<td>Download District Students Campus Report</td>
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<td>Download District Student Test Campus Report</td>
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<td>Download Student Transfer Report</td>
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<tr>
<td>Download Students Braille Management Report*</td>
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<td>Download Test Registration Report</td>
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<tr>
<td>Download Precode Verification File/Report*</td>
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<tr>
<td>Access Student Assessment History Report</td>
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<td>Request SIRS Report File</td>
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<tr>
<td>Download Initial Order Quantity Report</td>
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<tr>
<td>Download District Test Status Report</td>
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</table>

Updated: August 30, 2018
### STAAR Assessment Management System

**User Roles and Permissions Matrix for Interim and Summative Assessments**

<table>
<thead>
<tr>
<th></th>
<th>ESC Region Staff</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reports</strong></td>
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<tr>
<td>Download Campus Test Status (of student) Report</td>
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<tr>
<td>Download Proctor Tickets*</td>
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<td>View and Download Standard Reports*</td>
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<tr>
<td>View and Download Consolidated Accountability File (CAF)*</td>
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<td>Access Texas Data Portal</td>
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<td>Report Access - Campus Standard Reports*</td>
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<tr>
<td>View and Download Interim District Data File</td>
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<tr>
<td>Access Interim Testing Online Reporting Suite (ORS)*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* System functionality does not apply to interim assessments

* Access to ORS allows users to view the Interim Assessment Results within their organizational scope

Please note that Family Educational Rights and Privacy Act (FERPA) compliance is required when assigning roles within the STAAR Assessment Management System.

Updated: August 30, 2018
### Texas User Roles and Permissions for PearsonAccess Next

<table>
<thead>
<tr>
<th></th>
<th>Superintendent</th>
<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
<th>Campus Testing Coordinator</th>
<th>Online Service Administrator</th>
<th>Online Test Administrator</th>
<th>District User Account Assistant</th>
<th>Test Setup Assistant</th>
<th>Student Data Assistant</th>
<th>Technology Staff</th>
<th>Principal</th>
<th>Mark Test Complete*</th>
<th>Transcribe Assistant*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Import/Export</strong></td>
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An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and/or Online Session Administrator roles.
## Texas User Roles and Permissions for PearsonAccess Next

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<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
<th>Campus Testing Coordinator</th>
<th>Online Session Administrator</th>
<th>Online Test Administrator</th>
<th>District User Account Assistant</th>
<th>Test Setup Assistant</th>
<th>Student Data Assistant</th>
<th>Technology Staff</th>
<th>Principal</th>
<th>Mark Test Complete*</th>
<th>Transcribe Assistant*</th>
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An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and Online Session Administrator roles.

February 2018
## Texas User Roles and Permissions for PearsonAccess Next

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<th>Supervising Coordinator</th>
<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
<th>Campus Testing Coordinator</th>
<th>Online Session Administrator</th>
<th>Online Test Administrator</th>
<th>District User Account Assistant</th>
<th>Test Setup Assistant</th>
<th>Student Data Assistant</th>
<th>Technology Staff</th>
<th>Principal</th>
<th>Mark Test Complete</th>
<th>Transcribe Assistant</th>
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† For this permission, the District Testing Assistant, Campus Testing Coordinator, and Principal can only see the reports if they are released to these users by the District Testing Coordinator.

An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and Online Session Administrator roles.
### Texas User Roles and Permissions for PearsonAccess Next

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<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
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<th>Technology Staff</th>
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<td></td>
</tr>
<tr>
<td>Create and Delete Test Session</td>
<td>•</td>
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</tr>
<tr>
<td>Edit Test Session</td>
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</tr>
<tr>
<td>Select Read Aloud for Session</td>
<td>•</td>
<td>•</td>
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</tr>
<tr>
<td>Add Students to a Session</td>
<td>•</td>
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</tr>
<tr>
<td>Move Students</td>
<td>•</td>
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</tr>
</tbody>
</table>

An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and Online Session Administrator roles.
<table>
<thead>
<tr>
<th>Texas User Roles and Permissions for PearsonAccess Next</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
<tr>
<td>Edit Session Login Test Code</td>
</tr>
<tr>
<td>Edit Session Custom TestNav Settings</td>
</tr>
<tr>
<td>View Students in Session Page</td>
</tr>
<tr>
<td>Access TestNav Transcription and Online Rating Forms</td>
</tr>
<tr>
<td>Mark Test Complete</td>
</tr>
<tr>
<td>Resume Test</td>
</tr>
<tr>
<td>View Assigned Form</td>
</tr>
<tr>
<td>Set Test Section Resume</td>
</tr>
<tr>
<td>Prepare, Lock/Unlock, Start, and Stop Session</td>
</tr>
<tr>
<td>Access Session Roster, Student Testing Tickets, Seal Code, and Proctor Testing Tickets</td>
</tr>
<tr>
<td>View Student Test Status</td>
</tr>
<tr>
<td>Miscellaneous</td>
</tr>
</tbody>
</table>

An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and Online Session Administrator roles.
### Texas User Roles and Permissions for PearsonAccess Next

<table>
<thead>
<tr>
<th>Training Site</th>
<th>Superintendent</th>
<th>District Testing Coordinator</th>
<th>District Testing Assistant</th>
<th>Campus Testing Coordinator</th>
<th>Online Session Administrator</th>
<th>Online Test Administrator</th>
<th>District User Account Assistant</th>
<th>Test Setup Assistant</th>
<th>Student Data Assistant</th>
<th>Technology Staff</th>
<th>Principal</th>
<th>Mark Test Complete*</th>
<th>Transcribe Assistant*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Sample Students</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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</tr>
</tbody>
</table>

An asterisk indicates an add-on role that carries one function and can be added on to the Campus Testing Coordinator and Online Session Administrator roles.
<table>
<thead>
<tr>
<th>If the user has the following role ...</th>
<th>... then the user may grant the following roles to new or existing user accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Superintendent District Testing Coordinator District Testing Assistant Technology Staff District User Account Assistant Campus Testing Coordinator Online Session Administrator Online Test Administrator Student Data Assistant Test Setup Assistant Principal Transcribe Assistant Mark Test Complete</td>
</tr>
<tr>
<td>District Testing Assistant</td>
<td>District Testing Assistant Technology Staff District User Account Assistant Campus Testing Coordinator Online Session Administrator Online Test Administrator Student Data Assistant Test Setup Assistant Principal Transcribe Assistant Mark Test Complete</td>
</tr>
<tr>
<td>Campus Testing Coordinator</td>
<td>Campus Testing Coordinator Online Session Administrator Online Test Administrator</td>
</tr>
<tr>
<td>If the user has the following role ...</td>
<td>... then the user may grant the following roles to new or existing user accounts</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>District User Account Assistant</td>
<td>District User Account Assistant</td>
</tr>
<tr>
<td></td>
<td>Technology Staff</td>
</tr>
<tr>
<td></td>
<td>Campus Testing Coordinator</td>
</tr>
<tr>
<td></td>
<td>Online Session Administrator</td>
</tr>
<tr>
<td></td>
<td>Online Test Administrator</td>
</tr>
<tr>
<td></td>
<td>Student Data Assistant</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Test Setup Assistant</td>
</tr>
<tr>
<td></td>
<td>Mark Test Complete</td>
</tr>
</tbody>
</table>
User accounts

STAAR

Create user accounts for campus personnel and technology staff.

Create Role-Specific Accounts

- District or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- All staff members accessing the Assessment Management System must be issued a user ID.
- Users are assigned one or more roles. Refer to the Assessment Management System User Roles and Permissions document for a complete description of roles and associated permissions.

STAAR Alternate 2

Create user accounts for campus personnel and technology staff.

Create Role-Specific Accounts

- District or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the Assessment Management System User’s Guide, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a username and role.

TELPAS

Create user accounts for campus personnel and technology staff.

Create Role-Specific User Accounts

- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the Assessment Management System User’s Guide, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a username.

TELPAS Alternate
Create user accounts for campus personnel and technology staff.

Create Role-Specific Accounts

- District or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Assessment Management System document for a complete description of roles and associated permissions.
- All staff members accessing the Assessment Management System must be issued a username.
Preparation Activities for Administration of STAAR® Online Testing


<table>
<thead>
<tr>
<th>Four to Six Weeks Prior</th>
<th>Review resources and dates in Calendar of Events.</th>
<th>Register district for STAAR online testing. Refer to Section 6.2 of the Assessment Management System User’s Guide.</th>
<th>Determine whether Local Caching Software (LCS) is required. Refer to Section 1.1 of the LCS Guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Weeks Prior</td>
<td>Prepare the testing environment (download, install and configure the SOTP). Refer to Technology Systems and Support.</td>
<td>Perform systems test using Online Readiness Tools. Evaluate system performance using tutorials and practice tests.</td>
<td></td>
</tr>
<tr>
<td>Two Weeks Prior</td>
<td>Verify accuracy of student data in the STAAR Assessment Management System.</td>
<td>Register students. Set up online testing groups. Set up online designated supports.</td>
<td>Install and configure LCS at campuses as needed. Verify that LCS monitoring tools and caching service are running, if used.</td>
</tr>
<tr>
<td>One Week Prior</td>
<td>Download and print student test tickets (store in secure location). Verify PNP and accommodation settings; update as necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One to Three Days Prior</td>
<td>Launch and verify that the current SOTP is installed and functioning on ALL testing devices. NOTES: For Windows, SOTP versions prior to 3.3.0 will not auto-update. For Mac OS, SOTP versions prior to 3.8 will not auto-update. In both instances, districts must uninstall the previous version of the SOTP and reinstall the latest version. Districts must ensure network policies do not restrict auto-updates of the SOTP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During Testing</td>
<td>Provide test administrators with student rosters and student test tickets. Supply required tools and resources (networked testing devices, test tickets, calculators, dictionaries, pencils, additional applicable reference materials, etc.). Refer to Section 7.5.2 of the Assessment Management System User’s Guide.</td>
<td>Monitor administration of tests.</td>
<td></td>
</tr>
<tr>
<td>After Testing (through close of testing window)</td>
<td>Make necessary updates to score codes and demographic information. Verify test attributes settings. Refer to Sections 6.1, 7.5.5, and 7.5.6 of the Assessment Management System User’s Guide.</td>
<td>LCS sites: Verify all responses have been submitted.</td>
<td></td>
</tr>
</tbody>
</table>
Unified Minimum System Requirements for the Administration of Online Assessments

The following specifications apply to all Texas student assessment program online assessments administered in the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Devices</strong></td>
</tr>
<tr>
<td>Desktops: Windows, Mac OS X, Linux</td>
</tr>
<tr>
<td>Laptops: Windows, Mac OS X, Linux</td>
</tr>
<tr>
<td>Chromebooks</td>
</tr>
<tr>
<td>Tablets: iPad – 5th Generation (Air) and higher, Windows tablets except Windows RT</td>
</tr>
<tr>
<td><strong>Operating Systems</strong></td>
</tr>
<tr>
<td>Windows: 7*, 8.1, 10 (Windows 10 S is not supported at this time)</td>
</tr>
<tr>
<td>Chrome OS: (Release Channel only, current or near-current release)</td>
</tr>
<tr>
<td>Mac OSX: 10.11, 10.12, 10.13, 10.14</td>
</tr>
<tr>
<td>iOS: 11.x, 12</td>
</tr>
<tr>
<td>Fedora: 24</td>
</tr>
<tr>
<td>Ubuntu: 16.04</td>
</tr>
<tr>
<td><strong>Processors</strong></td>
</tr>
<tr>
<td>Windows: Intel x86 (32 or 64 bit)</td>
</tr>
<tr>
<td>Chrome OS: Any</td>
</tr>
<tr>
<td>Mac OSX: Intel-based models</td>
</tr>
<tr>
<td>iOS: Any</td>
</tr>
<tr>
<td>Fedora: Intel Architecture - 64 bit only</td>
</tr>
<tr>
<td>Ubuntu: Intel Architecture - 64 bit only</td>
</tr>
<tr>
<td><strong>Memory (RAM)</strong></td>
</tr>
<tr>
<td>Windows: 2 GB (4 GB recommended)</td>
</tr>
<tr>
<td>Chrome OS: 2 GB minimum (4 GB recommended)</td>
</tr>
<tr>
<td>Mac OSX: 2 GB (4 GB recommended)</td>
</tr>
<tr>
<td>iOS: 1 GB (2 GB recommended)</td>
</tr>
<tr>
<td>Linux: 1 GB (2 GB recommended)</td>
</tr>
<tr>
<td><strong>Minimum Screen Size</strong></td>
</tr>
<tr>
<td>9.5 inches for all devices</td>
</tr>
<tr>
<td><strong>Minimum Screen Resolution</strong></td>
</tr>
<tr>
<td>1024 x 768 for all devices</td>
</tr>
<tr>
<td><strong>NOTE</strong>: Most displays require no scaling. Windows sets display scale to 100%. On devices with higher-resolution displays (e.g. Surface devices and 4K monitors), disable high DPI scaling: Right-click the STAAR Online Testing Platform shortcut, then check “Disable display scaling on high DPI settings” in Properties &gt; Compatibility.</td>
</tr>
<tr>
<td><strong>Keyboard</strong></td>
</tr>
<tr>
<td>Physical keyboard required for assessments with essays. Wired keyboard and mouse are strongly recommended.</td>
</tr>
<tr>
<td><strong>Headphones</strong></td>
</tr>
<tr>
<td>Headphones or earbuds recommended for assessments with audio content.</td>
</tr>
</tbody>
</table>
### Common Specifications for the Administration of All Online Testing
(STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate)

**For TELPAS Listening & Speaking Only**

<table>
<thead>
<tr>
<th>Desktop and Laptop Headphones and Microphones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:</td>
</tr>
<tr>
<td><strong>Headphone Features</strong></td>
</tr>
<tr>
<td>Sound mode: Stereo</td>
</tr>
<tr>
<td>Earpiece: Double</td>
</tr>
<tr>
<td>Driver Unit Size: 32 mm</td>
</tr>
<tr>
<td>Frequency Response: 20 – 20000 Hz</td>
</tr>
<tr>
<td>Impedance: 32 ohms</td>
</tr>
<tr>
<td><strong>Microphone Features</strong></td>
</tr>
<tr>
<td>Frequency Response: 100 – 12000 Hz</td>
</tr>
<tr>
<td>Impedance: 3320 ohms</td>
</tr>
</tbody>
</table>

**Handheld Device Headphones and Microphones:**

- 3.5mm single jack
- Over-the-ear style (non-earbud)

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* Microsoft has announced that extended support (including security updates) for Windows 7 is scheduled to end January 14, 2020. Mainstream support ended in 2015.

Complying with these requirements will ensure support for all online tests offered by ETS and Pearson. More detailed technical specifications are available from each vendor. For information on minimum system requirements for a specific test, refer to the following documents.

#### STAAR:


#### STAAR Alternate 2, TELPAS, and TELPAS Alternate:

**PearsonAccess Next:**
https://support.assessment.pearson.com/x/NYDy

**TestNav 8:**
https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements

**ProctorCache:**
https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements

Further assistance is also available at:

**ETS:** Texas Assessment Support Center 855-333-7770 or mailto:STAAREOC@ets.org and mailto:STAAR3–8@ets.org

**Pearson:** Customer Service Center at 800-627-0225 or go to tx.pearsonaccessnext.com and select the Live Chat feature or Pearson Customer Support Form under "Contact Us."

August 2018
Testing infrastructure

Ensure testing infrastructure is in place.

Review Infrastructure Guidelines and Ensure Infrastructure Is In Place

The Unified Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Technology Systems and Supports webpage;
- follow instructions in the STAAR Online Testing Platform Technology Guide regarding firewalls, content filters, local caching software, downloading and installing required software on testing devices, and other technical and system requirements;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

Contact the Texas Assessment Support Center at 855-333-7770 if you require technical assistance.

Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.

Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

The Unified Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Technology Systems and Supports webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels (this must be done for all accommodation programs, as well);
- follow instructions in the Assessment Management System User's Guide regarding firewalls, content filters, and proxy servers;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.
System checks

STAAR

Ensure the test delivery system is configured; conduct test of the online system.

Coordinate and Conduct System Checks

There are tools available for technology staff to check the functionality of the software required for online testing. Technology staff should perform these checks in advance of administrations to ensure successful test delivery. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

Technology staff should be available for assistance during test administration sessions should a technical problem arise.

TELPAS

Ensure the test delivery system is configured; conduct test of online testing system.

