

# Test Administrator Manual

**Grades 3–8 and  
End-of-Course**



**STAAR**  
2022–2023

**Information about the Texas Assessment Program can be found on the [TEA Student Assessment Division](#) website.**

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# General Resources

General Resources	
Online Resource	Located at
Texas Assessment Program	<a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a>
STAAR	<a href="http://tea.texas.gov/student.assessment/staar/">http://tea.texas.gov/student.assessment/staar/</a>
STAAR Spanish	<a href="https://tea.texas.gov/student-assessment/testing/staar-l/staar-spanish-resources">https://tea.texas.gov/student-assessment/testing/staar-l/staar-spanish-resources</a>
Assessments for Students with Disabilities	<a href="https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities">https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities</a>
Assessments for Emergent Bilingual Students	<a href="https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students">https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students</a>
Test Administrator Practice Site	<a href="https://tx.cambiumtds.com/testadmin">https://tx.cambiumtds.com/testadmin</a>
Student Practice Test Site	<a href="https://txpt.cambiumtds.com/student">https://txpt.cambiumtds.com/student</a>
Testing Calendar	<a href="https://tea.texas.gov/student.assessment/calendars/">https://tea.texas.gov/student.assessment/calendars/</a>
2022–2023 District and Campus Coordinator Resources <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Test Security</li> <li>• Test Delivery System (TDS) User Guide</li> <li>• Test Information Distribution Engine (TIDE) Guide</li> </ul>	<a href="https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview">https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview</a>

# General Information

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## About This Manual

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) administrations. You must carefully read this manual prior to administering any state assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. Test administrators are required to have this manual with them during each test administration.

Keep this manual throughout the 2022–2023 school year.  
Ask your campus testing coordinator for information on  
storing this manual between administrations.

## The STAAR Program

STAAR is a standardized academic achievement test designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) for each tested grade, subject, and course. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or course being assessed.

STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally. Another important function of STAAR is gauging how well schools and teachers prepare their students academically. In addition, STAAR fulfills the requirements of the federal Every Student Succeeds Act (ESSA), which requires that all students be assessed in specific grades and subjects throughout their academic careers.

STAAR includes

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

- Spanish assessments for
  - grades 3–5 mathematics,
  - grades 3–5 RLA, and
  - grade 5 science.

STAAR grades 3–8 assessments are administered only once a year in the spring, and retest opportunities are not offered. All five STAAR EOC assessments required for graduation—Algebra I, English I, English II, Biology, and U.S. History—are administered at the end of the fall semester, at the end of the spring semester, and in the summer, providing students three testing opportunities each year.

# STAAR Policies and Procedures

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## STAAR Test Mode

As required by House Bill (HB) 3261, enacted by the 87th Texas Legislature, 2021, STAAR will be administered online beginning in the 2022–2023 school year. An exception may be possible for a student who requires accommodations that cannot be provided online or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, the Texas Education Agency (TEA) will allow a special paper administration of STAAR. Any student who takes STAAR on paper must have his or her responses submitted through the Data Entry Interface (DEI).

For more information, refer to the [Special Administration of an Online Assessment](#) section of the [District and Campus Coordinator Resources](#).

## STAAR Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are required to participate in the Texas Assessment Program. Students are required by both state and federal law to participate in a statewide academic achievement test. Districts are required to provide a testing opportunity for students and to account for each student who is eligible to take the assessment.

For emergent bilingual (EB) students, assessment decisions are made in accordance with agency guidelines by each student's language proficiency assessment committee (LPAC). For students receiving Section 504 or special education services, assessment decisions are made in accordance with agency guidelines by each student's Section 504 committee or admission, review, and dismissal (ARD) committee.

## Participation Requirements for Students Enrolled in Grades 3–8

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

Exceptions to this requirement may exist for students receiving instruction above grade level. These students should take STAAR for the subjects in which they are receiving above-grade instruction if an assessment exists. For example, a student in grade 7 who is receiving instruction in grade 8 science would take the STAAR grade 8 science assessment and the STAAR grade 7 mathematics and reading assessments.

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

Students in grades 3–8 who are enrolled in a high school course will take the corresponding STAAR EOC assessment in place of their grade-level assessment in that subject area. These students must

take all other STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take the STAAR Algebra I assessment and the grade 8 reading, science, and social studies assessments. In addition, this student will need to take either the ACT or the SAT when he or she is in high school to fulfill federal testing requirements for mathematics.

## **Participation Requirements for Students Enrolled in High School Courses**

Students at any grade level are required to take STAAR EOC assessments—Algebra I, English I, English II, Biology, and U.S. History—as they are completing the corresponding course since these assessments are required for high school graduation based on TEC [§39.025](#).

Accelerated students who completed STAAR EOC testing requirements in middle school for a particular content area are required to take the ACT or the SAT when they are in high school to fulfill federal testing requirements.

## **Scheduling STAAR Test Administrations**

For the 2022–2023 school year, STAAR administrations will be offered during two-week testing windows.

- December 6–16: STAAR EOC assessments
- April 18–28: STAAR RLA assessments
- April 25–May 5: STAAR science and social studies assessments
- May 2–12: STAAR mathematics assessments
- June 20–30: STAAR EOC assessments

The primary testing week for STAAR administrations is week 1 of each two-week testing window. TEA highly recommends that districts plan to test during the first week and a half of the testing window to ensure all students have an opportunity to test in case technical or emergency issues arise.

STAAR assessments no longer have a maximum time allowed to test.

- Students are expected to complete STAAR assessments in about three hours; however, any student who needs additional time may continue testing until the end of the school day.
- If possible, campuses should dismiss students from the testing session at scheduled intervals (e.g., after 1 hour, then after 2 hours, etc.).
- Until students are dismissed from the testing area, they are required to follow security procedures and should not have access to electronic devices.
- Students who are still testing after four hours should be consolidated into a general testing area to continue testing.
- Students must complete the test within the same school day unless the student has been approved for an extra day or becomes sick during testing.

Students should pause their tests if they take a break. Pausing a test logs the student out. To resume testing, students must repeat the login process. During these breaks in testing, students must be monitored by trained testing personnel to ensure that test content is not discussed. Breaks include



- water breaks,
- bathroom breaks,
- snack breaks,
- short physical or mental breaks,
- lunch,
- medical breaks,
- emergency situations that significantly interrupt testing, and
- consolidation and movement of students to another testing area.

## **Late-Arriving Students**

Districts must determine if a late-arriving student will have sufficient time to test during that school day or if the student should test on another day within the testing window.

- Each student must be allowed sufficient time to take the test.
- The test directions must be read to late-arriving students.

## **Make-up Testing**

Districts should offer make-up opportunities for all STAAR tests to students who are absent on the scheduled assessment day. When providing make-up testing opportunities, districts must maintain the security of the assessments to ensure that the test content remains valid throughout the assessment window.

