2020–2021 Education Service Center Testing Coordinator Training

Student Assessment Division
Texas Education Agency

Welcome and Introductions

Agenda

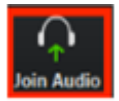
WELCOME AND INTRODUCTIONS

1. Student Assessment Updates
2. Assessments for Special Populations
   - Accessibility Policy
   - TELPAS and TELPAS Alternate
   - STAAR Alternate 2

LUNCH

3. Test Security
4. ETS: Updates and Test Administration Procedures Overview
5. Pearson: Updates and Test Administration Procedures Overview

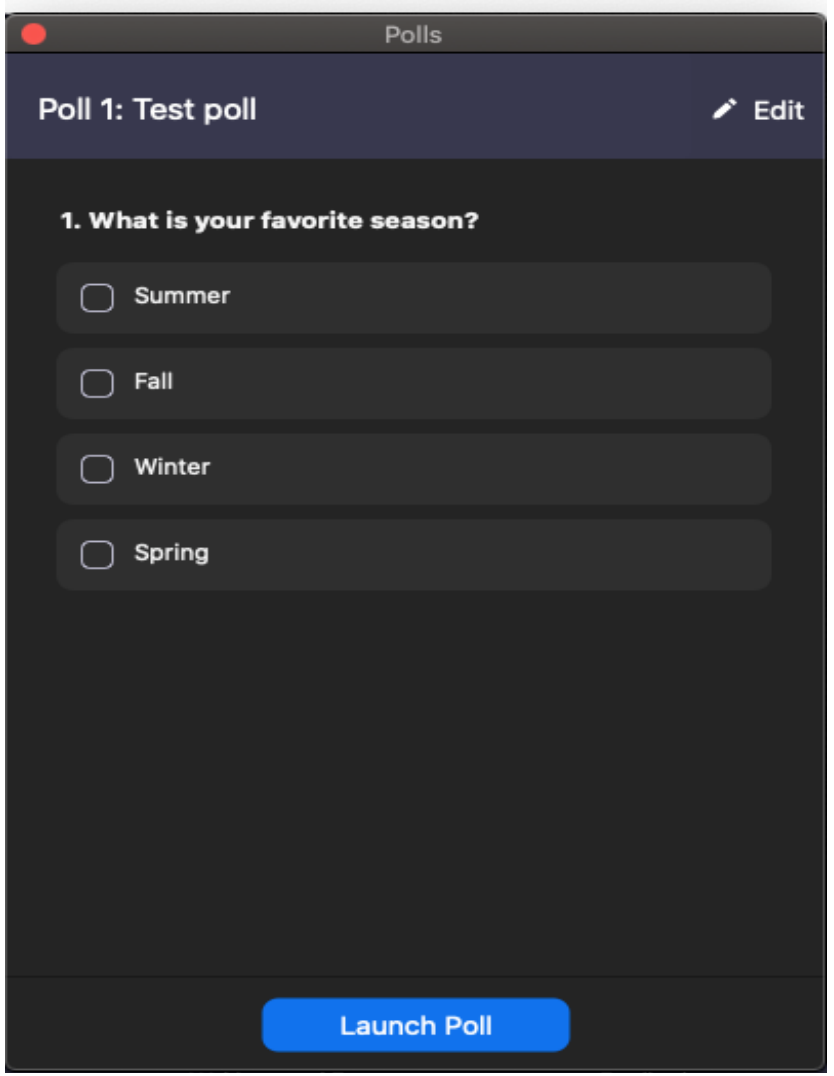
Housekeeping

- Dialing in for audio is recommended for best sound and quality.
- If you have problems hearing the presentation, dial in via telephone. Dial-in information:
  - in the join Audio icon 

 at the top-left of the screen
  - in your registration email (no-reply@zoom.us)
- All attendees' lines have been muted due to the high number of participants.
- For questions or comments, use the "Chat" function.

Join our interactive Questions and Answers

- We will be using the Zoom Poll feature to conduct quick check-ins throughout the day.
- Let's try it out together… ready…



1. Student Assessment Updates

STAAR Testing Requirements for Grades 3–8

- All students in grades 3–8 are required to take STAAR.
  - The only exception is for certain unschooled asylees or refugees who meet the requirements in TAC, §101.1005.

- Students in grades 3–8 are required by federal and state law to take their grade-level tests.
  - The only exception is for certain accelerated students who meet the requirements in TAC, §101.3011.

STAAR Testing Requirements for EOC Assessments

- Students enrolled in specific high school courses are required by federal and state law to take corresponding STAAR end-of-course (EOC) assessments.

Algebra I—03100500

U.S. History—03340100

Biology—03010200

English I—03220100 or
English I for Speakers of
Other Languages—03200600

English II—03220200 or
English II for Speakers of
Other Languages—03200700

STAAR Testing Requirements for EOC Assessments (cont.)

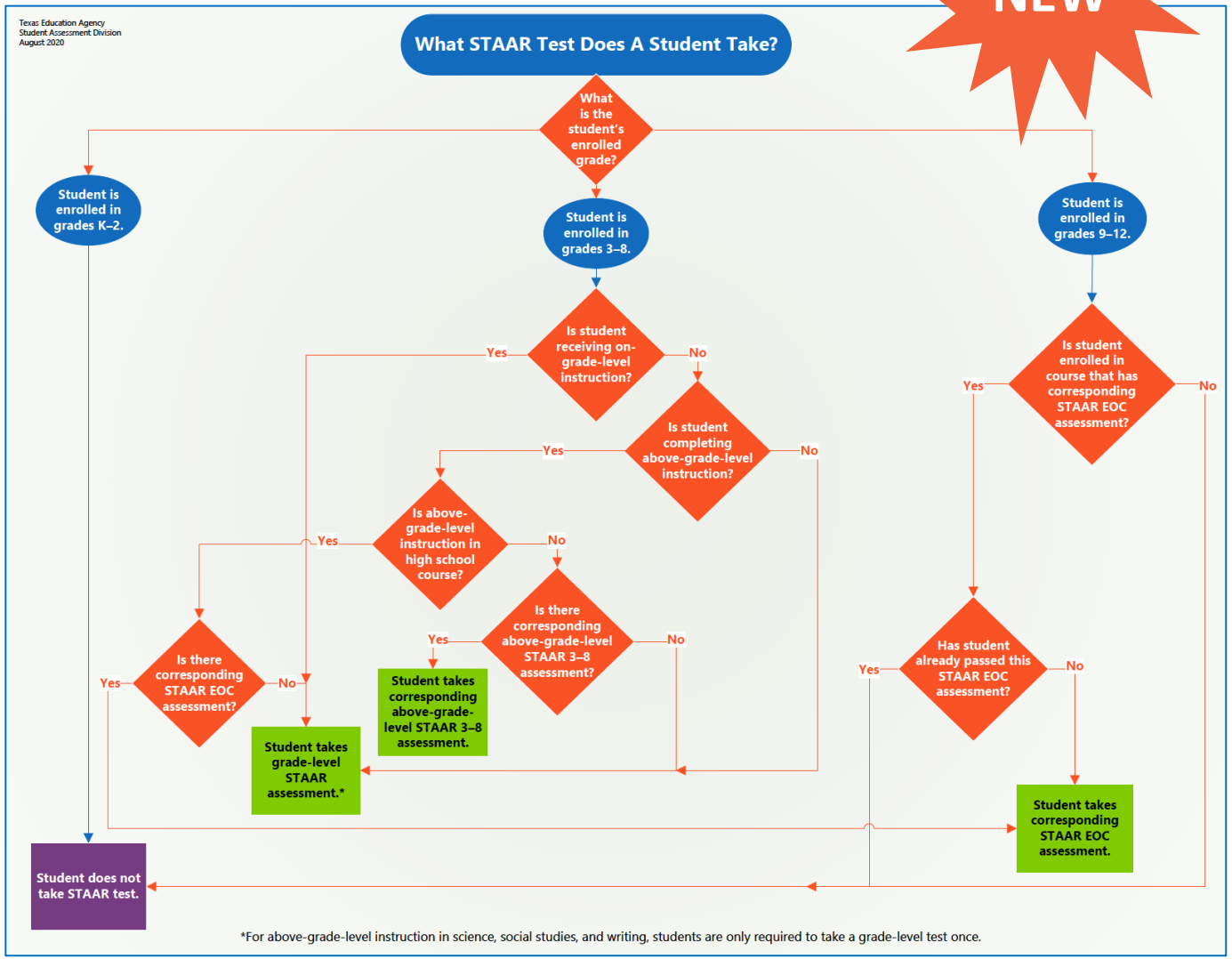
- Students should take the STAAR EOC assessment as they are completing the course, regardless of enrolled grade level.

- Students should not take the assessment if they have completed only half (one semester) of the course.

STAAR Testing Requirements Flowchart

NEW

- To assist districts with STAAR testing requirements, we have created a flowchart.
- The new flowchart is posted on the STAAR Resources webpage.
- It starts with “What is the student’s enrolled grade?”



Approval of Federal Waiver for Accelerated Testers

- TEA successfully requested a federal waiver to avoid the need for double-testing in middle school.
- Districts should continue to follow existing policies and guidance concerning testing accelerated students.
  - Students in grades 3–8 take their enrolled grade-level assessment unless they are receiving instruction above-grade-level and taking an assessment that corresponds to that instruction.
  - Students take STAAR EOC assessments as they are completing a corresponding high school course.
  - No double-testing is required.

New Requirement for Accelerated Testers

- To avoid double-testing accelerated students, middle school students who complete STAAR EOC assessment requirements in a content area are required to take the ACT or the SAT at least once in high school to fulfill federal accountability requirements.
- Starting in fall 2020, the Performance Reporting Division will generate a list of students who have completed STAAR EOC assessment requirements in a content area before grade 9 and do not have an ACT or SAT score on record.
- The list will be released annually via TEAL Accountability.

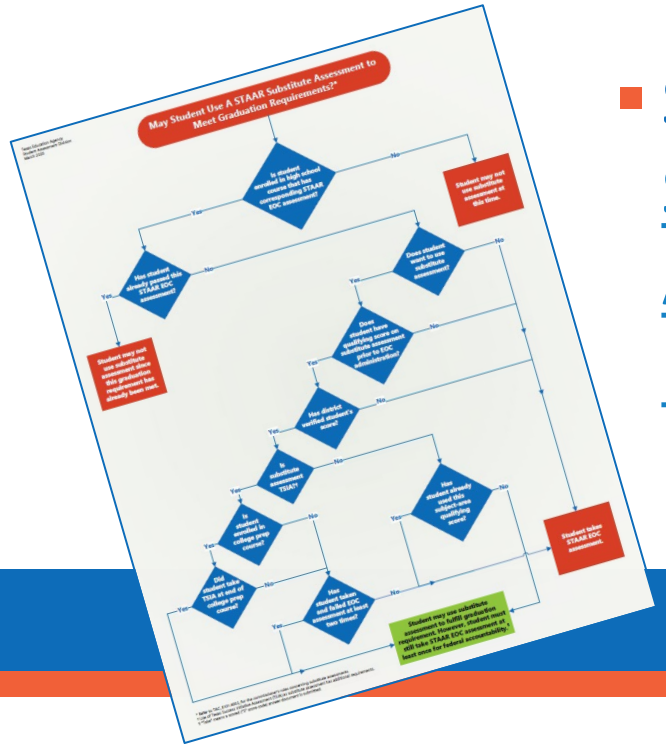
Check for Understanding

STAAR Substitute Assessments

- If after taking a STAAR EOC assessment at least once and not meeting the passing requirement for graduation, a student may retake the EOC assessment or, if eligible, use a substitute assessment to satisfy the graduation requirement.
- Eligibility:
  - Taken and failed the STAAR EOC assessment.
  - Taken the substitute assessment and met required score.
- Students at any grade level may choose to use a substitute assessment for a STAAR EOC assessment when they are enrolled in the corresponding course.

STAAR Substitute Assessment Requirements

- The following state law outlines the requirements that pertain to STAAR substitute assessments → TEC, §39.025.
- The following state rule clarifies the requirements that pertain to STAAR substitute assessments → TAC, §101.4002.



- See the STAAR Substitute Assessments Flowchart.
- Also see TAC, §101.4005, for verification of results.

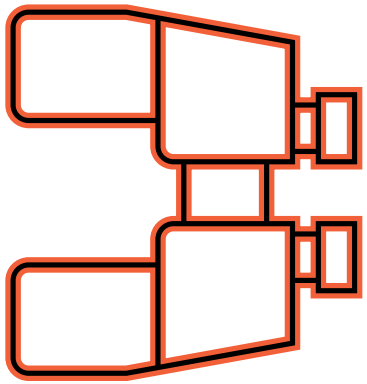
Who Qualified for the 2020 STAAR EOC Assessment Waiver?

- To qualify for the STAAR EOC assessment waiver, a student must have
  - Been enrolled in the course during spring or summer 2020,
  - Completed the full course by the end of spring or summer 2020, **AND**
  - Earned full course credit by the end of spring or summer 2020.

- "The course" must be the one with the associated PEIMS code (e.g., 03100500 for Algebra I).

- The student is no longer responsible for meeting the testing or graduation requirement for the corresponding STAAR EOC assessment.

How Do We Know Who Has the 2020 STAAR EOC Waiver?



- Look at the student's transcript or academic achievement record (AAR). The *2020 Waived* code should be on the student's transcript or AAR.

- Look at the course completion data on the student's transcript or AAR to see if the student met all the requirements for the waiver.

Student Success Initiative (SSI) Requirements Waived

- Waived (not required)
  - Promotion or retention requirements
  - Three testing opportunities

- Not waived (still required)
  - Early notice
  - Accelerated instruction
  - End-of-year “at-risk” notice
  - 10-day reporting for state

NEW

There will be only one administration of STAAR grades 5 and 8 mathematics and reading.

Only One Administration for SSI

- Moved to May with the rest of STAAR grades 3–8 administrations
- Separate column on the Calendar of Events (to keep reporting turnaround time)
- Scorables to be returned ahead of the rest of STAAR grades 3–8 materials
- Reporting will keep the “April” indicator

NEW

Texas Student Assessment Program

CALENDAR OF EVENTS 2020–2021

Events	Test Administration/Grade Level										
	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	Spring TELPAS Grades K–12	Spring TELPAS Alternate Grades 2–12	April STAAR Grades 4&7 Writing	April STAAR End-of-Course (English I and English II)	April STAAR Alternate 2 Grades 3–8 & End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	May STAAR End-of-Course (Algebra I, Biology, and U.S. History)	May Optional STAAR End-of-Course (Algebra II and English III)	May STAAR Grades 3–8	May STAAR Grades 5&8 Math and Reading	June STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)

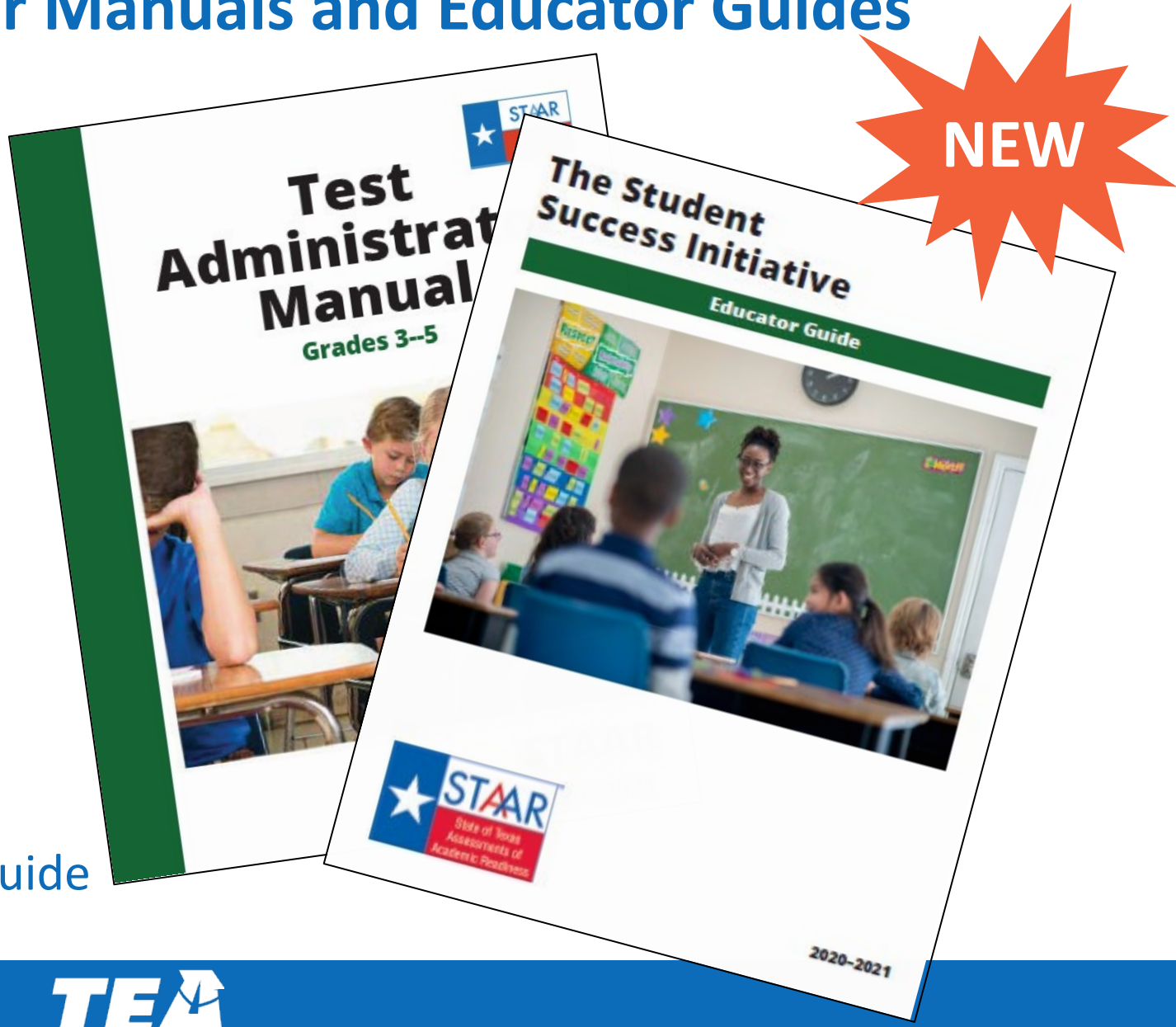
Updates to the District and Campus Coordinator Resources

- The *Coordinator Resources* have been updated based on feedback received since last update.
- Will now include a separate section for OOD/OOS.
- Print-on-Demand option from ETS no longer available.

Updated Test Administrator Manuals and Educator Guides

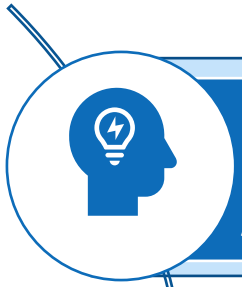
- Test administrator manuals and educator guides will have new covers.
  - New pictures
  - New colors

- Educator guides will have new names including:
  - The SSI Educator Guide
  - The STAAR OA Educator Guide
  - The LPAC Decisions Educator Guide



New Optional Test Administration Training Modules

NEW



Focused, narrow review of topics specific to DTC, CTC, TA, Oral/Signed Admin, Technology, and Accommodations

Videos are 10-15 min. in length with embedded scenarios, reminders, resource references, and a corresponding quiz

Can supplement, **NOT REPLACE**, 2020-2021 training

Participation is OPTIONAL, and a certificate of completion will be available to print

Goal of Reducing Consistent Irregularities and Errors

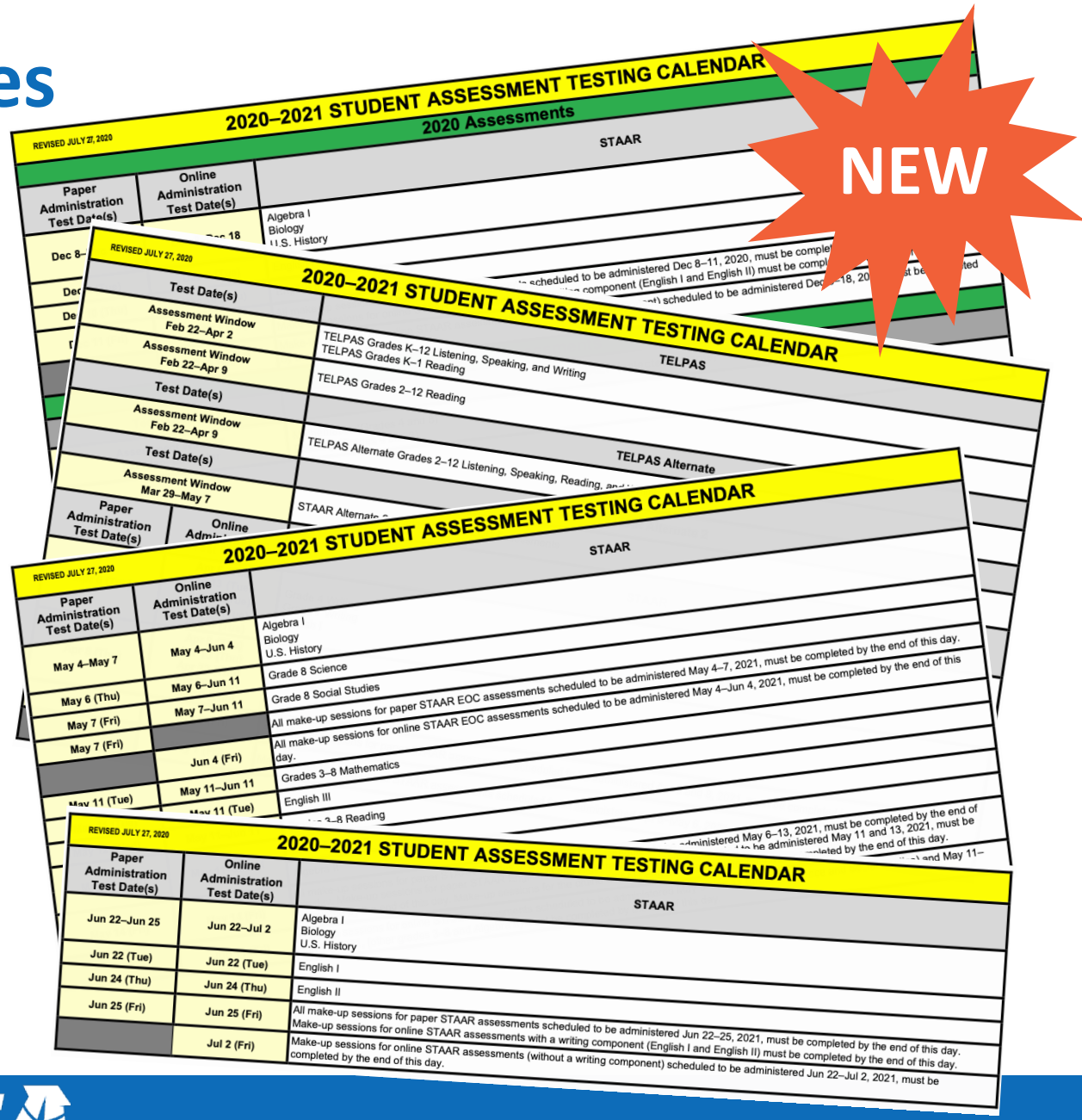
Data Correlation Between Training, Retention, and Improvement

Assessment Calendar Updates

- Due to the impact of the current public health crisis, the testing calendar now has extended online testing windows for STAAR and TELPAS Reading, and extended testing windows for STAAR Alternate 2.

- Specific testing window dates and details for each administration can be found on the Calendar section of the *Coordinator Resources* (DCCR).

- The **extended testing windows do not include paper test administrations** of STAAR assessments, TELPAS grades K–12 listening, speaking, or writing assessments, or TELPAS grades K–1 reading assessments.



Optional Online Testing Window Extension

NEW

- The STAAR online testing window is optional for districts who want to or need to test beyond the main testing week scheduled for both paper and online.

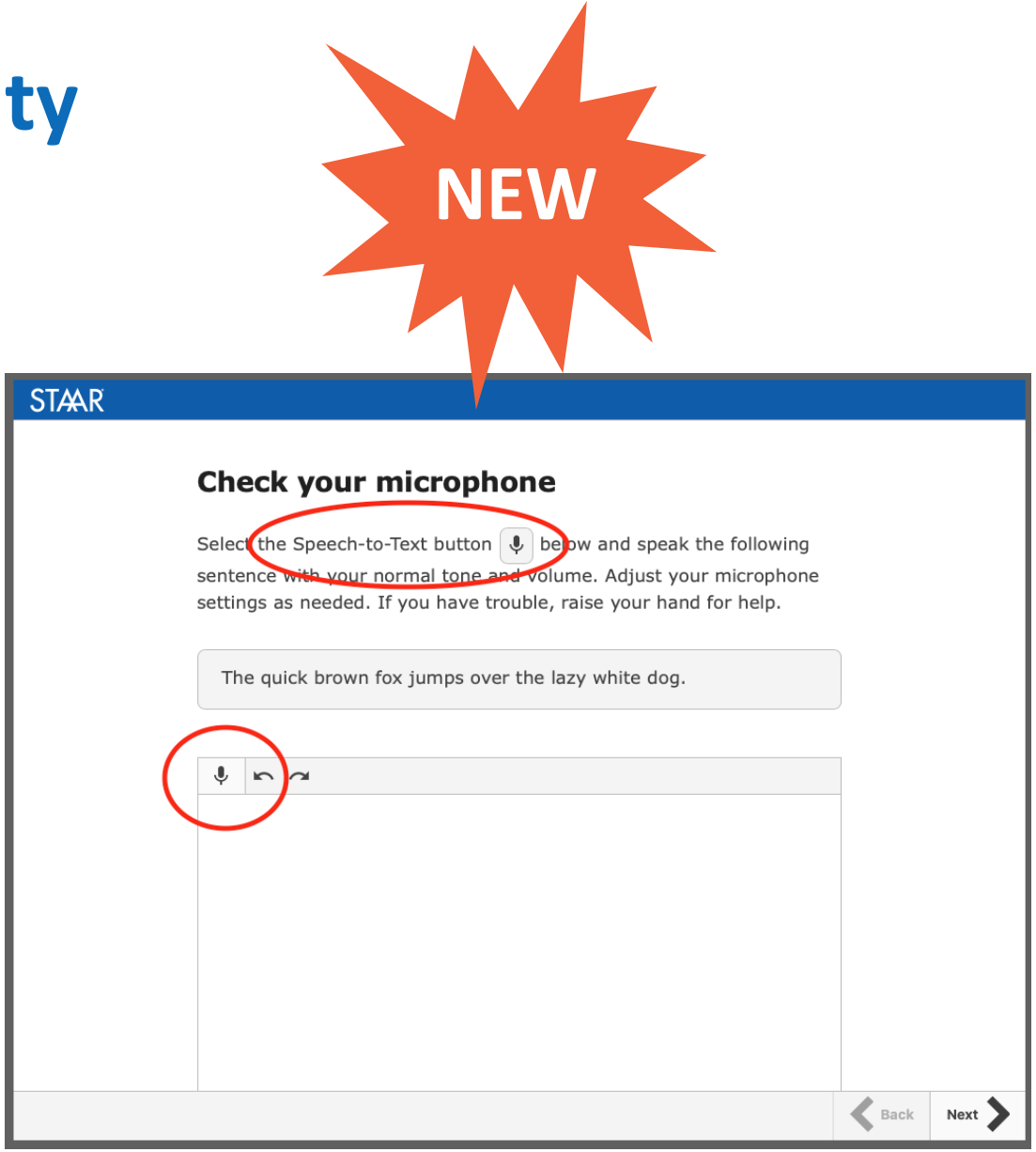
- By registering to test online, a district is choosing more flexibility associated with the optional online testing window extension.
  - This additional flexibility includes
  - four additional weeks of online testing in the spring (five total) and
    - the option to schedule tests on Mondays during the four additional weeks.

New Speech-to-Text Functionality

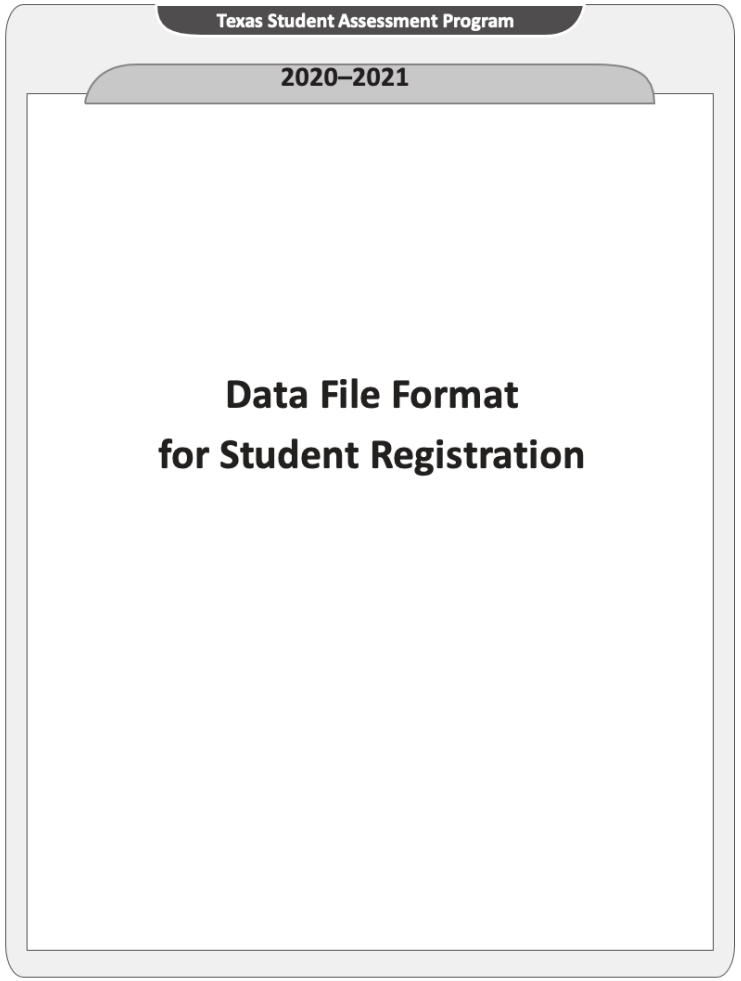
- For students that meet eligibility, a new PNP option allows activation the speech-to-text (STT) tool

- This tool is only available for tests with a composition open entry response box (grades 4 & 7 writing, and English I, English II, and English III)

- Also available for Spanish grade 4 writing



Updated 2020–2021 Registration File



- Registration file can be found in the Technology section of Texasassessment.gov

- LEP Indicator Code now accepts value 5.
  - This value is to be used if a student has previously been identified as LEP/EL and has completed four years of monitoring (or more)

- For online testing, the *Test Version Code – Writing* field (Column BI) has been updated to include Speech-to-Text (S)

NEW

Changes in STAAR Paper Materials Overage Shipment

Ensure That the Same Test Form Is Used

- When orally administering all test questions and answer choices throughout a paper assessment where there is more than one test form available, **the test administrator must have a test booklet with the same form number as the students.** Campus coordinators are responsible for distributing test booklets with the same form number.

- Beginning in spring 2021, district overage will no longer be distributed as bundles of Form 01 but will be bundles of mixed form numbers.
- Current oral administration policy only requires the same form number (any form number) for student and test administrator.

Using Spring 2020 STAAR Paper Test Materials

- As a measure to reduce waste and ensure fiscal responsibility, districts may receive some unused STAAR paper materials from spring 2020 testing season.
- To reduce confusion, campus shipments will be kept as consistent as possible.
- Answer documents for the general STAAR paper administration do not have a year identified, so only one version will be shipped.

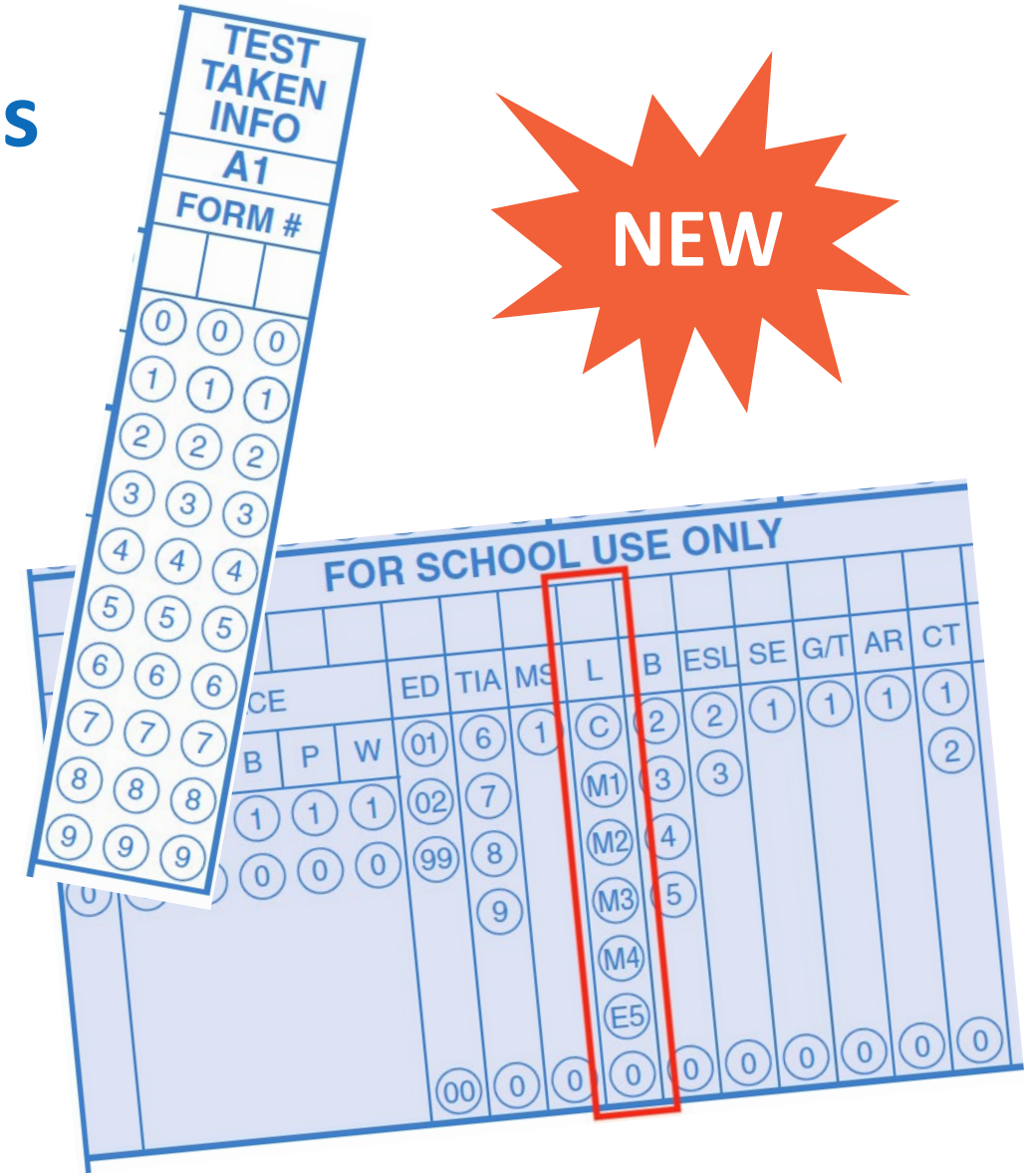
NEW

STAAR Answer Documents Changes

- Three-digit form number field included for all general STAAR paper test booklets.

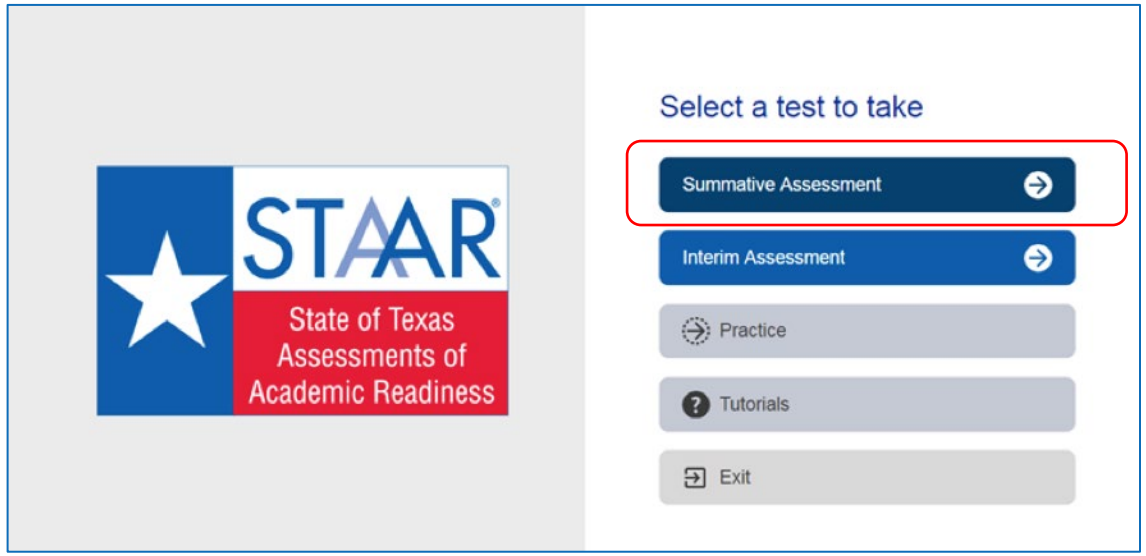
  NOTE: Does not apply to Braille or STAAR Paper with Embedded Supports since these assessments have their own separate answer document.

- LEP field expanded to include one additional indicator “E5” for students who have completed four years of monitoring (or more).



Multiple Field Test Forms Online

NEW



- For spring 2021 online testing will include multiple test forms
- No impact on current test administration process for districts

New “On-Demand” Data File

Texas Student Assessment Program

CALENDAR OF EVENTS 2020–2021

Events	Test Administration/Grade Level
Districts Opt In for printed report cards	–
Districts ship all scorable materials and verify ADPL	12/
Districts ship all nonscorable materials	12/
On Demand Data File Available in Assessment Management System (Online)	–
On Demand Data File Available in Assessment Management System (Paper)	–
Reports posted to Assessment Management System	1/

NEW

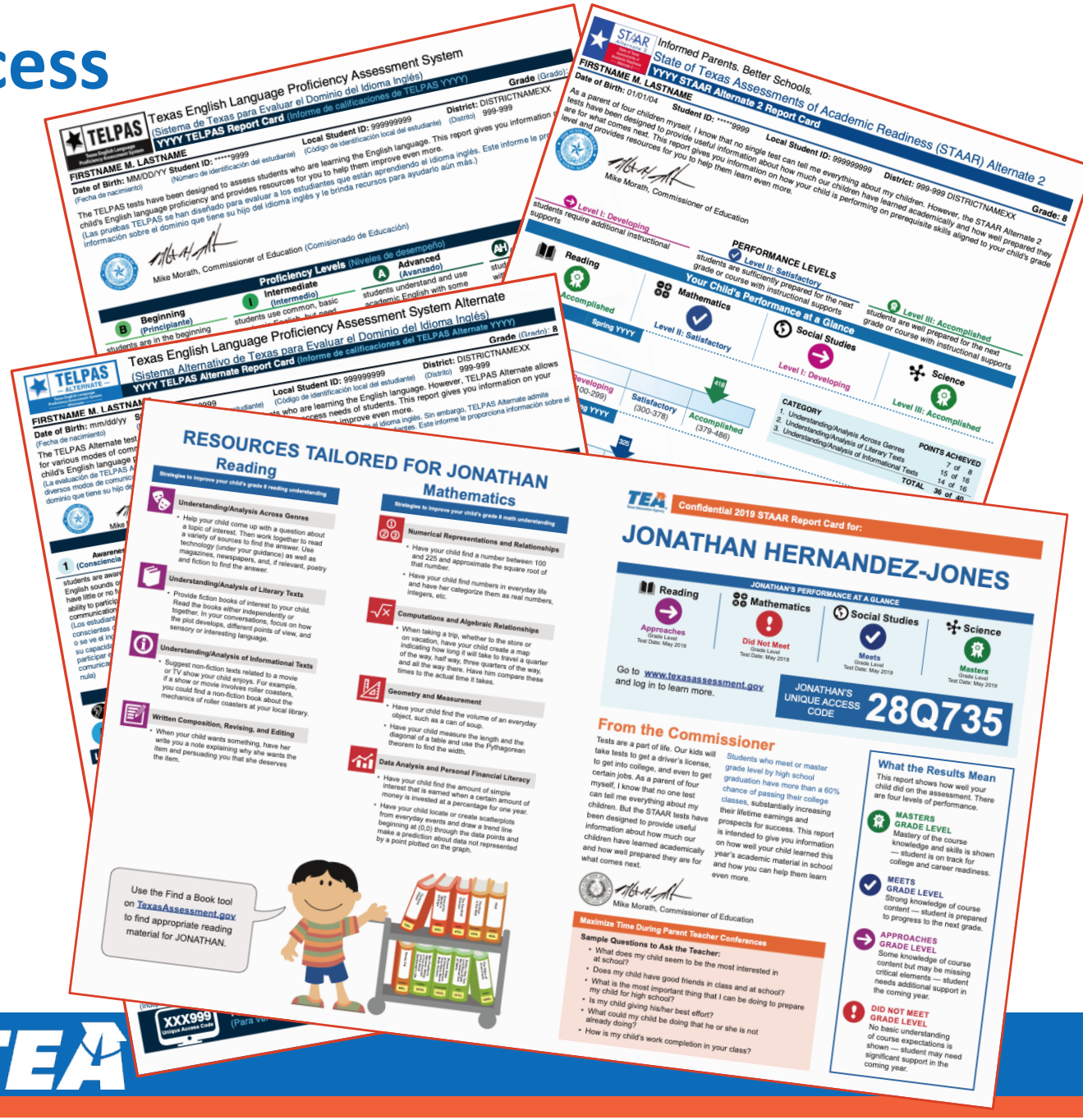
- A new on-demand feature will be available in the STAAR Management System to generate data files (.CSV) for districts beginning on the date noted on the Calendar of Events (starting with April 2021 administrations).
- Districts should allow at least eight hours from the time the students complete testing to request a data file.
- The on-demand data file will be in the same format as the 2020–2021 district data file with limited fields populated (i.e., student demographics, scale scores, and performance level).
- Distribution to campuses is at district discretion.