Ensure That Technology Staff Have Downloaded and Installed Software for Online Administrations

- Purge all test information cached using the previously installed proctor caching software.
- Remove all previously installed proctor caching software from all server and local installation areas.
- If proctor caching, install new proctor caching software prior to testing.
- Detailed information about the software and tools required for conducting assessments can be found in the Assessment Management System User's Guide.

Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software for online testing. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. TestNav may be accessed by starting the TestNav app and choosing the correct test. For specific TestNav information, refer to the TestNav 8 Online Support page.
- Use App Check to confirm that the device or computer can connect to TestNav and that it is configured correctly.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.
Review student records

**STAAR**

Coordinate the review and updating of records.

**Ensure Student Information Has Been Verified**

- Changes to student name and date of birth can be made through the Assessment Management System.
- Refer to the *Assessment Management System User’s Guide* for specific instructions on viewing and editing student information before an administration.

**STAAR Alternate 2**

Coordinate the review and updating of student data for the STAAR Alternate 2 administration.

**Enter or Import Student Data**

There are two options for entering student data to the Assessment Management System.

- Districts or campuses may import student data using a file created locally.
- Districts or campuses may enter student data manually.

If you are using a locally created file, be sure to enter student data early enough to allow two weeks for verification.

Campus coordinators must be made aware that the files are ready for verification and updating. For more information, refer to the Technology Systems and Supports webpage. For more information concerning entering student data, refer to the *Assessment Management System User’s Guide*.

Manage assessments of students who move.

**Manage Assessments of Students Who Enroll AFTER April 1**

- Students who move into a new district after the first day of the STAAR Alternate 2 testing window do not have to be tested.
- The receiving campus at the new district can mark the tests complete and assign an “O” score code to the tests. Document the reason for the score code at the local level.

Verify and update student data elements.

**Download Files for Data Verification**

District coordinators will notify you by email that the campus files are ready.
Verify Student Data Elements

- Ensure that all students taking the assessment have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, or testing irregularities.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
  - Program information should reflect the student’s status at the time of testing.
  - Current information should be provided if the student is new to the district.
  - Current information should be provided if the student’s program information or demographic information has changed since the October 2018 PEIMS submission.
  - If a demographic or program information field is left blank, data from the October 2018 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

TELPAS

Enter student data for the TELPAS administration.

Enter or Import Student Data

There are three options for entering student data to the Assessment Management System.

- Pearson may import student data using the October 2018 PEIMS submission.
- Districts may import student data using a file created locally.
- Districts may enter student data manually.

If you are using a locally created file, be sure to enter student data early enough to allow two weeks for verification.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data import is based on a PEIMS extract should keep in mind that TELPAS Years in U.S. Schools is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, the unschooled asylee/refugee and students with interrupted formal education data where applicable, and re-import the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information, refer to the Technology Systems and Supports webpage. For more information concerning entering student data, refer to the Assessment Management System User’s Guide.

Verify and update student data elements.

Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

Verify Student Data Elements

- Ensure that all enrolled K–12 ELs have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
If a student withdraws from your campus before the TELPAS assessment window begins, remove the student’s test assignments (2–12 online tests and K–12 holistic ratings).

Ensure the accuracy and completeness of all data in the Assessment Management System.

- Program information should reflect the student's status at the time of testing.
- Current information should be provided if the student is new to the district.
- Current information should be provided if the student’s program information or demographic information has changed since the October 2018 PEIMS submission.
- If a demographic or program information field is left blank, data from the October 2018 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

Update the Information in the Correct Fields in the Registration File

Import student data files.

Import Corrected Student Data Files to the Assessment Management System

- Import the updated file or make manual changes to student records.
- District coordinators and student data assistants have permission to import these files.

Updates to student data in the Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.

Verify years in U.S. schools data (grades 1–12 only).

Verify Years in U.S. Schools Data Collection in Consultation with LPAC

- Legislation requires that an EL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, EL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students’ LPAC in accordance with guidance available on the Language Proficiency Assessment Committee Resources webpage. Refer to Gridding information in these Coordinator Resources for specific information on recording this data.

Verify extenuating circumstances data.

Verify Extenuating Circumstances Data Collection

District and campus coordinators must work in conjunction with the LPAC to determine whether an EL in the district has an extenuating need. The special circumstances that cause ELs to have extenuating needs are defined as follows.

- Unschooled Asylees/Refugees
  - These ELs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and may have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

- Students with Interrupted Formal Schooling (SIFE)
  - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade-level subject-matter knowledge and skills is
Manage assessments of students who move.

Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 online tests; K–12 holistic ratings), remove the test assignments.
  - If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

It is not possible for a student to have TELPAS test assignments in multiple locations. The Assessment Management System allows only one test assignment for online and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and online tests. Designate the student as absent if the campus is unable to give the online tests, though every effort should be made to test the student.
- If an EL enrolls in a Texas public school BEFORE February 25 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.*
- If an EL enrolls ON or AFTER February 25, the receiving campus is only responsible for the grades 2–12 online tests (if the tests were not already administered).*

*This is true whether the student enrolls from another Texas school or from another state or country.

Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before February 25 but withdraw before the close of the window.
- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 online tests before moving, the tests must be submitted for scoring.

Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- K–1 and 2–12: Add and assess the student as any other enrolled EL.

Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- K–1: Do not take any action. A K–1 student who enrolls on or after February 25 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after February 25.
- 2–12: If the student was given the online tests on another Texas campus, take no further action. If not, the receiving campus is responsible for the online tests. Follow the steps in the TELPAS Student Moves document to determine if the student took the online tests in the sending district and move the student’s test assignment(s) if necessary.

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### TELPAS Alternate

Enter student data for the TELPAS Alternate administration.

Enter or Import Student Data

There are two options for entering student data to the Assessment Management System.
• Districts or campuses may import student data using a file created locally.
• Districts or campuses may enter student data manually.

If you are using a locally created file, be sure to enter student data early enough to allow two weeks for verification.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data import is based on a PEIMS extract should keep in mind that TELPAS Years in U.S. Schools is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, the unschooled asylee/refugee and students with interrupted formal education data where applicable, and re-import the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information, refer to the Technology Systems and Supports webpage. For more information concerning entering student data, refer to the Assessment Management System User’s Guide.

### Verify and update student data elements.

### Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

### Verify Student Data Elements

- Ensure that all enrolled grades 2–12 ELs eligible to participate in TELPAS Alternate have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, extenuating circumstances, medical exceptions, and No Authentic Academic Response (NAAR).
- If a student withdraws from your campus before the TELPAS Alternate assessment window begins, remove the student’s test assignments. A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
- Program information should reflect the student’s status at the time of testing.
- Current information should be provided if the student is new to the district.
- Current information should be provided if the student's program information or demographic information has changed since the October 2018 PEIMS submission.
- If a demographic or program information field is left blank, data from the October 2018 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

### Update the Information in the Correct Fields in the Registration File

### Import student data files.

### Import Corrected Student Data Files to the Assessment Management System

- Import the updated file or make manual changes to student records.
- District coordinators and student data assistants have permission to import these files.

Updates to student data in the Assessment Management System are applied to the reporting of assessment results but do not alter student information at TEA contained in the PEIMS file.

### Verify years in U.S. schools data (grades 1–12 only).
Verify Years in U.S. Schools Data Collection in Consultation with LPAC

- Legislation requires that an EL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, EL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students’ LPAC in accordance with guidance available on the Language Proficiency Assessment Committee Resources webpage.
- Refer to Gridding information in these Coordinator Resources for specific information on recording this data.

Verify extenuating circumstances data.

Verify Extenuating Circumstances Data Collection

District and campus coordinators must work in conjunction with the LPAC to determine whether an EL in the district has an extenuating need. The special circumstances that cause ELs to have extenuating needs are defined as follows.

- Unschooled Asylees/Refugees
  - These ELs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and may have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

- Students with Interrupted Formal Schooling (SIFE)
  - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade-level subject-matter knowledge and skills is significantly affected.
Online testing areas

STAAR

Arrange for testing rooms.

Organize Test Administrations

- For an overview of the steps involved in setting up and implementing online testing activities, review the Assessment Management System User's Guide and the STAAR Online Testing Platform Technology Guide.
- Because some assessments are administered during a window, districts must maintain a schedule specifying which assessments are being administered on which dates.
- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students eligible for extra time.
- In some cases, students taking online administrations may be grouped across grades and subjects or courses.
- Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.
- A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Arrange for Testing Areas

- Confer with your campus principal to arrange testing areas.
- Ensure that enough computers are available to accommodate the testing schedule established by the campus coordinator and principal.

Ensure proper testing environment.

Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.
  - Each student should be sufficiently separated from other students to work without distraction.
  - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
  - To support test security, testing staff should take necessary steps to prevent students from seeing one another’s monitor.
- On the day of testing, technology staff should verify that computers are ready for testing as changes may occur between initial setup and the test day.
- Ensure that one pair of headphones is available for each student receiving audio accommodations when multiple students are tested in the same room.
TELPAS Writing collections

Oversee assembly and verification of grades 2–12 writing collections.

Ensure That Proper Writing Collections Are Assembled and Verified

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus’s writing collections.
- Student writing assigned on or after February 11 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the TELPAS Manual for Raters and Administrators.
- Reinforce the importance of using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and assembling writing collections that accurately reflect students’ overall ability to express themselves in writing in English.

While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

Establish procedures to ensure validity and reliability.

Establish Procedures

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box below, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.
- These procedures may be districtwide or may vary by campus.
- Collaboration during the administration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

All Language Domains, K–12:

- To determine students’ ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other.

Writing, Grades 2–12:

- A district-determined selection of writing collections is rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.
Maintain Documentation of Procedures Followed

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

Implement Rating Support Requirements for Individual Raters

- During the administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- Calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual’s students, or calibrated raters may determine ratings for the individual’s students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate by set 2 must be provided rating support.
Online Administrations in Alternate Education Settings

Students attending school in alternative education centers or unusual placements must be provided opportunities to participate in State of Texas Assessments of Academic Readiness (STAAR®) or Texas English Language Proficiency Assessment System (TELPAS) administrations.

The instructions contained in this resource apply only to tests administered in the following alternative settings:

- juvenile justice alternative education programs (JJAEPs)
- disciplinary alternative education programs (DAEPs)
- unusual placements such as hospitals, jails, or shelters

Alternative education settings will receive all STAAR and TELPAS materials from and return all materials to students’ home districts. If out-of-school (OOS) individuals are participating in STAAR, alternative education personnel should contact the Texas Education Agency (TEA) Student Assessment Division for guidance.

Students assigned to a JJAEP, DAEP, or other unusual placement will have their test results attributed to the campus they would be attending if they were not in an alternative education setting.

STAAR Online Administration Testing Procedures at Alternative Education Settings

Home District

Before Testing

- Ensure all students are registered in a test session. Students in alternative settings may be placed in separate testing groups to help with organization and See the STAAR Assessment Management System User’s Guide for more detailed instructions.
- Deliver the student test ticket(s) to the alternative education setting. Test tickets are considered secure testing materials.

During Testing

- Monitor testing via the STAAR Assessment Management System as needed.
- Be available to respond to calls from the alternative setting and to contact the Texas Assessment Support Center or TEA as needed.

After Testing

- Access the Assessment Management System to verify all students have completed testing and submitted their tests, change score codes, or update accommodation codes as needed.

Alternative Education Setting

Before Testing

- Contact students’ home district testing coordinator and request that students be registered for the appropriate test session(s).
- Collect a student test ticket for each student testing online. Keep in locked storage until the day of the test.
- Have a technology administrator complete the following before testing:
  - Check that computers can be used for online testing by reviewing the appropriate systems requirements for the test being administered at http://www.texasassessment.com/technology/.
  - Disable any auto-updates or screensavers until the testing window is closed.
  - Contact the Texas Assessment Support Center for technology support if needed at 1-855-333-7770.

During Testing

- Provide the student(s) with the student test ticket(s).
- Proctor the administration.
- If the student takes a break, follow the instructions in the appropriate test administrator manual to Pause or Logout of the test. To resume a test that has been paused, the student should click Resume on the Pause screen. To log back into a test, students must log back in using the original student test ticket.

After Testing

- Advise the home district that the student(s) has completed testing. Notify the home district coordinator of any needed updates to score codes or use of accommodations.
• Destroy the student test ticket(s), along with any scratch paper, graph paper, or reference materials that students have written on. For more information about registering students or managing test sessions, refer to the Assessment Management System User's Guide. For more information about test setup at alternative settings, contact the Texas Assessment Support Center at 1-855-333-7770.

TELPAS Online Administration Testing Procedures at Alternative Education Settings

Home District

Before Testing

• Place student(s) into a test session and remove the proctor caching server. See the Assessment Management System User’s Guide. Deliver the student test ticket(s) to the alternative education setting’s proctor via fax, secure email, etc. These are secure materials.

During Testing

• Start the test session on the morning of the testing day.
• Be available to resume a test session should a student inadvertently exit the test.

After Testing

• Close the student(s) test session after the test is completed.

Alternative Education Setting

Before Testing

• Contact the student’s home district coordinator and request that they set up a session for the student.
• Collect a student test ticket for each student testing online. Keep the student test tickets in locked storage until the day of the test.
• Have the alternative education setting technology administrator complete the following before testing:
  • Check that computers can be used for online testing by reviewing the appropriate systems requirements for the test being administered at http://www.texasassessment.com/technology/.
  • For TELPAS administrations, use the App Check located on the TestNav Sign In page.
  • Disable any auto-updates and screensavers until the testing window is closed.
  • Contact the Customer Service Center for technology support if needed at 800-627-0225.

During Testing

• Provide the student(s) with the student test ticket(s).
• Proctor the administration.
• If the student takes a break, exit the student and contact the home district to have them resume the test session in the Assessment Management System.

After Testing

• Advise the home district that the student(s) has completed testing and that the session can be closed.
• Destroy the student test ticket(s).

For more information about registering students, managing test sessions, or TELPAS rating entry groups, refer to the Assessment Management System User’s Guide.

For more information about test setup at alternative settings, contact the Customer Service Center at 800-627-0225.
Monitor Online Administrations

The following sections of these District and Campus Coordinator Resources include separate information for each of the components of the Texas Assessment Program (STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate).

You will see both District Coordinator and Campus Coordinator checklists; the icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Proper online testing environment

STAAR

Maintain testing environment.

Ensure Proper Testing Environment

- Campus testing coordinators should work with principals to meet the following conditions:
  - No element of the testing room environment should hinder any student’s performance.
  - A “Testing—Do Not Disturb” sign should be posted outside the testing room.
  - An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.

Examples of content specific materials: Math tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments. Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during appropriate grade level science assessments. Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments. Graphic organizers for written assessments, figurative language defined and modeled, or writing conventions rules should be concealed or removed from the testing area during reading or writing assessments.

- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.

Distribute test materials to test administrators.

Distribute Materials

- On the day of the testing session, give test administrators the materials listed below:
  - test session rosters
  - pencils or pens for use with scratch paper or graph paper
  - any additional Texas Education Agency (TEA)-authorized materials (e.g., dictionaries, calculators, headphones) required for administration of the test

TELPAS

Maintain testing environment.

Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.
  - Each student should be sufficiently separated from other students to work without distraction. For the online listening and speaking test, refer to the recommended seating arrangements in the TELPAS Manual for Raters and Test Administrators.
  - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
  - To support test security, testing staff should take necessary steps to prevent students from seeing one another’s monitor.
  - On the day of testing, technology staff should verify that computers and headsets are ready for testing as changes may occur between
initia setup and the test day.

- For the online listening and speaking test, a headset with microphone must be provided for each student.
Online procedures

Maintain testing procedures.

Ensure Proper Testing Procedures

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), technology must be reviewed following the technology guidelines prior to its use during an assessment. Technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed.
  - Calculator applications may be used to fulfill the requirements of the STAAR calculator policy. For students who are using an allowable calculator application, internet capabilities must be disabled on the electronic device. Additionally, devices must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.
  - Electronic devices with internet or photographic capabilities cannot be used to fulfill the requirements of the STAAR Dictionary Policy. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.
- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
  - Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
  - Schedules must be created that adhere to the time limit requirements for testing.
- Districts may establish starting times for testing.
- A student who arrives after the start of a test session may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. The student may test only if he or she has not had the opportunity to interact with other students who have been administered the same test.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should:
  - confirm that students are working only on the subject-area assessment being administered that day,
  - verify that students have access only to allowable materials, and
  - ensure that students are marking their responses on the correct section of the answer document.
- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Students participating in paper administrations must mark their answers on an answer document within the allotted time with a No. 2 pencil. Answers marked in a test booklet will not be scored.
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.
- Students will not be allowed to record their responses on their answer documents after the time limit has expired.
- For paper administrations of STAAR, test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.
- Reinforcing, reviewing for, or distributing testing strategies during an assessment is strictly prohibited.
- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and turned in or submitted the test, allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

Answer Questions and Resolve Problems

- District testing coordinators and campus coordinators should become familiar with problems that could arise during testing and be
available to respond to concerns from test administrators.

