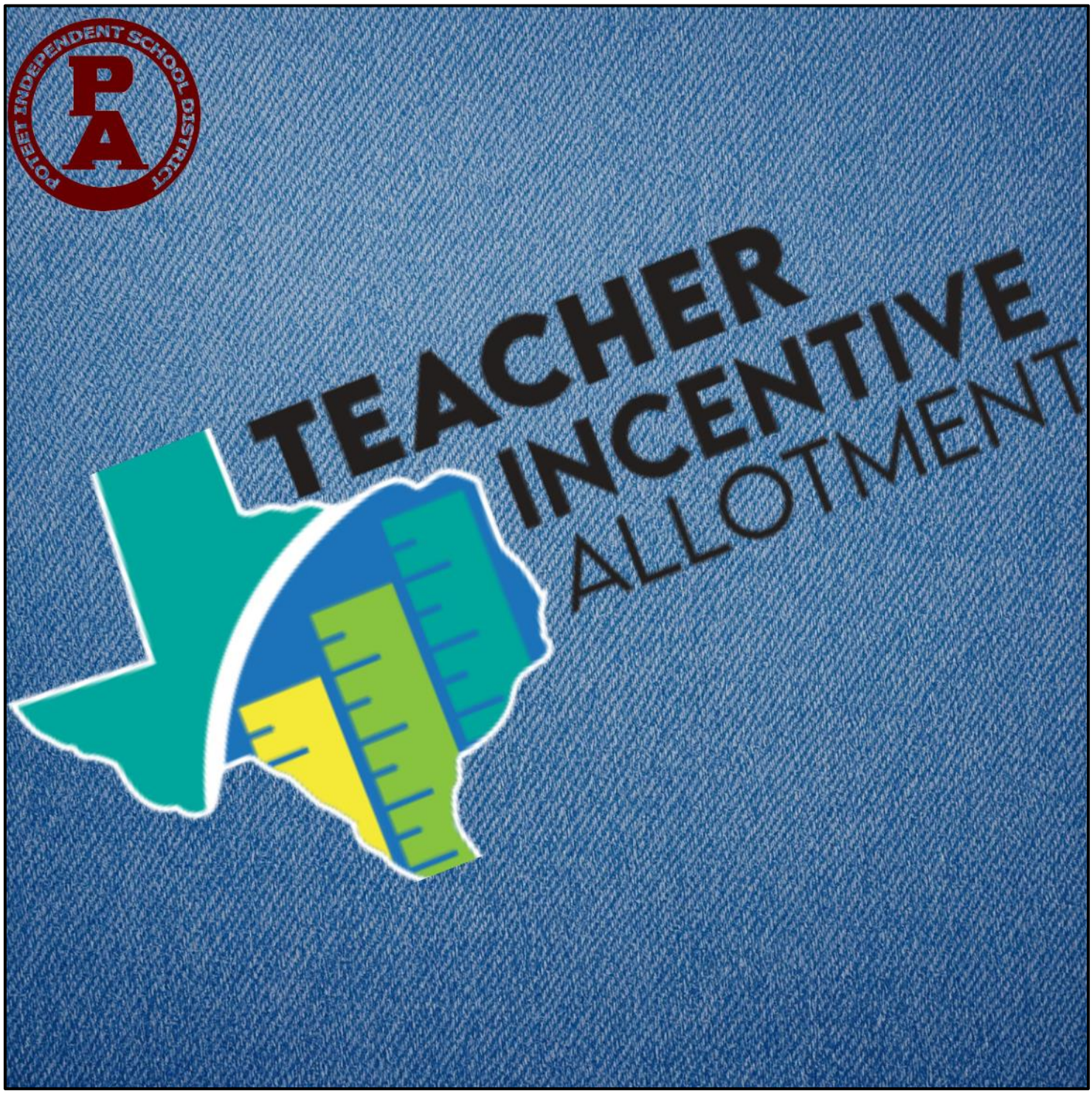


Poteet ISD

Teacher Incentive Allotment Guidelines

2025-2026 Data Collections Year

Fall 2025 Updates

T-TESS Updates

All 087 coded teachers will be evaluated this year with T-TESS and results saved in DMAC.

