Testing Coordinator Training

2017

Student Assessment Division
Texas Education Agency

JANUARY 18, 2017

Welcome and Introductions

Education Service Center Testing Coordinator Training for the 2017 Texas State Assessment Program

AGENDA

- Welcome and Introductions
- Policy and Procedure Highlights
- Test Administration
- Test Security
- Accessibility and Designated Supports
- STAAR Assessment Management System
- STAAR Alternate 2, TELPAS, and TAKS Assessment Management System
- Scoring and Reporting

This training does NOT take the place of reading the appropriate manuals.

Policy and Procedure Highlights

Policy and Procedure Highlight

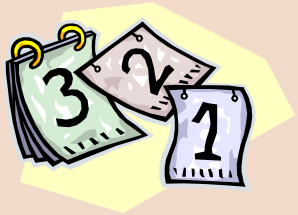
- Legislative Session
- Commissioner Rules
- Changes to English I and English II

Test Administration

- Calendar
- Resources

2016–2017 Testing Calendars

- TEA Student Assessment Calendar
- Calendar of Events



Test Administration

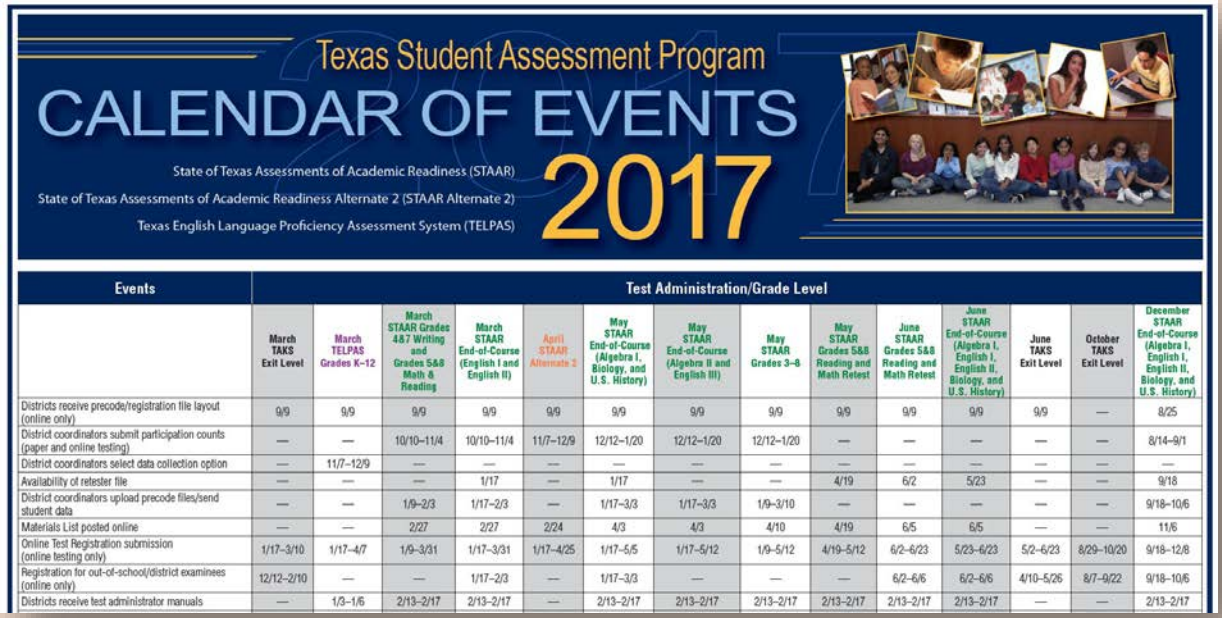
http://tea.texas.gov/student.assessment/calendars/

Revised September 9, 2016	2016–2017 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE
Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://tea.texas.gov/student.assessment/manuals/dccm/.			
2016–2017 Training			
Jan 18 (Wed)	ESC training for the 2017 state assessment program		
Feb 3 (Fri)	Completion date for training of district testing coordinators by ESCs		
2016 Assessments			
Test Date(s)		**TAKS**	**Report Date(s)**
Oct 17 (Mon)		*Exit Level ELA*	Reports Posted Online by November 15, 2016 Reports Due in District by December 2, 2016
Oct 18 (Tues)		*Exit Level Mathematics*	
Oct 19 (Wed)		*Exit Level Science*	
Oct 20 (Thur)		*Exit Level Social Studies*	
	STAAR		
Dec 5 (Mon)	English I		By January 13, 2017
Dec 7 (Wed)	English II		
Dec 9 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered on Dec 5 and Dec 7, 2016, **must** be completed by the end of this day.		
	STAAR		
Assessment Window Dec 5–Dec 9	Algebra I Biology U.S. History		By January 13, 2017
2017 Assessments			
	NAEP Assessments (selected sample)		
Assessment Window Late Jan–Early Mar	Reading (grades 4 and 8) Mathematics (grades 4 and 8) Writing (grades 4, 8, and 12)		

- Email notification about revisions sent to the district and ESC testing coordinators

Test Administration

http://tea.texas.gov/student.assessment/manuals/dccm/



Texas Student Assessment Program

CALENDAR OF EVENTS

State of Texas Assessments of Academic Readiness (STAAR)
State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)
Texas English Language Proficiency Assessment System (TELPAS)

2017

Events	Test Administration/Grade Level													
	March TAKS Exit Level	March TELPAS Grades K–12	March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	March STAAR End-of-Course (English I and English II)	April STAAR Alternate 2	May STAAR End-of-Course (Algebra I, Biology, and U.S. History)	May STAAR End-of-Course (Algebra II and English III)	May STAAR Grades 3–8	May STAAR Grades 5&8 Reading and Math Retest	June STAAR Grades 5&8 Reading and Math Retest	June STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	June TAKS Exit Level	October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English II, Biology, and U.S. History)
Districts receive precode/registration file layout (online only)	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	—	8/25
District coordinators submit participation counts (paper and online testing)	—	—	10/10–11/4	10/10–11/4	11/7–12/9	12/12–1/20	12/12–1/20	12/12–1/20	—	—	—	—	—	8/14–9/1
District coordinators select data collection option	—	11/7–12/9	—	—	—	—	—	—	—	—	—	—	—	—
Availability of retester file	—	—	—	1/17	—	1/17	—	—	4/19	6/2	5/23	—	—	9/18
District coordinators upload precode files/send student data	—	—	1/9–2/3	1/17–2/3	—	1/17–3/3	1/17–3/3	1/9–3/10	—	—	—	—	—	9/18–10/6
Materials List posted online	—	—	2/27	2/27	2/24	4/3	4/3	4/10	4/19	6/5	6/5	—	—	11/6
Online Test Registration submission (online testing only)	1/17–3/10	1/17–4/7	1/9–3/31	1/17–3/31	1/17–4/25	1/17–5/5	1/17–5/12	1/9–5/12	4/19–5/12	6/2–6/23	5/23–6/23	5/2–6/23	8/29–10/20	9/18–12/8
Registration for out-of-school/district examinees (online only)	12/12–2/10	—	—	1/17–2/3	—	1/17–3/3	—	—	—	6/2–6/6	6/2–6/6	4/10–5/26	8/7–9/22	9/18–10/6
Districts receive test administrator manuals	—	1/3–1/6	2/13–2/17	2/13–2/17	—	2/13–2/17	2/13–2/17	2/13–2/17	2/13–2/17	2/13–2/17	2/13–2/17	—	—	2/13–2/17

- Located in *District and Campus Coordinator Manual* and on TEA website
- Posters delivered with *Coordinator Manuals*

Calendar Highlights

- Summer administrations of STAAR EOC and TAKS moved to June 19–23, 2017
  - Same week as the STAAR grades 5 and 8 mathematics and reading retests
  - Report dates have shifted

Calendar Highlights

Revised September 9, 2016	2016–2017 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE
Detailed information regarding the scheduling and administration of specific STAAR assessments can be found on the Coordinator Manual Resources webpage at http://tea.texas.gov/student.assessment/manuals/dccm/.			
Test Date(s)	**STAAR**	**TAKS**	**Report Date(s)**
June 19 (Mon)	English I ✓		By July 28, 2017
		Exit Level ELA	By July 21, 2017
June 20 (Tues)	*Grade 5 Mathematics (retest)* *Grade 8 Mathematics (retest)* ✓		By July 7, 2017
		Exit Level Mathematics	By July 21, 2017
June 21 (Wed)	English II ✓		By July 28, 2017
	Grade 5 Reading (retest) *Grade 8 Reading (retest)* ✓		By July 7, 2017
		Exit Level Science	By July 21, 2017
June 22 (Thurs)		*Exit Level Social Studies*	By July 21, 2017
June 23 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from June 19–21, 2017, **must** be completed by the end of this day.		
	STAAR		
Assessment Window June 19–June 23	Algebra I Biology U.S. History ✓		By July 28, 2017

- June STAAR grades 5 and 8 mathematics and reading retest
  - report date is July 7, 2017
- June STAAR EOC
  - report date is July 28, 2017
- June TAKS
  - report date is July 21, 2017

2017 Manuals

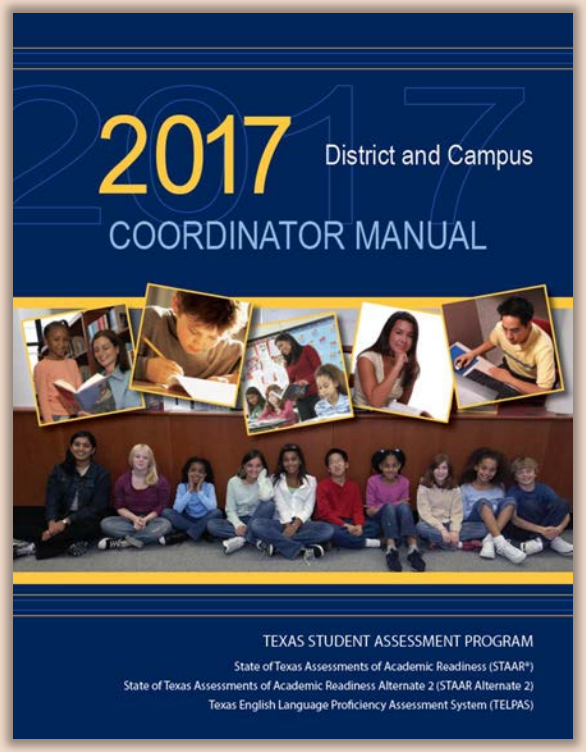
2017 District and Campus Coordinator Manual

– STAAR

– STAAR Alternate 2

– TELPAS

Keep for the entire year!



Highlights of the *2017 District and Campus Coordinator Manual*

- Covers test administration activities that run from January through December 2017
- Required to keep for the entire 2017 calendar year
- Return Oaths of Test Security and Confidentiality along with December 2017 scorable materials in envelope for district documents
- Revisions made to include changes to receipt and return of test materials for STAAR (changes implemented with December 2016 STAAR EOC administration)

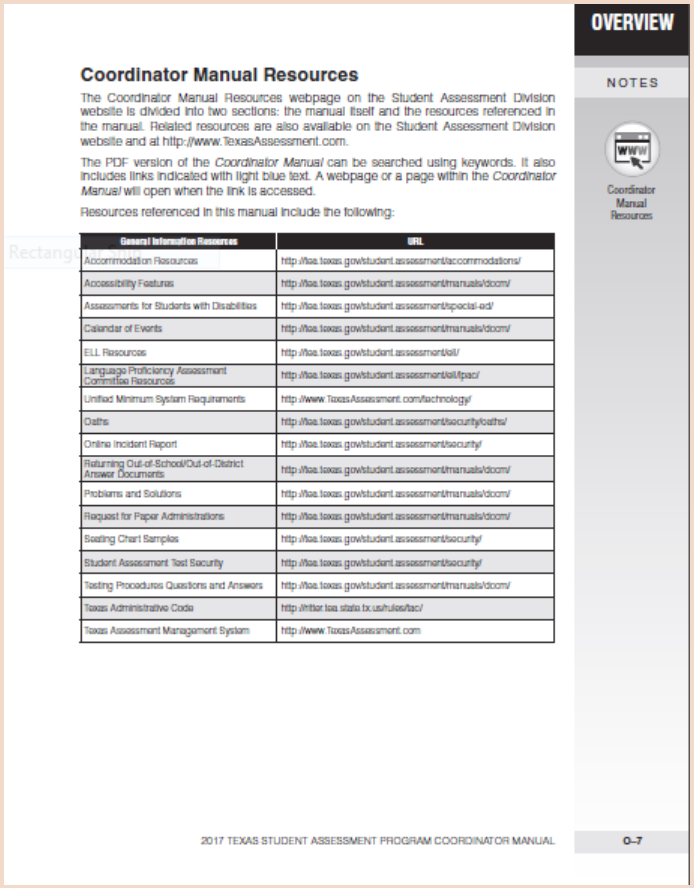
Highlights of the *2017 District and Campus Coordinator Manual*

- Accommodations built into the STAAR Online Testing Platform for all STAAR tests
- Personal needs and preferences (PNPs) will activate appropriate accommodations in the online tests
- Three types of embedded accommodations assigned on an individual basis
  - Text-to-speech
  - Language and vocabulary supports
  - Content supports

2017 District and Campus Coordinator Manual

Resources Webpage

– Updated list of links to all online resources



OVERVIEW

NOTES

Coordinator Manual Resources

Coordinator Manual Resources

The Coordinator Manual Resources webpage on the Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual. Related resources are also available on the Student Assessment Division website and at http://www.TexasAssessment.com.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is accessed.

Resources referenced in this manual include the following:

General Information Resources	URL
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations/
Accessibility Features	http://tea.texas.gov/student.assessment/manuals/dcom/
Assessments for Students with Disabilities	http://tea.texas.gov/student.assessment/special-ed/
Calendar of Events	http://tea.texas.gov/student.assessment/manuals/dcom/
ELL Resources	http://tea.texas.gov/student.assessment/ell/
Language Proficiency Assessment Committee Resources	http://tea.texas.gov/student.assessment/ell/lpac/
Unified Minimum System Requirements	http://www.TexasAssessment.com/technology/
Oaths	http://tea.texas.gov/student.assessment/security/oaths/
Online Incident Report	http://tea.texas.gov/student.assessment/security/
Returning Out-of-School/Out-of-District Answer Documents	http://tea.texas.gov/student.assessment/manuals/dcom/
Problems and Solutions	http://tea.texas.gov/student.assessment/manuals/dcom/
Request for Paper Administrations	http://tea.texas.gov/student.assessment/manuals/dcom/
Seating Chart Samples	http://tea.texas.gov/student.assessment/security/
Student Assessment Test Security	http://tea.texas.gov/student.assessment/security/
Testing Procedures Questions and Answers	http://tea.texas.gov/student.assessment/manuals/dcom/
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac/
Texas Assessment Management System	http://www.TexasAssessment.com

2017 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

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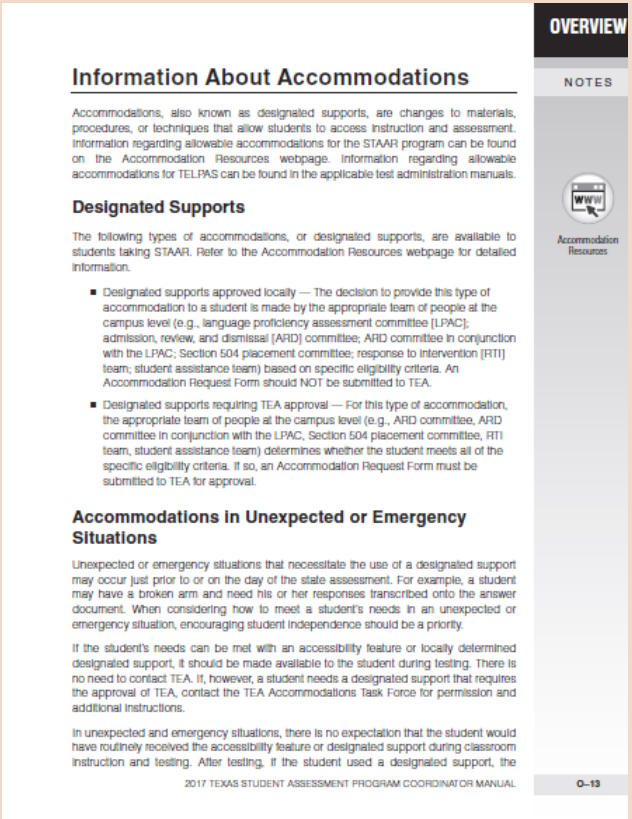
2017 District and Campus Coordinator Manual

Information about Accommodations Updated



OVERVIEW

NOTES

Accommodation Resources

Information About Accommodations

Accommodations, also known as designated supports, are changes to materials, procedures, or techniques that allow students to access instruction and assessment. Information regarding allowable accommodations for the STAAR program can be found on the Accommodation Resources webpage. Information regarding allowable accommodations for TELPAS can be found in the applicable test administration manuals.

Designated Supports

The following types of accommodations, or designated supports, are available to students taking STAAR. Refer to the Accommodation Resources webpage for detailed information.

- Designated supports approved locally — The decision to provide this type of accommodation to a student is made by the appropriate team of people at the campus level (e.g., language proficiency assessment committee [LPAC]; admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the LPAC; Section 504 placement committee; response to intervention [RTI] team; student assistance team) based on specific eligibility criteria. An Accommodation Request Form should NOT be submitted to TEA.
- Designated supports requiring TEA approval — For this type of accommodation, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, an Accommodation Request Form must be submitted to TEA for approval.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a designated support may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an accessibility feature or locally determined designated support, it should be made available to the student during testing. There is no need to contact TEA. If, however, a student needs a designated support that requires the approval of TEA, contact the TEA Accommodations Task Force for permission and additional instructions.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and testing. After testing, if the student used a designated support, the

2017 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

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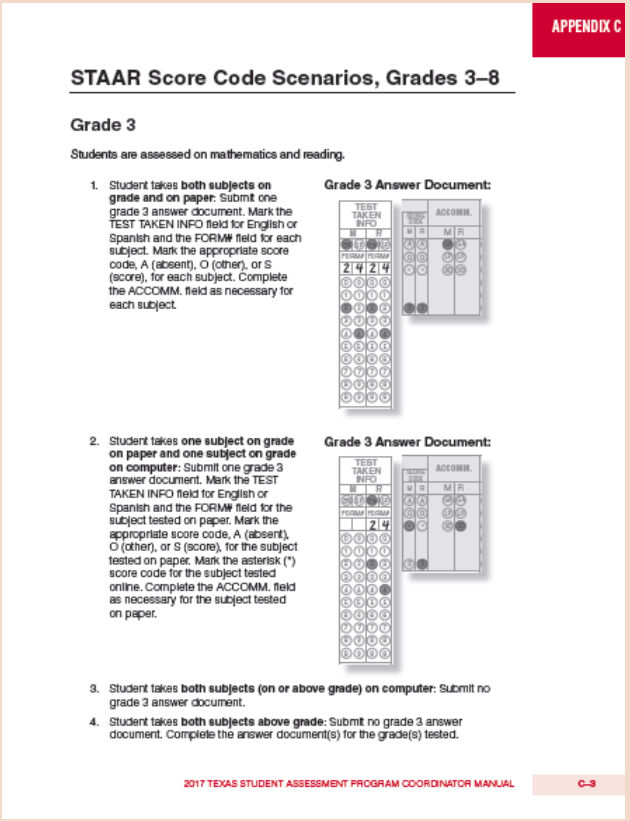
2017 District and Campus Coordinator Manual

Appendix Added for STAAR Grades 3–8 Score Code Scenarios



APPENDIX C

STAAR Score Code Scenarios, Grades 3–8

Grade 3

Students are assessed on mathematics and reading.

1. Student takes **both subjects on grade and on paper:** Submit one grade 3 answer document. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for each subject. Mark the appropriate score code, A (absent), O (other), or S (score), for each subject. Complete the ACCOMM. field as necessary for each subject.

Grade 3 Answer Document:

2. Student takes **one subject on grade on paper and one subject on grade on computer:** Submit one grade 3 answer document. Mark the TEST TAKEN INFO field for English or Spanish and the FORM# field for the subject tested on paper. Mark the appropriate score code, A (absent), O (other), or S (score), for the subject tested on paper. Mark the asterisk (*) score code for the subject tested online. Complete the ACCOMM. field as necessary for the subject tested on paper.

Grade 3 Answer Document:

3. Student takes **both subjects (on or above grade) on computer:** Submit no grade 3 answer document.
4. Student takes **both subjects above grade:** Submit no grade 3 answer document. Complete the answer document(s) for the grade(s) tested.

2017 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL C–3

2017 Manuals

2017 STAAR Test Administrator Manuals

Grades 3–5

Grades 6–8

EOC

- Will be posted online late January 2017
- Will arrive in districts February 2017
- Will only be shipped once

Keep for the entire year!

Highlights of the 2017 Test Administrator Manuals

- Instructions are limited to test administrator duties.
- Allowable Test Administration Procedures and Materials are included.
- Oaths of Security and Confidentiality that are applicable to all programs are included.
- Information about Accommodations updated to include embedded supports (text-to-speech, language and vocabulary supports, and content supports)

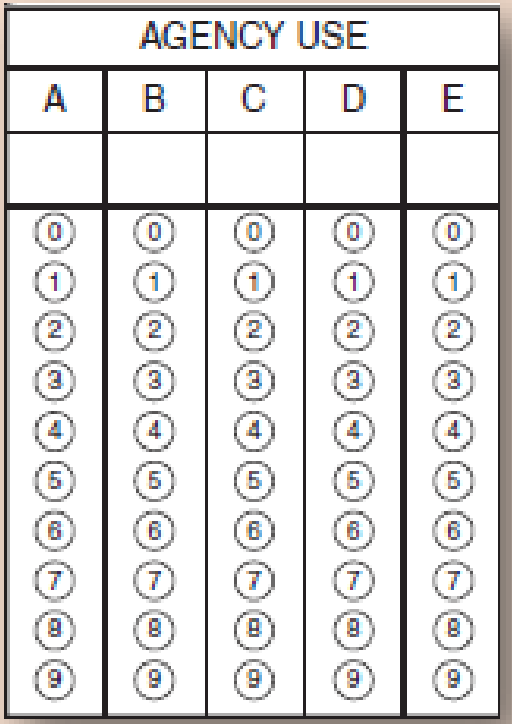
Highlights of the 2017 Test Administrator Manuals

- Number of test questions for STAAR grades 3–8 assessments reduced to meet HB 743 requirements
- TEA will collect data during the March and May 2017 STAAR grades 3–8 administrations (primary administrations only)
  - for students in grades 3–5 that take more than 2 hours to complete the test
  - for students in grades 6–8 that take more than 3 hours to complete the test

Highlights of the 2017 Test Administrator Manuals

Time-to-Test in Grades 3–8

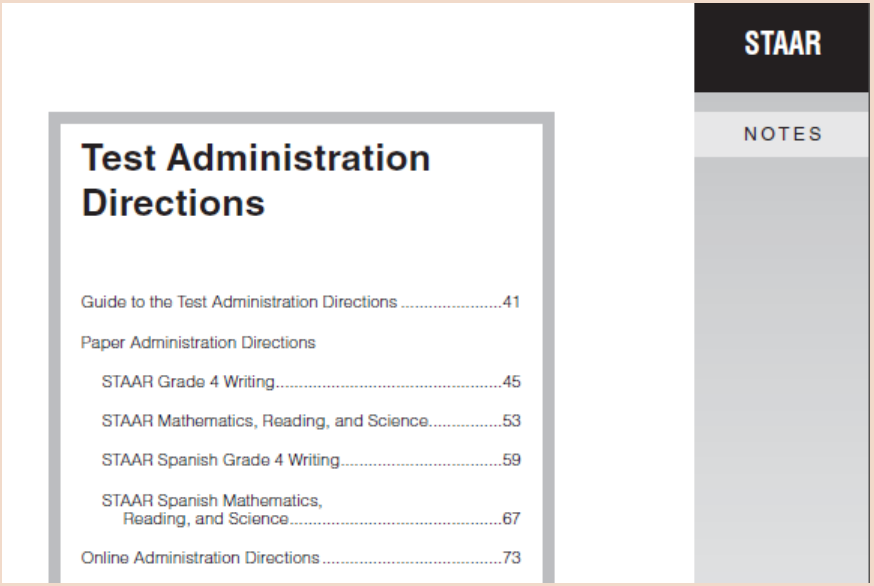
- Test Administrators will indicate in the Agency Use field
- Directions for marking time-to-test are located in test administrator manuals



Highlights of the 2017 Test Administrator Manuals

Test Administration Directions

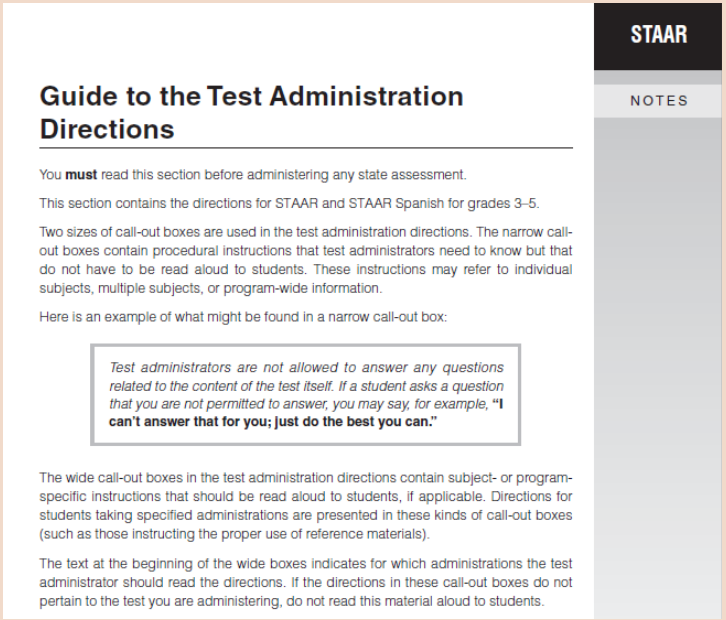
– Internal Table of Contents at the beginning of the Test Administration Directions section



Highlights of the 2017 Test Administrator Manuals

Guide to the Test Administration Directions

– Contains general information about using the scripts all test administrators must read



STAAR

NOTES

Guide to the Test Administration Directions

You **must** read this section before administering any state assessment.

This section contains the directions for STAAR and STAAR Spanish for grades 3–5.

Two sizes of call-out boxes are used in the test administration directions. The narrow call-out boxes contain procedural instructions that test administrators need to know but that do not have to be read aloud to students. These instructions may refer to individual subjects, multiple subjects, or program-wide information.