**Unusable or Defective Test Materials**

If an answer document tears or otherwise becomes unusable, the student should not continue to use the damaged answer document. The test administrator should obtain a new answer document and instruct the student to begin marking answers on the new document at the point where the student stopped on the unusable document. Once testing is over, testing personnel should follow instructions for Basic Transcribing on the Accommodation Resources webpage.

If a student discovers a defect (e.g., light print, missing questions or pages) in the test booklet, the student should be given a new test booklet with which to continue testing. The new booklet must have the same form number (if applicable) as the original booklet; otherwise, the student’s answers will not be scored correctly. The new test booklet number should be noted on the student’s answer document. Report any defective test booklets to the Student Assessment Division.

Districts are no longer required to return test booklets and answer documents that have human contaminants (e.g., vomit, blood, other bodily fluids, etc.) to the contractor. Instead, the district will be required to securely dispose of the contaminated materials.

**Schoolwide Emergencies**

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should leave their tests where they are and follow the school’s emergency procedures. In the case of online administrations, testing staff should not instruct students to log out of their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. Once the emergency has been resolved, the students should resume testing when instructed to do so.

Campus coordinators should report the event to the district coordinator. If the emergency prevents students from resuming testing, the district coordinator should call the Student Assessment Division at 512-463-9536 for guidance on how to proceed.

**Changing Testing Locations**

In certain circumstances, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition. Another seating chart must be filled out for the new location with stop and restart times recorded.

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TELPAS

**Ensure proper testing procedures.**

**Ensure Proper Holistic Rating Procedures**

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

**Ensure Proper Testing Procedures for Online Tests**

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the Test Security section of these Coordinator Resources.
- A more detailed section on ensuring proper testing procedures is found in the TELPAS Manual for Raters and Test Administrators.

A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS online testing procedures must be present in the testing room at all times during testing.
Monitor Online Tests

Scheduling

- Each student must be allowed to work at his or her individual speed. Because the online tests are untimed, each student must be allowed to have as much time as necessary to respond to every test question. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their own pace and to respond to all test questions before the end of the school day. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary.
- Every effort should be made to administer the TELPAS online tests within the TELPAS window to students who are absent on a given day of testing. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

Testing Procedures

- Students should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to talk to each other during testing.
- Students must not use reference materials.
- Students may use scratch paper. All scratch paper must be destroyed immediately after testing.
- Once the student has submitted the test, allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.
- Students must not have access to external applications during the test. Test administrators must ensure that all applications are closed before the test is launched.

Test questions are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the TELPAS Manual for Raters and Test Administrators.

If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call the TEA Student Assessment Division at 512-463-9536.

Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports show the status of students’ online tests and holistic rating data. These reports, which can be downloaded to a .csv file, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
  - **TELPAS Combined Status Report (District and Campus Level).** This report displays the status of the K–12 TELPAS holistic rating entry and grades 2–12 online tests for each student registered within a selected district or campus. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS online tests for grades 2–12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.
    - The report reads three components:
      - Holistic Ratings and Rater information has been entered
      - Completion of the TELPAS online test (if applicable)
      - Years in U.S. Schools information has been entered
    - If one of these three components is missing, the student will show as incomplete.
  - **TELPAS Summary Report (District and Campus Level).** This report displays the status of the entry of K–12 TELPAS holistic rating information and grades 2–12 online tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for the holistic rating and online portions of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.
Complete Online Administrations

Verify score codes
Collect ancillary materials
Verify score codes

Ensure that student records are verified.

Ensure That Score Codes and Student Records Are Completed

- Score codes and student information are managed and recorded through the Texas Assessment Management System for all online administrations.
- Specific instructions for completing score codes and other student information are listed on the Score code information page in these resources.
- Refer to the Texas Assessment Management System User's Guide for directions and information about changing score codes and updating student records.

Online Test Submission and Score Code Information

Below is a list of the most common instances when you should NOT submit a record for a student who is registered to take an online test. Do NOT submit an online test if

- the student is taking all tests on paper;
- the student is not enrolled in your district at the time of testing (exception: student is an out-of-district or out-of-school tester);
- the student has previously taken a STAAR EOC assessment and passed the test;
- the student has previously taken a STAAR grade 5 or 8 mathematics or reading assessment and passed the test (within the same school year); or
- the student does not show up for the June EOC test administration.

When a student tests online, the “S” score code does not need to be marked in order to have the test scored. The test will automatically be scored if the test is submitted by the student or test administrator, and a score code other than “S” has not been entered. The following are instances when a score code (other than “S”) should be used (provided that an answer document was not submitted).

- If the student was not able to finish the test due to illness or a testing irregularity, select the “O” score code.
- If the student was absent from the test during the entire testing window and is enrolled in your school district, select the “A” score code. This includes grades 5 and 8 students who do not show up for the June retest. (This does not apply to students who miss a June EOC administration.)
- If the student is not taking the June grades 5 or 8 mathematics or reading retest due to a parental waiver, select the “PW” score code.

For the items above, make sure that an answer document is NOT being submitted for the student. Void the answer document if the online record is being submitted. If the student has tested one subject on an answer document and a score code other than “S” is appropriate for the other subject, mark the score code for the other subject on the answer document rather than submitting an online test for that subject. Refer to the Texas Assessment Management System User's Guide for directions and information about changing score codes and updating student records.
Ensure That Score Codes and Student Records Are Completed

- STAAR Alternate 2 grades 3–8 and EOC score codes and student information will be managed and recorded through the Assessment Management System for all online activities.
- A student’s transcribed scoring information is automatically scored when the Submit button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for data to be scored.
- If a student does not participate in the test, one of the following “do not score” designations must be selected. Refer to the Assessment Management System User’s Guide for instructions.

A = Absent
The student is absent throughout the testing window. A score code should not be set to absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception
The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student’s medical condition, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a chronic, terminal, or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

N = No Authentic Academic Response (NAAR)
The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student’s disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student is unable to demonstrate any observable reaction to a specific stimulus.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around him or her.

O = Other, Student Not to Be Scored
The student experiences a test administration irregularity or illness during testing.

NOTE: A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for STAAR Alternate 2 must have the test submitted or the appropriate score code set.

- Indicating Translated Student Materials
Select Yes or No to indicate whether the bold text in the Presentation Instructions was translated into a language other than English.

Verify Accommodation Categories
Test administrators or other campus personnel will complete the accommodations information for each assessment before or after the student performance data has been transcribed. The following types of accommodations are allowable for STAAR Alternate 2.

- Color or Highlight—color or highlight stimulus images or text
- Color Overlays—place color overlays on images or text
- Photographs or Objects—pair images or text in student’s booklet with photographs of the same objects, real objects of the same content, or picture representations
- Textured Materials—attach textured materials to images in the student’s booklet
- Demonstrate—demonstrate concepts or relationships in images or text
- Raise or Darken Outline—raise or darken the outline of drawings in stimulus images or text
- Enlarge—enlarge images with magnification devices, photocopying, or computer magnification programs
- Braille—add braille labels to images or provide text in braille
- Describe Images—describe images for students with visual impairments. Descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image.
- Provide Images or Text Separately—provide stimulus on separate paper presented one at a time. Images must be presented in the same order or configuration as they appear in the test booklet.
- Isolate Images—cover or isolate each image until it is addressed
- Picture Representations—use routine picture representations for key words in verbal directions to the student. Only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided.
- Use Calculator, Manipulatives, or Math Tools—e.g., fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters
- Reread Sections of the Text—reread sections of the text as described in the “Presentation Instructions” section of the test administrator
Provide Structured Reminders—use personal timers, token systems, color-coded or handwritten reminders, or visual schedules. Refer to “Allowable Accommodations for STAAR Alternate 2” for more information regarding accommodations for STAAR Alternate 2.

If score codes and student records are not completed or are inaccurate, refer to the Assessment Management System User’s Guide.

Ensure that assessment information is entered and verified.

If you have questions about how to enter score code information, refer to the Assessment Management System User’s Guide.

Enter and Verify Holistic Ratings and Rater Information

- Personnel designated to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated in an online rating entry form in TestNav.

**X = ARD Decision**
Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare. Participation should be made on a domain-by-domain basis.

**E = Extenuating Circumstances**
Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student’s online tests because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark “extenuating circumstances.”

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater’s answer to two questions.

  A. What is the relationship of the rater to the student?
  1 = Bilingual Education Teacher
  2 = ESL Teacher
  3 = Elementary General Education Teacher
  4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)
  5 = Special Education Teacher
  6 = Gifted and Talented Teacher
  7 = Teacher of Enrichment Subject(s)
  8 = No Domains Rated (E or X in every domain)

  B. Did the rater collaborate with others familiar with the student’s progress in learning English?
  1 = Yes
  2 = No
  3 = No Domains Rated (E or X in every domain)

“No Domains Rated” must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.
Verify Score Codes for Grades 2–12 Online Tests

- A student’s test is automatically scored when the Final Submit button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.

NOTE: A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for TELPAS must have the test submitted with the appropriate score code.

- If a student does not complete the online test, one of the following “do not score” designations must be selected when marking the student’s test complete.

  **A = Absent**
  Student absent throughout the testing window.

  A student should not be marked “A” if the student was absent on the testing days but also fits one of the score designations below.

  **X = ARD Decision**
  Student does not participate in the grades 2–12 online test(s) on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP. A decision not to assess a student should be rare and participation must be considered on a domain-by-domain basis. Please refer to the TELPAS Alternate section in the Program and Policy Highlights of these Coordinator Resources to determine if the student meets those eligibility requirements. It is important to note that special administrations of the TELPAS online test(s) are available which may allow the student to participate. Refer to these Coordinator Resources for more information.

  **O = Other, Student Not to Be Scored**
  Student experiences a test administration irregularity or illness during testing.

If a score code needs to be chosen or if designated support information needs to be entered, you will need to make these selections from the Edit Student Tests screen. Refer to the Assessment Management System User’s Guide for instructions.

If at any time information on the Edit Student Tests screen is entered or changed, the Save button must be clicked. You can navigate to the next student’s test by clicking the test name in the “Student Tests” column.

Mark Test Complete

An online rating entry form should only be marked complete in the event that the person entering the rating information did not select the Submit button and simply exited out of the form.

Online tests should only be marked complete in a “do not score” situation or in the event the student forgot to click the Final Submit button and exited out of the test. If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete.

If a test is incorrectly marked complete, contact the Customer Service Center. Refer to the Assessment Management System User’s Guide for how to mark a student’s test complete.

Verify Designated Supports

Information regarding allowable designated supports or accessibility features for grades 2–12 TELPAS online tests can be found in the TELPAS Manual for Raters and Test Administrators. Each designated support that is documented and made available to a student, even if the student did not use it during testing, must be selected. Follow these procedures when selecting designated supports.

- Select the checkbox next to Designated Supports to indicate that a designated support or accessibility feature not listed in the following bullet was available to the student.
- Select the checkbox next to Large Print and/or Extra Day if any of these specific designated supports were available to the student.

**Ensure that student records are verified as complete.**

The TELPAS assessment window closes on April 5. Student records must be verified as complete by 5:00 p.m. (CT), April 5. There is not a separate TELPAS data verification window.

Check the TELPAS Combined Status Report

This report shows the combined status of students’ online tests, holistic rating data, and Years in U.S. Schools data at a campus. It is available to
district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

Statues on the TELPAS Combined Status Report are generated based on completion of information, not accuracy. The TELPAS Combined Status Report displays only the statuses of the portion(s) of the assessment completed by your campus.

District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records MUST be entered and verified by 5:00 p.m. (CT), April 5. There is not a separate TELPAS data verification window.

**TELPAS Alternate**

Ensure that assessment information is entered and verified.

If you have questions about how to enter score code information, refer to the *Assessment Management System User’s Guide*.

**Enter and Verify Observations**

- Personnel designated to enter and verify this information should be trained appropriately.

Ensure that student records are verified as complete.

The TELPAS Alternate assessment window closes on April 5. Student records must be verified as complete by 5:00 p.m. (CT), April 5. There is not a separate TELPAS Alternate data verification window.

Ensure that student records are verified.

**Verify That Test Administrators Have Appropriately Entered Ratings into the Assessment Management System**

- Ensure that all the appropriate tests have been completed for all eligible students.

**Ensure That Score Codes and Student Records Are Completed**

- TELPAS Alternate grades 2–12 score codes and student information will be managed and recorded through the Assessment Management System for all online activities.
- A student’s transcribed scoring information is automatically scored when the *Submit* button is clicked at the end of the test. If a student does not participate in the test, one of the following “do not score” designations must be selected. Refer to the *Assessment Management System User’s Guide* for instructions.

**A = Absent**
The student is absent throughout the testing window. A score code should not be set to absent if the student was absent on the testing days but also fits one of the score designations below.

**E = Extenuating Circumstances**
Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances. This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's online tests because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark “extenuating circumstances.”

**M = Medical Exception**
The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s medical condition, as
determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a chronic, terminal, or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

**N = No Authentic Academic Response (NAAR)**

The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s disability, resulting in the inability to make an authentic academic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student is unable to demonstrate any observable reaction to a specific stimulus.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around him or her.

**NOTE:** A district is required to provide testing opportunities to all eligible students who are in attendance during the testing window. Students who are eligible for TELPAS Alternate must have the test submitted or the appropriate score code set.

If score codes and student records are not completed or are inaccurate, refer to the *Assessment Management System User’s Guide.*
Collect ancillary materials

Direct the collection of ancillary materials from test administrators.

Ensure That Ancillary Materials Have Been Collected

- Student test tickets must be destroyed after the test sessions. After testing, collect and destroy any recordings, graph paper, scratch paper, or state-supplied reference materials that students have written on during a test.

Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the academic year. Only a limited number of additional manuals may be ordered for subsequent administrations.

Direct the collection of materials from test administrators.

Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must account for all student booklets, image cards, and secure STAAR Alternate 2 test administrator manuals.
- At the end of each day, ensure that test administrators have returned all secure materials to the campus coordinator, including:
  - used and unused student booklets, including large-print test booklets;
  - used and unused image cards;
  - secure STAAR Alternate 2 test administrator manuals;
  - STAAR Alternate 2 Scoring Documents; and
  - photocopies or any other type of reproduction of secure test materials, if used.

Use the STAAR Alternate 2 Materials Control Form to Account for Student Booklets

- Check the security numbers of each set of student booklets against the security number range assigned to a particular test administrator. The campus coordinator must initial the "IN" box of the STAAR Alternate 2 Materials Control Form, verifying that all secure materials have been returned.
- Retain your STAAR Alternate 2 Materials Control Forms for your records.

Ensure That Test Administrators Have Signed and Returned the Security Oaths

- Test administrators who have had authorization to view secure assessments in order to provide an approved accommodation must complete the appropriate section of the security oath if they did not do so during training.
Collect materials from raters and test administrators.

**Collect Rater Materials**

- Before raters return their materials to you, they must
  - review the accuracy of any student data elements or test status information you have asked them to verify;
  - make sure that they have completed, signed, and dated the TELPAS Student Rating Roster; and
  - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12).
- After you have collected the materials from raters, you must confirm that all the steps above have been taken.
- Raters must return all rater materials to you. These materials include the following:
  - TELPAS Student Rating Roster
  - student writing collections, including cover sheet
  - TELPAS Manual for Raters and Test Administrators (The manual may be recycled. It should not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
  - signed TELPAS Student Rating Rosters (one year)
  - signed oaths (five years)
  - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist, must be kept in the students' permanent record files for two years.

**Collect Online Test Administration Materials**

- After the final test session, online test administrators must return the following test materials to you.
  - TELPAS Manual for Raters and Test Administrators (The manual may be recycled. It should not be returned to the testing contractor.)
  - seating charts
  - Test Session Roster(s)
  - student test tickets (secure documents)
  - scratch paper (secure documents)
- Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.
- Destroy the student test tickets and scratch paper.
Complete Administration Process

Order reports
Collect oaths
Order reports

**STAAR**

Order additional reports for the district.

