



# 2018 Testing Coordinator Training

Student Assessment Division  
Texas Education Agency

January 2018

# Agenda

- Welcome and Introductions
- Student Assessment Overview
- Policy Updates
- Test Administration
- Test Security
- *Lunch*
- Accessibility and PNP
- STAAR Assessment Management System
- Updates for STAAR Alternate 2 and TELPAS
- STAAR Alternate 2 and TELPAS Assessment Management System
- Scoring and Reporting



# Welcome and Introductions

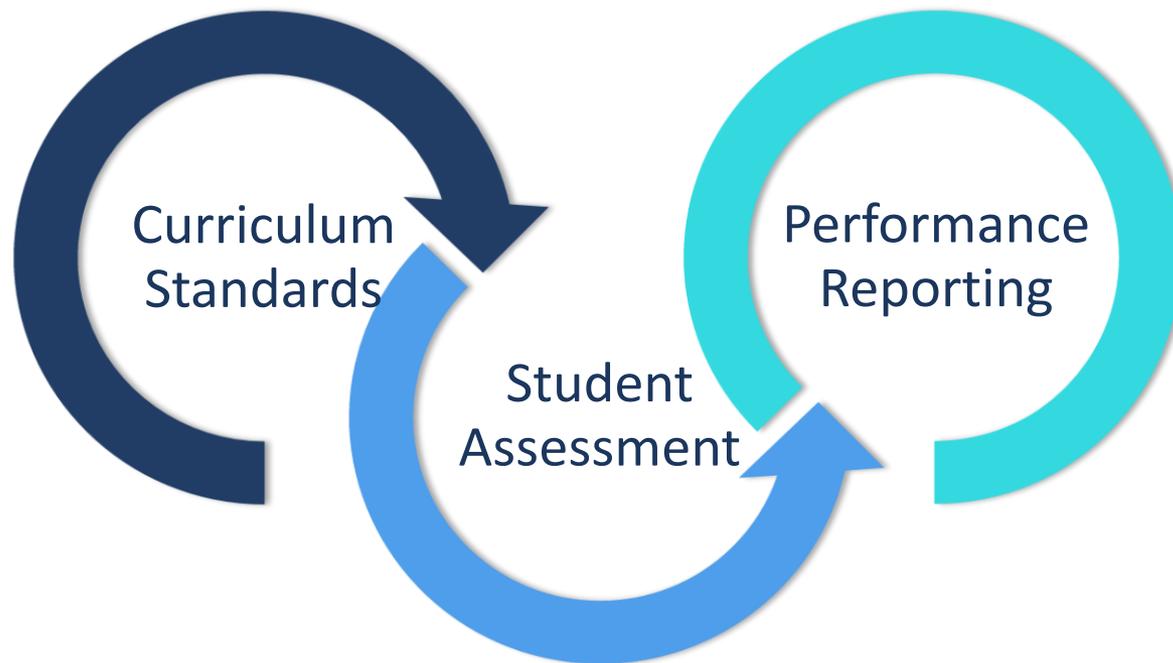
# Introductions

- TEA
  - ETS
  - Pearson
  - ESC
- 
- REMINDER: This training does not take the place of reading the appropriate manuals.



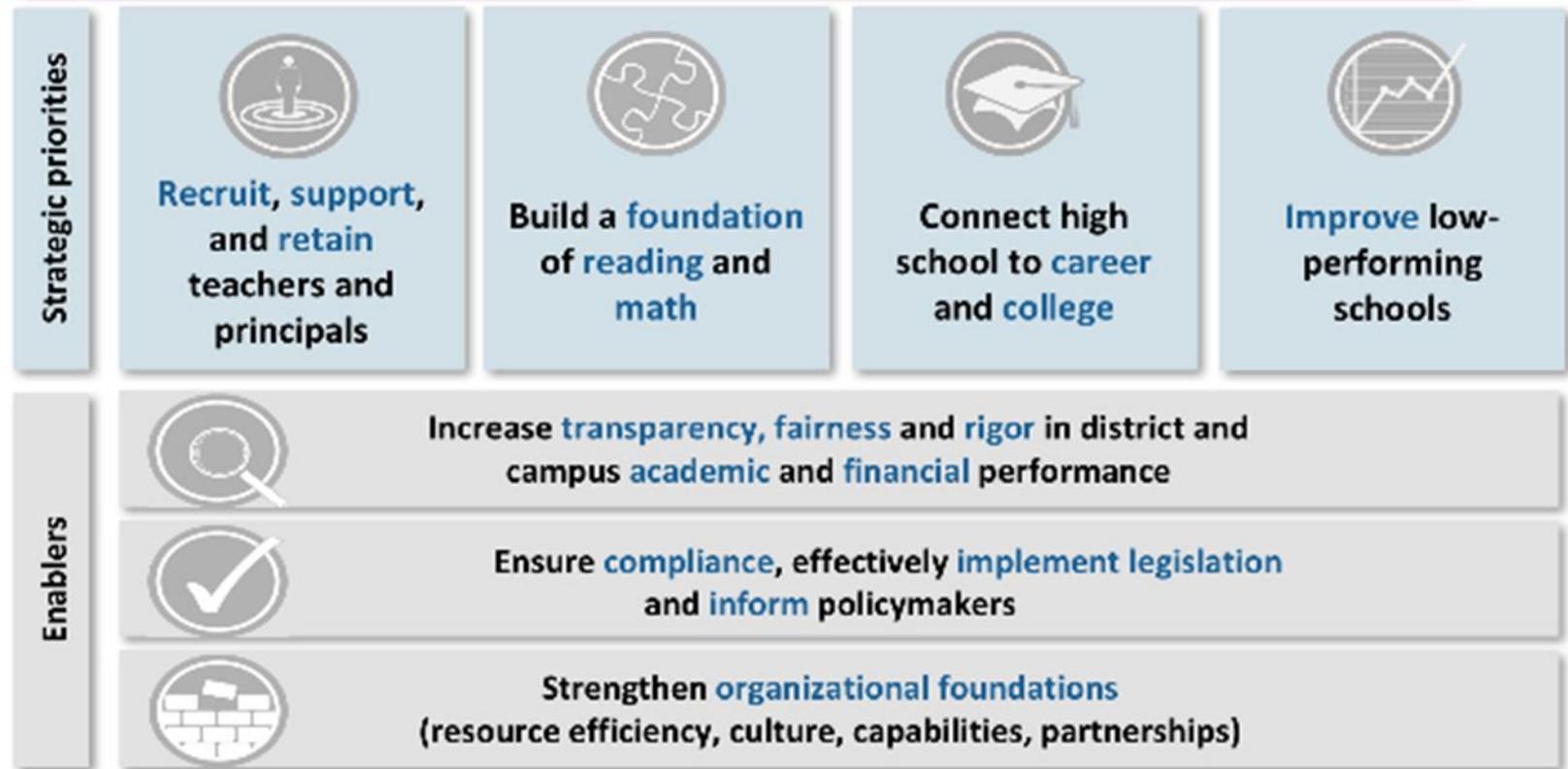
# Student Assessment Overview

# New Organizational Structure



# Strategic Plan

Every child, prepared for success in college, a career or the military.



# Texas Assessment System



Classroom/  
Formative  
Assessments



Interim  
Assessments



Summative  
Assessments



# Interim Pilot

- The STAAR Interim Assessment System is an optional TEA tool to help districts identify students' strengths and weaknesses and help predict student performance on STAAR.
- The STAAR Interim Assessment System is available for districts at no cost through the STAAR Online Testing Platform, and the interims are not tied to accountability.
- Items for the STAAR Interim Assessments are developed with Texas teachers and fully aligned to the Texas Essential Knowledge and Skills (TEKS).

# Interim Pilot

- Grade 3–8 mathematics and reading in year one.
- Uses STAAR Online Testing Platform.
- Two-section design allows for a shorter overall test —sections are interactively selected for each student by an algorithm.
- Administration flexibility throughout year for two testing opportunities.
- Provide teachers with actionable information to tailor instruction to meet student’s needs.



# Interim Pilot

## Key Dates for Year 1 (Spring 2018)

- TAA and Information packet posted January 5<sup>th</sup>.
- Training webinars on interim assessments are January 8 and 9, 2018.
- Online registration begins January 9, 2018.
- Year 1 online interim assessment window is January 29–March 23, 2018.

# Interim Future Plans

- Year 1 pilot participation – email the Student Assessment Division at [StudentAssessment@tea.texas.gov](mailto:StudentAssessment@tea.texas.gov)
  - Pilot participation includes feedback opportunity to guide future development
- Year 2 operational launch – 2018-2019
  - Includes 2 test opportunities with longer administration windows available in the fall and spring
  - Additional content areas – English I, English II and Algebra I
  - Spanish versions will be available for grades 3-5
  - Content and language supports will be available
  - More robust online reporting suite

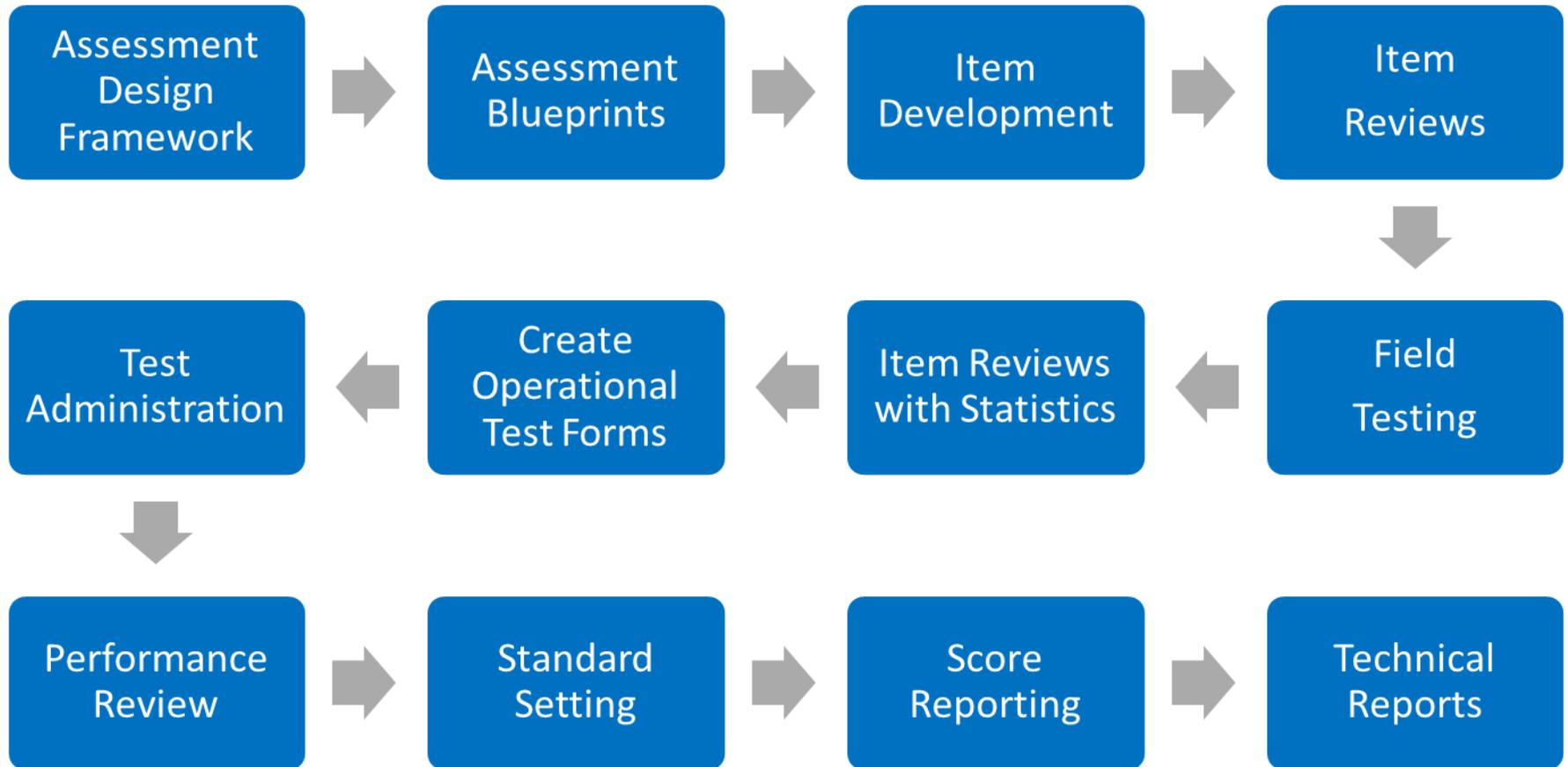
# Assessment Future Plans

TEA is working to improve the summative assessment experience over the next five years. Included:

- Interim Assessments
- Working group feedback
  - Writing pilot
  - Online Assessments
  - Technology Enhanced Items

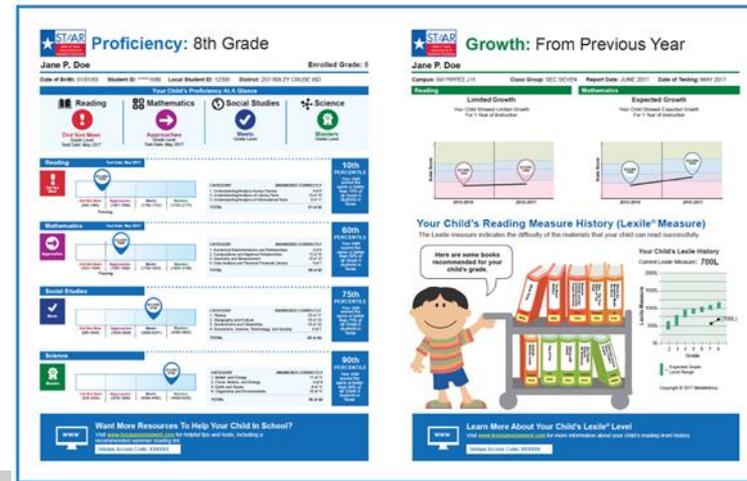


# Assessment Lifecycle



# Online Assessments

- STAAR Alternate 2 and TELPAS—currently provided online only
- STAAR—available online for ALL students
  - Greater accessibility options
  - More flexibility in testing schedules
  - Students are more engaged—digital learners
  - Eliminates inventory management
  - No more bubble sheets
  - Faster test results



# Technology Enhanced Items

- Pilot—Spring 2018
  - OPTIONAL section **after** the online STAAR assessments
  - Only available to online testers
  - Sample items—not specifically aligned to TEKS
- Purpose
  - Allows for higher order thinking
  - Creates more engaging content
- Item Types
  - Drag-and-Drop
  - Hot Text
  - Multiple Select
  - Constructed Response/Equations



# Policy Updates

# Student Success Initiative (SSI)

- Given the impact of Hurricane Harvey, the commissioner has removed some SSI requirements for all districts in the 47 county Presidential Disaster Declaration.
  - Waived the requirement for the creation of a Grade Placement Committee.
  - Waived the requirement to provide a 3<sup>rd</sup> testing opportunity in June. However, districts will be able to continue to administer the June test if they believe it to be in the best interest of their students.
- Districts will have local discretion on whether each student should advance to the next grade.
- The district testing coordinator must provide written notification to ETS by May 4, 2018 indicating that his or her district does not wish to participate in the in the June 2018 STAAR grades 5 and 8 retest administration.
- More information on the procedures involved is available at this [link](#).

# Student Success Initiative (SSI)

- For a student receiving special education services who fails STAAR the first time he or she takes it, an Admission, Review, and Dismissal (ARD) committee meeting\* MUST be held before the student is administered STAAR for the second time.
- The ARD committee MUST determine
  - how the student will participate in an accelerated instruction program and
  - whether the student will be promoted or retained based upon the ARD committee determination that the student has made sufficient progress in the measurable academic goals in the student's IEP. If promoted, retesting is not required.

# Student Success Initiative (SSI)

- If the student retests in a subsequent administration of STAAR and does not meet the passing standard, then the ARD committee must document in the IEP (through an ARD committee meeting or an agreement to amend the IEP)
  - additional accelerated instruction,
  - whether the student will retest, and
  - whether the student will be promoted or retained.

*\*IDEA allows that “When conducting [ARD committee] meetings...the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls.” (34 CFR §300.328). However, for the meeting required after the first time a student takes and fails STAAR, a meeting does not include an agreement to amend the IEP.*

# Updated Dictionary Policy

- The dictionary policy is being extended to include grades 3–5.
- Districts must ensure that dictionaries are available to all students taking
  - STAAR grades 3–8 reading;
  - STAAR grades 4 and 7 writing;
  - STAAR English I, English II, and English III;
  - STAAR Spanish grades 3–5 reading; and
  - STAAR Spanish grade 4 writing.
- The updated [STAAR Dictionary Policy](#) is posted on TEA’s Student Assessment Division website.

# Updated Calculator Policy

- Calculators now will be required for STAAR grade 8 science.
- Districts must ensure that students have access to a calculator with four-function, scientific, or graphing capability when taking the STAAR grade 8 science assessment.
- The updated [Calculator Policy](#) is posted on TEA's Student Assessment Division website.

# Braille Tests

- Based on the implementation date established by the Braille Authority of North America (BANA), braille versions of STAAR will be offered in Unified English Braille (UEB), as well as English Braille American Edition (EBAE), beginning with the April 2018 administration.
- Contracted and uncontracted braille test materials in both UEB and EBAE will be available.
- Districts will indicate the correct braille format in the Assessment Management System for each student taking a braille version of STAAR.

# TAKS Examinees

- Beginning with the 2017–2018 school year, the Texas Assessments of Knowledge and Skills (TAKS) tests will no longer be administered.
- Former TAKS examinees (including former Texas Assessment of Academic Skills [TAAS] and Texas Educational Assessment of Minimal Skills [TEAMS] examinees) have the option to take an alternate assessment, including STAAR EOC assessments, to fulfill their graduation testing requirements. See TAC [§101.4003](#).
- These former examinees also have the option of a district decision. The commissioner rules for the district decision should be posted later this month from the Curriculum Division.
- More information is available on the [TAKS](#) webpage on TEA's Student Assessment Division website.

# Student Assessment Newsletter

- Plan to produce prior to major school/testing events, i.e.:
  - January, beginning of spring semester
  - March, prior to first round of spring tests
  - May, prior to second round of spring tests
  - August, beginning of school year/fall semester
  - November, prior to December tests
- First edition was published in October 2017.
- Next edition will be published in January 2018.

# Student Assessment Newsletter

- Sent via GovDelivery to
  - Superintendents
  - District testing coordinators
  - Student assessment listserv
- Posted on the following webpages
  - What's New in Student Assessment
  - Student Assessment Correspondence with Districts
- Link being provided in the upcoming CAO newsletter scheduled to launch in late January 2018 to ensure that CAO's will have the same info as DTCs.

# Other Communication

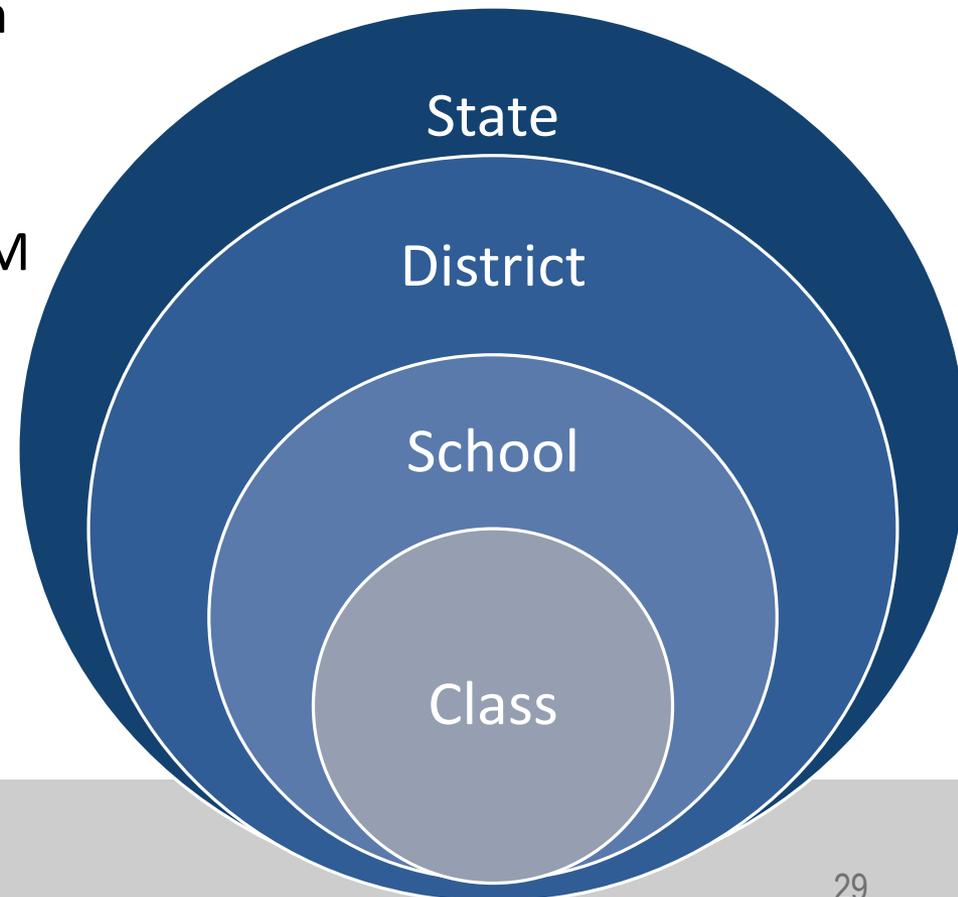
- Emails
  - One weekly update
    - Vendor updates for next two weeks
    - ETS/Pearson every other week
  - Special emails sent to specific districts (e.g., those that have not returned testing materials)
  - Emails from TEA regarding policy changes
  
- TETNs
- Webinars

# Next Steps in Development

- For the 2018–2019 school year
  - The assessment year will shift from a calendar year to an academic year
- Online Coordinator Manual
  - Updated in August for academic year
  - Indexed and Searchable
- Online User Guide
- Digital Calendar of Events

# Online ADPL

- Provide better data validation
- Spring 2018 – district input through DWG and TSNAP events
- Revised process in 2018-2019 DCCM
- Better data validation for better reporting





# Test Administration

# 2017–2018 Testing Calendar

- Posted online at [2017-2018 School Year](#).

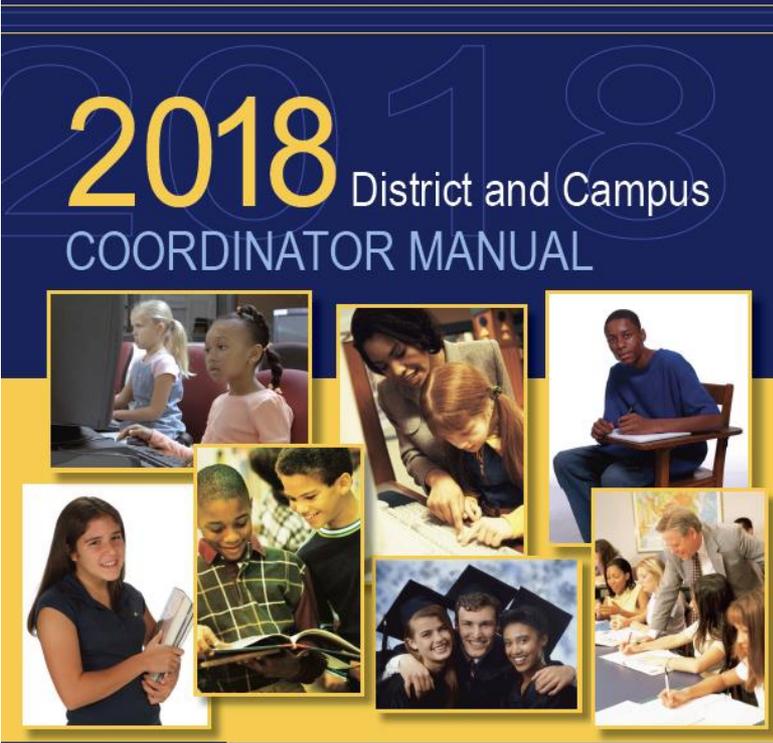
Revised September 11, 2017		<b>2017–2018 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at <a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a> .				
<b>2017–2018 Training</b>				
Jan 10 (Wed)	ESC training for the 2018 state assessment program			
Jan 26 (Fri)	Completion date for training of district testing coordinators by ESCs			
<b>2017 Assessments</b>				
Test Date(s)	STAAR		Report Date	
Dec 4 (Mon)	English I		By January 12, 2018	
Dec 6 (Wed)	English II			
Dec 8 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered on Dec 4 and Dec 6, 2017, must be completed by the end of this day.			
Assessment Window Dec 4–Dec 8	Algebra I Biology U.S. History		By January 12, 2018	
<b>2018 Assessments</b>				
<b>NAEP Assessments (selected sample)</b>				
Assessment Window Jan 29–Mar 9	U.S. History (grade 8) Civics (grade 8) Geography (grade 8) Technology and Engineering Literacy (grade 8)			

- Revised version sent and posted on September 11, 2017.



# Manuals and Resources

- The *2018 District and Campus Coordinator Manual* is posted online and scheduled to be sent to districts this week.
- <https://tea.texas.gov/student-assessment/manuals/>

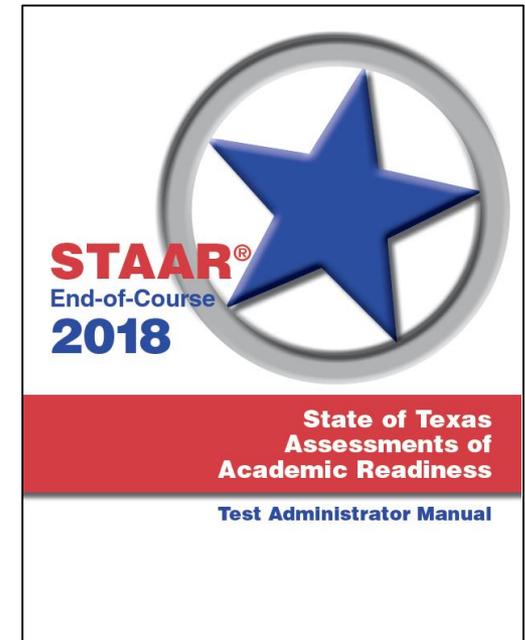
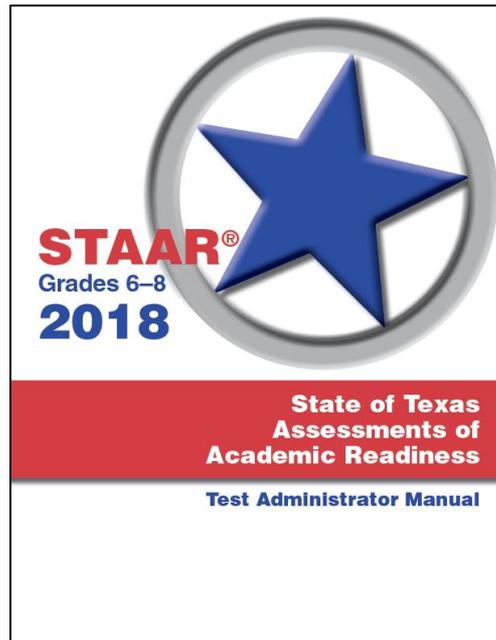
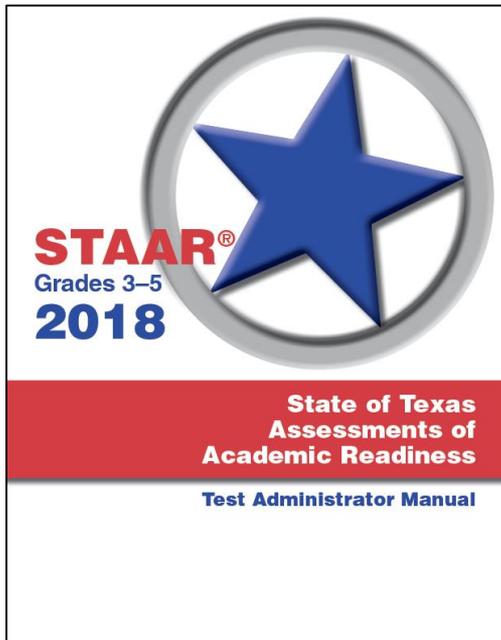


The cover of the 2018 District and Campus Coordinator Manual features a dark blue background with the year '2018' in large, light blue, semi-transparent numbers. The text '2018 District and Campus COORDINATOR MANUAL' is prominently displayed in yellow and white. Below the title is a collage of eight photographs showing diverse students and educators in various educational settings, including classrooms, study groups, and graduation ceremonies.

TEXAS STUDENT ASSESSMENT PROGRAM  
State of Texas Assessments of Academic Readiness (STAAR®)  
State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)  
Texas English Language Proficiency Assessment System (TELPAS)

# Manuals and Resources

- The *2018 STAAR Test Administrator Manuals* are scheduled to be posted online in January and sent to districts in February.
- <https://tea.texas.gov/student.assessment/manuals/>



# Manuals and Resources

- Additional manuals and other resources have been/will be posted.
- <https://tea.texas.gov/student-assessment/manuals/>



Popular Applications: [ASKED](#) [ECOS For Educators](#) [Grant Opportunities](#) [TEA Secure Applications](#) [TEAL Login](#) [TEASE Login](#) [TSDS](#)

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## Test Administration Manuals and Materials

[Student Assessment Home](#) | [Assessment A-Z Directory](#) | [Contact Student Assessment](#)

The test administration manuals and materials page contains links to various materials required by service center, district, and campus personnel to successfully administer state assessments. These include manuals for coordinators, test administrators, and technology staff. Many of these manuals are provided to districts in hard copies. The electronic versions often contain additional features, such as live links to online resources.

The test administration manuals explain the responsibilities of test administrators and testing coordinators. Use the following links to view the manuals for the State of Texas Assessments of Academic Readiness (STAAR®), Texas English Language Proficiency Assessment System (TELPAS), and Texas Assessment of Knowledge and Skills (TAKS) assessment programs.

- [District and Campus Coordinator Manual \(DCCM\)](#)
- [December 2017 Supplement for the STAAR EOC Assessment Administration](#)
- [STAAR Test Administration Manuals](#)
- [TELPAS Test Administration Manuals](#)
- [Test Security Supplement](#) (PDF)
- [Texas Migrant Interstate Program Supplement](#) (PDF)
- [Oral/Signed Administration Guidelines](#) (PDF)

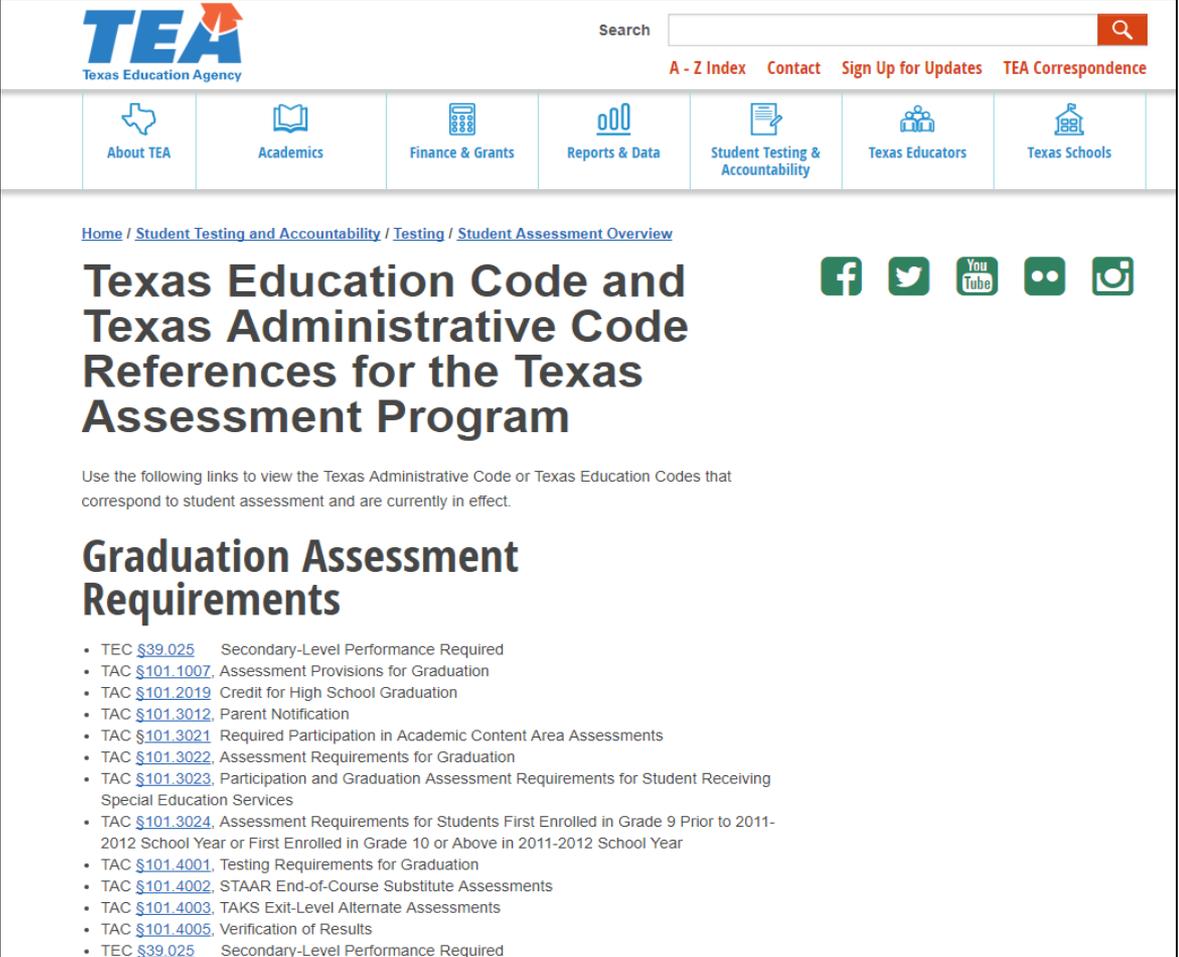
**Student Assessment Overview**

- [Accommodation Resources](#)
- [Contact Information](#)
- [Correspondence with Districts](#)
- [PDF Help](#)
- [Reports and Studies](#)
- [Resources for Out-of-District and Out-of-School Examinees](#)
- [Resources for Students and Parents](#)
- [Resources for Teachers and Administrators](#)
- [Student Assessment A-to-Z Directory](#)
- [Student Success Initiative](#)
- [Test Administration Manuals and Materials](#)**
- [Test Security](#)
- [Testing Calendars](#)
- [Texas Assessment Management System](#)
- [STAAR Spanish Resources](#)

# Manuals and Resources

- The Student Assessment Division has created a new webpage that includes links to the Texas Education Code (TEC) and the Texas Administrative Code (TAC) that pertain to the Texas assessment program.

