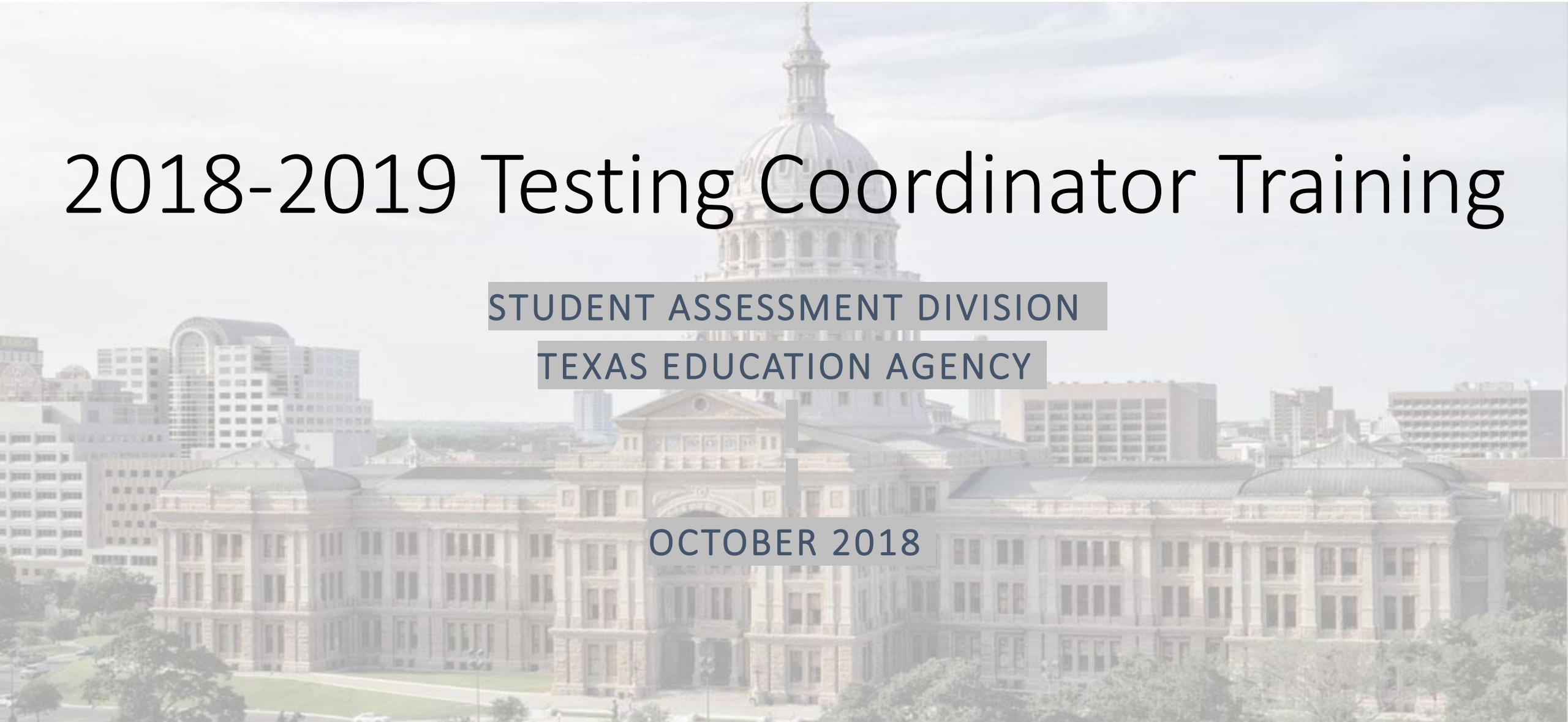


2018-2019 Testing Coordinator Training

STUDENT ASSESSMENT DIVISION

TEXAS EDUCATION AGENCY

OCTOBER 2018

Agenda

- Welcome and Introductions
- Student Assessment Updates
  - Policy Updates
  - Test Administration
  - Test Security
- *Lunch*
  - Accessibility
  - STAAR ALT 2 Updates
  - TELPAS Updates
  - TELPAS ALT Updates
- STAAR Assessment Management System
- STAAR ALT 2 Administration
- TELPAS Administration
- TELPAS ALT Administration

Texas Education Agency

Welcome and Introductions

Student Assessment Updates

- Policy Updates
- Test Administration
- Test Security
- Accessibility
- STAAR Alternate 2
- TELPAS
- TELPAS Alternate

Policy and Communications Updates

- Changes in Commissioner's Rule
- STAAR Substitute Assessments
- TAKS Graduation Requirements
- Coding for Former TAKS Examinees
- STAAR Writing Prompt Field Test
- Communications

Changes in Commissioner's Rules

TAC §101.3011, Implementation and Administration

- Requires districts to use SAT or ACT to meet federal testing requirements for students who take STAAR EOC assessments prior to high school.
- Posted for public comment August 24 through September 24, 2018.
- Proposed effective date is November 25, 2018.

TAC §101.4002, STAAR End-of-Course Substitute Assessments

- Provides updates and clarifications for the use of substitute assessments.
- Proposed posting for public comment is October 19 through November 19, 2018.
- Proposed effective date is January 21, 2019.

TAC §101.3031, Required Test Administration Procedures

- Updates the rule by removing the *Security Supplement* and adding a *Test Security Policy*.
- Posting for public comment is planned for October or November.
- Effective date is planned for February 2019.

STAAR Substitute Assessments—Overview

TAC §101.4002 Requirements

- A student elects to use a substitute assessment for graduation purposes.
- A student takes a substitute assessment and receives a passing score as indicated in the chart.
- Substitute assessments include ACT, AP, and IB.
- *In most cases, a score on a substitute assessment can be used for only one STAAR EOC assessment.
- ACT can be used for either English I or English II but not both.
- Additionally, ACT can be used for Algebra I and Biology.

	STAAR English I		*STAAR English II*	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score
ACT^* — June 2015 and Before	Reading	21	Reading	21
	Combined English/Writing	18	Combined English/Writing	18
ACT^ — September 2015 and After	Reading	22	Reading	22
	English	18	English	18

English I ***OR*** English II
NOT both

*See TSI slide, paragraph 1.

STAAR Substitute Assessments—SAT and PSAT

SAT

- SAT can be used for either English I or English II but not both.
- Additionally, SAT can be used for Algebra I.
- SAT Subject Tests can be used for Algebra I, Biology, and U.S. History.

PSAT

- PSAT can be used for English I and Algebra I.
- PSAT 8/9 taken in grade 8 can be used.

STAAR Algebra I

Substitute Assessment	Assessment	Passing Score
PSAT 8/9 or PSAT/NMSQT in 9th Grade — October 2015 and After	Mathematics	450

STAAR Substitute Assessments—TSI

Texas Success Initiative (TSI) Assessment

- Students may qualify to use TSI as indicated in TAC §101.4002 subsection (d) paragraph (1) or (2).

Paragraph 1

- A student must be enrolled in a college preparatory course (CP110100 and CP 111200).
- A student must have taken the TSI at the end of that course.
- If a student meets all three ELA scores, TSI can be used for *BOTH* English I and English II.
- Additionally, a student can use TSI for Algebra I.

Paragraph 2

- A student must have taken EOC assessment and failed at least two times.
- If a student meets all three ELA scores, TSI can be used for English II only.
- Additionally, a student can use TSI for Algebra I.

STAAR Substitute Assessments—Verification

TAC §101.4005, Verification of Results

- A student is responsible for providing to the district an official copy of his or her scores from a substitute assessment.
- A district must verify that the official scores meet the passing score listed in the substitute assessment chart.
- Verification must occur prior to the student taking the test during that administration.

Graduation Requirements for Former TAKS Examinees

Former students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may pursue either of the following options to receive a Texas high school diploma.

Request a district decision.

- Contact school district last attended.
- Provide information to see if he or she qualifies to graduate and receive a diploma.
- Refer to TAC §74.1027 for additional information.
- Call the Curriculum Standards and Student Support Division with questions → 512-463-9581.

- **Achieve satisfactory performance on an alternate assessment.**
- Includes SAT, ACT, TSI, and STAAR.
- Refer to TAC §101.4003 for additional information.
- Call the Student Assessment Division with questions → 512-463-9536.

Coding for Former TAKS Examinees

If a former TAKS, TAAS, or TEAMS examinee chooses to take a STAAR test to fulfill his or her assessment graduation requirements, then district staff will need to mark the appropriate bubble on the STAAR answer document.

- English I, English III, and Algebra II cannot be used as an alternate assessment.
- For Algebra I, mark "**T**" if an eligible examinee is taking this test as an alternate for TAKS, TAAS, or TEAMS mathematics.
- For Biology and U.S. History, mark "**T**" if an eligible examinee is taking the test as an alternate for TAKS science or social studies, respectively.

Coding for Former TAKS Examinees (cont.)

If a former TAKS, TAAS, or TEAMS examinee chooses to take a STAAR test to fulfill his or her assessment graduation requirements, then district staff will need to mark the appropriate bubble on the STAAR answer document.

- For English II, mark
  - "**T**" if an eligible examinee is taking this test as an alternate for TAKS ELA.
  - "**R**" if an eligible examinee is taking only the **reading** section of this test as an alternate for TAAS or TEAMS reading.
  - "**W**" if an eligible examinee is taking only the **writing** section of this test as an alternate for TAAS writing.
  - "**RW**" if an eligible examinee is taking **both** the **reading and writing** sections of this test as an alternate for TAAS reading and writing.

STAAR Writing Prompt Field Test

Stand-alone field test for writing prompts at

- Grade 4 English and Spanish
- Grade 7
- English I
- English II

Administered on paper only during a testing window, February 11–14, 2019.

If campus is selected, need to test all eligible students.

Communications Updates

Bi-Weekly Vendor Emails

- Working to streamline information so the emails aren't so long.
- Working to post detailed information in a more convenient location.

Student Assessment Newsletter

- Will be sending a newsletter out later this fall.
- Please let us know what is and is not helpful.

Student Assessment Website

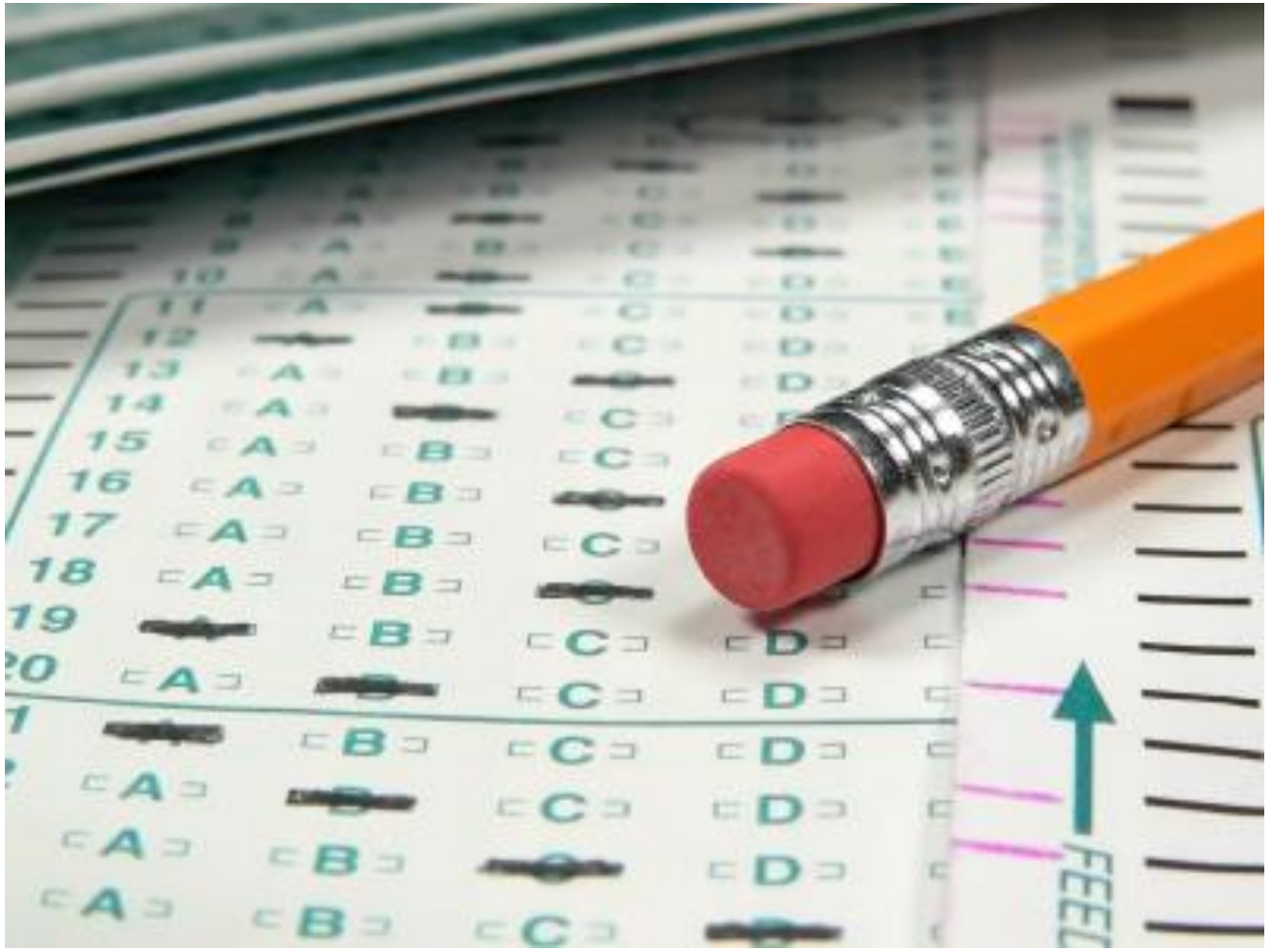
- Look at TEC and TAC References for the Texas Assessment Program.
- Posting student assessment emails at https://tea.texas.gov/student.assessment/correspondence/.
- Will be working to make organizational structure user based instead of program based.

Texas Education Agency

Break

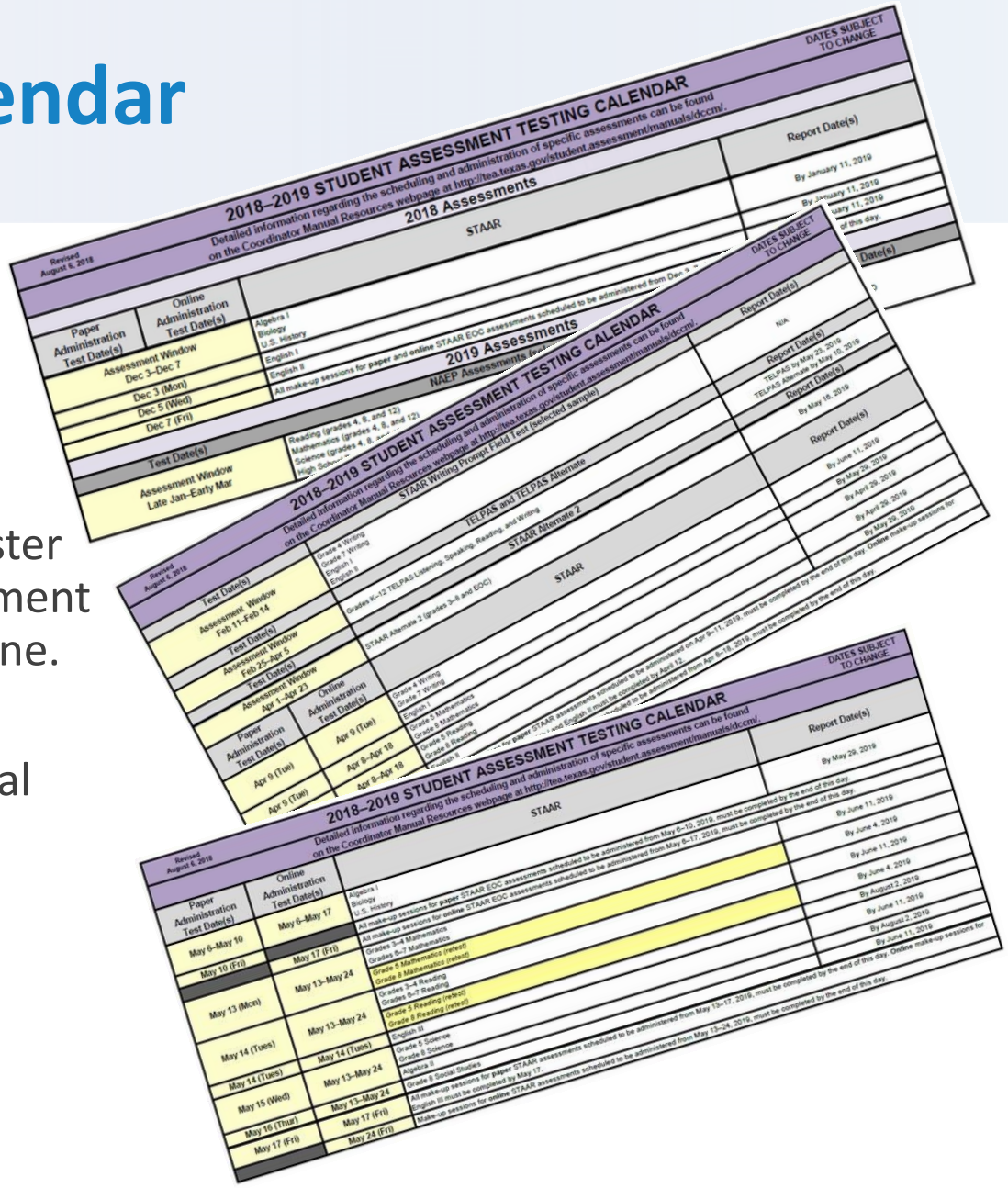
Test Administration

- Testing Calendar
- Calendar of Events
- New District and Campus Coordinator Resources
- Manuals and Resources
- Collection of Oaths for Spring-June 2018
- Oaths for 2018-2019 School Year
- Answer Documents Updates
- New Online ADPL
- Medical Exclusions Policy for 2018-2019
- Participation Counts
- STAAR Calculator and Dictionary Policy



Testing Calendar

- In order to provide districts with more flexibility to administer online tests, additional time has been added to the assessment window for multiple choice assessments administered online.
- Districts are encouraged to take advantage of this additional time.
- The Testing Calendars can be found at: https://tea.texas.gov/student.assessment/calendars/



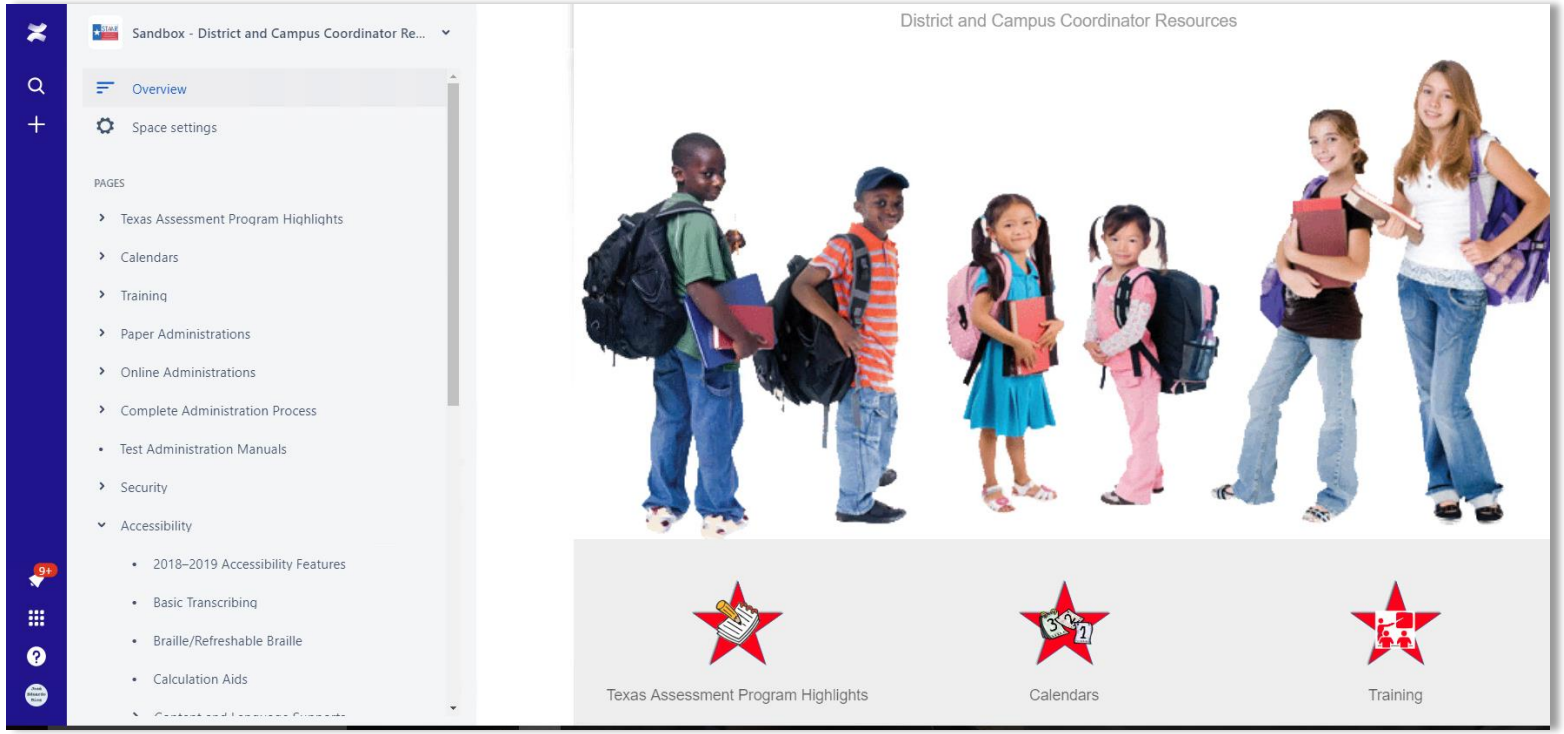
Calendar of Events

- The Calendar of events for the 2018-2019 School year has already been posted to allow districts to begin planning their assessment activities
- The Calendars of events can be found at: https://tea.texas.gov/student.assessment/calendars/
- Poster-sized copies of the CoE have been shipped to districts
- Also available on the new *District and Campus Coordinator Resources*

District and Campus Coordinator Resources (DCCR)

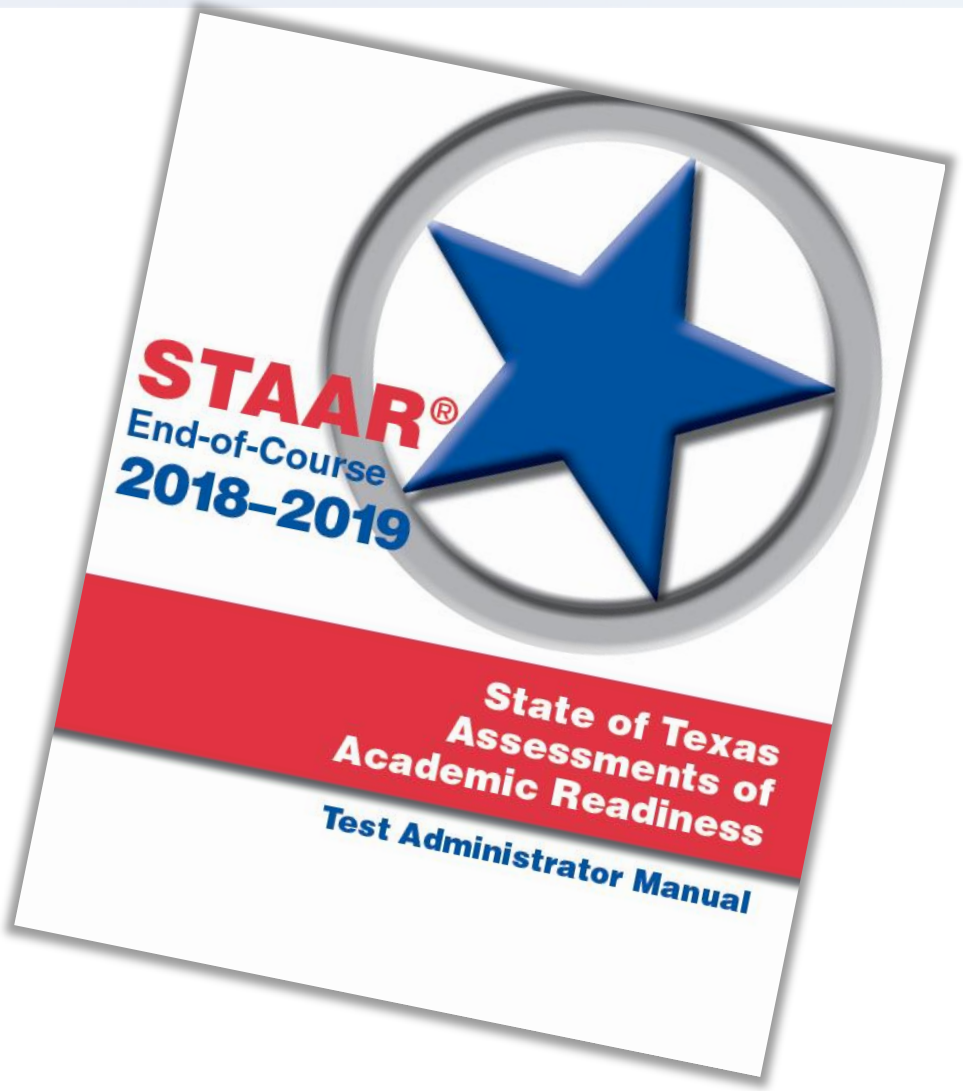
- To improve the testing coordinators' user experience, the Texas Education Agency (TEA) will be providing a new digital District and Campus Coordinator Resources (DCCR)
- Replaces the previous printed manual. This resource will not be printed and shipped
- Separated into sections to find information more efficiently
- Mobile web version available
- The new DCCR is available at:

  http://txetests.com/dccr



Manuals and Resources

- December 2018 test administrator manual (TAM) will be shipped with the all the December administration testing materials
- Valid for all 2018-2019 school year
- New TELPAS Manual for Raters and Test Administrators
- As they become available, all administration manuals will be posted in the new *District and Campus Coordinator Resources*



Collection of Oaths for Spring-June 2018

- As we transition to align our policies with the school year calendar, District Testing Coordinator and District Superintendent/Chief Administrative Officer oaths of Test Security and Confidentiality for spring 2018 and June 2018 will be due by the end of November 2018.

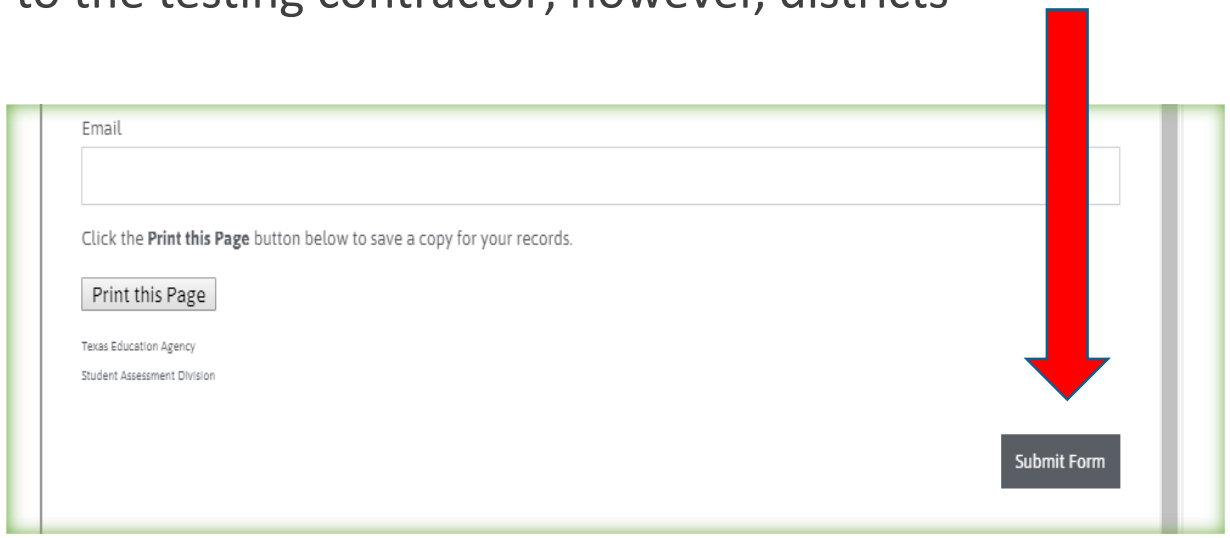
- Signed copies of the oaths for District Coordinator and District Superintendent/Chief Administrative Officer for Spring 2018 and June 2018 can be returned by mail, or districts can submit an electronic copy (scanned copy) by email. Districts can also use the new interactive oath included in the new *District and Campus Coordinator Resources*.

Oaths for 2018-2019 School Year

- Beginning with the December 2018 administration, only three oaths of Test Security and Confidentiality will be available:
  - District Testing Coordinator
  - District Superintendent/Chief Administrative Officer
  - General oath (for all other roles involved in the Texas assessment program).
- District Coordinator and the District Superintendent/Chief Administrative Officer oaths will need to be submitted by end of summer 2019.

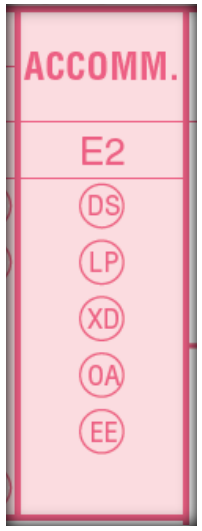
- Signed General Oaths don't have to be submitted to the testing contractor; however, districts are required to securely maintain copies of these documents.

- The new *District and Campus Coordinator Resources* includes the interactive oath that will allow districts to submit signed oaths directly from the resource.



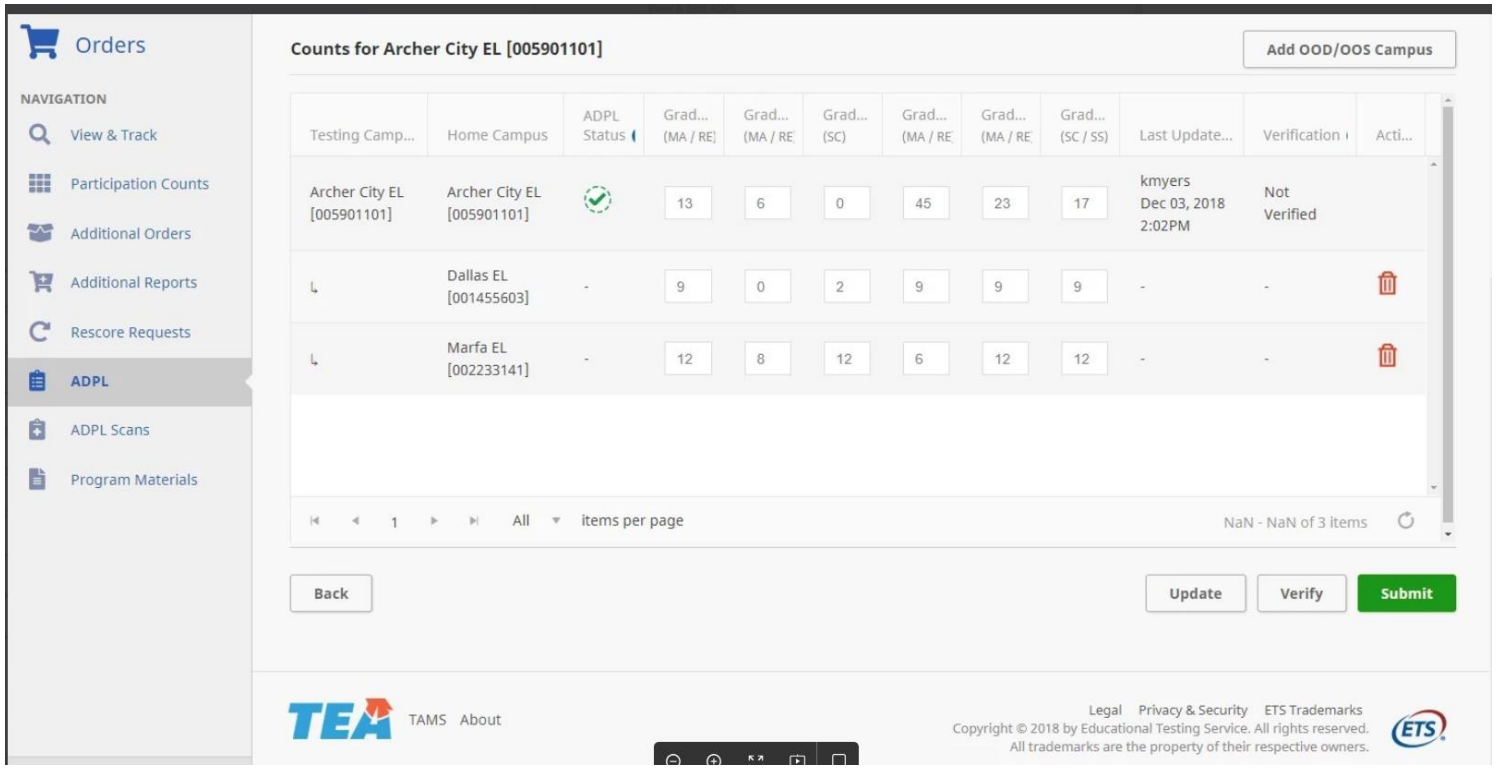
Answer Documents Updates

- LEP field has been expanded to include M3 and M4
- New accommodation codes
- New TAKS/TAAS/TEAMS TESTERS ONLY field, (will no longer require the Agency Use field)
- Test date field has been removed



New Online ADPL

- A new answer documents packing list (ADPL) feature in the STAAR Assessment Management System allows districts and campuses to enter final paper counts online and submit these counts electronically.
- Beginning with December 2018 administration.
- District level users can view and update information for all the campuses in their district.
- Campus level users can view and update their own campuses only.



Medical Exclusion Policy for 2018-2019

- Student must meet eligibility criteria throughout the whole testing window.
- The district or charter school must review, verify, and maintain a copy of the medical documentation (e.g., licensed physician's note).
- To request a medical exclusion, the district testing coordinator must complete a Medical Exclusion Request form for each student who qualifies.
- The form must be submitted for each STAAR administration.
- A new form will be available before the December administration. Link will be available in the new *District and Campus Coordinator Resources*.
- The student's answer document should be marked "A" for Absent.
- TEA will conduct an audit at the end of the 2018-2019 school year to validate accuracy of submissions.

Participation Counts

- History displays by actual tests taken by mode.
- Default count equals prior year actual testers by subject/grade/mode.
- Online and oral administration can be increased or decreased.
- Paper and large print may not be increased over default count.
- Counts do not reflect 10% district overage included with every shipment.
- Additional materials can be ordered during additional materials order window.