**Order Additional Reports for Each Test Administration**

- Review the STAAR Standard and Additional Reports list.
- Instructions on how to order additional reports and services can be found in the *Assessment Management System User’s Guide*.

**STAAR Alternate 2**

Order additional reports for the district.

**Order Additional Reports Through the Assessment Management System by April 23**

- Instructions on how to order additional reports can be found in the *Assessment Management System User’s Guide*.

**TELPAS**

Order additional reports for the district.

**Order Additional Reports Through the Assessment Management System by April 5**

- Instructions on how to select additional reports can be found in the *Assessment Management System User’s Guide*.

**TELPAS Alternate**

Order additional reports for the district.

**Order Additional Reports Through the Assessment Management System by April 5**

- Instructions on how to select additional reports can be found in the *Assessment Management System User’s Guide*. 
Collect oaths

Ensure that test administrators have signed and returned security oaths.

- Test administrators who have had authorization to view secure assessments in order to provide an approved designated support must also sign the second part of the security oath if they did not do so during training.

Return oaths.

Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.
  - If more than one person has served in a role (such as campus coordinator) during the calendar year, each person must sign the appropriate oath.

Ensure security oaths are signed and returned.

Ensure That Campus Coordinators and Principals Have Signed and Returned Security Oaths

- Keep oaths on file for five years from the last day of testing.
- Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.

Return oaths.

Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

Ensure security oaths are signed and returned.
Ensure That Campus Coordinators and Principals Have Signed and Returned Security Oaths

- Keep oaths on file for five years from the last day of testing.
- Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.

Ensure security oaths are signed and returned.

Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after the administration is complete.

Ensure security oaths are signed and returned.

Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after the administration is complete.
Test Administration Manuals

STAAR 3–5
STAAR 6–8
STAAR EOC

STAAR with Embedded Supports and STAAR Spanish with Embedded Supports Non-Secure Front Matter Grades 3–5
STAAR with Embedded Supports Non-Secure Front Matter Grades 6–8
STAAR with Embedded Supports Non-Secure Front Matter EOC

STAAR Alternate 2
TELPAS Manual for Raters and Test Administrators
TELPAS Alternate
Texas Migrant Interstate Program Supplement
Private School Packet
Security

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the high stakes associated with student performance and the need to assure parents, students, and the public that test results are meaningful and valid, it is imperative that individuals participating in the program preserve the integrity of all test content and student data through strict adherence to the instructions and procedures contained in this resource and the test administrator manuals.
Test security and confidentiality

All assessment instruments as defined under TEC §§39.023, §§39.0238, and §§39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must also ensure that the Texas Education Agency (TEA) is notified in accordance with assessment program reporting requirements of any conduct that potentially violates the security or confidentiality of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has potentially engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in disciplinary actions.

Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as District Packing List(s), Shipping Notice(s), Materials Control Forms, and seating charts should be completed accurately and carefully maintained in a location that would prevent them from being compromised.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Each person participating in the student assessment program is required to maintain and preserve the confidentiality all secure test content located in test booklets; online assessments and test tickets; completed answer documents; STAAR Alternate 2 stimulus images and text; and TELPAS calibration activities and components for holistically rating student performance. 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 security policies and procedures

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign a security oath. Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. By signing the appropriate Oath of Test Security and Confidentiality, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing violation to the district or campus testing coordinator, principal, or TEA, and are aware of the range of penalties that may result from a violation of test security and confidentiality.

Procedures for maintaining the security and confidentiality of state assessments are specified in the appropriate test administration materials. Conduct that violates the security and confidentiality of a test includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- Violations of test security and confidentiality can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action. In addition, any violation of test security or confidentiality may result in the invalidation of student test results.
Participation requirements

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this section and the appropriate test administration materials, be trained, and sign a security oath. Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. By signing the appropriate Oath of Test Security and Confidentiality, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the district or campus testing coordinator, principal, or the Texas Education Agency (TEA), and are aware of the range of penalties that may result from a violation of test security and confidentiality.

Oaths are required to be maintained by the district for a period of five years. Superintendents and district coordinators must return their oaths to the contractor after summer testing is completed for the school year. Signed security oaths for superintendents or district coordinators who leave their positions prior to the end of the school year should also be returned after summer testing is completed. Districts are encouraged to keep copies of superintendent and district coordinator oaths.

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to penalty.
Materials security

All secure test materials must be handled in strict accordance with the instructions contained in this section and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for secure materials, such as the shipping notice that arrives with the shipments of materials from the contractor and the Materials Control Forms, should be accurately completed and carefully maintained in a location that would prevent them from being compromised. District testing coordinators must refer to the shipping notice provided by the vendor and complete the following steps to maintain proper inventory of testing materials:

- upon receipt from the state’s testing contractor, verify that all testing materials boxes have been accounted for and match the district shipping notice contained in Box 1 (white box) of the shipment
- require campuses to immediately inventory all testing materials received and to notify the district coordinator of any shortages or discrepancies
- immediately notify the state’s testing contractor of any discrepancies identified between the materials received and the district and campus shipping notices
- place test booklets and answer documents in secure, limited-access, locked storage when not in use
- after the completion of a test administration, collect and destroy any scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings
- require that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures for returning materials
- require that test item image cards and all photocopies or reproductions of secure test materials have been collected and returned to the district coordinator for return to the vendor
- maintain inventory and shipping records (e.g., bills of lading, pallet detail reports, district and campus shipping notices, district-generated documents used to track the delivery of materials to and between campuses, Materials Control Forms) for five years in the event that a discrepancy arises or the receipt of the district’s materials cannot be confirmed by the testing contractor

District coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.
Secure storage areas

Districts and campuses must identify a suitable location where secure test material can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area. District testing coordinators are encouraged to affirm that all campuses are following these storage requirements.
Handling specific materials

Reference materials and graph paper for mathematics and science assessments are included in the test booklets and are printed on perforated pages so that students can remove them for use during the test administration. Scratch paper and paper versions of these materials printed for online test administrations may also be provided to students. District testing coordinators should verify that procedures are in place to collect and promptly destroy any reference materials, scratch paper, graph paper, or duplicated or recorded secure test content used during the tests.

Test item image cards and photocopies of secure test materials must be collected and returned to the state's testing contractor with the nonscorable materials.

All personnel who handle these materials should be aware that the materials may contain secure test content and that any viewing, discussion, or recording of this confidential information is strictly prohibited.
Technology use during assessments

Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during administrations.

When using allowable or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed and reviewed prior to its use during an assessment. Appropriate review requires knowledge of both the Texas Essential Knowledge and Skills (TEKS) for the specific grade level and subject, and the capabilities and functions of the device or software.

Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment. Some technology may be useful during a daily academic setting but cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. Additional reviews of technology, including technology-based accommodations, after an upgrade or update must be conducted to determine if it continues to meet the Texas Education Agency (TEA) guidelines for use during a state assessment.

For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as:
  - the ability to send secure test content (e.g., messages, captured images, videos);
  - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); or
  - the ability to save secure test content.

When using applications on a tablet, laptop, or desktop computer districts must ensure the application does not provide functionality that compromises the curriculum assessed.
Implementation of the 14-point security plan

In response to recommendations made by TEA’s Task Force on Test Integrity and to further ongoing efforts to improve security measures in the state’s assessment program, TEA introduced in June 2007 a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. The agency’s Student Assessment Division began introducing portions of the plan starting in spring 2008. Beginning with the 2008 administrations, TEA introduced the following measures in accordance to the recommendations made by the Task Force on Test Integrity:

Seating Charts

Seating charts must be completed for each test session conducted by the district, including sessions that result from students being moved or relocated for any reason (overflow or consolidation of students, original testing areas becoming unsuitable, etc.). Beginning in 2012, districts were required to indicate the start and stop times for each test session on all seating charts. Electronic copies of seating chart examples can be found on the Seating charts page in these District and Campus Coordinator Resources.

Honor Statements

Beginning in spring 2008, students in grades 9 and above were asked to sign an honor statement immediately prior to taking a state assessment. This measure has been extended to include all students taking State of Texas Assessments of Academic Readiness (STAAR®) EOC assessments. Test administrators are provided instructions for prompting students to complete the honor statement but are not required to verify that examinees have signed.

Local Investigations and Disciplinary Actions Taken Against Educators and Students

There are two additional procedures for reporting disciplinary actions taken by districts in response to a serious testing irregularity. The first of these requires districts to report any disciplinary action taken locally against an educator as the result of a district investigation of a serious testing irregularity. Whereas this information may be included in a district’s incident report documentation, the district is also required to submit a separate Corrective Action Plan that details the disciplinary action taken by the district.

The second procedure put into place in accordance with the security plan requires districts to report any disciplinary action taken, such as invalidation of a student’s test or suspension against a student for cheating on a state assessment, through an online LDDA Form.

Document Retention

At a minimum, districts are required to maintain the following four types of documents for a period of five years following a test administration:

- testing irregularity and investigation documentation
- inventory and shipping records
- signed security oaths for all testing personnel (with the exception of the district testing coordinator and superintendent/chief administrative officer oaths, which are mailed to the state’s testing contractor)
- seating charts

On-Site Monitoring

TEA used independent test monitors to conduct visits to districts and campuses. The Student Assessment Division will continue to coordinate with other TEA divisions to identify campuses where testing may be monitored and where visits may occur.

Model Policy on Test Integrity and Test Security Procedures

A recommendation from the task force was for TEA to develop a model policy on test integrity and test security procedures for possible adoption by local school boards. District coordinators from across the state were contacted and asked to submit any locally developed materials proven to be helpful in ensuring compliance with state-mandated test security and confidentiality requirements. A focus group consisting of district coordinators was then formed to review the materials submitted, assist in the development of a “best practices” implementation plan, and discuss possible content for the model policy. It is the opinion of the focus group that the information in the security section of these Coordinator Resources already serves as a “best practices” document and should be used for the implementation of the model policy.

Optional Web-based Test Administrator Training Modules

TEA developed web-based training modules for test administrators to help ensure that test results are meaningful and valid. The modules are provided to districts to supplement the mandatory training required of all personnel involved in testing. This online training is optional, but
recommended, and can be conducted in either a group or individual setting.

The modules address the following topics:

- **Active Monitoring**—Module 1 explains the expectations for active monitoring and demonstrates how to correctly implement this requirement.
- **Distribution of Test Materials**—Module 2 familiarizes personnel with common errors made when materials are distributed and offers strategies for preventing these mistakes.
- **Proper Handling of Secure Materials**—Module 3 addresses the expectations for protecting the contents of secure test materials and presents examples of the risks and consequences of common errors that could result in breaches of security and confidentiality.
Penalties for violating assessment security and confidentiality

Violation of security or confidentiality of any test required by the Texas Education Code (TEC), Chapter 39, Subchapter B, shall be prohibited. A person who engages in conduct prohibited by these District and Campus Coordinator Resources and test administration materials may be subject to sanction of credentials. In addition, any violations in test security or confidentiality may result in the invalidation of students’ assessments. While charter school test administrators are not required to be certified, any irregularity during the administration of any test required by the 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(a)(4).

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, 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, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently

Further, 19 TAC §249.15 (b) stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with the Texas Education Agency in an investigation.
Test security oath

Oath of Test Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle secure test materials must be trained and sign the security oath below. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for each role. All personnel, including coordinators and test administrators, who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath. Testing personnel are required to sign security oath(s) only once for the 2018–2019 school year. All oaths are valid for 2018 fall testing and 2019 spring and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

The security oath can only be accessed below.

- Superintendent/Chief Administrative Officer oaths are on the first page. Complete the first page.
- District and Campus Testing Coordinator oaths are on the second page. Select your role in the Select a Role box and then click Next at the bottom of the page. Complete the second page.
- Oaths for all other roles related to the Student Assessment Program are on the third page. Oaths for "other roles" includes TELPAS raters and writing collection verifiers. Select your role in the Select a Role box and then click Next at the bottom of the page. Complete the third page.

All oaths are required to be maintained by the district for a period of five years. Superintendent and district coordinator oaths must be submitted to the contractor by the end of the summer when all testing activity is completed for the school year. Districts are encouraged to print a copy of the superintendent and district coordinator oaths prior to submitting.

*Fill out oath online, print and save for your records*
Avoiding testing irregularities

This section describes the different types of irregularities that can occur before, during, and after testing, along with steps coordinators can take to avoid such mistakes. Testing violations are categorized as serious or procedural. This section includes examples of both types of irregularities and how to address them if they arise.

District testing coordinators should contact the Texas Education Agency’s (TEA’s) Student Assessment Division immediately if unsure about a suspected irregularity.
Serious violations

Serious irregularities constitute violations of test security and confidentiality that can result in the individual(s) responsible being referred to the Texas Education Agency (TEA) Educator Standards and Certification Legal Division for consideration of disciplinary action.

Examples:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality

How to avoid:

- Provide thorough training to test administrators so they will understand the penalties for engaging in conduct that violates test security and confidentiality. Consider developing training exercises that will help validate this understanding.
- Ensure test administrators understand how to address students who might request assistance or drift off task during an assessment. Ensure testing personnel have a reliable means to request assistance if they encounter an issue they are uncertain how to handle.
- Stress that test content should not be viewed or discussed even after the test administration has been completed (e.g., in the classroom with students or in a faculty or team meeting). This applies to discussions regarding the specific content of tests. It is not considered inappropriate for teachers to talk with their students about their testing experience or the test in general as long as the conversation does not become specific.
- Reinforce to testing personnel the proper procedures for conducting an oral administration (including level of reading assistance, test booklet form, etc.), particularly procedures that prohibit test administrators from solving test items or discussing secure content or student performance.
- Discuss with test administrators the proper way in which students should be prompted to bubble in answer documents. Erasing stray marks or darkening response ovals by someone other than the examinee is strictly prohibited.
- Verify that any scratch paper, graph paper, or reference materials written on by students during the test, as well as any recordings, are collected and destroyed after completion of the test administration.
- Verify that campuses have designated a sufficient number of testing personnel to adequately monitor the test administration.

Any incidents involving alleged or suspected violations falling under the category of a serious irregularity must be reported to TEA's Student Assessment Division as soon as the coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.
Procedural violations

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. This section provides examples of specific types of procedural irregularities and how to avoid them.
Eligibility errors

Examples:
- An English learner (EL) whose parents had waived district English as a Second Language (ESL) services was not administered the assessment.
- A grade 9 student new to the district, is currently enrolled in Algebra I, and eligible to participate in EOC assessments, was not administered the assessment.

How to avoid:
- Ensure you have identified and accounted for all eligible testers, including newly enrolled students or students whose assessment requirements might have changed just prior to an administration.
- Verify the grade level and testing status of all enrolled students, especially newly enrolled students.
- Verify your roster(s) to confirm where students are supposed to be testing.
- Establish procedures for ensuring that all students are present in or directed to the correct testing location.
- Consider putting a process in place to confirm that all students are administered the correct assessments.

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 testing coordinator if they suspect a student is being or has been tested incorrectly. Contact the Texas Education Agency (TEA) for guidance.
Improper accounting for secure materials

Examples:

- Testing personnel lost or misplaced completed answer document(s), test booklet(s), or other secure materials.
- A test administrator did not return testing materials following each day’s administration.
- Secure materials were not returned to the testing contractor by the published dates.

How to avoid:

- Using testing rosters, verify that the number of students tested matches the number of answer documents submitted.
- Verify that all test booklets and answer documents are accounted for daily by using the Materials Control Form.
- Ensure that no answer documents were left inside test booklets and keep completed answer documents separate from other materials such as scratch paper, etc.
- Keep test materials from the same test administration together—do not mix them with any other test administration.
- Properly label boxes according to directions provided by the testing contractor and prepare for return (e.g., 1 of 5, 2 of 5, etc.). Identify and track for your records which boxes contain which materials in case boxes are lost in transit or questions arise regarding the return of these materials.

A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day).

If testing personnel locate any secure materials that were not returned following an administration, contact the Texas Education Agency (TEA) immediately. District testing coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.
Individualized Education Program (IEP) implementation issues

Example:

- A student was provided an unapproved or undocumented designated support or accommodation.