Here is an example of what might be found in a narrow call-out box:

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

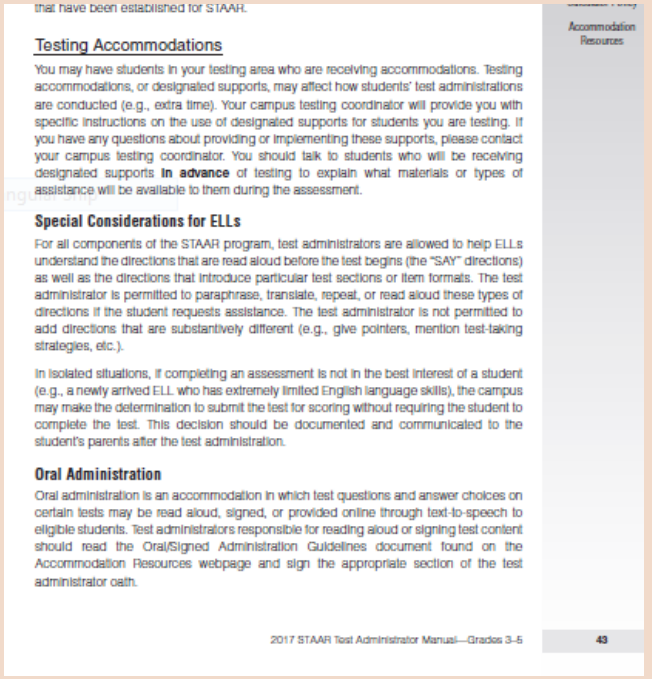
The wide call-out boxes in the test administration directions contain subject- or program-specific instructions that should be read aloud to students, if applicable. Directions for students taking specified administrations are presented in these kinds of call-out boxes (such as those instructing the proper use of reference materials).

The text at the beginning of the wide boxes indicates for which administrations the test administrator should read the directions. If the directions in these call-out boxes do not pertain to the test you are administering, do not read this material aloud to students.

Highlights of the 2017 Test Administrator Manuals

Guide to the Test Administration Directions

- Describes special considerations for English language learners
- Includes specific information about accommodations and oral administration that must be read by the test administrator prior to the administration of the test



that have been established for STAAR.

Accommodation Resources

Testing Accommodations

You may have students in your testing area who are receiving accommodations. Testing accommodations, or designated supports, may affect how students' test administrations are conducted (e.g., extra time). Your campus testing coordinator will provide you with specific instructions on the use of designated supports for students you are testing. If you have any questions about providing or implementing these supports, please contact your campus testing coordinator. You should talk to students who will be receiving designated supports **in advance** of testing to explain what materials or types of assistance will be available to them during the assessment.

Special Considerations for ELLs

For all components of the STAAR program, test administrators are allowed to help ELLs understand the directions that are read aloud before the test begins (the "SAY" directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to add directions that are substantively different (e.g., give pointers, mention test-taking strategies, etc.).

In isolated situations, if completing an assessment is not in the best interest of a student (e.g., a newly arrived ELL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete the test. This decision should be documented and communicated to the student's parents after the test administration.

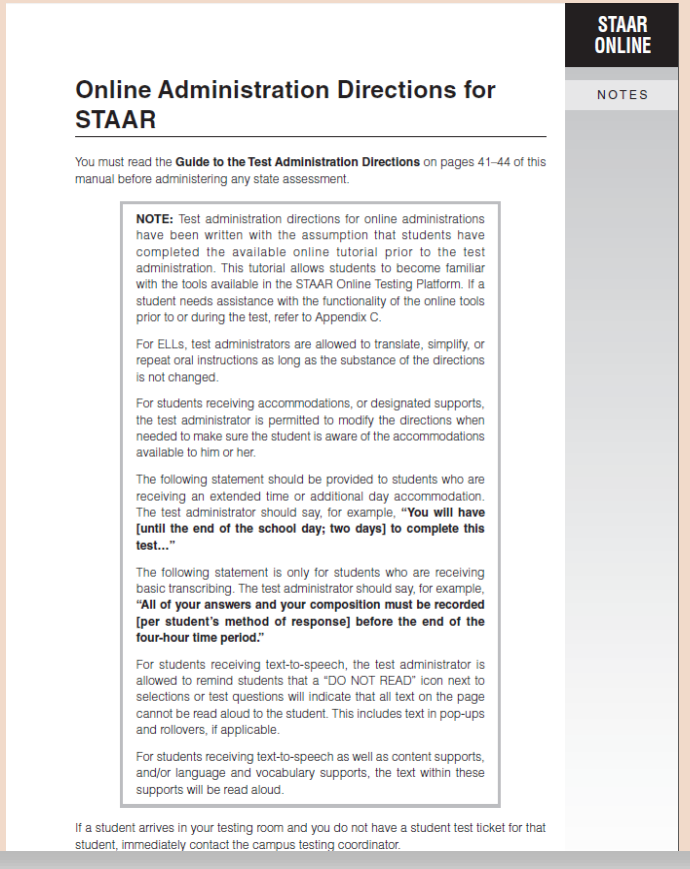
Oral Administration

Oral administration is an accommodation in which test questions and answer choices on certain tests may be read aloud, signed, or provided online through text-to-speech to eligible students. Test administrators responsible for reading aloud or signing test content should read the Oral/Signed Administration Guidelines document found on the Accommodation Resources webpage and sign the appropriate section of the test administrator oath.

2017 STAAR Test Administrator Manual—Grades 3–5 43

Highlights of the 2017 Test Administrator Manuals

- Use of tutorials is expected for students testing online
- Online scripts combined and condensed
- Revised to include directions for students receiving text-to-speech, content supports, and/or language and vocabulary supports



STAAR ONLINE

NOTES

Online Administration Directions for STAAR

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

NOTE: Test administration directions for online administrations have been written with the assumption that students have completed the available online tutorial prior to the test administration. This tutorial allows students to become familiar with the tools available in the STAAR Online Testing Platform. If a student needs assistance with the functionality of the online tools prior to or during the test, refer to Appendix C.

For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.

For students receiving accommodations, or designated supports, the test administrator is permitted to modify the directions when needed to make sure the student is aware of the accommodations available to him or her.

The following statement should be provided to students who are receiving an extended time or additional day accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"All of your answers and your composition must be recorded [per student's method of response] before the end of the four-hour time period."**

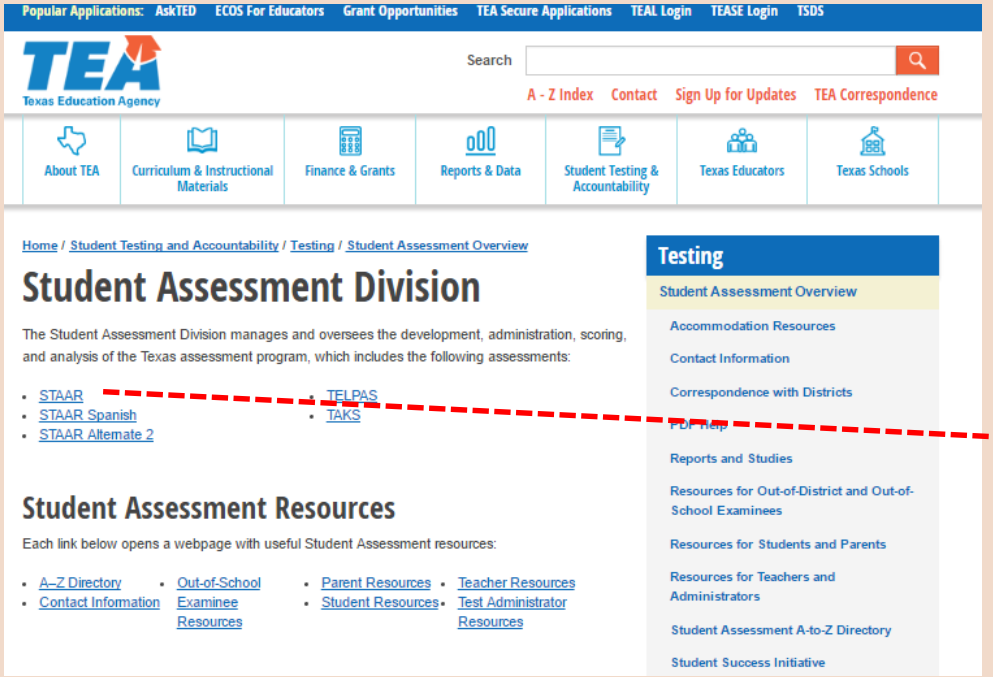
For students receiving text-to-speech, the test administrator is allowed to remind students that a "DO NOT READ" icon next to selections or test questions will indicate that all text on the page cannot be read aloud to the student. This includes text in pop-ups and rollovers, if applicable.

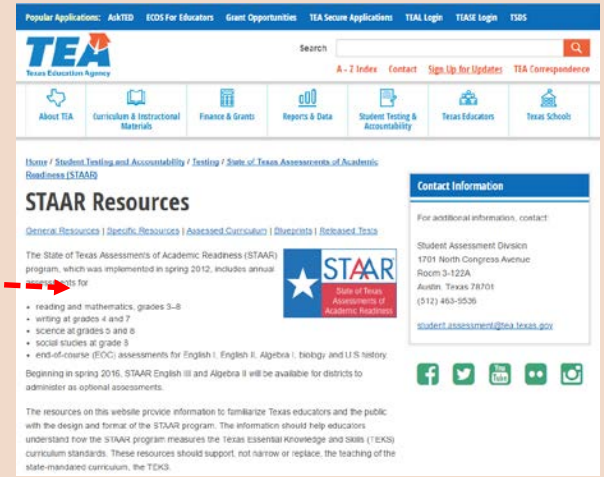
For students receiving text-to-speech as well as content supports, and/or language and vocabulary supports, the text within these supports will be read aloud.

If a student arrives in your testing room and you do not have a student test ticket for that student, immediately contact the campus testing coordinator.

Additional Manuals and Resources for the Student Assessment Program

http://tea.texas.gov/student.assessment/





Additional Manuals and Resources for the Student Assessment Program

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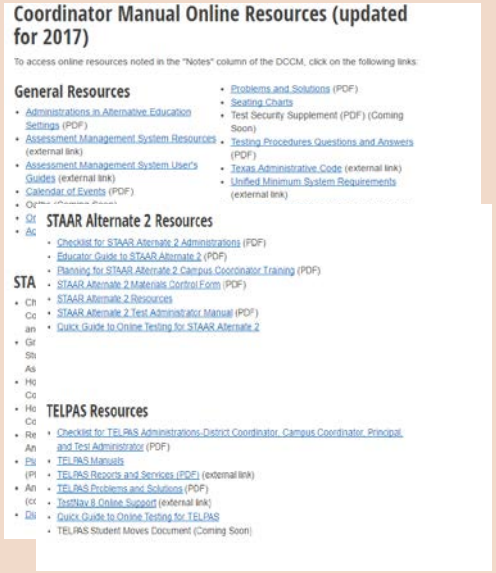
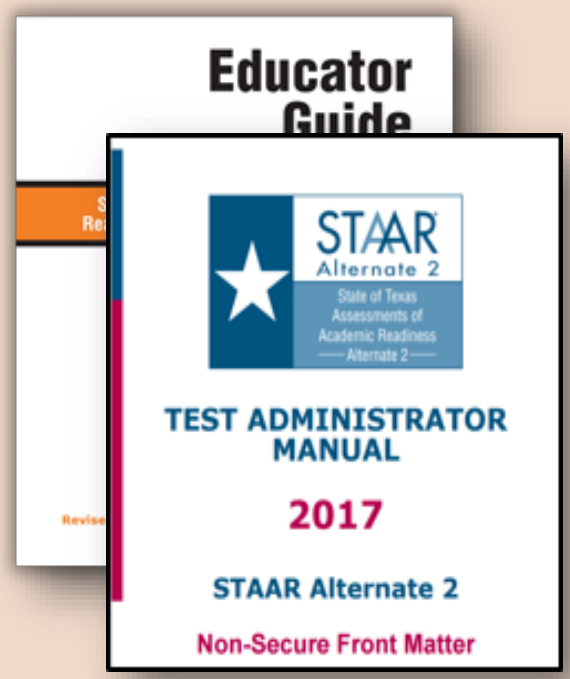
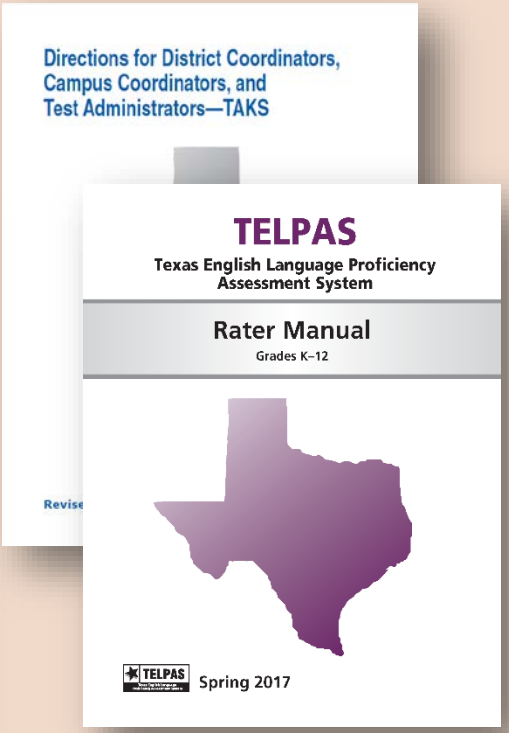






Receiving and Returning Test Materials

Receiving and Returning Test Materials

- Changes implemented during the December 2016 STAAR EOC administration
- Most significant change included having districts return scorable materials in district-level boxes rather than boxing and shipping scorable return materials by individual campus
  - White boxes for scorable return materials included in district overage, pre-labeled with the test administration
  - District-specific ADPLs included in the coordinator packet
  - ADPL used to confirm discrepancies in answer document quantities by ETS

Receiving Test Materials

- Refer to the *Calendar of Events* for shipment dates
- Shipments will include both nonsecure and secure materials
- Precoded answer documents and the Precode Verification Rosters will arrive in a separate shipment
  - Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, and blank answer documents will also be included in the precode shipment
  - Overage of blank answer documents included in both the campus boxes and the district overage

Returning Test Materials

- Refer to the *Calendar of Events* for scorable and nonscorable shipment dates
- Shipping labels are district and administration specific and are used to track material returns
- ETS uses the tracking information on the labels sent to districts for returning materials to determine what is in transit
- Districts may receive a call from the Support Center if they do not return by a given date or if they do not use the expected labels
- This process takes place after boxes have been opened and processed, but before the reconciliation of exact ADPL/student/document counts

Test Security

Test Security

2017 Test Security Supplement

- The *Test Security Supplement,* adopted into Commissioner's rules, is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.

2017 Test Security Supplement

Proposed Amendment to 19 TAC §101.3031

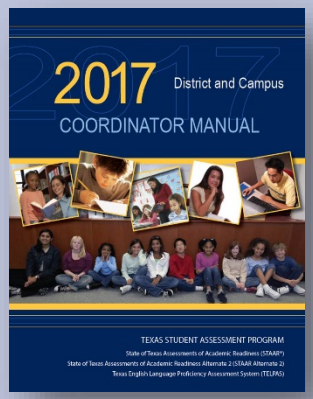
The proposed amendment would adopt the *2017 Test Security Supplement* as part of the Texas Administrative Code.

- **Public Comment Period**
  - December 30, 2016–January 30, 2017
- **Proposed Effective Date**
  - March 2017
  - The *2016 Test Security Supplement* will remain in effect until replaced.

Test Administration Materials

Procedures for maintaining the security and confidentiality of assessments are specified in the following guides:

- *Test Security Supplement*
- *District and Campus Coordinator Manual*
- Test administrator manuals



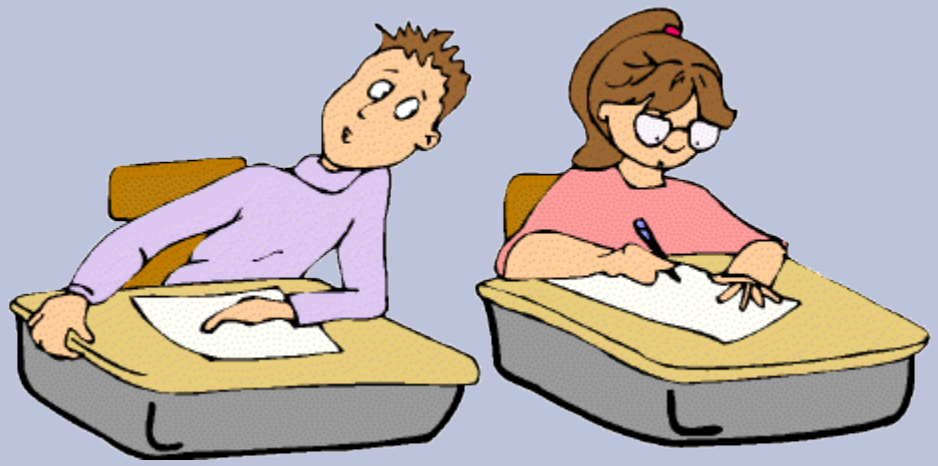
Highlights from the *2017 Test Security Supplement*

- References to STAAR L and STAAR A removed
- References to the names of shipping documents updated
- Examples added to clarify information about removing or covering instructional displays
  - Prior to the administration, walk through each testing location to verify that the environment is appropriate for testing and no instructional displays are visible (e.g., process and cycle diagrams, definitions or examples of literary terms, test-taking strategies, how to write an essay, anchor charts, maps, word walls, timelines, posters identifying historical figures, etc.)

drafted language

Testing Irregularities

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



Testing Irregularities

Serious Irregularities

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

Penalties for Violation of Security and Confidentiality of Assessments

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

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

Testing Irregularities

Serious Irregularities

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

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

Testing Irregularities

Serious Irregularities (cont.)

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

Testing Irregularities

Serious Irregularities (cont.)

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

Testing Irregularities

Serious Irregularities (cont.)

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

Testing Irregularities

Procedural Irregularities

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

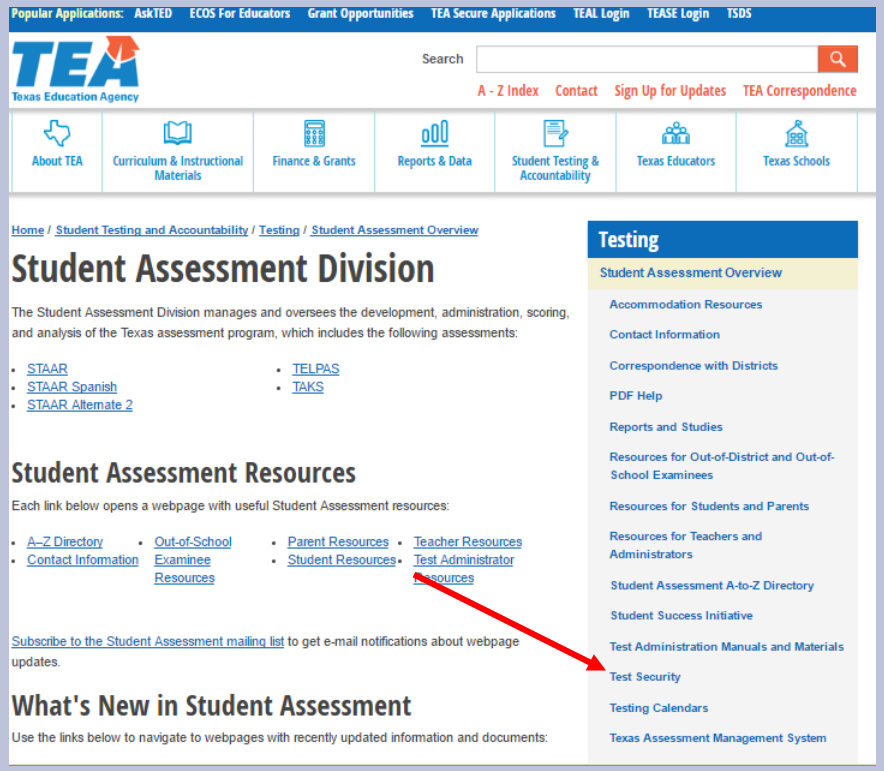
Reminders

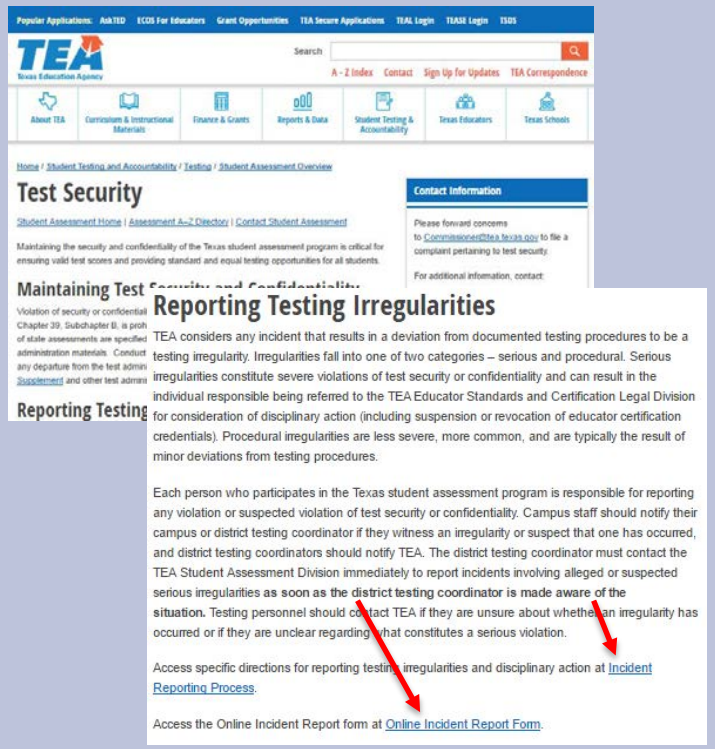
Reporting Serious Testing Irregularities

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

Reporting Testing Irregularities

Accessing the Online Incident Report Form





http://tea.texas.gov/student.assessment/

Accessibility and Designated Supports within the STAAR Program

- Accessibility and Designated Supports for Students with Disabilities

Overview of Major Changes

- STAAR offered on paper and online in all grades and subjects.
- Addition of 2 new online-only accommodations
  - Content Supports
  - Language and Vocabulary Supports
- New organization of accommodation policy
  - Accessibility Features
  - Designated Supports
  - Designated Supports Requiring TEA Approval
- Broader eligibility for many accommodations

STAAR Online or Paper versus STAAR Online with Embedded Supports

- These tests have the **same**:
  - selections and test questions (including field test questions)
  - passing standards
  - assessed curriculum
  - test blueprints
  - progress measures
  - time limits
  - accessibility features

Accessibility Features

- Previously referred to as "Allowable Test Administration Procedures and Materials" and can be found in the District and Campus Coordinator Manual and the Accommodations Resources webpage

- Available to any student who regularly benefits from the use of these procedures or materials during instruction

- Include things that may be provided to students based on their needs
  - Added this year bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and socials studies assessments

- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.

Locally-Approved Designated Supports

- Previously referred to as “Type 1 accommodations” or “linguistic accommodations”
- These include supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are document in the appropriate paperwork.
- Each designated support policy document located on the Accommodations Resources webpage contains an Eligibility Criteria section and an Authority for Decision and Required Documentation section.

Locally-Approved Designated Supports

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

* Eligibility has changed from last school year.

Oral Administration

Paper Tests	Online Tests
STAAR and STAAR Spanish math, science, social studies ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR math, science, social studies ✓ Questions and embedded supports can be read aloud by text-to-speech (TTS) ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish reading and English I-III reading section ✓ Questions, reference materials, and accommodations may be read aloud by test administrator	STAAR reading and English I-III reading section ✓ Questions and embedded supports can be read aloud by TTS ✓ Reference materials and accommodations may be read aloud by test administrator
STAAR and STAAR Spanish writing and English I-III writing section ✓ Required reference materials and accommodations may be read aloud by test administrator	STAAR writing and English I-III writing section ✓ Revising passages, revising questions, and embedded supports can be read aloud by TTS ✓ Required reference materials and accommodations may be read aloud by test administrator

Content Supports Accommodation Guidelines

Pop-ups

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed

Content Supports Accommodation Guidelines

Pop-ups continued

- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

Rollovers

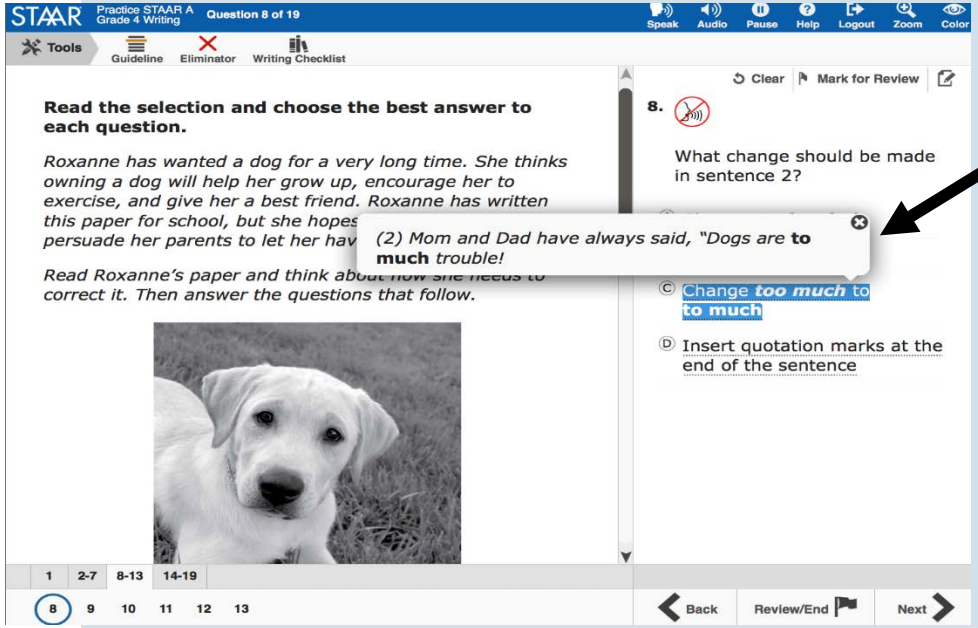
- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

Supplementary Materials

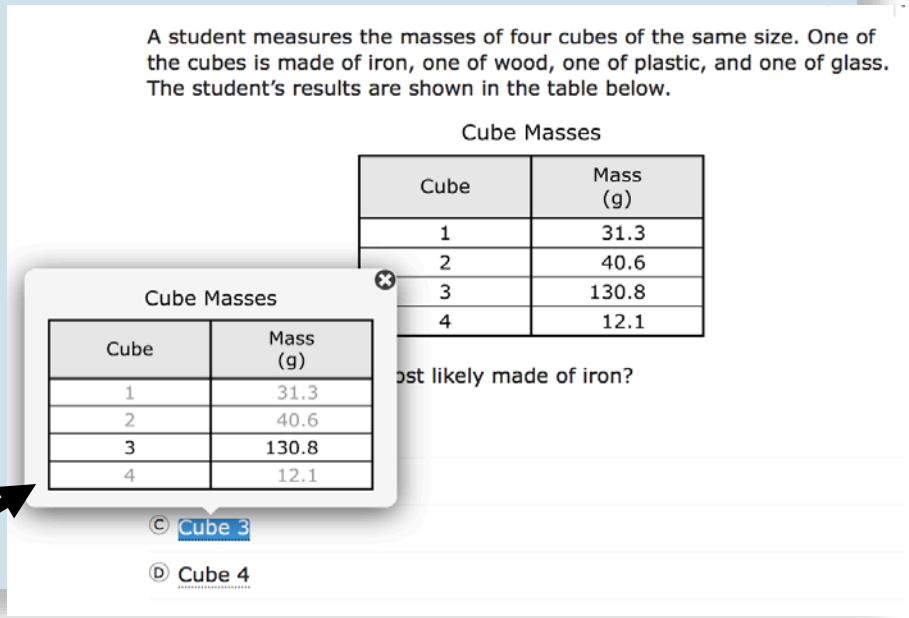
- blank Punnett squares (biology only)
- writing checklists (writing , English I, and English II only)

Content Supports Examples

This pop-up isolates information that corresponds to each answer choice.