- The 45-minute observations for all teachers will be due by 4/1/2026

Student Growth Updates

Almost all courses on all campuses will be assessing students twice a year to measure student growth. *Teachers should verify that all students are correctly rostered and have access to the assessments before the day of testing.*

- MAP, TEKS Ready, and STAAR data is saved into the specific 3rd party assessment platforms. Sheryl Mills will export final data for TEA validation.
- Local Pretests and Posttests data is saved into DMAC. Sheryl Mills will export final data for TEA validation.

Teacher Service ID Verification Process

Campus Admin will be asked to verify the PEIMS Service ID (Course Codes) for all TIA eligible teachers in late fall.

Testing Window

Assessments will be given on the following dates for all campuses:
District Pretest Window- August 12th, 2025- October 9th, 2025
District Posttest Window- March 2nd, 2026- May 27th, 2026
Fall Semester Course Window- August 12th, 2025-September 20th, 2024, and December 8-18th, 2025
Spring Semester Course Window- January 6th- January 16th, 2024, and May 11th, 2026- May 22nd, 2026

Test Security

All teachers must follow all procedures in these guidelines and campus administrators should maintain copies of signed Integrity Oaths.

Communication and Training

- TEA will send out a survey to all teachers in early fall. We need a high response rate. Sheryl Mills will send out email to let staff know about this survey.
- During Back-to-School week, campus admin will review overview of TIA and get teachers to sign Integrity Oaths

Data Validation

To receive funding, all PISD data must pass 13 validations checks through Texas Tech University during summer 2025.

TIA Eligibility

Teacher Incentive Allotment (TIA) Overview

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. TIA is based in two sections of the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). Local teacher designation systems are optional for Texas school districts.

Designations and Allotments

Designations are distinctions awarded to highly effective teachers. There are three levels of designation: Recognized, Exemplary, and Master. Teachers with an active National Board Certification may be designated as Recognized by the Texas Education Agency (TEA).

Master Teacher

Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

Acknowledged Teacher

Acknowledged level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 50% of teachers statewide.

PISD will receive an annual allotment from TEA for each eligible designated teacher employed. Allotments are based on the teacher's designation level and campus of employment, with greater funding for campuses with a higher percentage of students identified as economically disadvantaged. 90% of the allotment funds will go directly to teacher compensation, and 10% of the allotment funds will remain with the district to offset the costs associated with implementing a local designation system and supporting teachers in earning a designation.

Campus Name	Acknowledged	Recognized	Exemplary	Master
POTEET ELEMENTARY	TBD	$7,546	$15,092	$27,154
POTEET INTERMEDIATE	TBD	$7,270	$14,540	$26,233
POTEET JUNIOR HIGH	TBD	$7,309	$14,618	$26,364
POTEET HIGH SCHOOL	TBD	$7,260	$14,520	$26,200

**Amounts are 2026-2027 estimates and subject to change*

TIA Overview Information

Eligibility for TIA Designation

In order to be eligible for a TIA designation, a teacher must hold a valid SBEC teaching certification and be coded as a teacher (code 087) within our local student information system, Ascender, which is reported to TEA through the Public Education Information Management System (PEIMS).

TIA Eligibility Requirements

All PISD Teachers are eligible to earn a TIA designation if they meet the following eligibility criteria:

- Met or will meet the creditable year of service requirement by the end of the school year (50% or more of the day for a minimum of 180 days; or, 100% of the day for a minimum of 90 days, or the equivalent of one semester).
- Employed in an eligible teaching assignment.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.
- Does not have a teaching certificate in revoked, suspended, surrendered, or permanent surrender status.

TIA Eligibility Term

Teacher designations of Acknowledged, Recognized, Exemplary, or Master are valid for five years. The designation cannot be revoked or lowered during the five-year period. Within the five-year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation.

The opportunity for a Designated teacher to move to a higher designation level during the five-year period is dependent upon the teacher performance qualification under the district's local designation system and the state approval of the new designation. If the higher designation is approved, the five-year period restarts for the new teacher designation. Teachers changing teaching assignments or moving to another district maintain their designation.

TIA System Development and Approval Timeline

The TIA Approval Process includes two steps: (1) Submission of the application to TEA, which includes narrative and artifacts, and (2) Submission of data evidence of teacher effectiveness to Texas Tech University (TTU) to ensure the relative accuracy and reliability of all TIA data collections.