- [http://tea.texas.gov/student.assessment/Code\\_references/](http://tea.texas.gov/student.assessment/Code_references/)



The screenshot shows the TEA website interface. At the top is the TEA logo and a search bar. Below the logo is a navigation menu with icons for About TEA, Academics, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, and Texas Schools. The main content area features a breadcrumb trail: Home / Student Testing and Accountability / Testing / Student Assessment Overview. The title of the page is "Texas Education Code and Texas Administrative Code References for the Texas Assessment Program". Below the title is a paragraph: "Use the following links to view the Texas Administrative Code or Texas Education Codes that correspond to student assessment and are currently in effect." The main heading is "Graduation Assessment Requirements", followed by a bulleted list of links and descriptions:

- TEC [§39.025](#) Secondary-Level Performance Required
- TAC [§101.1007](#), Assessment Provisions for Graduation
- TAC [§101.2019](#) Credit for High School Graduation
- TAC [§101.3012](#) Parent Notification
- TAC [§101.3021](#) Required Participation in Academic Content Area Assessments
- TAC [§101.3022](#) Assessment Requirements for Graduation
- TAC [§101.3023](#) Participation and Graduation Assessment Requirements for Student Receiving Special Education Services
- TAC [§101.3024](#) Assessment Requirements for Students First Enrolled in Grade 9 Prior to 2011-2012 School Year or First Enrolled in Grade 10 or Above in 2011-2012 School Year
- TAC [§101.4001](#), Testing Requirements for Graduation
- TAC [§101.4002](#), STAAR End-of-Course Substitute Assessments
- TAC [§101.4003](#), TAKS Exit-Level Alternate Assessments
- TAC [§101.4005](#), Verification of Results
- TEC [§39.025](#) Secondary-Level Performance Required

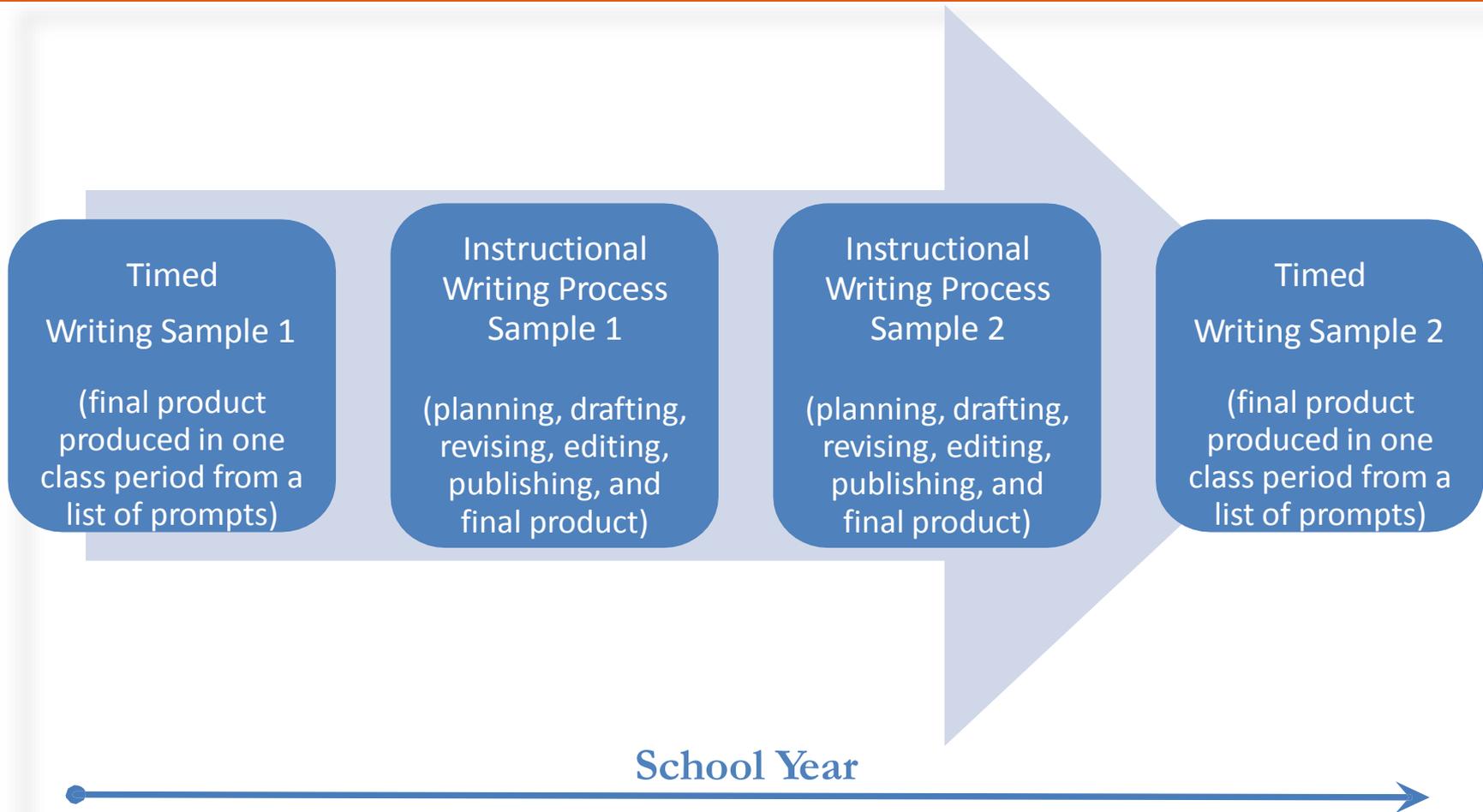
# Writing Pilot

House Bill 1164—2-year project passed by the 84<sup>th</sup> Texas Legislature in 2015 for 2016–2017 and 2017–2018 school years.

Calls for a proposed alternative assessment method designed to assess a student's:

- Mastery of the TEKS in writing through timed writing samples;
- Improvement in writing skills from the beginning of the school year to the end of the school year;
- Ability to follow the writing process from rough draft to final product; and
- Ability to produce more than one type of writing.

# Classroom Writing Samples



# New Rubric

- Analytic 6-point rubric
- Designed by Texas teachers
- Roll out in January 2018
- Creates opportunity for additional participants
- Provides more actionable feedback for teachers and students

**Texas Writing Pilot Rubric**

1	2	3	4	5	6
<b>ORGANIZATION, STRUCTURE, FOCUS, AND PROGRESSION</b>					
The composition does not include a central idea, thesis, or theme.	The composition includes a central idea, thesis, or theme that is mostly unclear.	The central idea, thesis, or theme is somewhat unclear.	The central idea, thesis, or theme is clear.	The central idea, thesis, or theme is clear and skillfully presented.	The central idea, thesis, or theme is clear and thoughtful.
The composition lacks an organizational structure.	An organizational structure may be evident, but it does not support the development of the central idea, thesis, or theme.	The organizational structure only minimally supports the development of the central idea, thesis, or theme.	The organizational structure is appropriate and adequately supports the development of the central idea, thesis, or theme.	The organizational structure is appropriate and effectively supports the development of the central idea, thesis, or theme.	The organizational structure enhances the development of the central idea, thesis, or theme.
The composition lacks a central focus and is therefore incoherent and not unified.	The focus is inconsistent, causing the composition to be mostly incoherent and not unified.	The focus is at times inconsistent, causing lapses in the composition's coherence and unity.	The focus is generally consistent and clear, helping the composition remain coherent and unified.	The focus is consistent and clear throughout, contributing to the composition's sustained coherence and unity.	The focus is consistent and clear throughout, contributing to the composition's sustained coherence and unity.
The composition includes no evidence of connections between ideas.	The sentences, paragraphs, and/or ideas are not clearly connected.	The sentences, paragraphs, and/or ideas are connected by mechanical, formulaic transitions.	The sentences, paragraphs, and/or ideas are connected by logical and mostly effective transitions.	The sentences, paragraphs, and/or ideas are connected by logical, effective transitions.	The sentences, paragraphs, and/or ideas are connected by purposeful, logical, and highly effective transitions.
<b>CONTENT, SUPPORT AND ELABORATION</b>					
The composition includes few, if any, details and/or examples related to the topic or theme.	The composition includes details and examples that are vague and/or too general to adequately develop the topic or theme.	The composition includes mostly relevant details and examples, but they are too partially presented to adequately develop the topic or theme.	The composition includes relevant details and examples that adequately develop the topic or theme.	The composition includes relevant, specific details and examples that successfully develop the topic or theme.	The composition includes details and examples that are specific, well chosen, relevant, and enhance the development of the topic or theme.
The composition may be too brief to demonstrate an understanding of the writing purpose.	The composition demonstrates an inadequate understanding of the writing purpose.	The composition demonstrates some understanding of the writing purpose.	The composition demonstrates an adequate understanding of the writing purpose.	The composition demonstrates a thorough understanding of the writing purpose.	The composition demonstrates a thorough and insightful understanding of the writing purpose.

# Pilot feedback

- Plan to create a TEKS correlation document and resources links to Gateway.
- Districts will be provided with year-end data that shows the calibration of raters, distribution of scores across the campus/district, and other points of interest.
- Educators involved in the pilot will have the opportunity to participate in ongoing professional development and statewide conversations focused on writing instruction.
- Grades 4 and 7 are not required to participate in STAAR. This will not affect accountability.

# Constructed Response Scoring

- New Processes
  - Rangefinding with Texas Educators
  - TEA Staff Back Reads
- Double Blind Holistic Scoring
- 2017-2018 Rescore Requests



# Test Security

# Testing Environment



Testing  
≠  
Stopped  
Instruction

# Administration Guidelines

- Create a secure, positive environment for testing.
  - Turn off all communication devices.
  - An instructional environment should be maintained during testing windows. It is not necessary to **conceal or remove** instructional or reference materials in the testing area, the classroom, or hallways unless they could provide a direct source of answers for the subject-area assessment being administered.

Examples of content-specific materials:

- **Math tables** for addition, subtraction, multiplication, and division facts during **mathematics** assessments.
- **Graphics** containing tested information such as **moon phases, the water cycle, or human body systems** during appropriate grade level **science** assessments.
- **Historical timelines** or lists of historical figures and their accomplishments during **social studies** assessments.

# Administration Guidelines

- Confirm each student has his or her own precoded answer document or online testing ticket if testing online.
- Once a student has completed testing, you must collect their testing materials. Then, you may allow them to leave the area or provide them with an instructional activity (i.e., guided reading activity) while other students continue testing.

# Material Handling Guidelines

- Contaminated documents
  - Securely transcribe to a clean document if possible.
  - It is NOT NECESSARY to keep or return contaminated documents to the test vendor.
  - Note the bar code information for test booklets or answer documents.
  - Securely DESTROY the contaminated document.
  - Notify the assessment vendor of the destroyed documents (see DCCM for additional details).
- Ensure careful inventory of all test booklets and answer documents.
- Students may have clean, blank scratch paper during all assessments.
  - Scratch paper may be lined, unlined, or graph paper and should be collected and securely destroyed after each testing session.

# Test Administration Materials

- Procedures for maintaining the security and confidentiality of assessments are specified in the following guides.
  - *District and Campus Coordinator Manual*
  - *Test Administrator Manuals*
  - *Test Security Supplement*

# Changes in 2018 Test Security Supplement

- Removed test booklet seals.
- Added references to STAAR Alternate 2 test item image cards.
- Added requirement to review any allowed or approved technology to ensure it does not violate test security or confidentiality.
- Added new security oath for individuals proctoring the TELPAS Rater Training Calibration activity.

# Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. Test irregularities are viewed by TEA as falling into one of two categories—*serious* or *procedural*.



# Penalties for Violation of Security

A person who engages in conduct prohibited by the *Test Security Supplement* or other test administration materials may be subject to the following penalties:

- placement of **restrictions** on the issuance, renewal, or holding of a Texas teacher certificate;
- issuance of an inscribed or non-inscribed **reprimand**;
- **suspension** of a Texas teacher certificate for a set term; or
- **revocation** or cancellation of a Texas teacher certificate.

# Procedural Irregularities

- Reflect minor errors or deviations in testing procedures
- Do not represent severe breaches in security or confidentiality
- Do not require a call to TEA unless guidance is needed by the district
- Do not require supporting documentation

# Serious Irregularities

- Constitute severe violations of test security or confidentiality.
- Must be investigated by the district testing coordinator.
- Must be reported to TEA as soon as the district testing coordinator is made aware of the situation.
- Can result in the individual(s) responsible being referred to the TEA Educator Certification and Standards Division for consideration of disciplinary action.

# Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
  - providing, suggesting, or indicating a test question response
  - aiding or assisting a student with a response or an answer to a secure test question
  - identifying incorrect responses for students

# Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- tampering with student responses
  - changing or altering a student’s response or answer to a secure test item
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an assessment unless specifically authorized to do so
- discussing or disclosing secure test content or student responses

# Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- scoring students' tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized to do so
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during the TELPAS calibration activities

# Serious Irregularities

Conduct that constitutes a serious testing irregularity may include, but is not limited to, the following:

- encouraging or assisting an individual to engage in the conduct described previously or in any serious violation of test security and confidentiality
- failing to report to an appropriate authority that an individual engaged in any of the events listed previously or in any other serious violation of security and confidentiality

# Reporting Serious Testing Irregularities

- Investigate and report serious testing irregularities to TEA as soon as the district coordinator is made aware of the situation.
- Conduct a prompt investigation.
- Submit an Online Incident Report.
- Submit any other required information to Student Assessment within 10 working days.

# Reporting Online

## Accessing the Online Incident Report Form

Popular Applications: AskTED ECOS For Educators Grant Opportunities TEA Secure Applications TEAL Login TEASE Login TSDS

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### Student Assessment Division

The Student Assessment Division manages and oversees the development, administration, scoring, and analysis of the Texas assessment program, which includes the following assessments:

- [STAAR](#)
- [STAAR Spanish](#)
- [STAAR Alternate 2](#)
- [TELPAS](#)
- [TAKS](#)

### Student Assessment Resources

Each link below opens a webpage with useful Student Assessment resources:

- [A-Z Directory](#)
- [Out-of-School Examinee Resources](#)
- [Parent Resources](#)
- [Teacher Resources](#)
- [Contact Information](#)
- [Examinee Resources](#)
- [Student Resources](#)
- [Test Administrator Resources](#)
- [Test Administrator Resources](#)

Subscribe to the [Student Assessment mailing list](#) to get e-mail notifications about webpage updates.

### What's New in Student Assessment

Use the links below to navigate to webpages with recently updated information and documents:

Testing

- Student Assessment Overview
- Accommodation Resources
- Contact Information
- Correspondence with Districts
- PDF Help
- Reports and Studies
- Resources for Out-of-District and Out-of-School Examinees
- Resources for Students and Parents
- Resources for Teachers and Administrators
- Student Assessment A-to-Z Directory
- Student Success Initiative
- Test Administration Manuals and Materials
- Test Security
- Testing Calendars
- Texas Assessment Management System

Popular Applications: AskTED ECOS For Educators Grant Opportunities TEA Secure Applications TEAL Login TEASE Login TSDS

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TEA Texas Education Agency

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### Test Security

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Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students.

### Maintaining Test Security and Confidentiality

Violation of security or confidentiality Chapter 39, Subchapter B, is prohibited for state assessments as specified in the Texas Education Code. Conduct any departure from the test administration and other test administration procedures.

### Reporting Testing Irregularities

TEA considers any incident that results in a deviation from documented testing procedures to be a testing irregularity. Irregularities fall into one of two categories – serious and procedural. Serious irregularities constitute severe violations of test security or confidentiality and can result in the individual responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or revocation of educator certification credentials). Procedural irregularities are less severe, more common, and are typically the result of minor deviations from testing procedures.

Each person who participates in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinators should notify TEA. The district testing coordinator must contact the TEA Student Assessment Division immediately to report incidents involving alleged or suspected serious irregularities as soon as the district testing coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Access specific directions for reporting testing irregularities and disciplinary action at [Incident Reporting Process](#).

Access the Online Incident Report form at [Online Incident Report Form](#).

Contact Information

Please forward concerns to [Communications@tea.texas.gov](mailto:Communications@tea.texas.gov) to file a complaint pertaining to test security. For additional information, contact:



Questions?



# Accessibility and PNP

# New For 2018: STAAR Accessibility

- Dictionaries for reading and writing in grades 3-5 are no longer a designated support, but part of the STAAR Dictionary Policy.
- Projection devices and amplification devices moved to accessibility features.
- Sticky notes tool added and pencil functionality expanded in the online test.
- Authority for decision for math manipulatives and supplemental aids has been expanded to include additional campus-level teams.
- Content and language supports have been combined into one and new specific braille instructions for students who take STAAR braille and are eligible for these supports have been created.

# New For 2018: STAAR Accessibility

- TELPAS added to Spelling Assistance and Complex Transcribing policies.
- Online spelling assistance tool added as a new embedded support.
- Photocopy now part of Large Print and Other designated supports.
- “GA” accommodation bubble on answer documents changed to “DS.”
- New email address for assessments for special populations team is [assessment.specialpopulations@tea.texas.gov](mailto:assessment.specialpopulations@tea.texas.gov).

# Accessibility Features -

- can be found in the District and Campus Coordinator Manual and on the Accommodations Resources webpage
  - are available to any student who regularly benefits from the use of these procedures or materials during instruction
  - do not need to be documented in student paperwork or answer document/STAAR Assessment Management System
  - may require the student to complete the test in a separate setting in order to eliminate distractions to other students and ensure that security and confidentiality of the test is maintained
  - cannot be required for use during testing
- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

# Accessibility Features

- Signing test administration directions
- Translating test administration directions
- Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)/Sticky notes tool
- Color overlays or online color setting
- Blank place markers/online guideline tool
- Magnifying devices/online zoom feature
- Highlighters (including online tool), colored pencils, or crayons
- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Individual or small-group administrations
- Reminding students to stay on task
- Amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- Projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

# Locally-Approved Designated Supports

- These include twelve supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.
- Each document is organized the same way.
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

# What is the Purpose of Designated Supports?

- Designated supports are intended for students who are approved to use them based on the decisions of the appropriate committee (e.g., ARD committee, 504 committee, LPAC, RTI committee, or student assistance team).
- When RTI committees or student assistance teams make decisions, they should be aimed at addressing a student's **consistent academic struggle** in a specific area even after intensive instruction and remediation.
- For example, supplemental aids should not be confused with common study aids used by students who are not struggling academically.

# Locally-Approved Designated Supports

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

# Basic Transcribing: Grade 4 Writing

- For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the writing prompt into the online test. The student does **not** have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need.
- The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodations Resources webpage.
- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing if this accommodation is needed.
- TEA is considering adding this policy to the list of Accessibility Features for the 2018-2019 school year.

# Basic Transcribing: #7 Special Instructions/Considerations

- 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 test administrator transfers the student's final responses onto the answer document/STAAR Assessment Management System after the testing period has ended, the student may not edit his or her response.
- It is recommended that the test administrator ensure that he or she can read and understand the student's intended response prior to the student leaving the testing room.

# Calculation Aids:

## Student Eligibility Criteria

- Disability that affects math calculations (grades 5-7)
  - This is a problem adding, subtracting, multiplying, and dividing using paper and pencil that can be caused by various reasons, including (but not limited to) a
    - learning disability in mathematics calculation
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The ARD or Section 504 committee should review the student's current documentation and instructional supports and determine if this evidence indicates that the student's disability causes him or her to have a problem calculating with pencil and paper.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

# Calculation Aids: #2 Special Instructions/Considerations

- The use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the TEKS. If a student is using a certain calculator (e.g., scientific, graphing) during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

# Calculation Aids

- TEA is considering changing the calculator policy for the 2018-2019 school year by disallowing scientific and graphing calculation aids. Consideration is being given to adding a four-function calculator to the online tests as an additional embedded support. Don't forget that four-function calculator applications could also be used.
- Make sure that the student has learned the skill and uses the calculator only as an accommodation.
  - For instance, the student may demonstrate knowledge of the skill without the use of the calculator on a few questions/assignments and uses the calculator for the remainder.

# Content and Language Supports

- During the 2017 administrations, the majority of students taking an online test with embedded supports (i.e., content supports, language and vocabulary supports, text-to-speech) received ALL supports. Therefore, content and language supports are combined into one embedded support for the 2018 administrations.
- Documentation (e.g., IEP, IAP) that still lists these as two separate supports may be amended; however, this is not required. For instance, if the paperwork says the student will receive content supports. The student WILL receive content supports... as well as language supports. Just make sure all parties are aware of the changes.

# Oral/Signed Administration

- Evidence of reading difficulties
  - This is a problem with reading that can be caused by various reasons, including (but not limited to) a
    - learning disability in reading
    - ADD/ADHD
    - behavioral or emotional problem
    - processing or memory issue
  - The appropriate team of people at the campus level (i.e., RTI team, Section 504 committee, ARD committee) should review the student's current documentation and instructional supports and determine if this evidence indicates a reading difficulty.
    - If the student is currently receiving this accommodation in classroom instruction, there should be documented evidence of why this is necessary.

# Oral/Signed Administration

- For students who are deaf or hard-of-hearing who are eligible for
  - Content and Language Supports, **AND**
  - Oral/Signed Administration (but are not able to access text-to-speech)...
- 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.

# Oral/Signed Administration

- Similar to 2017 administrations, proctor codes will be available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.
- TEA is planning to administer STAAR online with the additional embedded support of signed videos (base test only) in the 2018-2019 school year.

# Designated Supports Requiring TEA Approval

- These include supports that may be made available to students who have a TEA-approved accommodation request form.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and then a request is sent to TEA for determination.
  - Complex Transcribing
  - Extra Day
  - Mathematics Scribe
  - Other

# Complex Transcribing: #8 Special Instructions/Considerations

- For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing.
- Complex Transcribing Guidelines found on Accommodation Resources webpage should be followed when using this designated support.

## Complex Transcribing

### Description of Designated Support

This designated support allows a test administrator to record onto an answer document or in the STAAR Assessment Management System for online tests a student's dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

### Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 4 and 7 writing (written composition **ONLY**)
- STAAR Spanish grade 4 writing (written composition **ONLY**)
- STAAR English I, English II, and English III (written composition **ONLY**)
- TELPAS grades 2–12 writing

### Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use Basic Transcribing to address this need, and
- meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nvstagmus, at

## Complex Transcribing for TELPAS Writing

TELPAS raters of students enrolled in grades 2–12 assemble student writing collections and base their ratings on the writing in the collections. Writing samples that are included in a collection must be taken from authentic classroom activities that are grounded in content-area TEKS and ELPS. It is important for the writing in collections to portray the overall English language proficiency of the students.

For more information regarding the types of writing samples to include in the collections please refer to the [TELPAS Rater Manual](#).

Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a TELPAS writing collection. This includes the use of complex transcribing as a designated support.

The use of complex transcribing is allowed only for students who regularly depend on this accommodation to complete written assignments and are unable to effectively use basic transcribing. Complex transcribing for TELPAS writing does NOT require TEA approval; therefore, districts don't need to submit an Accommodation Request Form. However, since these writing samples are being collected for TELPAS, the following guidelines must be adhered to in order to ensure the reliability and validity of the ratings for this domain.

### Transcribing Responses

The role of the transcriber is to record exactly what the student has dictated. Transcribing must not interfere with the student's natural production of English. Transcribers may ask the student to repeat the dictated response to accurately record what the student intended. However, transcribers are NOT allowed to do the following:

- translate the student's writing samples into English
- give students opening and/or closing sentences
- edit or alter student's language in any way
- write notes on the individual writing samples

If the test administrator uses a word processor to type the student's writing samples as the student dictates, special functions such as grammar assistance must not be used.

The student may dictate his/her responses into a recording device if this is the procedure used routinely in the classroom. Then the sample may be transcribed.

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# Photocopying Test Materials

- If a student needs secure test material photocopied because he or she requires a print larger than what the state provides, then follow instructions in the General Instructions for Administering Large-Print State Assessments document, located on the TEA's Accommodation Resources webpage. No Accommodation Request Form needs to be submitted.
- If a student needs photocopies for any other reason, then an Accommodation Request Form for "Other" must be submitted.

# Accommodation Request Process

- Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).
- The link to the online Accommodation Request Form for 2018 will be on the Accommodation Resources webpage along with a training document in January.
- Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline. Refer to the Online Accommodation Request Submission Deadlines document.



## Online Accommodation Request Submission Deadlines

Accommodation Request Forms must be received at TEA far enough in advance to allow time for processing. This is usually at least one week prior to the Monday of a testing week or window. Requests sent after this deadline will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at (512) 463-9536 for further instructions.

**NOTE:** All references to STAAR below include STAAR Spanish and STAAR with Embedded Supports when applicable.

Administration Dates	Assessments	Submission Deadlines
February 26–April 6, 2018	TELPAS assessment window	One week before the planned test administration, 5:00 PM CST
April 10–12, 2018	STAAR English I and English II STAAR 4 and 7 writing STAAR 5 and 8 reading and mathematics	April 3, 5:00 PM CST
May 7–11, 2018	STAAR Algebra I, biology, and U.S. history	April 30, 5:00 PM CST
May 14–17, 2018	STAAR 3–8, Algebra II, and English III	May 7, 5:00 PM CST
May 14–15, 2018	STAAR 5 and 8 mathematics and reading	May 7, 5:00 PM CST
June 25 and 27, 2018	STAAR English I and English II	June 18, 5:00 PM CST
June 25–29, 2018	STAAR Algebra I, biology, and U.S. history	June 18, 5:00 PM CST
June 26–27, 2018	STAAR 5 and 8 mathematics and reading	June 20, 5:00 PM CST
December 3 and 5, 2018	STAAR English I and English II	November 26, 5:00 PM CST
December 3–7, 2018	STAAR Algebra I, biology, and U.S. history	November 26, 5:00 PM CST

# Accommodation Request Process

- Accommodation requests must be approved by 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



# Special Administration of STAAR with Content and Language Supports

- Technology-based supports enable most students to test online; however, in those rare circumstances that prevent a student from testing online a special request may be made to TEA for approval to administer paper test booklet.
- A link to the instructions and request form for a special administration is posted on the TEA's District and Campus Coordinator Manual Resources webpage.
- All requests must be received by TEA at least two weeks prior to testing so that testing materials can be ordered and shipped to districts.
- If a student also needs a designated support requiring TEA approval, include it on this form. Do NOT submit a separate online accommodation request form.

# Special Administration of STAAR with Content and Language Supports

- Examples of situations when a request for a special administration of STAAR with content and language supports is appropriate.
  - Accommodations cannot be applied
    - Student has seizures or migraines from looking at computer screen.
    - Even 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.
  - Technology access is precluded
    - Student is homebound, and there is no internet connection at home.
    - Student is in juvenile detention facility and county does not allow online test application to be downloaded onto computers.

# Special Administration of STAAR with Content and Language Supports

- New email address for submission of all special requests: [specialadministration.requests@tea.texas.gov](mailto:specialadministration.requests@tea.texas.gov)
- Form will go live in January 2018



**Request for Paper Administration of  
STAAR with Embedded Supports, TELPAS reading, and TAKS**

Date:  District Name:

Campus Name:

Contact Name:

Contact Phone:  CDC #:

Indicate the reason(s) you are requesting paper materials.

Describe the special circumstances that prevent online testing (e.g., unavailable accommodation for online testing, homebound without internet access, job). If the student was previously approved for a paper administration, please include the administration month and year.

Explain how the student routinely accesses technology during the school day and why this method is not appropriate for online testing. If access to technology is not available, please explain why.

If a student also needs a designated support requiring TEA approval (i.e., Complex Transcribing, Math Scribe, Photocopy, Extra Day, Other), include the accommodation and rationale with this request to administer a paper test. Do NOT submit a separate online Accommodation Request Form.

Indicate the number of materials requested for each test.

*For STAAR with Embedded Supports, paper test administration guides are provided as follows: 1 administration guide per order of 1 to 3 booklets. For large print, 1 administration guide is provided for each booklet ordered.*

STAAR with Embedded Supports	3 Math & Reading	4 Math & Reading	4 Writing	5 Math & Reading	5 Science	6 Math & Reading	7 Math & Reading	7 Writing	8 Math & Reading	8 Science & Soc. St.
Regular Print										
Large Print										

STAAR with Embedded Supports EOC	English I	English II	Algebra I	Biology	U.S. History
Regular Print					
Large Print					

*For TELPAS, paper test administration supplements are provided as follows: 1 paper supplement per order of 1 to 4 booklets. Additional supplements may be requested below if needed.*

TELPAS	2	3	4-5	6-7	8-9	10-12	Additional Paper Supplements
Regular Print							
Large Print							N/A

*For TAKS, paper test administration supplements are provided as follows: 1 paper supplement per order of 1 to 4 booklets. Additional supplements may be requested below if needed.*

TAKS EXIT LEVEL	ELA, Math, Science, Social Studies	Additional Paper Supplements
Regular Print		
Large Print		N/A

District Testing Coordinators must review completed forms and verify that the information provided meets the criteria for a paper administration. After affirming the statement below, the paper request form may be sent to TEA for processing via email to [paper.requests@tea.texas.gov](mailto:paper.requests@tea.texas.gov).

By checking this box, I affirm that the district testing coordinator has reviewed the information on this form and has approved this paper request to be sent to TEA for processing.

# Special Administration of STAAR with Content and Language Supports

- Requests for a special administration of STAAR with content and language supports are automatically approved for students taking STAAR braille.
- Specific Braille Instructions for Content and Language Supports are available on the STAAR Assessment Management System.
  - Contains descriptions of pictures/images used as content and language supports and graphs/tables/charts that may be reproduced in braille or other forms that are more accessible to the test taker.
  - Must be used in conjunction with 1) the appropriate specific braille instructions for the test being administered and 2) the supports tables in paper administration guide for STAAR with Embedded Supports.

# Accommodations in Unexpected and 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.
- After the test administration, the appropriate accommodation code should be recorded on the student's answer document or in the STAAR Assessment Management System for online administrations.

# Accommodations in Unexpected and Emergency Situations

- If approved for Complex Transcribing, Extra Day, or Mathematics Scribe, follow the guidelines posted on the Accommodation Resources webpage to administer the assessment with these designated supports.

## Related Resources

-  [Technology Guidelines](#)
- [Accommodations in Unexpected or Emergency Situations](#) (PDF)
  - [Math Scribe](#)
  - [Extra Day](#)
  - [Complex Transcribing STAAR](#)
  - [Complex Transcribing TELPAS](#)
- [Transcribing Gradeable Questions Training Document](#) (PDF)
- STAAR with Embedded Supports Non-Secure Front Matter Grades 3-5 (PDF)
- STAAR with Embedded Supports Non-Secure Front Matter Grades 6-8 (PDF)

# Accommodations in Unexpected and Emergency Situations

- **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.