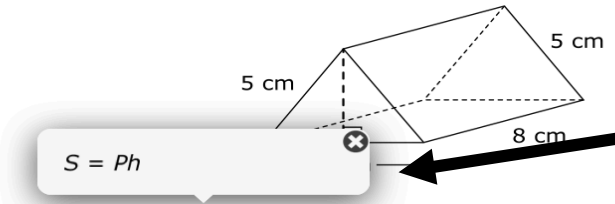


This is another example of a pop-up that isolates information that corresponds to each answer choice.



Content Supports Examples

A triangular prism and its dimensions are shown in the diagram.



What is the lateral surface area of this triangular prism in square centimeters?

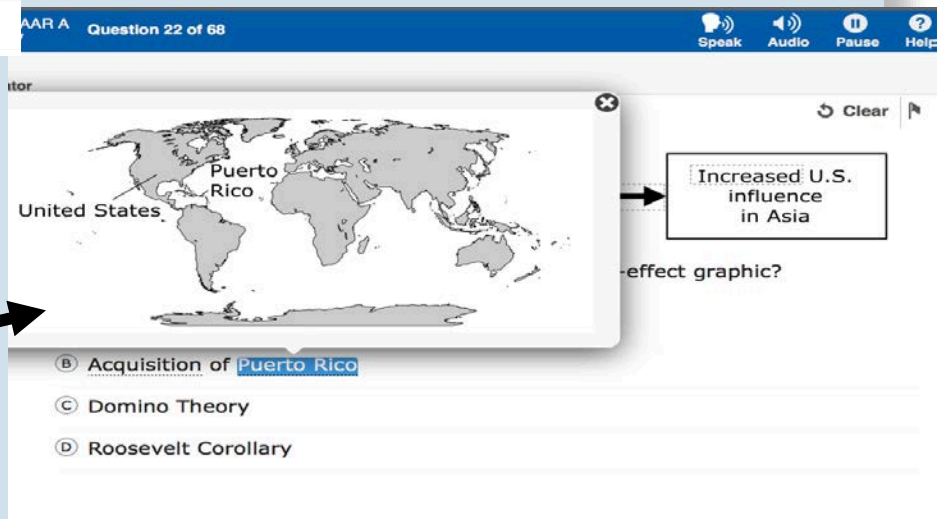
Ⓐ 192 cm^2

Ⓑ 128 cm^2

Ⓒ 152 cm^2

Ⓓ 144 cm^2

This pop-up provides a formula from the reference material.



This pop-up provides a supplemental aid (i.e., map).

Language and Vocabulary Supports Accommodation Guidelines

Pop-ups:

define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

Rollovers:

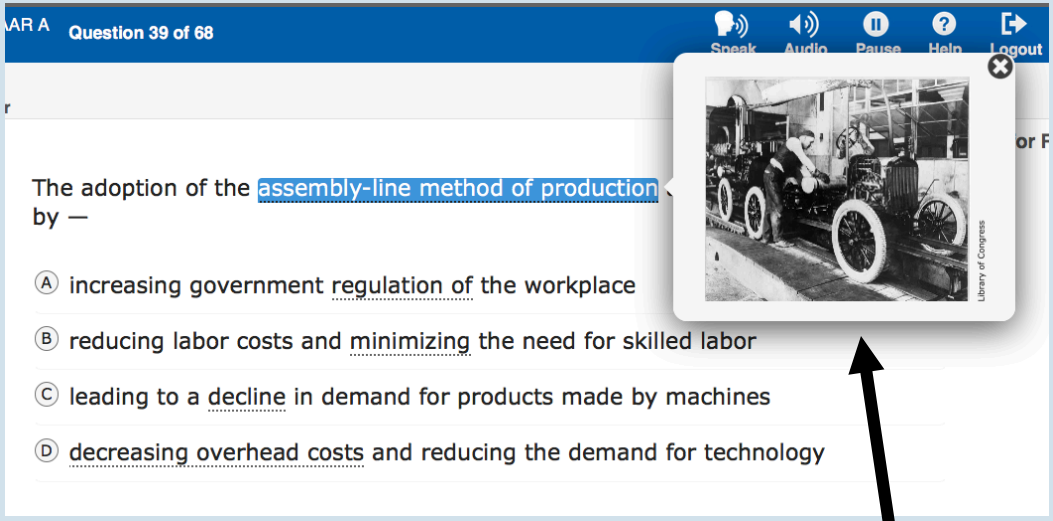
reword complex questions or answer choices to condense text

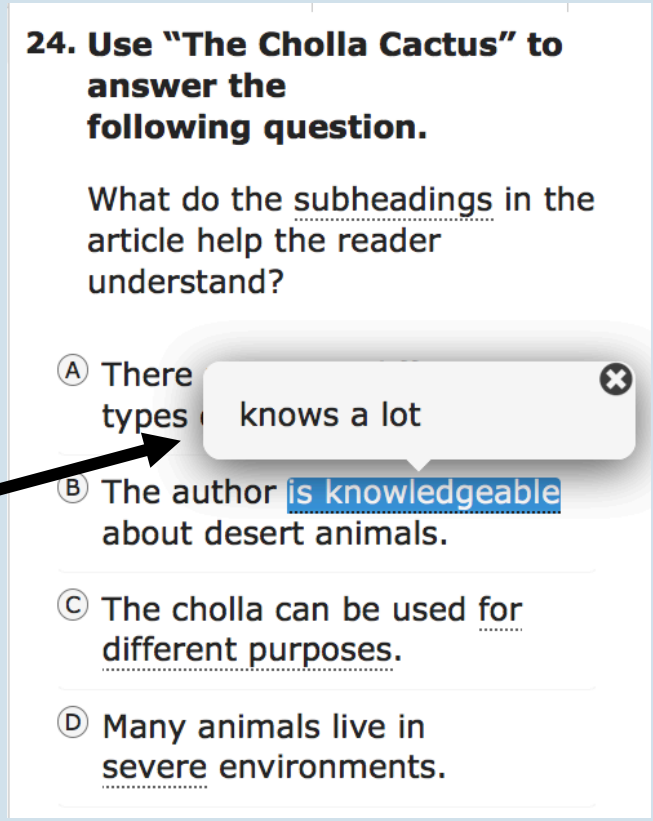
reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

Pre-reads:

offer text prior to the selection (only for reading 3-8, writing 4 & 7, English I, and English II)

Language and Vocabulary Supports Examples





These pop-ups clarify vocabulary by providing a visual representation (i.e., photograph) or simplified text.

Language and Vocabulary Supports Examples

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

(A) Being active at night

(B) Eating only one type of food

(C) Needing a large amount of space to live

(D) Producing a very small number of offspring

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

(A) Being active at night

(B) Eating only one type of food

(C) Needing a large amount of space to live

(D) Producing a very small number of offspring

This rollover clarifies text using simpler and consistent language.

Basic Transcribing: Grade 4 Written Composition

- For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the written composition into the online test. The student does **not** have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System.
  - Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need.

- The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodations Resources webpage.

- Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing if this accommodation is needed.

Special Note Regarding Technology

- Desktop and laptop computers may be used as a means for eligible students to access allowable assistive technology during state assessments.

- Internet capabilities must be physically blocked by such means as
  - removing wireless cards
  - removing Ethernet cables
  - temporarily disabling building Wi-Fi infrastructure
  - disabling Internet access at server level by shutting down access to individual IP addresses for specific machines on network

- Students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities are not allowable.
  - Therefore tablets, smart phones, or other similar devices may not be used during an administration.

Special Note Regarding Technology - EXCEPTIONS

- Refer to the STAAR Calculator Policy. Please note that the guidelines set forth in this policy about the use of a calculator application apply to the use of a calculator as a designated support.
- New for the 2017 administration, an eligible student may use a speech-to-text application on a tablet as an allowable type of Basic Transcribing or Spelling Assistance if he or she is routinely using this assistance in class. However, in order to maintain test security the device must be set to kiosk mode and an individual administration is encouraged. A test administrator may be responsible for monitoring at one time no more than 5 students each using a speech-to-text application. A test administrator must be able to monitor a student's use of the device at all times.

Designated Supports Requiring TEA Approval

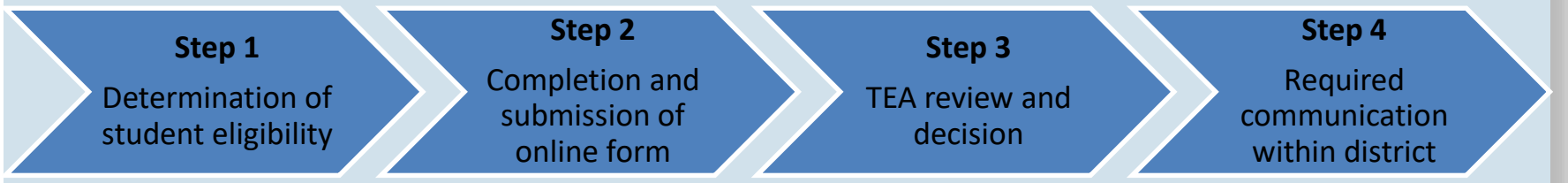
- Previously referred to as “Type 2 accommodations”
- These include supports that may be made available to students who have a TEA-approved accommodation request form.
- First, eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and then a request is sent to TEA for determination.
- Each designated support policy document located on the Accommodations Resources webpage contains an Eligibility Criteria section and an Authority for Decision and Required Documentation section.

Designated Supports Requiring TEA Approval

Extra Day	Photocopy
Complex Transcribing	Other
Math Scribe	

The Accommodation Request Process

- The online accommodation request form will open by the end of January.
- A training PowerPoint will be posted to the Accommodations Resources webpage.
- Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline.



The Accommodation Request Process

- ONE request should be submitted for ONE student and include ALL of the designated supports needed for every test he or she is taking.
- Accommodation requests must be approved by TEA before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state "pending TEA approval."
- Do NOT include confidential student information (request will be deleted and you will be asked to resubmit)
  - Example: student's first and last name, Social Security numbers, pages from an IEP, medical documents
- DO include the request ID from previous years.
- The expiration date for all approved requests is December 31st of the year the request is approved.

Recording Accommodations on the Answer Document

- *District and Campus Coordinator Manual*

- Campus personnel must be trained in accurately recording accommodations on each student's answer document or in the Assessment Management System for online administrations.

- Record the accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.

Recording Accommodations on the Answer Document

- The following accommodation bubbles may be available, depending on the test and/or the mode of testing.
  - GA = general accommodation
  - LP = large print
  - XD = extra day
  - BR = braille
  - CS = content support
  - LV = language and vocabulary support

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 on the answer document or in the Assessment Management System.

- **Step 1: No need to contact TEA**
  - Make available Accessibility Features which are allowed for any student.
- **Step 2: No need to contact TEA**
  - Make available locally-approved Designated Supports. Consideration should be given to accommodations that the student can independently use.
- **Step 3: Contact TEA**
  - If the student's needs cannot be met with Step 1 or 2, contact a member of the Accommodations Task Force. The district testing coordinator may need to submit an Accommodation Request Form.

Special Paper Request Process

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

- Technology-based accommodations enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet.

- The paper administration request document will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual Resources webpage. We will begin accepting requests early in 2017.

Special Paper Request Process

- For students taking a braille test who are eligible for Language and Vocabulary Supports or Content Supports, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options. It is possible to order a paper version of the assessment for this particular situation; however, special instructions may apply.

Proctor Codes for Signed Online Administrations

- For students who are deaf or hard-of-hearing who are eligible for
  - Oral/Signed Administration, **AND**
  - Language and Vocabulary Supports and/or Content Supports
- Students will take the STAAR online but are not able to access text-to-speech.

- A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.

- Similar to the December 2016 administration, proctor codes will be available to district testing coordinators and assistants in the Texas Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

Accommodations for STAAR Alternate 2, TELPAS, and TAKS

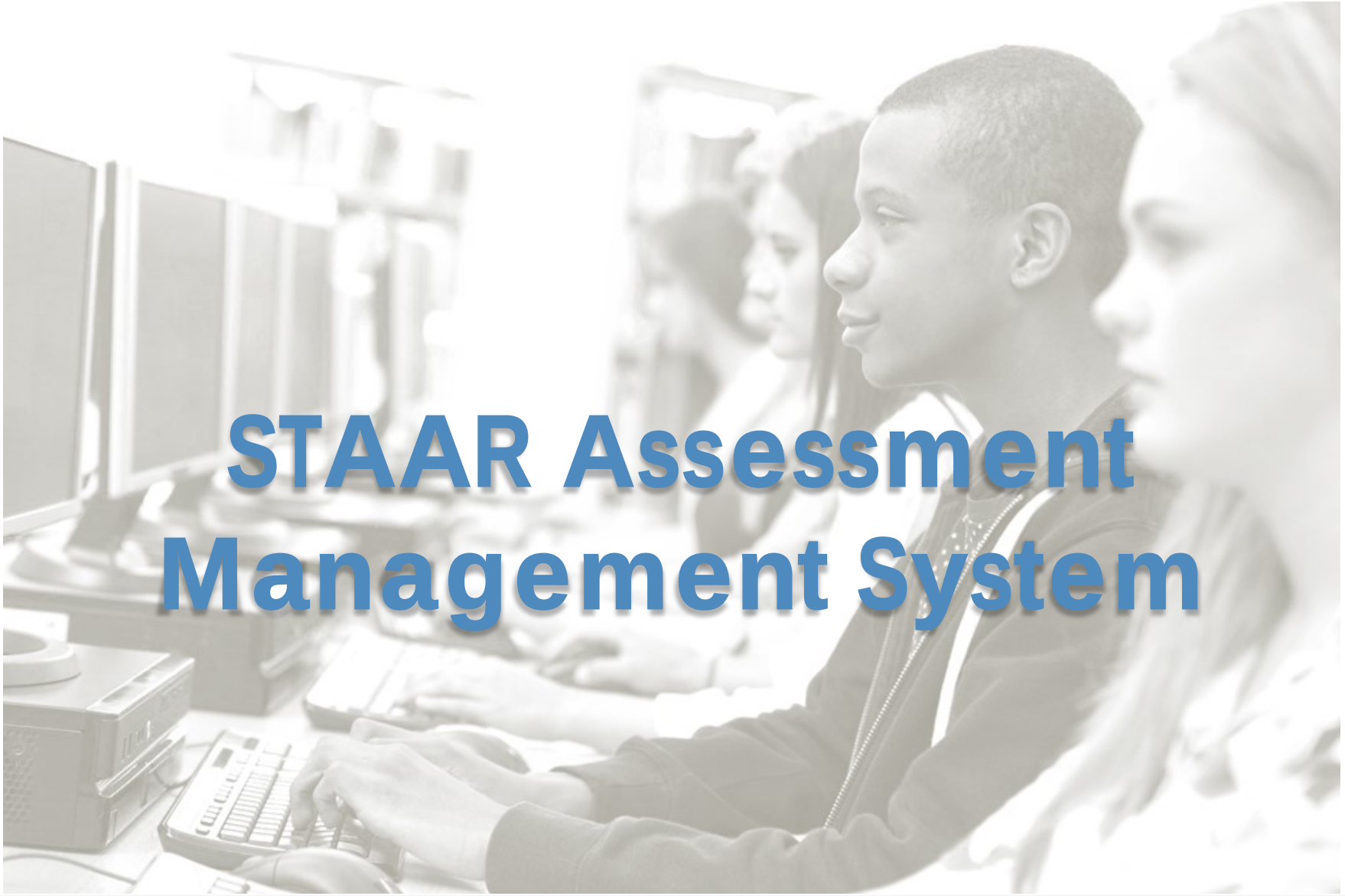
- Information about accommodations for students taking the following assessments can be found in the applicable manuals.
  - **STAAR Alternate 2:** *Educator Guide for STAAR Alternate 2* and the test administration manual
  - **Texas English Language Proficiency Assessment System (TELPAS):** test administration manual
  - **Texas Assessments of Knowledge and Skills (TAKS):** *Directions for District Coordinators, Campus Coordinators and Test Administrators* on the TAKS Resources webpage

Accessibility Resources

- Resources that are currently available.
  - Released tests
    - Teachers and students should become familiar with the online test prior to testing. Test administrator directions have been written with the assumption that all students taking an online STAAR test have accessed the tutorials and practice questions and are familiar with the online system.
  - STAAR Accommodations Update PowerPoint
  - Accommodation Policy Documents
  - Supplemental Aids PowerPoint

Accessibility Resources

- Resources that will be posted to the Accommodation Resources webpage soon.
  - Educator Guide to Accessibility within the STAAR Program
  - Updated Oral Administration Guidelines
  - 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
  - Font and Point Sizes Matrices for STAAR, STAAR Spanish, TELPAS, and TAKS
  - Transcribing Griddable Questions Training Document and Student Documents



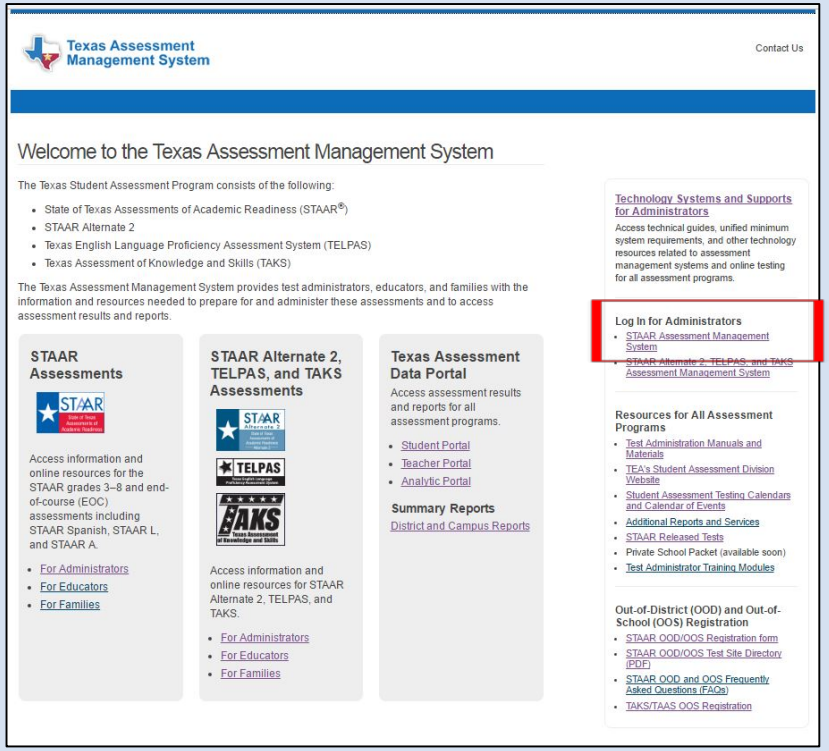
STAAR Assessment Management System

Student Assessment Division
Texas Education Agency

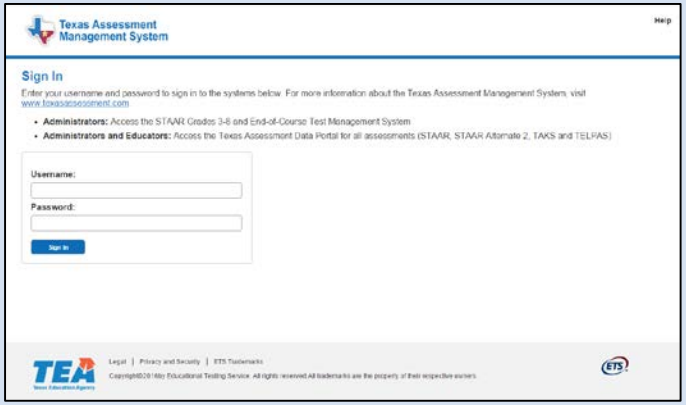
JANUARY 18, 2017

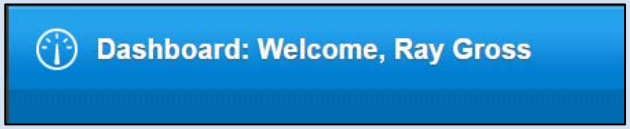
Accessing the STAAR Assessment Management System

http://www.TexasAssessment.com/



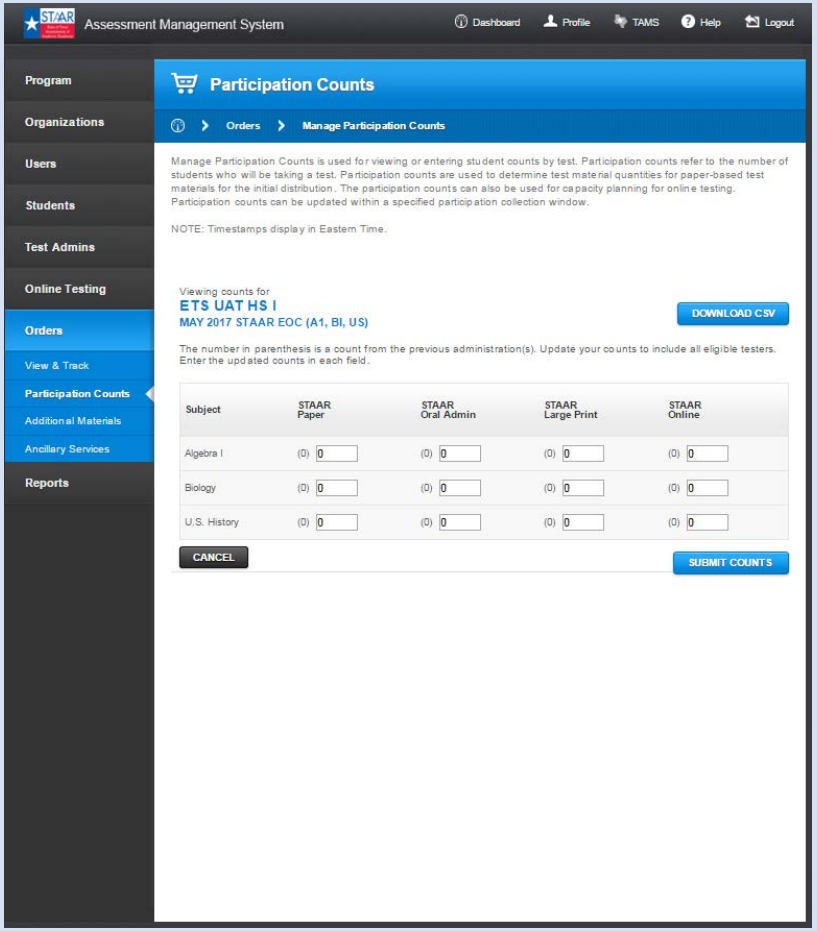
http://www.TexasAssessment.com/STAAR/





Participation Counts

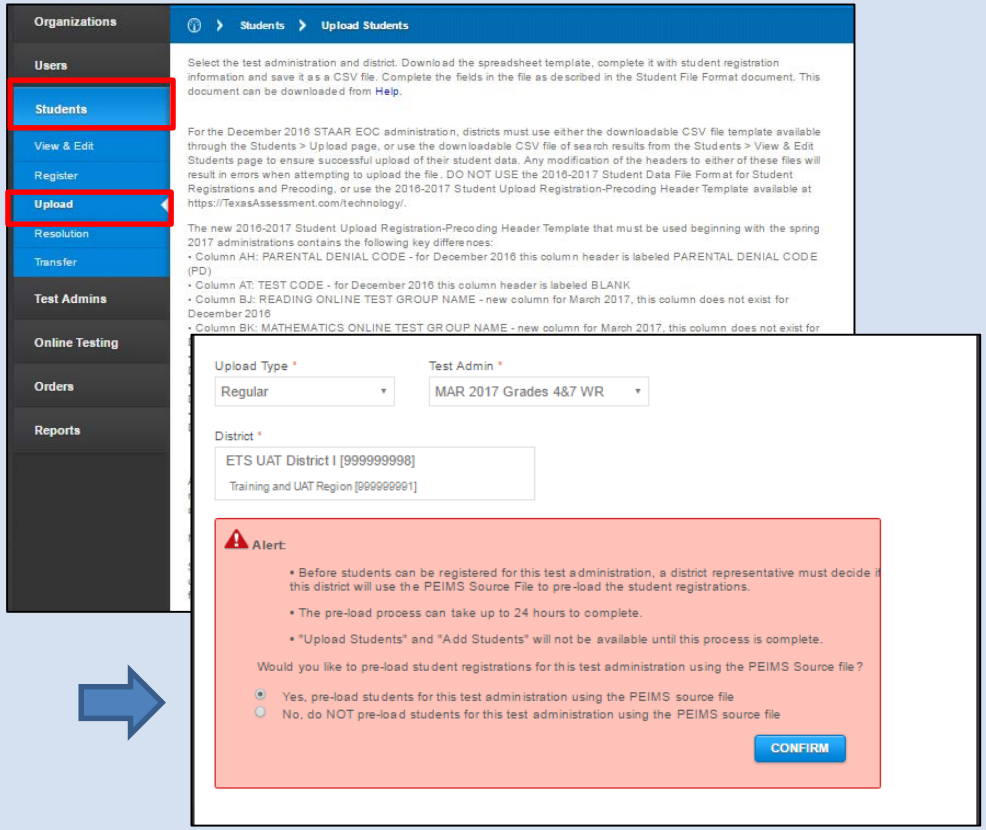
- Updated counts **MUST** be submitted separately for each administration.
- Updated counts should include total counts, not additions to default counts.
- Accommodations are embedded in online STAAR assessments. STAAR A and STAAR L are no longer applicable.
- Oral administration counts are included only for primary administrations with multiple test forms for each assessment.
- Algebra II and English III administration is optional for districts - all default counts are set to zero. Districts planning on participating must provide participation counts for students testing on paper.



PEIMS vs. Local Data File Upload

- Selection must be made for each grades 3–8 primary administration:
  - March grades 4&7 writing
  - March grades 5&8 mathematics and reading
  - May grades 3–8
- March administration source PEIMS file = December snapshot
- May administration source PEIMS file = December snapshot or February PEIMS submission (if available)

Students > Upload



PEIMS vs. Local Data File Upload - Rules

- If a district uploads a local file containing a student who was previously registered in another district, the student registration will be transferred ("pulled in") to the new district through the local file upload by including M in the ACTION-INDICATOR column.
- However, if a district selects a PEIMS source file data load containing a student who was previously registered by another district, the student registration will **NOT** automatically be transferred to the new district.
- If no selection is made by the precode deadline, the PEIMS source file will be automatically loaded.
- Districts that select to upload a local data file and fail to do so by the end of the paper registration (precode) window will **NOT** receive precoded materials.

Separate March and May Administrations

Student/Test Registration

- Registrations for March and May STAAR administrations are separate activities in the Assessment Management System.
- Districts must register students/upload student data for each administration separately to ensure students receive precoded answer documents or have access to online tests for all the grade level/subject tests required:
  - March grades 4 and 7 writing
  - March grades 5 and 8 mathematics and reading
  - March English I and English II
  - May grades 3–8
  - May Algebra I, biology, U.S. history
  - May Algebra II and English III

Separate March and May Administrations

Student/Test Registration (cont.)

- Student registration information for the March and May administrations will remain synced in the Assessment Management System – updates applied to student information for one administration will automatically be applied to the other. Districts **DO NOT NEED TO UPDATE** each administration separately.

  NOTE: Does not apply to apply to March grades 5 and 8 mathematics and reading administration.