Report Cards "Opt-In" Process

- ***New:*** Beginning in spring 2021, districts will have to opt in to receive *printed* copies of Report Cards for
  - STAAR,
  - STAAR Alternate 2,
  - TELPAS, and
  - TELPAS Alternate.

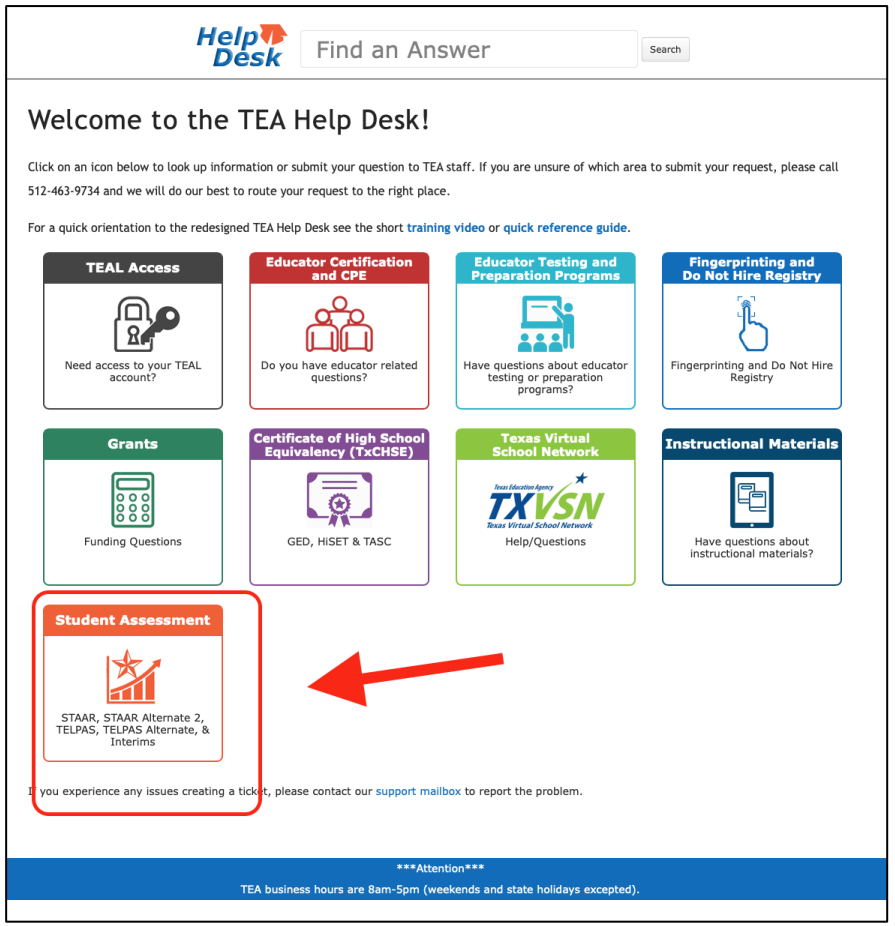
NEW

- **No Change:** Unless a district opts out, it will continue to receive printed Confidential Student Labels.



New Student Assessment Help Desk

- Will allow us to improve our response to district inquiries
- Includes a searchable list of FAQs
- Will eventually replace the need for multiple email addresses
- Can be found at: Helpdesk.tea.texas.gov



Check for Understanding

QUESTIONS

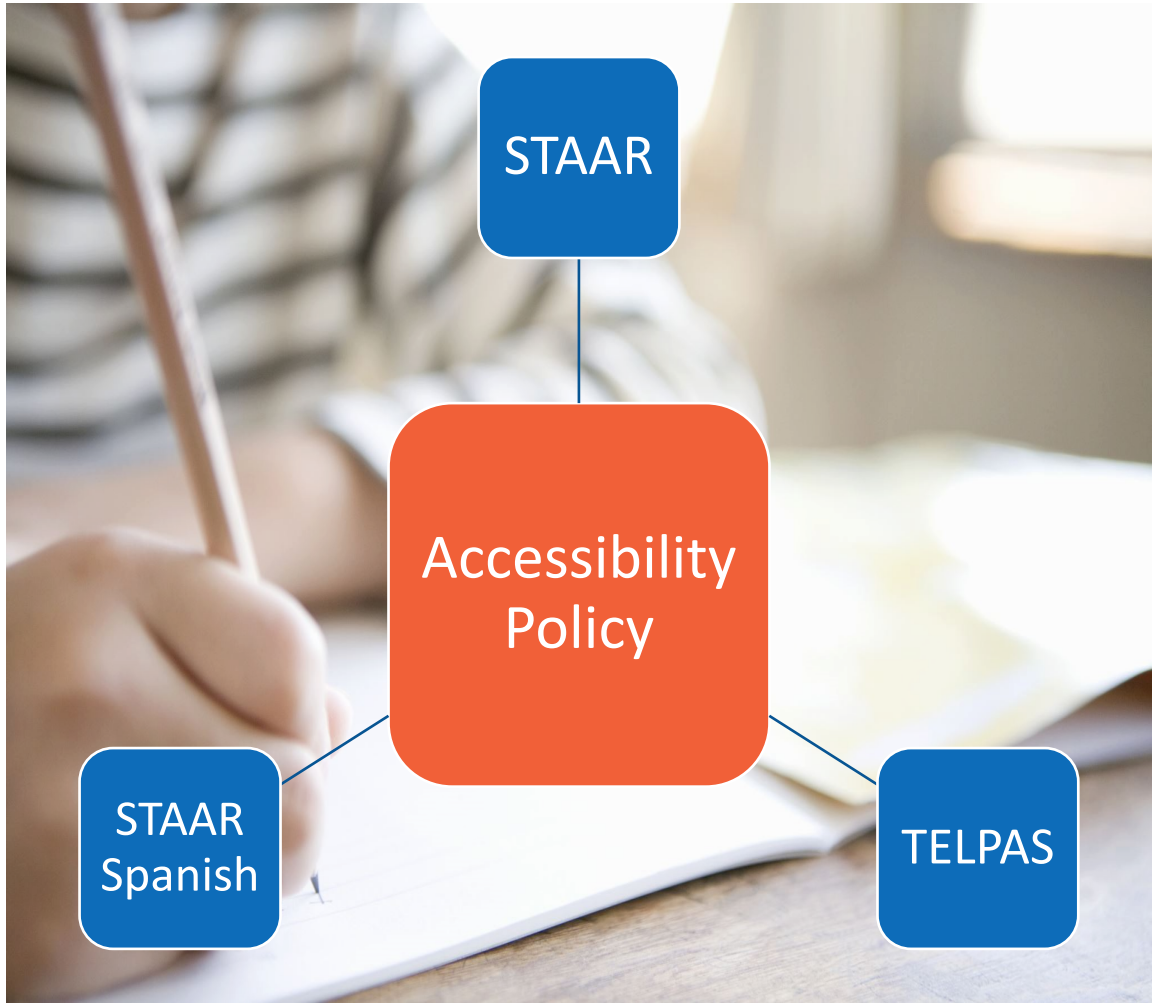
2. Assessments for Special Populations

Accessibility Policy

What is “accessibility”?

Accessibility ensures that each student can interact appropriately with the content, presentation, and response mode of the test.

Assessments should allow ALL test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.



What is “accessibility”?

During state assessments for the **State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and the Texas English Language Proficiency Assessment System (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 the use of them during instruction.

Various designated supports are also offered across these three programs. The policy documents for designated supports are located on the DCCR and Accommodation Resources Website.

Designated Support	Program		
	STAAR	STAAR Spanish	TELPAS
Basic Transcribing	X	X	X
Braille /Refreshable Braille	X		
Calculation Aids	X	X	
Content and Language Supports	X	X	
Extra Time (Same Day)	X	X	
Individualized Structured Reminders	X	X	X
Large Print	X	X	X
Manipulating Test Materials	X	X	X
Mathematics Manipulatives	X	X	
Oral/Signed Administration	X	X	
Spelling Assistance	X	X	
Supplemental Aids	X	X	
Complex Transcribing	X	X	X*
Extra Day	X	X	X
Mathematics Scribe	X	X	
Other	X	X	X

*Complex transcribing for TELPAS writing does NOT require TEA approval

2020-2021 Accessibility Updates

Content and Language Supports:

- Beginning in spring 2021 pre-reads in STAAR Reading Language Arts tests will **only** be provided prior to reading selections and editing passages

Embedded Speech-to-Text Tool

- Available starting with the December 2020 EOC administration ONLY for students who meet the eligibility criteria for Basic Transcribing or Spelling Assistance
- Students should practice using the tool before testing to become familiar with functionality

2020-2021 Accessibility Updates

Accessibility Documents Refresh in Coordinator Resources

- Additional clarifications and edits were applied in August 2020.
  - *For example: Language added to "Special Instructions/Considerations" bullet addressing English learners receiving Extra Time*

Reuse of 2020 Materials

- Some materials that will be used for the spring 2021 administration will contain references to 2020. The content of the materials will be identical regardless of the date that is referenced. Test coordinators and administrators should be made aware in order to avoid confusion.

2020-2021 Accessibility Updates

NEW!

Parent Resource

Designated Supports Available for STAAR, STAAR Spanish, and TELPAS

- Provides an overview of the designated supports that can be approved by the appropriate team at a student's school
- Should not be used independently to make assessment decisions for students
- Available on the Accommodations Resources page of the TEA website

SUMMARY OF DESIGNATED SUPPORTS AVAILABLE FOR STAAR, STAAR Spanish, AND TELPAS

This chart provides a summary of all available designated supports based on student committee.

If the student has one or more of the following committees, he/she may qualify for:	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)	Section 504 Committee	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X	X	X	X
Spelling Assistance			X	X
Supplemental Aids	X		X	X

2020-2021 Accessibility Updates

Oral/Signed Administration of 3-8 STAAR Reading Tests

- To satisfy the legislative requirements of HB3906, the Spring 2021 grades 3-8 reading assessments will include some forms with embedded field test writing items that assess revising and editing skills.
- If a student who qualifies for oral/signed administration receives a test form that includes writing field test items, the test administrator is still responsible for providing the accommodation as documented. Therefore, districts should ensure that test administrators are trained in the oral/signed administration of **both** reading and writing assessments.

Specific information available in the *STAAR Oral and Signed Administrations Educator Guide*

2020-2021 Accessibility Reminders

Braille/Refreshable Braille:

- A submission of an Accommodation Request Form (ARF) is **NOT** needed for braille students who need the STAAR with Embedded Supports paper test.
- For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials.
- There will be a preview window during testing week for districts administering the following:
  - Braille assessment with the STAAR large-print test booklet
  - Braille assessment in conjunction with the STAAR with Embedded Supports paper test

2020-2021 Accessibility Reminders

Authority for Decision and Required Documentation:

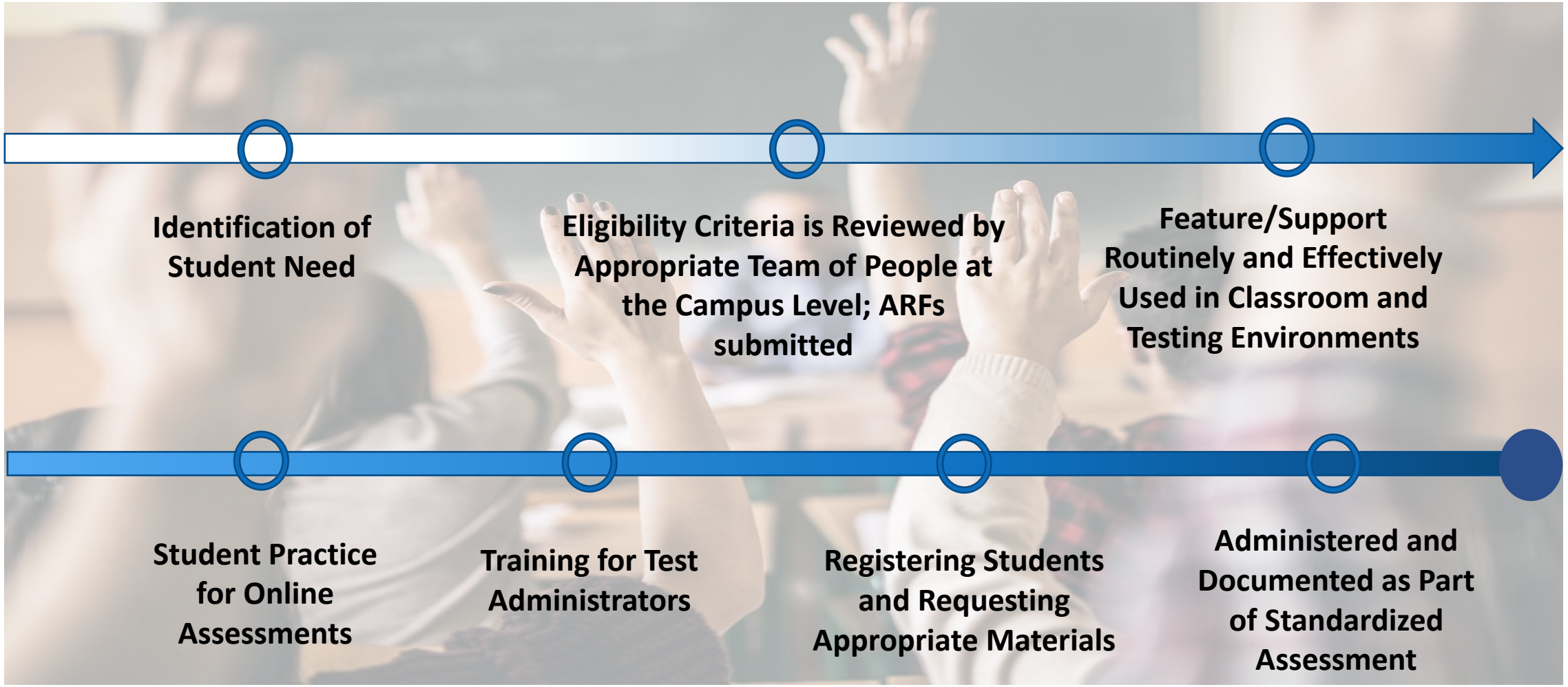
- An LPAC by itself can make designated supports recommendations **WITHOUT** other local committee's input only for:

Extra Time

Content and Language Supports

Oral/Signed Administration

What Do Accessibility Features & Designated Supports Look Like During the School Year?



Who Do Accessibility Considerations Help?

Accessibility considerations may benefit any student who:				
routinely and effectively uses the support during classroom instruction and testing	is served by a 504 committee	is served by an ARD committee	is served by an LPAC committee	requires the use of an accessibility feature or designated support in an unexpected or emergency situation

Student Eligibility Criteria At-A-Glance

	Routinely and effectively uses the support in classroom and instruction and testing	Requires additional eligibility criteria (see policy document)
Basic Transcribing	X	
Braille/Refreshable Braille	X	
Calculation Aids	X	X
Content and Language Supports	X	X
Extra Time	X	X
Individualized Structured Reminders	X	
Large Print	X	X
Manipulating Test Materials	X	
Mathematics Manipulatives	X	
Oral/Signed Administration	X	X
Spelling Assistance	X	X
Supplemental Aids	X	

Authority for Decisions At-A-Glance

	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)*	Section 504	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille /Refreshable Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X		X	X
Spelling Assistance		X	X	X
Supplemental Aids	X		X	X

Requirements for Local Decision-Making Authorities

Annual Review and Dismissal (ARD) Committee

The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.

The ARD committee does not have to meet again regarding state assessment accommodations if decisions made at the annual meeting still apply to the current school year.

The ARD committee would need to meet again regarding state assessment accommodations if decisions made at the annual meeting do not apply to the current school year.

Requirements for Local Decision-Making Authorities

Section 504 Committee

Section 504 committee should ensure that a student's accommodation plan is current for the school year.

If the documented designated supports in place for the student are still valid, there is no reason to meet again.

If the documented designated supports in place for the student are not valid, this should be corrected.

Requirements for Local Decision-Making Authorities

Response to Intervention (RTI) and Similar Student Support Teams

Depending on local policies for these committees (i.e., what time of year they meet):

- If the documented designated supports in place for the student are still valid, there is no reason to meet again.
- If the documented designated supports in place for the student are not valid, this should be corrected.

Requirements for Local Decision-Making Authorities

Language Proficiency Assessment Committee (LPAC)

Designated supports decisions should be made as close as possible to the assessment to account for students' progress in acquiring the English language.

Making a determination for a student the previous year may not take into account this progress and must be revisited.

LPAC alone has authority for decision restricted to Oral Administration, Content and Language Supports, and Extra Time.

Check for Understanding

What are the Categories of Accessibility?

Accessibility Features

Designated Supports

Designated Supports Requiring TEA Approval

Accessibility Features

Accessibility Features Overview

- Documents can be found in the *District and Campus Coordinator Resources* and the Accommodations Resources webpage.
- Are available to any student who regularly benefits from the use of these procedures or materials during instruction.
- No need to document use of accessibility features in student paperwork, the answer document, or in the Texas Assessment Management System.

Accessibility Features

Accessibility Features Overview

- A student using certain accessibility features may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.
- A student cannot be required to use them during testing.

Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

Accessibility Features

Amplification Devices

- e.g., speakers, frequency-modulated [FM] systems

Bilingual Dictionary

- on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)

Color Overlay or Color Setting for Online Test

General Reminders to Stay on Task

Accessibility Features

Highlighter (including online tool), Colored Pencils

- any other tool that can be used to focus attention on text

Individual Administration

Magnifying Devices and Zoom Tool for Online Assessment

Accessibility Features

Minimize Distractions

- e.g., stress ball, headphones, instrumental music

Photocopying or Enlarging Non-Secure Test Materials

- e.g., test administration directions, blank answer documents, state-supplied graph paper, state-supplied reference materials

Place Marker (Blank) or Online Guideline Tool

Projection Devices

- e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests

Accessibility Features

Read Aloud Writing Prompt to Student

Read Test Aloud to Self

- e.g., PVC pipe, recording device

Reading Assistance for Grade 3 Math

- word, phrase, or sentence in a test question or answer choice **only** when asked to do so by the individual student
- NOTE: If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.

Scratch Paper/Notes Tool/Sticky Notes

- various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed

Accessibility Features

Signing Test Directions for a Student Who is Deaf or Hard of Hearing

Small Group

- number of students in small group is determined at local level based on the needs of each student and should mirror, as much as possible, the same group size in classroom testing situations

Translating Test Directions Into the Native Language of an English Learner

Accessibility Features

Typing Assistance for Grade 4 Writing Prompt Into the Online Test

- for any grade 4 student who is taking STAAR writing online and cannot type proficiently
- must be completed in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in these District and Campus Coordinator Resources
- NOTE: 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.

Designated Supports

Designated Supports Overview

- These include twelve supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made **locally** by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.

Policy documents located on the DCCR and Accommodation Resources Website

Designated Supports

Designated Supports Overview

- Each policy document is organized the same way:
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

Designated Supports (Locally Approved)

TEA approval is NOT required.

Basic Transcribing 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. A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.

If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our Technology Use Guidelines document.

Eligibility includes routinely and effectively uses the support in classroom instruction and testing.

The student may dictate or sign 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.)

Designated Supports (Locally Approved)

TEA approval is NOT required.

Basic Transcribing (continued):

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. This means that the student can change his or her response ONLY within the time limit of the test (i.e., 4 hours, 5 hours, or extra time).

If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our *Technology Use Guidelines* document.

The student may dictate or sign 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.)

TEA approval is NOT required.

Designated Supports (Locally Approved)

Braille/Refreshable Braille provides brailled 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.

A student may receive this support if it is routinely and effectively used in classroom instruction and testing, **and** if the support is determined appropriate by the student's ARD committee, Section 504 committee, RTI committee, or student assistance team.

Online screen reader support for refreshable braille displays will be available in reading/language arts and social studies assessments.

The state will provide both contracted and uncontracted braille test materials in UEB ONLY.

For braille administrations, there is no need submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide accommodation tables and identified for the test administrator as "Braille Instructions ONLY."

Designated Supports (Locally Approved)

TEA approval is NOT required.

Braille/Refreshable Braille (continued):

If the qualifying student is an EL with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

The contents of a braille assessment and the STAAR large-print test booklet may be previewed by the test administrator during the district-determined preview window. The preview may take place on any school day prior to the subject-area test, during the testing week.

Districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials. **Districts do NOT need to submit a request for TEA to approve for the STAAR with Embedded Supports.**

Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.

TEA approval is NOT required.

Designated Supports (Locally Approved)

Calculation Aids provide an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods. A student may receive this support if the student is served by an ARD or Section 504 committee.

If a student is an EL with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Grade-specific eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR released tests and technology guidelines training PPT.

For math and science STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3-7.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Calculation Aids (continued):

Allowable Examples/Types

- Basic (i.e., four-function) handheld calculator 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 number (e.g., even numbers) indicated
- Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

TEA approval is NOT required.

Designated Supports (Locally Approved)

Content and Language Supports allow 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. A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee (for an English test).

Supports are provided in the form of pop-ups, rollovers, prereading text, and supplementary materials, and are available on STAAR and STAAR Spanish online tests **only.**

(not available for Algebra II or English III)

ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student is eligible.

NOTE: Students for whom the LPAC recommends content and language supports for any English reading or English EOC assessment may not be reclassified at the end of the school year.

If a student is an EL with a disability,

the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Content and Language Supports (continued):

Writing, including Eng. I and II, will ONLY have prereads prior to the editing passages.

Reading selections, including Eng. I and II, will have prereads prior to the selection.

NOTE: 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.

STAAR and STAAR Spanish with embedded supports paper version available through the *Special Paper Administration Process.*

TEA approval is NOT required.

Designated Supports (Locally Approved)

Extra Time allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment. The student's RTI team, student assistance team, LPAC , Section 504 committee, or ARD committee can determine the appropriateness of this support.

The student must **1)** routinely and effectively use this support during classroom instruction and classroom testing, **2)** be unable to effectively use any accessibility features or other designated supports to address this need, 3) **and** meet 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 and takes a STAAR test in English.
- The student has an impairment in vision.
- 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 because that student has a disabling behavioral or emotional condition that affects attention or focus and/or 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 that student's typical structure and routine as possible.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Individual Structured Reminders allow 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. A student may use this designated support if that student routinely and effectively uses it during classroom instruction and classroom testing.

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

Designated Supports (Locally Approved)

TEA approval is NOT required.

Individual Structured Reminders (continued):

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.

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.

For grades 2–12 TELPAS, these supports only apply to the online and paper reading test and the online listening and speaking test. They do 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.

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.**

Designated Supports (Locally Approved)

TEA approval is NOT required.

Large Print provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

Students who are eligible for this support

1) routinely and effectively use large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing,
2) **and** meet 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.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Large Print (continued):

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.

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.

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.

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*.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Manipulating Test Materials allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently. A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.

If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

Eligibility includes routinely and effectively uses the support in classroom instruction and testing.

The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Manipulating Test Materials (continued):

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 mathematic manipulatives per student directions

Designated Supports (Locally Approved)

TEA approval is NOT required.

Mathematics Manipulatives supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

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.

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.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Mathematics Manipulatives (continued):

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
- 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 another form (e.g., three-dimensional solid) is **NOT** allowed.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration 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. An online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

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 or read all test questions and answer choices throughout the test.

Test administrators must be trained in the procedures specific to an oral administration. Guidelines can be found in the *STAAR Oral and Signed Administrations Educator Guide* document located on the Accommodation Resources webpage.

Several types of oral administration are available. All guidelines for providing an oral administration apply to paper tests, braille tests, and 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.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration (continued):

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 file.

For a student that is an EL with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

NOTE: Students for whom the LPAC recommends oral administration for any English reading or English EOC assessment may not be reclassified at the end of the school year.

ELs taking STAAR Spanish may be eligible for an oral administration IF they are identified with dyslexia or related disorder OR have documented evidence of reading difficulties.

For a student that is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration (continued):

Students identified with dyslexia or a related disorder per TEC §38.003 may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing.

Students with documented evidence of reading difficulties may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing. Evidence of reading difficulties can be caused by various reasons including, but not limited to:

- learning disability in reading
- ADD/ADHD
- behavioral or emotional problem
- processing or memory issue

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration (continued):

Oral/Signed Administration Policy Highlights

- ASL videos—online PNP option for STAAR
- STAAR Spanish online—TTS is offered as a tool for oral reading support
- Revising passages, test questions, and answer choices can be read aloud on STAAR and STAAR Spanish PAPER writing assessments. A titled cover page and footers above the page numbers of the test booklet will identify revising section.
- STAAR online with a screen reader support for refreshable braille displays is available for students taking a braille test.
- 2020-2021 *STAAR Oral and Signed Administrations Educator Guide* available in DCCR and the Accommodation Resources webpage
  - Guidelines for oral/signed administration of writing section added with examples

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration (continued):

Oral/Signed Administration Policy Highlights

- Oral administration can include different levels of reading support for a student.
  - Read all parts of the test question and answer choices at student request.
  - Read all test questions and answer choices throughout.
  - Text-to-speech (TTS) tool is an online option for oral administration and allows a student to independently select and change his or her level of reading support.
    - **NOTE**: A student can request a change in the level of reading support during testing IF this option is documented.
- It is recommended that students use the STAAR online tutorial and practice released tests prior to test administrations.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Oral/Signed Administration (continued):

Oral/Signed Administration For Students who are Deaf or Hard of Hearing

For students who are deaf or hard-of-hearing who are eligible for Content and Language Supports, AND Oral/Signed Administration:

- Signing of allowable test content is allowed.
- ASL videos are available as an embedded PNP support; however, these are not available for Content and Language Supports. A test administrator will need to sign this information for the student.
- If a student does not use ASL or needs signing support, test administrator may sign.
- Required training: Oral/Signed Administration Guidelines and the specific guidelines for signing test content are included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing.
- Proctor codes are available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

TEA approval is NOT required.

Designated Supports (Locally Approved)

Oral/Signed Administration (continued):

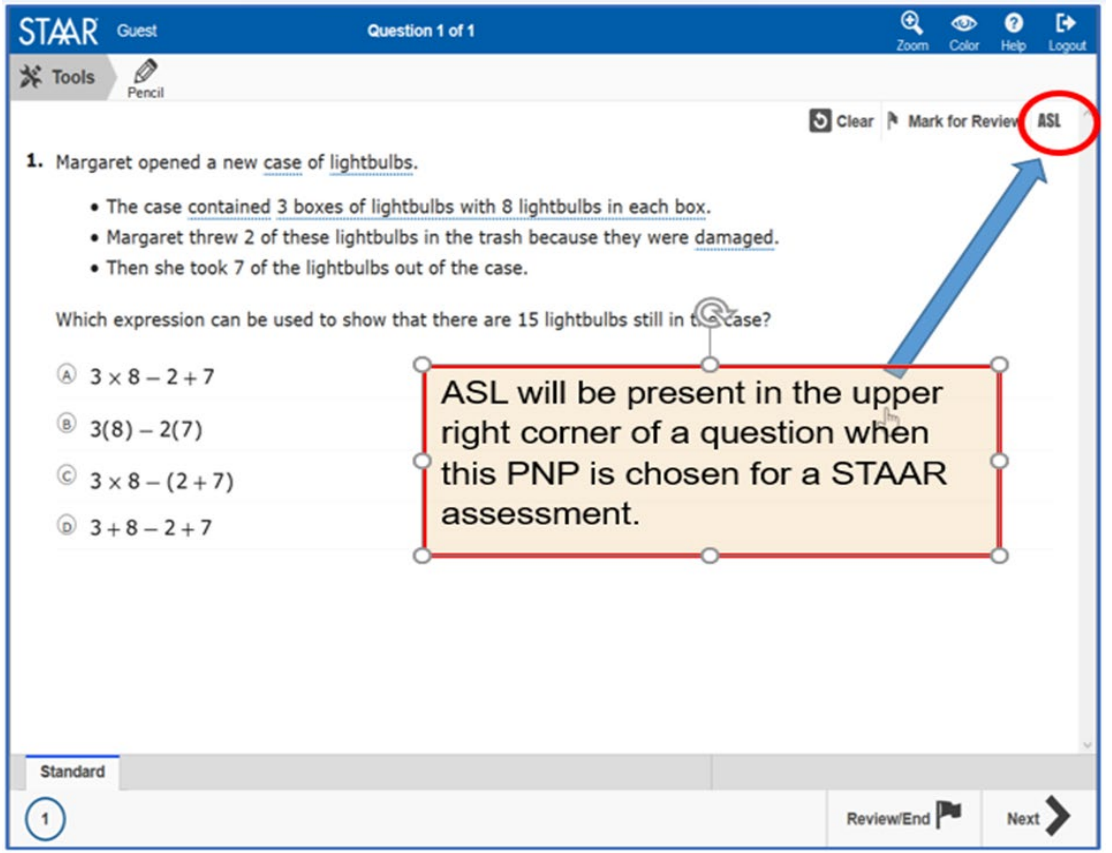
American Sign Language (ASL) Videos

Available on STAAR online as a PNP for students eligible for Oral/Signed Administration

Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports)

Closed-Captioning

Mini practice test with samples is available to practice using functionality



Designated Supports (Locally Approved)

TEA approval is NOT required.

Spelling Assistance provides various types of spelling assistance for a student with a disability. A student may receive this support if served by an ARD committee or Section 504 committee.

If a student is an EL with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

A student should be 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.

Available as an online embedded PNP support on STAAR writing (composition) if a student routinely uses a similar tool during class instruction. For example, if a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance PNP. The student will use what he or she routinely uses in class.

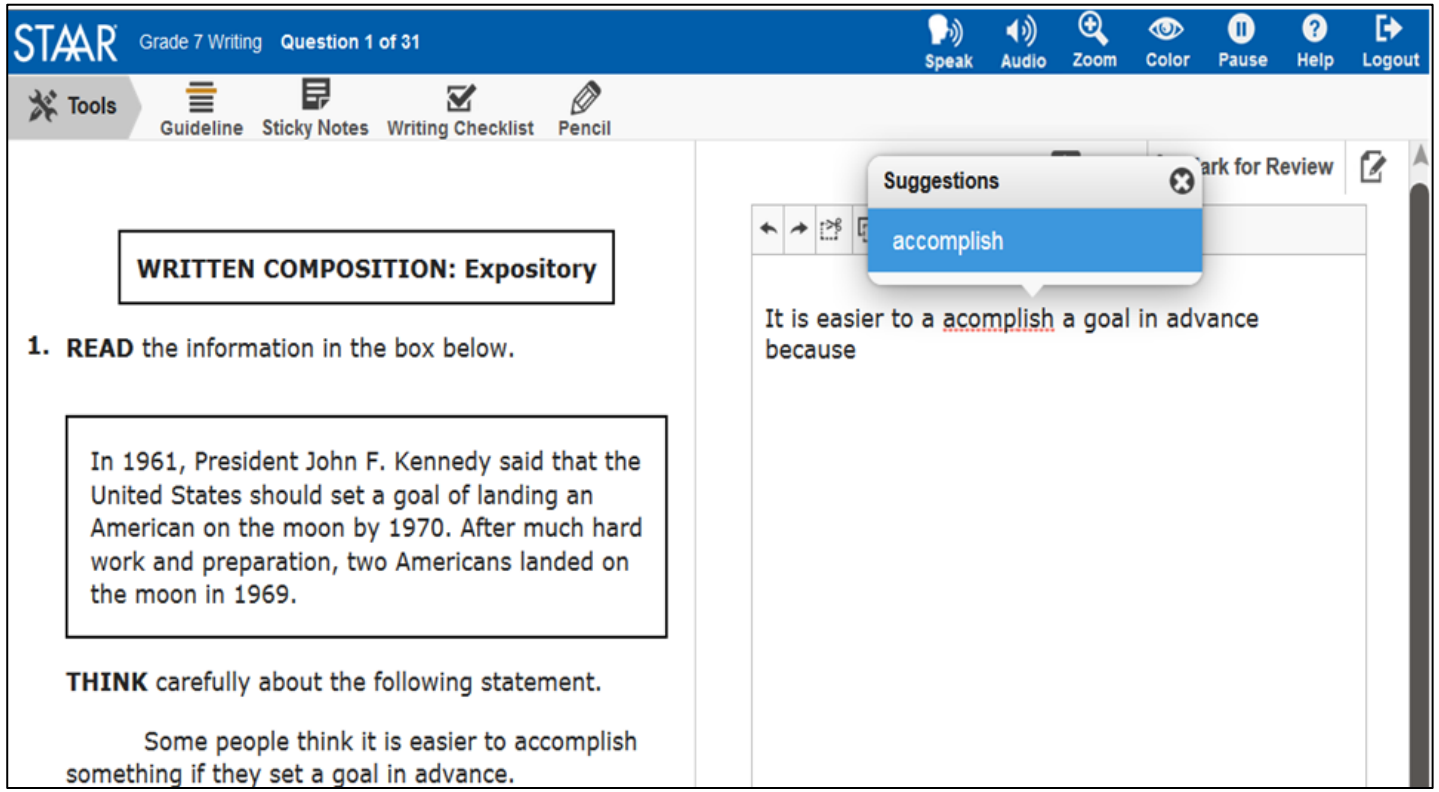
Available on the STAAR Spanish online as an embedded PNP support for grade 4 writing.

TEA approval is NOT required.

Designated Supports (Locally Approved)

Spelling Assistance (continued):

Example:



Designated Supports (Locally Approved)

TEA approval is NOT required.

Supplemental Aids allow a student to use paper-based resources that assist in recalling information. A student may use this designated support if that student routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Supplemental aids can be provided in the language that is most appropriate for the student.

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.

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.

If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

Designated Supports (Locally Approved)

TEA approval is NOT required.

Supplemental Aids (continued):

Only the paper-based supplemental aids listed below are allowed on the state assessment.

NOTE: the TEA cannot make decisions on specific supplemental aids used for an individual student.

Examples of allowable and non-allowable supplemental aids are available in the *Accommodations Allowable Supplemental Aids* training presentation on TEA's Accommodation Resources webpage.

All Subjects

- Mnemonic Devices
- Blank Graphic Organizers

Mathematics

- Math Charts
- Graphics

Written Composition

- Grammar & Mechanics Rules

Science

- Graphics

Social Studies

- Graphics

TEA approval is NOT required.

Designated Supports (Locally Approved)

Supplemental Aids (continued):

REMEMBER: **Multiplication and addition charts are considered calculation aids NOT supplemental aids.**

Mathematics: Number Chart

✓ A number chart (e.g., 100 chart) may be used, however all number charts **MUST** be in sequential order.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10

× Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart is **NOT** allowed.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics: Number Charts v. Calculation Aids

A number chart with a sequence of numbers is allowable as a supplemental aid. However, number charts that identify and/or illustrate a calculation function (e.g., +, x) are **NOT** allowable as supplemental aids. A student **MUST** meet eligibility for the Calculation Aids policy to use these types of charts on an assessment. For more information please see the **Calculation Aids Policy** on the Accommodation Resources webpage or in the District and Campus Coordinator Resources.

Below are examples of charts that are considered **calculation aids.**

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

1 x 0 = 0	2 x 0 = 0
1 x 1 = 1	2 x 1 = 2
1 x 2 = 2	2 x 2 = 4
1 x 3 = 3	2 x 3 = 6
1 x 4 = 4	2 x 4 = 8
1 x 5 = 5	2 x 5 = 10
1 x 6 = 6	2 x 6 = 12
1 x 7 = 7	2 x 7 = 14
1 x 8 = 8	2 x 8 = 16
1 x 9 = 9	2 x 9 = 18

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20

REMEMBER: Multiplication and addition charts are considered calculation aids.

Check for Understanding

Designated Supports Requiring TEA Approval

Overview of Designated Supports Requiring TEA Approval

- Supports that may be made available to students who have a TEA-approved accommodation request form (ARF)
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria, and then an Accommodation Request Form is sent to TEA for determination
- Other determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness

Policy documents located on the DCCR and Accommodation Resources Website

Designated Supports Requiring TEA Approval

TEA approval IS required.

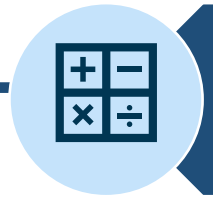
Complex Transcribing

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.

- Intended for an extremely small group of students with disabilities
- TEA will provide, with any approved ARF, 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

Designated Supports Requiring TEA Approval

TEA approval IS required.



Mathematics Scribe

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.

- The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates.
- 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.

Designated Supports Requiring TEA Approval

TEA approval IS required.

Extra Day

This designated support allows a student with a disability an extra day to complete a state assessment.

NOTE: For grades 2–12 TELPAS, Extra Day only applies to the online and paper reading test and the online listening and speaking test. It 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.

- Intended for an extremely small group of students with disabilities
- Students only permitted to test over two regularly scheduled, consecutive school days
- Each day of testing must not extend beyond seven hours

Designated Supports Requiring TEA Approval

TEA approval IS required.

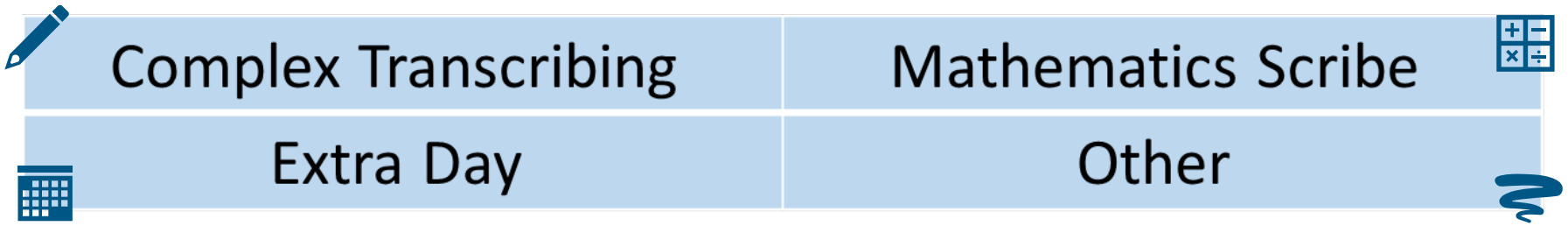
Other

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.