DOWNLOAD CSV

Grade	Year	STAAR Large Print	STAAR Online	STAAR Oral Admin	STAAR Paper	STAAR Spanish	STAAR Spanish Large Print	STAAR Spanish Oral Admin
Grade 4	2018	0	0	0	0	0	0	0
↳	2017	0	0	0	0	0	0	0
↳	2016							

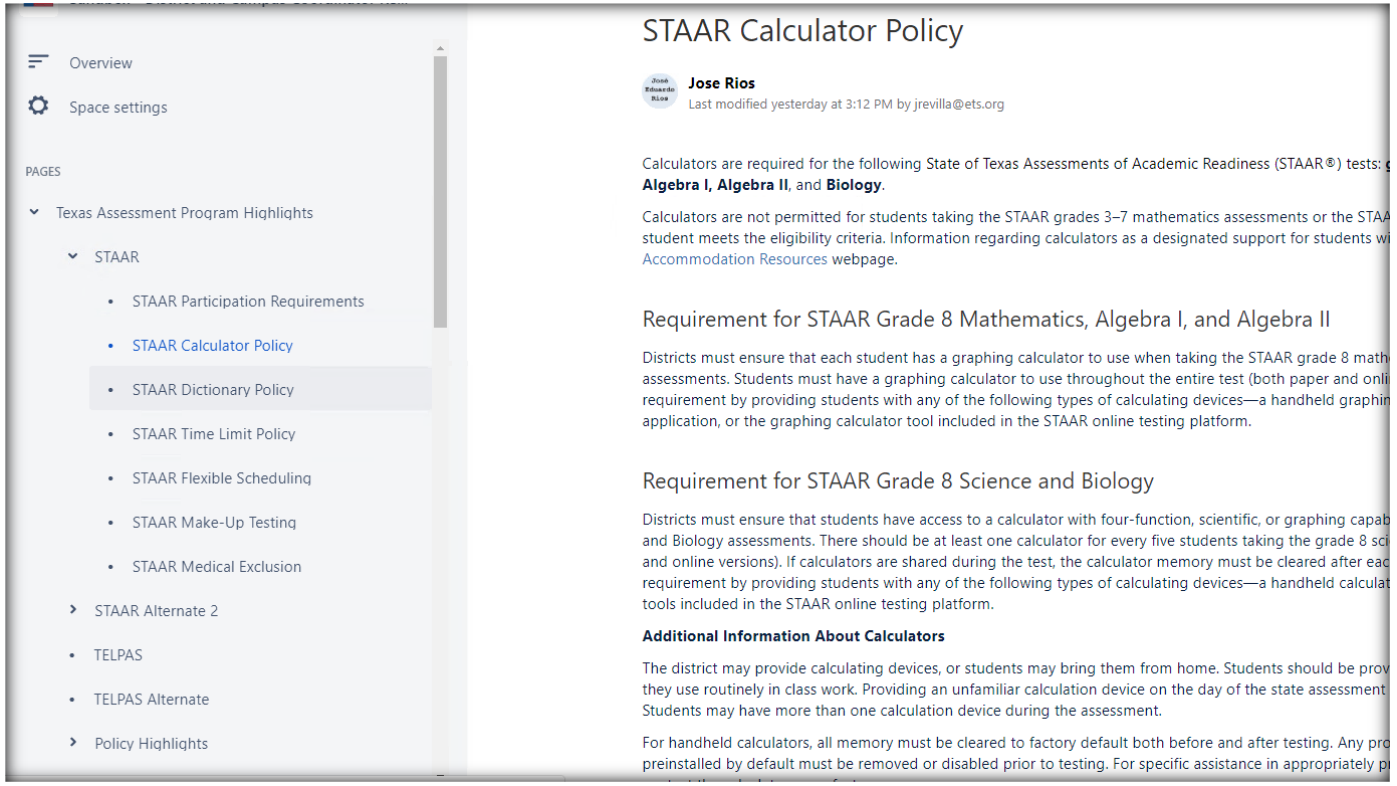
STAAR Calculator and Dictionary Policy

- Updated STAAR Calculator and STAAR Dictionary policies available in the new *District and Campus Coordinator Resources* and the STAAR Resources page.

- STAAR Calculator policy added language to remind districts about device functionality that may compromise the assessment.

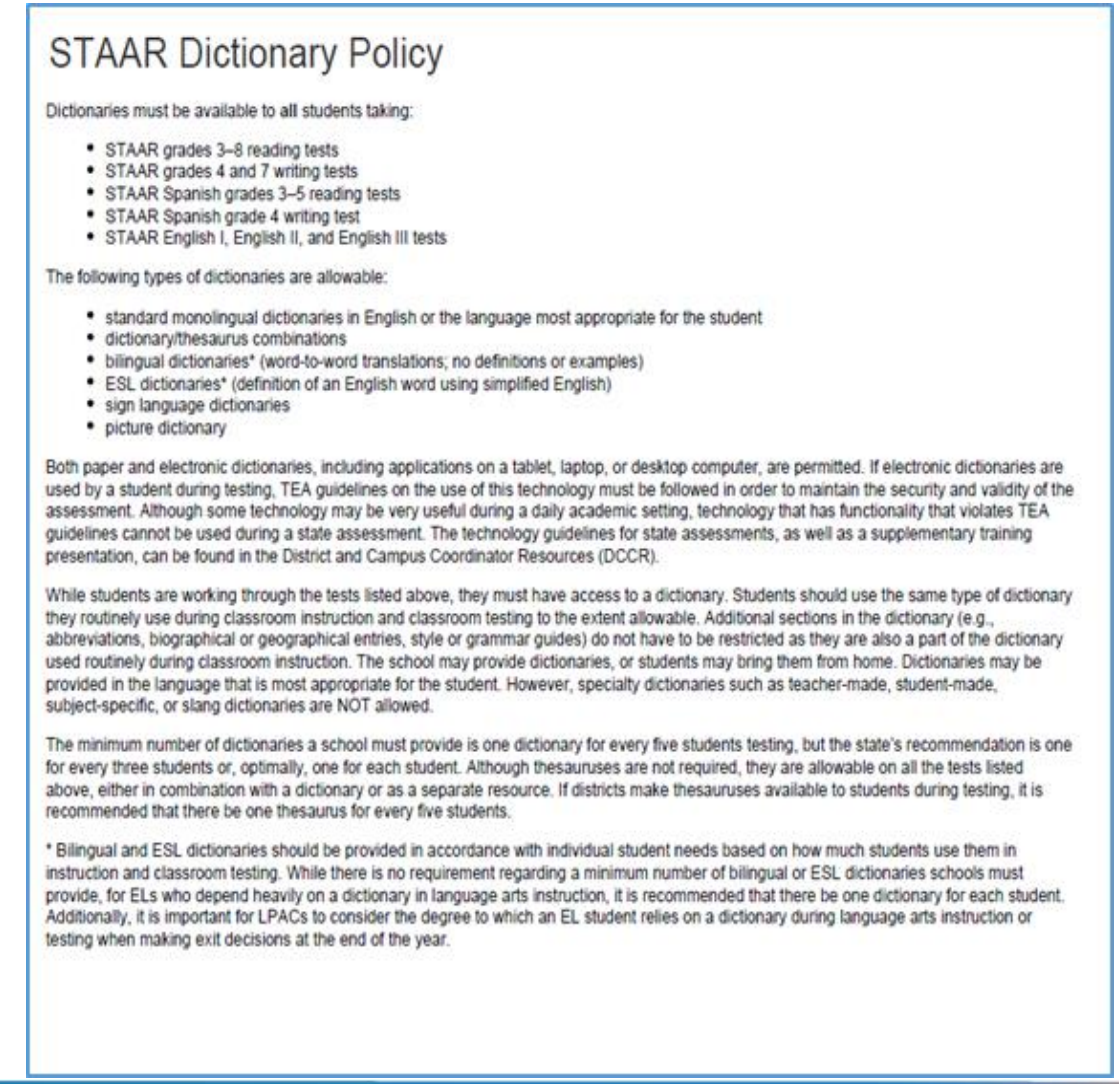
- STAAR Dictionary policy allows the use of dictionary applications on a tablet, laptop, or desktop.

- New Dictionary tool for online assessments.



STAAR Dictionary Policy-Applications

- All technology use guidelines must be followed.
- Disable features during testing (e.g., access to the camera; browsing capability; access to email, text, social media, or games; ability to view videos, animations, or extensive text to explain a definition).
  - More information to come in the technology guidelines training PPT.
- NOTE: Bilingual dictionary applications are NOT allowable as an Accessibility Feature.



STAAR Dictionary Policy

Dictionaries must be available to all students taking:

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

The following types of dictionaries are allowable:

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

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

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

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

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

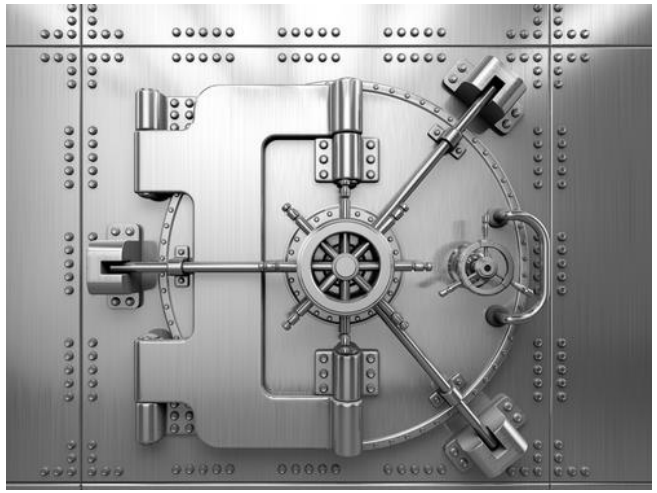
Security

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the high stakes associated with student performance and the need to assure parents, students, and the public that test results are meaningful and valid, it is imperative that individuals participating in the program preserve the integrity of all test content and student data through strict adherence to the instructions and procedures contained in the test administration manuals and resources.

Test Security and Confidentiality

Test security involves accounting for all secure materials before, during, and after each test administration. This includes:

- Identifying who can handle secure materials
  - Individuals qualified to participate must:
    - Be trained
    - Sign a security oath
- Properly storing materials
  - Consider location
  - Limit access
- Tracking the chain of custody
  - Document the transfer of materials through each stage of an administration
- Maintaining the integrity of tracking documentation
  - Store securely
  - Audit periodically



Test Security and Confidentiality

Confidentiality involves protecting all secure test content. Instruments that contain this content include:

- Test booklets
- Online assessments
- Online test tickets
- Completed answer documents
- STAAR Alternate 2 stimulus images and text
- TELPAS calibration activities and components for holistically rating student performance

Compliance with confidentiality requirements involves:

- Training testing personnel on their obligations concerning confidentiality
- Monitoring administrations to ensure all assessments are administered in strict accordance with the test administration procedures
- Investigating and reporting any alleged or confirmed breaches

Testing Irregularities

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

Serious Irregularities

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

Testing Irregularities

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
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals

Testing Irregularities

Serious Irregularities

- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality

Testing Irregularities

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 to be submitted with the district's incident report.

Penalties

Violations of test security and confidentiality can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a Texas educator certificate for a set term
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Reporting

All confirmed testing irregularities must be reported to TEA within 10 working days via the Online Incident Report Form.

All reports must:

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you (if TEA was contacted.)

Reporting

All serious violations require:

- TEA to be notified as soon as the district coordinator is made aware of an alleged or confirmed violation
- A prompt investigation to be conducted
- Additional documentation to be collected and submitted, including but not limited to:
  - Signed and dated statements from the individuals involved
  - A district determination regarding all violations allegedly committed
  - Interview notes
  - Any analyses conducted in support of the district findings
  - Oaths and training confirmation for the individual(s) involved
  - Any punitive actions taken against the individual(s) involved

2018 Recap

Most common irregularities reported in 2018	Number
Accommodation not provided	494
Exempt or ineligible student tested	285
Unmonitored/improperly secured test material	255
Failed to detect/prevent improper student behavior	242
Provided unallowable accommodation	230
Accepted blank answer document	181
Issued incorrect test	166
Eligible student not tested	143

Texas Education Agency

Lunch

Accessibility

What is accessibility?

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

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

In order to meet this goal, various features and supports are made available on paper and online tests to students who use the same or similar supports during classroom instruction.

2018-2019 Accessibility Updates

- Recording notes in the margins per student directions has been moved to Basic Transcribing
- For students taking the STAAR grade 4 writing test online, typing the response is an allowable accessibility feature for any grade 4 student who needs the assistance.
- Scientific and graphing calculators may not be used as a calculation aid for grades 3-7 math and science.
- Beginning with the spring 2019 writing tests, oral administration of revising passages and items on paper tests is allowable.

2018-2019 Accessibility Updates

- The eligibility for English learners (ELs) to receive an oral administration has changed to read, "The student is a current EL and takes a STAAR test in English."
- Additional online Personal Needs and Preferences (PNPs) and tools available in spring 2019: refreshable braille, signed videos, basic calculator, Spanish with embedded supports, and dictionary tool.
- Only Unified English Braille (UEB) (contracted and uncontracted) available for STAAR braille tests.
- STAAR with Embedded Supports Paper Administration Guides include braille instructions. Separate Specific Braille Instructions (SBIs) for content and language supports is no longer needed.

Accessibility Features

- Can be found in the District and Campus Coordinator Resources and the Accommodations Resources webpage
- Available to any student who regularly benefits from the use of these procedures or materials during instruction
- No need to document use of accessibility features in student paperwork, the answer document, or in the Texas Assessment Management System.
- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.
- A student cannot be required to use them during testing.
- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

Accessibility Features

- 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
  - Bilingual dictionary applications on a tablet, laptop, or desktop are not allowable as an Accessibility Feature
- 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)
- Color overlays or online color setting
- Blank place markers or online guideline tool
- Magnifying devices or online zoom feature

Accessibility Features

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
- Online sticky notes tool
- Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- Use of projection devices (e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests)
- Typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently

Accessibility Features - STAAR Online Grade 4 Writing

Typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:

- Eligibility for Basic Transcribing does NOT need to be determined; however, the procedures for Basic Transcribing MUST be adhered to. The Basic Transcribing policy document can be found on TEA's Accommodation Resources webpage.
- Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.

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

Locally Approved Designated Supports

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

Locally Approved Designated Supports

The following designated supports have no changes for 2018-2019:

- Extra Time
- Individual Structured Reminders
- Math Manipulatives
- Large Print
- Supplemental Aids

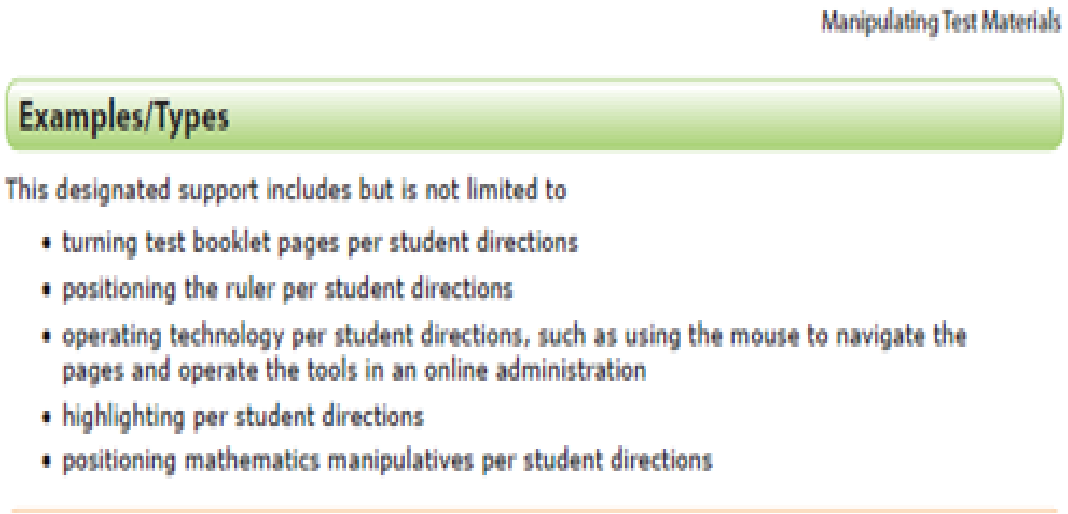
Manipulating Test Materials

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

- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing

Change for 2019:

- Recording notes in the margins per student directions has been moved to the Basic Transcribing policy.

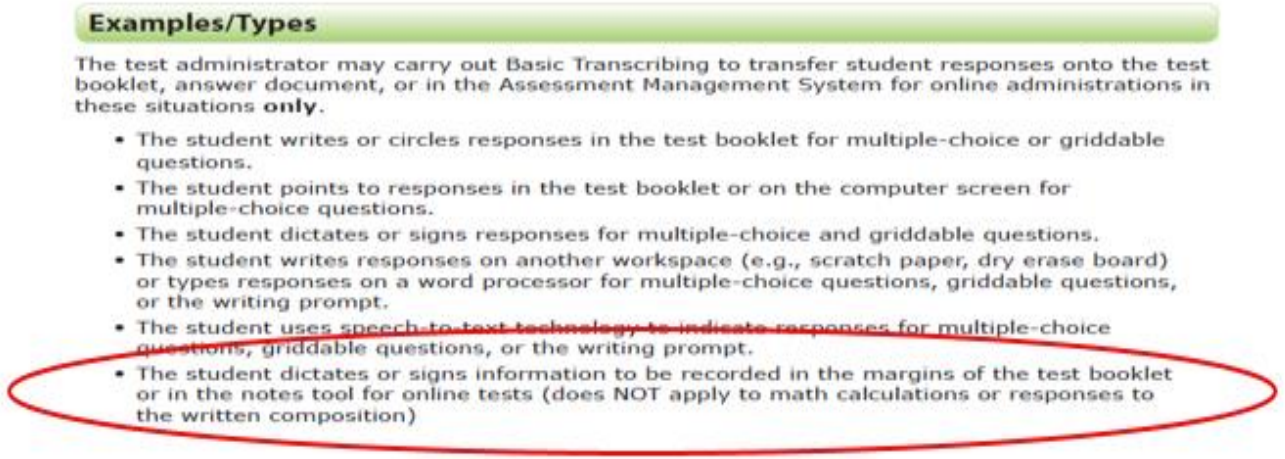


Basic Transcribing

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing.
- If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our Technology Use Guidelines document.

Change for 2019:

- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition).



Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or in the Assessment Management System for online administrations in these situations **only**.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice and griddable questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt.
- The student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt.
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition)

Basic Transcribing- 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/online testing platform 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.

Braille/Refreshable Braille

- A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing.
- Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.
- For braille administrations, there is no need submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)

Braille/Refreshable Braille

Changes for 2019:

- The state will provide both contracted and uncontracted braille test materials in UEB ONLY (begins with the December 2018 administration).
- Online screen reader support for refreshable braille displays will be available in Spring 2019 in reading/language arts and social studies assessments.
- For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with Embedded Supports should be submitted to TEA.
- Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide accommodation tables and identified for the test administrator as "Braille Instructions ONLY." Samples of how these accommodations will appear will be provided in the non-secure front matter of the STAAR with Embedded Supports Paper Administration Guide.

Calculation Aids

- A student may receive this support if served by and ARD or Section 504 committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

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

Calculation Aids- Examples/Types

Changes for 2019:

- Scientific and graphing calculators are no longer listed as allowable Example/Types for 2018-2019.
  - Basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
  - Basic calculator available as an online embedded support on STAAR
  - Abacus or Cranmer modified abacus
  - 0-9 addition grid without special number (e.g., even numbers) indicated
  - Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

- Beginning with the spring 2019 administrations of math and science for STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3-7. For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR released tests and technology guidelines training PPT.

Content and Language Supports

- A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- A student is eligible for this support if the ARD committee, Section 504 committee, or LPAC committee determines he/she uses the support routinely and effectively in classroom instruction and testing.
- Students for whom the LPAC recommends the use of these supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.

New for 2019:

- STAAR Spanish online available with text-to-speech (TTS), Content and Language Supports, Spelling Assistance, basic calculator, and dictionary tool.
- STAAR Spanish with embedded supports paper version available through the Special Paper Administration Process.

Oral/Signed Administration

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team and a determination is made that the student meets eligibility criteria.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
  - Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year.

Oral/Signed Administration

- Eligibility
  - routinely and effectively uses in class
  - meets at least one of the following: EL and takes English test; dyslexia or related disorder; documented evidence of reading difficulties

- Evidence of reading difficulties 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

Oral/Signed Administration

New for 2019:

- ASL videos as an online PNP option for STAAR
- For STAAR Spanish online, TTS is offered as a tool for oral reading support
- Beginning spring 2019, the revising passages and revising test questions and answer choices can be read aloud on STAAR and STAAR Spanish PAPER writing assessments. Title page in test booklet will identify revising section.

Change for 2019:

- Student Eligibility Criteria has been clarified for ELs who take the English version of STAAR:
  - "The student is a current EL and takes the English version of STAAR."
  - A student who is taking a Spanish test may still receive an oral administration if they meet one of the other eligibility criteria.

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

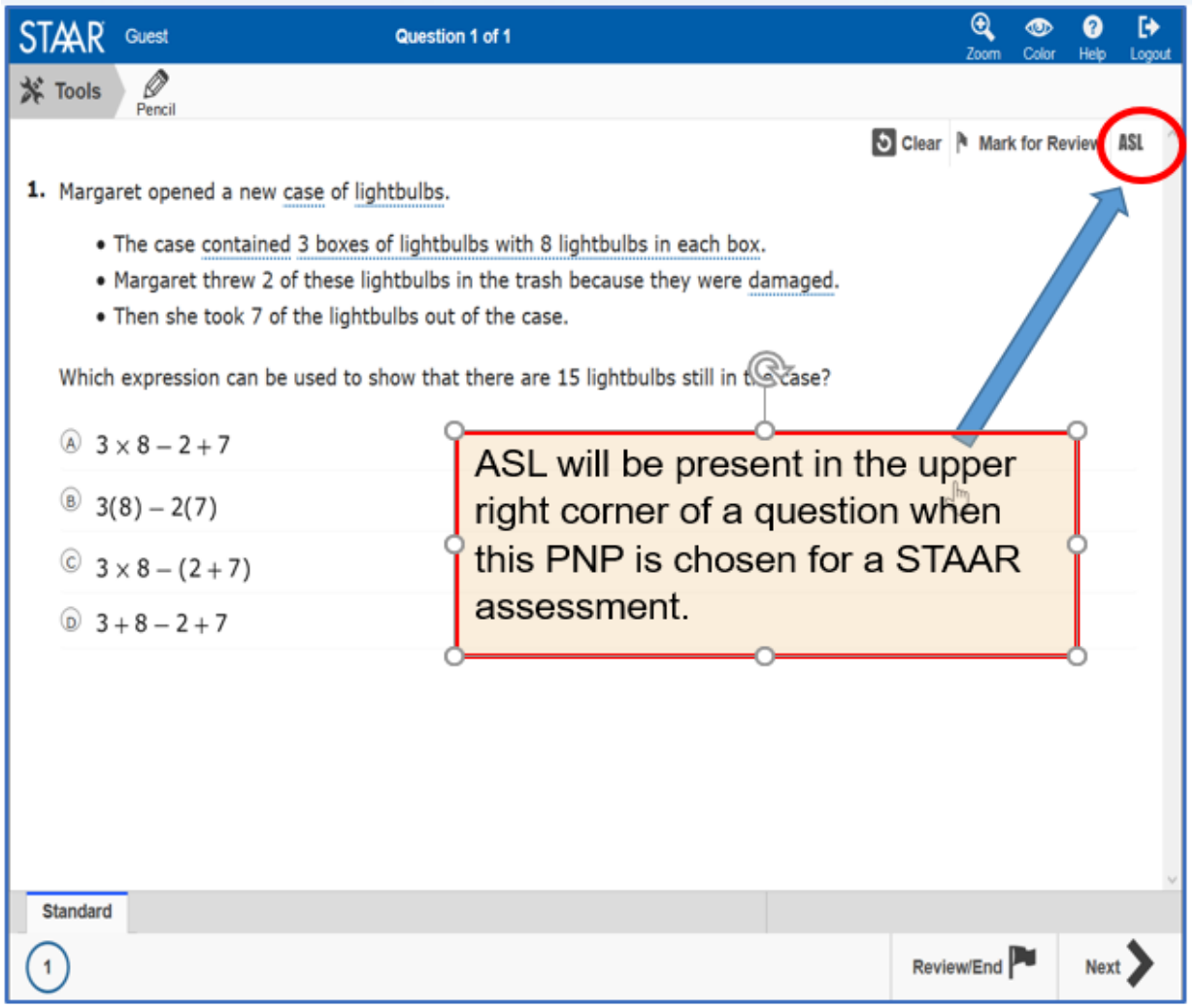
For students who are deaf or hard-of-hearing who are eligible for Content and Language Supports, AND Oral/Signed Administration

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

American Sign Language (ASL) Videos

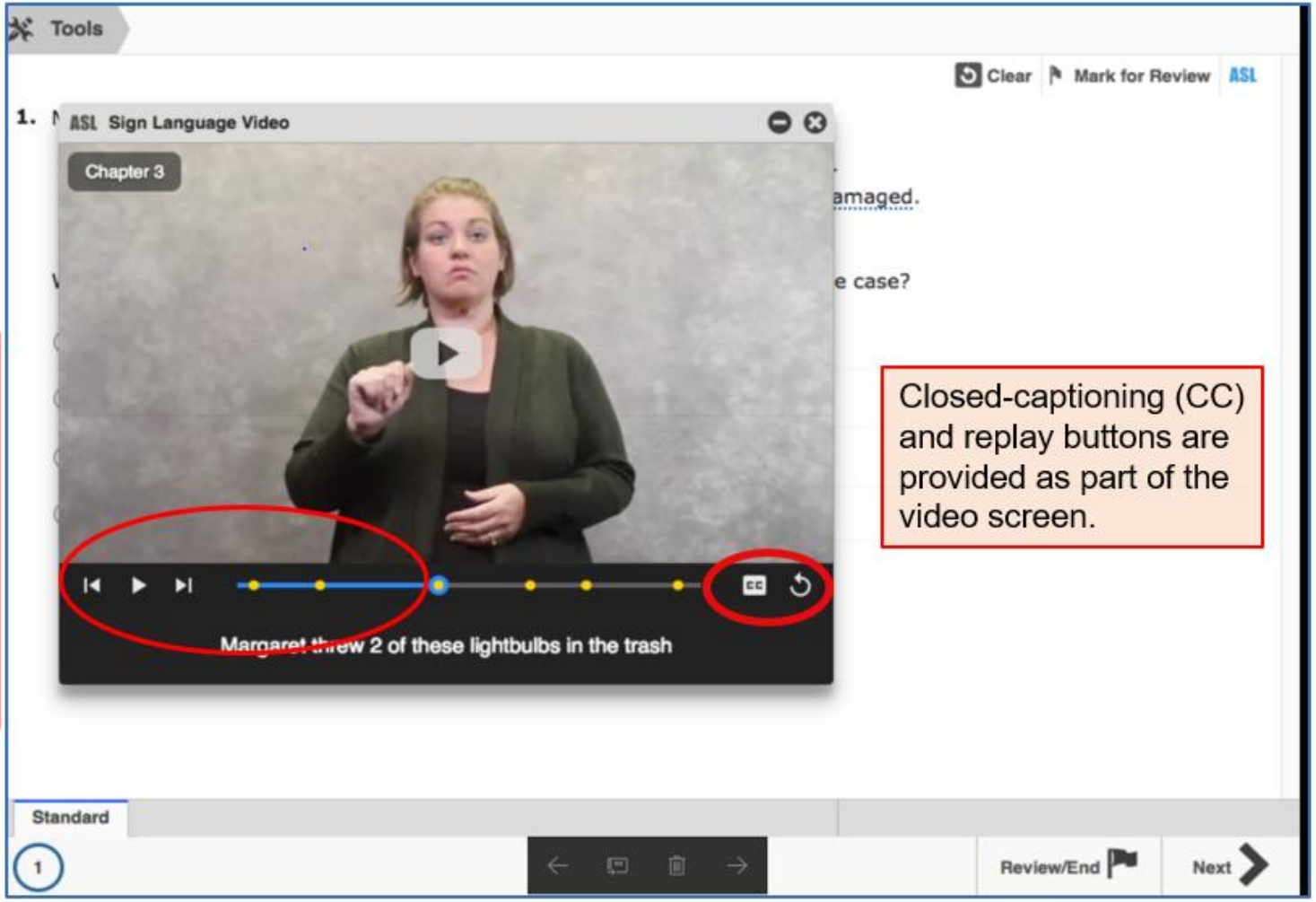
Available on STAAR online as a PNP for students eligible for Oral/Signed Administration

- Beginning spring 2019 administrations
- Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports).
- Closed-Captioning
- Mini practice test with a few samples to practice using functionality scheduled for fall



American Sign Language (ASL)

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



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

Spelling Assistance

- A student may receive this support if served by an ARD committee or Section 504 committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

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

- A student should be capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) BUT has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

Spelling Assistance

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

New for 2019:

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

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 an Accommodation Request Form is sent to TEA for determination.

- Other determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness.

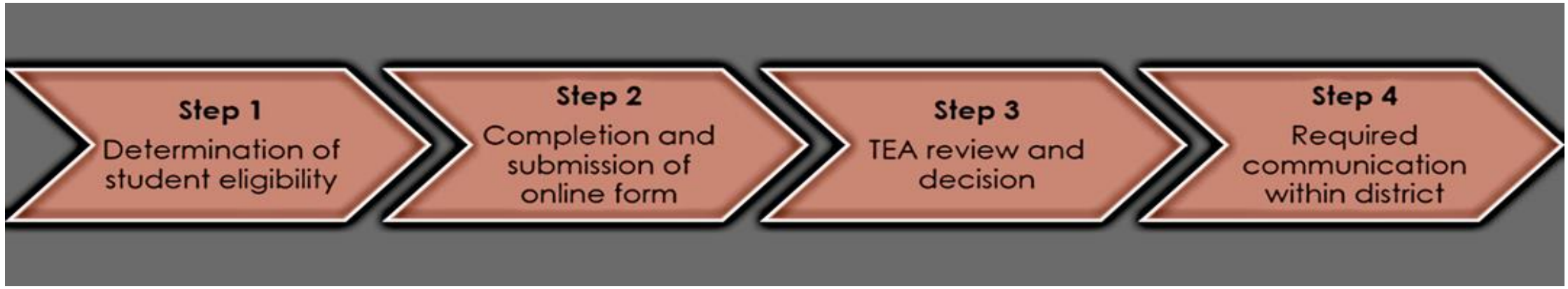
Complex Transcribing	Mathematics Scribe
Extra Day	Other

Accommodation Request Process

- Online Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).
- Open: October 2018
- Link to form and training document: Accommodation Resources webpage
- Expiration date of approved requests: June 30, 2019

Accommodation Request Process

- Accommodation requests must be approved before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state "Pending TEA approval.“
- 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 submission deadlines document
- Do NOT include confidential student information (e.g., student’s first and last name, Social Security numbers, pages from an IEP, medical documents). Request will be deleted and you will be asked to resubmit.



Special Administration Requests

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

- Technology-based supports enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet.
    - This process also applies to TELPAS reading.
    - For students taking TELPAS Listening and Speaking, a special request may be made to TEA for approval to assess holistically.

Special Administration Requests

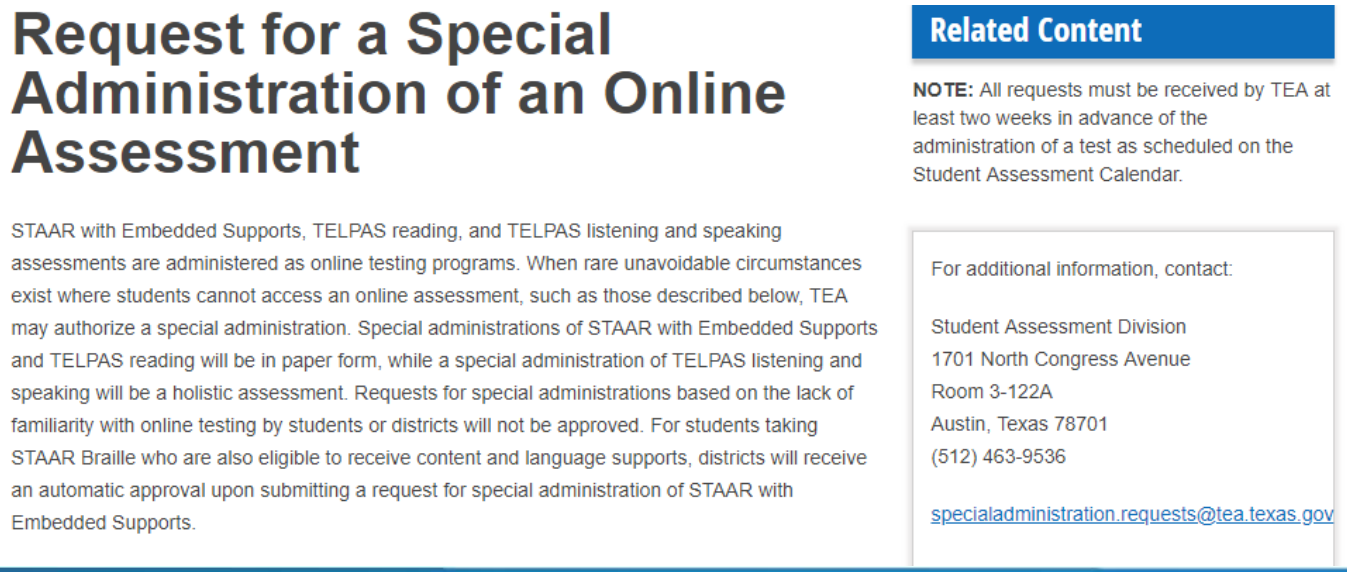
Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate.

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

Special Administration Requests

Form will be located on the District and Campus Coordinator Resources webpage under the link of Special Administration of an Online Assessment.

- Form is currently being updated and is due to be open for submissions for the 2018-2019 school year in October.



Request for a Special Administration of an Online Assessment

STAAR with Embedded Supports, TELPAS reading, and TELPAS listening and speaking assessments are administered as online testing programs. When rare unavoidable circumstances exist where students cannot access an online assessment, such as those described below, TEA may authorize a special administration. Special administrations of STAAR with Embedded Supports and TELPAS reading will be in paper form, while a special administration of TELPAS listening and speaking will be a holistic assessment. Requests for special administrations based on the lack of familiarity with online testing by students or districts will not be approved. For students taking STAAR Braille who are also eligible to receive content and language supports, districts will receive an automatic approval upon submitting a request for special administration of STAAR with Embedded Supports.

Related Content

NOTE: All requests must be received by TEA at least two weeks in advance of the administration of a test as scheduled on the Student Assessment Calendar.

For additional information, contact:

Student Assessment Division
1701 North Congress Avenue
Room 3-122A
Austin, Texas 78701
(512) 463-9536

specialadministration.requests@tea.texas.gov

LPAC Decision-Making Requirements

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

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

RTI (and similar) Committee Decision-Making Requirements

- Depending on local policies for these committees (i.e., what time of year they meet),
  - if the documented designated supports in place for the student are still valid, there is no reason to meet again.
  - if the documented designated supports in place for the student are not valid, this should be corrected.