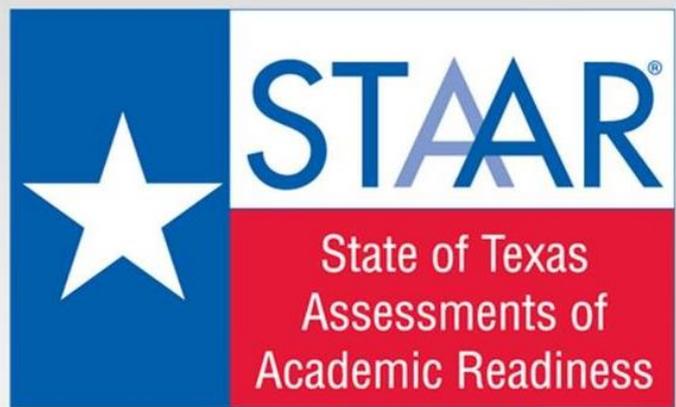
- **Step 3: Contact TEA**

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

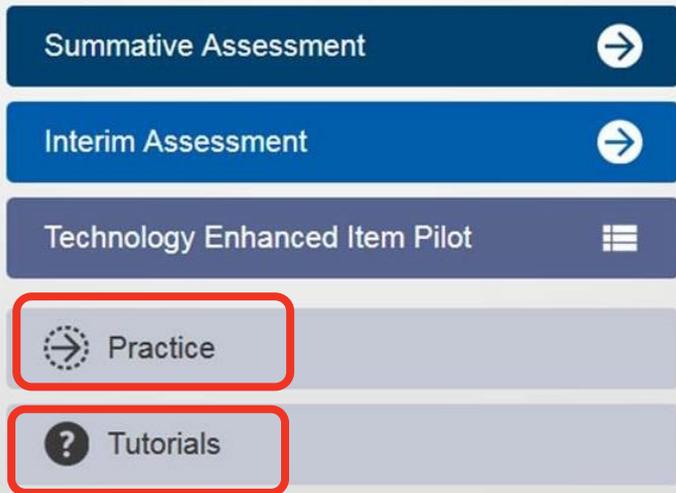
# Accommodation Recommendations for Reading and Writing: Impact on Exit Criteria for ELLs

- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment may not be considered for exit at the end of the school year.
  - Oral Administration
  - Content and Language Supports
  - Extra Time
- Use of dictionaries on reading and writing assessments is no longer an accommodation since STAAR Dictionary Policy expanded to include these grades.
  - The use of dictionaries on grades 3-5 reading and writing assessments does not prevent exit; however, it is important for LPACs to consider the degree to which an ELL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.

# Online Tutorials and Practice Tests



- When you open the STAAR online testing platform, you will see a menu of options, including “Practice” and “Tutorials.”
- In the drop down menus, choose the assessment and the supports you want to view.
- Tutorials provide a short video showing how the feature is used, while the practice provides an opportunity for students to use each feature on a released test.



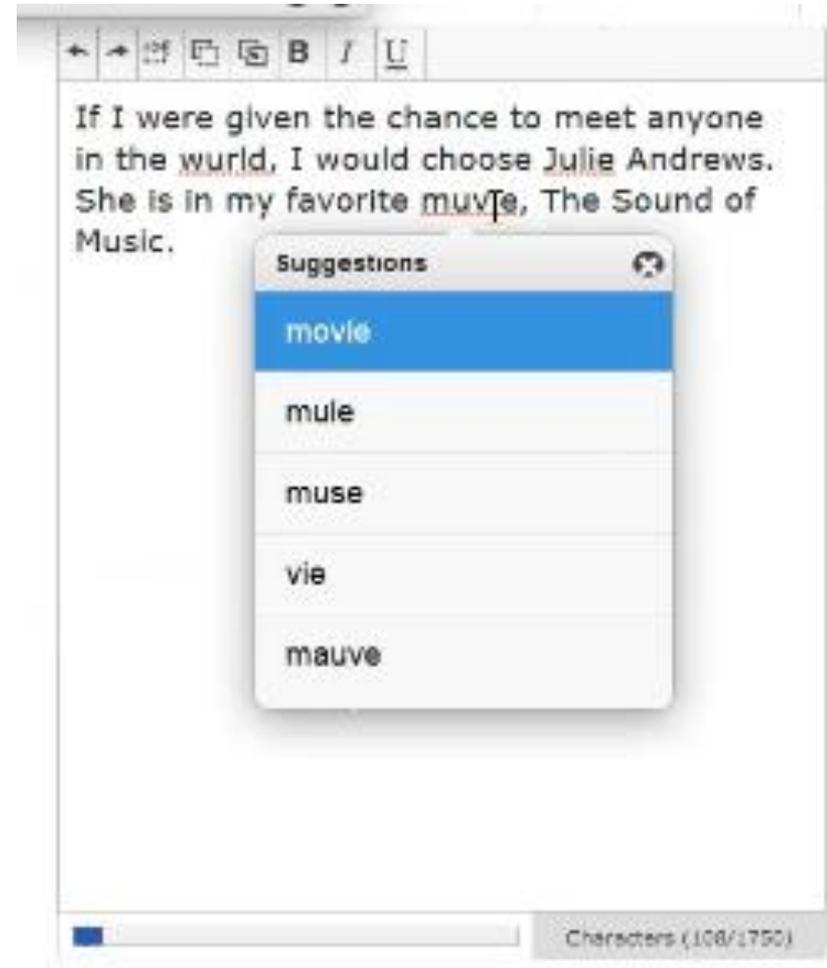
# New Online Tool: Sticky Notes

- Sticky notes—
  - are available for all selections and questions
  - can be moved around the screen
  - can be minimized
  - can be resized

The screenshot displays the TAAR 2017 Practice Test interface for Grade 6 Reading All PNP, Question 35 of 40. 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, Eliminator, Sticky Notes, and Pencil. The main content area shows a reading passage titled "Connecting the Human Dots" with a "No Copy" icon. The passage contains two paragraphs. The first paragraph describes how people have been connecting dots to form pictures for centuries, mentioning the French painter Georges Seurat and the technique of needlepoint. The second paragraph discusses unusual examples of connecting dots to make images, dating back to World War I. A sticky note is placed over the text, containing the text: "George Seurat was a painter who used needlepoint, or dots". The sticky note has a yellow background and a title "Sticky Note". At the bottom of the interface, there is a question navigation bar with buttons for "Back", "Review/End", and "Next".

# New Online Embedded Support: Spelling Assistance

- Spelling Assistance:
  - It is only available on the essay portion of the grade 4 and 7 writing tests and English I and II tests.
  - Will be available on English III in 2019 (Note this change in DCCM page O-3; Spelling Assistance designated support policy document has been updated).
  - When a word is not found on the grade appropriate Merriam-Webster dictionary, it will be flagged.
  - The system will provide up to five suggestions.
  - The system evaluates the words independent of the context.
  - It will be available as a stand-alone practice.



# Preferences (PNPs) Expansion Plans 2019 and Beyond

- Currently working on three new online embedded supports targeted for spring 2019 administrations.
  - Four-function calculator (grades 3-7)
  - Signed videos (available for base test items only for first year)
  - Screen Reader support for refreshable braille display devices (reading, writing, English I, English II, and Social Studies for first year)
  - STAAR Spanish with Embedded Supports (grades 3-5)



Questions?



# STAAR Assessment Management System

# Accessing the STAAR Assessment Management System

<https://www.texasassessment.com/administrators/>



The main content area of the homepage is divided into three columns, each with a representative image and a title. The first column, 'Log In', features an image of students at computers and lists links to the STAAR Assessment Management System and the STAAR Alternate 2, TELPAS, and TAKS Assessment Management System. The second column, 'Resources for STAAR Alternate 2, TELPAS, and TAKS', includes an image of students at computers and a link to go to the STAAR Alternate 2, TELPAS, and TAKS resources. The third column, 'Resources for All Assessment Programs', features an image of a classroom and lists links to the TEA's Student Assessment Division Website, Technology Systems and Support, Student Assessment Testing Calendars and Calendar of Events, Test Administration Manuals and Materials, and Additional Reports and Services.



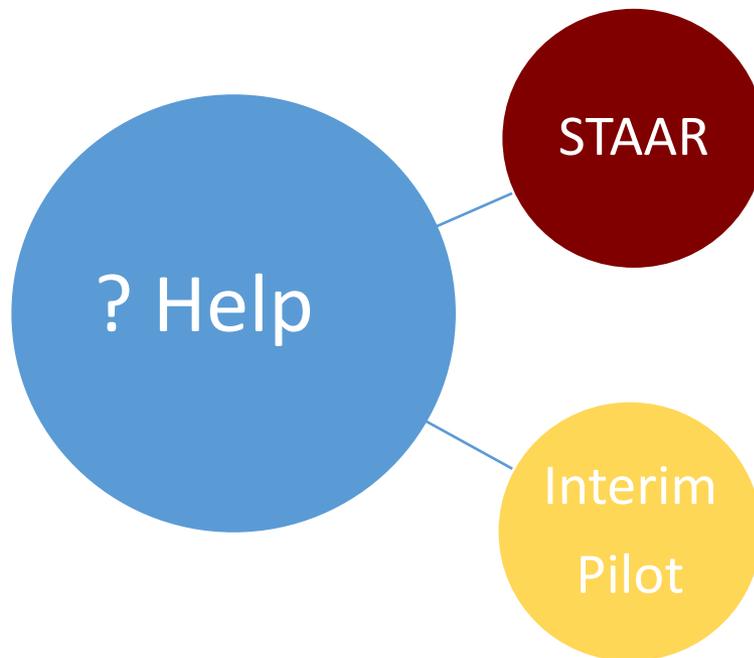
<http://www.TexasAssessment.com/STAAR/>

The screenshot shows the 'Sign In' page. It features the logo and a 'Help' link. The main heading is 'Sign In', followed by instructions to enter a username and password. Below this are two bullet points: 'Administrators: Access the STAAR Grades 3-8 and End-of-Course Test Management System' and 'Administrators and Educators: Access the Texas Assessment Data Portal for all assessments (STAAR, STAAR Alternate 2, TAKS and TELPAS)'. There are input fields for 'Username:' and 'Password:', and a 'Sign In' button. At the bottom, there is a footer with the TEA logo, 'Legal | Privacy and Security | ETS Trademarks', and 'Copyright©2016by Educational Testing Service. All rights reserved.All trademarks are the property of their respective owners.' along with the ETS logo.



The screenshot shows a blue dashboard header with a clock icon on the left and the text 'Dashboard: Welcome, Ray Gross' on the right.

# Help



- PDFs of test administration resources available for download.
- Zip files of test materials available for download.

Change for 2018 Interim Pilot

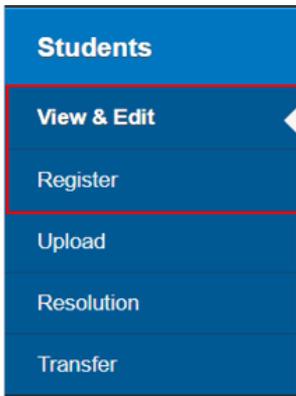
# Interim Pilot – Key Points

- Grades 3–8 mathematics and reading (Year 1)
  - Year 2 to include additional subjects
- Offered online through the STAAR Online Testing Platform
- No paper materials or shipping
  - Paper versions available for special populations as needed
- Multi-section design
- Items for the STAAR Interim Pilot Assessments are developed with Texas teachers and fully aligned to TEKS

Change for 2018 Interim Pilot

# Students > View & Edit/Register > Tests

- Interim Pilot
  - Testing grade can be edited by subject.
  - Individual subjects can be deleted.



Subject	Testing Grade	Test info	Actions
Reading	03	<p>Version: STAAR</p> <p>Mode: Online</p> <p>Registration Type *: Regular</p> <p>Testing Campus *: Austin - ETS UAT District 4 EL[99999443]</p> <p>Online Testing Group: NO GROUP NAME GIVEN</p> <p>Personal Needs and Preferences (PNP): <input type="checkbox"/> Test-to-Speech (T)</p>	 
Mathematics	04	<p>Version: STAAR</p> <p>Mode: Online</p> <p>Registration Type *: Regular</p> <p>Testing Campus *: Austin - ETS UAT District 4 EL[99999443]</p> <p>Online Testing Group: NO GROUP NAME GIVEN</p> <p>Personal Needs and Preferences (PNP): <input checked="" type="checkbox"/> Test-to-Speech (T)</p>	 

Change for 2018 Interim Pilot

# Students > Upload

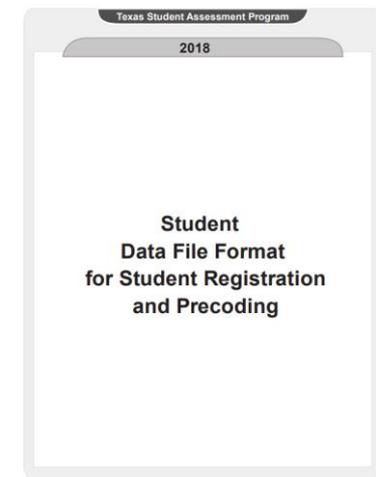
- Interim Pilot
  - Upload creates both a MA and RE online registration for the enrolled grade for each student.
  - All registrations are online.
  - MATHEMATICS TEST VERSION CODE
    - Enter Personal Needs and Preferences (PNP) that is valid for Interim: t or T
    - Enter “i” or “I” to indicate Interim administration
    - No need to enter “O” for online. All registrations will be online.
  - READING TEST VERSION CODE
    - Enter PNP that is valid for Interim: t or T
    - Enter “i” or “I” to indicate Interim administration
    - No need to enter “O” for online. All registrations will be online.

Change for 2018 Interim Pilot

# Changes to STAAR EOC Data File Uploads

The screenshot shows the Texas Assessment Management System website. The top navigation bar includes tabs for 'FOR FAMILIES', 'FOR ADMINISTRATORS', 'FOR EDUCATORS', 'ASSESSMENTS', and 'CONTACT'. Below this is a secondary navigation bar with icons for 'ABOUT STAAR', 'ABOUT STAAR ALTERNATE 2, TELPAS, AND TAKS', 'TEST ADMINISTRATION', 'TRAINING', 'TEST RESULTS', 'RESOURCES', and 'FAQ'. The main content area is a grid of links categorized by assessment program. The 'FOR ADMINISTRATORS' category is highlighted.

STAAR Grades 3-8 and EOC	STAAR Online Testing Platform Secure Browsers (cont.)	STAAR Alternate 2, TELPAS, and TAKS	All Assessment Programs
<a href="#">STAAR Assessment Management System User's Guide (PDF)</a>	<a href="#">For Ubuntu® Linux (.deb package)</a>	<a href="#">Training Modules for the STAAR Alternate 2, TELPAS, and TAKS Assessment Management System</a>	<a href="#">Consolidated Accountability File (CAF) (PPTX)</a>
<a href="#">STAAR Assessment Management System User Roles and Permissions (PDF)</a>	<a href="#">Linux-deb-64-bit</a>	<a href="#">STAAR Alternate 2, TELPAS, and TAKS Assessment Management System User's Guide</a>	<a href="#">Unified Specifications</a>
<a href="#">STAAR Online Testing Platform Secure Browsers</a>	<a href="#">For Either Linux Distro (.run package - command line install)</a>	<a href="#">User Roles and Permissions for the STAAR Alternate 2, TELPAS, and TAKS Assessment Management System (PDF)</a>	<a href="#">Unified Minimum System Requirements for the Administration of Online Assessments (PDF)</a>
<a href="#">For Windows®</a>	<a href="#">Linux-run-64-bit</a>	<a href="#">Installable TestNav (for Windows, Mac, Linux, Fedora, and Ubuntu, iPad, Android, and Chromebook) and ProctorCache Installers (for Windows and Mac)</a>	<a href="#">System Upload File Formats</a>
<a href="#">For Mac OS®</a>	<a href="#">Linux-run-32-bit</a>	<a href="#">STAAR Alternate 2, TELPAS, and TAKS Assessment Management System (PDF)</a>	<a href="#">2018 Student Data File Format for Student Registration and Precoding (PDF)</a>
<a href="#">For Chromebook™</a>	<a href="#">STAAR Online Testing Platform Technology Guide (PDF)</a>	<a href="#">Installable TestNav (for Windows, Mac, Linux, Fedora, and Ubuntu, iPad, Android, and Chromebook) and ProctorCache Installers (for Windows and Mac)</a>	<a href="#">2018 Student Upload Registration Precoding Header Template</a>
<a href="#">For iPad®</a>	<a href="#">STAAR Online Testing Platform Local Caching Software (LCS) District Guide (PDF)</a>	<a href="#">STAAR Alternate 2, TELPAS, and TAKS Assessment Management System Training Site</a>	<a href="#">Texas Assessment Data Portal</a>
<a href="#">For Android®</a>	<a href="#">Online Readiness Tools</a>	<a href="#">TestNav 8 Online Support</a>	<a href="#">Student Portal Help Guide (PDF)</a>
<a href="#">For Fedora® Linux (.rpm package)</a>	<a href="#">Quick Guide to Online Testing (PDF)</a>		<a href="#">Teacher Portal Help Guide (PDF)</a>
<a href="#">Linux-rpm-64-bit</a>			<a href="#">Analytic Portal Help Guide (PDF)</a>
<a href="#">Linux-rpm-32-bit</a>			<a href="#">Data Interaction Hardware and Software Requirements (PDF)</a>



- The GROUP NAME field (column E) should only be used to organize paper or online test takers into groups; otherwise, the field should be left blank.
- For online testing, the STAAR EOC TEST VERSION CODE field (column AW) has been updated to reflect the 2018 PNP accommodation codes and now includes an option for districts to indicate Designated Supports (formerly General Accommodations) for students taking an online test only.
- The CAREER-AND-TECHNICAL-ED-IND-CD field (Column AA) has been updated to include only values 1, 2, and 0. A value of 3, "Participant in district's tech prep program," is no longer a valid value for this field.

# Changes to STAAR 3–8 Data File Uploads

- The GROUP NAME field (column E) can be used to specify a group name for tests being delivered on paper as well as online. This field should only be used to organize test takers into groups; otherwise, the field should be left blank.
- For online testing, The READING TEST VERSION CODE, MATHEMATICS TEST VERSION CODE, SCIENCE TEST VERSION CODE, SOCIAL STUDIES TEST VERSION CODE, and WRITING TEST VERSION CODE fields (columns BD–BI) have been updated to reflect the 2018 PNP accommodation codes and now include an option for districts to indicate Designated Supports for students taking an online test only.
- The CAREER-AND-TECHNICAL-ED-IND-CD (column AA) has been updated to include only values 1, 2, and 0. A value of 3, “Participant in district’s tech prep program,” is no longer a valid value for this field.

# Changes to STAAR 3–8 Data File Uploads

- Grades 5 and 8 Retest
  - Two columns have been added for the STAAR Assessment Management System to indicate a grade 5 or 8 retester who has previously passed one of the two retest subjects (mathematics or reading). These columns are RETESTER INDICATOR-MA (column BO) and RETESTER INDICATOR-RE (column BP) (P = Previously met passing standard).
  - These fields are not updatable by districts if the retester file is modified and re-uploaded.

# Student Uploads – PNP for STAAR 3–8

- The Mathematics Test Version Code, Reading Test Version Code, Writing Test Version Code, Science Test Version Code, and Social Studies Test Version Code fields will be used to indicate the following for STAAR grades 3–8:
  - PNP accommodation codes:
    - E = Spelling Assistance (delivered online for grades 4 and 7 writing only)
    - R = Content and Language Supports (delivered online)
    - T = Text-to-Speech (delivered online; includes click word)
  - Online test with no accommodations:
    - O = Student will test online with no PNP accommodations
  - Designated Supports (online testers only):
    - D = Designated supports for a student testing online

Change for Spring 2018 STAAR

# Student Uploads – PNP for STAAR EOC

- The STAAR EOC Test Version Code will be used to indicate the following for STAAR EOC:
  - PNP accommodation codes:
    - E = Spelling Assistance (delivered online for English I and English II only)
    - R = Content and Language Supports (delivered online; not available for Algebra II or English III)
    - T = Text-to-Speech (delivered online; includes click word)
  - Designated Supports (online testers only):
    - D = Designated Supports for a student testing online

Change for Spring 2018 STAAR

# Student Uploads – Groups

- Update registrations via upload without compromising groups
  - Once a group name has been established for a student registration (by text entry, by default, or with the “Groups” feature), a null (blank) will not override the group name with the value NO GROUP NAME GIVEN.
  - Once a group name value has been established for a student registration, a user must use a new value to override the existing group name.
  - To move a student to NO GROUP NAME GIVEN, a user must either use the “Groups” feature or upload a file with the value NO GROUP NAME GIVEN entered in the appropriate GROUP NAME field (not case sensitive).

Change for Spring 2018 STAAR

# Student Registration – Reminders

- Districts may add or edit existing student registrations, including switching between paper and online tests, through the end of the testing window.
  - Changes made to student registrations after the precode window closes (paper registration period) will not be reflected in precoded materials received.
  - Student registrations associated with a precode cannot be deleted after the precode window closes.
- **NOTE:** Changes to student registrations will not be allowed for up to three days after the precode window closes while precode files are being processed – all related system functionality will be disabled during this time.

# Precode Verification Report

- **Download CSV** is available prior to the close of the precode window.
  - Lists all paper test registrations and corresponding precode data
  - Can be used to verify precodes, allowing districts to make corrections prior to the close of precode window, as needed
  - Updated nightly
- **Download PDF** is available after the close of the precode window.
  - Official list of all precodes district is scheduled to receive (including OOD/OOS)

Program

Students Report

Organizations

Users

Students

Online Testing

Orders

Reports

Organizations

Online Testing

Students

Orders

Results

Texas Data Portal

Students Report

General Support SIRS

Students Campus Report

Campus \*

21ST CENTURY EARLY LEARNING FOUND

WESLACO ISD[108913000]

Test Administration \*

Select a Test Administration

Click on the download button to view the Students report for the Campus.

Download

District Student Home Campus Report

This report lists all students whose Home CDC is in the selected district. The layout is the same as the Student Upload file.

District \*

A W BROWN-FELLOWSHIP LEADERSHIP({ REG X EDUCATION SERVICE CENTER[057990000])

Test Administration \*

Select a Test Administration

Precode Verification Report

This report lists all students who will have precode test materials. The layout includes the data that will be printed on the answer sheets.

Organization \*

Training ISD [999999000]

Training and UAT Region [99999991]

Test Administration \*

DEC 2016 STAAR EOC

Click on the download button to view the Precode Verification Report for the District or Campus.

Download CSV Download PDF

# Precode Verification Report (PDF version)

- Lists all paper-based test registrations at the close of the precode window - one record for each precoded answer document that the district is scheduled to receive (serves as official record) – available at the campus level
- Organized by campus, subject, student (alpha order)

Run Date: 10/27/16

STAAR EOC: Dec 2016  
CAMPUS PRECODE STUDENT LIST

DISTRICT = 999999000 Training ISD

CAMPUS = 999999001 Training HS

PAGE 1

FOR SCHOOL USE ONLY

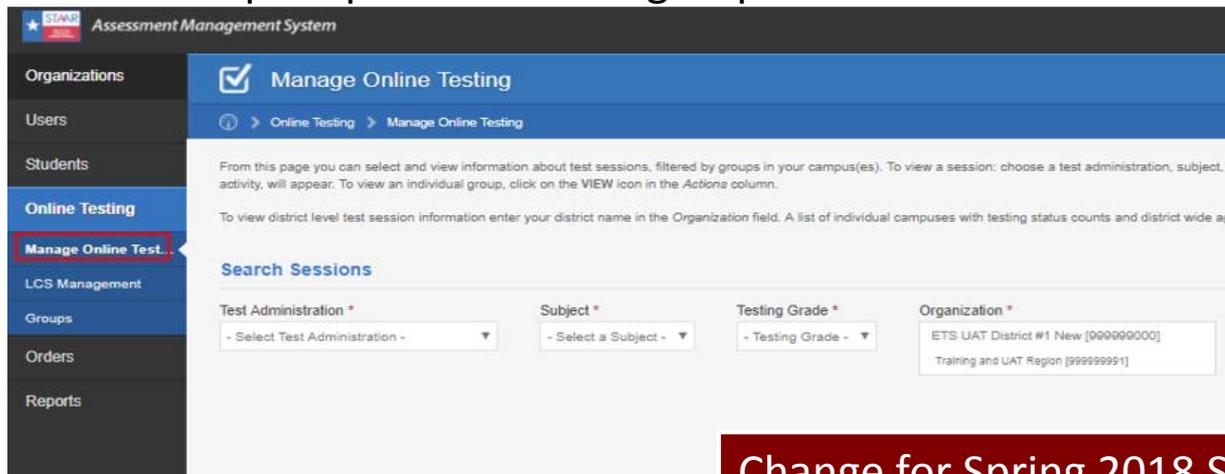
LAST NAME	FIRST NAME	MI	DOB	PEIMS ID	GR	SEX	ETH	I	A	B	P	W	ED	TIA	MS	L	B	ESL	SE	GT	AR	CT	LOCAL STUDENT ID	LOCAL USE
LEED	ANDREW		20001022	458490004	09																		458490004	
GROSS	RAY		19720914	458490001	11		1					1	0	0	0	0	0	0	0	1	1		458490001	
LEED	ANDREW		20001022	909090909	09																		909090909	

TOTAL STUDENTS LISTED = 3

**NOTE:** The CSV version of the *Precode Verification Report* is not available for download after the precode window closes. Districts wishing to have a CSV version of their precode report must save a copy prior to the precode deadline.

# Online Testing > Manage Online Testing

- Changes to online test attributes can be made for one additional business day beyond the close of the test administration window (until 7:00 p.m. CT).
- All online testing activity will still close at the scheduled end of the test administration window.
- **Monitor Session** button added to Sessions at a Glance page to display a list of all students in all groups.
- “All Groups” option added to group selection.



The screenshot shows the 'Assessment Management System' interface. On the left is a navigation menu with options: Organizations, Users, Students, Online Testing (highlighted), Manage Online Test... (highlighted with a red box), LCS Management, Groups, Orders, and Reports. The main content area is titled 'Manage Online Testing' and includes a breadcrumb trail: 'Online Testing > Manage Online Testing'. Below the title, there is instructional text: 'From this page you can select and view information about test sessions, filtered by groups in your campus(es). To view a session: choose a test administration, subject, group, and activity, will appear. To view an individual group, click on the VIEW icon in the Actions column. To view district level test session information enter your district name in the Organization field. A list of individual campuses with testing status counts and district wide aggregate information will appear.' Below this is a 'Search Sessions' section with four dropdown menus: 'Test Administration \*' (set to '- Select Test Administration -'), 'Subject \*' (set to '- Select a Subject -'), 'Testing Grade \*' (set to '- Testing Grade -'), and 'Organization \*' (set to 'ETS UAT District #1 New [999999000]' with a sub-option 'Training and UAT Region [999999991]').

Change for Spring 2018 STAAR

# Online Testing > Manage Online Testing

Response Count 
N/A
N/A
12/20
6/20

- Update response count as students respond to items
- Refresh page to update
- N/A = Not Available (*student has not yet tested or has not yet responded to any questions*)
- X/Y = Number of Questions with Responses/Number of Total Questions

Change for Spring 2018 STAAR

# Online Testing > Manage Online Testing

- PNP filter and column will display settings applicable for the Interim pilot.
- Added columns will display Interim indicators.
  - Probability of Achieving Approaches
  - Probability of Achieving Meets

## Testing Group Roster

Interim Indicators display on roster after testing is completed

Last Name	First Name	MI	PEIMS ID	Date of Birth	PNP	Probability of Achieving	
						Approaches	Meets
ANDERSON	SHANNON	E	*****6779	Oct 10, 2002	---	N/A	N/A
BUCHANAN	ASHLEY	A	*****7891	Aug 12, 2002	---	80%	65%
CURRY	HANNAH	E	*****8912	Dec 17, 2002	T	25%	12%
DAVIS	JON	S	** *9123	Oct 9, 2002	---	*	*
SMITH	JOHN	E	*****3947	Apr 1, 2002	T	50%	30%

DRAFT

N/A Test score not available.  
 \* Student did not complete the test.  
 \*\* Student is unlikely to achieve *Approaches* and was offered some items from the grade below.

Change for 2018 Interim Pilot

# Manage Online Testing Groups

- Edit existing online testing groups
- Create online testing groups
- **NOTE:** Grades 3–8 students can be assigned to different testing groups by subject.

STAR Assessment Management System

Dashboard Profile TAMS Help Logout

Program

Organizations

Users

Students

Test Admins

Online Testing

Manage Online Testing

LCS Management

Groups

Orders

Reports

## Groups

Online testing groups can be used to organize students into groups for online testing. Online testing groups can also be managed through the Student Upload process, and in View Edit Students on the Tests tab.

Online Testing Groups

View & Edit Groups Create Group

To view the list of existing groups, select the criteria and click View Groups.

Test Administration \* Campus \*

MAR 2017 STAAR EOC Training HS [999999001]

Training ISD [999999000]

Group Name

Search Group Name

VIEW GROUPS

Results: 1

#	Group Name	# Online Students	Actions
1	NO GROUP NAME GIVEN	1	

Download Groups

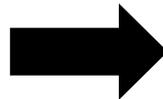
# Edit Existing Online Testing Groups

- Edit/Manage student groups via Online Testing > Groups > View & Edit Groups

The screenshot shows the 'Groups' page in the Assessment Management System. The 'View & Edit Groups' button is highlighted with a red box. Below it, there are filters for 'Test Administration' (MAR 2017 STAAR EOC) and 'Campus' (Training HS). A search bar for 'Group Name' is present. The results table shows 6 groups, with the 'Actions' column containing edit, delete, and share icons. The edit icon for the first group is also highlighted with a red box.

#	Group Name	# Online Students	Actions
1	NO GROUP NAME GIVEN	1	[Edit] [Delete] [Share]
2	Test Group 2	1	[Edit] [Delete] [Share]
3	Test Group 3	1	[Edit] [Delete] [Share]
4	Test Group 4	1	[Edit] [Delete] [Share]
5	Test Group 5	1	[Edit] [Delete] [Share]
6	Test Group 6	1	[Edit] [Delete] [Share]

Click the *edit* icon to move students between groups



The screenshot shows the 'Edit Group' interface. It includes a 'Group Properties' section with fields for 'Group Name' (Test Group 2), 'Campus' (Training HS), and 'Test Administration' (MAR 2017 STAAR EOC). Below this is a 'Select Students to add to the group' section with filters for 'Subject' (English I), 'Testing Grade' (EOC), and 'Group' (All Groups). There are also checkboxes for 'Personal Needs & Preferences (PNP)'. The 'Results from selected criteria: 2 students' section shows a table of students with checkboxes and 'ADD TO'/'REMOVE' buttons. The 'Students Enrolled in Test Group 2' section shows a table of currently enrolled students.

Student	Group
<input type="checkbox"/> RAY GROSS PEIMS ID: *****0000	NO GROUP NAME GIVEN PNP: C, T
<input type="checkbox"/> RAY GROSS-THREE PEIMS ID: *****0003	Test Group 3 PNP: C, T

Student	Subject	Testing Grade
<input type="checkbox"/> RAY GROSS-TWO PEIMS ID: *****0002	English I PNP: C, T	EOC

# Create New Online Testing Groups

- New groups can be created via Online Testing > Groups > Create Group.

Assessment Management System

Program: **Groups**

Organizations: Online Testing > Online Testing Groups > Create Group

Users

Students: **Online Testing Groups** [View & Edit Groups] **Create Group**

Test Admins

Online Testing

Manage Online Testing

LCS Management

Groups

Orders

Reports

Online testing groups can be used to organize students into groups for online testing. Online testing groups can also be managed through the Student Upload process, and in View Edit Students on the Tests tab.

Students can be added to or remove from online testing groups. Students who are removed from a group are automatically added to No group name given group.

Enter New Group Properties

Test Administration \* MAR 2017 STAAR EOC Campus \* Training HS [999999001]  
Training ISD [999999002]

Group Name\* Test Group 7

**CONTINUE**

Click the **CONTINUE** button to create new group and add students



Online Testing Groups [View & Edit Groups] Create Group

Students can be added to or remove from online testing groups. Students who are removed from a group are automatically added to No group name given group.

Enter New Group Properties

Test Administration \* MAR 2017 STAAR EOC Campus \* Training HS [999999001] Group Name\* Test Group 7

Select Students to add to the group

Use the following filters to search for students to add to the group.

Subject \* English I Testing Grade \* EOC Group All Groups

Personal Needs & Preferences (PNP)

Content Supports (C)  Language and Vocabulary Supports (L)  Text-to-Speech (T)

Results from selected criteria: 3 students

Student	Group
<input type="checkbox"/> RAY GROSS PEIMS ID: ****0000	NO GROUP NAME GIVEN PNP: C,T
<input type="checkbox"/> RAY GROSS-THREE PEIMS ID: ****0003	Test Group 3 PNP: C,T
<input type="checkbox"/> RAY GROSS-TWO PEIMS ID: ****0002	Test Group 2 PNP: C,T

**ADD TO** **REMOVE**

Students Enrolled in Test Group 7

Student	Subject	Testing Grade
---------	---------	---------------

**CANCEL** **SAVE GROUP**

# Student Uploads – Groups

- Multi-step resolution process:

- Step 1 - match records
- Step 2 - correct records and submit



- Unresolved held record – click *edit* icon to resolve



- Resolved held record – click *view* icon to see resolved held record details



- Flagged – click *edit* icon if updated information is available to resolve the record

#	Status	Subject	PEIMS	First Name	MI	Last Name	Reason	Actions
1	!	Biology	98993429	ONEO	—	ONEO	Missing Student Data	
2	!	Biology	98993430	ONEPP	—	ONEPP	Missing Student Data	
3	!	Algebra I	91000001	888888888	8	—	Missing Student Data	
4	✓	Algebra I	98999523	ONEI	—	ONEI	Missing Student Data	
5	✓	English I	91000001	888888888	8	—	Missing Student Data	

# Student Resolution

## Held Records – Reasons

Hand-gridded answer document contains:

- Conflicting student data (with directory)
- Missing student data
- Missing PEIMS ID
- Potential mismatch (with directory)

### Reason Key

#### **Conflicting Student Data**

The Answer Document and the Registration/Student Directory data (based on matching PEIMS IDs) are conflicting in two of the following fields: First Name, Last Name, Date of Birth.