- If a student requires double-sided test materials photocopied into single-sided sheets because they have a physical disability or have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent severe behaviors that could interfere with completion of the test, an ARF for Other should be submitted to TEA. **These cases should be rare.**
- TEA may provide additional procedures specific to the requested designated support if approved.

Accommodation Request Process

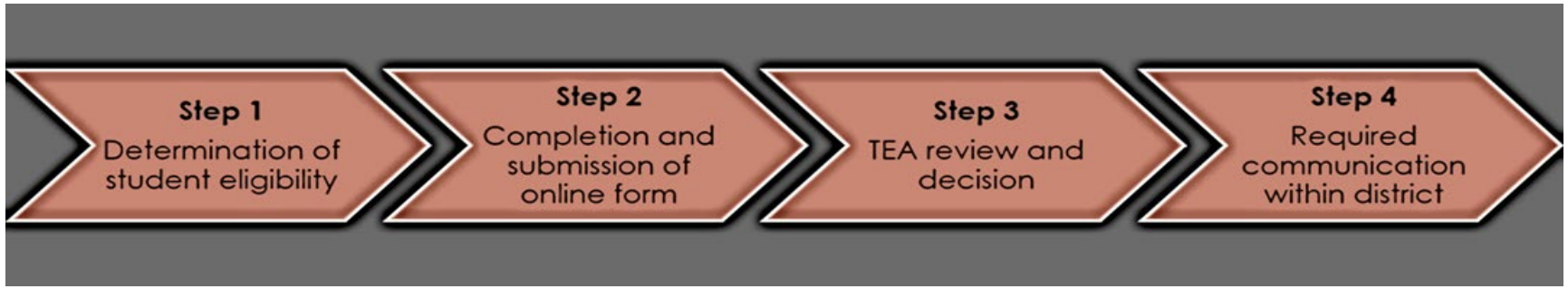
Online Accommodation Request Forms should only be submitted for designated supports requiring TEA approval:



- Link to form and training document found
  - On the Accommodation Resources webpage: https://www.txetests.com/acc/
- Open: October 2020
- Expiration date of approved requests is the day the last test is administered for the academic year or by June 30, 2021.

Accommodation Request Process

Accommodation Request Forms must be submitted to the Texas Education Agency (TEA) in a timely manner to allow committee members the ability to process and review requests, as well as communicate to districts the appropriate procedures for administering a TEA-Approved Designated Support.



Requests should be submitted no later than one week prior to the individual student's test administration window. For circumstances that require an accommodation request but occur after this time (e.g., newly enrolled student, medical emergency, updated admission, review, and dismissal (ARD) committee decision) the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 and ask to speak to a member of the Accommodation Task Force for further instructions.

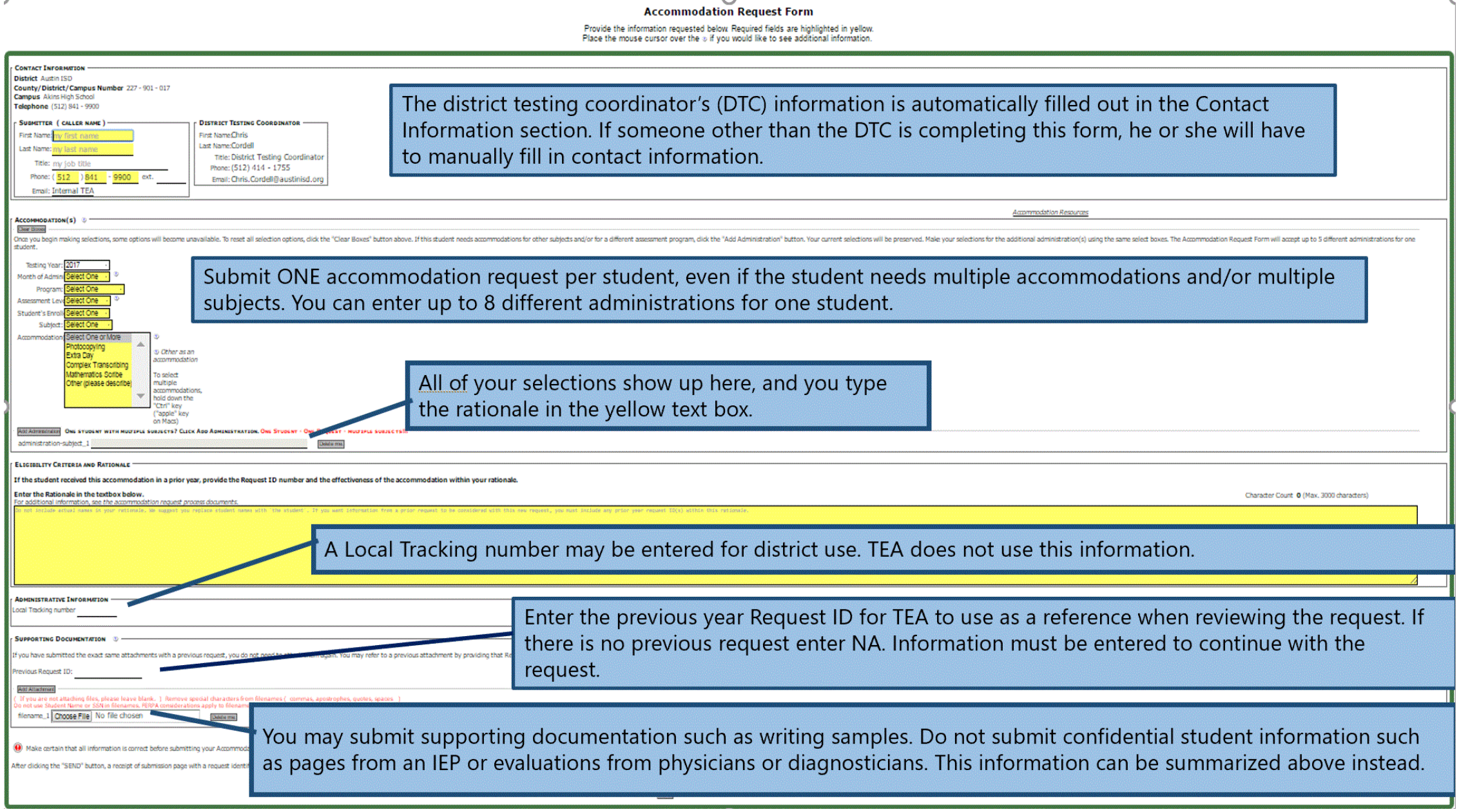
Accommodation Request Process

Accommodation requests must be approved by the TEA before a student can use the accommodation on a state assessment.

Documentation in the appropriate paperwork should state “pending TEA approval.”

Do NOT include confidential student information (request will be deleted and you will be asked to resubmit).

Example: student’s first and last name, Social Security numbers, pages from an IEP, medical documents


Accommodation Request Form
Provide the information requested below. Required fields are highlighted in yellow.
Place the mouse cursor over the ? if you would like to see additional information.
Contact Information
District Austin ISD
County/District/Campus Number 227 - 901 - 017
Campus Akins High School
Telephone (512) 841 - 9900
Submitter (caller name)
First Name: my first name
Last Name: my last name
Title: my job title
Phone: (512) 841 - 9900 ext.
Email: Internal TEA
District Testing Coordinator
First Name:Chris
Last Name:Cordell
Title: District Testing Coordinator
Phone: (512) 414 - 1755
Email: Chris.Cordell@austinisd.org
The district testing coordinator's (DTC) information is automatically filled out in the Contact Information section. If someone other than the DTC is completing this form, he or she will have to manually fill in contact information.
Accommodation Resources
Accommodation(s)
Clear Boxes
Once you begin making selections, some options will become unavailable. To reset all selection options, click the "Clear Boxes" button above. If this student needs accommodations for other subjects and/or for a different assessment program, click the "Add Administration" button. Your current selections will be preserved. Make your selections for the additional administration(s) using the same select boxes. The Accommodation Request Form will accept up to 5 different administrations for one student.
Testing Year: 2017
Month of Admin: Select One
Program: Select One
Assessment Level: Select One
Student's Enrollment: Select One
Subject: Select One
Accommodation: Select One or More
Photocopying
Extra Day
Complex Transcribing
Mathematics Scribe
Other (please describe)
? Other as an accommodation
To select multiple accommodations, hold down the "Ctrl" key ("apple" key on Macs)
Submit ONE accommodation request per student, even if the student needs multiple accommodations and/or multiple subjects. You can enter up to 8 different administrations for one student.
Add Administration
One student with multiple subjects? Click Add Administration. One Student - One Request - Multiple Subjects
administration-subject_1
Delete me
All of your selections show up here, and you type the rationale in the yellow text box.
Eligibility Criteria and Rationale
If the student received this accommodation in a prior year, provide the Request ID number and the effectiveness of the accommodation within your rationale.
Enter the Rationale in the textbox below.
For additional information, see the accommodation request process documents.
Character Count 0 (Max. 3000 characters)
Do not include actual names in your rationale. We suggest you replace student names with "the student". If you want information from a prior request to be considered with this new request, you must include any prior year request ID(s) within this rationale.
Administrative Information
Local Tracking number
A Local Tracking number may be entered for district use. TEA does not use this information.
Supporting Documentation
If you have submitted the exact same attachments with a previous request, you do not need to re-attach them again. You may refer to a previous attachment by providing that Re
Previous Request ID:
Enter the previous year Request ID for TEA to use as a reference when reviewing the request. If there is no previous request enter NA. Information must be entered to continue with the request.
Add Attachment
(If you are not attaching files, please leave blank.) Remove special characters from filenames (commas, apostrophes, quotes, spaces)
Do not use Student Name or SSN in filenames. FERPA considerations apply to filenames
filename_1 Choose File No file chosen
Delete me
You may submit supporting documentation such as writing samples. Do not submit confidential student information such as pages from an IEP or evaluations from physicians or diagnosticians. This information can be summarized above instead.
Make certain that all information is correct before submitting your Accommod
After clicking the "SEND" button, a receipt of submission page with a request identi

Check for Understanding

Special Administration Requests

Because English and Spanish Content and Language Supports are embedded PNP accommodations presented in an online format, replicating these features in a paper version is not always possible.

Technology-based supports enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a request may be made to the TEA for approval for a special administration.

- This process also applies to TELPAS reading.
- For students taking TELPAS Listening and Speaking, a special request may be made to the TEA for approval to assess holistically.

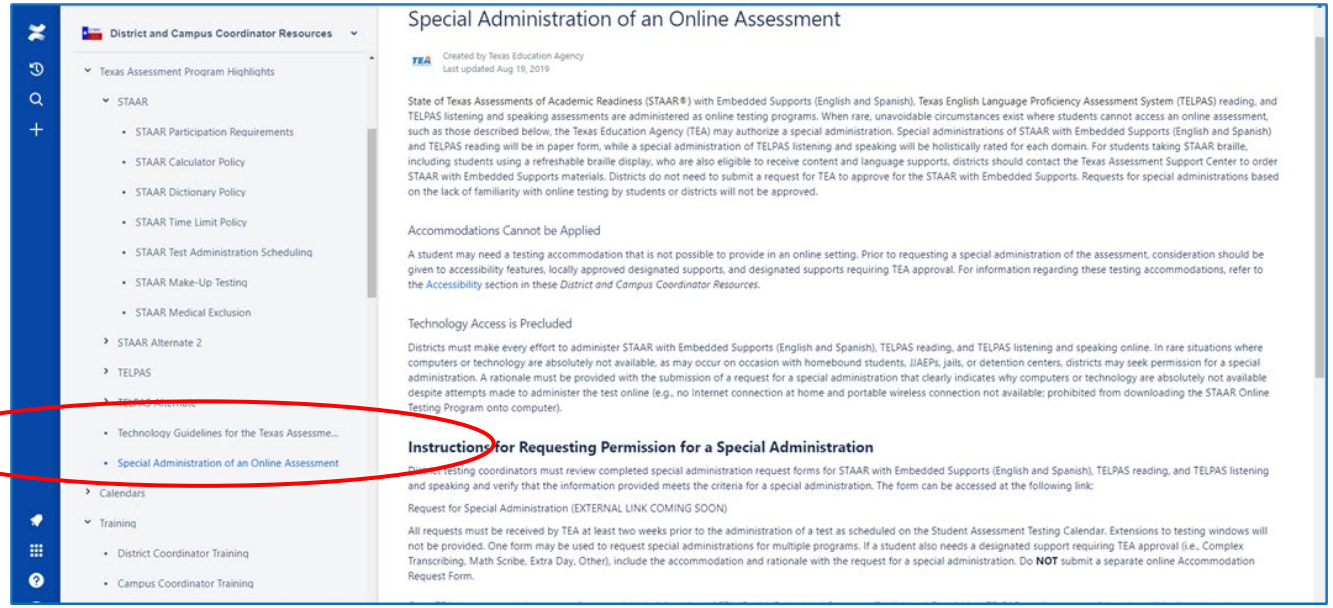
Special Administration Requests

Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate:

- Seizures or migraines from looking at computer screen and frequent breaks do not work
- After multiple attempts throughout the year to acclimate the student to online testing, student becomes agitated or violent when beginning any practice test due to his or her disability
- No access to technology because student is homebound with no internet connection available or student is in a juvenile detention facility and county does not allow online test application to be downloaded onto computers

Special Administration Requests

- The form is located on the District and Campus Coordinator Resources webpage under the Special Administration of an Online Assessment link.
- Students taking braille who are also eligible for Content and Language Supports will **NOT** need to submit a special administration request form for the paper STAAR with Embedded Supports.



Special Administration Requests

STAAR with Embedded Supports

Examples with Instructions Specific to Braille Test Takers

GRADE 4 MATHEMATICS

The dotted underline indicates that the test administrator may provide the accommodation located in the accommodation tables.

1 Scott traveled 557 miles to visit his cousin. What is the number rounded to the nearest ten?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Test Question Number	Part of the Test Question with the Dotted Underline	Content and Language Supports
1	nearest ten	**Show** chart on page 15. Braille Instructions ONLY: *Chart on page 15 may be reproduced in braille or other forms.*

Chart
Test Question Number 1

Braille Instructions ONLY:
Chart may be reproduced in braille or other forms.

15

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide secure accommodation tables and, if applicable, supporting images. Accommodations will be identified for the test administrator as "Braille Instructions ONLY".

Mathematics Example:
Braille Instructions ONLY

GRADE 7 READING

The dotted underline indicates that the test administrator may provide the accommodation located in the accommodation tables.

1 The photograph at the end of the selection is included to —

A illustrate why the *Cutty Sark* needed renovation

B highlight the *Cutty Sark's* historical significance

C indicate the number of people who can visit the *Cutty Sark* each day

D show how a defining feature of the *Cutty Sark* is displayed

Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide secure accommodation tables. Accommodations will be identified for the test administrator as "Braille Instructions ONLY" and located in the "Content and Language Supports" column for all tested subjects.

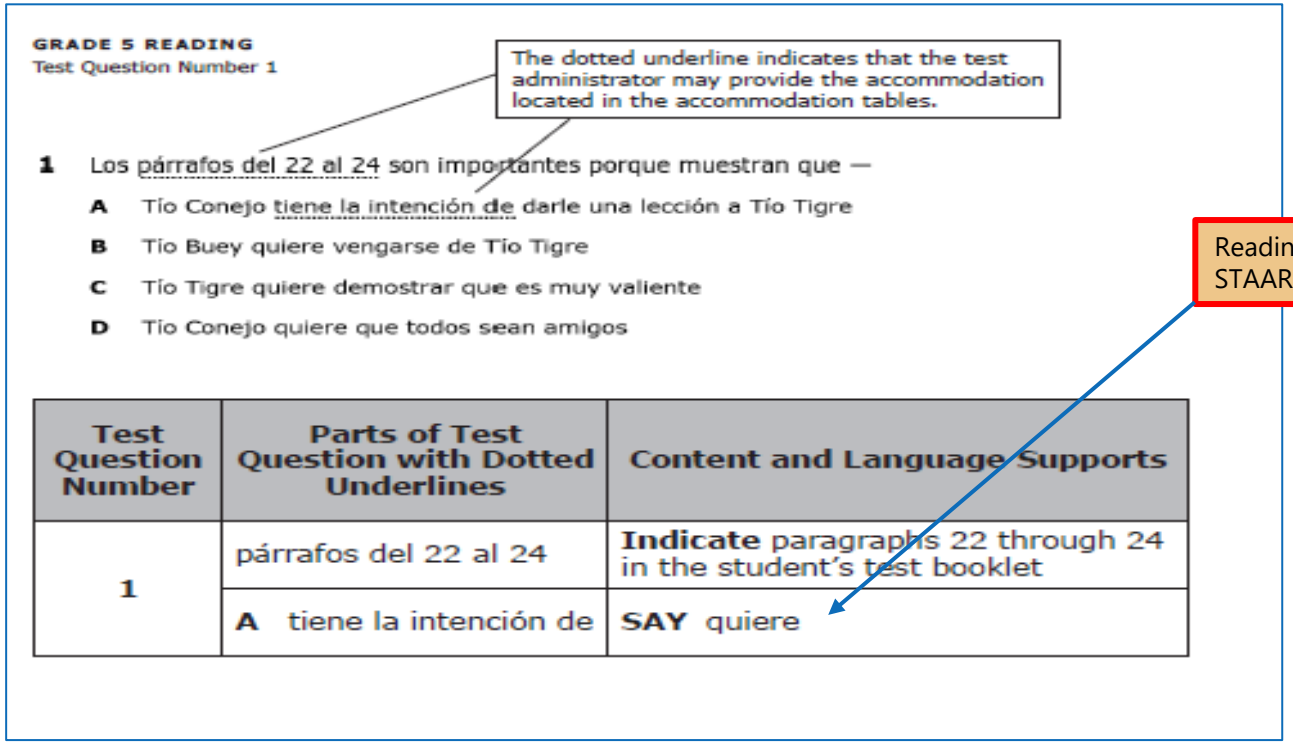
Test Question Number	Part of the Test Question with the Dotted Underline	Content and Language Supports
1	photograph at the end of the selection	**Indicate** photograph at the end of the selection on page XX. Braille Instructions ONLY: **SAY** People walk under the hull, or bottom, of the *Cutty Sark*.
	A renovation	**SAY** to be fixed
	D defining feature	**SAY** unique part

Reading Example:
Braille Instructions ONLY

Special Administration Requests

STAAR Spanish with Embedded Supports

For students who are eligible for Content and Language Supports and take STAAR Spanish but cannot access the online assessment, a STAAR Spanish with Embedded Supports paper test may be requested.



GRADE 5 READING
Test Question Number 1

The dotted underline indicates that the test administrator may provide the accommodation located in the accommodation tables.

1 Los párrafos del 22 al 24 son importantes porque muestran que —

A Tío Conejo tiene la intención de darle una lección a Tío Tigre

B Tío Buey quiere vengarse de Tío Tigre

C Tío Tigre quiere demostrar que es muy valiente

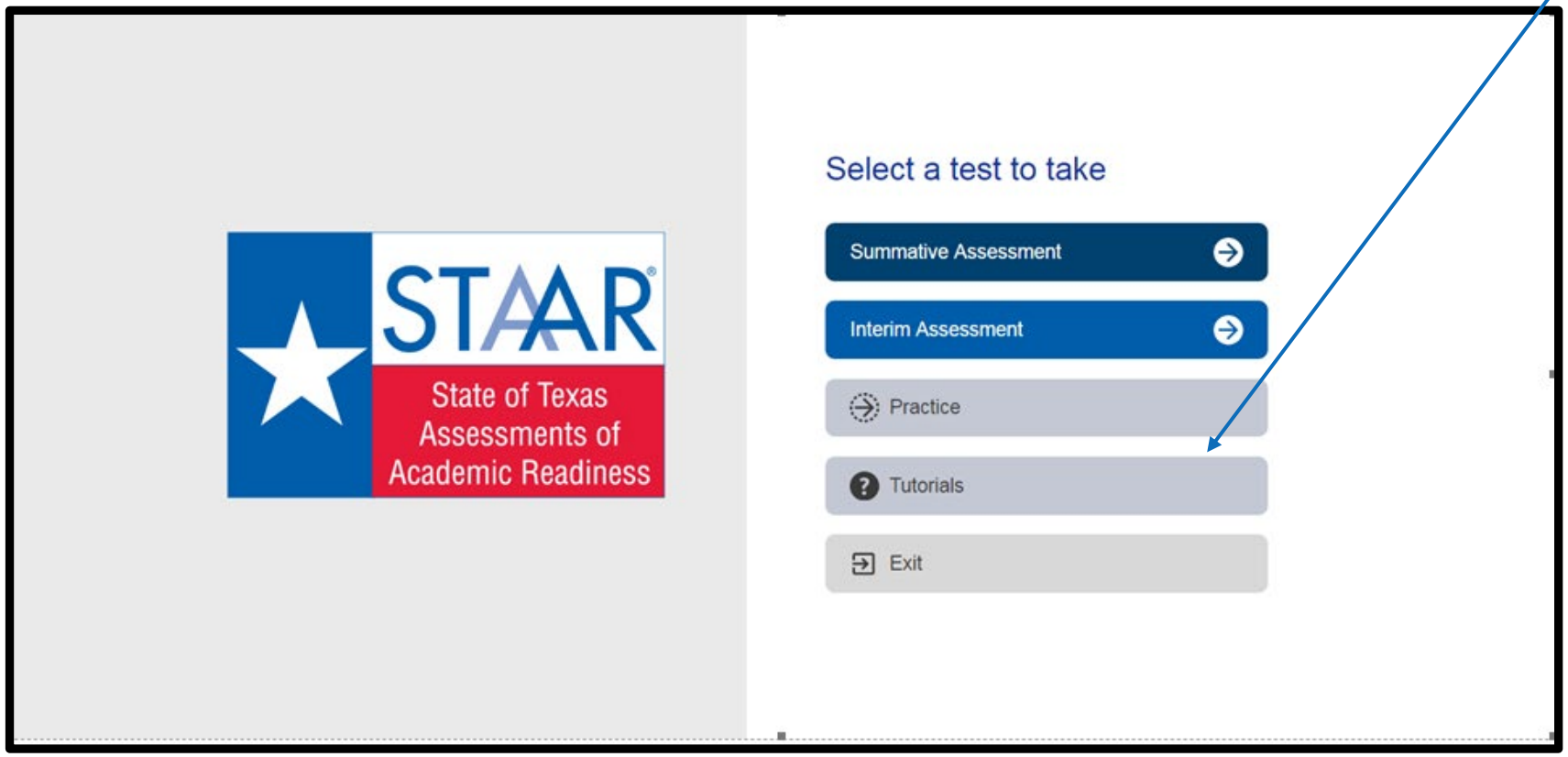
D Tío Conejo quiere que todos sean amigos

Test Question Number	Parts of Test Question with Dotted Underlines	Content and Language Supports
1	párrafos del 22 al 24	**Indicate** paragraphs 22 through 24 in the student's test booklet
	A tiene la intención de	**SAY** quiere

Reading Example:
STAAR Spanish with Embedded Supports

STAAR Online Tutorials

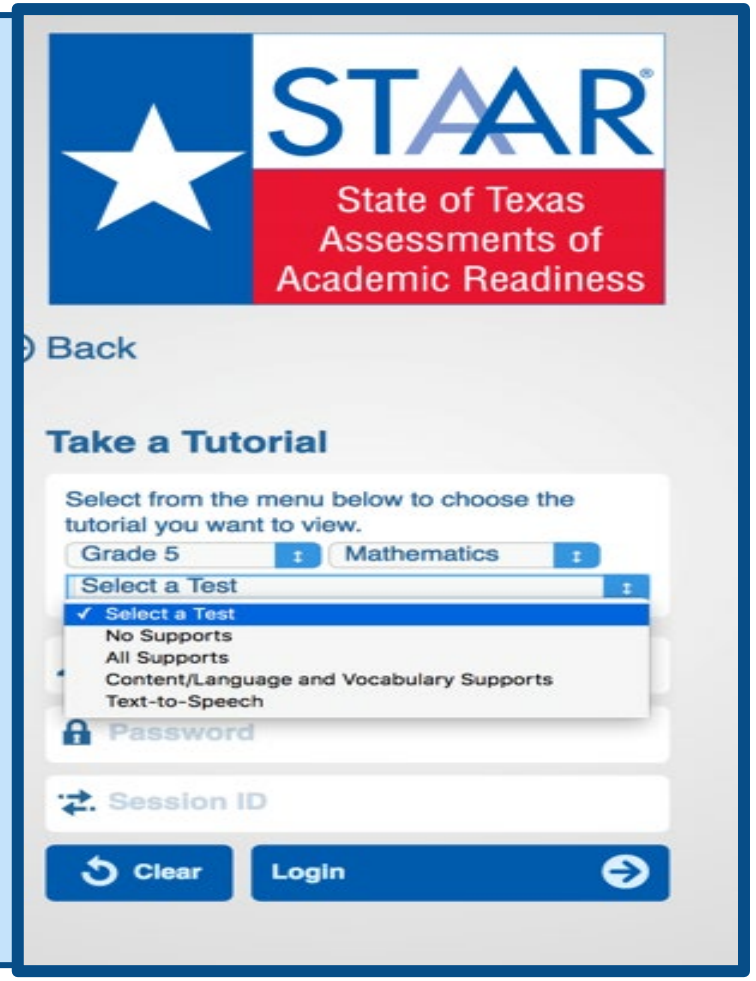
When you open the STAAR online testing platform, you will see a menu of options, including "Tutorials."



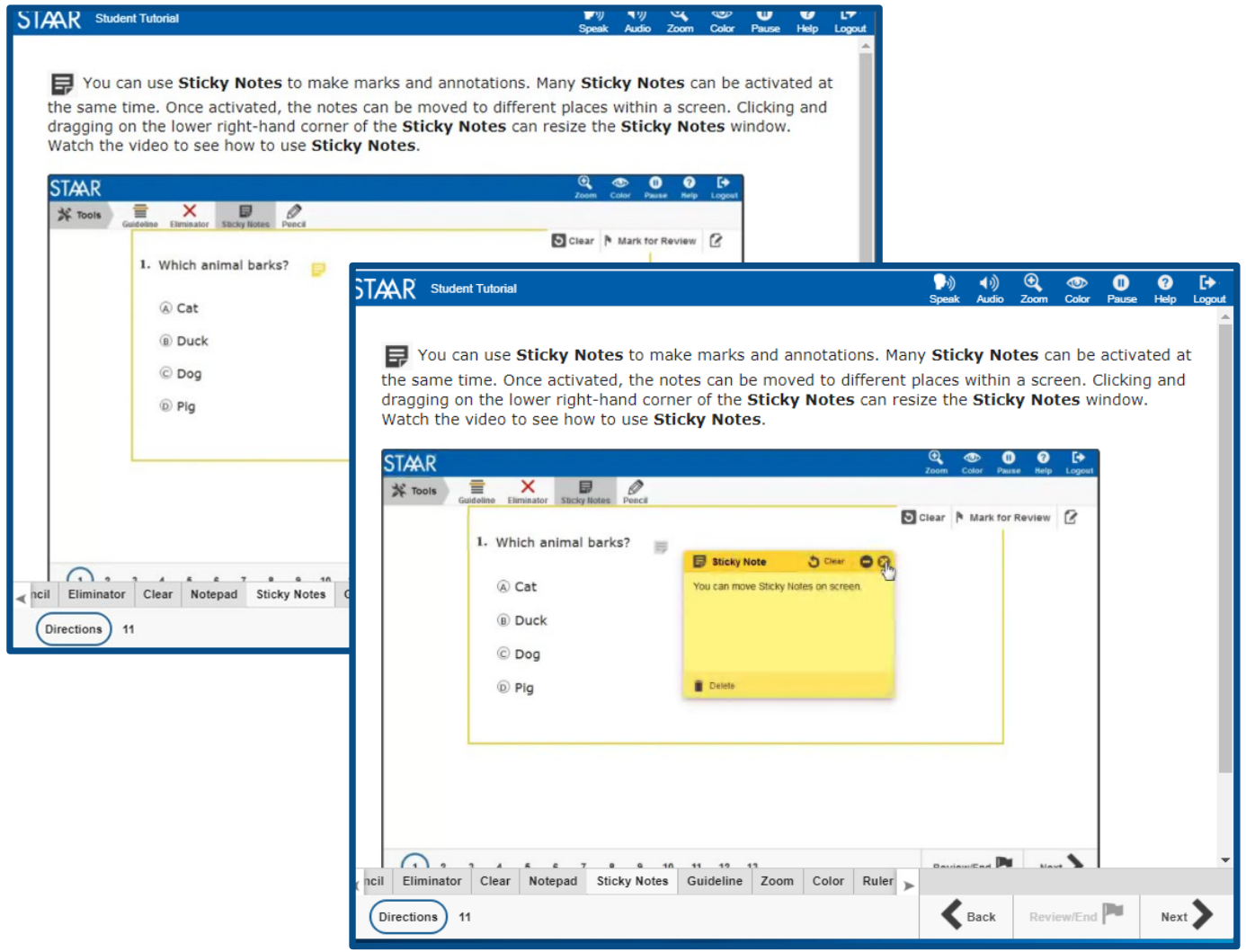
STAAR Online Tutorials

Once you select “Tutorials,” you will be taken to a screen with several drop-down menus.

Choose the grade, subject, and test (i.e., available supports) you want to view.



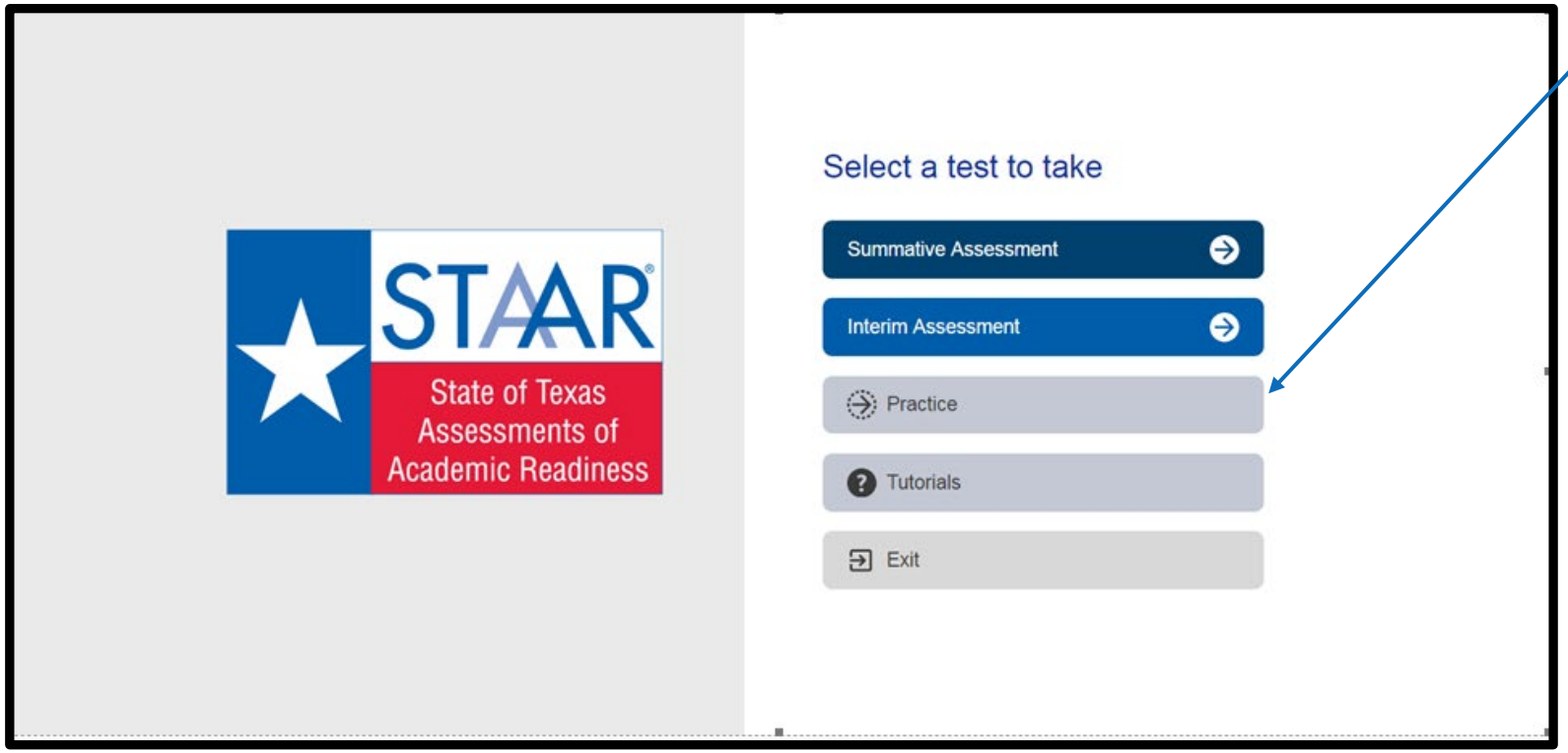
STAAR Online Tutorials



- Tabs at the bottom of the screen act as a table of contents. Each tab contains a page that explains the online feature/tool and provides a short video.
- Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.
- The second page of each tab has a question that can be used to practice with the feature/tool you just learned about.
- The questions do NOT contain tested content but are only intended to practice using the feature/tool.

STAAR Online Practice

When you open the STAAR online testing platform, you will see a menu of options, including "Practice."

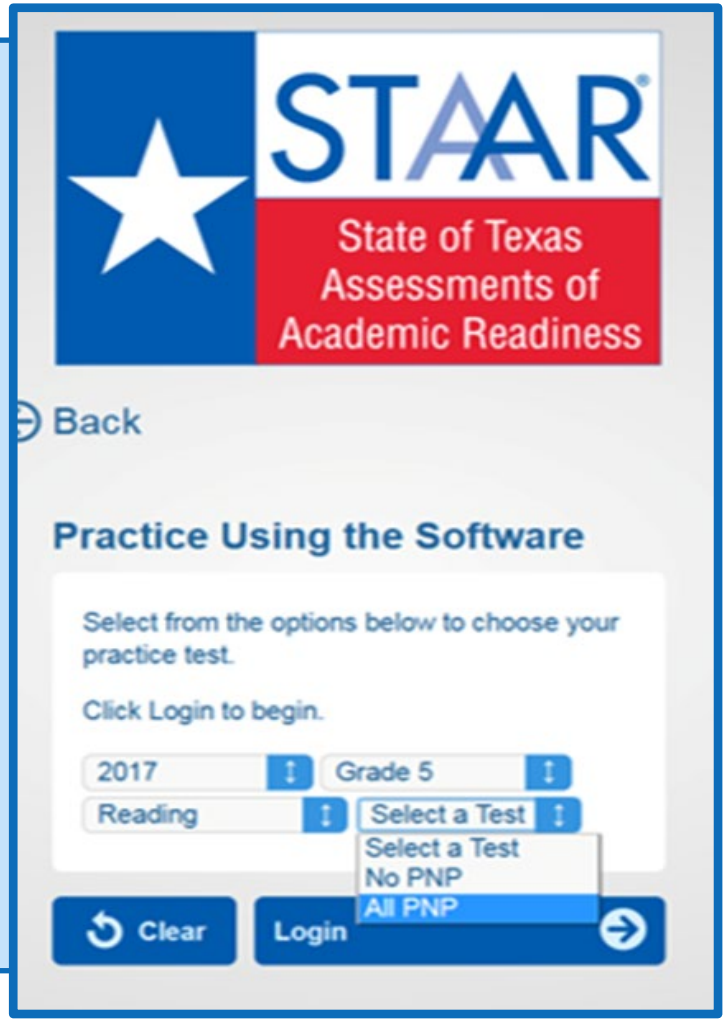


STAAR Online Practice

Here you will find released tests from 2017 and 2018.