Section 504 Committee Decision-Making Requirements

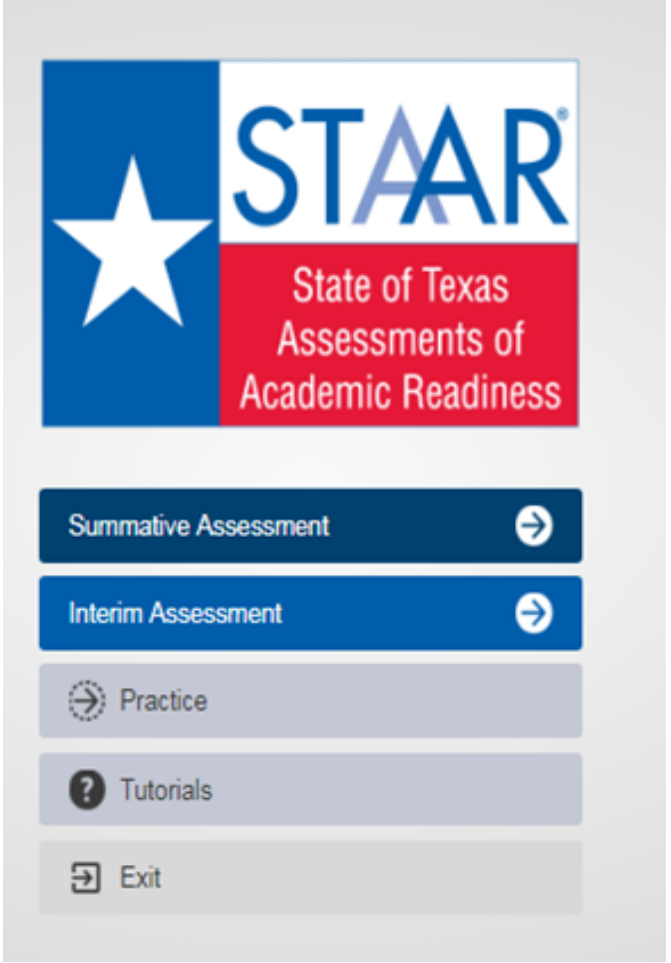
- Section 504 committees should ensure that a student's accommodation plan is current for the school year.
  - If the documented designated supports in place for the student are still valid, there is no reason to meet again.
  - If the documented designated supports in place for the student are not valid, this should be corrected.

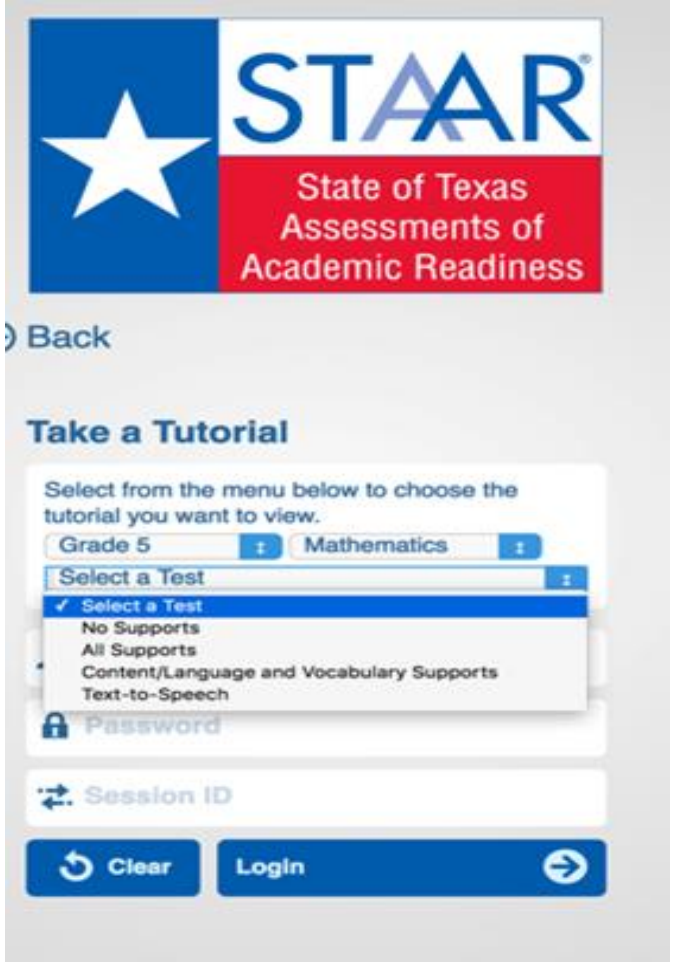
ARD Committee Decision-Making Requirements

- The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.
  - The ARD committee does not have to meet again regarding state assessment accommodations if decisions made at the annual meeting still apply to the current school year.
  - The ARD committee would need to meet again regarding state assessment accommodations if decisions made at the annual meeting do not apply to the current school year.

STAAR Online Tutorials

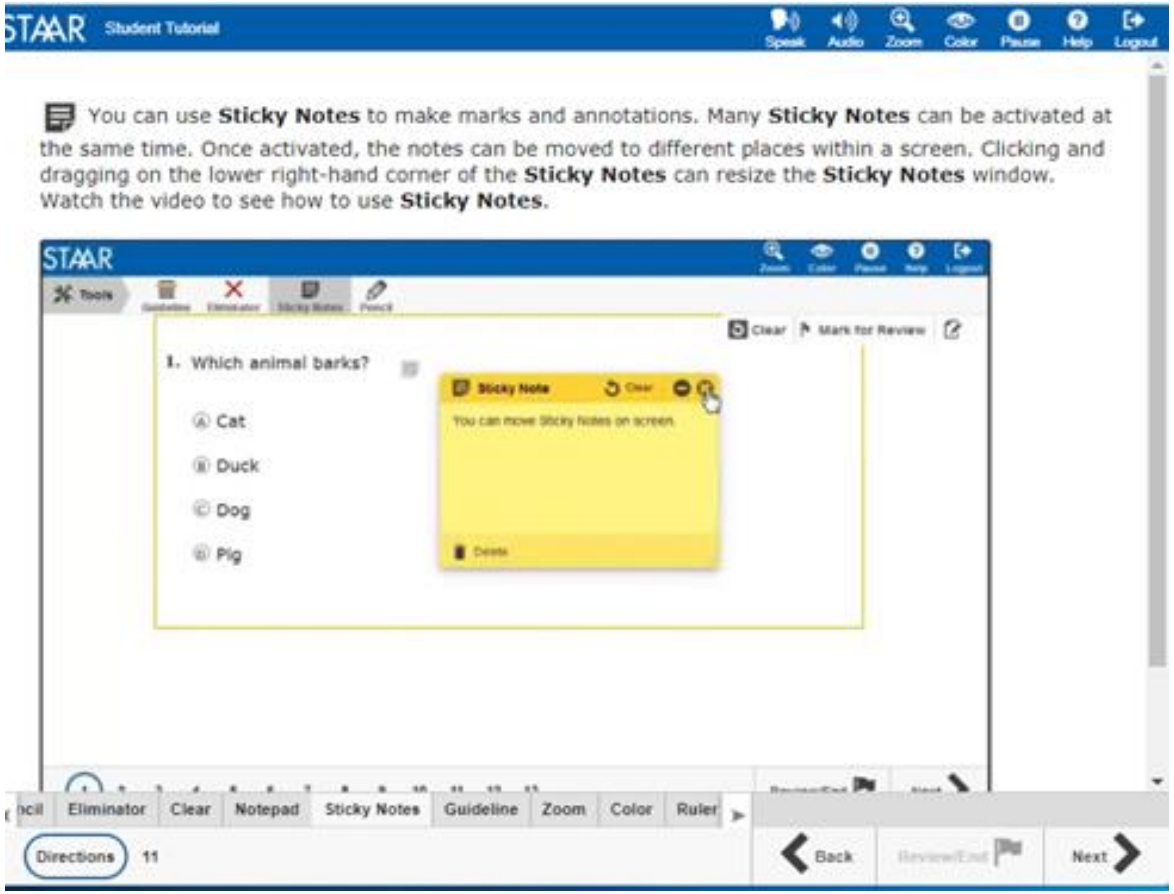
- When you open the STAAR Online Testing Platform (SOTP), you will see a menu of options, including “Tutorials.”
- Once you select “Tutorials,” you will be taken to a screen with several drop-down menus.
- Choose the grade, subject, and test (i.e., available supports) you want to view.





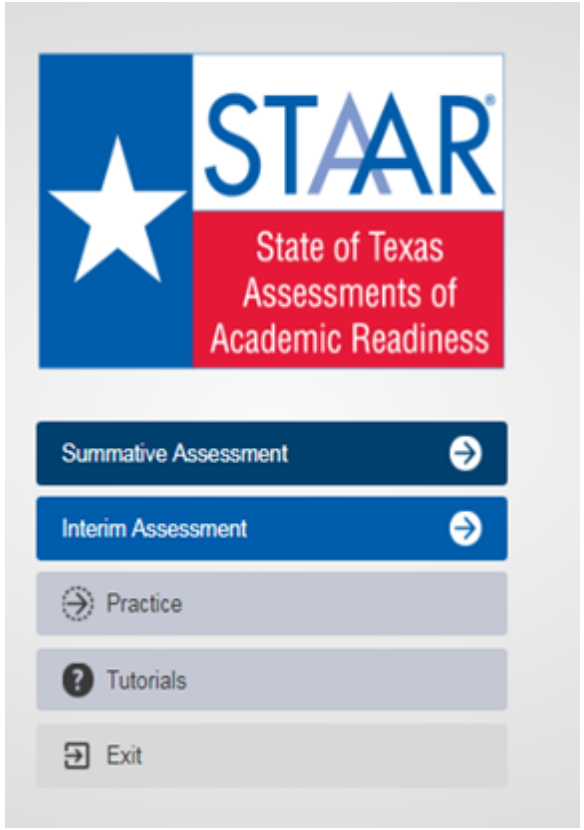
STAAR Online Tutorials

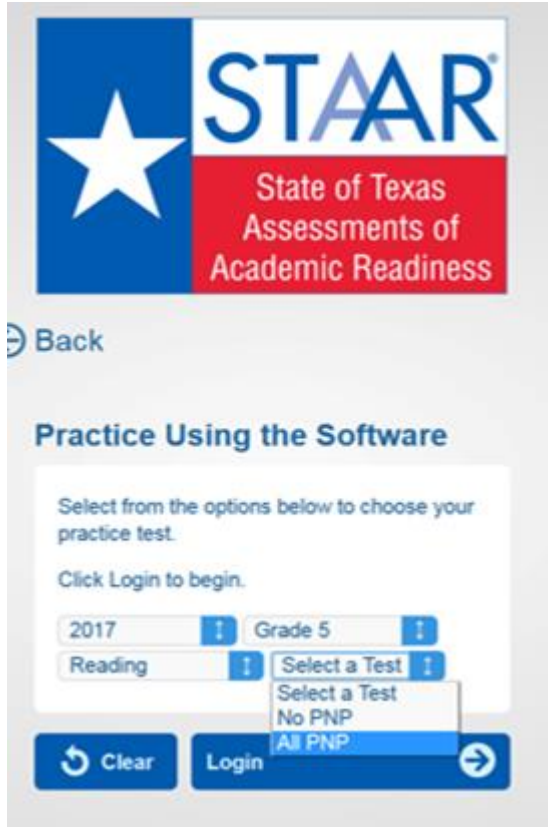
- Tabs at the bottom of the screen act as a table of contents. Each tab contains a page that explains the online feature/tool and provides a short video.
- Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.
- The second page of each tab has a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



STAAR Online Practice

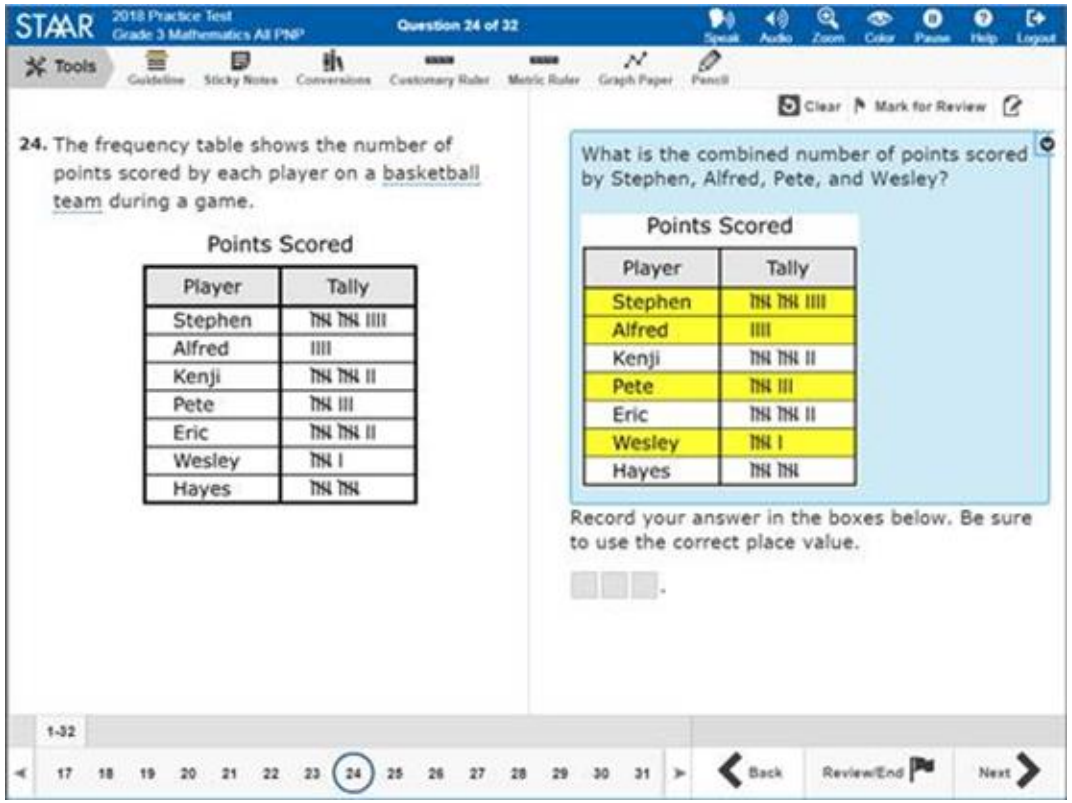
- When you open the STAAR Online Testing Platform (SOTP), you will see a menu of options, including “Practice.”
- Here you will find released tests for 2017 and 2018.
- All PNP will include the following supports:
  - Text-to-Speech (when available)
  - Spelling Assistance (writing compositions only)
  - Content and Language Supports



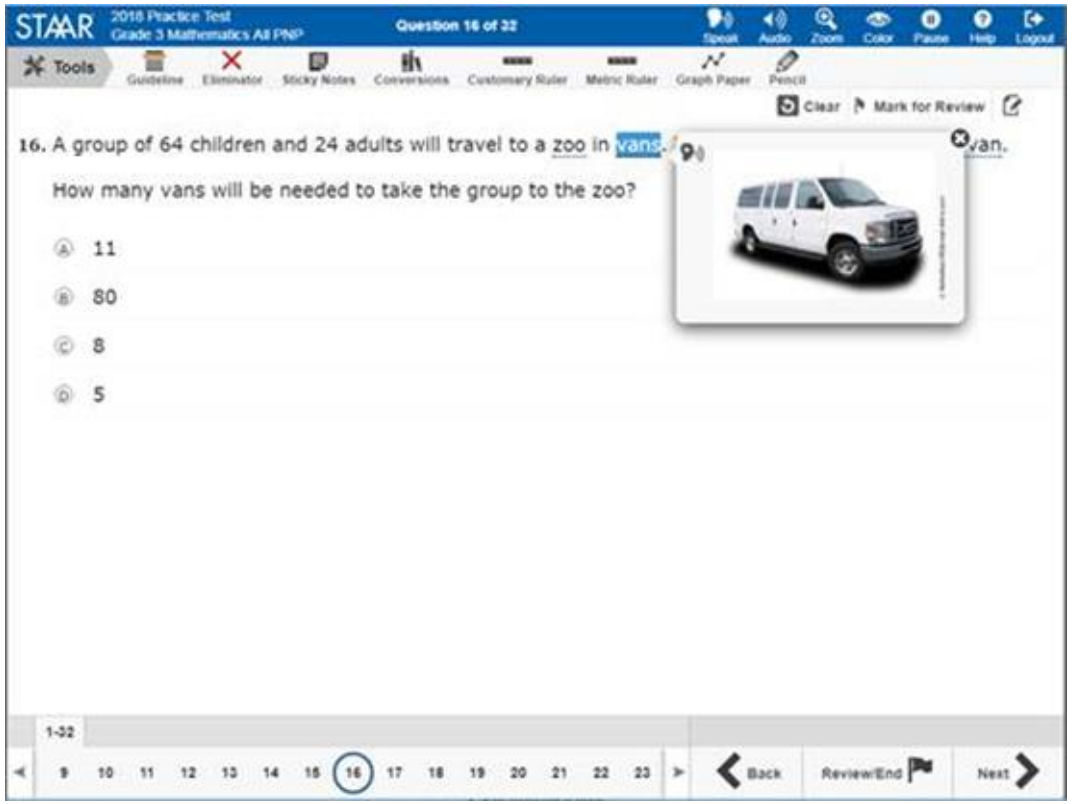


STAAR Online Practice

Rollover

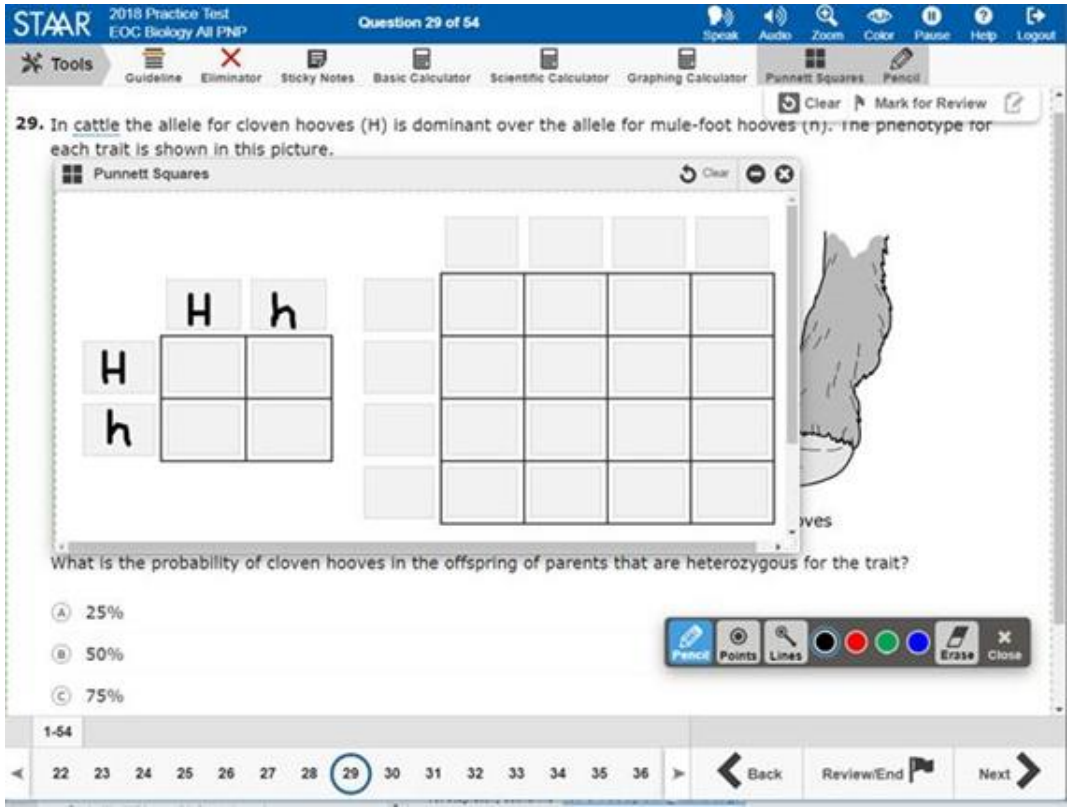


Pop-ups

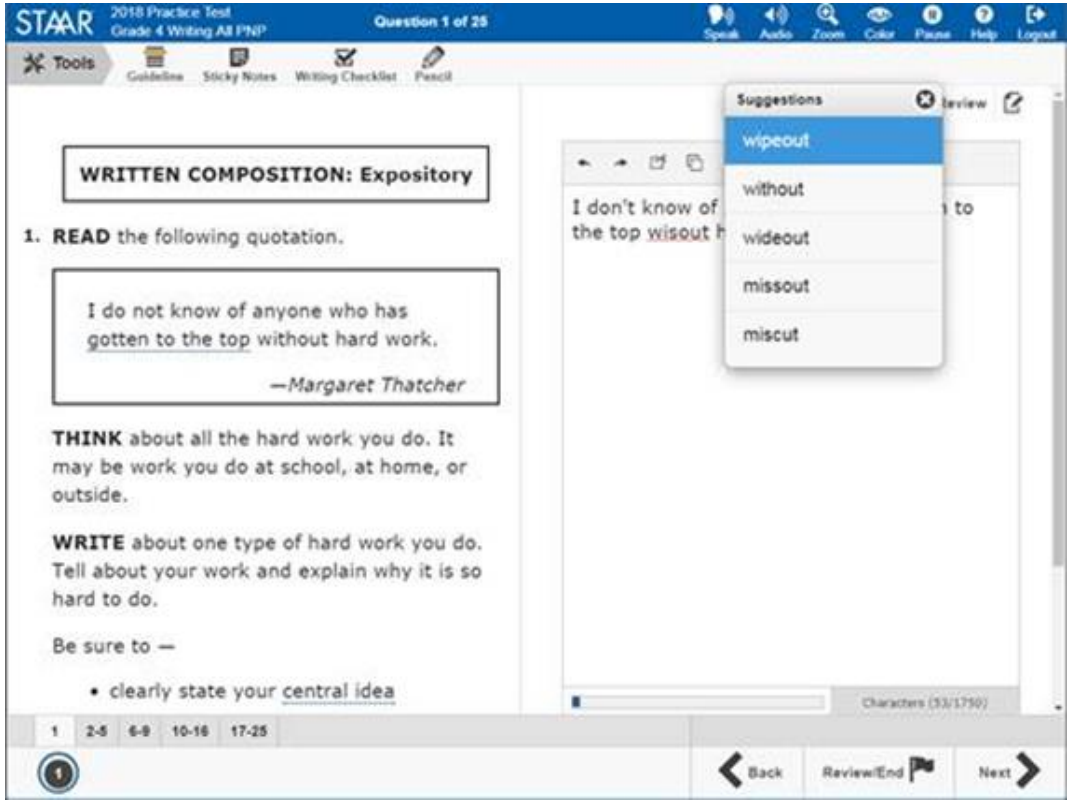


STAAR Online Practice

Punnett Squares

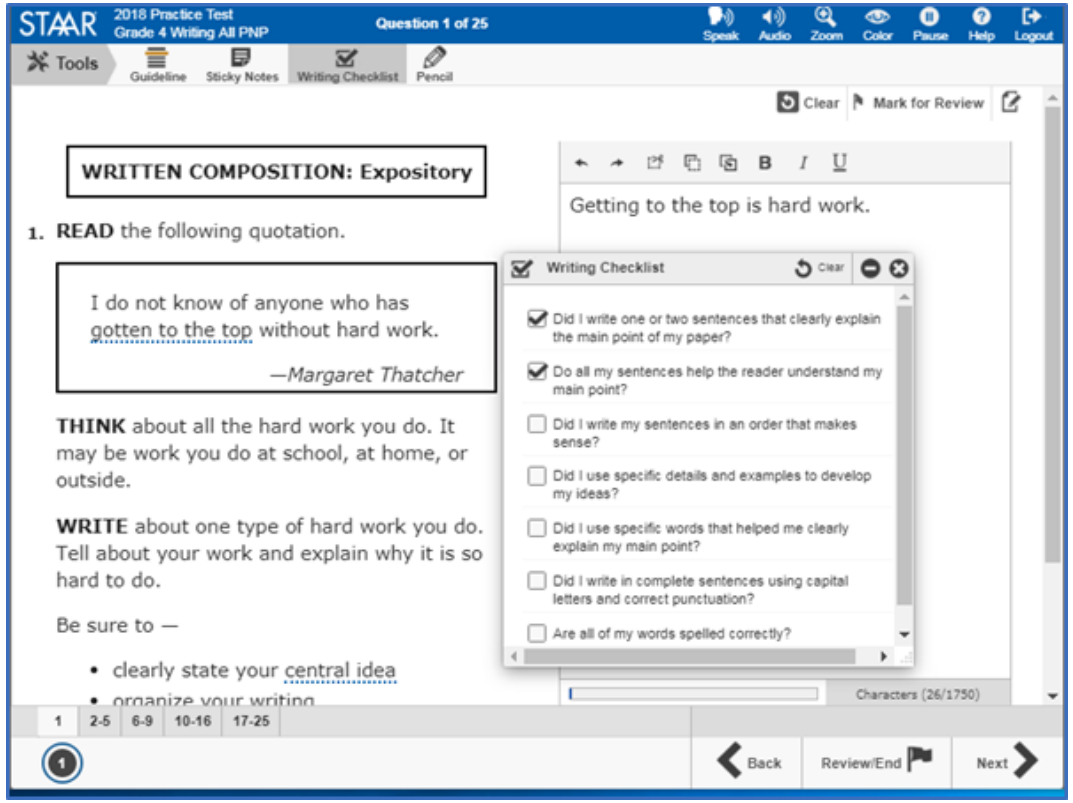


Spelling Assistance

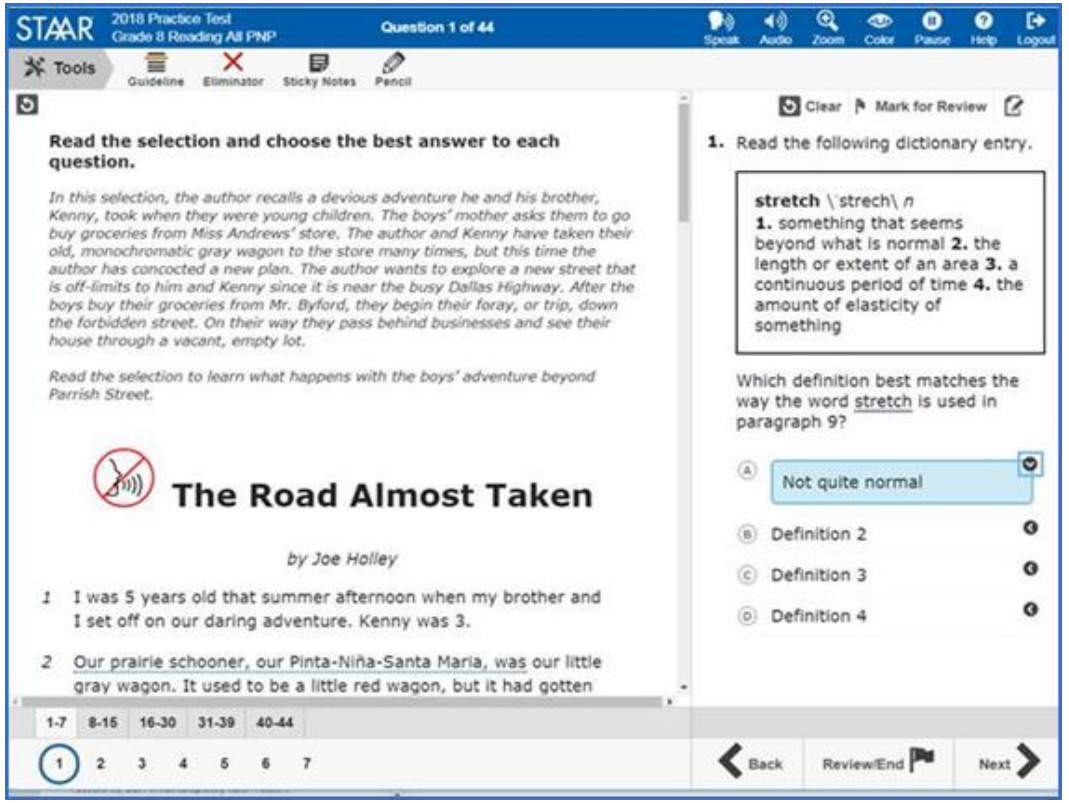


STAAR Online Practice

Writing Checklist



Prereading Text



STAAR Alternate 2

Texas definition of a student with a significant cognitive disability:

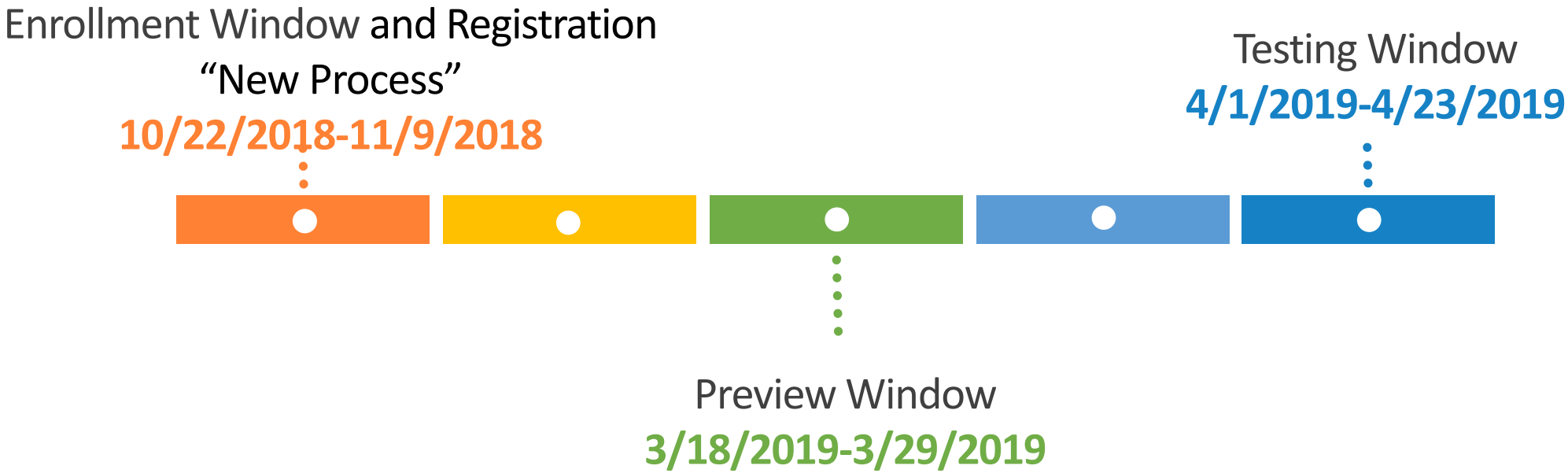
- exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and ALSO indicates adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;
- is NOT identified based on English learner designation or solely on the basis of previous low academic achievement or the need for accommodations; and
- requires 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 Eligibility Decisions

NEW Participation Requirements

- The STAAR Alternate 2 Participation Requirements were revised to
  - clarify the scope of students who are taking STAAR Alternate 2 and
  - satisfy requirements of ESSA
    - District wide systems for collecting students made eligible by ARD may be helpful when reviewing district wide data
      - Most up-to-date testing decision – annual decision
      - New enrollment collection procedure

STAAR Alternate 2 Key Dates



STAAR Alternate 2 key dates are referenced in the Test Administrator Manual & District and Campus Coordinator Resource.

STAAR Alternate 2 Key Dates

- Students Who Enroll On or AFTER April 1, 2019
  - 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 Resources

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

https://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)
- New Participation Requirements for 2018-2019 (English version, PDF revised 05/15/18)
- New Participation Requirements for 2018-2019 (Spanish version, PDF revised 05/15/18)
- STAAR Alternate 2 Released Tests (PDF posted 08/11/16)
- STAAR Alternate 2 Test Administrator Manual (PDF posted 10/27/17)

STAAR Alternate 2 Webpage Updates

OCTOBER POSTINGS

- Updated STAAR Alternate 2 Educator Guide
- **NEW** revised Medical Exception Eligibility Requirements (English and Spanish)
- **NEW** revised No Authentic Academic Response (English and Spanish)
- Updated Instructional Terms Lists
- Updated Essence Statements
- Revised STAAR Alternate 2 Test Administrator Manual (non-secure portion)

STAAR Alternate 2
Science Resource Documents

- Updated Science Vertical Alignment and Curriculum Framework documents for STAAR Alternate 2
- Includes streamlined science TEKS for grades 5 and 8 and for Biology
- Effective August 27, 2018
- Implemented in classrooms beginning with the 2018-2019 school year
- Look for an October posting at https://tea.texas.gov/student.assessment/special-ed/staaralt/

STAAR Alternate 2
Training Topics for Test Administrator Sessions

- Roles and Responsibilities
- Test Security
- Scheduling Test Administrations
- Preparing for Test Administrations
- Testing with Accommodations
- Monitoring Test Administrations
- Returning Materials to District Coordinator

References for training materials:

- STAAR Alternate 2 section in the DCCR, STAAR Alternate 2 Test Administrator Manual non-secure, STAAR Alternate 2 Educator Guide

Guidance on Administering STAAR Alternate 2

Texas Education Telecommunications Network

Choose a link below to access TETN in a specific file format:

- STAAR Alternate 2 2018-2019 Participation Requirement Training (PDF posted 05/08/18)
- STAAR Alternate 2 2018-2019 Participation Requirement Training (PPT posted 05/08/18)
- Fall Update STAAR Alternate 2 TETN #4851 (PDF posted 10/17/17)
- Fall Update STAAR Alternate 2 TETN #4851 (PPT posted 10/17/17)
- Spring 2016 Update STAAR Alternate 2 TETN #39874 (PDF revised 03/02/16)
- Spring 2016 Update STAAR Alternate 2 TETN #39874 (PPT revised 03/02/16)
- UPDATED STAAR Alternate 2 Test Administration TETN # 33018 (PPT updated 02/12/16)
- UPDATED STAAR Alternate 2 Test Administration TETN # 33018 (PDF updated 02/12/16)

STAAR Alternate 2
Roles/Responsibilities of Test Administrator

Who should administer STAAR Alternate 2?

- Ideally, the student's teacher for the subject being tested who has a high level of familiarity with the student so that
  - Accommodations can be prepared appropriately and
  - The student's typical response mode can be understood
    - Paraprofessionals may serve as test administrators supervised by a certified professional on the same campus throughout the administration. (See other options in the District and Campus Coordinator Resources.)
      - Paraprofessionals may serve as test administrator assistants and assist in preparation of the test IF they are trained in test administration procedures and sign the oath.

STAAR Alternate 2
Test Security-Preview Window Procedures

- ✓ Practice reading the script and following the presentation instructions for test.
- ✓ Review the Scoring Instructions for test questions and plan teacher assistance for items 2 and 3 in each cluster.
- ✓ Review the student booklet and image cards to plan and prepare accommodations for any student who may need an accommodation according to the guidelines outlined in the “Accommodations” section of the test administrator manual.
- × Any presentation of materials or introduction of concepts or topics to a student prior to the administration of the test is considered a serious irregularity and should be reported as such.

STAAR Alternate 2
Oaths for 2018-2019 School Year

- Beginning with the 2018-2019 school year, the general oath will no longer be found in the back of STAAR Alternate 2 Test Administrator Manual.

- The new online DCCR includes the new interactive oath.

STAAR Alternate 2
Scheduling-Test Administration Calendar

- No verification window this year.
- **NEW** Each district is responsible for developing a local schedule for the STAAR Alternate 2 assessments during the designated test administration window specified in the Calendar of Events.
- District or campus coordinator should communicate the schedule that test administrators should follow.

STAAR Alternate 2
Scheduling-Test Administration Sessions

STAAR Alternate 2 is an untimed assessment, and the test does not have to be given in one session. Some timing options include

- Administering the assessment at a time that is most appropriate for a student;
- Allowing breaks, as necessary;
- Administering the test over several days with several sessions per day; or
- Administering the test over several days, one session each day.

Items are best tested with the entire four-item cluster in tact, one cluster at a time. However, frequent breaks within the 4-item cluster may be required and necessary for some students.

STAAR Alternate 2
Preparing Test Materials

Presentation Instructions

Bolded text in the Presentation Instructions can be

- stated as written,
- signed,
- translated into any other language routinely used with the student in instruction,
- provided in written form, or,
- paired with tactile or picture symbols.
  - Information in the reading passages and text of Stimulus A and B cannot be paraphrased, simplified, or shortened and must be presented as they appear in the stimulus.

