

DRAFT

# 2020-2021 Education Service Center Testing Coordinator Training

DRAFT



# Welcome and Introductions

# Agenda

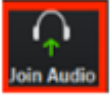
## *WELCOME AND INTRODUCTIONS*

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

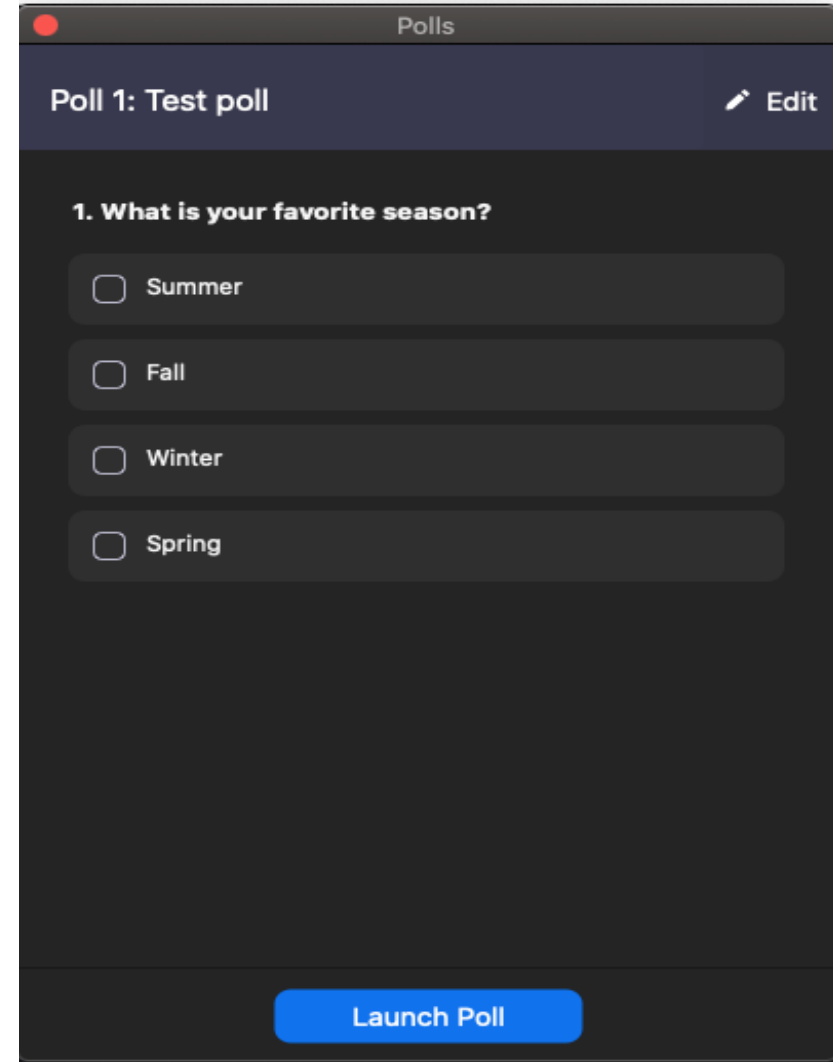
# Housekeeping

- 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 “Q&A” 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.)



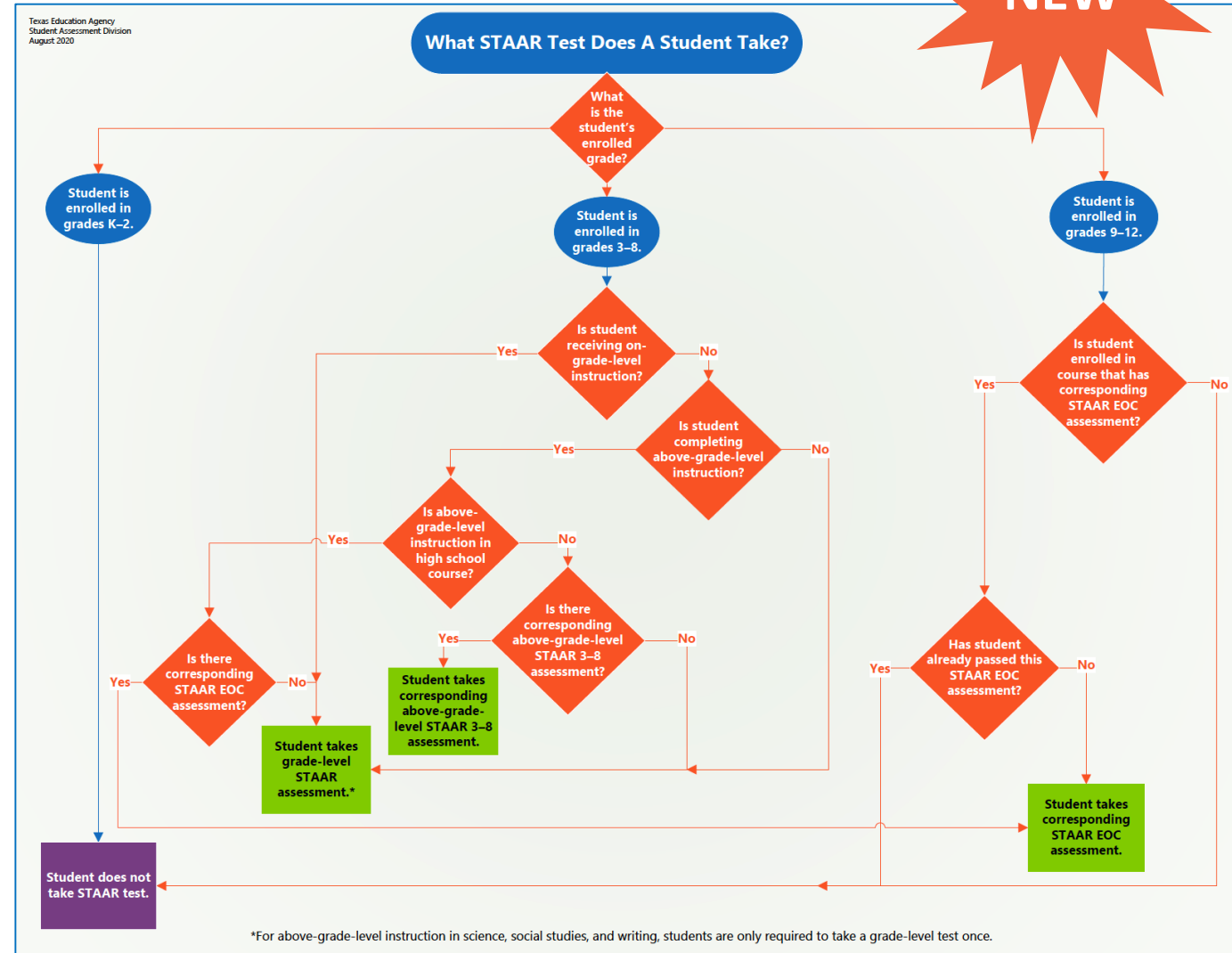
- Students should take the STAAR EOC assessment as they are completing the course, regardless of enrolled grade level.



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

# STAAR Testing Requirements Flowchart

- 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 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 an STAAR EOC assessment when they are enrolled in the corresponding course.

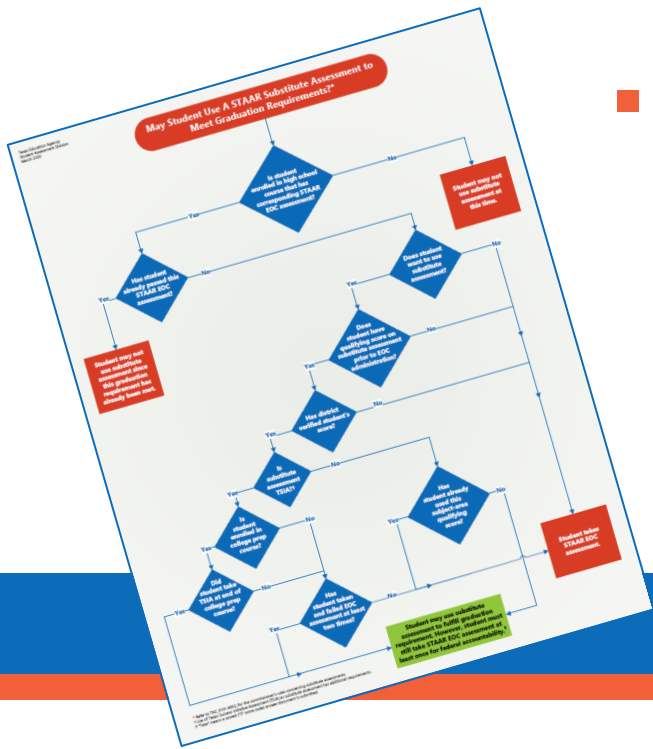
# STAAR Substitute Assessment Requirements

- 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

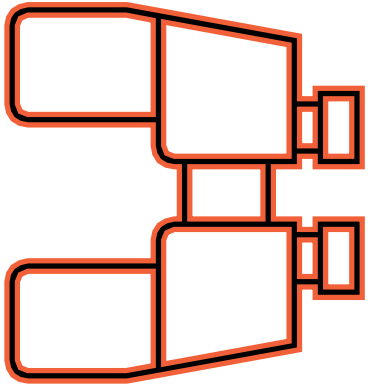


- Been enrolled in the course during spring or summer 2020,
  - Completed the full course by the end of spring or summer 2020, **AND**
  - Earned full course credit by the end of spring or summer 2020.
- 
- “The course” must be the one with the associated PEIMS code (e.g., 03100500 for Algebra I).
- 
- 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



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.

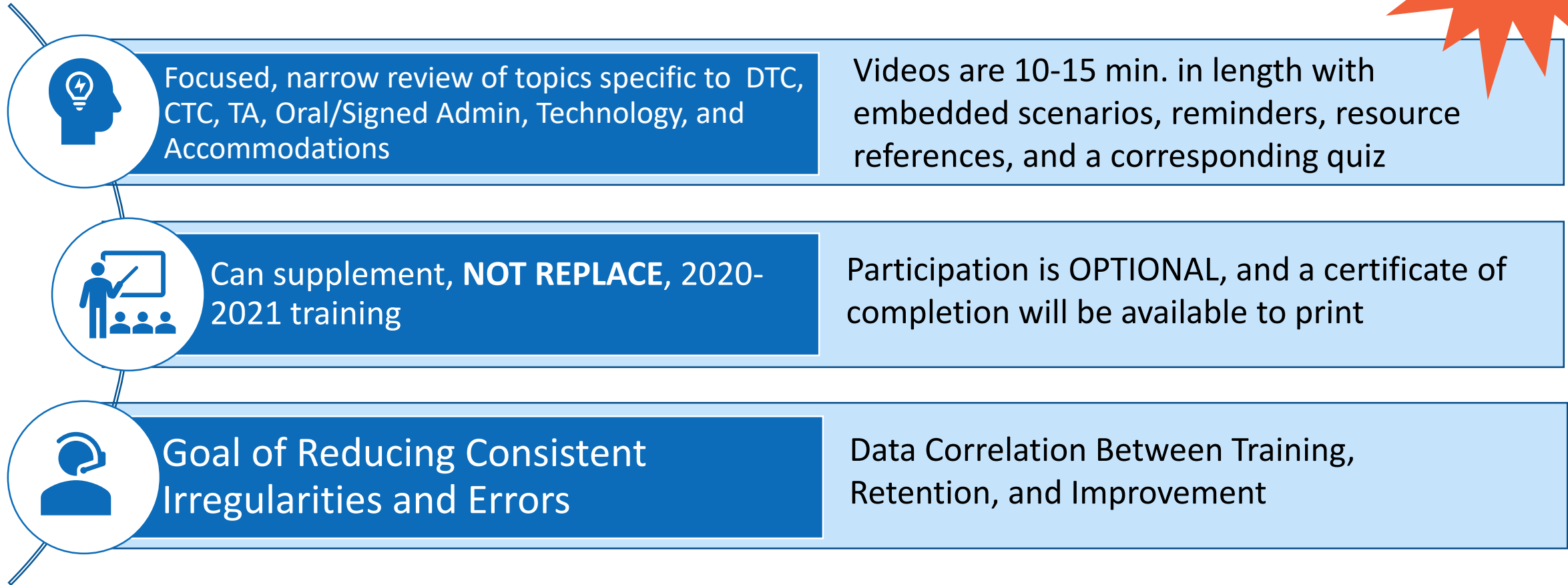


# Updated Test Administrator Manuals and Educator Guides

- 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



# 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.

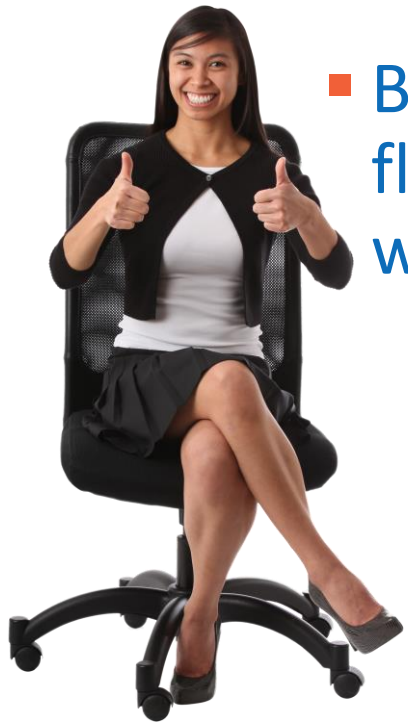
The image shows three overlapping copies of the '2020-2021 Student Assessment Testing Calendar' from the Texas Education Agency (TEA). A red starburst graphic with the word 'NEW' is positioned in the upper right corner. The calendars are for the year 2020-2021 and are revised as of July 27, 2020. They list various assessment windows and dates for STAAR and TELPAS tests.

2020-2021 STUDENT ASSESSMENT TESTING CALENDAR		
Paper Administration Test Date(s)	Online Administration Test Date(s)	Assessment
Dec 8-18		Algebra I Biology U.S. History
Feb 22-Apr 2		TELPAS Grades K-12 Listening, Speaking, and Writing
Feb 22-Apr 9		TELPAS Grades K-1 Reading
Feb 22-Apr 9		TELPAS Grades 2-12 Reading
Feb 22-Apr 9		TELPAS Alternate Grades 2-12 Listening, Speaking, Reading, and Writing
Mar 29-May 7		STAAR Alternate 2
May 4-May 7	May 4-Jun 4	Algebra I Biology U.S. History
May 6 (Thu)	May 6-Jun 11	Grade 8 Science
May 7 (Fri)	May 7-Jun 11	Grade 8 Social Studies
May 7 (Fri)	Jun 4 (Fri)	All make-up sessions for paper STAAR EOC assessments scheduled to be administered May 4-7, 2021, must be completed by the end of this day.
May 11 (Tue)	May 11-Jun 11	All make-up sessions for online STAAR EOC assessments scheduled to be administered May 4-Jun 4, 2021, must be completed by the end of this day.
	Jun 4 (Fri)	Grades 3-8 Mathematics
	May 11 (Tue)	English III
	Jun 22-Jul 2	Algebra I Biology U.S. History
Jun 22 (Tue)	Jun 22 (Tue)	English I
Jun 24 (Thu)	Jun 24 (Thu)	English II
Jun 25 (Fri)	Jun 25 (Fri)	All make-up sessions for paper STAAR assessments scheduled to be administered Jun 22-25, 2021, must be completed by the end of this day.
	Jul 2 (Fri)	Make-up sessions for online STAAR assessments with a writing component (English I and English II) must be completed by the end of this day.
		Make-up sessions for online STAAR assessments (without a writing component) scheduled to be administered Jun 22-Jul 2, 2021, must be completed by the end of this day.

# Optional Online Testing Window Extension



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

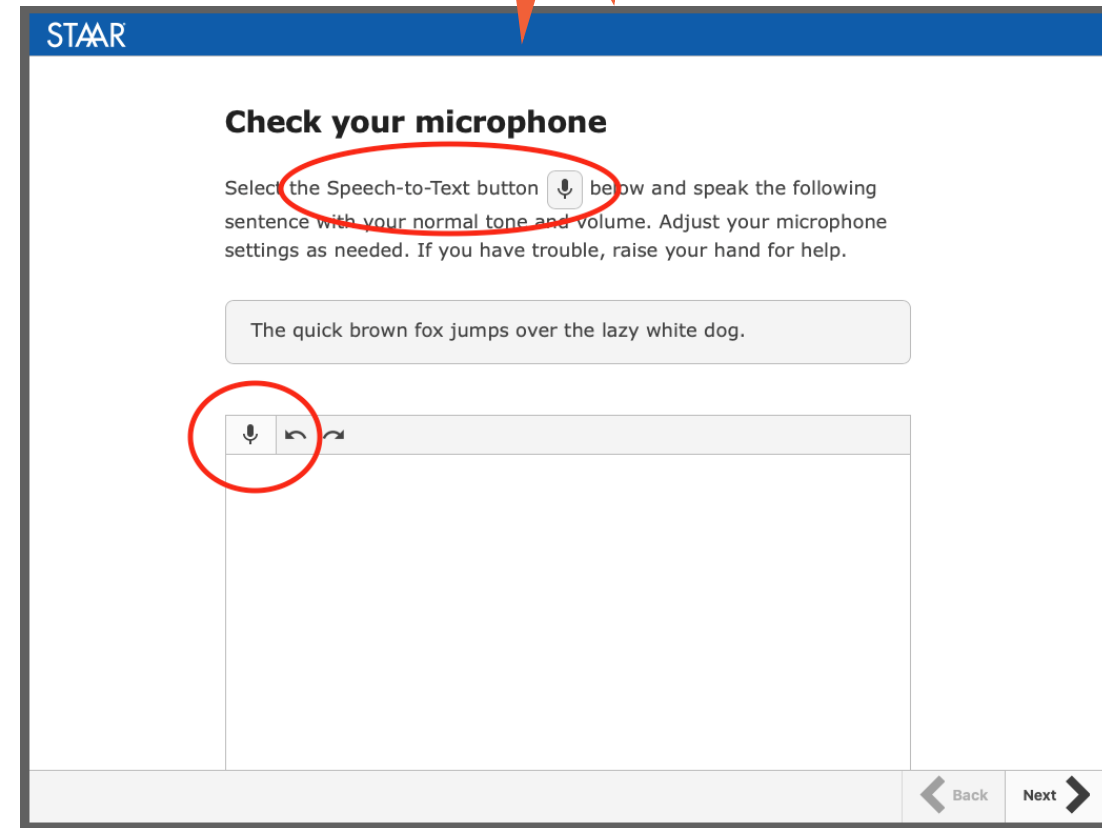


- By registering to test online, a district is choosing more flexibility associated with the optional online testing window extension.
- This additional flexibility includes
  - four additional weeks of online testing in the spring (five total) and
  - the option to schedule tests on Mondays during the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

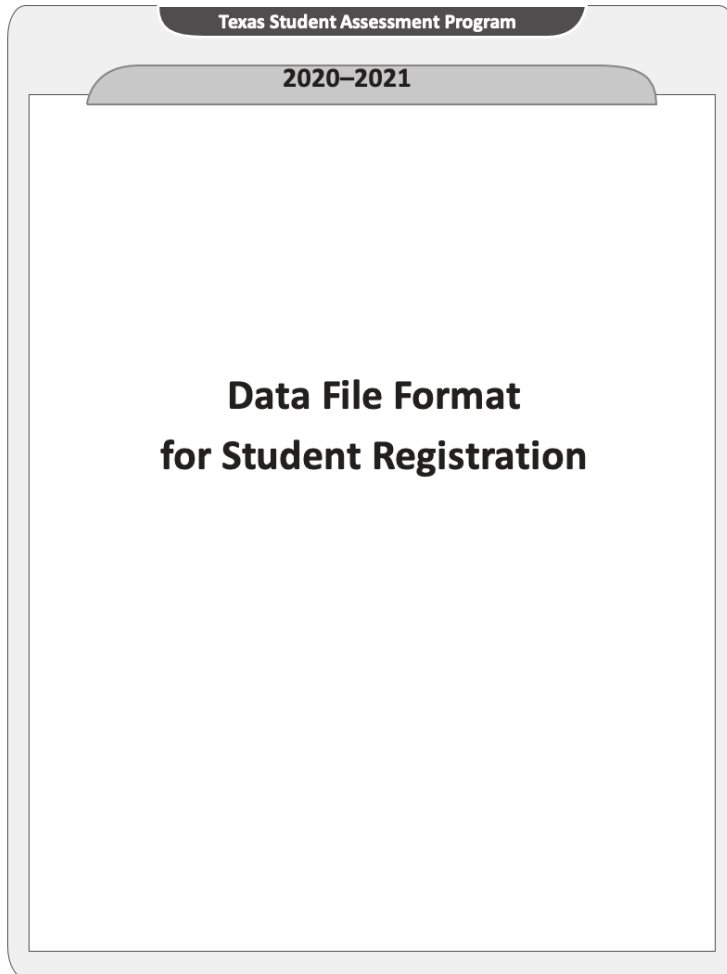


# New Speech-to-Text Functionality

- 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](https://www.texasassessment.gov/technology) of [Texasassessment.gov](https://www.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)