#### **Missing Student Data**

The Answer Document had two or more of the following fields left blank: First Name, Last Name, Date of Birth.

#### **Missing PEIMS ID**

There was no PEIMS ID provided on the Answer Document. You must find a new match.

#### **Potential Mismatch**

The Answer Document and the Registration/Student Directory data (based on matching PEIMS IDs) are conflicting in all three of the following fields: First Name, Last Name, Date of Birth. In this case, these records often represent different students, and you will need to find a new match.

# Additional Orders

- Only authorized district users can submit orders for additional reports.
- All orders must include PO number for billing.
- No fax or paper orders will be accepted.
- Additional printed paper copies of STAAR Report Cards (SRCs) will be available only for administrations that currently produce paper copies (spring administration only).
- Orders submitted after deadline will be assessed additional late fees.
- Confidential Student Labels can be ordered for any current administration.
- Districts can also opt not to receive labels.

**2017 Standard and Additional Reports**

Standard reports will be provided free of charge to all school districts. Standard reports showing student performance on the State of Texas Assessments of Academic Readiness (STAAR) assessments are as follows:

- 1 Confidential Student Report** The individual student report will show performance data for each student on the subject-area tests. For spring administrations of STAAR 3-8, all subjects tested during the current administration year will be included in one combined Confidential Student Report. For STAAR and end-of-course (EOC), the Confidential Student Report will contain cumulative results for all subjects tested. One printed copy of the Confidential Student Report will be provided to districts for spring administrations only.
- 2 Confidential Student Label** An adhesive label that can be placed on each student's permanent record file will be provided for every administration. The label will show overall test performance data for the student in each subject area. For EOC, the label will show cumulative history information for students. Districts may opt out of receiving the Confidential Student Label.
- 3 Confidential Campus Roster—all Students** This alphabetical listing will show individual student performance data. Results for STAAR and STAAR Spanish will be listed on separate rosters.
- 4 Confidential Campus Roster—Students Not Achieving Approaches Grade Level** For each campus, this listing will include only students who did not achieve Approaches Grade Level. Results for STAAR and STAAR Spanish will be listed on separate rosters.

# View and Track Order

Campus testing coordinators can view initial order information.

- Test materials list
- Precoded answer document quantities

## Shipment 1

Tracking Number	Box Number	Carrier	Estimated Delivery	Shipping Status
<a href="#">1Z9R24390251794280</a> <a href="#">1Z9R24390340573680</a>	1033634	UPS	2017/04/19	Delivered

Material ID	Material Name	Quantity
797723	STAAR GR8 SCI-SS AD MAY17	208
795483	STAAR SHT CAMPUS & GROUP ID 20	8
797720	STAAR GR6 MATH-READ AD MAY17	781
795484	STAAR SHT VOIDED A/D ID 2017	4
797933	STAAR PRE-CODE VERIF INSTR 2017	6
797721	STAAR GR7 MATH-READ AD MAY17	464
795482	STAAR SHT CLASS ID 2017	120

Change for Spring 2018 STAAR

# Participation Counts

## Updating Participation Counts (Upload)

- Counts status and downloadable files are updated immediately after update.
- **BEST PRACTICE:** Download existing participation counts from *View & Edit* tab, make updates, and upload file back into the system.

**Participation Counts**

Participation Counts View & Edit Upload

**Upload Participation Counts**

To update or edit participation counts using an upload file, first download your existing district participation counts file from the View & Edit tab or download individual campus participation counts reports. Update the values as necessary and follow the steps below to upload the updated counts.

1. Select the appropriate Test Administration from the drop-down menu.
2. Click **Choose File** and locate the participation count file to be uploaded.
3. Click **UPLOAD**.

After uploading the file, you will see an icon indicating that your file is processing. To update the processing status, click the refresh button in your browser. A status showing the number of records uploaded successfully and any errors or conflicts will appear. For more information regarding participation uploads, please refer to the Assessment Management System User's Guide.

District \*  Test Administration \*  \* indicates required field

Alert: Participation Counts window will close on Dec 1, 2017 11:59 PM.

**Upload A File**

[Download Spreadsheet Template](#)  No file chosen

**Uploaded Files:**

There are currently 55 uploaded files. To view the details of the errors, click on the number in the corresponding column.

#	Date Uploaded	Filename	Status	Uploaded By	Successful	Errors	Warnings	Actions
1	05/12/2017 04:51 PM	Participation_Count_Export_05-12-17_U...	✓	PSchumacher005	5/5	0	10	
2	05/09/2017 09:47 AM	Participation_Count_Export_110_Revision...	✓	JChiders001	20/20	0	80	
3	05/09/2017 02:33 PM	Participation_Count_Export_110.csv	✓	JChiders001	20/20	0	79	
4	05/03/2017 10:24 AM	Participation_Count_Export_099.csv	✓	RGross006	5/5	0	5	
5	05/03/2017 10:17 AM	Participation_Count_Export_099.csv	✓	RGross006	5/5	0	0	
6	05/03/2017 10:15 AM	SIRS_99999000_07272017_131054_11...	✗	RGross006	0/0	1	0	
7	05/02/2017 02:47 PM	Participation_Count_SLM_3.csv	✓	SMiller007	5/5	0	10	
8	07/27/2017 01:30 PM	Participation_Count_Export_austmHS_edi...	✓	BThrower001	5/5	0	0	

Change for Spring 2018 STAAR

# Reports: Online Testing

- **District Test Status Report**

- Contains online testing status of all online test registrations, including PNP indicators, in the district.
- Report updated mid-morning, mid-afternoon, and each evening.

- **Campus Test Status Report**

- Contains online testing status of all online test registrations, including PNP indicators, at a specific campus.
- Report updated mid-morning, mid-afternoon, and each evening.

- **New!**

- Columns will display score codes and PNP settings.
- Report updated mid-morning, mid-afternoon, and each evening.

Change for Spring 2018 STAAR

# Reports: Online Testing

## ■ **Student Assessment History Report**

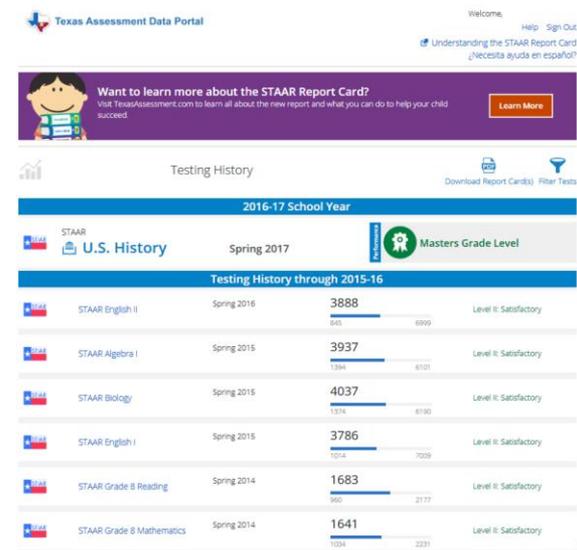
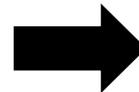
- Now links to Student Portal
- Click “Lookup Access Code” and enter the student’s first name, PEIMS ID, and date of birth to view student history.

 **Texas Assessment Data Portal** [Help](#)

Lookup Student Access Code:

Month  Day  Year

[Cancel Lookup Student Access Code](#)



Change for Spring 2018 STAAR

# Reports: SIRS

- Uploads are checked for data errors.
  - All errors must be corrected for request to process.
- No match students will be returned with response files.
- Response files are grouped with uploaded request.

SIRS\_152906000\_10242016\_155807\_E\_1314

SIRS\_152906000\_10242016\_155807\_E\_1314

- District Code

SIRS\_152906000\_10242016\_155807\_E\_1314

- Date (MMDDYYYY) request is fulfilled

SIRS\_152906000\_10242016\_155807\_E\_1314

- Time (HHMMSS) request is fulfilled

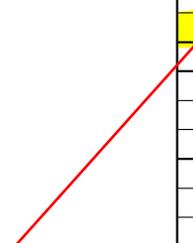
SIRS\_152906000\_10242016\_155807\_E\_1314

- Assessment
  - E-EOC
  - S-3-8
  - T-TELPAS

SIRS\_152906000\_10242016\_155807\_E\_1314

- Administration Code

ADMIN CODE	DATE
312	March 2012
315	March 2015
316	March 2016
412	April 2012
413	April 2013
414	April 2014
415	April 2015
416	April 2016
513	May 2013
514	May 2014
515	May 2015
516	May 2016
613	June 2013
614	June 2014
615	June 2015
1312	Fall 2012
1313	Fall 2013
1314	Fall 2014
1315	Fall 2015
1512	Spring 2012
1513	Spring 2013
1514	Spring 2014
1515	Spring 2015
1516	Spring 2016
1612	Summer 2012
1613	Summer 2013
1614	Summer 2014
1615	Summer 2015
1616	Summer 2016



# Reports: Report Access

- New Report Access functionality allows authorized district users to open Reports > Results access to campuses.
  - Campus access will default to closed.
  - Access can be granted to campuses one-by-one or in bulk.

Reporting Administration\*  
17 STAAR EOC JUN A2

**District Access Controls**

District \*  
Training ISD [999996000]

[Close All Campus Access to District](#) [Open All Campus Access to District](#)

Total Campuses in District: 4 Total Closed Campus Access: 4 Total Open Campus Access: 0

Access Status: View All Campuses

#	Campus	Campus Access Status	Last Updated By
1	Training EL [99999003]	<input checked="" type="radio"/> Closed <input type="radio"/> Open	JChilders001 Jul 31, 2017 11:31 AM
2	Training H S [999996009]	<input checked="" type="radio"/> Closed <input type="radio"/> Open	JChilders001 Jul 31, 2017 11:31 AM

Change for Spring 2018 STAAR

# Online Testing Preparation: Review Updated Documentation

Activities to Support Test Delivery	Resource
Verify that the district's network meets requirements and is properly configured for testing.	<i>STAAR Online Testing Platform Technology Guide</i>
Conduct network diagnostics to estimate district and campus network user capacity and to plan for concurrent testing volumes.	Online Readiness Tools
Determine local caching software needs and complete installation procedures.	<i>STAAR Online Testing Platform Local Caching Software (LCS) District Guide</i>
Verify that all devices used for online testing meet the minimum hardware and software requirements.	<i>Unified Minimum System Requirements</i>
Install the appropriate STAAR Online Testing Platform Secure Browser on all testing devices.	<i>STAAR Online Testing Platform Technology Guide</i>
Confirm successful installation and operation of secure browsers.	<i>STAAR Online Testing Platform Technology Guide</i>
Test the compatibility of computers and gauge technology infrastructure readiness.	STAAR Online Testing Platform student tutorials
Prepare all computers for online test delivery. Close all web browser windows, disable any automatically launching applications on all devices, and check for sufficient power sources.	<i>Quick Guide to Online Testing</i>

# Unified Minimum System Requirements

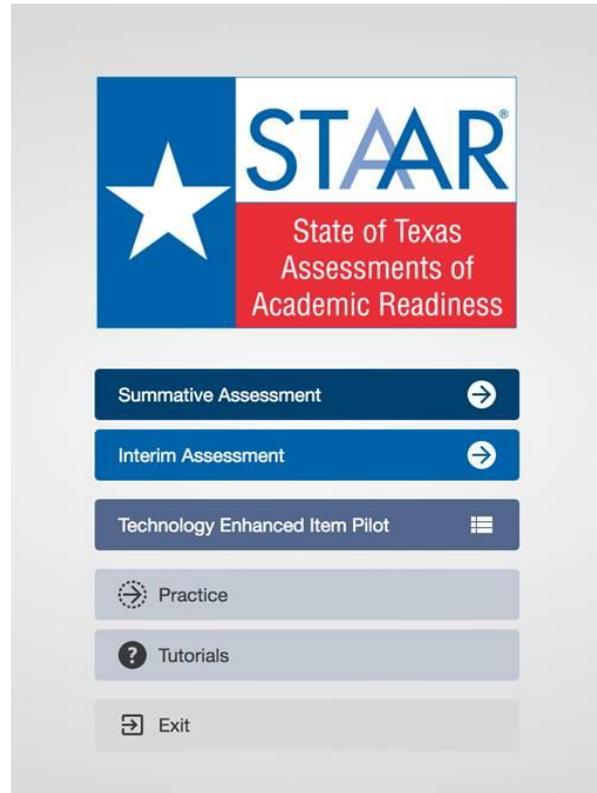
Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS)	
Devices	Desktops: Windows, Mac OS X, Linux Laptops: Windows, Mac OS X, Linux Chromebooks Tablets: iPad – 4 <sup>th</sup> Generation and higher, Windows tablets except for Windows RT
Operating Systems	Windows: 7, 8.1, 10 (Windows 10 S is not supported at this time) Chrome OS: (Release Channel only, current or near-current release) Mac OSX: 10.9, 10.10, 10.11, 10.12 iOS: 10.2, 10.21 Fedora: 24 Ubuntu: 16.04
Processors	Windows: Intel x86 (32 or 64 bit) Chrome OS: Any Mac OSX: Intel based models iOS: Any Fedora: Intel Architecture - 64 bit only Ubuntu: Intel Architecture - 64 bit only
Memory (RAM)	Windows: 2 GB Chrome OS: 2 GB minimum (4 GB recommended) Mac OSX: 2 GB iOS: 1 GB Linux: 1 GB
Minimum Screen Size	9.5 inches for all devices
Minimum Screen Resolution	1024 x 768 for all devices
Keyboard	Physical keyboard required for assessments with essays. Wired keyboard and mouse are strongly recommended.
Headphones	Headphones or earbuds recommended for assessments with audio content.

# Secure Browser Auto Update

- Windows
  - Secure Browser version 2.47 and later automatically updates to the latest version upon launch.
    - Ensure network policies do not restrict auto-updates.
    - Be sure that the user launching the secure browser has sufficient permissions to update software.
    - Check appropriate version of browser is on all computers prior to testing.
  - No uninstall/reinstall required.
- MAC
  - Secure Browser uninstall/reinstall is not required on devices that were used for December testing.
  - It will automatically update for subsequent releases.
    - Check that auto-updates are not restricted.
    - Check appropriate version of browser is on all computers prior to testing.
- iPad and Chromebook
  - Secure Browser automatically updates to the latest version.
    - If auto-update is disabled, update via the app/web store.
    - Check appropriate version of browser is on all computers prior to testing.



# Support for Interim and Technology Enhanced Item Pilots

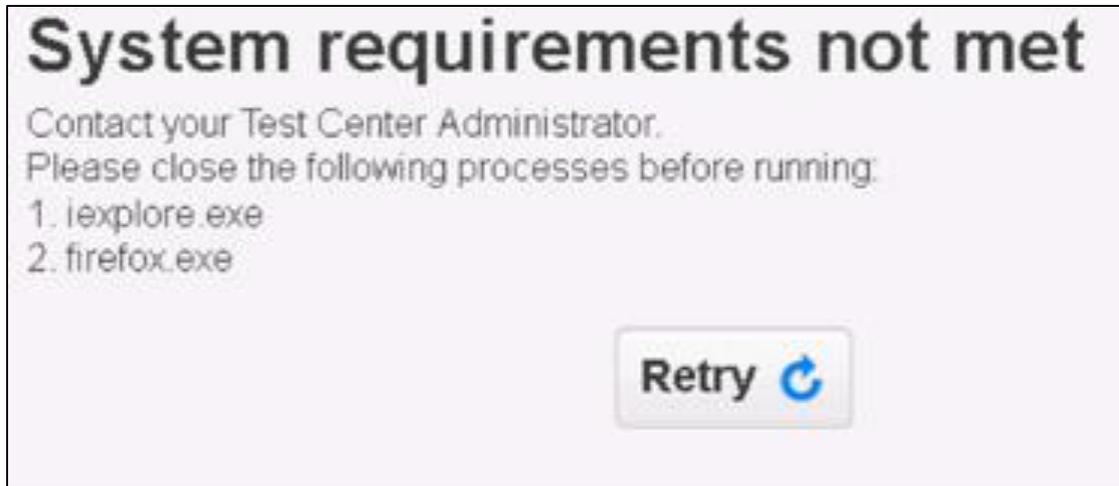


Change for Spring 2018 STAAR

Change for 2018 Interim Pilot

# System Check

- Updated Security Configuration check messages



# Tools

## ■ *Pencil Tool*

- Ability to create points and lines has been added to options.



## ■ *Tool Window Resizing*

- Tools displayed in windows, such as the Writing Checklist, can be resized.

## ■ *Sticky Notes*

- Allows the test-taker to annotate items to assist him/her in answering the questions.

## ■ *Spelling Assistance (PNP)*

- Checks for misspelled words and offers up to five suggestions.
- Available for written responses.



Questions?



# STAAR Alternate 2

# STAAR Alternate 2 Test Administration Resources

- Most of the documents referred to in this portion of the presentation can be found on TEA's STAAR Alternate 2 Resources webpage.

<http://tea.texas.gov/student.assessment/special-ed/staaralt/>

## STAAR Alternate 2 Test Administration Resources

Use the links below to access STAAR Alternate 2 resources.

- [Allowable Accommodations for STAAR Alternate 2](#) (PDF)
- [STAAR Alternate 2 Educator Guide](#) (PDF updated 09/28/17)
- [STAAR Alternate 2 Medical Exception Eligibility Requirements](#) (English PDF revised 09/08/17)
- [STAAR Alternate 2 Medical Exception Eligibility Requirements](#) (Spanish PDF revised 09/08/17)
- [STAAR Alternate 2 No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (English PDF revised 08/25/16)
- [STAAR Alternate 2 No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (Spanish PDF revised 08/25/16)
- [Participation Requirements](#) (English version, PDF revised 08/25/16)
- [Participation Requirements](#) (Spanish version, PDF revised 08/25/16)
- [STAAR Alternate 2 Released Tests](#) (PDF posted 08/11/16)
- [STAAR Alternate 2 Test Administrator Manual](#) (PDF posted 10/27/17)

# STAAR Alternate 2

STAAR Alternate 2 is a standardized paper-based assessment for students with the most significant cognitive disabilities who:

- 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 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.

# STAAR Alternate 2 Participation Requirements

2018-2019 participation requirements revised and posted soon!

STAAR-REQUIRED FORM

## STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**Step I: Review the Eligibility Criteria for STAAR Alternate 2**

*After 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.*

*According to 19 Texas Administrative Code (TAC) §19.2701, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.*

*If STAAR Alternate 2 is being considered, the ARD committee must review the four 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 four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criteria.*

**ELIGIBILITY CRITERIA**

**1. Does the student have a significant cognitive disability?**  Yes  No

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential as it is documented as such in the student's Individualized Education Program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

*Justification:*

---

**2. Does the student require specialized supports to access the grade-level curriculum and environment?**  Yes  No

Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

*Justification:*

---

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

The student needs special academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

*Justification:*

---

**4. Does the student access and participate in the grade-level TEKS through prerequisite skills?**  Yes  No

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

*Justification:*

---

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Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**Step II: Discuss Assurance**

*If Yes is indicated for all four eligibility criteria, the ARD committee must discuss the following assurances. All of these assurances must be satisfied by district personnel in order for the student to participate in STAAR Alternate 2.*

Under 34 Code of Federal Regulations (CFR) §300.520(a)(6) and 19 Texas Administrative Code (TAC) §§19.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

The decision to administer STAAR Alternate 2 is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although STAAR Alternate 2 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer STAAR Alternate 2 is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and it not based on the student's racial or economic background, economic or extended absences, or amount of time or location of service delivery.

**Initial the one that applies:**

For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

For a student taking end-of-course assessments, the student is enrolled in a course being considered for STAAR Alternate 2 that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

**Indicate the alternate high school courses and PEIMS course numbers the student will be enrolled in this school year.**

English I Alternate 0029457  Algebra I Alternate 0148067  Biology Alternate 0215307  U.S. History Alternate 0124817

English II Alternate 0030297

**Step III: Summarize Assessment Decisions**

*The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR alternate 2 assessments will be given. The ARD committee must ensure the assessment decision and accommodations needed to measure the student's academic achievement have been documented in the student's IEP. The student will take STAAR Alternate 2 for all required subjects or essential high school courses listed below. This form must be included in the IEP for students being assessed with STAAR Alternate 2.*

**Indicate the STAAR Alternate 2 tests the student will take this school year.**

Reading Grade \_\_\_\_\_  Mathematics Grade \_\_\_\_\_  Science Grade \_\_\_\_\_  Social Studies 8

Writing Grade \_\_\_\_\_  Algebra I \_\_\_\_\_  Biology \_\_\_\_\_  U.S. History \_\_\_\_\_

English I

English II

- [Participation Requirements](#) (English version, PDF revised 08/25/16)
- [Participation Requirements](#) (Spanish version, PDF revised 08/25/16)

# STAAR Alternate 2 Participation Requirements

- Above-grade testing is not allowed on STAAR Alternate 2, as students who meet eligibility for STAAR Alternate 2 would not perform at an instructional level that is above the student's enrolled grade.
  - For example, students who are enrolled in grade 8 taking STAAR Alternate 2 may not be assessed with Algebra I.
  - This clarification will be reflected in the 2018-2019 participation requirements.
- 2018-2019 participation requirements will also have clarifying language (i.e., more specific language) defining significant cognitive disability.

# Medical Exceptions and No Authentic Academic Response (NAAR)

- In rare cases, due to the nature of a student's disability or a serious medical condition, it may be inappropriate to assess an eligible student with STAAR Alternate 2. In these cases, ARD committees should review the requirements for Medical Exceptions or NAAR designation found on TEA's STAAR Alternate 2 Resources webpage.

State-Required Form

**STAAR ALTERNATE 2 MEDICAL EXCEPTION ELIGIBILITY REQUIREMENTS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD committee must discuss the eligibility criteria below. At least one of the specific medical conditions listed below should describe the medical condition of the student. Additionally the ARD committee must discuss the following three assurances. All of these assurances must be initiated by district personnel in order for the student to receive a medical exception. Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of 'M' must be recorded for all tests the student would have taken.

- Specific Medical Condition Eligibility Criteria**
- The student is unable to respond to test questions due to a **terminal or degenerative illness**.
  - The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
  - The student is unable to interact with peers or educators without risk of infection or contamination to himself/herself or others.
  - The student is **unable to receive sufficient or consistent homebound services due to medical issues**.

**Discuss and Initial Assurances**

If the medical condition of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. All three assurances must be initiated by district personnel for the student to be eligible for the STAAR Alternate 2 medical exception. The ARD committee must ensure the medical exception is documented in the student's individualized education program (IEP), and this form must be included in the IEP.

\_\_\_\_\_ The medical incident or condition must prevent the student from participating in sufficient instruction offered at school, at home, at a hospital, or at a residential facility.

\_\_\_\_\_ The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.

\_\_\_\_\_ The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the local district.

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**New**

State-Required Form

**STAAR ALTERNATE 2 NO AUTHENTIC ACADEMIC RESPONSE (NAAR) ELIGIBILITY REQUIREMENTS**

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

Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**

If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The answer to at least two NAAR Eligibility Criteria questions listed below must be YES. Additionally the ARD committee must discuss the following two assurances. Both assurances must be initiated by district personnel in order for the student to receive a NAAR designation. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 for any course or subject. A score code of 'N' must be recorded for all tests the student would have taken.

Academic Response Eligibility Criteria	Select Yes or No
Due to physical or sensory impairments, the student is unable to receive information during instruction and/or assessment. For example, the student may have a combination of visual, auditory, and/or tactile impairments.	Yes / No <input type="radio"/> <input type="radio"/>
The student is consistently unable to provide an authentic academic response during instruction. His/her response may be described by one or more of the following characterizations:	Yes / No <input type="radio"/> <input type="radio"/>
The student is unable to demonstrate any observable reaction to a specific stimulus.	
The student exhibits only startle responses.	
The student tracks or fixates on objects at random and not for a purpose.	
The student moves or responds only to internal stimuli.	
The student vocalizes intermittently regardless of changes in environment around him/her.	

**Discuss and Initial Assurances**

If the response of the student is described by at least one of the eligibility criteria, the ARD committee must discuss the following assurances. Both assurances must be initiated by district personnel for the student to be eligible for the STAAR Alternate 2 NAAR designation. The ARD committee must ensure the NAAR designation is documented in the student's individualized education program (IEP), and this form must be included in the IEP.

\_\_\_\_\_ The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.

\_\_\_\_\_ The NAAR designation is based on educational records and describes the student in all settings.

# STAAR Alternate 2 Administration

- The STAAR Alternate 2 testing window is April 2-20, 2018. Districts may choose when to administer each subject and grade-level test within the window.
- The tests will be administered in the same grades and subjects as STAAR.

<b>3–8/EOC</b>	<b>Subjects Assessed</b>
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
end-of-course (EOC)	Algebra I, English I, English II, biology, and U.S. history

# STAAR Alternate 2 Late Enrollees

- Students who enroll AFTER April 2, 2018
  - 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 **New** for 2018

- Improvements to STAAR Alternate 2 administration materials have been implemented to reduce burden on teachers for photocopying and preparation of images.
  - Photocopying policy has not changed.
- Test administrators should use these features as needed in the same way they previously accommodated student booklet.
  - Examples: photocopying and then cutting apart answer choices in order to present answer choices one at a time; coloring or highlighting images; enlarging images and text
- Improvements
  - Student booklets with limited color images (includes large print and image card sets)
  - Large print student booklets
  - Image card sets
- Feedback from exit survey and analysis of student performance will be used to gauge test administrator satisfaction with improvements and impact of new format on student performance.

# STAAR Alternate 2 **New** for 2018

- There is a new field in the online transcription form to collect data regarding the number of assessments being translated into a language other than English.
- The new individual student report card (formerly known as “Confidential Student Report”) will show performance data for each student on the subject-area tests and resources will be included for parents of students with significant cognitive disabilities.

# Every Student Succeeds Act (ESSA): 1% Threshold

- In an effort to make assessments ... inclusive of all students, the ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards (AA-AAAS).

# Statewide STAAR Alternate 2 Participation Rates

- For 2016-2017, the number of students assessed statewide using STAAR Alternate 2 out of the total number of students who were assessed was
  - 1.4% in mathematics
  - 1.2% in reading
  - 1.2% in science

# Waiver Request

- Texas is requesting a limited waiver, so that the State's assessment system may have slightly more than 1.0% of students taking STAAR Alternate 2 for each subject during the 2017–2018 school year.
  - Some school districts/charter schools received a letter of notification, questionnaire, and district-specific data to assist the State in submitting the waiver to the United States Department of Education.

## Additional Resources

-  [Attachment II-Explanation and Assurances](#)
- [Draft of Texas's Waiver Request Regarding STAAR Alternate 2 \(PDF\)](#)
- [STAAR Alternate 2 January 2014 Pilot Test Technical Report \(PDF\)](#)
- [2017 District and Campus Coordinator Manual STAAR Alternate 2 Section \(PDF\)](#)

*Information located on TEA's  
STAAR Alternate 2 webpage.*

# Waiver Request

- There are reasons for a district/charter school to assess more than 1.0% of their total students with an alternate assessment. Districts/charter schools were asked to submit information regarding special programming that may give reasons for being over the 1.0% threshold.
- **REMEMBER:** ESSA calculates the 1.0% threshold at the STATE level by subject, not at the district level by grade/subject.
- TEA will provide additional information in the coming months regarding strategies districts can use to ensure appropriate assessment decisions.



TELPAS

# TELPAS Resources

- Most of the documents referred to in this portion of the presentation can be found on TEA's TELPAS Resources webpage.

<https://tea.texas.gov/student.assessment/ell/telpas/>

## TELPAS Resources

[Student Assessment Home](#) | [Assessment A–Z Directory](#) | [Contact Student Assessment](#)

TEA designed the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that limited English proficient (LEP) students make in learning the English language.

To view all English language learner (ELL) resources, visit the [ELL webpage](#).

# Texas English Language Proficiency Assessment System-TELPAS

- TELPAS assesses the progress that limited English proficient (LEP) students make in learning the English language.
- All K-12 students classified as LEP in PEIMS are required to participate in TELPAS, including those who have parents who have declined bilingual/ESL program services.

Grades K–1	Grades 2–12
<ul style="list-style-type: none"><li>• Holistically-rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.</li></ul>	<ul style="list-style-type: none"><li>• Online multiple-choice reading test with shorter blueprint</li><li>• Online listening and speaking test</li><li>• Holistically-rated student writing collection</li></ul>

# Exceptions

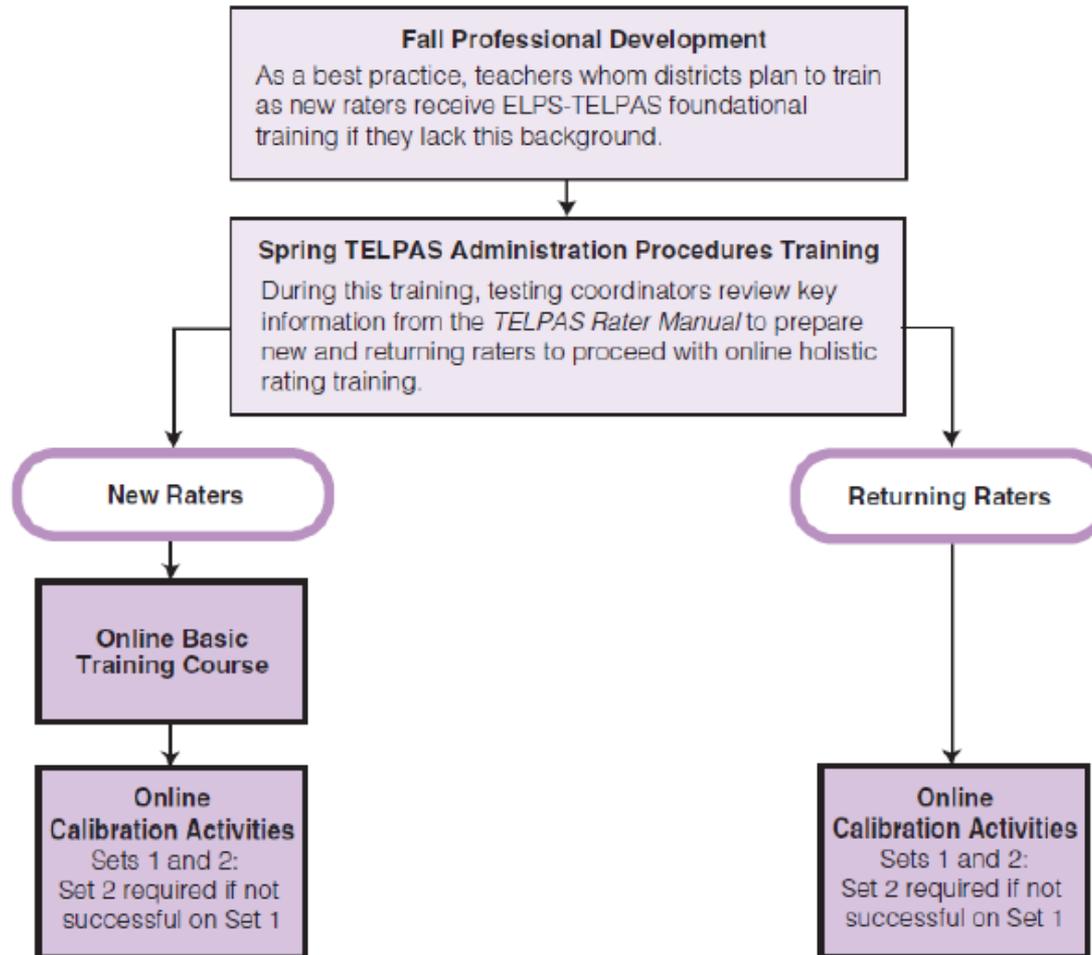
- In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/ or speaking for reasons associated with the student's particular disability.
  - Participation must be considered on a domain-by-domain basis.
  - The reason for not assessing the student must be well-supported and documented in the student's IEP by the ARD committee and the student's permanent record file by the LPAC.
- An ELL 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 the receiving district in the holistically-rated domains.
  - Newly enrolled students in grades 2-12 are required to take the TELPAS reading test and the listening and speaking test.

# TELPAS *New* for 2018

- New shorter test blueprints for TELPAS grades 2-12 reading and brand new test blueprints for listening and speaking. Test blueprints are located on TEA's TELPAS Resources webpage.
  