STAAR Alternate 2
Preparing Test Materials

Image Cards

2018 Test Administrator survey indicated overwhelming support of image cards.

- Survey responses indicated 85% of test administrators reported a significant reduction in prep time.
- Test administrators comments included
  - “Loved the color pictures!”
  - “a big help and an improvement over past years”
  - “greatly cut down on the time I had to prepare tests”
  - “great for students who need to be presented with answer choices one at a time”

STAAR Alternate 2
Preparing Test Materials

Image Cards

- STAAR Alternate 2 must be administered with the student booklet.
- Image cards are optional.
- A test administrator may use image cards for multiple students:
  - NO appearance of reuse whatsoever - no accommodations applied (e.g. highlighting, coloring, cropping, etc.)
  - Examples of ways “clean” image cards may be used for multiple students
    - Pairing with text
    - Presenting answer choices one at a time

STAAR Alternate 2
Preparing Test Materials

Image Cards

- Test administrators should utilize image cards in the same way they previously accommodated the student booklet page.
- EXAMPLES of accommodations that image cards may replace:
  - Photocopying and then cutting apart answer choices in order to present answer choices one at a time
  - Photocopying and then cutting out an image to pair with text
  - Other accommodations that required photocopying and then making a “card” to assist with test administration
  - Image cards have a number stamp on the back to correspond with test items.
  - On rare occasions, test items do not have an accompanying image card due to nature of the stimulus.

STAAR Alternate 2
Preparing Test Materials

Student Booklets

- Survey results revealed overwhelming positive responses to color images in the STAAR Alternate 2 student booklet.
- 2019 Administration: student booklet images will be in full color except for
  - historical photos; and
  - Images where color is found to be distracting (e.g. multiple sets of geometric shapes, line drawings that appear simpler in black and white, etc.).

STAAR Alternate 2
Preparing Test Materials

Bundling

- Standard size student booklet
  - Set of image cards
  - Secure STAAR Alternate 2 test administrator manual
- Large print student booklet
  - Set of image cards
  - Secure STAAR Alternate 2 test administrator manual

***Test materials will be packaged this year so that the bar code is accessible without requiring plastic packaging to be opened.**

STAAR Alternate 2 Testing Environment

- Test administrators must prepare the environment for the administration of STAAR Alternate 2.
- STAAR Alternate 2 is administered to students in a one-on-one setting.
- Test sessions
  - must be conducted under the best possible conditions with minimal distractions
  - and in a setting that is arranged to maintain confidentiality of test material and responses of individual students.
- Districts with cameras in self-contained classrooms should use locally-developed policy which includes “penalties for prohibited conduct” in the event that a request is made to view video that was recorded during a test administration session.

STAAR Alternate 2
Entering Responses Online

- Students taking the STAAR Alternate 2 administration communicate answers directly to the test administrator.
- The test administrator records the student's response on the STAAR Alternate 2 Scoring Document based on scoring information provided for each item.
- The students' responses are then entered into the Assessment Management System.
- The district coordinator, campus coordinator, or other authorized personnel who have completed training and signed oath will enter scoring information into an online system.

STAAR Alternate 2
Returning Test Materials

Once the testing window has closed, test administrators should return all secure materials to the campus coordinator, including:

- used and unused student booklets, including large-print test booklets;
- used and unused image cards;
- secure STAAR Alternate 2 test administrator manuals;
- STAAR Alternate 2 Scoring Documents; and
- photocopies or any other type of reproduction of secure test materials, if used.

ESSA 1% Waiver

TEA's 2018 request for a limited waiver to assess more than 1% of students using an alternate assessment in the 2017-2018 school year in reading/language arts, science and mathematics was approved by the United States Department of Education (USDE) in March, 2018.

Based on state assessment data for 2017-2018, TEA will again be requesting a waiver for the 2018-2019 school year.

STAAR Alternate 2 Waiver Request (2nd Year)

- Districts should only have very few (if any) students who have been identified as eligible for the No Authentic Academic Response (NAAR) and Medical Exception (ME) exception from STAAR Alternate 2.
- As of June 2018, many other states who were denied their waiver request failed to show that at least 95% of all students and 95% of students with disabilities participated in reading/language arts, mathematics, and science assessments
- Districts should closely adhere to eligibility requirements for NAAR and ME.

Waiver Request (2nd Year)

Based on 2017-2018 Data	Number	Percent
Alternate 2 Tests, All Students Mathematics	40,646	1.4%
All Students, STAAR Mathematics	2,804,047	
Alternate 2 Tests, All Students Reading/ELA	45,392	1.3%
All Students, STAAR Reading/ELA	3,487,018	
Alternate 2 Tests, All Students Science	16,780	1.3%
All Students, STAAR Science	1,271,379	

2016-2017 1.2%

2016-2017 1.2%

STAAR Alternate 2 Waiver Request (2nd Year)

- A state may not prohibit a district from assessing more than 1% of its assessed students with an alternate academic assessment.
- In order to complete the waiver request, school districts/charter schools will be required to submit information justifying the need of the school district/charter school to assess more than 1% of its assessed students with STAAR Alternate 2.
- School districts/charters will provide assurances that if they will assess more than 1% of students using STAAR Alternate 2, they have followed all State guidelines determining eligibility and that they will address any subgroup disproportionality in the percentage of students taking STAAR Alternate 2.
- States will make the information submitted by an school districts/charter schools publicly available.

STAAR Alternate 2 Waiver Request (2nd Year)

How to submit:

- School districts/charters will receive an email notification indicating that based on 2017-2018 data the LEA assessed more than 1% of its assessed students with STAAR Alternate 2.
  - Email will include a PDF attachment of district/charter specific STAAR Alternate 2 participation data
  - Email will include a link to complete the waiver form.
- Email notification will be sent to the Superintendent of the school district or the Chief Administrative Official of the charter school and copied to DTCs.
- Districts/charters will receive an email acknowledgement that the district's waiver information has been received.

STAAR Alternate 2
Plan for Monitoring 1% Threshold

In order to demonstrate substantial progress towards achieving each component of the USDE plan and timeline:

- TEA along with Texas educators created a definition for significant cognitive disability.
- TEA along with Texas educators revised Participation Requirements for STAAR Alternate 2.
- TEA is currently working to revise the data validation monitoring plan for districts over 1%.
- TEA will be requesting information from districts over the 1% threshold for the 2018-2019 waiver.
- TEA is providing specific 1% Waiver Training on October 2 at the ESC training.
- TEA is developing additional training for districts.

TELPAS

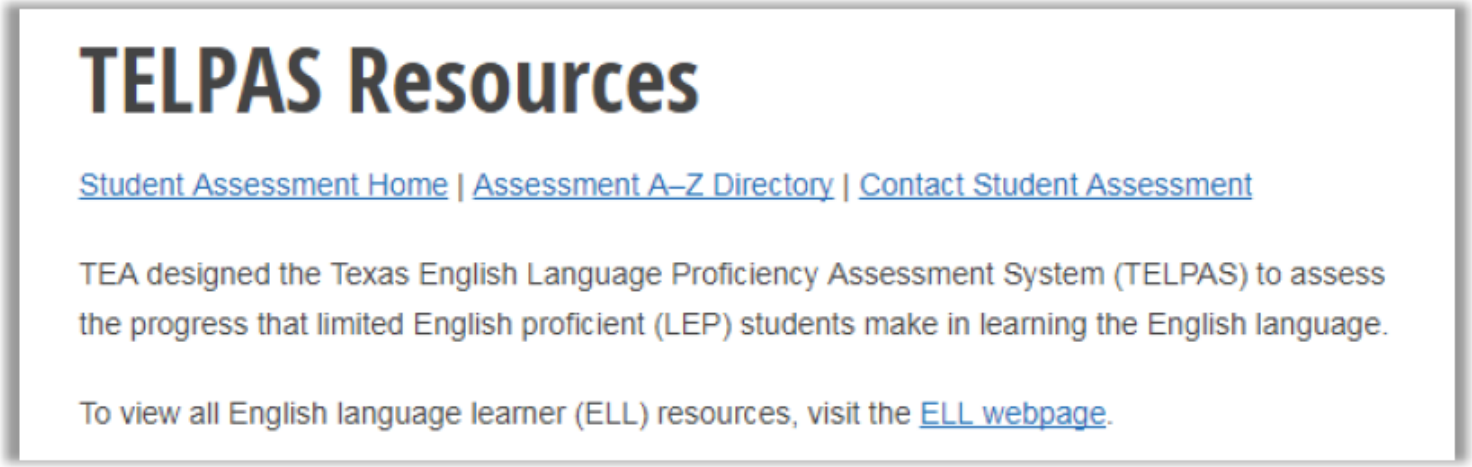
TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.

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

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.

TELPAS Components

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

Exceptions

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

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

Special Administration of TELPAS

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

Note: Special administration of TELPAS is dependent upon TEA approval.

TELPAS Holistic Rater Training

- The Grades 2-12 Online Basic Training Course and calibration activities only include the domain of writing.

- A separate holistically-rated listening and speaking rater training for those educators that will be assessing a student with a special administration of listening and speaking test.
  - Instructions will be sent to district testing coordinators with all approved special administration requests.

- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Certificates are also automatically emailed upon successful completion, but may take up to 24 hours to be delivered.

Online Training and Calibration

- Calibration must be completed in a monitored setting.
- Raters have two opportunities to calibrate.
- Local procedures must be established for verifying the completion of online courses and calibration activities.
- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates will be purged from training site at the end of each training window.
- Raters need to print and retain a copy of their training and calibration certificates.

TELPAS Manual for Raters and Test Administrators

- The rater manual and test administrator manual will be combined.
- It is not a required that every rater have a rater manual. However, raters must be trained and have the appropriate resources for training and rating purposes.
- Rater resources can be accessed from the online version of the TELPAS Manual for Raters and Test Administrators.

TELPAS Rater Resources – Training Purposes

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

TELPAS Rater Resources – Rater Purposes

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

TELPAS Composite Score

- In spring 2018, the assessments for three of the four TELPAS domains changed.
  - Reading test was redesigned to be shorter with reduced blueprint.
  - Listening and speaking tests were administered as item-based standardized assessments for the first time.
- After receiving feedback from various stakeholders, it was determined that there would be a change to the language domains for the composite score, as shown below.

Language Domain	Previous Weight	Current Weight
Listening	10%	25%
Speaking	10%	25%
Reading	50%	25%
Writing	30%	25%

TELPAS Composite Score and ELs with Disabilities

- ESSA requires States to develop a set of parameters and procedures to obtain a composite score based on performance in the remaining domains of the English language proficiency assessment.

- Students with results for at least two domains will receive a composite score.
  - This is ONLY applicable to students who have an ARD decision to not be evaluated in one or two domains.
  - This does NOT apply to students who were absent, received a score code of “O” for other, or an “E” for extenuating circumstances.

TELPAS Writing Audit – Spring 2019

The purpose of the writing audit is to provide ongoing evidence of the validity and reliability of the holistically-rated writing component of TELPAS. The primary audit activities will include:

- evaluating the extent to which the writing English language proficiency ratings assigned by teacher raters match those assigned by state audit raters,
- gathering feedback from teacher raters on the quality of their training for writing, and
- examining how well educators followed state-defined administration procedures to rate writing performance.

TELPAS Writing Audit – Spring 2019

- Students will be sampled in grades 2–12 from across the state, including all 20 regions.
- The target sample size is 2,000 students, spread equally across grade bands and proficiency levels.
- Questionnaires will be given to district testing coordinators, campus testing coordinators, and to raters and will be used to gather information about the training and qualification procedures.
- Districts will receive notification after the TELPAS window if they have been selected for the writing audit.

TELPAS Grade Clusters

Reading Tests	Listening Tests
Grade 2	Grades 2–3
Grade 3	Grades 4–5
Grades 4–5	Grades 6–8
Grades 6–7	Grades 9–12
Grades 8–9	
Grades 10–12	

Enrolled Grade Reclassification during TELPAS Test Administration

For the purpose of TELPAS administration, the reclassification of a student's grade level will not be allowed during the TELPAS window.

- It causes an issue within the Assessment Management System when student's grade levels change within the window.
- All the TELPAS components (holistic, reading test, listening & speaking test) should be assessed in the same grade level.

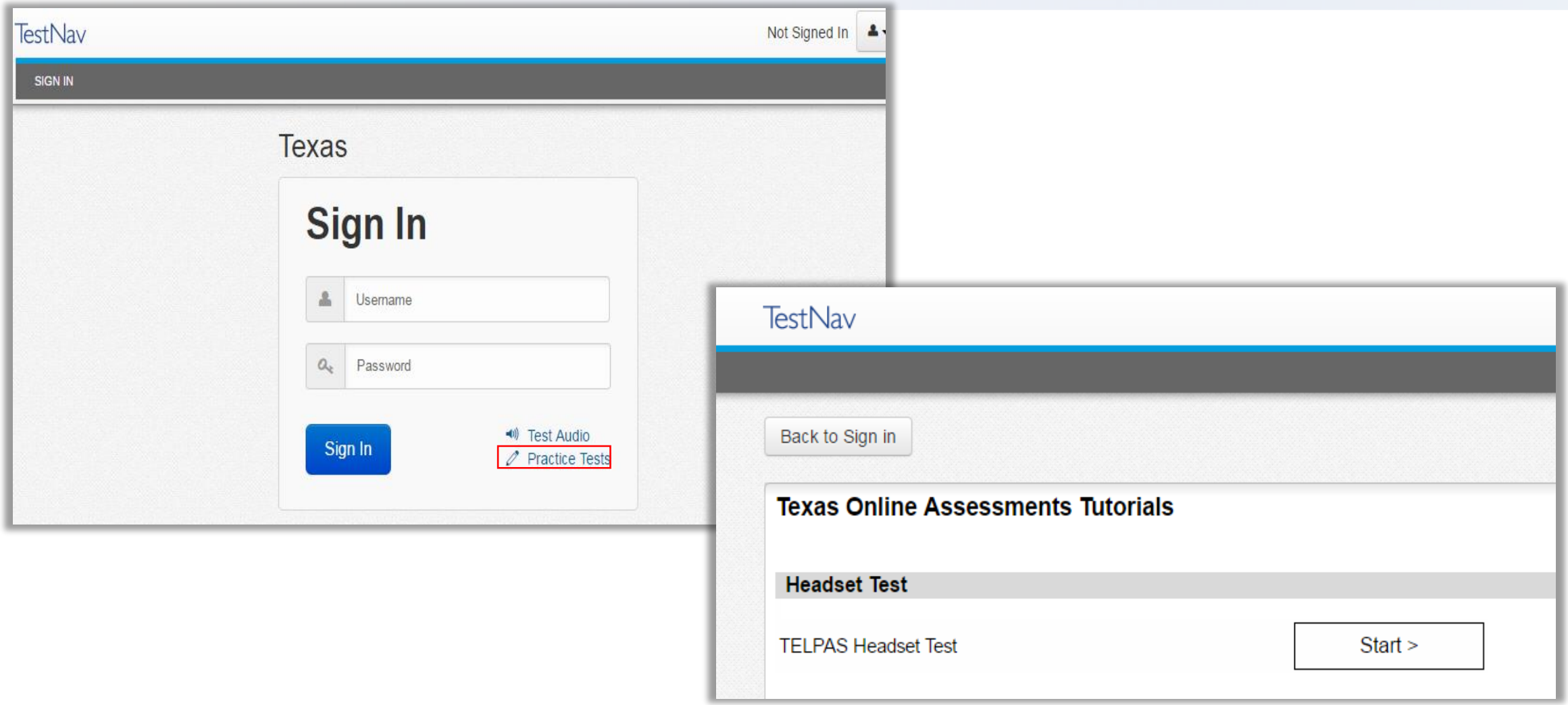
TELPAS Tutorials and Listening and Speaking Practice Sets

- TELPAS Tutorials
  - Help students become familiar with online testing
  - Show students how to move through a test, use tools in the test, and work with different types of items

- Listening and Speaking Practice Sets
  - Are two different practice sets (one for elementary and one for secondary)
  - Are solely for students to practice on listening and speaking items
  - Should not be used for diagnostic purposes

- It is recommended that you perform the headset test prior to starting the TELPAS tutorial to ensure the headset is set up correctly.
  - Headset test is located in the TestNav app under the “Practice Tests” link.

TELPAS Headset Test from TestNav App



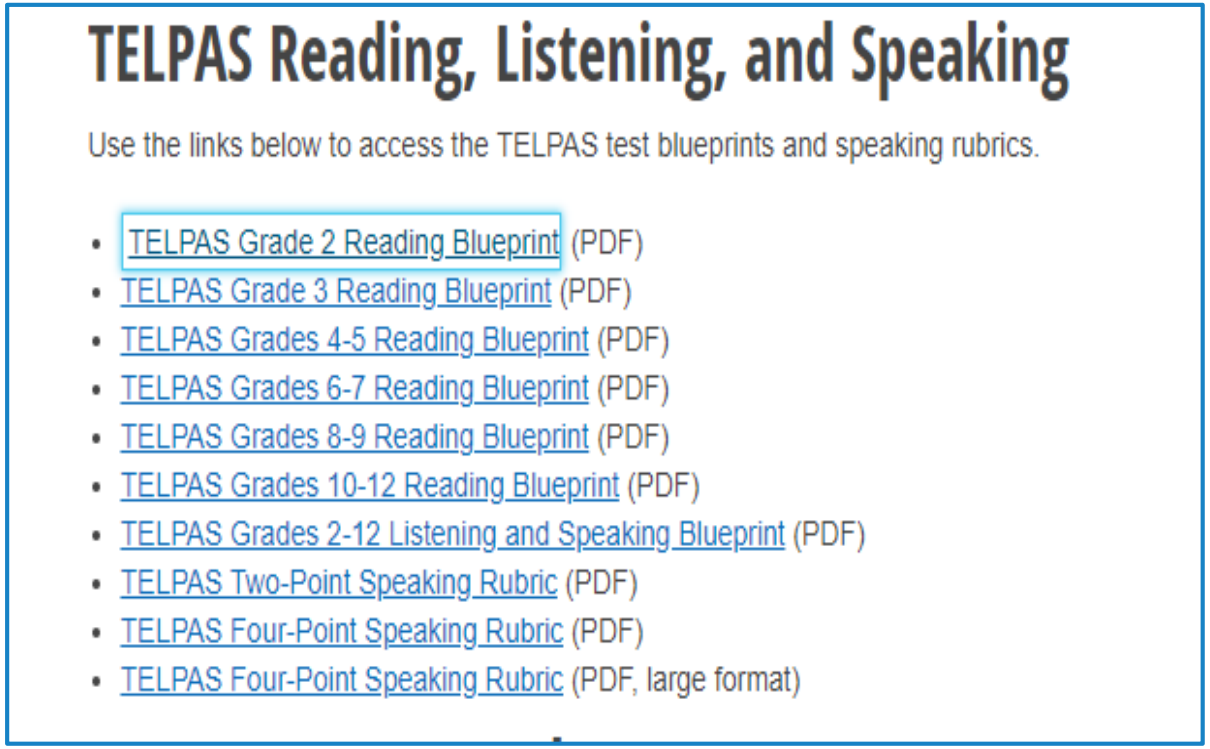
TELPAS Parent Resources

- New TELPAS parent resources will include the following:
  - TELPAS Student Report Cards (K-1 and 2-12)
  - TELPAS FAQs (English and Spanish)
  - Parent Tips (English and Spanish)

- The parent resources will soon be posted on the TELPAS and TELPAS Alternate Resources webpage.

TELPAS Blueprints and Speaking Rubrics

The TELPAS Reading Blueprints, Listening and Speaking Blueprint, and the Speaking Rubrics can be found on the TELPAS and TELPAS Alternate Resources webpage.



TELPAS Reading, Listening, and Speaking

Use the links below to access the TELPAS test blueprints and speaking rubrics.

- TELPAS Grade 2 Reading Blueprint (PDF)
- TELPAS Grade 3 Reading Blueprint (PDF)
- TELPAS Grades 4-5 Reading Blueprint (PDF)
- TELPAS Grades 6-7 Reading Blueprint (PDF)
- TELPAS Grades 8-9 Reading Blueprint (PDF)
- TELPAS Grades 10-12 Reading Blueprint (PDF)
- TELPAS Grades 2-12 Listening and Speaking Blueprint (PDF)
- TELPAS Two-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF, large format)

TELPAS Listening, Grades 2-12

- The text of the stimulus and/or prompt is not available on screen.
- Students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.
- Students will need to wear headsets.
- Audio is provided for the stimulus/task.
  - All audio is recorded in a studio; no text-to-speech audio is used.

TELPAS Speaking, Grades 2-12

- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.
  - For simple prompts, students have 45 seconds to respond.
  - For open-ended, more complex prompts, students have 90 seconds.
  - The student's response to the prompt determines the student's proficiency level.

- Students have two opportunities to record a response.
  - To interact with speaking items, students will
    - use audio capture functionality to record a response,
    - listen to the response, and delete, and
    - re-record if not satisfied with their first response.

TELPAS Speaking, Grades 2-12

Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.

- Two-point item types are fairly simple, such as making a prediction based on a picture stimulus or using a simple map to provide directions.
- Four-point item types are more open ended, such as using a series of pictures to explain a multi-step process, comparing and contrasting, or taking a position on an issue and defending that position.

TELPAS Speaking Rubrics

- Developed to determine the score points that should be ascribed to a student's response based on his or her performance on each speaking test item.
- Derived from the TELPAS proficiency level descriptors (PLDs).
- Should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs.
- Should not be used in isolation.
- Can be found on the TELPAS and TELPAS Alternate webapage.

“Uncertain Cases”

- Scoring system may not be confident about certain 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

Headset List

Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for speaking/listening items.

- Based on the comparison, the following three headsets were considered by Pearson to be the most appropriate for speaking/listening items.

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

TELPAS Online Assessments: Reading

2018 TELPAS Reading Testing Time (in minutes)						
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	104217	26	17	23	31	42
Grade 3	105532	36	23	31	42	59
Grades 4–5	182871	46	29	40	55	75
Grades 6–7	132285	44	28	39	54	73
Grades 8–9	102022	49	29	42	62	85
Grades 10–	84350	48	28	42	61	84

TELPAS Online Assessments: Listening and Speaking

2018 TELPAS Listening and Speaking Testing Time (in minutes)						
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grades 2–4	210220	47	33	42	56	74
Grades 4–5	182673	56	38	50	67	90
Grades 6–8	186066	55	35	48	66	91
Grades 9–	134872	57	34	49	72	99

TELPAS Alternate

Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for ELs with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

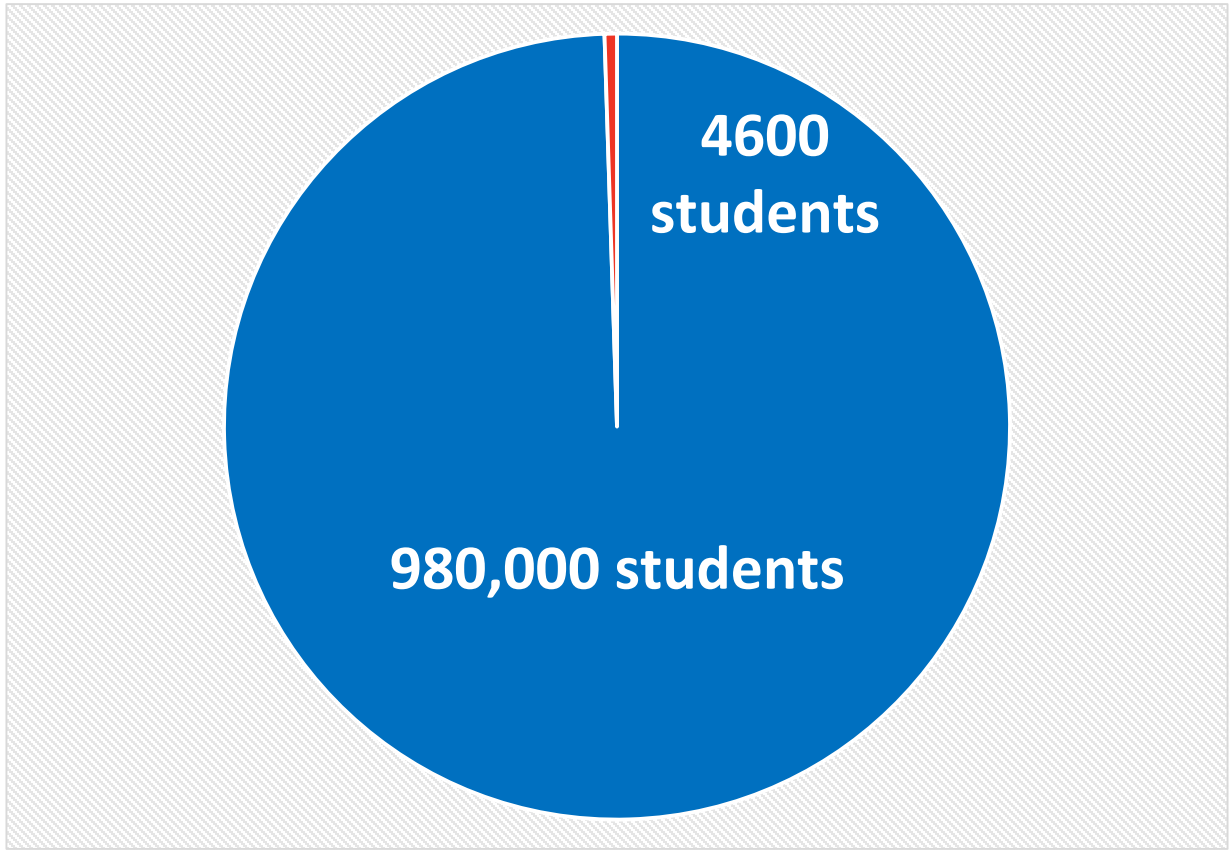
This Photo by Unknown Author is licensed under CC BY-SA

TELPAS Alternate

TEA worked with stakeholders to develop the TELPAS Alternate for grades 2-12 to evaluate students

- receiving special education services identified in PEIMS as LEP, and
- have also been identified with a significant cognitive disability.

Who will be assessed with TELPAS Alternate?



- Students tested with TELPAS
- Students projected to be tested with TELPAS Alternate based on 2016-2017 data

TELPAS Alternate and ELs in Grades K-1

All ELs in grades K-1 will take the TELPAS K-1 holistically-rated assessment for all four language domains.

- Why will ELs in grades K-1 be assessed with the general TELPAS holistically-rated assessment and not with an alternate English language proficiency assessment?

- Based on feedback from various stakeholders, the holistically-rated assessment was appropriate for this student population since:
  - K-1 students are not yet identified as having significant cognitive disabilities.
  - We don't want to underestimate a child's potential at such a young age.

TELPAS Alternate and ELs in Grades 2-12

- Grade 2-12 ELs have to meet participation requirements.
- TELPAS Alternate Participation Form will be posted on the TELPAS and TELPAS Alternate webpage.

Grade 2:

- Participation requirements are similar to STAAR Alternate 2.
- ARD/LPAC committees required to make assessment determination for TELPAS Alternate.

Grades 3-12:

- ELs eligible to take STAAR Alternate 2 will take TELPAS Alternate.

TELPAS Alternate: Participation Requirements

ARD committees will have to make assessment decisions for students in grades 2-12 using the TELPAS Alternate Participation Requirements.

- For Grade 2:
  - The ARD, in conjunction with the LPAC, must review the six Yes or No questions in the participation form.
  - To be eligible for TELPAS Alternate, the answer to all 6 questions must be Yes and each Yes response will require justification that contains evidence that the student meets the criterion.
  - If the answer to any one of the questions is No, the student must be assessed with TELPAS.

- For Grades 3-12:
  - If the student entering grades 3-12 has been identified in PEIMS as LEP and is eligible for STAAR Alternate 2, the students will be assessed with TELPAS Alternate.
  - The ARD committee does not have review the six Yes or No questions in the participation form.

TELPAS Alternate Participation Requirements – Questions and Justification

- Is the student identified in PEIMS as LEP?
- Does the student have a significant cognitive disability?
- Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
- Does the student require intensive, individualized instructions in all instructional settings?
- Does the student access and participate in the grade-level TEKS through prerequisite skills?
- Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT an extenuating factors?

TELPAS Alternate – NAAR and ME

No Authentic Academic Response (NAAR) and Medical Exception (ME) will be addressed differently for TELPAS Alternate.

- For Grade 2:
  - If the ARD committee determined that the student met the eligibility criteria for TELPAS Alternate and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.

- For Grades 3-12:
  - If the ARD committee determined that the student met the eligibility criteria for STAAR Alternate 2 and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.

TELPAS Alternate Pilot Test and Cognitive Lab

- Pilot Test
  - Administered over a 10-day window from April 23-May 4, 2018, to students in grades 2 through 12 who were eligible to participate
  - Preliminary study to evaluate the effectiveness and feasibility of this new assessment
  - Approximately 2,112 students tested

- Cognitive Lab
  - Conducted April 30-May 4, 2018
  - 21 school districts visited

Cognitive Lab and Pilot Feedback

- Observable behaviors
  - More space needed for teachers to take notes or a separate note-taking document
  - Examples of student scenarios needed for clarity (to aid understanding of observable behaviors for each domain)

- Test Administrators
  - Training earlier in the year
  - More time with the materials
  - Post Observable Behaviors in the fall

Overview: TELPAS Alternate Observable Behaviors

- The “questions” are called observable behaviors.
  - Each observable behavior describes characteristics that students with significant cognitive disabilities learning English demonstrate as they gain proficiency.
  - Observable behaviors were written and reviewed by educators.

- Based on teacher feedback, a notes section will be added to each observable behavior.
  - Educators will be able to take notes throughout the school year.
    - However, students may not be evaluated until the assessment window.

- Observable behaviors and additional training material will be posted soon.

TELPAS Alternate Observable Behaviors

L5.	The student:				
Understanding the General Meaning	may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic

This version of the TELPAS Alternate Observable Behaviors is for optional use by teachers to take notes on individual students and should not be used to officially rate eligible students prior to the assessment window.

TELPAS Alternate Training

- TELPAS Alternate test administration manual

- Several short PPTs will provide more specific information about assessing students with TELPAS Alternate.
  - PPTs can be reviewed by teachers in about 10-15 minutes.
  - PPTs for each domain (listening, speaking, reading, and writing) will include authentic classroom examples written by educators.

- Additional training presentations will be provided (e.g. TETN, webinars).

Coming Soon

- Participation requirements
- Observable behaviors
- Test administration manual
- Multiple, short training PPTs for parents and educators
- Additional resources as needed based on feedback from the field

Texas Education Agency

Break

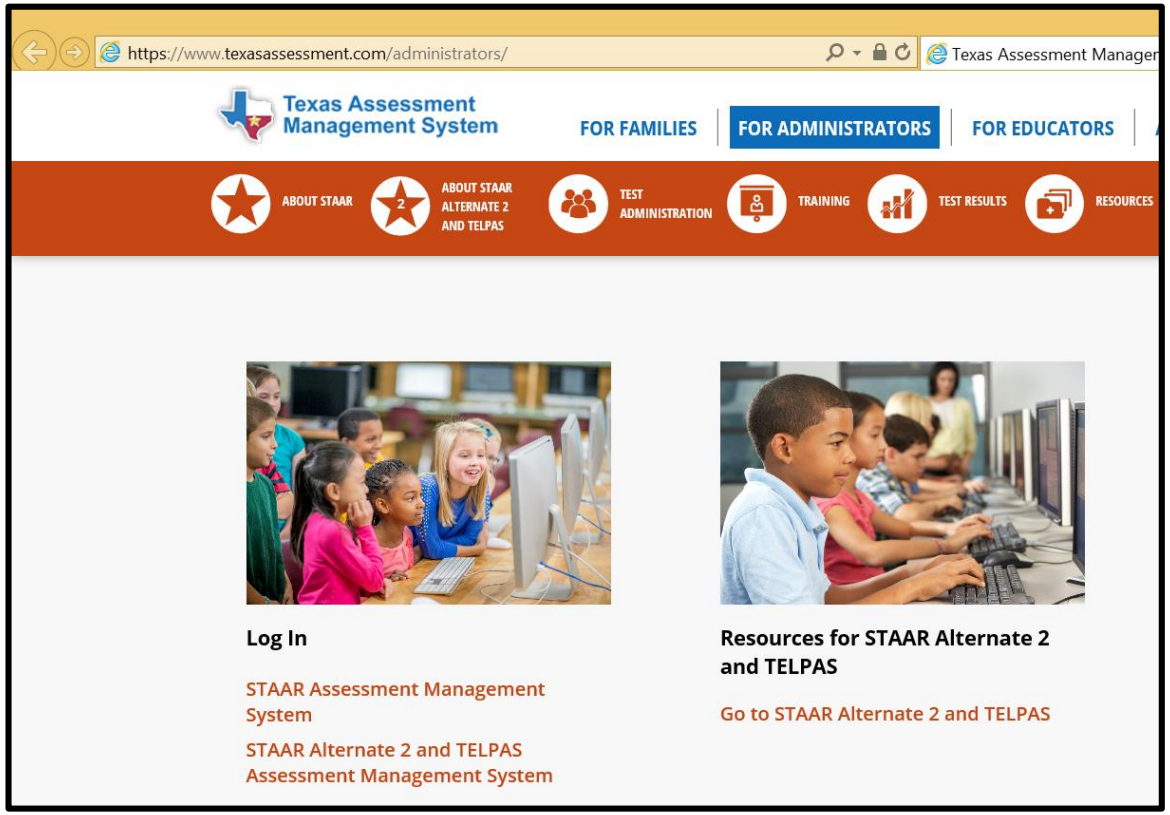
STAAR Assessment Management System

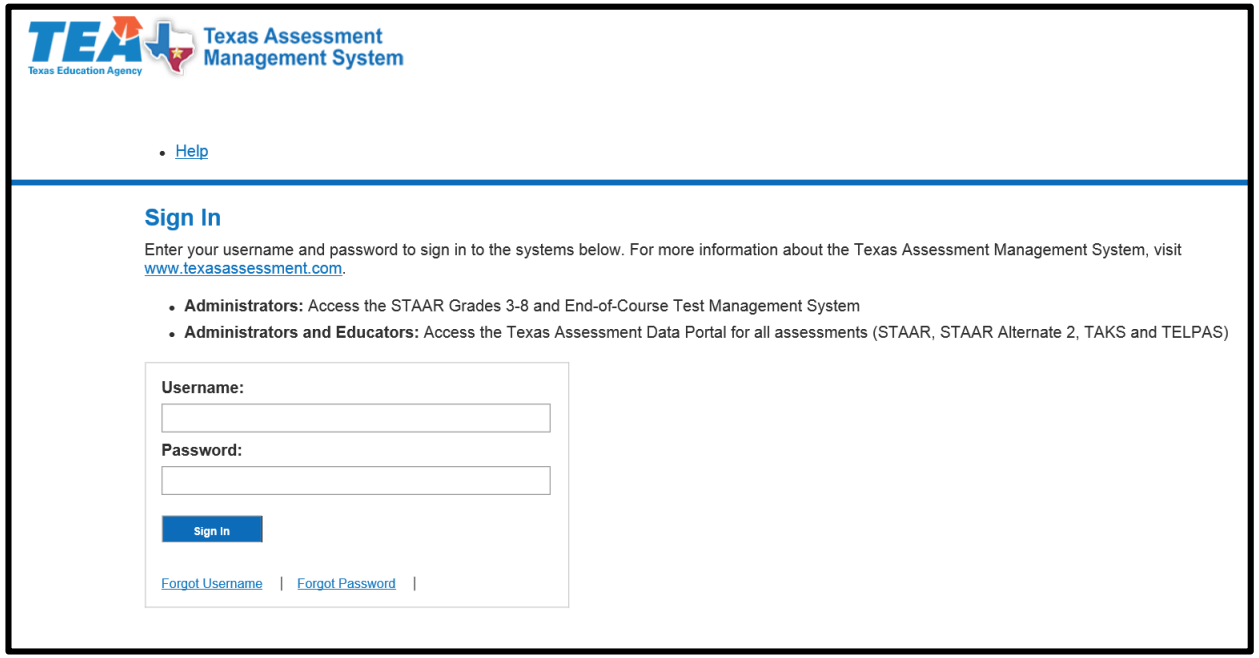
The STAAR Assessment Management System allows families, educators, and administrators comprehensive access to STAAR resources.