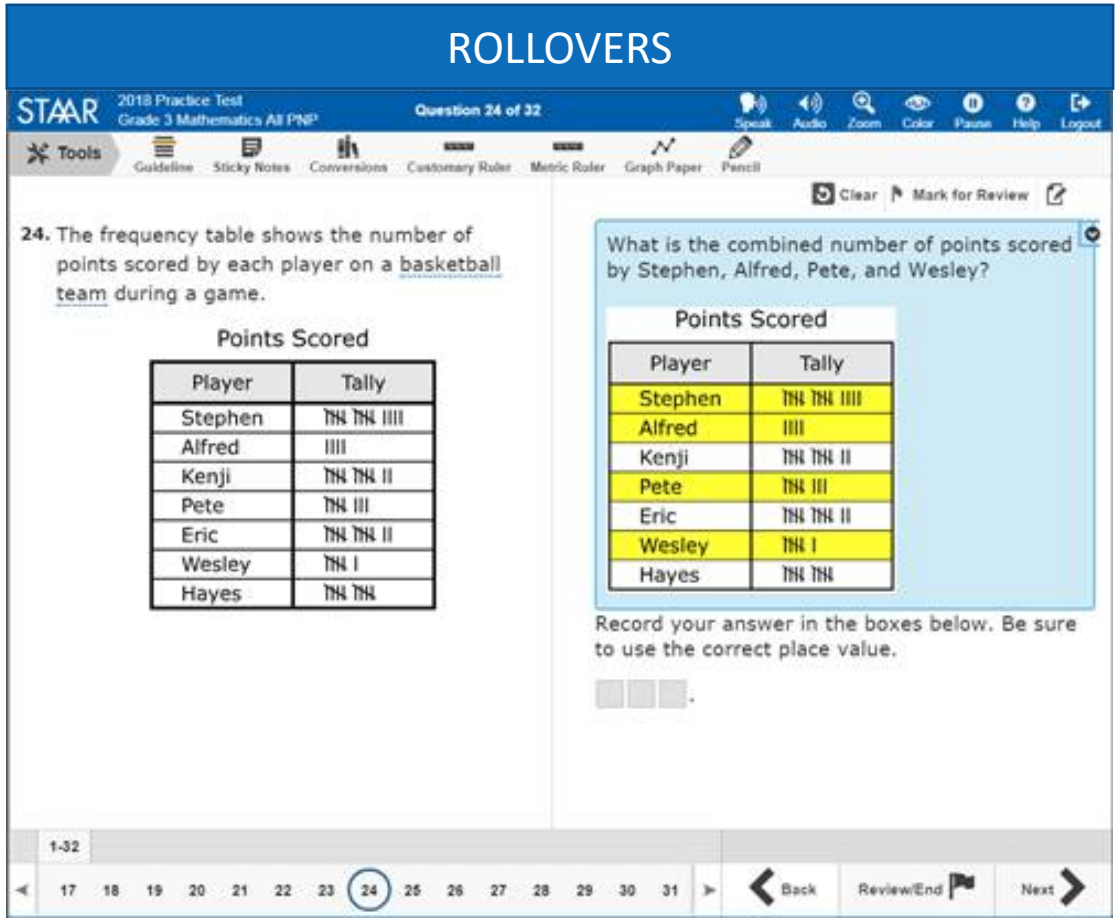
All PNP will include the following supports:

- Text-to-Speech (when available)
- Spelling Assistance (writing compositions only)
- Content and Language Supports
  - Writing Checklists (writing compositions only)
  - Punnett Squares (Biology)
  - Pop-ups
  - Rollovers
  - Prereading text (when applicable)

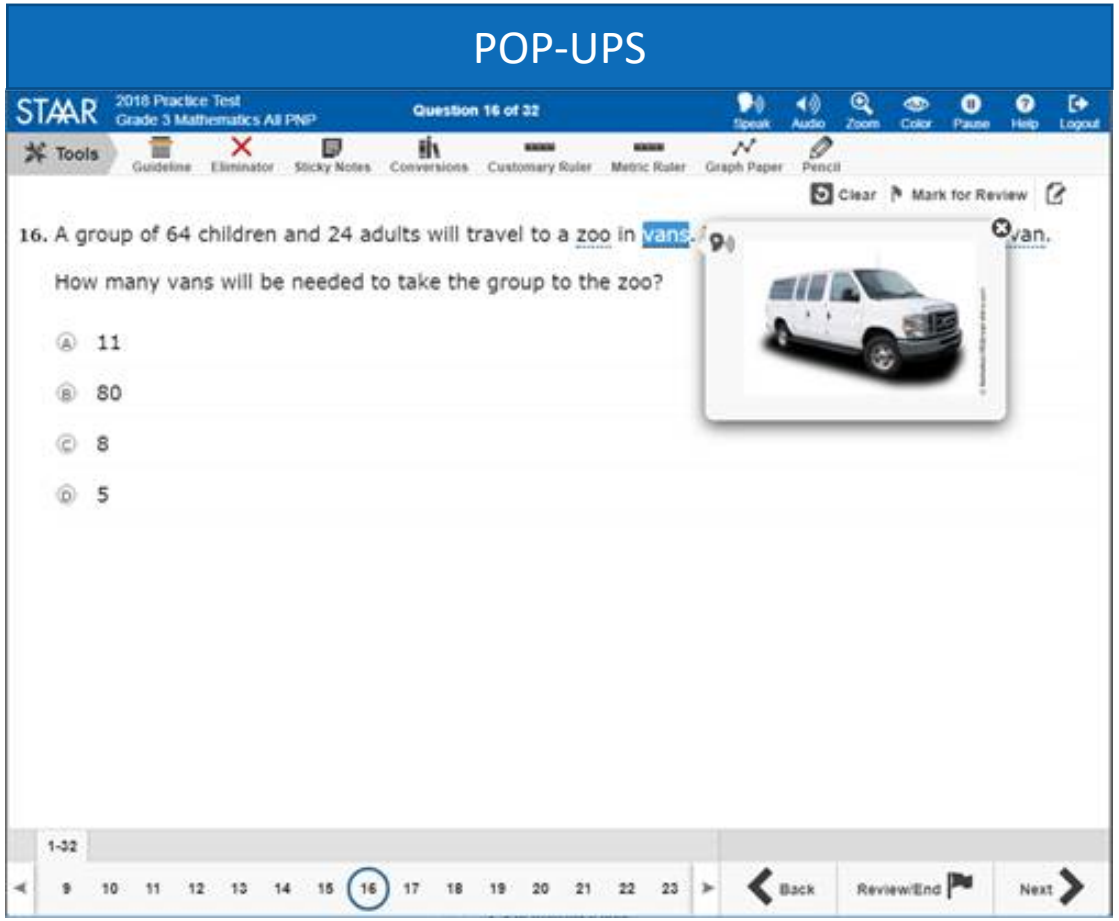


STAAR Online Practice

ROLLOVERS

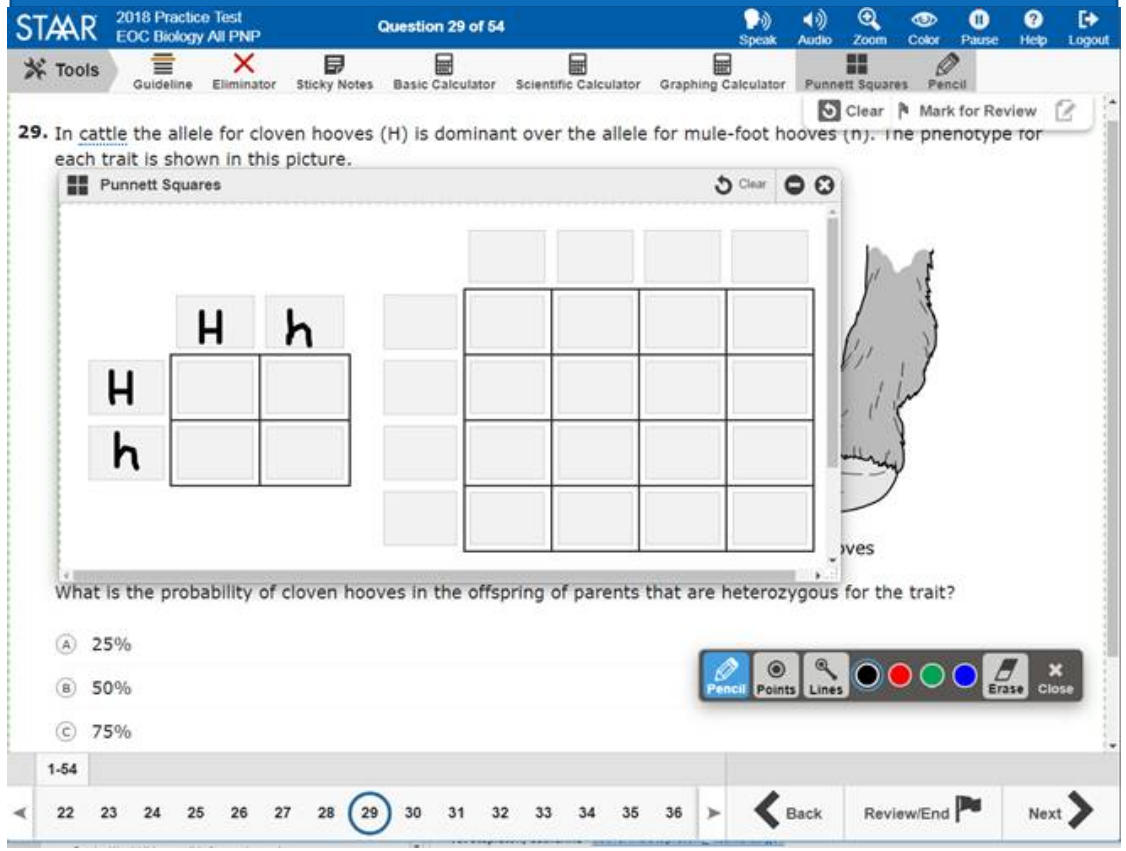


POP-UPS

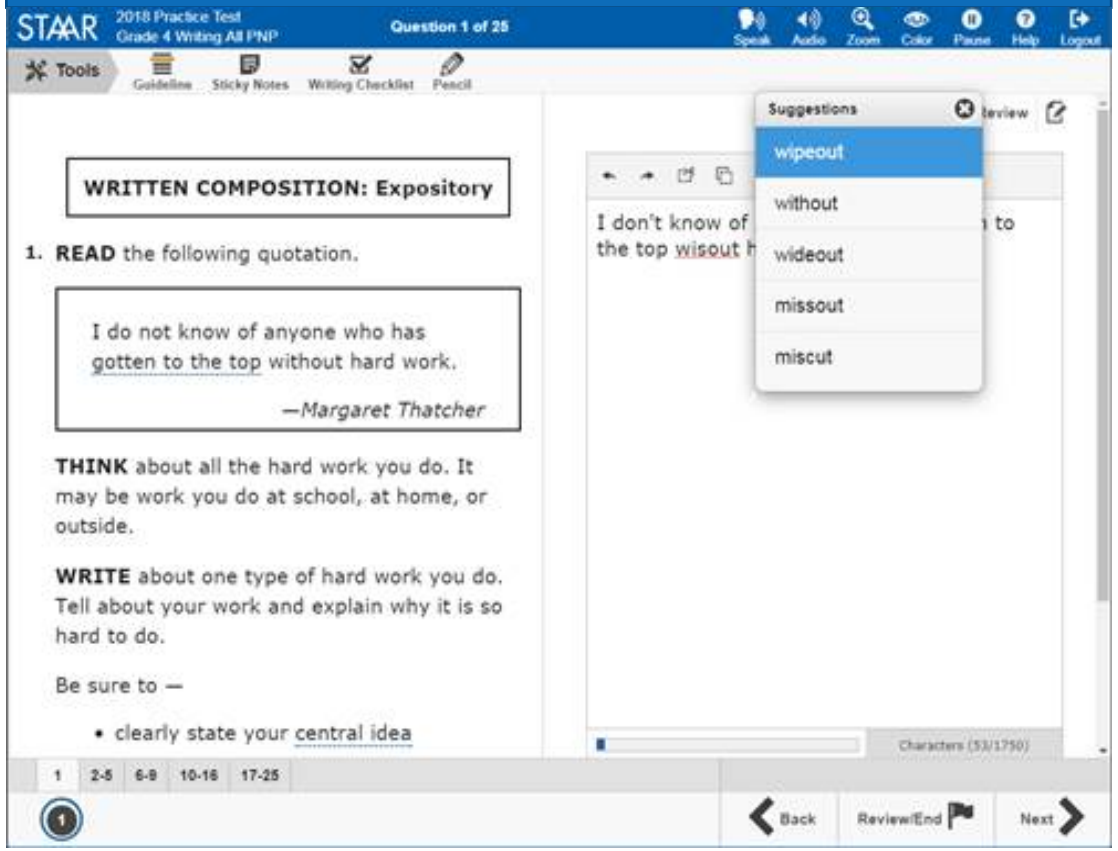


STAAR Online Practice

PUNNETT SQUARES

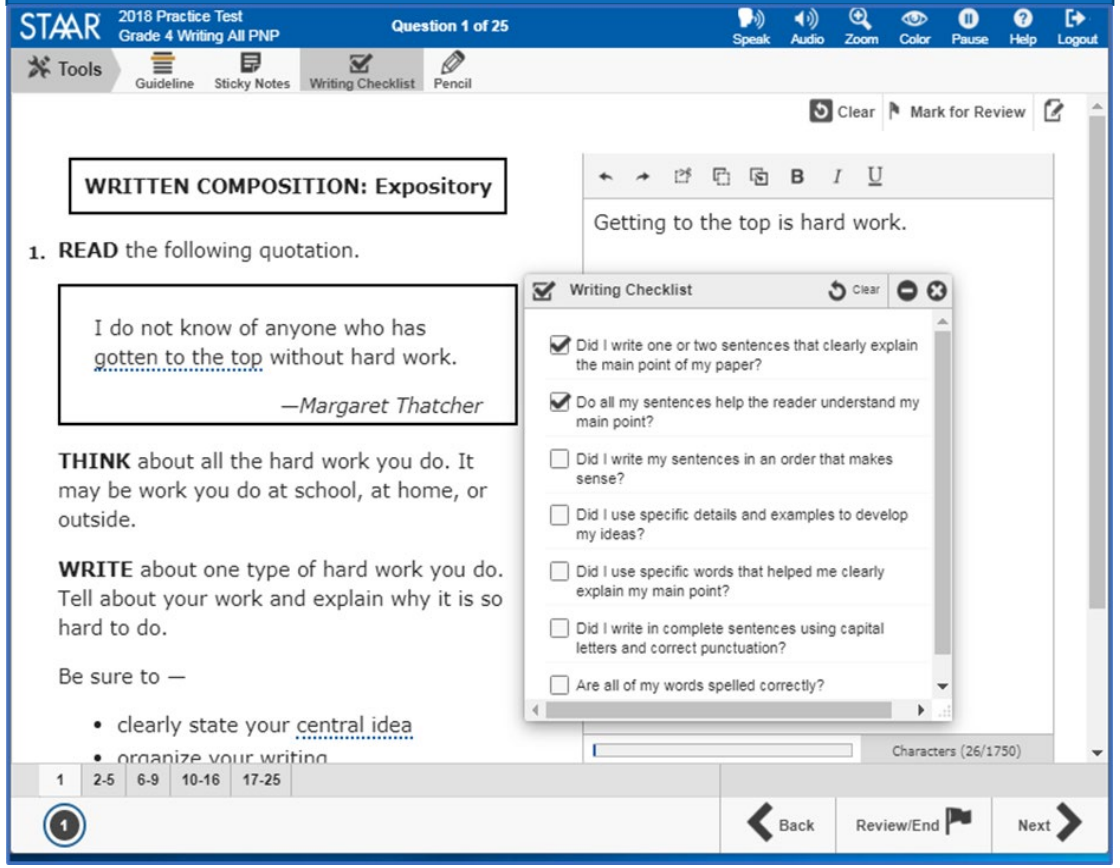


SPELLING ASSISTANCE

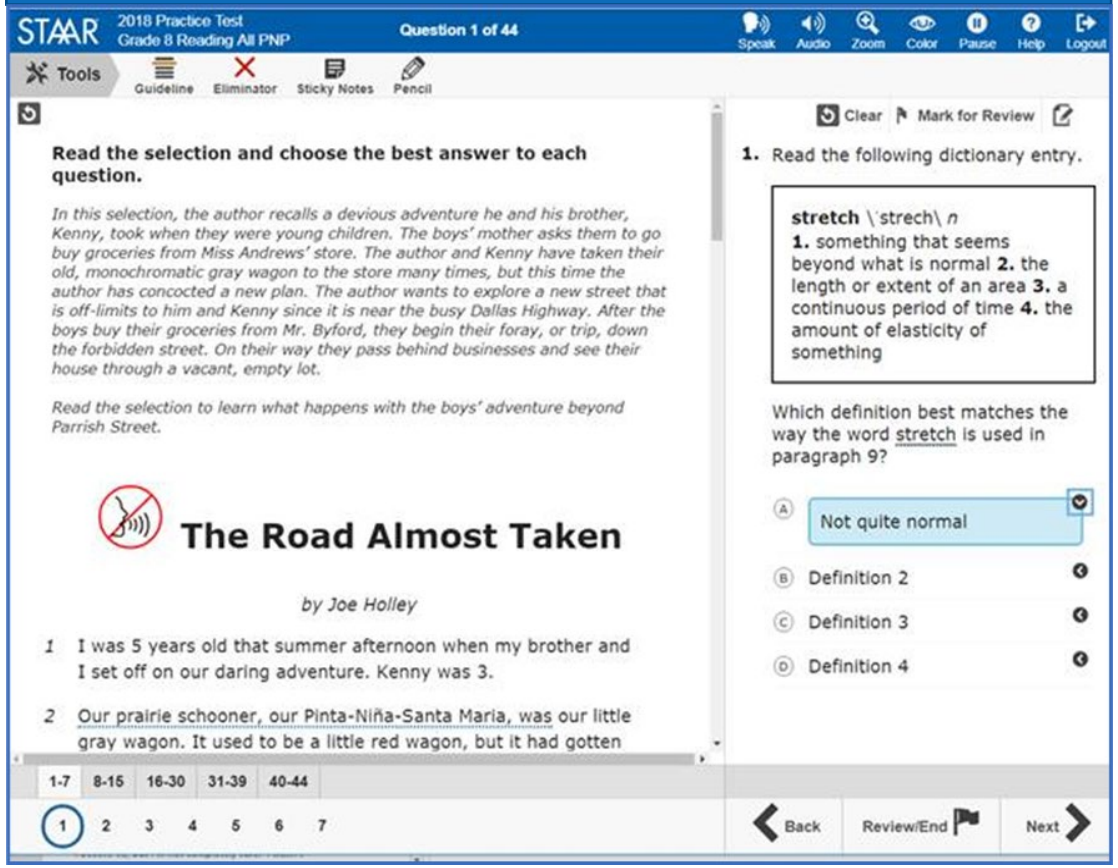


STAAR Online Practice

WRITING CHECKLIST



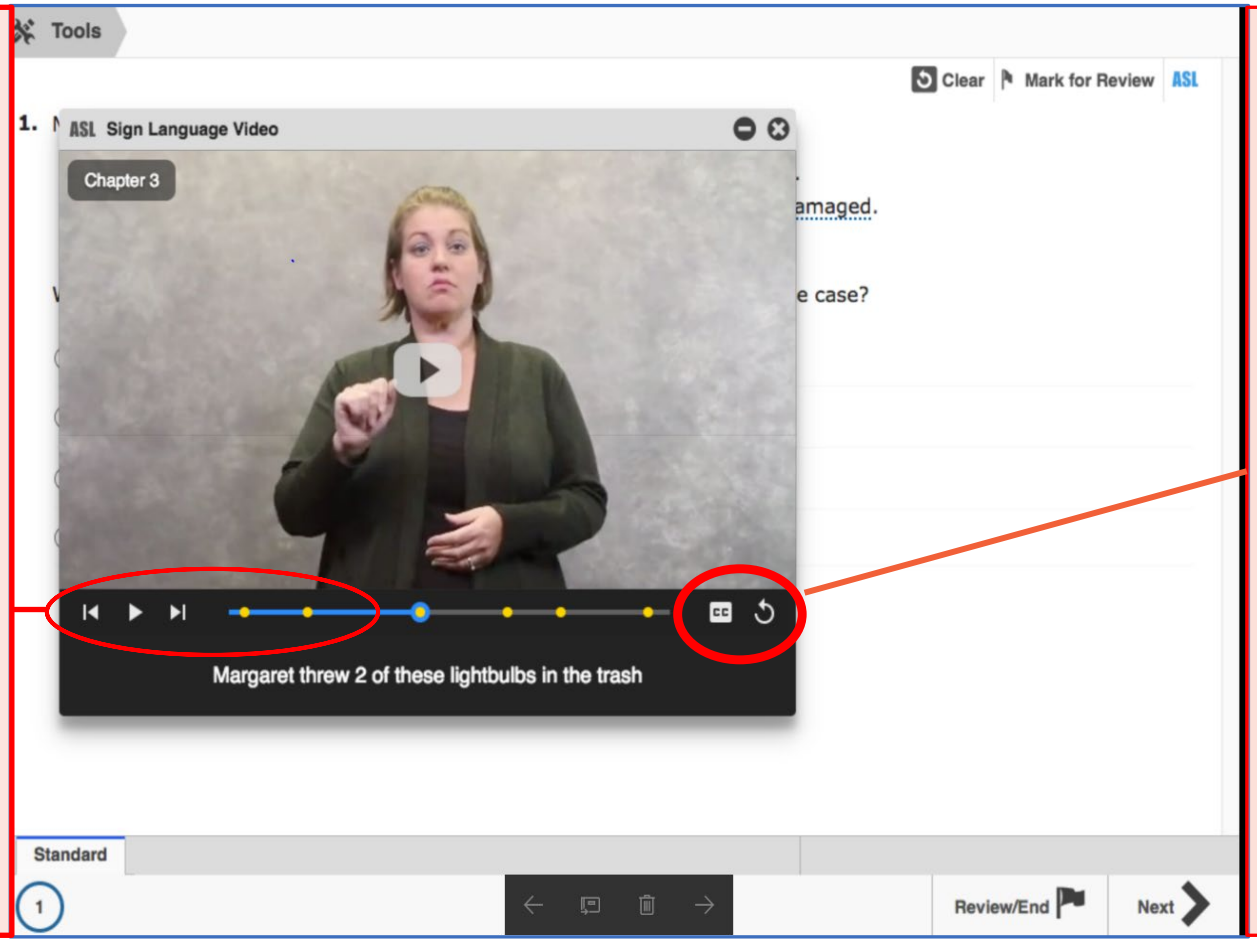
PREREADING TEXT



Online Features and Tools

American Sign Language (ASL) Videos-PNP

ASL videos will allow students to play, rewind, and fast forward signed videos. Specific chapters, or parts of the question, are marked by dots that appear along the video track. These dots, or chapters, will allow students to go back and review specific parts of the video (e.g., answer choice) as needed.



Closed-captioning (CC) and replay buttons are provided as part of the video screen.

Online Features and Tools

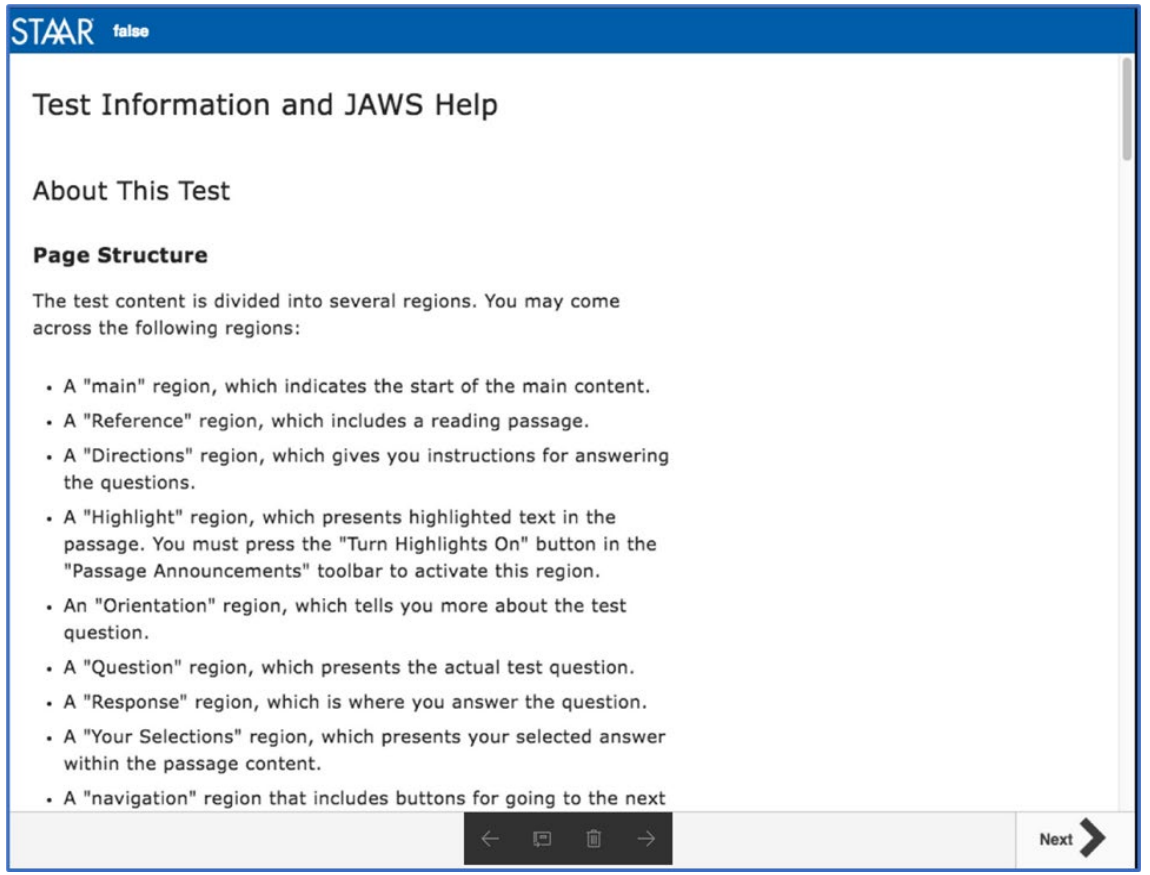
Refreshable Braille-PNP

- Available on STAAR online as a PNP providing screen reader support for refreshable braille displays with JAWS software.
- Available in reading, writing, and social studies.
- **Currently not available for math and science assessments.**
- Format of the assessment
  - Left justified
  - Text is streamlined to allow for continuous reading of text.
  - Questions will directly follow passages.
- **Content and Language Supports are currently not available for refreshable braille/screen readers.**
  - Content and Language Supports can still be available for students taking the braille assessments. Instructions for how to administer these supports to students can be found in the front matter of the STAAR with Embedded Supports Paper Administration Guide.

Online Features and Tools

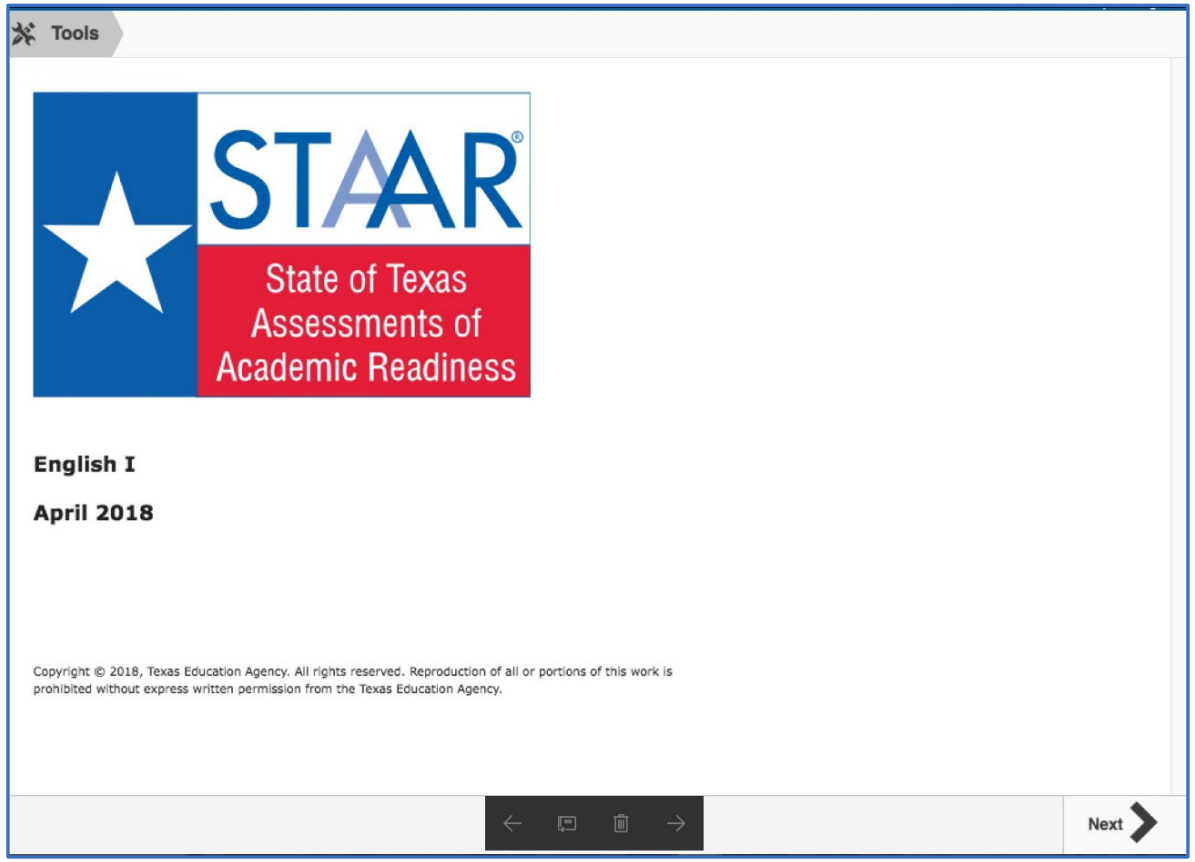
Refreshable Braille-PNP

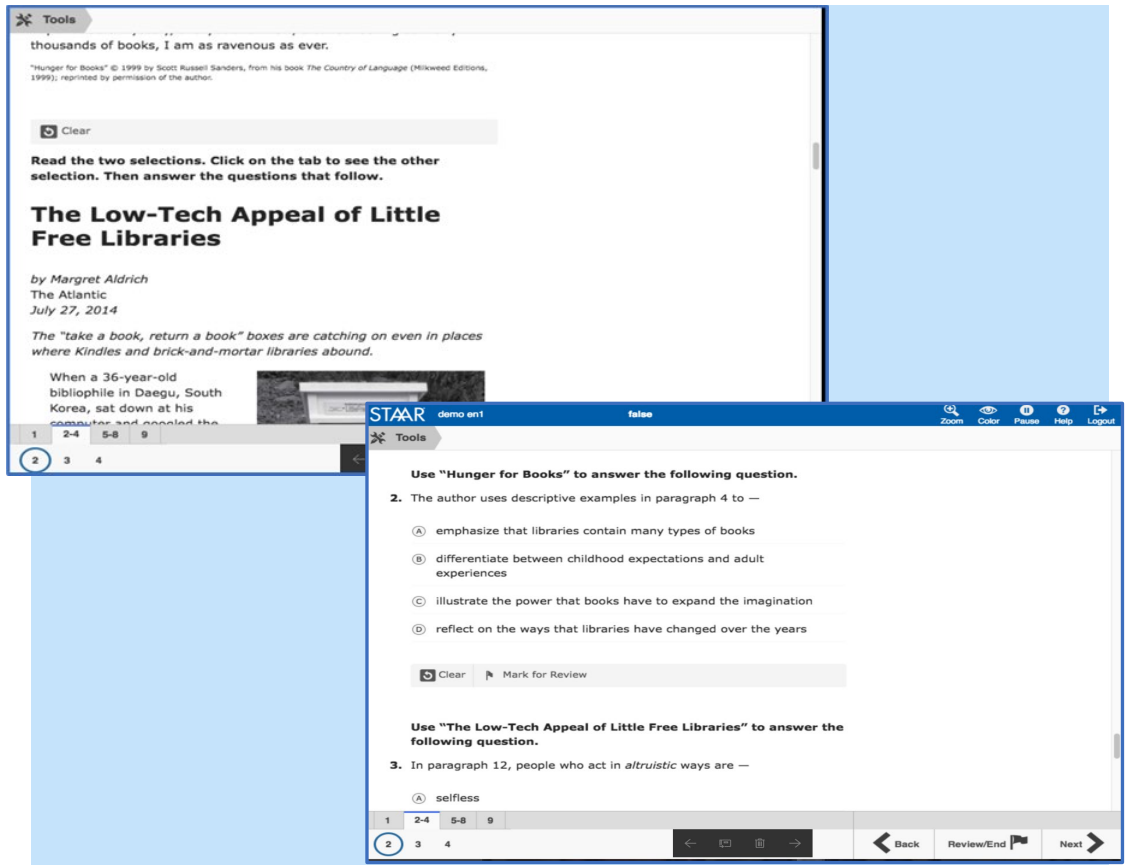
- It is important for technology staff to set up devices for administrations prior to testing.
- Prior to beginning a test using a refreshable braille display, a JAWS Help screen is provided to orient the test taker to the regions within the test. A student should practice interacting with this online PNP prior to testing day.



Online Features and Tools

Refreshable Braille-PNP





Online Features and Tools

Basic Calculator-PNP

Universal tool for grade 8 math and science, Algebra I, Algebra II, and Biology.

Available as PNP for:

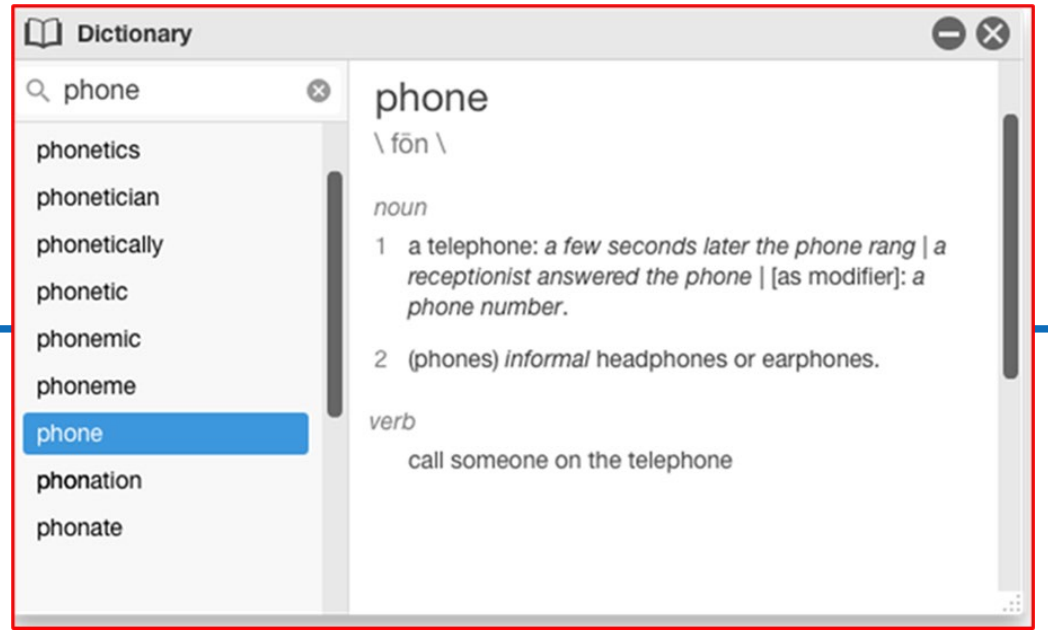
- Grades 3–7 English Mathematics,
- Grade 5 Science
- Grades 3–5 Spanish Mathematics, and
- Grade 5 Spanish Science

Online Features and Tools

Dictionary Tool- Reading and Writing

Available for all students taking the online versions of :

- 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
- STAAR English I, II, and III tests

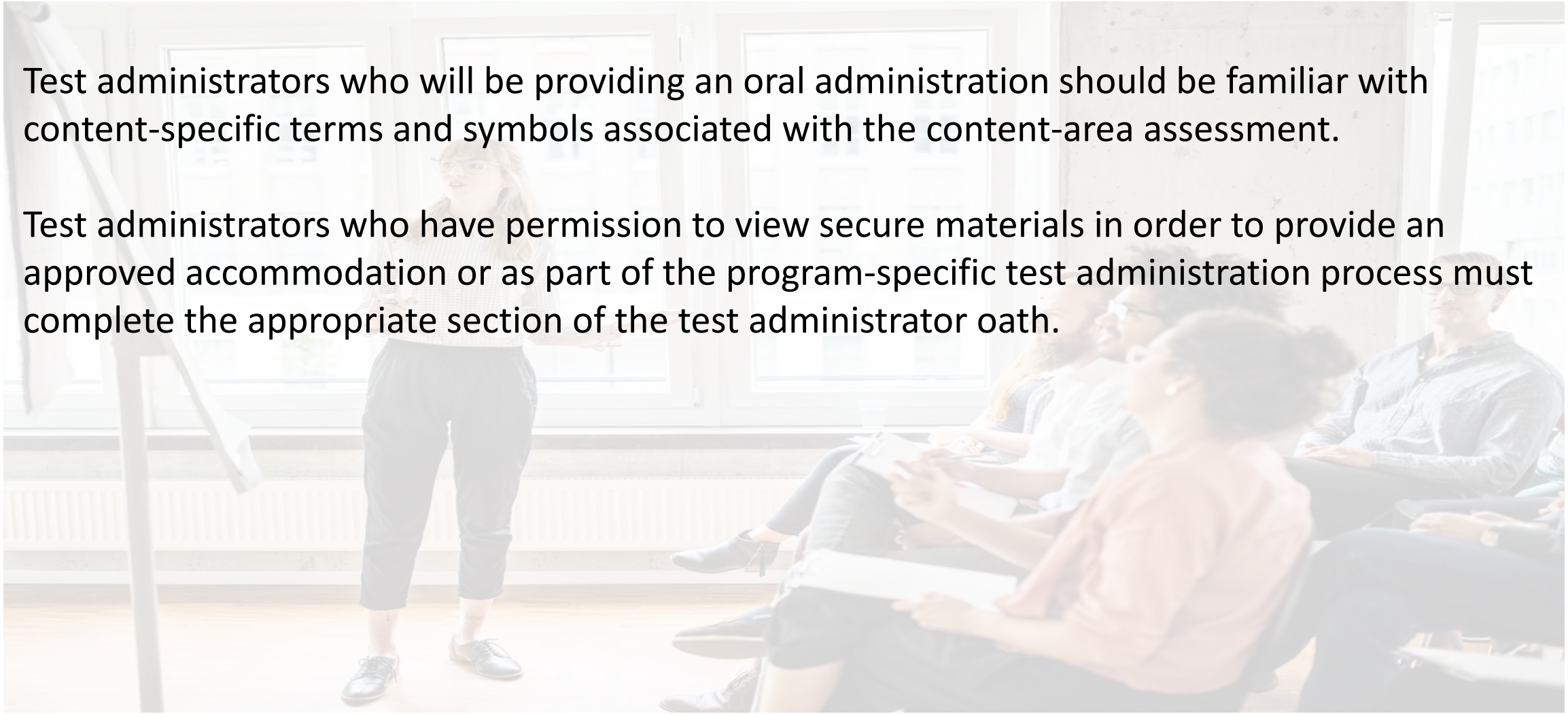


Training Reminders

Designated Supports Topics

- understanding accessibility policies
- ensuring that testing personnel have a current list of each student's allowed or approved accessibility features and 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)
- ensuring that test administrators understand TEA guidance in the *STAAR Oral and Signed Administrations Educator Guide* regarding administering an oral administration for a reading test form with embedded writing field test items
- 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)

Training Reminders



Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment.

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 complete the appropriate section of the test administrator oath.

Accommodations in Unexpected or Emergency Situations

When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used on the answer document or in the STAAR Assessment Management System.

Step 1: No need to contact TEA
Make available Accessibility Features which are allowed for any student.

Step 2: No need to contact TEA
Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.

Step 3: Contact TEA
If the student's needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force at TEA. The district testing coordinator may need to submit an Accommodation Request Form.

Proctor Codes for Signed Online Administrations

For students who are deaf or hard-of-hearing who are eligible for

- Oral/Signed Administration, AND
- Content and Language Supports

Students will take the STAAR online but are not able to access text-to-speech. ASL videos are available as an embedded PNP support; however, these are not available for Content and Language Supports. **A test administrator (TA) will need to sign this information for the student.** If a student does not use ASL or needs signed support for some of the signs in a video, the TA may need to assist with the signing.

A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the *STAAR Oral and Signed Administrations Educator Guide* and 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.

Accommodation Codes: STAAR Paper Tests

MARK THE APPROPRIATE BUBBLE IF ANY OF THESE SPECIFIC ACCOMMODATIONS WERE AVAILABLE TO A STUDENT.

STAAR Paper Accommodation	Accommodation Code *
Calculator	MC
Designated Support(s)	DS
Extra Day	XD
Large Print	LP
Oral/Signed Administration	OA
Spelling Assistance	EE
Screen Reader- Refresh/Braille	BR

***MARK THE DS BUBBLE TO INDICATE THAT A DESIGNATED SUPPORT NOT LISTED ABOVE WAS AVAILABLE TO THE STUDENT.**

Accommodation Codes:
STAAR with Embedded Supports Online Tests

STAAR with Embedded Supports Online	Accommodation codes
ASL Videos	V
Calculator	M
Designated Support(s)	D
Content and Language Supports	R
Extra Day	XD
Oral/Signed Administration (via Text-to-Speech)	T
Speech-to-Text	S
Refreshable Braille	B
Spelling Assistance	E

Accommodation Codes:
STAAR with Embedded Supports/Braille Paper Tests

NOTE: To ensure they receive paper-based materials, register students who will test online with refreshable braille support for a braille **paper** test before the precode window closes. After the precode window closes, update their registrations to **online** with refreshable braille.

STAAR with Embedded Supports/Braille Paper	Accommodation Code
Braille	BR
Calculator	MC
Designated Support(s)	DS
Extra Day	XD
Large Print	LP
Oral/Signed Administration	OA
Spelling Assistance	EE

Accessibility Information Resources

- Allowable Supplemental Aids
- Technology Guidelines
- Technology Use Guidelines Presentation (2020-2021 update coming soon)
- Accommodations in Unexpected or Emergency Situations
- TEA-Approved Accommodations Procedure documents:
  - Math Scribe
  - Extra Day
  - Complex Transcribing STAAR
  - Complex Transcribing TELPAS
- STAAR and STAAR Spanish with Embedded Supports Non-Secure Front Matter
- General Instructions for Administering Large-Print State Assessments
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- General Instructions for Administering Braille State Assessments
- STAAR Oral and Signed Administrations Educator Guide (Updated 3/12/20)
- Educator Guide to Accessibility within the STAAR Program
- Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS
- Parent Resource: Designated Supports Available for STAAR, STAAR Spanish, and TELPAS

TELPAS

TELPAS Updates for 2020–2021

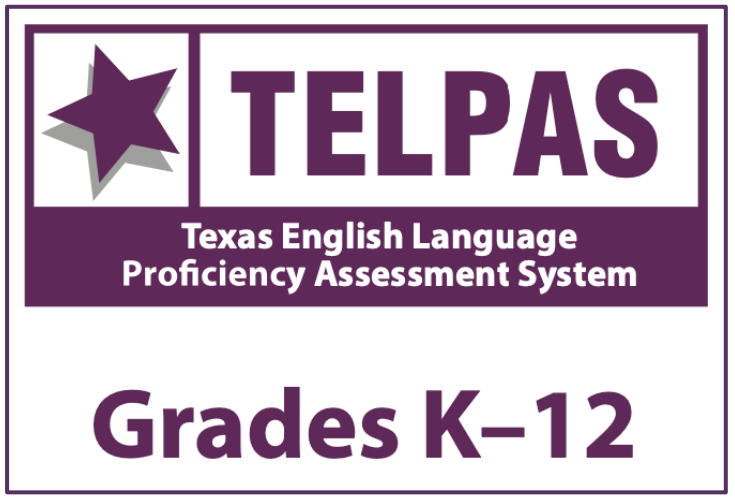
NO major changes for TELPAS for 2020–2021

- TELPAS Reading online testing window extension
- TELPAS Writing electronic record collection allowed and electronic rating assignment collaboration
- TELPAS Writing Collection Cover Sheet updated

TELPAS Overview

- TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.