## **Students Who Become Sick During a Test**

Make-up testing opportunities may also be used for a student who becomes sick and leaves campus during the test. If the student has not completed the assessment, that student may complete the test upon returning to school within the scheduled testing window. For online administrations, the Test Delivery System (TDS) will lock student responses for eight hours after pausing a test. Students who continue testing on another day will be able to view all questions but will not be able to edit responses completed on a previous day.

## **STAAR Calculator and Dictionary Policies**

### **Calculators**

Refer to the STAAR Calculator Policy located on the [STAAR Mathematics Resources](#) webpage. Students are provided with an online graphing calculator within TDS. In addition, students may use handheld calculators and calculator applications. For electronic devices with permitted calculator applications, Internet capabilities must be disabled and the devices must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students. Students must be monitored closely to ensure that these resources are not accessed during testing. Although some technology may be useful in an instructional setting, functionalities that violate TEA guidelines may not be used during a state assessment.

## Dictionaries

Refer to the STAAR Dictionary Policy located on the [STAAR Reading Language Arts Resources](#) webpage. Students are provided with an online dictionary within TDS. The online dictionary embedded in TDS is *Merriam-Webster's Intermediate Dictionary*, which is a curated word bank of about 70,000 entries. It is not the same as the free online version of the Merriam-Webster dictionary that has a much larger word bank. In addition, paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, may be used. If a student uses electronic dictionaries during testing, TEA guidelines regarding this technology must be followed to maintain the security and validity of the assessment. Although some technology may be useful in an instructional setting, functionalities that violate TEA guidelines may not be used during a state assessment.

## STAAR Online Practice Tests

STAAR online practice tests, available on the [Practice Test Site](#), are designed to familiarize students with the online testing environment, the available tools, and the various types of test questions. These tests provide students with an opportunity to interact with the test interface, respond to questions, and locate and use available tools. TEA highly recommends that district personnel use these online practice tests with their students so students become familiar with the online platform prior to the STAAR administrations.

In most cases, the STAAR practice tests are released tests that have been previously administered. In addition, small sets of test questions are available as practice sets. These practice sets are typically used to introduce students to new types of test questions.

# Test Security and Confidentiality

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

## Secure Materials

STAAR is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. Secure materials include all online assessments and test session IDs. Test tickets are not secure, but since they contain personally identifiable information, they must be kept confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals.

## Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing irregularities are categorized as serious violations or procedural irregularities. The section includes examples of both types of irregularities. It is important for district testing personnel to understand the distinction between types of irregularities so that each may be properly reported and addressed.

### Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically result from minor deviations in testing procedures. Routine training on test security and administration procedures is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

#### Accommodation errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district coordinator must determine if the assessment should be invalidated or submitted for scoring. If the district coordinator decides to invalidate a student's test, campus personnel should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- District personnel administered Complex Transcribing, Extra Day, Mathematics Scribe, or an Other accommodation without TEA approval.

### Accounting errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

Testing personnel who locate any secure materials that were not returned after an administration must contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether there was a breach in security or confidentiality.

For all incidents where secure materials were left unattended, districts coordinators are required to submit a testing irregularity form and indicate if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced student test tickets or secure test materials (e.g., test session IDs).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- A student was issued test materials (e.g., test ticket) belonging to another student.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

### Eligibility errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being tested or has been tested incorrectly. District coordinators should contact the Student Assessment Division for guidance in resolving the issue.

### Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A student was administered a paper version and an online version of the same test.
- An eligible student (e.g., an EB student whose parents waived district English as a second language [ESL] services) was not administered a test.
- 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 U.S. History test).
- District testing personnel failed to properly account for all eligible testers.

### Monitoring errors

Monitoring errors are some of the most common types of testing irregularities, but the incidence of monitoring errors can be reduced with annual training. Improper monitoring can be detrimental to students. For example, providing a student with access to materials not allowed during a test may result in the student not receiving a score for that test. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

For all incidents where students were left unattended and unmonitored during testing, district coordinators are required to submit a testing irregularity form and indicate if the validity of the students' assessments was compromised and the students' tests were invalidated.

### Examples:

- A test administrator
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;
  - reinforced test-taking strategies;
  - did not provide the appropriate ancillary materials (e.g., dictionaries, calculators, reference materials);
  - did not properly prepare a testing environment or device for testing;
  - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
  - did not properly complete the required seating chart; or
  - did not give students sufficient time to complete the test.
- A test administrator did not actively monitor students and did not
  - ensure that students worked independently during testing; or
  - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages.

## Training errors

Training errors involve mistakes in training or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign an [Oath of Test Security and Confidentiality](#).

## Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing (e.g., taking pictures or capturing screenshots of) confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- encouraging or assisting an individual to engage in the conduct described 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 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

## Penalties for Violating Security and Confidentiality of Assessments

TAC §101.3031(a)(5) states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247 (relating to Educators' Code of Ethics) and TAC §249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with TEC §39.003(d) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

In addition, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115(a)(4).

As indicated in TAC §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a certificate for a set term or issuance of a probated suspension for a set term
- revocation or cancellation of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently or
- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials

Specifically, TAC §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument, and the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

## Incidents Involving Student Cheating

Most of the testing irregularities district coordinators address involve occurrences in which adult testing personnel bear responsibility for what happened. District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students may cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility. Students taking STAAR EOC assessments are asked to sign an honor statement. Signing the honor statement is not required, but students are still expected to follow test security procedures even if they do not sign it.

Districts are required to have procedures in place to prevent the use of cell phones or personal electronic devices to capture images of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., takes a screen shot or photograph), posts, or transmits secure test content or disseminates this information, the Student Assessment Division must be contacted immediately. In addition, any images of secure test content must be destroyed upon completion of the district's investigation.

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing personnel determine that a student has been involved in cheating or attempting to cheat on a state assessment, the district or campus coordinator **must**

- invalidate the student's test (as required by [TAC §101.3031\(a\)\(4\)](#)) by marking the score code "O" for "Other" in the TIDE for the corresponding test; and
- complete the [Locally Determined Disciplinary Action \(LDAA\) form](#) to report any disciplinary action taken against students who participated in the cheating incident.

A procedural testing irregularity form should be submitted only if the district coordinator determines that there was a failure on the part of adult testing personnel to follow test administration procedures (such as inadequate monitoring). If the district coordinator determines that testing personnel enabled or were involved in the student cheating incident, the Student Assessment Division must be contacted immediately.



# Accessibility Features and Designated Supports

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## Accessibility Features

Accessibility features are procedures and materials available to any student who benefits regularly from their use during instruction. A student cannot be required to use them during testing, and there is no need to document their use in the Test Information Distribution Engine (TIDE) for test administrations. These accessibility features are available for use on STAAR and STAAR Spanish assessments.