Accessing the STAAR Assessment Management System

https://www.texasassessment.com/administrators

http://www.texasassessment.com/STAAR

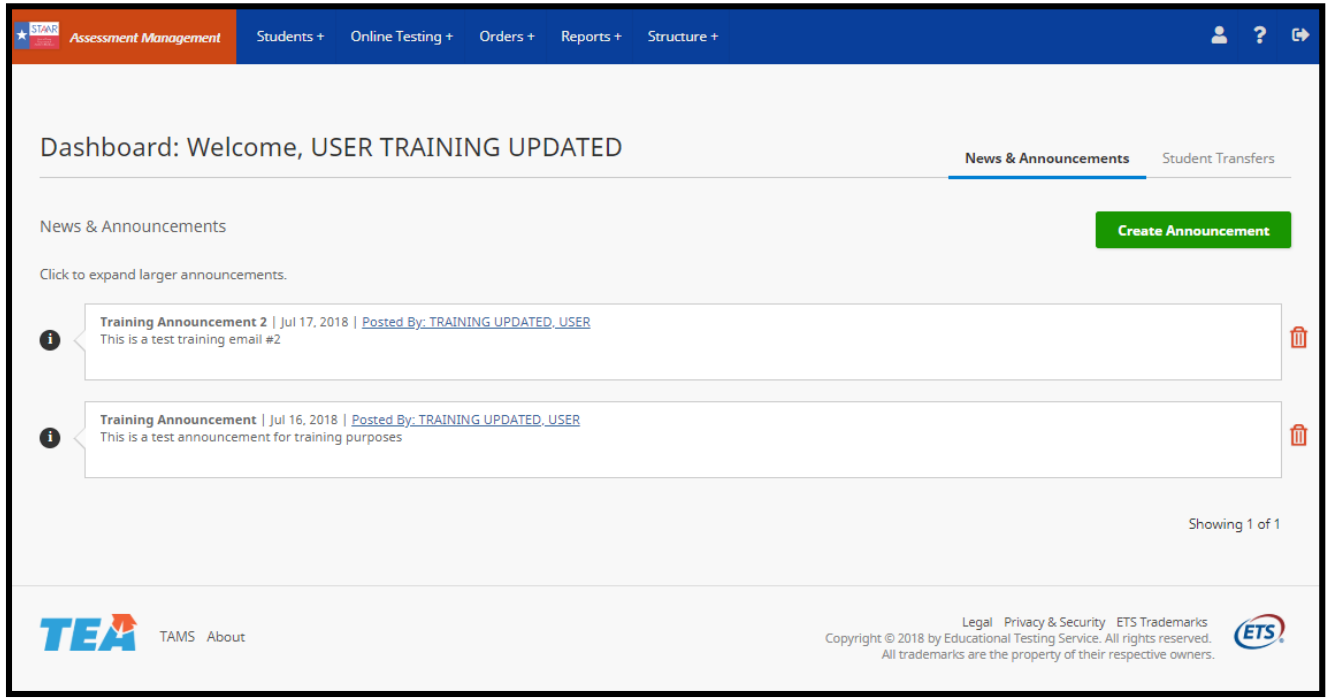




Assessment Management System Framework

New Look and Feel

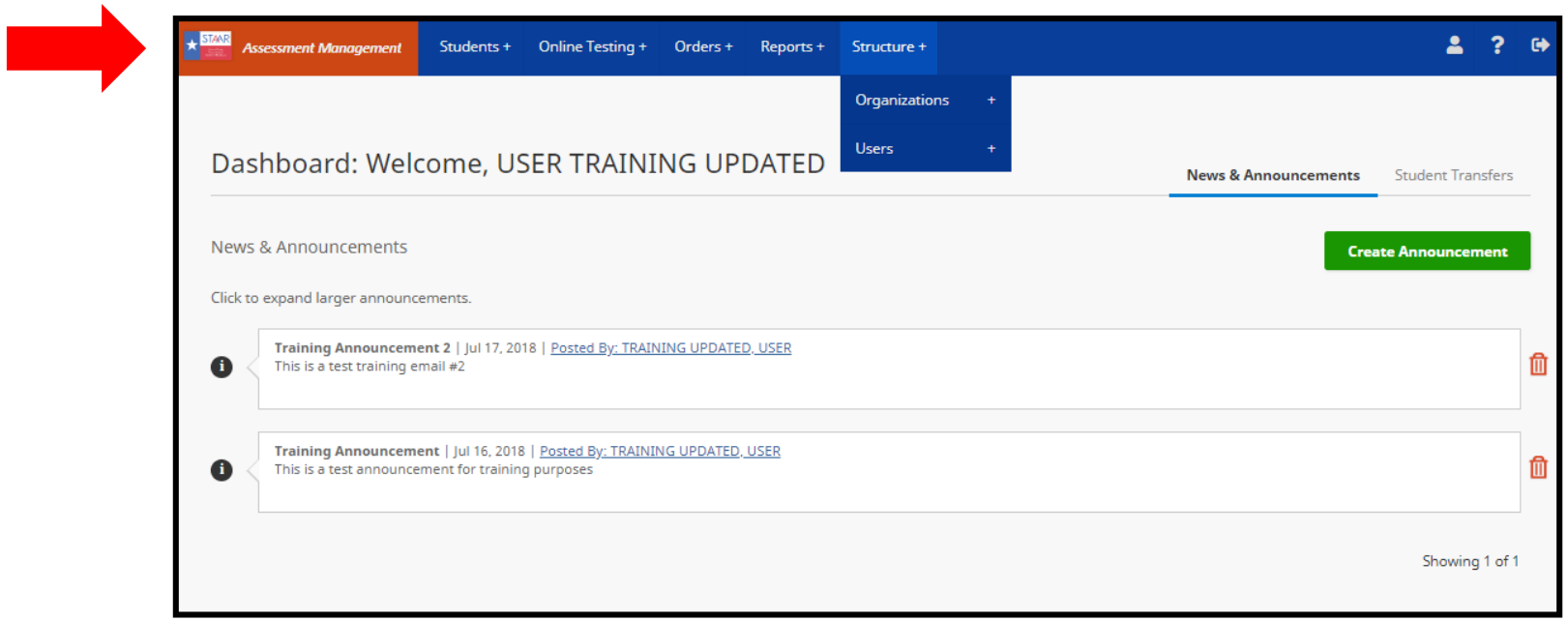
- Same functionality
- Streamlined navigation
- Improved performance



Assessment Management System Framework

Changes:

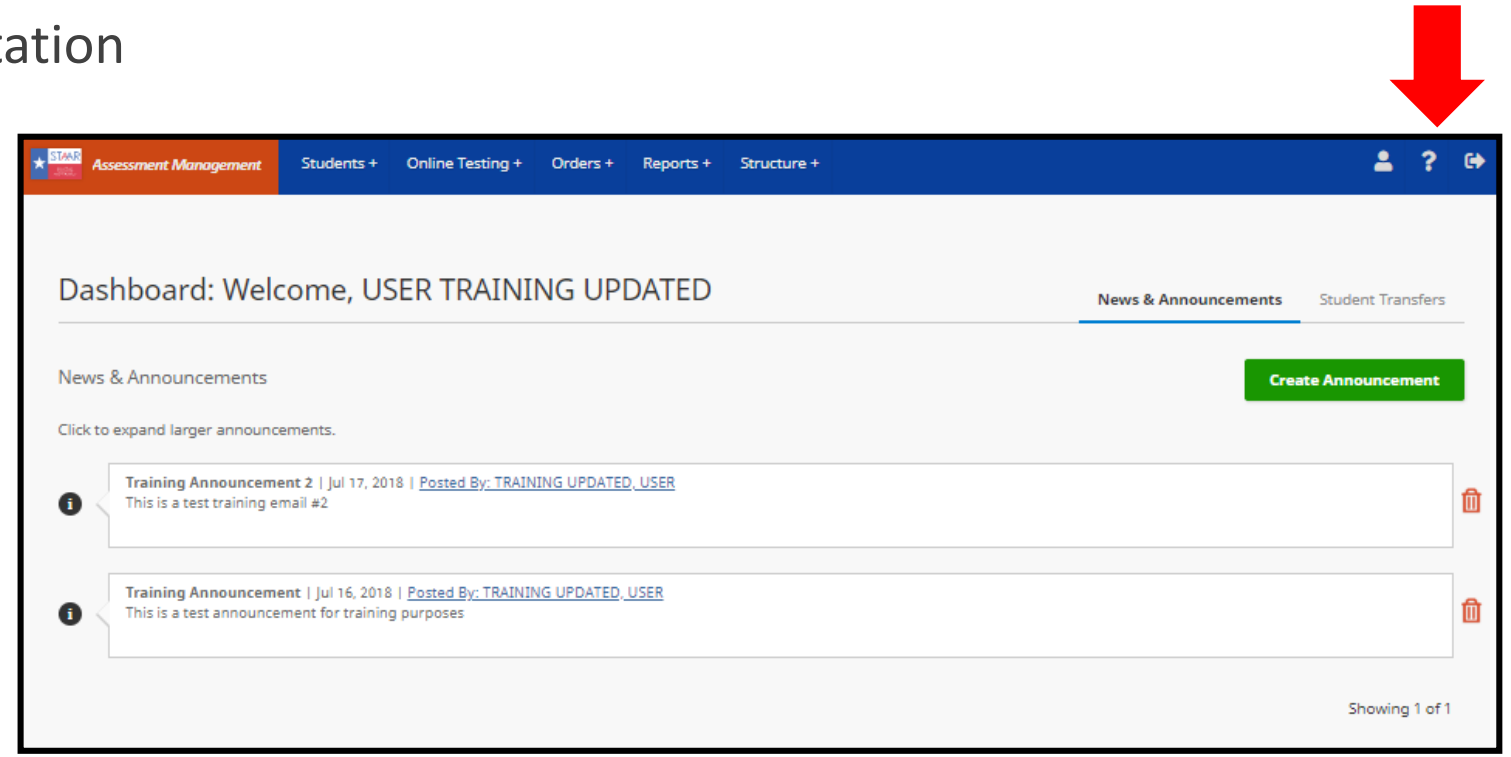
- *Organization* and *Users* tabs moved under Structure menu
- Top menu expands when hovering
- Click *Assessment Management System* to return to Dashboard



Assessment Management System Framework

Changes

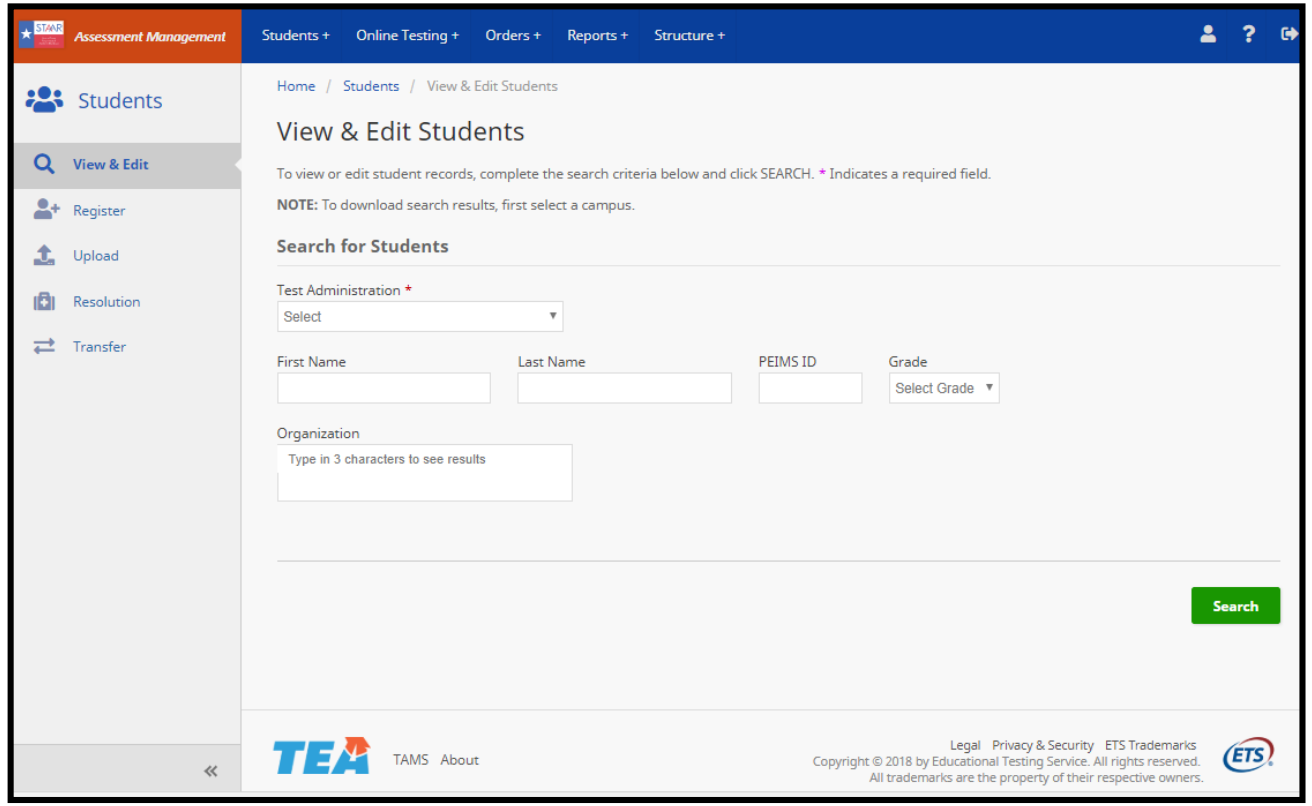
- Top navigation menu icons
  - Profile
  - Help Documentation
  - Logout



Assessment Management System Framework

Changes

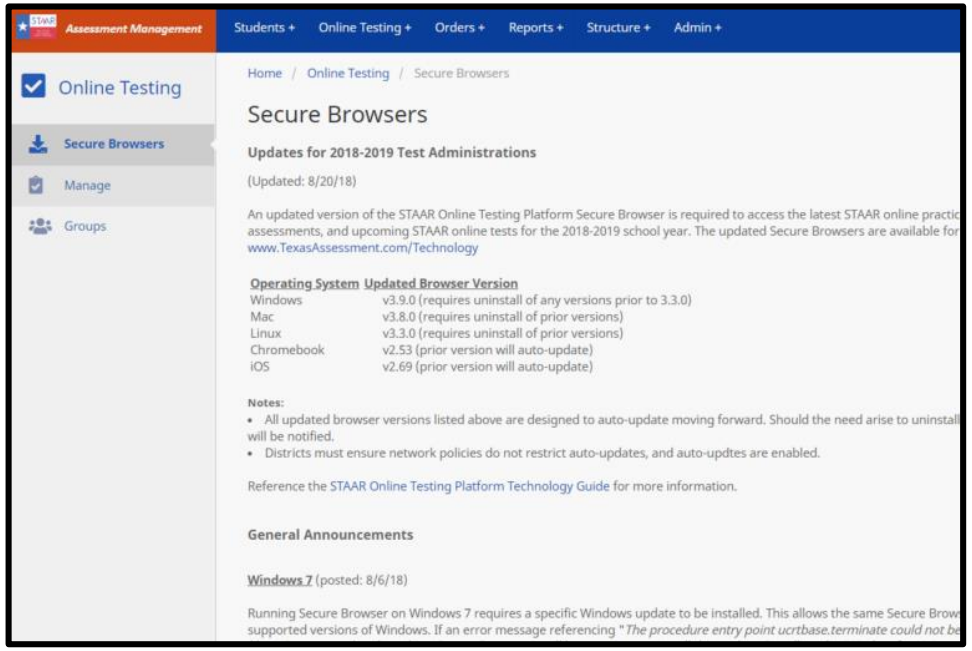
- New Features
- Side menu displays after selection from top navigation
- Minimize side menu for additional space

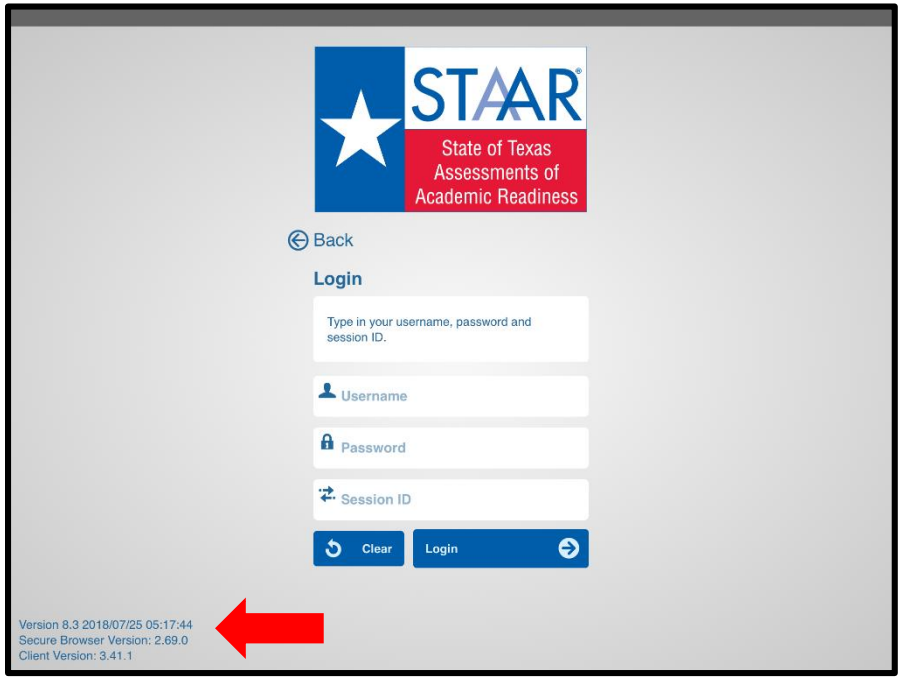


Assessment Management System Framework

New Secure Browser Page

- Contains current information regarding secure browsers
- Information also available in the STAAR Online Testing Platform Technology Guide available at
  - https://www.texasassessment.com/administrators/technology

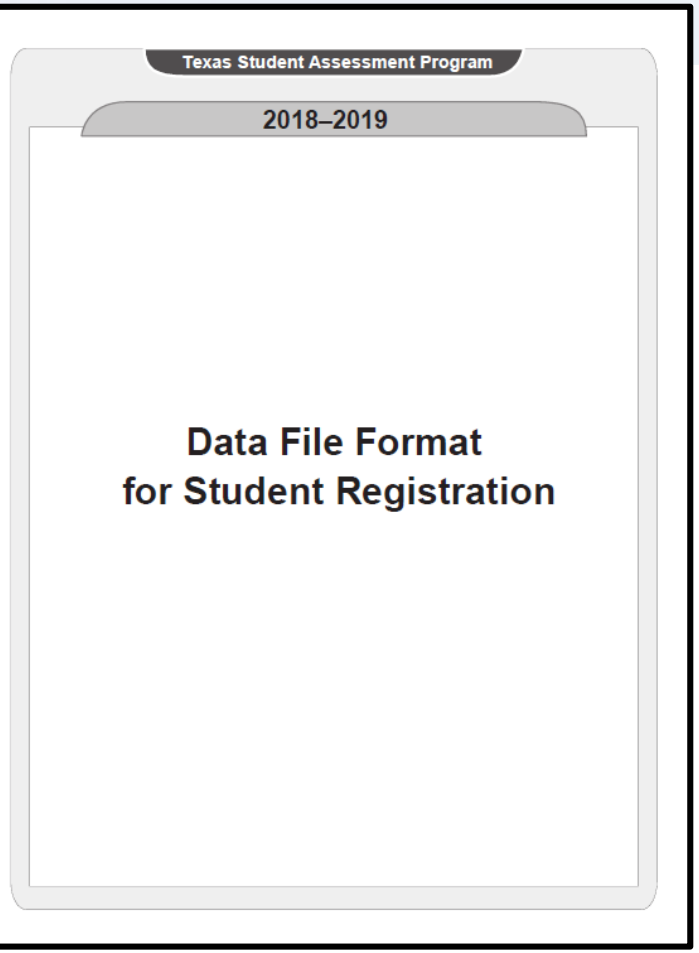




Changes to STAAR Data File Uploads

All Summative Programs

- New TX-Unique-Student-ID (TSDS Student UID) field
- Expanded LEP indicator codes
- Updated field header names



Changes to STAAR Alternate 2, TELPAS, STAAR Grades 3–8, and STAAR EOC

- New TX-UNIQUE-STUDENT-ID: the BLANK field (column BB) has been changed to indicate TX-UNIQUE-STUDENT-ID, for inclusion of a student's Texas Student Data System (TSDS) identification number.
- LEP-INDICATOR-CODE (column U) has been expanded to allow values for M3 (3) and M4 (4) and the input value for M1 has been updated to be 1.
- Updated header field names. The following field header names were updated, with no change to field meaning or the values accepted:
  - BLACK-AFRICAN AMERICAN-CODE (column O)
  - TEST FORMAT (columns AJ–AN)
  - ABOVE-GRADE CODE (column AX)
  - TEST VERSION CODE (columns BD–BG and BI)
  - ONLINE TEST GROUP NAME (columns BJ–BN)

Changes to STAAR Data File Uploads

STAAR Grades 3–8

- Updated Test Version Codes
  - New PNP spring 2019
- New language fields for online testing
- New, optional, TX-Unique-Staff-ID field (primary administrations)
- New Test Format fields

Changes to STAAR Grades 3–8

- For online testing, the TEST VERSION CODE - READING, TEST VERSION CODE - MATHEMATICS, TEST VERSION CODE - SCIENCE, TEST VERSION CODE - SOCIAL STUDIES, and TEST VERSION CODE - WRITING fields (columns BD–BG and BI) have been updated to include the 2018–2019 Personal Needs and Preferences (PNP) accommodation codes for students taking an online test only.
- New Language fields for online testing. Four fields (columns BQ–BT) have been added to indicate test language for grades 3–5: ONLINE TEST LANGUAGE - READING, ONLINE TEST LANGUAGE - MATHEMATICS, ONLINE TEST LANGUAGE - SCIENCE, and ONLINE TEST LANGUAGE - WRITING.[Ω]
- New (optional) TX-UNIQUE-STAFF-ID fields: five fields (columns BW–CA) have been added to indicate the TSDS ID code for the subject-specific lead teacher to allow for teacher-level reporting: TX-UNIQUE-STAFF-ID - READING, TX-UNIQUE-STAFF-ID - MATHEMATICS, TX-UNIQUE-STAFF-ID - SCIENCE, TX-UNIQUE-STAFF-ID - SOCIAL STUDIES, and TX-UNIQUE-STAFF-ID - WRITING.[£]
- New Test Format fields: five fields (columns AJ–AN) have been added to indicate when a student is testing online or on paper: TEST FORMAT - READING, TEST FORMAT - MATHEMATICS, TEST FORMAT - SCIENCE, TEST FORMAT - SOCIAL STUDIES, TEST FORMAT - WRITING.[Ω]

[Ω]These STAAR Grades 3–8 fields will be mandatory beginning with the spring 2019 STAAR administrations. For the December 2018 administration, the field headers should remain in place with no data populating the fields.

[£]The (optional) TX-UNIQUE-STAFF ID fields will be available for use in primary administrations only. For retest administrations (December EOC, May grades 5 and 8, June grades 5 and 8, and June EOC), these fields are considered as informational only. Districts will not be able to add or update teacher data by upload for these registrations.

Changes to STAAR Data File Uploads

STAAR End-of-Course

- Updated Test Version Codes
  - New PNP spring 2019
- New, optional, TX-Unique-Staff-ID field (primary administrations)

Changes to STAAR End-of-Course (EOC)

- For online testing, the STAAR EOC TEST VERSION CODE field (column AW) has been updated to include the new Personal Needs and Preferences (PNP) accommodation codes for students taking an online test only. **NOTE:** New PNP accommodation codes will be available for use beginning with the spring 2019 administrations.
- New (optional) TX-Unique-Staff-ID field: one field (column CB) has been added to indicate the ID code for the subject-specific lead teacher to allow for teacher-level reporting.[ε]

[Ω]These STAAR Grades 3–8 fields will be available beginning with the spring 2019 STAAR administrations. For the December 2018 administration, the field headers should remain in place with no data populating the fields.

[ε]The (optional) TX-UNIQUE-STAFF ID fields will be available for use in primary administrations only. For retest administrations (December EOC, May grades 5 and 8, June grades 5 and 8, and June EOC), these fields are considered as informational only. Districts will not be able to add or update teacher data by upload for these registrations.

Changes to STAAR Data File Uploads

Registration Upload File Template – Texas Unique Student ID (TSDS Student UID)

- Beginning transition from PEIMS ID to Texas Student Data System as student unique identifier
- December 2018
  - Retesters TSDS Student UID auto-populated from PEIMS submission
- Required field for registering manually or upload
- Not available on answer document
- TSDS Student UID may not be updated once established
  - Delete registration
  - Re-register with correct ID
- System will verify TSDS UID against the student directory
  - Mismatches will display error message – district will need to correct or us another value for the student

Changes to STAAR Data File Uploads

Registration Upload File Template – Texas Unique Staff ID

- New TX-Unique Staff-ID fields
  - Indicate student's teacher staff ID
  - Used for subject-specific lead teacher
- Optional field
- Allow teacher level reporting in Teacher Portal
- Primary administrations only
  - May not be added or updated for spring retest administrations

Changes to STAAR Data File Uploads

Registration Upload File Template – PNP Options

- Test Version Codes (PNP Options) – available for December 2018
  - E – spelling assistance
  - R – content and language supports
  - T – text-to-speech

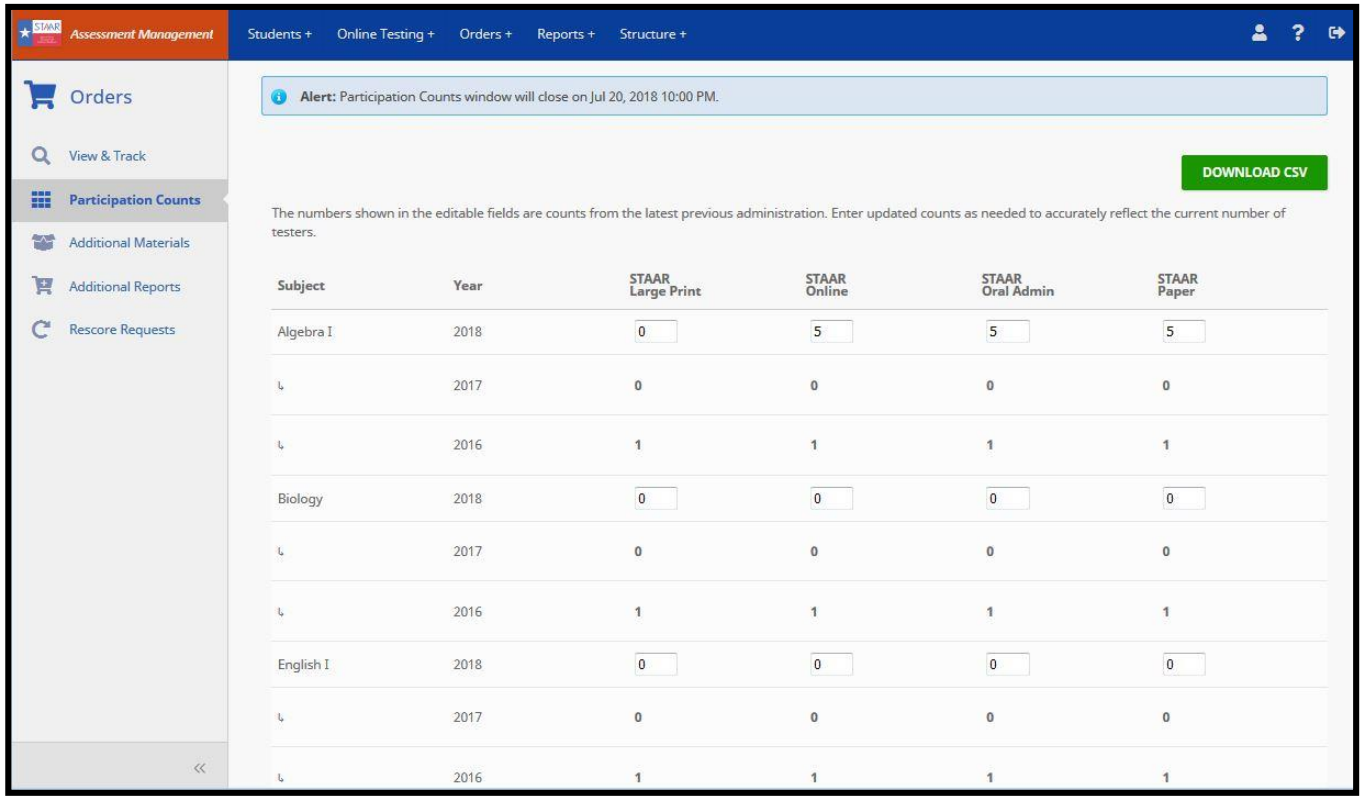
- Test Version Codes (PNP Options) – beginning spring 2019
  - B – refreshable Braille display and screen reader
  - M – basic calculator
  - V – American Sign Language (ASL) signed videos

Participation Counts

- 2 year history displayed by campus (actual tests taken by mode)
- Current year default count equals prior year actual
- Counts do not include 10% district overage
- Online and oral administration can be increased or decreased
- Paper and large print may not exceed default count
- Additional needs can be handled during additional materials order window
- Window in spring to update May and June re-test administrations
  - Move retesters from paper to online
  - Remove counts for campuses not testing during June administrations

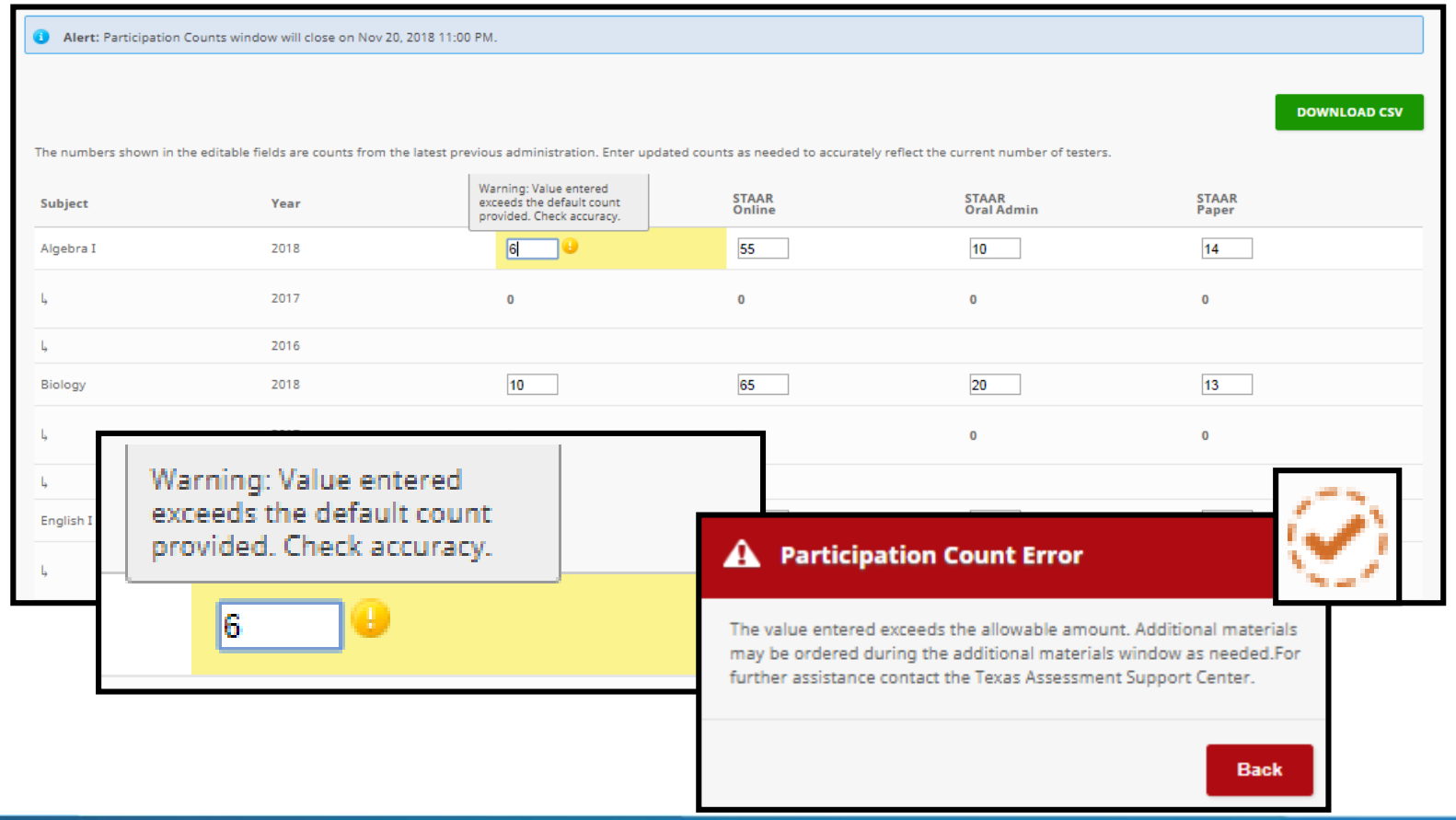
Participation Counts – Updating Manually

- Default counts based on prior year's test taker counts by mode
- Oral administration counts default to zero – update as needed



Participation Counts

- Warnings displayed for unallowable count
- Error message displayed if count in warning not corrected

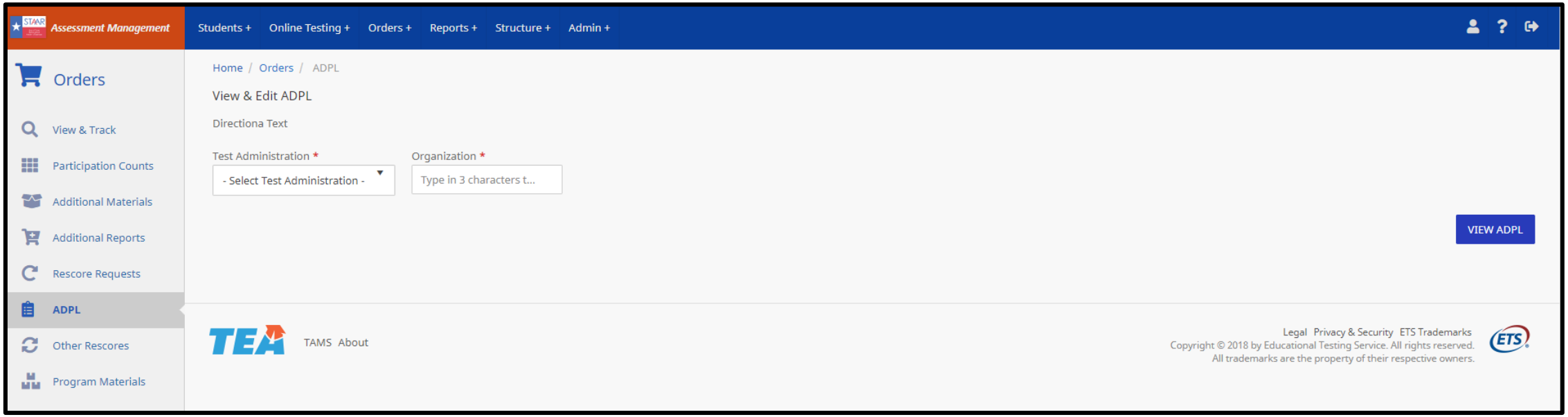


Answer Document Packing List (ADPL)