- Updates made to student demographic information for May test registrations after the March precode window has closed will **NOT** be included in the precode materials districts receive for the March administration.

- Districts that make changes to a student's *First Name*, *Last Name*, or *Date of Birth* after the precode window has closed **MUST** void the incorrect precoded answer document and hand-grid a blank answer document with the corrected student information.

Separate March and May Administrations

Reporting

- If a student transfers to a new district for the May administration after testing in a different district for the March administration, all scores will be reported to the district where the student tested in May.
- March grades 4 and 7 writing will be reported with May tests on one CSR.
- March grades 5 and 8 mathematics and reading are reported prior to the May administration and will be reported to the district where the student tested in March.
- March grades 5 and 8 mathematics and reading will also be reported on the CSR to the district the student tested in May if different from the testing district in March.

Student Data File Uploads - Reminders

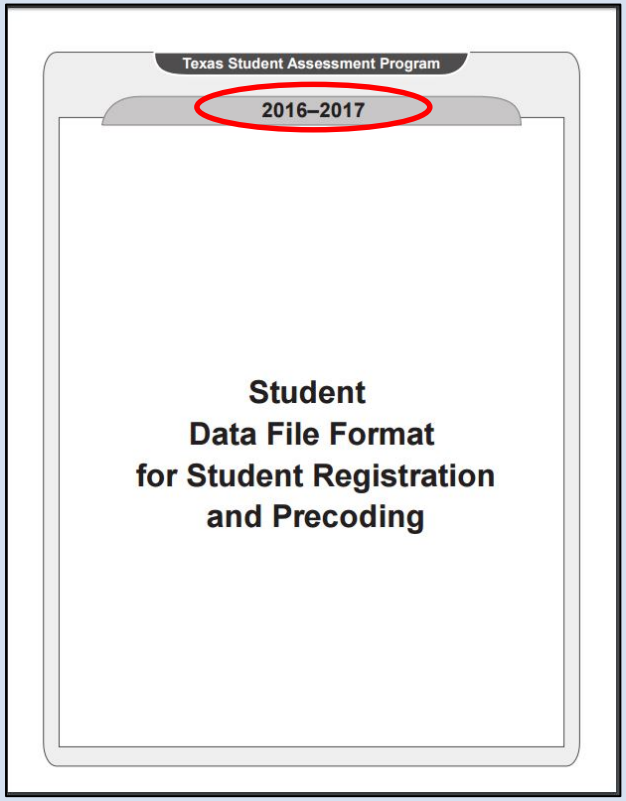
- The last uploaded student data file will override any existing registration information where differences exist.
- Fields left blank will override any existing student registration data with a null value.
- A student's Braille Indicator will revert to "No Braille" if the student's test registration is included in an upload file. Districts should remove the student from the uploaded file(s) if the Braille Indicator has already been manually set for the student's test registration.
- All records in the file that do not contain any errors or conflicts will upload successfully – any records containing errors or conflicts **MUST** be corrected and re-uploaded into the system successfully in order to establish or update a student registration.

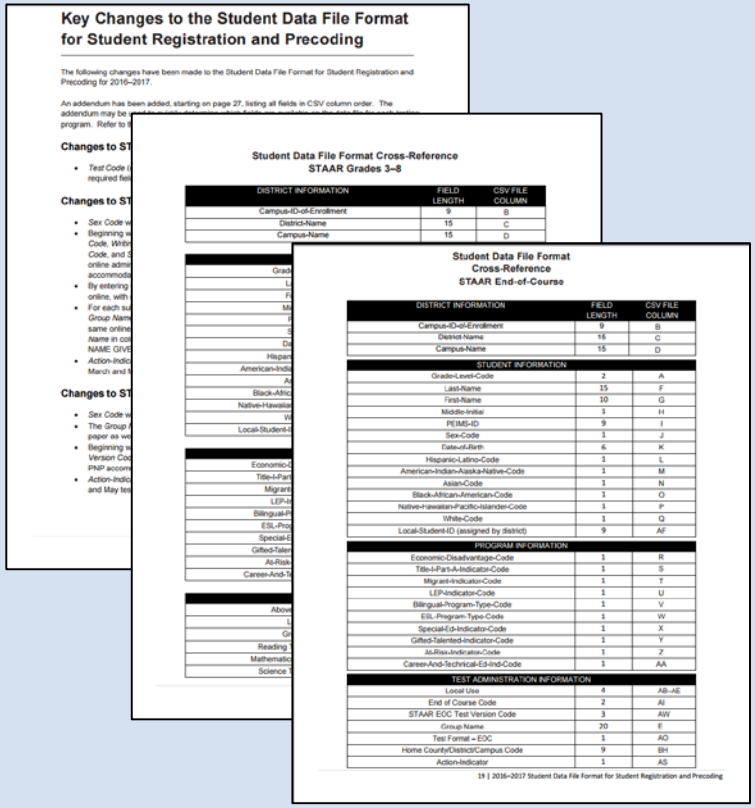
Student Uploads – Points of Interest

- *2016–2017 Student Data File Format for Student Registration and Precoding* for upload file specifications and requirements
  - Personal Needs and Preferences (PNP) indicators can be uploaded via *Test Version* fields.
  - Separate online testing groups by subject may be established for grades 3–8 via subject-specific *ONLINE TEST GROUP NAME* fields. If no group name is provided, "NO GROUP NAME GIVEN" will be used.
  - Bulk delete functionality is enabled via the *Action-Indicator* field with a "D" code.
  - Bulk transfers "in" are allowed via the *Action-Indicator* field with an "M" code to move student registrations from campus to campus within a district or between districts.

2016–2017 Student Data File Format

- Available at http://www.TexasAssessment.com/Technology/ or in the *Help* section of the Assessment Management System





2016–2017 Student Data File Format (Cont.)

Noted Key Changes:

Changes to STAAR Grades 3–8

- *Sex Code* will be required for all registrations.
- Beginning with the 2017 March and May 3–8 test administrations, the *Reading Test Version Code*, *Writing Test Version Code*, *Mathematics Test Version Code*, *Science Test Version Code*, and *Social Studies Test Version Code* fields will be used to register a student for the online administration using one or more of the new Personal Needs and Preferences (PNP) accommodation codes.
- By entering O in the *Test Version Code*, a STAAR test for grades 3–8 can now be delivered online, with no accommodations.
- For each subject being delivered as an online test, districts can now specify an *Online Test Group Name* (column BJ-BN). All students in the group for that subject will be listed in the same online test group. If a student has no online test group specified for a subject, the *Group Name* in column E will be used. If *Group Name* is not provided, then the group "NO GROUP NAME GIVEN" will be used for the online group.
- *Action-Indicator* will be used for STAAR grades 3–8 registrations beginning with the 2017 March and May test administrations.

Changes to STAAR End-of-Course (EOC)

- *Sex Code* will be required for all registrations.
- The *Group Name* field can now be used to specify a Group Name for tests being delivered on paper as well as online.
- Beginning with the 2017 March and May EOC test administration, the *STAAR EOC Test Version Code* will be repurposed and used to register a student for online testing using the PNP accommodation codes.
- *Action-Indicator* will be used for STAAR EOC registrations beginning with the 2017 March and May test administrations.

Personal Needs and Preferences (PNP)

Indicate embedded supports via:

- Upload file
- Registering a new student
- Manually editing an existing student registration

NOTE: Student test registrations with PNP accommodation codes will default to an online *Test Mode.*

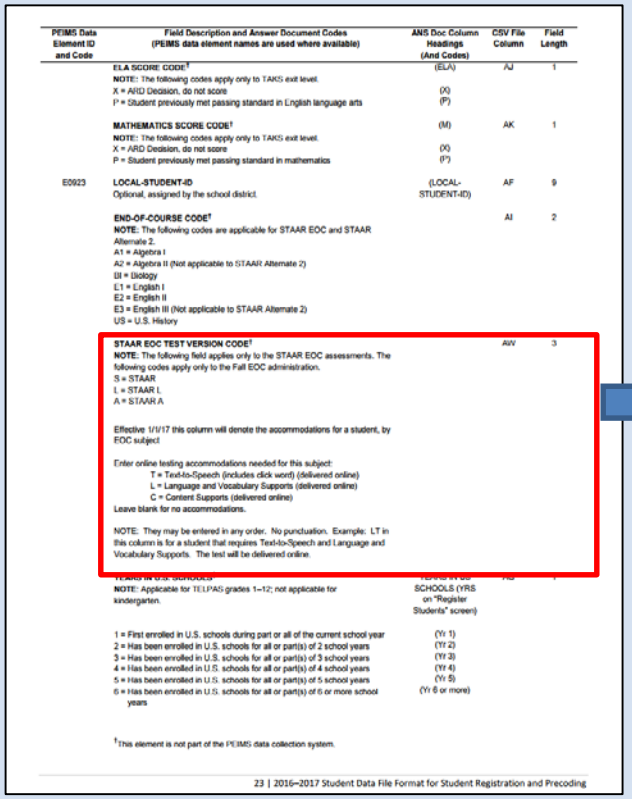
PNP (Embedded Support) Codes:

- Content support = C
- Language and vocabulary supports = L
- Text-to-speech (TTS) = T

C L T

Personal Needs and Preferences (Cont.)

Upload File:



PEIMS Data Element ID and Code	Field Description and Answer Document Codes (PEIMS data element names are used where available)	ANS Doc Column Headings (And Codes)	CSV File Column	Field Length
	ELA SCORE CODE† **NOTE:** The following codes apply only to TAKS exit level. X = ARD Decision, do not score P = Student previously met passing standard in English language arts	(ELA) (X) (P)	AJ	1
	MATHEMATICS SCORE CODE† **NOTE:** The following codes apply only to TAKS exit level. X = ARD Decision, do not score P = Student previously met passing standard in mathematics	(M) (X) (P)	AK	1
E0923	**LOCAL-STUDENT-ID** Optional, assigned by the school district.	(LOCAL-STUDENT-ID)	AF	9
	END-OF-COURSE CODE† **NOTE:** The following codes are applicable for STAAR EOC and STAAR Alternate 2. A1 = Algebra I A2 = Algebra II (Not applicable to STAAR Alternate 2) BI = Biology E1 = English I E2 = English II E3 = English III (Not applicable to STAAR Alternate 2) US = U.S. History		AI	2
	STAAR EOC TEST VERSION CODE† **NOTE:** The following field applies only to the STAAR EOC assessments. The following codes apply only to the Fall EOC administration. S = STAAR L = STAAR L A = STAAR A Effective 1/1/17 this column will denote the accommodations for a student, by EOC subject. Enter online testing accommodations needed for this subject: T = Text-to-Speech (includes click word) (delivered online) L = Language and Vocabulary Supports (delivered online) C = Content Supports (delivered online) Leave blank for no accommodations. NOTE: They may be entered in any order. No punctuation. Example: LT in this column is for a student that requires Text-to-Speech and Language and Vocabulary Supports. The test will be delivered online.		AW	3
	NOTE: Applicable for TELPAS grades 1–12; not applicable for kindergarten.	SCHOOLS (YRS on "Register Students" screen)		
	1 = First enrolled in U.S. schools during part or all of the current school year 2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years 3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years 4 = Has been enrolled in U.S. schools for all or part(s) of 4 school years 5 = Has been enrolled in U.S. schools for all or part(s) of 5 school years 6 = Has been enrolled in U.S. schools for all or part(s) of 6 or more school years	(Yr 1) (Yr 2) (Yr 3) (Yr 4) (Yr 5) (Yr 6 or more)		

†This element is not part of the PEIMS data collection system.

23 | 2016–2017 Student Data File Format for Student Registration and Precoding

STAAR EOC TEST VERSION CODE†

NOTE: The following field applies only to the STAAR EOC assessments. The following codes apply only to the Fall EOC administration.

S = STAAR
L = STAAR L
A = STAAR A

Effective 1/1/17 this
EOC subject

Enter online testing
T = Text-t
L = Langu
C = Conte

Leave blank for no a

NOTE: They may b
this column is for a
Vocabulary Support

STAAR GRADES 3-8 TEST VERSION CODES

5. Beginning with the 2017 March and May 3–8 test administrations, the Reading Test Version Code, Writing Test Version Code, Mathematics Test Version Code, Science Test Version Code, and Social Studies Test Version Code fields will be used to register a student for the online administration using the new PNP accommodation codes.

   The following accommodations are available for STAAR grades 3–8:
   - T = Text-to-Speech (includes click word) (delivered online)
   - L = Language and Vocabulary Supports (delivered online)
   - C = Content Supports (delivered online)
   - O = Deliver online with no accommodations
   - Blank = Deliver via paper

   PNP Codes

   NOTES:
   - Not all accommodations may be available for all tests.
   - Each field may contain up to three of the T, L, C codes, in any order, with no punctuation. For example: LT in this column is for a student who requires Text-to-Speech and Language and Vocabulary Supports. The test will be delivered online.
   - For online testing with no accommodations, O must be entered by itself with no other codes.
   - To modify an existing registration, enter all the accommodations to be given to the student. The old accommodations will be replaced by the new set.

6. The Above Grade Code field is used if a student is testing above grade level for a specific subject. If a student is indicated as needing an above grade level assessment, you will receive both the enrolled grade answer document and the above grade answer document in your precode materials.

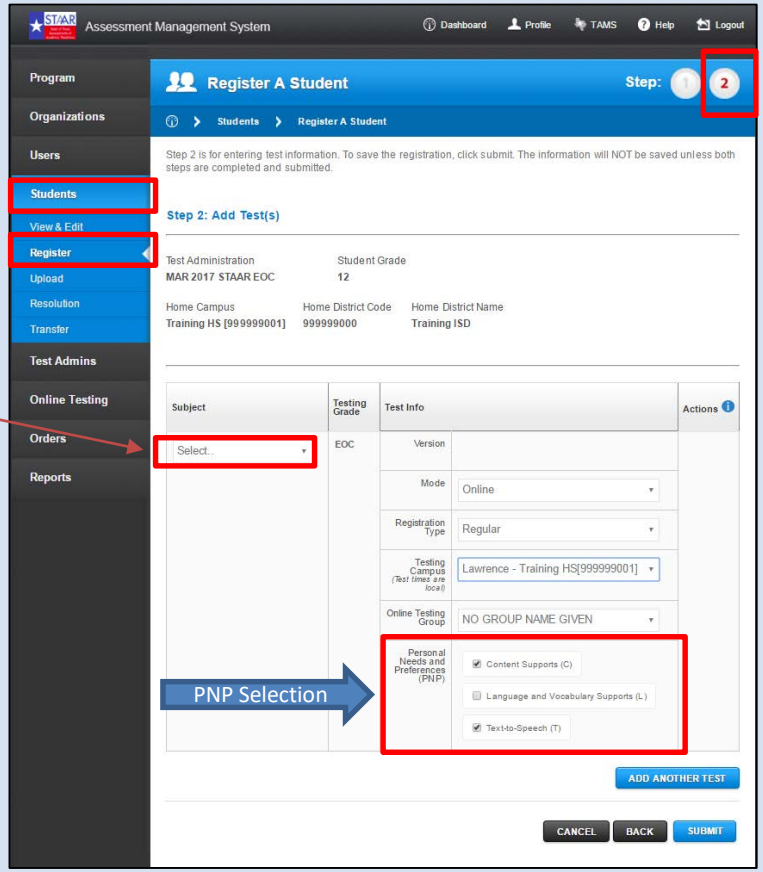
7. The Test Format field should be left blank. The system will default this to P for paper administrations. If a student has any PNP accommodations indicated in the test version code, (i.e. T, L, C, or O) the system will default to O for online administrations.

Personal Needs and Preferences (Cont.)

Registering a New Student:

- PNP accommodation codes added during Step 2 of the register process (*Students>Register*)
- Established separately for each test
- Any combination of accommodations/embedded supports may be selected

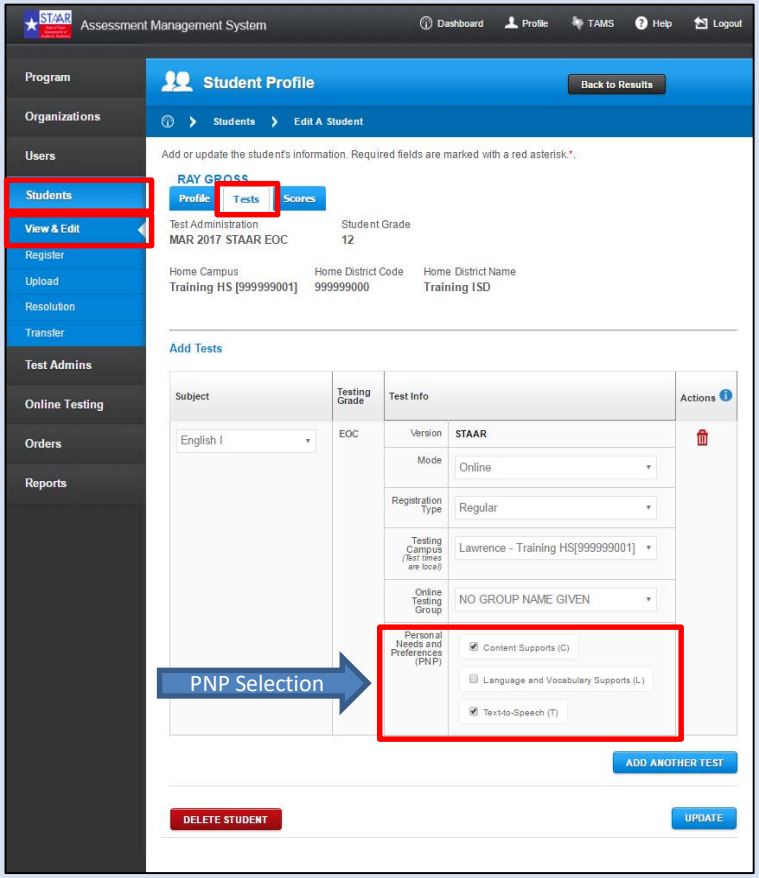
NOTE: Text-To-Speech is the only PNP selection available for Algebra II and English III tests.



Personal Needs and Preferences (Cont.)

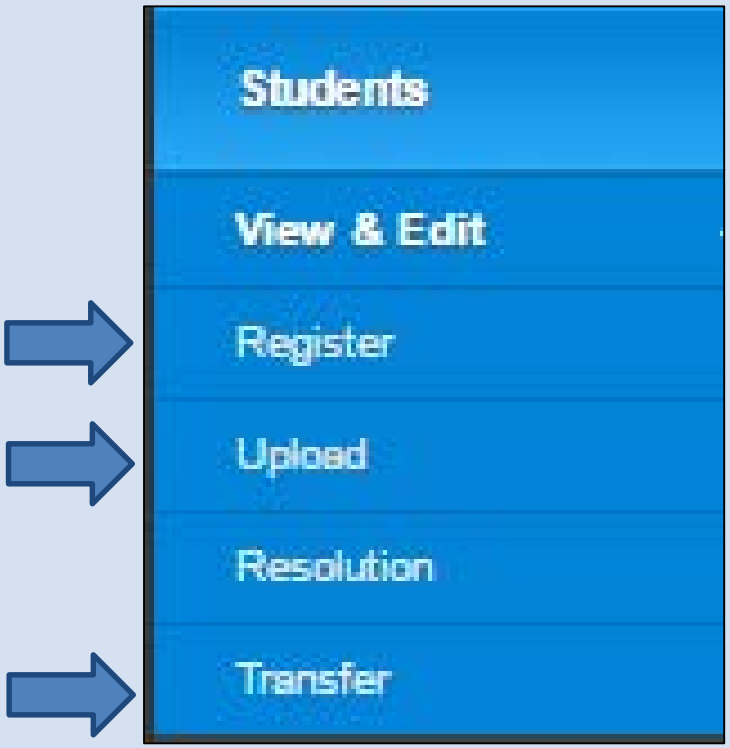
Edit existing student registrations:

- PNP accommodation codes may be manually added or removed from existing registrations via the Student Profile Tests tab (*Students > View & Edit*)



Student Transfers

- Students transferring to a new district may be “pulled in” by the new district, without the previous district transferring out or deleting the student.
- Students may be “pulled in” via:
  - Registration
  - Upload
  - Transfer In (PEIMS ID and **two** (PEIMS+2) of the three primary student identifiers [*First Name, Last Name, Date of Birth*] must match student’s registration data)
- Districts should check their transfer notifications or run a transfer report to monitor for students that have been transferred in by another district.



Student Registration - Reminders

- Districts may add or edit existing student registrations, including switching between paper and online tests, through the end of the testing window.
- Changes made to student registrations after the precode window closes (paper registration period) will not be reflected in precoded materials received.
- Student registrations associated with a precode cannot be deleted after the precode window closes.

NOTE: Changes to student registrations will not be allowed for up to three days after the precode window closes while precode files are being processed – all related system functionality will be disabled during this time.

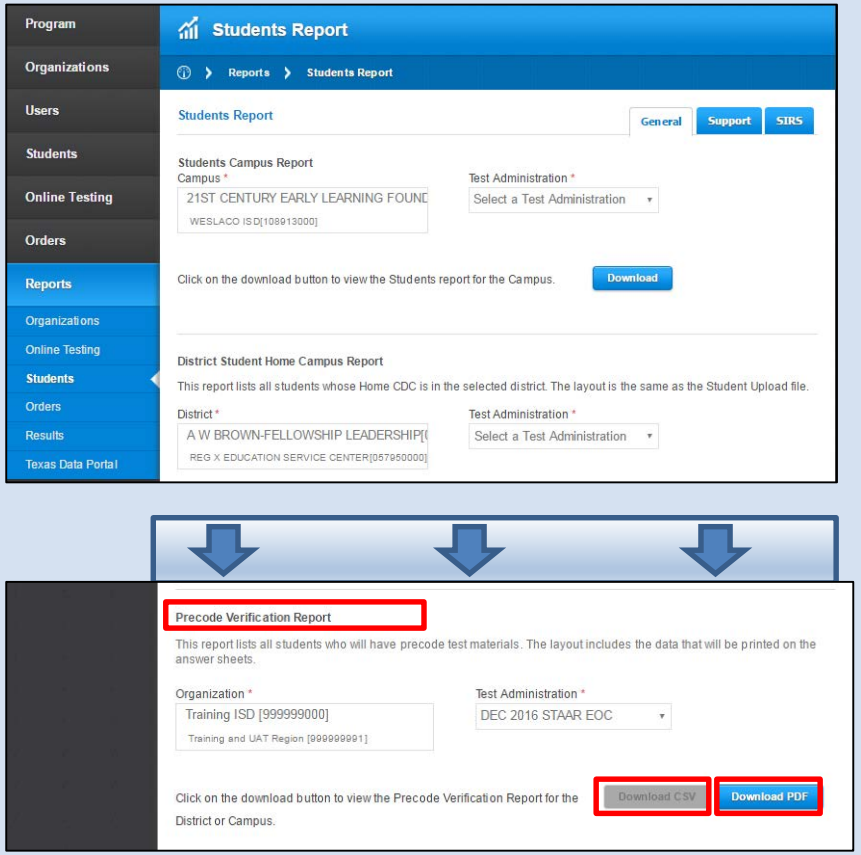
Precode Verification Report

Download CSV is available prior to the close of the precode window.

- Lists all paper test registrations and corresponding precode data
- Can be used to verify precodes, allowing districts to make corrections prior to the close of precode window, as needed
- Updated nightly

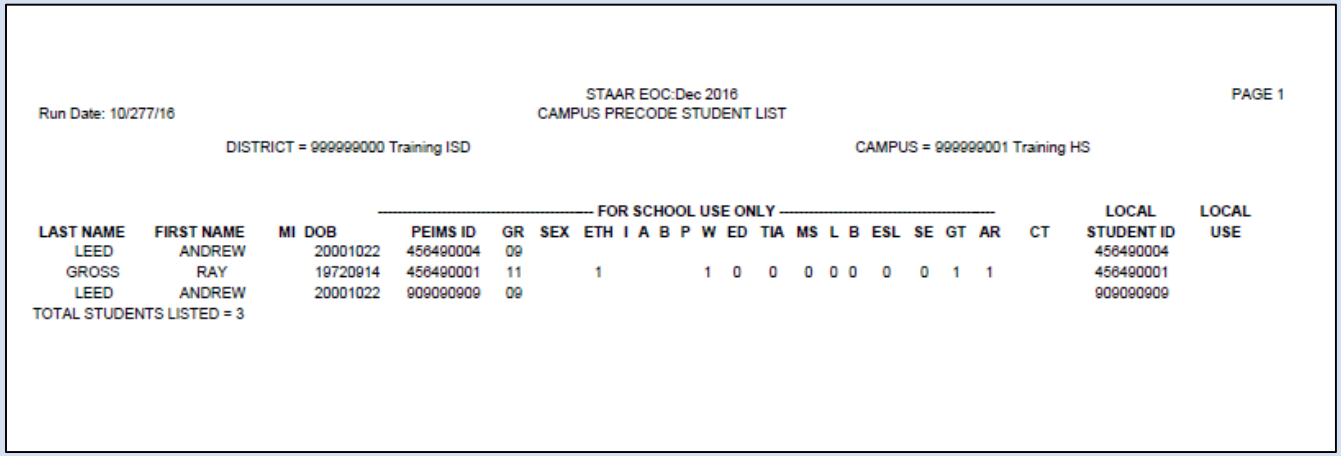
Download PDF is available after the close of the precode window.

- Official list of all precodes district is scheduled to receive (including OOD/OOS)



Precode Verification Report (PDF)

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



Run Date: 10/277/16 — STAAR EOC:Dec 2016 — CAMPUS PRECODE STUDENT LIST — PAGE 1

DISTRICT = 999999000 Training ISD — CAMPUS = 999999001 Training HS

LAST NAME	FIRST NAME	MI	DOB	PEIMS ID	GR	FOR SCHOOL USE ONLY: SEX	ETH	I	A	B	P	W	ED	TIA	MS	L	B	ESL	SE	GT	AR	CT	LOCAL STUDENT ID	LOCAL USE
LEED	ANDREW		20001022	456490004	09																		456490004	
GROSS	RAY		19720914	456490001	11		1					1	0	0	0	0	0	0	0	1	1		456490001	
LEED	ANDREW		20001022	909090909	09																		909090909	

TOTAL STUDENTS LISTED = 3

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

View and Track Orders

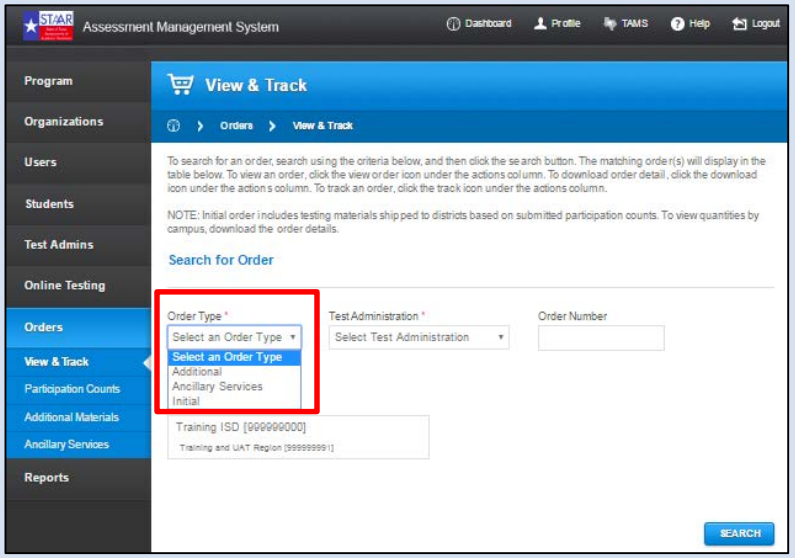
By *Order Type*:

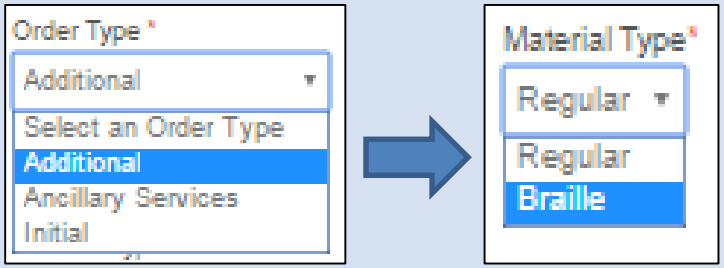
- Additional
- Ancillary
- Initial

By *Material Type*:

- *Material Type* dropdown menu appears when Additional is selected.
- All braille materials are tracked as additional orders.