- Language Supports
  - Signing Test Directions
  - Translating Test Directions
  - Bilingual Dictionary
- Reading Assistance
  - Reading or Signing Constructed-Response Items
  - Reading Assistance for Grade 3 Mathematics
- Assistive Technology: Learning and Cognition Supports
  - Reading the Test Aloud
  - Blank Scratch Paper
  - Sticky Notes
  - Notepad
- Assistive Technology: Hearing Supports
  - Amplification Devices
- Assistive Technology: Visual Supports
  - Color Settings
  - Line Reader
  - Zoom Feature
  - Highlighters and Colored Pencils
  - Large Mouse Pointer
  - Projection Devices
- Assistive Technology: Focus and Attention Supports
  - Tools to Minimize Distractions or Maintain Focus
- Assistive Technology: Applications
  - Permissive Mode
  - Use of an Electronic Device to Monitor a Health Condition

- Setting Supports
  - Individual Test Administration
  - Small Group Administration
- Timing Supports
  - Reminding Students to Stay on Task

For more information about accessibility for STAAR, refer to the [\*STAAR Accessibility Educator Guide\*](#).

Designated supports are changes to assessment materials or procedures that allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. A complete list of allowable designated supports can be found on the [Accommodation Resources](#) webpage.

Campus coordinators must provide test administrators with information and training about the supports that a student is to receive on test day.

## Designated Supports

The following types of designated supports are available to students taking STAAR.

- Locally-approved designated supports: The decision to provide this type of designated support to a student is made by the appropriate team of people at the campus level (e.g., LPAC; ARD committee; ARD committee in conjunction with the LPAC; Section 504 placement committee; response to intervention [RtI] team; student assistance team) based on specific eligibility criteria. An Accommodation Request Form should **NOT** be submitted to TEA.
- Designated supports requiring TEA approval: For this type of designated support, the appropriate team of people at the campus level (e.g., LPAC, ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RtI team, or student assistance team) determines whether the student meets the specific eligibility criteria. If so, an Accommodation Request Form **must** be submitted in TIDE for TEA to review.

## Content and Language Supports

Content and language supports are embedded in the online system and appear as pre-reads, pop-ups, or rollovers throughout STAAR selections, test questions, and answer choices. The pop-ups and rollovers contain text supports such as definitions, simplified wording, bulleted lists, and graphic organizers. Refer to the Accommodation Resources webpage for content and language supports eligibility criteria and guidelines.

## Oral Administration

Oral administration is a designated support in which test questions and answer choices are read aloud via text-to-speech or signed administration to a student who meets the eligibility criteria. Refer to the Accommodation Resources webpage for oral and signed administration eligibility criteria and guidelines.

## Considerations for Testing with Designated Supports

The use of designated supports may affect how students' test sessions are conducted (e.g., oral administration); therefore, the guidelines below must be followed.

- The test administrator must receive additional training to administer a test with designated supports.
- The test administrator must read the Special Instructions and Considerations section of the applicable accommodations policy and be trained on specific guidelines attached to an approved accommodation request.
- Optional supplemental trainings that focus on topics related to designated supports are available on the [\*Learning Management System \(LMS\)\*](#).

Please contact your campus coordinator if you have any questions about providing or implementing designated supports.

## Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accessibility feature or a designated support may occur just prior to or on the day of the state assessment. When considering how to meet a student's needs in these situations, student independence should be a priority.

Districts should first consider if a student's needs can be met using any of the accessibility features available to all students and should make them available during testing. There is no need to contact TEA for approval to use accessibility features. Refer to the [Accommodation Resources](#) webpage for more information on accessibility features.

If the student's needs cannot be met using an accessibility feature or the student requires additional support, review the Accommodation Resources webpage to see if a locally-approved designated support can meet the student's needs. Consideration should be given to designated supports that the student can use independently (e.g., for the student who does not have their prescribed eyeglasses, consider a projection device before an oral administration by a test administrator). If a locally-approved designated support can meet the student's needs, it should be made available to the student during testing. There is no need to contact TEA.

If the student's needs cannot be met through an accessibility feature or a locally-approved designated support, review the designated supports requiring TEA approval. The Complex Transcribing, Extra Day, Math Scribe, and Other policy documents can be found on the Accommodation Resources webpage. If one of these supports is needed, the district coordinator should contact the district's assigned TEA Accommodations Task Force member for permission and additional instructions.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and classroom testing. Therefore, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the feature or support prior to testing if time permits.

A student's use of a designated support must be recorded in TIDE after testing but before the end of the testing window.

Districts must be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies only to the current test administration and does not transfer to subsequent administrations. In addition, the use of a designated support should be taken into account when interpreting test results.

For additional questions about designated supports in unexpected or emergency situations, contact a member of the TEA Accommodations Task Force at 512-463-9536.

# Training

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## □ Review Resources

- Test administrators should review and become familiar with the following resources.
  - STAAR online practice tests, which can be found in the [Practice Test Site](#)
  - resources available on the [STAAR Resources](#) webpage
  - STAAR training modules on the [LMS](#)
  - the [TDS User Guide](#)
- Read this test administrator manual before the training session.
- Bring this manual to the training session.

## □ Attend Training

- Test administrators and other campus personnel participating in STAAR administrations are required to receive training in test security and administration procedures at least once, as well as training in procedures unique to specific test modes, versions, and designated supports.
- Test administrators who are authorized to provide special administrations (e.g., oral, braille) must be provided additional training in specific security protocols regarding viewing secure test content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.
- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with TIDE and TDS, if applicable. Required topics for test administrator training include:
  - Test security
    - test security procedures and test security oaths
    - active monitoring
    - seating charts
    - student honor statements
    - reporting testing irregularities
    - handling testing irregularities
    - consequences for adult and student cheating
  - Scheduling test administrations
    - district and campus assigned testing dates
    - time allowed for tests
    - breaks
    - individual and small group test sessions

- make-up testing
- consolidating students who need extra time
- Preparing for test administrations
  - identifying eligible students
  - setting up testing environment
  - receiving, distributing, and storing test materials, such as test session IDs and student test tickets
  - reviewing technology, including technology-based accommodations, to be sure the technology meets the guidelines for use during the assessment
  - preparing for online administrations
  - preparing for special paper administration of an online assessment, if applicable
- STAAR online practice tests
- Optional training modules on LMS
- Testing with designated supports
  - understanding accessibility policies
  - understanding accommodation policies
  - ensuring students have allowed or approved accessibility features and designated supports
  - 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)
- During test administrations
  - proper testing procedures
  - breaks for test administrators
  - hall monitors
  - availability of campus coordinator and other testing supervisors
- Entering and verifying student data in TIDE, if applicable
- Returning materials to the campus coordinator

## □ Access TIDE, if Applicable

- It is not necessary to access TIDE to administer an online test. However, if your campus coordinator has assigned you to edit score code, demographic, or accommodation information in TIDE, you will receive access information and additional training.