The validation process conducted by TTU includes the correlation between teacher observation and student growth, review of the T-TESS validity and reliability by appraiser and by campus, as well as the alignment of district data to state data by comparing the percentage of teachers a district submits for designations to overall district performance.

Once the data validation is completed, TTU provides a final report to TEA, who will make the final determination to approve or deny the district's recommended designations. No funds are provided to teachers unless the agency approves the PISD's TIA teacher designations. There is a 3-year timeline for full approval:

- 2024-2025 Application Year
- 2025-2026 Data Collection Year
- **2026-2027 Validation Year. First TIA Payment is Spring 2027 based on data submitted 2026**

Teacher Observation Component (T-TESS)

TEA Minimum Performance Standards

To be eligible for TIA designation, TEA established performance standards for T-TESS and student growth outcomes. To qualify for a TIA designation, a teacher must meet the performance standards for both the T-TESS and student growth components.

Teacher Observation Minimums

The T-TESS classroom observation component comprises 40% of a teacher's designation. TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3.

Instruction (Domain 2)

- Achieving Expectations (Dimension 2.1)
- Content Knowledge and Expertise (Dimension 2.2)
- Communication (Dimension 2.3)
- Differentiation (Dimension 2.4)
- Monitor and Adjust (Dimension 2.5)

Learning Environment (Domain 3)

- Classroom Environment, Routines and Procedures (Dimension 3.1)
- Managing Student Behavior (Dimension 3.2)
- Classroom Culture (Dimension 3.3)

Each dimension is scored on a scale of 1-5:

1 (Improvement Needed)
2 (Developing)
3 (Proficient)
4 (Accomplished)
5 (Distinguished)

These numerical values from Domains 2 and 3 are averaged to determine the T-TESS composite score.

TEA has established minimum composite score averages across Domains 2 and 3 of T-TESS:

- Master designation $\geq$ 4.5
- Exemplary designation $\geq$ 3.9
- Recognized designation $\geq$ 3.7
- Acknowledged designation $\geq$ 3.5

PISD T-TESS Procedures

Poteet ISD requires at least one formal 45-minute observation and 4 walkthroughs for each eligible teaching assignments. Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places). Summative evaluations must be completed by early May.

A teacher can request a second appraisal, but it must be done so within 10 working days of receiving the Observation Summary in DMAC. The second appraiser will conduct another formal Observation and score Domains I, II, and III.

A teacher can request a Second Appraisal after receiving their end-of-year Summative Annual Report. It is important to note that the Second Appraisal will only rescore Domain IV. A teacher cannot request a Second Appraisal to rescore Domains I-III at the end of the year if the teacher had an opportunity to request a Second Appraisal earlier in the year.

Student Growth Component

Student Growth Measurement Instruments

The student growth component comprises 60% of a teacher's designation. PISD has chosen several third-party assessments that have been found by the State to be both valid and reliable. The District will be utilizing the following student growth performance measures for the teaching assignments listed below: NWEA MAP Growth, TEKS Ready and STAAR which are all on the TIA list of student growth measures.

All TIA assessments must follow PISD testing protocols, be administered with fidelity, completed in their entirety, and all data must be entered into the appropriate testing platforms within the BOY and EOY TIA testing windows to be included in the student growth calculation for an eligible TIA teacher. All pretests must be given during the 1st Nine Weeks, and all post-tests must be given during the final 12 weeks of school. Pretests should not be counted as a grade. Posttests may be counted as a grade. This decision should be the same for all members of an academic team and decided in consultation with campus administration.

Student Growth Performance Standard

To be eligible for a TIA-designation, teachers must meet a student growth performance standard. PISD is aligned with TEA's statewide student growth performance standards measures:

- Master Teacher 70% of students meet or exceed expected growth
- Exemplary Teacher 60% of students meet or exceed expected growth
- Recognized Teacher 55% of students meet or exceed expected growth
- Acknowledged Teachers 50% of students meet or exceed expected growth

Teaching and Course Load Inclusion

If a teacher teaches multiple eligible subjects, courses, or grade levels, PISD will take the higher student growth data from the different eligible subjects, courses, or grades to determine the total growth measurement score for the teacher.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities.

Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance is associated with teachers based on the following enrollment criteria:

- teacher of record at snapshot date
- teacher of record at end of year (mid-May)

Semester Courses and Intervention Courses

Student growth will be calculated for all students that have a pre and post assessments for a semester course. Student growth performance is associated with teachers based on the following enrollment criteria:

- Any student that takes a pretest and a post test for the course during the testing window with the same teacher.
- Fall and spring scores are combined to determine overall student growth percentage.
- Minimum group size is based upon both fall and spring students combined and must be 6 or more students.

Elementary Language Programs

The elementary dual language programs will administer the pre- and post-assessments following the program's language of assessments guidelines. The K-5 dual language programs will administer pre and post assessments following the program's language of assessment guidelines. If a grade level assesses students in both languages for a subject, then scores for both assessments will be utilized to calculate the growth measure in each subject.

Student Growth Measurement Instruments

Eligible Teacher Group	Pre-Test	Post-Test	Growth Measurement
Kindergarten- 8th Grade Reading, Math 3rd-8th Science	NWEA MAP (Reading and Spanish Reading, Math, Science)	NWEA MAP (Reading and Spanish Reading, Math, Science)	Conditional Growth Index
8th Grade Social Studies, Biology, US History	STAAR Released Test	STAAR Test for current year	Local growth norms
English I, English II, Algebra 1	Previous Year STAAR	STAAR Test for current year	STAAR Transition Tables
6th/7th Social Studies, World Geography, World History AP, World History, Geometry, Chemistry, English III, Physics, Algebra 2, Economics, Government, English IV, Advanced Quantitative Reasoning, Environmental Systems	TEKS Ready	TEKS Ready	Local growth norms

Setting Growth Targets

PISD will use growth targets set by third-party assessment tools, like MAP and STAAR. For locally developed pre/posttests, growth targets will be set based upon local data collected during the 2025-2026 school year. TEA offers several options for districts to use when setting local growth targets.

PISD will use the Value-Added Method (VAM). The district's rationale for using VAMs in their teacher designation system is to provide a robust and objective method of assessing teacher effectiveness based on student outcomes while accounting for student and school factors that are beyond a teacher's control. By focusing on a predicted growth of students based on relative achievement in the district as well as the students' backgrounds, as opposed to just their absolute performance, our VAM helps to isolate the impact a teacher has on their students' progress over the course of a school year. This approach accounts for student-level and school-level factors that might affect learning outcomes, thereby aiming to fairly evaluate and identify teachers who contribute to their students' academic growth, regardless of students' backgrounds.

For assessments that include either a previous test score in the same subject area or a pre- and post-test score, student growth is calculated by assessing changes from pre-test to post-test scores, adjusted for district-wide performance and historical trends. Growth is determined relative to the average district performance by normalizing these changes using the mean and standard deviation of district growth rates across various assessments. This allows us to standardize growth measures across subject matters, which we know will have variability in raw growth scores. We define students as meeting growth if their post-test score is at or above what was predicted for them relative to district-wide performance, adjusting for pre-test scores, student- and school-level factors, and historic performance on the assessment. We will predict a student's expected growth using a linear regression that includes a student and their school's pre-tests and demographics. We will also account for previous average performance on the assessment in the district.

Further details about Teacher Incentive Allotment can be found in the TEA Guideline for Teacher Incentive Allotment.

Full TEA Guidelines

TIA Spending Plan

In PISD, 90% of the TIA designation award is paid directly to the teacher. The district plans to allocate a portion of its reserved funds, specifically 10%, to support various initiatives associated with our TIA plan. These funds will help cover expenses related to additional third-party assessments like NWEA MAP, TEKS Ready and STAAR. At the district level, financial resources will also be directed towards TIA initiatives, encompassing professional development opportunities for teachers. This effort aims to assist teachers in achieving specific designations, such as facilitating a cohort for National Board Teacher Certification.

The initial payment for the TIA will be issued by August 31, 2027. In the years following, all allocated funds will be issued by August 31 of each year.