How to avoid:

- Before a test administration, verify with the appropriate campus personnel that you are using the most up-to-date information regarding the testing requirements and accommodations for students. Confirm this information also for any newly enrolled students.
- Ensure that all Personal Needs and Preferences (PNPs) are in place for students taking an online assessment with designated supports.
- Establish procedures for communicating to the appropriate individuals at the campus level (e.g., language proficiency assessment committee [LPAC]; admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the LPAC; Section 504 placement committee; response to intervention [RTI] team; student assistance team) those testing decisions that are in conflict with state assessment requirements or procedures.
- Account for appropriate test materials, booklets and answer documents, for each student with an IEP.

Example of how to address:

- A student was not provided a documented designated support or accommodation.

If this kind of mistake is discovered while the student is testing, districts can, in most cases, still provide the accommodation. If the error is not detected until after the assessment is complete, the district must notify the parents/guardians and determine if the assessment should be invalidated or submitted for scoring.
Monitoring errors

Examples:

- A test administrator left a room unmonitored while students were testing, secure materials were present, or secure online assessments were open and visible.
- A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the tester.
- Students who had not finished testing were not properly monitored during a break.
- A test administrator did not actively monitor students and did not detect the improper use of a dictionary or calculator.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.

Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When districts are using allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), technology must be reviewed following the technology guidelines prior to use during an assessment. Technology cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment.

How to avoid:

- Emphasize that test administrators are not allowed to leave unattended examinees, open online tests, or materials.
- Instruct test administrators to immediately notify the appropriate testing personnel when improper student behavior has been detected.
- Clearly establish which test administrators will be relieved during breaks and by whom (all individuals who work as test administrators or as relief test administrators must be trained and sign an oath of test security).
- Periodically check test sessions to ensure that test administrators are actively monitoring.

Monitoring-related errors are some of the most common types of incidents. Regardless of whether these mistakes directly or indirectly contribute to testing irregularities, they are one of the more problematic assessment issues that districts must address. Such errors can also be detrimental to students. Accepting a blank answer document, for example, will result in a student not receiving credit for a test that he or she took. Other monitoring-related errors might lead to breaches in confidentiality that could place students’ test scores in question.

For all incidents where students were left unmonitored or secure materials were left unattended, districts are required to provide a determination on the [Online Incident Report form](#) of whether confidentiality was breached or if the irregularity compromised the validity of a student’s assessment.

Examples of how to address:

- While packing scorable materials, the campus testing coordinator discovered that a test administrator had accepted a blank answer document.

The campus coordinator should first notify the district coordinator. The district testing coordinator may grant permission to trained district or charter school personnel to view the test booklet. If the student marked his or her responses in the test booklet, the trained personnel may transcribe the answers from the test booklet onto the student’s answer document. Districts and charter schools must follow the general Transcribing procedures.

A test administrator left students unmonitored or secure materials unattended.

Any time students are left unmonitored or secure materials are unattended during testing, the campus or district coordinator must assess the situation to determine whether a breach in confidentiality has occurred. If the district concludes that there was no breach, students may resume testing. If cheating occurred or secure content was compromised, the district must invalidate the test. Remember that breaches in confidentiality can occur even during a brief lapse in monitoring.

A test administrator was not actively monitoring and did not detect that a student moved on to and completed a portion of another subject-area test.

If this type of error is detected before the student leaves the testing area, immediately contact TEA for guidance.

Coordinators should always evaluate incidents involving improper student behavior and make a determination regarding whether testing personnel were or were not actively monitoring. If a monitoring error occurred, this determination should be clearly communicated to TEA in the [Online Incident Report form](#).
Other procedural errors

Examples:

- A test administrator was not actively monitoring when a student went back to the previous day’s test and bubbled in answers he had left blank on his answer document.
- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full time allotment to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A test administrator failed to remove or cover an instructional display that could provide a direct source of answers for the subject-area assessment being administered.
- Scorable materials were found in a closet after testing materials had been returned to the testing contractor.
- A student was issued test materials or a test ticket belonging to another tester.

How to avoid:

- Notify campus testing coordinators and test administrators which personnel are authorized to transport secure test materials or to monitor or relieve test administrators.
- Make sure that campus coordinators verify with test administrators which supplemental materials are allowed or required for each subject and for each test.
- Confirm that a sufficient number of staff have been properly trained in test administration procedures.
- Make certain that coordinators have verified that all test administrators are in possession of the appropriate resources and directions on the days of testing.
- Verify that testing personnel were provided the correct resources in advance of training so they could read them thoroughly.
- Monitor test session start times to anticipate when they should be concluding. Coordinators might consider checking on test administrators during the final hour of testing to remind them that limited time remains so they can remind students to record all of their responses on their answer documents.
- Confirm that the contents of each box match the return shipping label and are not mixed between administrations.
- Check boxes to make sure that no voided or completed answer documents are returned with nonscorable materials.
- Emphasize to test administrators that some materials are preassigned to specific students. Train test administrators to carefully verify that students are issued their corresponding materials and to note students assigned to the same session who have the same or similar names.

Example of how to address:

- A student was permitted to test beyond the required time limit.

If students do not have a designated support of extended time and are permitted to test longer than the maximum time limit, districts must contact the Texas Education Agency (TEA) for guidance.
Investigating and reporting incidents

The superintendent in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC, §39.033 must ensure that the Texas Education Agency (TEA) is notified of any conduct that violates the security or confidential integrity of a test.

Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation of 19 TAC §249.15(b)(6) and (b)(8) and could result in sanctions.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When incidents occur, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to TEA’s Student Assessment Division via the Online Incident Report form, and the contents of all reports submitted to TEA must clearly lay out the sequence of events.

Reporting requirements differ based on the severity of the confirmed or alleged violation; therefore, district coordinators must assess whether the incident is a serious or procedural irregularity. For both serious and procedural irregularities, follow the instructions on the Online Incident Report form and be prepared to:

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you if TEA was contacted.

Districts must submit the required information and documentation for irregularities within ten working days of becoming aware of the violation. If more time is needed, coordinators can contact the Student Assessment Division’s security team by phone at 512-463-9536 or via email at testsecurity@tea.texas.gov to request an extension of the deadline.

Student Assessment staff are experienced in assisting districts with handling and reporting testing irregularities and are available to provide guidance for district personnel. Do not hesitate to contact TEA if you have questions about an incident that occurred in your district, its severity, or the correct way to report it.

Additional resources, including information regarding how to conduct thorough investigations, can be found in the Security section of these District and Campus Coordinator Resources.
Investigating and reporting serious irregularities

The nature of serious allegations requires a prompt investigation by the district so that all necessary evidence is gathered while the individuals involved in the irregularity are still available to interview and able to recall details. District testing coordinators must notify the Texas Education Agency (TEA) as soon as they are made aware of any alleged or suspected violations that fall under the category of a serious irregularity.

Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or reviewing test materials. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state’s requirements for reporting serious testing violations:

- an Online Incident Report
- typed, dated, and signed statement(s) from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district’s determination regarding the irregularity
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)

Here is some additional information regarding the investigation, documentation, and reporting of serious testing irregularities.

**Assess what occurred.**

- Determine whether state-mandated testing procedures were violated.
- Determine exactly what happened, why it happened, and how it was discovered.
- Prepare a timeline to establish when events occurred.
- Ensure that all individuals who were involved in or may have information about the incident have been interviewed.
- Address and resolve all discrepancies (if any) in the information provided by the individuals involved.
- Determine who is responsible for the irregularity.

**Properly document the incident.**

- Note at what campus the incident occurred and during which administration (month, assessment, grade level, subject area, etc.).
- Obtain separate typed, signed, and dated statements from all individuals who were involved in or may have information about the incident. This also includes any students who are interviewed and who provide statements. Student statements may be handwritten. Recorded statements must be transcribed by the district and preferably signed by the interviewees.
- Verify that each statement includes the printed full name of the person submitting the statement, that person’s role or title, and his or her signature. Statements should provide details about how the individual was involved with the reported irregularity. Individuals implicated in an irregularity report should be informed of the allegations being made and asked to respond directly to all accusations.
- If TEA was contacted for guidance, document when the contact was made and with whom you spoke. If the district was granted permission to take a certain action or instructed on how to remedy an error, include that information in your report.
- Make certain the incident documentation includes the district’s summation of its investigation detailing what happened; why it happened; how the incident was addressed, remedied, or resolved; and a determination of who was responsible for the irregularity.
- If the irregularity involved any students potentially gaining an unfair advantage on an assessment, include the rationale regarding whether the district decided to invalidate the assessment(s) or submit the test(s) to be scored.
- Submit to TEA the Corrective Action Plan template, located in these District and Campus Coordinator Resources, to document district disciplinary actions taken locally against educators.
- Submit to TEA the LDDA form, located in these Coordinator Resources, to document district disciplinary actions taken against students for cheating.

**Review the documentation.**

- Review all statements submitted by the involved parties in an irregularity to ensure that the minimum required information has been gathered.
- Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted and include at least the following information:
  - name, title, and role during testing
  - how the individual was responsible for or involved in the incident
  - a description of the incident from the individual’s perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
  - the individual’s signature
  - the date the statement was signed
- If a discrepancy is noted in the statements provided, address the individuals involved and resolve the inconsistencies.
Investigating and reporting procedural irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Districts must also complete the Plan of Action as part of the procedural incident report, describing the district’s plan to prevent the reoccurrence of the incident. For these types of irregularities, the district’s reporting obligation is fulfilled once the online submission has been completed. Documentation collected by the district during the investigation of a procedural irregularity should be kept locally. If more information is needed, the Texas Education Agency (TEA) will notify the district testing coordinator.

Guidelines to help describe an incident and ensure proper reporting include:

- Note at what campus the incident occurred and during which administration (month, assessment, grade level, subject area, etc.).
- If TEA was contacted for guidance, document when the contact was made and with whom you spoke. If the district was granted permission to take a certain action or instructed on how to remedy an error, include that information in your report.
- Make certain the incident documentation includes the district’s summation of its investigation detailing what happened; why it happened; how the error was addressed, remedied, or resolved; and a determination of who was responsible for the error.
- If the irregularity involved any students potentially gaining an unfair advantage on an assessment, include the rationale regarding whether the district decided to invalidate the assessment(s) or submit the test(s) to be scored.
- If a student was given the wrong assessment or was not provided his or her approved accommodations, include information about whether the student’s parents were notified.
- Using the Corrective Action Plan template located in these District and Campus Coordinator Resources, document any disciplinary actions taken locally against educators and submit to TEA.
- Using the LDDA form located in these Coordinator Resources, document disciplinary actions taken by the district against students for cheating, and submit to TEA.
Investigating and reporting other irregularities

Most of the irregularities district testing coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations. The monitoring procedures outlined in these District and Campus Coordinator Resources and the corresponding test administrator manuals require districts and campuses to implement any necessary measures to prevent student cheating. If a district determines that a student has cheated or been involved in an attempt to cheat on a state assessment, either by providing or receiving assistance, the district is required to invalidate the student’s test. The test invalidation and any additional disciplinary actions taken by the district must be reported to the Texas Education Agency (TEA) via the online Locally Determined Disciplinary Action (LDDA) form that can be found in these Coordinator Resources.

Students Using Electronic Devices to Capture or Transmit Secure Test Content

It is a serious violation if a student photographs, duplicates, or transmits secure test content or disseminates this information using an electronic device. TEA must be contacted immediately. A district may be asked to submit an Online Incident Report, and student test results may be invalidated.

Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to

- invalidate the student’s test by marking the score code “O” for “Other” on the student’s answer document or in the online form for the corresponding test,
- submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating,
- submit a serious Online Incident Report if the district determines that testing personnel contributed to the cheating, and
- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.
Incidents that do not constitute testing irregularities

The following events may not be considered testing irregularities and may not need to be reported on the Online Incident Report form.

- **Student moving into another section of the test**—If a student is observed working in a subject-area assessment other than the scheduled assessment for that day, districts or campuses should investigate to ascertain the circumstances surrounding the event and should call the Texas Education Agency (TEA) for guidance. If it is determined that the student was cheating, districts should follow the procedures concerning students cheating on state assessments.

- **Unexpected disruptions in testing**—Disruptions in testing generally involve unplanned situations that are not the result of an error on the part of adult testing personnel. Districts should refer to Planning for possible testing disruptions in the Security section and contact TEA for additional guidance.

- **Violation of district cell phone policy**—Districts are not required to report events involving the use of cell phones or other electronic devices unless student cheating or a security breach occurred. Call TEA if further guidance is needed.

District testing coordinators should evaluate the circumstances when notified of these types of occurrences and determine whether any adults bear the responsibility for what happened. If the district determines that no error was committed by district personnel or any other adult, the district may wish to keep local documentation of what occurred. Districts should contact TEA if additional guidance is needed.
Submitting incident documentation to TEA

To complete the process of submitting an Online Incident Report form, district testing coordinators or their designees must provide all of the required information. The person who submitted the incident report will receive a confirmation email containing an incident identification number, used for tracking. Regardless of having submitted the incident report, district coordinators will be notified via email when an incident has been submitted for their district provided that a valid email address is on file in the Texas Education Directory (AskTED).

The online submission tool does not permit users to correct or update report information once the information has been submitted and an incident identification number has been issued. Submitters are strongly encouraged to have all information available regarding the incident before starting the reporting process. If information needs to be updated or changed once a report has been submitted, the submitter can contact the Student Assessment Division’s security team by phone at 512-463-9536 or via email at testsecurity@tea.texas.gov and reference the incident identification number.

In an effort to minimize the burden on districts, supporting documentation is only required for serious violations. By indicating in the Online Incident Report form that the incident to be submitted is serious, users can upload supporting documentation so that all reporting requirements can be fulfilled in one step. All supporting documentation should be scanned or converted into an electronic format so it can be easily attached during the submission process and then stored locally to meet retention requirements. Although the Online Incident Report form accepts up to three attachments, it is preferred that the documentation be combined into just one scanned file. If the district chooses not to use the system’s electronic file upload feature, all supporting documentation can be scanned and submitted by email to testsecurity@tea.texas.gov. If the supporting documentation contains confidential student information, contact the Student Assessment Division’s security team at 512-463-9536 for guidance on submitting documentation securely.

Instructions for Completing the Online Incident Reporting Process

Incident reports must be submitted to the Texas Education Agency (TEA) online using the following guidelines:

1. Access the Online Incident Report form link located in these Coordinator Resources.
2. Review the procedures for reporting an irregularity online and then click the link titled “Online Incident Report.”
3. Select your district and campus from the drop-down menus; choose “Yes” or “No” to identify you as the district coordinator and to identify the report you are making as either a serious or procedural irregularity; complete the required information in the report form; do not include confidential student information in your submission.
4. If you are submitting the documentation required for a serious violation, use the attachment feature in the form to attach the electronic supporting documentation.
5. If you choose not to use the online attachment feature, and the documentation to be submitted does not include confidential student information, email the documentation to testsecurity@tea.texas.gov; districts needing to submit documentation containing confidential student information should contact the TEA Student Assessment Division’s security team to make arrangements for transferring the information securely: with each set of documentation submitted, be sure to include in the email subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulty using the online submission process, call the Student Assessment Division’s security team at 512-463-9536 for assistance.

What to Expect Following the Submission of an Incident Report

To ensure that state investigations, sanctions, and corrective actions are conducted in a fair, expeditious, and equitable manner, the TEA Student Assessment Division’s security team has implemented a standardized set of procedures for processing testing violations. All incident reports, attachments, supporting documentation, and the district determination for serious irregularities are assessed for completeness to make certain that the required information has been submitted for each irregularity and that the district has made its determination regarding the occurrence. Reports are then carefully reviewed, and a determination is made by test security staff regarding the disposition of each incident. Correspondence is subsequently generated to notify the superintendent and district coordinator of the Student Assessment Division’s findings. Information provided in district reports, particularly in the Plan of Action field of the Online Incident Report form, may be used by TEA in an audit to verify that districts have implemented corrective actions in response to reported irregularities.
Things to consider before an administration

Sound planning plays a key role in ensuring the proper handling and successful return of all secure materials. Because test materials are stored at campuses for much of the time they are in the district, it is essential that campus testing coordinators also plan accordingly. District testing coordinators must verify that the campuses have sufficient measures in place and are implementing these measures for tracking secure materials. These pages contain steps that coordinators should take into account when planning for an administration.
Planning the receipt, storage, and distribution of materials

Prepare for the receipt and storage of test materials

- Identify how you will store, deliver, and track the distribution of materials after they are received. This includes any additional materials ordered.
- Identify all personnel who will be authorized to have access to materials, and provide them with test security training.
- Ensure that campus testing coordinators identify and document all individuals who will have access to campus secure storage areas. Campuses should limit the number of personnel who have keys to these secure storage areas or who have knowledge of or access to where the keys are kept.
- Carefully review the materials list sent by the testing contractor so you will know exactly which and how many materials will be delivered. This document will be available online approximately one month prior to each test administration.
- Using the materials list, verify that each campus will have sufficient quantities of test materials.
- Confirm that your district’s secure area is large enough to store your materials shipment, including shipments for administrations that overlap. Do not mix materials from different administrations when returning them to the testing contractor.
- Make certain that campuses are prepared to receive their materials shipment and have adequate secure storage space. Notify the proper personnel of delivery dates and times and provide directions for them to contact the district or campus coordinator when the shipment arrives.