## ❑ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators and other campus personnel participating in STAAR administrations must complete an Oath of Test Security and Confidentiality after training and before handling secure test materials and content.
- In addition, test administrators and other campus personnel who are authorized to provide special administrations must confirm compliance with security requirements by completing specific sections of a test security oath.
- A copy of the completed oath (electronic or paper) should be submitted to the campus testing coordinator.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

# Prepare for Online Administrations

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## □ Understand Responsibilities

- Test administrators must:
  - implement the test administration processes and procedures stated in this manual;
  - ensure students have the required materials and allowed and approved designated supports for the tests;
  - help students log in to and view their tests;
  - maintain test security, including actively monitoring test sessions and keeping test materials secure until they are returned to the campus coordinator;
  - not duplicate, record, or electronically capture (e.g., take pictures or capture screenshots of) confidential test content unless specifically authorized to do so by TEA or procedures outlined in this test administration manual;
  - report any suspected violation of test security to the campus coordinator;
  - manage any interruptions during testing, such as restroom breaks or student illness; and
  - complete seating charts, including the names of the students testing, the assigned seat for each student, the session start and stop times, and the names of all test administrators and monitors involved in the session.

## □ Ensure that Students are Familiar with the Online Practice Tests

- Students should be provided with opportunities to review the practice tests. The test directions are based on the assumption that students have had the opportunity to experience the online testing environment.
- The practice tests allow students to practice using the online interface and tools and become familiar with various test item formats.
- The student practice tests are accessible on the [Practice Test Site](#).

## □ Become Familiar with the Administration Directions

- There are directions indicating which instructions should be read aloud and when. What may and may not be read aloud will vary depending on designated supports, accommodation eligibility, type of test administration, and other circumstances.
- Students Receiving Designated Supports: You may have students in your testing session who are receiving designated supports. Supports may affect how students' test administrations are conducted (e.g., an extra day). Your campus coordinator will provide you with specific instructions on the use of designated supports for students you are testing. You should ensure that students have available the designated supports they are eligible for (e.g., Calculation Aids or Mathematics Manipulatives). If you have any questions about providing or implementing these supports, contact your campus coordinator. You should talk to students who will be receiving designated supports in advance of the test session to explain what materials or types of assistance will be available to them during the assessment.



- Special Considerations for EB students: For all components of the STAAR program, test administrators are allowed to help EB students understand the directions that are read aloud before the test begins (i.e., the “SAY” directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to add directions that are substantively different (e.g., give pointers, mention test-taking strategies, etc.). Refer to the [Information on State Assessments for Emergent Bilingual Students](#) webpage for additional information. In isolated situations, if completing an assessment is not in the best interest of a student (e.g., a newly arrived EB student who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete the test. This decision should be documented and communicated to the student’s parents after the test administration.

## ❑ Arrange for Testing Areas

- Confer with your campus coordinator to arrange appropriate testing areas and ensure that the areas are properly prepared.
- Confer with your campus coordinator to arrange consolidation testing areas and ensure that the areas are properly prepared.
- Ensure students are sufficiently separated from each other so that they may work without distraction and are prevented from seeing one another’s monitor.
- Ensure that one pair of headphones is available for each student receiving a text-to-speech accommodation when multiple students are tested in the same room.
- Ensure that one headset is available for each student receiving a speech-to-text accommodation when multiple students are tested in the same room.
- Ensure that students are seated far enough apart that background noise does not cause interference when students are recording their answers using the speech-to-text accommodation.

## ❑ Receive Test Materials from Campus Coordinator

Test administrators must ensure that the following required materials are available on the day of testing:

- student test tickets; test tickets contain personally identifiable information (PII) and should be kept confidential
- test session ID; session IDs are secure and must be kept secure
- pencils or pens for use with scratch paper or graph paper
- any additional TEA-authorized materials (e.g., headphones, headsets) required for test administration
- any approved designated supports that students are to receive

# Monitor Online Administrations

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**Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report any suspected violations of test security and confidentiality to the campus or district coordinator. If a situation arises that you do not know how to resolve, contact your campus coordinator immediately.**

## ❑ Ensure a Proper Testing Environment

- No element of the testing room environment should hinder any student's performance.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room.
- An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered. The following are examples of materials that could provide assistance or answers.
  - Mathematics tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments.
  - Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during applicable grade-level science assessments.
  - Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.
  - Graphic organizers, figurative language defined and modeled, or writing convention rules should be concealed or removed from the testing area during RLA assessments.
- Clocks (analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.
- All desks or computer workstations used for testing must be sufficiently separated from each other so that students are prevented from seeing one another's monitors.

## ❑ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the STAAR assessment program and the uniform evaluation of all students throughout the state.

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Before using approved technology during testing, including technology-based accommodations (e.g., accessibility features, designated supports), districts must review the Technology Guidelines for the Texas

Assessment Program section. Technology cannot be used during an assessment if its functionality creates a security concern that cannot be addressed.

- A trained test administrator must always be present in each testing room during testing. There must be at least one test administrator for every 30 students.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the assigned seat for each student, the start and stop times for each test session, and the names of all test administrators and monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
- Students must complete a test on the same day it is started unless the student is approved for an extra day.
- Students must be allowed to work at their own pace. Because the online tests are untimed, each student must be allowed to have as much time as necessary to respond to every test question. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their own pace and to respond to all test questions before the end of the school day. Districts are not required to test beyond the regular school day, but they are free to do so if necessary.
- A student who arrives after a test session has started may be tested if sufficient time remains in the day for the student to complete the test.
- Every effort should be made to administer tests to students absent on a given day of testing. If students are not present for the test session for which they were initially scheduled, they should be moved to another test session later in the testing window.
- Test administrators must actively monitor students throughout the test session. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' online tests.
- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.
- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and submitted the test, the test administrator should allow the student to leave the area or provide the student an instructional activity (e.g., guided reading activity) while other students continue testing.

- Test administrators may allow students to take brief breaks in the testing room during a test session.
  - Breaks are not mandatory.
  - During breaks, students must not discuss the content of the test.
- Students should pause their tests for breaks, including lunch breaks. To pause the test, students click the *Pause* button. The test administrator should assist students who need help pausing their tests. To resume a test, students should log back in using their original test ticket.
- A warning message displays after 20 minutes of test inactivity. Students who do not click the *OK* button within 60 seconds after this message appears are logged out. This timeout automatically pauses the test.
- If a student leaves the testing room for an extended time and returns, the campus coordinator must decide whether test security has been breached and if it is appropriate for the student to continue testing.