Designated teachers who terminate their contract or retire before the school year concludes (following the Winter Roster) will forfeit their allotment payout. The district will then reallocate the funds intended for these individuals to other designated teachers or instructional staff meeting performance criteria at the same campus where the exiting teacher was employed, ensuring redistribution is completed by August 31st. Teachers who received a TIA designation before retirement, and who retire or leave PISD at the conclusion of their contracts, will have their final TIA funds forwarded to them.

A teacher must remain in an 087 role during the following school year after being proposed for designation by the district, while data validation occurs. In other words, after the 2025- 2026 Data Capture Year, the following year is the Designation Year, and a teacher must remain employed by the district during the 2026-2027 year to earn the designation.

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Is TIA compensation TRS eligible? How does it affect retirement? TIA compensation is TRS eligible. TRS has limits (10% or 10,000 increase per year) on eligible salary increases in the last 3 or 5 years prior to retirement which could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can "work out of the limit" – the member will need to contact a TRS Benefit Counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation.

Teacher Incentive Allotment Assessment Protocols

To provide clarity and consistency in this process, the protocols below are provided for all teachers.

Testing Window

Assessments will be given on the following dates for all campuses:
District Pretest Window- August 12th, 2025- October 9th, 2025
District Posttest Window- March 2nd, 2026- May 27th, 2026
Fall Semester Course Window- August 12th, 2025-September 20th, 2024, and December 8-18th, 2025
Spring Semester Course Window- January 6th- January 16th, 2024, and May 11th, 2026- May 22nd, 2026

Academic Teams must select a two-week window within the district testing timeline. Principals will manage the campus testing calendar and make the dates viewable to the C&I office.
All make-ups must be completed within the district testing window.

Testing dates are non-negotiable.

Administrators, campus coaches, or other trained personnel will be expected to administer the test within the designated testing window if the teacher is absent.

Retesting

If there are technical errors in scoring an assessment, such as DMAC counting a correct answer incorrectly, a campus administrator must send an email to Sheryl Mills to explain the irregularity before any change can be made.

- Students cannot be retested if they didn't give their best effort.
- Students can only take the exam one time each (rescanning in DMAC is not allowed).
- Pre and Post Tests cannot be retaken.
- If there are errors in submitting, terminating, or pausing a test, refer the situation to a campus administrator.

Scheduling

- Local assessments should be given in one class period. NWEA MAP assessments must be completed within the two-week team window.
- The test should be given in a whole group setting unless the specific test directions or an IEP, 504, or EB linguistic accommodation form states other directions or accommodations.
- Each campus will determine a testing schedule within the district testing window. There will not be a modified campus schedule for TIA testing.

Make Up

- Students who are absent on testing day must take a test on a makeup day administered by the campus. Classroom teachers should make every effort to provide makeups within their classrooms.
- All makeup assessments must be completed within the testing window listed above.
- Each campus will determine a makeup schedule within the district testing window.

Accommodations and Modifications

Students served through an IEP and/or a 504 plan should be provided with the same modifications and accommodations that the child receives for classroom unit assessments. The same applies for linguistic accommodations for emergent bilingual and ESL students based upon the individual linguistic accommodation form for each student.

Small group assessment accommodations do not necessarily mean a small group setting outside of the classroom. If the student takes classroom assessments, like tests and quizzes, in the classroom, then TIA assessments should be administered in the same way. Specific questions should be addressed with the case manager, Special Ed Coordinator, or Campus Testing Coordinator/Counselor.

3rd Party assessments will use the modification embedded in the assessment. Only accommodations and modifications specified in IEP, 504, and individual linguistic accommodation forms should be enabled. Modifications and accommodations will be specified by each specific assessment type outlined in this document.

Grading

The pretest will not count for a grade. Posttest grading

- The posttest cannot count as the course final exam in secondary courses.
- No single grade can count more than 20% of the overall average. This includes any TIA grades.
- TIA assessments taken for a grade are not eligible for any reassessments.
- MAP teachers may take a grade based upon growth. RIT scores should not be converted to a test grade. This should be consistent with all teachers of a course.
- Local Posttest may count as a grade. This should be consistent with all teachers of a course.