- All K-12 students classified as LEP/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.



TELPAS Components

Grades K-1	Grades 2-12
▪ Holistically-rated assessments in listening, speaking, reading, and writing ▪ Classroom observations and student interactions	▪ Online test for reading, listening, and speaking ▪ Holistically-rated student writing collection

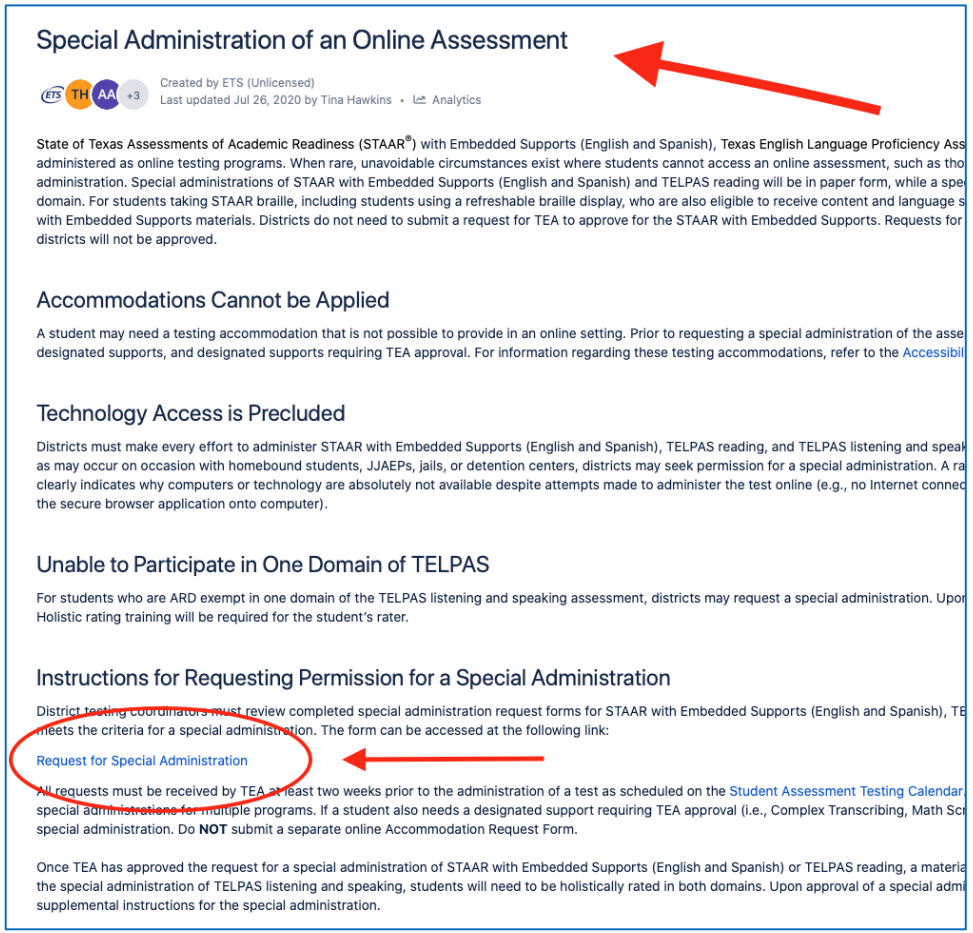
Exceptions

There are exceptions to an EL being assessed in one or more language domains.

- An EL receiving special education services
  - Decision must be made by ARD committee in conjunction with the LPAC.
  - Participation must be considered on a domain-by-domain basis.
  - Reason for not assessing student must be well-supported and documented.
  - An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window
    - Will not be assessed by receiving district in the holistically-rated domains.
    - Is required to take the TELPAS reading test and the listening and speaking test

Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer. Request can be found on the *Coordinator Resources*.



Special Administration of an Online Assessment

Created by ETS (Unlicensed)
Last updated Jul 26, 2020 by Tina Hawkins • Analytics

State of Texas Assessments of Academic Readiness (STAAR®) with Embedded Supports (English and Spanish), Texas English Language Proficiency Ass
administered as online testing programs. When rare, unavoidable circumstances exist where students cannot access an online assessment, such as tho
administration. Special administrations of STAAR with Embedded Supports (English and Spanish) and TELPAS reading will be in paper form, while a spe
domain. For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language s
with Embedded Supports materials. Districts do not need to submit a request for TEA to approve for the STAAR with Embedded Supports. Requests for
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 asse
designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accessibil

Technology Access is Precluded

Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish), TELPAS reading, and TELPAS listening and speak
as may occur on occasion with homebound students, JJAEPs, jails, or detention centers, districts may seek permission for a special administration. A ra
clearly indicates why computers or technology are absolutely not available despite attempts made to administer the test online (e.g., no Internet connec
the secure browser application onto computer).

Unable to Participate in One Domain of TELPAS

For students who are ARD exempt in one domain of the TELPAS listening and speaking assessment, districts may request a special administration. Upor
Holistic rating training will be required for the student's rater.

Instructions for Requesting Permission for a Special Administration

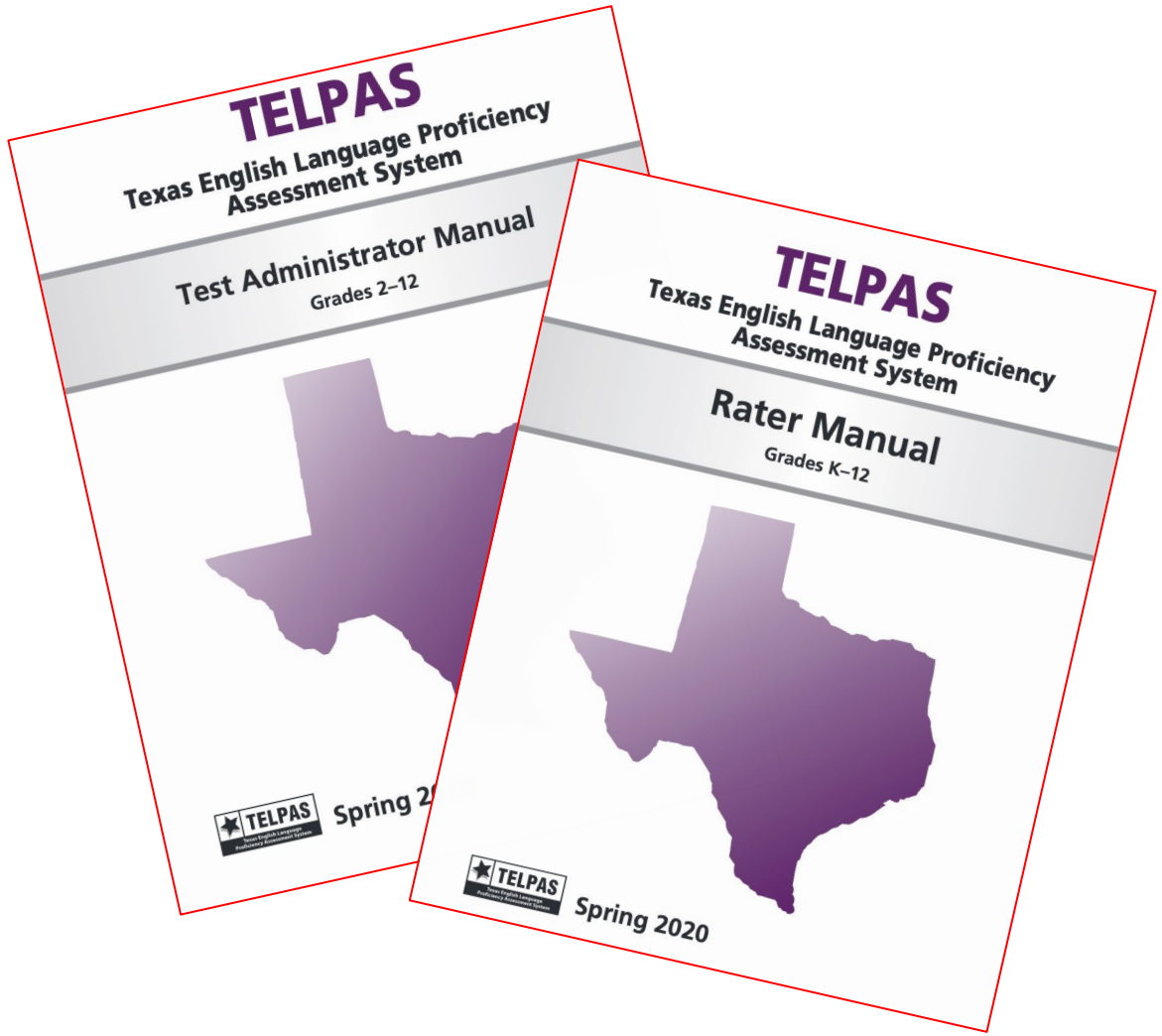
District testing coordinators must review completed special administration request forms for STAAR with Embedded Supports (English and Spanish), TE
meets the criteria for a special administration. The form can be accessed at the following link:

Request for Special Administration

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.
special administrations for multiple programs. If a student also needs a designated support requiring TEA approval (i.e., Complex Transcribing, Math Scr
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 materia
the special administration of TELPAS listening and speaking, students will need to be holistically rated in both domains. Upon approval of a special admi
supplemental instructions for the special administration.

TELPAS Manuals: Raters and Test Administrators



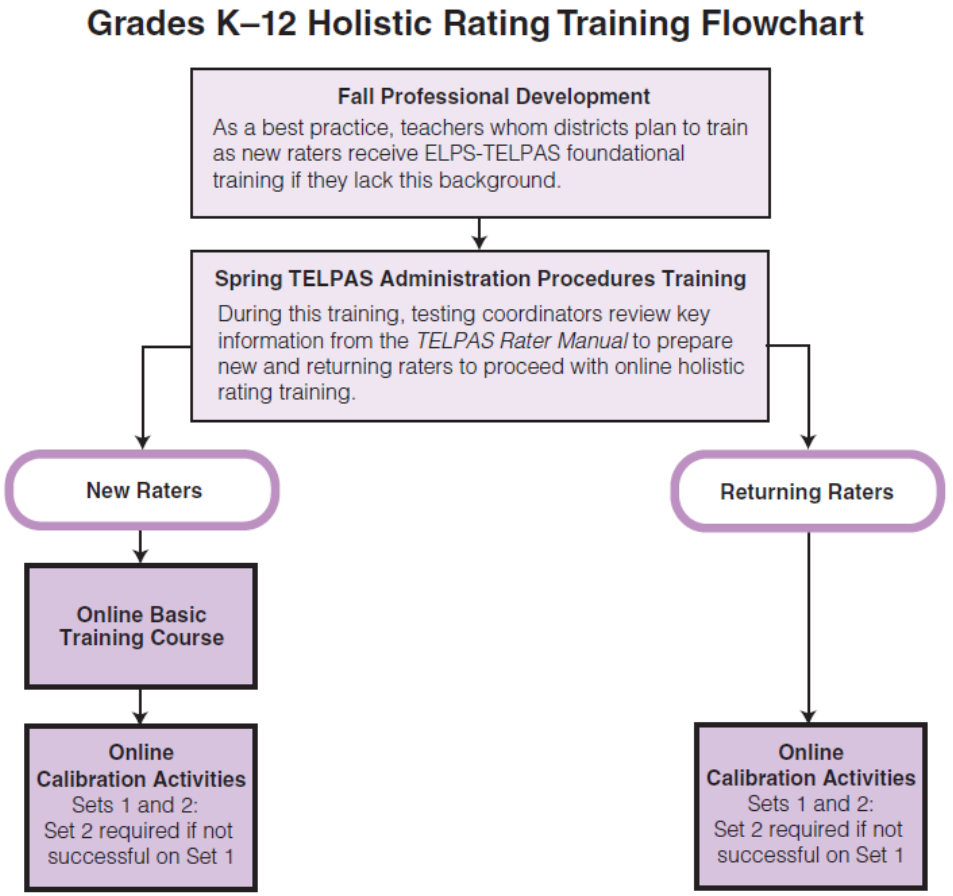
- *TELPAS Rater Manual* will only be online and not shipped to districts.
- *TELPAS Test Administrator Manual* will be online as well as printed and shipped to districts. Districts should update manual counts by the date specified in the Calendar of Events.
- Both manuals will be posted on the TELPAS Resources webpage and in the *District and Campus Coordinator Resources* (DCCR).

Holistic Training Required

- New raters in grades K-1 (and those that have not completed calibration in the last 3 school years) complete an online basic training course, which includes practice rating activities for each language domain – listening, speaking, reading, and writing.

- New raters in grades 2-12 (and those that have not completed calibration in the last 3 school years) complete an online basic training course and practice rating activity in the domain of writing.

- New raters and returning raters complete calibration activities to ensure that they are prepared to apply the PLD rubrics consistently and accurately.



TELPAS Rater Resources – Training Purposes

	K-1 Raters	2-12 Raters
For training purposes:	▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs ▪ K-1 Reading PLDs ▪ K-1 Writing PLDs	▪ 2-12 Writing PLDs If approved for a special administration of listening and speaking test, 2-12 raters will also need: ▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs

For easier access, the proficiency level descriptors (PLDs) will be in an appendix of the *TELPAS Rater Manual*.

TELPAS Rater Resources – Rater Purposes

	K-1 Raters	2-12 Raters
For rating purposes:	▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs ▪ K-1 Reading PLDs ▪ K-1 Writing PLDs ▪ TELPAS Student Rating Roster	▪ 2-12 Writing PLDs ▪ TELPAS Student Rating Roster ▪ Writing Collection Cover Sheet ▪ Writing Collection Verification Checklist If approved for a special administration of listening and speaking test, 2-12 raters will also need: ▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*.

TELPAS Writing Collections: Centralized Raters

- Districts have the option to designate one or more **centralized raters** to rate TELPAS grades 2-12 writing collections districtwide, campuswide, or by grade level.
  - The centralized raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: This does not apply to raters of students that have been approved for a special administration of the TELPAS listening and speaking assessment.

TELPAS Writing Collections: Centralized Raters

- Teachers of ELs in 2-12 are still required to assemble an EL's writing collection to be rated.

- Districts using centralized raters will need to develop their own process to gather the writing collections districtwide, campuswide, or by grade level.

- Teachers assembling the writing collection(s) are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately.

K-1 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
  - rate the student in all eligible domains
- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

2-12 Rater Credentials (writing only)

- A rater does not need to have the student in class at the time of the spring assessment.
- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*
- It is important to note that teachers are still required to assemble writing collections.
- Districts that designate centralized raters (districtwide, campuswide, or by grade levels) will need to develop their own process to gather and verify the writing collections.
- Paraprofessionals may not serve as raters.

*Please note that districts, at their discretion, can implement additional requirements for grades 2-12 raters of writing collections.

2-12 Rater Credentials (listening, speaking, and writing)

- In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.
- 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
  - rate the student in all eligible domains
- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Check for Understanding

TELPAS Resources

Resource	Purpose	Audience
TELPAS and TELPAS Alternate Educator Guide	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS) and PLDs to guide instruction	Administrators, Coordinators, Teachers
TELPAS Training PowerPoints	Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS	Administrators, Coordinators, Teachers
TELPAS Reading, Listening, and Speaking Blueprints	Provides districts with the test blueprints (reading, listening, and speaking)	Administrators, Coordinators, Teachers

TELPAS Resources (continued)

Resource	Purpose	Audience
TELPAS Speaking Rubrics	Derived from the TELPAS proficiency level descriptors (PLDs) and demonstrates the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Teachers
TELPAS Released Tests	Available for reading, listening, and speaking in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Teachers, Students
TELPAS Tutorial	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)	Administrators, Coordinators, Teachers, Students

TELPAS Resources (continued)

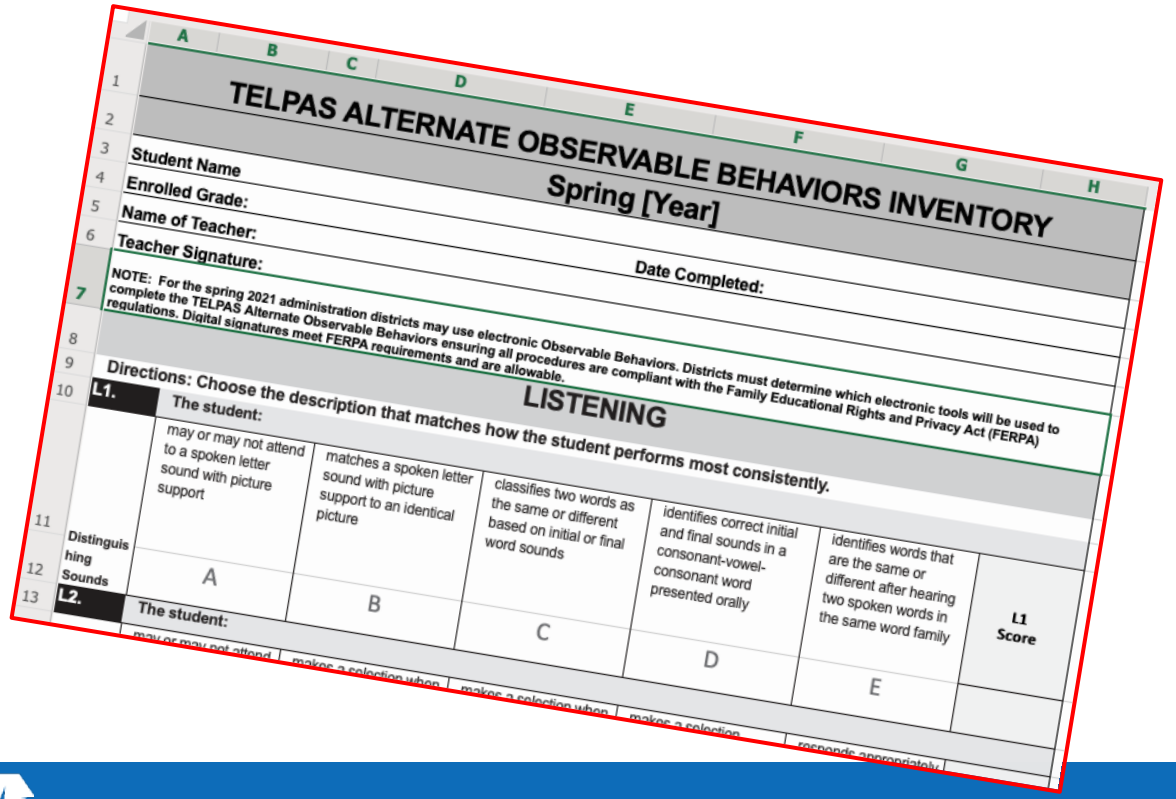
Resource	Purpose	Audience
TELPAS Listening and Speaking Practice Sets	Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses	Administrators, Coordinators, Teachers, Students
TELPAS Microphone and Headset Check	Available in the TestNav app under the "Practice Tests" link for districts to test connection, recording, and audio playback of headsets prior to utilizing the TELPAS tutorial, listening and speaking practice sets, released tests and definitely before testing	Administrators, Coordinators, Teachers
TELPAS Parent Resources	Provides parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains	Administrators, Coordinators, Teachers, Parents

TELPAS Alternate

TELPAS Alternate Updates

NO major changes for TELPAS Alternate for 2020–2021

- TELPAS Alternate testing window extension
- New spreadsheet for electronic collection of Observable Behaviors available under TELPAS Alternate resources webpage



TELPAS ALTERNATE OBSERVABLE BEHAVIORS INVENTORY

Spring [Year]

Student Name

Enrolled Grade:

Name of Teacher:

Date Completed:

Teacher Signature:

NOTE: For the spring 2021 administration districts may use electronic Observable Behaviors. Districts must determine which electronic tools will be used to complete the TELPAS Alternate Observable Behaviors ensuring all procedures are compliant with the Family Educational Rights and Privacy Act (FERPA) regulations. Digital signatures meet FERPA requirements and are allowable.

LISTENING

Directions: Choose the description that matches how the student performs most consistently.

L1.	The student:					
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family	L1 Score
	A	B	C	D	E	
L2.	The student:					

What is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population

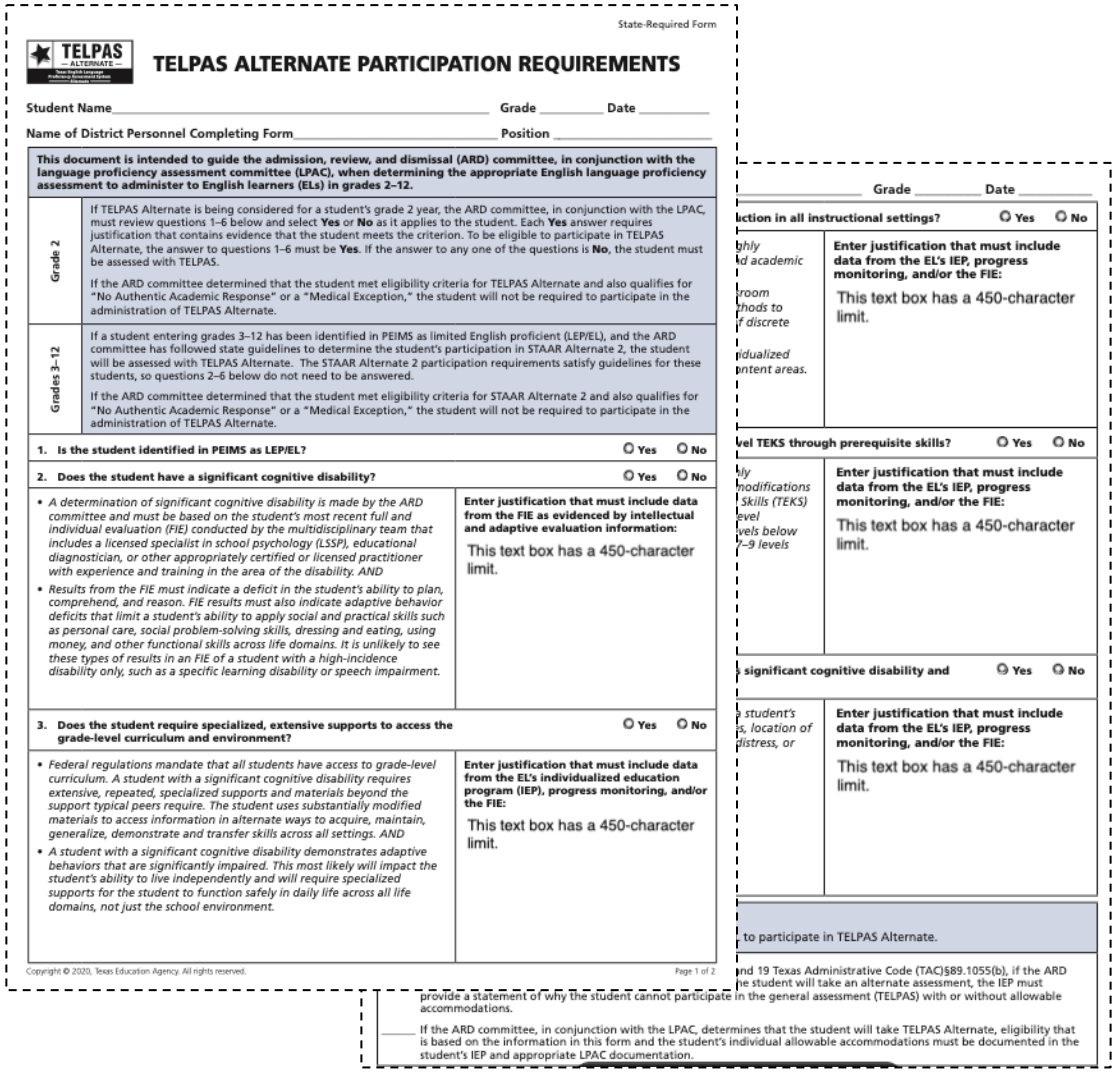
Who takes TELPAS Alternate?

- Students taking TELPAS Alternate are English learners in grades 2-12 who have significant cognitive disabilities and 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.

Who is assessed with TELPAS Alternate?

Grades K – 1	• No TELPAS Alternate for K-1 at this time. • All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.
Grade 2	• Participation requirements are available on TEA's TELPAS Alternate Resources webpage. • ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3 - 12	• Participation requirements are available on TEA's TELPAS Alternate Resources webpage. • ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP/EL and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.

TELPAS Alternate Participation Requirements



State-Required Form

TELPAS ALTERNATE

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2–12.

Grade 2

If TELPAS Alternate is being considered for a student's grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1–6 below and select **Yes** or **No** as it applies to the student. Each **Yes** answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1–6 must be **Yes**. If the answer to any one of the questions is **No**, the student must be assessed with TELPAS.

If the ARD committee determined that the student met 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.

Grades 3–12

If a student entering grades 3–12 has been identified in PEIMS as limited English proficient (LEP/EL), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 2–6 below do not need to be answered.

If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 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.

1. Is the student identified in PEIMS as LEP/EL? ○ Yes ○ No

2. Does the student have a significant cognitive disability? ○ Yes ○ No

- *A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND*
- *Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.*

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

This text box has a 450-character limit.

3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? ○ Yes ○ No

- *Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND*
- *A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.*

Enter justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE:

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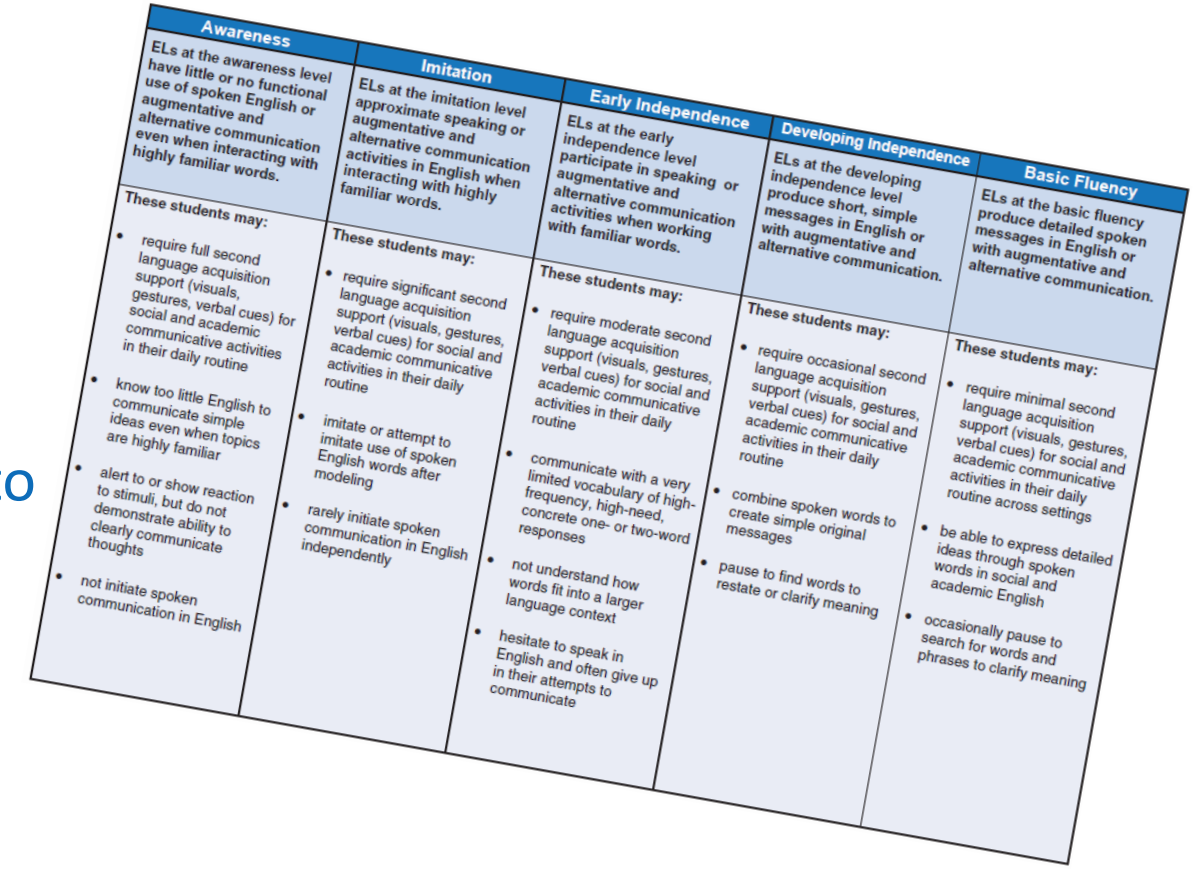
- Participation requirements (in English and Spanish) for grades 2-12 are available on TEA's TELPAS Alternate Resources webpage.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.
- For student in grades 3-12, the LPAC will answer question 1: "Is the student identified in PEIMS as LEP/EL?" and initial the assurances in Step II.

Alternate Proficiency Level Descriptors (PLDs)

- The Alternate PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.
- The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.
- Located on the TELPAS Alternate Resources webpage.



Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.	ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.	ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.	ELs at the basic fluency produce detailed spoken messages in English or with augmentative and alternative communication.
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • know too little English to communicate simple ideas even when topics are highly familiar • alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts • not initiate spoken communication in English	These students may: • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • imitate or attempt to imitate use of spoken English words after modeling • rarely initiate spoken communication in English independently	These students may: • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses • not understand how words fit into a larger language context • hesitate to speak in English and often give up in their attempts to communicate	These students may: • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • combine spoken words to create simple original messages • pause to find words to restate or clarify meaning	These students may: • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings • be able to express detailed ideas through spoken words in social and academic English • occasionally pause to search for words and phrases to clarify meaning

What are Observable Behaviors?

- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

Sample Observable Behavior for Decoding

R2.	The student:				
Decoding	may or may not attend to familiar word/picture combinations Ⓐ	matches familiar word/picture combinations to identical word/picture combinations Ⓑ	selects requested high-frequency words from a group of words Ⓒ	decodes words or phrases consisting of a few simple high-frequency words Ⓓ	decodes longer phrases or sentences with some unfamiliar words Ⓔ

Observable Behaviors: Notes Version

- A “notes version” of the Observable Behaviors can be found on TEA’s TELPAS Alternate Resources web page. It is available so that educators can become familiar with the Observable Behaviors and practice using them during the school year.

L3.	The student:				
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/ picture combinations	participates in a short discussion that includes recently learned academic vocabulary

Observable Behaviors with Classroom Examples

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.
- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

L8.	The student:				
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

An accessible version of the Observable Behaviors and classroom examples can be found on TEA's TELPAS Alternate Resources webpage.

Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

Check for Understanding

TELPAS Alternate Training

- TELPAS Alternate Test Administrator Manual
- A series of training PowerPoints is available on TEA's TELPAS Alternate Resources webpage. Each PPT can be reviewed by in about 10-15 minutes.
  - Introduction to TELPAS Alternate
  - TELPAS Alternate Student Eligibility
  - TELPAS Alternate Accessibility
  - TELPAS Alternate Listening Domain
  - TELPAS Alternate Speaking Domain
  - TELPAS Alternate Reading Domain
  - TELPAS Alternate Writing Domain
  - TELPAS Test Administration

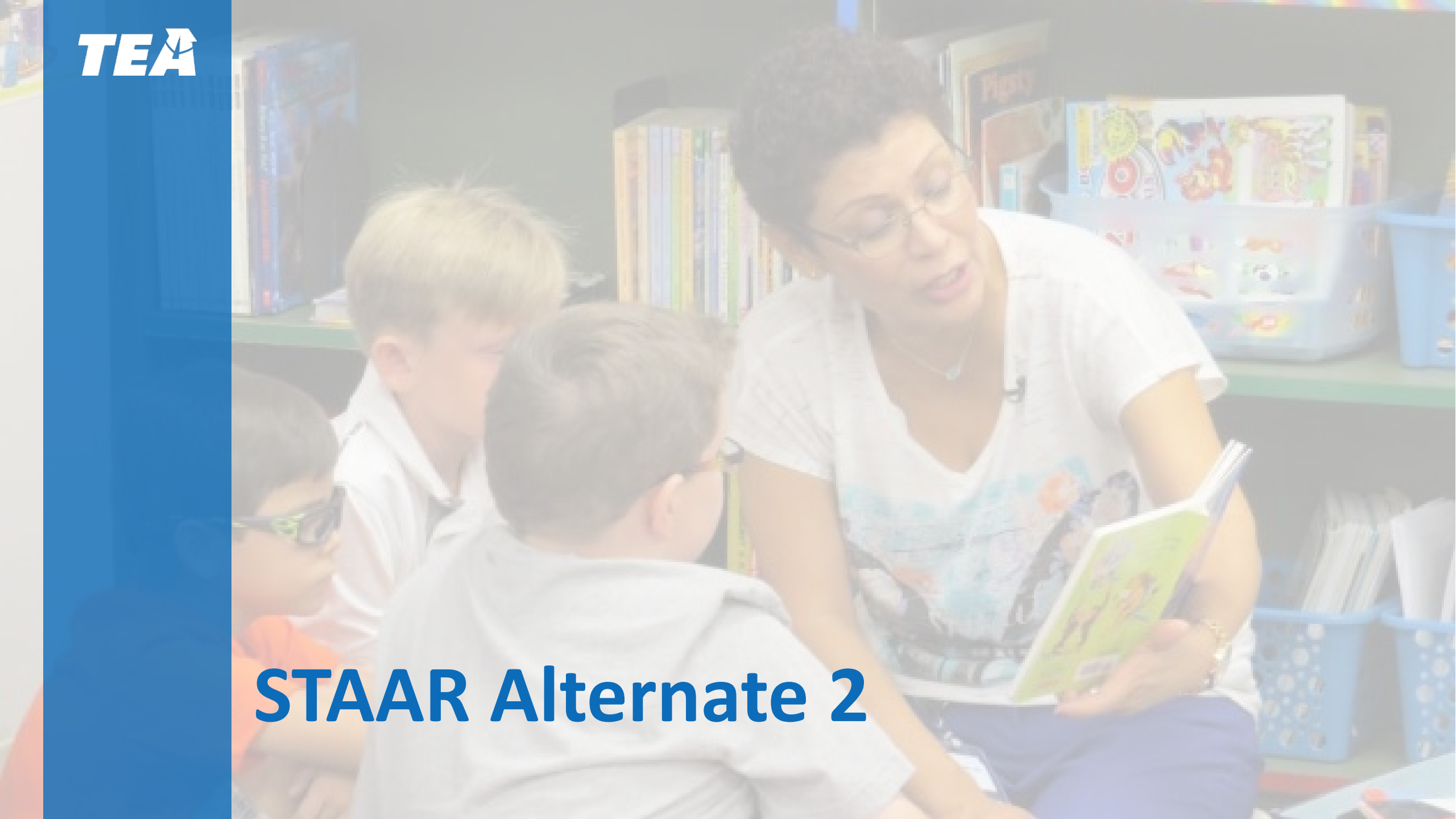
- While the PPTs are not required, TEA highly recommends that test administrators rating students using TELPAS Alternate view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.

TELPAS Alternate Resources

Resource	Purpose	Audience
TELPAS and TELPAS Alternate Educator Guide	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
Participation Requirements	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
Observable Behaviors (Notes Version)	Measures the student's use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window	Teachers

TELPAS Alternate Resources (continued)

Resource	Purpose	Audience
Parent Brochure	Communicates (English and Spanish) basic information about TELPAS Alternate	Parents
Test Administration Manual	Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints	Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Designed as short PowerPoints that can be viewed in 10 to 15 minutes Are optional though highly recommended	Administrators, Coordinators, Teachers serving as test administrators

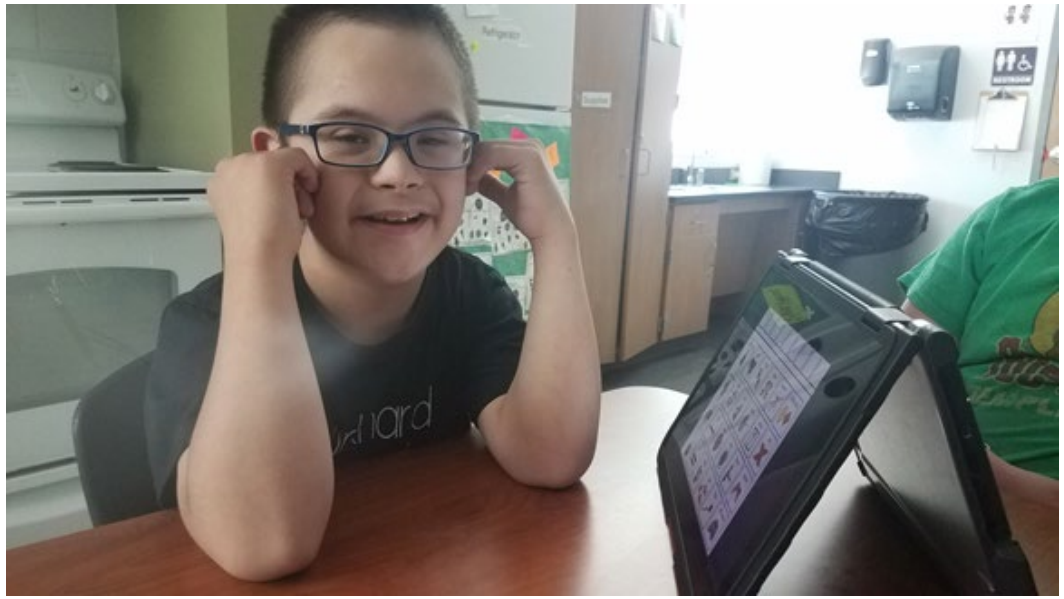


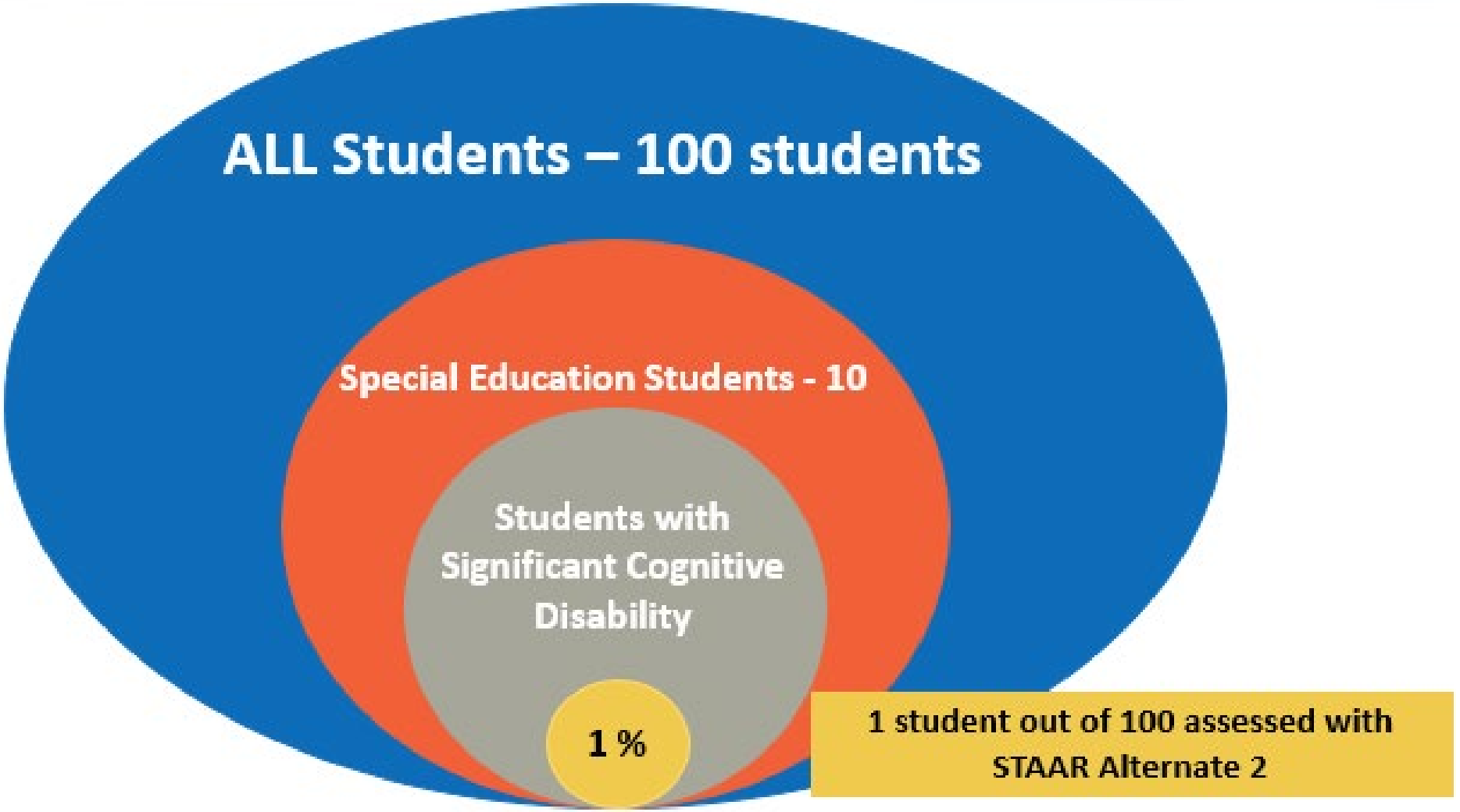
STAAR Alternate 2

Who takes STAAR Alternate 2?