## □ Distribute Test Materials to Students

Before reading the administration directions aloud, distribute the following materials to students:

- scratch paper
- pencils or pens
- one pair of headphones for each student receiving a text-to-speech accommodation when multiple students are testing in the same room
- one headset for each student receiving a speech-to-text accommodation when multiple students are testing in the same room
- graphing calculators for grade 8 math and Algebra I administrations if students are not using the graphing calculator tool embedded in the online testing platform
- calculators for grade 8 science and Biology administrations if students are not using the calculator tool embedded in the online testing platform
- dictionaries for RLA administrations if students are not using the dictionary tool embedded in the online testing platform
- graph paper for math administrations, if needed
- reference materials for math administrations and the grade 8 science administration, if needed
- thesauruses for RLA administrations, if needed

Reference materials and graph paper are available within the online testing platform. Paper versions of these documents may be printed from the STAAR resources webpages if needed.

## ❑ Manage Online Test Sessions

- Prepare devices for testing.
  - Before students arrive for an online test session, ensure that all software applications, including Internet browsers, are closed on all student devices.
  - Launch the secure browser on student devices. Be sure you are using the secure browser instead of a conventional browser.
  - When the connection is established, the *Please Sign In* screen is displayed. The device is now ready for the student to log in.
- Start online tests.
  - As indicated during the test administration directions, test administrators must provide a test ticket to each student.
  - The student will launch the secure browser application and log in using their first name, the Texas Student Data System (TSDS) ID provided on the student test ticket, and the session ID provided by the test administrator.
  - Test administrators should ensure that students select the correct test and that they do not begin a practice test or an interim assessment.
  - If students need assistance reading the onscreen directions, test administrators may refer to the appropriate sections in Appendix C.
- Monitor proctored test sessions.
  - The proctor must have a device (e.g., computer, laptop, tablet) open and running the test session for the entirety of the test session.
  - The proctor must approve student requests to enter the test session and begin testing to ensure that students are taking the correct test and that they are not accidentally logged in to the practice site or starting the wrong assessment.
  - The proctor is able to view each student's test status and number of questions using the Test Administrator Interface.
- For unproctored sessions, test administrators are unable to use the Test Administrator Interface to monitor student progress.

## ❑ Resolve Problems

If any issues arise during testing, contact your campus coordinator immediately.

- Schoolwide Emergencies
  - If a schoolwide emergency disrupts testing, ensuring student safety is the top priority. Students should leave their tests where they are and follow the school's emergency procedures. Testing staff should not instruct students to log out of their tests. Online tests will automatically close and become inactive when the testing devices have been idle for 20 minutes. Test administrators must closely monitor their testing groups to ensure that students do not discuss the test. Once the emergency has been resolved, students should resume testing when instructed to do so.

- If testing cannot be resumed on the same day, students' test tickets should be collected. Then students may resume testing on the following day. If the test session has ended, a new session must be created. Students should log in to the test session using their original test tickets. Students will resume the test from where they left off. Test questions previously responded to will be locked.
- Power Outages or Other System Interruptions
  - If a campus loses power or internet connectivity during testing, the district should determine whether to release students or have them remain in the testing room until the outage has been resolved. If students are released from the testing room, their test tickets should be collected. Students may resume testing the following day using their original test tickets. If the test session has ended, a new session must be created. Students will resume the test from where they left off. Test questions previously responded to will be locked.
- Students Who Choose Not to Respond
  - A district is required to provide testing opportunities to all students who are in attendance during the administration of a test. The student is expected to record his or her answers in the online test within the allotted time. Students taking grades 3–8 assessments or EOC assessments for the first time who choose not to participate or refuse to respond to test questions will have their tests submitted for scoring.

## □ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can."** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are **NOT** allowed to do the following:

- translate test questions or selections, including the constructed-response items, into another language (except sign language)
- rephrase or add information to questions or constructed-response items
- read or discuss students' responses to constructed-response items
- assist students with responses to any test items, including constructed-response items

## □ Submit Online Tests

- The test will be submitted for scoring when the student clicks the *Submit Test* button. Once a student has submitted a test, the student will no longer be able to access the test with the student test ticket and session ID. If a student clicks the *Submit Test* button accidentally, contact your campus coordinator.
- A student who cannot finish a test due to illness or a testing irregularity should log out of the test and should not click the *Submit Test* button. If the student does not return later in the testing window to finish the incomplete test, the district must determine whether the student's score code should be "Other" for an illness or if the student's responses should be submitted for scoring by leaving the score code set to the default "Score."

- TDS will lock student responses eight hours after pausing a test. Students who continue testing on another day will be able to view all questions and passages but will not be able to edit responses completed on a previous day.

# Complete Online Administration Process

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## ☐ Collect Test Materials

- Before students leave the testing area, collect:
  - used and unused student test tickets
  - used and unused session IDs
  - scratch paper, graph paper, and reference materials
  - any additional TEA-authorized materials (e.g., headphones, headsets) required for test administration

## ☐ Return Test Materials to the Campus Coordinator

- Prior to returning materials, test administrators must account for all secure test materials.
- For students who were absent from the test, store their unused test tickets in locked storage. Students can use these test tickets during the remainder of the testing window.
- Student test tickets, session IDs, and any reference materials, scratch paper, or graph paper used during testing must be returned to the campus coordinator after the test session.
- Completed seating charts with start and stop times recorded must be returned to the campus coordinator.
- This test administrator manual should be returned to the campus coordinator.

## ☐ Enter Student Information in TIDE

- If your campus coordinator has assigned you to edit score code information in TIDE, you will receive access information and additional training.



# Administration Directions for STAAR

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These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the test, refer to descriptions of the tools in Appendix A for English or Appendix B for Spanish.

## General Information

- For EB students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or item types, as long as the substance of the directions is not changed.
- For students receiving designated supports, the test administrator is permitted to modify the directions when needed.
- For students using text-to-speech, the test administrator is allowed to remind students that a “DO NOT READ” icon next to passages or test questions indicates that the text may not be read aloud to the student.
- For students using text-to-speech and content and language supports, the text within these supports will be read aloud unless there is a “DO NOT READ” icon.

## Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **“SAY.”** Some directions use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the statement, **“Check that the test you select is the STAAR [GRADE/SUBJECT or COURSE] test,”** you should verbally fill in the name of the test, such as grade 8 science, as you are reading the directions to students. You may repeat the directions as many times as needed. The text in *italics* is information meant for you and should not be read aloud to students.