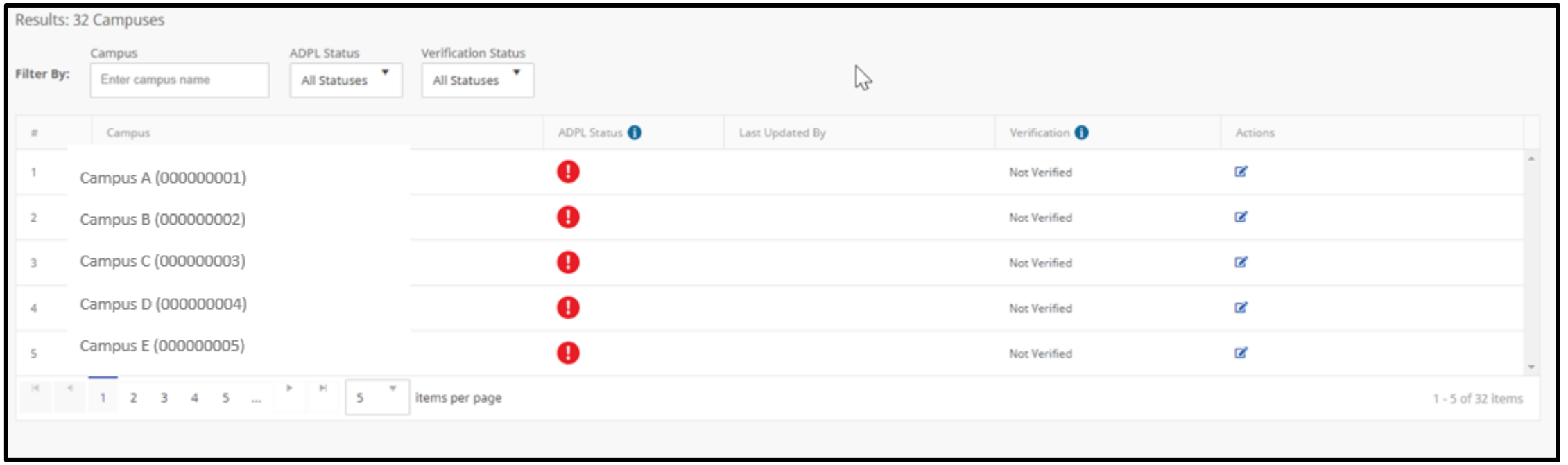
- Moving online beginning December 2018
- Webinar: November 8, 2018 from 1:30 p.m. – 3:00 p.m.
- Values will be entered via the STAAR Assessment Management System
  - Districts will no longer send a paper ADPL in the box with the scorable shipment

Answer Document Packing List (ADPL)

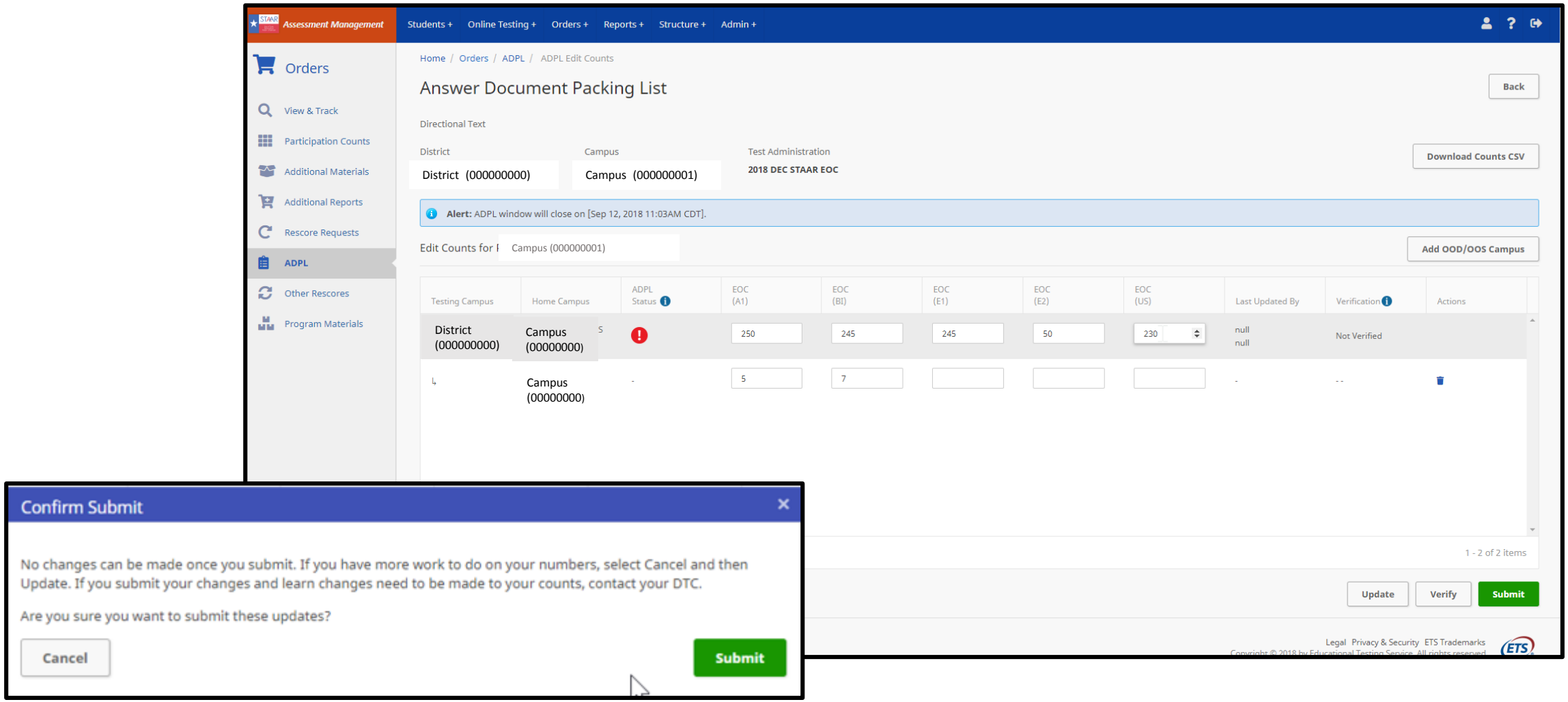
- *Orders > ADPL*



Answer Document Packing List (ADPL)



Answer Document Packing List (ADPL)



Answer Document Packing List (ADPL)

- **New:** CTCs will enter counts for their campus and then *Update* and *Submit*.
  - Information entered by CTCs is editable by the DTC.
  - *Update* allows CTCs to make changes saving their work as they go prior to submission.
  - *Submit* allows CTCs to send final counts for the DTC to view and verify.
  - If the CTC forgets to press *Submit*, it will not stop the DTC from finalizing counts.
- DTCs will then *Update and Verify* prior to the scorable shipping date listed on the Calendar of Events.
  - *Update* allows DTCs to make changes saving their work as they go.
  - *Verify* prevents CTCs from making changes; DTCs can continue making changes until the window closes.
  - Counts cannot be edited after the date noted above.

Answer Document Packing List (ADPL)

- A downloadable version of the final ADPL will be available once the window above has closed
- Districts will be able to see the number of documents scanned by ETS.

Texas Assessment Support Center

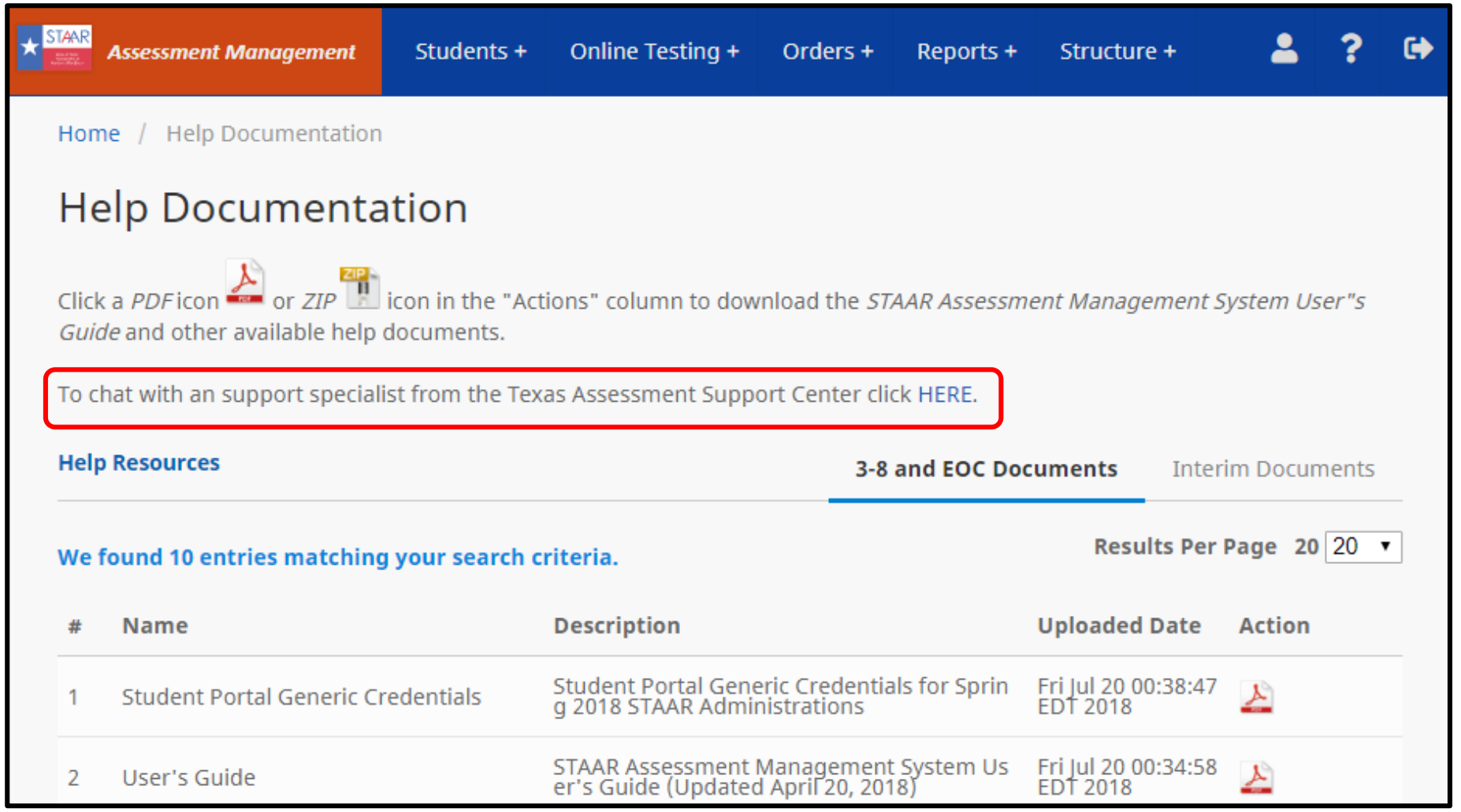
Chat

- The Texas Assessment Support Center is now offering support via chat.
- Chat will be available Monday through Friday from 8:00 a.m.–5:00 p.m.
- Access chat through the Texas Assessment Management System.
  - *Help Documentation*

Co-Browse

- The Texas Assessment Support Center will add a new co-browse feature for districts in the coming months.
- Co-browse will allow a user to give a Customer Service Representatives permission to view their screen.
  - *View only (no control)*

Texas Assessment Support Center



Texas Education Agency

Break

Assessments Overview

STAAR Alternate 2 April 1 – 23, 2019	TELPAS Feb 25 – Apr 5, 2019	TELPAS Alternate Feb 25 – Apr 5, 2019
For eligible students (new eligibility standards) who have significant cognitive disabilities and also receive special education services. Same grades and subjects as STAAR: ▪ **Grades 3 and 6:** mathematics and reading ▪ **Grades 4 and 7:** mathematics, reading, and writing ▪ **Grade 5:** mathematics, reading, and science ▪ **Grade 8:** mathematics, reading, science, and social studies ▪ **EOC:** Algebra I, English I, English II, biology, and U.S. history Students respond to questions asked by a trained test administrator in a one-on-one setting. These responses are entered in PearsonAccess^{next}.	For limited English proficient (LEP) students. ▪ **Grades K-1:** holistically rated listening, speaking, reading, and writing. Ratings based on classroom observations; entered in PearsonAccess^{next}. ▪ **Grades 2-12:** online tests for listening, speaking, and reading, delivered through TestNav and holistically rated student writing collections.	**New!** For ELs with the most significant cognitive disabilities who cannot participate in TELPAS, even with allowable accommodations ▪ **Grades 2-12:** holistic inventory of listening, speaking, reading, and writing domains. Test administrators, based on their knowledge of a student's English language skills over a period of time, will make holistic judgments across all four domains using alternate ELP-aligned observable behaviors. These observations are entered in PearsonAccess^{next}.

2018-2019 Assessment Updates

Students can be moved at the district level as long as they have not started a test.

PEIMS and TSDS will be required fields for all student registrations.

TELPAS Alternate new; pilot administered Apr 23 – May 4, 2018 TELPAS

- Create test sessions through SRI
- Added mic detection for online listening and speaking assessment

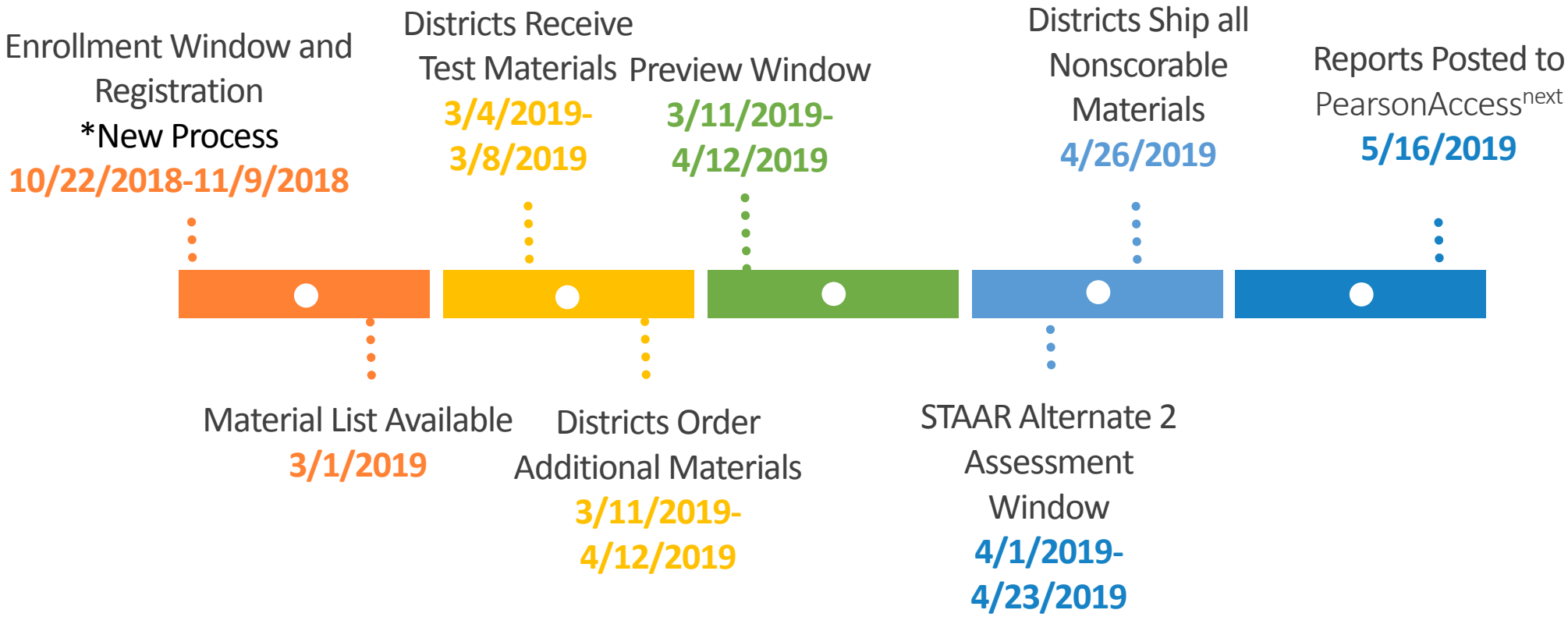
STAAR Alternate 2

- Updated student eligibility requirements
- Assessment window extended; no verification window
- Submit student registration during enrollment window

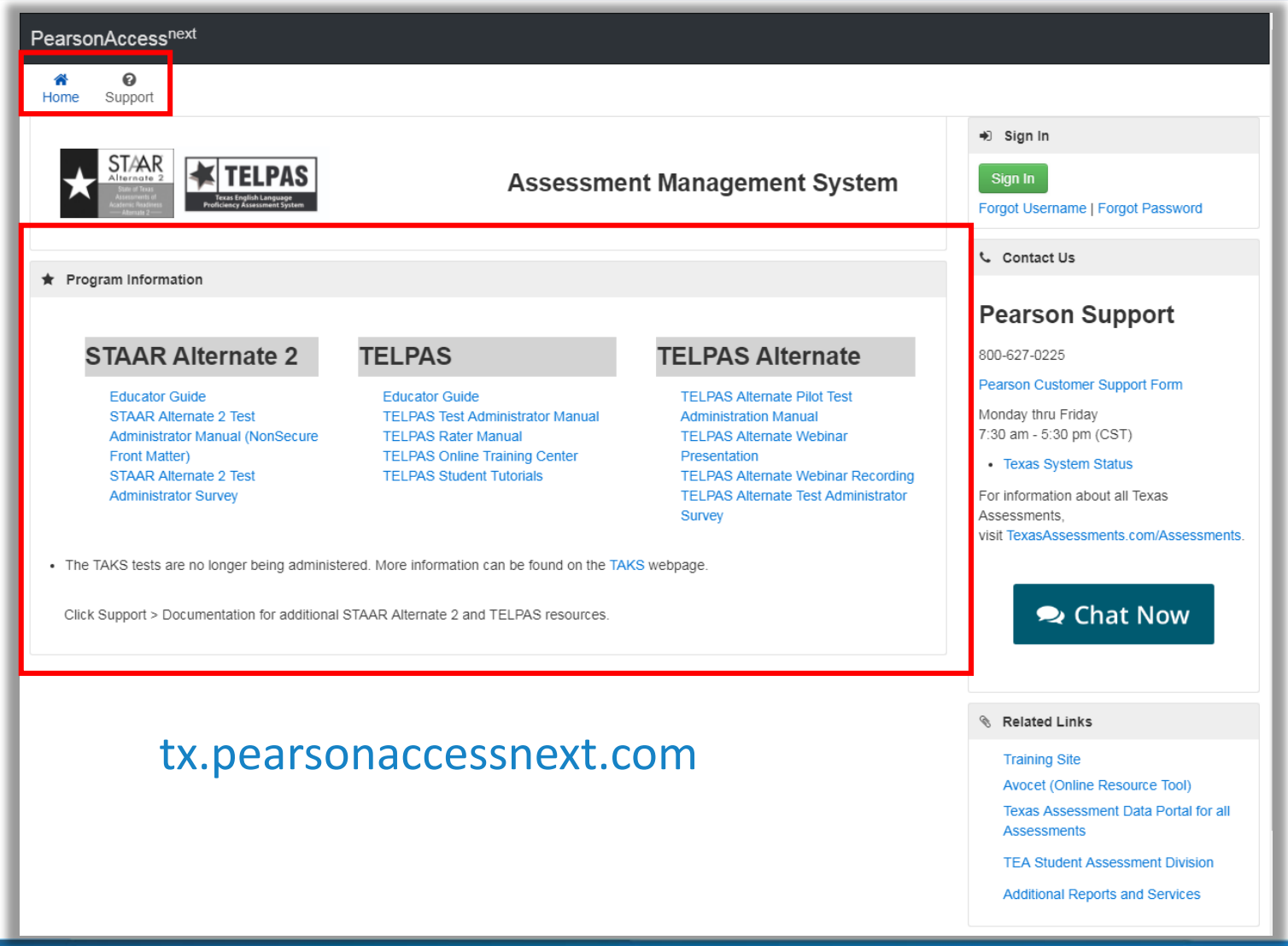
STAAR Alternate 2 Administration

- Key Dates
- Processes
- Reports
- Materials

STAAR Alternate 2 Key Dates



Assessment Management System



tx.pearsonaccessnext.com

STAAR Alternate 2 Process

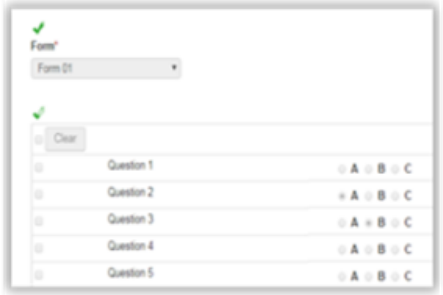
Step 1: Submit enrollment counts for Large Print

Step 2 : Submit student registration data

Step 3 : Review materials list

Step 4 : Order additional materials, if necessary

Step 5: Administer STAAR Alternate 2 assessment



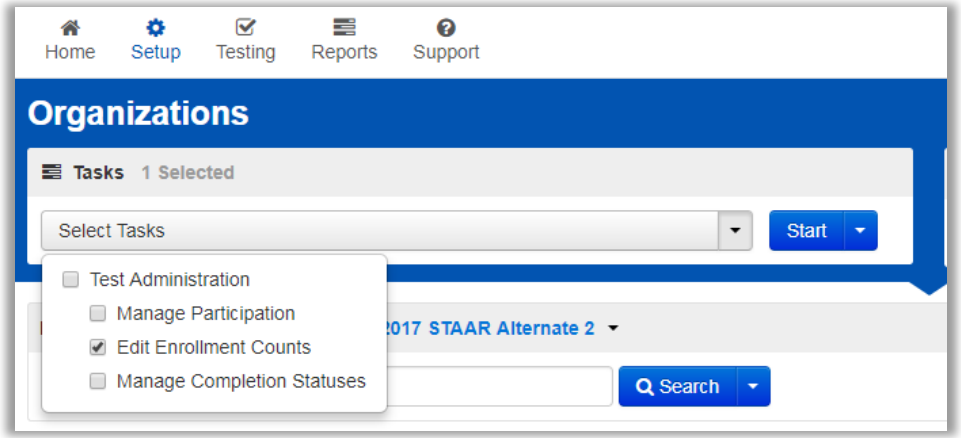
Step 6: Enter student responses

Step 7: Verify info

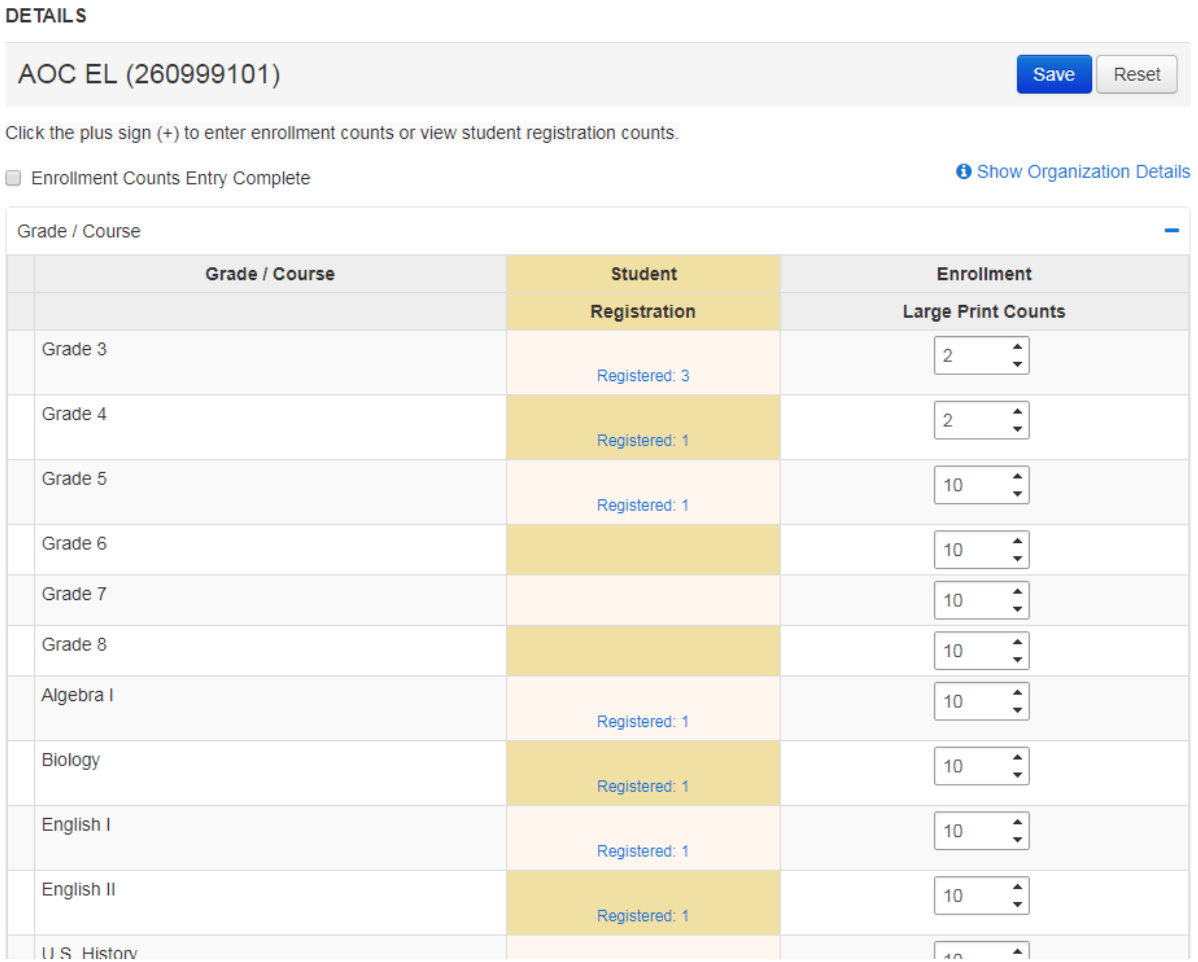
Step 8: Return materials

Submit Large Print Enrollment Counts

10/22/18 – 11/9/18



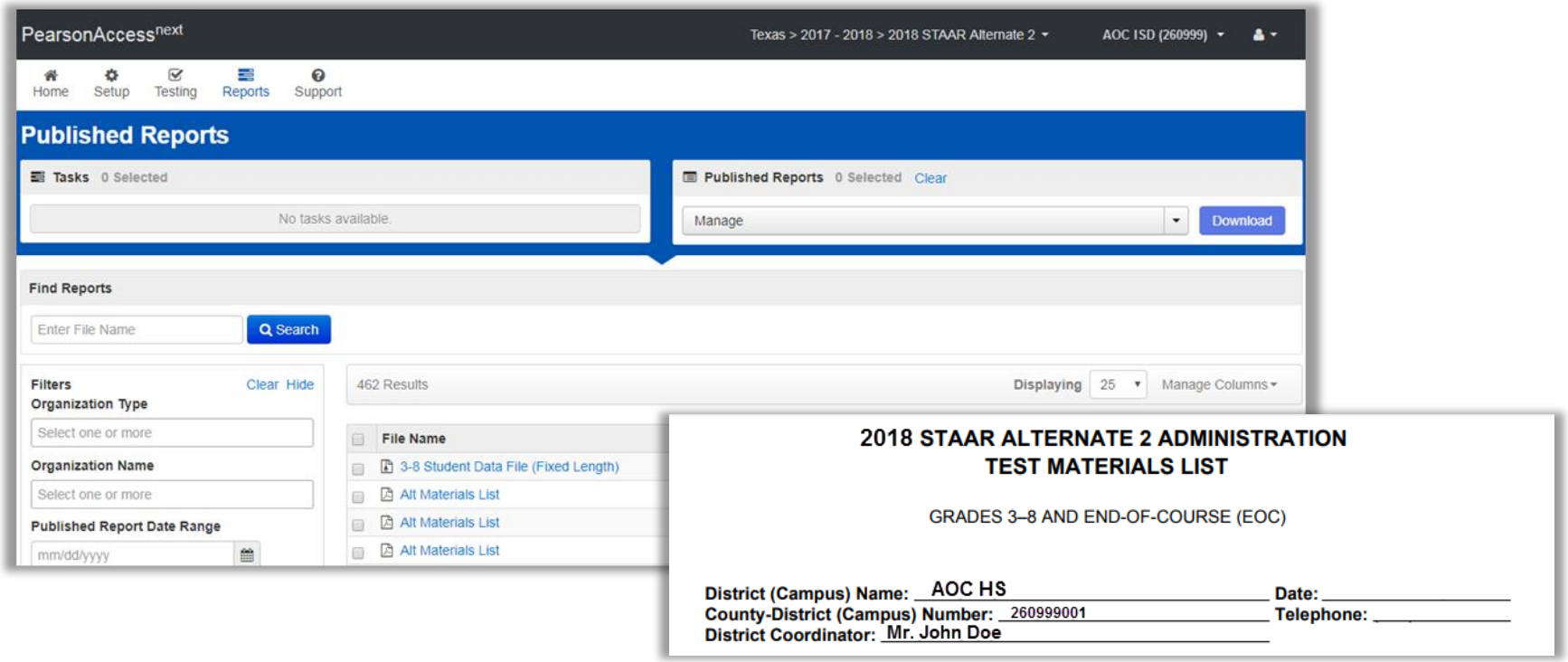
- From Setup > Organizations
- Check box next to campus
- Open task and select “Edit Enrollment Counts”
- Click Start
- Enter counts and click Save



View Materials List

- Go to Reports > Published Reports
- Open List

Posted 3/1/19



2018 STAAR ALTERNATE 2 ADMINISTRATION
TEST MATERIALS LIST

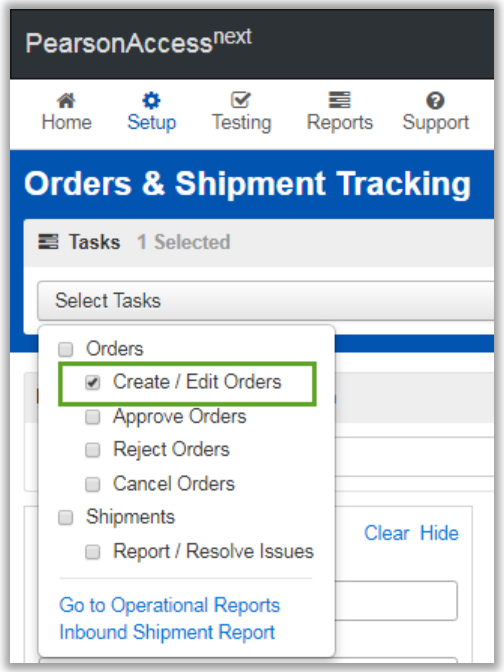
GRADES 3–8 AND END-OF-COURSE (EOC)

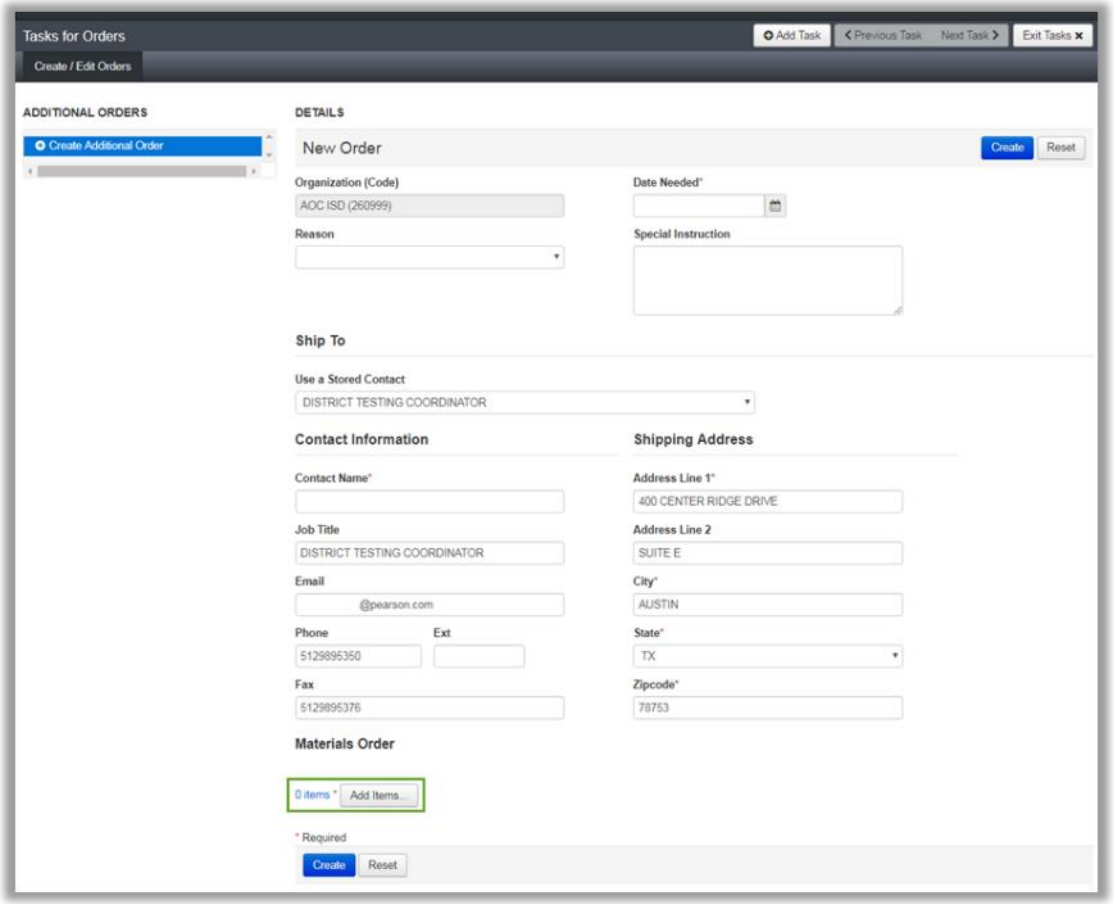
District (Campus) Name: AOC HS **Date:** _____
County-District (Campus) Number: 260999001 **Telephone:** _____
District Coordinator: Mr. John Doe

Order Additional Materials

3/11/19 – 4/12/19

- From Setup > Orders & Shipment Tracking
- Select “Create/Edit Orders”
- Add items
- Select Create