# Changes in STAAR Paper Materials Overage Shipment

## Ensure That the Same Test Form Is Used

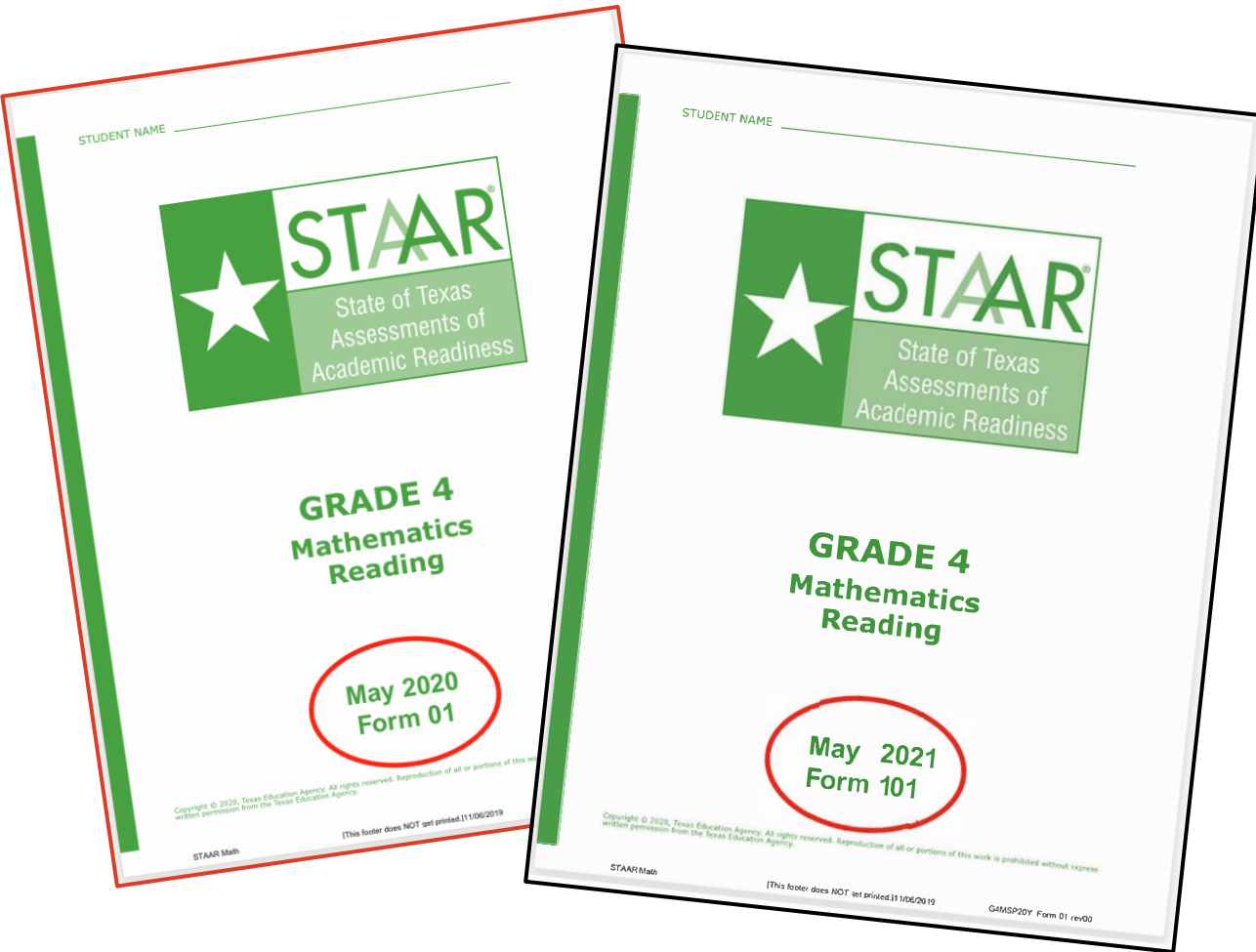
- When orally administering all test questions and answer choices throughout a paper assessment where there is more than one test form available, **the test administrator must have a test booklet with the same form number as the students.** Campus coordinators are responsible for distributing test booklets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

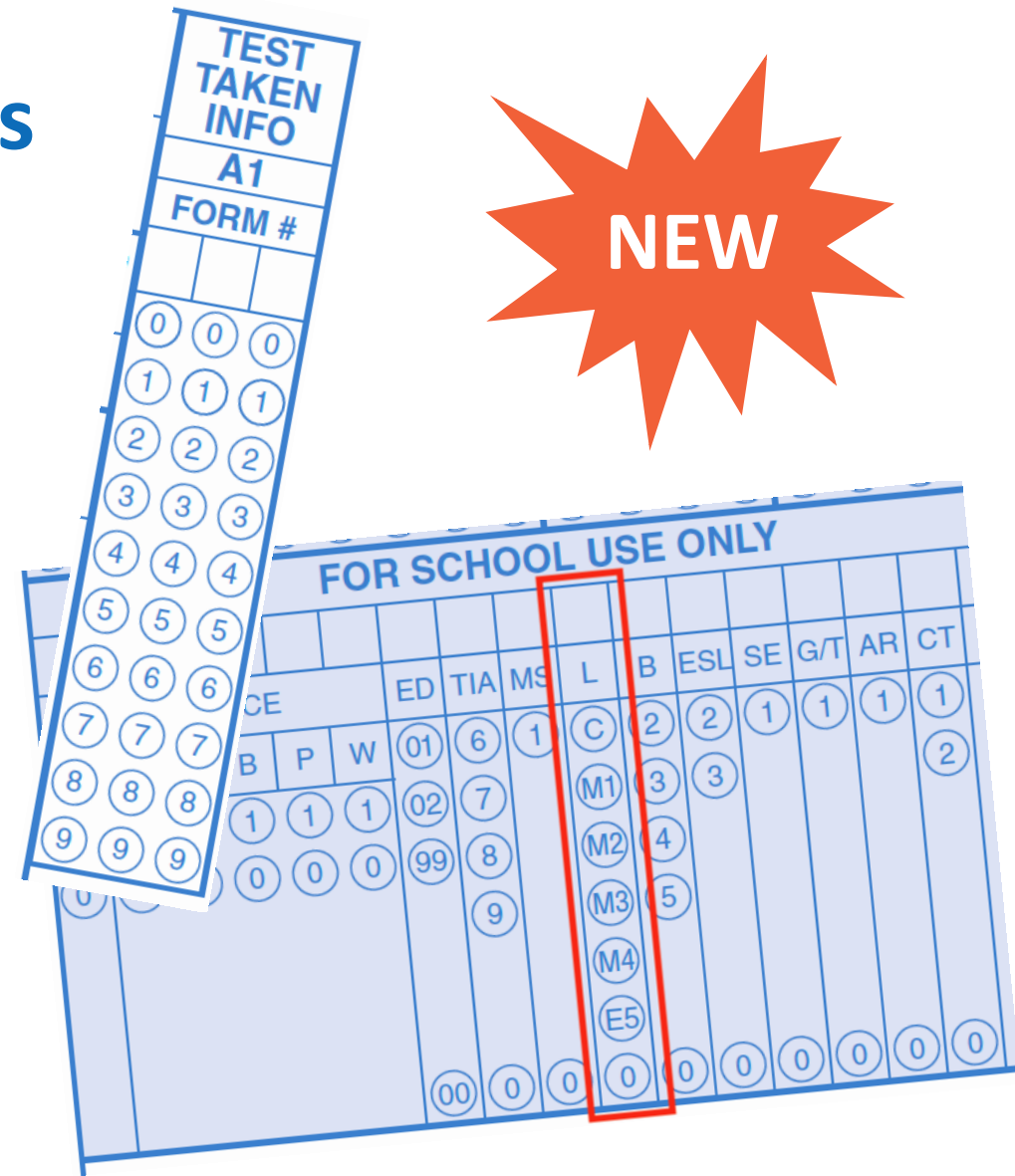


# STAAR Answer Documents Changes

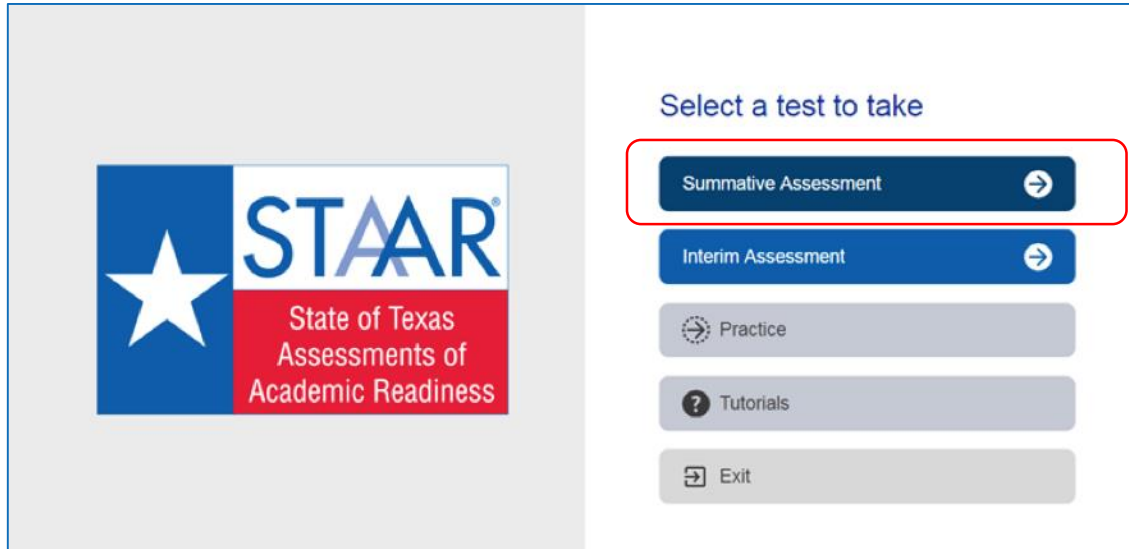
- Three-digit form number field included for all general STAAR paper test booklets.

**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



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



# 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.



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

**TEXAS English Language Proficiency Assessment System**  
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)  
**YYYY TELPAS Report Card** (Informe de calificaciones de TELPAS YYYY)

**FIRSTNAME M. LASTNAME** Student ID: 999999999 District: DISTRICTNAMEXX  
Date of Birth: MM/DD/YYYY Local Student ID: 999999999 (Código de identificación local del estudiante) (Distrito) 999-999

The TELPAS tests have been designed to assess students who are learning the English language. This report gives you information on how well your child is performing on the English language tests. This report gives you information on how your child is performing on the English language tests. (Las pruebas TELPAS se han diseñado para evaluar a los estudiantes que están aprendiendo el idioma inglés. Este informe le proporciona información sobre el desempeño de su hijo en las pruebas de dominio del idioma inglés. Sin embargo, le proporciona información sobre el progreso de su hijo en las pruebas de dominio del idioma inglés.)

Proficiency Levels (Niveles de desempeño)  
 Beginning (Principiante) students use common, basic academic English with some support.  
 Intermediate (Intermedio) students understand and use academic English with some support.  
 Advanced (Avanzado) students use academic English with some support.  
 Proficient (Proficiente) students use academic English with some support.

**RESOURCES TAILORED FOR JONATHAN**  
**Reading**  
 Strategies to improve your child's grade 8 reading understanding:  
 - Help your child come up with a question about a topic of interest. Then work together to read a variety of sources to find the answer. Use technology (under your guidance) as well as magazines, newspapers, and, if relevant, poetry and fiction to find the answer.  
 - Provide fiction books of interest to your child. Read the books either independently or together. In your conversations, focus on how the plot develops, different points of view, and sensory or interesting language.  
 - Suggest non-fiction texts related to a movie or TV show your child enjoys. For example, if a show or movie involves roller coasters, you could find a non-fiction book about the mechanics of roller coasters at your local library.  
**Mathematics**  
 Strategies to improve your child's grade 8 math understanding:  
 - Have your child find a number between 100 and 225 and approximate the square root of that number.  
 - Have your child find numbers in everyday life and have her categorize them as real numbers, integers, etc.  
 - When taking a trip, whether to the store or on vacation, have your child create a map of the way, half way, three quarters of the way, and all the way there. Have him compare these times to the actual time it takes.  
 - Have your child find the volume of an everyday object, such as a can of soup.  
 - Have your child measure the length and the diagonal of a table and use the Pythagorean theorem to find the width.  
 - Have your child find the amount of simple interest that is earned when a certain amount of money is invested at a percentage for one year.  
 - Have your child locate or create scatterplots from everyday events and draw a trend line beginning at (0,0) through the data points and make a prediction about data not represented by a point plotted on the graph.

**Confidential 2019 STAAR Report Card for:**  
**JONATHAN HERNANDEZ-JONES**

Reading: Approaches (Grade Level: 28Q-378) Test Date: May 2019  
 Mathematics: Did Not Meet (Grade Level: 379-468) Test Date: May 2019  
 Social Studies: Meets (Grade Level: 469-558) Test Date: May 2019  
 Science: Meets (Grade Level: 559-648) Test Date: May 2019

Go to [www.texasassessment.gov](http://www.texasassessment.gov) and log in to learn more.

JONATHAN'S UNIQUE ACCESS CODE: **28Q735**

**From the Commissioner**  
 Students who meet or master grade level by high school graduation have more than a 60% chance of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year's academic material in school and how you can help them learn even more.

**What the Results Mean**  
 This report shows how well your child did on the assessment. There are four levels of performance.  
**MASTERS GRADE LEVEL**  
 Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.  
**MEETS GRADE LEVEL**  
 Strong knowledge of course content — student is prepared to progress to the next grade.  
**APPROACHES GRADE LEVEL**  
 Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.  
**DID NOT MEET GRADE LEVEL**  
 No basic understanding of course expectations is shown — student may need significant support in the coming year.

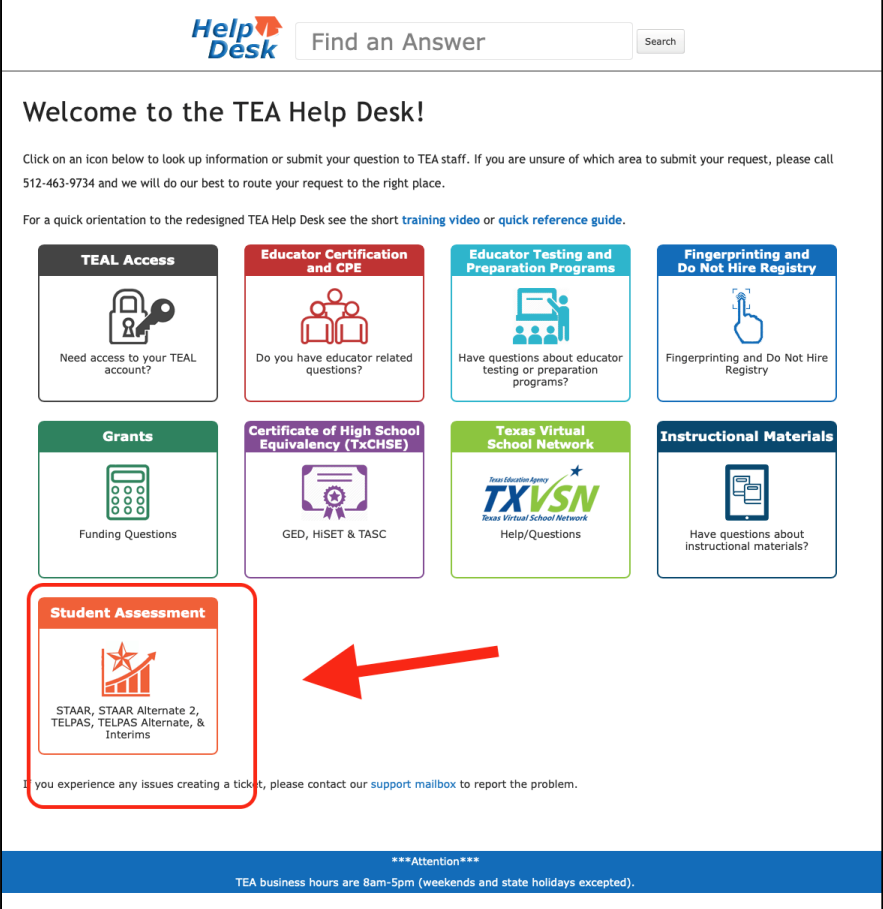
Use the Find a Book tool on [TexasAssessment.gov](http://TexasAssessment.gov) to find appropriate reading material for JONATHAN.





# 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](https://helpdesk.tea.texas.gov)



**Help Desk** Find an Answer Search

## Welcome to the TEA Help Desk!

Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place.

For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

**TEAL Access**  
Need access to your TEAL account?

**Educator Certification and CPE**  
Do you have educator related questions?

**Educator Testing and Preparation Programs**  
Have questions about educator testing or preparation programs?

**Fingerprinting and Do Not Hire Registry**  
Fingerprinting and Do Not Hire Registry

**Grants**  
Funding Questions

**Certificate of High School Equivalency (TxCHSE)**  
GED, HISET & TASC

**Texas Virtual School Network**  
Help/Questions

**Instructional Materials**  
Have questions about instructional materials?

**Student Assessment**  
STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims

If you experience any issues creating a ticket, please contact our support mailbox to report the problem.

\*\*\*Attention\*\*\*  
TEA business hours are 8am-5pm (weekends and state holidays excepted).

# Check for Understanding



# QUESTIONS





## 2. Assessments for Special Populations



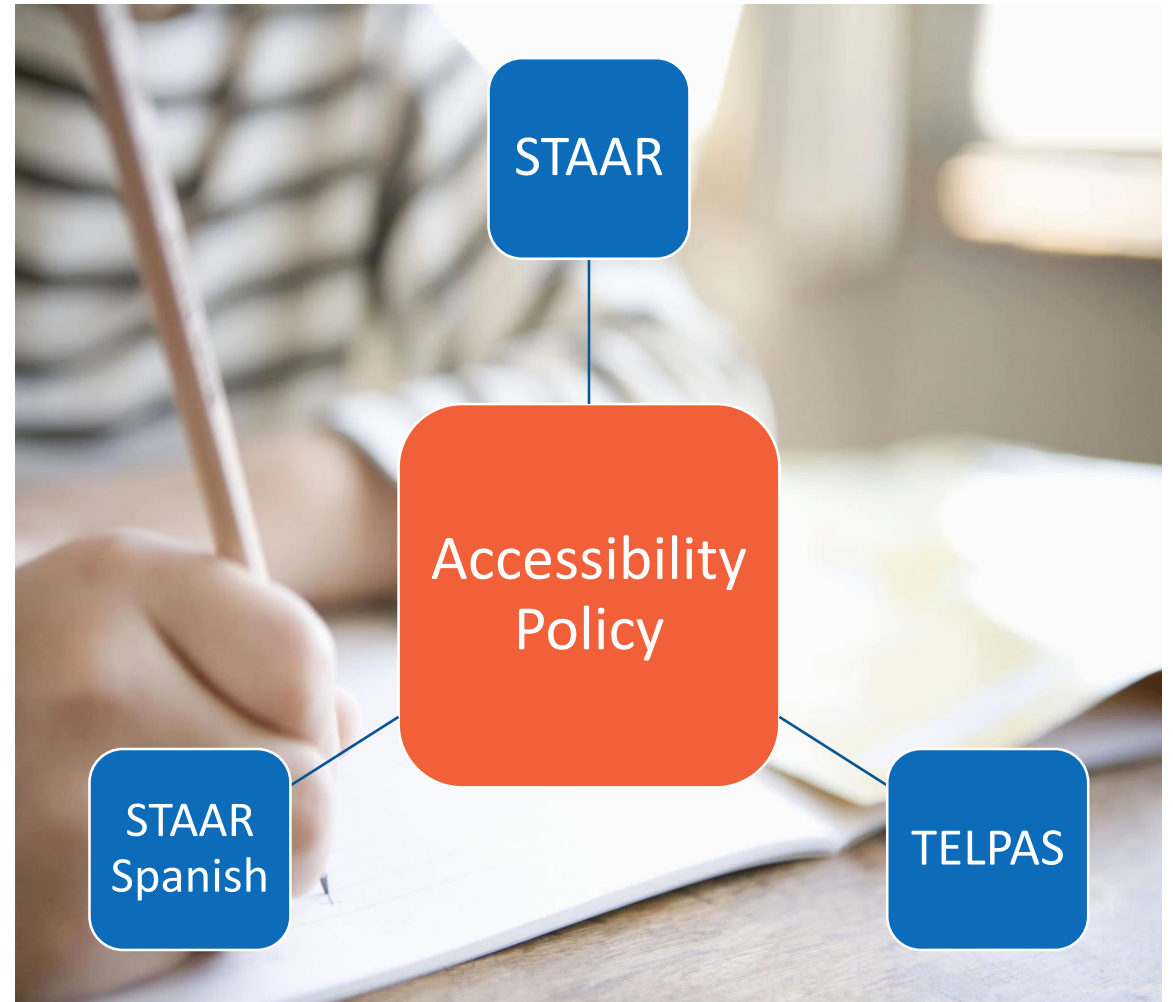


# Accessibility Policy

# 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



## 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

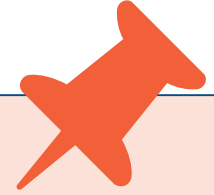


## Oral/Signed Administration of 3-8 STAAR Reading Tests

- 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 *Oral/Signed Administration Guidelines*

# 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

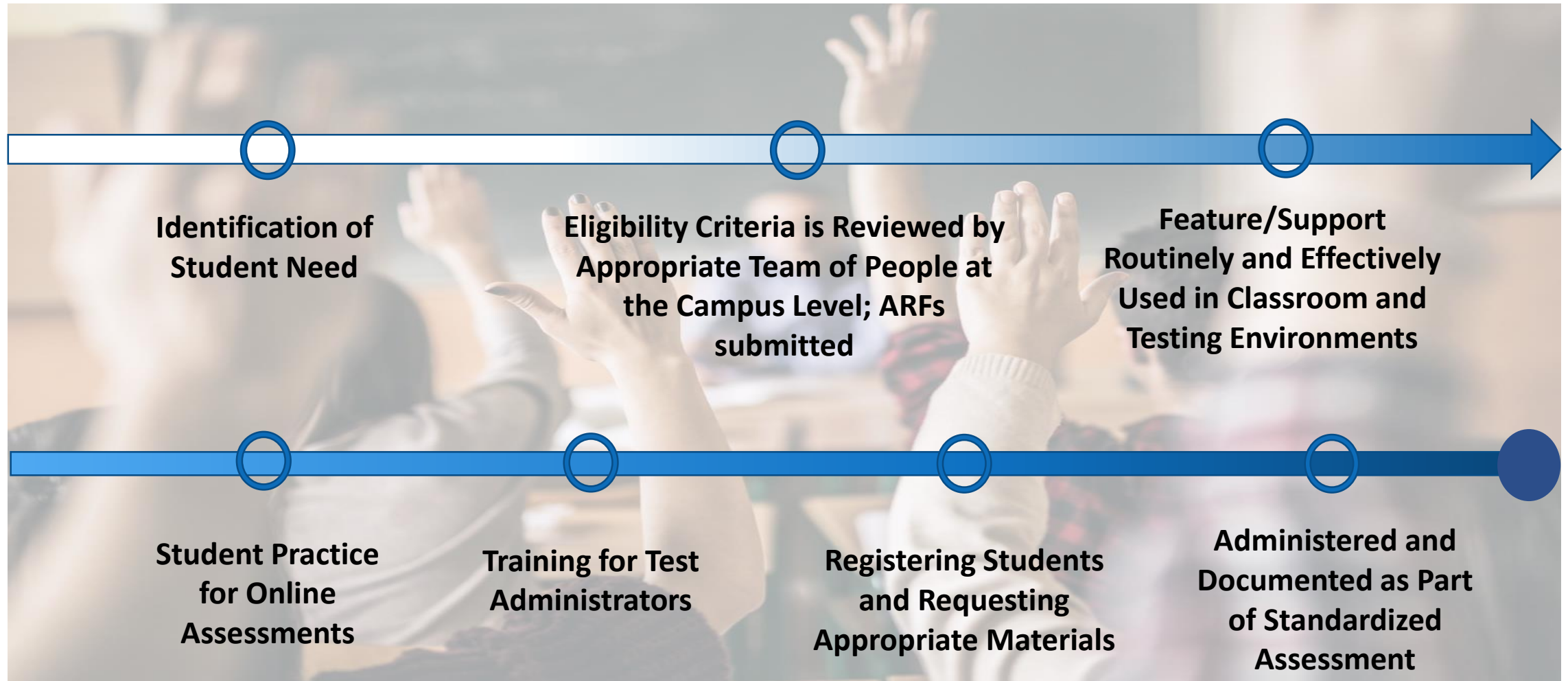


Content and Language Supports



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:

regularly 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)

**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)

## 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.)



# 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)

## 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.



# 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)

## 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



# 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)

## 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*.



# 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)

## 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)

**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)

**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)

## 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.

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.