- TELPAS Holistic Rating Training
  - Grades 2-12 Online Basic Training Course and calibration activities only include writing.
  - Practice activity is outside of the modules.
  - Certificates of completion will be available to print in the scoring summary tab.
  
- Calibration Proctor Oath
  - Calibration proctor oath has been developed for those designated to serve as a proctor for monitored calibration sessions.
  - Any person who has more than one assessment role (e.g., TELPAS calibration proctor who also serves as TELPAS test administrator) must sign an oath for each role.

# TELPAS Holistically-Rated Assessments: Training Requirements

## Grades K–12 Holistic Rating Training Flowchart



*\* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.*

# TELPAS Holistically-Rated Assessments: Rater Requirements

- Each teacher selected to rate an ELL must:
  - have the student in class at the time of the spring assessment window;
  - be knowledgeable about the student’s ability to use English in instructional and informal settings;
  - hold valid Texas education credentials, such as a teacher certificate or permit;
  - be appropriately trained in the holistic rating process; and
  - rate the student in all eligible language domains.
- Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects.
  - Paraprofessionals may not be designated as raters.

# TELPAS Online Assessments: Reading

*Students took only about 1½ -2 hours for the longer reading test last year.*

**2017 TELPAS Reading Testing Time (in minutes)**

Grade Band	n	mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	110567	59	41	53	69	90
Grade 3	107460	76	53	68	88	114
Grades 4-5	182354	91	65	82	106	136
Grades 6-7	130449	81	57	74	96	124
Grades 8-9	99827	84	57	76	101	133
Grades 10-12	76644	87	57	79	107	140

# TELPAS Online Assessments: Listening and Speaking

*Students took only about 1 ½ -2 hours for the listening and speaking test during the pilot.*

**2017 TELPAS Listening and Speaking Pilot Testing Time (in minutes)**

<b>Grade Band</b>	<b>n</b>	<b>mean</b>	<b>25th Percentile</b>	<b>Median</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
Grades 2-3	6119	76	62	72	86	100
Grades 4-5	3409	89	72	86	101	121
Grades 6-8	3803	70	56	67	80	96
Grades 9-12	2743	80	59	76	98	121

# TELPAS Online Assessments: Listening

- Students will need to wear headsets.
- Text of the stimulus or prompt is not available on screen, although audio is provided and can be played as many times as the student needs. All audio is recorded in a studio, not via text-to-speech functionality.
- Students will respond to test items in the following ways:
  - click on the correct answer
  - drag-and-drop
  - multiple-choice

# TELPAS Online Assessments: Speaking

- Students will need to wear headsets with a microphone.
- Text of prompt is available on the screen for students to read and in an audio file for students to listen to as many times as they need.
- Students will record their response, listen to their response, and delete and re-record if not satisfied with their first response.
  - Up to 90 seconds of recording time for a response
  - Two opportunities to record a response
- Speaking prompts are scored on a 2 or 4 point rubric depending on the item type - simple versus open-ended.

# Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, the district may submit a request to TEA for a special administration of TELPAS grades 2-12 online tests.
  - For the online reading test, the request is for a paper administration.
  - For the online listening and speaking test, the request is for the student to be holistically rated.
  
- Examples of situations when a request for a special administration of TELPAS is appropriate:
  - Accommodations cannot be applied
    - Student has seizures or migraines from looking at computer screen.
    - Student is exempt from listening due to disability but not from speaking, so could participate in the holistically-rated speaking assessment.
  - Technology access is precluded
    - Student is homebound, and there is no internet connection at home.
    - Student is in juvenile detention facility and county does not allow online test application to be downloaded onto computers.
  
- Specific instructions and the request form can be found on TEA's District and Campus Coordinator Manual Resources webpage.

# TELPAS Test Results

- The 2018 TELPAS raw score results for Listening and Speaking (online) and Reading (online and paper transcription) will be available on May 14, 2018.
- The scale score results for Listening and Speaking and Reading will be available on August 15, 2018. (Note this change on page v of the TELPAS Test Administrator Manual and the TELPAS Rater Manual Calendar of Events).
- Standard setting must be conducted in the summer based on the data from the operational listening and speaking tests and reading tests. Once standards are approved, student report cards will be provided to districts.

# TELPAS Test Results: Impact on Exit

- LPACs should still conduct end-of-year (EOY) LPAC meetings for all ELLs that are possible candidates for exit from bilingual or ESL programs, even if TELPAS results are not yet available.
- LPAC documentation should note that the student is **pending** exit from the bilingual or ESL program until TELPAS test results are received.
  - TEA LPAC forms: Notation should be made in TELPAS section of LPAC Review form and on the second page of Parental Report on Student Progress (Bilingual or ESL) Program form.
  - District-made LPAC forms: Include information that student is **pending** exit until TELPAS test results received.

# TELPAS Test Results: Impact on Exit

- Remember, this process applies only to students who have met all other exit criteria and are awaiting TELPAS test results.
- Once the LPAC documents have been completed, the district can then follow up with letters of exit approval to parents whose students met exit criteria.
- Please be sure that an LPAC representative that will be in the district or on the campus when results are sent knows about this process so that it can be completed.

# TELPAS Test Results: Impact on Exit

- At the beginning of the 2018-2019 school year, students who were **pending** exit at the EOY should remain in a bilingual or ESL program until TELPAS test results are received.
- If the student **does not** meet the exit criteria, he or she should remain in the bilingual or ESL program.
- If the student **does** meet the exit criteria, he or she will no longer be required to be in the bilingual or ESL program. The LPAC is not required to meet again to discuss an ELL's exit decision.

# Every Student Succeeds Act (ESSA) : Alternate English Language Proficiency (ELP) Assessment

- 34 CFR §200.6(h)(5) requires that a State administers an alternate ELP assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations.
- The U.S. Department of Education has said that a State may develop alternate ELP achievement standards for the alternate ELP assessment. (Letter on June 12, 2017)

# TELPAS Alt

Texas is creating a holistic inventory to assess English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities, and
- reduce exemptions from specific language domains on the general TELPAS.

# Eligibility for TELPAS Alt

- 2016 data shows that approximately 4,590 students identified as LEP took STAAR Alternate 2 in grades 3-high school.

Grades

K-1

- All ELLs will take the same K-1 holistically-rated assessment for all 4 language domains, so no eligibility determination is needed.

Grades

2-12

- Grade 2: Participation requirements will be created (similar to STAAR Alternate 2), and ARD committees will be required to make an assessment determination for TELPAS.
- Grades 3-12: ELLs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.

# Development of TELPAS Alt

## Summer 2017- Spring 2018

- Convene multiple advisory committees and teacher committees to collect feedback from the field and write observational criteria.
- Develop alternate PLDs and observational criteria for each language domain.
- **TEA to solicit district volunteers to participate in cognitive lab.**
- Conduct alternate ELP assessment cognitive lab.



## Summer 2018-Summer 2019

- Collect and analyze cognitive lab survey and results.
- Conduct training and administer operational TELPAS Alt assessment during TELPAS window.
- Conduct standard setting.



Questions?



# STAAR Alternate 2 and TELPAS Assessment Management System

# Assessment Management System Launch Page

PearsonAccess<sup>next</sup>

Home Support

**STAR** Alternate 2  
State of Texas  
Assessment of  
Academic Readiness  
Alternate 2

**TELPAS**  
Texas English Language  
Proficiency Assessment System

## Assessment Management System

★ Program Information

STAAR Alternate 2	TELPAS	TAKS
<a href="#">Educator Guide</a> <a href="#">STAAR Alternate 2 Test</a> <a href="#">Administrator Manual (NonSecure Front Matter)</a>	<a href="#">Educator Guide</a> <a href="#">TELPAS Test Administrator Manual</a> <a href="#">TELPAS Rater Manual</a> <a href="#">TELPAS Online Training Center</a> <a href="#">TELPAS Online Reading Test Student Tutorials</a>	The TAKS tests are no longer being administered. More information can be found on the <a href="#">TAKS</a> webpage.

Click Support > Documentation for additional STAAR Alternate 2 and TELPAS resources.

**Sign In**  
[Sign In](#)  
[Forgot Username](#) | [Forgot Password](#)

**Contact Us**

### Pearson Support

800-627-0225  
[Pearson Customer Support Form](#)  
Monday thru Friday  
7:30 am - 5:30 pm (CST)

- [Texas System Status](#)

For information about all Texas Assessments, visit [TexasAssessments.com/Assessments](https://TexasAssessments.com/Assessments).

[Chat Now!](#)

**Related Links**

- [Training Site](#)
- [Avocet \(Online Resource Tool\)](#)
- [Texas Assessment Data Portal for all Assessments](#)
- [TEA Student Assessment Division](#)
- [Additional Reports and Services](#)

[tx.pearsonaccessnext.com](https://tx.pearsonaccessnext.com)

# New Features

 **Contact Us**

## Pearson Support

800-627-0225

[Pearson Customer Support Form](#)

Monday thru Friday  
7:30 am - 5:30 pm (CST)

- [Texas System Status](#)

For information about all Texas Assessments, visit [TexasAssessments.com/Assessments](https://TexasAssessments.com/Assessments).



 **Related Links**

- [Training Site](#)
- [Avocet \(Online Resource Tool\)](#)
- [Texas Assessment Data Portal for all Assessments](#)
- [TEA Student Assessment Division](#)
- [Additional Reports and Services](#)

  
**Pearson**

Contact Name\*

Email Address\*

Program

Subject\*

Description\*

Please provide additional information, such as: phone number, state, district, school, and a brief description of why you are contacting customer support. Please do not provide any personally identifiable information.

Fields marked with \* are required.

[Pearson Customer Support Form](#)

**Live Agent Pre-Chat Form**

Contact Name\*

Email Address\*

Program

Existing Case #

Subject\*

Description\*

Please provide additional information, such as: phone number, state, district, school, and a brief description of why you are contacting customer support. Please do not provide any personally identifiable information.

Fields marked with \* are required.



The screenshot displays the Avocet website interface. At the top left is the Avocet logo with the tagline "A to Z Results". To the right is the TEA (Texas Education Agency) logo. A search bar is located in the top right corner. Below the logos is a navigation bar with letters A through Z. A sidebar on the left contains a "Home" link, a "Most Popular" section with various links like "Calendar" and "Contact Information", and a "What's New" section listing recent documents such as "2018 Student Data File Format For Student Registration And Precoding, pp. 1-31". The main content area features three sections: "Texas Topic Index - Pearson Assessments" (dated 11/8/2017) with a welcome message, "2018 Calendar of Events" (dated 11/8/2017) with a link to the calendar, and "STAAR Alternate 2 and TELPAS Assessment Management System User's Guide" (dated 11/7/2017) with a link to the user's guide. On the right side, there is a box for the "2017-2018 STAAR Alternate 2 and TELPAS Assessment Management System User's Guide" with logos for STAR and TELPAS.

<http://avocet.pearson.com/TX/Home>

# Login Screen



ASSESSMENTS

PearsonAccess<sup>next</sup>

Username

Password

Login

[Forgot Username](#) [Forgot Password](#) [Support](#)

Username is not case sensitive

Password is case sensitive

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# Home Page

**PearsonAccess<sup>next</sup>** Texas > 2017 - 2018 > 2018 STAAR Alternate 2 ▾ AOC ISD (260999) ▾

Home Setup Testing Reports Support

**SETUP** Select an action ▾

**TESTING** Select an action ▾

**REPORTS** Select an action ▾

★ STAAR Alternate 2

**Key Dates**

Enrollment Collection	October 23 - November 10
Student Data Submission (Student Registration)	January 10 - April 24
Materials List posted online	March 2
Additional Order Window	March 2 - April 13
Materials Due in District	March 5 - March 9
STAAR Alternate 2 Preview Window	March 19 - March 30
STAAR Alternate 2 Assessment Window	April 2 - April 20
STAAR Alternate 2 Verification Window	April 23 - April 24
Deadline for Ordering Additional Copies of Reports	April 24
Districts Return STAAR Alternate 2 Materials	April 27

**Resources**

**Contact**

**Pearson Support**

800-627-0225

[Pearson Customer Support Form](#)

Monday thru Friday  
7:30 am - 5:30 pm (CST)

- [Texas System Status](#)

For information about all Texas Assessments, visit [TexasAssessments.com/Assessments](https://www.texasassessments.com/assessments).

[Chat Now!](#)

# Tasks

The screenshot displays the PearsonAccessnext web application interface. At the top, the navigation bar includes the PearsonAccessnext logo, the location path "Texas > 2017 - 2018 > 2018 STAAR Alternate 2", and the user ID "AOC ISD (260999)". Below the navigation bar, there are five tabs: Home, Setup, Testing, Reports, and Support. The Setup, Testing, and Reports tabs are highlighted with a red box. Below the tabs, there are three large blue cards representing the main tasks: SETUP, TESTING, and REPORTS. Each card has a "Select an action" dropdown menu. The Setup dropdown menu is open, showing a list of actions: Import / Export Data, Students, Out-of-School Registrations, Groups, Organizations, Out-of-School Test Sites, Users, Published Report Release, Orders & Shipment Tracking, and TestNav Configurations. The Testing dropdown menu is also open, showing: Student Tests, Sessions, and Students in Sessions. The Reports dropdown menu is open, showing: Operational Reports and Published Reports. On the right side of the interface, there is a "Pearson Support" section with contact information: 800-627-0225, Pearson Customer Support Form, and operating hours: Monday thru Friday, 7:30 am - 5:30 pm (CST). A "Chat Now!" button is located at the bottom of the support section. In the background, a table of dates is visible, listing various testing periods.

October 23 - November 1
January 10 - April 24
March 2
March 2 - April 13
March 5 - March 9
March 19 - March 30
April 2 - April 20
April 23 - April 24
April 24
April 27

# Support Page

Home Setup Testing Reports Support

## Support

Support Requests  
Documentation

Categories [All Clear](#)

- Administration Manuals
- Communications
- Downloads
- Report Information
- Technology Documentation/Information
- Training

File Type [All Clear](#)

- Archive
- Excel
- Web Page
- Other
- PDF
- PowerPoint
- Word

Search

### Educator Guide to STAAR Alternate 2

This guide provides information for the assessment based on alternate academic standards, STAAR Alternate 2.  
Sep 29, 2017

### Educator Guide to TELPAS

This guide is provided to familiarize educators with the Texas English Language Proficiency Assessment System (TELPAS), an assessment program for English language learners (ELLs).  
Jan 19, 2016

### STAAR Alternate 2 Sample Items - Grade 3 Mathematics

STAAR Alternate 2 Sample Items - Grade 3 Mathematics  
Jan 19, 2016

### STAAR Alternate 2 Sample Items - Grade 3 Reading

STAAR Alternate 2 Sample Items - Grade 3 Reading  
Jan 19, 2016

#### Top Resources

- [Student Data File Format for Student Registration and Precoding](#)
- [Student Data File Header for Student Registration and Precoding](#)
- [TestNav 8 Online Support](#)
- [TestNav 8 Downloads](#)
- [Training Modules for the STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)
- [STAAR Alternate 2 and TELPAS Assessment Management System User's Guide](#)

#### Contact

### Pearson Support

800-627-0225

# Submit Data Files

## Creating a User Account File

When creating a user account file, use the following rules.

- The file must be comma delimited and must include the header row.
- Fields marked as optional must still be included in the file. Leave the fields blank if not including a value.
- User matching will occur on the Username.
- If an import record has an error, the entire record will be rejected.
- The export file will be in the same format as the import file, including all data elements.
- The header row (column or Field Name) is required for import files and will be included in export files. The columns must be in the order provided below.

Header Field Name	Field Description
Action	Required field.  Contains the code representing the action to be taken for the record.  Valid values are: C or c (create) U or u (update)  The Actions will default to U for all records in an export file.
Username	Required field.  Contains the username. Must be unique. Case insensitive.

Texas Student Assessment Program

2018

## Student Data File Format for Student Registration and Precoding

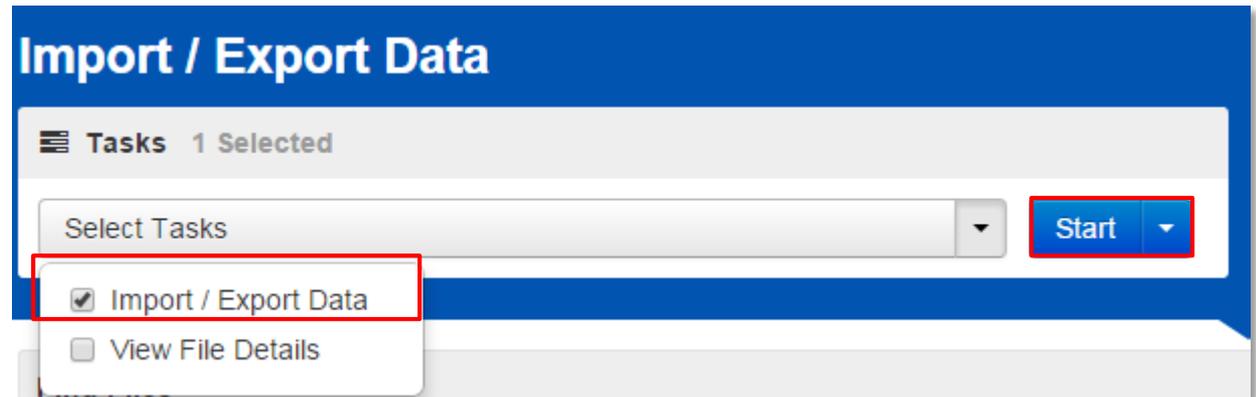
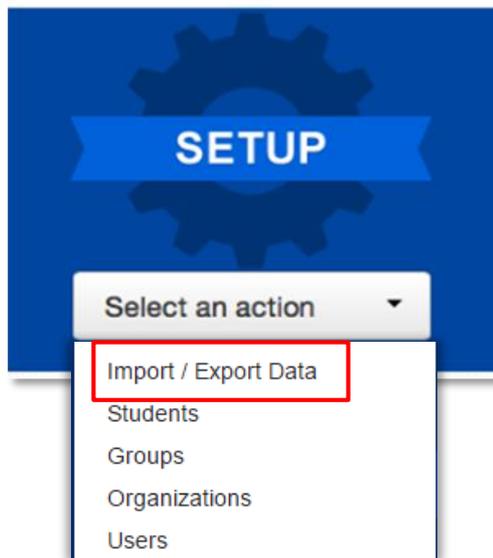
	A	B	C	D	E	F	G	H	I	J	K
1	Action	Username	First Name	Last Name	Email	Authorized Organizations	Roles	Active Begin Date	Active End Date	Disabled	Disabled Reason
2											
3											

	A	B	C	D	E	F	G	H	I	J	K
1	GRADE-LEVEL-CODE	CAMPUS-ID-OF-ENROLLMENT	DISTRICT-NAME	CAMPUS-NAME	GROUP NAME	LAST-NAME	FIRST-NAME	MIDDLE-INITIAL	PEIMS-ID	SEX-CODE	DATE-OF-BIRTH
2											
3											
4											

# Import/Export Data

- Same process for user accounts, student data, and TELPAS SCORE CODE field and TEST TAKEN INFO changes



# Import/Export Student Data

**Tasks for Importing and Exporting**

Import / Export Data

Type\*

Type\*

Student Registration Delete

Student Registration Export

Student Registration Import

Type\*

Student Registration Import

Don't modify student tests

Note: This import modifies students, student registrations and student tests. To create or update student tests, do not check the box above. To update only student demographics and not create or update student tests, check the box above.

Source File

No file chosen

Additional e-mails

Ignore Error Threshold

# View Registered Students

PearsonAccess<sup>next</sup> Texas > 2017 - 2018 > 2018 Spring TELPAS Grades K-12 AOC ISD (260999)

Home Setup Testing Reports Support

## Students

Tasks 0 Selected

Students 0 Selected

Find Students Registered to 2018 Spring TELPAS Grades K-12

Last Name starts with

Filters

Across All Organizations

**PEIMS ID**

**Local Student ID**

**UUID**

[Toggle secondary filters](#)

39 Results Displaying 25

<input type="checkbox"/>	Last Name*	First Name*	PEIMS ID*	Temporary	Date of Birth*	Sex Code*	Local Student ID
<input type="checkbox"/>	LAST NAME	FIRSTNAME	000999855 ⓘ	True	12/07/2003	M = Male	
<input type="checkbox"/>	LASTNAME	FIRST	000999052 ⓘ	True	10/03/2007	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999830 ⓘ	False	12/07/2000	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999582 ⓘ	True	12/12/2000	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999575 ⓘ	True	12/12/2007	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999580 ⓘ	True	12/12/2002	F = Female	

# Update Student Data Directly

PearsonAccess<sup>next</sup> Texas > 2017 - 2018 > 2018 Spring TELPAS Grades K-12 AOC ISD (260999)

Home Setup Testing Reports Support

## Students

Tasks 0 Selected

Select Tasks **Start**

- Create / Edit Students
- Registration
  - Manage Student Tests
  - Manage Groups
  - Manage Enrollments
- Delete Students

Starts with

Local Student ID

Starts with

UUID

Starts with

[Toggle secondary filters](#)

Students 0 Selected Clear

Manage

Search

39 Results Displaying 25 Manage Columns

<input type="checkbox"/>	Last Name*	First Name*	PEIMS ID*	Temporary	Date of Birth*	Sex Code*	Local Student ID
<input type="checkbox"/>	LAST NAME	FIRSTNAME	000999855 ⓘ	True	12/07/2003	M = Male	
<input type="checkbox"/>	LASTNAME	FIRST	000999052 ⓘ	True	10/03/2007	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999830 ⓘ	False	12/07/2000	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999582 ⓘ	True	12/12/2000	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999575 ⓘ	True	12/12/2007	F = Female	
<input type="checkbox"/>	LASTNAME	FIRSTNAME	000999580 ⓘ	True	12/12/2002	F = Female	

# Create/Edit Student Information

Tasks for Students + Add Task < Previous Task Next Task > Exit Tasks ×

Create / Edit Students Register Students Manage Student Tests Manage Groups Manage Enrollments

**STUDENTS (1)**

+ Create Students

**DETAILS**

New Student Create Reset

**Organization\***

**PEIMS ID\***

**Last Name\***

**First Name\***

**Middle Initial**

Temporary

**Date of Birth\***

**Sex Code\***

**Portal Access Code**

# Register Students

**Tasks for Students** ➕ Add Task ◀ Previous Task Next Task ▶ Exit Tasks ✕

Register Students Manage Student Tests Manage Groups Manage Enrollments

**STUDENTS (1)** SPRING TELPAS GRADES K-12

LAST NAME , FIRSTNAME N (000999855) Save Reset

Registered ⓘ Show Student Details ⓘ

**Student Information**

<b>Grade Level*</b>	<b>Years in U.S. Schools</b>
<input type="text" value="06 = Grade 06"/>	<input type="text"/>
<b>Local Student ID</b>	<b>Students with Interrupted Formal Education (SIFE)</b>
<input type="text"/>	<input type="text"/>
<b>Unschooling Asylee/Refugee</b>	<b>Reporting CDC</b>
<input type="text"/>	<input type="text" value="Select"/>
<b>Parent Denial</b>	
<input type="text"/>	

# Manage Student Tests

**Tasks for Students** ➕ Add Task ◀ Previous Task Next Task ▶ Exit Tasks ✕

Register Students | **Manage Student Tests** | Manage Groups | Manage Enrollments

**Test Filter**

Filter by Test Status

Complete  Assigned Apply

**TEST DETAILS**

The reporting values for this battery test have not yet been set.

Holistic Rating Grade K-1 Sp 18  
Holistic Rating Writing Grade 2 Sp 18  
Holistic Rating Writing Grade 3 Sp 18  
Holistic Rating Writing Grade 4 Sp 18  
Holistic Rating Writing Grade 5 Sp 18  
Holistic Rating Writing Grade 6 Sp 18  
Holistic Rating Writing Grade 7 Sp 18  
Holistic Rating Writing Grade 8 Sp 18  
Holistic Rating Writing Grade 9 Sp 18

# Manage Groups

Tasks for Students ➕ Add Task ◀ Previous Task Next Task ▶ Exit Tasks ✕

Register Students Manage Student Tests **Manage Groups** Manage Enrollments

## Manage Groups Save Reset

**Tests**

✕ TELPAS Reading Grade 6 Sp 18 ✕ TELPAS Holistic Ratings Grade 6  
✕ TELPAS Listening & Speaking Grade 6 Sp18

<input type="checkbox"/> Test	Group
<b>LAST NAME , FIRSTNAME N (000999855)</b>	
<input type="checkbox"/> TELPAS Reading Grade 6 Sp 18	No Group ▾
<input type="checkbox"/> TELPAS Holistic Ratings Grade 6	No Group ▾
<input type="checkbox"/> TELPAS Listening & Speaking Grade 6 Sp18	CARDSU-HS ✕ ▾

**Assign a Group to Multiple Student Tests**

Group  
No Group ▾ New Class

**Assign group to Selected Student Tests**

\* Required

Save Reset

# Manage Enrollments

Tasks for Students Add Task Previous Task Next Task Exit Tasks

Register Students Manage Student Tests Manage Groups **Manage Enrollments**

Organizations

\* AOC H S (260999001) \* AOC J H (260999041)

Manage Enrollments Save Reset

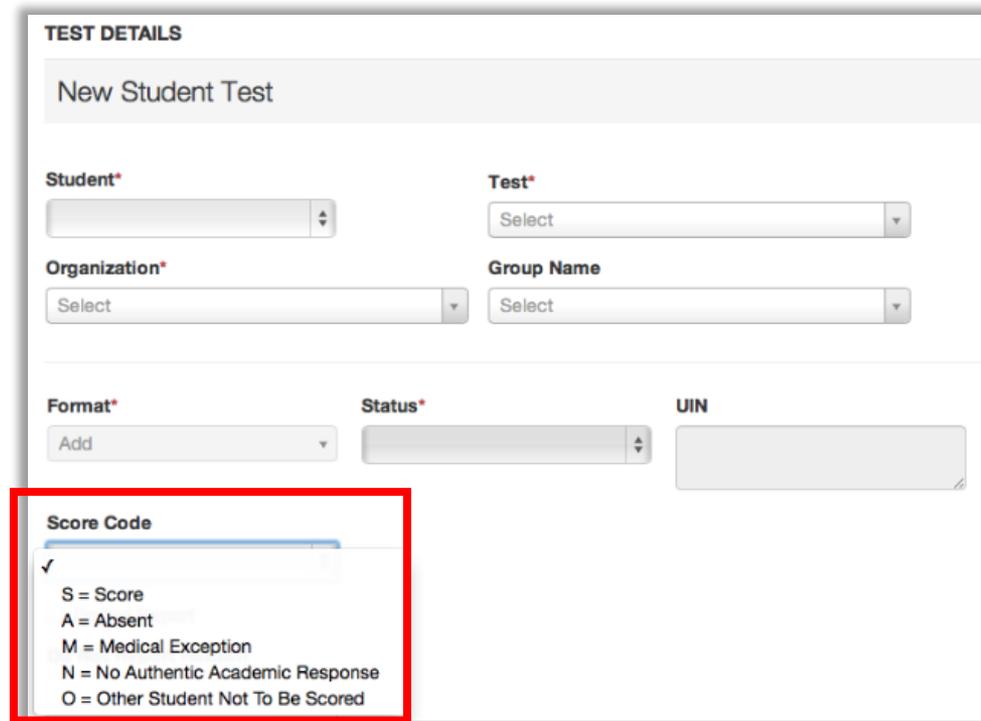
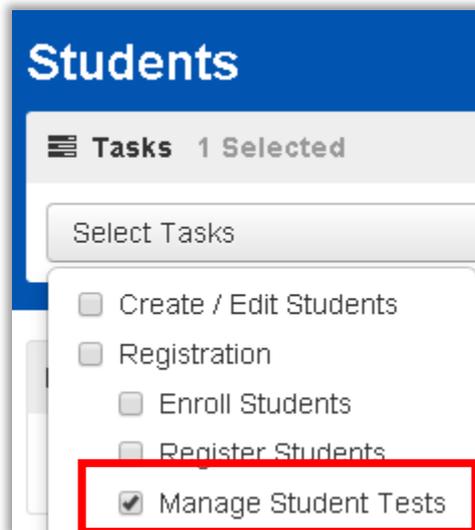
Student	<input type="checkbox"/> AOC J H (260999041)	<input type="checkbox"/> AOC H S (260999001)
LAST NAME , FIRSTNAME N (000999855) ⓘ	<input checked="" type="checkbox"/> ⓘ	<input checked="" type="checkbox"/>

\* Required

Save Reset

# Score Codes

- If directed by your campus coordinator, assign score codes on the *Test Details* screen. Some score codes are determined by the ARD committee and must be documented in the student's IEP.



# Accommodations

- If a student was provided accommodations, the accommodations must be indicated in the Accommodations menu on the *Test Details* screen.

## TELPAS:

- Designated Supports
- Large Print
- Extra Day

## STAAR Alternate 2:

- Color or highlight
- Color overlays
- Photographs or objects
- Textured materials
- Demonstrate
- Raise or darken outline
- Enlarge
- Braille
- Described images
- Provide images or text separately
- Isolate images
- Picture representations
- Use calculator, manipulatives, or math tools
- Reread text
- Provide structured reminders

# View Published Reports

- Test Results will be posted under Reports > Published Reports

PearsonAccess<sup>next</sup> Texas > 2017 - 2018 > 2018 Spring TELPAS Grades K-12 AOC ISD (260999)

Home Setup Testing Reports Support

## Published Reports

Tasks 0 Selected No tasks available.

Published Reports 0 Selected Clear

Manage Download

### Find Reports

Enter File Name Search

Filters Clear Hide

**Organization Type**  
Select one or more

**Organization Name**  
Select one or more

**Published Report Date Range**  
mm/dd/yyyy to mm/dd/yyyy

624 Results Displaying 25 Manage Columns

File Name	Size (KB)	Date Published	Organization Name
Confidential Student Reports (CSRs)	1,528		
Confidential Student Reports (CSRs)	1,609		
Confidential Student Reports (CSRs)	1,558		
Confidential Student Reports (CSRs)	2,432		
Confidential Student Reports (CSRs)	1,362		
Confidential Student Reports (CSRs)	1,553		
Confidential Student Reports (CSRs)	2,497		



# STAAR Alternate 2 Administration

# STAAR Alternate 2 Key Dates

Date	Activity
Jan 10–Apr 24	Student data submission (student registration)
Mar 2	Materials list posted online
Mar 2–Apr 13	Additional order window
Mar 5–Mar 9	Materials due in district
Mar 16	Last date for Test Administrator Training
Mar 19–Mar 30	Preview window
<b>Apr 2–Apr 20</b>	<b>STAAR Alternate 2 Assessment window</b>
Apr 23–Apr 24	Verification window
April 27	Districts return all STAAR Alternate 2 materials

# Test Administrator Training

- Is based on the non-secure front matter of the STAAR Alternate 2 Test Administrator Manual located on TEA's STAAR Alternate 2 Resources webpage.

## STAAR Alternate 2 Test Administration Resources

Use the links below to access STAAR Alternate 2 resources.

- [Allowable Accommodations for STAAR Alternate 2](#) (PDF)
- [STAAR Alternate 2 Educator Guide](#) (PDF updated 09/28/17)
- [STAAR Alternate 2 Medical Exception Eligibility Requirements](#) (English PDF revised 09/08/17)
- [STAAR Alternate 2 Medical Exception Eligibility Requirements](#) (Spanish PDF revised 09/08/17)
- [STAAR Alternate 2 No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (English PDF revised 08/25/16)
- [STAAR Alternate 2 No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (Spanish PDF revised 08/25/16)
- [Participation Requirements](#) (English version, PDF revised 08/25/16)
- [Participation Requirements](#) (Spanish version, PDF revised 08/25/16)
- [STAAR Alternate 2 Released Tests](#) (PDF posted 08/11/16)
- [STAAR Alternate 2 Test Administrator Manual](#) (PDF posted 10/27/17)

# STAAR Alternate 2 Test Administration Process

## 1

### Register Students and Verify Test Assignments

Coordinators or assigned staff will register students and verify test assignments.

This can be done through student registration import.

## 2

### Assess Students/Enter Student Responses

After students are assessed, authorized users will enter student responses from the scoring document into PearsonAccess<sup>next</sup>.

- All entries will be on one page.
- Staff will enter scoring information by selecting the appropriate bubble.

## 3

### Enter Test Details into the Assessment Management System

If directed by coordinator, score codes and accommodations will need to be entered.

- Some score codes are determined by the ARD committee and must be documented in a student's IEP
- If a student was provided accommodations, it must be indicated

Must also indicate “Yes” or “No” for translated student materials.

## 4

### Return Test Material to Campus Coordinator

The test administrator must return all test materials to the campus coordinator.