Classroom Environment

Arrange for Testing Areas

- Ensure that students are sufficiently separated from each other that they can work without distraction and cannot see one another's monitors.
- All personal electronic devices, cell phones, Apple Watches, or other WIFI-enabled devices must be collected and stored before the test and may not be returned until all testing is complete.
- Students may not take any assessments on personal devices.
- Ensure that one pair of headphones is available for each student for tests that include audio components.
- Ensure that one headset is available for each student receiving a speech-to-text (STT) accommodation when multiple students are tested in the same room.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room

No element of the testing room environment should hinder any student's performance.

- An instructional environment should be maintained during testing windows.
- It is not necessary to conceal or remove instructional or reference materials in testing areas, classrooms, or hallways unless they could aid or are a direct source of answers for the subject-area assessment being administered

Preview and Review of Secure Test Items

Teachers are not allowed to help students with the test by reviewing or helping students by previewing questions/answers. Test items from TIA pre and posttest may not be included on any student assignments, assessments, or homework. Any test items used outside of TIA will invalidate the TIA assessment. Serious violations could cause all teachers associated with the course to be ineligible for TIA.

Secure Testing Environment and Testing Time:

BOY, MOY, and EOY assessments are given as part of the PISD aligned curriculum and assessment strategy. As such, the campus testing coordinator and the building principal are responsible for ensuring all assessments are conducted in a secure testing environment.

Student Assistance

Test administrators may answer questions about assessment directions or procedures. Test administrators are never allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, "I can't answer that for you; just do the best you can."

Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are NOT allowed to do the following:

- translate assessment questions or passages into another language (except sign language)
- rephrase or add information to test questions

Test Security and Confidentiality

Maintaining the security and confidentiality of the Poteet ISD TIA Pre/Post Assessment is critical for ensuring fair and equal testing opportunities for all students. Test security involves accounting for all secure materials before, during, and after each test administration. Campuses must ensure that all personnel participating in TIA Pre/Post Assessment or handling secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality. Discussing or disclosing secure test content or responses is prohibited for both students and teachers.

Each person participating in the TIA Pre/Post Assessment is required to maintain and preserve the confidentiality of all secure test content. - Teachers should collect any scratch materials used by students during testing.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with district assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration. By signing the appropriate oath, participants affirm that they have been trained and understand their obligation to properly implement the TIA Pre/Post Assessment.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- previewing test questions/answers with students during instruction, assessments, homework, study guides, or other classroom materials
- tampering with student responses
- falsifying student responses
- responding to test questions
- 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

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to campus and district specialized programs coordinators. Testing personnel should contact specialized programs coordinators if they are unsure whether an irregularity has occurred or if they are unclear regarding what

constitutes a serious violation. Failure to adhere to the requirements may result in removal from the consideration for the AHISD teacher incentive allotment.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. An example is leaving a testing group unsupervised of finding students using personal devices during testing

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus administration or if they discover an accommodation error. Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.

MAP

Kindergarten- Eighth Grade Reading and Math; 3rd – 8th Science

Description of Assessment: MAP Growth is an adaptive assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. MAP Growth measures achievement and growth, informs instruction, and assesses strategy. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. Test must be completed within the district testing window.

Assessment Materials Needed:

- Fully Charged District Issued Student Testing Device
- Dictionary
- Scratch Paper (optional)
- Headphones (K-2; students using Text-To-Speech)

Specific Testing Directions: (Whole group, small group, individual administration)

- Prior to testing:
  - Ensure all devices have the NWEA Secure Testing Browser or App.
  - Use the videos and practice tests available here: studentresources.nwea.org. Student Resources includes videos that the whole class can watch. Username and Password for practice tests = grow.
  - Ensure Testing Session is created.
  - Apply allowable accommodations for students with an IEP, 504, or linguistic accommodations for EACH assessment. *Because this is a nationally normed assessment, state-specific resources/tools such as the STAAR Reference Chart are not allowed.
  - Get headphones and check volume for early learners (K–2) or for students using Text To-Speech.
  - On your Proctor console, select Refresh Page to see which students have the “To Be Confirmed” status. Select Confirm. This confirms all students with "To Be Confirmed" status. Or, to select individual students, choose Select Action and then Confirm.
    Students: Select Start Test.
- During Testing:
  - It is important to guarantee that students are seated in such a manner that they cannot see each other’s devices.
  - Actively monitor students and your test proctor screen. Be vigilant for any rapid guessing. If a student is moving too quickly and it pauses their test, conference with them about slowing down before you put in the code to continue their testing.
  - If a student needs to pause their test before they are done, you can suspend the test. DO NOT TERMINATE.
- After Testing:
  - If a student is using scratch paper, it must be collected by the teacher at the end of the testing session.
  - Only one testing session can be open at a time. If you have another group to be tested, on the Proctor console, choose End Testing Session. If students are still testing, a prompt shows that those tests will become suspended. Select Yes to continue.