Prepare for the distribution of test materials

- Establish procedures for distributing and tracking district overage materials. Use a tracking document or some other means to record the security numbers and destination of all secure overage materials.
- Establish a secure method for transferring materials to campuses and ensure that the individuals transporting them have been trained and are aware of their security and confidentiality requirements.
- Establish sign-off procedures to identify who is responsible for materials when they are not in your possession.
- Verify that each campus has established and documented check-in and check-out procedures.
- Make sure that campus coordinators are aware that they are required to verify and account for all secure test materials each day.
- Ensure that all campuses have procedures in place for the proper packing and return of materials to the district coordinator.
- Require that campus coordinators have procedures for verifying that all completed or voided answer documents are accounted for and correctly submitted for processing after testing.
- Establish a process for ensuring that overage is accounted for after the administration.
Receiving and distributing materials to campuses

Secure and nonsecure materials for each administration are combined into one shipment that will arrive in the district approximately two to three weeks before testing. Shipments will include a District Box 1 (white), district overage box(es), and campus box(es). All secure materials must be physically inventoried upon receipt.

The district testing coordinator is responsible for documenting and tracking the distribution of any overage materials to or between campuses. This also applies to any secure materials that are transferred between districts. Shortages for a particular campus should be resolved by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus to another.

The district coordinator has the ultimate responsibility of accounting for test materials; however, campus testing coordinators play an integral role in supporting this task. Using some type of tracking process can greatly assist in your ability to locate all secure materials in your possession throughout a test administration.

Receive, inventory, and store test materials

- Verify receipt of each shipment of test materials. Account for all boxes by checking the box numbers and the amounts against the district shipping notice contained in Box 1.
- Verify materials that are to be distributed to each campus with the shipping notice. Materials for each campus will be packaged in separate boxes with identifiable labels.
- Immediately notify the state’s testing contractor of any discrepancies identified between the materials received and the information contained in the shipping notice.
- Place all secure materials in locked storage when not in use. Keep materials for different administrations separate.

Distribute test materials to campuses

- Forward materials to the campuses as soon as possible. Document the distribution of materials to each campus.
- Verify that all campuses have received their shipments and have physically inventoried the shipment contents using the campus shipping notice provided.
- Instruct each campus to notify you immediately of any discrepancies identified between the materials received and the information contained in the campus shipping notice. The contractor must be notified of all missing materials prior to the assessment dates so that campuses and districts will not be held accountable for these materials.
- Ensure that all campuses provide you with their requests for additional materials, if needed. It will be more efficient to collect this information from all campuses so a single order for additional materials can be placed with the state’s testing contractor. Be aware of the deadlines for district coordinators to order additional materials as listed on the Calendar of Events.
- Retain all shipping records and materials tracking documentation (e.g., shipper’s bill of lading, pallet detail reports, district and campus shipping notices, district-generated documents used to track the delivery of materials to and between campuses).
- Instruct campus coordinators on the return of both scorable and nonscorable materials. Remind them to safely store the shipping boxes provided by the state’s testing contractor as they will be reused for the materials return.
Train campus coordinators to do the following before each test administration

- Be familiar with these Coordinator Resources and read the test administrator manuals. (Annually)
- Attend campus coordinator training. (Annually)
- Sign a security oath after training. (Annually)
- Plan for the arrival of test materials shipments and maintain proper campus procedures for inventorying, storing, distributing, and tracking secure items.
- Verify immediately upon receipt of campus shipments that all materials have been received. Retain the testing contractor boxes for return of materials.
- Verify that your campus has sufficient quantities of materials. Take into account materials needed for special administrations (oral administrations, large-print, braille, etc.).
- Designate test administrators, raters and verifiers, and monitors. (Remind coordinators about the qualification guidelines for participating in state assessments, including the requirement to identify the certified professional who will be responsible for each paraprofessional participating in testing.)
- Plan for a sufficient number of training sessions (including make-up sessions) and allow enough time to adequately train all campus personnel participating in testing, including online testing and testing with designated supports or accommodations. (Annually)
- Ensure that all allowed or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), have been reviewed and meet technology guidelines.
- Arrange for testing rooms and prepare for paper and online test sessions. Be sure to consider testing opportunities for students absent for regularly scheduled testing.
- Prepare a sufficient number of blank seating charts. (Be sure to account for areas used for overflow or for consolidating late testers.) Ensure that seating charts have space on which to record the required information (including the test session start and stop times and the test administrator’s name) and are appropriate for each room and computer lab.
- Ensure that test administrators have the necessary materials to administer a test: test administrator manuals; seating charts; test session rosters (online and paper); student test tickets for online test takers; headphones if needed for online test takers; designated supports and accommodations lists and materials; student attendance sheets; pencils and erasers; and when required, calculators and dictionaries.
- Confirm that eligible testers have been identified and have been assigned the correct test(s). Note the number of students who will be taking an assessment on paper so this number can be reconciled with the number of answer documents expected to be submitted for scoring.
- Ensure arrangements have been made to assess eligible homebound students and students attending alternative campuses.
- Ensure procedures are in place for consolidating or transferring groups of students and testing materials from one area to another and that testing personnel are aware of monitoring requirements when doing so. (Remind coordinators that examinees are not permitted to transport testing materials outside the testing environment.)
- Designate a process by which test administrators may contact the campus coordinator or principal if they need assistance during testing.
- Prior to the administration, walk through each testing location to verify that the environment is appropriate for testing and no instructional displays are visible that could provide a direct source of answers for the subject-area assessment being administered (e.g., math tables for addition, subtraction, multiplication, and division facts for mathematics assessments; graphics containing information such as moon phases, the water cycle, or human body systems for appropriate grade level science assessments; and historical timelines or lists of historical figures and their accomplishments for social studies assessments).

Procedures for administering state assessments are clearly outlined in the test administration manuals where scripted instructions specifically direct test administrators to tell students to write their names on their booklets and their booklet numbers on their answer documents. Assessment staff, therefore, should NOT write or place labels on areas of the test booklet or answer document that are reserved for student use. Staff may write or place labels in the upper right portion on the front cover of students’ test booklets as long as these actions do not result in test administrators deviating from scripted directions. If space permits, staff may also write test booklet numbers in the upper right portion on the front of students’ answer documents. No label should ever be placed on an answer document.

Train campus coordinators to do the following during each test administration

- Verify and account for all secure test materials before and after testing each day.
Properly complete Materials Control Forms when distributing secure test materials to test administrators and again when collecting them at the end of each day.

Verify that test administrators are issued the appropriate test administrator manuals; test booklets and answer documents per tester; student test tickets for online testers; and, when applicable, accommodations lists and materials, calculators, and dictionaries.

Confirm that students testing have been directed to and are present in their designated testing areas.

Verify that seating charts are being completed for each test session and test administrators are recording the required information.

Ensure test administrators verify and personally distribute test materials to students. To avoid switching answer documents for paper administrations and student test tickets for online administrations, test administrators should be especially careful when issuing materials to students with the same or similar names.

Monitor testing (i.e., visit or assign staff to visit each testing area to ensure test administrators are actively monitoring as directed in the test administrator manuals and are periodically reminding students to record their responses on the answer document).

Monitor oral administrations within the first hour to assure the test is being properly administered.

Be aware of any appearance of impropriety (i.e., make sure coordinators and test administrators know how to avoid situations that might lead to allegations of viewing, discussing, or scoring test materials).

Ensure that test administrators verify that students record their responses on their answer documents and that they remind paper and online testers to answer all items before the end of the time period.

Verify that test administrators are allowing students who have submitted their tests to quietly read a book or leave the testing area.

Be accessible in case problems arise.

Train campus coordinators to do the following after each test administration

- Direct the collection of all test materials from the test administrators on the Materials Control Form.
- Account for every answer document. Make sure the number of answer documents matches the number of students scheduled to test.
- Account for every test booklet (including any overage or transferred materials).
- Verify that the correct score code, test taken information, and accommodations have been recorded on each answer document and that all hand gridding and transcribing have been properly completed. (Remind coordinators that testing personnel may NOT erase stray marks or darken answer choice circles on students' answer documents.)
- Confirm that each tester has recorded responses on his or her answer document. If blank answer documents are found, the campus coordinator should first notify the district coordinator. The district testing coordinator may grant permission to trained district or charter school personnel to view the test booklet. If the student marked his or her responses in the test booklet, the trained personnel may transcribe the answers from the test booklet onto the student's answer document. Districts and charter schools must follow the general transcription procedures.

- Confirm all seating charts have been accurately completed and contain the required information, including the test administrator(s) name(s) and test session start and stop times. Make sure that all students who tested are accounted for on a seating chart, including any students who moved, transferred, or arrived late to a test session.
- Follow procedures for properly boxing and labeling materials for return to the district coordinator. Do not mix materials from one administration with any other.
- Recheck the secure storage area, as well as all areas that may have been used to process test materials, for stray items (such as overage or used/unused materials) before returning materials to the district coordinator.
- Maintain all inventory records and packaging information in the event a problem arises and materials need to be accounted for.
Planning for possible testing disruptions

Disruptions in testing generally involve unplanned situations that can usually be resolved when properly handled. Having a plan in place to address unforeseen events can contribute to a successful resolution and help to ensure minimal negative impact on students. District testing coordinators should contact the Texas Education Agency (TEA) Student Assessment Division as soon as possible to seek guidance in handling any significant disruptions. To prepare for unexpected disruptions, the district should consider the following:

- ensure that all campuses are aware of what to do and who to contact if a disruption takes place during test administrations
- make certain each campus has a plan in place for securing test materials and online tests to maintain confidentiality in the event of a disruption during testing (remember that the safety of students and staff is the first consideration in the event of a serious disruption during testing)

When you call TEA for guidance in handling a disruption, being prepared to answer the following questions will help Student Assessment Division staff make a determination about the situation.

- What happened and where did the disruption take place?
- How many students are affected and are they being monitored while the situation is being assessed?
- How far have test sessions progressed? Can testing be resumed the same day? If so, will there be sufficient time for students to finish their assessments?
- What other options does the district suggest for continuing testing as soon as possible, considering the situation?
- If testing cannot resume the same day, what efforts can be made to maintain test security and confidentiality?
Successful practices used in districts before an administration begins

- Campus testing coordinators are provided with detailed checklists of all duties and reminders of tasks to be performed before testing. Principals verify that the checklists are used.
- The officially designated campus coordinator is the only one allowed to sign for and receive boxes containing testing materials.
- Boxes containing testing materials are signed for and placed directly in secure storage.
- Soon after the arrival of test materials on campus, two individuals count and verify the receipt of all listed content. These individuals provide their signatures to indicate they have followed all appropriate procedures and that all materials have been accounted for.
- Some districts have purchased or are interested in purchasing hand-held scanners that enable them to inventory and track all secure materials electronically.
- All campus and district storage areas for testing materials have a sufficient number of shelves, rolling carts, and tables for materials to be sorted and tracked. Any obscure areas that would allow secure materials to be misplaced or left behind are identified.
- Principals are asked to designate in writing all individuals who will have access to the secure storage area.
- Districts provide appropriate training for non-certified personnel who may have access to secure test materials.
- Certified professionals sign a form acknowledging their supervisory role when assigned a paraprofessional who will be serving as a test administrator.
- Districts/campuses reduce the amount of storage space required for maintaining documentation for five years by scanning documents and storing them electronically.
- District personnel assigned to monitor campuses during testing are provided the same level of training given to the individuals they will be monitoring. Monitors should know testing procedures well enough to be able to recognize possible irregularities.
Monitoring and oversight during an administration

During testing, district testing coordinators must be available to answer questions and resolve issues. Monitoring campuses during an administration can help ensure that procedures are being followed and can minimize errors. Principals and campus testing coordinators play a critical role in this effort, ensuring that each test administrator is actively monitoring students and that all testing personnel are adhering to the proper assessment procedures.

Verify that campuses are properly monitoring test sessions

- Campus coordinators must ensure that test administrators have all necessary materials (e.g., test administrator manuals, test booklets, and answer documents).
- Principals and campus coordinators must verify that test administrators are actively monitoring students.
- Testing personnel should verify that all testing areas are free from instructional displays that could provide a direct source of answers for the subject-area assessment being administered. (In situations where the campus must relocate testers, the area to which the students will be moved should also be checked.)
- Campus personnel should be available to properly monitor students during planned and unplanned breaks in testing.
- Principals and campus coordinators must verify that test administrators properly complete seating charts for each test session. Make sure seating charts include any students who moved, transferred, or arrived late to a test session.
- Test administrators must monitor the testing time and announce the time-left-to-test in one-hour intervals (more during the last hour, if desired).
- For breaks in testing that require the time clock to be stopped, ensure that test administrators record the stop and restart times on the seating chart.
- Testing personnel must ensure that students are administered the appropriate test (including online tests) and have been issued the correct corresponding answer documents or the correct student test tickets for online testing.
- Test administrators must verify that students have marked their responses on their answer documents or have completed all items during online testing before the end of the testing time period.
- Test administrators must allow students who have completed and turned in or submitted their tests to work on an instructional activity (i.e., guided reading activity) while other students continue testing or leave the testing area.
- The principal and the campus coordinator (or their designees) must be available to support test administrators as needed during testing.

Verify that campuses are following procedures for secure materials handling

- Ensure that campus coordinators correctly use the Materials Control Form when distributing test materials to test administrators each day.
- Require the use of a tracking document to record overage, additional materials received, or booklets transferred between campuses.
- Verify that campuses document security numbers for overage materials and booklets transferred to other districts or alternative education facilities.
- Ensure that campuses properly transport test materials to and from the testing areas.
- Confirm that campus coordinators and test administrators properly secure or monitor secure test materials, including online tests, while students are taking breaks from testing.
- Confirm that campus coordinators verify that all booklets and answer documents are being returned and accounted for daily.
- Ensure that campuses lock and restrict access to the secure storage area, including areas for storage in a classroom, when not in use.
Successful practices used in districts during an administration

- Campus personnel verify that they have used their detailed checklists of duties and responsibilities during testing.
- Requests for extra materials are made in writing, and it is recorded in writing that the materials are picked up by the campus testing coordinator in person. Signatures and detailed paperwork are always used when materials from district overage are distributed to campus coordinators.
- The campus coordinator makes a “first hour” check of all test sessions to ensure that all students are in the correct location, have been issued the correct assessments, and that oral administrations are being administered appropriately.
Things to consider after an administration

A district’s secure materials must be returned in accordance with the procedures and timelines outlined in these District and Campus Coordinator Resources. Maintaining adequate oversight and reinforcing the use of proper handling and packing guidelines will help ensure the accurate and complete return of all secure items. These pages contain steps that coordinators should take into account when accounting for all materials.
Accounting for all secure materials

Monitor campuses and oversee the proper collection of and accounting for secure materials

- Once test sessions have been completed, ensure that campuses immediately collect and destroy after each test administration any scratch paper, graph paper, or reference materials that students wrote on during the test, as well as any recordings.
- Confirm that campuses account for every answer document for each enrolled, eligible student taking a paper administration and that campuses ensure proper marking of the SCORE CODE, TEST TAKEN INFO, ACOMM., and any other applicable fields.
- Ensure that campus testing coordinators account for online testers, out-of-district and out-of-school examinees (when applicable), homebound students, and students at alternative campuses.
- Verify that the campuses account for all secure nonscorable materials, including test booklets, test item image cards, specific test administrator manuals and scoring documents, and overage materials that have been issued, and that all secure materials are reconciled with the original packing list and materials control documents.
- Ensure that campuses follow the proper packing procedures and that they label boxes correctly.
- Confirm that campuses have rechecked their secure storage areas and any areas used for processing materials for overage, unused secure materials, and other materials for return, especially completed or voided answer documents and test booklets.
- Verify that all boxes for return have been checked to ensure that no completed or voided answer documents were inadvertently returned with nonscorable materials.