**SAY**    **Today you will take the State of Texas Assessments of Academic Readiness—STAAR—[GRADE/SUBJECT or COURSE] test. It is important that you do your best.**

**You will have [until the end of the school day or an extra day] to complete this test. All of your responses must be entered into the online system before the session ends. If you are unsure of a response, provide the best response you can. If you would like to review that response, mark the question for review. You may go back to review your response at the end of this test session. Are there any questions?**

*Answer any questions before continuing.*

**Hoy van a tomar la prueba de [GRADE/ SUBJECT or COURSE] de las Evaluaciones de Preparación Académica del Estado de Texas, STAAR. Es importante que hagan su mejor esfuerzo.**

**Tendrán [hasta el final del día escolar o un día más] para completar esta prueba. Todas las respuestas deben escribirse en el sistema en línea antes de que termine la sesión. Si no están seguros de una respuesta, pongan la mejor respuesta que puedan. Si quieren revisar esa respuesta, marquen la respuesta para revisión. Al final de esta sesión de la prueba, pueden regresar a revisar las respuestas. ¿Tienen alguna pregunta?**

If you have questions about the instructions or the tools, please raise your hand so I may help you. You should remain seated and quiet so that you do not disturb others who are testing. If you need a break, please raise your hand. Are there any questions?

Si tienen alguna pregunta sobre las instrucciones o las herramientas, por favor levanten la mano para ayudarles. Deben permanecer sentados y en silencio para no distraer a los demás que están tomando la prueba. Si necesitan un descanso, por favor levanten la mano. ¿Tienen alguna pregunta?

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

***For Students Receiving Content and Language Supports, All Subject Areas***

**SAY** This test has supports for you to use. You will see borders around words or small arrows next to questions and answer choices. Click these borders or arrows to see words or pictures that may help you.

Esta prueba tiene apoyos para que los usen. Podrán ver palabras con bordes o pequeñas flechas cerca de las preguntas y opciones de respuesta. Hagan clic en los bordes o flechas para ver palabras o ilustraciones que podrían ayudarles.



**SAY** Now we will log in to the test. Does everyone have a student test ticket? If not, please let me know. You will use the information on your student test ticket to log in to the test.

Ahora vamos a iniciar la sesión de la prueba. ¿Todos tienen una ficha de la prueba? Si no, díganmelo por favor. Van a usar la información que está en la ficha de la prueba para iniciar la sesión de la prueba.

*Make sure each student has a student test ticket. When students are ready, continue.*

**SAY** Please make sure that your first and last names and your birth date, or DOB, are correct on the test ticket. If this information is wrong or missing, please let me know.

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

DemoFirst,DemoLast		Grade: 05
		DOB: 02/26/2011
	DemoFirst	
First Name		
	DM86753091	
TSDS ID		
District DEMO DISTRICT 1 (999001)		
Campus DEMO CAMPUS 1 (999001001)		
Student Access Card		

*Assist students as needed, then continue. For a student whose test ticket information is incorrect, contact your campus coordinator after other students have begun testing.*

**SAY** On the *Sign In* page, type your first name and the TSDS ID into the correct fields exactly as it is written on your student test ticket.

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

*Assist students as needed. Provide the Session ID to students in whatever way is appropriate for the students and the room.*

**SAY** I have provided you with the Session ID. Type the Session ID in the *Session ID* field exactly as I have provided it. Now click the *Sign In* button.

Les di su Número de identificación de la sesión [Session ID]. Escriban ese número en el campo *Número de identificación de la sesión* exactamente como se los he dado. Ahora hagan clic en el botón de *Ingresar* [Sign In].

*Check to see if everyone has successfully logged in to TDS.*

**SAY** Now you should carefully read the instructions on each screen. Check that the test you select is the STAAR [GRADE/ SUBJECT or COURSE] test and not a practice test or an interim assessment. Select “Begin Test Now” on the *Test Information* screen when you are ready to start your test. When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. Do not click the *Submit Test* button until you are sure you are done. If there are no additional questions, you may begin.

Ahora deben leer cuidadosamente las instrucciones en cada pantalla. Revisen que la prueba que seleccionaron es la prueba STAAR de [GRADE/SUBJECT or COURSE] y no una prueba de práctica o una prueba de referencia. Seleccionen el botón “Comenzar prueba ahora” [Begin Test Now] en la pantalla cuando estén listos para comenzar la prueba. Cuando hayan terminado la prueba, levanten la mano para ayudarles a cerrar la prueba y recoger los materiales de la prueba. No hagan clic en el botón que dice *Enviar prueba* [Submit Test] hasta que estén seguros de que ya terminaron. Si no hay ninguna otra pregunta, pueden comenzar.

*Assist students with directions as needed.*

## Additional Information

- Any students using text-to-speech or speech-to-text should be told to put on their headphones or headsets. If a student’s volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your campus coordinator.
- Record the start time for the test session on your seating chart.



- During the test session, test administrators **MUST** actively monitor students. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' online tests.
- During the test session, the test administrator may assist students if they have trouble with the Secure Browser or need reminders of how to use the tools, features, or designated supports.
- Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can"** or **"No te puedo responder esa pregunta; sólo contesta lo mejor que puedas."**
- Test administrators should remind students periodically that they should not click the *Submit Test* button until they have finished the test. Once a test is submitted, it cannot be restarted by the test administrator.
- If a student for whom you do not have a student test ticket arrives in your testing room, contact your campus coordinator.
- If any issues arise or you need assistance, contact your campus coordinator.
- For lunch breaks, instruct students to log out of the test. For all other breaks, instruct students to pause the test.
- As students complete the test, collect student test tickets and any scratch paper, graph paper, or reference materials that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed and submitted the test, the test administrator should allow the student to leave the area or provide the student an instructional activity (e.g., guided reading activity) while other students continue testing.
- Record the stop time for the test session on your seating chart.














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

# **Appendix A**

## Online Tools (English)

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, you can read the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	NAME	TEXT
 Next	Next	You can use <b>Next</b> to move forward through the test.
 Back	Back	You can use <b>Back</b> to move backward through the test.
	Mark for Review	You can use <b>Mark for Review</b> to flag a question to review later. When you mark a question for review, a flag will appear on the question number.
	Pause	You can use <b>Pause</b> to stop your test for short breaks. The system saves your work and returns you to the same spot when you come back.
	Log Out	You can use <b>Log Out</b> to stop your test for long breaks. The system saves your work and returns you to the same spot when you log back in.
	Help	You can use <b>Help</b> to remind you how to use the tools.
	Highlight Selection/ Reset Highlighting	You can use <b>Highlight Selection</b> to mark important words or numbers. You can erase highlights by selecting <b>Reset Highlighting</b> .
	Strikethrough	You can use <b>Strikethrough</b> to cross out answer choices that you think are not correct.
	Notepad	You can use <b>Notepad</b> to take notes on each question.
	Writing Tools	You can use <b>Writing Tools</b> in the Notepad or Sticky Notes to format the edit you entered.
	American Sign Language Video	You can use <b>American Sign Language Video</b> to play a signed video of the text in questions and answer choices.
	Dictionary	You can use <b>Dictionary</b> to look up the definitions of words.
	Line Reader	You can use <b>Line Reader</b> to help you keep your place while reading.