- Return all manuals, booklets, scoring documents, and photocopies of secure test materials.
- Accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

# STAAR Alternate 2 Materials List

- Review Materials List
- Posted in the Assessment Management System March 2, under Reports > Published Reports

The screenshot displays the PearsonAccessnext web application interface. The top navigation bar includes 'Home', 'Setup', 'Testing', 'Reports', and 'Support'. The main content area is titled 'Published Reports' and shows a search bar with the text 'No tasks available.' Below this, there is a 'Find Reports' section with a search input field and a 'Search' button. To the left, there are filter options for 'Organization Type', 'Organization Name', and 'Published Report Date Range'. The main results area shows '462 Results' and a table of materials. A modal window is overlaid on the right side of the screen, displaying the title '2018 STAAR ALTERNATE 2 ADMINISTRATION TEST MATERIALS LIST' and 'GRADES 3-8 AND END-OF-COURSE (EOC)'. Below the title, there are fields for 'District (Campus) Name: AOC HS', 'County-District (Campus) Number: 260999001', and 'District Coordinator: Mr. John Doe'. The table below the modal window has the following data:

File Name	Size (KB)	Date Published	Organization Name
3-8 Student Data File (Fixed Length)	71		AOC ISD (260999)
Alt Materials List	59		AOC HS (260999001)
Alt Materials List	59		AOC JH (260999041)
Alt Materials List	59		AOC EL (260999101)

# STAAR Alternate 2 Test Materials

STAAR Alternate 2 test administrators will be provided with the following materials **per student** for each grade/subject or course tested.



One secure STAAR Alternate 2 Test Administrator Manual



One student booklet

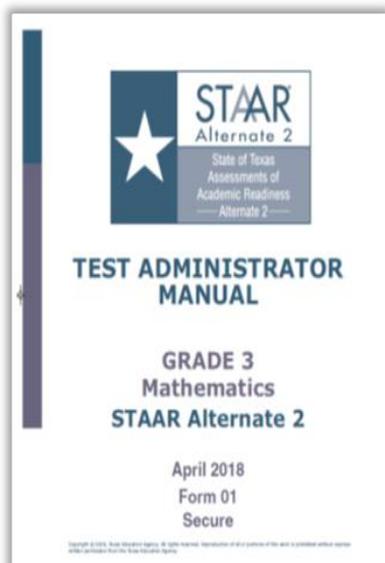


One image card set



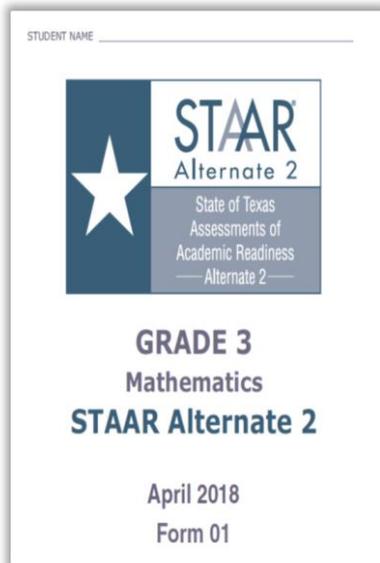
One scoring document (found in back of TA Manual, Resources tab, Avocet)

# STAAR Alternate 2 Test Administrator Manual



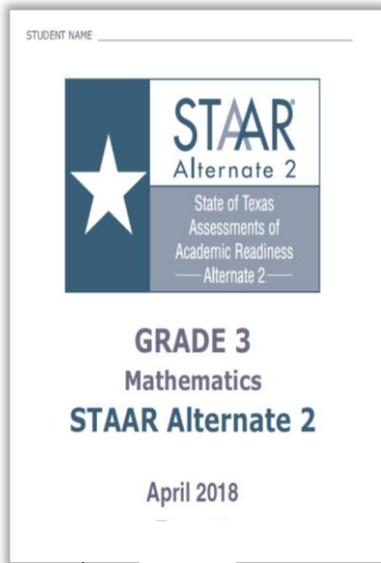
- Contains instructions that explain the responsibilities of test administrators.
- Contains scripted questions and guidelines for how to administer the test and score each item.

# Student Booklets



- Contains stimulus images and text needed for the student to select answers.
- 2018 will have limited color images for the first time.
- A survey, to be sent separately at the end of the test administration, will be used to gauge test administrator satisfactions with color format.

# Large-Print Student Booklets



- Spring 2018: Introduced for the first time.
- Ordered through the enrollment collection process.
- Districts must have entered a number to receive large-print tests. The count in the Assessment Management System was defaulted to zero.
- Number of large-print booklets ordered should be based on students who require an accommodation of enlarged text or images.
- Each large-print booklet will come with a standard test booklet kit, which includes a standard test administrator manual, standard student test booklet, and a set of image cards.
- Refer to the font and point size matrices on TEA's Accommodation Resources webpage.

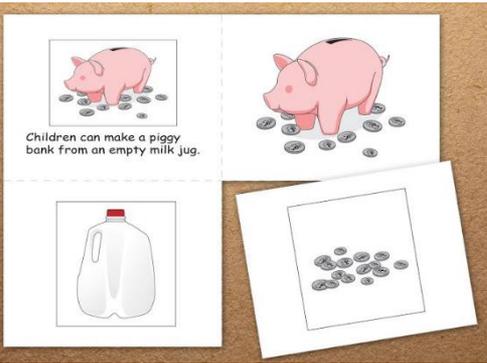
Grade / Course			
Grade / Course	Student Registration	Enrollment	
		Regular Print Counts	Large Print Counts
Grade 3		04	02

# Image Card Sets



- Spring 2018: Introduced for the first time
- One card set per standard size student booklet
- Cards contain the same images that appear in the student test booklet.

# Image Card Sets



- Perforated cards: Four cards on an 8 ½ X 11 page
- Test administrators are NOT required to use Image Card sets.
- Image cards will have number stamp on the back to correspond with test items.

# Scoring Document

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

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

**Accommodations**  
Mark the accommodations used during this test administration.

Color or Highlight	Describe Images
Color Overlays	Provide Images or text separately
Photographs or Objects	Isolate Images
Textured Materials	Picture Representations
Demonstrate	Calculator, manipulatives, math tools
Raise or Darken Outline	Reread Text
Enlarge	
Braille	Provide Structured Reminders

**Scoring**  
Mark the student's score for each question.

1	A	B	C	13	A	B	C
2	A	B	C	14	A	B	C
3	A	B	C	15	A	B	C
4	A	B	C	16	A	B	C
5	A	B	C	17	A	B	C
6	A	B	C	18	A	B	C
7	A	B	C	19	A	B	C
8	A	B	C	20	A	B	C
9	A	B	C	21	A	B	C
10	A	B	C	22	A	B	C
11	A	B	C	23	A	B	C
12	A	B	C	24	A	B	C

- Test sessions do not have to be created.
- Student responses from the Scoring Document will be entered online.
- New Translated Student Materials selection to match online form.
- Testing personnel must be trained and have a signed oath on file.

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Form Number: \_\_\_\_\_

Assessment Year: \_\_\_\_\_

Translated Student Materials:  Yes  No

# Transcribe Student Responses

- In the Assessment Management System, from Testing > Student Tests:

The screenshot shows the 'Student Tests' interface. At the top, there is a 'Tasks' section with '1 Selected'. Below this is a 'Select Tasks' dropdown menu, which is highlighted with a red box and a green circle '3'. The dropdown menu contains two options: 'Update Student Test Details' and 'Enter Student Tests', both with checked checkboxes. To the right of the dropdown is a 'Start' button, highlighted with a red box and a green circle '4'. Below the dropdown is a search bar with the placeholder text 'Student Last Name starts with' and a 'Search' button, highlighted with a red box and a green circle '1'. On the left side, there are filter sections for 'Organization' and 'Pearson Student Code'. On the right side, there is a table with 11 results. The table has a 'Student' header and three rows of data, each with a checked checkbox and a red box highlighting the checkbox, with a green circle '2' next to the first row. The data rows are: 'LASTNAMEA, FIRSTNAMEA', 'LASTNAMEB, FIRSTNAMEB', and 'LASTNAMEC, FIRSTNAMEC'.

# Transcribe Student Responses

- Select student test, enter responses, and select the **Save** button:

The screenshot displays the 'Enter Student Tests' interface. At the top, there are two tabs: 'Update Student Test Details' and 'Enter Student Tests'. The 'Enter Student Tests' tab is active. On the left, a list of student tests is shown. The first entry is highlighted in blue and labeled with a green circle '5'. It reads: 'LASTNAMEA, FIRSTNAMEA (111111111) STAAR Alternate 2 English I In Progress'. Below it is another entry: 'LASTNAMEB, FIRSTNAMEB (222222222) STAAR Alternate 2 English I In Progress'. To the right of the list, there is a 'Save' button (labeled with a green circle '7') and a 'Reset' button. Below the list, there is a table for entering responses (labeled with a green circle '6'). The table has a 'Clear' button at the top left. The table contains 12 rows, each representing an item. Each row has a checkbox on the left and three radio buttons on the right, labeled '1', '0', and '0'. The radio buttons are arranged in a row, with the first one being selected. The items are: Item 1, Item 2, Item 3, Item 4, Item 5, Item 6, Item 7, Item 8, Item 9, Item 10, Item 11, and Item 12.

Item	1	0	0
Item 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 5	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Item 6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Item 7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Item 9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 11	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item 12	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

# Enter Test Details

- Score Codes:

A = Absent

M = Medical Exception

N = No Authentic Academic Response (NAAR)

O = Other, Student Not to Be Scored

- Accommodations, if necessary

- Translated Student Materials:

Select “Yes” or “No” to indicate whether the bold text in the Presentation Instructions was translated into a language other than English. Default is “No”.

# STAAR Alternate 2 Survey

- Survey link will be shared with districts.
- Survey results will guide the test features of future STAAR Alternate 2 development.

# Verification Window

- The verification window is intended to ensure the accuracy and completeness of all data submitted in the Assessment Management System and the collection of secure documents.
- If it is discovered during the verification process that a student's data has been omitted, the data should be entered during the verification window.
- If it is discovered during the verification process that a student who is eligible for STAAR Alternate 2 has not been tested, the student should be tested and data entered during the verification window.

# Return Test Materials to the Campus Coordinator

- Return used and unused nonscorable materials:
  - secure STAAR Alternate 2 test administrator manuals
  - student test booklets grouped by grade for grades 3–8
  - student test booklets grouped by course for EOC assessments
  - STAAR Alternate 2 Scoring Document
  - complete image card sets
  - photocopies of secure test materials, if used

# Return Test Materials to the Campus Coordinator

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



# TELPAS Administration

# Key Dates

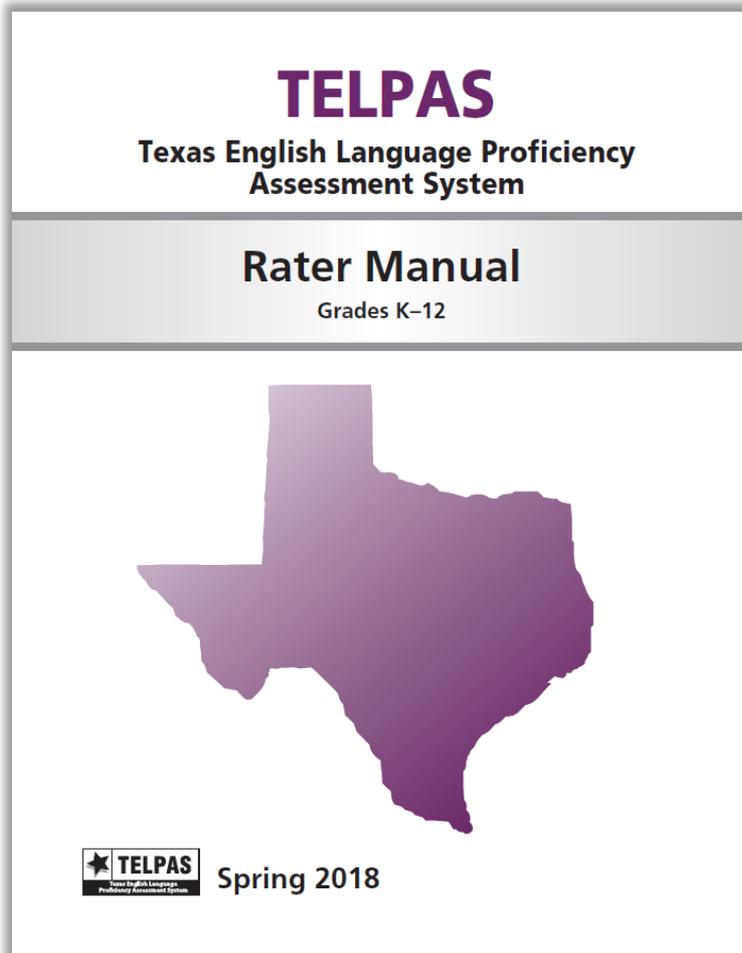
Date	Activity
Jan 2–5	TELPAS manuals shipped to districts
Jan 10	Assembling and Verifying Grades 2-12 Writing Collections course available
Jan 10–Apr 6	Student data submission (student registration)
Jan 10	Test session setup begins
Jan 26	Online basic training courses for new K-1 and 2-12 raters available
Feb 12	Calibration window opens for new and returning raters
Feb 19	Proctor Caching available
<b>Feb 26–Apr 6</b>	<b>TELPAS assessment window*</b>
Apr 6	Deadline for ordering Additional Reports

\*TELPAS extended one week; no verification window



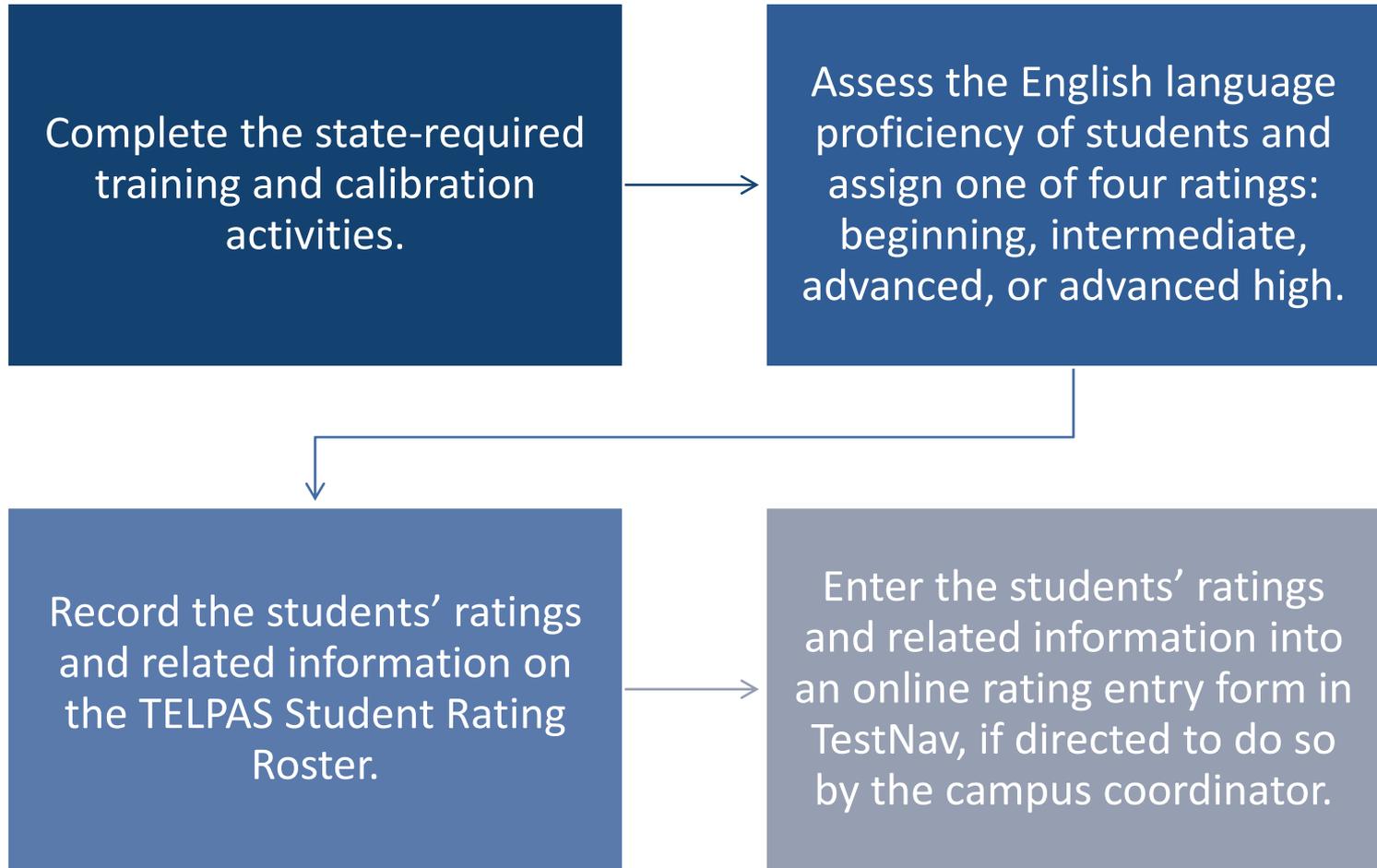
# TELPAS Online Training Center

# TELPAS Rater Resources



- The instructions in this manual explain the responsibilities of raters for the spring 2018 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *2018 TELPAS Test Administrator Manual*, and the TELPAS information in the *2018 District and Campus Coordinator Manual*.

# TELPAS Rater Responsibilities



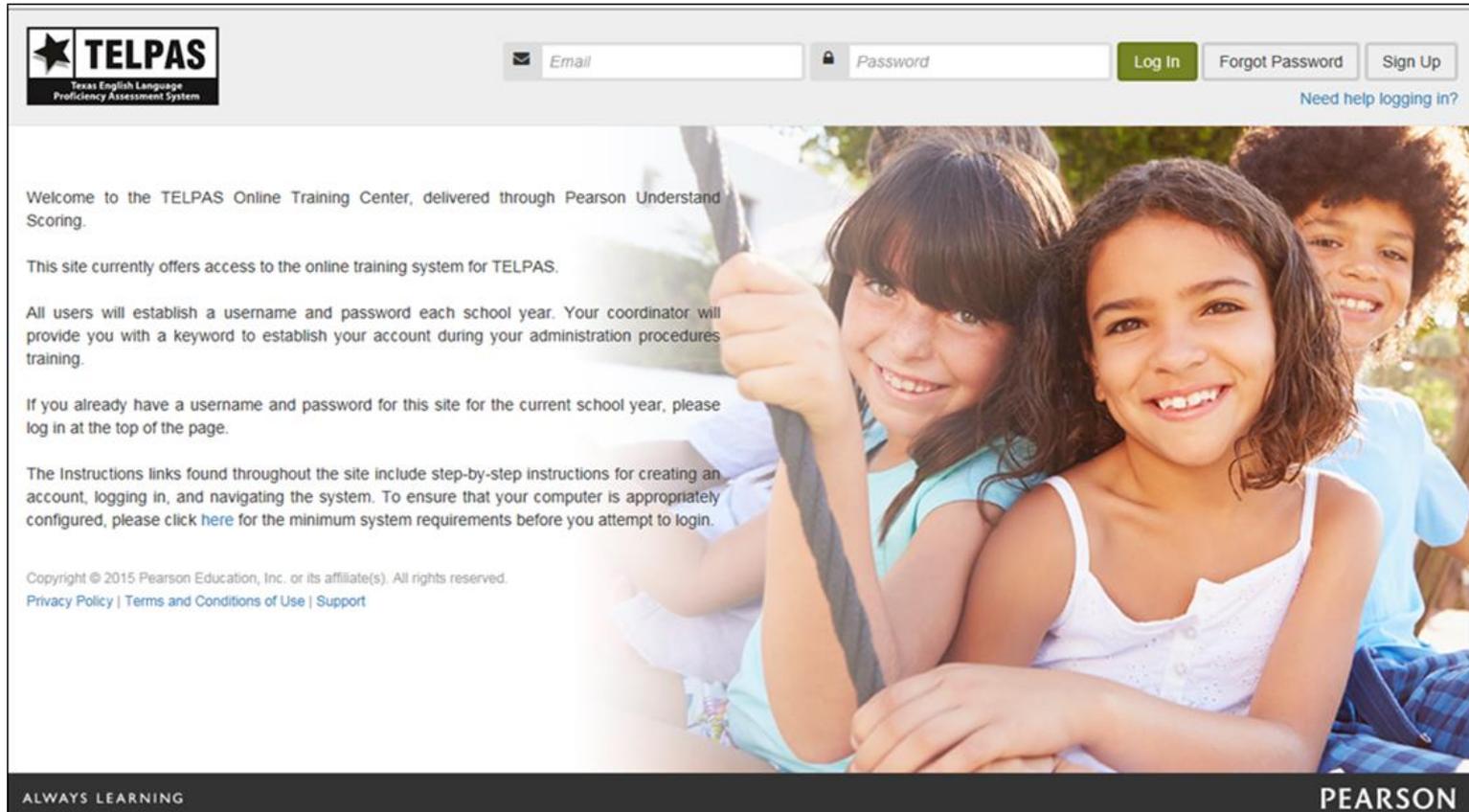
# TELPAS Online Training Center Reminders

- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates are purged from the training site at the end of each training window.
- Pearson and TEA do not have access to previous year certificates; campus coordinators or district coordinators should maintain a record of completed rater training.
- District coordinators will receive an email containing the keyword users need to create an account for this year.

# TELPAS Online Training Center Updates

- Each training course will now have a practice activity outside of the modules.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Testing coordinators will no longer need to print certificates.
- The Grades 2–12 Online Basic Training Course and calibration activities will now only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student cannot access the online listening and speaking assessment.

# TELPAS Online Training Center Log In/Sign Up



**TELPAS**  
Texas English Language Proficiency Assessment System

Email  Password

[Need help logging in?](#)

Welcome to the TELPAS Online Training Center, delivered through Pearson Understand Scoring.

This site currently offers access to the online training system for TELPAS.

All users will establish a username and password each school year. Your coordinator will provide you with a keyword to establish your account during your administration procedures training.

If you already have a username and password for this site for the current school year, please log in at the top of the page.

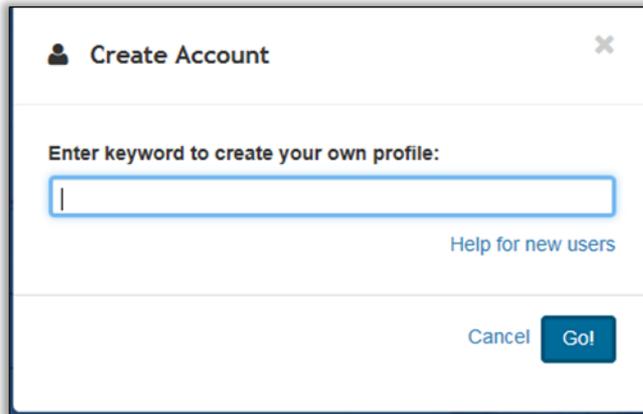
The Instructions links found throughout the site include step-by-step instructions for creating an account, logging in, and navigating the system. To ensure that your computer is appropriately configured, please click [here](#) for the minimum system requirements before you attempt to login.

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ALWAYS LEARNING PEARSON

[TexasAssessment.com/TELPASTrainingCenter](https://TexasAssessment.com/TELPASTrainingCenter)

# Create Account



Create Account

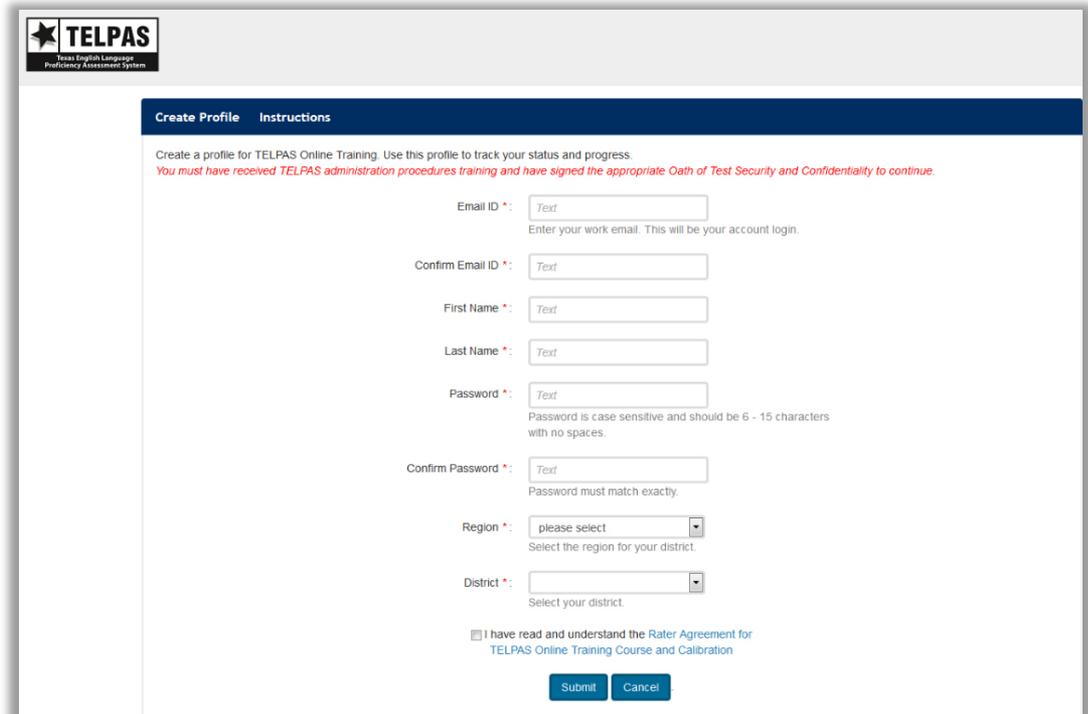
Enter keyword to create your own profile:

Help for new users

Cancel Go!

- All fields are required. Check box for Rater Agreement and click the *Submit* button.

- Coordinators will receive a keyword for users to create an account.



TEPAS  
Texas English Language Proficiency Assessment System

Create Profile Instructions

Create a profile for TEPAS Online Training. Use this profile to track your status and progress.  
*You must have received TEPAS administration procedures training and have signed the appropriate Oath of Test Security and Confidentiality to continue.*

Email ID \* :

Enter your work email. This will be your account login.

Confirm Email ID \* :

First Name \* :

Last Name \* :

Password \* :

Password is case sensitive and should be 6 - 15 characters with no spaces.

Confirm Password \* :

Password must match exactly.

Region \* :

Select the region for your district.

District \* :

Select your district.

I have read and understand the Rater Agreement for TEPAS Online Training Course and Calibration

Submit Cancel

# Educator Homepage

The screenshot shows the TEPAS Educator Homepage. At the top left is the TEPAS logo (Texas English Language Proficiency Assessment System). To its right is a button labeled "EDUCATOR HOME". On the right side, a user is logged in, indicated by a "Welcome, Firstname Lastname" message with a dropdown arrow. Below this is a red-bordered box containing three links: "Change Password", "Update Profile", and "Sign Out".

The main content area is divided into several sections:

- Start Here:** Contains instructions on how to access training based on grade level assignments and how to handle special administration cases. It also mentions that testing coordinators and other staff can access an optional course.
- Announcements:** Lists several dates and events, including training courses, calibration windows, and assessment windows. A note at the bottom of this section says: "Do not leave your computer unattended if you are logged in. If you need to leave your computer, sign out of your account."
- Choose Your Training:** A horizontal bar with buttons for "Grades K-1", "Grade 2", "Grades 3-5", "Grades 6-8", "Grades 9-12", and "Assembling and Verifying".
- Holistically Rated Listening and Speaking:** A section for TEA-approved training with buttons for "Grades 2-3", "Grades 4-5", "Grades 6-8", and "Grades 9-12".
- Resources:** Lists links for "Glossary of Terms Used in TEPAS Holistic Rating Training", "ELPS-TELPAS Proficiency Level Descriptors", and "TELPAS Rating Tips".
- Support:** A section titled "TELPAS Online Training Center Support" with instructions on how to get help.

# Choose Your Training

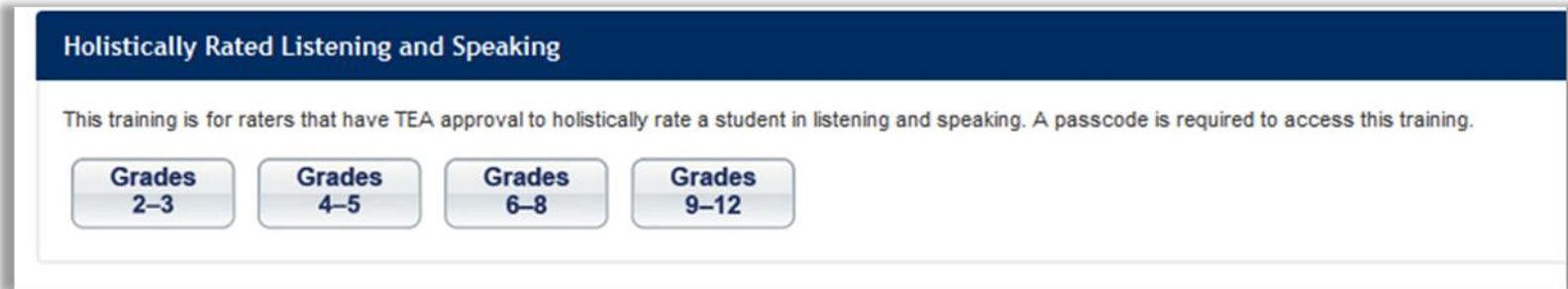
- Raters must know their assigned grade cluster to select the appropriate online training.
- Raters should consult with their campus coordinator if they are unsure of their training requirements.



The screenshot shows a web interface titled "Choose Your Training". Below the title, there are six buttons arranged horizontally, each representing a different grade cluster or training category:

- Grades K-1
- Grade 2
- Grades 3-5
- Grades 6-8
- Grades 9-12
- Assembling and Verifying

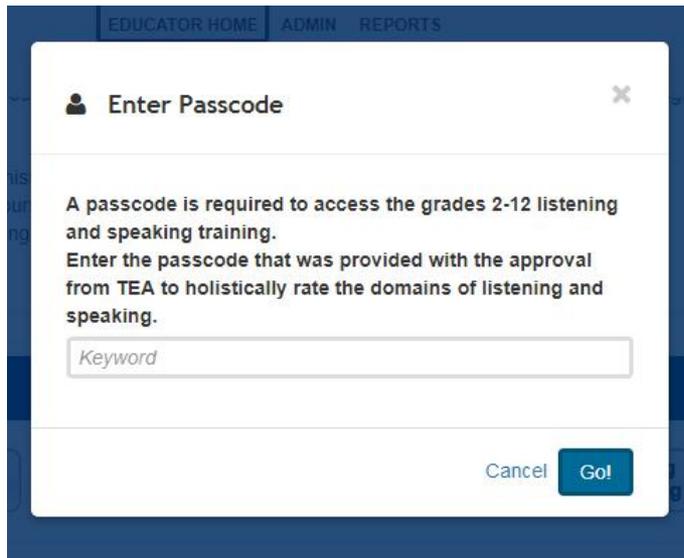
# Holistically Rated Listening and Speaking Training



**Holistically Rated Listening and Speaking**

This training is for raters that have TEA approval to holistically rate a student in listening and speaking. A passcode is required to access this training.

Grades 2-3   Grades 4-5   Grades 6-8   Grades 9-12



EDUCATOR HOME ADMIN REPORTS

**Enter Passcode** [X]

A passcode is required to access the grades 2-12 listening and speaking training.  
Enter the passcode that was provided with the approval from TEA to holistically rate the domains of listening and speaking.

Keyword

Cancel **Go!**

- TEA approval required to holistically rate a student in listening and speaking.
- Passcode will be provided with TEA approval.

# Writing Training Course



EDUCATOR HOME

Welcome, **Firstname Lastname** ⚙️

Training Course

Practice

Calibration

Scoring Summary

## TELPAS Online Basic Training Course for Grades 2-12 Instructions

This basic training course is primarily for new raters or raters that have not completed calibration activities in the last 3 years. The course covers the language domain of writing. Raters must complete this course before calibrating and before rating their students for TELPAS.

Course module:

- [Writing](#)

Once you have completed this module, proceed to the Practice tab. After completing the practice activities, a certificate of completion will be available in the scoring summary. You may not proceed to calibration until you have been assigned to a monitored calibration session by your campus. If you have any questions, please contact your campus coordinator.

To return to the Educator Home, click the button at the top of the page.

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# Listening and Speaking Course

The screenshot shows the TELPAS Online Basic Training Course for Grades 2-12 Instructions page. The page has a header with the TELPAS logo (Texas English Language Proficiency Assessment System) on the left, navigation links for EDUCATOR HOME, ADMIN, and REPORTS in the center, and a user greeting 'Welcome, Firstname Lastname' with a settings gear icon on the right. Below the header is a tabbed interface with 'Training Course' selected, and other tabs for 'Practice', 'Calibration', and 'Scoring Summary'. The main content area has a dark blue header with the text 'TELPAS Online Basic Training Course for Grades 2-12 Instructions'. The body text explains that the course is for new raters or those who haven't completed calibration in the last 3 years, covering listening and speaking domains. It states that raters must complete this course before calibrating and rating students. It also notes that headphones or quality external speakers are necessary. A bold instruction says 'You must exit each module before launching a new module.' Below this, 'Course modules:' are listed as 'Listening' and 'Speaking'. Further text explains that after completing modules, users should go to the Practice tab, and a certificate of completion will be available in the scoring summary. It also mentions that calibration is only possible if assigned by the campus coordinator. Finally, it instructs users to click the Educator Home button at the top of the page to return home.