Prompt

ALL: Give your best effort on this test. It is a chance to show how much you know. Your teacher can use the test to help determine the areas they can help you with the most. This is not a timed test, so it's important to take your time to understand each question before answering. Some questions will be easy, and others will be more difficult. It's okay not to know all of the answers. If you are not sure how to answer a question, then ask yourself which answers are definitely wrong, and choose from the other answers. Read every question and try your best. Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered. I'm here to help if there is a problem with the test. If something is missing or if the test tells you to slow down, then raise your hand.

Gr. 2+ Math: On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question. If you are not sure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.

Gr. 2+: If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it. Sometimes a passage appears again and again, but look carefully, because you will see different questions for the same passage.

SPANISH Directions

Indicación:

Da tu mejor esfuerzo en esta prueba. Es una oportunidad para mostrar cuánto sabes. Tu maestro puede usar la prueba para ayudarte a determinar en qué áreas te pueden ayudar más. Esta prueba no tiene límite de tiempo, así que es importante que te tomes tu tiempo para entender cada pregunta antes de responder. Algunas preguntas serán fáciles y otras más difíciles. Está bien no saber todas las respuestas. Si no estás seguro de cómo responder una pregunta, pregúntate cuáles respuestas son definitivamente incorrectas y elige entre las otras respuestas. Lee cada pregunta y haz tu mejor esfuerzo. Antes de terminar una pregunta, puedes cambiar de opinión y elegir una respuesta diferente.
Pero, una vez que pases a la siguiente pregunta, tu respuesta quedará fija y no podrás regresar a la pregunta que ya has respondido. Estoy aquí para ayudarte si hay algún problema con la prueba. Si falta algo o si la prueba te dice que disminuyas la velocidad, levanta la mano.

2o grado +: En algunas preguntas (pero no en todas), aparecerá una herramienta de calculadora en la parte superior. Puedes hacer clic en la imagen de la calculadora para abrir una calculadora en pantalla que te ayudará a responder la pregunta. Si no estás seguro sobre una palabra en una pregunta, levanta la mano para pedir ayuda. Puedo pronunciar la palabra para ti, pero no puedo decirte qué significa ni explicar ningún símbolo matemático.

2o grado +: Si un pasaje de lectura es demasiado largo para caber en la pantalla, usa la barra de desplazamiento en el lado derecho del pasaje para desplazarte hacia abajo y mostrar el resto del pasaje y las preguntas sobre él. A veces, un pasaje aparecerá una y otra vez, pero mira con cuidado, porque verás diferentes preguntas para el mismo pasaje.

Local Pre and Post Tests

Description of Assessment: The local pre and posttests in DMAC are designed and created by teachers to encompass the TEKS or Standards covered in each particular course. Students will complete the test online using a locked browser through the Chromebook app. The test will be completed within the class period.

Assessment Materials Needed:

- District-issued fully charged and updated Chromebook
- Headset, compatible with the Chromebook (Students using text-to-speech)
- Separate desks as much as possible and/or provide dividers for privacy and sound quality.
- Scratch paper (optional)
- Dictionaries (optional)

Specific Testing Directions: (Whole group, small group, individual administration): This exam may not exceed the time of one class period (unless permitted by accommodations). Teachers must collect all personal tech devices prior to administering instructions.