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.

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)

**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)

## 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)

**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)

## 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)

**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.

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

Test administrators must be trained in the procedures specific to an oral administration. Guidelines can be found in the *Oral/Signed Administration Guidelines* document located on the Accommodation Resources webpage.

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)

## 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)

## 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)

## 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 *Oral/Signed Administration Guidelines* available in DCCR and the Accommodation Resources webpage
  - Guidelines for oral/signed administration of writing section added with examples



# Designated Supports (Locally Approved)

## 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)

## 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.





# 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

STAAR Guest Question 1 of 1

Tools Pencil

Clear Mark for Review **ASL**

1. Margaret opened a new case of lightbulbs.

- The case contained 3 boxes of lightbulbs with 8 lightbulbs in each box.
- Margaret threw 2 of these lightbulbs in the trash because they were damaged.
- Then she took 7 of the lightbulbs out of the case.

Which expression can be used to show that there are 15 lightbulbs still in the case?

(A)  $3 \times 8 - 2 + 7$

(B)  $3(8) - 2(7)$

(C)  $3 \times 8 - (2 + 7)$

(D)  $3 + 8 - 2 + 7$

Standard

1 Review/End Next

ASL will be present in the upper right corner of a question when this PNP is chosen for a STAAR assessment.



# Designated Supports (Locally Approved)

**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.

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.

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



# Designated Supports (Locally Approved)

## Spelling Assistance (continued):

Example:

The screenshot displays the STAAR Grade 7 Writing interface for Question 1 of 31. The interface includes a top navigation bar with icons for Speak, Audio, Zoom, Color, Pause, Help, and Logout. Below this is a toolbar with icons for Tools, Guideline, Sticky Notes, Writing Checklist, and Pencil. The main content area is titled "WRITTEN COMPOSITION: Expository" and contains the following text:

1. READ the information in the box below.

In 1961, President John F. Kennedy said that the United States should set a goal of landing an American on the moon by 1970. After much hard work and preparation, two Americans landed on the moon in 1969.

**THINK** carefully about the following statement.

Some people think it is easier to accomplish something if they set a goal in advance.

On the right side of the interface, there is a writing area with the text: "It is easier to a acomplish a goal in advance because". A "Suggestions" pop-up menu is visible over the word "acomplish", showing the correct spelling "accomplish". A "Mark for Review" button is also present in the top right corner of the writing area.



# Designated Supports (Locally Approved)

**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)

## 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



# Designated Supports (Locally Approved)

## Supplemental Aids (continued):

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

**TEA** Texas Education Agency **Mathematics: Number Chart**

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

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

**TEA** Texas Education Agency **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

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

+	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



## 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



## 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



## 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







## 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

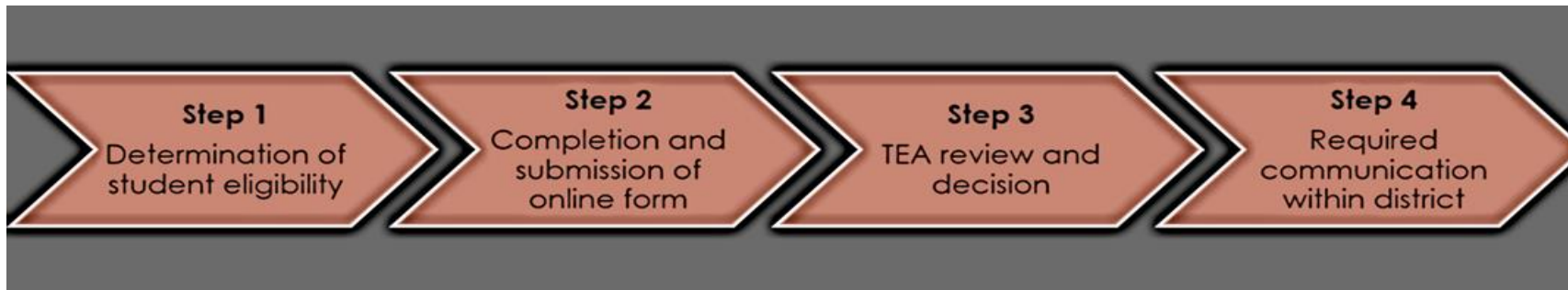
**Online Accommodation Request Forms  
should only be submitted for designated supports requiring TEA approval:**

 Complex Transcribing	Mathematics Scribe 
 Extra Day	Other 

- 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:   
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(S)

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:   
Month of Admin:   
Program:   
Assessment Level:   
Student's Enroll:   
Subject:

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.

Accommodation:   
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 Mac).

All of your selections show up here, and you type the rationale in the yellow text box.

One STUDENT WITH MULTIPLE SUBJECTS?  One STUDENT - One SUBJECT - MULTIPLE SUBJECTS  
administration-subject\_1

#### 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.

Do not include email names in your rationale. Do suggest you replace student names with the student ID. 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.

Character Count: 0 (Max. 3000 characters)

A Local Tracking number may be entered for district use. TEA does not use this information.

#### ADMINISTRATIVE INFORMATION

Local Tracking number:

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.

#### SUPPORTING DOCUMENTATION

If you have submitted the exact same attachments with a previous request, you do not need to re-upload them. You may refer to a previous attachment by providing that Request ID.

Previous Request ID:

(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  No file chosen

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 Accommodation Request.

After clicking the "SEND" button, a receipt of submission page with a request ID will be emailed to you.



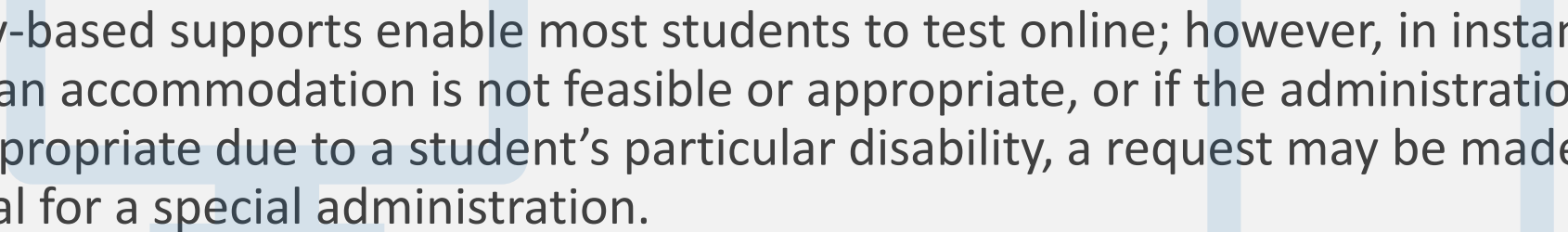


# Check for Understanding



# 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:

- 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
- 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.

# 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.

The screenshot shows the TEA website interface. On the left, a navigation menu is visible under the heading 'District and Campus Coordinator Resources'. The menu items include 'Texas Assessment Program Highlights', 'STAAR', 'STAAR Participation Requirements', 'STAAR Calculator Policy', 'STAAR Dictionary Policy', 'STAAR Time Limit Policy', 'STAAR Test Administration Scheduling', 'STAAR Make-Up Testing', 'STAAR Medical Exclusion', 'STAAR Alternate 2', 'TELPAS', 'TELPAS Alternate 2', 'Technology Guidelines for the Texas Assessment...', 'Special Administration of an Online Assessment' (highlighted with a red oval), 'Calendars', and 'Training'. The main content area is titled 'Special Administration of an Online Assessment' and includes the following text:

Created by Texas Education Agency  
Last updated Aug 19, 2019

State of Texas Assessments of Academic Readiness (STAAR®) with Embedded Supports (English and Spanish), Texas English Language Proficiency Assessment System (TELPAS) reading, and TELPAS listening and speaking assessments are administered as online testing programs. When rare, unavoidable circumstances exist where students cannot access an online assessment, such as those described below, the Texas Education Agency (TEA) may authorize a special administration. Special administrations of STAAR with Embedded Supports (English and Spanish) and TELPAS reading will be in paper form, while a special administration of TELPAS listening and speaking will be holistically rated for each domain. 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. Districts do not need to submit a request for TEA to approve for the STAAR with Embedded Supports. Requests for special administrations based on the lack of familiarity with online testing by students or districts will not be approved.

**Accommodations Cannot be Applied**

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

**Technology Access is Precluded**

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

**Instructions for Requesting Permission for a Special Administration**

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

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

# 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. <b>Braille Instructions ONLY:</b> Chart on page 15 may be reproduced in braille or other forms.

Chart  
Test Question Number 1

15

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

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. <b>Braille Instructions ONLY:</b> <b>SAY</b> People walk under the hull, or bottom, of the <i>Cutty Sark</i> .
	A renovation	<b>SAY</b> to be fixed
	D defining feature	<b>SAY</b> 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 —

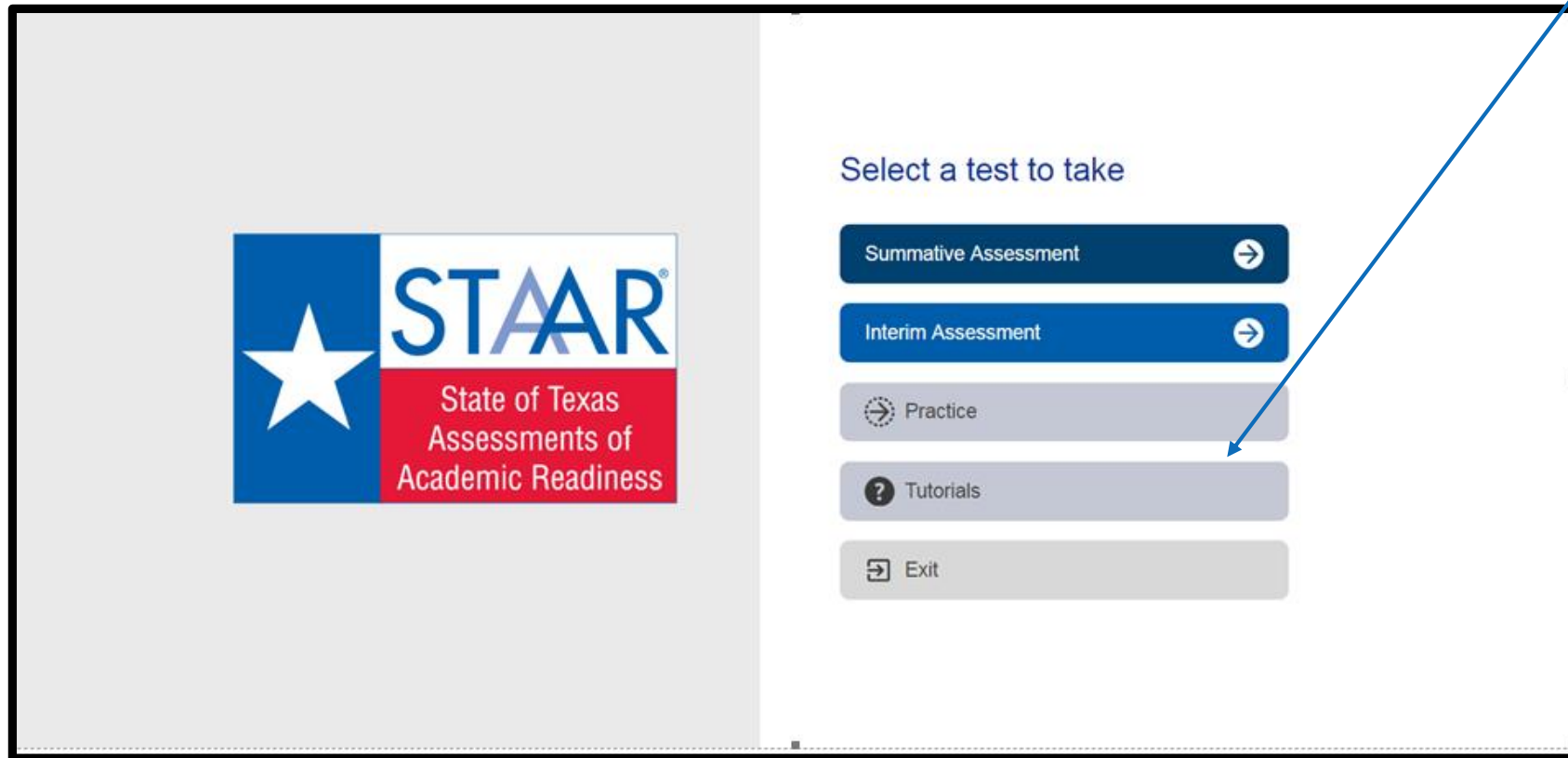
- A Tío Conejo tiene la intención de darle una lección a Tío Tigre
- B Tío Buey quiere vengarse de Tío Tigre
- C Tío Tigre quiere demostrar que es muy valiente
- D Tío Conejo quiere que todos sean amigos

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

Reading Example:  
STAAR Spanish with Embedded Supports

# STAAR Online Tutorials

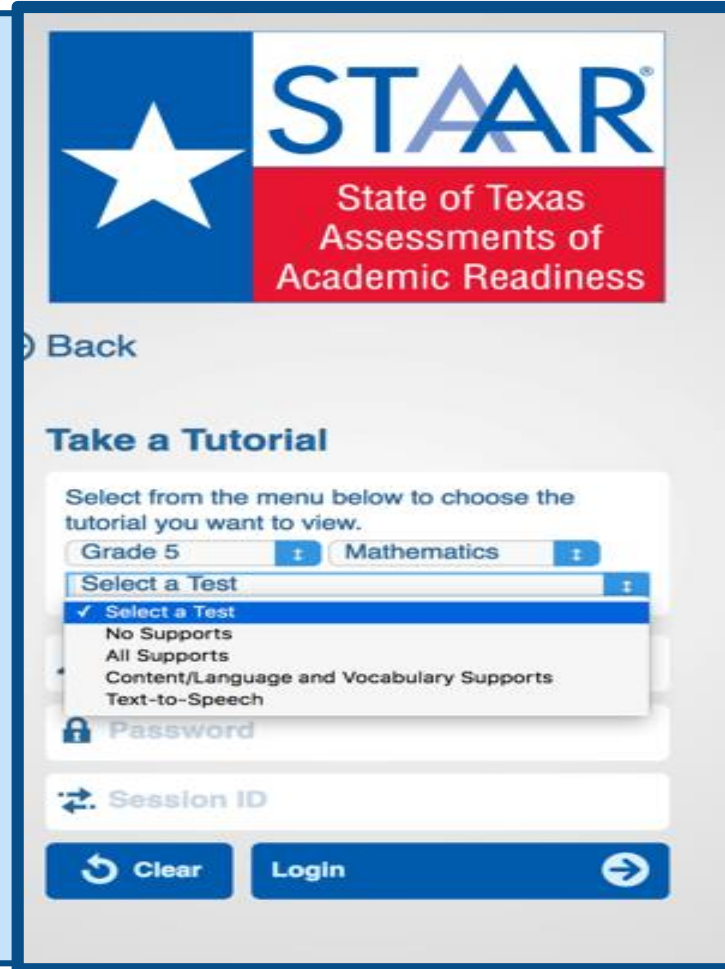
When you open the STAAR online testing platform, you will see a menu of options, including “Tutorials.”



# STAAR Online Tutorials

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

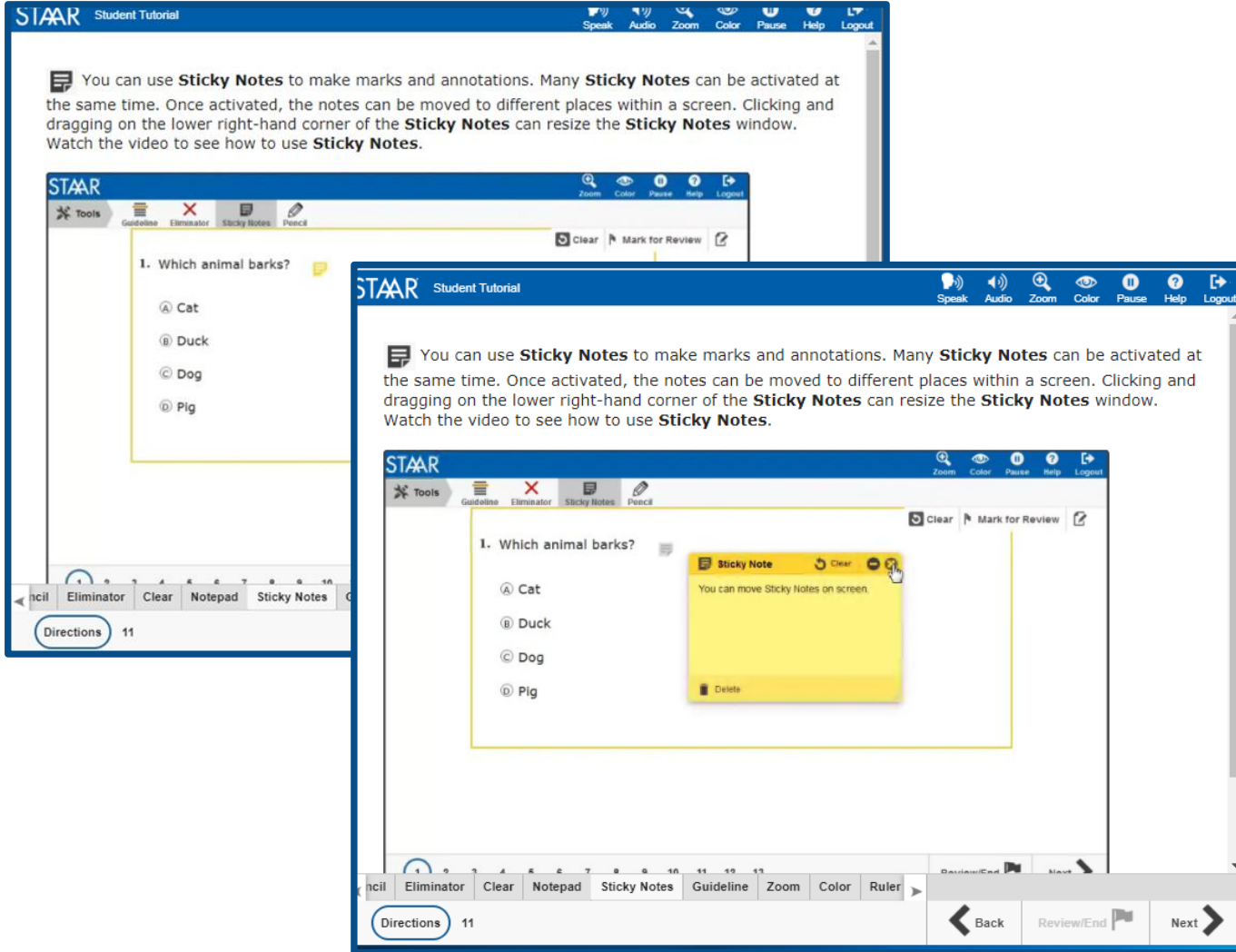
Choose the grade, subject, and test (i.e., available supports) you want to view.



The screenshot shows the STAAR Online Tutorials interface. At the top left is the STAAR logo, which includes a white star on a blue background and the text "STAAR" in blue. To the right of the logo is a red box with the text "State of Texas Assessments of Academic Readiness" in white. Below the logo is a "Back" button. The main heading is "Take a Tutorial". Below this heading is a form with the instruction "Select from the menu below to choose the tutorial you want to view." The form contains three drop-down menus: "Grade 5", "Mathematics", and "Select a Test". The "Select a Test" menu is open, showing a list of options: "Select a Test" (checked), "No Supports", "All Supports", "Content/Language and Vocabulary Supports", and "Text-to-Speech". Below the "Select a Test" menu is a "Password" field with a lock icon. Below the password field is a "Session ID" field with a refresh icon. At the bottom of the form are two buttons: "Clear" with a refresh icon and "Login" with a right arrow icon.