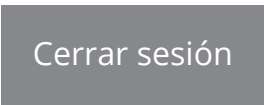





ICON	NAME	TEXT
	Sticky Notes	You can use <b>Sticky Notes</b> to post reminders on the screen.
	Zoom	You can use <b>Zoom</b> to make everything on your screen larger.
	Color	You can use <b>Color</b> to change the colors used on your screen.
 Calculator	Calculator	You can use a basic, scientific, or graphing <b>Calculator</b> , depending on the test.
 Ruler	Ruler	You can use a <b>Ruler</b> to measure images on the screen.
 Graph Paper	Graph Paper	You can use <b>Graph Paper</b> to draw lines and points during the test.
 References	References	You can use <b>References</b> to show information such as conversions, formulas, Punnet Squares, a Periodic Table, and a Writing Checklist, depending on the test.
	Speak	You can use <b>Speak</b> to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Microphone	You can use <b>Microphone</b> to activate speech-to-text.
	Pop-up	You can click on a word or phrase that has a border around it and helpful information will <b>Pop-up</b> .
	Rollover	You can use <b>Rollover</b> to see a different version of the sentences in the test question.
 Save	Save	All responses are saved automatically. You can also manually <b>Save</b> your responses to questions.
 End Test	End Test	You can <b>End Test</b> after responding to the last test question.

## **Appendix B**



### Online Tools (Spanish)



Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, you can read the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	NAME	TEXT
 Siguiente	Siguiente	Puedes usar <b>Siguiente</b> para avanzar en la prueba.
 Volver	Volver	Puedes usar <b>Volver</b> para regresar en la prueba.
	Marcar para revisar	Puedes usar <b>Marcar para revisar</b> para señalar una pregunta para revisarla después. Cuando marques una pregunta para revisarla, aparecerá una bandera junto al número de la pregunta.
	Pausa	Puedes usar <b>Pausa</b> para detener tu prueba y tomar un descanso breve. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Cerrar Sesión	Puedes usar <b>Cerrar Sesión</b> para detener tu prueba y tomar un descanso largo. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Ayuda	Puedes usar <b>Ayuda</b> para recordar cómo usar las herramientas.
	Resaltar selección/ Restablecer resaltado	Puedes usar <b>Resaltar selección</b> para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando <b>Restablecer resaltado</b> .
	Tachado	Puedes usar <b>Tachado</b> para tachar opciones de respuestas que creas que no son correctas.
	Notas	Puedes usar <b>Notas</b> para escribir notas en cada pregunta.
	Cortar, Copiar, Pegar	Puedes usar las herramientas <b>Cortar, Copiar y Pegar</b> en las Notas o en el Bloc de notas para editar el texto que escribas.

ICON	NAME	TEXT
	Diccionario	Puedes usar <b>Diccionario</b> para buscar definiciones de palabras.
	Lector de línea	Puedes usar <b>Lector de línea</b> para ayudarte a no perder de vista el renglón donde estás leyendo.
	Bloc de notas	Puedes usar <b>Bloc de notas</b> para poner recordatorios en la pantalla.
	Acercar	Puedes usar <b>Acercar</b> para ampliar todo lo que aparece en tu pantalla.
	Color	Puedes usar <b>Color</b> para cambiar los colors que se usan en la pantalla.
 Calculadora	Calculadora	Puedes usar <b>Calculadora</b> básica, científica o gráfica, dependiendo de la prueba.
 Regla	Regla	Puedes usar <b>Regla</b> para medir imágenes en la pantalla.
 Papel cuadriculado	Papel cuadriculado	Puedes usar <b>Papel cuadriculado</b> para dibujar líneas y puntos durante la prueba.
 Fórmula	Materiales de referencia	Puedes usar <b>Materiales de referencia</b> para mostrar información como, por ejemplo, conversiones, fórmulas, cuadros de Punnet y una lista de control de escritura, dependiendo de la prueba.
	Habla	Puedes usar <b>Habla</b> para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Micrófono	Puedes usar <b>Micrófono</b> para activar la conversión de voz a texto.
	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tenga un borde a su alrededor y aparecerá información útil en una <b>Ventana de apoyo</b> .
	Texto de apoyo	Puedes usar <b>Texto de apoyo</b> para ver una versión diferente de las oraciones en una pregunta.

ICON	NAME	TEXT
 Guardar	Guardar	Todas las respuestas se guardan automáticamente. También puedes <b>Guardar</b> manualmente tus respuestas a las preguntas.
 Terminar prueba	Terminar prueba	Puedes <b>Terminar prueba</b> después de responder la última pregunta de la prueba.

# **Appendix C**

## Directions for Special Paper Administrations

## General Information

- For EB students, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or item types if the student requests assistance, as long as the substance of the directions is not changed.
- For students receiving designated supports, the test administrator is permitted to modify the directions when needed.

## Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word “**SAY.**” Some directions use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the statement, “Does everyone see STAAR [GRADE/SUBJECT or COURSE] on the front of your test booklet?”, you should verbally fill in the name of the test, such as grade 8 science, as you are reading the directions to students. You may repeat the directions as many times as needed. The text in *italics* is information meant for you and should not be read aloud to students.

**SAY**     **Today you will be taking the State of Texas Assessments of Academic Readiness—STAAR—[GRADE/SUBJECT or COURSE] test. It is important that you do your best.**

**You will have [until the end of the school day or an extra day] to complete this test. All your responses must be recorded in your test booklet before the session ends. If you are unsure of a response, provide the best response you can. You may go back to review your responses at any time during this test session. Are there any questions?**

*Answer any questions before continuing.*

**If you have questions about the instructions, please raise your hand so I may help you. You should remain seated and quiet so that you do not disturb others who are testing. If you need a break, please raise your hand. Are there any questions?**

*Answer any questions before continuing. Then, distribute test booklets to students.*

**Hoy van a tomar la prueba de [GRADE/ SUBJECT or COURSE] de las Evaluaciones de Preparación Académica del Estado de Texas, STAAR. Es importante que hagan su mejor esfuerzo.**

**Tendrán [hasta el final del día escolar o un día más] para completar esta prueba. Todas las respuestas deben escribirse en su folleto de prueba antes de que termine la sesión. Si no están seguros de una respuesta, pongan la mejor respuesta que puedan. Pueden regresar a revisar sus respuestas en cualquier momento durante esta sesión de la prueba. ¿Tienen alguna pregunta?**

**Si tienen alguna pregunta sobre las instrucciones, por favor levanten la mano para ayudarles. Deben permanecer sentados y en silencio para no distraer a los demás que están tomando la prueba. Si necesitan un descanso, por favor levanten la mano. ¿Tienen alguna pregunta?**

***For Students Receiving Content and Language Supports, All Subject Areas***

**SAY** This test has supports for you. You will see a line of dots under some words and sentences. When you see this, you can ask me for help. I may be able to give you a definition, a similar word, a formula, or a picture. I may also be able to read aloud parts of the test that you need help with.