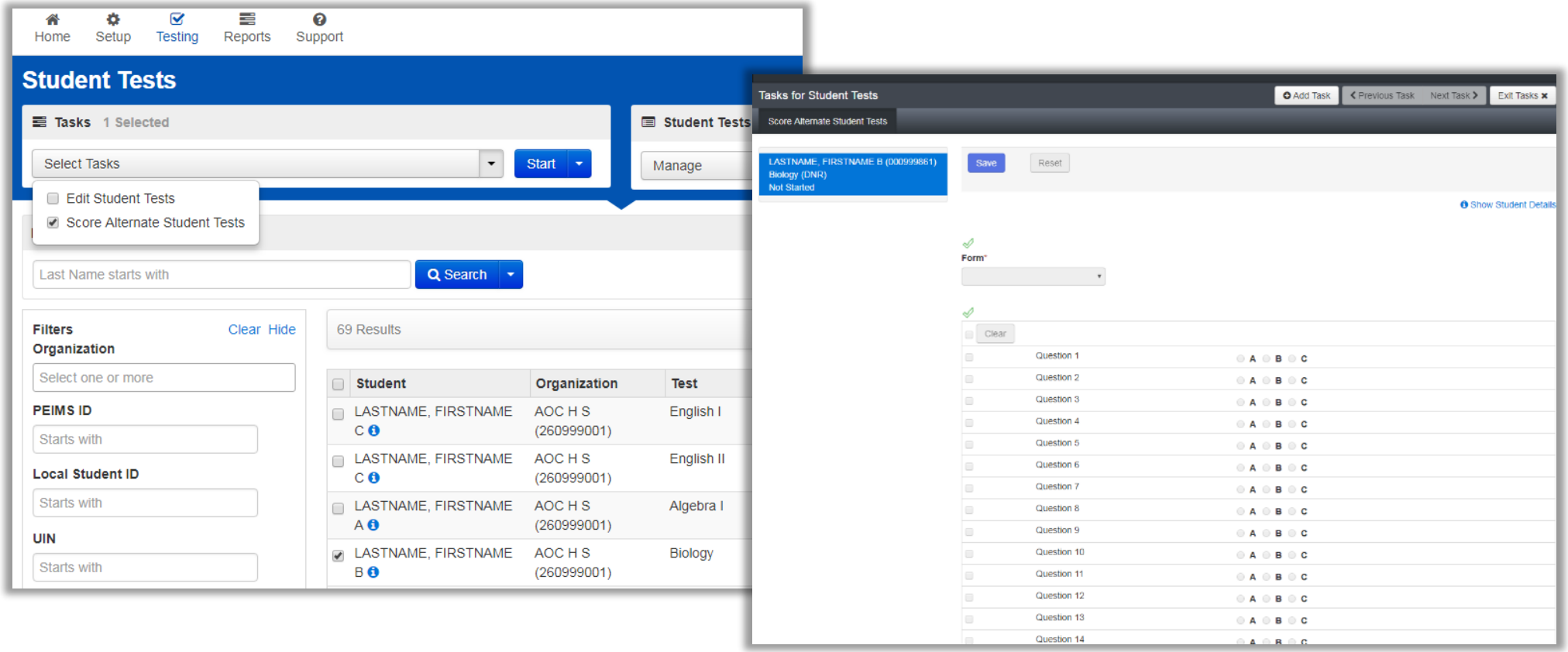




Enter Student Responses

- From Testing > Student Tests,
- Select student(s)
- Check “Score Alternate Student Tests” and Start

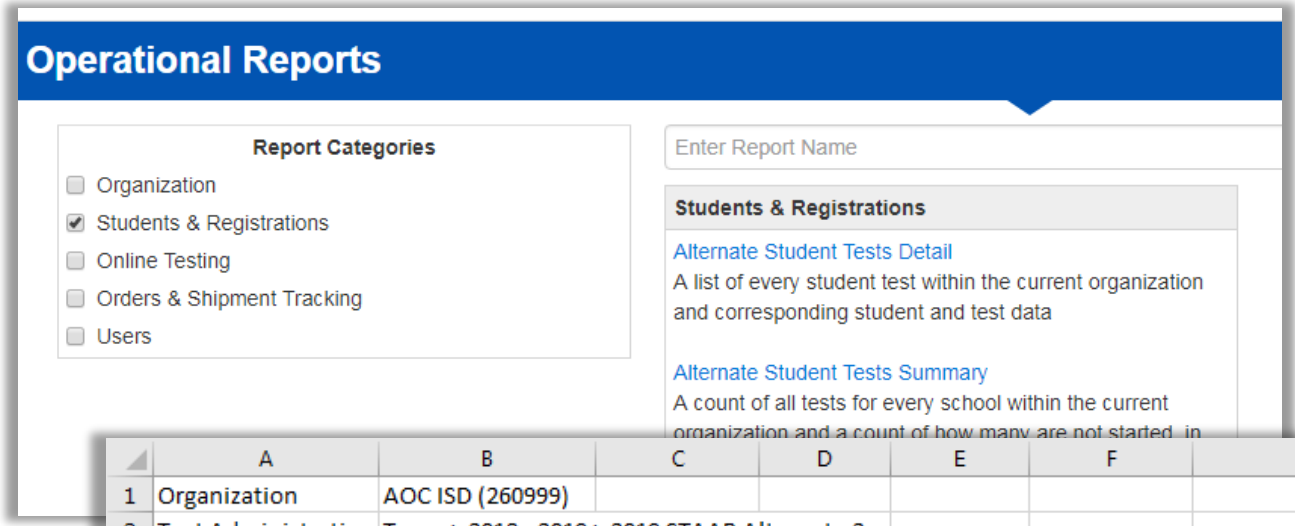
4/1/19 – 4/23/19



STAAR Alternate 2 Operational Reports

4/1/19 – 4/23/19

- From Reports > Operational Reports
- Select “Students & Registrations” under Report Categories
- View report



	A	B	C	D	E	F	G	H
1	Organization	AOC ISD (260999)						
2	Test Administration	Texas > 2018 - 2019 > 2019 STAAR Alternate 2						
3	Organization Type	District						
4	Organization	Organization Code	Student Code	Last Name	First Name	Middle Name	Test	Test Status
5	AOC ISD	260999	999860	LASTNAME	FIRSTNAME	A	Algebra I	Extracted
6	AOC ISD	260999	999676	LASTNAME	FIRSTNAME	F	Algebra I	In Progress
7	AOC ISD	260999	999861	LASTNAME	FIRSTNAME	B	Biology	Not Started
8	AOC ISD	260999	999580	LASTNAME	FIRSTNAME		Biology	Completed
9	AOC ISD	260999	999582	LASTNAME	FIRSTNAME		Biology	Extracted
10	AOC ISD	260999	999677	LASTNAME	FIRSTNAME	G	Biology	
11	AOC ISD	260999	999862	LASTNAME	FIRSTNAME	C	English I	Extracted
12	AOC ISD	260999	999676	LASTNAME	FIRSTNAME	F	English I	
13	AOC ISD	260999	999677	LASTNAME	FIRSTNAME	G	English II	

STAAR Alternate 2 Operational Reports

4/1/19 – 4/23/19

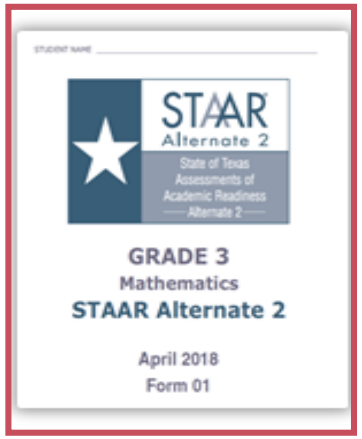
Use the Alternate Test Details report to confirm student test status.

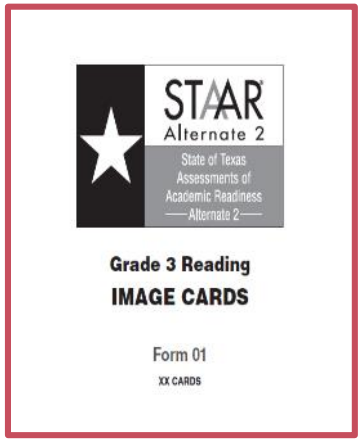
Report Test Status	Student Test Screen Status	Status Description
Extracted	Attempt	Test has been pulled and cannot be updated.
In Progress	Testing	Some questions have been answered, but not all.
Completed	Testing	All questions have been answered but not submitted
Not Started	Assignment	Test has been assigned, score entry screen has been visited, but nothing has been entered.**
- Blank -	Assignment	Test has been assigned, but score entry screen has NOT been visited, and nothing entered.**

** This includes students who have a score code marked on the Manage Student Test screen (i.e., NAAR, Medical Exp., etc) and nothing on the score entry screen. Districts should check each of these. Student tests that are Not Started or Blank will not be reported unless a Score Code has been set.

STAAR Alternate 2 Materials

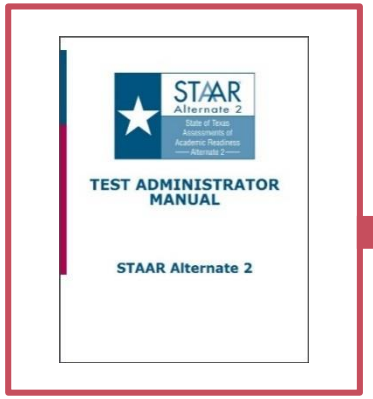
- Student booklet
- (regular size and Large Print available)

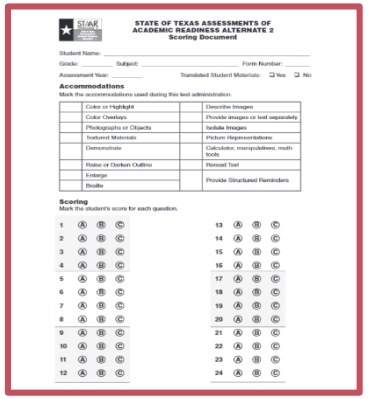




- Image card set

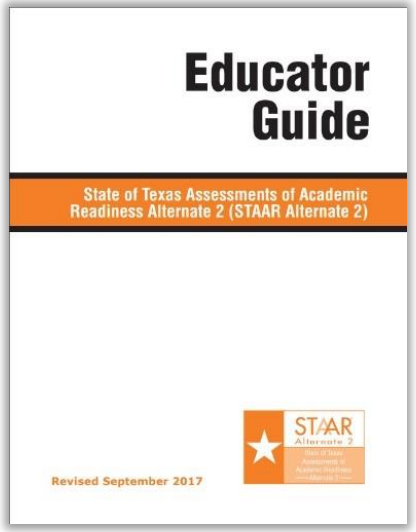
- Test Administrator Manual for each grade





- Scoring document

STAAR Alternate 2 Resources



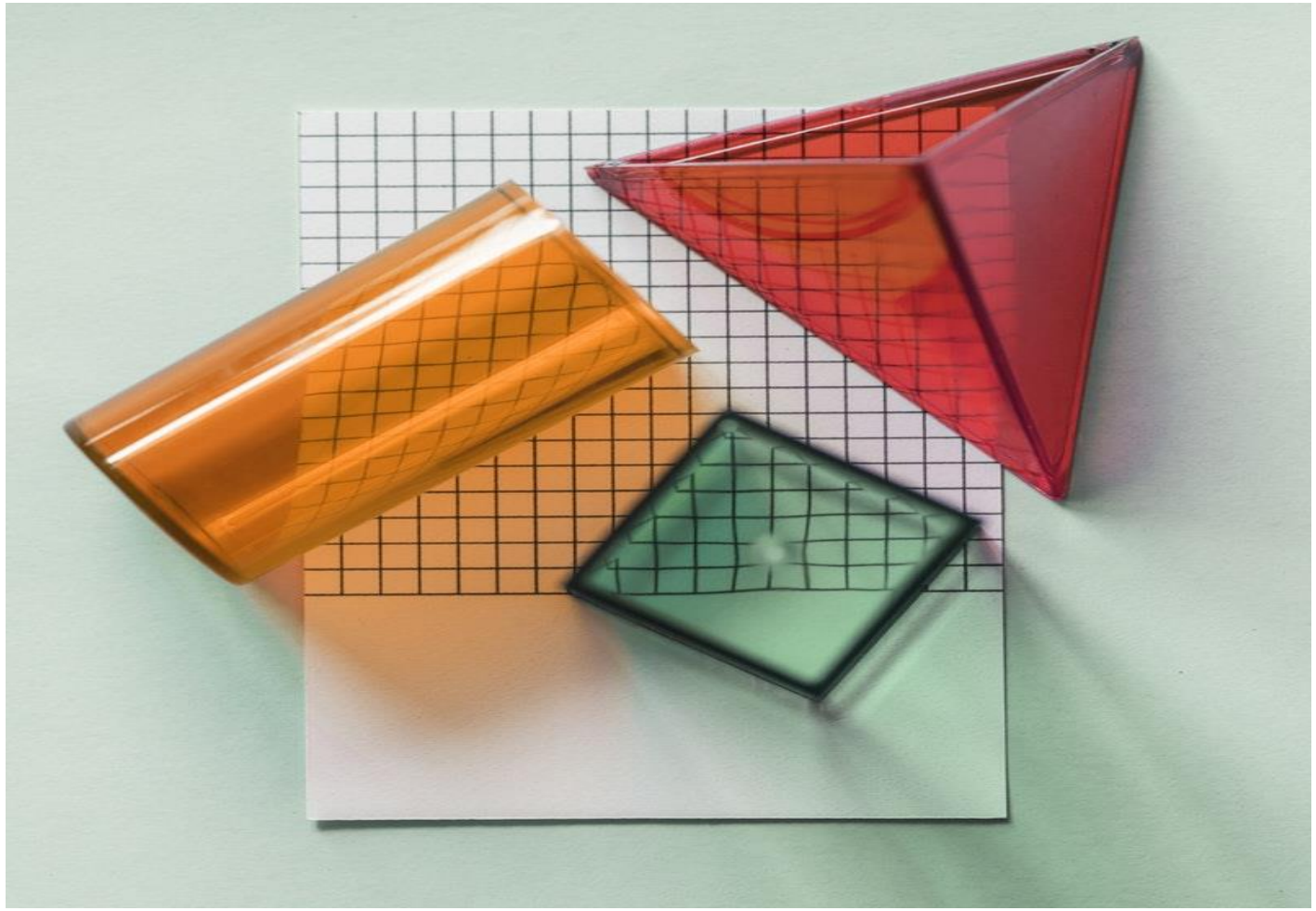
- Educator Guide
- Provided to familiarize educators with the STAAR Alternate 2 assessment.

- DCCR
- Contains chronological checklist for District and Campus Coordinators.

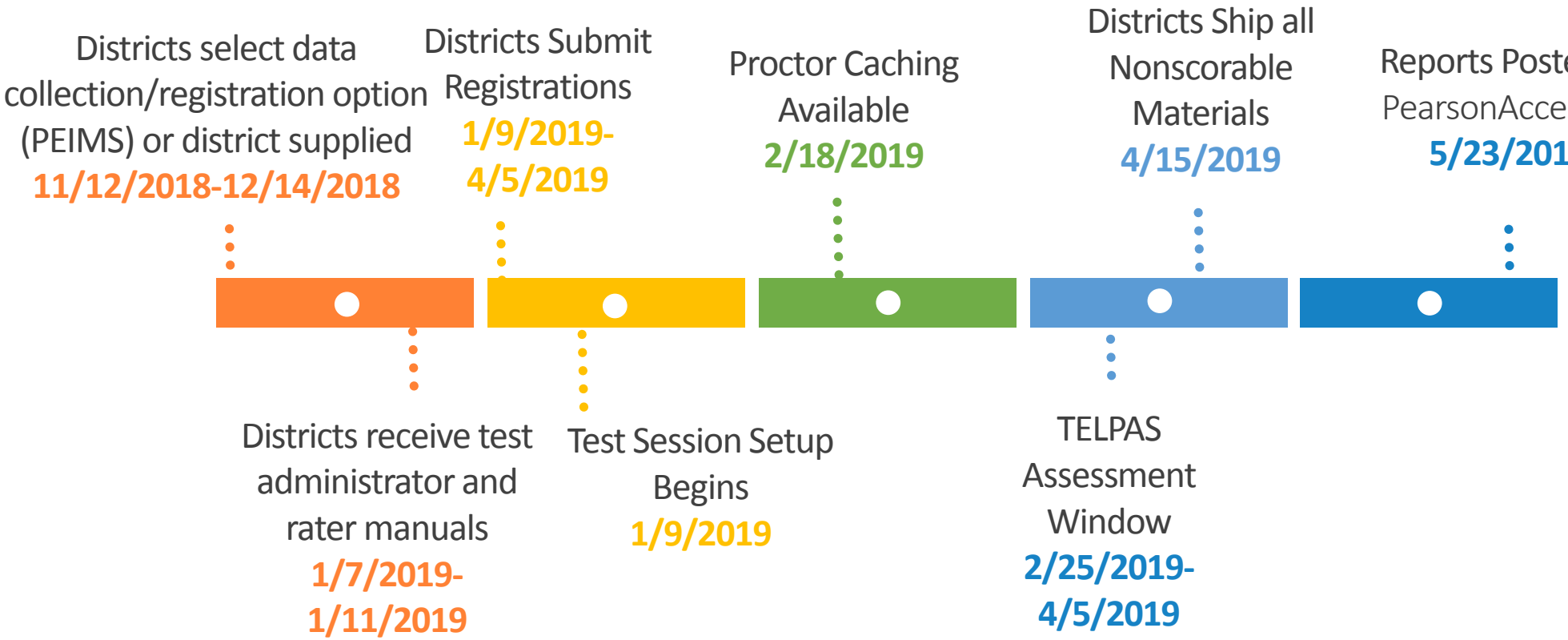
- TEA
- Manuals, training presentations, new student eligibility requirements.

TELPAS Administration

- Key Dates
- Processes
- Reports
- Materials



TELPAS Key Dates



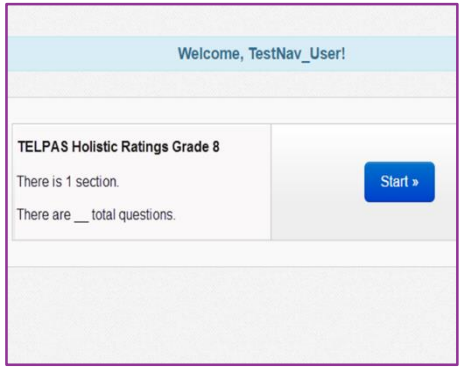
TELPAS Process

Step 1
Select registration option

Step 2
Submit student registration data

Step 3
Create test sessions

Step 4
Administer TELPAS assessment



Step 5
Enter holistic ratings

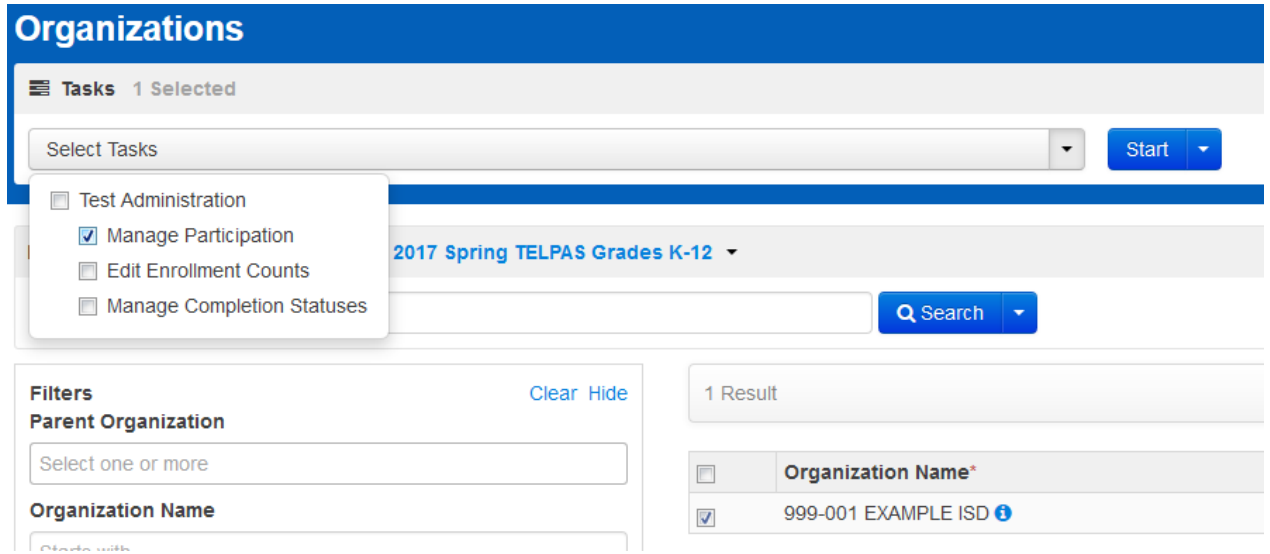
Step 6
Verify student info

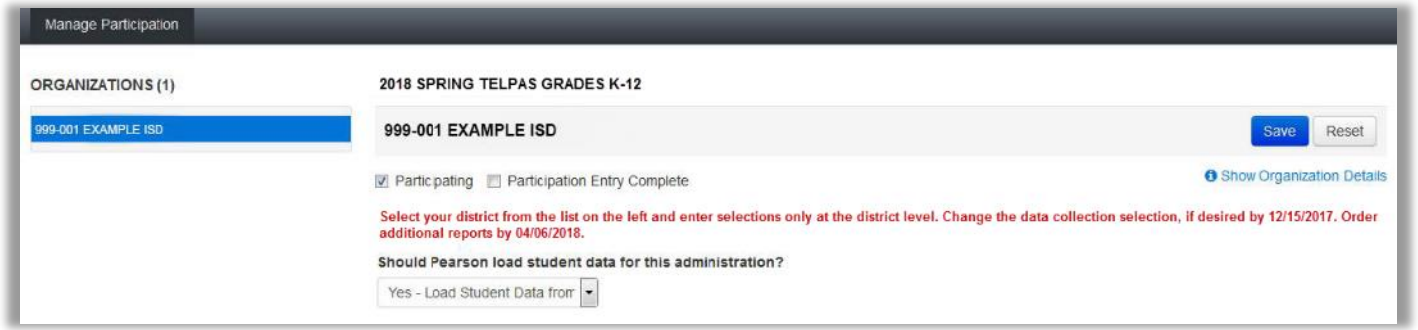
Step 7
Return materials

Select Registration Option

11/12/18 – 12/14/18

- From Setup > Organizations
- Check box next to district
- Select task and check Manage Participation
- Click Start
- Select organization and choose “Yes” or “No”
- Click Save





Create Test Sessions through File Upload

TELPAS
Texas English Language Proficiency Assessment System

1/9/19 – 4/5/19

- TELPAS Session Name is an optional field. If it is populated, this field will be used to create and place student test assignments into sessions. The session names will be the value in this field with the test code appended.

- For example if a TELPAS student is being registered for TELPAS using TELPAS CODE= A, and Session Name field (20 character limit) is set to "Hansen's Gr 4", the test assignments will be placed into the following three sessions:

  - Listening and Speaking test assignment -"Hansen's Gr 4 - p04ls"
  - Reading test assignment - "Hansen's Gr 4 - p04re"
  - Writing test assignment - "Hansen's Gr 4 - p04wr.

- If the field is left blank, student test will not be put into a session. If the field is populated and at the time of the import it is determined that session should not be auto created, you may select "Don't Auto Create Test Sessions" when performing the student registration import and the session field will be ignored.

Test Session Creation

Test sessions are created by grade level.

TELPAS
Texas English Language Proficiency Assessment System

1/9/19 – 4/5/19

Grades K-1

- Create test session for holistic ratings

Grades 2-12

- Create test session for reading
- Create test session for listening and speaking
- Create test session for holistic writing

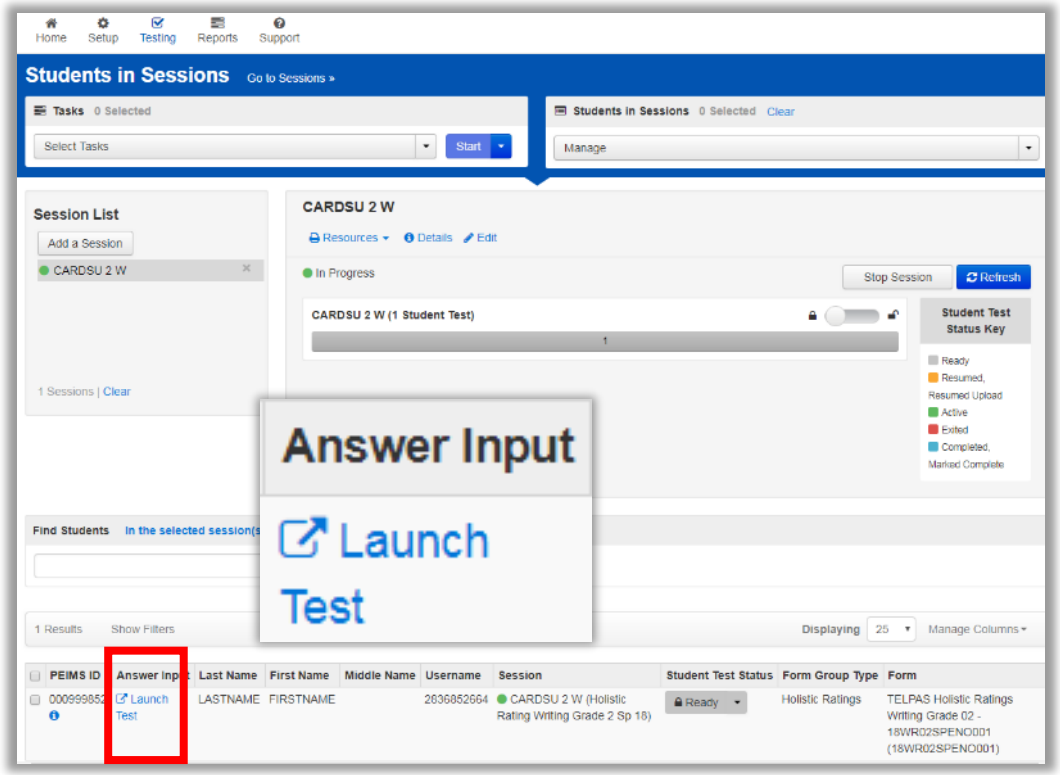
Special Admin

- Create test session to transcribe approved paper administration of reading
- Create test session to enter listening and speaking holistic ratings

TELPAS-Enter TELPAS Holistic Ratings

2/25/19 – 4/5/19

- From *Testing* > *Students in Sessions*,
- Locate student
- Select *Launch Test* from the Answer Input column

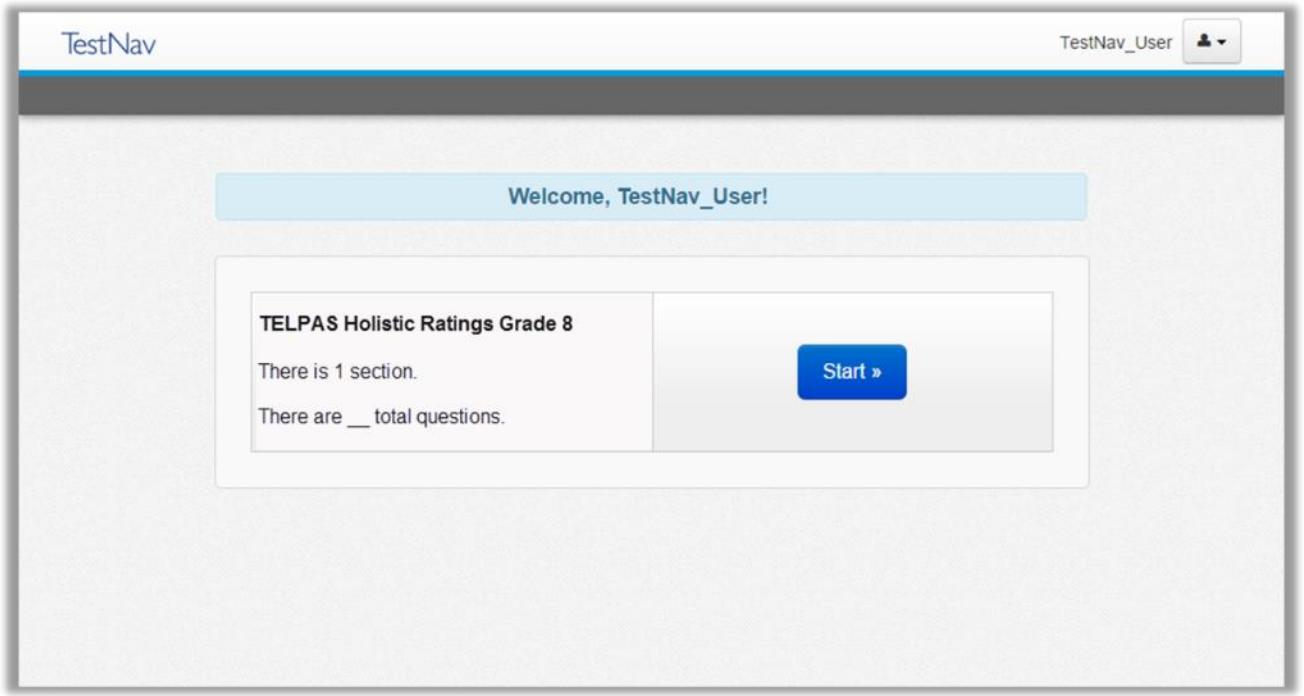


NOTE: Users must be assigned the district testing coordinator, district testing assistant, campus testing coordinator, or the transcribe assistant role within the Assessment Management System to launch the TestNav online rating forms.

Enter TELPAS Holistic Ratings

2/25/19 – 4/5/19

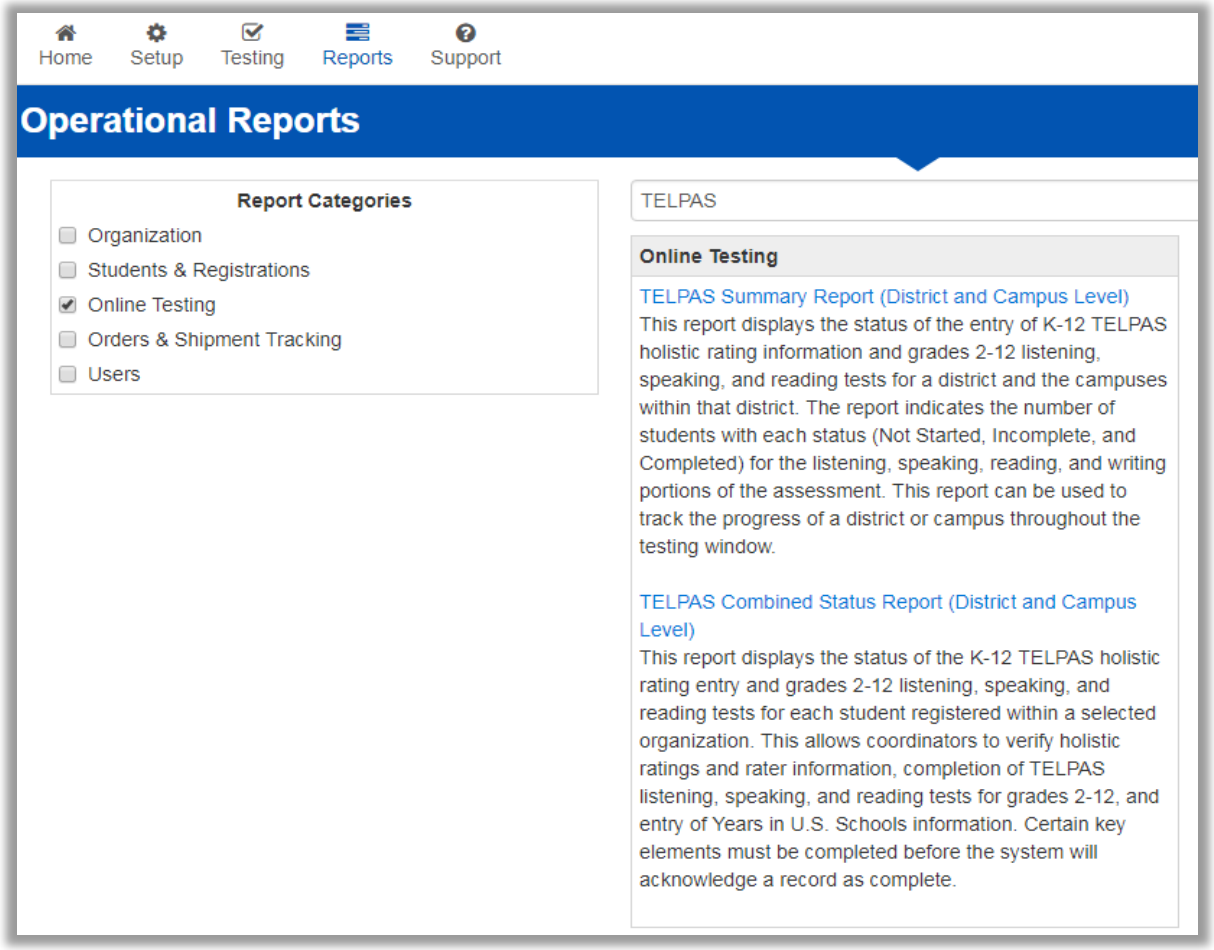
- The student test will launch in TestNav. Click the Start button.
- Enter proficiency ratings and rater information.