NOTE: Precode shipments can be tracked beginning with the May 2017 administrations.





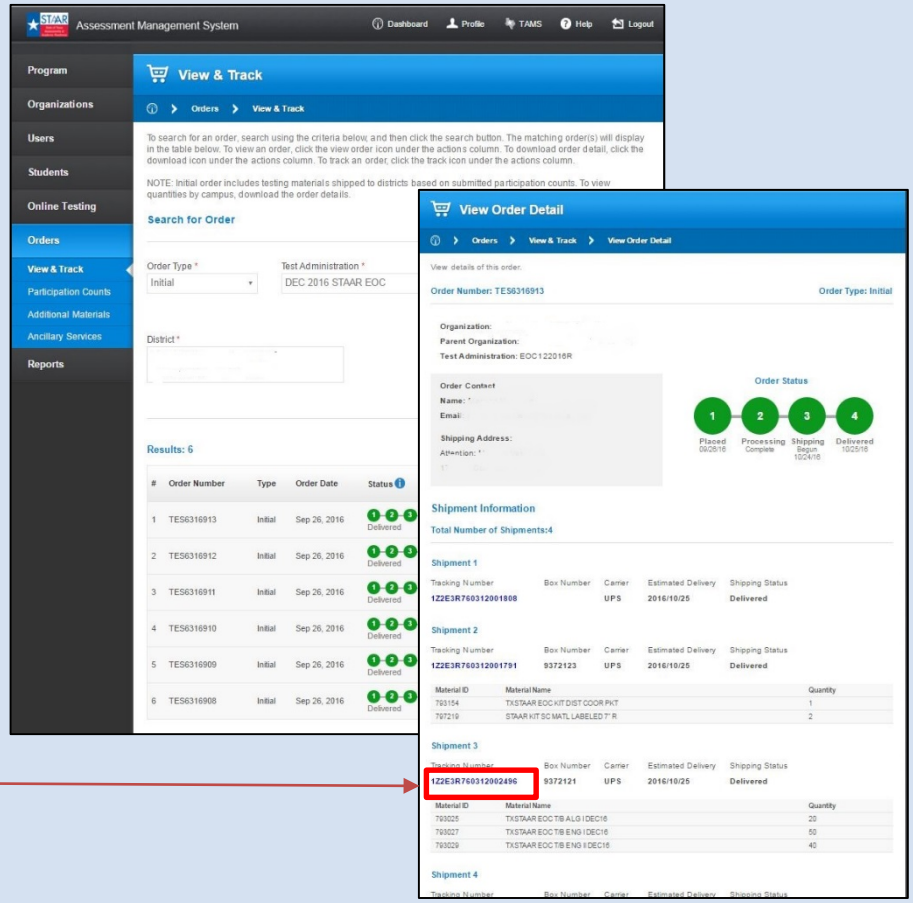
View and Track Orders (Cont.)

New Functionality

- Detailed tracking, down to the box level
- Print report functionality added
- Downloadable order details
- Near real time order status

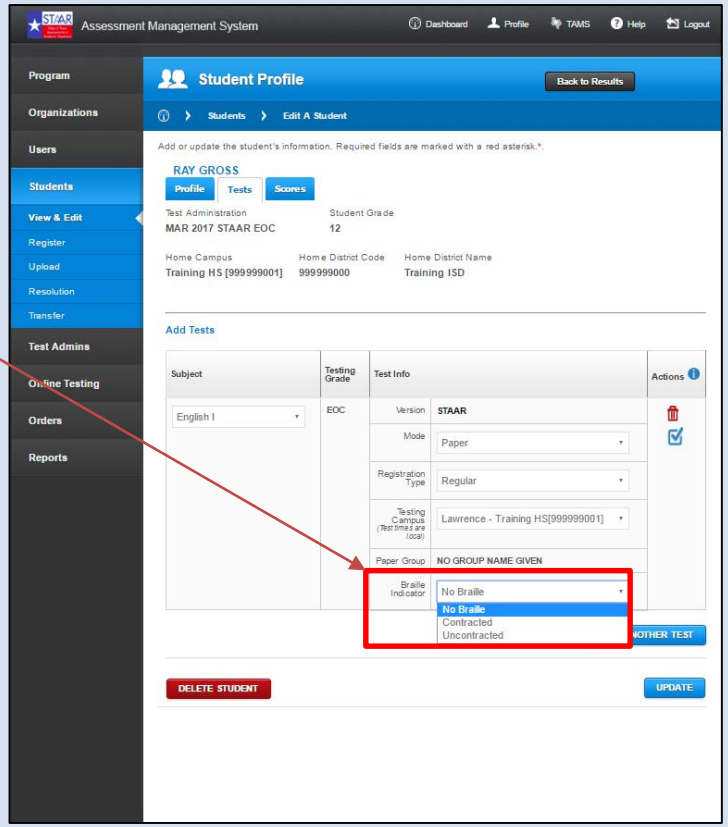
Shipping Details

UPS tracking number links directly to shipper website for current shipping information.



Ordering Braille Materials

- Initial orders of braille materials are placed during the precode file submission window.
- Braille test versions are not rolled over from one administration to the next. Districts **MUST** indicate braille test version (contracted or uncontracted) for all students requiring a braille test for each administration during the precode window in order to receive precoded documents and braille materials.
- Districts needing to order additional braille materials (after the precode window closes) **MUST** contact the Texas Assessment Support Center.

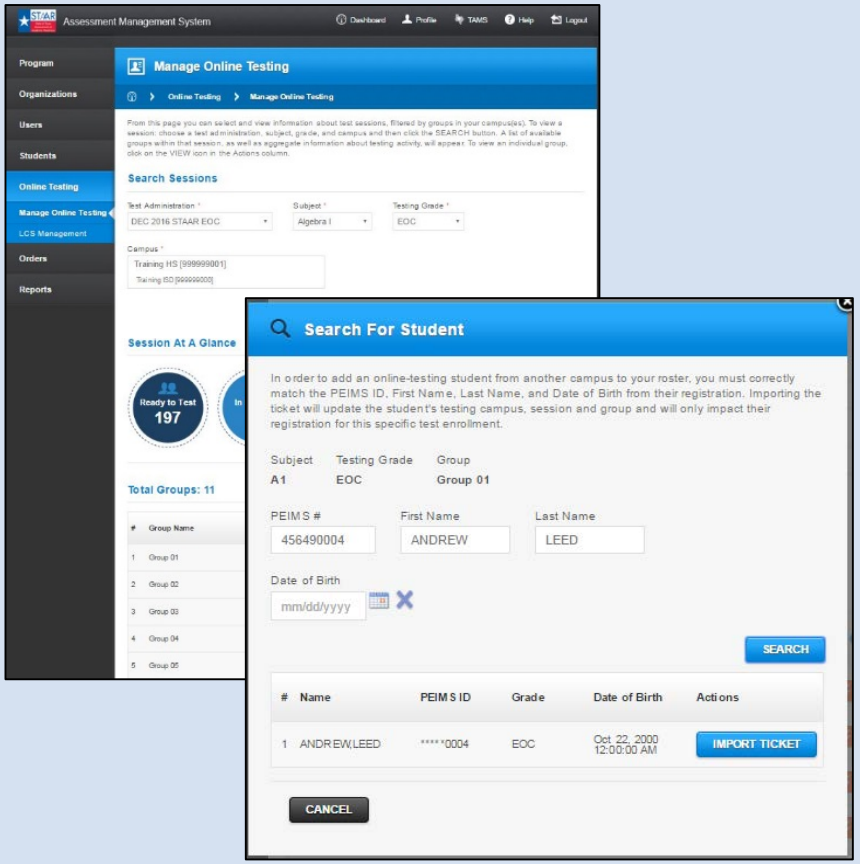


Ordering Braille Materials – Alert!

- A student's Braille Indicator will revert to *No Braille* if the student's test registration is included in an upload file after having already been manually set to *Contracted* or U*ncontracted.*
- Districts should either
  - set a student's Braille Indicator after the last student data file has been uploaded and no updates are foreseen.
  - **OR** remove the braille student from the student data upload file if the Braille Indicator has already been manually applied to the student's test registration.
- Districts may continue to make manual edits to students registration information (as needed) without impacting the Braille Indicator.

Online Testing – Updates and Reminders

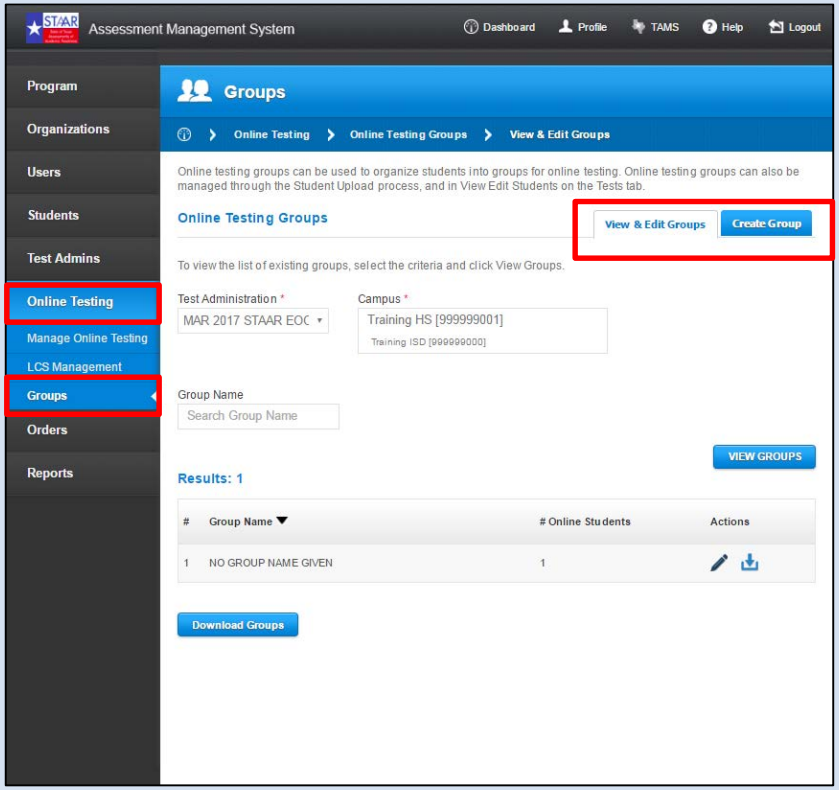
- Manage online testing groups
- Test tickets/Rosters with PNP indicators
- Downloadable proctor tickets
- Importing test tickets
- Online test attributes



Manage Online Testing Groups

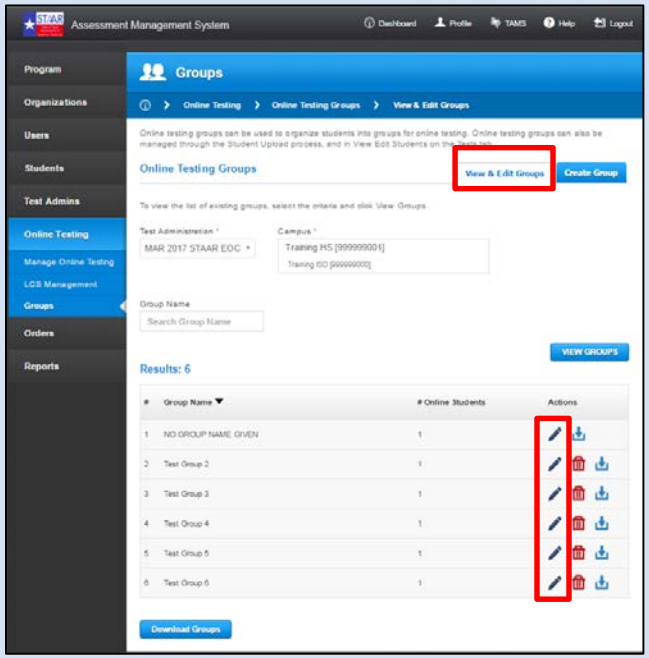
- Edit existing online testing groups
- Create online testing groups

NOTE: Grades 3–8 students can be assigned to different testing groups by subject starting with the March 2017 administrations.

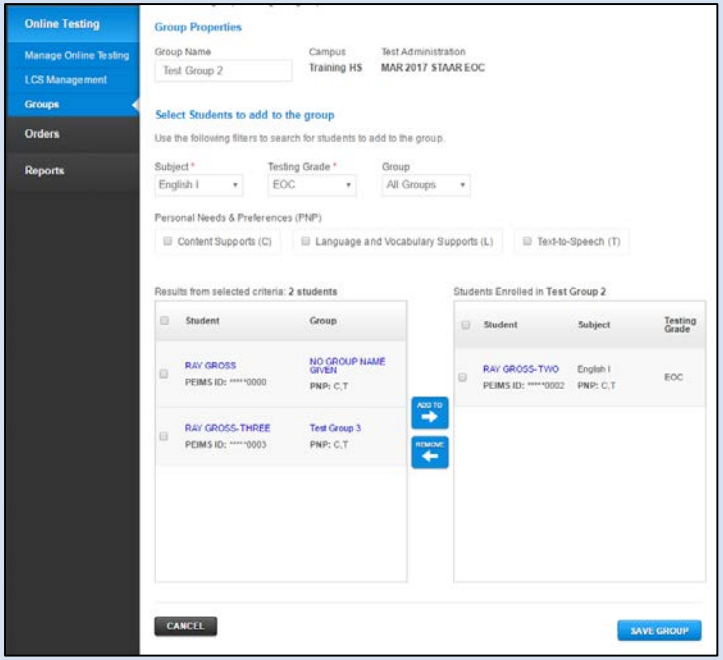


Edit Existing Online Testing Groups

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

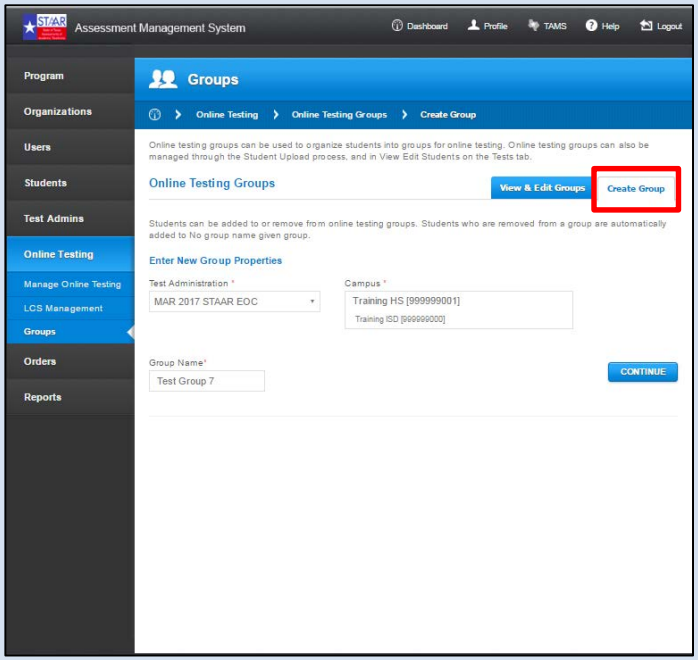


Click the *Edit* Icon to move students between groups

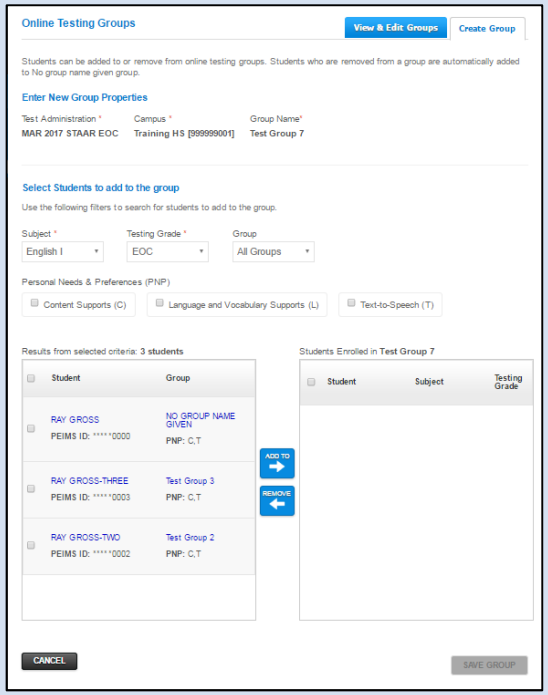


Create New Online Testing Groups

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

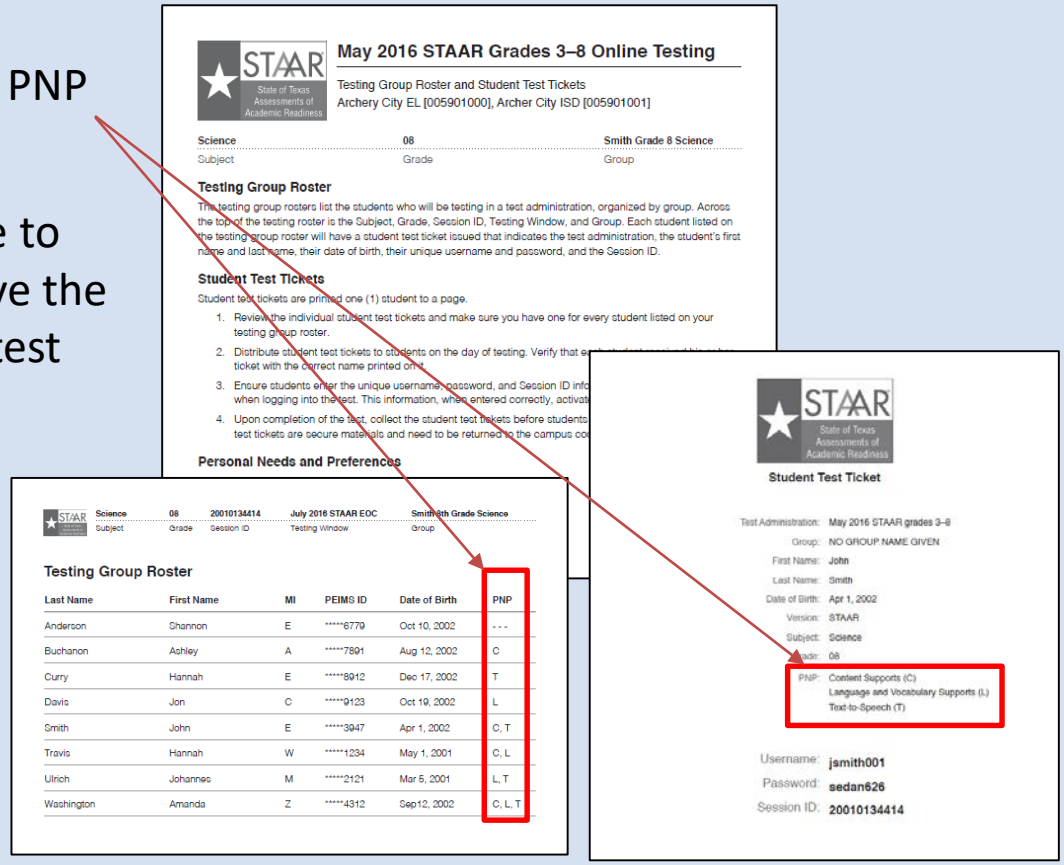


Click ***CONTINUE*** to Create new Group and add students



Test Tickets/Rosters with PNP Indicators

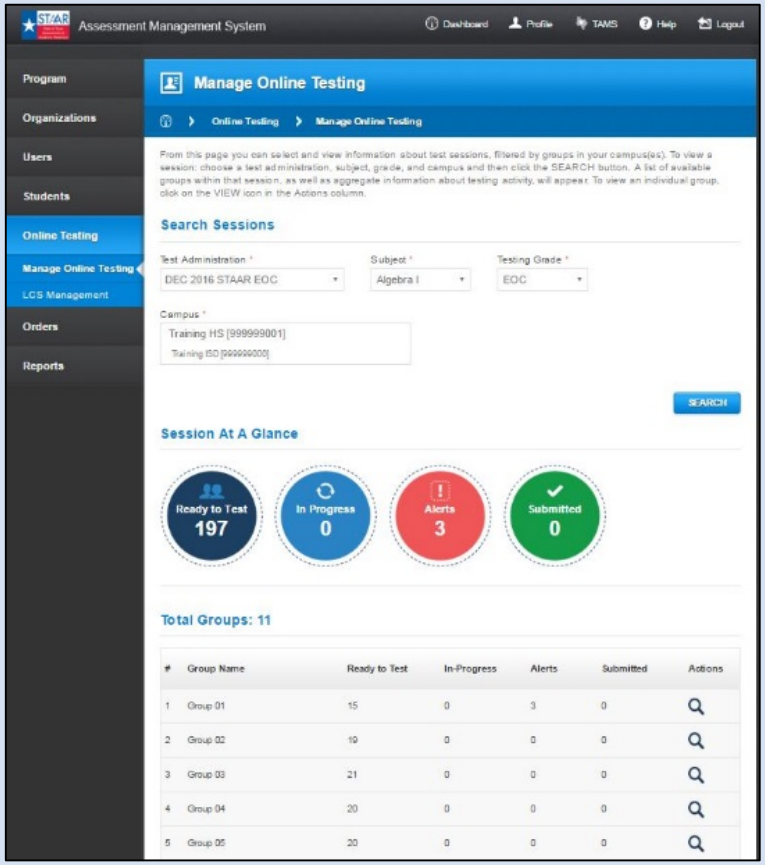
- Testing Group Rosters and Student Test Tickets contain PNP information.
- Ensure that students eligible to use embedded supports have the information noted on their test tickets.



Downloadable Proctor Tickets

- District-specific proctor tickets are available for download via *Online Testing* > *Manage Online Testing* (DTCs only).
- Available for test administrators who are signing test content to students in need of reading support who are unable to access text-to-speech.

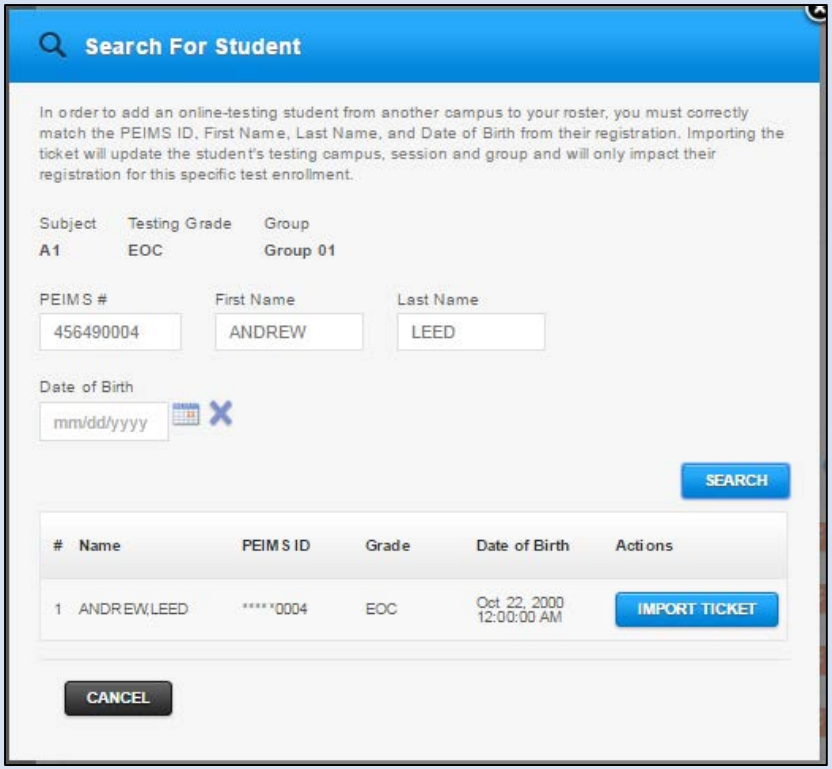
  NOTE: Proctor tickets are secure materials and should be treated as such.



Importing Test Tickets

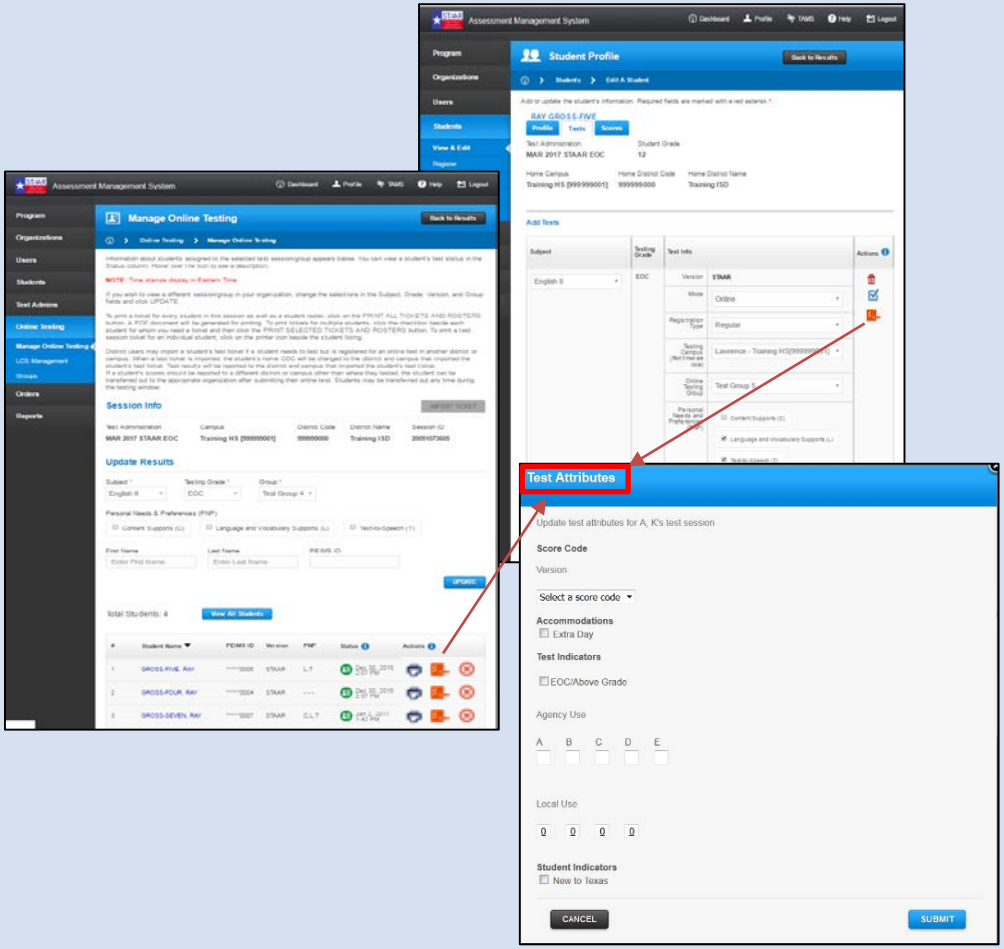
- PEIMS ID and **two** (PEIMS+2) of the three other primary student identifiers (*First Name, Last Name, Date of Birth*) are required.
- Student must be registered for an online test in the subject of the ticket being imported.
- Student registration is transferred to new district – test ticket is immediately available.