Esta prueba tiene apoyos para ustedes. Verán una línea punteada debajo de algunas palabras y oraciones. Cuando vean esto, pueden pedirme ayuda. Yo podría darles una definición, una palabra similar, una fórmula o una ilustración. También podría leer en voz alta partes de la prueba con las que necesiten ayuda.

**SAY** Look at the front of your test booklet. Does everyone see “[GRADE/SUBJECT or COURSE]” on the front of your test booklet?

Vean la portada de su folleto de prueba. ¿Pueden todos ver donde dice [GRADE/SUBJECT or COURSE] al frente de su folleto de prueba?

*Assist any students who do not have the correct test booklet.*

**SAY** Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

Escriban su nombre y apellido en el espacio donde dice “STUDENT NAME” en la parte de arriba de su folleto de prueba.

*When all students have written their names on their test booklets, continue.*

## **FOR DECEMBER 2022 STAAR EOC ASSESSMENTS**

### ***For all EOC assessments:***

**SAY** I will read aloud the honor statement. Please sign your name on the front of your test booklet indicating you agree with the honor statement.

By signing my name, I agree that I will not give or receive assistance during the test. I understand that giving or receiving assistance during the test is cheating and will result in the invalidation of my test.

*If a student asks if he or she must sign the honor statement, tell the student, "That decision is up to you. Signing the honor statement is not required, but you are still expected to follow the testing rules even if you do not sign your name."*

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### ***For Algebra I:***

**SAY** You may use the reference materials and graph paper in the front of your test booklet. You may also use scratch paper for this test. You may use a graphing calculator on this test.

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### ***For English I and English II:***

**SAY** When responding to questions that ask for written responses, you may use a dictionary and scratch paper to create your response. Write your response in the lined space provided in your test booklet. Your response does not have to fill the box, but it may not be more than 26 lines.

For your essay, you should:

- decide what you want to write
- order your ideas in an outline
- write a rough draft

When you are finished, read your work, and check it for mistakes. If you would like to change something, you may do so.

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### ***For Biology:***

**SAY** You may use scratch paper and a calculator for this test.

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### ***For U.S. History:***

**SAY** You may use scratch paper for this test.

## **FOR SPRING AND JUNE 2023 STAAR ASSESSMENTS**

### ***For all EOC assessments:***

**SAY** Open your test booklet to the first page and read the honor statement. Please sign your name indicating you agree with the honor statement.

*If a student asks if he or she must sign the honor statement, tell the student, "That decision is up to you. Signing the honor statement is not required, but you are still expected to follow the testing rules even if you do not sign your name."*

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### ***For all mathematics:***

<b>SAY</b> You may use the reference materials and graph paper in the front of your test booklet. You may also use scratch paper for this test.	Pueden usar los materiales de referencia y las hojas cuadriculadas en el frente de su folleto de prueba. También pueden usar hojas en blanco para esta prueba.
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### ***For grade 8 mathematics and Algebra I only:***

**SAY** You may also use a graphing calculator on this test.

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### ***For grade 3 mathematics only:***

<b>SAY</b> If you need help with a word, phrase, or sentence in a test question or answer choice, raise your hand and I will read it for you.	Si necesitan ayuda con alguna palabra, frase u oración en una pregunta de la prueba o en una opción de respuesta, levanten la mano y se las leeré.
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### ***For RLA:***

<b>SAY</b> When responding to questions that ask for written responses, you may use a dictionary and scratch paper to create your response. Write your response in the lined space provided in your test booklet. Your response does not have to fill the box, but it may not be more than 26 lines for short responses and 46 lines for the essay.	Cuando contesten las preguntas que requieren respuestas por escrito, pueden usar un diccionario y hojas en blanco para crear su respuesta. Escriban su respuesta en las líneas incluidas en su folleto de prueba. Su respuesta no tiene que llenar todo el recuadro, pero no puede ser de más de 26 renglones para las respuestas cortas ni de más de 46 renglones para el ensayo.
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***For RLA:***

**SAY** For your essay, you should:

- decide what you want to write
- order your ideas in an outline
- write a rough draft

When you are finished, read your work, and check it for mistakes. If you would like to change something, you may do so.

Para el ensayo, ustedes deben:

- decidir lo que quieren escribir
- ordenar sus ideas en un bosquejo
- escribir un borrador

Cuando terminen, lean su trabajo y verifiquen que no haya errores. Si quieren cambiar algo, pueden hacerlo.

***For all science and social studies:***

**SAY** When responding to questions that ask for written responses, you may use scratch paper to create your response. Write your response in the lined space provided in your test booklet. Your response does not have to fill the box, but it may not be more than 10 lines.

When you are finished, read your work, and check it for mistakes. If you would like to change something, you may do so.

Cuando contesten las preguntas que requieren respuestas por escrito, pueden usar hojas en blanco para crear su respuesta. Escriban su respuesta en las líneas incluidas en su folleto de prueba. Su respuesta no tiene que llenar todo el recuadro, pero no puede ser de más de 10 renglones.

Cuando terminen, lean su trabajo y verifiquen que no haya errores. Si quieren cambiar algo, pueden hacerlo.

***For Biology:***

**SAY** You may use a calculator for this test.

***For grade 8 science:***

**SAY** You may use the reference materials in the front of your test booklet. You may also use a calculator on this test.

**SAY** Are there any questions?

*Answer any questions before continuing.*

¿Tienen alguna pregunta?

**SAY** When you have completed your test, close your test booklet and raise your hand. I will come to your desk to collect your test booklet and other test materials. If there are no more questions, you may begin.

Cuando hayan completado su prueba, cierren su folleto de prueba y levanten la mano. Yo pasaré a su escritorio a recoger su folleto de prueba y los otros materiales de la prueba. Si no tienen más preguntas, pueden comenzar.

*Assist students with directions as needed.*

## Additional Information

- Record the start time for the test session on your seating chart.
- During the test session, test administrators **MUST** actively monitor students. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' test booklets.
- Test administrators should remind students periodically during the test to mark their answers carefully and clearly in the test booklet.
- Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can"** or **"No te puedo responder esa pregunta; sólo contesta lo mejor que puedas."**
- If any issues arise or you need assistance, contact your campus coordinator.
- For lunch breaks, instruct students to close their test booklets and collect all testing material. For all other breaks, instruct students to close their test booklets.
- As students complete the test, collect any scratch paper, graph paper, or reference materials that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed the test, the test administrator should allow the student to leave the area or provide the student an instructional activity (e.g., guided reading activity) while other students continue testing.
- Record the stop time for the test session on your seating chart.

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











TE★AS ASSESSMENT