Receive and inventory materials from the campuses

- Verify receipt of the complete return shipment of test materials from each campus.
- If your district uses a centralized campus check-in process, verify that all materials are accounted for before campus personnel leave the check-in area.
- Make certain that materials for different administrations are kept separate.
- Keep a list of the contents of each box of scorable and nonscorable materials returned to the state’s testing contractor.

Return materials to the testing contractor

- Verify that all scorable material has been properly assembled and packed in the white boxes that are shipped with the district overage materials. Scorable materials should be packed in the white boxes pre-labeled for that specific administration. Do not reuse boxes from previous administrations.
- Make certain a scorable return label has been applied to each of the scorable boxes. Verify that the contents of each box match the return shipping label and that no bar codes are taped over or covered with other labels.
- Verify all boxes have the appropriate label (scorable vs. nonscorable) for the return of materials as established by the state contractor. Ensure materials are grouped by administration and are numbered in sequential order (e.g., Box 5 of 10, Box 6 of 10, etc.).
- Ensure all secure non-scorable test booklets are accounted for and repacked in the boxes in which they arrived.
- Make certain the appropriate return shipping label is applied to each non-scorable box and is numbered in sequential order (e.g., Box 5 of 10, Box 6 of 10, etc.).
- Ensure all secure materials remain monitored by certified personnel or are in locked storage until picked up by the carrier.
RetentionPolicy

Districts are required to retain signed security oaths, seating charts, testing irregularity and investigation documentation, and inventory and shipping records for five years following a test administration.

**Monitor the retention of test administration documentation**

- Verify that campuses have collected signed security oaths for all personnel who participated in testing.
- Confirm campuses have collected seating charts for each test session, and coordinators have verified the charts contain the required information.
- Confirm campuses have properly completed and collected all inventory and shipping records (including Materials Control Forms, district and campus shipping notices, and district-generated documents used to track the delivery of materials to and between campuses).
- Ensure that the designated test administration documentation storage location is secure and that the documentation cannot be subsequently altered. Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved. Districts should periodically audit campuses to ensure that this documentation has been accurately completed and securely stored.
Successful practices used in districts after an administration

- Campus personnel verify that they are using their detailed checklists when assembling materials for return.
- At district check-in, personnel inspect, physically count, and verify the contents of all campus boxes before the boxes are sealed for shipping. (Some districts require all boxes to be counted and verified by at least two persons, whose signatures indicate the shipment is complete.)
- The materials returned are always verified against the shipping notice.
- Before returning test materials to the contractor, a list detailing the contents of each box is generated and maintained for future reference.
- Only campus testing coordinators return testing materials to the district testing coordinator.
- Coordinators create and complete a cleaning checklist to ensure that secure materials have not been left in the storage area.
- If a testing irregularity has occurred, all involved individuals write a statement on the day the incident was detected or as soon as possible thereafter.
Seating charts

Districts may create seating chart templates that best suit their needs; however, the following minimal information must be collected for each test session:

1. The location of the test session must be recorded, including the district and campus names and the room designation. Provide a brief description of the testing area (e.g., classroom, library, cafeteria).
2. The assessment that is being administered at this location must be indicated, including the specific test administered, the subject area (e.g., reading, writing), and the grade.
3. The first and last name(s) of the test administrator(s)/monitor(s) conducting or involved in the test session must be recorded.
4. The first and last name of each student participating in the assessment must be indicated on the chart at the location where the student was seated for Districts and campuses may include additional information if they choose to do so.

Seating chart samples:

- 5x6 Grid
- 6x5 Grid with Roster
- 8x8 Grid with Roster
- Free Form Grid with Roster
## Test Administration Seating Chart

District: 
Campus: 
Rm #: 
Date: 

Test(s) Administered: 
Subject/Grade Level: 

Test Administrator(s): 

Test Session Start Time: 
Stop Time: 

**Instructions for completing the seating chart below:**
1. Mark the location of the test administrator(s) by placing an "X" in the margin surrounding the grid.
2. Complete the information that corresponds to the placement of each student in the testing session.
3. Mark the location of any entrances into the testing area.

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</table>
6x5 Grid with Roster

Test Administration Seating Chart

District: ___________________ Campus: ___________________ Rm #: _______ Date: __________

Test(s) Administered: ___________________ Subject/Grade Level: __________

Test Administrator(s): ___________________

Test Session Start Time: __________ Stop Time: __________

Instructions for completing the seating chart below:
1. Mark the location of the test administrator(s) by placing an ‘X’ in the margin surrounding the numbered grid.
2. Mark the seat number that corresponds to each student on the list of examinees.
3. Mark the location of any entrances into the testing area.

<table>
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<th>Seat #</th>
<th>Student First Name</th>
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<th>Student ID#</th>
<th>Test Booklet #</th>
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</tbody>
</table>
8x8 Grid with Roster

Test Administration Seating Chart

District: ________________  Campus: ________________  Rm #: _______  Date: ________

Test(s) Administered: ________________  Subject/Grade Level: ________________

Test Administrator(s): ________________

Test Session Start Time: _______  Stop Time: _______

Instructions for the grid below:
1. Mark the location of the test administrator(s) by placing an “X” in the margin surrounding the grid.
2. Mark the seat number on the grid that corresponds to each student on the list of examinees.
3. Mark the location of any entrances into the testing area.
<table>
<thead>
<tr>
<th>Seat #</th>
<th>Student First Name</th>
<th>Student Last Name</th>
<th>Student ID#</th>
<th>Test Booklet #</th>
<th>Form #</th>
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</table>
Free Form Grid with Roster

Test Administration Seating Chart

District: ____________________ Campus: ____________________ Rm #: ______ Date: ________

Test(s) Administered: ____________________ Subject/Grade Level: ____________________
Test Administrator(s): ____________________

Test Session Start Time: _______ Stop Time: _______

Instructions for the grid below:
1. Mark the location of the test administrator(s) by placing an "X" in the margin surrounding the grid.
2. Draw the location of and indicate the corresponding seat number for each student on the list of examinees.
3. Mark the location of any entrances into the testing area.
<table>
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<tr>
<th>Seat #</th>
<th>Student First Name</th>
<th>Student Last Name</th>
<th>Student IC#</th>
<th>Test Booklet #</th>
<th>Form #</th>
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Online Incident Report

The external link to the Online Incident Report form can be found at Online Incident Report Form.
Locally Determined Disciplinary Action Form

The external link to the Locally Determined Disciplinary Action Form (LDDA) can be found at:

Locally Determined Disciplinary Actions form
Corrective Action Plan

**Instructions:** Use this form to report local disciplinary actions taken against an educator who was involved in a testing irregularity. Once submitted to TEA, this form will be attached to the original report pertaining to this irregularity. Use one form per educator. Please make sure to reference the incident ID # from the original online incident report.

Once complete, submit this form to the Student Assessment Division by fax at (512) 463-9302. The form can also be scanned and sent via encrypted email to testsecurity@tea.state.tx.us. For instructions on sending encrypted email to TEA, visit [http://www.tea.state.tx.us/index2.aspx?id=25769803776](http://www.tea.state.tx.us/index2.aspx?id=25769803776).

1. **Testing Irregularity Information**

<table>
<thead>
<tr>
<th>Incident ID #</th>
<th>Submission date of this Corrective Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(located on the Online Incident Report confirmation)</td>
<td></td>
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</table>

2. **District Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Campus</th>
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</thead>
</table>

3. **Test Administration**

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>Test</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
</table>

4. **Disciplinary Action**

<table>
<thead>
<tr>
<th>Name of educator involved</th>
<th>Title or Position</th>
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</thead>
</table>

   Description of educator’s involvement in the incident

   |

   Disciplinary action taken locally

   |

5. **Submitted by**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Position</th>
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</thead>
</table>
Accessibility

2018–2019 Accessibility Features

Basic Transcribing
Braille/Refreshable Braille
Calculation Aids
Content and Language Supports
Content and Language Supports Guidelines
Extra Time (Same Day)
Individualized Structured Reminders
Large-Print
Manipulating Test Materials
Mathematics Manipulatives
Oral/Signed Administration
Spelling Assistance
Supplemental Aids
Complex Transcribing
Extra Day
Mathematics Scribe
Other
2018–2019 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from their use during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must complete the appropriate section of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
  - The test administrator transcribing the student’s response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in these District and Campus Coordinator Resources.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student’s headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - the state-supplied mathematics graph paper
  - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may NOT be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Help tab in the Assessment Management System.)
Basic Transcribing

TEA approval is NOT required.

Description of Designated Support

This designated support allows a test administrator to transfer student responses onto an answer document or into the online testing platform when a student is unable to accomplish this task independently.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she

routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an English learner (EL), the decision is made by the LPAC based on the eligibility criterion and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Assessment Management System. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or into the online testing platform in these situations only.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice and griddable questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt.
- The student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt.
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition).
Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document or recorded into the online testing platform.

3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the boundaries of the assistance being provided. The role of the test administrator is to record the answer document or into the online testing platform exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student’s response. Transcription procedures include these special instructions and the general transcribing procedures found on the Transcribing page of the Complete Paper Administrations section of these District and Campus Coordinator Resources.

4. Basic transcribing must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. When transcribing a student’s responses to griddable questions, the Transcribing Griddable Questions Student Document must be used by the test administrator who transcribes the student’s responses onto the answer document or into the online testing platform so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank Transcribing Griddable Questions Student Documents are available online two weeks prior to testing in the Assessment Management System. District or campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.

6. The test administrator must indicate to the student the space allowed for his or her written compositions so that they will fit into the spaces provided when transcribed. There are 26 lines for each written composition. Twenty-six lines of handwritten text equals approximately 1,750 typed characters (not including spaces). An example of the lined page can be found on the Texas Education Agency’s (TEA’s) STAAR Writing and English I, II, III Resources webpage.

7. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student’s final responses onto the answer document or into the online testing platform after the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student’s intended responses prior to the student leaving the testing room.

8. For paper tests, the test administrator should write “Transcribed by (NAME) because student is eligible for this designated support” at the top of the answer document where the student identification information is located. For online tests, there is no field in which to enter this information. Documentation should be kept at the local level. For TELPAS paper administrations for reading, the test administrator should write “Transcribed by (NAME) because student is eligible for this designated support” on the student’s booklet.

9. For grades 2–12 TELPAS, Basic Transcribing only applies to the online and paper reading test and the listening portion of the online listening and speaking test. For questions about the speaking portion of the online listening and speaking test, contact TEA’s Student Assessment Division at 512-463-3783. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

10. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this designated support. Any typed or handwritten responses that include student notes, answers to multiple-choice or griddable questions, or responses to the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.

11. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.

12. For information about the test administrator transcribing a student’s dictated or signed responses to the writing prompts, refer to the Complex Transcribing policy. For information about the test administrator recording a student’s dictated math scratch work, refer to the Mathematics Scribe policy.

13. For information regarding the role of a test administrator who transcribes for a student who uses braille materials, screen reader support for refreshable braille displays, or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on TEA’s Accommodation Resources webpage.

14. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing document, located on TEA’s Accommodation Resources webpage.

15. Spell-check, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the Spelling Assistance policy.

16. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or approved, technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on TEA’s Accommodation Resources webpage.

17. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Description of Designated Support

This designated support provides brailed test materials or screen reader support for refreshable braille displays to a student with a Visual Impairment (VI) who is unable to access printed test materials.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR (all grades and subjects for brailled test material)
- STAAR grades 3–8 reading, grades 4 and 7 writing, grade 8 social studies, English I, English II, and U.S. History (for screen reader support for refreshable braille displays)

Student Eligibility Criterion

A student may use this designated support if he or she
routinely uses braille materials during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, BR must be recorded in the ACCOMM. field on the student’s answer document. This indicates that an allowable designated support was made available to the student. For students that test online with the refreshable braille accommodation, the embedded support is automatically recorded in the Texas Assessment Management System.

Examples/Types

This designated support includes only

- state-provided contracted and uncontracted braille test materials in Unified English Braille (UEB) in all grades and subjects
- online screen reader support for refreshable braille displays in applicable reading, writing, and social studies assessments

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies.
3. Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located TEA’s Accommodation Resources webpage. This document also contains specific information about administering
braille tests to students who use online screen reader support for refreshable braille displays. Online screen reader support for refreshable braille displays will include visually hidden content presented to the screen reader and refreshable braille display only. If a student requires assistance with online screen reader support for refreshable braille displays, including how to access visually hidden content, refer to the JAWS help screen in the Available Tools during an online administration. For students who use online screen reader support for refreshable braille displays, a paper version of a braille test booklet should be ordered through the Assessment Management System. A student may refer to the braille booklet at any time, as needed.

4. Specific Braille Instructions (SBI) supplement the test administrator manuals. They are shipped with the individual braille kits and posted online in the Assessment Management System. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.** Testing irregularities could result if the SBIs are not used.

5. For students who take a braille test, including students who use screen reader support for refreshable braille displays, and are also eligible for Content and Language Supports, a request for a paper version of STAAR with embedded supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test or using screen reader support for refreshable braille displays. The paper administration request document can be found in these District and Campus Coordinator Resources.
Calculation Aids

Description of Designated Support

This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

A student may use this designated support if he or she

- receives Section 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- meets at least one of the following for the applicable grade.

**Grades 3 and 4**

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

**Grades 5 through 7**

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, MC must be recorded in the ACCOMM. field on the student’s answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the Texas Assessment Management System.

Examples/Types
This designated support may include only:

- basic handheld calculator (i.e., four-function) or calculator application, including large-key or speech-output
- Basic Calculator available as an online embedded support on STAAR
- abacus or Cranmer modified abacus
- 0–9 addition grid without special numbers (e.g., even numbers) indicated
- grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

**Special Instructions/Considerations**

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the TEKS.
3. Calculators used by eligible students as a designated support must adhere to the "Additional Information About Calculators" section of the STAAR Calculator Policy in these District and Campus Coordinator Resources.
4. Calculators are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Calculator Policy in these Coordinator Resources. For these assessments, any calculation aid listed in the Examples/Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
5. For questions regarding the functions of a basic calculator, see the Basic Calculator tool in the STAAR Online Testing Platform. Beginning with the spring 2019 administration, Basic Calculator will be offered as a new embedded support on STAAR in the grades and subjects listed in the “Assessments” section of this document. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the STAAR Assessment Management System User’s Guide.
Content and Language Supports

TEA approval is NOT required.

Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on STAAR, STAAR Spanish.

**NOTE:** Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, there is no need for this designated support to be recorded on the answer document or in the Texas Assessment Management System.

Examples/Types

This designated support is available only in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.

Special Instructions/Considerations

1. Refer to the Educator Guide to Accessibility within the STAAR Program for more specific information about online features and supports. This guide is located on the Texas Education Agency's (TEA's) Accommodation Resources webpage.
2. Prior to participating in the STAAR online operational assessment, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests. There are several resources that can be accessed on TEA's website, including the STAAR online tutorials and released tests.
3. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the STAAR Assessment Management System User's Guide.
4. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a paper test booklet should include
4. The rationale for any designated supports requiring TEA approval needed for the student. The paper administration request document can be found in these District and Campus Coordinator Resources.

5. For students who take a braille test, including students who use screen reader support for refreshable braille displays, and are also eligible for Content and Language Supports, a request for a paper version of STAAR with embedded supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test. The paper administration request document can be found in these Coordinator Resources.

6. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Content and Language Supports Guidelines

These designated supports, in the form of pop-ups, rollovers, prereading text, and supplementary materials, are available on STAAR and STAAR Spanish online tests only (they are not available for Algebra II or English III). Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

Pop-ups:

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

Rollovers:

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

Prereads:

- offer text prior to the selection (for grades 3–8 reading, grades 4 and 7 writing, English I, and English II only)

Supplementary Materials:

- blank Punnett squares (Biology only)
- writing checklists (for grades 4 and 7 writing, English I, and English II only)
Extra Time (Same Day)

TEA approval is NOT required.

Description of Designated Support

This designated support allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if he or she

- routinely and effectively uses it during classroom instruction and classroom testing,
- is unable to effectively use any accessibility features or other designated supports to address this need, and
- meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).

- The student is a current EL.
- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
- The student is identified with dyslexia or a related disorder per TEC §38.003.
- The student has documented evidence of reading difficulties.
- The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a disabling behavioral or emotional condition that affects attention or focus.
- The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
- The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to
ensure the confidentiality of the test.

2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.

3. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the Security section in these District and Campus Coordinator Resources for more information.