**TELPAS**  
Texas English Language  
Proficiency Assessment System

EDUCATOR HOME ADMIN REPORTS

Welcome, Firstname Lastname ⚙

Training Course Practice Calibration Scoring Summary

## TELPAS Online Basic Training Course for Grades 2-12 Instructions

This basic training course is primarily for new raters or raters that have not completed calibration activities in the last 3 years. The course covers the language domains of listening and speaking. Raters must complete this course before calibrating and before rating their students for TELPAS. The use of headphones or quality external speakers is necessary to complete this course.

**You must exit each module before launching a new module.**

Course modules:

- [Listening](#)
- [Speaking](#)

Once you have completed these modules, proceed to the Practice tab. After completing the practice activities, a certificate of completion will be available in the scoring summary. You may not proceed to calibration until you have been assigned to a monitored calibration session by your campus. If you have any questions, please contact your campus coordinator.

To return to the Educator Home, click the button at the top of the page.

# Practice Sample

The screenshot displays the TELPAS Educator Home interface. At the top left is the TELPAS logo (Texas English Language Proficiency Assessment System). The top right shows the user's name: "Welcome, Firstname Lastname". Below the header are navigation tabs: "Training Course", "Practice" (selected), "Calibration", and "Scoring Summary".

The main content area is titled "Practice for Grade 2 Instructions" and includes a "PLDs" link. It shows the student's name "Student: Writing" and the grade "Grade 2 [Completed]". A table for ratings is visible:

Your Rating	Assigned Rating
	XXXXXXXX

A "Review" button is located to the right of the table. Below the table, it indicates "Student 2 of 5" with navigation arrows. The central part of the screen shows a sample of student handwriting on lined paper. The handwriting is somewhat illegible but appears to be a short paragraph. Below the handwriting sample, there are bullet points describing the student's performance level:

- Ability to communicate original ideas using short, simple sentences
- Pencil letters used most accurately and letters used inconsistently and with errors
- Limited connected text with limited and repetitive use of cohesive devices (and, then)
- Frequent use of primary language structures

Below the bullet points, there is a note: "If you rated this student higher than intermediate, you may have noticed that he is beginning to 'lead' into the advanced level in some respects (e.g., he is starting to develop a grasp of basic verb forms). However, his sentences are unconnected and he is unable to use cohesive devices, capital letters, and punctuation consistently."

# Monitored Calibration Sessions

- Both new and returning raters must complete calibration in a monitored session that has been established by the campus or district.
- Raters will be given a passcode by the session proctor in order to access calibration.
- Most raters will need one to two hours to complete a calibration set.
- Raters must finish a calibration set once it is started. They will not be able to save their progress and return later to complete the set.

# Sufficient Calibration

- For K–1, each set contains ten students to be rated. Raters must rate at least 70 percent of the students correctly.
- For 2–12 grade clusters, each set contains ten writing collections to be rated. Raters must rate at least 70 percent of the collections correctly.
- For 2-12 listening and speaking, each set contains six students to be rated. Raters must rate at least 67 percent of the collections correctly.

# Coordinator Resources for TELPAS Holistic Rating Training

- A document containing important online rater training resources for coordinators includes:
  - Daily calibration passcode for each set (the passcodes are updated weekly)
  - Sample monitored calibration session roster template
- Should only be shared with other designated personnel acting as district coordinator assistants.
- Can be accessed within the Published Reports section of the TELPAS Assessment Management System.

# Sample Calibration

**TELPAS**  
Texas English Language Proficiency Assessment System

EDUCATOR HOME

Welcome, Firstname Lastname ⚙️

Training Course Practice Calibration Scoring Summary

**Calibration Set 1 for Grades 4-5** Instructions PLDs

Student: Listening, Grade 5 Review

Select your rating:

Student 1 of 6 < >

There are 2 samples for this student.

Elden understands a fair amount of English during content area lessons, though he needs second language acquisition support. During a math lesson a couple of weeks ago, Elden relied on visuals to support his understanding of the questions he was asked, as shown in [Video Sample 1](#).

During recess, Elden typically has difficulty understanding conversations in English with friends. He likes, though, to see his friends enjoying things and wanting to help him with unlearned English. Last week Elden played a new board game with his classmates. To understand the rules of the game, he depended on some additional explanation and visual support using the game pieces and board.

In academic settings, Elden is generally able to understand the main points of class discussions and activities. Particularly when we start new units, it sometimes takes him extra processing time to follow along, and he occasionally needs clarification of English vocabulary that is familiar to other English speakers. During a recent science explanation that used illustrations as well as the properties of rocks, Elden demonstrated these characteristics, as shown in [Video Sample 2](#).

# Review Calibration Set and Submit for Scoring



EDUCATOR HOME

Welcome, Firstname Lastname

## Review for Grades 3-5 Instructions

### Calibration Set 1 [In Progress]

Click an item number to go to that item.

Student	Your Selected Rating
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

[Submit for Scoring](#)

### Attention

You have rated all the students in this calibration set. Are you sure you want to submit your ratings?

No

Yes

# Sample Completed Calibration

The screenshot displays the TELPAS Educator Home interface. At the top left is the TELPAS logo (Texas English Language Proficiency Assessment System). The page title is "EDUCATOR HOME" and the user is logged in as "Welcome, Firstname Lastname". The navigation menu includes "Training Course", "Practice", "Calibration" (highlighted with a red box), and "Scoring Summary".

The main content area is titled "Calibration Set 1 for Grade 2" with "Instructions" and "PLDs" links. It shows "Student: Writing, Grade 2 [Completed]". A table compares ratings:

Your Rating	Assigned Rating
	XXXXXXXX

A "Review" button is visible. Below is a sample of student work for "Student 7 of 10" on "Grade 2 Paper X". The handwriting is on lined paper and reads: "Dis saturday I watch tv and my parents buy me a game boy and I playt it for long. On sunday I sleep sleep and she I watch tv."

Below the handwriting sample are four bullet points describing the assessment's focus on listening, speaking, reading, and writing skills.

# Scoring Summary

EDUCATOR HOMEWelcome, Firstname Lastname 

[Training Course](#) [Practice](#) [Calibration](#) [Scoring Summary](#)

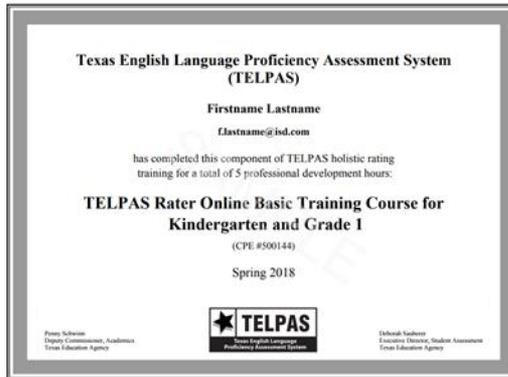
**Grades 2-3 Instructions**

Scoring Data for User:  
Report Created: Oct. 16, 2017 04:54 PM (America/Chicago)

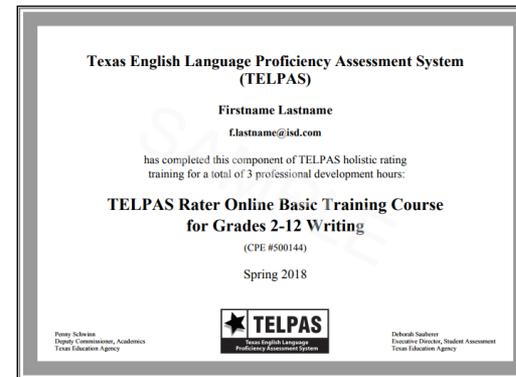
Activity	Status	Correct/Total	Score %	Pass ?	Certificate	Professional Development (PD)
Practice	Completed	6/6	N/A	N/A	<a href="#">Print</a> <a href="#">Email</a>	3 PD Hours CPE #500144 09/01/2017
Calibration Set 1	Completed	6/6	100%	Yes	<a href="#">Print</a> <a href="#">Email</a>	2 PD Hours CPE #500144 09/01/2017
Calibration Set 2	Completed	6/6	100%	Yes	-	-

[Print](#)

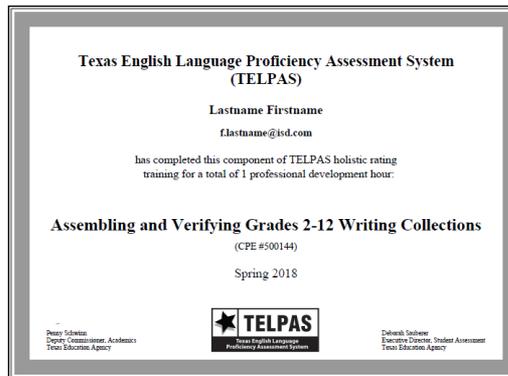
# Sample Certificates



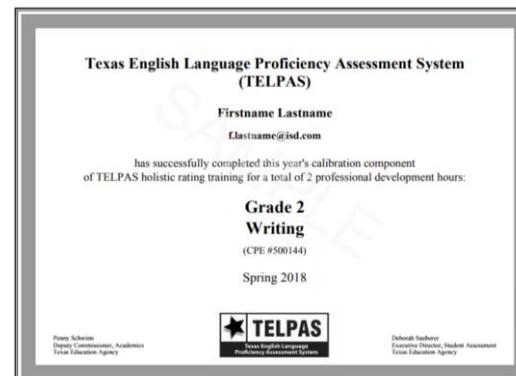
K–1 Basic Training Course



2–12 Writing Course



Assembling and Verifying Writing Collections



Calibration



# TELPAS Online Tasks

# TELPAS Test Administration Process

## 1

### Register Students and Verify Test Assignments

Test assignments:

- K–1: Holistic rating tests
- 2–12: Holistic rating writing test; online listening and speaking test and reading test

Must also update years in U.S. schools.

## 2

### Create Online Test Sessions

Coordinators or assigned staff will need to create and manage sessions.

- K–1 holistic rating sessions
- 2–12 holistic rating writing session
- 2–12 online listening and speaking sessions and reading sessions

## 3

### Administer Listening and Speaking Test and Reading Test/Enter Holistic Ratings

Administer and monitor listening and speaking sessions and reading sessions for students in grades 2–12.

Authorized administrators will launch test and enter holistic ratings.

## 4

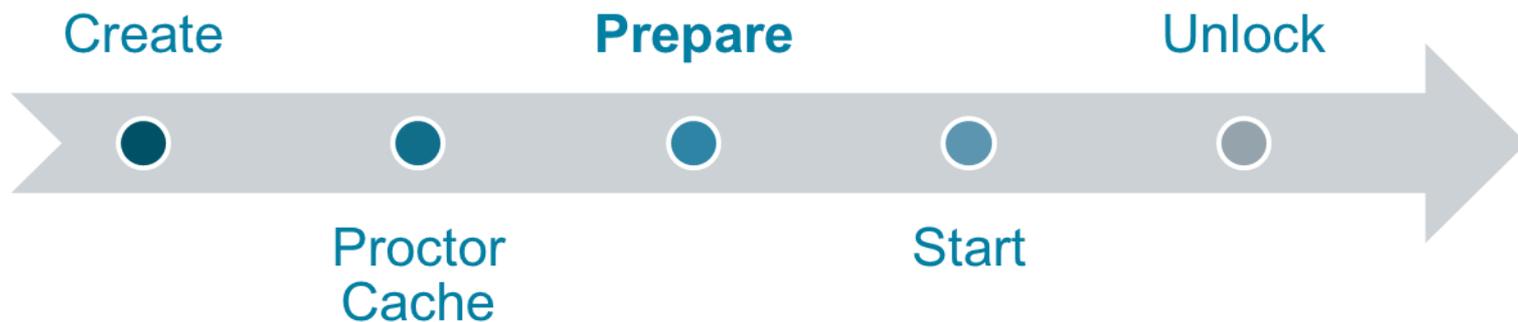
### Enter Score Code and Accommodation Information

If directed by coordinator, score codes and accommodations will need to be entered.

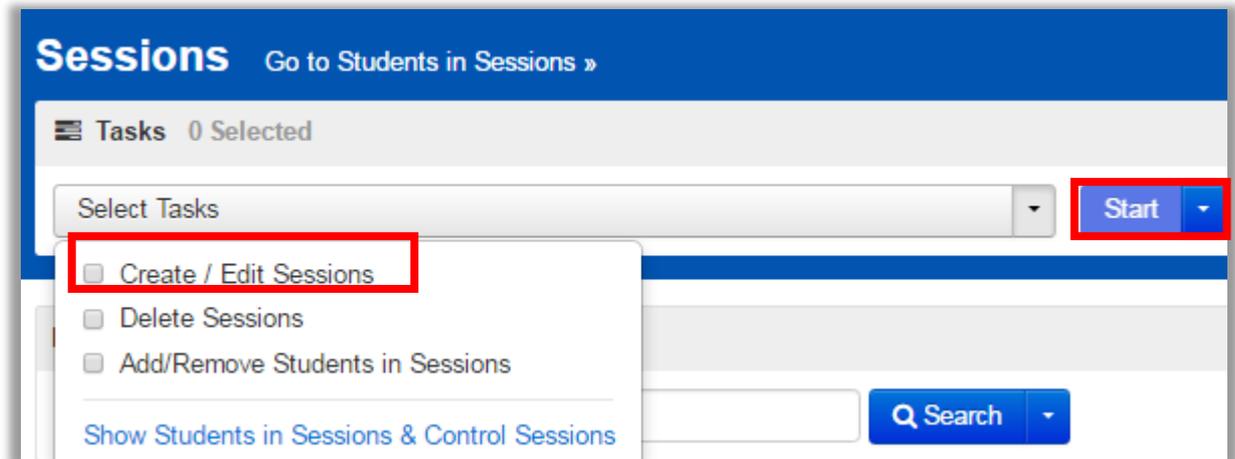
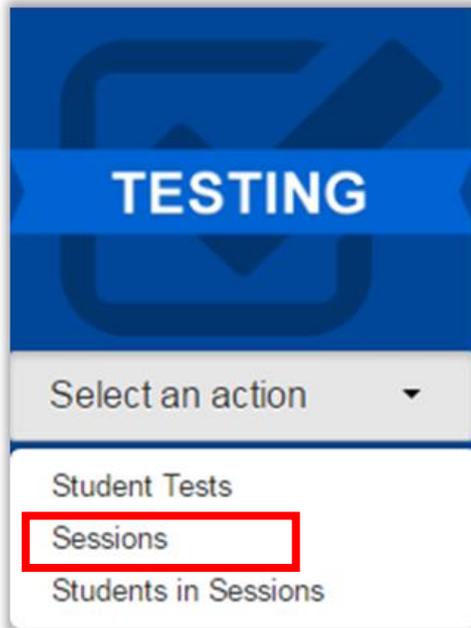
- Some score codes are determined by the ARD committee and must be documented in a student's IEP.
- If a student was provided accommodations, it must be indicated.

# TELPAS Test Sessions

- After sessions are created and before the session is started, users can prepare the session. This step takes the information provided when users created sessions to assign students to their test forms.
- Users should prepare sessions a week before testing when they are proctor caching.



# Create Test Sessions



# Enter Session Details

**SESSIONS (0)**

[+ Create Session](#)

**DETAILS**

**New Session** [Create](#) [Reset](#)

**Session Name\***

**Organization\***  
AOC H S (260999001) x ▾

**Test & Form**

**Test Assigned\***

Proctor Reads ALOUD

**Form Group Type\***

**Precaching Computer\***  
Pearson Computer x ▾

A pre-caching computer is required when there is one or more available.

Find by Name or ID in AOC H S (260999001) ▾  
**Students**

\* Required

[Create](#) [Reset](#)

**Scheduling**

**Scheduled Start Date\***

**Scheduled Start Time**  
01:00 AM CST ⌚

**Lab Location**

TELPAS Holistic Ratings Grade 10

TELPAS Reading Grade 10 Sp 18

TELPAS Listening & Speaking Grade 10 Sp 18

# Prepare Sessions

Go to Testing > Students in Sessions

The screenshot displays the 'Students in Sessions' interface. At the top, there is a navigation bar with icons and labels for Home, Setup, Testing, Reports, and Support. Below this, a blue header contains the title 'Students in Sessions' and a link 'Go to Sessions »'. The main content area is divided into two columns. The left column has a 'Tasks' section with '0 Selected', a 'Select Tasks' dropdown menu, and a 'Start' button. The right column has a 'Students in Sessions' section with '0 Selected' and a 'Clear' link, followed by a 'Manage' dropdown menu. Below these sections, there is a 'Session List' area with an 'Add a Session' button. A light blue callout box points to the 'Manage' dropdown, containing the text: 'Add a specific session to the left or search all sessions in 2016 October TAKS Exit Level below'.

# Prepare Session

- Select the correct session from the Session List and then select the **Prepare Session** button. If your session is not in the **Session List**, click the **Add a Session** button, enter the search criteria, select your session, and click the **Add Selected** button.

The screenshot displays the 'Students in Sessions' interface. At the top, there is a blue header with the title 'Students in Sessions' and a link 'Go to Sessions'. Below the header, there are two main panels. The left panel is titled 'Tasks' and shows '0 Selected' with a 'Start' button. The right panel is titled 'Students in Sessions' and shows '0 Selected' with a 'Clear' button. Below these panels, there is a 'Session List' section on the left with an 'Add a Session' button. The list includes 'Combined View' and four items: 'TELPAS Gr 9 Reading', 'TELPAS Gr 10 Reading', 'TELPAS Gr 11 Reading', and 'TELPAS Gr 12 Reading'. Below the list, it says '4 Sessions | Clear'. The main content area on the right shows 'Not Prepared' and a 'Prepare Session' button, which is highlighted with a red box. There is also a 'Refresh' button next to it. At the top right of the main content area, there are links for 'Resources', 'Details', and 'Edit'.

# Prepare Multiple Sessions

- Prepare multiple sessions at once by choosing the “Combined View” option and selecting the ***Prepare All Sessions*** button.

The image displays two screenshots of the 'Students in Sessions' interface, illustrating the steps to prepare multiple sessions at once.

**Top Screenshot:** The interface shows the 'Students in Sessions' header with a 'Go to Sessions' link. Below the header, there are two panels: 'Tasks' (0 Selected) and 'Students in Sessions' (0 Selected). The 'Students in Sessions' panel includes a 'Manage' dropdown menu. In the main content area, the 'Session List' on the left shows 'Combined View' selected, with options for TELPAS Gr 9 Reading, TELPAS Gr 10 Reading, and TELPAS Gr 11 Reading. The 'Combined View' section on the right shows 'Not Prepared (4)' sessions. A red box highlights the 'Prepare All Sessions' button, and a 'Refresh' button is also visible.

**Bottom Screenshot:** This screenshot shows the same interface after the 'Prepare All Sessions' button has been clicked. The 'Students in Sessions' header now shows '4 Sessions'. The 'Session List' on the left shows 'Combined View' selected, with options for TELPAS Gr 9 Reading and TELPAS Gr 10 Reading. The 'Combined View' section on the right now shows 'Ready (4)' sessions. A red box highlights the 'Start All Sessions' button, and a 'Refresh' button is also visible.

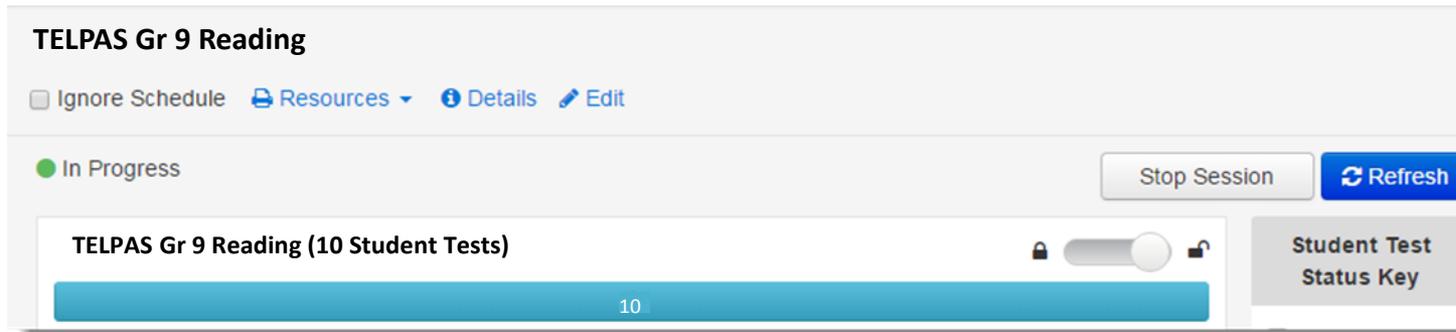
# Unlock Sessions

After a session is prepared and a user clicks the **Start** button, sessions must be unlocked before students can access their tests in TestNav.

- Tests will NOT be automatically unlocked when the **Start** button is clicked.
- After a test session is started, the user must unlock the test sessions.
- If a student is added to a session, the new test will be added as locked.

# Unlock All or Selected Students

- To unlock all students' tests in a session, click the correct session, and then click the *unlock* icon.



TELPAS Gr 9 Reading

Ignore Schedule [Resources](#) [Details](#) [Edit](#)

● In Progress Stop Session Refresh

TELPAS Gr 9 Reading (10 Student Tests) 🔒 10 Student Test Status Key

- Locked students appear with a lock symbol next to “Ready” in the Student Test Status column. To unlock the test, click the dropdown menu in the Student Test Status column and select the “Unlock” option.

Username	Session	Student Test Status
1792865123	<span style="color: green;">●</span> TELPAS Gr 9 Reading (TELPAS Reading Grade 9)	<span>🔒 Ready</span> <span>Unlock</span>

# Print Student Test Tickets

The screenshot displays the 'Students in Sessions' interface. At the top, there are two tabs: 'Tasks' (0 Selected) and 'Students in Sessions' (0 Selected). The 'Students in Sessions' tab is active, showing a 'Manage' dropdown menu. Below this, there is a 'Session List' on the left with one session: 'CARDSU 4 READ'. The main area shows details for the 'CARDSU 4 READ' session, which is 'In Progress'. A progress bar indicates 1 out of 2 student tests. A 'Resources' button is highlighted with a red box. Below the session details is a search bar for students and a table of results. The table has 2 results, and the first row is highlighted with a red box.

**Session List**

- CARDSU 4 READ

**CARDSU 4 READ**

In Progress

CARDSU 4 READ (2 Student Tests)

1

**Resources** Details Edit

Stop Session Refresh

**Student Test Status Key**

- Ready
- Resumed, Resumed Upload
- Active
- Exited
- Completed, Marked Complete

**Find Students** In the selected session(s) above

Search

**Filters** Clear Hide

Organization

Select one or more

PEIMS ID

Starts with

Local Student ID

Starts with

UIN

Starts with

2 Results

Displaying 25 Manage Columns

PEIMS ID	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group Type	Form
0999850	LASTNAME	FIRSTNAME	E	9788367831	CARDSU 4 READ (TELPAS Reading Grade 4 - Sp 17)	Completed	Online	TELPAS Reading Grade 4 - Sp 17 - 17RD04SPEN0015 (17RD04SPEN0015)
0999851	LASTNAME	FIRSTNAME	F	5720063331	CARDSU 4 READ (TELPAS Reading Grade 4 - Sp 17)	Ready	Online	TELPAS Reading Grade 4 - Sp 17 - 17RD04SPEN0016 (17RD04SPEN0016)

# Print Options

Resources ▾ Details Edit

Seal Codes

Scheduled Sessions Refresh

**STUDENT TESTING TICKETS**

Print all for this session

Print selected for this session

Select a print format

- 1 Per Page
- Multiple Per Page
- Grid
- List

**STUDENT TESTING TICKET**

Student: LASTNAME, FIRSTNAME

Student Code: 000999850

Session: CARDSU 4 READ

Date of Birth: 12/07/2001

Test: TELPAS Reading Grade 4 Sp 17

You are authorized to take the electronic version of this test. test on the device. Please wait for the instructions from the t

# Launch TELPAS Holistic Ratings Test

Home Setup Testing Reports Support

## Students in Sessions [Go to Sessions >](#)

Tasks 0 Selected  [Start](#)

Students in Sessions 0 Selected [Clear](#)

### Session List

[Add a Session](#)

- HUFFMAN AOC JH HOLISTIC

1 Sessions | [Clear](#)

### HUFFMAN AOC JH HOLISTIC

In Progress [Stop Session](#) [Refresh](#)

HUFFMAN AOC JH HOLISTIC (1 Student Test)

1

#### Student Test Status Key

- Ready
- Resumed, Resumed
- Upload
- Active
- Exited
- Completed, Marked
- Complete

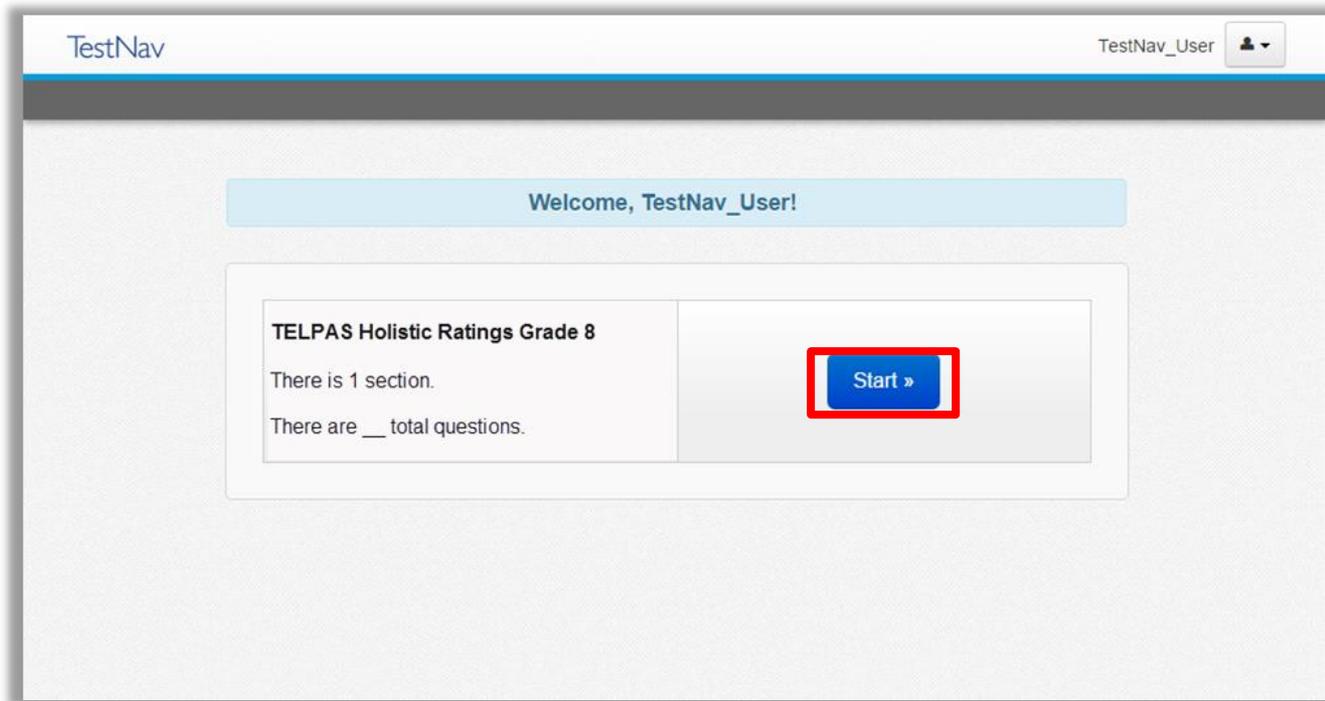
Find Students [In the selected session\(s\) above](#)

1 Results Displaying 25 [Manage Columns](#)

PEIMS ID	Answer Input	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group Type	Form
000999674	<a href="#">Launch Test</a>	LASTNAMEHD	FIRSTNAME D		1792865123	HUFFMAN AOC JH HOLISTIC (TELPAS Holistic Ratings Grade 8)	Ready	Holistic Ratings	TELPAS Holistic Ratings Grade 8 17HR08SPEN001 (17HR08SPEN001)

# Enter Holistic Ratings

- The student test will launch in TestNav. Click the **Start** button. Enter proficiency ratings and rater information.



# Move Tests Between Organizations

Home Setup Testing Reports Support

Import / Export Data  
Students  
Move Tests Between Organizations

Home Setup Testing Reports Support

## Move Tests Between Organizations

Tasks 1 Selected      Students 1 Selected [Clear](#)

Select Tasks [Start](#)      Manage

Move Tests Between Organizations

Find Students Registered to 2018 Spring TELPAS Grades K-12

Last Name starts with [Q Search](#)

Filters [Clear](#) [Hide](#)

Across All Organizations

PEIMS ID  
Starts with

Local Student ID  
Starts with

12 Results      Displaying 25      [Manage Columns](#)

<input type="checkbox"/>	Last Name*	First Name*	PEIMS ID*	Temporary	Date of Birth*	Sex Code*	Local Student ID
<input checked="" type="checkbox"/>	LASTNAME	FIRST	000999051 <a href="#">i</a>	True	10/02/2007	M = Male	
<input type="checkbox"/>	LASTNAME	FIRST	000999052 <a href="#">i</a>	True	10/03/2007	F = Female	
<input type="checkbox"/>	LASTNAME	FIRST	000999053 <a href="#">i</a>	True	10/04/2006	M = Male	

# Move Tests Between Organizations

Tasks for Students Add Task Previous Task Next Task Exit Tasks

Move Tests Between Organizations

Organizations\*  
AOC J H (260999041)

LASTNAME, FIRST B (000999051) Move Tests Reset

	Test	Status	From	To
<input checked="" type="checkbox"/>	TELPAS Reading Grade 3 Sp	Assigned	AOC EL (260999101)	AOC J H (260999041)

\* Required

Move Tests Reset

Tasks for Students Add Task Previous Task Next Task Exit Tasks

Move Tests Between Organizations

**Success**  
Changes saved

Organizations\*

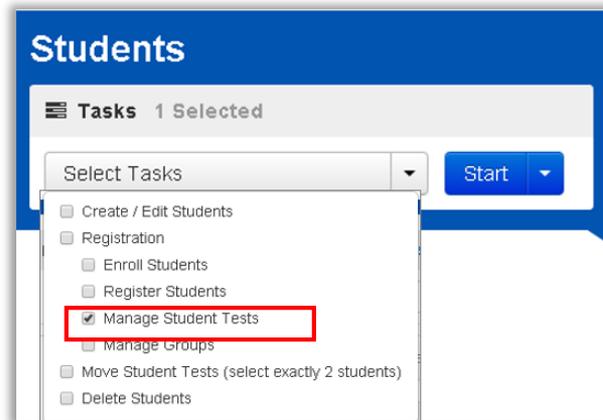
LASTNAME, FIRST B (000999051)

	Test	Status	From
<input type="checkbox"/>	TELPAS Reading Grade 3 Sp	Assigned	AOC J H (260999041)

\* Required

# Testing Irregularities

- If there is a testing irregularity that requires the online test to be marked as *Do Not Report*, the district coordinator will be able to do that directly in the Assessment Management System. *Do Not Report* is available under the Setup > Students, *Manage Student Tests* task.
- For tests that need to be unsubmitted, the district must contact Pearson. Pearson can unsubmit tests as long as the tests have been exited for no longer than two hours. If it has been longer than two hours since the student has exited the test, the district must contact TEA.



# TELPAS Online Training Coordinator Resources Information

Home Setup Testing Reports Support

## Published Reports

Tasks 0 Selected

No tasks available.

Published Reports 0 Selected Clear

Manage Download

### Find Reports

Enter File Name Search

Filters Clear Hide

Organization Type

Select one or more

mm/dd/yyyy

to

5 Results

Displaying 25 Manage Columns

<input type="checkbox"/>	File Name	Size (KB)	Date Published	Organization Name
<input type="checkbox"/>	<a href="#">TELPAS Online Training Coordinator Resources Information</a>	232	03/30/2017 06:41:52 AM	
<input type="checkbox"/>	<a href="#">Updated Student Data File (Fixed Length)</a>	624 bytes	09/26/2017 12:34:13 PM	

# TELPAS Operational Reports

From Reports > Operational Reports > Select *Online Testing* under Report Categories

## TELPAS Summary Report (District and Campus Level)

- This report displays the status of the entry of K-12 TELPAS holistic rating information and grades 2-12 listening & speaking and reading tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for each portion of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.