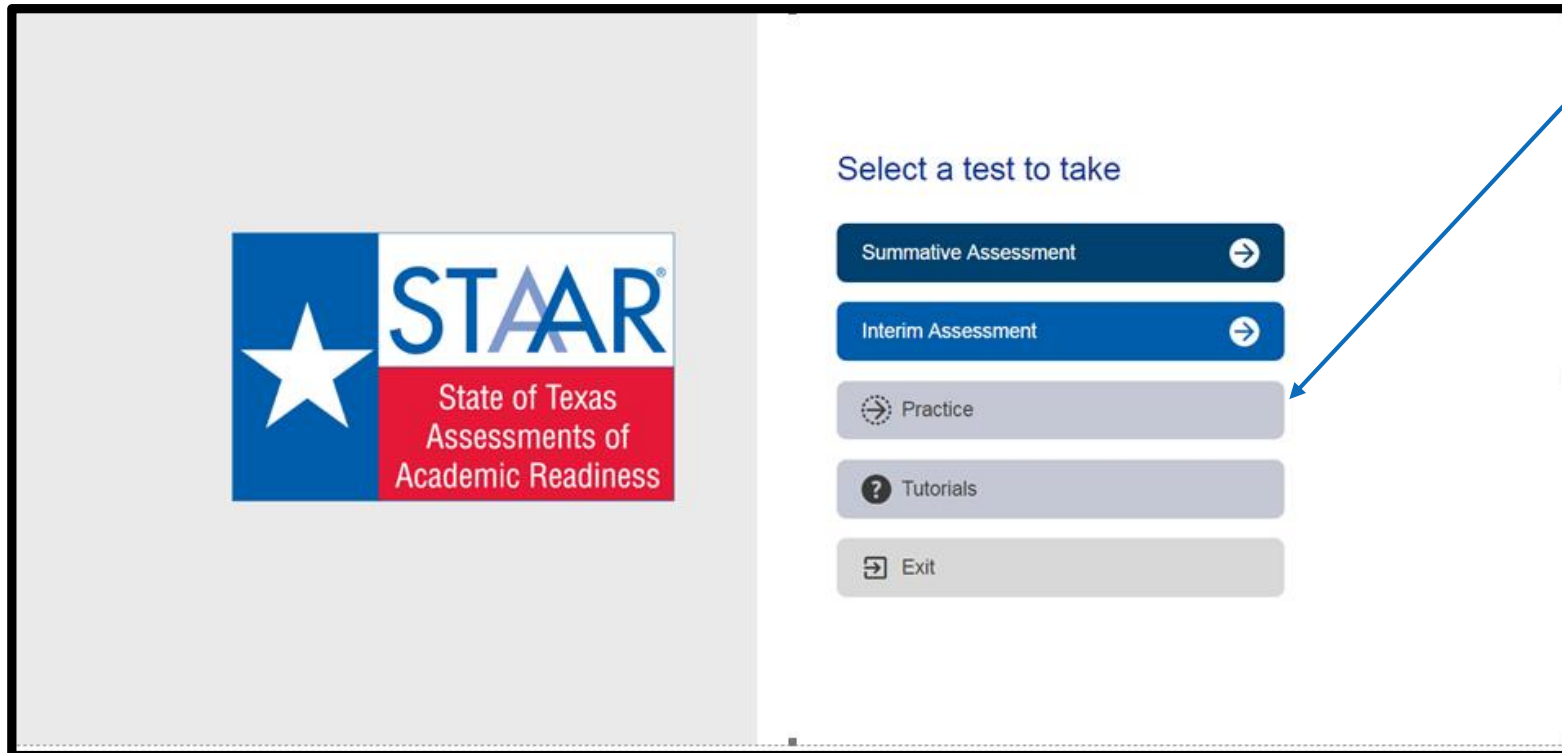
# STAAR Online Tutorials



- 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)

The screenshot shows the STAAR Online Practice software interface. At the top left is the STAAR logo, which includes a white star on a blue background and the text "STAAR" in blue. To the right of the logo is a red box with the text "State of Texas Assessments of Academic Readiness" in white. Below the logo is a "Back" button. The main heading is "Practice Using the Software". Below this is a white box with the text "Select from the options below to choose your practice test." and "Click Login to begin." There are four dropdown menus: "2017", "Grade 5", "Reading", and "Select a Test". The "Select a Test" dropdown is open, showing three options: "Select a Test", "No PNP", and "All PNP". At the bottom are two buttons: "Clear" and "Login".

# STAAR Online Practice

## ROLLOVERS

2018 Practice Test  
Grade 3 Mathematics All PNP  
Question 24 of 32

Tools: Guideline, Sticky Notes, Conversions, Customary Ruler, Metric Ruler, Graph Paper, Pencil

24. The frequency table shows the number of points scored by each player on a basketball team during a game.

Points Scored	
Player	Tally
Stephen	TN TN IIII
Alfred	IIII
Kenji	TN TN II
Pete	TN III
Eric	TN TN II
Wesley	TN I
Hayes	TN TN

What is the combined number of points scored by Stephen, Alfred, Pete, and Wesley?

Points Scored	
Player	Tally
Stephen	TN TN IIII
Alfred	IIII
Kenji	TN TN II
Pete	TN III
Eric	TN TN II
Wesley	TN I
Hayes	TN TN

Record your answer in the boxes below. Be sure to use the correct place value.

1-32 | 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | Back Review/End Next


## POP-UPS

2018 Practice Test  
Grade 3 Mathematics All PNP  
Question 16 of 32

Tools: Guideline, Eliminator, Sticky Notes, Conversions, Customary Ruler, Metric Ruler, Graph Paper, Pencil

16. A group of 64 children and 24 adults will travel to a zoo in vans. How many vans will be needed to take the group to the zoo?

(A) 11  
(B) 80  
(C) 8  
(D) 5



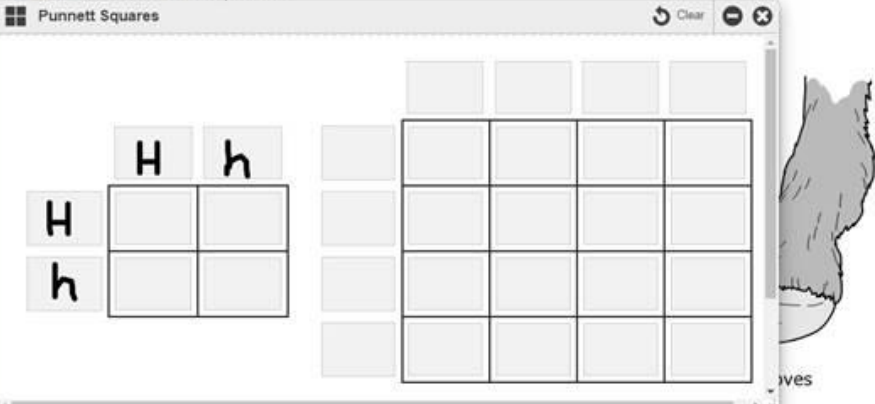
1-32 | 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 | Back Review/End Next

# STAAR Online Practice

## PUNNETT SQUARES

2018 Practice Test  
EOC Biology All PNP  
Question 29 of 54

29. In cattle the allele for cloven hooves (H) is dominant over the allele for mule-foot hooves (h). The phenotype for each trait is shown in this picture.



What is the probability of cloven hooves in the offspring of parents that are heterozygous for the trait?

- (A) 25%
- (B) 50%
- (C) 75%

1-54

22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Back Review/End Next

## SPELLING ASSISTANCE

2018 Practice Test  
Grade 4 Writing All PNP  
Question 1 of 25

**WRITTEN COMPOSITION: Expository**

1. **READ** the following quotation.

I do not know of anyone who has gotten to the top without hard work.

—Margaret Thatcher

**THINK** about all the hard work you do. It may be work you do at school, at home, or outside.

**WRITE** about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —

- clearly state your central idea

Suggestions

- wipeout
- without
- wideout
- missout
- miscut

Characters (33/1750)

1 2-5 6-8 10-16 17-25

1

Back Review/End Next

# STAAR Online Practice

## WRITING CHECKLIST

2018 Practice Test  
Grade 4 Writing All PNP  
Question 1 of 25

Tools: Guideline, Sticky Notes, Writing Checklist, Pencil

**WRITTEN COMPOSITION: Expository**

1. READ the following quotation.

I do not know of anyone who has gotten to the top without hard work.  
—Margaret Thatcher

**THINK** about all the hard work you do. It may be work you do at school, at home, or outside.

**WRITE** about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —

- clearly state your central idea
- organize your writing

Writing Checklist

- Did I write one or two sentences that clearly explain the main point of my paper?
- Do all my sentences help the reader understand my main point?
- Did I write my sentences in an order that makes sense?
- Did I use specific details and examples to develop my ideas?
- Did I use specific words that helped me clearly explain my main point?
- Did I write in complete sentences using capital letters and correct punctuation?
- Are all of my words spelled correctly?

Getting to the top is hard work.

Characters (26/1750)

1 2-5 6-9 10-16 17-25

1 Back Review/End Next

## PREREADING TEXT

2018 Practice Test  
Grade 8 Reading All PNP  
Question 1 of 44

Tools: Guideline, Eliminator, Sticky Notes, Pencil

1. Read the following dictionary entry.

**stretch** \stretch\ *n*  
1. something that seems beyond what is normal 2. the length or extent of an area 3. a continuous period of time 4. the amount of elasticity of something


Which definition best matches the way the word stretch is used in paragraph 9?

A Not quite normal  
B Definition 2  
C Definition 3  
D Definition 4

**Read the selection and choose the best answer to each question.**

*In this selection, the author recalls a devious adventure he and his brother, Kenny, took when they were young children. The boys' mother asks them to go buy groceries from Miss Andrews' store. The author and Kenny have taken their old, monochromatic gray wagon to the store many times, but this time the author has concocted a new plan. The author wants to explore a new street that is off-limits to him and Kenny since it is near the busy Dallas Highway. After the boys buy their groceries from Mr. Byford, they begin their foray, or trip, down the forbidden street. On their way they pass behind businesses and see their house through a vacant, empty lot.*

Read the selection to learn what happens with the boys' adventure beyond Parrish Street.

 **The Road Almost Taken**  
by Joe Holley

1 I was 5 years old that summer afternoon when my brother and I set off on our daring adventure. Kenny was 3.

2 Our prairie schooner, our Pinta-Niña-Santa Maria, was our little gray wagon. It used to be a little red wagon, but it had gotten

1-7 8-15 16-30 31-39 40-44

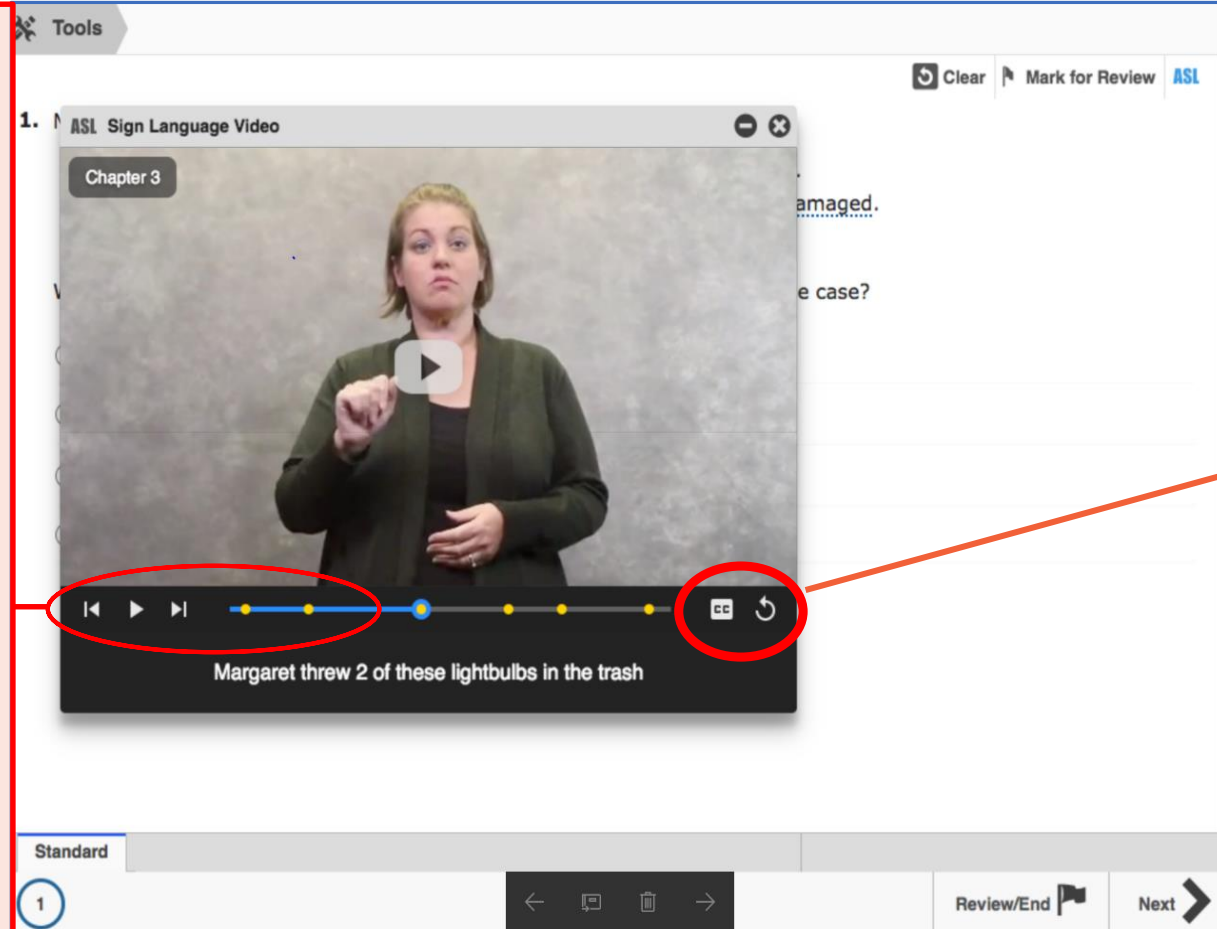
1 2 3 4 5 6 7

Back Review/End Next

# 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

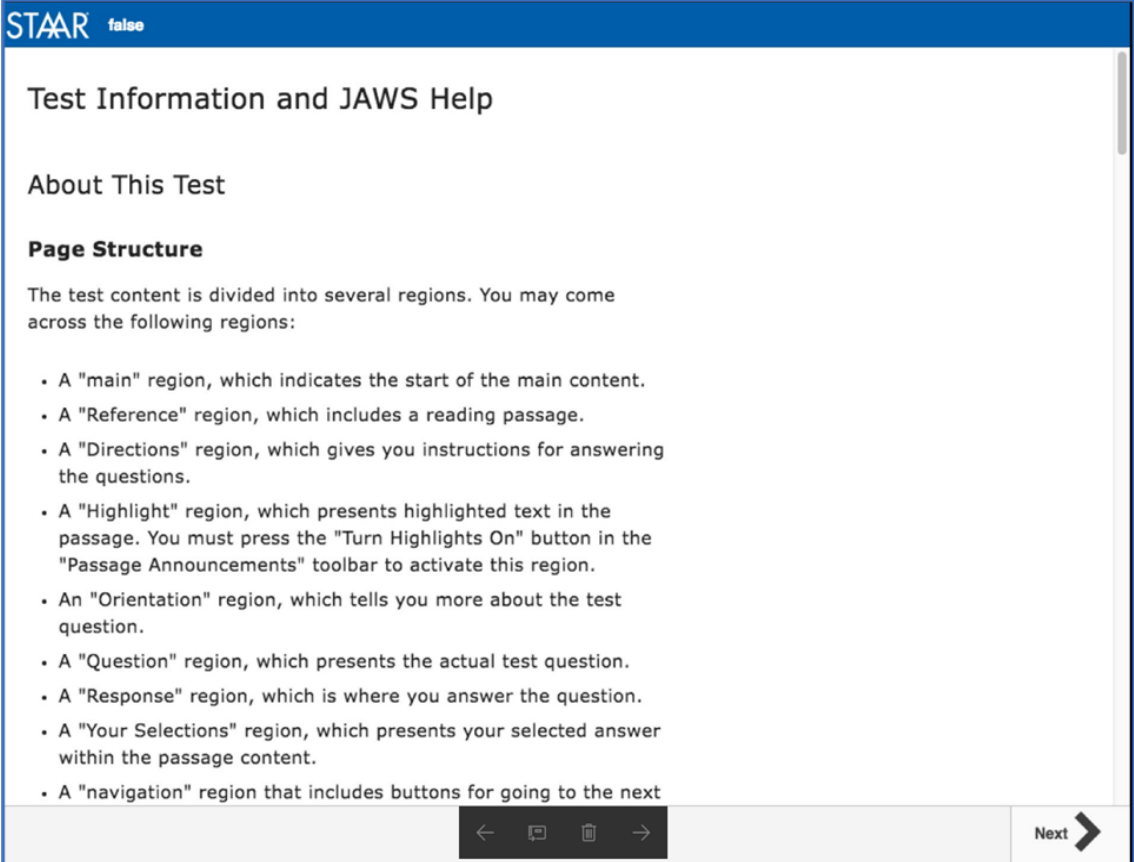
- Available on STAAR online as a PNP providing screen reader support for refreshable braille displays with JAWS software.
- Available in reading, writing, and social studies.
- **Currently not available for math and science assessments.**
- Format of the assessment
  - Left justified
  - Text is streamlined 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.



STAR false

### Test Information and JAWS Help

#### About This Test

#### Page Structure

The test content is divided into several regions. You may come across the following regions:

- A "main" region, which indicates the start of the main content.
- A "Reference" region, which includes a reading passage.
- A "Directions" region, which gives you instructions for answering the questions.
- A "Highlight" region, which presents highlighted text in the passage. You must press the "Turn Highlights On" button in the "Passage Announcements" toolbar to activate this region.
- An "Orientation" region, which tells you more about the test question.
- A "Question" region, which presents the actual test question.
- A "Response" region, which is where you answer the question.
- A "Your Selections" region, which presents your selected answer within the passage content.
- A "navigation" region that includes buttons for going to the next

Navigation buttons: < [ ] [ ] > Next >

# Online Features and Tools

## Refreshable Braille-PNP

The screenshot shows the STAAR English I April 2018 test interface. At the top left, there is a "Tools" menu. The main area features the STAAR logo, which includes a white star on a blue background and the text "STAAR® State of Texas Assessments of Academic Readiness" on a red background. Below the logo, it says "English I" and "April 2018". At the bottom, there is a navigation bar with a "Next" button and a trash icon.

The screenshot shows the STAAR test interface with a reading passage and a question. The passage is titled "The Low-Tech Appeal of Little Free Libraries" by Margret Aldrich, dated July 27, 2014. The passage discusses the resurgence of brick-and-mortar libraries in the face of digital alternatives like Kindles. A question is displayed below the passage, asking the user to identify the author's purpose in paragraph 4. The question is: "2. The author uses descriptive examples in paragraph 4 to —". The options are: (A) emphasize that libraries contain many types of books, (B) differentiate between childhood expectations and adult experiences, (C) illustrate the power that books have to expand the imagination, and (D) reflect on the ways that libraries have changed over the years. The interface includes a "Tools" menu, a "Clear" button, and a "Mark for Review" button. A navigation bar at the bottom shows the current question number (2) and the next question number (3).

# 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

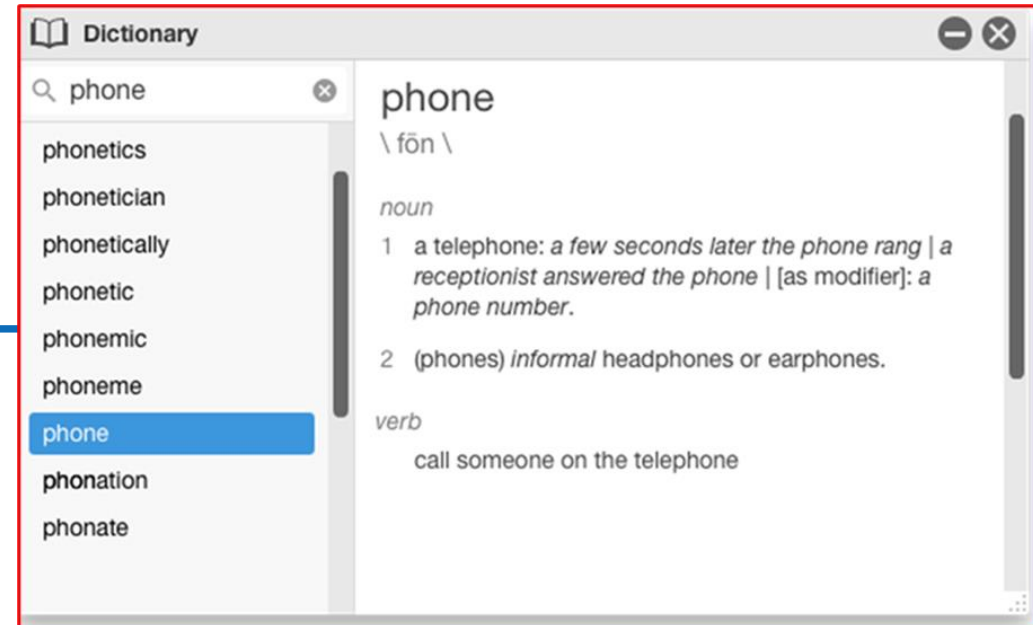


# Online Features and Tools

## 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

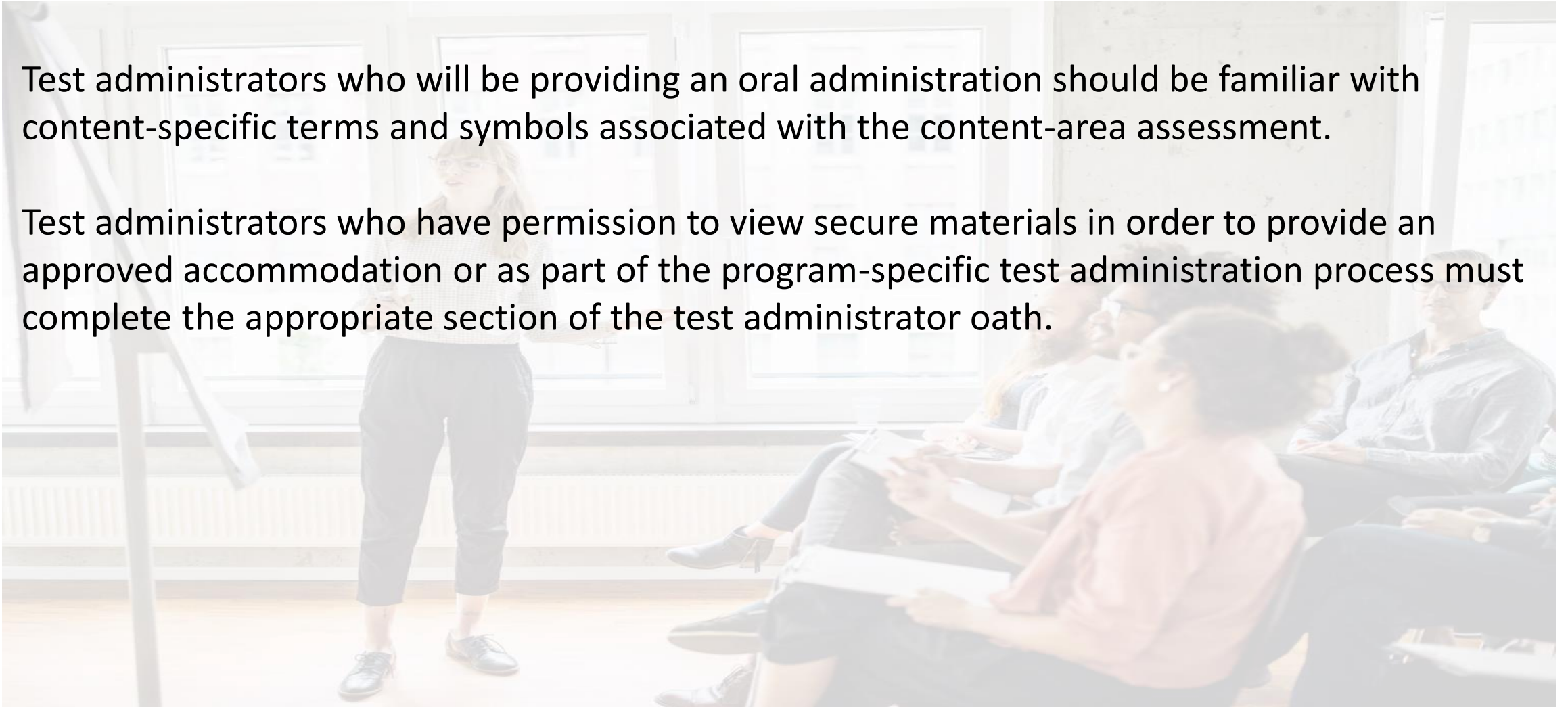
## Designated Supports Topics

- 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 Oral/Signed Administration Guidelines 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 Oral/Signed Administration Guidelines 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
- Oral/Signed Administration Guidelines (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