Students with a significant cognitive disability

- exhibit significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and ALSO indicate adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;
- Are NOT identified based on English learner designation or solely on the basis of previous low academic achievement or the need for (specialized) accommodations; and
- require extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor specific to a particular content area.




ALL Students – 100 students
Special Education Students - 10
Students with Significant Cognitive Disability
1 %
1 student out of 100 assessed with STAAR Alternate 2

Evidence must be provided indicating eligibility

1. The student has a significant cognitive disability according to the state definition.

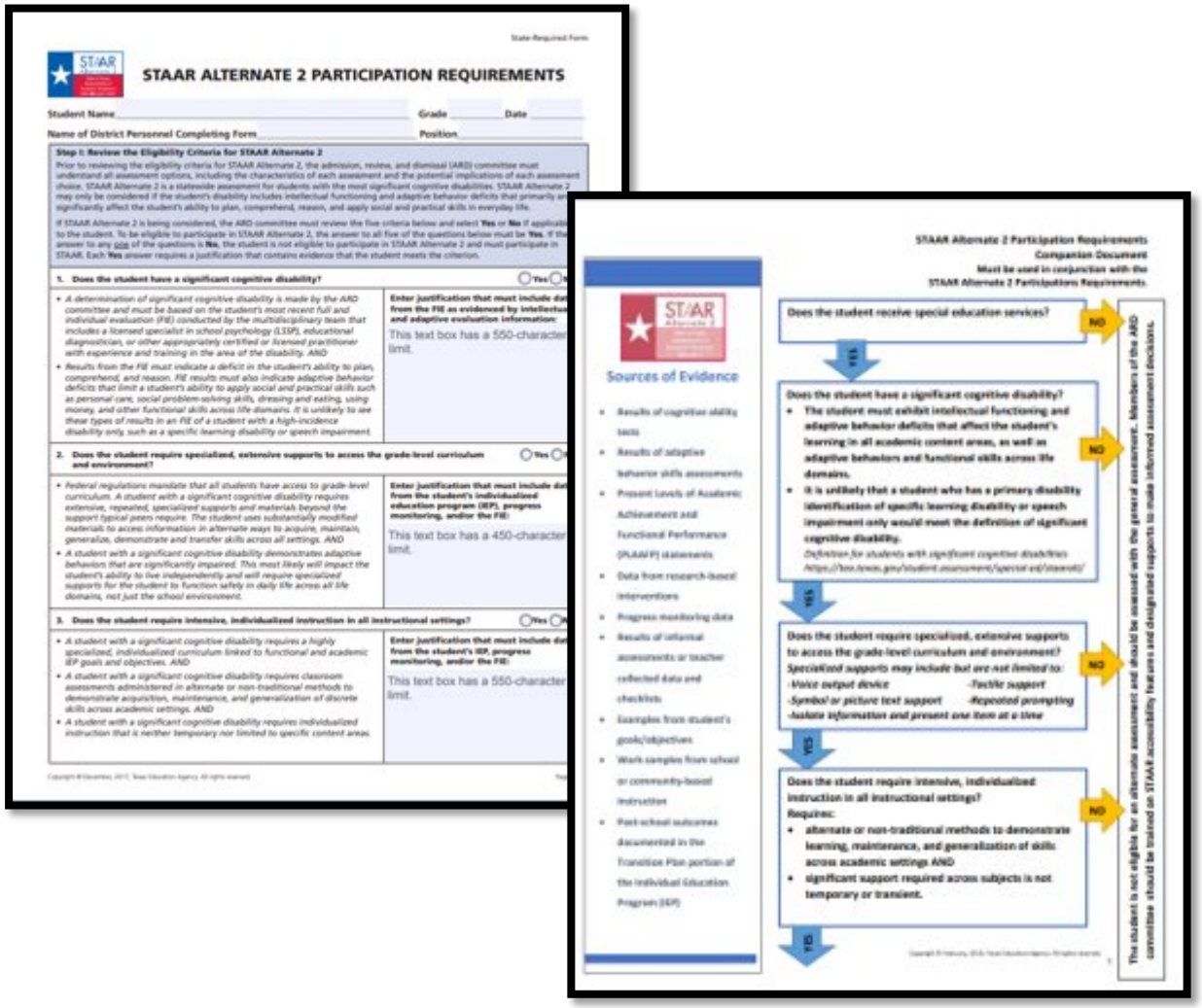
2. The student requires specialized, extensive supports to access grade-level curriculum and the student's environment.

3. The student requires intensive, individualized instruction in all instructional settings.

4. The student accesses and participates in the grade-level TEKS through pre-req skills.

5. The student's eligibility is NOT based on student's racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Participation Requirement Resources

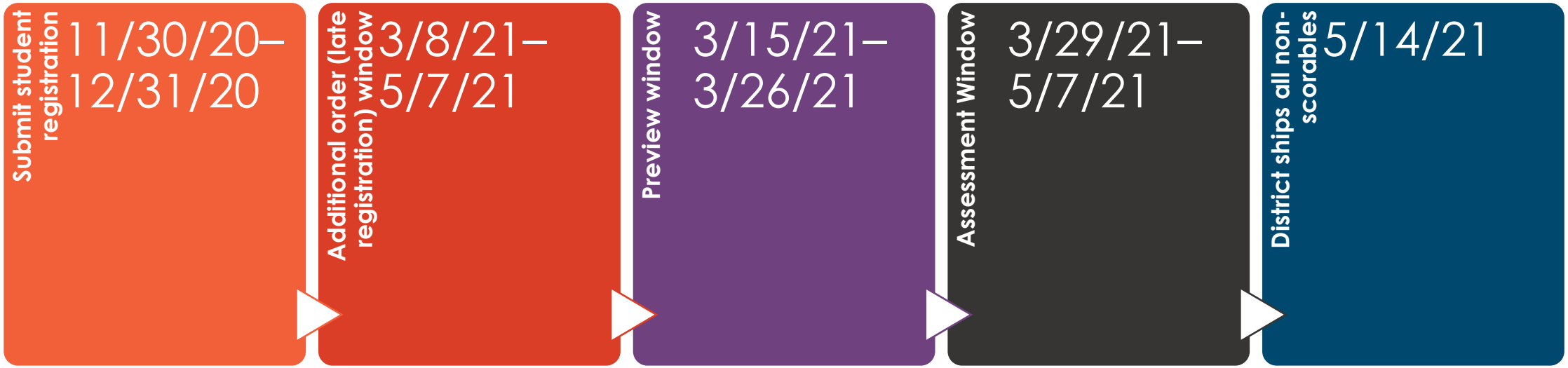


- Participation Requirement doc
- Participation Requirement Companion doc

Participation Requirement Training

STAAR Alternate 2 Training Modules
Overview of STAAR Alternate 2 & Eligibility
Most Frequently Asked Questions

STAAR Alternate 2 Key Dates 2020-2021



What grades/subjects are tested with STAAR Alternate 2?

- Grades 3-8
  - Grade 3 Reading & Math
  - Grade 4 Reading, Math & Writing
  - Grade 5 Reading, Math, & Science
  - Grade 6 Reading & Math
  - Grade 7 Reading, Math & Writing
  - Grade 8 Reading, Math, Science & Social Studies
- End of course assessments
  - For a high school student, the student is assessed in the course the student is enrolled in during the applicable school year.
  - There are no retest opportunities for STAAR Alternate 2.
  - English I, English II, Algebra I, U.S. History, Biology

Important Registration Information

Students who enroll on or after March 28, 2021 (first day of test window)

Students who transfer/move to a new district after the first day of the STAAR Alternate 2 testing window do not have to be tested.

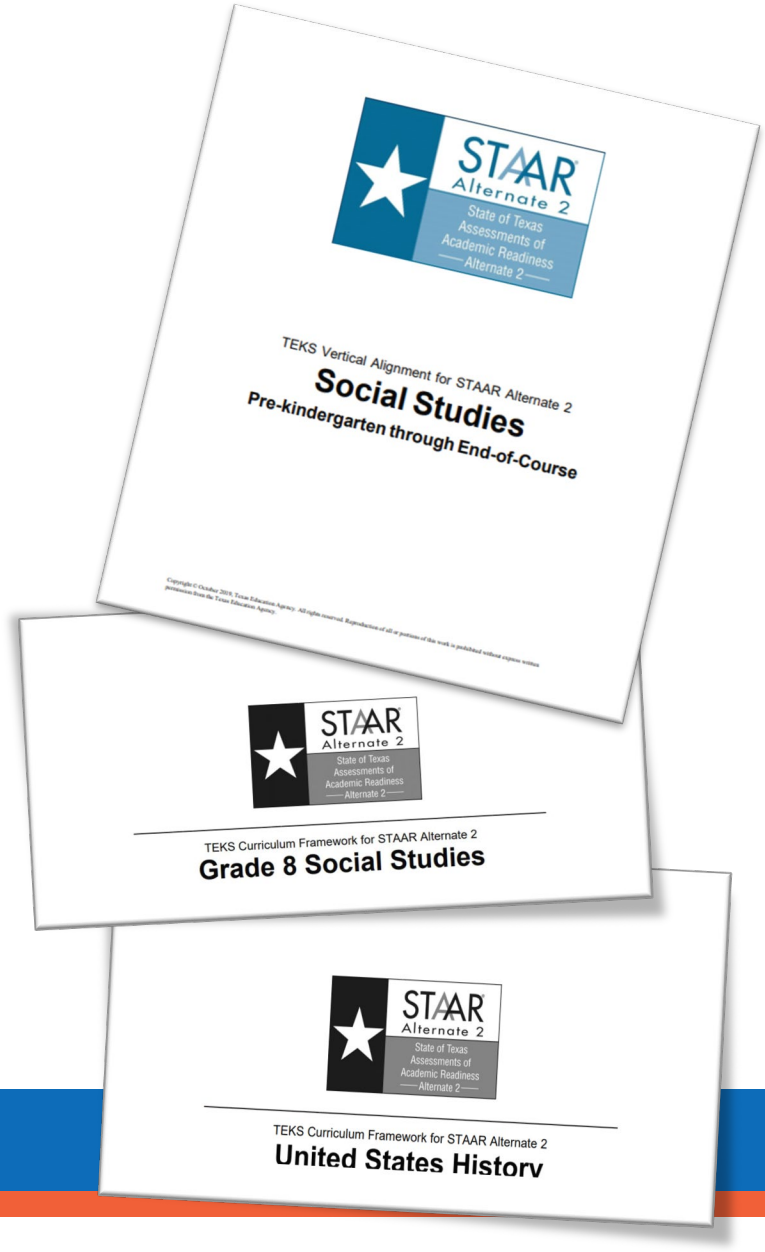
Students who transfer within the same district after the first day of the STAAR Alternate 2 testing window still must be tested by the district where the student is enrolled.

STAAR Alternate 2 Webpage Updates

- NEW Reading Language Arts TEKS
  - March 2020 NEW Vertical Alignment document – RLA
  - March 2020 NEW Curriculum Framework Grade 3-8 RLA

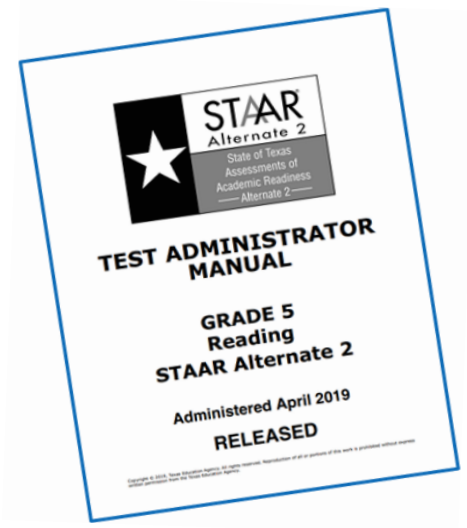
- TEKS Streamlining Social Studies & US History
  - NEW Vertical Alignment document – Social Studies
  - NEW Curriculum Framework Social Studies 8
  - NEW Curriculum Framework US History

Fall 2020

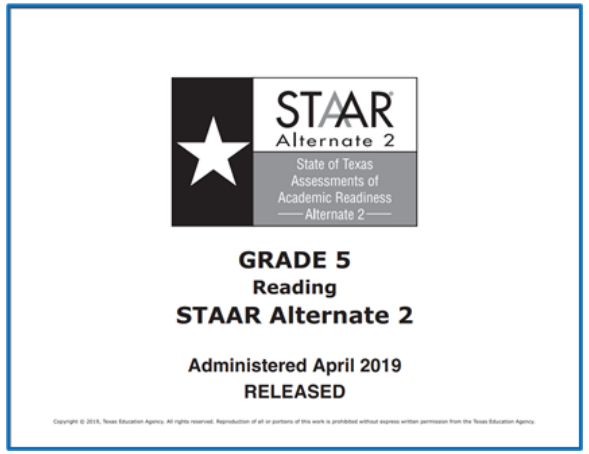


Test Material Updates

- STAAR Alternate 2 Test Administrator Manual will be an online-only document and not contain any secure material.
- Test kit will contain Teacher Test Booklet (new name), Student Booklet, and Image Cards. Teacher Test Booklet will contain only secure test items.
- New covers for all booklets.

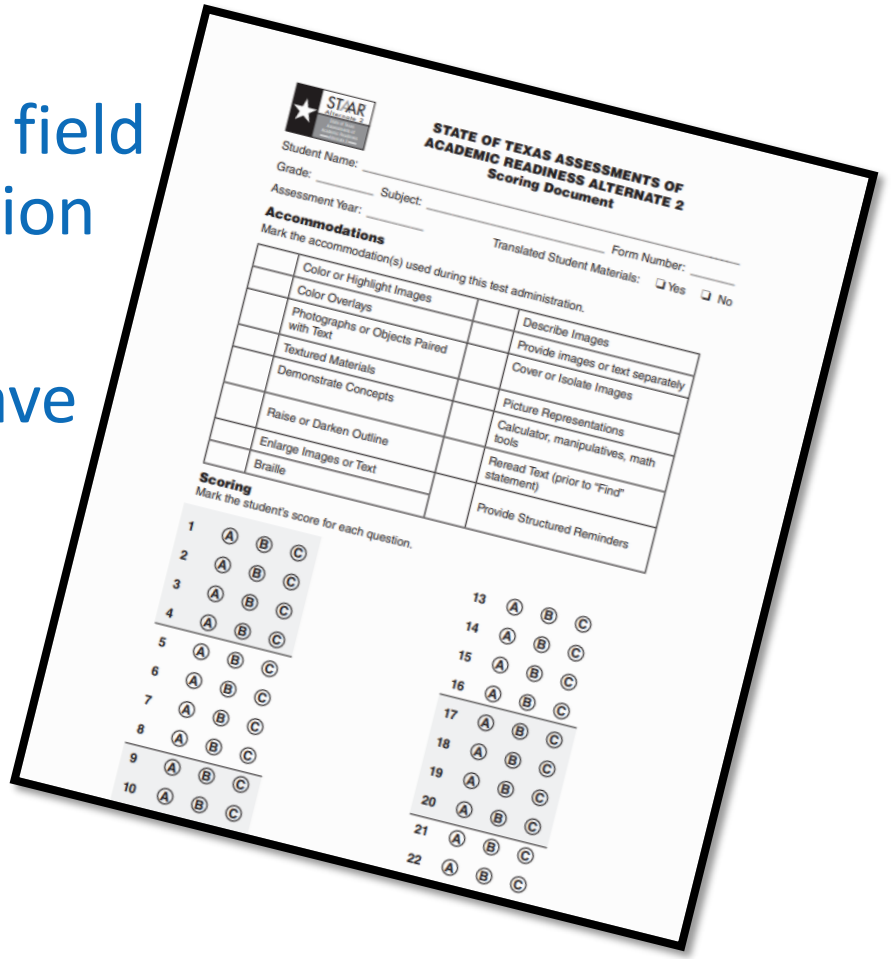


Teacher Test Booklet



2021 Test Administration Updates

- Due to inability to field test items in 2020, those 4 field test items will be included in the 2021 administration in addition to this year's 4 items.
- All grades/subjects except for Writing 4 & 7 will have 28 test items versus previous year's 24 test items.
- Scoring Document:
  - Writing 4 & 7 will only use 24 of the 28 spaces


STAAR

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
Scoring Document

Student Name:
Grade: Subject:
Assessment Year: Form Number:
Translated Student Materials: ❑ Yes ❑ No

Accommodations
Mark the accommodation(s) used during this test administration.

	Color or Highlight Images		Describe Images
	Color Overlays		Provide images or text separately
	Photographs or Objects Paired with Text		Cover or Isolate Images
	Textured Materials		Picture Representations
	Demonstrate Concepts		Calculator, manipulatives, math tools
	Raise or Darken Outline		Reread Text (prior to "Find" statement)
	Enlarge Images or Text		Provide Structured Reminders
	Braille		

Scoring
Mark the student's score for each question.

1 A B C
2 A B C
3 A B C
4 A B C
5 A B C
6 A B C
7 A B C
8 A B C
9 A B C
10 A B C
13 A B C
14 A B C
15 A B C
16 A B C
17 A B C
18 A B C
19 A B C
20 A B C
21 A B C
22 A B C

Test Administrator Training Reminders

Training Topics – **Use Online Test Administrator Manual**

- Preparation for Test Administration (Preview Window)
- Roles & Responsibilities
- Test Security
- Scheduling Test Administrations
- Testing with Accommodations
- Monitoring Test Administrations
- Returning Materials to District Coordinator
- TA Training completed by 3/12/21

Who should administer STAAR Alternate 2?

- Ideally, the student's teacher for the subject tested because of the high level of familiarity with the student
  - Accommodations must be prepared and delivered appropriately
  - So that student responses can be understood
- Paraprofessionals may serve as test administrators as long as they are supervised by a certified professional on the same campus throughout the test administration
  - Trained in preparation of test materials and test administration procedures
  - Oath signed
- See additional options for STAAR Alternate 2 Test Administrator in the District and Campus Coordinator Resources

Test Administrator Training Reminders

Preview Window

- Practice reading the script and following the presentation instructions before presenting the test stimulus in front of the student.
- Review the scoring instructions for the 3rd item in each cluster in order to plan the teacher assistance that will be used for each individual student.
- Review the student booklet and image cards to plan and prepare accommodations for students as needed.
- The Preview window is NOT a pre-teach window.
  - Any presentation of secure test items or secure test material/information to a student prior to the administration of the test is considered a serious irregularity and should be reported as such.

Test Administrator Training Reminders

Image Cards

- Students must be presented the test stimulus from the Student Booklet, with Image Cards as an optional support.
- Image Cards are an optional tool used to
  - Support text with images
  - Present answer choices one at a time
- A test administrator may use the same set of image cards for multiple students in the same grade level
  - Completely clean card
  - NO appearance whatsoever of accommodations applied (highlighting, texture applied, etc.)

Test Administrator Training Reminders

Testing Environment

- Prepare the testing environment
  - To minimize distractions
  - To maintain the confidentiality of test material and the responses of individual students.
- STAAR Alternate 2 is administered to each student in a one-to-one setting.
- Districts with cameras in self-contained classrooms may administer STAAR Alternate 2 in the room with a camera. The "camera in the classroom" rule does not allow for student removal from the camera view for state testing. In the case that a request is made to view the video, districts should implement locally developed procedures which communicate the penalties for breaching confidential test material.

Check for Understanding

ESSA 1% Waiver

- TEA's request to extend our waiver to assess more than 1% of assessed students was not approved.
- U.S.D.E. cited that Texas continues to assess more than 1% of our assessed students on an alternate assessment.
- TEA will request another waiver for the 2020-2021 school year.

ESSA 1% Waiver

- TEA Division of Review and Support
  - Monitoring language that matches ESSA 1% language
  - Monitoring same subjects as ESSA

- Assurances information may be collected this fall from districts over 1% according to 2019 participation data

STAAR Alternate 2 Resources

Resource	Purpose	Audience
STAAR Alternate 2 Test Administrator Manual	Provides an overview of the STAAR Alternate 2 program and provides guidance regarding the entire administration of the assessment including scoring instructions.	Administrators, Coordinators, Teachers
STAAR Alternate 2 Educator Guide	Provides in-depth guidance regarding presentation of test stimulus, communicating the directions, and administering accommodations.	Administrators, Coordinators, Teachers
STAAR Alternate 2 Curriculum Framework documents	The STAAR Alternate 2 Curriculum Framework documents list the reporting categories, and TEKS for each grade/subject and EOC tested in STAAR. The Curriculum Framework documents the access points the Teacher Test state curriculum by which students who are assessed with STAAR Alternate 2 are tested.	Administrators, Coordinators, Teachers
Instructional Terms lists	The STAAR Alternate 2 Instructional Terms lists academic vocabulary that has been used over several years in the assessment. Lists are organized by subject and guide educators to know the type of academic language that has been and will be used on tests.	Coordinators, Teachers

Upcoming Events

- More specific guidance from U.S.D.E on this year's waiver request.
- TETN October 8, 8:30 – 11:30 STAAR Alternate 2 Updates
- STAAR Alternate 2 Training Modules December 2020

QUESTIONS

3. Test Security

Test Security Section in DCCR

- The security section includes the following pages
  - Overview
    - Test security and confidentiality
    - Maintaining security of test materials
    - Training requirements
    - Technology use during assessments
  - Testing irregularities
  - Penalties for violating security and confidentiality of assessments
  - Investigating and reporting testing irregularities
  - Things to consider before, during, and after an administration
  - Security forms

Serious Violations of Test Security

- 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
- 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
- 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 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 in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- Failing to implement sufficient procedures to prevent student cheating
- Failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

Investigating Serious Testing Violations

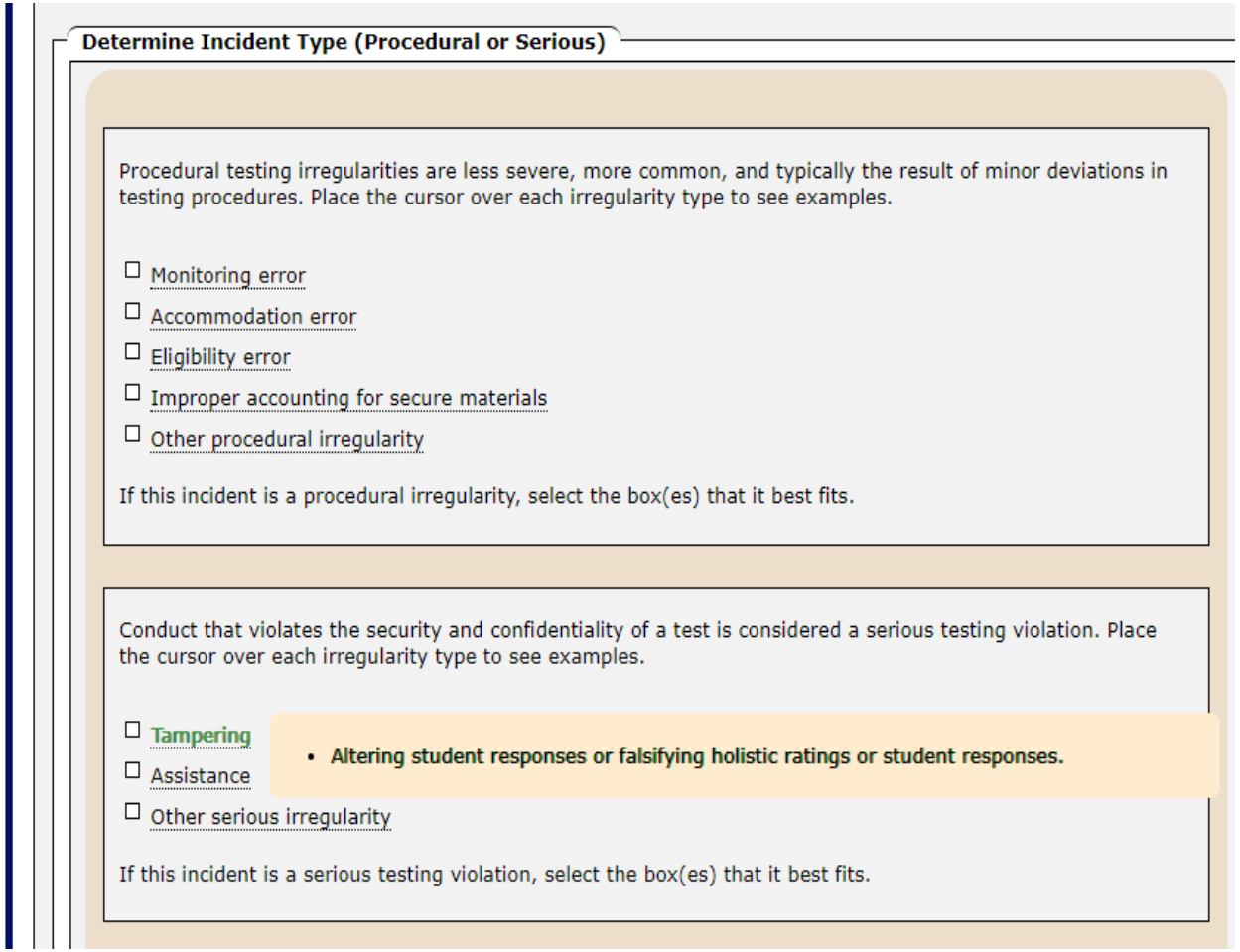
- Must notify TEA as soon as possible of any alleged or suspected serious violation.

- Requires a prompt investigation by the district.
  - All necessary evidence is gathered
  - Individuals involved are to be interviewed

- The district must submit to TEA
  - an online incident report,
  - a summary of the incident, and
  - typed, signed, and dated statement(s) from each individual involved.

Submitting an Online Incident Report Form

- To submit the Online Incident Report form, you will need to determine if it is procedural or serious.
  - If procedural, you will need to select one of the five procedural categories.
  - If serious, you will need to select tampering, assistance, or other.
- You need to include an investigative summary and plan of action.
- You must submit the required information and documentation **within 10 days**.



Summary of the Testing Incident

- Must include
  - At which campus the incident occurred
  - During which administration (i.e., month, year, program, grade level and subject area, course, or domain etc.)
  - A district determination of whether an incident occurred and who is at fault
  - Student outcomes (were tests invalidated)
  - Educator outcomes (e.g., re-assigned or suspended)

Statements from Educators Involved in Testing Incident

- Obtain separate, typed, signed, and dated statements from all individuals who were involved in or may have information about the incident.

- Verify that each statement includes:
  - name, title, contact information, and role during testing;
  - how individual was responsible for or involved in incident;
  - description of incident from individual's perspective;
  - individual's signature; and
  - date the statement was signed.

- Individuals implicated in a serious violation should be informed of the allegations being made and asked to respond directly to all accusations.

Statements from Students Involved in Testing Incident

- Obtain statements from any students who were involved in or may have information about the incident.

- Students' statements may be handwritten or recorded and transcribed.
- If the district records a student's statement, written consent from the student's parent must be obtained as required under the TEC, §26.009.
- Contact information for each student should be maintained at the local level in case TEA requests it.

Penalties for Serious Test Violations

- Referring to SBEC for potential sanctions (e.g., a restriction, reprimand, suspension, or revocation) with a **minimum one-year suspension**
- Class C misdemeanor
- Invalidating student test results
- Lowering accreditation status or accountability rating
- Charter sanction or revocation

Referrals to State Board of Educator Certification

- There is a minimum one-year suspension of an educator's license when he or she is accused of a serious testing violation and the case is referred to SBEC.

- Previously referred cases include:
  - 1-year suspension for providing students direct and indirect assistance
  - 2-year suspension for reviewing students' test responses, identifying incorrect answers, directing students to rework test items, and providing clues
  - Revocation for helping students solve problems and using voice inflection and facial expressions during an oral administration

Check for Understanding

Procedural Testing Irregularities

- Procedural testing irregularities are less severe, more common, and typically the result of minor deviations from testing procedures. They include:
  - Monitoring errors
  - Accommodation errors
  - Eligibility errors
  - Improper accounting for secure materials
  - Other procedural irregularities

- They require the submission of an incident report and a plan of action.
- Many procedural irregularities, when identified in a timely manner, can be resolved with minimal impact to students.

Monitoring Errors

Examples include:

- A test administrator
  - left room unmonitored during testing;
  - did not monitor students during break;
  - reinforced test-taking strategies;
  - did not properly prepare testing environment or device for testing;
  - did not use test administrator manual or read "SAY" directions;
  - did not complete required seating chart; or
  - did not give students correct amount of time to complete the test (i.e., too much, too little).

- A test administrator did not actively monitor students and did not
  - detect when student went back or went ahead to work on different test;
  - ensure that students worked independently;
  - prevent students from using cell phones to take pictures, post, or send messages;
  - verify that students recorded their responses and accepted blank answer documents; or
  - confirm that students submitted online tests.

Accommodation Errors

Examples include:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for an accommodation.

Eligibility Errors

Examples include:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A specific test was administered on the incorrect day (e.g., administered a reading test on the math test day).
- An eligible student was not administered a test (e.g., EL whose parents had waived district ESL services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR EOC test).
- The district failed to properly account for all eligible testers.

Improper Accounting for Secure Materials

Examples include:

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left visible.
- Scorable materials were found after test materials had been returned to the testing contractor.
- Students' test results or test performance were improperly shared (i.e., FERPA violation).

Oaths of Test Security and Confidentiality

- The superintendent and district coordinator oaths are online forms with checkboxes.

- These oaths can be printed, and each part should be submitted online.

- For questions about returning the signed security oaths, or confirmation of receipt, contact the ETS Texas Assessment Support Center.

Two Part Test Security Oaths

- For the Superintendent and Chief Administrative Officer:
  - Part I is required to be submitted prior to the administration of the first state assessment for the school year.
  - Part II is required to be submitted after all state testing has been completed for the school year.

- For the District Testing Coordinator:
  - Part I is required to be submitted after receiving training and before handling secure test materials.
  - Part II is required to be submitted after all state testing has been completed for the school year, and all materials have been returned to the state testing contractors.

General Oath of Test Security

- The general oath should be completed by all other school personnel who participate in state-mandated testing or handle secure test materials.
- It is a fillable PDF that can be printed or saved electronically.
- It is required to be completed after receiving training and before handling secure test materials.
- A certified staff member must be identified who will be responsible for each noncertified participant.

Check for Understanding

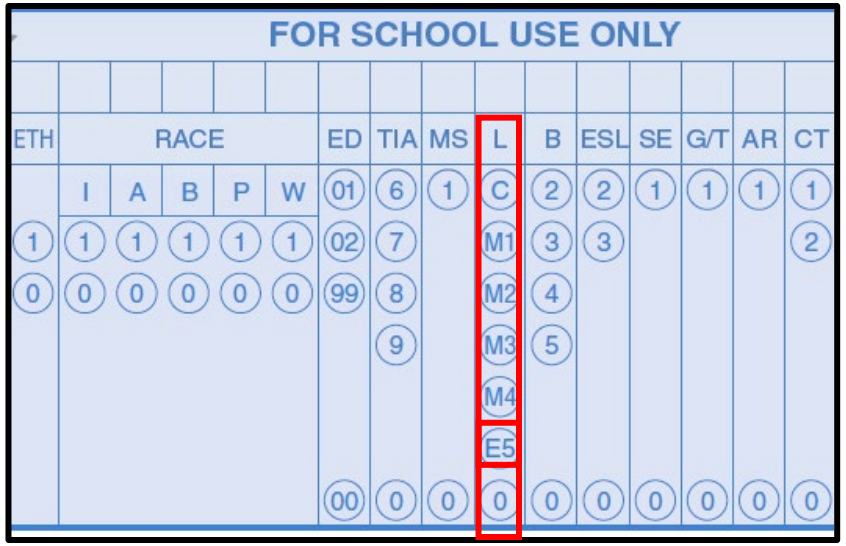
QUESTIONS

4. ETS: Updates and Test Administration Procedures Overview

ETS New for 2020–2021

New LEP Indicator

- LEP-Indicator-Code 5 identifies students who have previously been identified as LEP/EL, has met reclassification criteria, and has completed four years of monitoring.
- Answer document will display bubble as E5.
- The 5 entered during registration will have an output of E for reporting.



Speech-to-Text (STT)

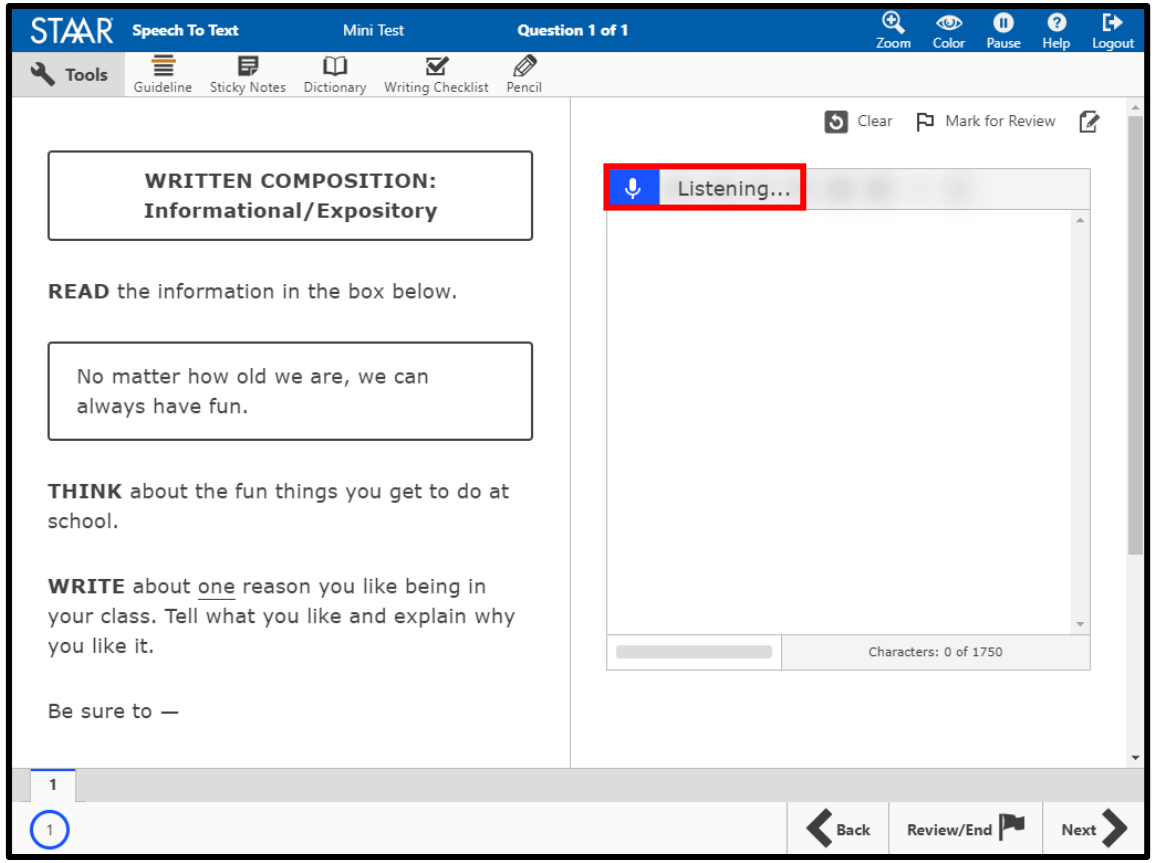
- Beginning with the December 2020 administration, students who meet the STT eligibility criteria will be able to dictate their essay responses directly into the STAAR online testing platform.
  - Grades 4 and 7 writing, English I, English II, and English III
- New personal needs and preferences (PNP) accommodation code: **S**
  - Cannot be combined with refreshable braille (B)
- In early fall, a new mini practice test and tutorial will be available via the STAAR Online Testing Platform (SOTP).

Speech-to-Text (STT)

NEW

- Available for English and Spanish written compositions only
- The student eligible for the speech-to-text can click on the Microphone icon to activate the speech-to-text functionality

NOTE: When speech-to-text is enabled, all other text editing tools are unavailable



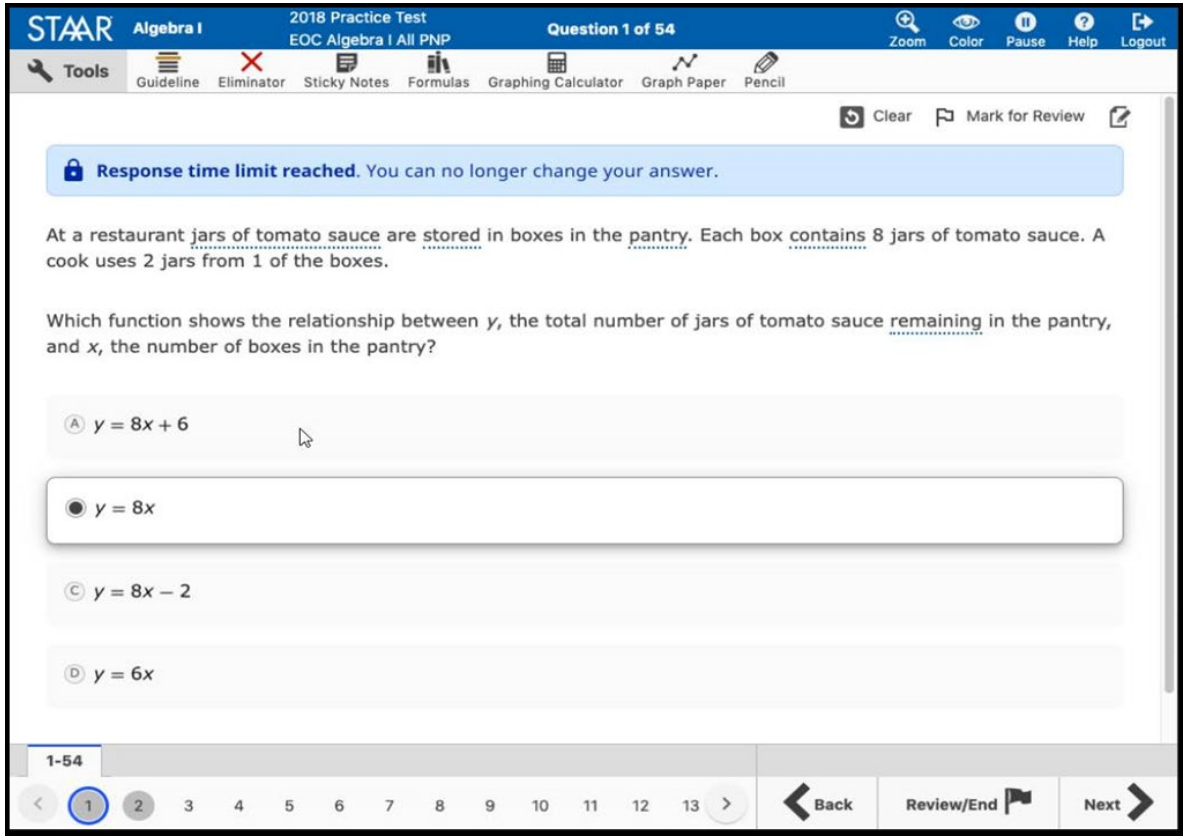
Speech-to-Text (STT)

Demonstration

Locked Responses Feature

NEW

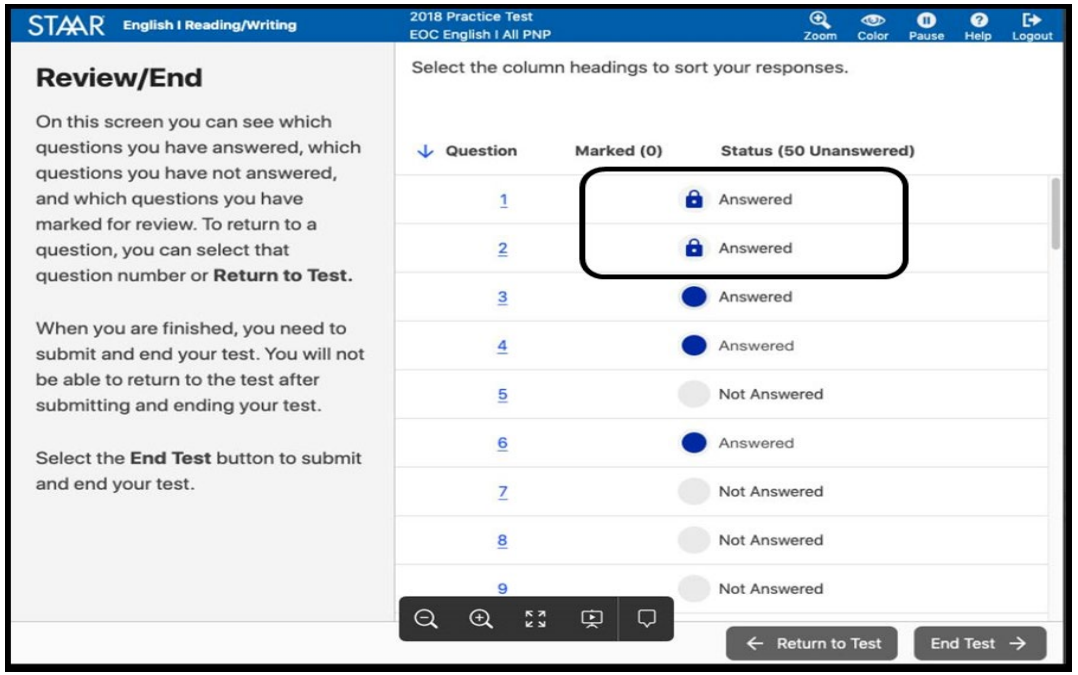
- Beginning with the fall 2020 administration, the STAAR Online Testing Platform will lock student responses at 11:59 p.m. (CT) the day the response was entered.
  - Students testing over multiple days will be able to view all items and passages but will not be able to edit responses completed on a previous day.
  - Students actively testing at 11:59 p.m. (CT) will not have their answers locked until the student logs out of the test or becomes inactive.