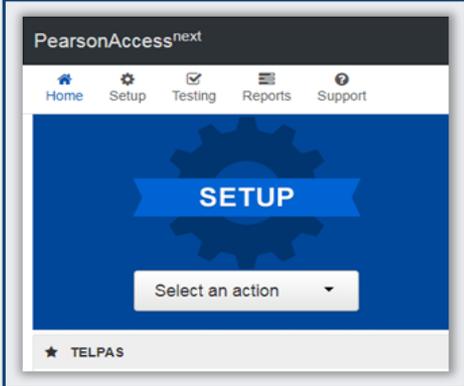
## TELPAS Combined Status Report (District and Campus Level)

- This report displays the status of the K-12 TELPAS holistic rating entry and grades 2-12 listening & speaking and reading test for each student registered within a selected organization. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS listening & speaking and reading tests for grades 2-12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.



# TELPAS Online Testing

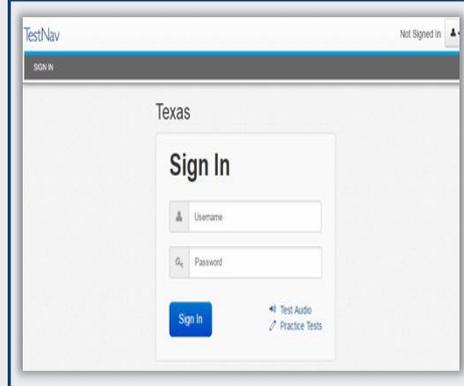
# Online Testing Components



The screenshot shows the PearsonAccessnext Setup interface. At the top, there is a navigation bar with links for Home, Setup, Testing, Reports, and Support. The main content area features a large blue gear icon with the word "SETUP" in a white banner across it. Below the gear is a dropdown menu labeled "Select an action". The bottom left corner displays a star icon and the text "TELPAS".

Assessment Management System

- Manage student data and online test sessions
- Blue Secure site and brown Training site
- Technology Staff role



The screenshot shows the TestNav Sign In interface. The title bar reads "TestNav" and "Not Signed In". The main content area has the word "Texas" at the top, followed by a "Sign In" heading. There are two input fields: "Username" and "Password". Below the fields is a blue "Sign In" button. To the right of the button are links for "Test Audio" and "Practice Tests".

TestNav

- Student test delivery engine
- App Check - App-based tool for assessing readiness
- Early Warning System



The screenshot shows the ProctorCache installation window. The title bar reads "TestNav Proctor Cache". The window is titled "Introduction" and contains a list of steps: Introduction, Proxy Server Information, Choose Install Folder, Choose Link Folder, Start Proctor Cache, Pre-installation Summary, Installing..., and Install Complete. A large blue arrow points down towards the "Next" button. The text explains that the software must be installed with administrative privileges and provides instructions on how to proceed or cancel the installation.

ProctorCache

- Pearson-supplied software
- Works with TestNav to reduce bandwidth requirements
- Encrypted test content stored locally

# Headphone and Microphone Requirements

Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS)	
For TELPAS Listening & Speaking Only	<p>Desktop/Laptop Headphones and Microphones</p> <ul style="list-style-type: none"><li>Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:</li></ul> <p><b>Headphone Features</b></p> <p>Sound mode: Stereo Earpiece: Double Driver Unit Size: 32 mm Frequency Response: 20 – 20000 Hz Impedance: 32 ohms</p> <p><b>Microphone Features</b></p> <p>Frequency Response: 100 – 12000 Hz Impedance: 3320 ohms</p> <p>Handheld Device Headphones and Microphones:</p> <ol style="list-style-type: none"><li>3.5mm single jack</li><li>Over-the-ear style (non-earbud)</li></ol>

# Headphone and Microphone Recommendations

1. Lightweight and durable design
2. Clear audio through the headphones
3. Clear recorded audio quality
4. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker's voice)
5. Adjustable plastic boom microphone for easy cleaning
6. Leatherette ear pads for easy cleaning
7. Ambidextrous headset design
8. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)

# TELPAS Headset Recommendations

- Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for listening and speaking questions.
- Based on the comparison, the following headsets are recommended as the most appropriate for listening and speaking questions on TELPAS.

Headset	Jack/USB	Operating Systems
Kidz Gear wired headphones for Kids	Jack	iOS 9, iOS 10 Android 6.0
Avid AE-36	Jack	iOS 9, iOS 10 Android 5.0
Logitech USB headsets H390	USB	macOS 10.9-10.12 Windows 7, 10

# Listening and Speaking Headset Test – TestNav App

TestNav Not Signed In

SIGN IN

Texas

## Sign In

[Test Audio](#)

[Practice Tests](#)

TestNav

### Texas Online Assessments Tutorials

#### Headset Test

TELPAS Headset Test

# Training Site Headset Test and Infrastructure Trial

The screenshot displays the Training PearsonAccess<sup>next</sup> website. At the top, the breadcrumb navigation path is "Texas > 2017 - 2018 > 2018 Infrastructure Trial", which is highlighted with a red box. The user is logged in as "AOC ISD (260999)". The main navigation menu includes Home, Setup, Testing, Reports, and Support. Below the navigation, there are three large blue buttons: "SETUP" (with a gear icon), "TESTING" (with a checkmark icon), and "REPORTS" (with a clipboard icon). Each button has a "Select an action" dropdown menu below it. The "Program Information" section contains three paragraphs of text and a red-bordered link for "Infrastructure Trial Instructions". The "Contact" section provides Pearson Support information, including the phone number 800-627-0225, a link to the "Pearson Customer Support Form", and operating hours from Monday to Friday, 7:30 am to 5:30 pm (CST). A link for "Texas System Status" is also provided.

Training PearsonAccess<sup>next</sup> Texas > 2017 - 2018 > 2018 Infrastructure Trial AOC ISD (260999)

Home Setup Testing Reports Support

**SETUP** Select an action

**TESTING** Select an action

**REPORTS** Select an action

★ **Program Information**

Pearson has created an Infrastructure Trial admin in the Training Site (listed as 2017-2018 Infrastructure Trial in the admin drop down). This admin will have a Headset Test form and an Infrastructure Trial form.

The Headset Test form is available now and should be used to test headsets that will be used during the TELPAS Listening & Speaking assessment. We recommend using this Headset Test to test the connection, recording, and audio playback prior to testing day to ensure the headsets work properly.

The Infrastructure Trial form will be available closer to the testing window and should be used to practice test setup, assign students to tests, create test sessions, and to test your system configurations. This form can also be used to allow students to become familiar with the TestNav system.

- [Infrastructure Trial Instructions](#)

**Contact**

**Pearson Support**

800-627-0225

[Pearson Customer Support Form](#)

Monday thru Friday  
7:30 am - 5:30 pm (CST)

- [Texas System Status](#)

For information about all Texas Assessments,

# Technology Setup Checklist

1. Configure firewall, proxy server, content and spam filters.
2. Identify the testing locations and the number and kind of testing devices to be used.
3. Identify the proctor caching location and install ProctorCache software.
4. Complete the App Check tests to verify testing device readiness and proctor caching connection.
5. Update testing workstations to comply with TestNav 8 hardware/software requirements.
6. Enter TestNav configuration in the Assessment Management System.
7. Pre-cache test content from the Assessment Management System.
8. Conduct an end-to-end infrastructure trial (dress rehearsal).
9. Plan your technical support during the online assessment.

# TestNav Online Support

## TestNav 8

- TestNav System Requirements
- › Set up and Use TestNav
- Network Requirements and Guidelines
- ProctorCache System Requirements
- Set Up and Use ProctorCache
- › Troubleshooting
- › Technical Bulletins
- › Features and Demos
- Recently Updated

The screenshot shows the TestNav 8 Online Support page within the Pearson Spaces interface. The page title is "TestNav 8 Online Support". On the left, a navigation menu lists various support topics. The main content area includes a search bar, the TestNav logo, and introductory text about the support page. A yellow callout box provides instructions for users experiencing issues. Below this, a "Getting Started" section contains a three-step list. The right sidebar features an "IMS Certified" badge, a "Download TestNav" section with links to the App Store and Google Play, and social media icons for Facebook, Twitter, and YouTube.

TestNav 8

- TestNav System Requirements
- › Set up and Use TestNav
- Network Requirements and Guidelines
- ProctorCache System Requirements
- Set Up and Use ProctorCache
- › Troubleshooting
- › Technical Bulletins
- › Features and Demos
- Recently Updated

Pages

## TestNav 8 Online Support

Search TestNav 8 Online Support:

TestNav

TestNav 8 Online Support provides system requirements, instructions for setup, troubleshooting steps, and information on features and demos.

The Getting Started checklist below outlines the high-level process for setting up your TestNav testing environment. Click the links within the steps for detailed instructions. You can also download a printable PDF of this page by clicking **Tools > Export to PDF**.

The user guide was created for online use. For the best reading experience and the most up-to-date information, we recommend using the online version.

If you are experiencing an issue with TestNav, locate your error code and SRF and log files before you contact Pearson Support.

### Getting Started

1. Review [TestNav System Requirements](#) and firewall/port settings for testing devices. You can use *installable TestNav apps* or *Firefox Extended Support Release (ESR) 45 (32-bit)* for tests that require *kiosk mode*.
2. If using ProctorCache, review [ProctorCache System Requirements](#), and then install ProctorCache on designated proctor caching computers.
  - a. Pre-cache test content through your assessment management system. *Your program should provide instructions for pre-caching test content.*
3. Complete infrastructure trial in each testing lab using a practice test. *Your program should provide instructions for setting up a practice test through your assessment management system.*

IMS Certified

IMS GLOBAL CERTIFIED

Download TestNav

TestNav

Download on the App Store

available in the chrome web store

GET IT ON Google play

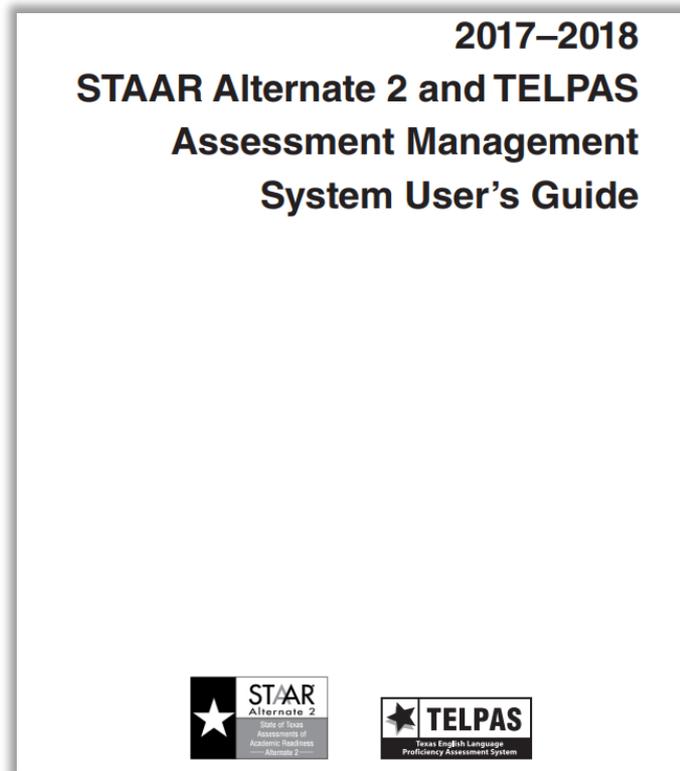
Follow TestNav

For more information on Pearson Assessment products and research, see [Pearson Assessment](#).

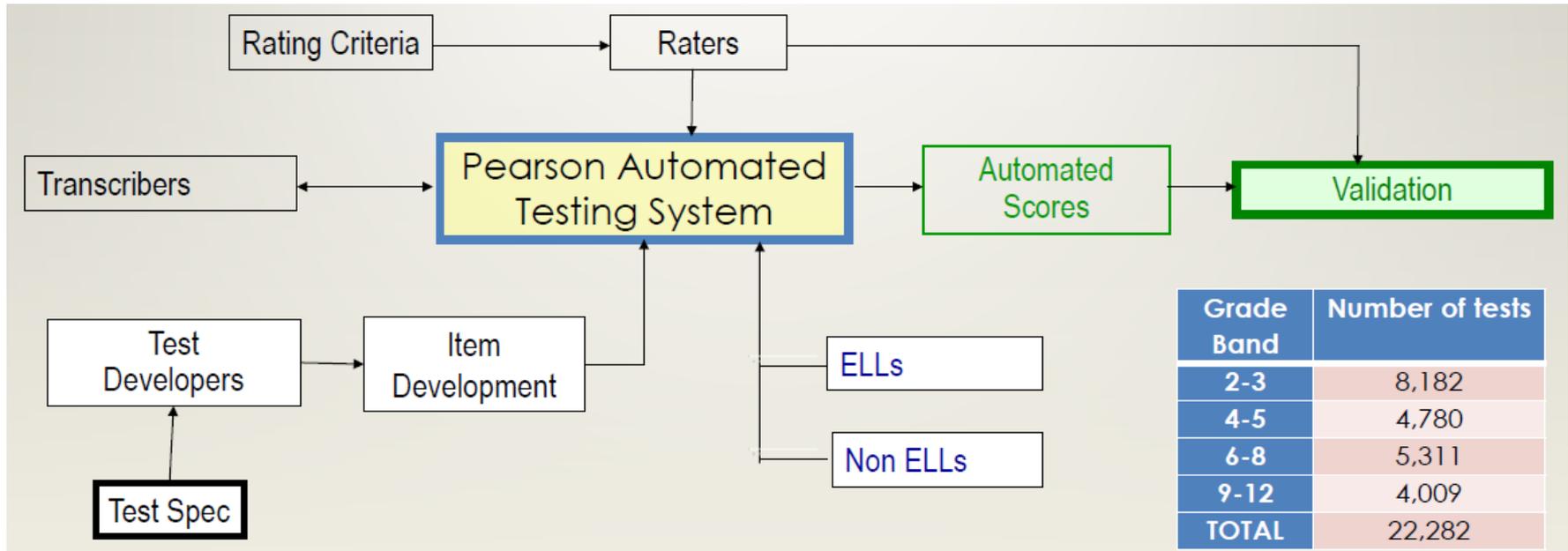
<https://support.assessment.pearson.com>

# Online User's Guide

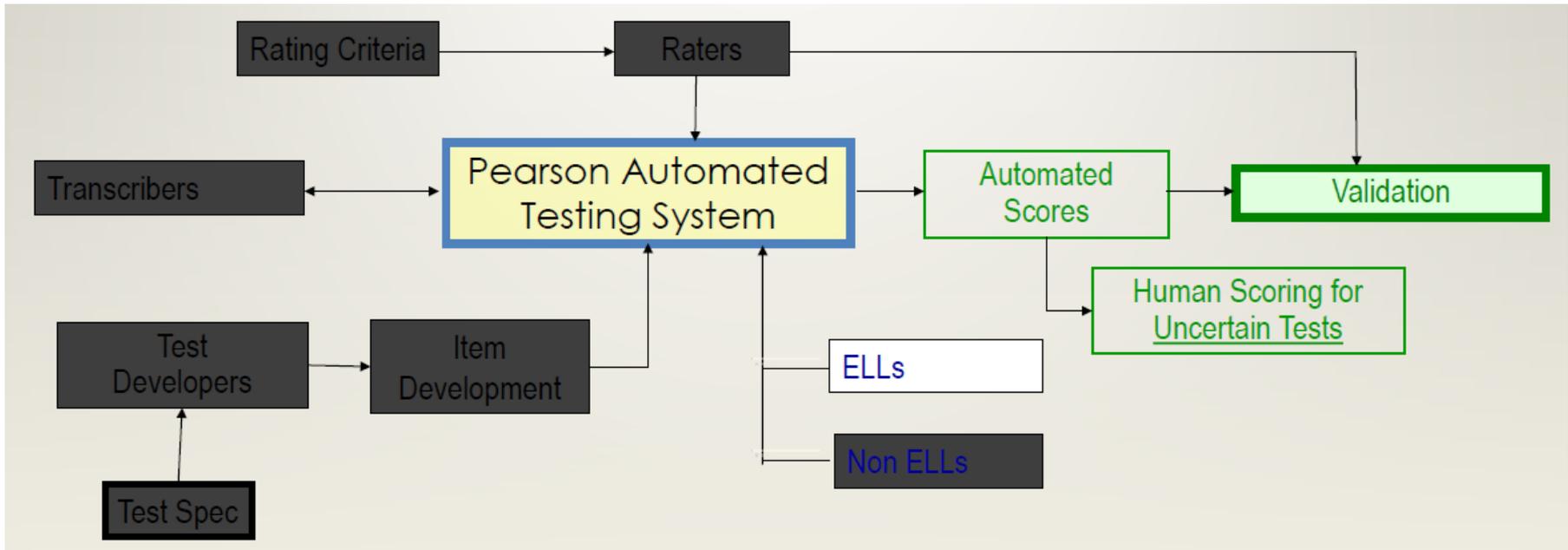
- Includes steps for configuring TestNav and ProctorCaching



# TELPAS Speaking Test Scoring Development



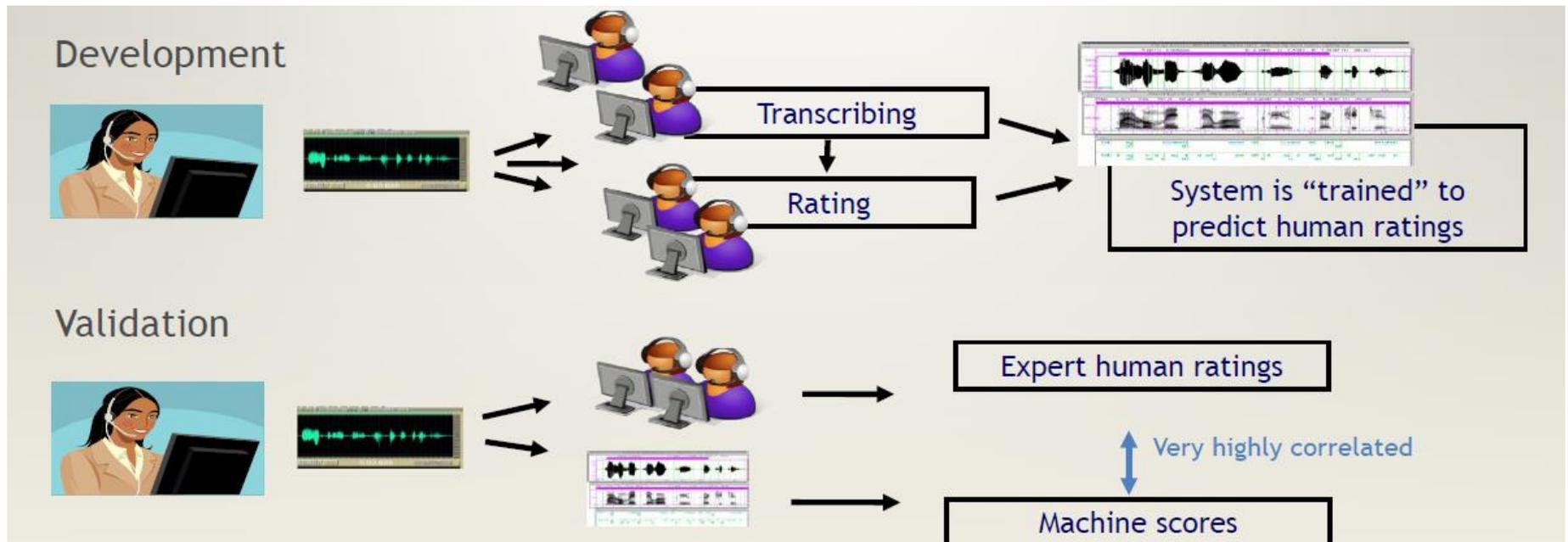
# TELPAS Speaking Test Operational Scoring



# “Uncertain Cases”

- Scoring system may not be confident about certain tests
- Tests that include responses with the following characteristics:
  - Technical issues (such as too much static)
  - Loud background speech or noise
  - Mumbled or faint speech
  - Foreign languages
  - Not represented by those used to train the scoring engine
- Sent to human scorers for final rating

# Validation



# Validation: Machine Scores and Human Scores

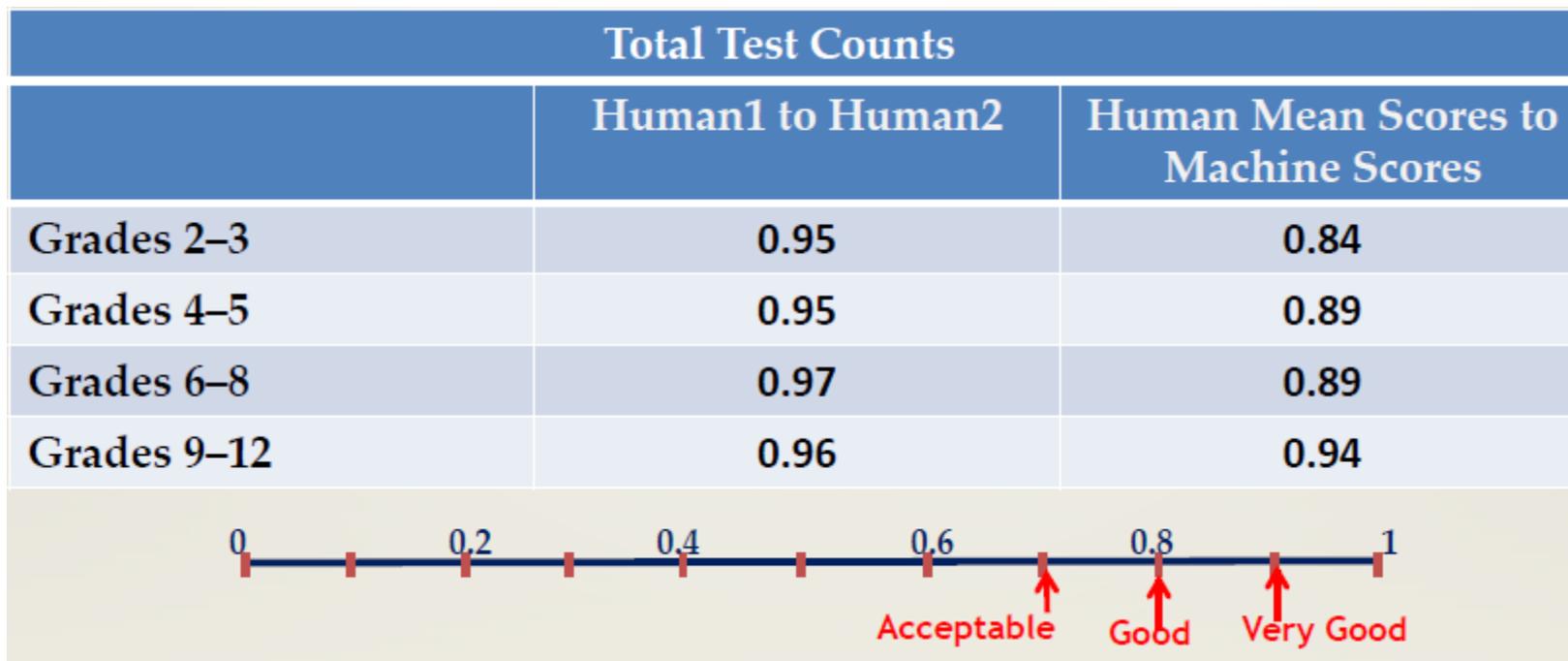
**As a validity and reliability check, 5,000 students will be rescored by human raters.**

Comparisons are made between machines scores and human scores of the same responses.

Measures used to compare reliability of machines scores and human scores

- Internal consistency
- Candidate-level (total score) correlations and agreement rate
- Item-level correlations and agreement rate

# Test Reliability Analysis (Student Level)





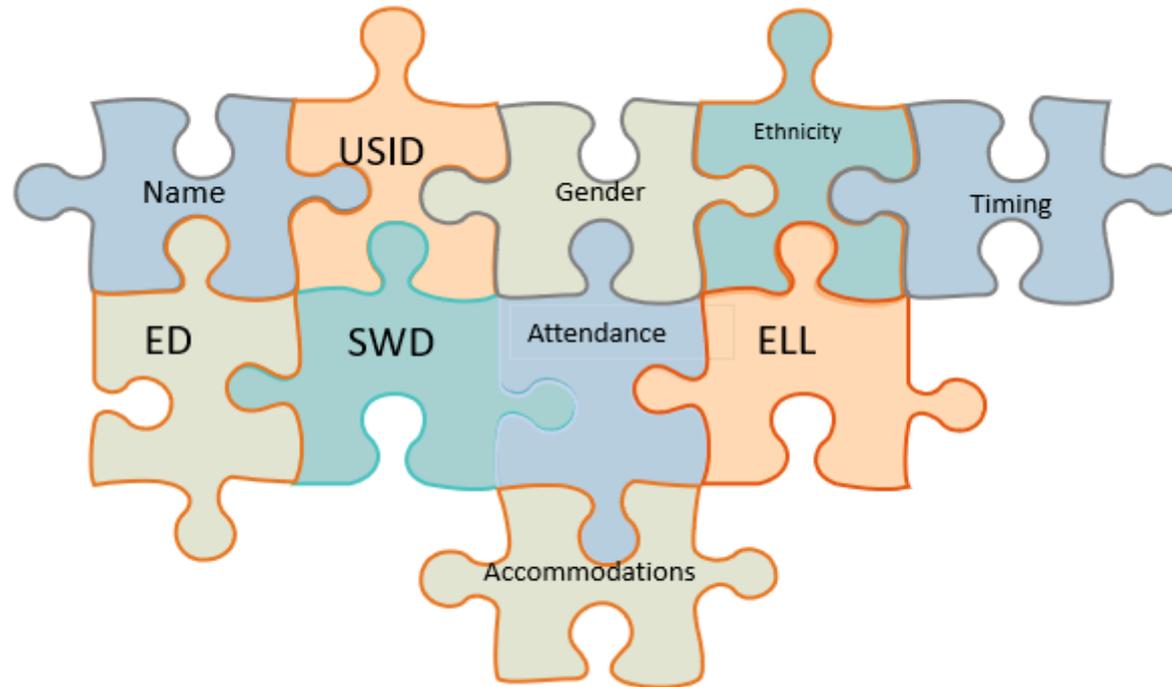
Questions?



# Scoring and Reporting

# Student Data

It's all about the demographics....



# Coding Information

- Column A—Time-to-Test
- Column B—Time-to-Test
- Column C—Homeless and Harvey
- Column D—Former TAKS, TAAS, TEAMS
- Column E—Other Accommodations

# Homeless and Harvey Coding

- If PEIMS crisis code information for students affected by Hurricane Harvey or other hurricanes was NOT included in PEIMS before the data upload, district staff will need to complete the AGENCY USE field for these students.
- Completing the appropriate information in column C of the AGENCY USE field will help identify and track these students properly so any potential adjustments to accountability may be made.

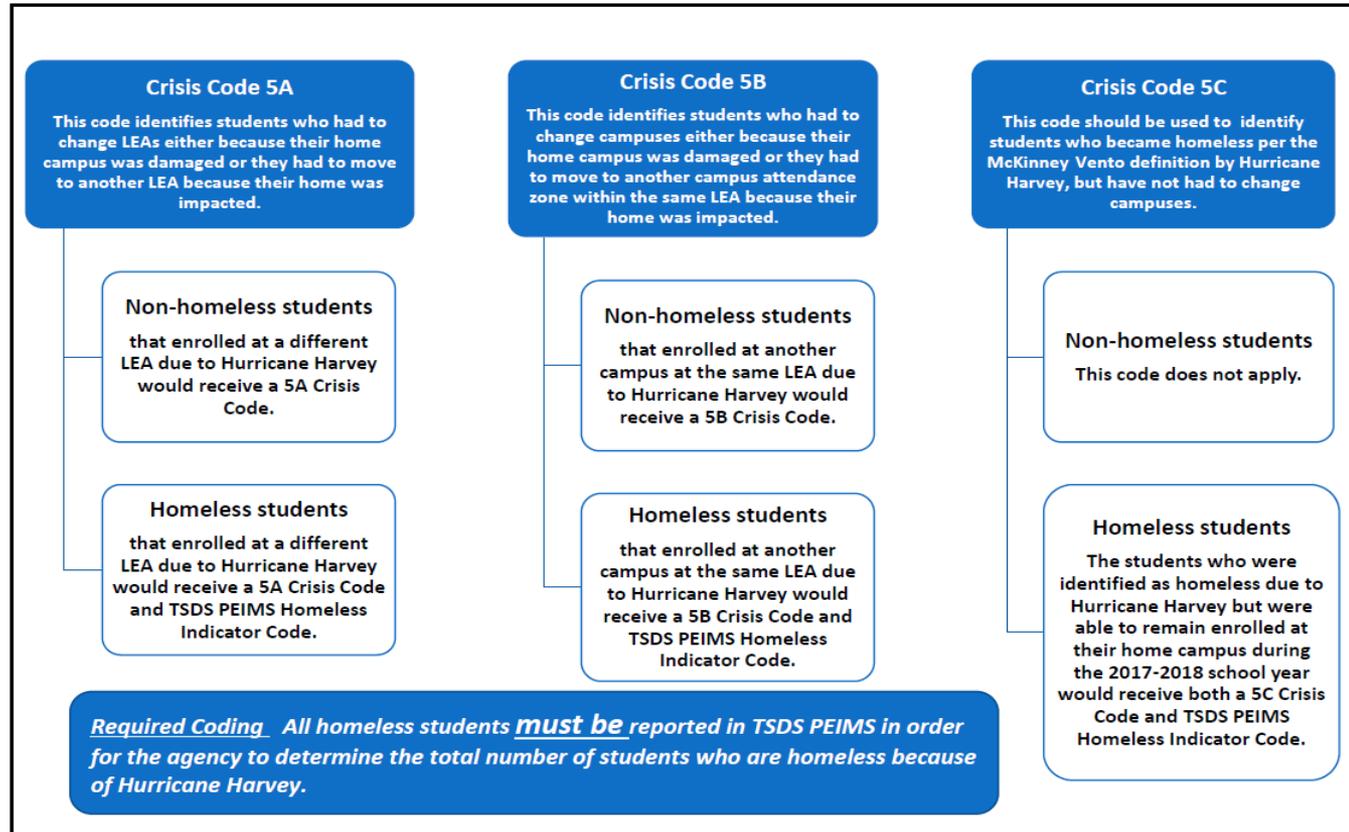
# Homeless and Harvey Coding

- Column C—Homeless and Harvey
  - ‘1’ to indicate a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in a *different LEA* (TSDS/PEIMS Crisis Code 5A)
  - ‘2’ to indicate a student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in *another campus in the same LEA* (TSDS/PEIMS Crisis Code 5B)
  - ‘3’ to indicate a student is identified as homeless because of Hurricane Harvey but has *remained enrolled in their home campus* (TSDS/PEIMS Crisis Code 5C)
  - ‘4’ to indicate a student enrolled in a Texas public school as a result of being displaced from their residence by *any other hurricane* labeled as such by the National Hurricane Center, other than Harvey (TSDS/PEIMS Crisis Code 6)

# Homeless and Harvey Crisis Coding

Required Coding—  
all homeless  
students **must be**  
reported in TSDS  
PEIMS in order for  
the agency to  
determine the  
total number of  
students who are  
homeless because  
of Hurricane  
Harvey.

Required Homeless and Harvey Crisis Coding Chart



# Homeless and Harvey Crisis Coding

- Crisis Code 5A
- This code identifies students who had to change LEAs either because their home campus was damaged or they had to move to another LEA because their home was impacted.
  - Non-homeless students that enrolled at a *different LEA* due to Hurricane Harvey would receive a 5A Crisis Code.
  - Homeless students that enrolled at a *different LEA* due to Hurricane Harvey would receive a 5A Crisis Code and TSDS PEIMS Homeless Indicator Code.

# Homeless and Harvey Crisis Coding

- Crisis Code 5B
- This code identifies students who had to change campuses either because their home campus was damaged or they had to move to another campus attendance zone within the same LEA because their home was impacted.
  - Non-homeless students that enrolled at *another campus at the same LEA* due to Hurricane Harvey would receive a 5B Crisis Code.
  - Homeless students that enrolled at *another campus at the same LEA* due to Hurricane Harvey would receive a 5B Crisis Code and TSDS PEIMS Homeless Indicator Code.

# Homeless and Harvey Crisis Coding

- Crisis Code 5C
- This code should be used to identify students who became homeless per the McKinney Vento definition by Hurricane Harvey but have not had to change campuses.
  - Non-homeless students—this code does not apply.
  - Homeless students—the students who were identified as homeless due to Hurricane Harvey but were able to *remain at their home campus* during the 2017–2018 school year would receive a 5C Crisis Code and TSDS PEIMS Homeless Indicator Code.

# Former TAKS, TAAS, TEAMS Coding

- Column D—Former TAKS, TAAS, TEAMS
  - ‘1’ to indicate a former
    - TAKS, TAAS, or TEAMS examinee is taking Algebra I
    - TAKS examinee is taking biology
    - TAKS examinee is taking U.S. history
    - TAKS examinee is taking English II (both reading and writing)
  - ‘2’ to indicate a former TAAS or TEAMS examinee is taking English II (reading only)
  - ‘3’ to indicate a former TAAS examinee is taking English II (writing only)
  - ‘4’ to indicate a former TAAS examinee is taking English II (BOTH reading AND writing)



Questions?

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# Thank You





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