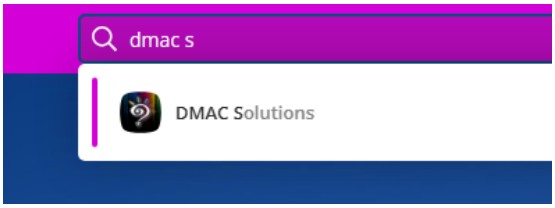
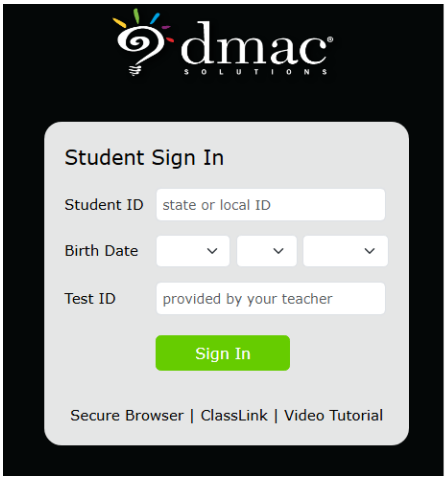
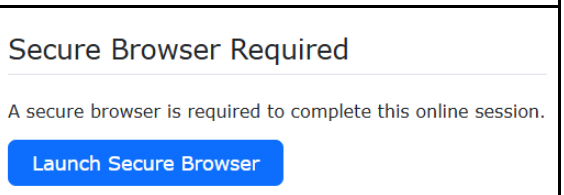
Prior to testing: Remember to apply allowable accommodations for students with an IEP, 504, or linguistic accommodations for assessments in DMAC.

Prompt (script for testing to say to students):
Read aloud WORD FOR WORD the material printed in bold type and preceded by the word "SAY." You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students.

SAY: Today you will complete the [pre/post] [SUBJECT] assessment. You will take this test on the computer. It is important that you do your best.

For Math Tests:
SAY: You may use the reference materials provided and scratch paper when you are taking this test.

For Tests That Allow a Dictionary:
SAY: You may use a dictionary during this test.

How to Log Students Into DMAC for Testing	
Log in to your Chromebook as you normally would, then open Classlinks	
Once in Classlinks, use the search bar and type in DMAC.	
The next screen you will see is the student login. Fill in your information to get started. Post code for students to input to gain access to the test.	
Then you will see the “Secure Browser” screen. Click it to get you to the next screen.	
The next screen will display the student’s information and ask students to select their teacher. Be sure they pick the correct teacher before moving on. The test session has now opened for the student. If the student gets locked out, contact the testing coordinator to unlock the student for you.	

SAY: I cannot help you answer any test questions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If you need help using any of the online tools, let me know.

Answer any questions before continuing.

SAY: When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. If there are no additional questions, you may begin.

Oath of Integrity for Teacher Incentive Allotment

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the administration of Teacher Incentive Allotment (TIA) assessment. I will administer the assessment with fidelity for ALL students. Failure to comply will prohibit me from becoming eligible for a Teacher Incentive Allotment Designation for this school year.

Initial each statement below. Section 1 of this document must be completed BEFORE participating in any administration of the Teacher Incentive Allotment pretests and posttests. Section 2 of this document must be completed at the end of the year.

Initials	Statements
	I understand the responsibilities and requirements concerning the administration of TIA tests.
	I understand I must prepare and maintain a proper testing environment.
	I understand I must administer this assessment in accordance with a student's Individualized Education Program (IEP), 504 or linguistic accommodations.
	I understand I must NOT provide accommodations or designated support to students without legal documentation.
	I understand I am required to actively monitor during the test administration.
	I understand I must NOT fraudulently exempt or prevent a student from participating in an assessment. All students must be assessed during the district assessment window.
	I understand I must NOT influence or tamper with student responses.
	I understand a portion of students may be randomly selected and administered the assessment again by another test administrator to ensure all assessments were administered with fidelity.

Section 1- Beginning of the Year Oath of Confidentiality and Integrity

Signature of Test Administrator

Printed Name of Test Administrator

School Name

Grade and Subject/Subjects Taught

Section 2- End of the Year Attestation of Integrity

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the administration of the TIA assessment. I have not divulged, duplicated, photographed, or recorded secure test content. I have not aided or assisted students with test responses, nor have I instructed students to change responses. I have administered the assessment in accordance with the direction and instructions provided. As the teacher of record, I have verified that all of my students' test results are accounted for within the assessment platform. I have reported suspected violations of test security or confidentiality to my campus administrators.

Signature of Test Administrator

Date

NOTES: