



# 2023–2024 Testing Coordinator Training

Student Assessment Division  
Texas Education Agency

# Agenda

## WELCOME AND INTRODUCTIONS

General Testing Requirements  
Updates and Enhancements  
Training and Test Security

Accommodation Policy  
STAAR Alternate 2  
TELPAS & TELPAS Alternate

Optional Testing Programs  
Cambium: System Overview

## CLOSING







# Welcome and Introductions

# Your Presenters



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# MENTIMETER INFO

- We'll stop for interactive questions every time we see this image:



# MENTIMETER INFO

- Use this QR Code to join Mentimeter





# Check for Understanding

Let's try it out!



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# Texas Education Agency Strategic Plan

Every Child, Prepared for Success in College, Career, or the Military

Strategic Priorities



Recruit, support and retain teachers and principals.



Build a foundation for reading and math.



Connect high school to career and college.



Improve low-performing schools.

Key Actions



Supported Educators



Ready Students



Rigorous Engagement



Aligned Systems



Actionable Goalsetting



Continuous Improvement







# Student Assessment Program Information





# General Testing Requirements



# STAAR Testing Requirements for Grades 3–8



- All students in grades 3–8 are required to take STAAR.
  - The only exception is for certain unschooled asylees or refugees who meet the requirements in TAC [§101.1005](#).
- Students in grades 3–8 are required by federal and state law to take their grade-level tests.
  - The only exception is for certain accelerated students who meet the requirements in TAC [§101.3011](#).
  - The grade-level testing requirement also applies to students who repeat a grade.

# STAAR Testing Requirements for EOC Assessments

Students enrolled in specific high school courses are required by federal and state law to take corresponding STAAR end-of-course (EOC) assessments. Example courses include:



Algebra I—03100500



U.S. History—03340100



Biology—03010200



English I—03220100 or  
English I for Speakers of  
Other Languages—03200600



English II—03220200 or  
English II for Speakers of  
Other Languages—03200700



# STAAR Testing Requirements for EOC Assessments (cont.)



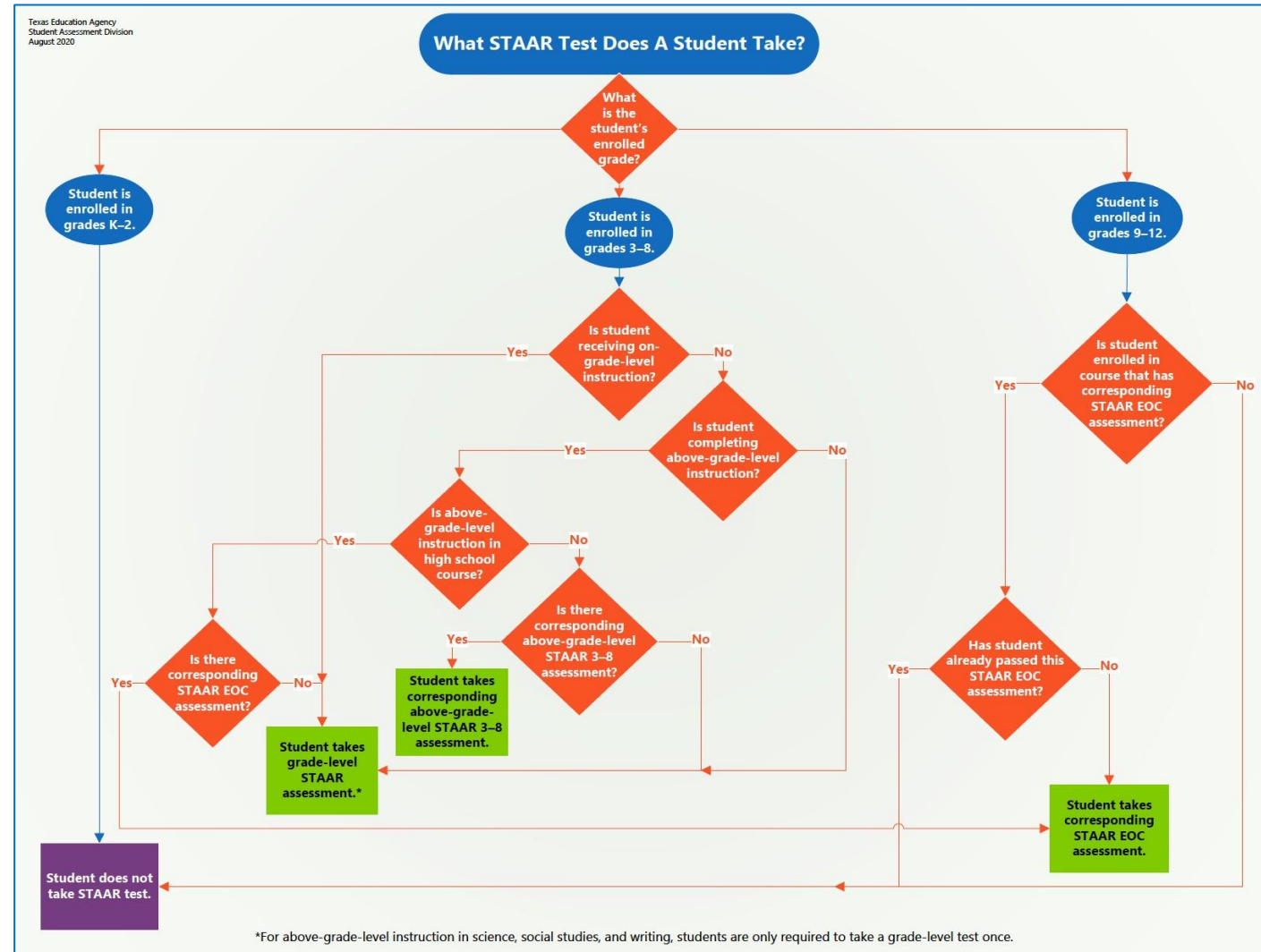
- Students should take the STAAR EOC assessment as they are completing the course, regardless of enrolled grade level.



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

# STAAR Testing Requirements Flowchart

To assist districts with STAAR testing requirements, please see this flowchart posted on the [STAAR Resources](#) webpage.



# Requirement for Accelerated Testers

- Middle school students who complete STAAR EOC assessment requirements in a content area are required to take the ACT or the SAT at least once in high school to fulfill federal accountability requirements.
- The Performance Reporting Division will generate a list of students who have completed STAAR EOC assessment requirements in a content area before grade 9 and do not have an ACT or SAT score on record.



# STAAR Substitute Assessments

- Students at any grade level may choose to use a substitute assessment for a STAAR EOC assessment when they are enrolled in and completing the corresponding course or after they have taken the corresponding course.
- To use a substitute assessment
  - a student must have taken the substitute assessment,
  - the student must have met the required score, and
  - the district must have verified the score.

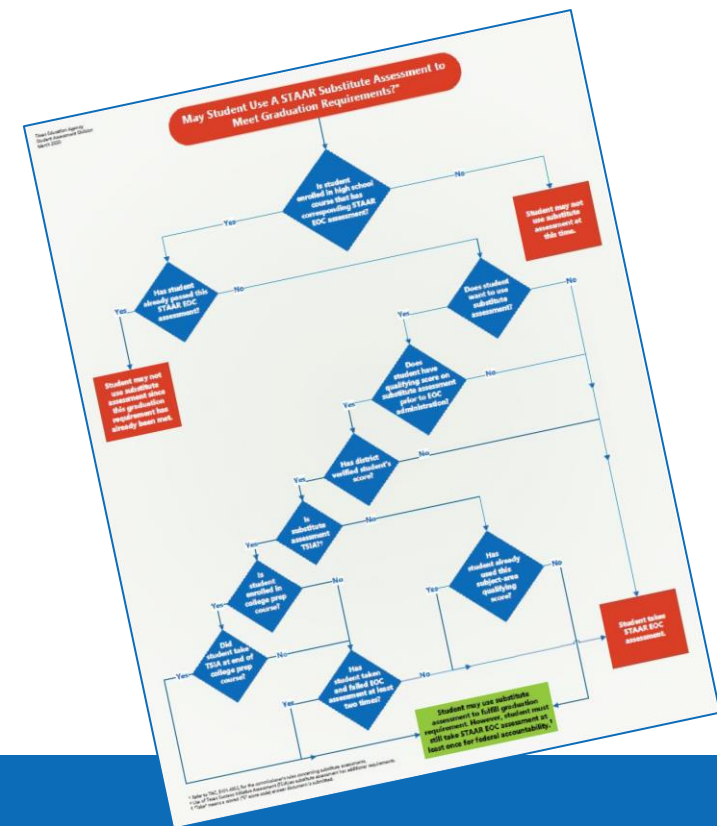
# STAAR Substitute Assessments (cont.)

- The use of a qualifying score on a substitute assessment fulfills part of the student's graduation requirement.
- However, the student is still required to take the STAAR EOC assessment to fulfill the district's federal accountability requirements.
- "Take" means a score code of "S" marked in the Test Information Distribution Engine (TIDE).

# STAAR Substitute Assessment Requirements

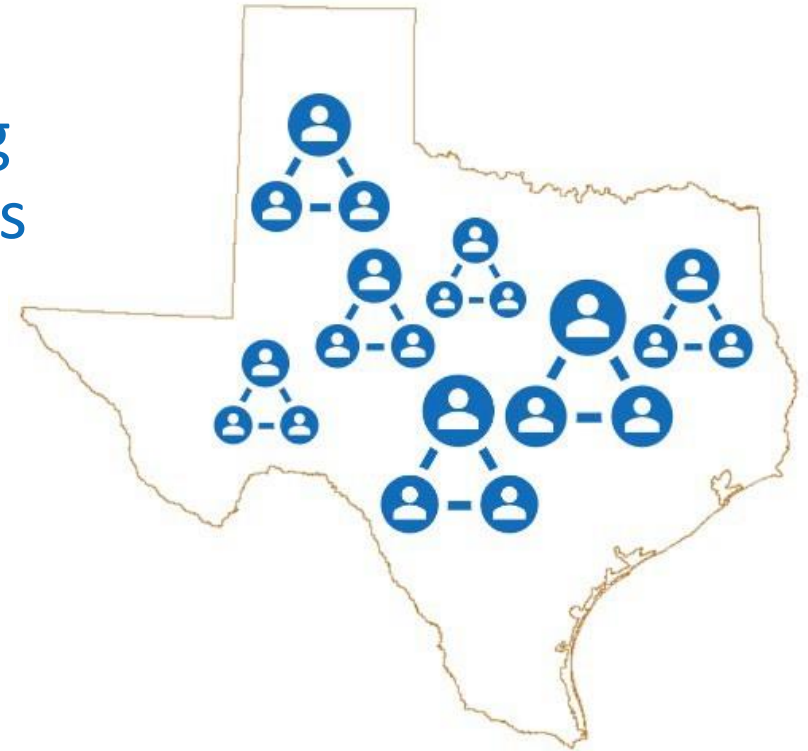
- The following state law outlines the requirements that pertain to STAAR substitute assessments → TEC [§39.025](#).
- The following state rule clarifies the requirements that pertain to STAAR substitute assessments → TAC [§101.4002](#).

- See the [STAAR Substitute Assessments Flowchart](#).



# Virtual Schools

- Virtual schools offering long-distance online learning are responsible for providing a testing opportunity to all enrolled students, regardless of a student's location.
- To administer required state assessments, virtual schools need to provide a space and a trained proctor for students to test.





# Check for Understanding



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# Program Updates and Enhancements

# Spring 2023 STAAR Test Administration by the Numbers

| 2023 Spring Administration<br>(Online and Paper) |                  |
|--|------------------|
| Reading Language Arts                            | 3,351,980        |
| Science and Social Studies                       | 2,053,564        |
| Mathematics                                      | 2,717,295        |
| <b>Total</b>                                     | <b>8,122,839</b> |

All tests were submitted online for scoring. Responses were entered directly in the testing platform (online testers) or into the Data Entry Interface (DEI) system (paper testers).

Total number of paper tests entered into DEI:  
  
3,753 = **0.046%**

Highest peak concurrency reached:  
  
**1,129,362 students**

# Test Administration Cycle of Events



Before

Registration

Pre-administration

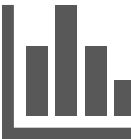
During

Administration

Post-administration

After

Scoring and Reporting



Texas Assessment Program  
**CALENDAR OF EVENTS 2023-2024**

| Event                 | Approximate Dates | Status | Location | Grade | Subject | Reporting |
|-----------------------|-------------------|--------|----------|-------|---------|-----------|
| Registration          | ...               | ...    | ...      | ...   | ...     | ...       |
| Pre-administration    | ...               | ...    | ...      | ...   | ...     | ...       |
| Administration        | ...               | ...    | ...      | ...   | ...     | ...       |
| Post-administration   | ...               | ...    | ...      | ...   | ...     | ...       |
| Scoring and Reporting | ...               | ...    | ...      | ...   | ...     | ...       |





# STAAR and TELPAS Test Session Time Limit



- There is a maximum allowable testing time of seven hours for the State of Texas Assessments of Academic Readiness (STAAR) and Texas English Language Proficiency Assessment System (TELPAS) assessments.
- Students are expected to complete each STAAR and TELPAS assessment in about three hours; students who are still testing after four hours should be consolidated into a general testing area to continue testing.
- Students must complete the assessment within the same school day, and no test session may exceed seven hours. Exceptions exist for eligible students who have an approved Extra Day accommodation.

# House Bill 1225: Paper by Request



- House Bill (HB) 1225 allows districts to provide paper administrations of STAAR to any student whose parent, guardian, or teacher requests it.
- The number of students who are administered paper by request may not be more than 3% of the total number of eligible students enrolled in the district taking the assessment.
- Refer to the [Registration](#) section of the *Coordinator Resources* for additional information.

# Paper by Request Registration



- Requests must be submitted to the district by
  - September 15 for fall administration
  - December 1 for spring administration
  
- Request must be entered in TIDE by
  - October 5 for fall administration
  - December 12 for spring administration

| Texas Assessment Program  |                |        |                  |                   |                |            |
|---|----------------|--------|------------------|-------------------|----------------|------------|
| CALENDAR OF EVENTS 2023-2024  |                |        |                  |                   |                |            |
| Pre-Administration Events   |                |        |                  |                   |                |            |
| Regional Testing Coordinator Training<br>TEA provides training on testing updates, test security, and administration procedures to regional testing coordinators on the date listed.  |                |        |                  |                   |                | 9/29       |
| TIDE Data File Formats Available<br>Data file formats for user upload, student registration, student test attributes, additional student field, and interim grade upload will be available on the date listed.  |                |        |                  |                   |                | 7/25       |
| Administration  |                |        |                  |                   |                |            |
|   | December STAAR | TELPAS | TELPAS Alternate | STAAR Alternate 2 | Spring STAAR   | June STAAR |
| Districts Add Student Information and Test Attributes in TIDE<br>All students must be added to TIDE prior to testing (online, paper, and holistic administrations). It is recommended that all test attributes be updated at the latest by the Friday prior to the start of the test administration in which students are participating.  |                |        |                  |                   | Beginning 8/28 |            |
| Due Date for Adding All Students in TIDE<br>Recommended due date for all students to be registered in TIDE for the appropriate tests, including above grade level and IDG. Calculations of initial orders of test administrator manuals will be based on the number of students enrolled in TIDE by this deadline.  | 10/5           | 11/30  | —                | —                 | 12/14          | —          |
| Due Date for Districts to Submit STAAR Paper by Request Orders<br>For up to 3% of eligible students, districts submit paper orders by this date indicating the following in TIDE: Paper by Request Indicator Code marked, Test Mode=Paper, and STAAR Paper Test Format=Regular Print. Numbers of paper by request orders will be verified.  | 10/5           | —      | —                | —                 | 12/14          | —*         |
| Due Date for Districts to Indicate Special Paper or Holistic Administration in TIDE<br>For students who meet the criteria, districts indicate the following in TIDE: Special Ed Indicator Code=Yes OR Section 504 Indicator Code=Yes, Test Mode=Paper or Holistic, and STAAR & TELPAS Paper Test Format=(select the appropriate material). Paper indicators must be marked by the due date listed for each administration to be included in that administration's initial order shipment. Additional orders must be placed for students whose paper indicators are added after the due date. Districts must review Initial Orders by the due date listed. | 10/5           | 11/30  | —                | —                 | 2/1            | 5/30*      |
| Due Date for Districts to Indicate STAAR Alternate 2 and TELPAS Alternate Participation   |                |        |                  |                   |                |            |

- The student's test record must have the *Paper by Request* field marked in TIDE.
  
- The district will need to set the *Test Mode* field to "Paper" and select the specific paper test format (i.e., regular print) in the *Paper Test Format* field.

# Paper by Request Additional Information



- Students' responses for all paper administrations must be processed in DEI by 11:59 p.m. (CT) on the last day of each testing window.
- The 3% paper by request numbers do not include the students who meet the criteria for a special paper administration.
- There are no changes to the special administration of an online assessment request process from last year.



# Special Administration of an Assessment



- TEA will continue to offer special administrations of online assessments.
  - STAAR paper administration
  - TELPAS reading paper administration
  - TELPAS listening, speaking, and writing holistic administrations
- There are no changes to the eligibility requirements:
  - accommodations cannot be applied,
  - medical emergency during STAAR testing dates,
  - unable to participate in one domain of TELPAS, or
  - technology access precluded.
- The student's test record in TIDE must have
  - either the *Special Ed Indicator Code* or the *Section 504 Indicator Code* turned on,
  - the *Test Mode* field set to "Paper", and
  - the specific paper test format set in the *Paper Test Format* field.

# HB 1883



- HB 1883 allows a district to consider the dates of religious holy days likely to be observed by their students when establishing
  - District calendars and
  - Days within the testing windows on which students are administered state assessments.
- These are holy days observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code.
- HB 1883 requires districts to provide alternative testing dates (i.e., make-up days) within the window for students who are absent from school on schedule testing dates to observe a religious holy day.

# Changes to Standard Reports



- TEA is currently developing 'Enhanced' Item Analysis and ECR Summary report.

| Spring EOC/3-8          |                           |                     |
|-------------------------|---------------------------|---------------------|
|                         | Preliminary File Delivery | Final File Delivery |
| Student Rosters         |                           | X                   |
| Summary Reports         | X                         | X                   |
| Enhanced Item Analysis  |                           | X                   |
| ECR Student Responses   |                           | X                   |
| Printed SRCs and Labels |                           | X                   |

| December and June EOC   |                           |                     |
|-------------------------|---------------------------|---------------------|
|                         | Preliminary File Delivery | Final File Delivery |
| Student Rosters         |                           | X                   |
| Summary Reports         | X                         | X                   |
| Enhanced Item Analysis  |                           |                     |
| ECR Student Responses   |                           |                     |
| Printed SRCs and Labels |                           | Labels Only         |

# Additional Information



- ✓ PEIMS ID's – Parents can also use their students' PEIMS ID to locate their student PAC ID. Locator still requires require either TSDS or PEIMS ID.
- ✓ PEIMS ID's – For personal security reasons, PEIMS ID's in all CAI platforms (TIDE, CRS, etc.) and in data files will now be 'hashed' (xxxxx1234).
- ✓ Starting with STAAR EOC December administration – TEA will implement Hybrid-scoring of all ECR and SCR Items.
- ✓ Coming Soon! - TEA will be releasing a new Research Portal in January of 2024. The Research Portal will replace the current Analytic Portal.



# Check for Understanding

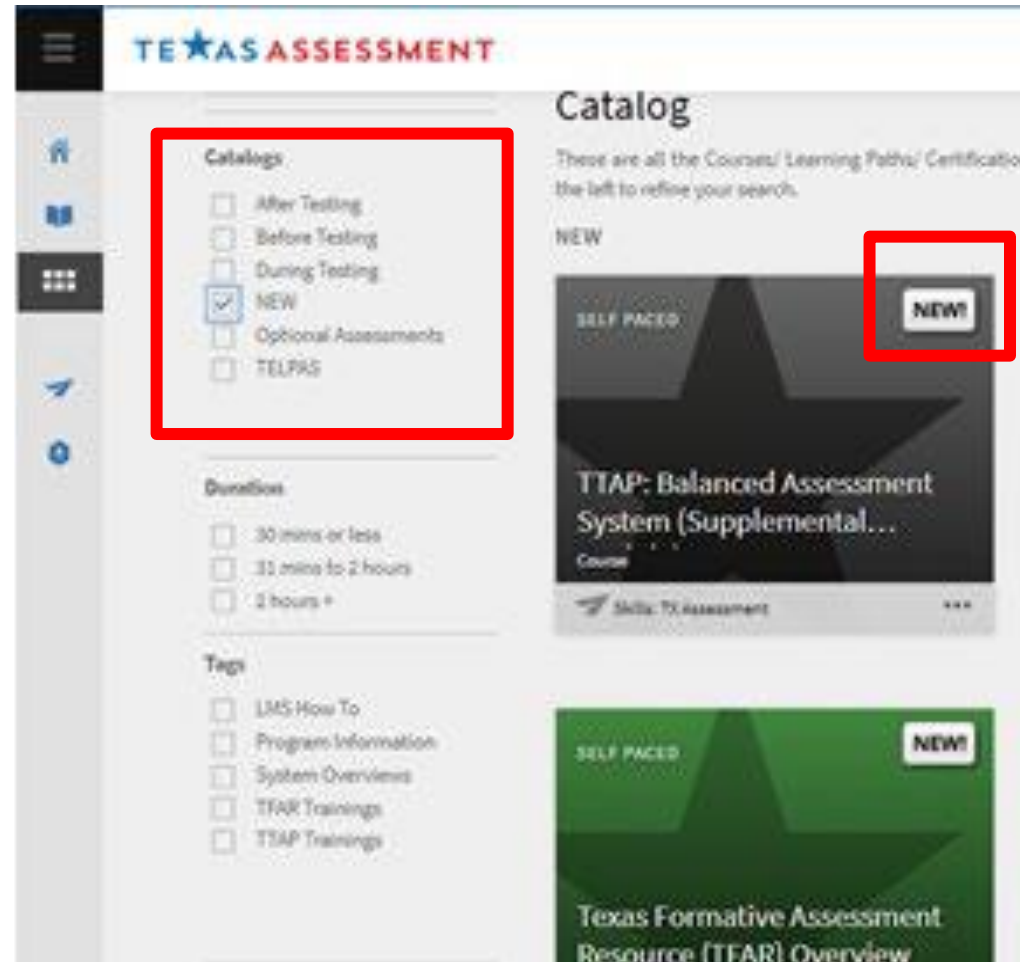


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# New LMS Organization Updates



- Training Cards have been updated to include a 'NEW!' banner.
- Training have also been 'Cataloged' to allow for easier sorting.



# TIDE Enhancements—Student Registration File



- When using the *Upload Student Information* task to upload student information in TIDE, the template will retain previously uploaded values when specific fields are left blank.
- Refer to the [Student Registration Upload File Format](#) document on the TIDE Upload File Formats webpage for detailed information on whether this applies to a specific field. If applicable, “<blank> = database value retained” is included as an acceptable value. If not applicable, a blank value will replace the previously submitted information. District must validate fields that require yearly updates – Years in US School and Above Grade-level.

# TIDE Enhancements—EOC Previously Passed



- ✓ EOC Previously Passed – Cambium will load EOC passing information in TIDE. This will prevent students from participating in EOC(s) in TDS.

EOC - Previously Passed

Algebra I:  ▼

Biology:  ▼

English I:  ▼

English II:  ▼

U.S. History:  ▼

# TIDE Enhancements—Above Grade-Level



- ✓ Above Grade-Level
  - ✓ When selected – students will be unable to participate in the assigned grade level test in TDS. Students will only see the applicable Above Grade-Level assessment.
  - ✓ Same for EOC. Example: 8th grader taking Algebra. If EOC Eligibility flag is set, the student will only see the Algebra assessment.

A screenshot of a web interface for selecting an assessment. At the top, there is a light blue header bar with the text "STAAR 3-8 Above Grade". Below this, there are four rows of labels and dropdown menus:

- Mathematics: - Select - ▾
- RLA: - Select - ▾
- Science: - Select - ▾
- Social Studies: - Select - ▾



# TIDE Enhancements—Student History

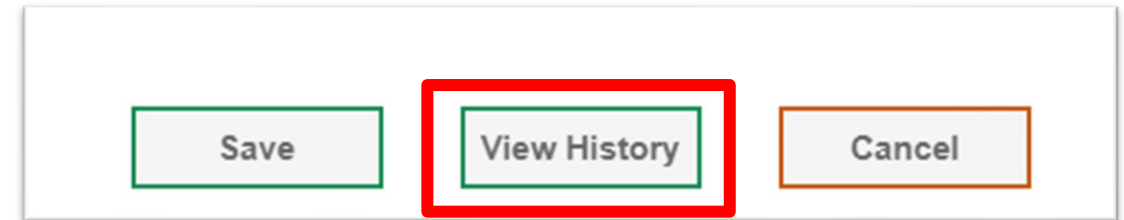


- ✓ Appropriate roles can now view student changes made in TIDE.

Recent Changes Student Information and Test Settings Enrollment and Rosters Test Eligibility

Text-to-Speech

| Field          | Value    | Created By                          | Created On            | Ended On                         |
|----------------|----------|-------------------------------------|-----------------------|----------------------------------|
| Text-to-Speech | On       | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Enrolled Grade | 05       | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Middle Name    | Robert   | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Text-to-Speech | Off      | kenneth.healy@cambiumassessment.com | 02/24/2022 7:21:15AM  | Inactive (08/01/2022 6:00:09 AM) |
| Enrolled Grade | 04       | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Middle Name    | Bob      | kenneth.healy@cambiumassessment.com | 08/01/2022 6:00:09 AM | Active                           |
| Text-to-Speech | On       | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Middle Name    | Robert   | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Gender         | Male     | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |
| Date of Birth  | 01012016 | Automated Import Process            | 08/01/2022 6:00:09 AM | Active                           |



Recent Changes Student Information and Test Settings Enrollment and Rosters Test Eligibility

| Student Eligible For       | Beginning             | End      |
|----------------------------|-----------------------|----------|
| 1marker Gr 5 ELA ICA       | 08/01/2022 6:00:09 AM | Active   |
| 1marker Gr 5 MA ICA        | 08/01/2022 6:00:09 AM | Active   |
| 1marker Gr 5 ELA Summative | 08/01/2022 6:00:09 AM | Active   |
| 1marker Gr 5 MA Summative  | 08/01/2022 6:00:09 AM | Active   |
| 1marker Gr 4 ELA ICA       | 08/01/2022 6:00:09 AM | Inactive |
| 1marker Gr 4 MA ICA        | 08/01/2022 6:00:09 AM | Inactive |
| 1marker Gr 4 ELA Summative | 08/01/2022 6:00:09 AM | Inactive |

Recent Changes Student Information and Test Settings Enrollment and Rosters Test Eligibility

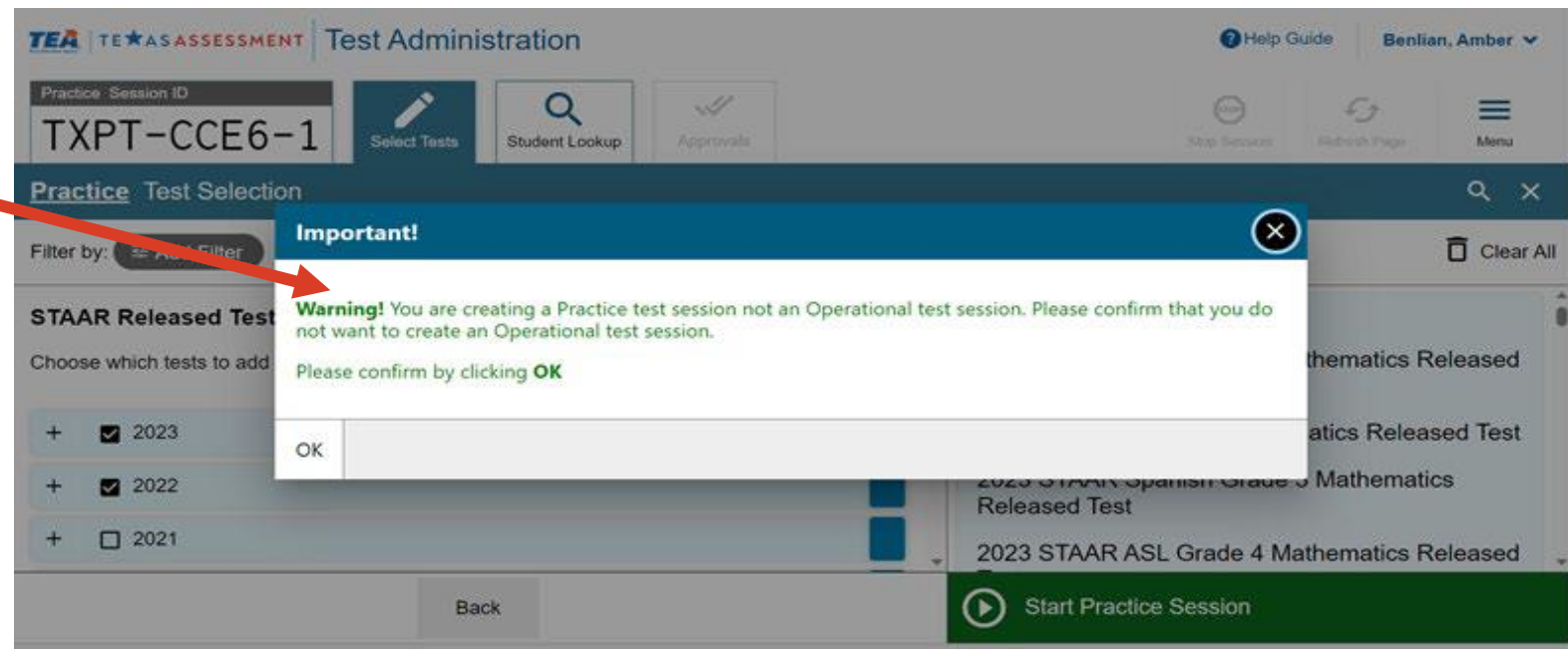
District

| Student Updates   | Type     | Updated By                          | Added On              | Active/Inactive                  |
|-------------------|----------|-------------------------------------|-----------------------|----------------------------------|
| Miami-Dade        | District | Automated Import Process            | 08/01/2020 6:00:09 AM | Active                           |
| Orange Elementary | School   | Automated Import Process            | 08/01/2022 6:00:09 AM | Inactive (02/24/2022 7:21:15AM)  |
| Dade Elementary   | School   | kenneth.healy@cambiumassessment.com | 08/01/2022 6:00:09 AM | Inactive (08/01/2022 6:00:09 AM) |
| Monroe Elementary | School   | Automated Import Process            | 02/22/2023 4:19:15PM  | Active                           |
| 68 EL_Level1      | Roster   | kenneth.healy@cambiumassessment.com | 02/24/2022 7:21:15AM  | Active                           |

# TDS Enhancements—Pop-up Reminder Window

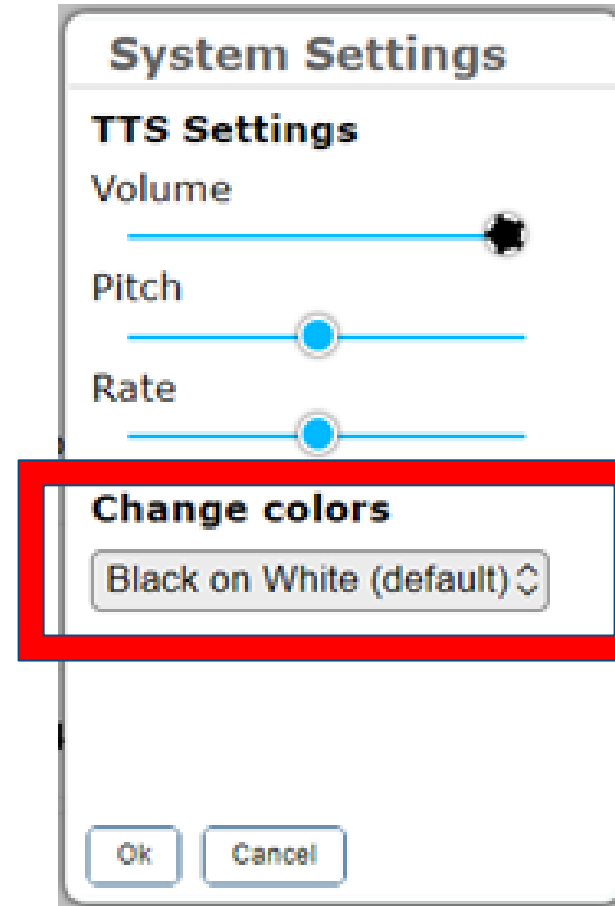


- ✓ To assist districts in adding the appropriate tests to test sessions within the Test Administrator Interface of TDS, we have added a pop-up window.
- ✓ When creating a test session, a pop-up window will appear when a practice test or a STAAR Interim Assessment is selected.
- ✓ The pop-up window will ask the user to confirm that he or she did not want to create an operational test session.



# TDS Enhancements—Color Choice

- ✓ Color Choice has moved to inside the student interface
- ✓ Students can control color without having to pause and log out.



# TDS Enhancements—Text-to-Speech



## Test Information

Please read the information below before starting your test.

### Test Settings

You may choose the device settings, such as text size and mouse pointer, that work best for you. Click the View Test Settings button if you want to change your settings. You should see the changes on your screen once you select them. If you have any questions, raise your hand.

[View Test Settings](#)

### General Information

You may use scratch paper, graph paper, and the available reference materials for this test.

### Help Guide

The Help Guide describes how to use the tools and features of this test. The guide is available during the test by clicking the question mark button or you may view it now.

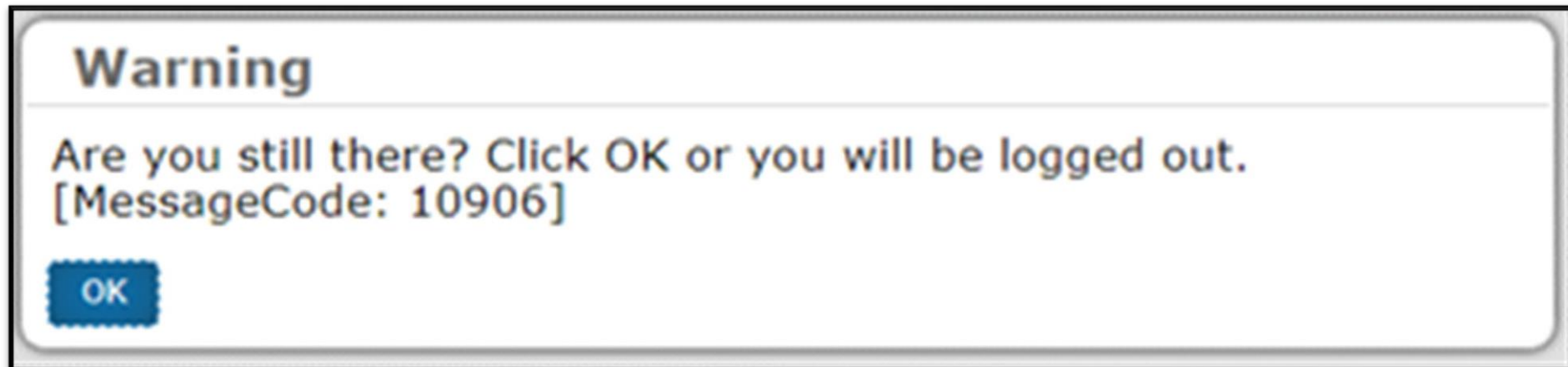
[View Help Guide](#)

✓ Pre-test instruction pages can now be read to students who have TTS.

# TDS Enhancements—"Are you still there?"



- ✓ New 'Warning' message
  - ✓ Message will appear after 5 minutes of inactivity.
  - ✓ Student will be logged out after 20 minutes.





# Check for Understanding



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# DCCR for 2023–2024

Updated

The *District and Campus Coordinator Resources* has been updated for the 2023–2024 school year.

- Added district and campus coordinator checklists

District testing coordinators must:

Ensure All Participating Users and Students Are Registered

- Register Users
- Register Students

Upload Student Information

- Upload Student Information via Bulk Upload
- Upload Student Information via Individual Entry

Add Multiple Types of Student Information

- Add Required Student Information Fields
- Add Other Student Information Fields
- Add Test Mode and Format
- Add Non-Embedded Supports
- Add Test Attributes

Coordinate the Review of Student Information

- Ensure That Student Information Has Been Verified

Prepare for Special Administrations, as applicable

- Review Eligibility Requirements
- Designate Eligible Students

Prepare for Paper by Request Administrations, as applicable

- Review Eligibility Requirements
- Designate Eligible Students

- Updated training section to eliminate repeated text
- Added images to connect to the Calendar of Events

**Due Date for Districts to Indicate Special Paper or Holistic Administration in TIDE**  
For students who meet the criteria, districts indicate the following in TIDE: Special Ed Indicator Code=Yes OR Section 504 Indicator Code=Yes, Test Mode=Paper or Holistic, and STAAR & TELPAS Paper Test Format=(select the appropriate material). Paper indicators must be marked by the due date listed for each administration to be included in that administration's initial order shipment. Additional orders must be placed for students whose paper indicators are added after the due date. Districts must review Initial Orders by the due date listed.

| Administration  | Registration Dates | Notes | Special Indicator | 504 Indicator | Spring Dates | June Dates  |
|---|--------------------|-------|-------------------|---------------|--------------|-------------|
| Register 504  |                    |       |                   |               |              |             |
| For Students to Submit STAAR Paper by Request Districts | 08/15              | 12/01 | ---               | ---           | 03/16        | ---         |
| For Students to Submit STAAR Paper by Request Districts | 08/15              | 12/01 | ---               | ---           | 03/16        | ---         |
| Register 504 and 504 Exemptions                         | 07/15-07/16        |       | ---               | ---           | 03/16-03/17  | 03/16-03/17 |
| Register STAAR Paper by Request Districts               | 07/15-07/16        |       | ---               | ---           | 03/16-03/17  | 03/16-03/17 |

# New Sections in DCCR



- The new Reporting section includes:
  - Descriptions of the types of reports districts receive and how to order them
  - Details regarding reporting events in the Calendar of Events
  - Details regarding how to interpret assessment reports
  - Details on how to ensure teachers can access student results through CRS
  - Details on how to ensure parents can access student results through the Family Portal

- We combined several pieces of information into the new Other Testing Scenarios section. It includes:
  - Student Mobility
  - Testing at Alternate Sites
  - Out-of-school and out-of-district examinees

This section will include the interpretive guides that were posted separately, keeping all the reporting information in one place.

# Check for Understanding



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The logo for the Texas Education Agency (TEA), featuring the letters 'TEA' in a bold, white, sans-serif font with a stylized white arrow pointing upwards and to the right, integrated into the letter 'A'.

**TEA**

A blue vertical banner on the left side of the image containing the text 'Training and Test Security' in white, bold, sans-serif font. The banner also features a faint background image of a person in a blue shirt with the text 'You can make a difference' and 'TEA' visible.

**Training and  
Test Security**





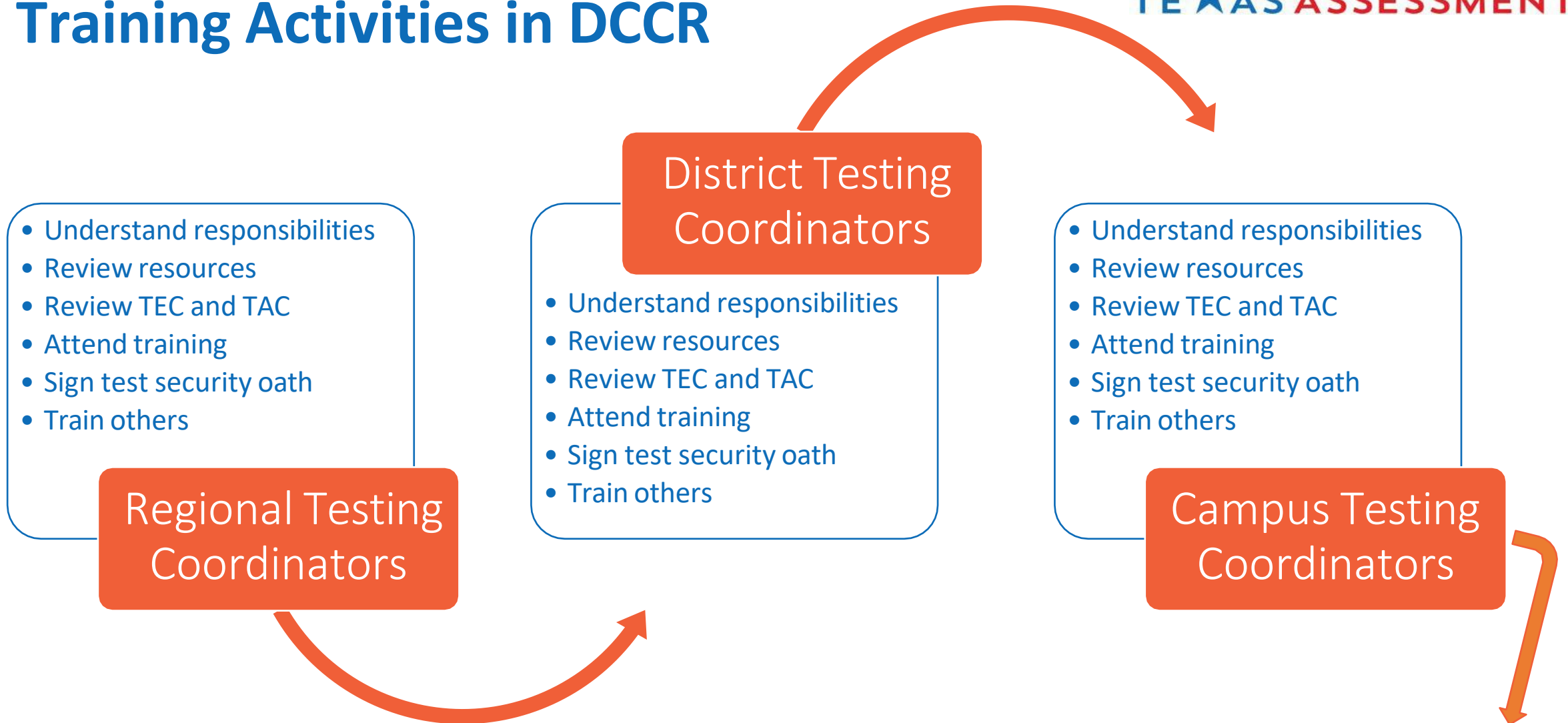
# Coordinator Checklists in DCCR

NEW



- To assist with training and administration tasks, district and campus testing coordinator checklist are now available in the following sections of the DCCR:
  - Registration
  - Training Activities
  - Online Administrations
  - Paper Administrations
  - Holistic Administrations
  - Complete Administrations
  - Other Testing Scenarios

# Training Activities in DCCR



See required topics by testing program in Test Administrator Training Activities section of DCCR.

# Assessment Training Requirements

- All testing personnel are required to receive training **at least once** in test security and administration procedures.
- All testing personnel are responsible for signing a test security oath each year and complying with state assessment requirements.
- Campus testing coordinators are required to receive training **annually**.
- Campus coordinators may require other campus personnel involved in testing to receive training.
- Annual test administration training is **strongly encouraged for all** testing personnel, especially for policies and procedures that have changed.

# TELPAS Training Requirements



- All educators involved in TELPAS holistic ratings are required to successfully complete rater calibration activities **at least once**.
- All educators involved in TELPAS holistic ratings are responsible for signing a test security oath each year and complying with state holistic rating requirements.
- Campus coordinators may require other campus personnel to complete in rater calibration activities.
- An educator may not be required to complete rater calibration activities in one sitting.

# STAAR Test Administration Materials

- STAAR Test Administrator Manual
  - One manual for all STAAR administrations
  - Printed and shipped, as well as posted online
- STAAR Test Administration Information
  - Supplements the test administrator manual
  - For all special paper administrations: regular-print, large-print, embedded supports, and braille
  - Available online only
- STAAR Paper with Embedded Supports Secure Test Instructions
  - One per test
  - Printed and shipped
- STAAR Braille Secure Test Instructions
  - One per test
  - Printed and shipped

# STAAR Alternate 2 Test Administration Materials

- STAAR Alternate Test Administrator Manual
  - Non-secure front section
  - Available online only
- STAAR Alternate 2 Secure Test Instructions
  - One per test
  - Printed and shipped



State of Texas Assessments of Academic Readiness



# TELPAS Test Administration Materials



- TELPAS Test Administrator Manual Rater
  - Printed and shipped, as well as posted online
- TELPAS Rater Manual
  - Available online only
- TELPAS Test Administration Information
  - Supplements the test administrator manual for paper administrations and the rater manual for holistic administrations
  - For grades 2–12 special paper administrations of reading: regular-print, large-print, and braille
  - For grades 2–12 special holistic administrations of listening, speaking, and writing
  - Available online only
- TELPAS Braille Secure Test Instructions
  - One per test
  - Printed and shipped

# TELPAS Alternate Test Administration Materials

- TELPAS Alternate Test Administrator Manual
  - Available only online
  - Observable Behaviors Inventory printed and shipped, as well as posted online



Texas English Language Proficiency Assessment System

# Test Security Section in DCCR

The test security section includes the following pages

- Testing irregularities and violations
- How to avoid testing irregularities
- Investigating and reporting testing irregularities
- Penalties for violating security and confidentiality of assessments
- Incidents involving student cheating
- Incidents that are not necessarily testing irregularities
- Planning for Security Before, During, and After Administration
- Security forms—oaths, irregularity forms, disciplinary form, and seating charts

# Oath of Test Security and Confidentiality

- The Superintendent and Chief Administrative Officer oath is one part.
- It is required to be submitted prior to the administration of the first state assessment for the school year.
- It can be accessed and submitted within TIDE.



# District Testing Coordinator Oath of Test Security

- The district coordinator oath is a two-part online form that can be accessed and submitted within TIDE.
- Part I is required to be submitted after receiving training and before handling secure test materials.
- Part II is required to be submitted by July 31 each year after all state testing has been completed for the school year and all materials have been returned to the testing contractor.

# General Oath of Test Security

- The general oath should be completed by all other school personnel who participate in state required testing or handle secure test materials.
- It is a fillable PDF that can be printed or saved electronically.
- It is required to be completed after receiving training and before handling secure test materials.
- A certified staff member must sign that he or she will be responsible for a noncertified staff member.





# Procedural Testing Irregularities

- Procedural testing irregularities are less severe, more common, and typically the result of minor deviations from testing procedures.
- Many procedural errors can be resolved with minimal impact to students if they are reported immediately.
- You need to determine the type of procedural irregularity.
- Submit a Procedural Testing Irregularity form that includes:
  - A summary of events
  - A plan of action



# Accommodation Errors

Examples include:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for four specific accommodations.

# Accounting Errors

Examples include:

- A student was issued test materials (e.g., test ticket) belonging to another student.
- A student's responses, holistic ratings, or observable behavior rating were submitted incorrectly (e.g., wrong subject or domain, wrong student).
- Testing personnel lost or misplaced secure test materials (e.g., test session ID).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- Students' test results or test performance was improperly shared (i.e., FERPA violation).

# Eligibility Errors

Examples include:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A student was administered the same test more than once in an administration (e.g., a paper version and an online version).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of Biology was administered the STAAR EOC assessment).
- The district failed to submit student responses, holistic ratings, or observable behaviors ratings in the DEI.
- The district failed to properly account for all eligible testers.

# Monitoring Errors

Examples include:

- A test administrator
  - left room unmonitored during testing;
  - did not monitor students during break;
  - reinforced test-taking strategies;
  - did not properly prepare testing environment or device for testing;
  - did not use test administrator manual or read "SAY" directions; or
  - did not complete required seating chart.
- A test administrator did not actively monitor students and did not
  - ensure that students worked independently or
  - prevent students from using cell phones to take pictures, post, or send messages.

# Training Errors

Examples include:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign a test security oath.
- Raters for TELPAS did not follow proper training or calibration procedures.



# Serious Violations of Test Security

- Directly or indirectly assisting students with responses to test questions
- Tampering with student responses
- Falsifying holistic ratings or student responses
- Viewing secure test content before, during, or after an administration unless specifically authorized by TEA
- Discussing or disclosing secure test content or student responses
- Scoring student tests, either formally or informally
- Duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA
- Responding to secure test questions
- Fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- Receiving or providing unallowable assistance during calibration activities (e.g., taking notes or sharing answers)
- Encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- Failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- Failing to implement sufficient procedures to prevent student cheating
- Failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

# For Serious Testing Violations, Districts...



- Must notify TEA as soon as possible of any alleged or suspected serious violation.



- Are required to conduct a prompt investigation.
  - All necessary evidence is gathered
  - Individuals involved are to be interviewed



- Must submit a Serious Testing Violation Form and required documentation within 10 days.

# Investigating Serious Testing Violations



- Determine whether state-mandated testing procedures were violated.
- Determine exactly what happened, why it happened, and how it was discovered.
- Prepare a timeline to establish when events occurred.
- Obtain separate, typed, signed, and dated statements from all individuals who were involved in or may have information about the incident.
- Obtain statements from all students who were involved in or may have information about the incident.
- Address and resolve any discrepancies that may exist in the information provided by the individuals involved.
- Determine who is responsible for the serious testing violation.
- Determine if the testing violation compromised the validity of the students' assessments and the students' tests should be invalidated.

# Summary of Events for a Testing Incident

For both serious violations and procedural irregularities, the summary must include:

- At which campus the incident occurred and during which administration (i.e., month, year, program, grade/subject, course or domain, etc.)
- A summary of the investigation detailing
  - what happened
  - the sequence of events
  - why it happened
  - how the error was addressed, remedied, or resolved
  - who was responsible for the error
- TEA contact, if applicable



# Statements from Educators Involved in Testing Incident

- Obtain separate, typed, signed, and dated statements from all individuals who were involved in or may have information about the incident.



- Verify that each statement includes:
  - name, title, contact information, and role during testing;
  - how individual was responsible for or involved in incident;
  - description of incident from individual's perspective;
  - individual's signature; and
  - date the statement was signed.
- Individuals implicated in a serious violation should be informed of the allegations being made and asked to respond directly to all accusations.

# Statements from Students Involved in Testing Incident

- Obtain statements from any students who were involved in or may have information about the incident.
- Students' statements may be handwritten or recorded and transcribed.
- If the district records a student's statement, written consent from the student's parent must be obtained as required under the TEC [§26.009](#).
- Contact information for each student should be maintained at the local level in case TEA requests it for a hearing.





# Submitting a Serious Violation Form

- You will need to determine what type of serious violation occurred—tampering, assistance, or other.
- You need to submit:
  - A summary of events
  - A plan of action
  - A determination of who was responsible for the violation
  - Any disciplinary action taken locally against accused educator
  - A decision to score or invalidate students' tests
  - Typed, signed, and dated statements from individual involved (students and adults)
  - A copy of a signed test security oath for the accused individual
  - Contact information for the accused individual
  - The last four digits of the accused individual's social security number

# Penalties for Serious Test Violations

- Referring to SBEC for potential sanctions (e.g., a restriction, reprimand, suspension, or revocation) with a **minimum one-year suspension**
- Class C misdemeanor
- Invalidating student test results
- Lowering accreditation status or accountability rating
- Charter sanction or revocation



# Check for Understanding



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**QUESTIONS**





# Accommodation Policy

# 2023-2024 Accommodations Key Updates

Braille Paper Orders Update

Reading Assistance

Word Prediction

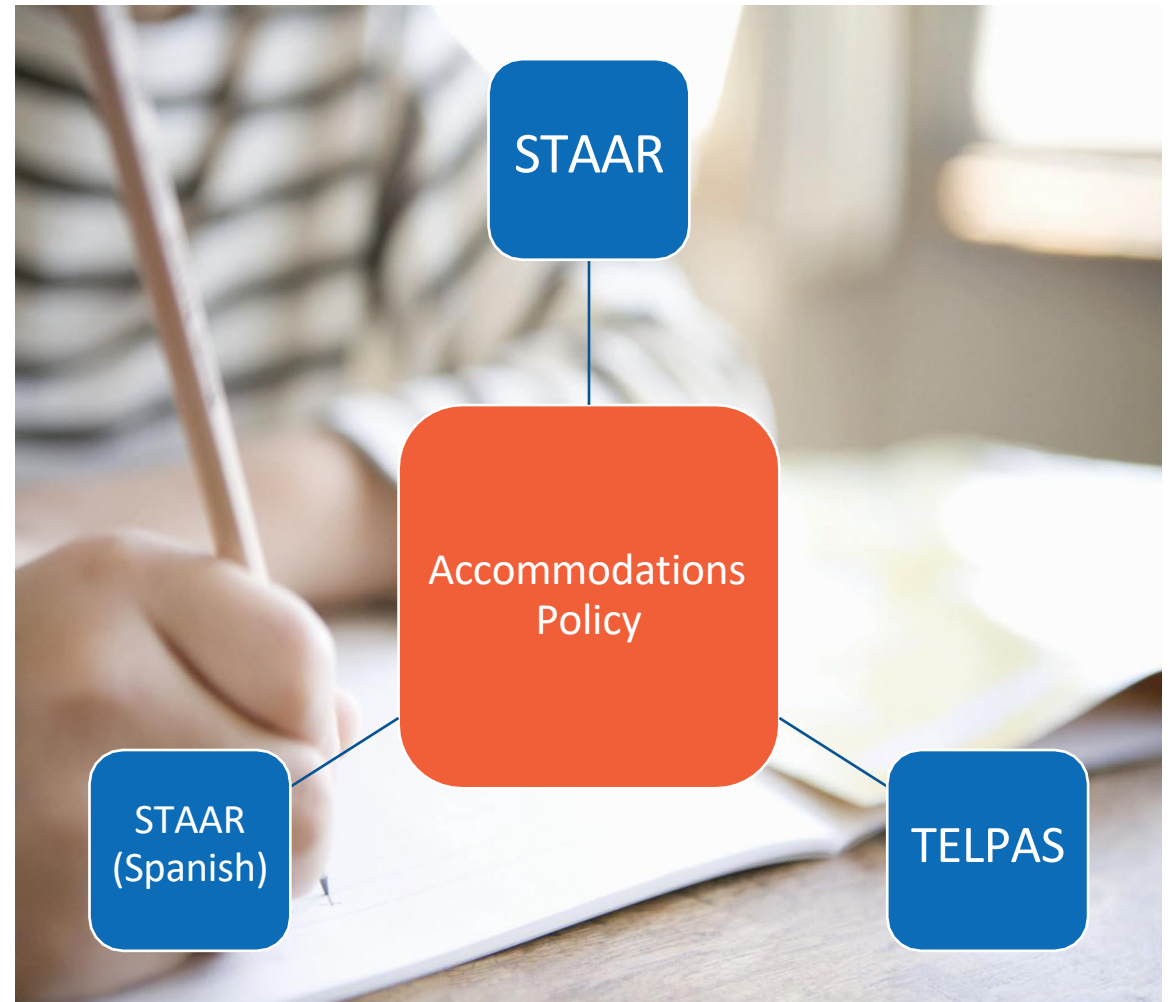
Spelling Assistance vs Spell Check

Blank Graphic Organizers for TELPAS



# What Are “Accommodations” in Assessment?

- Accommodations ensure 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 serving as barriers to their success.



# Who Do Accommodation Considerations Help?

Accommodation considerations may benefit any student who:

routinely and effectively uses the support during classroom instruction and testing

is served by a 504 committee

is served by an ARD committee

is served by an LPAC committee

requires the use of an accessibility feature or designated support in an unexpected or emergency situation

# What Do “Accommodations” Look Like in Assessments?

- **Accessibility features:** available for any student that needs it, no documentation required
- **Locally-Approved Designated supports:** available only to students who meet specific eligibility criteria. The decision should be aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- **Designated supports that require TEA approval:** Complex Transcribing, Extra Day, Math Scribe, and Other

| Designated Support                  | Program |               |        |
|-------------------------------------|---------|---------------|--------|
|                                     | STAAR   | STAAR Spanish | TELPAS |
| Basic Transcribing                  | X       | X             | X      |
| Braille /Refreshable Braille        | X       |               |        |
| Calculation Aids                    | X       | X             |        |
| Content and Language Supports       | X       | X             |        |
| Individualized Structured Reminders | X       | X             | X      |
| Large Print                         | X       | X             | X      |
| Manipulating Test Materials         | X       | X             | X      |
| Mathematics Manipulatives           | X       | X             |        |
| Oral/Signed Administration          | X       | X             |        |
| Spelling Assistance                 | X       | X             |        |
| Supplemental Aids                   | X       | X             | X      |
| Complex Transcribing                | X       | X             | X      |
| Extra Day                           | X       | X             | X      |
| Mathematics Scribe                  | X       | X             |        |
| Other                               | X       | X             | X      |

# Student Eligibility Criteria At-A-Glance

- **ALL** designated supports require that students routinely and effectively use them during instruction and classroom assessments.
- Some designated supports have additional eligibility requirements that must be met. Policy documents outline what these circumstances are and who at the local level has the authority to approve the accommodation.

|                                     | Routinely and effectively uses the support in classroom instruction and testing | Requires additional eligibility criteria (see policy document) |
|-------------------------------------|---|--|
| Basic Transcribing                  | X   |  |
| Braille/Refreshable Braille         | X   |  |
| Calculation Aids                    | X   | X  |
| Content and Language Supports       | X   | X  |
| Individualized Structured Reminders | X   |  |
| Large Print                         | X   | X  |
| Manipulating Test Materials         | X   |  |
| Mathematics Manipulatives           | X   |  |
| Oral/Signed Administration          | X   | X  |
| Spelling Assistance                 | X   | X  |
| Supplemental Aids                   | X   |  |

**RTI, Student Assistance Team, or other related support (struggling learners)**

- Basic Transcribing
- Braille
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Supplemental Aids

**Admission, Review, and Dismissal (ARD) Committee (special education students)**

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

**Available Accommodations by Academic Committee**

**Section 504 Committee (students with other health impairments, dyslexia)**

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

**Language Proficiency Assessment Committee (LPAC) (EB students)**

- Content and Language Supports
- Oral/Signed Administration

# 2023–2024 Accommodations

Assessments eligible for special paper or holistic administration of an online assessment:

| Test Format   | Paper Administration | Holistic Administration |
|---|----------------------|-------------------------|
| STAAR grades 3-8 and EOC regular print and large print  | X                    |                         |
| STAAR Spanish grades 3-5 and EOC regular print and large print  | X                    |                         |
| STAAR with Embedded Supports grades 3-8 and EOC regular print, large print, and braille (contracted and uncontracted) | X                    |                         |
| STAAR grades 3-8 and EOC braille (contracted and uncontracted)  | X                    |                         |
| TELPAS reading grades 2-12 regular print and large print  | X                    |                         |
| TELPAS reading grades 2-12 braille (contracted and uncontracted)  | X                    |                         |
| TELPAS writing grades 2-12  |                      | X                       |
| TELPAS listening and speaking   |                      | X                       |

# 2023–2024 Accommodations

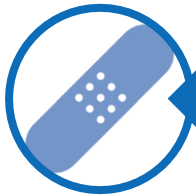
## Paper orders for online assessment: Unique Scenarios



Juvenile Justice Alternative Education



Homebound Student Without Internet



Emergency Medical Situations



**Contact:**  
**Texas Testing Support**  
**at 833-601-8821**



# 2023–2024 Accommodation Updates



## Ordering Braille Materials in TIDE

| Test Format Indicator               |  |
|-------------------------------------|--|
| Test Mode                           | STAAR & TELPAS Paper Test Format                             |
| Algebra I: Paper                    | Algebra I: --Select--  |
| Biology: Paper                      | Biology: --Select--  |
| English I: Online                   | English I: Regular Print                                     |
| English II: Online                  | English II: Large Print                                      |
| Mathematics: Online                 | Mathematics: Braille Contracted                              |
| RLA: Online                         | Mathematics: Braille Uncontracted                            |
| Science: Online                     | Mathematics: Regular Print Embedded Supports                 |
| Social Studies: Online              | Mathematics: Large Print Embedded Supports                   |
| TELPAS Listening & Speaking: Online | RLA: Braille Contracted w/ Regular Print Embedded Supports   |
| TEI PAS Reading & Writing: Online   | RLA: Braille Uncontracted w/ Regular Print Embedded Supports |
|                                     | Science: --Select--  |
|                                     | Social Studies: --Select--                                   |
|                                     | TELPAS Reading: --Select--                                   |
|                                     | U.S. History: --Select--                                     |

# 2023–2024 Accommodation Update



## ■ Word Prediction (Co:Writer)

| Test Attributes                 | Algebra I                    | Biology                      | English I                              |
|---------------------------------|------------------------------|------------------------------|--|
| Presentation ?                  | English                      | English                      | English                                |
| ASL Videos ?                    | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Speech-to-Text ?                | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Basic TI Calculator ?           | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Content and Language Supports ? | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Spell Check ?                   | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Auto Text-To-Speech ?           | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Permissive Mode ?               | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |
| Word Prediction (Co:Writer) ?   | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input checked="" type="checkbox"/> ON |
| Proctored Administration ?      | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF | <input type="checkbox"/> OFF           |

The screenshot shows a test interface for question 30. At the top, there is a row of question numbers from 21 to 30, with 30 highlighted. Below this, the question text reads: "• revise and edit your response" and "your response in the box provided." The interface includes a toolbar with various editing tools like bold, italic, underline, and text color. The main text area contains the sentence: "Word prediction is now available in text boxes for the short and extended constructed responses as well as the note". A dropdown menu is open, showing a list of words: "1 notepads", "2 notes", "3 mothers", "4 notebooks", and "5 noted". The number "123" is visible at the bottom right of the dropdown menu.

# 2023–2024 Accommodation Update



## DCCR Accessibility Table Updates

- Layout for Readability
- Additional Non-Examples
- Language specifying trained administrators required



# 2023–2024 Accommodation Update



| Test Attributes                 | Algebra I | Biology | English I | English II |
|---------------------------------|-----------|---------|-----------|------------|
| Presentation ?                  | English   | English | English   | English    |
| ASL Videos ?                    | OFF       | OFF     | OFF       | OFF        |
| Speech-to-Text ?                | ⊗         | OFF     | OFF       | OFF        |
| Basic TI Calculator ?           | ⊗         | ⊗       | ⊗         | ⊗          |
| Content and Language Supports ? | OFF       | OFF     | OFF       | OFF        |
| Spell Check ?                   | ⊗         | OFF     | OFF       | OFF        |
| Auto Text-To-Speech ?           | OFF       | OFF     | OFF       | OFF        |
| Permissive Mode ?               | OFF       | OFF     | OFF       | OFF        |
| Word Prediction (Co:Writer) ?   | ⊗         | OFF     | OFF       | OFF        |
| Proctored Administration ?      | OFF       | OFF     | OFF       | OFF        |

In TIDE, Spell Check is now specified (previously listed as Spelling Assistance).

# 2023–2024 Accommodation Update



- Starting this spring, blank graphic organizers (paper version only) will be allowed for both online TELPAS tests (listening and speaking and reading and writing).
- A student will have to meet the eligibility criteria and the appropriate committee must make the decision, as noted on the Supplemental Aids policy document.

# 2023–2024 Accommodation **Reminder**



## Reading Assistance for STAAR Grade 3 Math

Students who require reading assistance for the STAAR grade 3 online math administration must have Text-to-Speech (TTS) enabled to receive this support.

- Test administrators should **NOT** be providing this support by reading test content from the screen.
- Prior to the administration, campuses should identify students who regularly request this support during classroom instruction, so TTS can be enabled in advance of testing and the student can become familiar with using this support online.
- If a student requests this support during testing, the test will need to be paused, TTS enabled, and then the student may resume testing. TTS can stay enabled for the remainder of the test.

Note: For students participating in a STAAR paper administration, the test administrator trained in oral administration will provide this support.

# Requirements for Local Decision-Making Authorities

## Annual Review and Dismissal (ARD) Committee



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



# Requirements for Local Decision-Making Authorities

## Section 504 Committee



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

# Requirements for Local Decision-Making Authorities

## Response to Intervention (RtI) and Similar Student Support Teams



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

# Requirements for Local Decision-Making Authorities

## Language Proficiency Assessment Committee (LPAC)



- Designated supports decisions should be made as close as possible to the assessment to account for students' progress in acquiring the English language.
- Making a determination for a student the previous year may not take into account this progress and must be revisited.
- For students testing in English, the LPAC has sole authority for decisions related to Oral Administration and Content and Language Supports.
- For students testing in Spanish, the LPAC has restricted authority for decisions limited to Oral Administration and Content and Language Supports. Decisions must be made in conjunction with another committee.

# Check for Understanding



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# The Categories of Accommodations



Accessibility Features



Locally Approved  
Designated Supports



Designated Supports  
Requiring TEA Approval

23-24 Accessibility Training: October 12<sup>th</sup>. Contact your region TASI coordinator with registration questions.

# Accessibility Features



## Accessibility Features Overview

- Documents can be found in the *District and Campus Coordinator Resources* and the Accommodations Resources webpage.
- Are available to any student who regularly benefits from the use of these procedures or materials during instruction.
- No need to document use of accessibility features in student paperwork, a test booklet, or TIDE.

# Accessibility Features



## Accessibility Features Overview

- A student using certain accessibility features may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.
- A student cannot be required to use them during testing.

**Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.**



# Accessibility Features

## Amplification Devices

- e.g., speakers, frequency-modulated [FM] systems

## Bilingual Dictionary

- on STAAR mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)

## Color Overlay or Color Setting for Online Test

## General Reminders to Stay on Task

# Accessibility Features

Highlighter (including online tool), Colored Pencils

- any other tool that can be used to focus attention on text

Individual Administration

Zoom Tool for Online Assessments and Magnifying Devices

# Accessibility Features

## Minimize Distractions

- e.g., stress ball, headphones, instrumental music

## Photocopying or Enlarging Non-Secure Test Materials

- e.g., test administration directions, state-supplied graph paper, state-supplied reference materials

## Place Marker (Blank)

## Projection Devices

- e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests

# Accessibility Features

## Read Test Aloud to Self

- e.g., PVC pipe, recording device

## Reading Assistance

- Grade 3 math via TTS

## Scratch Paper/Notes Tool/Sticky Notes

- various types of scratch paper, dry erase boards, or any other medium that can be erased, deleted, or destroyed

# Accessibility Features

Signing or Providing Oral Interpretation (e.g., lip reading) Test Directions for a Student Who is Deaf or Hard of Hearing

Small Group

- number of students in small group is determined at local level based on the needs of each student and should mirror, as much as possible, the same small- group size in classroom testing situations

Translating Test Directions Into the Native Language of an English Learner

# Locally- Approved Designated Supports



## Designated Supports Overview

- These include **eleven** supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made **locally** by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.

Policy documents located on the DCCR and Accommodation Resources Webpage

# Designated Supports



## Designated Supports Overview

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







# Designated Supports (Locally Approved)

**Basic Transcribing** allows a test administrator to transfer student responses into TDS when a student is unable to accomplish this task independently. A student may receive this support if served by an ARD committee, Section 504 committee, Rtl committee, or student assistance team.

If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

If the student uses speech-to-text technology to indicate responses for multiple-choice questions, or the constructed response questions, please refer to our Technology Use Guidelines document.

Eligibility includes routine (i.e., is familiar with the tool and its presentation) and effective (some evidence of previous success) use of the support in classroom instruction and testing.

The student may dictate or sign information to be recorded in the margins of the test booklet or in the notes tool for online tests. (Does NOT apply to math calculations or responses to the written composition.)



# Designated Supports (Locally Approved)

## Basic Transcribing (continued):

The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. This means that the student can change his or her response **ONLY** within the seven hour time limit of the test.

If the student uses speech-to-text technology to indicate responses for multiple-choice questions or the constructed response questions, please refer to our *Technology Use Guidelines* document.

The student may dictate or sign information to be recorded in the margins of the test booklet or in the notes tool for online tests. (Does NOT apply to math calculations or responses to the written composition.)



# Designated Supports (Locally Approved)

**Braille/Refreshable Braille** provides brailled test materials or screen reader support for refreshable braille (STAAR only) displays to a student with a Visual Impairment (VI) who is unable to access printed test materials.

A student may receive this support if it is routinely and effectively used in classroom instruction and testing, and if the support is determined appropriate by the student's ARD committee, Section 504 committee, Rtl

Online screen reader support for refreshable braille displays will be available in reading/language arts and social studies assessments.

The state will provide both contracted and uncontracted braille test materials in UEB ONLY.

For braille administrations, there is no need to submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)

Accommodations specific to braille test takers will be provided in the "STAAR with Embedded Supports Paper Test Administration Information" accommodation tables and identified for the test administrator as "Braille Instructions ONLY."



# Designated Supports (Locally Approved)

## Braille/Refreshable Braille (continued):

If the qualifying student is an EB student with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

Districts can order contracted or uncontracted embedded supports versions of the braille test in TIDE.



# Designated Supports (Locally Approved)

**Calculation Aids** provide an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods. A student may receive this support if the student is served by an ARD or Section 504 committee.

If a student is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

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

For questions about the functions allowed available on a "basic" calculator, refer to the calculator tool in the online STAAR practice tests.

The four-function calculator will remain available for students that meet eligibility in grades 3–7 to use a calculation device.



# Designated Supports (Locally Approved)

## Calculation Aids (continued):

### Allowable Examples/Types

Basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output

Basic calculator available as an online embedded support on STAAR

Abacus or Cranmer modified abacus

0–9 addition grid without special number (e.g., even numbers) indicated

Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated



# Designated Supports (Locally Approved)

**Content and Language Supports** allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices. A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee (for an English test).

**NOTE:** Students for whom the LPAC recommends content and language supports for any English reading or English EOC assessment may not be reclassified at the end of the school year.

Supports are provided in the form of pop-ups, rollovers, prereading text, and supplementary materials, and are available on STAAR and STAAR Spanish online tests **only**.

EB students taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student is eligible.



# Designated Supports (Locally Approved)

## Content and Language Supports (continued):

Writing, including Eng. I and II, will ONLY have prereads prior to the editing passages.

Reading selections, including Eng. I and II, will have prereads prior to the selections.

**NOTE:** Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

STAAR and STAAR Spanish with embedded supports paper version available through the *Special Paper Administration Process*.





# Designated Supports (Locally Approved)

**Individual Structured Reminders** allow a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures. A student may use this designated support if that student routinely and effectively uses it during classroom instruction and classroom testing.

This designated support includes but is not limited to:

paperclips or adhesive notes used to divide the test into sections

more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures

structured reminders that are part of a behavior plan

personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test

index cards that have handwritten or color-coded reminders to continue working



# Designated Supports (Locally Approved)

## Individual Structured Reminders (continued):

A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.

For TELPAS grades 2–12, these supports only apply to the online reading and writing test, paper reading test and the online listening and speaking test. They do not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

Any type of administration in which the test administrator has to view a secure state assessment requires that the test administrator sign a security oath. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are **prohibited**.



# Designated Supports (Locally Approved)

**Large Print** provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

Students who are eligible for this support

- 1) routinely and effectively use large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing,
- 2) **and** meet at least one of the following:

- The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
- The student is not able to accurately track letter to letter, word to word, or line to line.
- The student has a physical disability which necessitates the use of large-print materials.



# Designated Supports (Locally Approved)

## Large Print (continued):

The ordering of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.

Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the General Instructions for Administering Large-Print State Assessments document, located on TEA's Accommodation Resources webpage.

Student responses on large-print tests must be transcribed into DEI according to the procedures outlined in the Basic Transcribing and Complex Transcribing policies. If this is not done, the student's test cannot be scored.

There is no preview window for large print tests.



# Designated Supports (Locally Approved)

**Manipulating Test Materials** allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently. A student may receive this support if served by an ARD committee, Section 504 committee, Rtl 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 EB student with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

Eligibility includes routinely and effectively uses the support in classroom instruction and testing.

The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions.



# Designated Supports (Locally Approved)

## Manipulating Test Materials (continued):

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration
- highlighting per student directions
- positioning mathematic manipulatives per student directions



# Designated Supports (Locally Approved)

**Mathematics Manipulatives** supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

For a student who meets the eligibility criteria, this designated support may be used on STAAR grades 3–8 mathematics, Algebra I, and STAAR Spanish grades 3–5 mathematics.

Using mathematics manipulatives as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student **must** be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.



# Designated Supports (Locally Approved)

## Mathematics Manipulatives (continued):

This designated support may include **only**

- Real or play money (both heads and tails)
- Clocks with or without numbers shown on clock face; the clock should **NOT** have gears
- Various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- Algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- Fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- Geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in another form (e.g., three-dimensional solid) is **NOT** allowed.





# Designated Supports (Locally Approved)

**Oral/Signed Administration** support allows test material to be read aloud or signed to a student. All references to reading support during an oral administration also apply to oral interpretation (e.g., lip reading) and signing during a signed administration. An online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.

Oral administration can include different levels of reading support for each eligible student. The test administrator may read parts of the test questions and answer choices at student request or read all test questions and answer choices throughout the test.

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

Test administrators must be trained in the procedures specific to an oral administration. Guidelines can be found in the *STAAR Oral and Signed Administrations Educator Guide* document located on the Accommodation Resources webpage.

TTS is offered as an online option for oral administration. The TTS tool allows a student to independently select and change his or her level of reading support during the test administration. Students can also be registered for “automatic TTS” which will ensure all eligible parts of the test are read aloud.



# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

For a student who is an EB, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's file.

For a student who is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

**NOTE:** Students for whom the LPAC recommends oral administration for any English reading or English EOC assessment may not be reclassified at the end of the school year.

EBs taking STAAR Spanish may be eligible for an oral administration IF they are identified with dyslexia or related disorder OR have documented evidence of reading difficulties.

For a student who is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.



# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

- Students identified with dyslexia or a related disorder per TEC, §38.003 may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing.
- Students with documented evidence of reading difficulties may be eligible for this support if it is routinely and effectively used during classroom instruction and classroom testing. Evidence of reading difficulties can be caused by various reasons including, but not limited to:
  - learning disability in reading
  - ADD/ADHD
  - behavioral or emotional problem
  - processing or memory issue

# Designated Supports (Locally Approved)



TEA approval is NOT required.



## Oral/Signed Administration (continued):

### Constructed Response Questions

Students participating in a STAAR online administration who need test questions, including short and extended constructed response questions, to be read aloud must have Text-to-Speech (TTS) turned on to receive this support.

- ✓ Students **must** meet eligibility requirements for oral administration prior to the administration of the test.
- ✗ Test administrators should **not** be providing this support by reading the secure test content from the screen.

Note: For students participating in a STAAR paper administration, the test administrator trained in oral administration will provide this support.

# Designated Supports (Locally Approved)




## Oral/Signed Administration (continued):

### Example of a Constructed Response Question



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



**Back in Time: The National Road**  
*by Rickie Longfellow*

1 The National Road, in many places known as Route 40, was built between 1811 and 1834 to reach the western settlements. It was the first federally funded road in U.S. history. George Washington and Thomas Jefferson believed that a trans-Appalachian road was necessary for unifying the young country. In 1806 Congress authorized construction of the road and President Jefferson signed the act establishing the National Road. It

21 22 23 24 25 26 27 28 29 30

30

GUEST, GUEST

Read the article "Back in Time: The National Road." Based on the article, write a response to the following:

Explain why travelers enjoy using the National Road today.

Write a well-organized essay that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your thesis
- organize your writing

Tutorial

Mark for Review

Sticky Notes

Select Previous Version

Speak Question

Highlight Selection





# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

### Oral/Signed Administration Policy Highlights

- ASL videos—online option for STAAR (English language versions only)
- STAAR Spanish online—TTS is offered as a tool for oral reading support
- Revising selections, test questions, and answer choices can be read aloud for STAAR and STAAR Spanish PAPER writing selections. A titled cover page and footers above the page numbers of the test booklet will identify revising section
- STAAR online with a screen reader support for refreshable braille displays is available for students taking a braille test
- *2023-2024 STAAR Oral and Signed Administrations Educator Guide* available in DCCR and the Accommodation Resources webpage



# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

### Oral/Signed Administration Policy Highlights

- Oral administration can include different levels of reading support for a student.
  - Read all parts of the test question and answer choices at student request
  - Read all test questions and answer choices throughout
  - Text-to-speech (TTS) tool is an online option for oral administration and allows a student to independently select and change his or her level of reading support. Students may also be registered for “Auto TTS” prior to the test
    - **NOTE:** A student can request a change in the level of reading support during testing IF this option is documented. Changes involving removal or addition of Auto TTS will require pausing the student’s test.



# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

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

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

- Signing of allowable test content is allowed.
- ASL videos are available as an embedded support; however, these are not available for Content and Language Supports. A test administrator will need to provide this support for the student.
- If a student needs signing or oral interpretation support, an interpreter or teacher of the deaf in the room may provide assistance.
- Required training: Oral/Signed Administration Guidelines and the specific guidelines for signing test content are included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing.





# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

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

- Signed administrations can be provided via a test administrator viewing a secondary mirrored monitor
  - The proctor will see the student's exact screen and can provide signed support or oral interpretation
  - Screen mirroring requires connection via an HDMI cable
  - Appropriate for individual administration



# Designated Supports (Locally Approved)

## Oral/Signed Administration (continued):

### American Sign Language (ASL) Videos

Available in STAAR online for students eligible for Oral/Signed Administration

Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports)

Closed-Captioning

There is no indicator on the student's screen that they are in an "ASL" version of the test. The student will need to be familiar enough with the online accommodation to know there should be embedded videos.



# Designated Supports (Locally Approved)

**Spelling Assistance** provides various types of spelling assistance for a student with a disability. A student may receive this support if served by an ARD committee or Section 504 committee.

If a student is an EB with a disability, the decision is made by the ARD committee **in conjunction** with the student's LPAC.

If a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance support in TIDE. The student will use what he or she routinely uses in class.

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



# Designated Supports (Locally Approved)

## Spelling Assistance (continued):

Students who meet **eligibility** **critera** can use the embedded spell check

|                 |
|-----------------|
| eligibility     |
| intelligibility |
| illegibility    |
| legibility      |

Note: Spell check does not identify grammatical or usage errors.

Word prediction is now available in text boxes for the short and extended constructed responses as well as the note

|   |           |
|---|-----------|
| 1 | notepads  |
| 2 | notes     |
| 3 | mothers   |
| 4 | notebooks |
| 5 | noted     |

123



# Designated Supports (Locally Approved)

**Supplemental Aids** allow a student to use paper-based resources that assist in recalling information. A student may use this designated support if that student routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Supplemental aids can be provided in the language that is most appropriate for the student.

Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered.

If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.



# Designated Supports (Locally Approved)

## Supplemental Aids (continued):

**Only** the paper-based supplemental aids listed below are allowed on the state assessment.

**NOTE:** TEA cannot make decisions on specific supplemental aids used for an individual student.

Examples of allowable and non-allowable supplemental aids are available in the *Accommodations Allowable Supplemental Aids* training presentation on TEA's Accommodation Resources webpage.

### All Subjects

- Mnemonic Devices
- Blank Graphic Organizers

### Mathematics

- Math Charts
- Graphics

### Written Composition

- Grammar and Mechanics Rules

### Science

- Graphics

### Social Studies

- Graphics



# Requirements for Local Decision-Making Authority

TEA approval is NOT required.



## Supplemental Aids (continued):

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

### Mathematics: Number Chart

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

✓

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

✓

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

✗

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



Texas Education Agency Fall 2020

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### Mathematics: Number Charts v. Calculation Aids

A number chart with a sequence of numbers is allowable as a supplemental aid. However, number charts that identify and/or illustrate a calculation function (e.g., +, x) are **NOT** allowable as supplemental aids. A student **MUST** meet eligibility for the Calculation Aids policy to use these types of charts on an assessment. For more information please see the **Calculation Aids Policy** on the [Accommodation Resources](#) webpage or in the District and Campus Coordinator Resources.

Below are examples of charts that are considered **calculation aids**.

✗

|   |   |    |    |    |    |
|---|---|----|----|----|----|
|   | 1 | 2  | 3  | 4  | 5  |
| 1 | 1 | 2  | 3  | 4  | 5  |
| 2 | 2 | 4  | 6  | 8  | 10 |
| 3 | 3 | 6  | 9  | 12 | 15 |
| 4 | 4 | 8  | 12 | 16 | 20 |
| 5 | 5 | 10 | 15 | 20 | 25 |

✗

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

✗

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| + | 0 | 1 | 2 | 3 | 4 | 5  |
| 0 | 0 | 1 | 2 | 3 | 4 | 5  |
| 1 | 1 | 2 | 3 | 4 | 5 | 6  |
| 2 | 2 | 3 | 4 | 5 | 6 | 7  |
| 3 | 3 | 4 | 5 | 6 | 7 | 8  |
| 4 | 4 | 5 | 6 | 7 | 8 | 9  |
| 5 | 5 | 6 | 7 | 8 | 9 | 10 |

✗

|                |
|----------------|
| $1 + 1 = 2$    |
| $2 + 2 = 4$    |
| $3 + 3 = 6$    |
| $4 + 4 = 8$    |
| $5 + 5 = 10$   |
| $6 + 6 = 12$   |
| $7 + 7 = 14$   |
| $8 + 8 = 16$   |
| $9 + 9 = 18$   |
| $10 + 10 = 20$ |

**REMEMBER: Multiplication and addition charts are considered calculation aids.**



# Check for Understanding



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



# Designated Supports Requiring TEA Approval



## Overview of Designated Supports Requiring TEA Approval

- Supports that may be made available to students who have a **TEA-approved** accommodation request
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria, and then an **Accommodation Request** is submitted in TIDE for TEA to review
- Other determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness

Policy documents located on the DCCR and Accommodation Resources Website



# Designated Supports Requiring TEA Approval



## Complex Transcribing

This designated support allows a test administrator to record into TDS or from paper into DEI a student's dictated or signed responses to the constructed response questions when a student is unable to accomplish this task independently.

- Intended for an extremely small group of students with disabilities
- TEA will provide, with any approved submitted accommodation request, specific guidelines about how to transcribe the student's responses to the constructed response questions, including how to indicate the student's spelling, punctuation, and capitalization



# Designated Supports Requiring TEA Approval



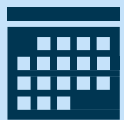
## Mathematics Scribe

This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

- The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates.
- The test administrator may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student's test booklet.



# Designated Supports Requiring TEA Approval



## Extra Day

This designated support allows a student with a disability an extra day to complete a state assessment.

NOTE: For TELPAS grades 2–12, Extra Day only applies to the online reading and writing test, the paper reading test and the online listening and speaking test. It does not apply to any holistically-rated domain, since those are assessed during authentic classroom activities and the same accommodations routinely used during classroom instruction are acceptable.

- Intended for an extremely small group of students with disabilities
- Students only permitted to test over two regularly scheduled, consecutive school days
- Each day of testing must not extend beyond seven hours



# Designated Supports Requiring TEA Approval



## Other





Designated supports that fall into this category are **only** for students who have unique needs that are not specifically addressed with any accessibility features or designated supports located on TEA's Accommodation Resources webpage. These designated supports **are not** intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for designated supports.

- Example: If a student requires double-sided test materials photocopied into single-sided sheets because they have a physical disability or have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent severe behaviors that could interfere with completion of the test, an ARF for Other should be submitted to TEA. **These cases should be rare.**
- TEA may provide additional procedures specific to the requested designated support if approved.

# Accommodation Request Process

## Online Accommodation Requests

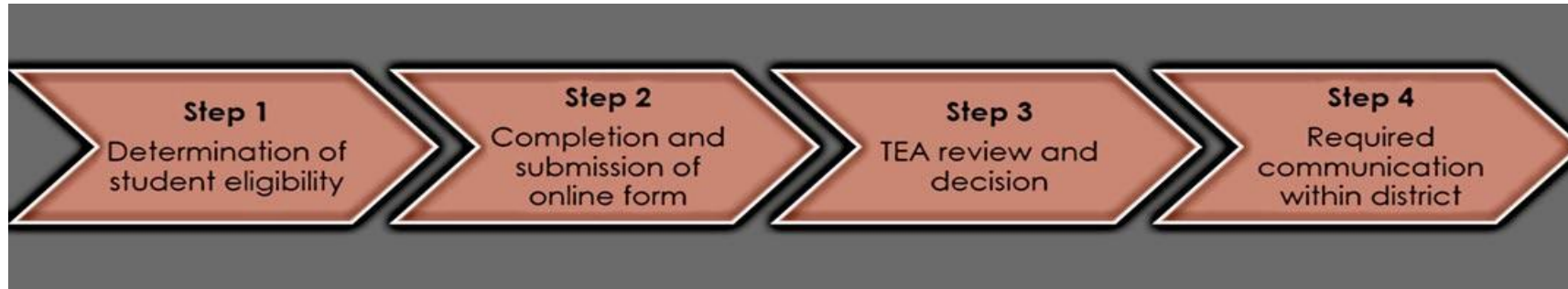
should only be submitted for designated supports requiring TEA approval:

|  |  |
|--|--|
|  Complex Transcribing | Mathematics Scribe  |
|  Extra Day            | Other               |

- The request is submitted in TIDE.
- Opens: October 2023
- Expiration date of approved requests is the day the last test is administered for the academic year or by June 30, 2024.
- Each district is assigned an “Accommodations Task Force Member” who will process requests.

# Accommodation Request Process

Accommodation Requests must be submitted to the Texas Education Agency (TEA) in a timely manner to allow committee members the ability to process and review requests, as well as communicate to districts the appropriate procedures for administering a TEA-Approved Designated Support.



Requests should be submitted no later than one week prior to the individual student's test administration window. For circumstances that require an accommodation request but occur after this time (e.g., newly enrolled student, medical emergency, updated admission, review, and dismissal (ARD) committee decision) the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 and ask to speak to their assigned member of the Accommodation Task Force for further instructions.

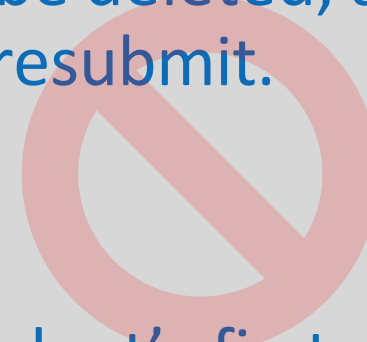
# Accommodation Request Process

Accommodation requests must be approved by the TEA before a student can use the accommodation on a state assessment.



Documentation in the appropriate paperwork should state “pending TEA approval.”

Do NOT include confidential student information in the rationale. The request will be deleted, and you will be asked to resubmit.



Example: student’s first and last name, language from an IEP, medical documents



# Accommodations in Unexpected or Emergency Situations

When an unexpected or emergency situation (e.g., broken arm, lost eyeglasses) occurs just prior to or on the day of the state assessment, it may or may not be necessary to contact TEA. After testing, document the accommodation used in TIDE.

## **Step 1:** No need to contact TEA

Make available Accessibility Features which are allowed for any student.



## **Step 2:** No need to contact TEA

Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.



## **Step 3:** Contact TEA

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


# Online Practice and Released Tests

<https://www.texasassessment.gov/>

Online released and practice tests should be used to familiarize students with the tools that will be available in a live testing situation.

## Online Practice Tests

SYSTEM




**Practice Tests Login**

Access for students (and others) to the online practice tests.


## Printable PDF Released Tests

INFORMATION




**STAAR Released Tests**

INFORMATION



**STAAR Alternate 2 Released Tests**

INFORMATION



**Order Form for STAAR Braille Released Tests**


# STAAR Online Practice

- Both login options shown here:

## Please Sign In

**Guest User**  
Toggle to sign in as yourself


**Guest Session**  
Toggle to join an active session


 Run Diagnostics Browser: ChromiumEdge v94

[Sign In](#)

## Please Sign In

**Guest User**  
Toggle to sign in as yourself

**First Name:**  
 EX: JORDAN

**TSDS ID:**  
 EX: 123456789

[Sign In](#)

# STAAR Online Practice

## ROLLOVERS

5

GUEST, GUEST

A person had a sickness caused by germs. The person took a medicine for 10 days to kill the germs. After taking all of the medicine, almost all the germs were killed. Ten days later, the person was sick again with the same sickness.

What most likely happened?

(A) A few bacteria survived the antibiotics and stopped reproducing.

(B) The person's high fever stopped the medicine from working, making it possible for the living germs to grow quickly.

(C) The antibiotic slowed the life cycle of the bacteria.

(D) Some of the bacteria were resistant to the antibiotic, and they reproduced.

## POP-UPS

3% 2019 STAAR U.S. History Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

Save Notepad Lin

3

GUEST, GUEST

Which event prompted the United States to enter World War II?

(A) The German invasion of Poland caused the United States to enter World War II.

(B) The Soviet occupation of Germany prompted the United States to enter World War II.

(C) The landing of Allied soldiers on Normandy Beach prompted the United States to enter World War II.

(D) The Japanese attack on Pearl Harbor prompted the United States to enter World War II.

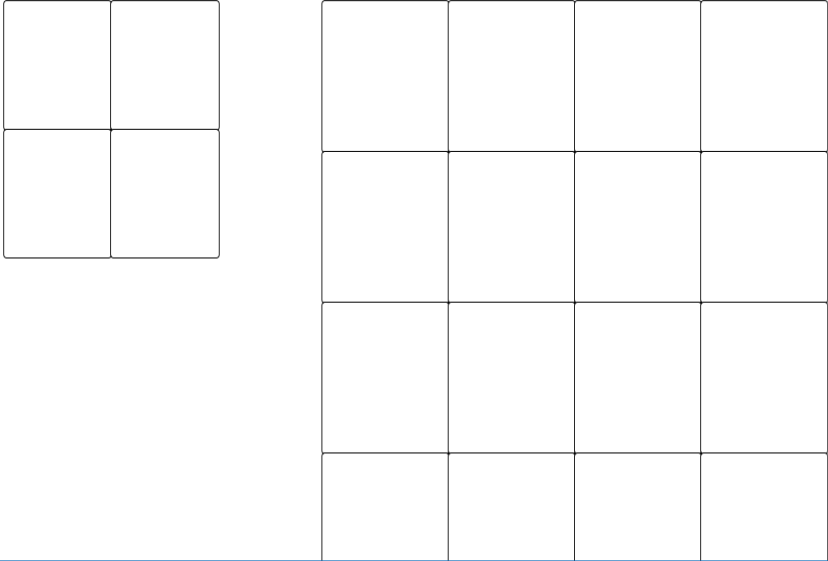
# STAAR Online Practice

## PUNNETT SQUARES

**Punnet Squares**

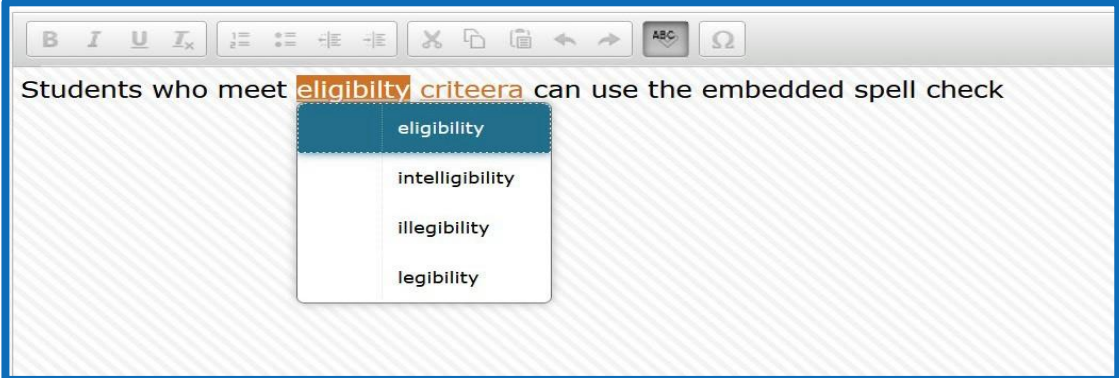
STAAR with Embedded Supports Biology

**Punnett Squares**



The image shows two empty Punnett square grids. The first grid on the left is a 2x2 square. The second grid on the right is a larger 5x4 grid.

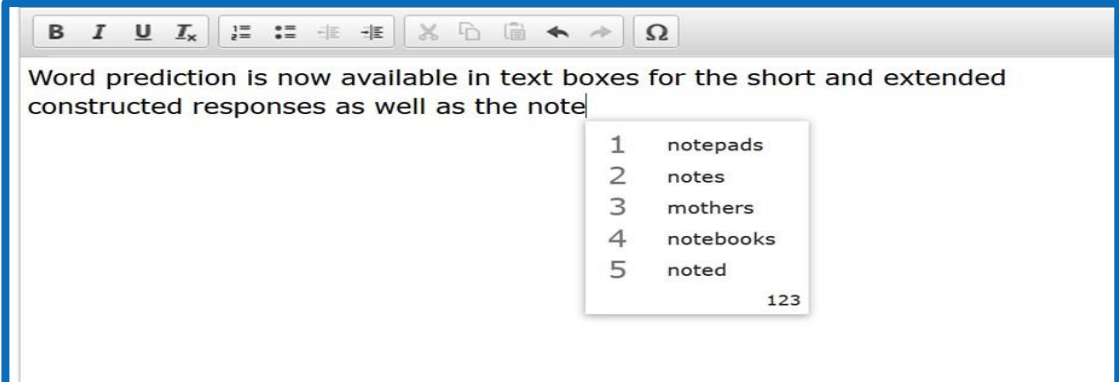
## SPELLING ASSISTANCE (spell check & word prediction)



Students who meet **eligibility** **criteera** can use the embedded spell check

- eligibility
- intelligibility
- illegibility
- legibility

The screenshot shows a text editor interface with a toolbar at the top. The text 'Students who meet eligibility criteera can use the embedded spell check' is displayed. The word 'eligibility' is highlighted in orange, and a dropdown menu is open below it, listing 'eligibility', 'intelligibility', 'illegibility', and 'legibility'.



Word prediction is now available in text boxes for the short and extended constructed responses as well as the note

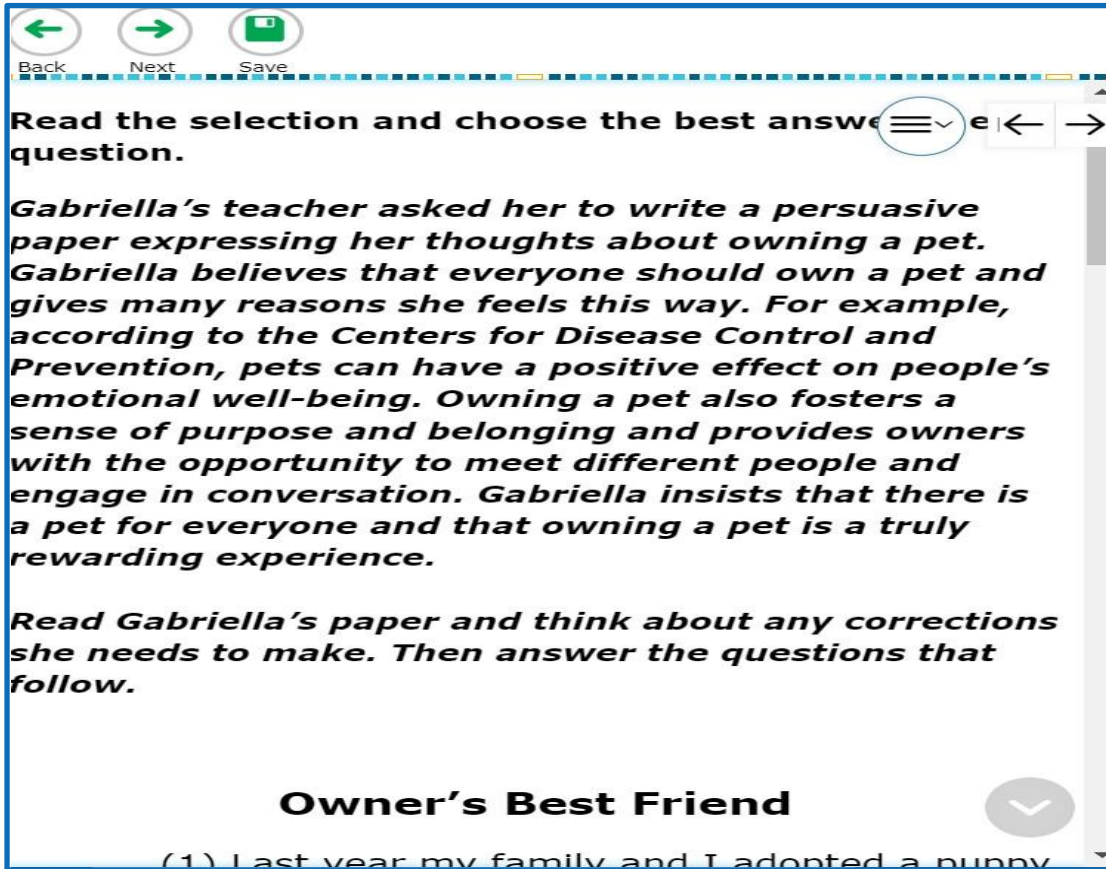
- 1 notepads
- 2 notes
- 3 mothers
- 4 notebooks
- 5 noted

123

The screenshot shows a text editor interface with a toolbar at the top. The text 'Word prediction is now available in text boxes for the short and extended constructed responses as well as the note' is displayed. The word 'note' is highlighted, and a dropdown menu is open below it, listing '1 notepads', '2 notes', '3 mothers', '4 notebooks', and '5 noted'. There is also a '123' icon at the bottom right of the dropdown.

# STAAR Online Practice

## PREREADING TEXT



Back Next Save

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

*Gabriella's teacher asked her to write a persuasive paper expressing her thoughts about owning a pet. Gabriella believes that everyone should own a pet and gives many reasons she feels this way. For example, according to the Centers for Disease Control and Prevention, pets can have a positive effect on people's emotional well-being. Owning a pet also fosters a sense of purpose and belonging and provides owners with the opportunity to meet different people and engage in conversation. Gabriella insists that there is a pet for everyone and that owning a pet is a truly rewarding experience.*

*Read Gabriella's paper and think about any corrections she needs to make. Then answer the questions that follow.*

**Owner's Best Friend**

(1) Last year my family and I adopted a puppy

# Training Reminders

## Potential Designated Supports Topics

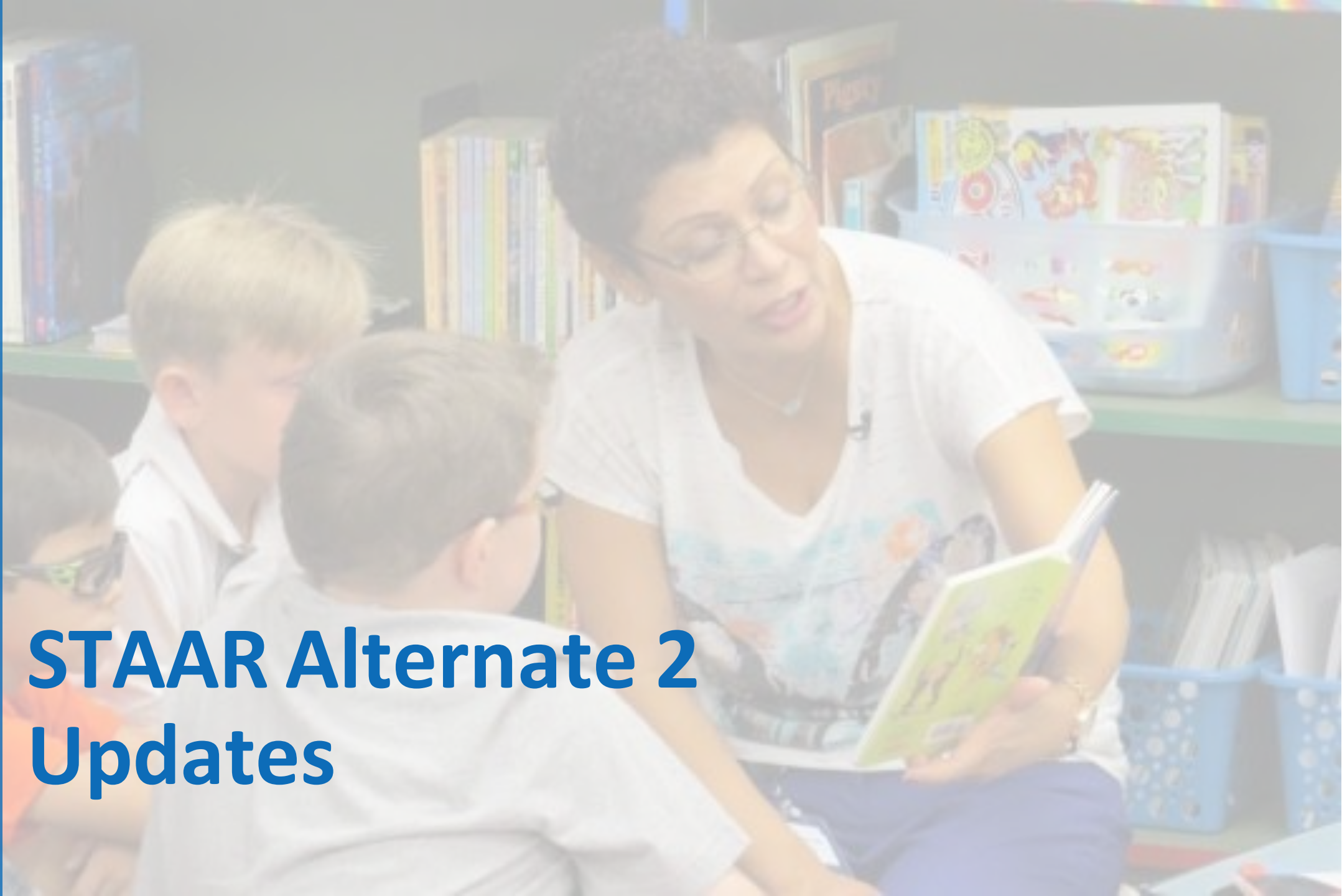
- Understanding accessibility policies, including eligibility criteria
- Ensuring that testing personnel have a current list of each student's allowed or approved accessibility features and designated supports
- Ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
- Collecting materials and preparing designated supports for eligible students
- Preparing testing locations for students who need certain designated supports or accessibility features (e.g., oral administration, individual or small-group administration)
- Basic and Complex Transcribing policies and how to enter student responses into DEI



# Accommodation Resources

- Allowable Supplemental Aids
- Technology Guidelines
- Technology Use Guidelines Presentation
- Accommodations in Unexpected or Emergency Situations
- TEA-Approved Accommodations Procedure documents:
  - Math Scribe
  - Extra Day
  - Complex Transcribing STAAR
  - Complex Transcribing TELPAS
- STAAR and STAAR Spanish with Embedded Supports Non-Secure Front Matter
- General Instructions for Administering Large-Print State Assessments
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing
- General Instructions for Administering Braille State Assessments
- STAAR Oral and Signed Administrations Educator Guide
- Educator Guide to Accessibility within the STAAR Program
- Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS
- Parent Resource: Designated Supports Available for STAAR, STAAR Spanish, and TELPAS





# **STAAR Alternate 2 Updates**

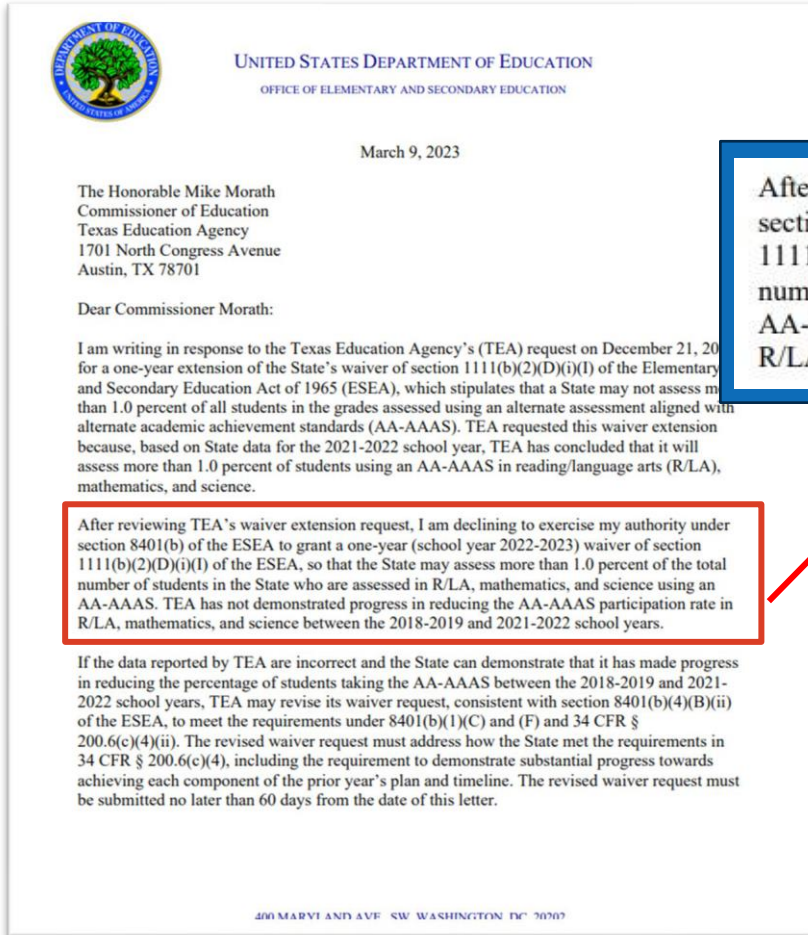
# STAAR Alternate 2



- STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards. It is a standardized item-based assessment administered individually to eligible students with the most significant cognitive disabilities who are receiving special education services.
- STAAR Alternate 2 is a paper assessment. Only students who meet the Texas Education Agency (TEA) definition of a student with the most significant cognitive disability may be assessed with STAAR Alternate 2 and are:
  - enrolled in grades 3–8; or
  - enrolled in high school EOC courses Algebra I, Biology, English I, English II, U.S. History.

Students who meet participation requirements are assessed with STAAR Alternate 2 for all subjects.

# ESSA Waiver Denial Notification



After reviewing TEA's waiver extension request, I am declining to exercise my authority under section 8401(b) of the ESEA to grant a one-year (school year 2022-2023) waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, so that the State may assess more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science using an AA-AAAS. TEA has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between the 2018-2019 and 2021-2022 school years.

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**TABLE 1. SPRING 2022 PARTICIPATION IN ALTERNATE ASSESSMENT BY SUBJECT**

| DESCRIPTION                                       | NUMBER    | PERCENTAGE |
|---|-----------|------------|
| STAAR ALTERNATE 2 TESTS, ALL STUDENTS MATHEMATICS | 43,270    | 1.5%       |
| STAAR TESTS, ALL STUDENTS MATHEMATICS             | 2,856,986 |            |
| STAAR ALTERNATE 2 TESTS, ALL STUDENTS RLA         | 48,795    | 1.4%       |
| STAAR TESTS, ALL STUDENTS RLA                     | 3,537,439 |            |
| STAAR ALTERNATE 2 TESTS, ALL STUDENTS SCIENCE     | 17,842    | 1.3%       |
| STAAR TESTS, ALL STUDENTS SCIENCE                 | 1,337,884 |            |

[\(2023 Texas One Percent Waiver Denial Letter\)](#)

# Updated STAAR Alternate 2 Participation Requirements



## WHEN AND WHO

In August 2023, STAAR Alternate 2 Participation Requirements were updated using recommendations and feedback that included the following stakeholders across the state:

- Special education educators and administrators
- ESC administrators and specialists
- Special education advocates
- TEA Special Populations personnel




## WHY

The purpose of revising the participation requirements was

- to clarify the scope of students that are assessed with STAAR Alternate 2, and
- to satisfy the Every Student Succeeds Act (ESSA) requirements.



# STAAR Alternate 2 Participation Requirements

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS** 

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

**Background and Instructions**

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a standards assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

If STAAR Alternate 2 is being considered, the ARD committee must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAP), to determine eligibility. If it is determined that the student meets the participation requirements for STAAR Alternate 2, this form and supporting IEP documentation may serve as the required IEP statement under 19 Texas Administrative Code (TAC) §§ 89.1055(a) and must be available for review during special and targeted monitoring.

**STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED**

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

Yes  
 No

**STOP** If No is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) § 300.801(c)(1). An SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

Yes  
 No


**STOP** If No is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR § 300.801(c)(2). An SI means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY**

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. (After reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.)

| Column 1   | Column 2   |
|--|--|
| <input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas  | <input type="checkbox"/> Academic goals aligned to pre-writing skills significantly below enrolled grade-level TEKS in ALL content areas   |
| <input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technology) | <input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., listening information, tactile supports, pointing to, matching, yes/no, touching an answer choice, formulating a response using a choice board) |

Texas Education Agency  
Student Assessment Division  
August 2023

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS** 

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

|  |  |
|--|--|
| <input type="checkbox"/> Needs that impact access and progress in several or all academic areas  | <input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently   |
| <input type="checkbox"/> Functional goals (e.g., study skills, organizational behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings   | <input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, leading, physical assist) for student progress   |
| <input type="checkbox"/> The need for some additional support (e.g., modifying general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings                  | <input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and leading, labeling information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings |
| <input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, bathing, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)                    | <input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, leading, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, bathing, personal hygiene)  |
| <input type="checkbox"/> Follows age-appropriate medications, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technology)   | <input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, real analysis, direct instruction, assistive technology, social cues, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, leading, physical assist) to follow directions, daily routines, and schedules                     |
| <input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level                        | <input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., primarily nonverbal, uses very limited non-symbolic communication)  |
| <b>OR</b>  |  |
| <input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance | <input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be nonverbal when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level   |

NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.

3. Does the student have the MOST significant cognitive disability?

Yes—All criteria marked are in Column 1  
 No—One or more criteria is marked in Column 2


**STOP** If No is marked, stop here. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

**STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION**

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

The ARD committee certifies that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational achievement, instructional setting, demographic information (i.e., sex, ethnicity, race, ethnic background, immigrant, emergent bilingual, migrant), economic disadvantage, need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and to impact on accountability calculations.

Texas Education Agency  
Student Assessment Division  
August 2023

**STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS** 

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

Under 34 CFR § 300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.18 in [Question and Answer Document: IEP Measurable Annual Goals](#).)

If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC § 89.1070.

Under 34 CFR § 300.320(a)(8) and 19 TAC § 89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document release letter per 34 CFR § 300.320(a)(8) and 19 TAC § 89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

Yes, the student meets the participation requirements for STAAR Alternate 2.  
 No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

**STEP IV: STAAR ALTERNATE 2 SUMMARY**

Complete the information below only for the grade level or courses in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and fewer opportunities are not available.

A student in grade 9–11 who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Grade 3 mathematics and ELA | <input type="checkbox"/> Grade 5 mathematics, ELA, and science | <input type="checkbox"/> Grade 7 mathematics and ELA                           |
| <input type="checkbox"/> Grade 4 mathematics and ELA | <input type="checkbox"/> Grade 6 mathematics and ELA           | <input type="checkbox"/> Grade 8 mathematics, ELA, science, and social studies |

A student in high school who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is assessed through prerequisite skills should take the corresponding end-of-course (EOC) assessment. Mark the alternate high school course with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

|   |  |  |
|---|--|--|
| <input type="checkbox"/> Algebra I Alternate 01100507 | <input type="checkbox"/> English I Alternate 01120207    | <input type="checkbox"/> English II Alternate 01120307 |
| <input type="checkbox"/> Biology Alternate 01030207   | <input type="checkbox"/> U.S. History Alternate 01100107 |  |

Texas Education Agency  
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# Webinar: Overview of the Updated STAAR Alternate 2 Participation Requirements

- The Student Assessment Division and the Special Education Division will collaboratively be having a webinar to cover the updated STAAR Alternate 2 Participation Requirements. There will be an opportunity to ask questions at the end of the webinar.
- There will be two opportunities available to participate:
  - October 19th, 1:00-2:30 p.m.
  - October 20th, 9:30 a.m.-11:00 a.m.
- The webinar will be open to ESC and district special education coordinators as well as ESC and district testing coordinators.
- More information coming soon!

# STAAR Alternate 2 Eligibility Decisions

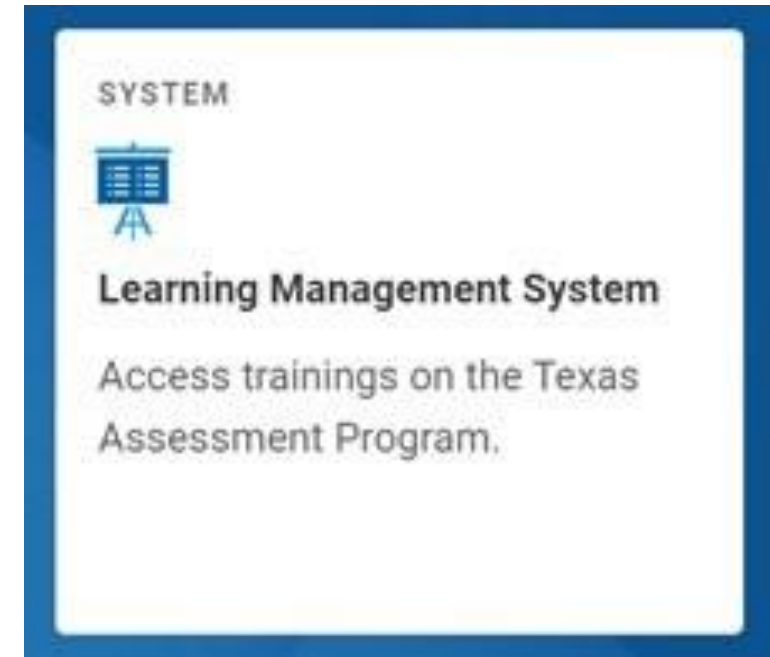


## STAAR Alternate 2 Eligibility Resources

- Updated STAAR Alternate 2 Participation Requirements
- STAAR Alternate 2 Participation Requirements Companion Document (coming soon)

# STAAR Alternate 2 Training Resources (coming soon)

- **STAAR Alternate 2 Eligibility Module**
- **STAAR Alternate 2 Before, During, and After the Assessment Course**





# STAAR Alternate 2 Key Dates 2023-2024



|   |   |
|---|---|
| <b>Due Date for Districts to Indicate STAAR Alternate 2 Participation</b> | By 12/14/23   |
| <b>Districts Receive Initial Order of Paper Test Materials</b>            | 2/26/24—3/1/24  |
| <b>Districts submit Additional Order of Paper Test Materials</b>          | 3/18/24—4/22/24 Test Materials<br>By 5/6/24 Return Labels |
| <b>Preview Window</b>   | 3/11/24—4/26/24   |
| <b>Assessment Window</b>  | 3/25/24—4/26/24   |
| <b>Submit Score Codes in TIDE and Scoring Information in DEI</b>          | 4/26/24<br>11:59 p.m. (CT)                                |
| <b>Districts Return Paper Test Materials</b>                              | By 5/10/24  |

# STAAR Alternate 2 Additional Order (AO) Window

## When and What

- The STAAR Alternate 2 additional order window is **3/18-4/22**. As a reminder, the initial order materials are based on the number of STAAR Alternate 2 students noted in TIDE by 12/14. Form numbers are assigned for initial order materials.
- The additional order window is an opportunity for a district **to order test materials for any additional eligible students** that have enrolled in the district after the 12/14 due date.

## Things to Know about AO window

- Additional orders **should only be placed after district overage materials have been exhausted**.
- For AOs, district personnel **must enter the additional students in TIDE** with corresponding **STAAR Alternate 2 eligibility** and **use the previously provided form number assignments**.
- Orders may be **rejected if form assignments are not correct**, corresponding **students have not been entered in TIDE**, or **district overage has not been exhausted**.

# Distribution of Materials

- Use the Materials Control Form for the Texas Assessment Program which includes STAAR Alternate 2; it will be used for all test programs with paper test materials during the testing window (and preview window for STAAR Alternate 2).
- Materials control form is available in the *Paper Administration* section of the DCCR.



# STAAR Alternate 2 Program Resources Webpage



- Just like other program webpages, the STAAR Alternate 2 Program Resources webpage was updated and organized similarly as other webpages.
- The webpage has the following sections:
  - Brief introduction of the assessment program
  - Who Is Tested?
  - What Is Tested?
  - What Is Reported?
  - What Other Information Is Available?

# STAAR Alternate 2 Program Resources Webpage (continued)



- There are separate tabs in the *What is Tested?* Section. Most of the information found within each tab used to be found on separate webpages.
- The tabs include
  - Blueprints
  - Curriculum Framework
  - Essence Statements
  - TEKS Vertical Alignment
  - Instructional Terms Lists



# 2024 STAAR Alternate 2: Essence Statements (coming soon)



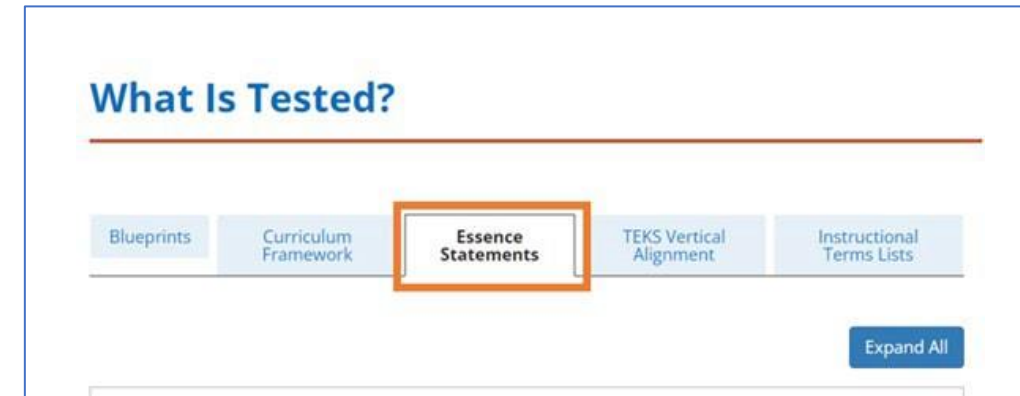
**Overview:** There are essence statements for mathematics, science, and social studies. As a reminder, STAAR Alternate 2 RLA Strand Statements replace Essence Statements.



**Purpose:** To provide the "big idea" of topics to be assessed on Spring 2024 STAAR Alternate 2



**Essence Statements:** Are listed by grade level and then by content area.



# STAAR Alternate 2: Instructional Terms



**Overview:** In addition to the prerequisite skills, there are specific terms that students will need exposure to during instruction.



**Purpose:** To align instruction in functional academic classroom with key terms found in TEKS



**Instructional Terms:** Are by content area and instructional terms are listed by grade level.

## What Is Tested?

Blueprints

Curriculum Framework

Essence Statements

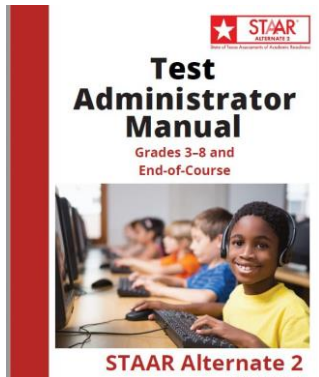
TEKS Vertical Alignment

**Instructional Terms Lists**

In addition to the prerequisite skills, there are specific terms that students will need exposure to during instruction. This list does not encompass all of the curriculum a student would be responsible for; it is a unique list of instructional terms developed by educator teams. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

- Mathematics
- Reading Language Arts
- Science
- Social Studies

# STAAR Alternate 2 Test Administrator Manual and Educator Guide



- The STAAR Alternate 2 Test Administrator Manual will be posted in the Test Administration Manuals section of the DCCR.



- The STAAR Alternate 2 Educator Guide is posted on the STAAR Alternate 2 Resources webpage.



# STAAR Alternate 2 Scoring Documents

- STAAR Alternate 2 Scoring Documents are specific by subject
- RLA and English I & II assessments will have 28 questions (two additional field test clusters)
- All other subjects (Mathematics, Science and Social Studies) will have 24 questions.
- Scoring Documents are found in the back of the accompanying Teacher Test Booklets or the online Test Administrator Manual

The image shows two overlapping STAAR Alternate 2 Scoring Documents. The left document is for Mathematics, Science, and Social Studies, and the right document is for Reading Language Arts (RLA), English I, and English II. Both documents include fields for Student Name, TSDS ID, Grade, Subject, and Assessment Year. They also feature an 'Accommodations' table and a 'Scoring' section with multiple-choice question formats.

**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR<sup>®</sup>) ALTERNATE 2**  
Mathematics, Science, and Social Studies  
Scoring Document

Student Name: \_\_\_\_\_  
TSDS ID: \_\_\_\_\_  
Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Assessment Year: \_\_\_\_\_ Translated Student Materials:  Yes  No

**Accommodations**  
Mark the accommodation(s) used during this test administration.

|   |  |
|---|--|
| Color or Highlight Images               |  |
| Color Overlays                          |  |
| Photographs or Objects Paired with Text |  |
| Textured Materials                      |  |
| Demonstrate Concepts                    |  |
| Raise or Darken Outline                 |  |
| Enlarge Images or Text                  |  |
| Braille                                 |  |

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

|    |   |   |   |
|----|---|---|---|
| 1  | A | B | C |
| 2  | A | B | C |
| 3  | A | B | C |
| 4  | A | B | C |
| 5  | A | B | C |
| 6  | A | B | C |
| 7  | A | B | C |
| 8  | A | B | C |
| 9  | A | B | C |
| 10 | A | B | C |
| 11 | A | B | C |
| 12 | A | B | C |

**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR<sup>®</sup>) ALTERNATE 2**  
Reading Language Arts (RLA), English I, and English II  
Scoring Document

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

**Accommodations**  
Mark the accommodation(s) used during this test administration.

|   |   |
|---|---|
| Color or Highlight Images               | Describe Images                         |
| Color Overlays                          | Provide images or text separately       |
| Photographs or Objects Paired with Text | Cover or Isolate Images                 |
| Textured Materials                      | Picture Representations                 |
| Demonstrate Concepts                    | Calculator, manipulatives, math tools   |
| Raise or Darken Outline                 | Reread Text (prior to "Find" statement) |
| Enlarge Images or Text                  |   |
| Braille                                 | Provide Structured Reminders            |

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

|    |   |   |   |
|----|---|---|---|
| 1  | A | B | C |
| 2  | A | B | C |
| 3  | A | B | C |
| 4  | A | B | C |
| 5  | A | B | C |
| 6  | A | B | C |
| 7  | A | B | C |
| 8  | A | B | C |
| 9  | A | B | C |
| 10 | A | B | C |
| 11 | A | B | C |
| 12 | A | B | C |
| 13 | A | B | C |
| 14 | A | B | C |
| 15 | A | B | C |
| 16 | A | B | C |
| 17 | A | B | C |
| 18 | A | B | C |
| 19 | A | B | C |
| 20 | A | B | C |
| 21 | A | B | C |
| 22 | A | B | C |
| 23 | A | B | C |
| 24 | A | B | C |
| 25 | A | B | C |
| 26 | A | B | C |
| 27 | A | B | C |
| 28 | A | B | C |

TX00093353

# Test Administrator Training Key Topics

## Use Online STAAR Alternate 2 Test Administrator Manual

- Preparation for Test Administration (Preview Window 3/11/24-4/26/24)
- Roles and Responsibilities
- Test Security
- Scheduling Test Administrations
- Testing with Accommodations
- Monitoring Test Administrations
- Returning Materials to District Coordinator
- TA Training completed by 3/22/24








# STAAR Alternate 2 Test Administrators



- Ideally, the test administrator should be the student's teacher for the subject tested because of the high level of familiarity with the student.
  - Accommodations must be prepared and delivered appropriately so that student responses can be understood.
- Paraprofessionals may serve as test administrators if they are supervised by a certified professional on the same campus throughout the test administration.
- For additional information on test administrators and their responsibilities, refer to the [STAAR Alternate 2 Test Administrator Training](#) section in the DCCR.

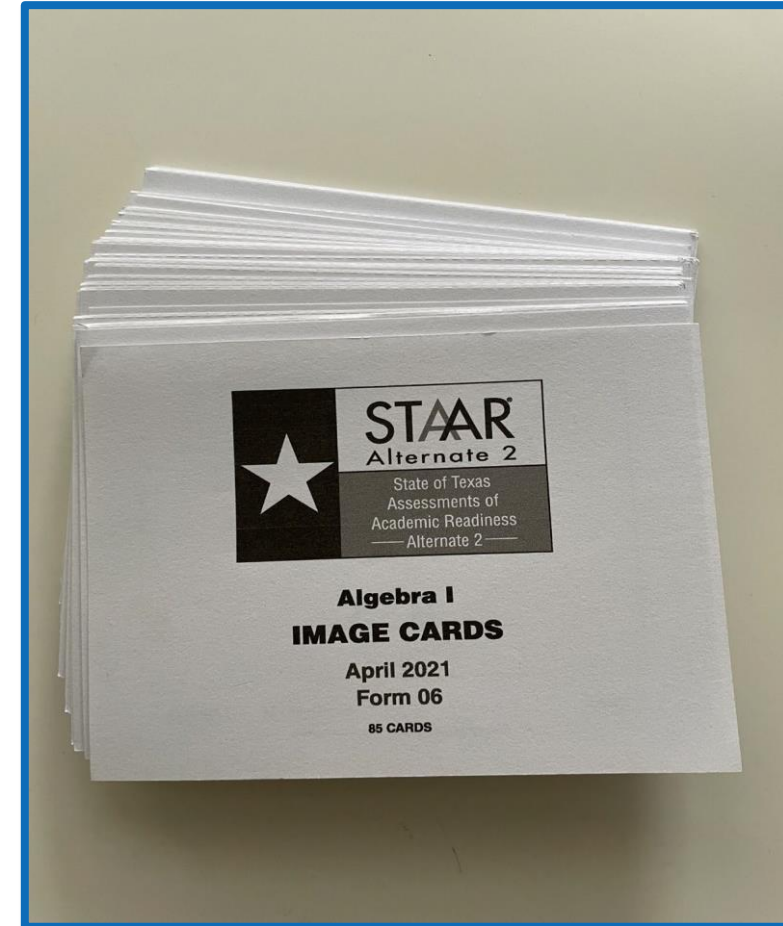
# Key Points—Preview Window

| Preview Window  | 3/11—4/26/24   |
|---|--|
|    | Practice reading the script and following the presentation instructions before presenting the test stimulus in front of the student.   |
|    | Review the scoring instructions for the 3rd item in each cluster in order to plan the teacher assistance that will be used for each individual student.  |
|    | Review the student booklet and image cards to plan and prepare accommodations for students as needed.  |
|    | May preview and prepare for the test during the administration window as long as testing has not begun for a particular student (generally for new students).  |
|  | The preview window is <b>NOT</b> a pre-teach window. <ul style="list-style-type: none"><li>• Any presentation of secure test items or secure test material/information to a student prior to the administration of the test is considered a serious irregularity and should be reported as such.</li></ul> |

# Key Points—Image Cards

## Image Cards

- Students must be presented the test stimulus from the Student Booklet, with Image Cards as an optional support.
- A test administrator may use the same set of image cards for multiple students in the same grade level
  - Completely clean card
  - NO appearance whatsoever of accommodations applied (highlighting, texture applied, etc.)
- Image cards are returned as a part of non-scorable materials after test administration is complete.



# Key Points—Image Cards (cont.)

## Image Cards

- Every test "Stimulus A" DOES NOT necessarily have an accompanying image card.
- Every test item will have accompanying image cards that represent answer choices.
- The number of cards in each set is printed on the front of each "cover card" to aid in collection of the entire set at the end of the testing window.

sample from Teacher Test Instructions

Stimulus 16a

Shape

|            |             |
|------------|-------------|
| Sphere     | Cube        |
| beach ball | number cube |
| marble     | box         |
|            | sugar cube  |

Stimulus 16b

nickel

party hat

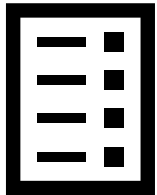
\* globe

A STAAR Alternate 2 Image Card List is posted in TIDE under Resources before the spring administration. The list includes the number of image cards per each grade level assessment and form number.

# Key Points—Testing Environment



- Prepare the testing environment.
  - To minimize distractions
  - To maintain the confidentiality of test material and the responses of individual students



- STAAR Alternate 2 is administered to each student in a one-to-one setting.
  - May need to complete test in a separate setting to eliminate distractions



# Key Points—Testing Environment (cont.)

## Cameras in the Classroom

- Districts with cameras in self-contained classrooms may administer STAAR Alternate 2 in the room with a camera.
- The "camera in the classroom" rule does not allow for student removal from the camera view for state testing.
- In the case that a request is made to view the video, districts should implement locally developed procedures which communicate the penalties for breaching confidential test material.
- TEC, §29.022





# New Enrollment or New Campus Within Testing Window



- Students must be provided the opportunity to participate in testing. This includes
  - Students who move within the school district on/after the first day of the STAAR Alternate 2 testing window; AND
  - Students who enroll in a new school district on/after the first day of the STAAR Alternate 2 testing window.



# New Enrollment or New Campus Within Testing Window (continued)



- In the case of a student who arrives late in the testing window and the school district is unable to complete one or more of the required assessments:
  - Contact TEA through the [Student Assessment Help Desk](#) if the student arrived so late in the window that testing cannot be completed.

# 2023 STAAR Alternate 2 Released Tests



- The [2023 STAAR Alternate 2 tests](#) were released.
- STAAR Alternate 2 released test forms include secure test instructions for the test administrator to use and a student booklet for each grade/subject and course.
- The secure test instructions include scripted questions, guidelines for presentation of the test stimulus, and scoring information.
- The corresponding student test booklet contains test stimulus images and text that is required for the student to select answers

## STAAR Alternate 2 Released Test Questions

TEA releases two types of test questions for STAAR Alternate 2—test forms and sample questions. A test form is a set of released test questions previously administered together to Texas students and reflects the STAAR Alternate 2 test blueprints. Sample test questions are small subsets of test questions released from the STAAR Alternate 2 test banks. These test questions may have been previously administered.

STAAR Alternate 2 released test forms include secure test instructions for the test administrator to use and a student booklet for each grade/subject and course. The secure test instructions include scripted questions, guidelines for presentation of the test stimulus, and scoring information. The corresponding student test booklet contains test stimulus images and text that is required for the student to select answers.

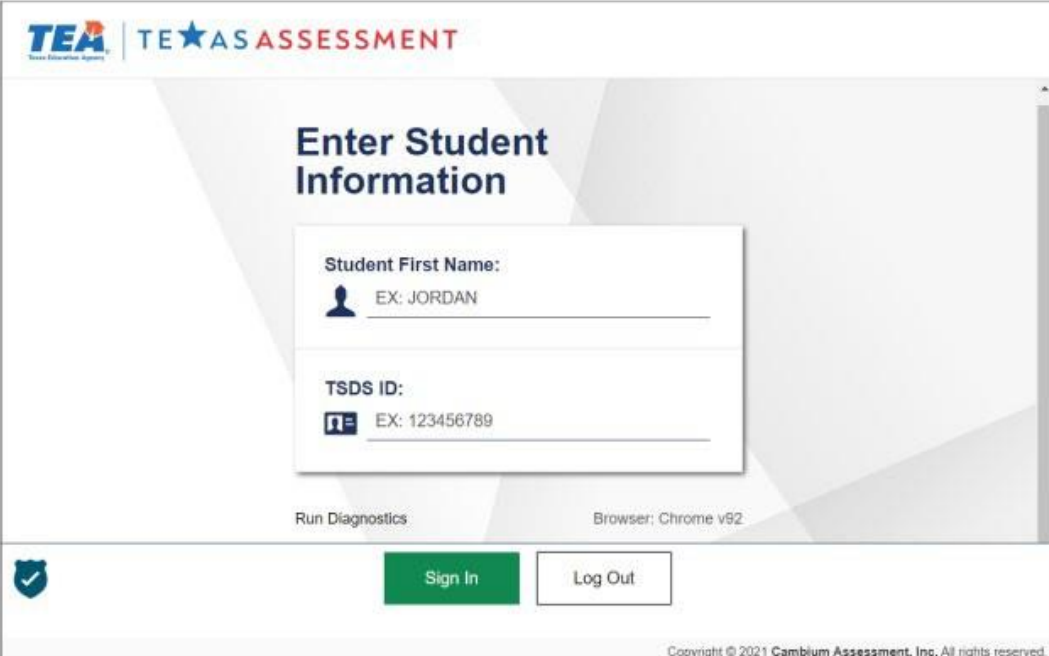
Click on the tabs below to find each year's released test forms or sample test questions.

2023 2019 2016 Sample Test Questions

[Expand All](#)

# Student Responses in DEI

- All student responses must be entered into DEI and processed by 11:59 p.m. (CT) on 4/26.
- Responses not submitted by the due date will not be scored.
- It is highly recommended that districts reserve the last 2–3 days of the testing window for DEI submissions.



The screenshot shows the 'Enter Student Information' form on the TEA Assessment website. The form includes two input fields: 'Student First Name' with an example of 'JORDAN' and 'TSDS ID' with an example of '123456789'. Below the form are 'Run Diagnostics' and 'Browser: Chrome v92' links. At the bottom, there is a 'Sign In' button and a 'Log Out' button. The footer contains the copyright notice: 'Copyright © 2021 Cambium Assessment, Inc. All rights reserved.'

# Score Codes in TIDE



- If a student does not complete a STAAR Alternate 2 assessment, one of the following “do not score” designations must be selected:

|   |   |
|---|---|
| <b>Absent (A)</b>                         | The student is absent throughout the testing window. An "A" score code should not be used if the student was absent on the testing days but also fits one of the score designations below.            |
| <b>Medical Exception (M)</b>              | The ARD committee has determined that the student met the STAAR Alternate 2 Medical Exception criteria and is documented in the student's IEP. Decision should be made before administering the test. |
| <b>No Authentic Academic Response (N)</b> | The ARD committee has determined that the student met the STAAR Alternate 2 NAAR criteria and is documented in the student's IEP. Decision should be made before administering the test.              |
| <b>Other (O)</b>                          | The student experiences a test administration irregularity or illness during testing.   |

# Accommodations in TIDE

After testing has been completed, accommodations need to be entered into TIDE.

- Only accommodations that were used during the test administration are noted in TIDE.
- There are two options to note accommodations in TIDE.
  - Enter accommodations manually for an individual student
  - Upload multiple students by using the *Additional Student Fields* upload file

A short training video on how to enter accommodations in TIDE will soon be available.

# STAAR Alternate 2 Resources

| Resource   | Purpose   | Audience                               |
|--|---|--|
| STAAR Alternate 2 Test Administrator Manual                      | Provides an overview of the STAAR Alternate 2 program and provides guidance regarding the entire administration of the assessment including scoring instructions. <b>(coming soon)</b>  | Administrators, Coordinators, Teachers |
| STAAR Alternate 2 Educator Guide                                 | Provides in-depth guidance regarding presentation of test stimulus, communicating the directions, and administering accommodations. <b>(coming soon)</b>  | Administrators, Coordinators, Teachers |
| <a href="#">STAAR Alternate 2 Curriculum Framework documents</a> | The STAAR Alternate 2 Curriculum Framework documents list the reporting categories, and TEKS for each grade/subject and EOC tested in STAAR. The Curriculum Framework documents the access points the Teacher Test state curriculum by which students who are assessed with STAAR Alternate 2 are tested. | Administrators, Coordinators, Teachers |
| <a href="#">STAAR Alternate 2 Released Tests</a>                 | The STAAR Alternate 2 released tests include a test administrator manual and a student booklet for each subject/grade or course. The corresponding student booklet contains test stimulus images and text that is required for the student to select answers.   | Coordinators, Teachers                 |

# STAAR Alternate 2 Resources (continued)

| Resource   | Purpose   | Audience                               |
|--|---|--|
| STAAR Alternate 2 Overview Module                                  | Assists the members of the ARD committee to better understand the unique features of STAAR Alternate 2 and thereby determine the most appropriate assessment for each student. <b>(coming soon to <a href="#">Learning Management System, LMS</a>)</b>        | Administrators, Coordinators, Teachers |
| STAAR Alternate 2: Before, During, and After the Assessment Course | Is designed for STAAR Alternate 2 test administrators. This course is helpful for those new to the test administration process and may also serve as a refresher to experienced test administrators. <b>(coming soon to <a href="#">LMS</a>)</b>              | Administrators, Coordinators, Teachers |
| <a href="#">STAAR Alternate 2 Essence Statements</a>               | Provide the "big idea" of topics to be assessed on the spring's STAAR Alternate 2 assessment. <b>(coming soon)</b>  | Administrators, Coordinators, Teachers |
| <a href="#">TEKS Vertical Alignment</a>                            | Provide a total overview of the knowledge and skills statements and align student expectations across the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2. | Coordinators, Teachers                 |



# Check for Understanding



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



**TELPAS**



# TELPAS Information for 2023-2024



- TELPAS Overview
- TELPAS Key Dates and Ordering Materials
- TELPAS Online Assessments, including Special Administrations
- Designated Supports for Online Tests
- TELPAS Practice Sets and Released Tests
- TELPAS Rater Training and Rater Info
- TELPAS Information in TIDE and DEI
- TELPAS Resources

# TELPAS Overview



- TELPAS annually assesses the progress that emergent bilingual (EB) students make in learning the English language.
- All K–12 students classified as emergent bilingual EB/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.

The TELPAS testing window is February 19<sup>th</sup> to March 29<sup>th</sup>.

# Exceptions to an EB Student Being Assessed in One or More Language Domains

## An EB student 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 EB student 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 listening and speaking test and the reading and writing test.

# TELPAS Components



## Grades K–1

Holistically-rated Assessments

Listening

Speaking

Reading

Writing

## Grades 2–12

Online Tests

Listening and Speaking  
(2-3, 4-5, 6-8, 9-12)

Reading and Writing  
(2, 3, 4-5, 6-7, 8-9, 10-12)

# TELPAS Key Dates for 2023-2024



|   |   |
|---|---|
| <b>Due Date for Adding All Students in TIDE</b>   | By 11/30/23   |
| <b>Due Date for Districts to Indicate Special Administration (paper and holistic) in TIDE</b>                   | By 11/30/23   |
| <b>Districts Receive Test Administrator Manuals</b>   | 1/22/24—1/26/24   |
| <b>Districts submit Additional Order of Paper Test Materials</b>  | 2/12/24—3/25/24 Test Materials<br>By 4/8/24 Return Labels |
| <b>Assessment Window</b>  | 2/19/24—3/29/24   |
| <b>Submit Score Codes and Upload Holistic Ratings in TIDE and Submit Student Responses (paper admin) in DEI</b> | 3/29/24<br>11:59 p.m. (CT)                                |
| <b>Districts Return Paper Test Materials</b>  | By 4/12/24  |

# TELPAS Additional Order Window



**When is the TELPAS AO window?**

The TELPAS additional order window is 2/12-3/25 for test materials and by 4/8 for return labels.

**What should I know about the TELPAS AO window?**

TELPAS reading paper tests (regular print, large print, braille contracted, and braille uncontracted **must be ordered** during the additional order window (even if the TELPAS paper test format was indicated in TIDE by 11/30).

**What should I take into consideration when placing an AO?**

When placing an AO, a district must consider the time it will take to ship materials, administer the assessment, and enter the responses in DEI by 3/29/24



# Special Administrations for Online TELPAS Tests

## Special Administration for TELPAS

Both online TELPAS tests have two language domains combined. If a student is eligible for a special administration in one of the test's domains, the student will need to have a special administration in both domains (if applicable).

|                               |                                     |  |
|-------------------------------|-------------------------------------|--|
| TELPAS Listening and Speaking | Holistic for listening and speaking | Holistic administrations conducted by raters that have completed training and calibration successfully   |
| TELPAS Reading and Writing    | Paper for reading                   | Regular print, large print, and braille (contracted and uncontracted)  |
|                               | Holistic for writing                | <ul style="list-style-type: none"><li>• Holistic administration conducted by raters that have completed training and calibration successfully.</li><li>• Will require writing samples that meet the writing collection criteria.</li></ul> |

More information about [special administration of an online TELPAS assessment](#) can be found in the DCCR and in the TELPAS Test Administration Instructions (which is forthcoming).

# Special Administration of a TELPAS Online Test

- In rare circumstances that prevent a student from testing online, the student must meet eligibility criteria for a special administration of a TELPAS online test (listening and speaking or reading) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded\*
  - Unable to participate in one domain
- A student may receive a special administration (paper test or holistic assessment) of an online test ONLY if this is noted in the student's individualized education program (IEP) or Section 504 plan.
- Special administrations for TELPAS reading are paper tests (regular print, large print, or braille), while TELPAS listening, speaking, and writing special administrations are holistic assessments that require training and calibration to administer.

\*This applies in rare situations where computers or technology are absolutely not available such as homebound students without internet access, JJAEPs, jails, or detention centers.

# Test Mode and Paper Test Format in TIDE

The screenshot displays the TIDE interface for configuring test settings. At the top, a dark blue header contains a minus sign and the text "Test Format Indicator". Below this, two light blue tabs are visible: "Test Mode" (which is selected) and "Paper Test Format".

Under the "Test Mode" tab, there are two dropdown menus:

- "TELPAS Listening & Speaking:" with options: Holistic (selected), Online, and Holistic.
- "TELPAS Reading & Writing:" with options: Paper & Holistic (selected), Online, and Paper & Holistic.

Under the "Paper Test Format" tab, there is a dropdown menu for "TELPAS Reading:" with the following options: --Select--, --Select-- (highlighted), Regular Print, Large Print, Braille Contracted, and Braille Uncontracted.

The due date for districts to indicate TELPAS special paper or holistic administration of an online assessment in TIDE is **11/30**. As a reminder, a district will need to submit an AO for TELPAS paper reading test materials.

# Grades 2-12 TELPAS Online Listening and Speaking Tests

- Listening and speaking test grade clusters include 2-3, 4-5, 6-8, and 9-12.
- Listening test questions include passage-based and non-passage-based questions, picture-based questions, and drag-and-drop questions, among others.
- The speaking test questions include a variety of picture-, passage-, and text-based speaking prompts.
- The variety of question types gives EB students the opportunity to show their comprehension and communication skills in various ways.

# Grades 2-12 Online Reading and Writing Tests



- Reading and writing tests grade clusters include 2, 3, 4-5, 6-7, 8-9, and 10-12.
- Writing items are interspersed within the reading tests.
- Text-to-speech (TTS) feature is provided for writing direction lines and for constructed responses questions.
- TTS is available for all students, not based on eligibility, and **does not** need to be noted in TIDE. It is considered an online tool for online TELPAS writing.
- If a student is eligible for speech-to-text (STT), this attribute **does** need to be noted in TIDE.

# Blank Graphic Organizers for Online TELPAS Tests



- Starting in Spring 2024, students will be allowed to use blank graphic organizers (paper only) for online TELPAS tests (listening and speaking and/or reading and writing). Students could use the blank graphic organizers to plan their speaking and writing responses.
- TELPAS will be added to the Supplemental Aids policy document.
  - Only blank graphic organizers will be allowed. Supplemental aides such as mnemonic devices and organizers with graphics or text will not be allowed.
  - Refer to the policy document for additional information on student eligibility and which committee can make the decision.
- Blank graphic organizers will need to be noted in TIDE as part of the non-embedded supports for TELPAS.

# Designated Supports for TELPAS Online Tests

| Designated Support   | Listening and Speaking | Reading and Writing | Non-embedded Support in TIDE | TEA Approval |
|--|------------------------|---------------------|------------------------------|--------------|
| Basic Transcribing   | X                      | X                   | X                            |              |
| Individualized Structured Reminders                              | X                      | X                   | X                            |              |
| Manipulating Test Materials                                      | X                      | X                   | X                            |              |
| Complex Transcribing   |                        | X                   | X                            | X            |
| Extra Day  | X                      | X                   | X                            | X            |
| <b>Blank Graphic Organizer, paper only (New for Spring 2024)</b> | X                      | X                   | X                            |              |






NEW

Specific information, such as student eligibility criteria and special considerations and instructions, can be found in the [Accessibility](#) section of DCCR.

# Headsets/Headphones, Microphones, and Keyboards



Texas English Language Proficiency Assessment System

|  |   |        |
|---|--|---|
| <b>Headsets</b>   | <b>Headphones with Microphones</b>   | <b>Keyboards</b>  |
| Required for the writing domain on the reading and writing test.                  | <ul style="list-style-type: none"><li>• Required for both domains on the TELPAS listening and speaking test</li><li>• Required for a student that is eligible for speech-to-text (STT) for the online writing domain in TELPAS reading and writing test.</li></ul> | Are highly recommended for the TELPAS reading and writing test due to the writing domain. |




# Audio Playback and Recording Device Checks

- If an assessment has multimedia features, there will be audio playback and recording device checks that must be completed, before a student can start their test.
- For TELPAS listening and speaking, both audio playback and recording device checks are required.
- For TELPAS reading writing, audio playback device check will be required for all students. For students with STT, both audio playback and recording device checks will be required.

### Audio Playback Check

Make sure audio playback is working.





To play the sample sound, press the speaker button.

**Next Step:**

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

### Recording Device Check

Make sure your recording device is working.

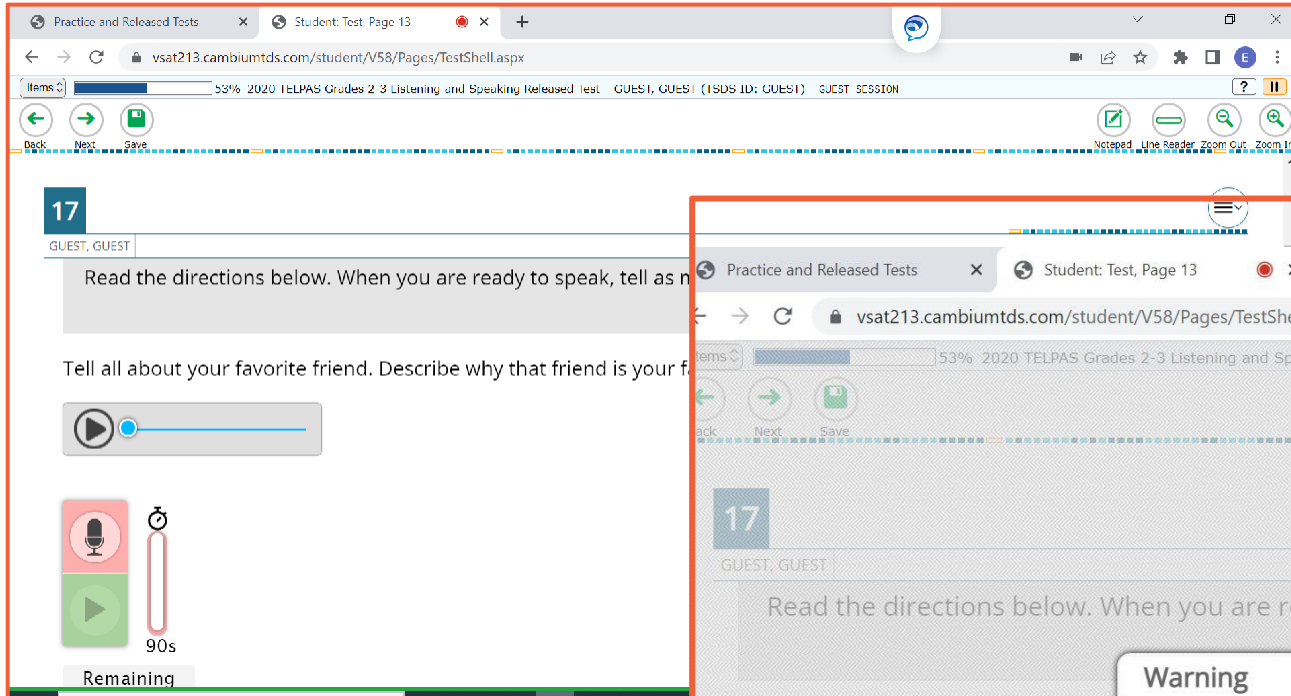


1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

**Next Step:**

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

# Microphone Functionality



Practice and Released Tests x Student: Test, Page 13

vsat213.cambiumtds.com/student/V58/Pages/TestShell.aspx

Items 53% 2020 TELPAS Grades 2-3 Listening and Speaking Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

17

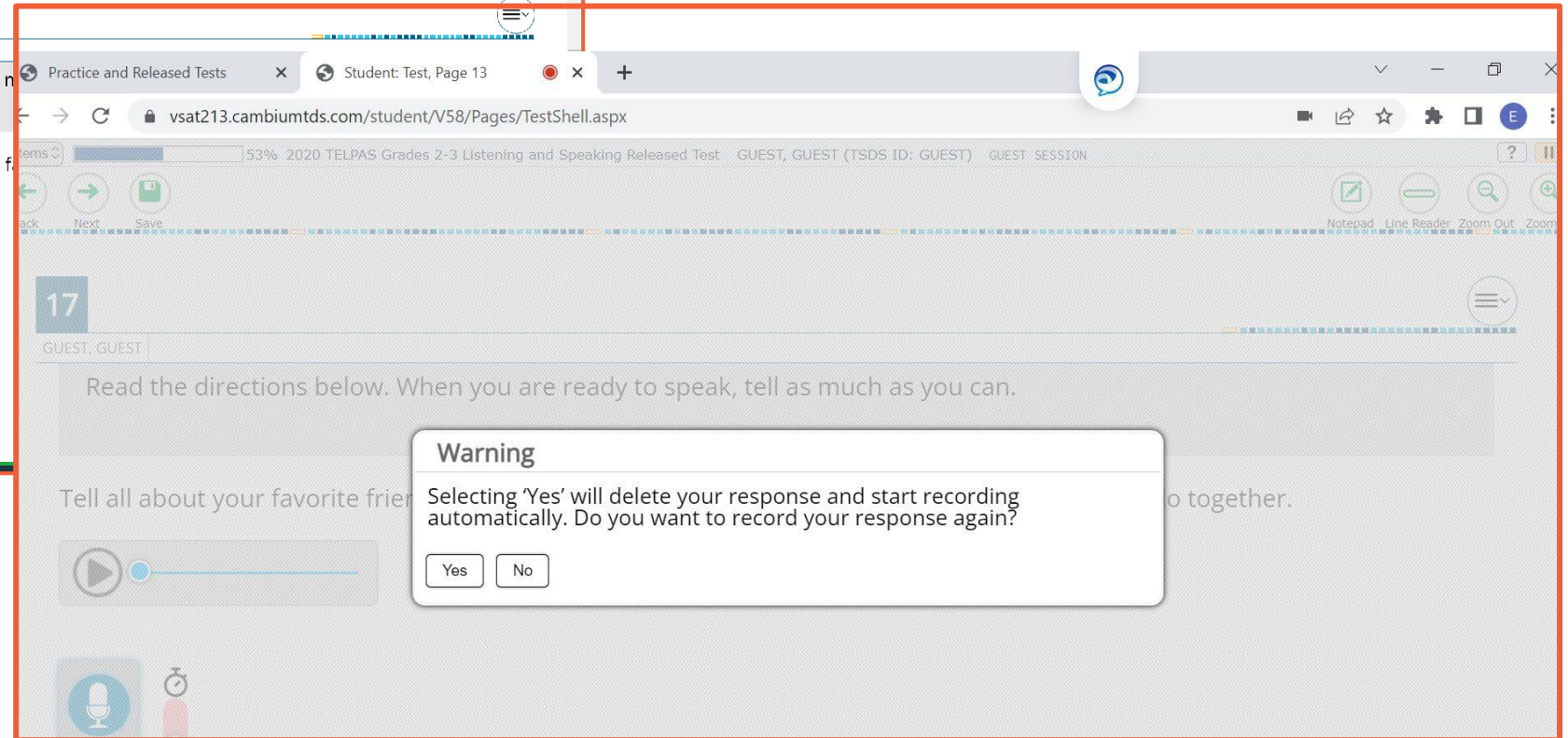
GUEST, GUEST

Read the directions below. When you are ready to speak, tell as much as you can.

Tell all about your favorite friend. Describe why that friend is your favorite.

▶ 90s

Remaining



Practice and Released Tests x Student: Test, Page 13

vsat213.cambiumtds.com/student/V58/Pages/TestShell.aspx

Items 53% 2020 TELPAS Grades 2-3 Listening and Speaking Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

17

GUEST, GUEST

Read the directions below. When you are ready to speak, tell as much as you can.

Tell all about your favorite friend. Describe why that friend is your favorite.

▶ 90s

Warning

Selecting 'Yes' will delete your response and start recording automatically. Do you want to record your response again?

Yes No

# TELPAS Schedules and Administrations



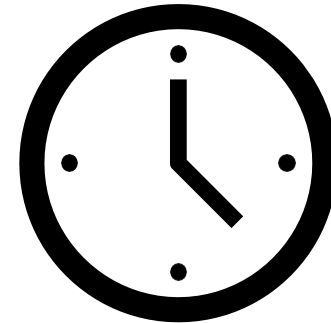
- Based on stakeholder feedback, we will be aligning our scheduling policy for TELPAS with our scheduling policy for STAAR.
- TELPAS assessments should be administered on separate days to allow students sufficient time and opportunity to do their best work (unless there is an extenuating circumstance towards the end of the test administration window).



# Scheduling of Online Tests



- TEA recommends that districts begin testing within one hour of the start of the school day.
- Districts should exercise judgment about starting a test session after lunch and for late students, as some students may not have sufficient time to complete the test before the end of the school day.



# Online Practice and Released Tests

## INFORMATION



### Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.

- Designed to familiarize students with the online testing environment, available tools, and various types of questions.
- Students may sign in with their credentials to practice with their current test attributes, such as a student who is approved for STT. Eligibility needs to be already noted in TIDE, so the attribute is available when the student signs in for his or her practice test.
- Includes STAAR redesign practice tests, STAAR released tests, TELPAS Listening and Speaking practice and released tests, and TELPAS Reading and Writing practice sets.

# Released Spring 2023 Online Tests



- TELPAS Reading and Writing Test for Grades 2, 3, 4-5, 6-7, 8-9, 10-12
- TELPAS Listening and Speaking Test for Grades 2-3, 4-5, 6-8, 9-12
- Available in the online testing platform
- Answer Keys are available on the [TELPAS Released Test Questions](#) webpage

## INFORMATION




### Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.



# Released Spring 2023 Online Tests: Scoring Guides



## TELPAS Released Test Questions

TEA releases two types of test questions for TELPAS—test forms and sample questions. A test form is a set of released test questions previously administered together to Texas students and reflects the TELPAS test blueprints. Sample test questions are small subsets of test questions released from the TELPAS test banks. These test questions may have been previously administered.

Released test questions for TELPAS grades 2-12 online assessments are available on the Practice Test Site. Beginning in spring 2023, the TELPAS writing assessment was combined with the online reading assessment for grades 2-12.

Click on the tabs below to find each year's released test forms or sample test questions.

2023 2020 2017 2014 Sample Questions

Expand All

### Listening and Speaking

- Grades 2-3 Answer Key
- Grades 2-3 Speaking Scoring Guide
- Grades 4-5 Answer Key
- Grades 4-5 Speaking Scoring Guide
- Grades 6-8 Answer Key
- Grades 6-8 Speaking Scoring Guide
- Grades 9-12 Answer Key
- Grades 9-12 Speaking Scoring Guide

[TELPAS Speaking Scoring Guides and Writing Guides](#) provide exemplar student responses to be used alongside the applicable online test.

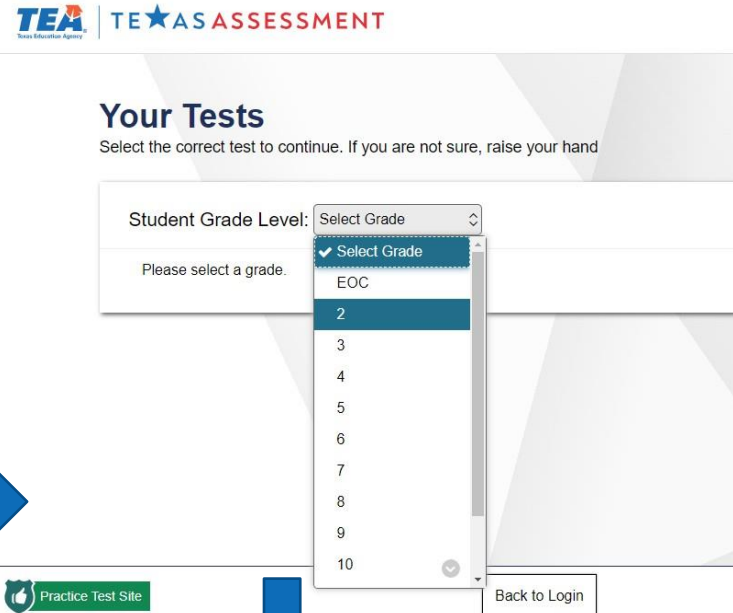
# TELPAS Released and Practice Tests

## INFORMATION



### Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.



TEA | TEXAS ASSESSMENT

### Your Tests

Select the correct test to continue. If you are not sure, raise your hand

Student Grade Level: Select Grade

Please select a grade.

- Select Grade
- EOC
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Practice Test Site

Back to Login

## TELPAS Released and Practice Tests

### TELPAS Writing Sampler

Start TELPAS Writing Sampler

### TELPAS Reading

#### Grade 2

Start 2017 TELPAS Grade 2 Reading Released Test

Start 2020 TELPAS Grade 2 Reading Released Test

Start 2018 TELPAS Grade 2 Reading Practice Set

### TELPAS Listening & Speaking

#### Grades 2 - 3

Start 2018 TELPAS Grades 2-3 Listening and Speaking Practice Set

Start 2020 TELPAS Grades 2-3 Listening and Speaking Released Test



# TELPAS Key Dates for Holistic Rater Training and Administrations

|  |                                |
|--|--------------------------------|
| <b>TELPAS Assessment Window<br/>(Grades K-12 Listening, Speaking, Reading and Writing)</b> | <b>February 19 to March 29</b> |
| TELPAS online training opens in LMS  | January 8                      |
| Assembling and Verifying Grades 2–12 Writing Collections course available*                 | January 8                      |
| Online basic training courses for new K–1 and 2–12 raters* available                       | January 22                     |
| Calibration window opens for new and returning K-1 and 2-12* raters                        | February 5                     |
| Earliest eligibility date for TELPAS writing samples*                                      | February 5                     |
| *Applicable for 2-12 raters with students with special holistic administration(s)          |                                |

# Holistic Rater Training

## NEW RATERS

### **K–1 Raters**

Complete an online basic training course, which includes practice rating activities for each language domain – listening, speaking, reading, and writing.

### **2-12 Raters (for Special Holistic Administrations of Listening, Speaking, and/or Writing)**

Complete an online basic training course and practice rating activity. Training for listening and speaking includes both domains. Training for writing is only for that domain.

### **Both K-1 and 2-12 Raters**

Complete calibration activities to ensure that they are prepared to apply the PLD rubrics consistently and accurately.

## RETURNING RATERS

### **K–1 and 2-12 Raters**

Raters, who have successfully completed calibration activities at least once, are highly encouraged to complete calibration before rating; however, it's optional, unless required by campus testing coordinator.

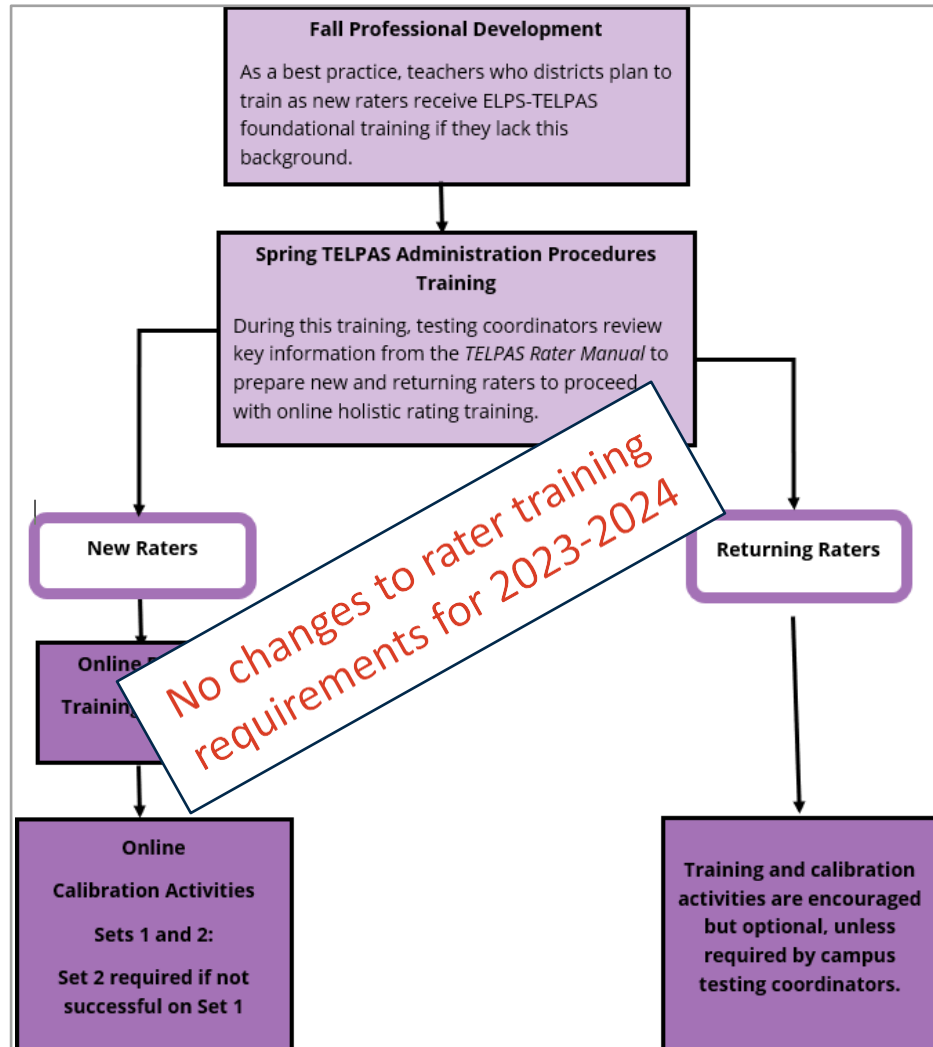
## NEW RATERS AND RETURNING RATERS

Annual test security and administration procedures training is strongly encouraged, especially for policies and procedures that have changed.

It is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window.

All raters must sign a test security oath.

# Holistic Rater Training Flowchart



- The Holistic Rater Training Flowchart and additional information on rater training can be found in [TELPAS Rater Training](#) section of the DCCR.
- Information on holistic administrations will be posted in the [Holistic Administrations](#) section of DCCR and in the TELPAS [Test Administration Information](#).
- Online rater basic training and calibration will be in the LMS.

# Rater information in TIDE

Rater information needs to be entered in TIDE in the *Additional Student Information* section. It can be uploaded in TIDE by using the Additional Student Fields data file.

Go to section:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**Additional Student Information**

Emergent Bilingual Indicator Code: - Select -

Bilingual Program Type: - Select -

ESL Program Type: - Select -

Migrant: - Select -

Years in U.S. Schools: - Select -

Parental Denial: - Select -

**TELPAS Rater A (Relationship): - Select -**

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

## TELPAS Rater A (Relationship)

6

7

8

9

10

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

- 1 - Bilingual Education Teacher
- 2 - ESL Teacher
- 3 - Elementary General Education Teacher
- 4 - MS or HS General Ed Teacher of Core Subjects
- 5 - Special Education Teacher
- 6 - Gifted and Talented Teacher
- 7 - Teacher of Enrichment Subjects

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

Student Eligibility - Summative

## TELPAS Rater B (Collaboration)

6

7

8

9

10

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

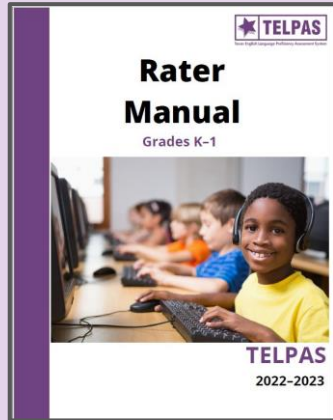
- Select -
- Yes
- No

Unschooled Asylee / Refugee Code: - Select -

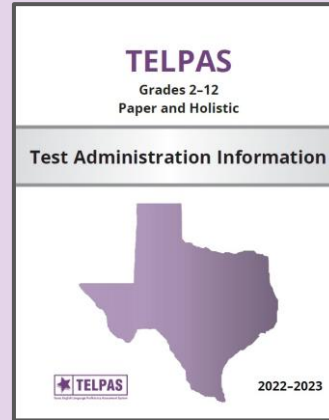
Interrupted Formal Education Code: - Select -



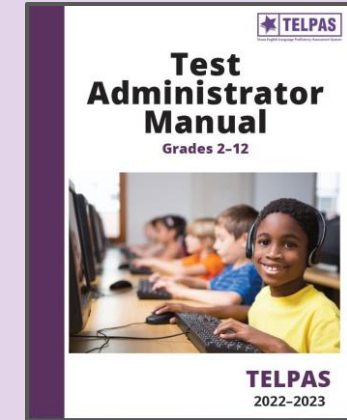
# TELPAS Manuals



- Available online only
- Includes the *K-12 Listening PLDs*, *K-12 Speaking PLDs*, and *TELPAS Rating Roster* (which need to be used for special holistic administrations)



- Available online only
- Used in conjunction with *TELPAS Rater Manual*
- Used for special paper admin (regular, large, and braille\*)
- Used for special holistic admin (listening, speaking, and writing)



- Printed and shipped, as well as posted online
- Based on student registration #s with 10% overage
- Formula similar to STAAR, 1:15
- AO window is 2/12-3/25 (test materials and up to 4/8 (labels))

\*TELPAS Braille Secure Test Instructions, previously called Specific Braille Instructions, were printed and shipped; one per test.

# Students Moving Within the TELPAS Window



- Students can only be actively enrolled in one district/campus in TIDE. If a student moves during the administration window, TELPAS tests (including holistic ratings) will follow the student.
- Rating information or score code (if applicable) can only be entered by a user in the district/campus where the student is enrolled.
- Once the receiving district has enrolled the student in TIDE, the sending district will not be able to upload the student's rating(s) or submit a score code (if applicable) online.

# Collaboration Between Sending and Receiving Districts

- Sending districts will need to coordinate with the receiving districts in order to provide them with the rating(s), including the rater information, or score code (if applicable).
- Districts can share the information using the secure file center in TIDE, as an attachment (EXCEL spreadsheet, word or PDF document, etc.).

Reminder: If an EB student enrolls in a Texas public school **BEFORE** February 19 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments. If an EB student enrolls **ON or AFTER** February 19, the receiving campus is responsible only for the grades 2–12 online tests (if the tests were not already administered). The sending campus is responsible for the holistic components even if the ratings were not yet assigned or uploaded/entered online.

# TELPAS Information in TIDE



- Deadline is 3/29 at 11:59 p.m. (CT).
- Score codes and student demographic information must be submitted in TIDE.
- Holistic ratings must be uploaded and processed in TIDE using the *Holistic Ratings Upload File Format*.



# TELPAS Score Codes in TIDE



## Score Codes for Online Tests

|   |              |   |
|---|--------------|---|
| X | ARD-decision | An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability. |
| A | Absent       | A student was absent each time he or she was scheduled to test or absent throughout the entire testing window.                                    |
| O | Other        | Examples for this score code include a student did not complete test due to illness or a test administration irregularity.                        |

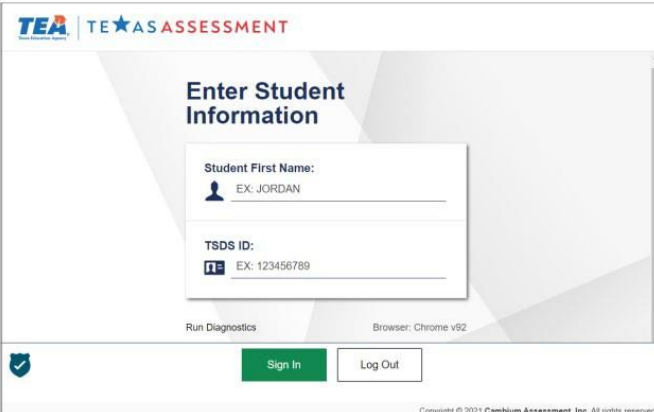
## Score Codes for Holistic Assessments

|   |                           |   |
|---|---------------------------|---|
| X | ARD-decision              | An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability.           |
| E | Extenuating Circumstances | An eligible student cannot be rated in the specified domain due to extenuating circumstances. Due to the 6-week testing window, this should be rarely used. |

The score codes available in TIDE are by assessment program. It is important to know which TELPAS score codes apply to online tests, and which score codes apply to holistic assessments.

# TELPAS and DEI Entries

- DEI entries for TELPAS include student responses for paper tests (regular print, large print, and braille).
- If the reading test does not appear in DEI for an eligible student, verification will need to be made that the correct test mode is noted accurately in TIDE.
- DEI entries must be processed by March 29th, 11:59 p.m. (CT)



TEA | TEXAS ASSESSMENT

### Enter Student Information

Student First Name:  
EX: JORDAN

TSDS ID:  
EX: 123456789

Run Diagnostics      Browser: Chrome v62

Sign In      Log Out

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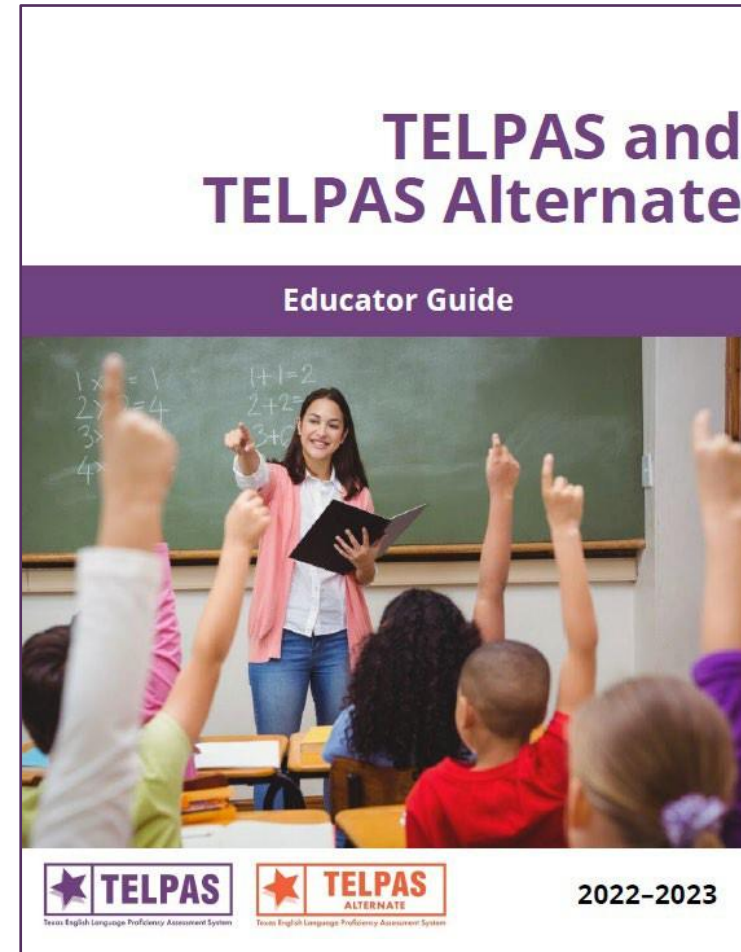
# Years in U.S. Schools

- The calculation for years in U.S. schools is calculated based on consecutive calendar days.
- The Instructions for Years in U.S. Schools Data Collection document is posted on the [Assessments for Special Populations](#) webpage.
- For TELPAS, years in U.S. schools starts at 1st grade. For kindergarten students, the Years in U.S. Schools field is left blank.
- The Student History Worksheet will now be included as part of the document.



# TELPAS and TELPAS Alternate Educator Guide

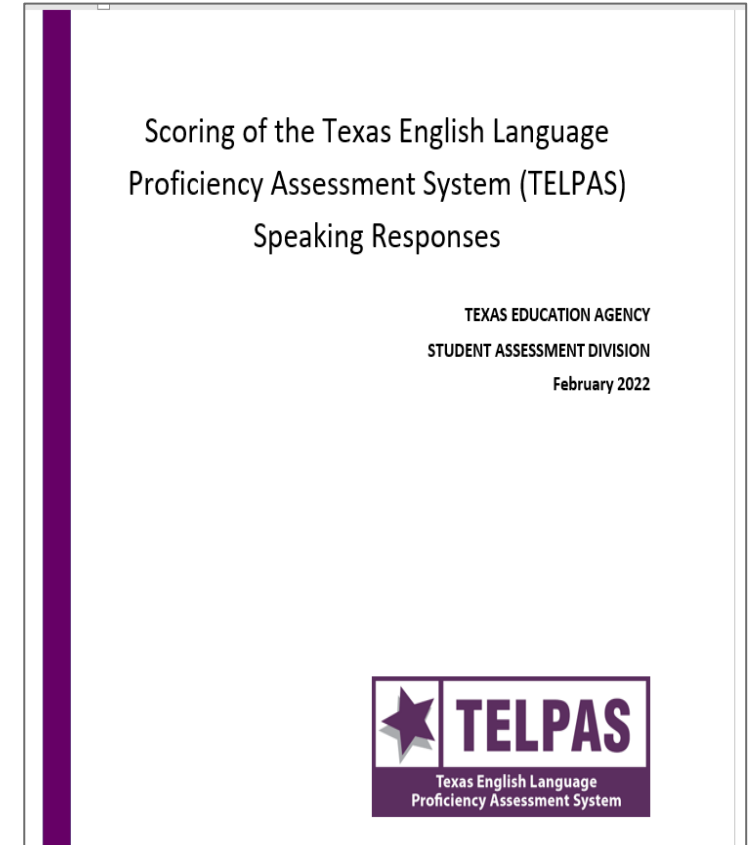
- The TELPAS and TELPAS Alternate Educator Guide will be split for both assessment programs.
- There will be a separate guide for TELPAS and one for TELPAS Alternate.



# Scoring of TELPAS Speaking Responses Guide

The Scoring of TELPAS Speaking Responses Guide is available on the TELPAS Resources webpage.

- The guide is an overview explaining how student speaking responses are scored by Pearson.
- It also includes information on requests for rescoring speaking responses which can be made during the rescore request window noted on the [Calendar of Events](#).
- The guide is a resource for educators, administrators, and parents.