NOTE: Registered OOD students will have their test ticket made available only to the testing districts. The student's test registration remains at the home campus – testing districts do not need to transfer registered OOD students back to their home CDC after testing.



Online Test Attributes

- used to update score codes and accommodations through the close of the testing window
- Accessed via a student's profile page (*Students > View & Edit > Tests* tab) or the online testing group search results page (*Online Testing > Manage Online Testing*)
- Inactive tests, tests that have been started and not submitted, and all submitted tests default to "Scored" at close of testing window.
- Expired tests default to "DNR" (Void) at close of testing window.



Student Resolution

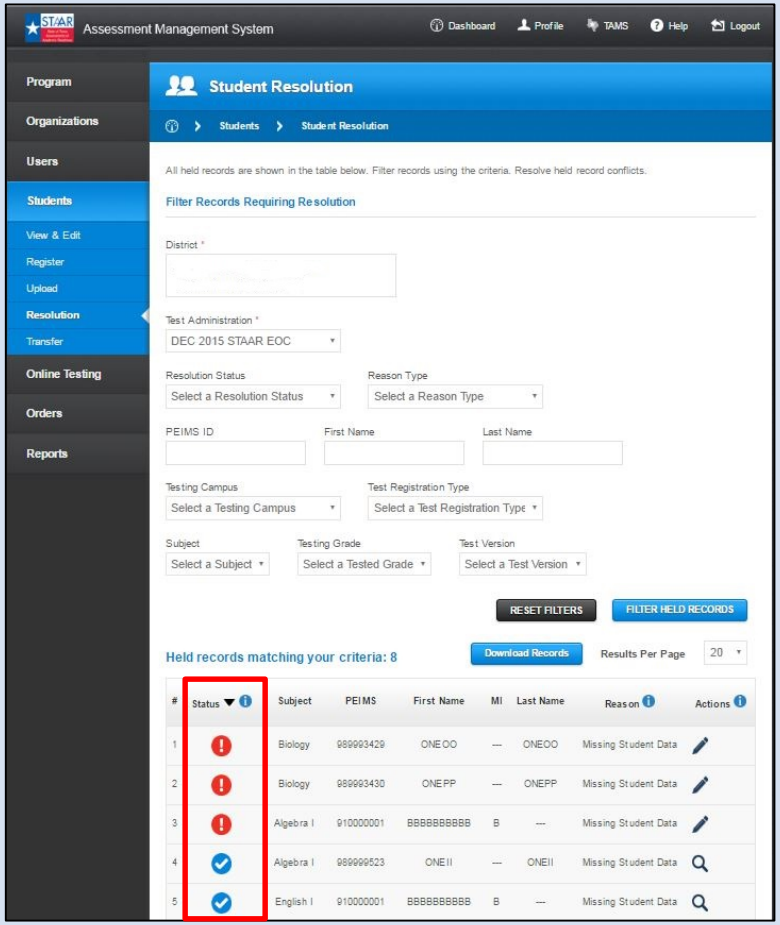
Multi-step resolution process:

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

Unresolved held record – click *edit* icon to resolve

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

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

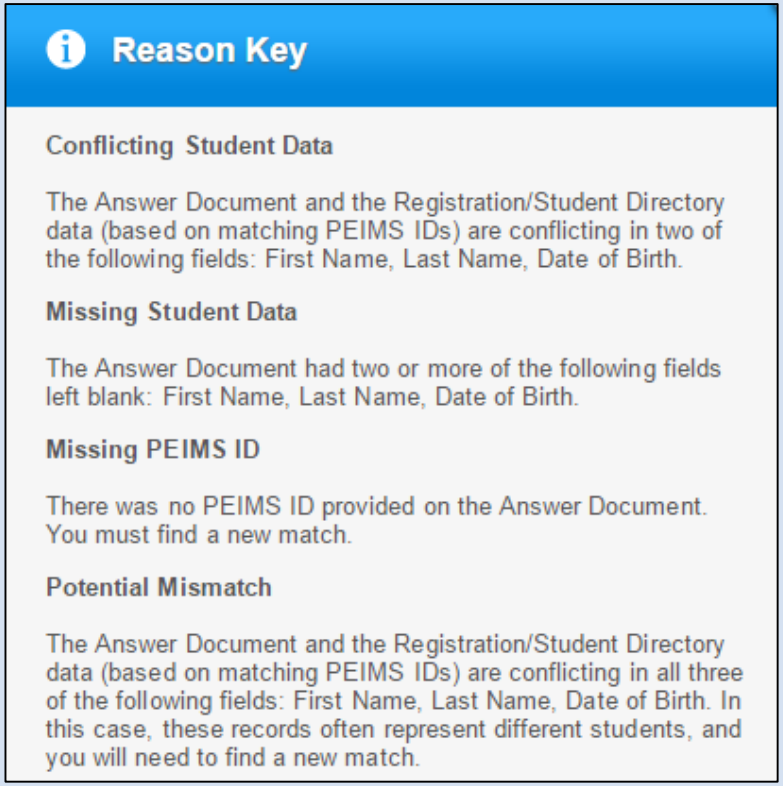


Student Resolution

Held Records – Reasons

Hand-gridded answer document contains:

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



Student Resolution

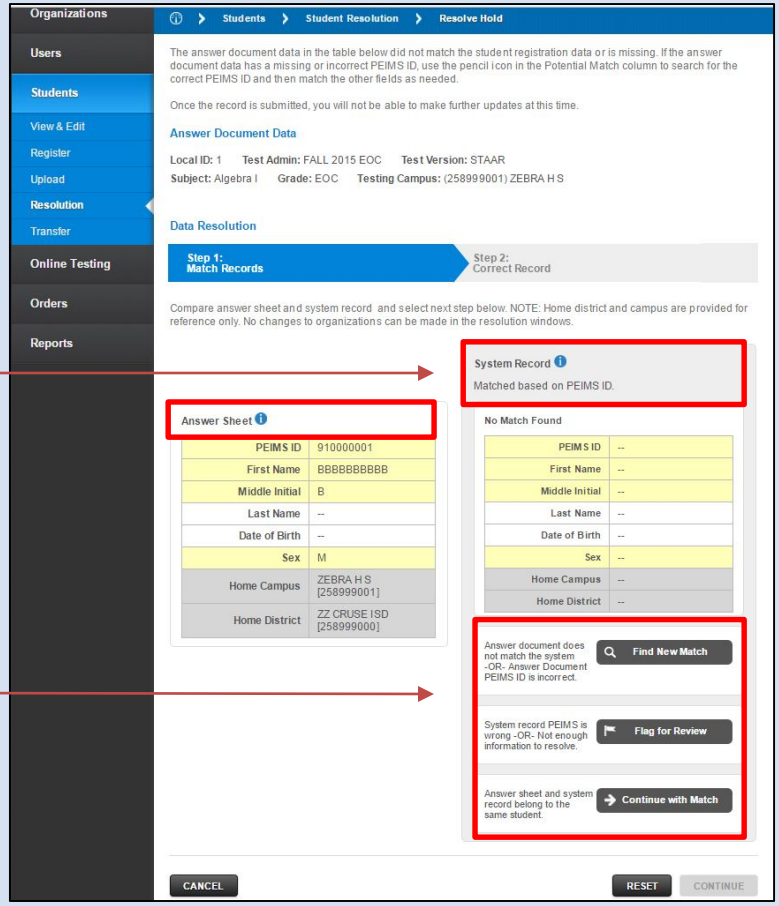
Match Records – *Step* 1

1. Review Answer Sheet
2. Review System Record

NOTE: A potential match will be provided if the PEIMS indicated on the answer document matches a system record.

3. Select Option

- Find New Match
- Flag for Review
- Continue with Match



Student Resolution

Potential Mismatch

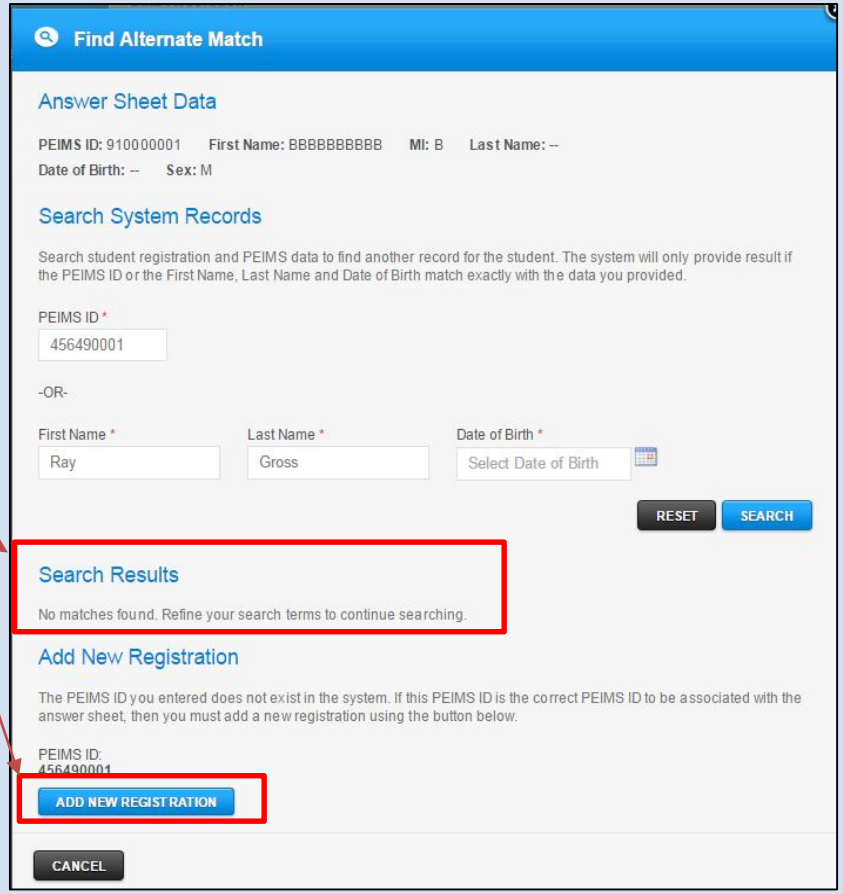
- If there is a PEIMS match, but the *First Name*, *Last Name*, and *Date of Birth* all conflict, the Issue Type shown is *Potential Mismatch.*
- Suspect fields will display in red.
- Click ***Find New Match*** to resolve the record.
- Click ***Flag for Review*** if there is not enough information to find a new match.

PEIMS ID	456123456
First Name	Nickolas
Middle Initial	L
Last Name	Morquecho
Date of Birth	09/27/2001
Sex	Male
Home Campus	ARCHER CITY EL [005901000]
Home District	ARCHER CITY ISD [005900000]

Student Resolution

Find New Match – No Match Found

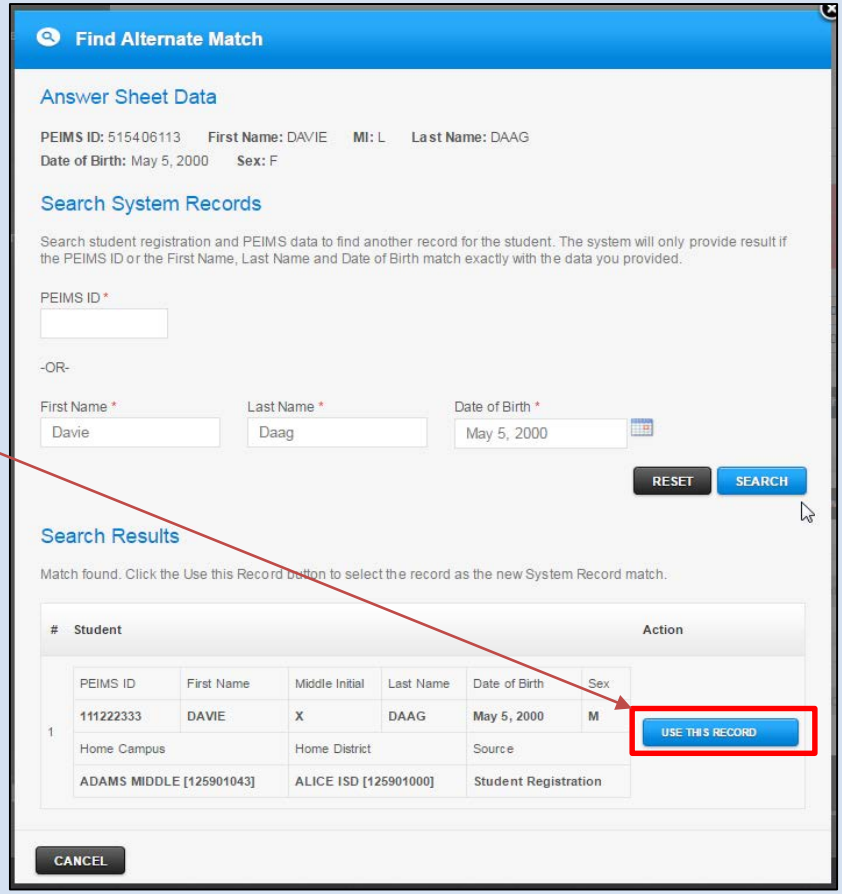
- Enter *PEIMS ID* **OR** any two of the following: *First Name*, *Last Name*, or *Date of Birth* to search.
- If a potential match is not found in the system records or student directory, a user may create a new registration.



Student Resolution

Find New Match – One Match Found

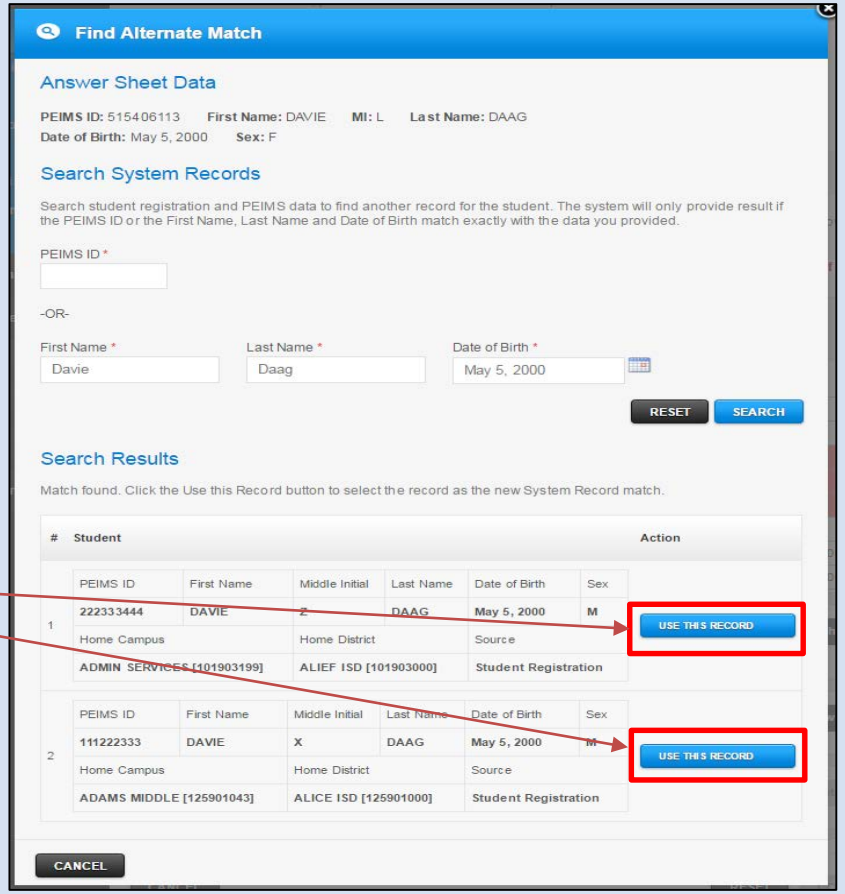
- If a single potential match is found in the system records, the user may click the ***USE THIS RECORD*** button.
- Users should only click ***USE THIS RECORD*** if they are confident and have verified that the match found is for the correct student.



Student Resolution

Find New Match – Multiple Matches Found

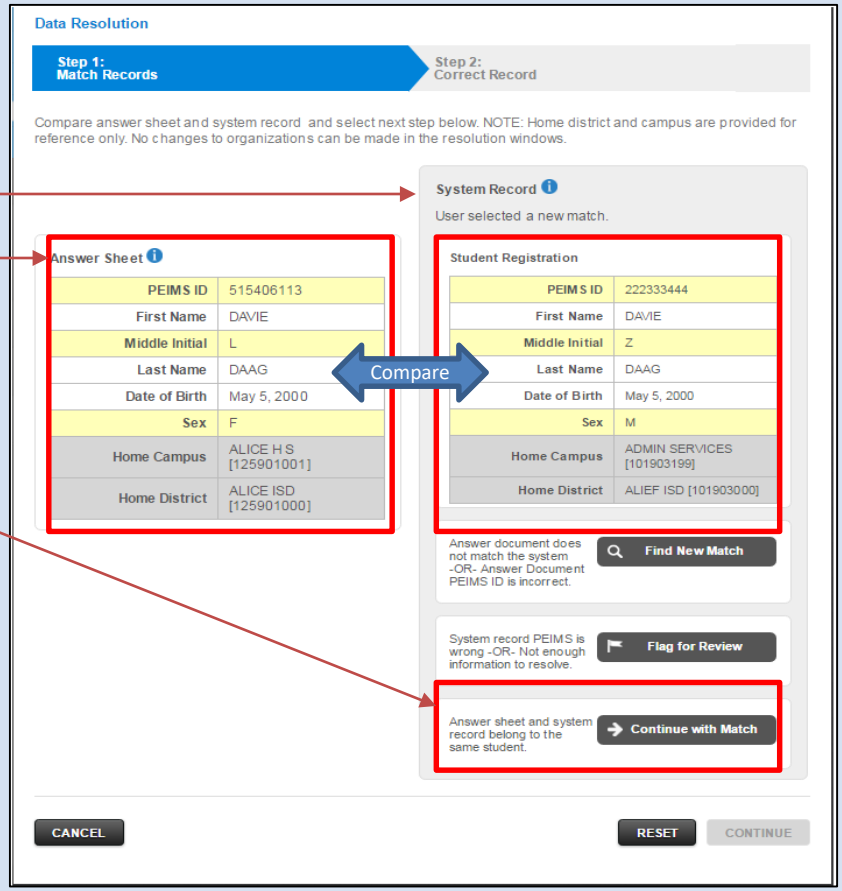
- Depending on the search criteria entered, more than one potential match may be returned.
- If one or more matches appear, verify which if any is the correct match and click ***USE THIS RECORD*** next to the correct match.



Student Resolution

Verify Selected Match

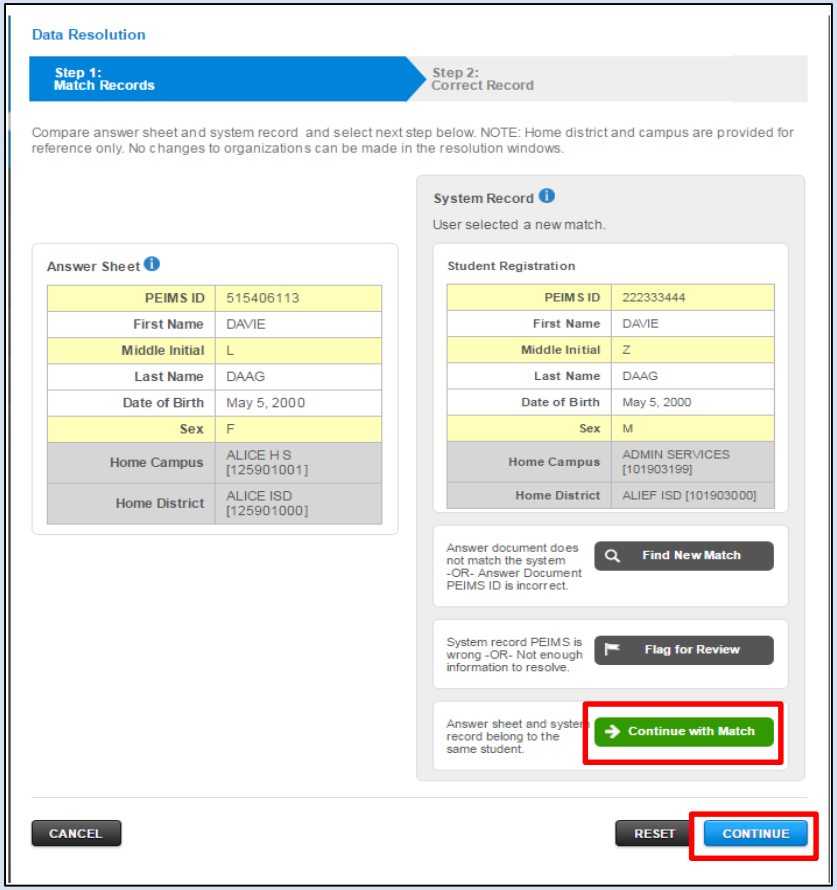
- Compare the *System Record* selected match with the *Answer Sheet* information.
- After confirming that the student match is correct, click the ***Continue with Match*** button.



Student Resolution

Continue with Match

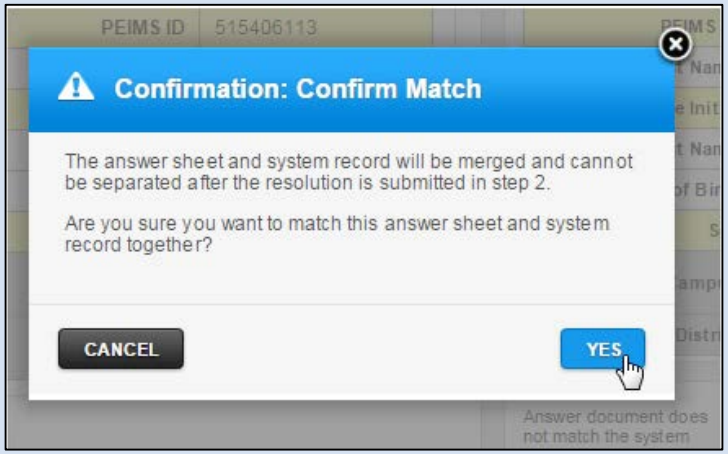
- The ***Continue with Match*** button turns green after being clicked and the ***CONTINUE*** button is activated.
- Users should not click ***CONTINUE*** (to step 2) unless they are confident they have found the correct student record match.
- If there are any doubts or not enough information to identify a match, click ***Flag for Review*** and contact the Texas Assessment Support Center.



Student Resolution

Resolving Held Records

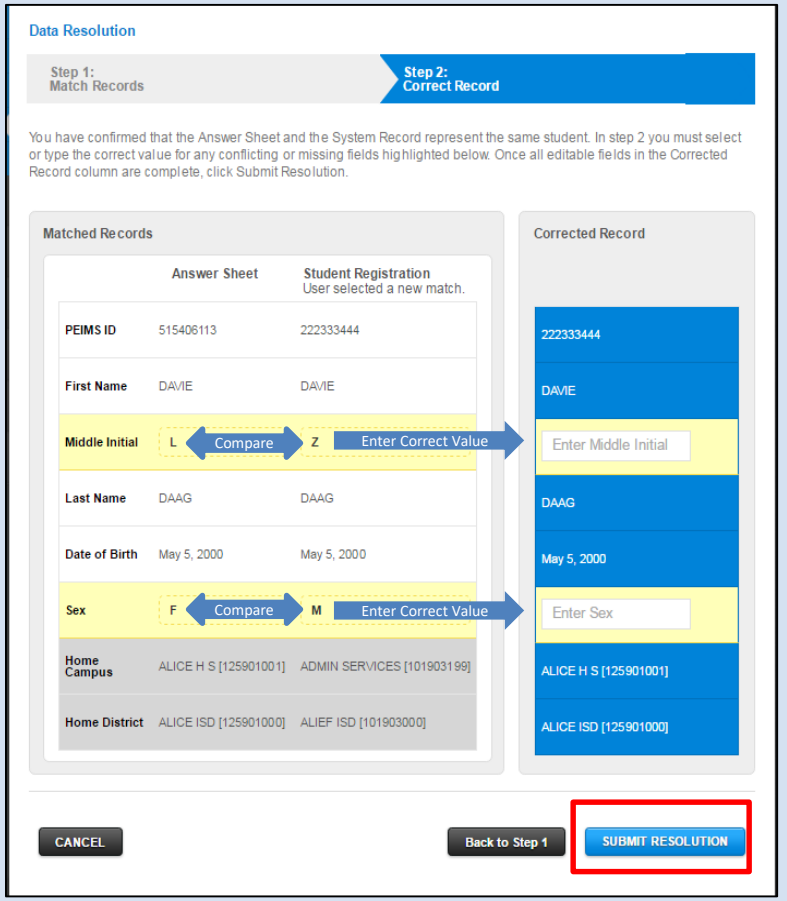
- Incorrectly resolved records could potentially merge the record of two different students together and will cause delays in proper reporting of scores for the students impacted.
- If there is any doubt, click ***CANCEL*** and ***Flag for Review.*** Do **NOT** proceed to Step 2 unless you are certain that the match selected is correct.



Student Resolution

Correct Record – *Step 2*

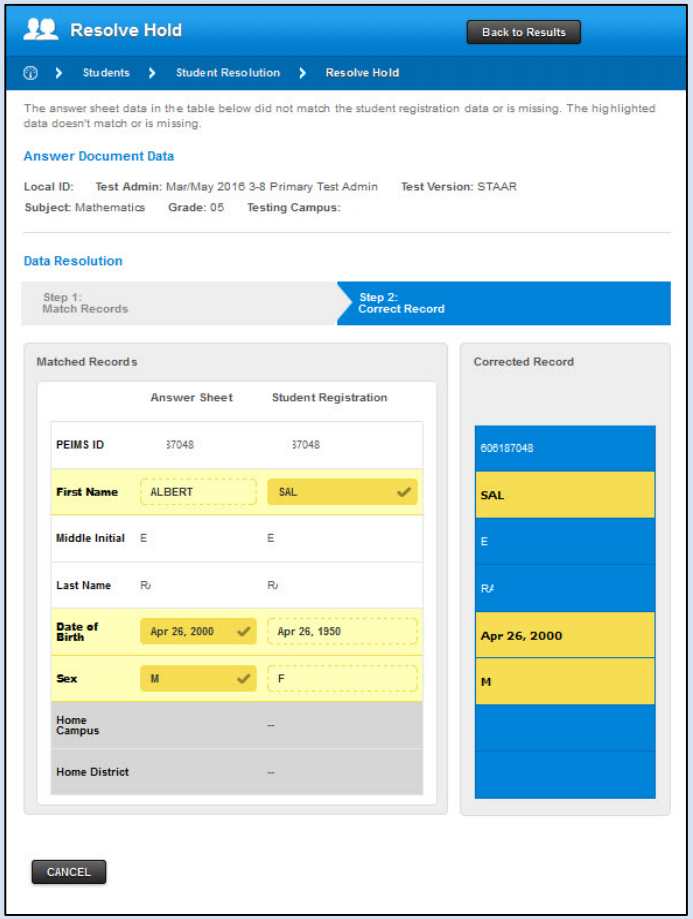
- Compare the information in the Answer Sheet column with the information in the Student Registration column containing the match selected.
- Enter the correct, missing, or conflicting data in the Corrected Record column.
- Click ***Submit Resolution*** to resolve the held record.



Student Resolution

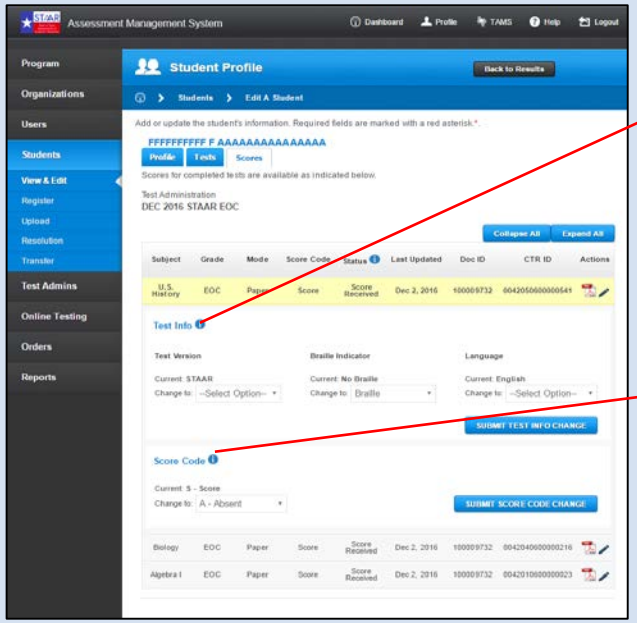
Resolved Record

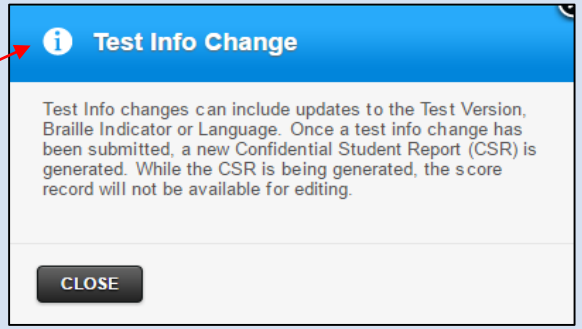
- Successfully matched fields are noted in gold.
- Fields requiring resolutions are highlighted in yellow.
- Check marks indicate selected values from either the Answer Sheet or selected match record.

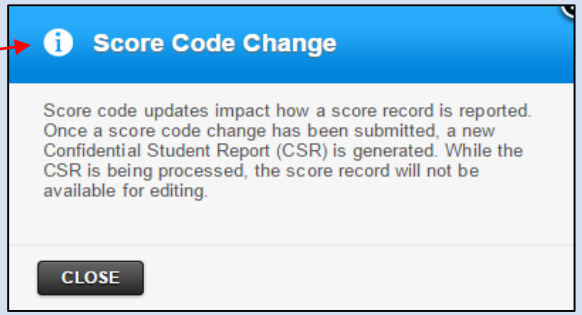


Updating Test Information and Score Codes

- Test taken information and score code updates are completed during separate windows.
- Refer to the *Calendar of Events* for dates







Reports

Updates

- PNP indicators added to the *District/Campus Online Test Status Report*
- *District/Campus Online Test Status Report* updated three times per day
- *Precode Verification Report* available at the campus level

Reports: Online Testing

- ***District Test Status Report***
  - Contains online testing status of all online test registrations, including PNP indicators, in the district
  - Report updated mid morning, mid afternoon, and each evening
- ***Campus Test Status Report***
  - Contains online testing status of all online test registrations, including PNP indicators, at a specific campus
  - Report updated mid morning, mid afternoon, and each evening

Reports: Students (Cont.)

- ***Students Campus Report*** (updated nightly)
  - Contains a record of each test registration for a specific campus
  - Updates to student registrations may be applied directly to the downloaded CSV file and uploaded back into the Assessment Management System.
- ***District Students Campus Report*** (updated nightly)
  - Test registration data for students enrolled in the district
  - Updates to student registrations may be applied directly to the downloaded CSV file and uploaded back into the Assessment Management System.
- ***District Student Test Campus Report*** (updated nightly)
  - Test registration data for all students testing in the district
  - Same as *District Student Campus Report* plus registered OOD/OOS examinees scheduled to test at a participating district OOD/OOS test site (Group Name = OOD/OOS)

Reports: Students (Cont.)

- ***Students Transfer Report*** (updated in real time)
  - District-level report containing a listing of all transfers (in and out of the district) for the administration selected
- ***Students Braille Management Report*** *(updated in real time)*
  - District-level report containing a listing of all students registered for a braille test for the administration selected
  - Identifies the student, subject, home CDC, and braille test version as registered in the Assessment Management System at the time the file is downloaded
- ***Test Registration Report*** (updated nightly)
  - District-level report providing a count of all current test registrations by subject and test mode (online and paper)
  - The report can be used to compare participation counts with actual test registration counts to help identify additional materials needed.

Reports: Students (Cont.)

- ***Precode Verification Report*** (updated nightly)
  - District- or campus-level reports containing a record of each precoded answer document a district is scheduled to receive
- ***Student Assessment History Report***
  - Provides access to a student's testing history in the Student Data Portal
  - Requires an exact match on PEIMS ID plus **two** (PEIMS +2) other primary student identifiers (*First Name, Last Name, Date of Birth*) to access report
- ***Student Information Request Service (SIRS)***
  - Used to obtain assessment results for students who are new to a district
  - Prior-year results provided for students in grades 3–8
  - Cumulative results provided for students who tested with STAAR EOC
  - Report files available for download within 48 hours of request submission
  - Multiple files returned, organized by program and administration

Reports: Orders

- ***Initial Order Quantity Report*** **(Materials List)**
  - District-level report containing the quantities of materials scheduled to arrive with the district's initial shipment
  - Based on submitted participation counts
  - Report includes campus-level quantities and district overage
  - Refer to the *Calendar of Events* for report availability

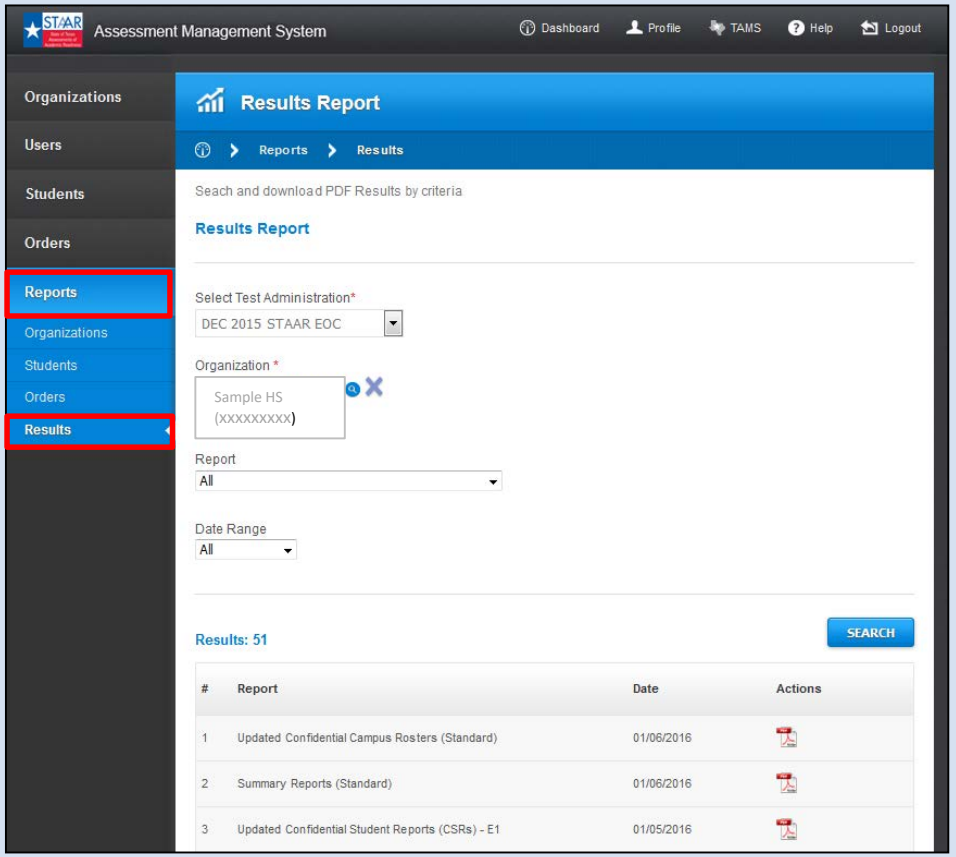
Reports: Results

District/Region Reports:

- Summary Reports
- Student Data File
- Item Analysis Summary Report
- Consolidated Accountability File

Campus Reports:

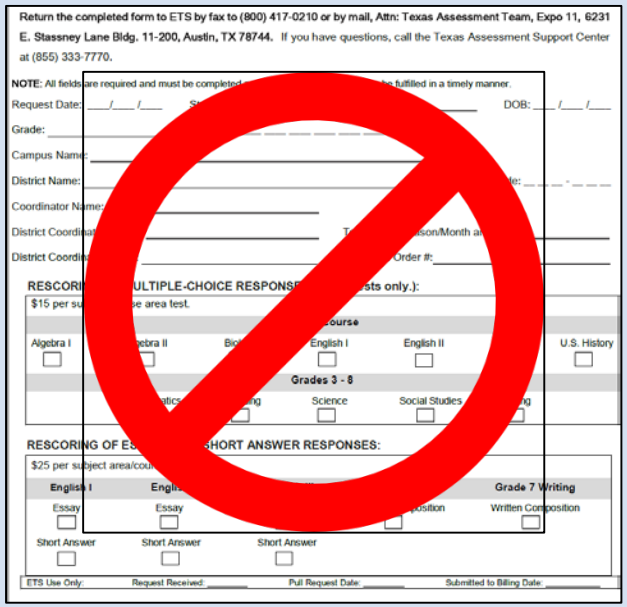
- Confidential Student Reports
- Confidential Campus Rosters
- Summary Reports
- Student Data File
- Confidential Item Analysis
- Confidential Images of Essays
- Item Analysis Summary



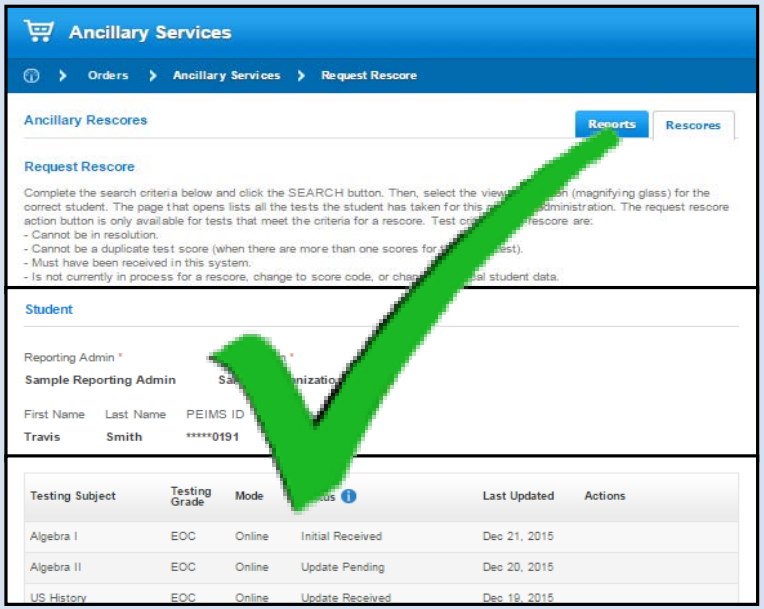
Orders: Ancillary Services - Rescores

All rescore requests for future and past administrations must be submitted through the Assessment Management System beginning **January 5, 2017**.

Paper Request



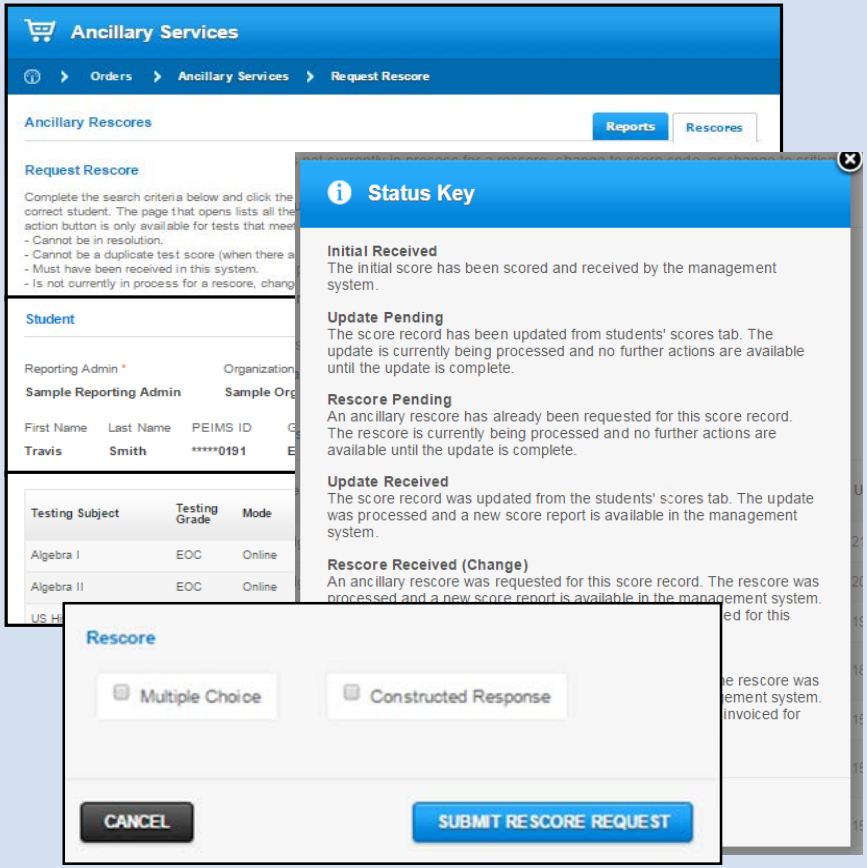
Online Request



Orders: Ancillary Services - Rescores (cont.)

- Available for paper-based test (PBT) multiple choice (MC), PBT constructed response (CR) and Online CR
- Rescore request is unavailable if a rescore is currently in progress.

  For example, if rescore has been requested for English I CRs, you will not be able to request a rescore for English I MC until the CR rescores have been returned.
- If a rescore for both MC and CR is requested, it is important that you ensure the correct options are selected. Districts will not be able to make changes to a submitted request.



SIRS File Names

SIRS_152906000_10242016_155807_E_1314

SIRS_152906000_10242016_155807_E_1314

- District Code

SIRS_152906000_10242016_155807_E_1314

- Date (MMDDYYYY) request is fulfilled

SIRS_152906000_10242016_155807_E_1314

- Time (HHMMSS) request is fulfilled

SIRS_152906000_10242016_155807_E_1314

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

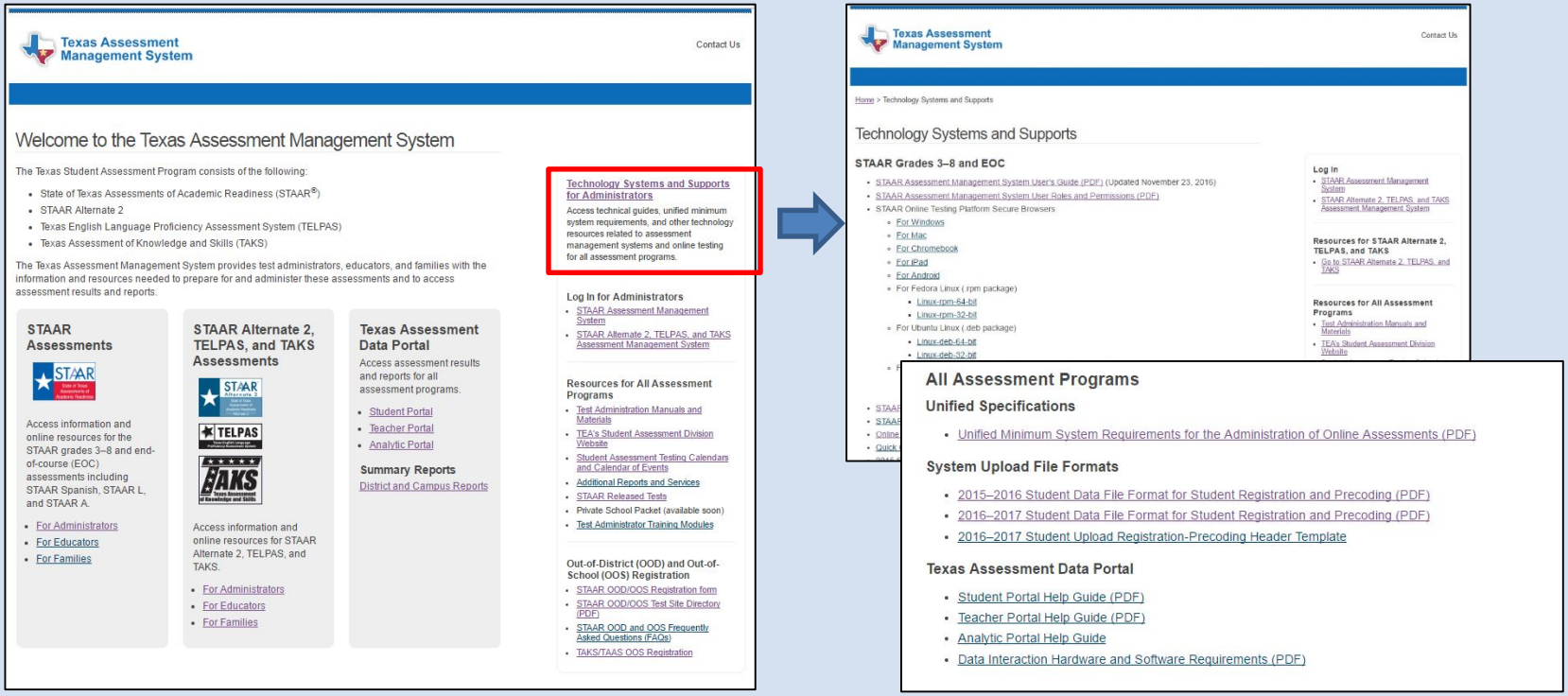
SIRS_152906000_10242016_155807_E_1314

- Administration Code

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

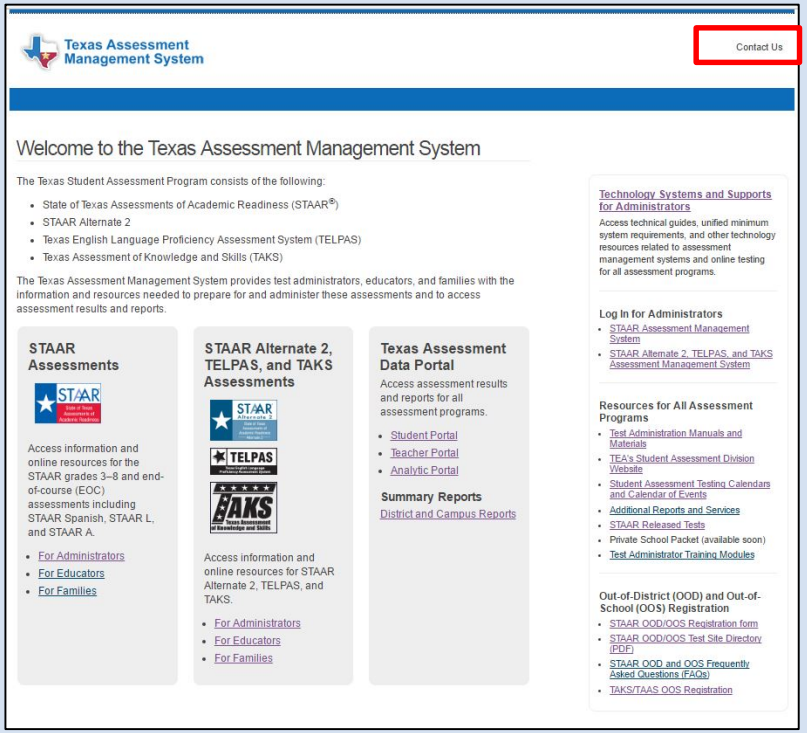
Additional Resources: Technology Systems and Supports

http://www.TexasAssessment.com/technology/



Additional Resources: Texas Assessment Support Center

www.TexasAssessment.com/contact/



Contact Us:

Texas Assessment Support Center

- Phone: 855-333-7770
- Email:
  - STAAR3-8@ets.org
  - STAAREOC@ets.org

STAAR Online Testing Platform

Online Testing Preparation

- Activities to Support Test Delivery
  - Complete STAAR Online Testing Platform installation and network configuration
  - Complete STAAR Online Testing Platform Readiness Check
  - Complete Local Caching Software (LCS) installation (if needed)
  - Administer tutorials
  - Administer practice tests
  - Manage online test sessions using the Assessment Management System

- Technology Systems and Supports

4–6 Weeks Before Test Administration

- Review resources and complete training of coordinators and technology staff
- Register students for STAAR online testing
- Determine if LCS is required

The STAAR Online Testing Platform

Requires:

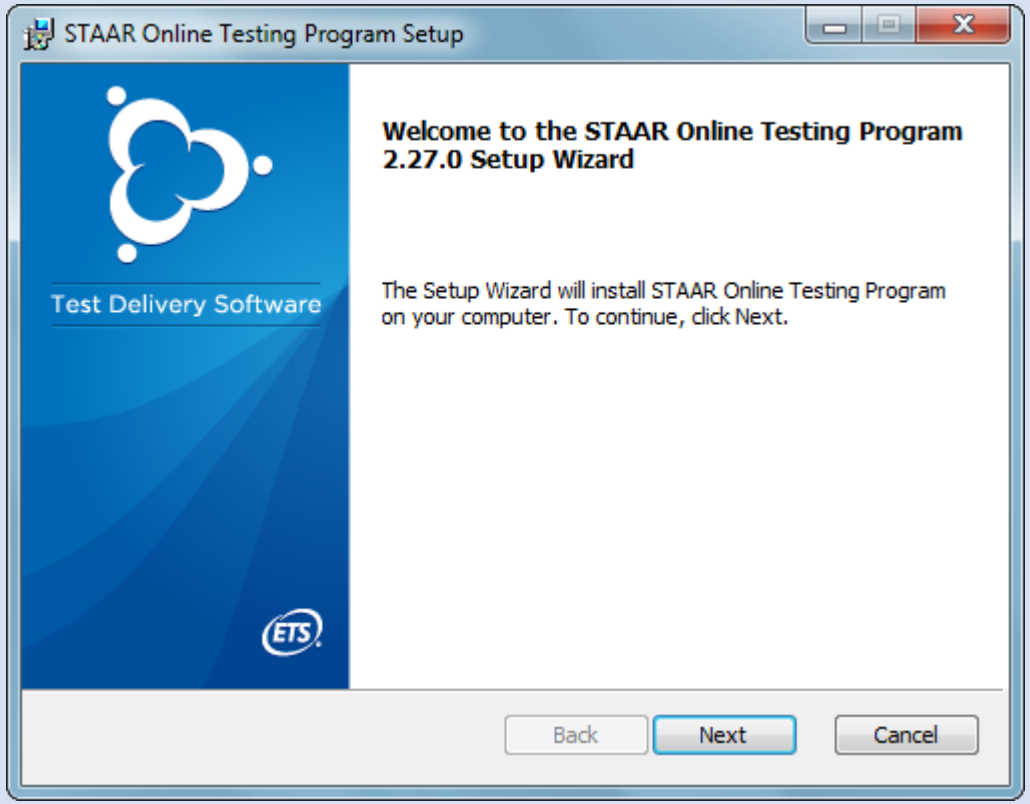
- Stable, high-speed Internet connection(s) (wired or wireless)
- Appropriate bandwidth
- Refer to the Unified Minimum Systems Requirements for complete list of requirements

Components include:

- Online readiness tools https://tx-bandwidth.caltesting.org/
  - School Capacity Calculator
  - System Check Test
- Secure Browser https://www.texasassessment.com/technology/
  - The Secure Browser prevents students from accessing other computer or Internet applications or copying test information.