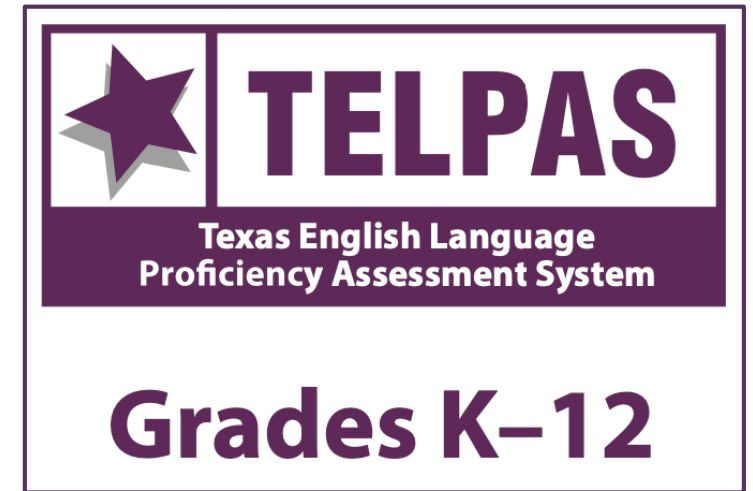
NO major changes for TELPAS for 2020–2021



- 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
<ul style="list-style-type: none"><li>▪ Holistically-rated assessments in listening, speaking, reading, and writing</li><li>▪ Classroom observations and student interactions</li></ul>	<ul style="list-style-type: none"><li>▪ Online test for reading, listening, and speaking</li><li>▪ Holistically-rated student writing collection</li></ul>



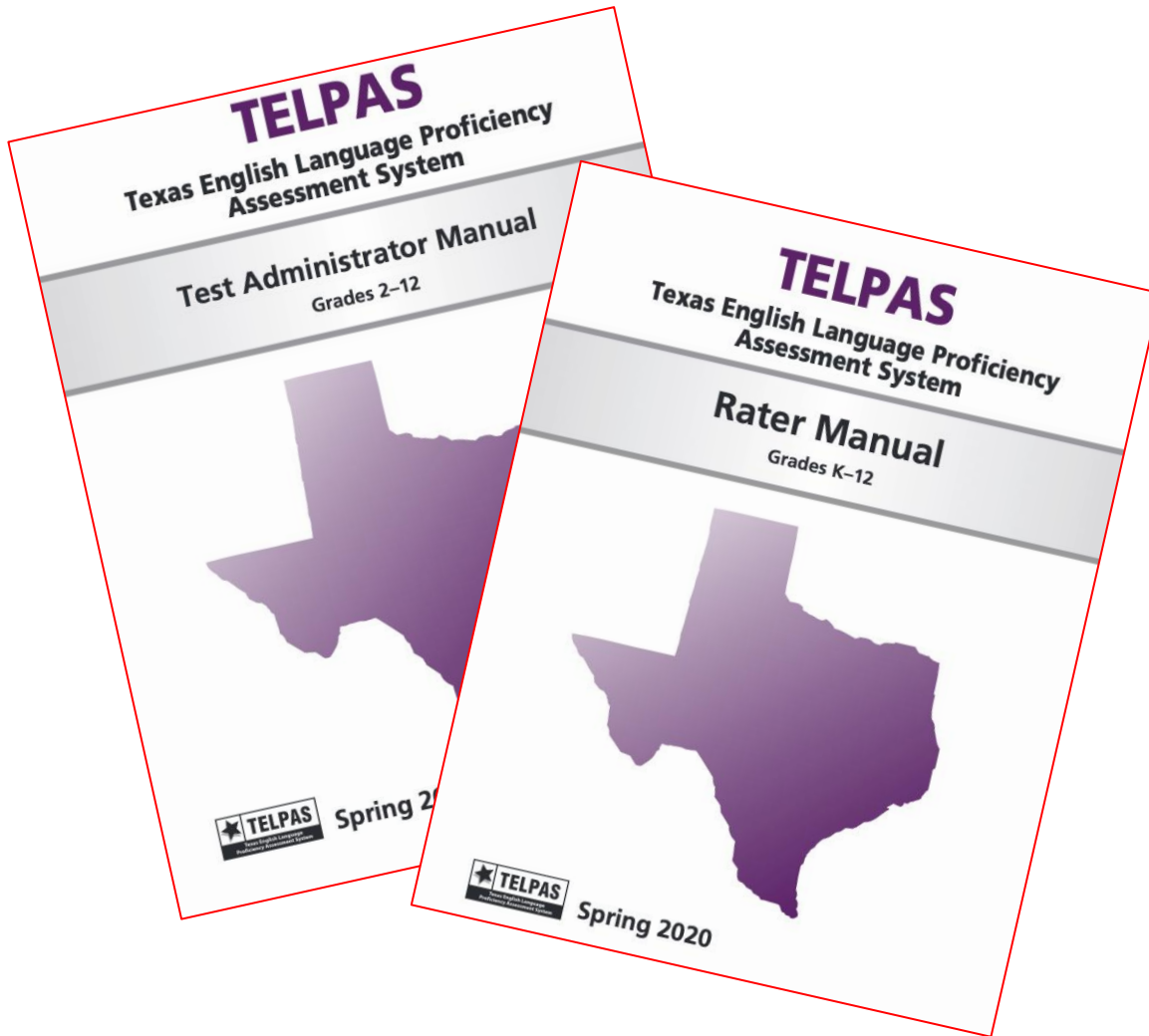
# Exceptions

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



# TELPAS Manuals: Raters and Test Administrators

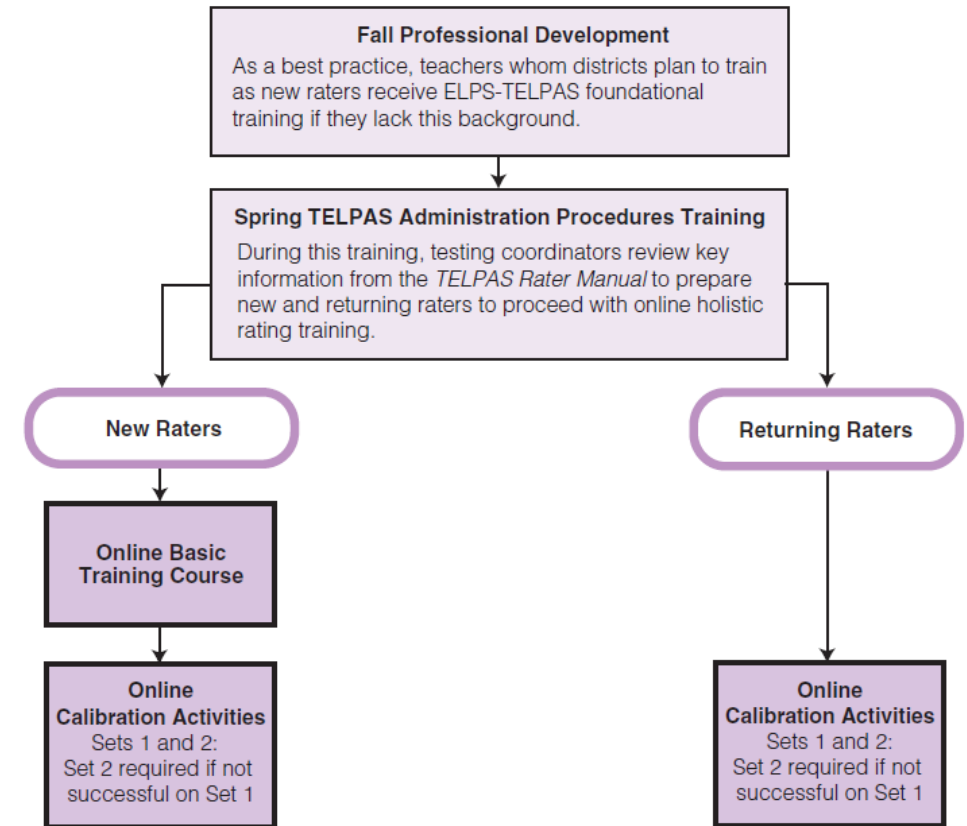


- *TELPAS Rater Manual* will only be online and not shipped to districts.
- *TELPAS Test Administrator Manual* will be online as well as printed and shipped to districts. Districts should update manual counts by the date specified in the Calendar of Events.
- Both manuals will be posted on the [TELPAS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

Grades K–12 Holistic Rating Training Flowchart



# TELPAS Rater Resources – Training Purposes

	K-1 Raters	2-12 Raters
For training purposes:	<ul style="list-style-type: none"><li>▪ K-12 Listening PLDs</li><li>▪ K-12 Speaking PLDs</li><li>▪ K-1 Reading PLDs</li><li>▪ K-1 Writing PLDs</li></ul>	<ul style="list-style-type: none"><li>▪ 2-12 Writing PLDs</li></ul> <p>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</p> <ul style="list-style-type: none"><li>▪ K-12 Listening PLDs</li><li>▪ K-12 Speaking PLDs</li></ul>

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:	<ul style="list-style-type: none"> <li>▪ K-12 Listening PLDs</li> <li>▪ K-12 Speaking PLDs</li> <li>▪ K-1 Reading PLDs</li> <li>▪ K-1 Writing PLDs</li> <li>▪ TELPAS Student Rating Roster</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-12 Writing PLDs</li> <li>▪ TELPAS Student Rating Roster</li> <li>▪ Writing Collection Cover Sheet</li> <li>▪ Writing Collection Verification Checklist</li> </ul> <p>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</p> <ul style="list-style-type: none"> <li>▪ K-12 Listening PLDs</li> <li>▪ K-12 Speaking PLDs</li> </ul>

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
<a href="#">TELPAS and TELPAS Alternate Educator Guide</a>	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
<a href="#">TELPAS Training PowerPoints</a>	Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS	Administrators, Coordinators, Teachers
<a href="#">TELPAS Reading, Listening, and Speaking Blueprints</a>	Provides districts with the test blueprints (reading, listening, and speaking)	Administrators, Coordinators, Teachers

# TELPAS Resources (continued)

Resource	Purpose	Audience
<a href="#">TELPAS Speaking Rubrics</a>	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
<a href="#">TELPAS Released Tests</a>	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
<a href="#">TELPAS Tutorial</a>	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
<a href="#">TELPAS Listening and Speaking Practice Sets</a>	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
<a href="#">TELPAS Parent Resources</a>	Provides parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains	Administrators, Coordinators, Teachers, Parents

A photograph of a school staircase with a large glass window in the background. Several students with backpacks are walking up and down the stairs. The scene is brightly lit, suggesting a sunny day.

# 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: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Date Completed: \_\_\_\_\_

**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.

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

	A	B	C	D	E	L1 Score
<b>L1.</b> The student:	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	
<b>L2.</b> The student:	may or may not attend	makes a selection when	makes a selection when	makes a selection when	responds appropriately	

# 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	<ul style="list-style-type: none"><li>• No TELPAS Alternate for K-1 at this time.</li><li>• All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Participation requirements are available on TEA’s <a href="#">TELPAS Alternate Resources</a> webpage.</li><li>• ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.</li></ul>
Grades 3 - 12	<ul style="list-style-type: none"><li>• Participation requirements are available on TEA’s <a href="#">TELPAS Alternate Resources</a> webpage.</li><li>• 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.</li></ul>

# TELPAS Alternate Participation Requirements

State-Required Form

**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	<p>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 <b>Yes</b> or <b>No</b> as it applies to the student. Each <b>Yes</b> 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 <b>Yes</b>. If the answer to any one of the questions is <b>No</b>, the student must be assessed with TELPAS.</p> <p>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.</p>	
Grades 3-12	<p>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.</p> <p>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.</p>	

Grade \_\_\_\_\_ Date \_\_\_\_\_

<p><b>1. Is the student identified in PEIMS as LEP/EL?</b> <input type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:</b></p> <p>This text box has a 450-character limit.</p>
<p><b>2. Does the student have a significant cognitive disability?</b> <input type="radio"/> Yes <input type="radio"/> No</p> <p><i>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</i></p> <p><i>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.</i></p>	<p><b>Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:</b></p> <p>This text box has a 450-character limit.</p>
<p><b>3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?</b> <input type="radio"/> Yes <input type="radio"/> No</p> <p><i>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</i></p> <p><i>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.</i></p>	<p><b>Enter justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE:</b></p> <p>This text box has a 450-character limit.</p>

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\_\_\_\_\_ provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations.

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, eligibility that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

- 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
<p>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.</p> <p>These students may:</p> <ul style="list-style-type: none"> <li>require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>know too little English to communicate simple ideas even when topics are highly familiar</li> <li>alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts</li> <li>not initiate spoken communication in English</li> </ul>	<p>ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.</p> <p>These students may:</p> <ul style="list-style-type: none"> <li>require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>imitate or attempt to imitate use of spoken English words after modeling</li> <li>rarely initiate spoken communication in English independently</li> </ul>	<p>ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.</p> <p>These students may:</p> <ul style="list-style-type: none"> <li>require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses</li> <li>not understand how words fit into a larger language context</li> <li>hesitate to speak in English and often give up in their attempts to communicate</li> </ul>	<p>ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.</p> <p>These students may:</p> <ul style="list-style-type: none"> <li>require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>combine spoken words to create simple original messages</li> <li>pause to find words to restate or clarify meaning</li> </ul>	<p>ELs at the basic fluency level produce detailed spoken messages in English or with augmentative and alternative communication.</p> <p>These students may:</p> <ul style="list-style-type: none"> <li>require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings</li> <li>be able to express detailed ideas through spoken words in social and academic English</li> <li>occasionally pause to search for words and phrases to clarify meaning</li> </ul>

# 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 (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency words (D)	decodes longer phrases or sentences with some unfamiliar words (E)

# 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.

<b>L3. The student:</b>						
<b>Using Vocabulary</b>	<table border="1"><tr><td>may or may not attend to a single spoken social or academic word with picture support</td><td>matches a single spoken social or academic word with picture support to an identical picture</td><td>selects a picture corresponding to a spoken social or academic word from a group of pictures</td><td>selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations</td><td>participates in a short discussion that includes recently learned academic vocabulary</td></tr></table>	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
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.

<b>L8. The student:</b>					
<b>Following Directions</b>	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
<b>Elementary</b>	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."
<b>Secondary</b>	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.

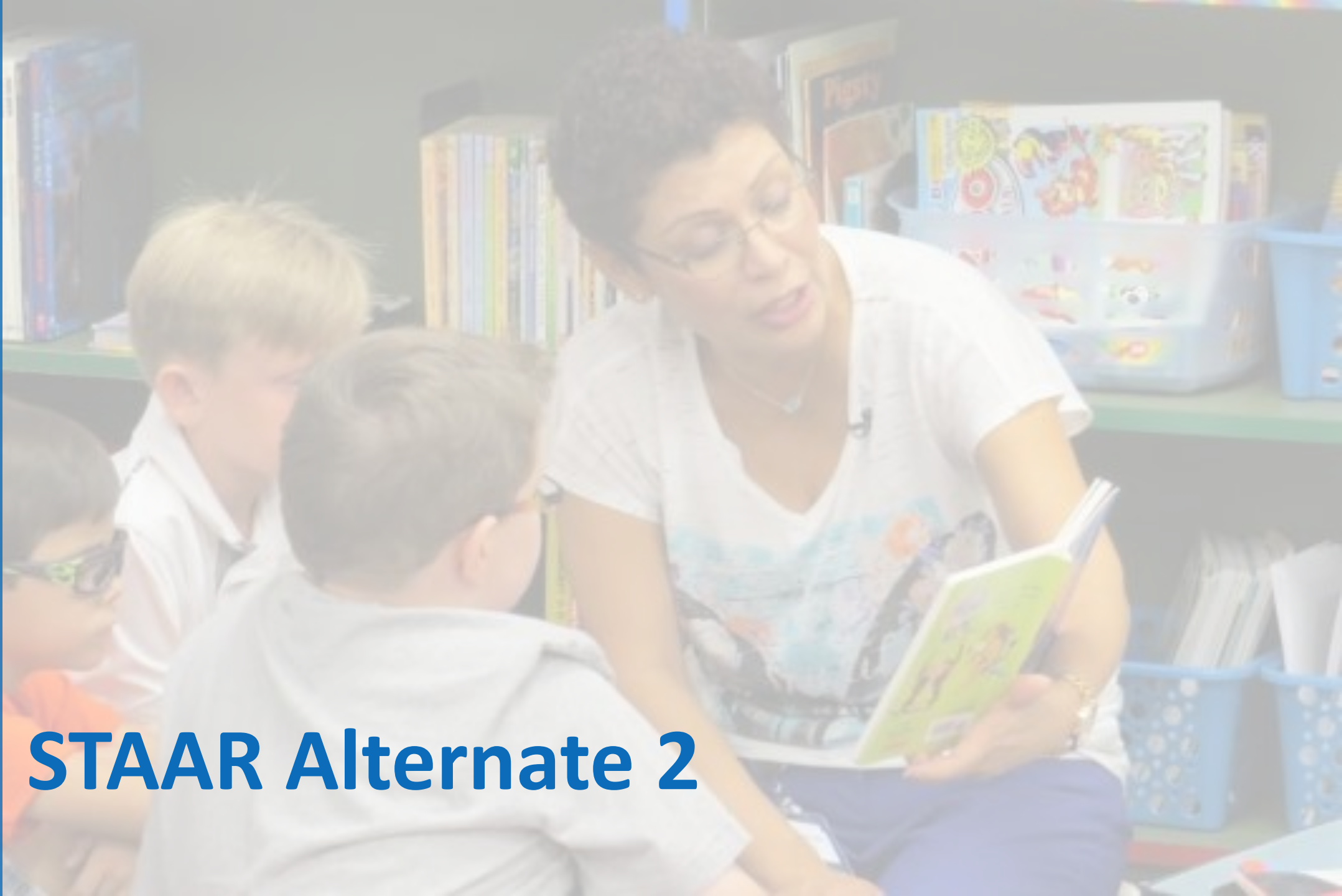


# TELPAS Alternate Resources

Resource	Purpose	Audience
<a href="#">TELPAS and TELPAS Alternate Educator Guide</a>	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
<a href="#">Participation Requirements</a>	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
<a href="#">Observable Behaviors (Notes Version)</a>	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
<a href="#">Parent Brochure</a>	Communicates (English and Spanish) basic information about TELPAS Alternate	Parents
<a href="#">Test Administration Manual</a>	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
<a href="#">Training PowerPoints</a>	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

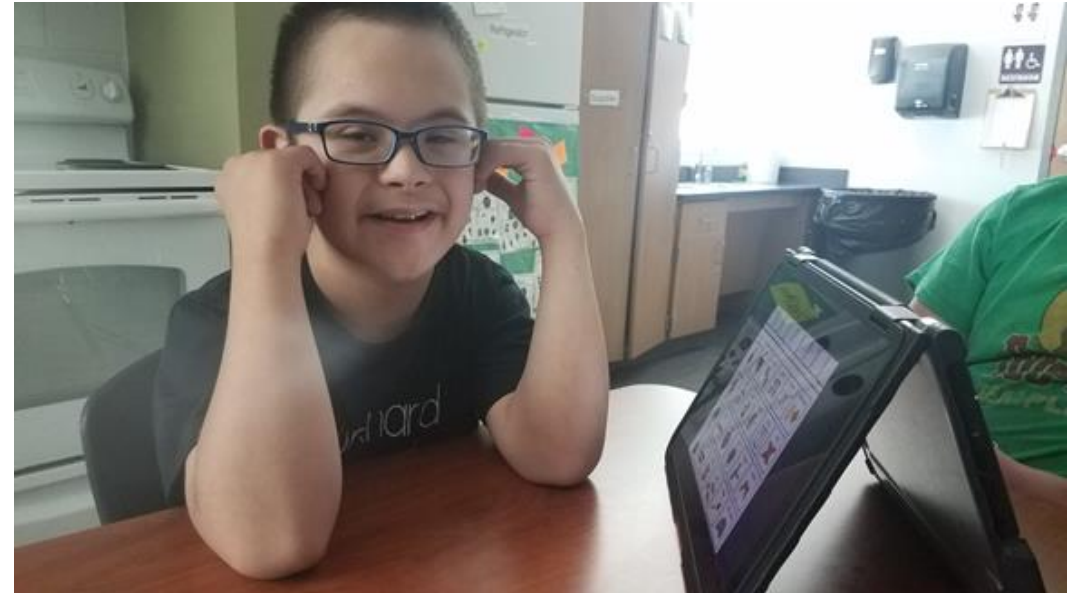


# **STAAR Alternate 2**

# 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

State Required Form

## STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**Step 1: Review the Eligibility Criteria for STAAR Alternate 2**  
 Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment for students with the most significant cognitive disabilities. STAAR Alternate 2 may only be considered if the student's disability includes intellectual functioning and adaptive behavior deficits that primarily or significantly affect the student's ability to plan, comprehend, reason, and apply social and practical skills in everyday life. If STAAR Alternate 2 is being considered, the ARD committee must review the flow criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all five of the questions below must be Yes. If the answer to any one of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in STAAR. Each Yes answer requires a justification that contains evidence that the student meets the criterion.

**1. 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 (IE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND
- Results from the IE must indicate a deficit in the student's ability to plan, comprehend, and reason. IE 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 IE 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 IE as evidenced by intellectual and adaptive evaluation information. This text box has a 550-character limit.

**2. 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 use 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 student's IEP, progress monitoring, and/or the IE. This text box has a 450-character limit.

**3. Does the student require intensive, individualized instruction in all instructional settings?**  Yes  No

- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification that must include data from the student's IEP, progress monitoring, and/or the IE. This text box has a 550-character limit.