# Check for Understanding



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

# TELPAS Resources

| Resource   | Purpose  | Audience   |
|--|--|--|
| <a href="#">TELPAS and TELPAS Alternate Educator Guide</a>                                     | Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS) and PLDs to guide instruction. <b>(A standalone TELPAS Educator Guide is coming soon.)</b> | Administrators, Coordinators, Educators                      |
| <a href="#">TELPAS Training PowerPoints</a>  | Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS <b>(coming soon)</b>   | Administrators, Coordinators, Educators                      |
| <a href="#">TELPAS Manuals: Rater, Test Administrator, and Test Administration Information</a> | Provides policies and guidance for raters, test administrators, and TELPAS special administrations (holistic and paper). Manuals and supplement materials are updated annually.  | Administrators, Coordinators, Educators, Test Administrators |
| <a href="#">TELPAS Listening, Speaking, Reading, and Writing Blueprints</a>                    | Provides districts with the test blueprints (listening, speaking, reading, and writing) including reporting categories   | Administrators, Coordinators, Educators                      |

# TELPAS Resources (cont.)

| Resource  | Purpose   | Audience   |
|---|---|--|
| <a href="#">TELPAS 2-12 Speaking Rubrics</a>        | Derived from the TELPAS proficiency level descriptors (PLDs) and demonstrates the number of score points that a student can achieve based on their performance on each speaking test item | Administrators, Coordinators, Educators          |
| <a href="#">TELPAS 2-12 Writing Rubrics</a>         | Derived from the TELPAS PLDs and demonstrates the number of score points that a student can achieve based on their performance on each writing test item.                                 | Administrators, Coordinators, Educators, Parents |
| <a href="#">TELPAS 2-12 Speaking Scoring Guides</a> | Provide exemplar student responses for the TELPAS online speaking assessment. It is intended to be used alongside the spring 2020 TELPAS listening and speaking released test.            | Administrators, Coordinators, Educators, Parents |
| <a href="#">TELPAS 2-12 Writing Scoring Guides</a>  | Provide exemplar student responses and annotations based on score points that students can achieve on the writing constructed response type items.  | Administrators, Coordinators, Educators, Parents |



# TELPAS Resources (cont.)

| Resource  | Purpose  | Audience   |
|---|--|--|
| <a href="#">Released TELPAS Listening and Speaking &amp; TELPAS Reading and Writing Tests</a> | Available in the online interface and can be used to administer to students for diagnostic purposes  | Administrators, Coordinators, Educators, Parents, Students |
| <a href="#">Answer Keys for TELPAS Released Tests</a>   | Provides answers to released tests, reporting category per item, and ELPS student expectation per item. In addition, there are speaking and writing scoring guides that align with released tests.   | Administrators, Coordinators, Educators, Parents, Students |
| <a href="#">TELPAS Practice Sets/Tests</a>  | Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items, including recording and playing speaking responses and entering writing responses) | Administrators, Coordinators, Educators, Parents, Students |
| <a href="#">Scoring Process for TELPAS Speaking Responses</a>                                 | Provides information on the 5-step process for scoring TELPAS speaking responses (includes information on reliability and validity components and rescoring information)   | Administrators, Coordinators, Educators, Parents           |



# TELPAS Alternate

# TELPAS Alternate Updates

- There are no changes to the actual TELPAS Alternate assessment.



Texas English Language Proficiency Assessment System

The TELPAS Alternate administration window is February 19<sup>th</sup> to March 29<sup>th</sup>.

# What Is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with the most significant cognitive disabilities in grades 2–12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population





# Who Takes TELPAS Alternate?



## Students Eligible for TELPAS Alternate

Are EB students in grades 2–12 who have the most significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

Have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Please note: Unlike TELPAS, there are no domain-specific exemptions for TELPAS Alternate. Students must be assessed in all 4 language domains.

# Who Is Assessed with TELPAS Alternate?

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

# Updated TELPAS Alternate Participation Requirements

- The TELPAS Alternate Participation Requirements (for grades 2–12) have been updated and are available on TEA’s [TELPAS Alternate Resources](#) webpage.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to EB students.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3–12.
- For student in grades 3–12, the LPAC will answer question 1: “Is the student identified in PEIMS as EB/EL?”, initial the assurances in Step II, and answer "Yes" in question 6.

# Alternate Proficiency Level Descriptors (PLDs)

The Alternate PLDs are domain-specific and define how well EB students at the five proficiency levels are able to understand and use English in social and academic settings.

The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of EB students.

| Awareness   | Imitation  | Early Independence   | Developing Independence  | Basic Fluency  |
|---|--|--|--|--|
| ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words. | ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words. | ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words. | ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication. | ELs at the basic fluency produce detailed spoken messages in English or with augmentative and alternative communication. |

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



# What Are Observable Behaviors?

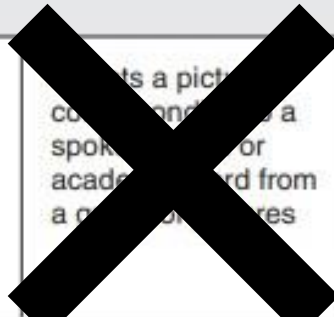
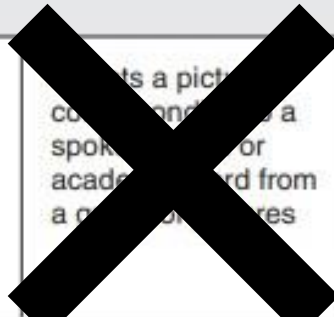
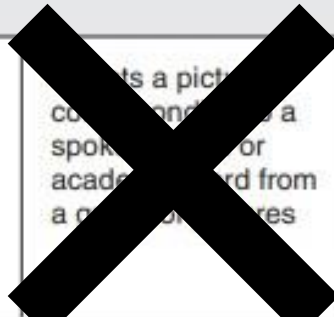
- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

## Sample Observable Behavior for Decoding

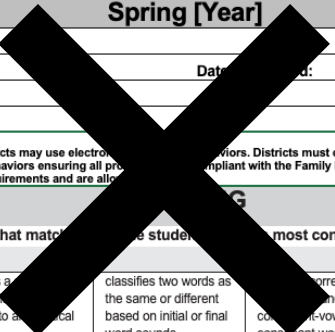
| R2. The student:   |  |   |   |   |
|--|--|---|---|---|
| Decoding   |  |   |   |   |
| may or may not attend to familiar word/picture combinations<br>(A) | matches familiar word/picture combinations to identical word/picture combinations<br>(B) | selects requested high-frequency words from a group of words<br>(C) | decodes words or phrases consisting of a few simple high-frequency words<br>(D) | decodes longer phrases or sentences with some unfamiliar words<br>(E) |

# Observable Behaviors: Notes Version

- Starting in the 2023-2024 school year, the “notes version” of the Observable Behaviors will no longer be available on the TELPAS Alternate Resources web page.

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

# TELPAS Alternate Observable Behaviors (Electronic Version)



| A   | B   | C  | D   | E   | F  | G               | H |
|---|---|--|---|---|--|-----------------|---|
| <b>TELPAS ALTERNATE OBSERVABLE BEHAVIORS INVENTORY</b>  |   |  |   |   |  |                 |   |
| Spring [Year]   |   |  |   |   |  |                 |   |
| Student Name  |   |  |   |   |  |                 |   |
| Enrolled Grade:   |   |  |   | Date:   |  |                 |   |
| Name of Teacher:  |   |  |   |   |  |                 |   |
| Teacher Signature:  |   |  |   |   |  |                 |   |
| <small>NOTE: For the spring 2021 administration districts may use electronic signatures. Districts must determine which electronic tools will be used to complete the TELPAS Alternate Observable Behaviors ensuring all protocols are followed and compliant with the Family Educational Rights and Privacy Act (FERPA) regulations. Digital signatures meet FERPA requirements and are allowed.</small> |   |  |   |   |  |                 |   |
| Directions: Choose the description that matches the student most consistently.  |   |  |   |   |  |                 |   |
| <b>L1.</b>  | The student:  |  |   |   |  |                 |   |
|   | may or may not attend to a spoken letter sound with picture support | matches a sound with picture support to an identical picture | classifies two words as the same or different based on initial or final word sounds | identifies words with correct initial consonant-vowel-consonant word presented orally | identifies words that are the same or different after hearing two spoken words in the same word family | <b>L1 Score</b> |   |
| Distinguishing Sounds   | A   | B  | C   | D   | E  |                 |   |
| <b>L2.</b>  | The student:  |  |   |   |  |                 |   |
|   | may or may not attend   | make a selection when  | make a selection when   | make a selection  | responds appropriately   |                 |   |

- The electronic version of the TELPAS Alternate Observable Behaviors will no longer be available.

# Observable Behaviors with Classroom Examples

| L8. The student:     |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| Following Directions | may or may not attend to one-word directions with picture support | follows one-word directions with picture support                      | follows one-word directions                               | follows familiar multi-word single-step directions  | follows multistep directions  |
| <b>Elementary</b>    | Student does not stand when given the one-word direction "stand." | Student stands when given the direction "stand" with picture support. | Student stands when given the one-word direction "stand." | Student follows the directions "stand up," sit down," and "raise your hand."                  | Student follows the directions "stand up, walk to the door, and wait quietly."        |
| <b>Secondary</b>     | Student does not walk when given the one-word direction "walk."   | Student walks when given the direction "walk" with picture support.   | Student walks when given the one-word direction "walk."   | Student follows the directions "walk to door," "walk to the restroom," and "wash your hands." | Student follows the directions "stand up, walk to the restroom, and wash your hands." |

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.
- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

An accessible version of the Observable Behaviors and classroom examples can be found on TEA's [TELPAS Alternate Resources](#) webpage.

# Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

# TELPAS Alternate Administration Training

- As with TELPAS administration training, testing personnel are required to receive training at least once in test security and administration procedures and are responsible for complying with state assessment requirements.
- In addition, testing personnel must receive training at least once in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments.

# TELPAS Alternate Training

There are two training options.

## OPTION 1:

TELPAS Alternate Training Courses in [LMS](#)

- Part 1 includes 4 modules (one per language domain)
- Part 2 includes 4 modules (Introduction, Eligibility, Accessibility, and Test Administration)
- Educators will get CPE hours once both parts are completed.

## OPTION 2:

A series of training PowerPoints is also available on TEA's [TELPAS Alternate Resources](#) webpage.

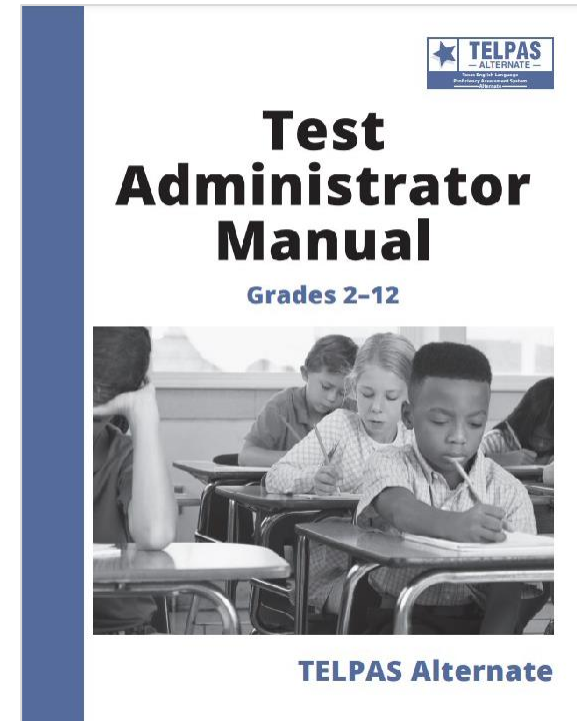
- There are domain-specific PPTs, eligibility requirements, and test administration info.
- Each PPT can be reviewed by in about 10–15 minutes.
- However, CPE hours are not earned for reviewing PPTs.

While training is not required, TEA highly recommends that test administrators rating students, especially if there are new test administrators or have never administered TELPAS Alternate. There is no calibration for TELPAS Alternate test administrators.



# TELPAS Alternate Test Administrator Manual

- Manuals
  - available online only
  - not shipped to districts
- Observable Behaviors shipped to districts
  - Based on registration counts + 10% overage
  - Observable Behaviors will be packed in 3's
  - Districts are not able to place additional order
  - Observable Behaviors PDF available online for printing



# TELPAS Alternate Ratings in DEI

- TELPAS Alternate ratings are processed in DEI by 3/29, 11:59 p.m. (CT).
- If a student's test is not available in DEI to enter ratings, verify that Emergent Bilingual Indicator has been marked with "1" and the Alternate Student Flag for TELPAS Alternate has been marked with "Yes" for the student.
- Ratings for all 40 Observable Behaviors (10 per each language domain) must be entered in DEI in order for the ratings to be submitted.

The screenshot displays two sections of the DEI system interface:

- Additional Student Information:** This section contains several dropdown menus. The 'Emergent Bilingual Indicator' dropdown is set to '1 - Identified as Emergent'. The 'Bilingual Program Type' dropdown is set to '1 - Identified as Emergent Bilingual (EB)/English learner (EL)'. The 'ESL Program Type' dropdown is set to '5 - Former EB/EL (Post Monitoring)'. The 'Migrant' dropdown is set to '0 - Non-Emergent Bilingual (Non-EB)/Non-English learner (Non-EL)'. The 'High School Equivalency Program (HSEP)' dropdown is set to '- S'.
- Student Eligibility - Summative:** This section contains the 'Alternate Student Flag' dropdown, which is set to 'Yes'.

# TELPAS Alternate Score Codes in TIDE

## Score Codes for TELPAS Alternate

|   |                                       |  |   |
|---|---------------------------------------|--|---|
| E | Extenuating Circumstances             | An eligible student cannot be rated in all 40 Observable Behaviors due to extenuating circumstances.   | Due to the 6-week testing window, this score code should be rarely used as teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their ELP. |
| M | Medical Exception (ME)                | The ARD Committee, in conjunction with the LPAC, has determined that the student has met eligibility criteria for ME or for NAAR and will not participate in TELPAS Alternate. | These decisions should have been made prior to attempting to administer the assessment and requires documentation in the student's individualized education program.                            |
| N | No Authentic Academic Response (NAAR) |  |   |

The deadline for entering score codes and student demographic information in TIDE is 3/29, 11:59 p.m. (CT).

# TELPAS Alternate Resources

| Resource   | Purpose   | Audience                               |
|--|---|--|
| <a href="#">TELPAS and TELPAS Alternate Educator Guide</a> | Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS. <b>(A standalone TELPAS Alternate Educator Guide is coming soon.)</b>                                   | Administrators, Coordinators, Teachers |
| <a href="#">Updated Participation Requirements</a>         | Used by ARD committees, in conjunction with the LPAC, to make eligibility/participation decisions about TELPAS Alternate participation. The participation requirements have been updated for the 2023-2024 school year. | Members of ARD committees and LPACs    |
| <a href="#">Observable Behaviors (Classroom Examples)</a>  | Provide elementary and secondary classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.   | Educators                              |

# TELPAS Alternate Resources (cont.)

| Resource                                   | Purpose  | Audience  |
|--|--|---|
| <a href="#">Test Administration Manual</a> | <ul style="list-style-type: none"> <li>Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students</li> <li>Required to be read carefully and followed as written</li> <li>Will include a fillable version of the TELPAS Alternate Observable Behaviors</li> </ul>           | Administrators, Coordinators, Teachers serving as test administrators |
| TELPAS Alternate Training Modules          | <ul style="list-style-type: none"> <li>Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors</li> <li>Includes two parts; both parts must be completed in order to receive continuing professional education (CPE) hours</li> </ul> | Administrators, Coordinators, Teachers serving as test administrators |
| <a href="#">Training PowerPoints</a>       | <ul style="list-style-type: none"> <li>Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors</li> <li>Are optional though highly recommended</li> </ul>   | Administrators, Coordinators, Teachers serving as test administrators |
| <a href="#">Parent Brochure</a>            | Communicates (English and Spanish) basic information about TELPAS Alternate. This information is now on Texas Assessment webpage.  | Parents   |

# Check for Understanding



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# QUESTIONS





A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor in a library or classroom. She is holding an open book and reading aloud to a group of young students. The students are also sitting on the floor, looking at the book. In the background, there are bookshelves filled with books and blue storage bins.

# TEA Optional Assessment Programs

# Optional Assessment Programs—Agenda

TFAR

Texas Formative Assessment Resource (TFAR)

Inter

STAAR Interim Assessments

TTAP

Texas Through-year Assessment Pilot (TTAP)

# Different types of assessments provide different data at various times during the year to support instruction

## 1. Diagnostic



**What:** A test measuring student knowledge and skills on any variety of student expectations

**When:** Prior to new instructional cycle or school year

**Why:** To inform instructional plans and curriculum to meet the needs of individual students

**Example:** Beginning of the year assessments

## 2. Formative



**What:** Ongoing process of measuring student performance on specific student expectations

**When:** Often, throughout the year

**Why:** To inform instructional choices, student supports, and updates to planning within existing curricular structures

**Example:** Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

## 3. Interim



**What:** Measure student performance and understanding against grade-level standards

**When:** At check-points a few of times a year

**Why:** To monitor progress, predict summative performance, and guide student groupings for differentiation

**Example:** STAAR Interim Assessments

## 4. Summative

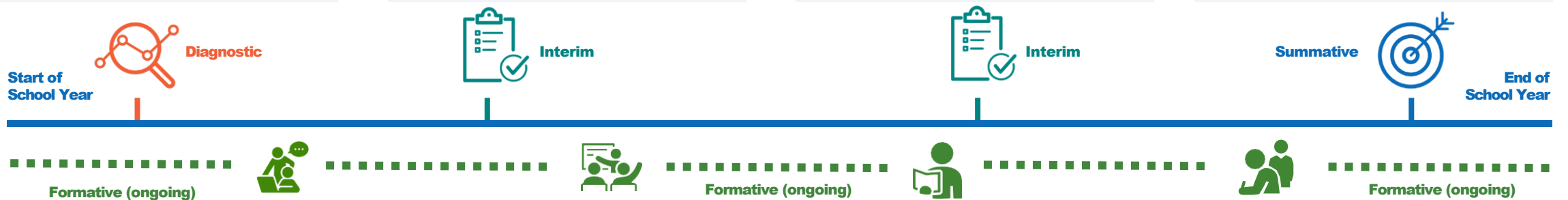


**What:** Measure student mastery of a broad span of student expectations

**When:** At the end of an instructional cycle or school year

**Why:** Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

**Example:** STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



# We'll start today's conversation at the beginning, with diagnostic assessments

## 1. Diagnostic

**What:** A test measuring student knowledge and skills on any variety of student expectations

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# Formative assessments target specific standards and are administered frequently throughout the year



## 2. Formative



**What:** A test measuring student knowledge and skills on any variety of student expectations

**When:** Prior to new instructional cycle or school year

**Why:** To inform instructional plans and curriculum to meet the needs of individual students

**Example:** Beginning-of-year (BOY) assessments

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Diagnostic



Interim

Summative



Start of School Year

End of School Year



# Interim assessment measure student performance at specific times during the year



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**Example:** Beginning-of-year (BOY) assessments



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# STAAR Interim Assessments are used to monitor student progress throughout the year

## What are STAAR Interim Assessments?

- Free and optional assessments to monitor student progress on grade-level standards, help educators understand students' expected performance on STAAR, and identify students who need more targeted supports
- Not intended to inform classroom-level adjustments
- Not tied to accountability
- Shortened STAAR blueprint with new, non-multiple-choice questions, except for constructed response items
- TEKS aligned, field-tested items reviewed by Texas teachers



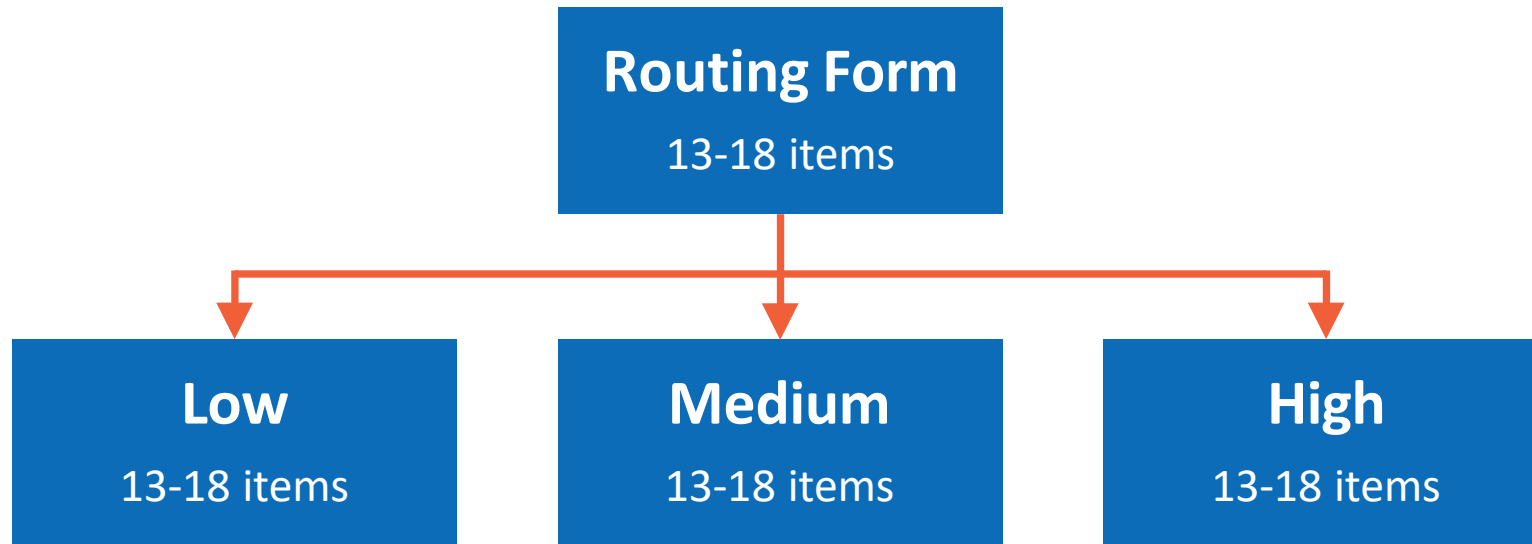
# Interim assessments are administered over three windows; the first window opens in early-November

| Window | Dates                      | Optimal Administration             | Tests Administered             |
|--------|----------------------------|------------------------------------|--------------------------------|
| 1      | Nov 6, 2023 — Dec 19, 2023 | November*                          | First test for math and RLA    |
| 2      | Nov 6, 2023 — Apr 5, 2024  | After most content has been taught | All science and social studies |
| 3      | Jan 16, 2024 — Apr 5, 2024 | February*                          | Second test for math and RLA   |

*\*While TEA recommends testing in November and February, schools should consider their local scope and sequence when administering an interim assessment.*



# The multi-stage adaptive design of math and RLA interims allows for shorter tests without sacrificing reliability



- Allows for shorter tests to minimize the disruption to instructional time
- Matches students with more appropriate items based on their demonstrated ability

# Accommodations on interim assessments mirror what students will experience on STAAR

| TTS and Content and Language Supports  | Refreshable Braille  | Paper Braille*  | Paper*   |
|--|--|---|--|
| <ul style="list-style-type: none"><li>• All tests in English</li><li>• Grades 3-5 in Spanish</li></ul> | <ul style="list-style-type: none"><li>• Grades 3–8 reading</li><li>• Grade 8 social studies</li><li>• English I, English II</li><li>• U.S. History</li></ul> | <ul style="list-style-type: none"><li>• All tests</li><li>• Delivered to district</li></ul> | <ul style="list-style-type: none"><li>• All tests</li><li>• Delivered online</li></ul> |

\*While schools do not need to have an ARD to offer interim accommodations, paper and braille tests should only be requested for students with disabilities that prohibit them from interacting with a regular online assessment.

# A through-year assessment combines interim and summative tests into a progress monitoring system that also produces a summative score



## 3. Interim

## 4. Summative

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**What:** Ongoing process of measuring student performance on specific student expectations

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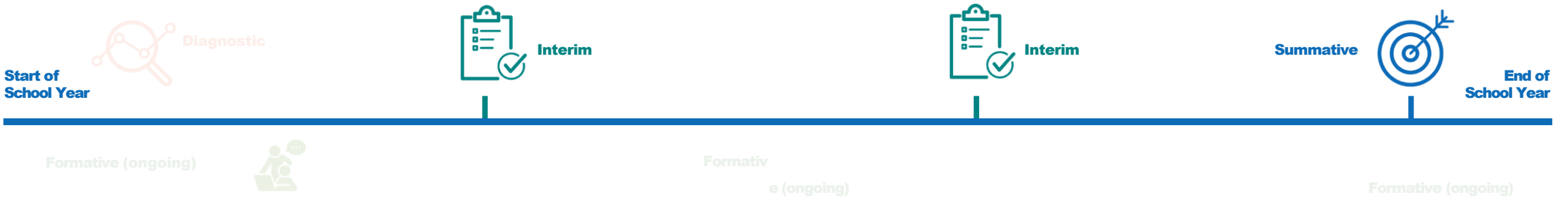
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**Example:** STAAR Interim Assessments

**Example:** STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate



# TEA Contact Information

For inquiries related to development and administration of state assessments, reporting activities, or data corrections, please contact:

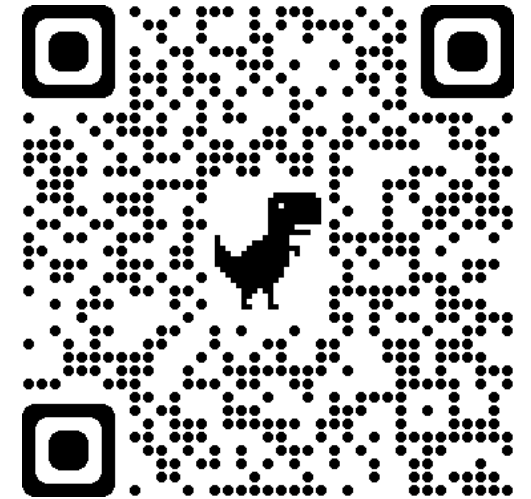
- [Student Assessment Help Desk](#)
- (512) 463-9536
- <https://tea.Texas.gov/student.assessment/>



# Texas Educator Assessment Committees

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics



A photograph of several students sitting around a table in a classroom, using tablets. The table is covered with various educational materials, including colorful manipulatives and a grid. One student in the foreground is wearing glasses and a dark jacket with an Adidas logo. The background shows more students and educational materials.

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