4. A student who receives extra time to complete his or her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials from one testing environment to another.

5. Extra time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra time testing sessions must NOT extend beyond a typical seven-hour school day for any one student. Schools that do not have typical seven-hour schedules should contact the Texas Education Agency (TEA) for guidance.

6. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Individualized Structured Reminders

TEA approval is NOT required.

### Description of Designated Support

This designated support allows a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

### Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

### Student Eligibility Criterion

A student may use this designated support if he or she

- routinely and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Assessment Management System. This indicates that an allowable designated support was made available to the student.

### Examples/Types

This designated support includes but is not limited to

- paperclips or adhesive notes used to divide the test into sections
- more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- structured reminders that are part of a behavior plan
- personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test
- index cards that have handwritten or color-coded reminders to continue working

### Special Instructions/Considerations
1. General reminders to stay on task (e.g., test administrator taps student on the shoulder, test administrator verbally reminds student to continue working) are accessibility features available to any student who needs them. When a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.

2. Any type of administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

3. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

4. Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.

5. For grades 2–12 TELPAS, Individualized Structured Reminders only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

6. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Large-Print

TEA approval is NOT required.

**Description of Designated Support**

This designated support provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

**Assessments**

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS Reading (approved paper version only)

**Student Eligibility Criteria**

A student may use this designated support if he or she routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and classroom testing, and meets at least one of the following.

- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
- The student is not able to accurately track letter to letter, word to word, or line to line.
- The student has a physical disability which necessitates the use of large-print materials.

**Authority for Decision and Required Documentation**

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, LP must be recorded in the ACCOMM. field on the STAAR answer document. For TELPAS paper administrations, Large Print must be recorded in the Assessment Management System.

**Examples/Types**

Not applicable because the state provides large-print test materials.

**Special Instructions/Considerations**

1. The ordering process of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet
the eligibility criteria. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.

2. Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies. If this is not done, the student’s test cannot be scored.

3. Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the General Instructions for Administering Large-Print State Assessments document, located on TEA’s Accommodation Resources webpage.

4. Refer to the Font and Point Sizes Matrices located on TEA’s Accommodation Resources webpage for point sizes and fonts used on all state assessments.

5. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a large-print paper test booklet should include the rationale for any designated supports requiring TEA approval. The paper administration request document can be found in these District and Campus Coordinator Resources.

6. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Manipulating Test Materials

TEA approval is NOT required.

Description of Designated Support

This designated support allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Assessment Management System. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration
- highlighting per student directions
- positioning mathematics manipulatives per student directions

Special Instructions/Considerations
1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment, as well as where the test administrator should place the student’s notes (e.g., next to a particular paragraph in a reading selection, underlining certain words or numbers in a question or answer choice). The test administrator may not provide feedback regarding the correctness of the student’s directions.

3. Manipulating test materials must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

4. If a student needs his or her responses to test questions (i.e., multiple choice, griddable, writing prompt) transcribed onto an answer document or into the online testing platform, refer to the Basic Transcribing or Complex Transcribing policies.

5. For grades 2–12 TELPAS, Manipulating Test Materials only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

6. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Mathematics Manipulatives

TEA approval is NOT required.

Description of Designated Support

These designated supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criterion

A student may use this designated support if he or she

routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support may include only

- real or play money (both heads and tails)
- clocks with or without numbers shown on clock face; the clock should NOT have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- algebra tiles; the tiles should NOT contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should NOT contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms; the figures should NOT contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., three-dimensional solid) is NOT allowed.
Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Using mathematics manipulatives as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.
4. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Oral/Signed Administration

TEA approval is NOT required.

Description of Designated Support

This designated support allows test material to be read aloud or signed to a student. All references to reading support during an oral administration also apply to signing during a signed administration. In addition, an online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on paper and online tests for

- STAAR and STAAR Spanish mathematics, science, and social studies
  Test questions, answer choices, and embedded supports can be read aloud.
  Required reference materials (where applicable) and allowable designated supports may be read aloud.

- STAAR and STAAR Spanish reading
  Test questions, answer choices, and embedded supports can be read aloud.
  Required reference materials (where applicable) and allowable designated supports may be read aloud.
  Reading selections CANNOT be read aloud.

- STAAR and STAAR Spanish writing
  Revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  Required reference materials (where applicable) and allowable designated supports may be read aloud.
  Editing passages, test questions, and answer choices CANNOT be read aloud.

- STAAR English I, English II, and English III
  Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud.
  Required reference materials and allowable designated supports may be read aloud.
  Reading selections, editing passages, and editing test questions and answer choices CANNOT be read aloud.

Student Eligibility Criteria

A student may use this designated support if he or she

- routinely and effectively uses it during classroom instruction and classroom testing, and
- meets at least one of the following:
  - The student is a current EL and takes a STAAR test in English.
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

NOTE: ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the last two bullets.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is
documented in the student’s IEP.

- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.

- After state testing, OA must be recorded in the ACCOMM. field on the student’s answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the Texas Assessment Management System.

### Examples/Types

Several types of oral administration are available. All guidelines for providing an oral administration apply to paper tests, braille tests, and online tests.

#### Oral Administration of STAAR and STAAR Spanish Paper Tests and STAAR Braille Tests

Oral administration should only be provided to an eligible student by a trained test administrator. Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing an oral administration can be found in the Oral/Signed Administration Guidelines document located on the Accommodation Resources webpage.

If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on TEA’s Accommodation Resources webpage.

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student’s paperwork.

#### STAAR and STAAR Spanish Online Tests

TTS is offered as an online option for oral administration. The TTS tool allows a student to independently select and change his or her level of reading support during the test administration.

ASL videos are offered as an online option for a signed administration. ASL videos allow a student to independently select and change the level of signing support during the test administration. However, it is important to note that ASL videos are only available for test questions and revising passages in English, and are not offered on Spanish tests or for content and language supports (i.e., pop-ups and rollovers). In these instances, the test administrator may sign test content in the same way as they do for paper tests. More information can be found in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document located on TEA’s Accommodation Resources webpage.

It is recommended that students complete the STAAR online tutorial as well as practice using the released tests prior to test administration. These resources allow students to become familiar with the functionality of online tests. The tutorial and released tests are available through the STAAR Online Testing Platform. Specific information regarding setting up and managing online test sessions is available at https://www.texasassessment.com/administrators/technology/.

### Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. If providing an oral administration to a student taking a braille test, including STAAR online with screen reader support for refreshable braille displays, refer to the General Instructions for Administering Braille State Assessments document, located on TEA’s Accommodation Resources webpage.
5. Information about setting up online test sessions for students who are eligible for an oral administration (i.e., TTS) can be found in the STAAR Assessment Management System User’s Guide.
6. Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year. In addition, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
7. Beginning with the spring 2019 STAAR and STAAR Spanish administrations, the revising passages and questions in a paper test booklet for writing (including the writing portion of the English I, English II, and English III tests) may be read aloud to eligible students. The revising section of the test will be indicated so that the test administrator knows what they may read aloud. Test administrators may NOT read aloud any part of the editing section on a writing test.
Spelling Assistance

Description of Designated Support

This designated support provides various types of spelling assistance for a student with a disability.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 4 and 7 writing, English I, English II, and English III (written composition **ONLY**)
- STAAR Spanish grade 4 writing (written composition **ONLY**)

Student Eligibility Criteria

A student may use this designated support if he or she receives Section 504 or special education services, routinely, independently, and effectively uses it during classroom instruction and classroom testing, and is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, EE must be recorded in the ACCOMM. field on the student’s answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the **Texas Assessment Management System**.

Examples/Types

This designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The use of spelling assistance as a designated support on STAAR should not replace the teaching of spelling skills as outlined in the
TEKS.
3. Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Dictionary Policy on TEA’s STAAR Resources webpage. For these assessments, any spelling assistance listed in the Examples/Types section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.

4. An online spelling assistance embedded support is available as a Personal Needs and Preferences (PNP) option for students who routinely type responses using a spell check function during classroom instruction. Prior to participating in the STAAR online operational assessment using this PNP, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests in order to determine appropriateness for a particular student’s needs. There are several resources that can be accessed on TEA’s website, including the STAAR online tutorials and released tests. Information about setting up online test sessions for students who will be using this PNP can be found in the STAAR Assessment Management System User’s Guide. If an eligible student uses a different type of spelling assistance during instruction, do not register the student for this PNP.

5. If a student needs his or her typed response transcribed onto an answer document or into the online testing platform, refer to the Basic Transcribing policy.

6. The writing samples included in grades 2–12 writing collections come from authentic classroom activities. Therefore, the same accommodations routinely used during classroom instruction for a student who meets the eligibility criteria for Spelling Assistance are acceptable for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Manual for Raters and Test Administrators. There is no need to record the accommodation code in the Assessment Management System.

7. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or -approved, technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the Accommodation Resources webpage.
Supplemental Aids

TEA approval is NOT required.

Description of Designated Support
This designated support allows a student to use paper-based resources that assist in recalling information.

Assessments
For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish

Student Eligibility Criterion
A student may use this designated support if he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

Only the paper-based supplemental aids listed below are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint® on TEA’s Accommodation Resources webpage.

All Subjects

<p>| Mnemonic Devices | A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used. The subject-specific words that the mnemonic represents are NOT allowed. For example, the acronym “PEMDAS” or the phrase “Please Excuse My Dear Aunt Sally” may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words “Parentheses, Exponents, Multiplication, Division, Addition, Subtraction,” as well as the mathematical symbols associated with the words, are not allowed. In social studies, the acronym “HOMES” may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym “ROY G. BIV” may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed. |</p>
<table>
<thead>
<tr>
<th><strong>Blank Graphic Organizers</strong></th>
<th>Blank graphic organizers may be used. Blank graphic organizers may <strong>NOT</strong> contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.</th>
</tr>
</thead>
</table>

**Mathematics**

| **Math Charts** | 1. A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.  
2. A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples. |
|------------------|--------------------------------------------------------------------------------------------------|

| **Graphics** | 1. Pictorial models of fraction bars or fraction circles may be used. The models should **NOT** contain labels (e.g., labels that show individual fractions or equivalencies).  
2. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms. The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed. |
|-----------------|--------------------------------------------------------------------------------------------------|

**Written Composition (grades 4 and 7 as well as English I, English II, and English III)**

<table>
<thead>
<tr>
<th><strong>Grammar &amp; Mechanics Rules</strong></th>
<th>A list of grade-appropriate grammar and mechanics rules may be used. The list may <strong>NOT</strong> contain any specific examples.</th>
</tr>
</thead>
</table>

**Science**

| **Graphics** | 1. Graphics of scientific concepts may be used. The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.  
2. Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m, D, and V. Symbols for mathematical operations (e.g., ×, ÷) are **NOT** allowed. |
|-----------------|--------------------------------------------------------------------------------------------------|

**Social Studies**

| **Graphics** | 1. Blank maps may be used. Blank maps may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.  
2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is **NOT** allowed. |
|-----------------|--------------------------------------------------------------------------------------------------|

**Special Instructions/Considerations**

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.  
2. Supplemental aids can be provided in the language that is most appropriate for the student.  
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.  
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.  
5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.  
6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.

8. An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered. This policy is different from the Supplemental Aids designated support policy, because supplemental aids are intended for students requiring individualized support and should be made available specifically to them.

9. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.

10. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

11. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
Complex Transcribing

Description of Designated Support

This designated support allows a test administrator to record onto an answer document or into the online testing platform a student’s dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 4 and 7 writing (written composition ONLY)
- STAAR Spanish grade 4 writing (written composition ONLY)
- STAAR English I, English II, and English III (written composition ONLY)

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student routinely and effectively uses this designated support during classroom instruction and classroom testing, is unable to effectively use Basic Transcribing to address this need, and meets at least one of the following.

- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
- The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the online testing platform.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may carry out Complex Transcribing only when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe. This includes transcribing the student’s prewriting if applicable.

Special Instructions/Considerations
1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. Complex Transcribing is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student’s responses to the writing prompts, including how to indicate the student’s spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

4. Complex transcribing must be done by a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.

6. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on TEA’s Accommodation Resources webpage.

7. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on TEA’s Accommodation Resources webpage.

8. For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Rater Manual. The Complex Transcribing Guidelines for TELPAS found on the Accommodation Resources webpage should be followed when using this designated support. There is no need to record the accommodation code in the Assessment Management System.
Extra Day

TEA approval IS required.

Description of Designated Support

This designated support allows a student with a disability an extra day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use any accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally approved designated supports (e.g., extra time, individualized structured reminders) to address this need, and
- meets at least one of the following.

  - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student has a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
  - The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina.
  - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions that cannot be appropriately managed without an additional day of testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, XD must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (XD or Extra Day) must be recorded in the Assessment Management System.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD
committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours. TEA will provide additional guidance specific to scheduling extra day administrations with any approved Accommodation Request Form.

4. For students who take the braille test and require an extra day, refer to the General Instructions for Administering Braille Versions of State Assessments on the Accommodations Resources webpage. TEA approval is not required.

5. For grades 2–12 TELPAS, Extra Day only applies to the online and paper reading test and the online listening and speaking test. This designated support does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.
Description of Designated Support

This designated support allows a test administrator to record a student’s dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR grades 5 and 8 science and Biology
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally approved designated supports (e.g., calculation aid) to address this need, and
- meets at least one of the following.

- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
- The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above. After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may write the student’s dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student’s test booklet. When a student uses a calculation aid as an allowable designated support or a required part of the test administration procedures, the test administrator may record intermediate steps.
1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

3. This designated support is intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support. The role of the mathematics scribe is to record the student’s dictated scratch work and computations exactly as the student indicates. A test administrator who serves as a mathematics scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

4. A mathematics scribe must be a trained test administrator who has signed a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
Description of Designated Support

Designated supports that fall into this category are only for students who have unique needs that are not specifically addressed with any accessibility features or designated supports located on TEA’s Accommodation Resources webpage. These designated supports are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, Other designated supports may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and is unable to effectively use any accessibility features or designated supports to address this need.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent, academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the STAAR answer document. For online administrations, the appropriate code (D or Designated Supports) must be recorded in the Assessment Management System. This indicates that an allowable designated support was made available to the student. Special instructions sent with an approval may indicate additional information that should be recorded.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.
2. Depending on the designated support, a student may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. TEA may provide additional procedures specific to the requested designated support if approved.
4. For students who require test materials in a size larger than the state-supplied large-print test materials, refer to the General Instructions for Administering Large-Print State Assessments document and the Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS document located on the Accommodation Resources webpage. Some students may need double-sided test materials photocopied into single-sided sheets because they have a physical disability that prevents them from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet, or because they have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent behavioral outbursts or other severe behaviors that could interfere with completion of the test. In these rare cases, an Accommodation Request Form for Other should be submitted to TEA.
Contact Information

For questions about the student assessment program, Texas Education Agency policies, State Board of Education or commissioner rules, designated support requests, testing irregularities, and general testing:

Contact Texas Education Agency’s Student Assessment Division • Telephone: 512-463-9536 • Fax: 512-463-9302 • Email: Student.Assessment@tea.texas.gov • Website: http://tea.texas.gov/student.assessment/

For questions about STAAR shipping information, additional orders, score code corrections, student information updates, precoding, accessing STAAR Assessment Management System:

Contact Texas Assessment Support Center • Telephone: 855-333-7770 • Fax: 844-257-3499 • Email: STAAR3-8@ets.org • STAAREOC@ets.org • Website: http://www.TexasAssessment.com/

For questions about STAAR Alternate 2, TELPAS, and TELPAS Alternate shipping information, additional orders, score code corrections, student information updates:

Contact Customer Service Center • Telephone: 800-627-0225 • Online Form: Go to https://tx.pearsonaccessnext.com and select Pearson Customer Support Form under “Contact Us” • Website: http://www.TexasAssessment.com/ • Live Chat: Go to https://tx.pearsonaccessnext.com and click Chat Now.

For questions about accountability, assessment scoring and reporting:

Contact Texas Education Agency’s Performance Reporting Department • Telephone: 512-463-9704 • Email accountability: performance.reporting@tea.texas.gov • Email scoring and reporting: assessment.reporting@tea.texas.gov • Website: https://tea.texas.gov/perfreport/

For questions about TEKS or graduation requirements:

Contact Texas Education Agency’s Curriculum Division • Telephone: 512-463-9581 • Email: curriculum@tea.texas.gov • Website: https://tea.texas.gov/Academics/Subject_Areas/

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**General Information Resources**

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