View TELPAS Operational Reports

2/25/19 – 4/5/19

- From Reports > Operational Reports
- Select “Online Testing” under Report Categories
- View report



TELPAS Combined Status Report

Sample TELPAS Combined Status Report

2/25/19 – 4/5/19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Test Administration	Texas > 2017 - 2018 > 2018 Spring TELPAS Grades K-12												
2	Filtered Organization	AOC ISD												
3	Status	Last Name	First Name	MI	PEIMS ID	Grade	Date of Birth	Years in	Component	Domain	Score Code	District Name	Campus Name	Test Sessi
4	Not Started	LASTNAME	FIRST	D	999053	3	10/4/2006			Listening & Speaking		AOC ISD	AOC EL	
5	Not Started	LASTNAME	FIRST	D	999053	3	10/4/2006		Transcribe Paper	Reading		AOC ISD	AOC J H	SARESA T
6	Not Started	LASTNAME	FIRST	D	999053	3	10/4/2006			Writing		AOC ISD	AOC EL	
7	Not Started	LASTNAME	FIRSTNAME		999859	9	12/1/2001	3		Listening & Speaking		AOC ISD	AOC H S	
8	Incomplete	LASTNAME	FIRSTNAME		999859	9	12/1/2001	3	Transcribe Paper	Reading		AOC ISD	AOC H S	CARDSU 9
9	Not Started	LASTNAME	FIRSTNAME		999859	9	12/1/2001	3		Writing		AOC ISD	AOC H S	
10	Not Started	LASTNAME	FIRSTNAME		999852	2	12/1/2001	4	Online	Listening & Speaking		AOC ISD	AOC EL	CARDSU 2
11	Not Started	LASTNAME	FIRSTNAME		999565	7	4/19/2006		Online	Listening & Speaking		AOC ISD	AOC J H	SUMERA (
12	Not Started	LASTNAME	FIRSTNAME		999564	6	3/19/2005		Online	Listening & Speaking		AOC ISD	AOC J H	SUMERA (
13	Not Started	LASTNAME	FIRSTNAME		999852	2	12/1/2001	4	Online	Reading		AOC ISD	AOC EL	CARDSU 2
14	Not Started	LASTNAME	FIRSTNAME		999564	6	3/19/2005		Online	Reading		AOC ISD	AOC J H	SUMERA (
15	Not Started	LASTNAME	FIRSTNAME		999565	7	4/19/2006		Online	Reading		AOC ISD	AOC J H	SUMERA (
16	Not Started	LASTNAME	FIRSTNAME		999573	3	12/12/2009	2		Writing		AOC ISD	AOC EL	

Listening Rating	Speaking Rating	Reading Rating	Writing Rating	Rater Info A	Rater Info B

Download Data Files

- Use third party software to upload data files, or
- Save as text file, then open with Excel using Text Wizard to format the columns

TELPAS Online Testing Components

TestNav

- Student test delivery engine
- App downloaded to student device
- AppCheck

Headsets

- Unified Minimum System Requirements
- Recommendations list posted in Avocet

ProctorCache

- Pearson-supplied software that reduces bandwidth usage
- Optional

Technology Updates

- Updated Unified Minimum System Requirements
- If proctor caching, support ending for OS X/macOS, only provided for Windows PCs

Support also ending 2018-2019 School Year for:

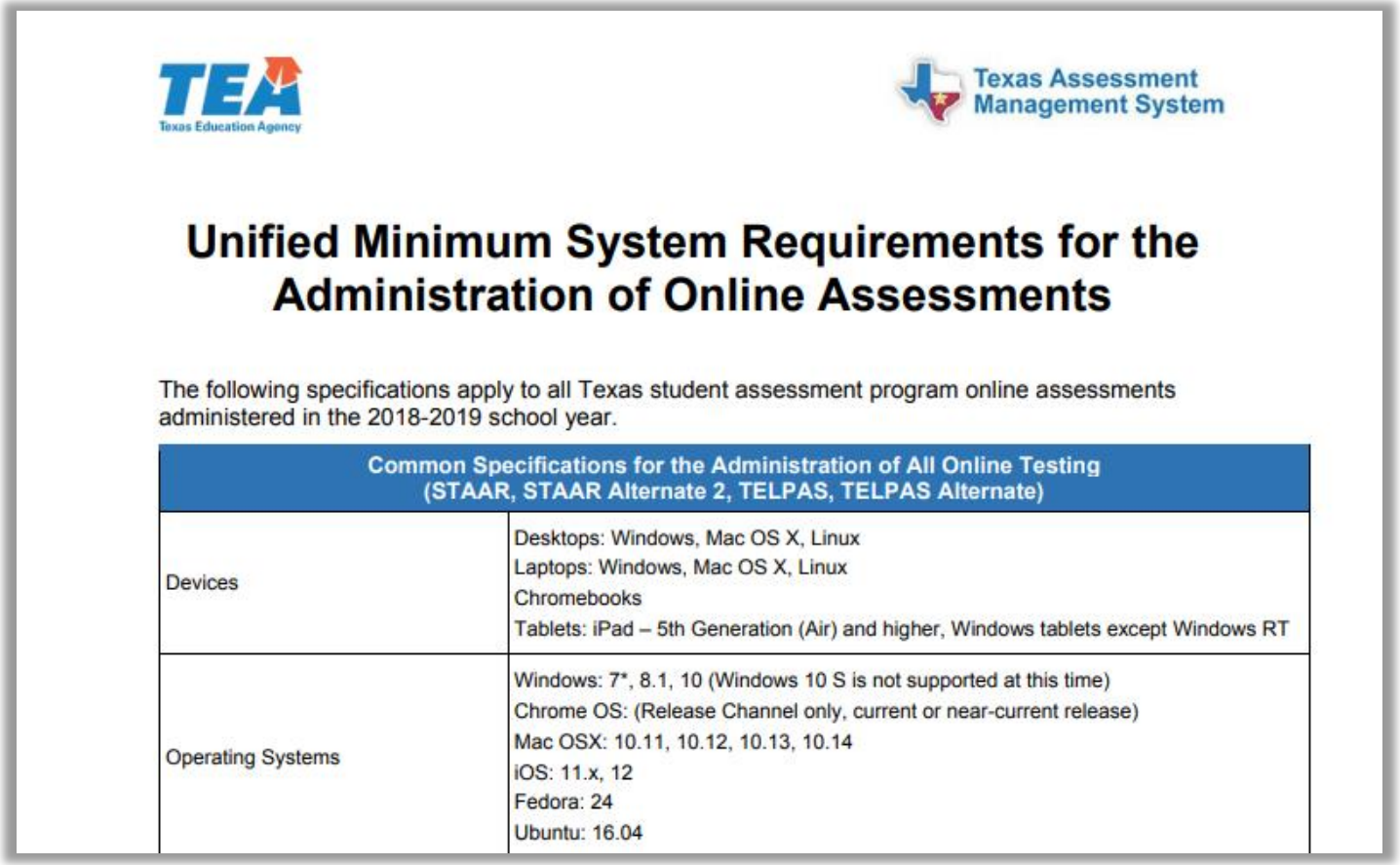
- Operating Systems:
  - Chrome OS versions 57-66
  - iOS versions 10.2 and 10.2.1
  - mac OS versions 10.9 and 10.10

TestNav Patch

Pearson has released a TestNav 8.10 patch to block the TestNav Android app on Android devices and on Chrome OS due to a potential security issue.

- Customers can continue secure testing on Chrome OS only with the TestNav Chrome app.
- Customers can continue taking practice tests on Android devices in a browser.

Verify Minimum System Requirements



Texas Education Agency

Texas Assessment Management System

Unified Minimum System Requirements for the Administration of Online Assessments

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

Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate)	
Devices	Desktops: Windows, Mac OS X, Linux Laptops: Windows, Mac OS X, Linux Chromebooks Tablets: iPad – 5th Generation (Air) and higher, Windows tablets except 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: 10.11, 10.12, 10.13, 10.14 iOS: 11.x, 12 Fedora: 24 Ubuntu: 16.04

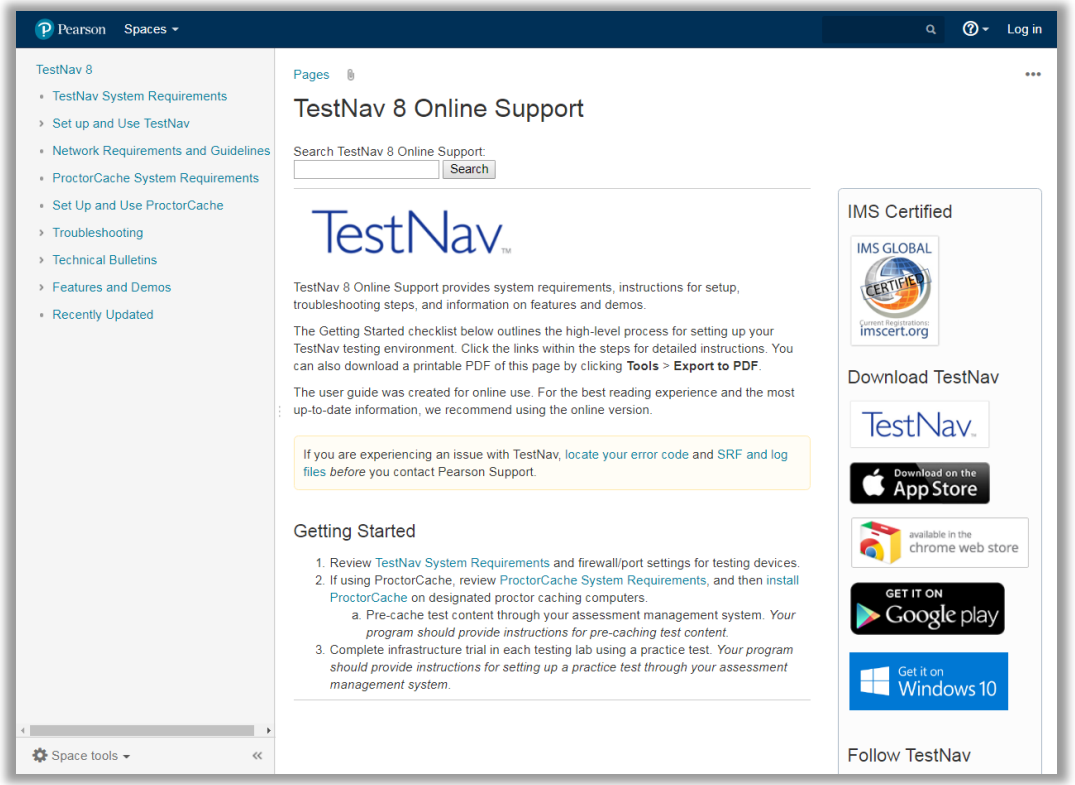
https://www.texasassessment.com/uploads/unified-system-reqs.pdf

Headphone and Microphone Requirements

Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS)	
For TELPAS Listening & Speaking Only	Desktop/Laptop Headphones and Microphones • Head-mounted USB headset with microphone and headphones must be compatible with the requirements below: **Headphone Features** Sound mode: Stereo Earpiece: Double Driver Unit Size: 32 mm Frequency Response: 20 – 20000 Hz Impedance: 32 ohms **Microphone Features** Frequency Response: 100 – 12000 Hz Impedance: 3320 ohms Handheld Device Headphones and Microphones: 1. 3.5mm single jack 2. Over-the-ear style (non-earbud)

Technology Setup Checklist and TestNav Online Support

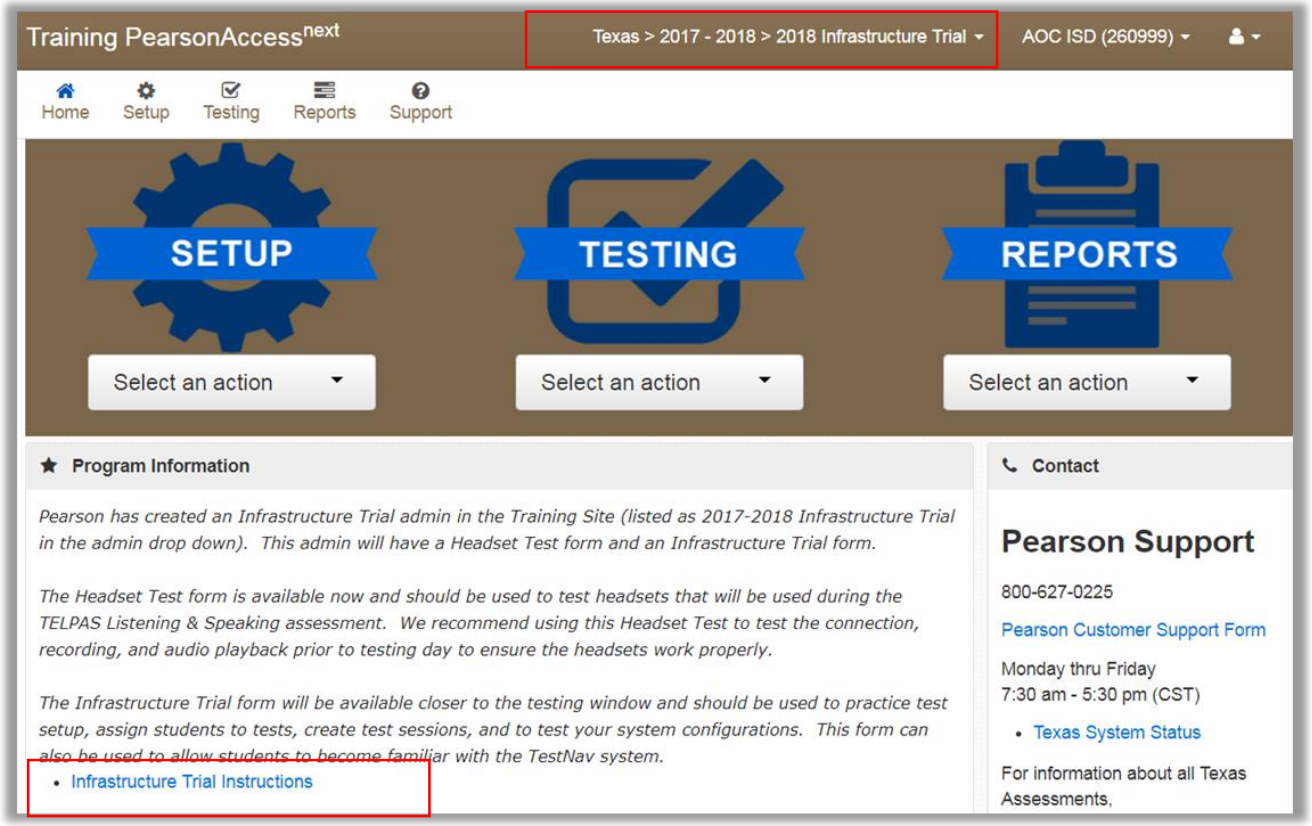
- Configure firewall, proxy server, content and spam filters.
- Identify the testing locations and the number and kind of testing devices to be used.
- Identify the proctor caching location and install ProctorCache software, if applicable.
- Complete the App Check tests to verify testing device readiness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



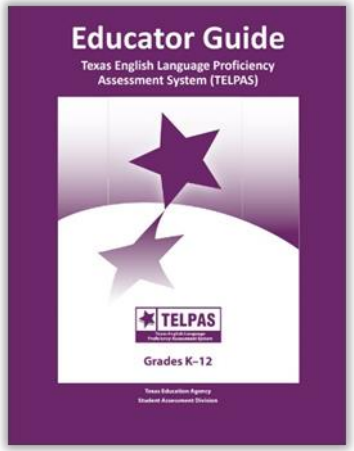
https://support.assessment.pearson.com

Infrastructure Trial

The Infrastructure Trial test administration in the PearsonAccess^{next} Training site can be used to practice online test setup activities and to assess your technology infrastructure.

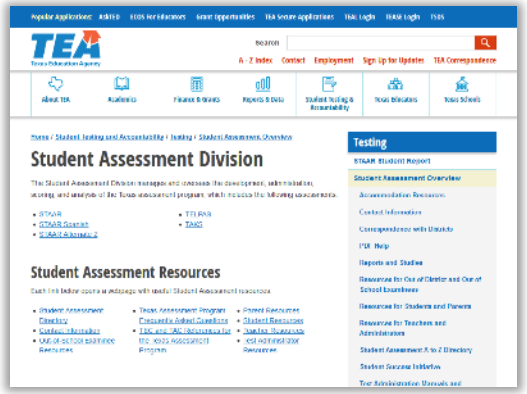


TELPAS Resources



- Educator Guide
- Serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS).

- DCCR
- Contains chronological checklist for District and Campus Coordinators.



- TEA
- Links to manuals, training presentations and additional resources.

New this year-TELPAS rater and test administrator manual will be combined

TELPAS Online Training Center

http://www.texasassessment.com/TELPASTrainingCenter

Reminders:

- Users must create a new account each year; accounts purged in July.
- District Testing Coordinators will receive an e-mail in the fall containing additional information for account set-up.
- No coordinator reports provided.
- Pearson and TEA do not have access to prior year certificates.

Certificates will be available to print immediately after successful course/calibration completion but it may take up to 24 hours for emailed certificates to arrive in a user's inbox.

TELPAS Online Training Center

- Used to access:
- Online basic training courses
- Calibration activities
- Verifying Grades 2-12 writing collection course

TELPAS Alternate Administration

- Key Dates
- Processes
- Reports
- Materials

TELPAS Alternate Key Dates

Districts submit Enrollment Counts
10/22/2018-11/9/2018

Districts receive Test Administrator Manuals
1/7/2019-1/11/2019

Districts Submit Registration
1/9/2019-4/5/2019

TELPAS Assessment Window
2/25/2019-4/5/2019

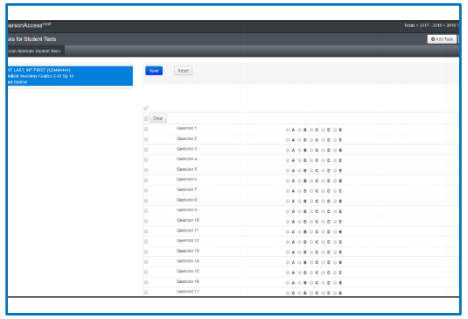
Reports Posted to PearsonAccess^{next}
Initial- 5/10/2019
Final- 8/2/2019

TELPAS Alternate Process

Step 1
Submit participation counts

Step 2
Submit student registration data

Step 3
Administer TELPAS Alternate Assessment

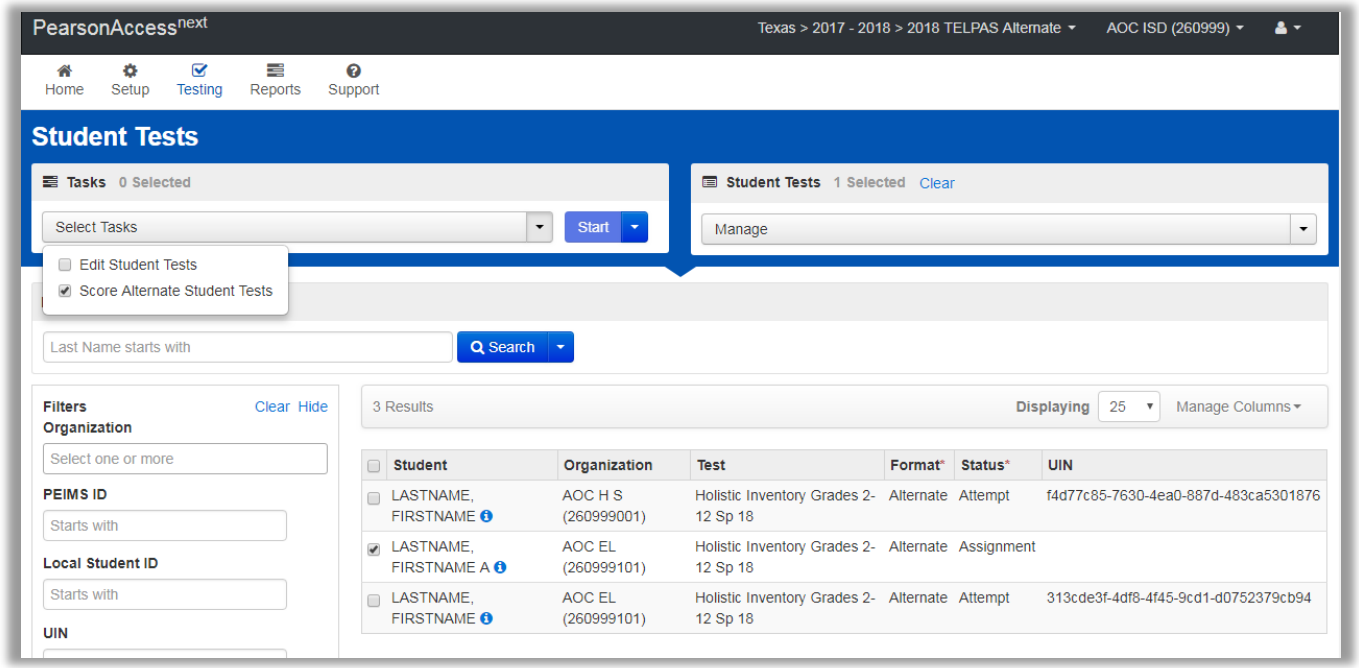


Step 4
Enter holistic inventory

Step 5
Verify student info

Enter TELPAS Alternate Holistic Inventory

- From Testing > Student Tests
- Search for and select the student(s) whose information you want to enter.
- Select Score Alternate Student Tests from the Start drop-down menu.



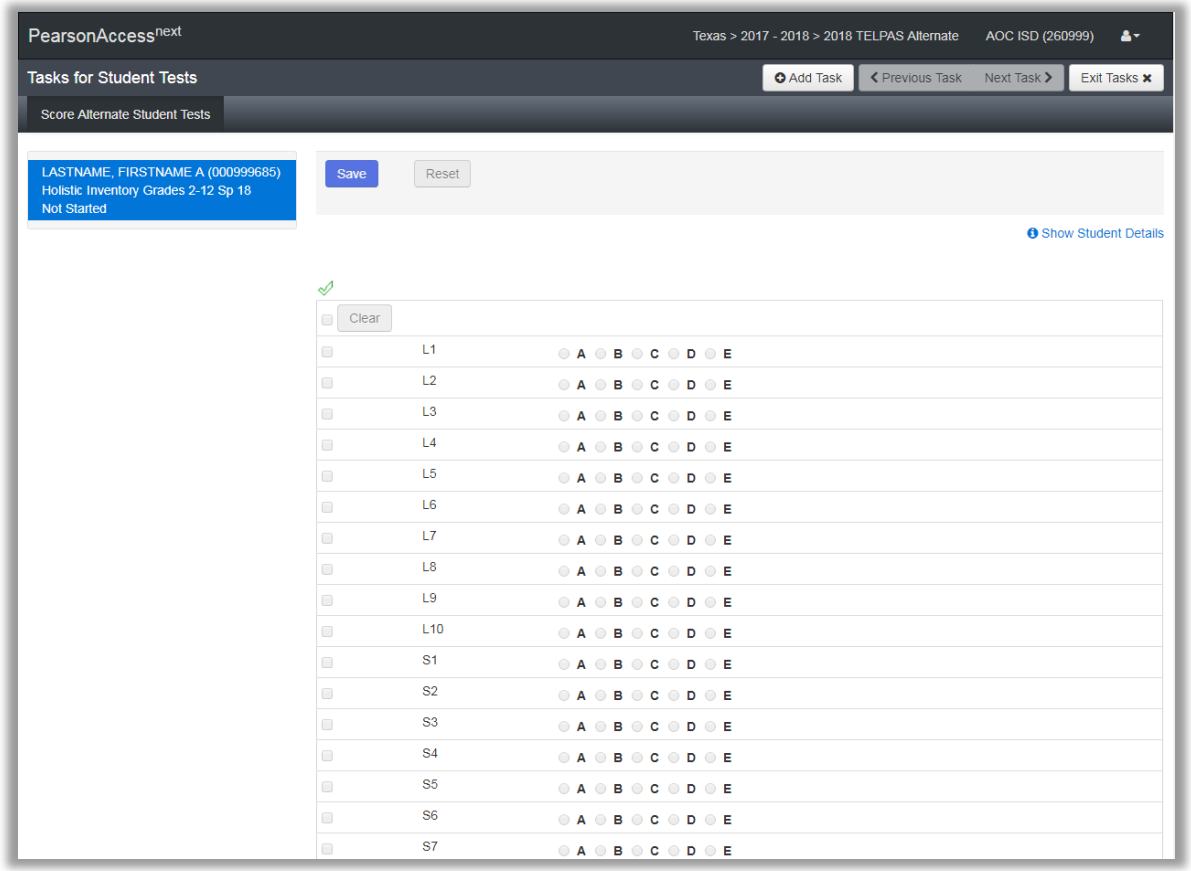
TELPAS — ALTERNATE —
Texas English Language Proficiency Assessment System Alternate

2/25/19 – 4/5/19

Enter Holistic Inventory

2/25/19 – 4/5/19

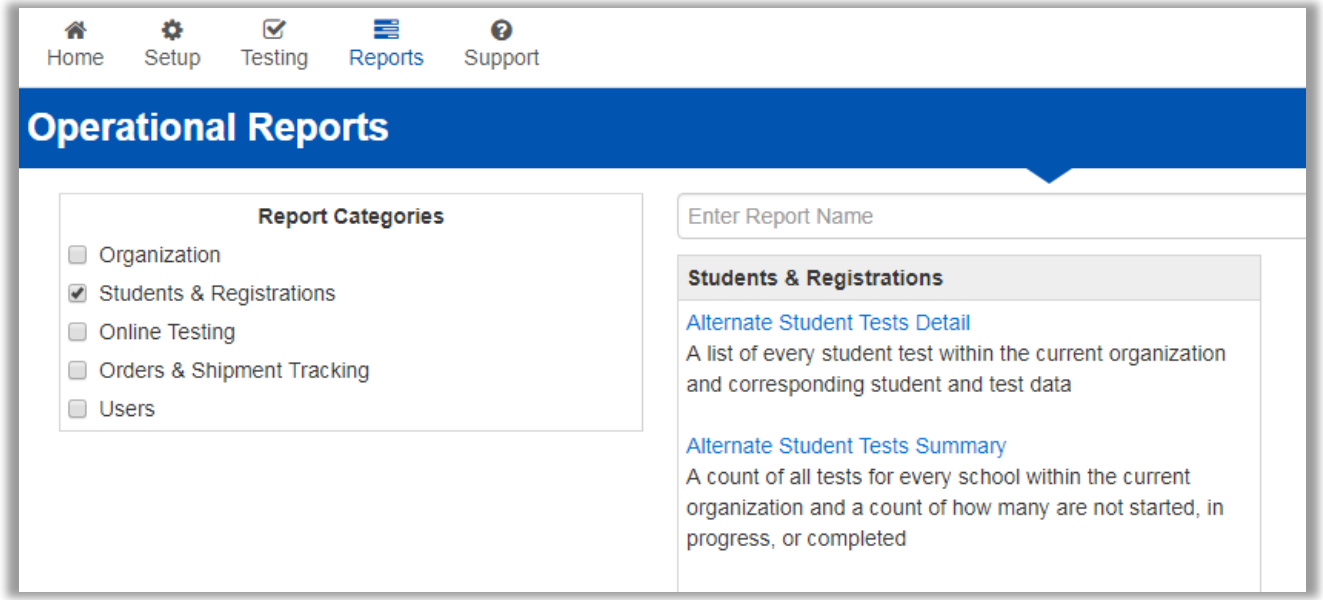
- Indicate the student-level description for each of the observable behaviors by clicking on the correct radio button.
- Click Save.
- Repeat steps for each student listed.



View Operational Reports

2/25/19 – 4/5/19

- From Reports > Operational Reports
- Select “Students & Registrations” under Report Categories
- View report

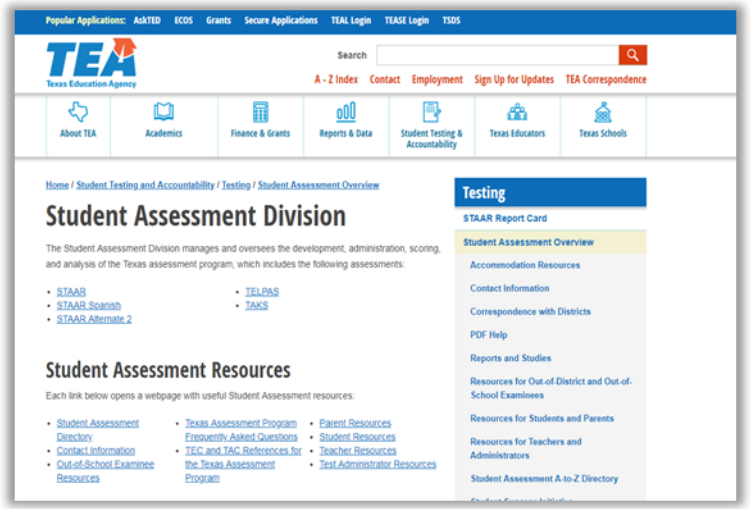


TELPAS Alternate Materials

Test Administrator Manuals

- Contain perforated set of observable behaviors that districts will tear out and copy for each student
- Printed copies of the observable behaviors will also be shipped with each manual.

TELPAS Alternate Resources



- DCCR
- Contains chronological checklist.

- TEA
- Manuals, training presentations, participation requirements.

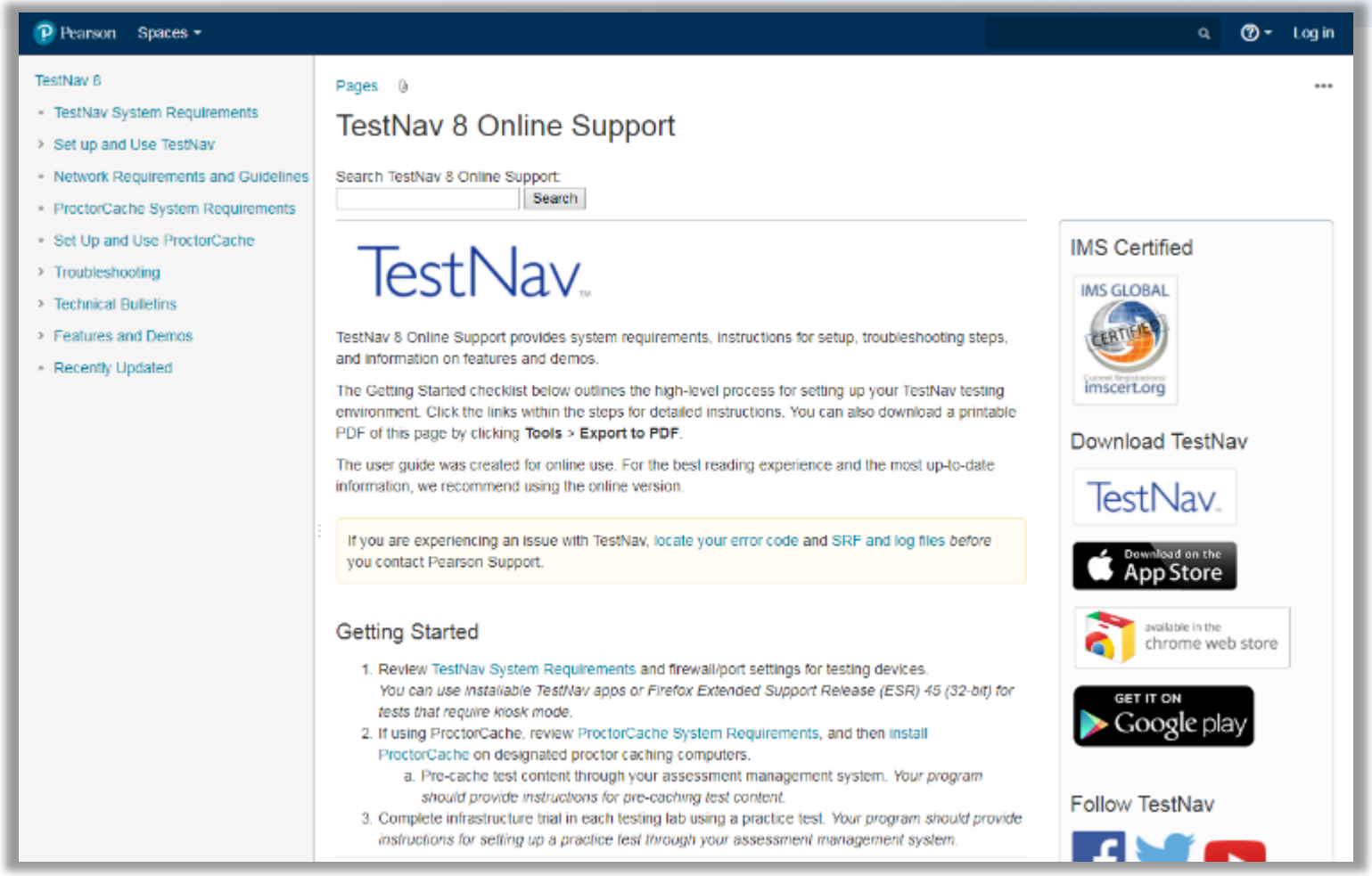
Texas Education Agency

STAAR Alternate 2, TELPAS, and TELPAS Alternate Additional Resources and Support

STAAR Alternate 2, TELPAS, and TELPAS Alternate User's Guide

- A helpful resource for performing tasks in the system is the STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide.
- This guide is posted in Avocet and also located under Top Resources on the Support page.

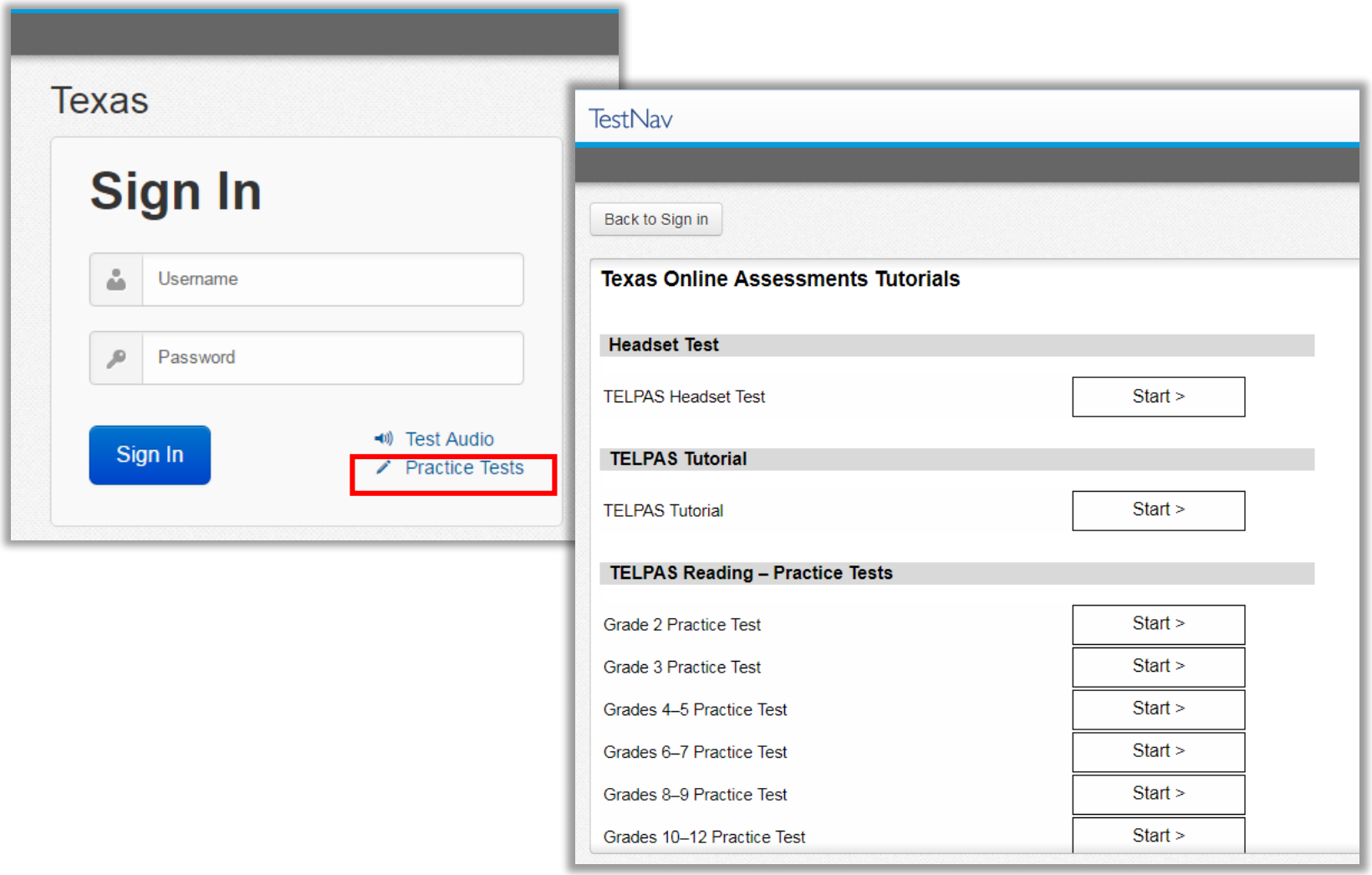
TestNav Support Page



https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support

TELPAS Student Resources

Access from the TestNav Sign In screen



Support

ETS
(855) 333-7770

STAAR3-8@ets.org

STAAREOC@ets.org

http://texasassessment.com

Pearson
(800) 627-0225

https://tx.pearsonaccessnext.com

Contact Information

TEA Student Assessment
(512) 463-9536

Email:
student.assessment@tea.texas.gov
assessment.specialpopulations@tea.texas.gov
testsecurity@tea.texas.gov
test.calendar@tea.texas.gov

Website:
https://tea.texas.gov/student.assessment/

Disclaimer

These slides have been prepared by the Student Assessment Division of the Texas Education Agency. You are encouraged to use them for local training.

If any of the slides are changed for local use, please remove any TEA logos, headers, or footers. (You may need to edit the Master slide.)

This training is not intended to replace any materials or additional information on the TEA website.

Questions?

Texas Education Agency

Thank you for all you do for Texas public school students!