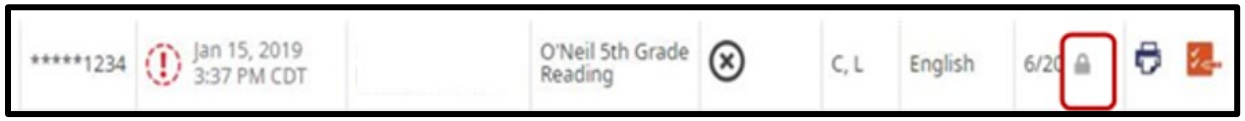


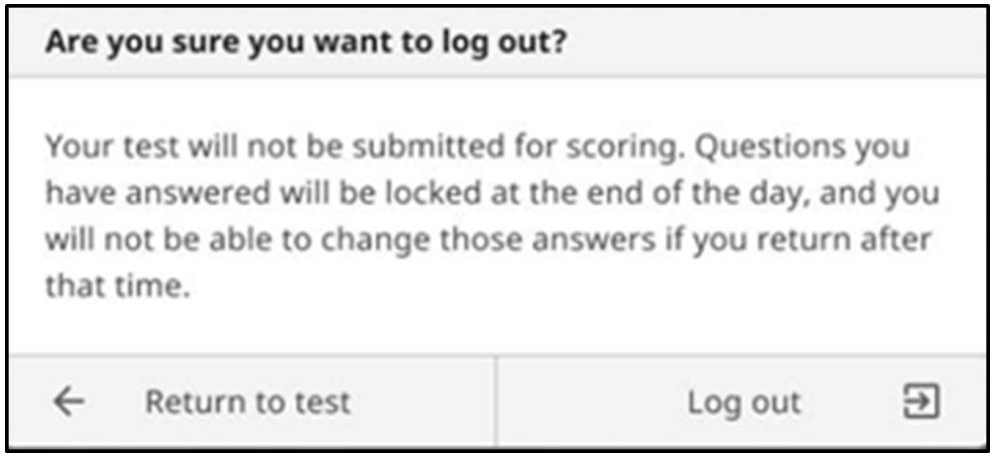
Locked Responses Feature

NEW

Identification of locked responses







On-Demand Data Files

- A new on-demand feature to generate data files (.CSV) will be available in the STAAR Assessment Management System for the spring and summer 2021 administrations.
  - The availability dates for online and paper test takers is noted on the Calendar of Events.
- Districts should allow at least eight hours from the time students complete testing to request a data file.

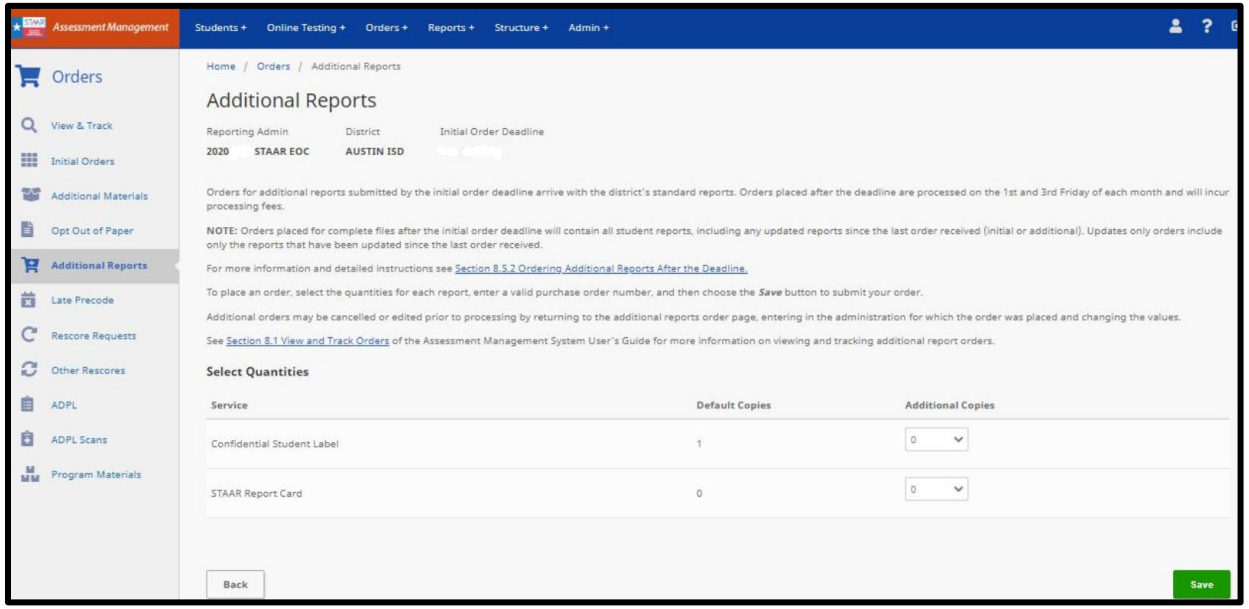
On-Demand Data Files

- The on-demand data file is in the same format as the 2020–2021 district data file with limited fields populated (i.e., student demographics, scale scores, and performance level).
  - The fields will be noted in the 2021 STAAR End-of-Course Reporting Student Data File Format and the 2021 STAAR Grades 3–8 Reporting Student Data File Format.
- Distribution of the new on-demand data file to campuses is at district discretion.
- There will be procedural changes for requests to reopen and reset online tests after the test scores are available.
- Additional information will be shared during the Spring 2021 webinars.

Standard Reports

NEW

- All standard reports will be available on the date published on the Calendar of Events.
- Beginning in spring 2021, districts must opt-in to receive printed copies of STAAR Report Cards.
  - Dates for the opt-in process will be noted on the 2020–2021 Standard and Additional Reports PDF.



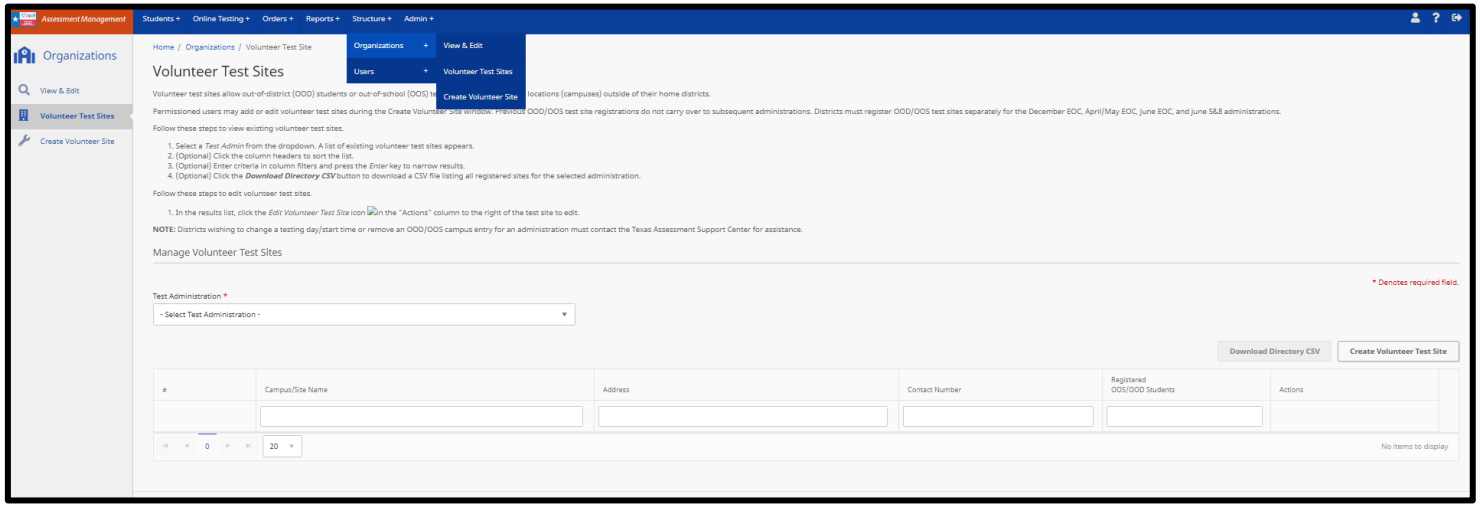
Standard Reports

- **No Change:** Districts will continue to receive printed Confidential Student Labels unless they opt-out.
- Results on standard reports may vary due to exception cases in the final reconciliation process.
  - Score Codes
  - Multiple tests taken by the same student for the same subject
  - Students who took test reported on the same STAAR Report Card at two different districts

OOD/OOS Test Site Registration

NEW

- OOD/OOS Test Site registration **must** be completed in the Assessment Management System.
  - *Structure > Organizations > Create Volunteer Test Site*



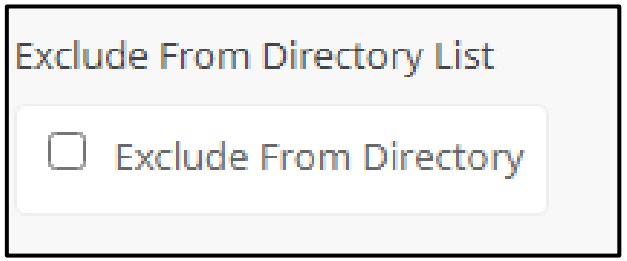
- See Section 4.2 Volunteer Test Sites of the *STAAR Assessment Management System User's Guide* for more information and detailed instructions.

OOD/OOS Test Site Registration

NEW

Structure > Organizations > Create Volunteer Test Site

- Select “Exclude from Directory” if the test site should not appear on the published on the publicly available OOD/OOS Test Site Directory.
  - OOD/OOS students will not be able to select the excluded campus when registering via the external form.
- OOD/OOS test sites that are “excluded” will still be available to be selected as a testing campus within the Assessment Management System.



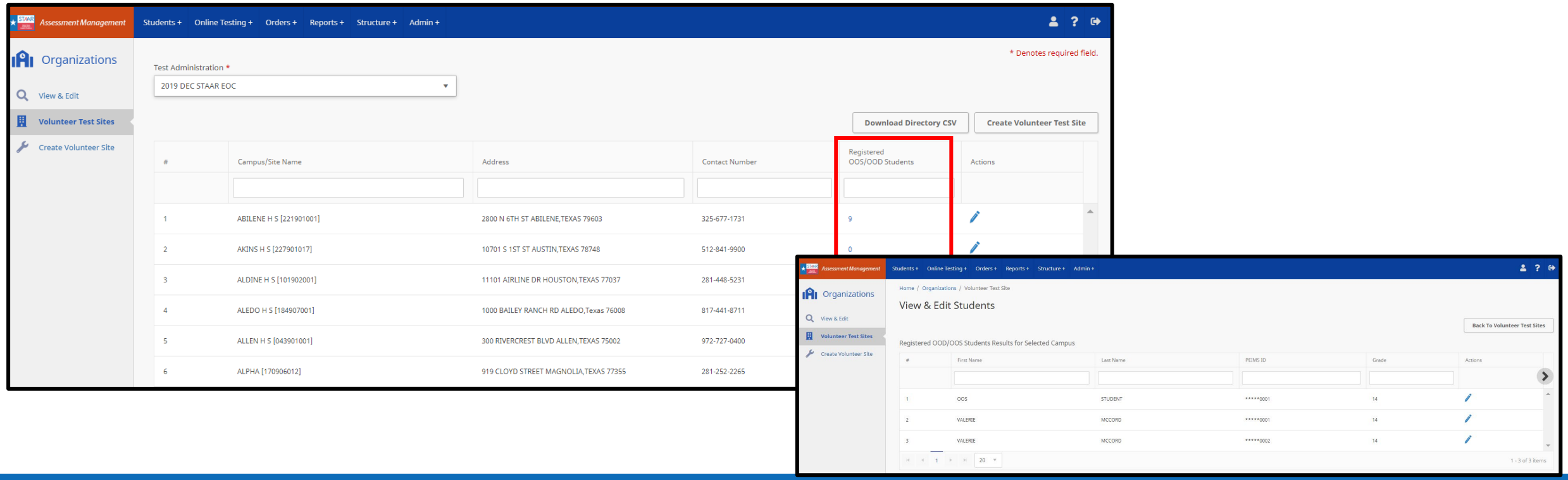
OOD/OOS Test Site Registration

- Districts may register multiple campuses using one form submission
  - Same test dates and start times will be applied will be applied to all campuses included in the form submission
- Districts may return to view and edit registered sites start times and campus contact information at any time prior to the close of the test site registration window.
  - *Structure > Organizations > Volunteer Test Site*
- Districts needing to overwrite a campus name, edit the testing date or delete registered site must contact the Texas Assessment Support center for assistance.

OOD/OOS Test Site Registration

NEW

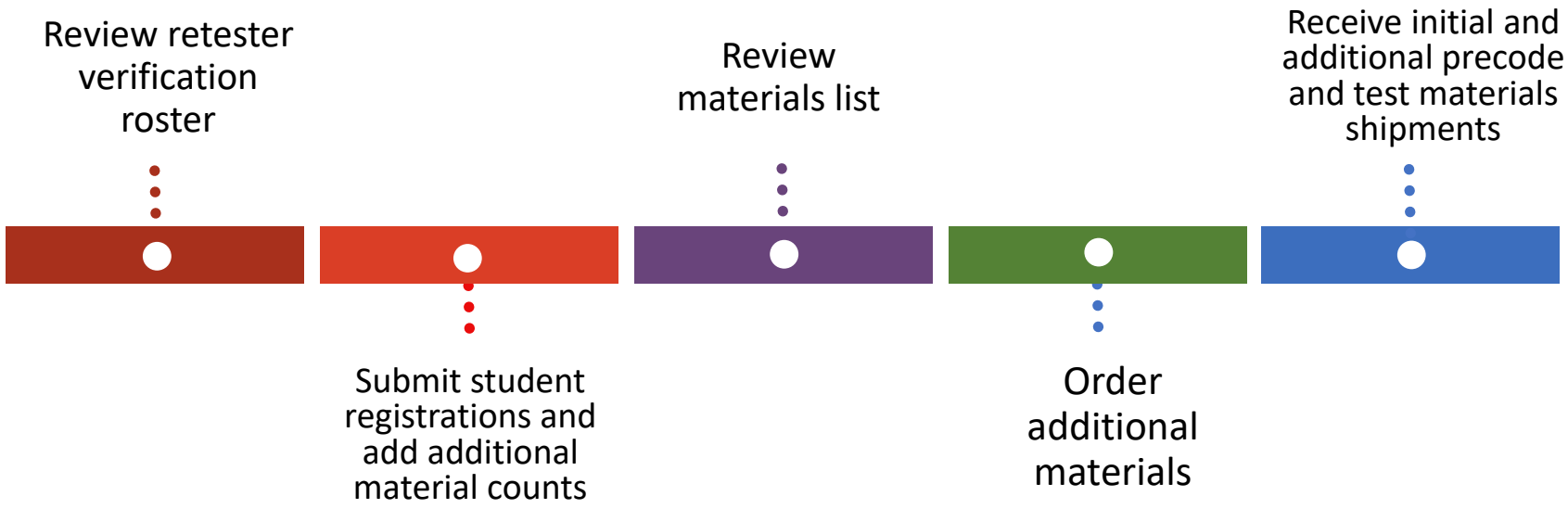
- Districts can view OOD/OOS students who are registered to test at a campus in their district.



Check for Understanding

ETS Technology 101

STAAR Registration Timeline



Calendar of Events

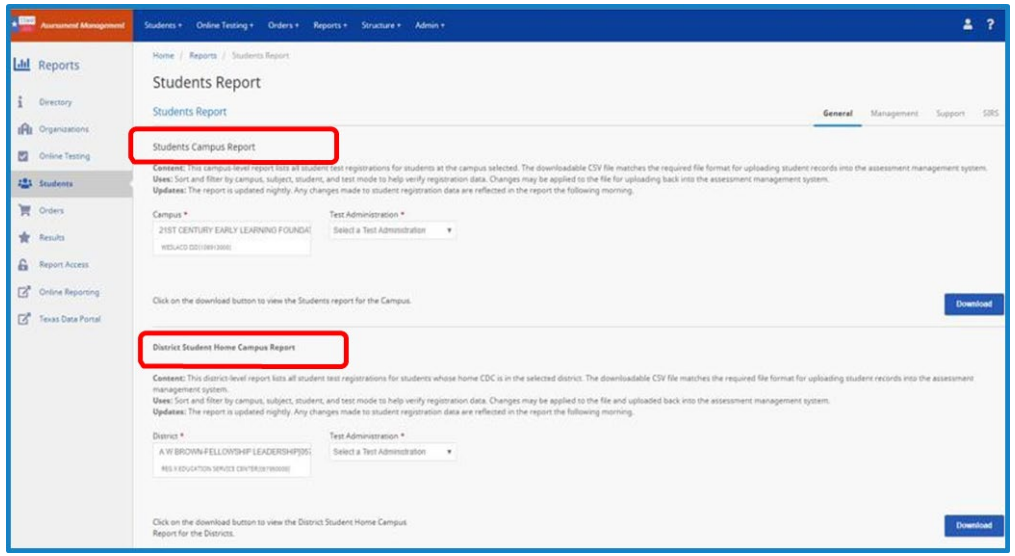
Texas Student Assessment Program

CALENDAR OF EVENTS 2020–2021

Events	Test Administration/Grade Level										
	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	Spring TELPAS Grades K–12	Spring TELPAS Alternate Grades 2–12	April STAAR Grades 4&7 Writing	April STAAR End-of-Course (English I and English II)	April STAAR Alternate 2 Grades 3–8 & End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	May STAAR End-of-Course (Algebra I, Biology, and U.S. History)	Optional May STAAR End-of-Course (Algebra II and English III)	May STAAR Grades 3–8	May STAAR Grades 5&8 Mathematics and Reading	June STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
Training for ESCs	8/28	8/28	8/28	8/28	8/28	8/28	8/28	8/28	8/28	8/28	8/28
Registration file layout posted	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10
Districts submit OOS/OOD test sites in Assessment Management System	8/3–9/4	—	—	—	11/2–12/18	—	11/2–12/18	—	—	—	3/29–5/14
Districts submit counts for test administrator manuals	—	10/19–11/6	10/19–11/6	—	—	—	—	—	—	—	—
Districts select registration option (PEIMS data or district supplied). Default is PEIMS for STAAR 3–8 and same option as last year for TELPAS.	—	11/9–12/11	—	1/29	—	—	—	—	3/1	2/5	—
Retester verification roster available	8/10	—	—	—	1/15	—	1/15	—	—	—	6/7
Districts submit registrations for STAAR and STAAR Alternate 2 paper materials	9/14–10/2	—	—	1/15–2/5	1/15–2/5	11/30–12/31	1/15–3/5	1/15–3/5	1/15–3/12	1/15–2/12	5/28–6/2
Districts submit registrations for STAAR online testing and STAAR Alternate 2 (late registrations), TELPAS, and TELPAS Alternate testing	9/14–12/18	1/11–4/2 1/11–4/9 (G2–12 Reading)	1/11–4/9	1/15–5/7	1/15–5/7	3/8–5/7	1/15–6/4	1/15–5/14 (English III) 1/15–6/11 (Algebra II)	1/15–6/11	1/15–6/11	5/28–7/2
Register OOS/OOD examinees	9/14–10/2	—	—	—	1/15–2/5	—	1/15–3/5	—	—	—	5/28–6/2
Materials list available	By 10/26	—	—	By 2/22	By 2/22	By 2/8	By 3/22	By 3/29	By 3/29	By 3/29	By 6/3
Districts receive test administrator manuals	11/16–11/20	1/4–1/8	1/4–1/8	11/16–11/20	11/16–11/20	—	11/16–11/20	11/16–11/20	11/16–11/20	11/16–11/20	11/16–11/20
District coordinator training sessions*	By 11/6	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †	By 1/22 †
Districts receive shipment of test materials	11/16–11/20	—	—	3/15–3/19	3/15–3/19	3/1–3/5	4/12–4/16	4/19–4/23	4/19–4/23	4/19–4/23	6/7–6/11
Districts receive precoded materials	By 11/20	—	—	By 3/26	By 3/26	—	By 4/23	By 4/30	By 4/30	By 4/30	By 6/11
Districts order additional materials	11/9–12/1	—	—	3/8–3/30	3/8–3/30	3/8–4/30	4/5–4/27	4/12–5/4	4/12–5/4	4/12–5/4	6/3–6/15
Campus coordinator training sessions	By 11/20*	By 2/5	By 2/5	By 3/26	By 3/26	By 2/26	By 4/21	By 4/28	By 4/28	By 4/28	By 6/4
Test administrator training sessions	By 12/4	By 2/19	By 2/19	By 4/2	By 4/2	By 3/12	By 4/23	By 5/7	By 5/7	By 5/7	By 6/18

Review Retester Verification Roster

- Review retester registrations and update by the close of the paper materials window.
  - All EOC administrations
  - “Retester verification roster available”
  - *Reports > Students*
    - *District Student Home Campus Report*
    - *Students Campus Report*



Refer to section 6.2.1 Retest Administrations for additional information.

Review Retester Verification Roster

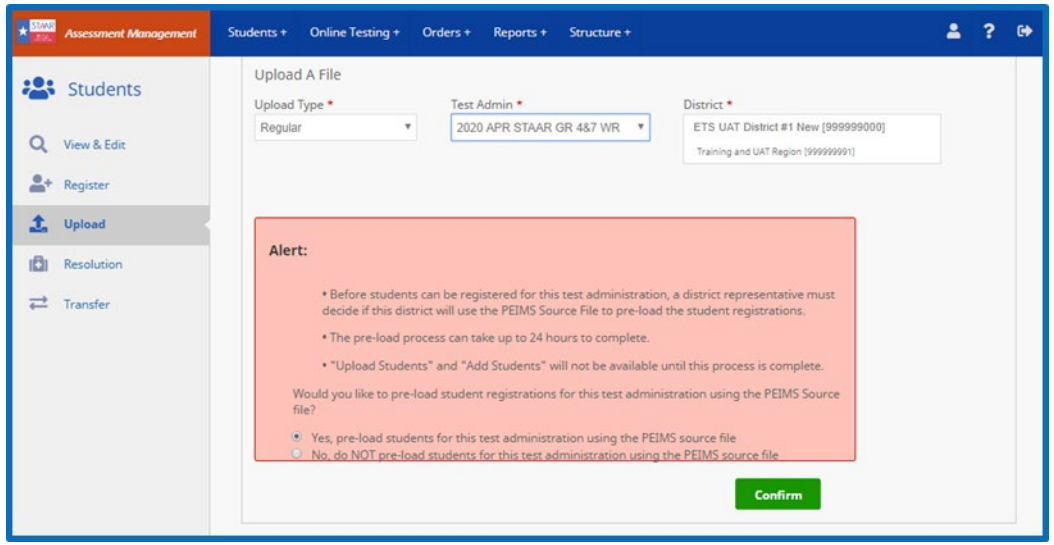
- All retesters are registered with the same demographic information (e.g., grade level) as when they last tested.
  - Districts should review retester registrations and update as needed.
  - EOC retesters are registered to take only the test(s) that they did not previously pass.
  - Tests are presented in the same testing mode as the last administration.
    - **Exception:** The braille indicator is not rolled over from previous administrations and must be added to the student's profile prior to the close of the paper registration window.

Submit Student Registrations

- Student registrations for must be uploaded or entered manually into the UI.
  - *Students > Register* (Section 6.2)
  - *Students > Upload* (Section 6.3)
- Each student registration creates a student profile.
  - Student profile consists of three parts:
    - Demographic profile
    - Test information
    - Student scores (available after scoring)

Submit Student Registrations – Grades 3–8

PEIMS Source File vs. Local Data



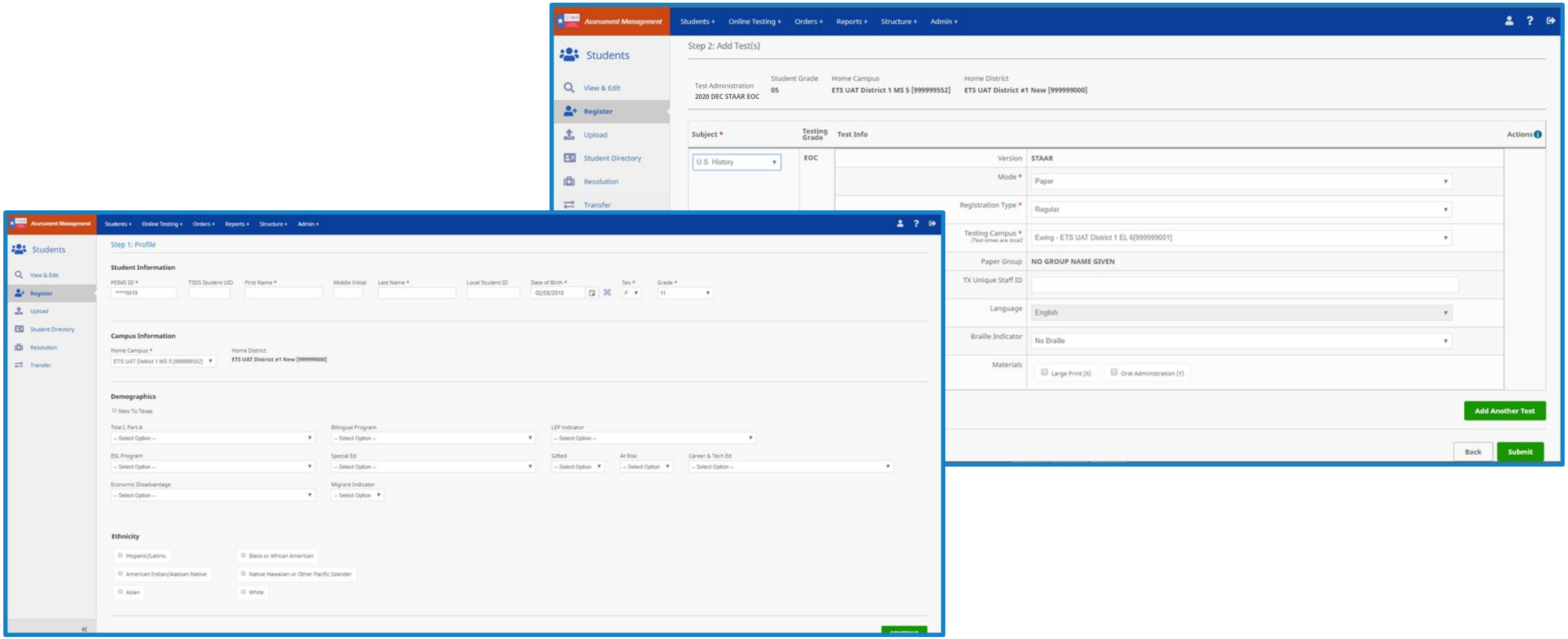
- Must first make a selection prior to registering any students in grades 3-8 primary administrations ONLY
- Once the decision to use or not use the PEIMS Source File is made for a test administration, it cannot be reversed.
- Districts should verify, add and edit student registrations and testing information after the PEIMS upload completes.
- Choosing the PEIMS option defaults student registrations to paper.

Submit Student Registrations *(Students > Register)*

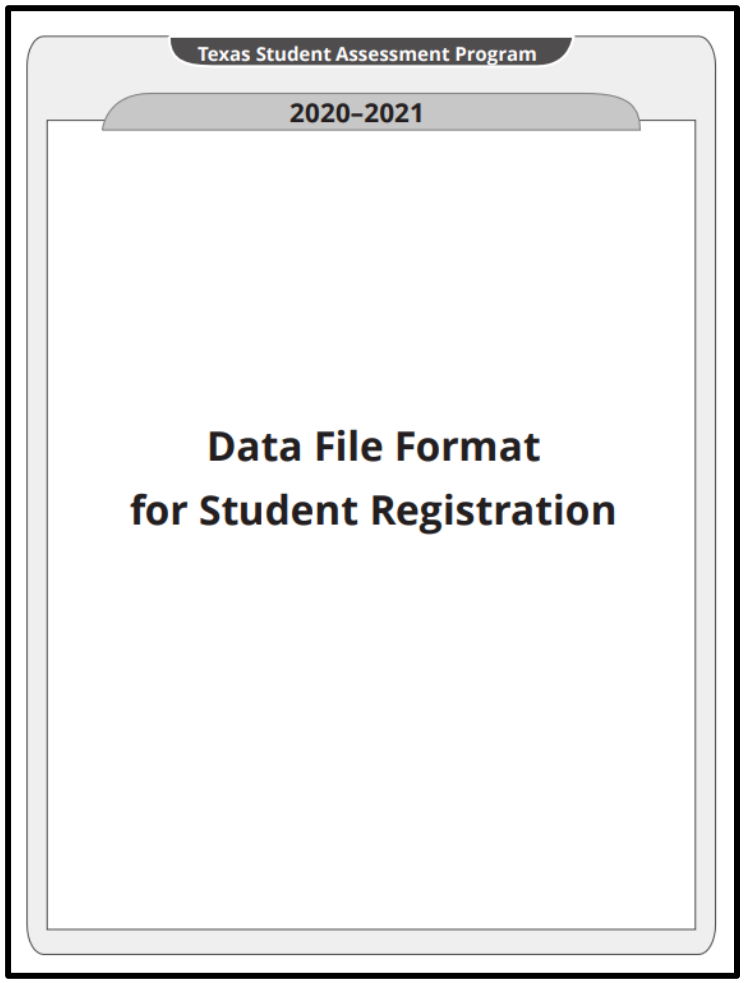
Adding a New Registration via the User Interface (UI)

- Pulls in existing registration information if student is registered with a different CDC for the current administration
- If no current registration exists and student has a testing history - student information and demographic information is pulled from history of when last tested
- Verify student demographics and test information – update as necessary

Submit Student Registrations *(Students > Register)*



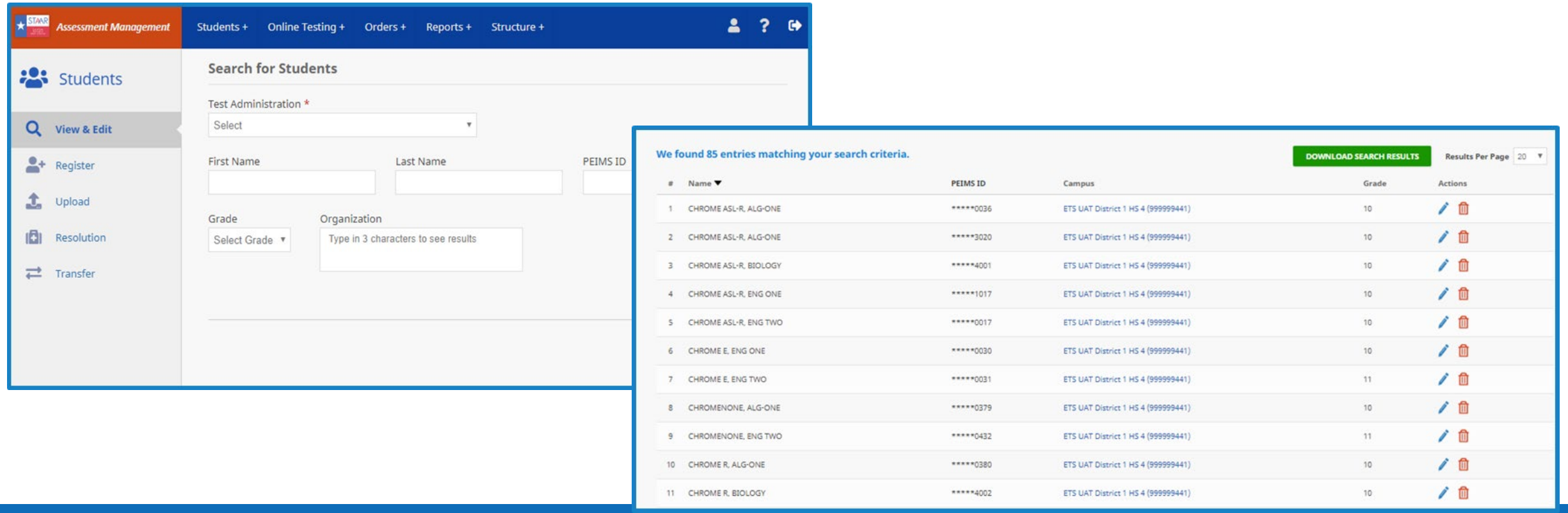
Submit Student Registrations *(Students > Upload)*



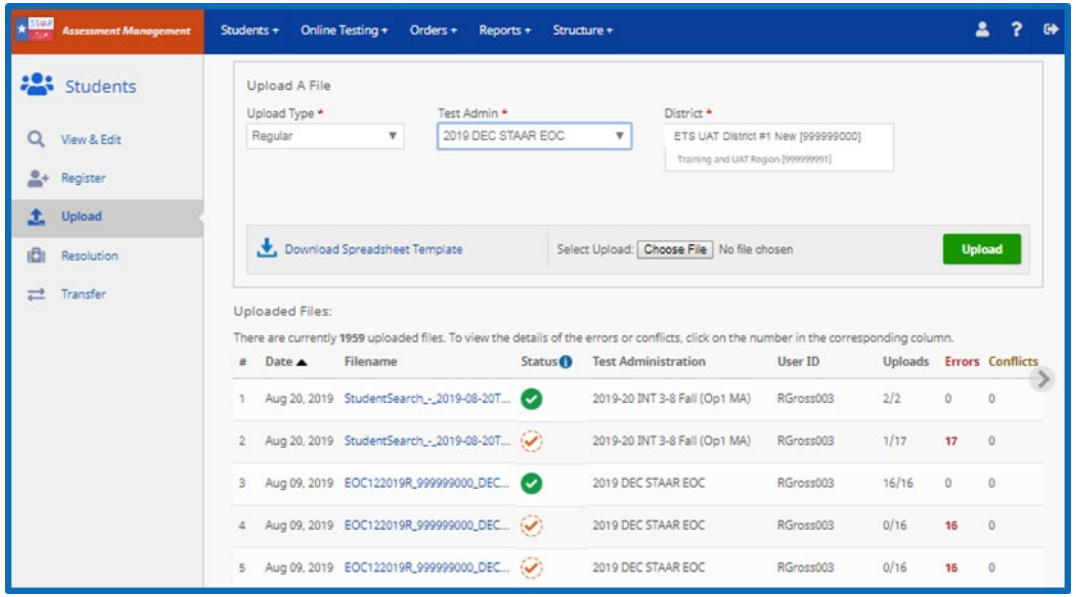
- The 2020–2021 Student Data File Format for Student Registration lists the file specifications for uploading student registrations (bulk).
- Uses:
  - Update existing registrations
  - Create new registrations
- **NOTE:** A student's registration may not be updated via file upload once an online test has started.

Update existing registrations *(Students > View/Edit)*

- Search for existing registrations
- Click on edit icon to enter student registration profile



Submit Student Registrations *(Students > Upload)*



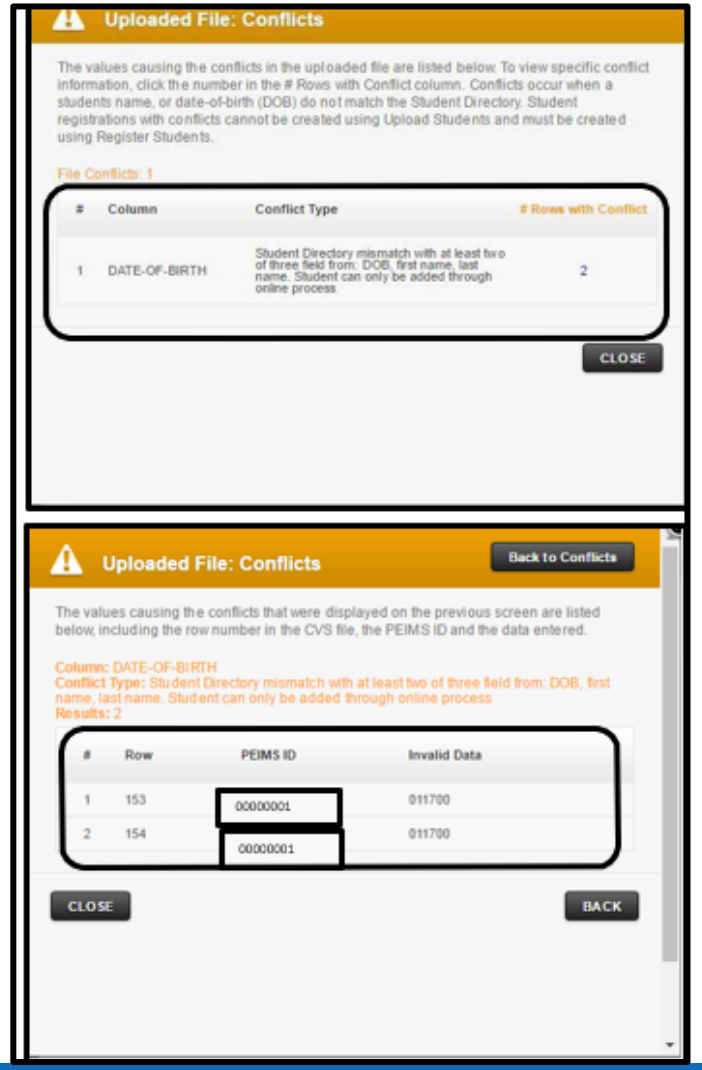
- All records successfully uploaded
- Some but not all records successfully uploaded
- No records successfully uploaded

- Most efficient way to register students for the selected administration
- May be used to update existing registrations or add new ones
- Review and correct records that return errors or conflicts before the close of the materials window

Submit Student Registrations *(Students > Upload)*

Conflicts occur when there is a mismatch between uploaded student data and Student Directory information.