■ [Participation Requirement doc](#)

■ [Participation Requirement Companion doc](#)

# Participation Requirement Training



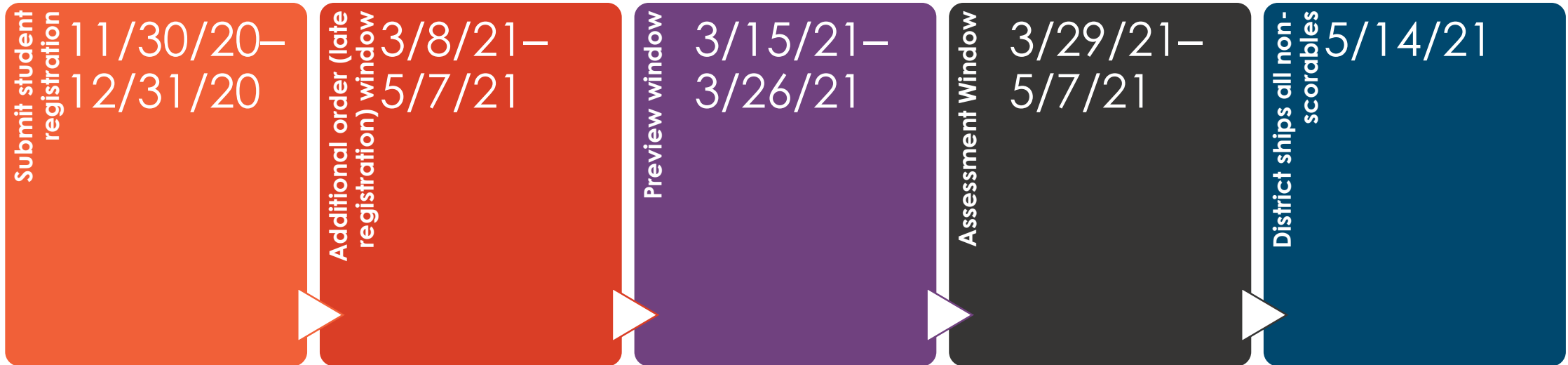
## STAAR Alternate 2 Training Modules

Overview of STAAR Alternate 2 & Eligibility

Most Frequently Asked Questions

# STAAR Alternate 2 Key Dates 2020-2021

Five weeks instead of 3!



# 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, 2020 (first day of test window)

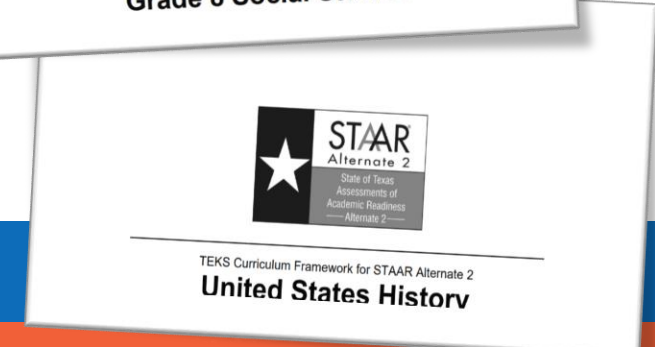
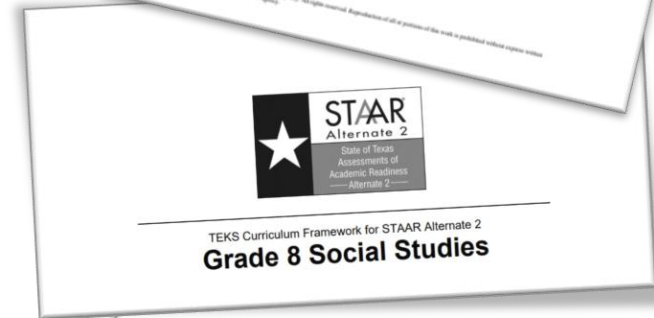
Students who transfer/move to a new district after the first day of the STAAR Alternate 2 testing window do not have to be tested.

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

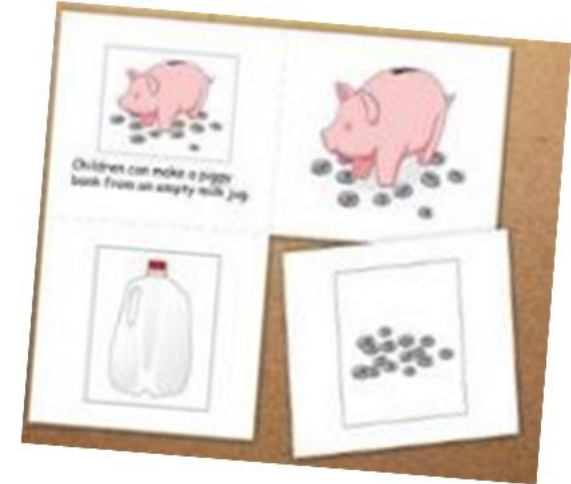
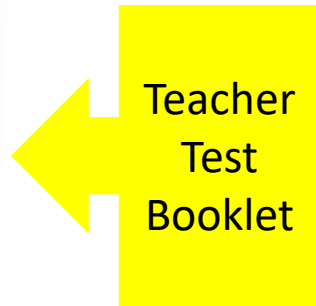
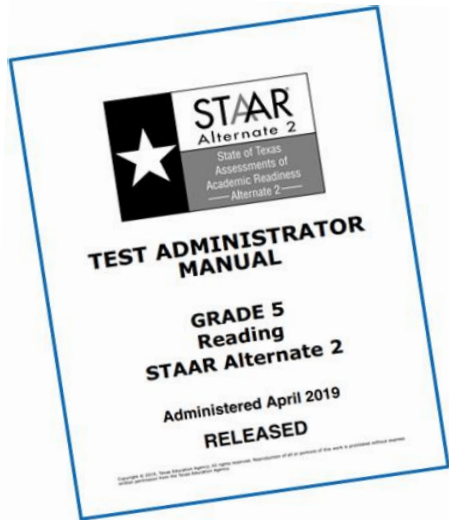
Fall  
2020





# 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.



# 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

**STAR**  
STATE OF TEXAS ASSESSMENTS OF  
ACADEMIC READINESS ALTERNATE 2  
Scoring Document

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

**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
<a href="#">STAAR Alternate 2 Test Administrator Manual</a>	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
<a href="#">STAAR Alternate 2 Educator Guide</a>	Provides in-depth guidance regarding presentation of test stimulus, communicating the directions, and administering accommodations.	Administrators, Coordinators, Teachers
<a href="#">STAAR Alternate 2 Curriculum Framework documents</a>	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
<a href="#">Instructional Terms lists</a>	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



**TEA**

### 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 available 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**.

**Determine Incident Type (Procedural or Serious)**

Procedural testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Place the cursor over each irregularity type to see examples.

- [Monitoring error](#)
- [Accommodation error](#)
- [Eligibility error](#)
- [Improper accounting for secure materials](#)
- [Other procedural irregularity](#)

If this incident is a procedural irregularity, select the box(es) that it best fits.

Conduct that violates the security and confidentiality of a test is considered a serious testing violation. Place the cursor over each irregularity type to see examples.

- [Tampering](#)
  - **Altering student responses or falsifying holistic ratings or student responses.**
- [Assistance](#)
- [Other serious irregularity](#)

If this incident is a serious testing violation, select the box(es) that it best fits.

# 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 or course, 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.
- Student 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

- 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.

FOR SCHOOL USE ONLY															
ETH	RACE					ED	TIA	MS	L	B	ESL	SE	G/T	AR	CT
	I	A	B	P	W	01	6	1	C	2	2	1	1	1	1
(1)	(1)	(1)	(1)	(1)	(1)	02	7		M1	3	3				(2)
(0)	(0)	(0)	(0)	(0)	(0)	99	8		M2	4					
							9		M3	5					
									M4						
									E5						
						00	0	0	0	0	0	0	0	0	0

# 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)



- 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

A screenshot of the STAR Speech To Text interface. The top navigation bar includes "STAR Speech To Text", "Mini Test", and "Question 1 of 1". Below this is a "Tools" menu with icons for Guideline, Sticky Notes, Dictionary, Writing Checklist, and Pencil. The main content area is titled "WRITTEN COMPOSITION: Informational/Expository" and contains the following text: "READ the information in the box below." followed by a text box containing "No matter how old we are, we can always have fun." Below that, it says "THINK about the fun things you get to do at school." and "WRITE about one reason you like being in your class. Tell what you like and explain why you like it." At the bottom, it says "Be sure to —". On the right side, there is a "Listening..." button with a microphone icon, which is highlighted with a red box. Below the listening button is a large text area for writing, with a character count at the bottom right showing "Characters: 0 of 1750". The bottom navigation bar includes a "1" in a circle, "Back", "Review/End", and "Next" buttons.

# Speech-to-Text (STT)

## Demonstration





# Locked Responses Feature



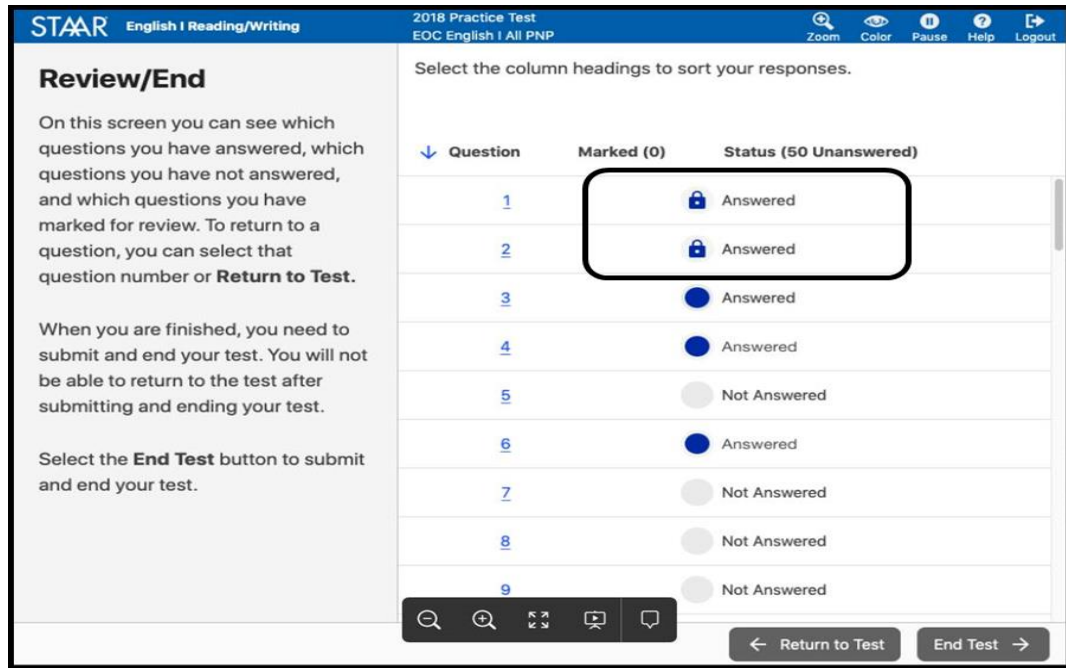
- Beginning with the fall 2020 administration, the STAAR Online Testing Platform will lock student responses at 11:59 p.m. (CT) the day the response was entered.
- Students testing over multiple days will be able to view all items and passages but will not be able to edit responses completed on a previous 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.

The screenshot shows the STAAR Algebra I online testing interface. At the top, it displays 'STAAR Algebra I', '2018 Practice Test', 'EOC Algebra I All PNP', and 'Question 1 of 54'. Below this is a 'Tools' bar with icons for Guideline, Eliminator, Sticky Notes, Formulas, Graphing Calculator, Graph Paper, and Pencil. A notification bar at the top of the question area reads: 'Response time limit reached. You can no longer change your answer.' The question text is: 'At a restaurant jars of tomato sauce are stored in boxes in the pantry. Each box contains 8 jars of tomato sauce. A cook uses 2 jars from 1 of the boxes. Which function shows the relationship between  $y$ , the total number of jars of tomato sauce remaining in the pantry, and  $x$ , the number of boxes in the pantry?' Below the question are four multiple-choice options: (A)  $y = 8x + 6$ , (B)  $y = 8x$  (which is selected), (C)  $y = 8x - 2$ , and (D)  $y = 6x$ . At the bottom, there is a navigation bar with a progress indicator '1-54' and buttons for 'Back', 'Review/End', and 'Next'.

# Locked Responses Feature

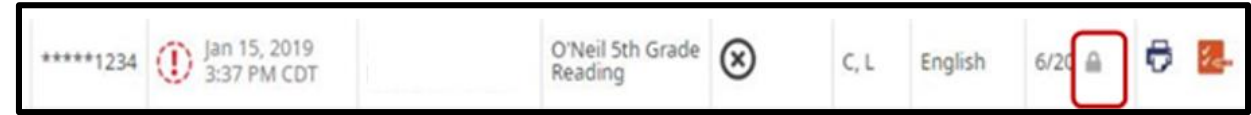


## Identification of locked responses

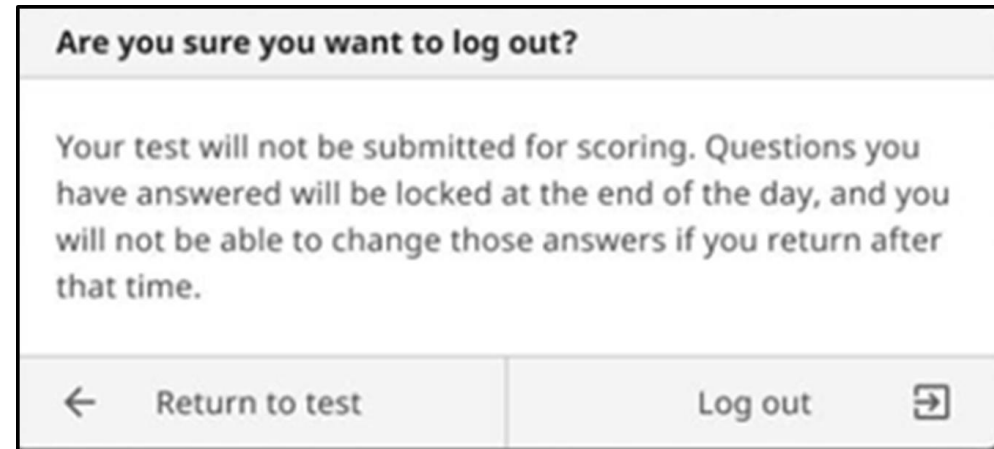


The screenshot shows the STAAR review interface. On the left, there is a "Review/End" section with instructions. The main area displays a table of questions with their status. Questions 1 and 2 are marked as "Answered" and are highlighted with a red box, indicating they are locked. Questions 3 through 9 are marked as "Not Answered".

Question	Marked (0)	Status (50 Unanswered)
1	Answered	Answered
2	Answered	Answered
3	Answered	Answered
4	Answered	Answered
5	Not Answered	Not Answered
6	Answered	Answered
7	Not Answered	Not Answered
8	Not Answered	Not Answered
9	Not Answered	Not Answered



The screenshot shows the top header of the test interface. It includes the user ID "\*\*\*\*\*1234", the date and time "Jan 15, 2019 3:37 PM CDT", the subject "O'Neil 5th Grade Reading", and the current question count "6/20". A red box highlights a lock icon next to the question count, indicating that the responses are locked.



The screenshot shows a confirmation dialog box titled "Are you sure you want to log out?". The message states: "Your test will not be submitted for scoring. Questions you have answered will be locked at the end of the day, and you will not be able to change those answers if you return after that time." There are two buttons at the bottom: "Return to test" and "Log out".

# 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



- 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.

The screenshot shows the 'Additional Reports' page in the Assessment Management System. The page includes a navigation menu on the left with options like 'Orders', 'View & Track', 'Initial Orders', 'Additional Materials', 'Opt Out of Paper', 'Additional Reports', 'Late Precode', 'Rescore Requests', 'Other Rescores', 'ADPL', 'ADPL Scans', and 'Program Materials'. The main content area displays the 'Additional Reports' page for the year 2020, reporting admin STAAR EOC, and district AUSTIN ISD. It includes a 'Select Quantities' table with columns for 'Service', 'Default Copies', and 'Additional Copies'. The table lists 'Confidential Student Label' with 1 default copy and 'STAAR Report Card' with 0 default copies. A 'Save' button is visible at the bottom right of the table.

Service	Default Copies	Additional Copies
Confidential Student Label	1	0
STAAR Report Card	0	0

# Standard Reports

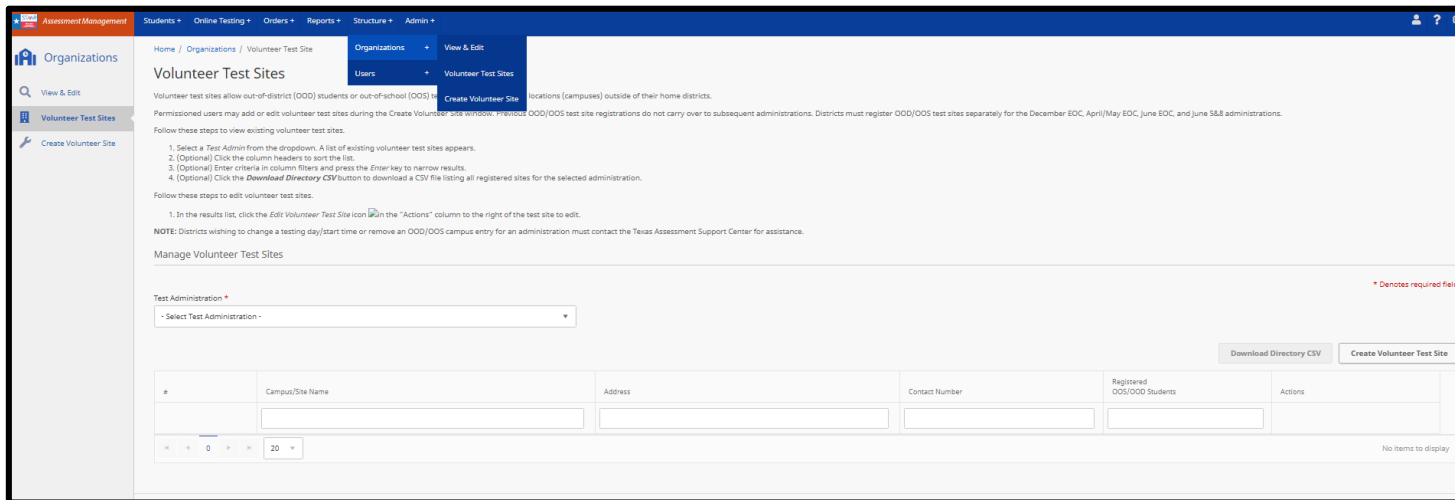


- **No Change:** Districts will continue to receive printed Confidential Student Labels unless they opt-out.
- Results on standard reports may vary due to exception cases in the final reconciliation process.
  - Score Codes
  - Multiple tests taken by the same student for the same subject
  - Students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

# OOD/OOS Test Site Registration



- 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



*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.

Exclude From Directory List

Exclude From Directory



# OOD/OOS Test Site Registration

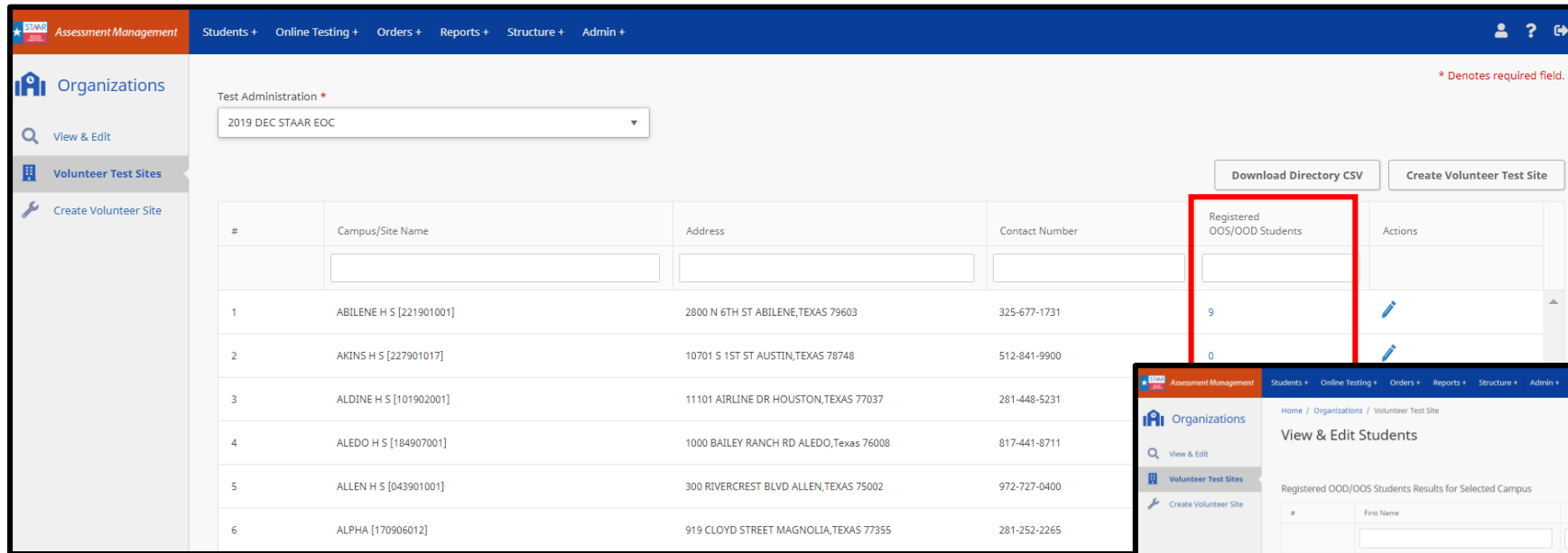


- Districts may register multiple campuses using one form submission
  - Same test dates and start times will be applied will be applied to all campuses included in the form submission
- Districts may return to view and edit registered sites start times and campus contact information at any time prior 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

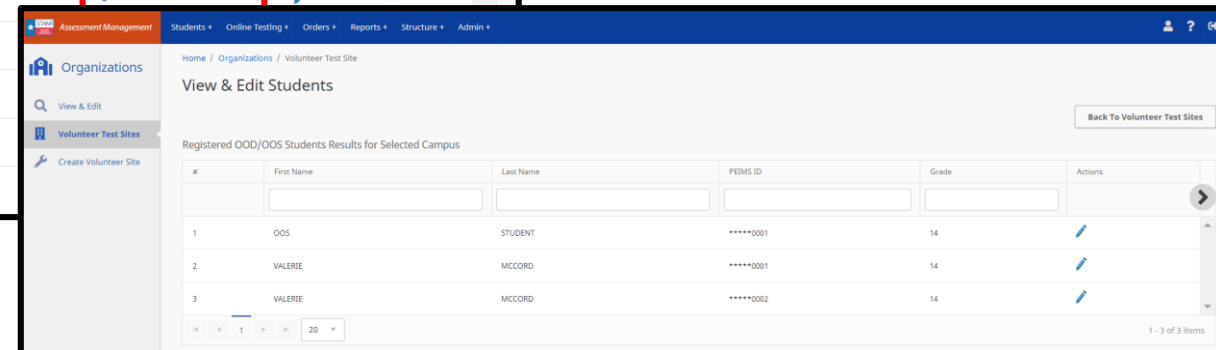


- Districts can view OOD/OOS students who are registered to test at a campus in their district.



The screenshot shows the "Assessment Management" interface. The left sidebar has "Organizations" selected, with "Volunteer Test Sites" and "Create Volunteer Site" options. The main content area is titled "Test Administration" and shows a dropdown menu for "2019 DEC STAAR EOC". Below this is a table of volunteer test sites. A red box highlights the "Registered OOD/OOS Students" column, which shows a value of 9 for the first site and 0 for the second. Buttons for "Download Directory CSV" and "Create Volunteer Test Site" are visible above the table.

#	Campus/Site Name	Address	Contact Number	Registered OOD/OOS Students	Actions
1	ABILENE H S [221901001]	2800 N 6TH ST ABILENE, TEXAS 79603	325-677-1731	9	
2	AKINS H S [227901017]	10701 S 1ST ST AUSTIN, TEXAS 78748	512-841-9900	0	
3	ALDINE H S [101902001]	11101 AIRLINE DR HOUSTON, TEXAS 77037	281-448-5231		
4	ALEDO H S [184907001]	1000 BAILEY RANCH RD ALEDO, TEXAS 76008	817-441-8711		
5	ALLEN H S [043901001]	300 RIVERCREST BLVD ALLEN, TEXAS 75002	972-727-0400		
6	ALPHA [170906012]	919 CLOYD STREET MAGNOLIA, TEXAS 77355	281-252-2265		



The screenshot shows the "View & Edit Students" page. The left sidebar is the same as the previous screenshot. The main content area is titled "View & Edit Students" and shows a table of registered OOD/OOS students for a selected campus. The table has columns for "#", "First Name", "Last Name", "PEIMS ID", "Grade", and "Actions".

#	First Name	Last Name	PEIMS ID	Grade	Actions
1	OOS	STUDENT	*****0001	14	
2	VALERIE	MCCORD	*****0001	14	
3	VALERIE	MCCORD	*****0002	14	

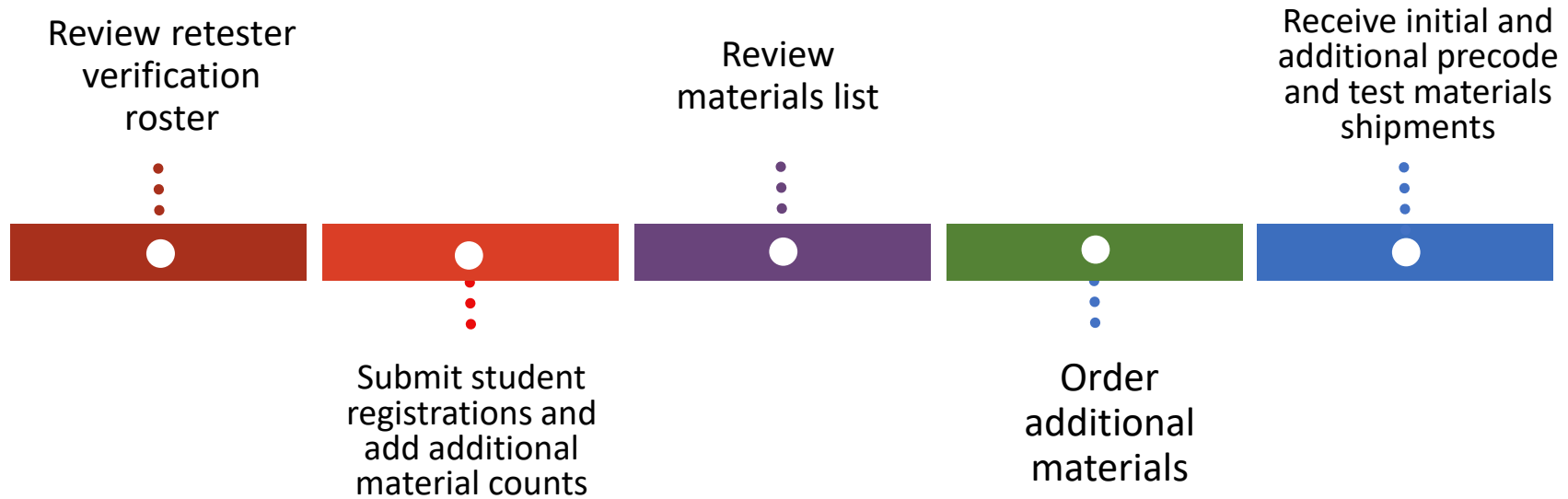
# Check for Understanding





# ETS Technology 101

# STAAR Registration Timeline



# Calendar of Events

## Texas Student Assessment Program

# CALENDAR OF EVENTS 2020-2021

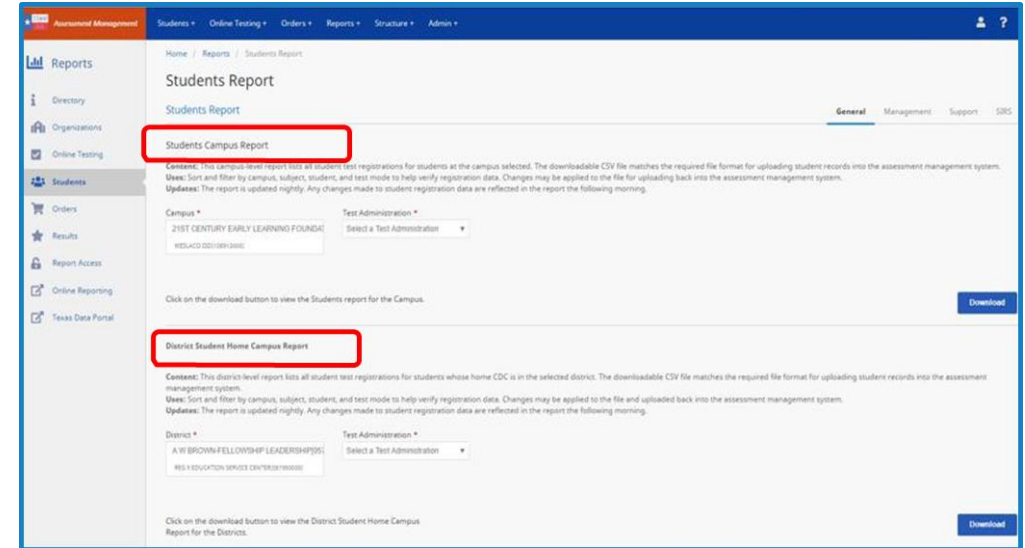
### Events

### Test Administration/Grade Level

	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	Spring TEPAS Grades K-12	Spring TEPAS 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 TEPAS.	—	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), TEPAS, and TEPAS 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.

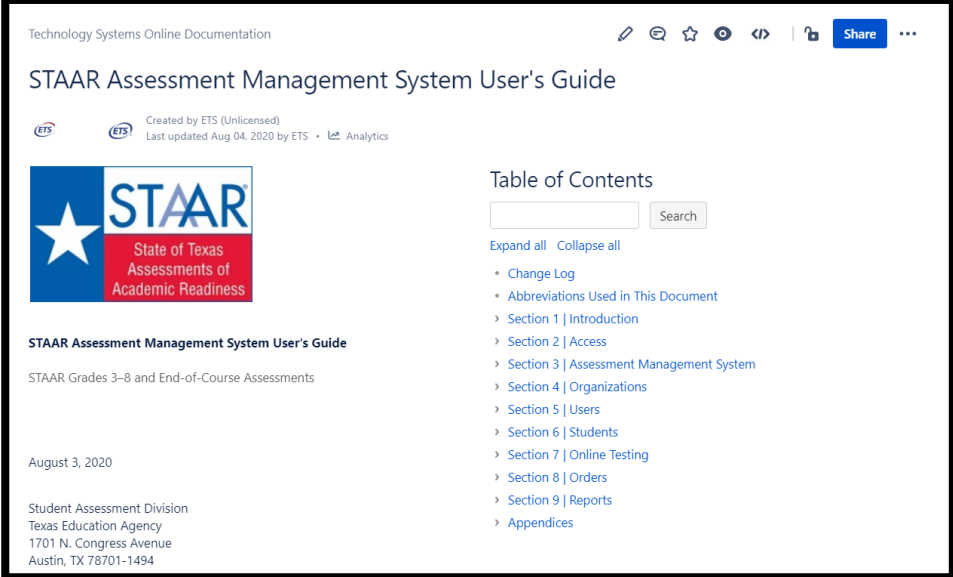
# Review Retester Verification Roster

- 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)



The screenshot shows the 'STAAR Assessment Management System User's Guide' page. At the top, it says 'Technology Systems Online Documentation' and 'Created by ETS (Unlicensed)'. Below that is the STAAR logo, which includes a star and the text 'State of Texas Assessments of Academic Readiness'. The page title is 'STAAR Assessment Management System User's Guide'. There is a 'Table of Contents' section on the right with a search box and a list of sections: Change Log, Abbreviations Used in This Document, Section 1 | Introduction, Section 2 | Access, Section 3 | Assessment Management System, Section 4 | Organizations, Section 5 | Users, Section 6 | Students, Section 7 | Online Testing, Section 8 | Orders, Section 9 | Reports, and Appendices. The page also includes the date 'August 3, 2020' and contact information for the Student Assessment Division at the Texas Education Agency.

# Submit Student Registrations – Grades 3–8

## PEIMS Source File vs. Local Data

The screenshot shows the 'Assessment Management' interface. The sidebar on the left has 'Students' selected, with sub-options: View & Edit, Register, Upload, Resolution, and Transfer. The main content area is titled 'Upload A File' and contains three dropdown menus: 'Upload Type' (set to 'Regular'), 'Test Admin' (set to '2020 APR STAAR GR 4&7 WR'), and 'District' (set to 'ETS UAT District #1 New [999999000] Training and UAT Region [999999991]'). A red alert box is overlaid on the page with the following text:

**Alert:**

- Before students can be registered for this test administration, a district representative must decide if this district will use the PEIMS Source File to pre-load the student registrations.
- The pre-load process can take up to 24 hours to complete.
- "Upload Students" and "Add Students" will not be available until this process is complete.

Would you like to pre-load student registrations for this test administration using the PEIMS Source file?

Yes, pre-load students for this test administration using the PEIMS source file.

No, do NOT pre-load students for this test administration using the PEIMS source file.

**Confirm**

- 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*)

This screenshot shows the 'Step 2: Add Test(s)' form in the Assessment Management system. The form is divided into several sections:

- Test Administration:** 2020 DEC STAAR EOC
- Student Grade:** 05
- Home Campus:** ETS UAT District 1 MS 5 [999999552]
- Home District:** ETS UAT District #1 New [999999000]

Subject *	Testing Grade	Test Info	Version	Mode *	Registration Type *	Testing Campus *	Paper Group	TX Unique Staff ID	Language	Braille Indicator	Materials
U.S. History	EOC		STAAR	Paper	Regular	Ewing - ETS UAT District 1 EL 6[999999001]	NO GROUP NAME GIVEN		English	No Braille	<input type="checkbox"/> Large Print (X) <input type="checkbox"/> Oral Administration (Y)

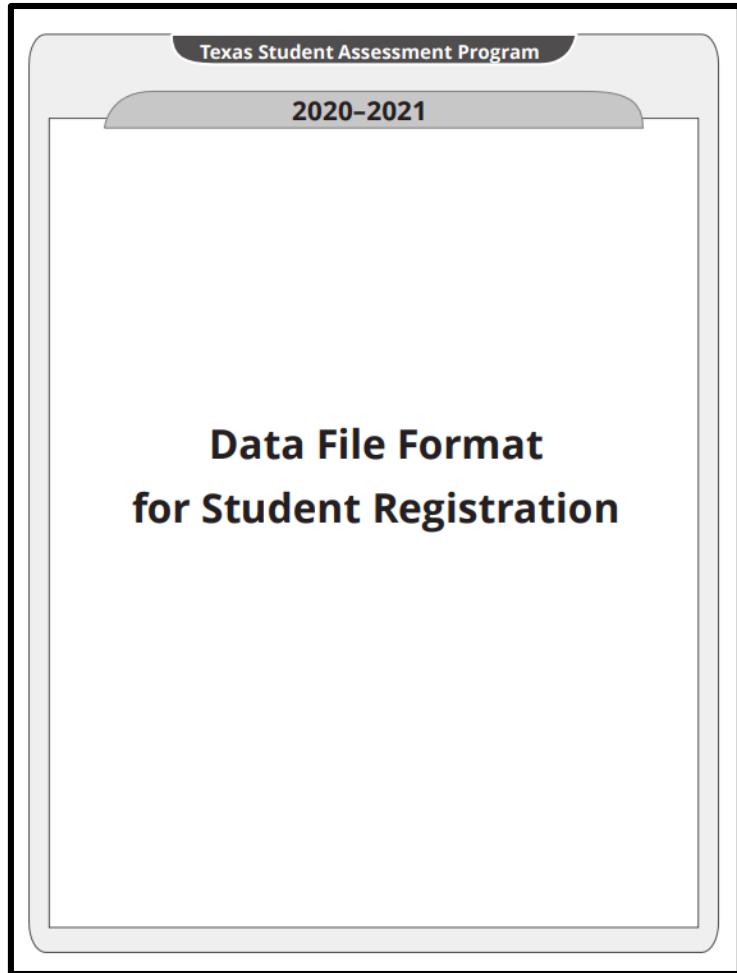
Buttons: Add Another Test, Back, Submit

This screenshot shows the 'Step 1: Profile' form in the Assessment Management system. The form is divided into several sections:

- Student Information:** PEMS ID, TSDS Student UID, First Name, Middle Initial, Last Name, Local Student ID, Date of Birth (02/03/2010), Sex (F), Grade (11).
- Campus Information:** Home Campus (ETS UAT District 1 MS 5 [999999552]), Home District (ETS UAT District #1 New [999999000]).
- Demographics:** Title I, Part A, Bilingual Program, LEP Indicator, ESL Program, Special Ed, Gifted, At Risk, Career & Tech Ed, Economic Disadvantage, Migrant Indicator.
- Ethnicity:**  Hispanic/Latino,  Black or African American,  American Indian/Alaskan Native,  Native Hawaiian or Other Pacific Islander,  Asian,  White.

Buttons: Back, Submit

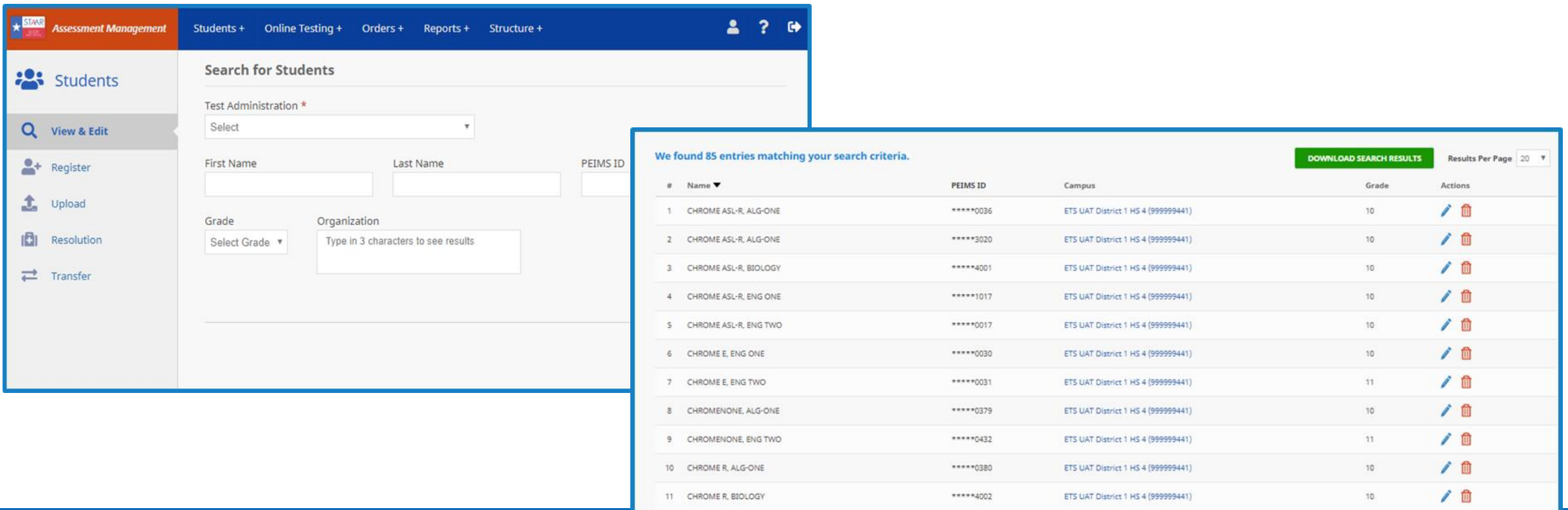
# Submit Student Registrations (*Students > Upload*)



- 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

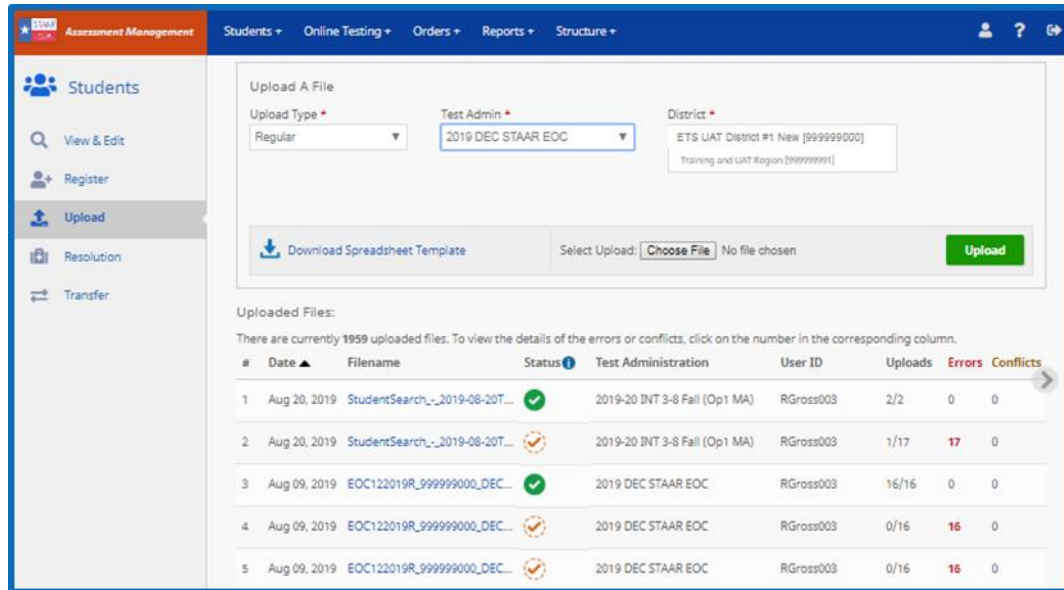


The screenshot displays the STAAR Assessment Management interface. The left sidebar contains navigation options: Students, View & Edit (highlighted), Register, Upload, Resolution, and Transfer. The main content area is titled "Search for Students" and includes a "Test Administration" dropdown menu set to "Select". Below this are input fields for "First Name", "Last Name", and "PEIMS ID". There are also dropdowns for "Grade" (set to "Select Grade") and an "Organization" field with a placeholder "Type in 3 characters to see results".

Below the search form, a table displays search results. The table header indicates "We found 85 entries matching your search criteria." and includes a "DOWNLOAD SEARCH RESULTS" button and a "Results Per Page" dropdown set to 20. The table columns are: #, Name, PEIMS ID, Campus, Grade, and Actions. The Actions column contains edit and delete icons for each entry.

#	Name	PEIMS ID	Campus	Grade	Actions
1	CHROME ASL-R, ALG-ONE	*****0036	ETS UAT District 1 HS 4 (999999441)	10	 
2	CHROME ASL-R, ALG-ONE	*****3020	ETS UAT District 1 HS 4 (999999441)	10	 
3	CHROME ASL-R, BIOLOGY	*****4001	ETS UAT District 1 HS 4 (999999441)	10	 
4	CHROME ASL-R, ENG ONE	*****1017	ETS UAT District 1 HS 4 (999999441)	10	 
5	CHROME ASL-R, ENG TWO	*****0017	ETS UAT District 1 HS 4 (999999441)	10	 
6	CHROME E, ENG ONE	*****0030	ETS UAT District 1 HS 4 (999999441)	10	 
7	CHROME E, ENG TWO	*****0031	ETS UAT District 1 HS 4 (999999441)	11	 
8	CHROMENONE, ALG-ONE	*****0379	ETS UAT District 1 HS 4 (999999441)	10	 
9	CHROMENONE, ENG TWO	*****0432	ETS UAT District 1 HS 4 (999999441)	11	 
10	CHROME R, ALG-ONE	*****0380	ETS UAT District 1 HS 4 (999999441)	10	 
11	CHROME R, BIOLOGY	*****4002	ETS UAT District 1 HS 4 (999999441)	10	 

# 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

**Uploaded File: Conflicts**

The values causing the conflicts in the uploaded file are listed below. To view specific conflict information, click the number in the # Rows with Conflict column. Conflicts occur when a student's name, or date-of-birth (DOB) do not match the Student Directory. Student registrations with conflicts cannot be created using Upload Students and must be created using Register Students.

File Conflicts: 1

#	Column	Conflict Type	# Rows with Conflict
1	DATE-OF-BIRTH	Student Directory mismatch with at least two of three field from: DOB, first name, last name. Student can only be added through online process	2

CLOSE

---

**Uploaded File: Conflicts** [Back to Conflicts](#)

The values causing the conflicts that were displayed on the previous screen are listed below, including the row number in the CVS file, the PEIMS ID and the data entered.

Columns: DATE-OF-BIRTH  
Conflict Type: Student Directory mismatch with at least two of three field from: DOB, first name, last name. Student can only be added through online process  
Results: 2

#	Row	PEIMS ID	Invalid Data
1	153	00000001	011700
2	154	00000001	011700

CLOSE [BACK](#)



# 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

**Uploaded File: Errors**

The values causing the errors in the uploaded files are listed below. To view specific error information, click the number in the # of Rows with Error column. Fix these errors in your spreadsheet and then upload the file again to create or update the students.