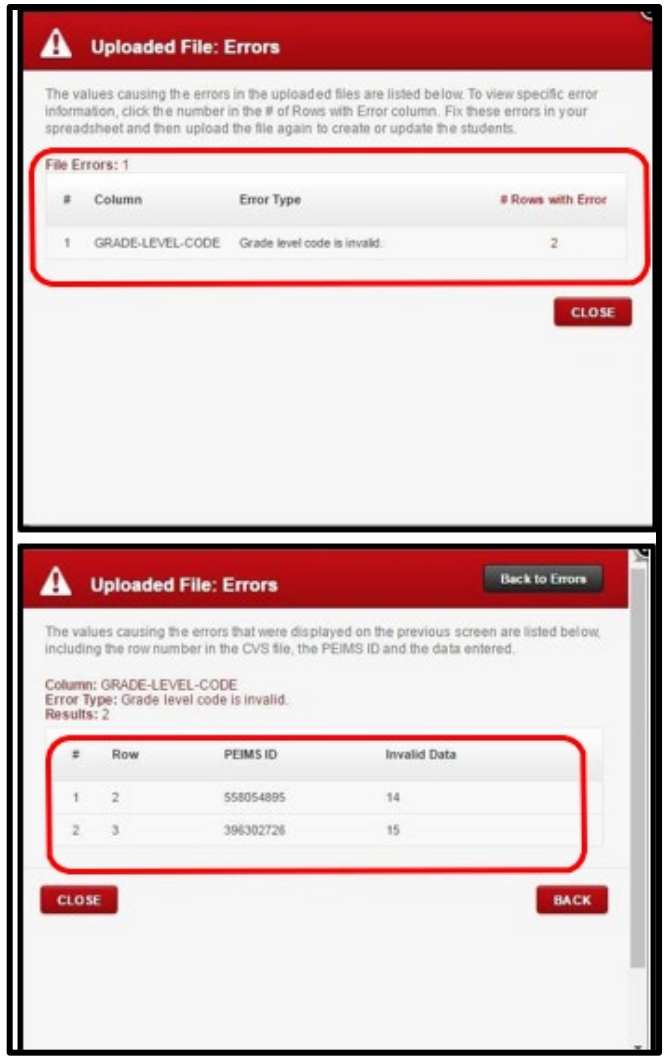
- Uploaded File: Conflicts
  - Indicates the column(s) containing a conflict
  - Indicates the conflict type
  - Indicates the number of rows (records) containing a conflict
- Further drilldown reveals:
  - Row # with conflict
  - Associated PEIMS ID
  - Invalid data entry



Submit Student Registrations *(Students > Upload)*

Errors occur when data entered does not conform to data file specifications.

- Uploaded File: Errors
  - Indicates the column(s) containing errors
  - Indicates the error type
  - Indicates the number of rows (records) with an error
- Further drilldown reveals:
  - Row # with error
  - Associated PEIMS ID
  - Invalid data entry



Submit Student Registrations *(Students > Upload)*

The most common errors that occur when registering students via upload are:

- **NO MATCHING STUDENT FOUND** – uploaded PEIMS, DOB, or First/Last Name does not match student's directory record
  - **Error Message:** No matching student found.
    - Verify that the student's name, DOB and PEIMS match the student's permanent record
    - Use student's full name - no nicknames or shortened names (i.e. Joshua not Josh)
- **TEST VERSION CODE-** PNP values are not supported for the selected test
  - **Error message:** PNP value is not valid.
    - Not all PNPs are not available for all tests.
    - Review the Data File For Student Registration document for the list of valid PNPs and test titles

Submit Student Registrations *(Students > Upload)*

- **TEST LANGUAGE** – the language entered (Spanish) is not combinable with the student's grade level
  - **Error Message:** Test Language is not valid.
    - Enter "E" (English) or "S" (Spanish) – applies to students in grades 3–5 ONLY
    - Default language: English

- **ACTION-INDICATOR** – student is registered to test at a campus other than the one indicated on the upload file
  - Error Message: Student cannot be transferred without correct Action Indicator
    - Use "D" (delete) to unregister students and use "M" (move) the student's registration
      - A value of "M" transfers the student to the home campus (BH) identified on the upload file
    - Cannot be used to transfer students to other districts

Submit Student Registrations – EOC

When registering students for EOC, pay particular attention to column AO:

- ***Test Format – EOC (AO)*** – registration defaults to online if no value is entered (blank).
  - Does not result in an error or conflict if left blank
  - Districts **must** enter "P" for all students testing on paper

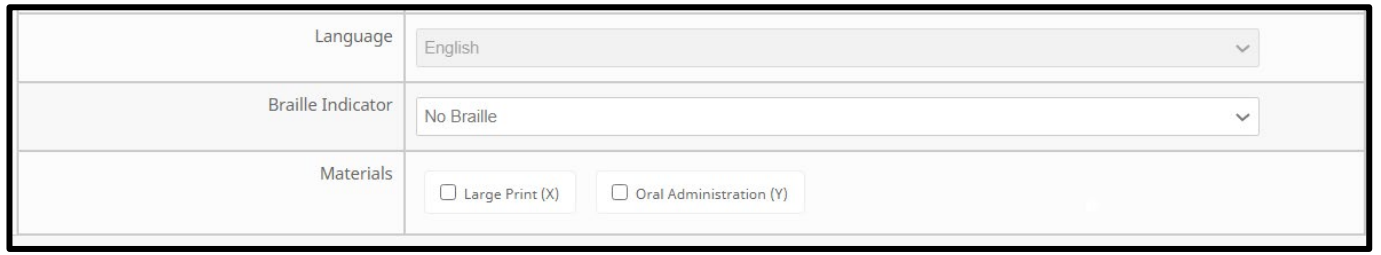
NOTE: Districts will **not** receive precodes or test materials for any student whose corresponding cell (AO) is left blank.

Submit Student Registrations – Grades 3–8

- The subject-specific Test Format fields (columns AJ–AN) should be used to indicate if a student is testing online (O) or on paper (P).
- If no format is indicated, and there are no PNP settings, the system will default testers to paper.
- If no format is indicated and the student has PNP settings for the specified subject, the system will default to online testing.

Test Material Orders

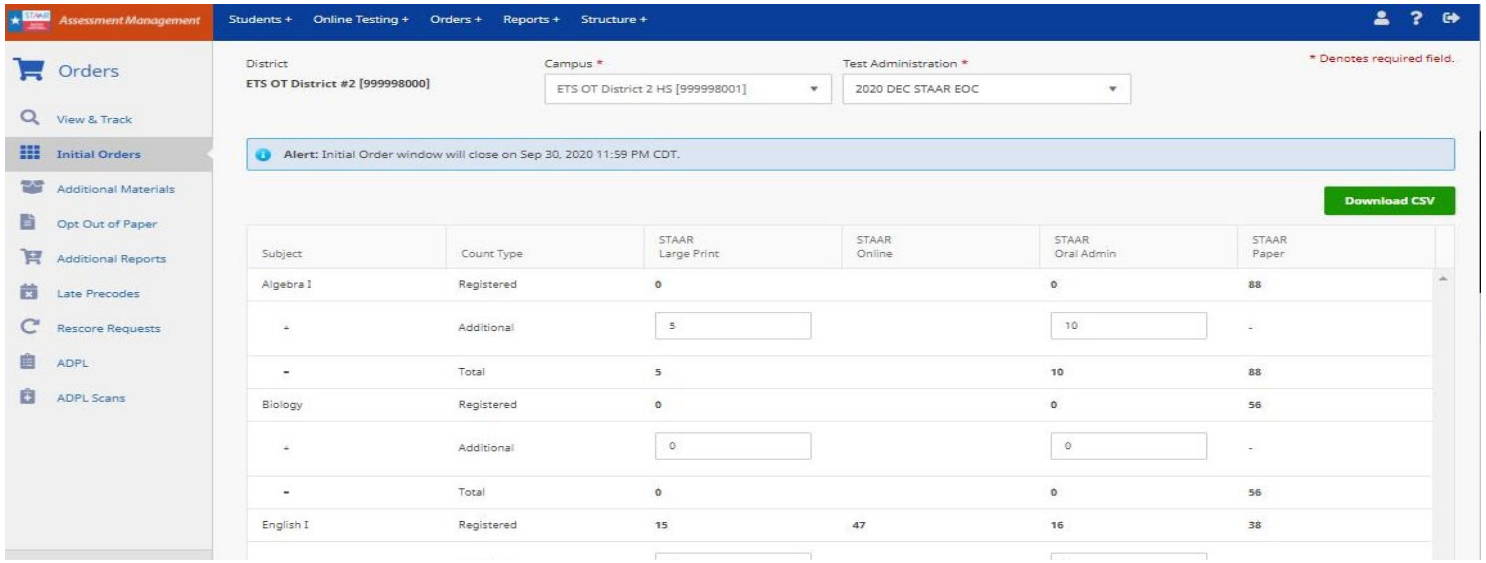
- "Districts submit registrations for STAAR and STAAR Alternate 2 paper materials"
- Student test material needs are entered in two ways:
  - On the district's upload file
    - Colum AW: EOC (large print, oral administration)
    - Columns BD–BG: grades 3–8 (large print, oral administration)
    - Columns BQ–BT: grades 3–5 (Test language: Spanish/English)
  - In the student's profile "tests" tab



Test Material Orders

Orders > Initial Orders

- Used to verify registration-based test booklet counts by campus and input additional test booklet quantities needed by type (oral administration, large print, Spanish)

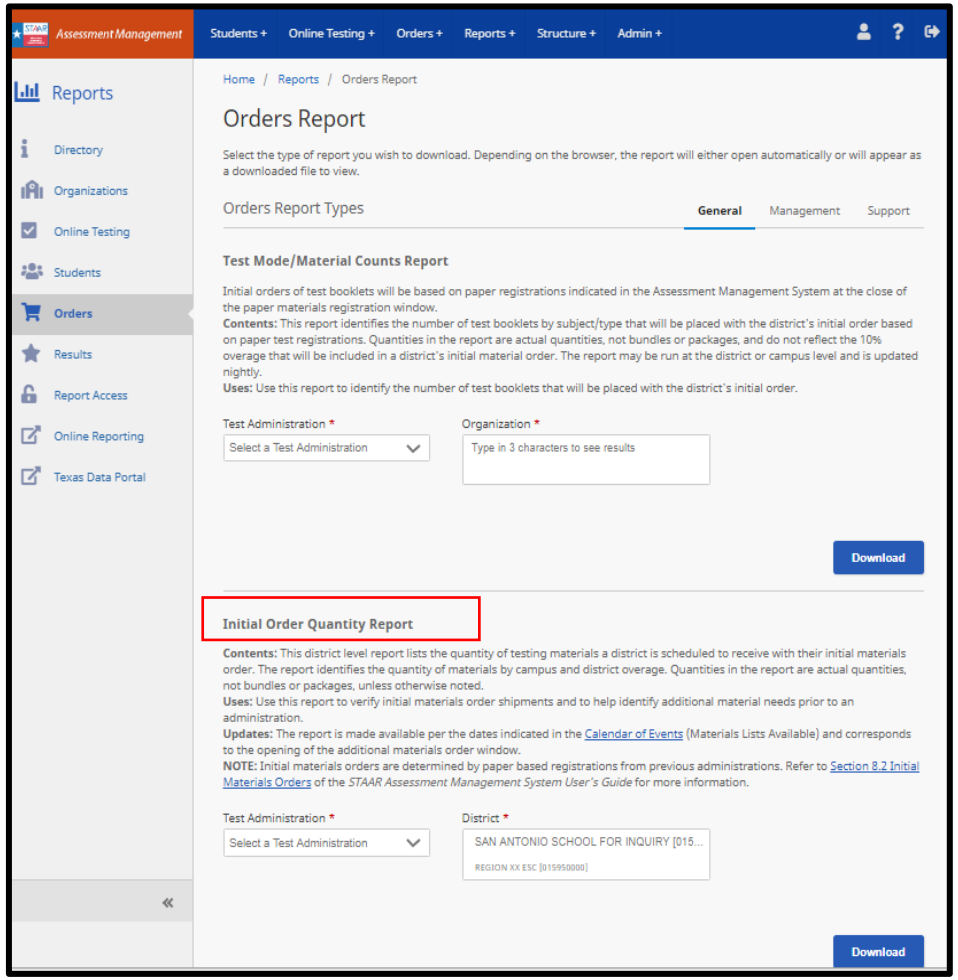


NOTE: The Test Mode/Materials Count Report (*Reports > Orders*) may also be used to verify the number of test booklets by campus (does not include 10% overage).

Materials List

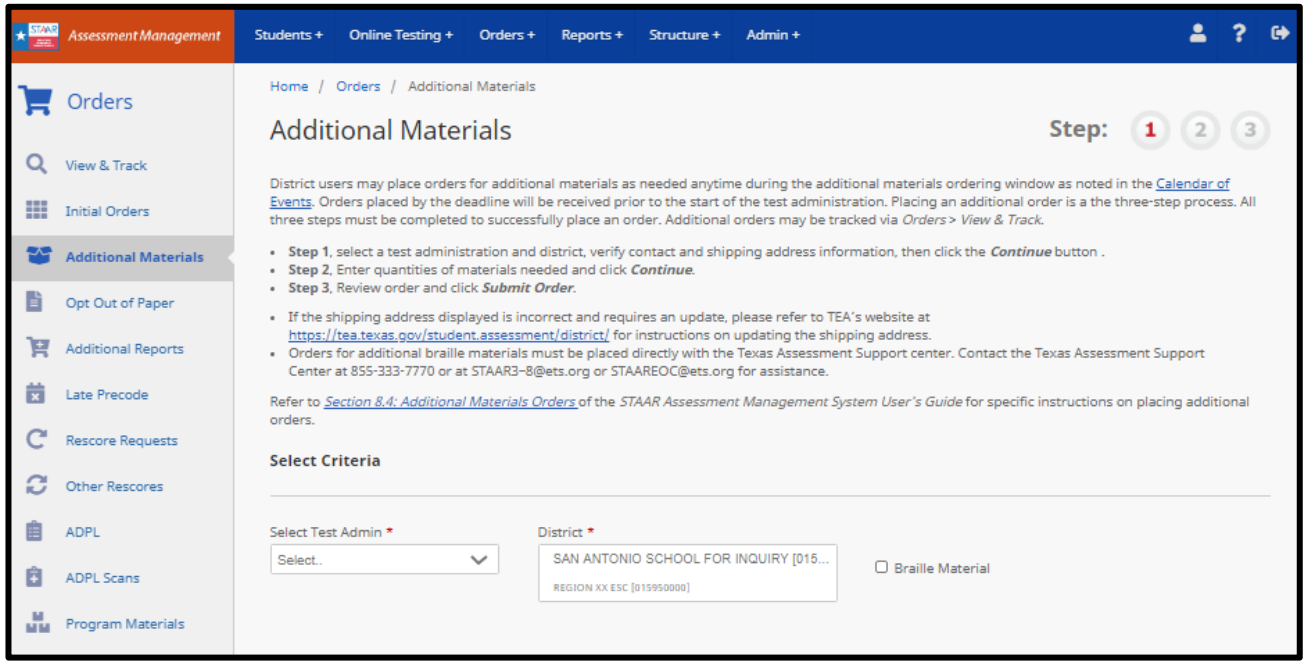
Reports > Orders > Initial Order Quantity Report

- Materials lists are available in the Assessment Management System by the “Materials list available” date on the CoE.
- Indicates the initial quantity of materials districts will receive for the selected administration, listed by campus.
- Counts identified at the district level are the district overage and is equal to 10 percent of the total count of campus materials included in the initial shipment.



Order Additional Materials

- Coordinators may place an additional order via the Assessment Management System by the close of the “districts order additional materials” date noted in the Calendar of Events.
  - *Orders > Additional Materials*



Returning Test Materials

- Scorable and nonscorable materials must be returned to ETS by the "Districts ship all scorable materials and verify ADPL, and the "districts ship all nonscorable materials" dates listed on the Calendar of Events.
  - Scorable materials include completed, voided, and unused precoded answer documents
  - Nonscorable materials include used and unused test booklets, unused blank answer documents, and braille and large-print materials (if applicable).
- NOTE: scorable materials must be returned correctly by the dates listed on the CoE to ensure that student scores are reported on-time.

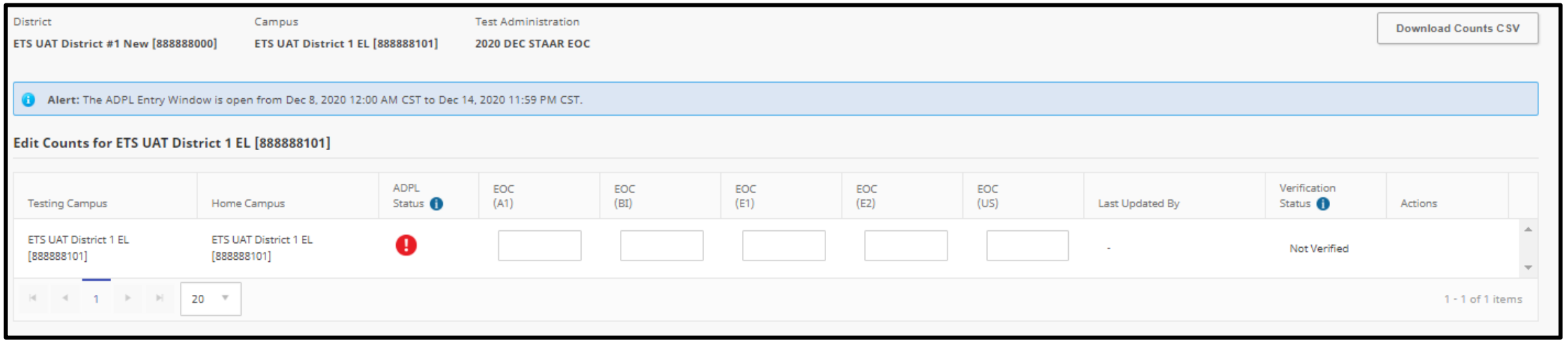
The Answer Document Packing List (ADPL)

Orders > ADPL

- The Answer Document Packing List (ADPL) is used to allow coordinators to enter and submit counts of answer documents being returned to ETS for scoring. Campus ADPL counts should match the total quantities recorded on the Campus and Group ID sheets.
  - District users can view, update, submit, and verify information for all campuses in the district
  - Campus testing coordinators can view, update and submit counts for only the campus to which they have access.
- Voided answer documents or counts of students that tested online should not be included in the ADPL counts.

The Answer Document Packing List (ADPL)

- Users should add an alternate home campus for additional answer documents that are being returned under a different campus header for students who tested with them but belong to a different home CDC (OOD/OOS).



Score Reporting

Due to the online testing extension, there are several changes to the way in which student results are reported.

- Starting with the April 2021 STAAR administration, districts will have access to new on-demand data files with individual student results in the STAAR Assessment Management System.
  - "On demand data file available in Assessment Management System (online)"
  - "On demand data file available in Assessment Management System (paper)"
- This cumulative weekly report will include student results for submitted tests (online/paper) and will include limited information (i.e., student demographics, scale scores, and performance levels).

Score Reporting Considerations for Online Testing

- Normal online score code default rules will be applied at the close of the testing window.
  - Submitted defaults to scored
  - Alerts defaults to scored
  - Ready to test defaults to void
- Students with submitted tests are included in the on-demand data file.
- Students whose tests are in ready to test or alert status that have a score code of (A, O, S) set in test attributes are also included in this report.
  - Score codes may be edited at any time during the five or two week testing windows.

Check for Understanding

QUESTIONS

5. Pearson: Updates and Test Administration Procedures Overview

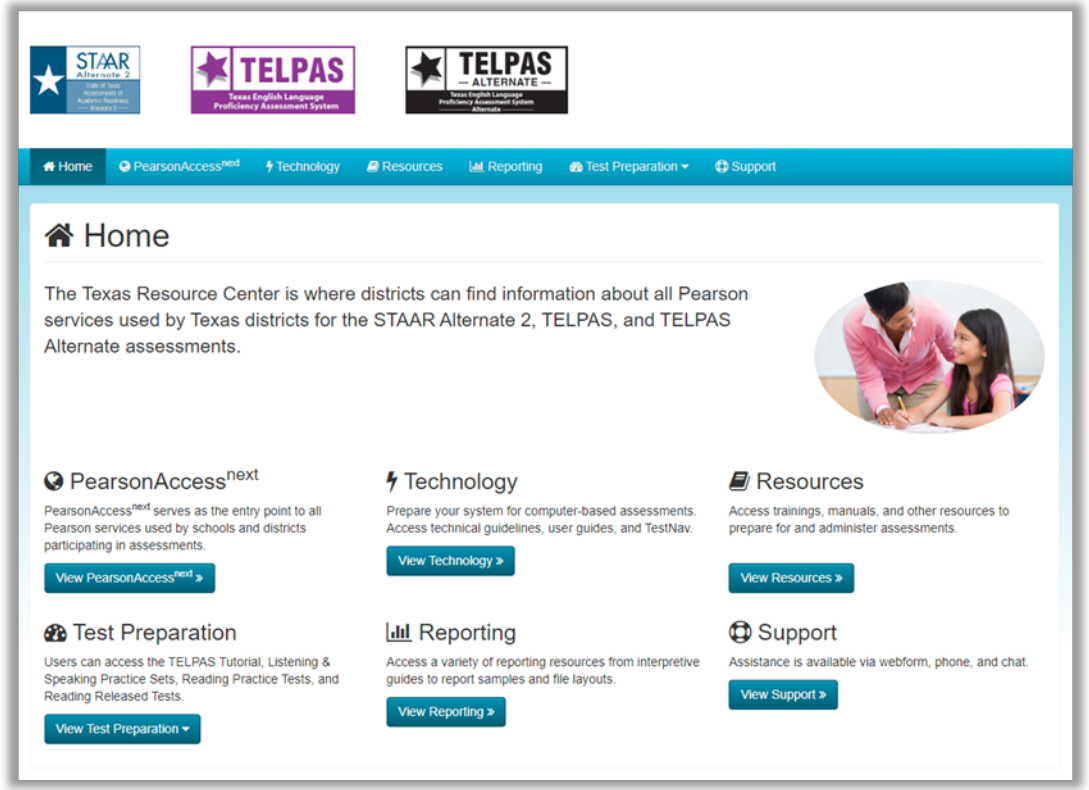
Pearson Updates

New Texas Resource Center

- https://tx.mypearsonsupport.com/

- Resources previously posted on Avocet and Pearson Access^{next} Support > Documentation have been removed. All new resources are now available on this site.

- Links to manuals, tutorials, training materials, etc.

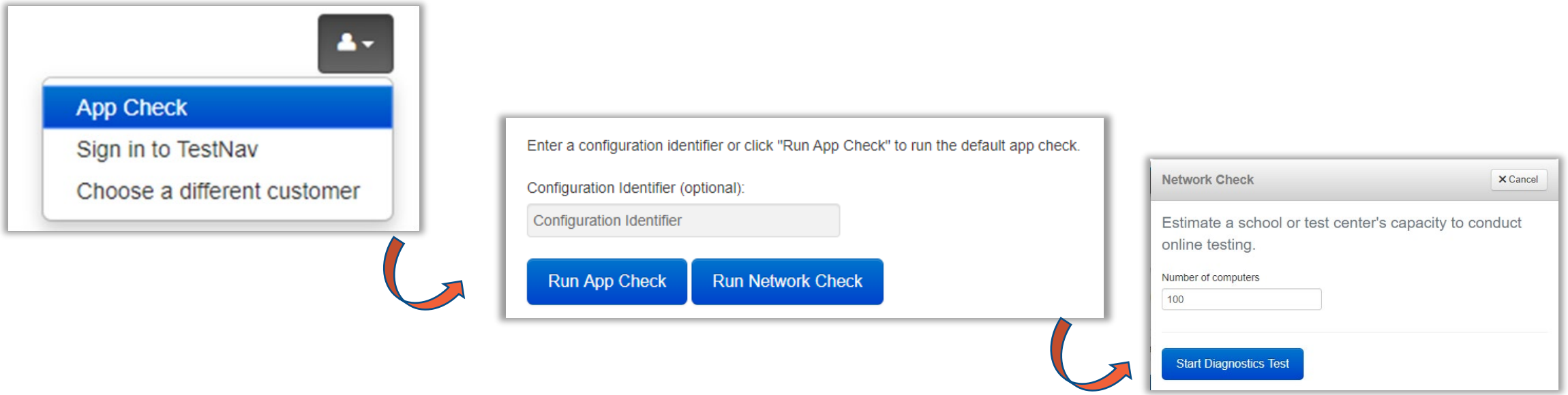


TestNav 8.15 Update

- August 11, 2020
- New 2020–2021 Requirements
- Microsoft officially ended extended support (including security updates) for Windows 7 in January 2020. TestNav can still operate on Windows 7; however, technical support cannot be offered. It is also possible that access will be denied should any major vulnerabilities be found with Windows 7 in the future. It is recommended that all window devices used for testing be updated to Windows 10 prior to testing for the 2020–2021 year.

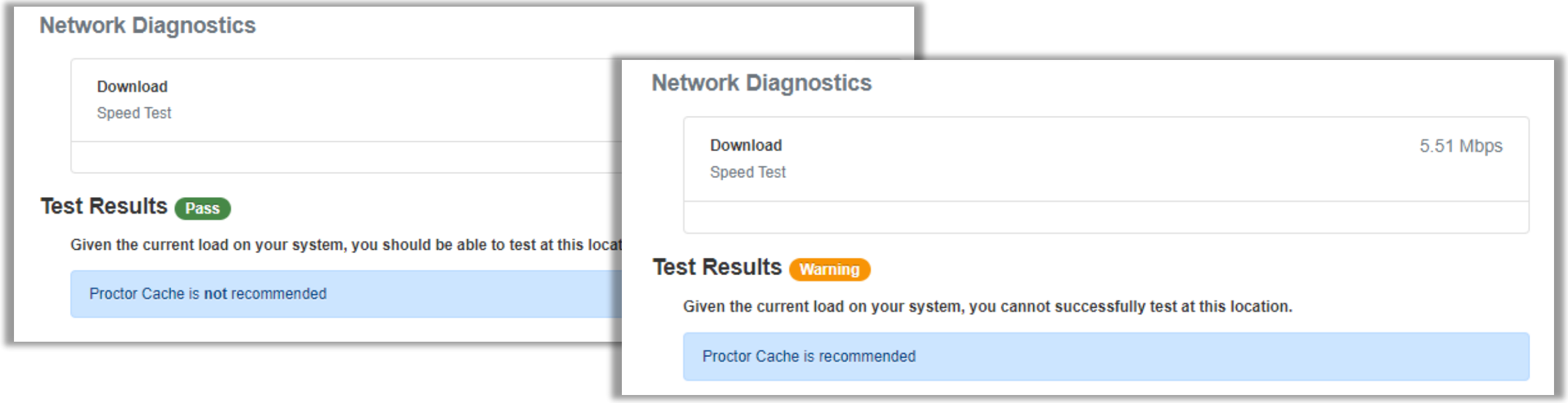
Run Network Check

1. From the TestNav Sign In page, select **App Check** from the User dropdown menu.
2. Select the ***Run Network Check*** button**.**
3. Enter number of student testing devices and select the ***Start Diagnostics Test*** button.



Run Network Check

4. View results:
   - Passed – Proctor Cache is **not** recommended.
   - Warning – Proctor Cache is recommended.



Printed Report Cards

- Printed report cards will now be shipped only if the DTC opts in to receive them.
- Labels will continue to be printed and shipped unless the district opts-out of receiving them.

Steps:

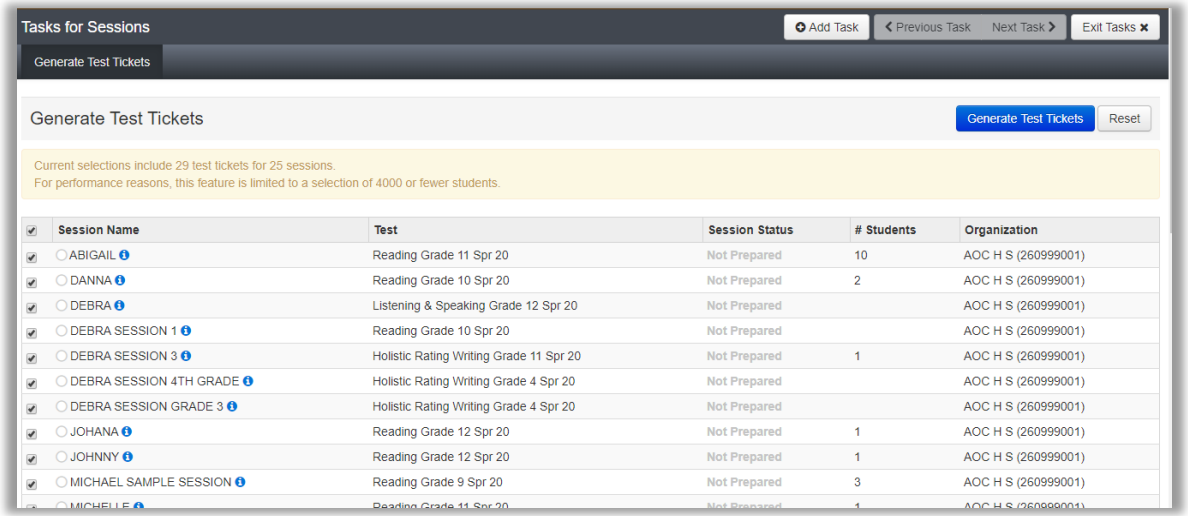
1. Go to Setup > Organizations.
2. Search for and select your district.
3. From the Tasks dropdown, select ***Manage Participation***, then ***Start***.

New selection:

❑ Opt-In for Printed Report Cards (check this if your district prefers to receive printed Report Cards)

Generate Test Tickets for Multiple Sessions

1. Testing > Sessions
2. Search for and select session(s).
3. From the task dropdown, select **Generate Test Tickets**.
4. Click **Start**.
5. Select the session(s).
6. Click the **Generate Test Tickets** button.



TELPAS Online Training Center

- Accounts created in 2019–2020 will be available in 2020–2021.
- New accounts ***should not*** be created if an account was created in 2019–2020.
- Training history and certificates are tied to those existing accounts.

Check for Understanding

Pearson Processes Overview

Topics

- STAAR Alternate 2
- TELPAS
- TELPAS Alternate
- Pearson Updates
- Call Drivers and Reminders

STAAR Alternate 2 Process

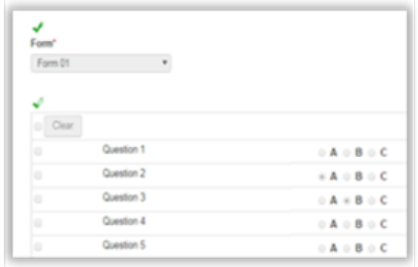
Step 1
Submit student registrations

Step 2
Review materials list

Step 3
Order additional materials, if necessary

Step 4
Submit student data for late registrations

Step 5
Administer STAAR Alternate 2



Step 6
Enter student responses

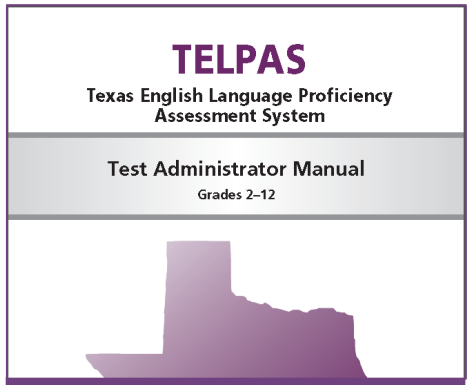
Step 7
Verify info

Step 8
Return materials

STAAR Alternate 2 Key Dates

Activity	Date
Submit registrations for STAAR Alternate 2 paper materials	11/30 – 12/31
STAAR Alternate 2 materials list available	2/8
Districts receive shipment of STAAR Alternate 2 materials	3/1 – 3/5
Student registration reopens (must also submit an additional order)	3/8
Districts order additional materials (with student registration file)	3/8 – 4/30
STAAR Alternate 2 preview window	3/15 – 3/26
STAAR Alternate 2 assessment window	**3/29 – 5/7**
STAAR Alternate 2 reports posted to the Assessment Management System	5/28
Districts submit STAAR Alternate 2 score code changes	5/28 – 6/4

TELPAS Process



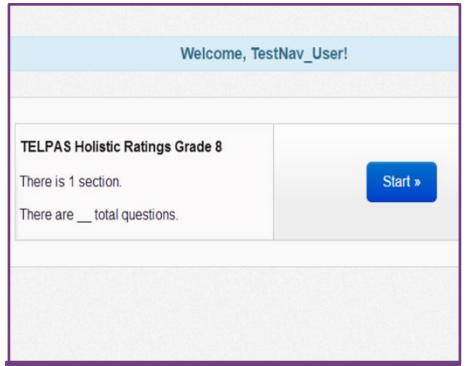
Step 1
Enter counts for TELPAS Test Admin Manuals

Step 2
Select registration option

Step 3
Submit student registration data

Step 4
Create test sessions

Step 5
Administer TELPAS



Step 6
Enter holistic ratings

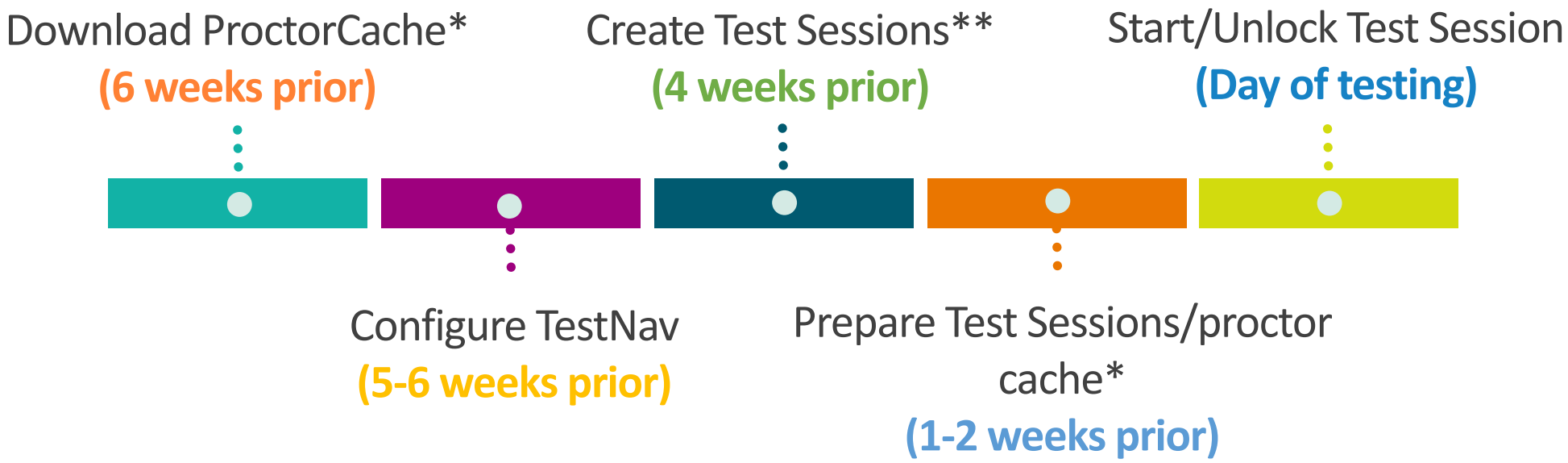
Step 7
Verify student info

Step 8
Return materials

TELPAS Key Dates

Activity	Date
Submit counts for TELPAS test administrator manuals	10/19 – 11/6
Select TELPAS registration option	11/9 – 12/11
Districts receive TELPAS test administrator manuals	1/4 – 1/8
Submit student registrations (grades K-12 listening, speaking, and writing; grades K-1 reading)	1/11 – 4/2
Submit student registrations (grades 2-12 reading)	1/11 – 4/9
TELPAS test session setup begins	1/11
Proctor cache available for TELPAS online testing	2/15
TELPAS assessment window (Grades K-12 listening, speaking, and writing, grades K-1 reading)	**2/22 – 4/2**
TELPAS assessment window (Grades 2-12 reading)	**2/22 – 4/9**
TELPAS reports posted to the Assessment Management System	5/21
Districts submit TELPAS score code and student information changes	5/21 – 5/28

TELPAS Online Testing Timeline



*Proctor caching is optional.
**Test sessions are only required for TELPAS (not for TELPAS Alternate or STAAR Alternate 2).

TELPAS Training Center

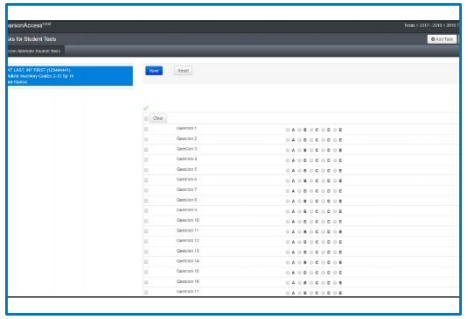
Activity	Date
TELPAS Rater Manual available online	10/19
TELPAS Online Training Center opens (Assembling Grades 2-12 Writing Collections available)	1/11
Online basic training courses for new K–1 and 2–12 raters available	1/25
Calibration window opens for new and returning raters	2/8
Earliest eligibility date for TELPAS writing samples	2/8
TELPAS assessment window (Grades K-12 listening, speaking, and writing, grades K-1 reading)	**2/22 - 4/2**
TELPAS assessment window (Grades 2-12 reading)	**2/22 - 4/9**

TELPAS Alternate Process

Step 1
Enter counts for test administrator manuals

Step 2
Submit student registration data

Step 3
Administer TELPAS Alternate Assessment



Step 4
Enter holistic inventory

Step 5
Verify student info

TELPAS Alternate Key Dates

Activity	Date
Submit counts for TELPAS Alternate test administrator manuals	10/19 – 11/6
Districts receive TELPAS Alternate test administrator manuals	1/4 – 1/8
Submit student registrations for TELPAS Alternate	1/11 – 4/9
TELPAS Alternate Assessment window	**2/22 – 4/9**
TELPAS Alternate reports posted to the Assessment Management System	5/14
Districts submit TELPAS Alternate score code changes	5/14 – 5/21

Check for Understanding

Pearson Call Drivers and Best Practices

Registration: STAAR Alternate 2

How is registration tied to STAAR Alternate 2 materials?

- **Best Practice:** Districts must enter registrations (file upload/user interface) during the submission window.
  - These registrations will determine the number of paper test materials, including Large Print, that will be in the initial shipment sent to each campus.
  - If a student needs a Large Print test booklet, districts must indicate an "X" in the Test Version Code field for each subject needed (columns AW, BD–BG, and BI).

Registration: STAAR Alternate 2 – Out of Process

Submitting STAAR Alternate 2 Registrations – Out of Process

- **Example:** The window for entering STAAR Alternate 2 registrations opens.
  - If the district **does not** enter STAAR Alternate 2 registrations during the window.
  - Results:
    - Districts will not receive initial order of materials.
    - Administrators will lose valuable preview time.
    - Districts must wait until the late registration window re-opens and enter registrations ***AND*** must also submit an additional order for these registrations.
    - Additional order materials will be sent to the district and not sorted at the campus level.

Registration: STAAR Alternate 2 – Following Process

Submitting STAAR Alternate 2 Registrations – Following Process

- **Example:** The window for entering STAAR Alternate 2 registrations opens.
  - DTC enters STAAR Alternate 2 registrations during the window.
  - Results:
    - Districts receive initial order of materials for each student registered and materials will be packed at district and campus level.
    - Administrators will have materials during the preview window.
    - Late registrations and additional orders do not have to be submitted.

Check for Understanding

QUESTIONS

Thank you for everything you do for our Texas students!