File Errors: 1

#	Column	Error Type	# Rows with Error
1	GRADE-LEVEL-CODE	Grade level code is invalid.	2

**CLOSE**

---

**Uploaded File: Errors** Back to Errors

The values causing the errors that were displayed on the previous screen are listed below, including the row number in the CVS file, the PEIMS ID and the data entered.

Column: GRADE-LEVEL-CODE  
Error Type: Grade level code is invalid.  
Results: 2

#	Row	PEIMS ID	Invalid Data
1	2	558054895	14
2	3	396302726	15

**CLOSE** **BACK**

# 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

Language	English
Braille Indicator	No Braille
Materials	<input type="checkbox"/> Large Print (X) <input type="checkbox"/> Oral Administration (Y)

# 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)

The screenshot shows the 'Initial Orders' page in the TEA Assessment Management system. The page is for District 'ETS OT District #2 [999998000]' and Campus 'ETS OT District 2 HS [999998001]'. The Test Administration is '2020 DEC STAAR EOC'. An alert indicates the initial order window will close on Sep 30, 2020 at 11:59 PM CDT. A 'Download CSV' button is visible. The table below shows the current counts and allows for additional input.

Subject	Count Type	STAAR Large Print	STAAR Online	STAAR Oral Admin	STAAR Paper
Algebra I	Registered	0		0	88
-	Additional	<input type="text" value="5"/>		<input type="text" value="10"/>	-
-	Total	5		10	88
Biology	Registered	0		0	56
-	Additional	<input type="text" value="0"/>		<input type="text" value="0"/>	-
-	Total	0		0	56
English I	Registered	15	47	16	38

**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.

The screenshot displays the STAAR Assessment Management System interface. The top navigation bar includes 'Assessment Management' and various menu items like 'Students', 'Online Testing', 'Orders', 'Reports', 'Structure', and 'Admin'. A left-hand navigation pane lists options such as 'Reports', 'Directory', 'Organizations', 'Online Testing', 'Students', 'Orders', 'Results', 'Report Access', 'Online Reporting', and 'Texas Data Portal'. The main content area shows the 'Orders Report' page with a breadcrumb trail 'Home / Reports / Orders Report'. Below the title, there is a 'Download' button. The 'Orders Report Types' section has tabs for 'General', 'Management', and 'Support'. The 'Test Mode/Material Counts Report' section provides detailed information about the report's purpose and usage. The 'Initial Order Quantity Report' section is highlighted with a red box and includes a 'Download' button. The page also features a 'Test Administration' dropdown menu and an 'Organization' input field.



# 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*

Assessment Management

Students + Online Testing + Orders + Reports + Structure + Admin +

Home / Orders / Additional Materials

Step: 1 2 3

**Additional Materials**

District users may place orders for additional materials as needed anytime during the additional materials ordering window as noted in the [Calendar of Events](#). Orders placed by the deadline will be received prior to the start of the test administration. Placing an additional order is a three-step process. All three steps must be completed to successfully place an order. Additional orders may be tracked via [Orders > View & Track](#).

- **Step 1**, select a test administration and district, verify contact and shipping address information, then click the **Continue** button .
- **Step 2**, Enter quantities of materials needed and click **Continue**.
- **Step 3**, Review order and click **Submit Order**.

- If the shipping address displayed is incorrect and requires an update, please refer to TEA’s website at <https://tea.texas.gov/student-assessment/district/> for instructions on updating the shipping address.
- Orders for additional braille materials must be placed directly with the Texas Assessment Support center. Contact the Texas Assessment Support Center at 855-333-7770 or at STAAR3-8@ets.org or STAAREOC@ets.org for assistance.

Refer to [Section 8.4: Additional Materials Orders](#) of the *STAAR Assessment Management System User’s Guide* for specific instructions on placing additional orders.

**Select Criteria**

Select Test Admin \*  
Select...

District \*  
SAN ANTONIO SCHOOL FOR INQUIRY [015...  
REGION XX ESC [019950000]

Braille Material

# 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).

District: ETS UAT District #1 New [888888000]    Campus: ETS UAT District 1 EL [888888101]    Test Administration: 2020 DEC STAAR EOC    [Download Counts CSV](#)

**Alert:** The ADPL Entry Window is open from Dec 8, 2020 12:00 AM CST to Dec 14, 2020 11:59 PM CST.

**Edit Counts for ETS UAT District 1 EL [888888101]**

Testing Campus	Home Campus	ADPL Status <span>!</span>	EOC (A1)	EOC (B1)	EOC (E1)	EOC (E2)	EOC (US)	Last Updated By	Verification Status <span>!</span>	Actions
ETS UAT District 1 EL [888888101]	ETS UAT District 1 EL [888888101]	<span>!</span>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	Not Verified	

Navigation: 1 | 20 | 1 - 1 of 1 items

# 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

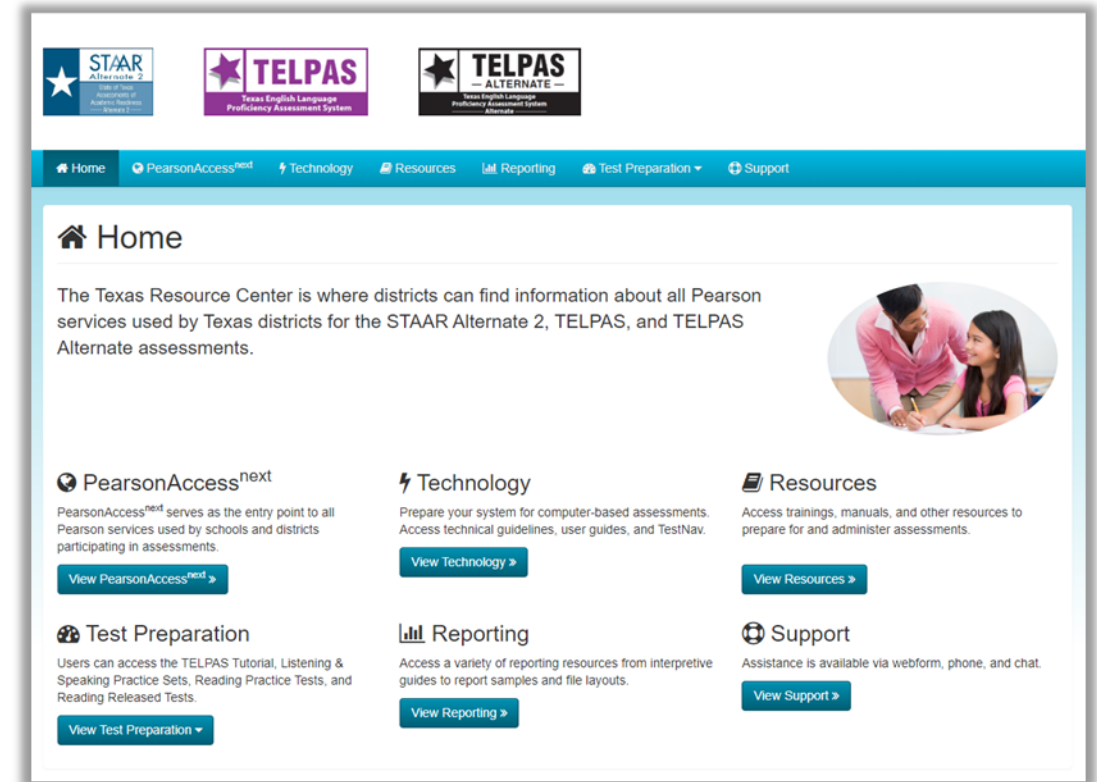




# Pearson Updates

# New Texas Resource Center

- <https://tx.mypearsonsupport.com/>
- Resources previously posted on Avocet and Pearson Access<sup>next</sup> Support > Documentation have been removed. All new resources are now available on this site.
- Links to manuals, tutorials, training materials, etc.

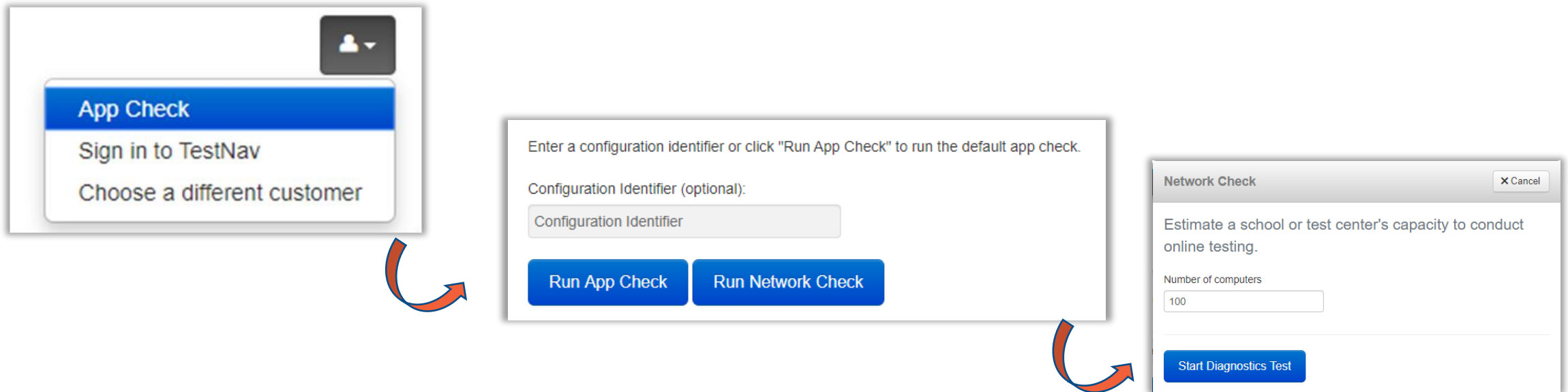


# TestNav 8.15 Update

- 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

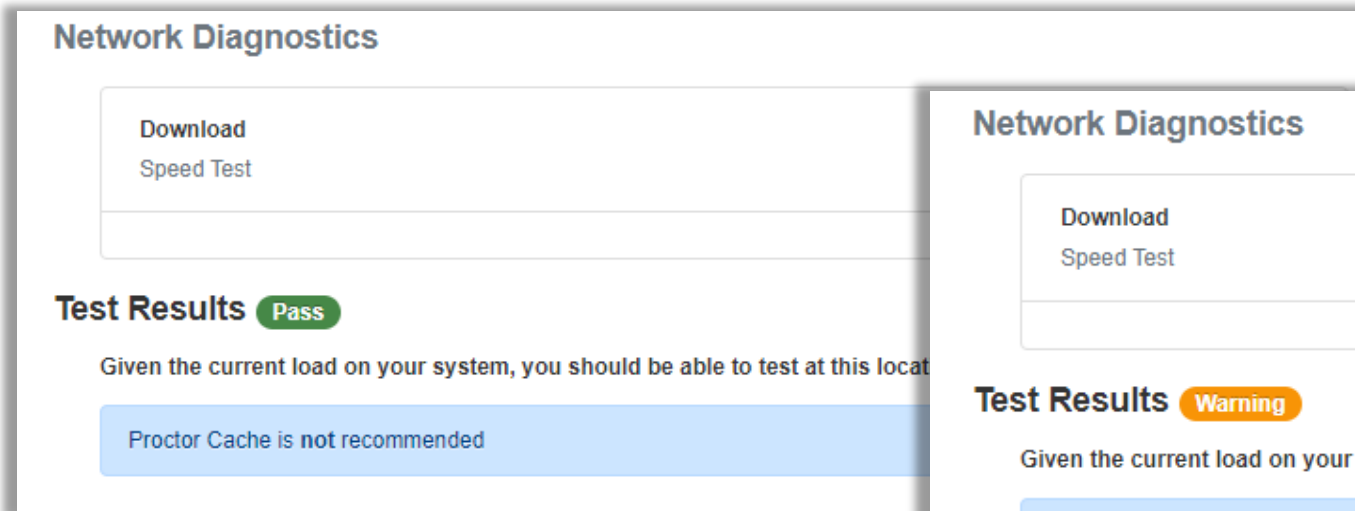
1. From the TestNav Sign In page, select **App Check** from the User dropdown menu.
2. Select the **Run Network Check** button.
3. Enter number of student testing devices and select the **Start Diagnostics Test** button.



# Run Network Check

## 4. View results:

- Passed – Proctor Cache is **not** recommended.
- Warning – Proctor Cache is recommended.



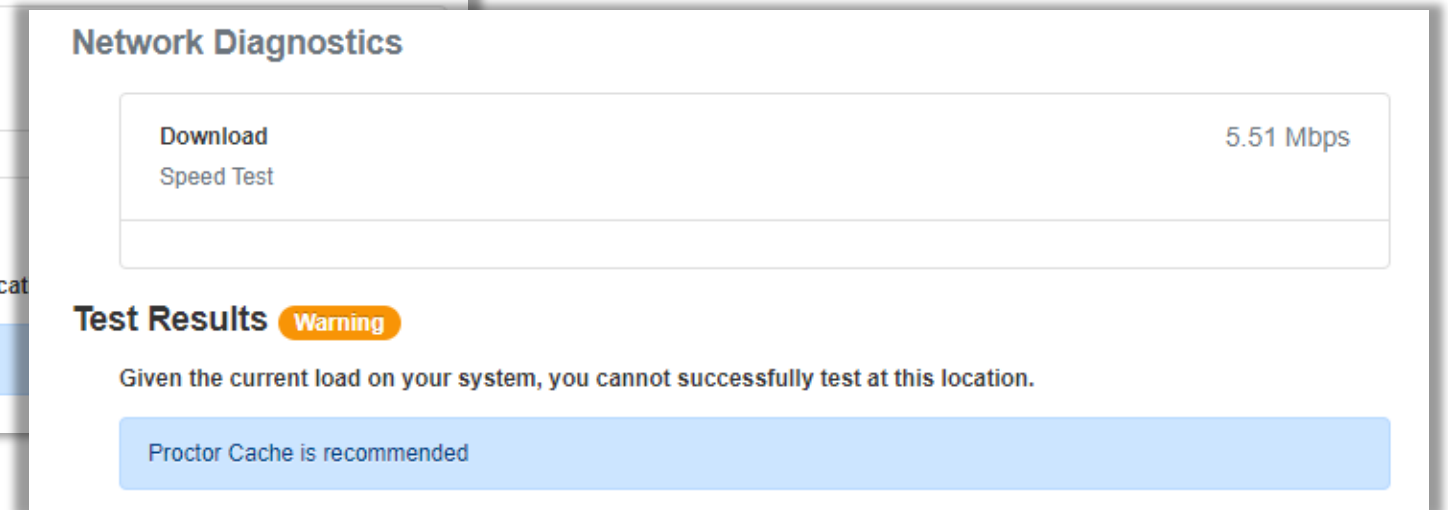
**Network Diagnostics**

Download  
Speed Test

**Test Results** Pass

Given the current load on your system, you should be able to test at this location.

Proctor Cache is **not** recommended



**Network Diagnostics**

Download 5.51 Mbps  
Speed Test

**Test Results** Warning

Given the current load on your system, you cannot successfully test at this location.

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.

Tasks for Sessions

Generate Test Tickets

Generate Test Tickets

Current selections include 29 test tickets for 25 sessions.  
For performance reasons, this feature is limited to a selection of 4000 or fewer students.

<input checked="" type="checkbox"/>	Session Name	Test	Session Status	# Students	Organization
<input checked="" type="checkbox"/>	<input type="radio"/> ABIGAIL	Reading Grade 11 Spr 20	Not Prepared	10	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DANNA	Reading Grade 10 Spr 20	Not Prepared	2	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DEBRA	Listening & Speaking Grade 12 Spr 20	Not Prepared		AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DEBRA SESSION 1	Reading Grade 10 Spr 20	Not Prepared		AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DEBRA SESSION 3	Holistic Rating Writing Grade 11 Spr 20	Not Prepared	1	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DEBRA SESSION 4TH GRADE	Holistic Rating Writing Grade 4 Spr 20	Not Prepared		AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> DEBRA SESSION GRADE 3	Holistic Rating Writing Grade 4 Spr 20	Not Prepared		AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> JOHANA	Reading Grade 12 Spr 20	Not Prepared	1	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> JOHNNY	Reading Grade 12 Spr 20	Not Prepared	1	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> MICHAEL SAMPLE SESSION	Reading Grade 9 Spr 20	Not Prepared	3	AOC H S (260999001)
<input checked="" type="checkbox"/>	<input type="radio"/> MICHELLE	Reading Grade 11 Spr 20	Not Prepared	1	AOC H S (260999001)



# 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



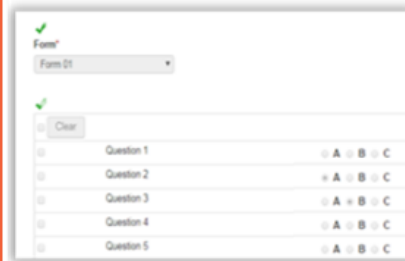
**Step 3**  
Order additional  
materials, if necessary



**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
<b>STAAR Alternate 2 assessment window</b>	<b>3/29 – 5/7</b>
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

**TELPAS**  
Texas English Language Proficiency  
Assessment System


Test Administrator Manual  
Grades 2-12




**Step 1**  
Enter counts for TELPAS  
Test Admin Manuals



**Step 2**  
Select registration option



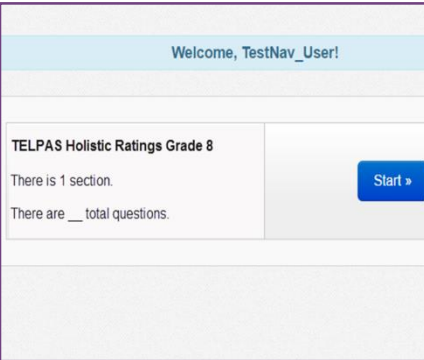
**Step 3**  
Submit student registration  
data



**Step 4**  
Create test sessions



**Step 5**  
Administer TELPAS



Welcome, TestNav\_User!


TELPAS Holistic Ratings Grade 8

There is 1 section.

There are \_\_ total questions.

Start >

**Step 6**  
Enter holistic ratings



**Step 7**  
Verify student info



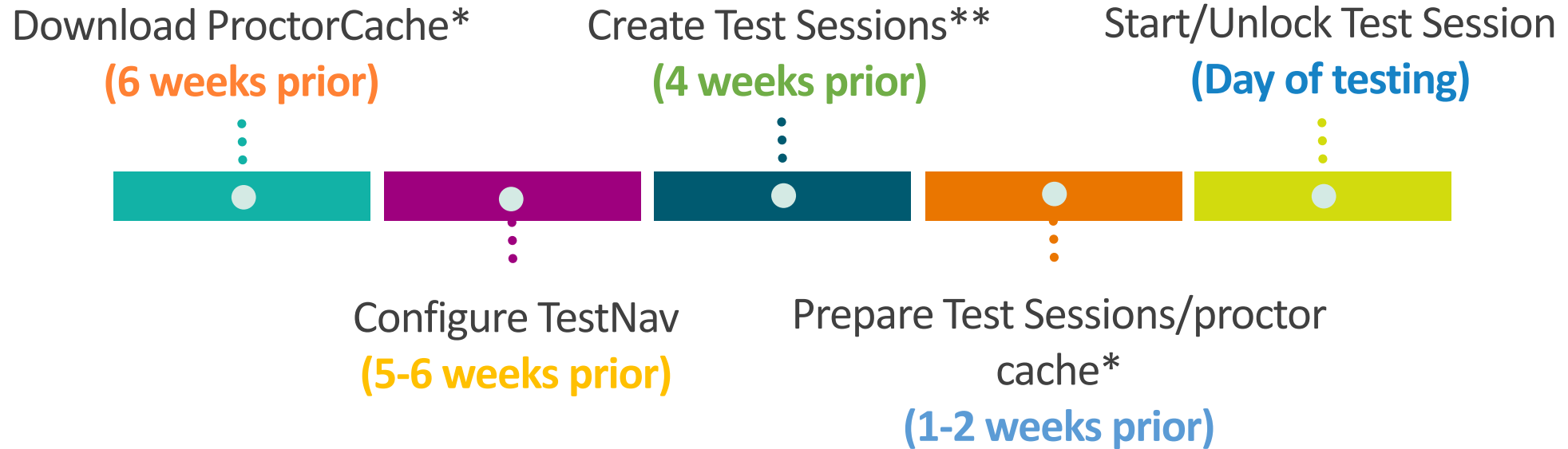
**Step 8**  
Return materials

# 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)	2/22 – 4/9
TELPAS test session setup begins	1/11
Proctor cache available for TELPAS online testing	2/15
<b>TELPAS assessment window (Grades K-12 listening, speaking, and writing, grades K-1 reading)</b>	<b>2/22 – 4/2</b>
<b>TELPAS assessment window (Grades 2-12 reading)</b>	<b>2/22 – 4/9</b>
TELPAS reports posted to the Assessment Management System	5/21
Districts submit TELPAS score code and student information changes	5/21 – 5/8



# 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
<b>TELPAS assessment window (Grades K-12 listening, speaking, and writing, grades K-1 reading)</b>	<b>2/22 - 4/2</b>
<b>TELPAS assessment window (Grades 2-12 reading)</b>	<b>2/22 - 4/9</b>

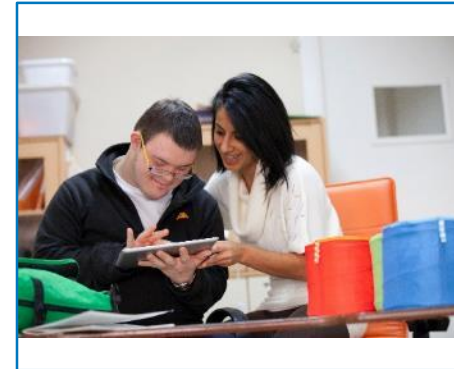
# TELPAS Alternate Process



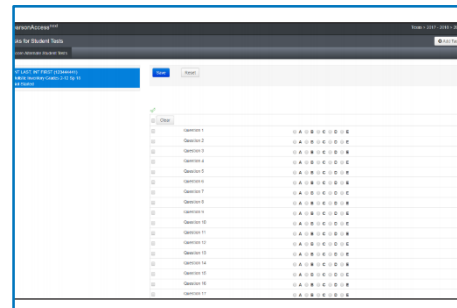
**Step 1**  
Enter counts for test administrator manuals



**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
<b>TELPAS Alternate Assessment window</b>	<b>2/22 – 4/9</b>
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



A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. They are in a classroom with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

# **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



A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

**Thank you for everything you  
do for our Texas students!**