4–6 Weeks Before Test Administration

- Prepare the testing environment



At Least 4 Weeks Before Test Administration

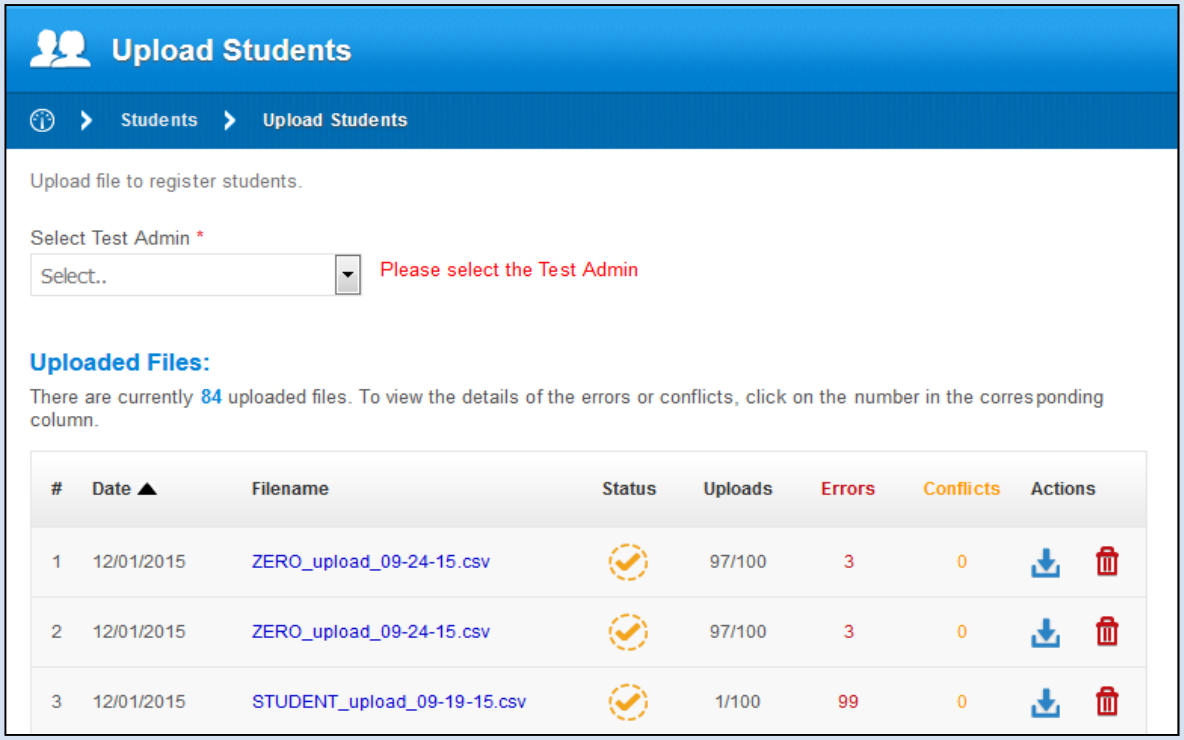
- Prepare the testing environment

At Least 4 Weeks Before Test Administration

- Administer tutorials

At Least 2 Weeks Before Test Administration

- Ensure student data and online registrations are loaded to the Assessment Management System



1 Week Before Test Administration

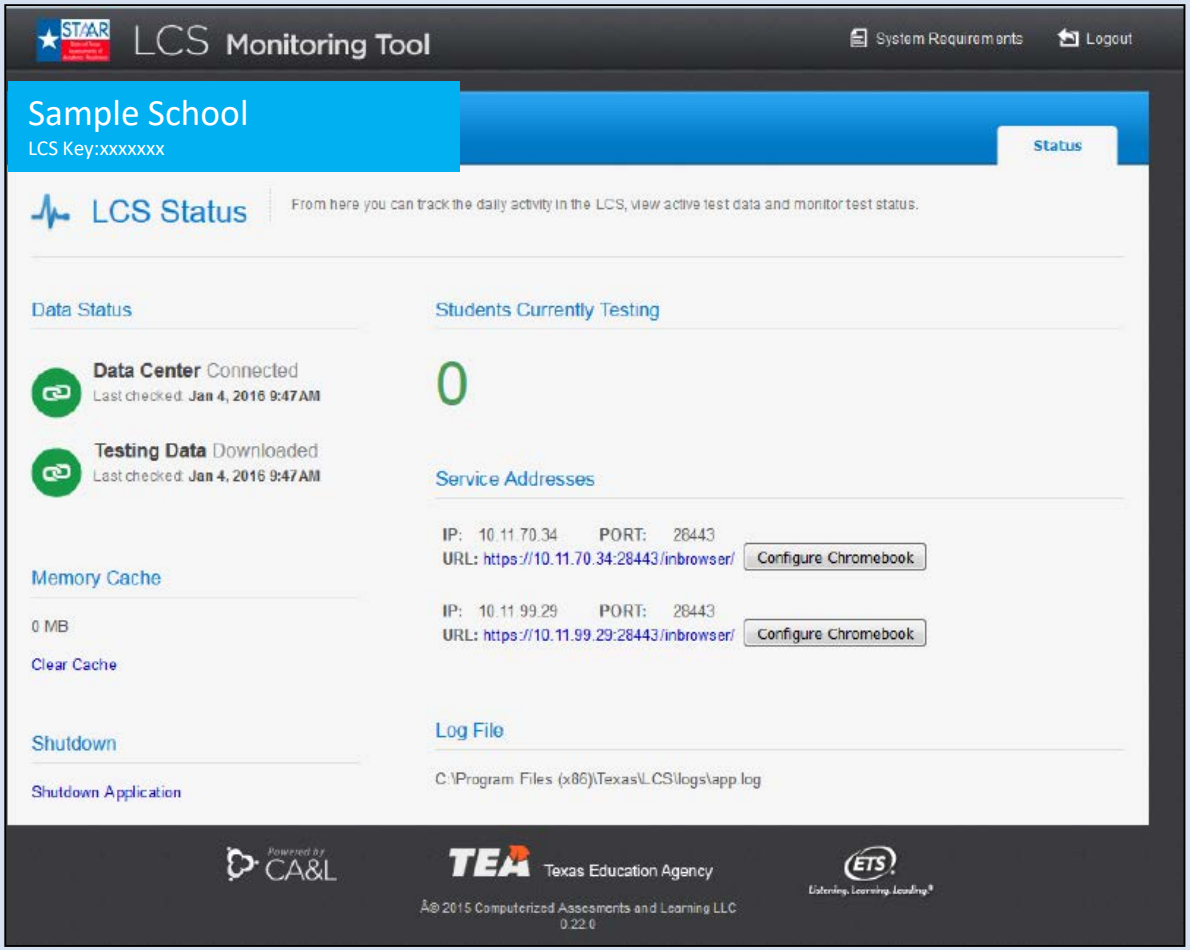
- Print student test tickets
  - Test login information, including student username, password, session ID, and embedded supports (PNP)
  - Store student test tickets in secure, locked storage

1–3 Days Before Test Administration

- Distribute test tickets

- Make final online testing environment preparations. (If using LCS, use the monitoring tool to ensure that the caching service is running.)

LCS Monitoring Tool



Day of testing

- Monitor and manage online test sessions in the Assessment Management System

Online Testing Tips

- Student login issues
  - Check the student test ticket is available in the Assessment Management System
  - Confirm username, password, and session ID is being typed exactly as printed on the student test ticket
  - Exit and restart the STAAR Online Testing Platform
- General troubleshooting
  - Follow any on-screen messages/instructions that appear
  - Have student logout of the test by selecting ***Logout*** (upper right)
  - Exit and restart the STAAR Online Testing Platform
  - Have student log back in using the username, password, and session ID on the student test ticket

NOTE: Contact the Texas Assessment Support Center for Tier 2 support if unresolved

Network or Power Outages

- If the Internet connection* is not working properly, students will need to complete their tests at a later time.
- Test responses made prior to the interruption will be saved.
- When the student resumes testing, he or she will be returned to the first unanswered item.

*LCS connection if LCS is being used

After Testing Has Completed

- LCS sites: verify all responses have been submitted
- Update online test attributes (accommodations, New to Texas, score codes) before the online test window closes.
- Perform post-administration resolution activities in the Assessment Management System
  - Resolve student test warnings
  - Update score codes, if necessary (e.g., “A,” “O,” “DNR”)

STAAR Alternate 2, TELPAS and TAKS Assessment Management System

- STAAR Alternate 2
- TELPAS
- Online testing
- Shipping

STAAR Alternate 2

Key Dates

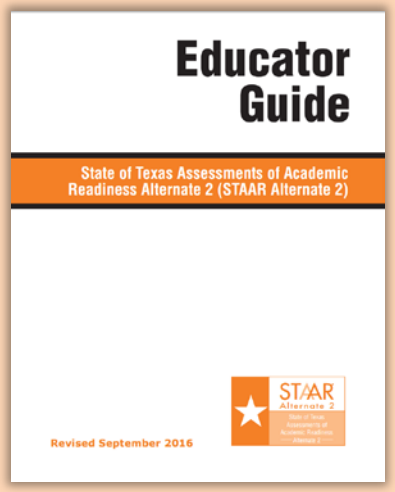
Date	Activity
Jan 17–Apr 25	Student data submission (student registration)
Feb 24	Materials list posted online
Feb 24–Apr 14	Additional order window
Feb 27–Mar 3	Materials due in district
Mar 3	Last date for campus coordinator training
Mar 6	Test session setup begins (online transcription forms)
Mar 17	Last date for test administrator training
Mar 20–31	Preview window
Apr 3–21	**STAAR Alternate 2 Assessment window**
Apr 24–25	NEW verification window
April 28	Districts return all STAAR Alternate 2 materials

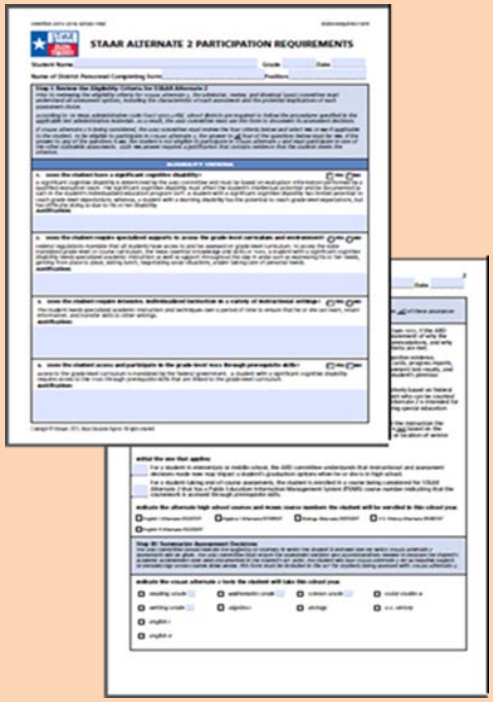
- Most of the documents referred to in this presentation can be found on the STAAR Alternate 2 Resources page of the TEA website:

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

- This webpage has been formatted and reorganized in hopes that materials are easier to find.

STAAR Alternate 2

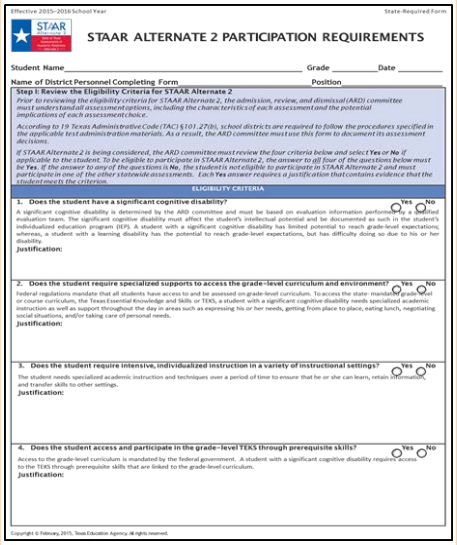




- The admissions, review, and dismissal (ARD) committee determines whether a student with a significant cognitive disability is eligible to take STAAR Alternate 2 based on specific criteria.
- The decision to administer the STAAR Alternate 2 is based on multiple sources of measurable, objective evidence.
- The STAAR Alternate 2 is intended for no more than 1% of all students in the district for the grades being tested.

Assessment Decisions

Participation Requirements



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name_____ Grade _____ Date _____

Name of District Personnel Completing Form_____ Position_____

Step I: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to 19 Texas Administrative Code (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

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

ELIGIBILITY CRITERIA

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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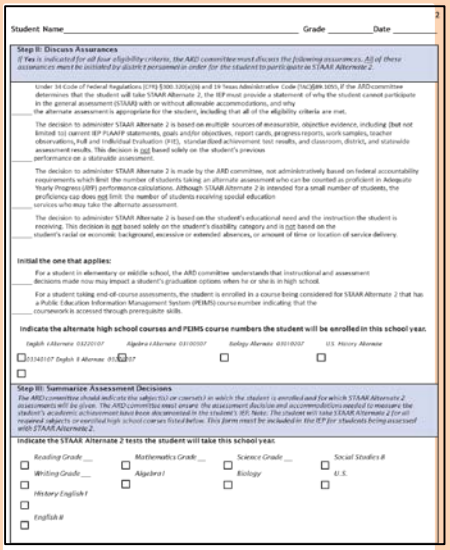


Student Name_____ Grade _____ Date _____

Step II: Discuss Assurances

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

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1050, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

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

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

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

Initial the one that applies:

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

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

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

English I Alternate 03220107 Algebra I Alternate 03100507 Biology Alternate 03010007 U.S. History Alternate

☐ 03340107 English II Alternate 03320107 ☐ ☐

☐

Step III: Summarize Assessment Decisions

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

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

☐ Reading Grade ___ ☐ Mathematics Grade ___ ☐ Science Grade ___ ☐ Social Studies #

☐ Writing Grade ___ ☐ Algebra I ☐ Biology ☐ U.S.

☐ History English I ☐ ☐ ☐

☐ English #

- The assessment decision and accommodations needed to measure the student's academic achievement must be documented in the student's Individualized Education Program (IEP).
- The student will take STAAR Alternate 2 for **ALL** required STAAR subjects or enrolled end of course (EOC) assessments.

Medical Exceptions and No Authentic Academic Response (NAAR)

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

Assessment Window and Tested Subjects

The STAAR Alternate 2 testing window is **April 3–21, 2017**. Districts may choose when to administer each subject and grade-level test within the window.

The test will be administered in the following grades and subjects:

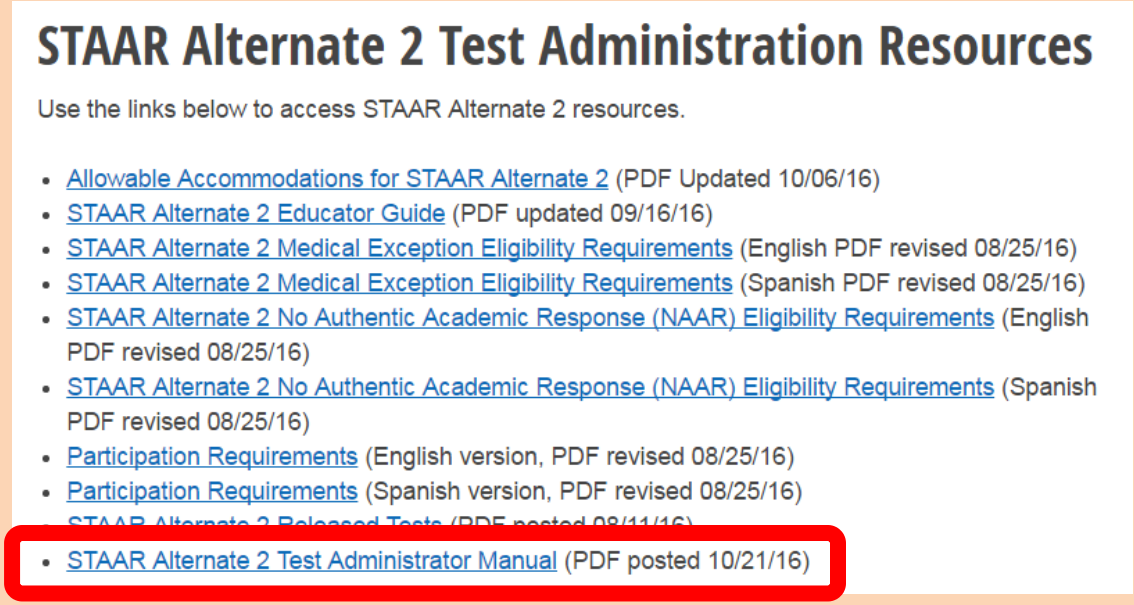
3–8/EOC	Subjects Assessed
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
end-of-course (EOC)	Algebra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

Enrollment Reminders

- Districts are not required to assess students who are eligible for STAAR Alternate 2 that enroll in a new district on April 4, 2017 or later.
- Districts will need to submit their own student data files. Pearson **will not** load previous year STAAR Alternate 2 students.
- The End-of-Course (EOC) Code field (CSV location AI) is mandatory for STAAR Alternate 2 grades 9–12.

Test Administrator Training

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



STAAR Alternate 2 Test Administration Resources

Use the links below to access STAAR Alternate 2 resources.

- Allowable Accommodations for STAAR Alternate 2 (PDF Updated 10/06/16)
- STAAR Alternate 2 Educator Guide (PDF updated 09/16/16)
- STAAR Alternate 2 Medical Exception Eligibility Requirements (English PDF revised 08/25/16)
- STAAR Alternate 2 Medical Exception Eligibility Requirements (Spanish PDF revised 08/25/16)
- STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements (English PDF revised 08/25/16)
- STAAR Alternate 2 No Authentic Academic Response (NAAR) Eligibility Requirements (Spanish PDF revised 08/25/16)
- Participation Requirements (English version, PDF revised 08/25/16)
- Participation Requirements (Spanish version, PDF revised 08/25/16)
- STAAR Alternate 2 Released Tests (PDF posted 08/11/16)
- STAAR Alternate 2 Test Administrator Manual (PDF posted 10/21/16)

Test Security Oaths and Photocopying

- Photocopying of images is allowable in cases where it is necessary in order to apply an allowable accommodation to test questions. The accommodation needs to be reflected in the student's IEP and TEA guidelines for photocopying must be followed.

- Reference pages 24-26 in the STAAR Alternate 2 Test Administrator Manual.

Test Administration Process

Receive Test Materials

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

1 STAAR Alternate 2 Test Administrator Manual—secure	Provides a guide to administering the test, as well as specific instructions for administering each question.
1 Student booklet—secure	Contains the images and text for the questions and answer choices presented to the student.
1 Scoring document—secure	Is a single sheet with answer bubbles **arranged in clusters of four items** for recording student responses for later input into the online transcription form. This required document must be returned to the campus coordinator.

Preview Test Materials

Test administrators and test administrator assistants need to preview the STAAR Alternate 2 materials to become familiar with the test and to prepare any necessary accommodations.

Test administrators and test administrator assistants should use the preview period to:

- practice reading the script and following the “Presentation Instructions” and “Scoring Instructions” for each item.

- prepare accommodations prior to administering the assessment according to the guidelines outlined in the “Accommodations” section of the manual. **(This may also be done during the testing window.)**

Preview Test Materials

Security Procedures

- Test materials must be kept in locked, secure storage throughout the day when not in use.

- Test materials (including photocopied pages from the student booklet) must be returned to the campus coordinator at the end of each day and be checked in and out using the Materials Control Form. These test materials must be kept in a locked, secure storage area until the materials are checked out again.

Preview Test Materials

Revisions for 2017 Administration

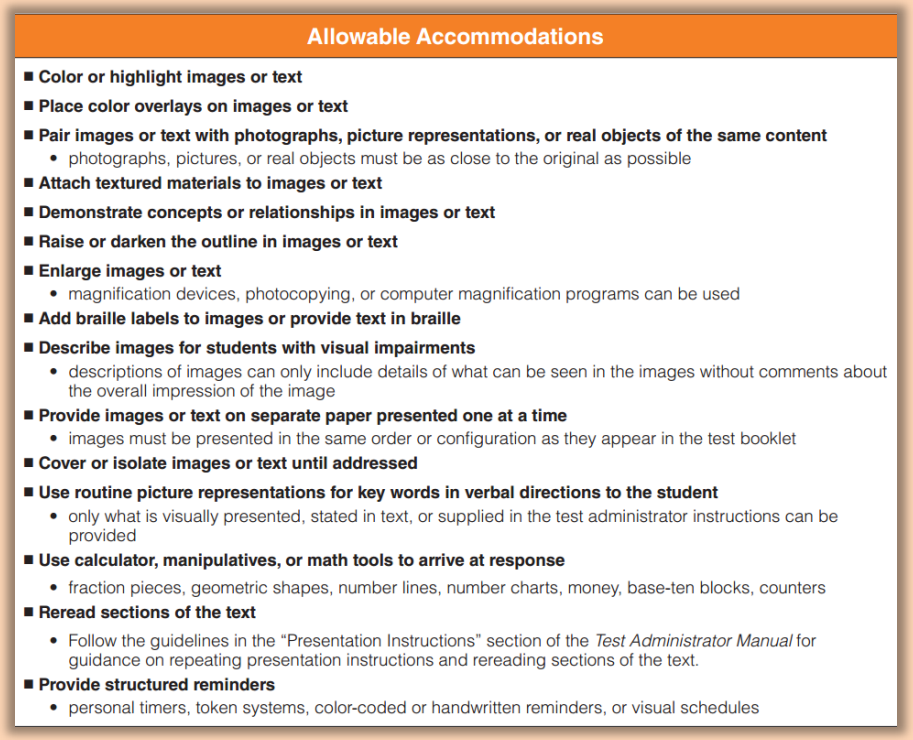
Use calculator, manipulative, or math tools.	Now appears in both the Allowable Accommodations and Student Responses sections of the test administrator manual.
Reread sections of the text as described in the Presentation Instructions section of the test administrator manual.	Clarified in the Presentation Instructions section of the test administrator manual.
Removed Photocopying from the allowable accommodation chart.	In order to access some allowable accommodations, it may be necessary to photocopy secure materials. The allowable accommodation that requires photocopying must be documented in a student's IEP. Follow photocopying guidelines in the test administrator manual in order to maintain the security and integrity of the assessment.

Plan and Prepare Accommodations

The allowable accommodations chart has been reformatted and can be found in *The Educator Guide for STAAR Alternate 2,* the *STAAR Alternate 2 Test Administrator Manual, and TEA's STAAR Alternate 2 Resources webpage.*

The accommodations must:

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.



Allowable Accommodations

- **Color or highlight images or text**
- **Place color overlays on images or text**
- **Pair images or text with photographs, picture representations, or real objects of the same content**
  - photographs, pictures, or real objects must be as close to the original as possible
- **Attach textured materials to images or text**
- **Demonstrate concepts or relationships in images or text**
- **Raise or darken the outline in images or text**
- **Enlarge images or text**
  - magnification devices, photocopying, or computer magnification programs can be used
- **Add braille labels to images or provide text in braille**
- **Describe images for students with visual impairments**
  - descriptions of images can only include details of what can be seen in the images without comments about the overall impression of the image
- **Provide images or text on separate paper presented one at a time**
  - images must be presented in the same order or configuration as they appear in the test booklet
- **Cover or isolate images or text until addressed**
- **Use routine picture representations for key words in verbal directions to the student**
  - only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided
- **Use calculator, manipulatives, or math tools to arrive at response**
  - fraction pieces, geometric shapes, number lines, number charts, money, base-ten blocks, counters
- **Reread sections of the text**
  - Follow the guidelines in the "Presentation Instructions" section of the *Test Administrator Manual* for guidance on repeating presentation instructions and rereading sections of the text.
- **Provide structured reminders**
  - personal timers, token systems, color-coded or handwritten reminders, or visual schedules

Plan and Prepare Accommodations

- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices.
- It is appropriate to add language that encourages the student to stay on task.
- It is not appropriate to add language about the content of the question.

Allowable Accommodations

- **Color or highlight images or text**
- **Place color overlays on images or text**
- **Pair images or text with photographs, picture representations, or real objects of the same content**
  - photographs, pictures, or real objects must be as close to the original as possible
- **Attach textured materials to images or text**
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- **Provide structured reminders**
  - personal timers, token systems, color-coded or handwritten reminders, or visual schedules

Assistive Technology

Assistive technology that is documented in the student's IEP and used routinely in instruction may be used to provide the student access to the assessment.

- The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.

- Because the assessment is secure, the use of some devices is not allowable. Instances when a device or procedure would not be allowed include:
  - tablets or computers with Internet access that cannot be turned off
  - inputting answer choices into a device that has stored memory that cannot be erased

Administer the Assessment

Communication

- A test administrator can communicate with a student in many ways depending on a student's needs. The information can be
  - stated,
  - signed,
  - translated into any other language that is routinely used with the student during instruction,
  - provided in written form,
  - or paired with tactile or picture symbols.

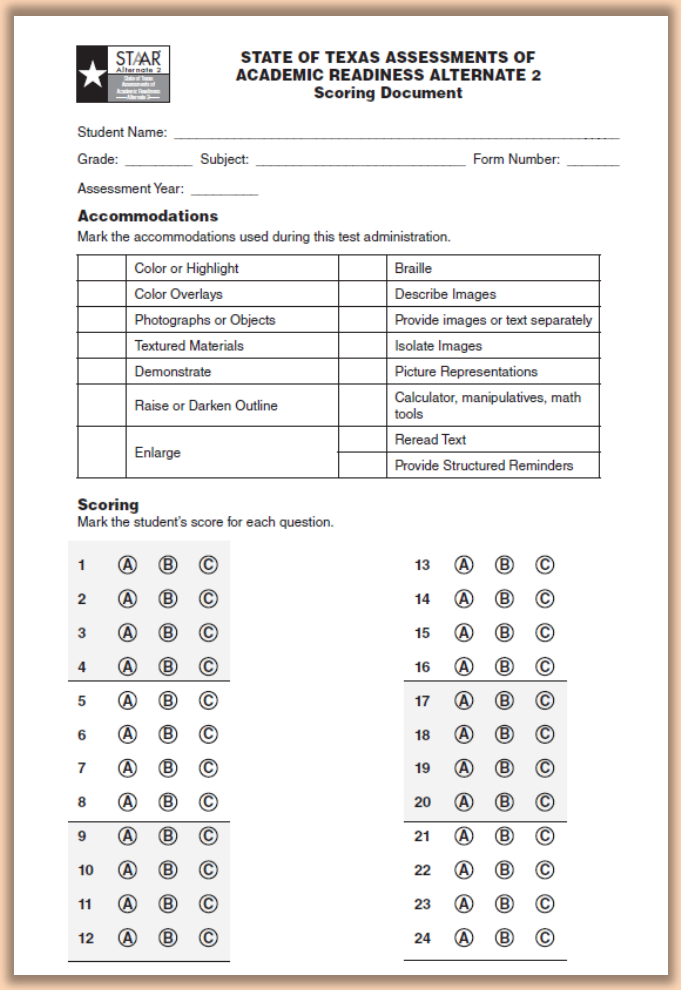
Administer the Assessment

Incomplete Assessments

- Every attempt must be made to complete the assessment during the window.
- If the assessment cannot be completed within the window, enter the score for the portion of the testing the student was able to complete into the online transcription form.
- If a student cannot complete testing within the window due to his or her disability or other administration obstacles, contact TEA for guidance.

Transcribe Student Responses

- Test sessions must be created in the Assessment Management System.
- Student responses will be entered into the online transcription form.
- Testing personnel will access the online transcription form by using the “Launch Test” feature in the Assessment Management System.
- Testing personnel must be trained and have a signed oath on file.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
Scoring Document

Student Name: _____

Grade: _____ Subject: _____ Form Number: _____

Assessment Year: _____

Accommodations

Mark the accommodations used during this test administration.

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

Scoring

Mark the student's score for each question.

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

Return Test Materials to the Campus Coordinator

Return nonscorable materials:

- STAAR Alternate 2 Scoring Document
- student test booklets grouped by grade for grades 3–8
- student test booklets grouped by course for EOC assessments
- secure STAAR Alternate 2 test administrator manuals
- photocopies of secure test materials, if used

Verification Window Apr 24–25

- The verification window is intended to ensure the accuracy and completeness of all data submitted in the Assessment Management System and the collection of secure documents.

- If it is discovered during the verification process that a student's data has been omitted, the data should be entered during the verification window.

- If it is discovered during the verification process that a student who is eligible for STAAR Alternate 2 has not been tested, the student should be tested and data entered during the verification window.

Return Test Materials to the Campus Coordinator

Return nonscorable materials:

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

Resources

All STAAR Alternate 2 resources and manuals have been updated and posted.

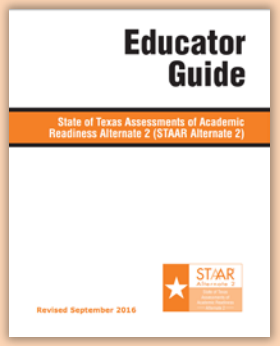
- The "Allowable Accommodations" document has been updated and is posted as a stand-alone document. It can also be found in the *STAAR Alternate 2 Test Administrator Manual* and the *STAAR Alternate 2 Educator Guide*.

- The "Instructional Terms Lists" document has been updated and posted. It is now a stand-alone document on TEA's STAAR Alternate 2 Resources webpage and is no longer found within the "TEKS Curriculum Frameworks" document.

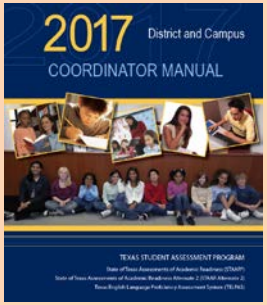
- The "TEKS Vertical Alignments" and the "TEKS Curriculum Frameworks" documents reflect the updated pre-k guidelines.

- The STAAR Alternate 2 portion of the District and Campus Coordinator Manual is posted on TEA's STAAR Alternate 2 webpage.

Resources



Educator Guide State of Texas Assessment of Academic Readiness Alternate 2 (STAAR Alternate 2)—Revised September 2016

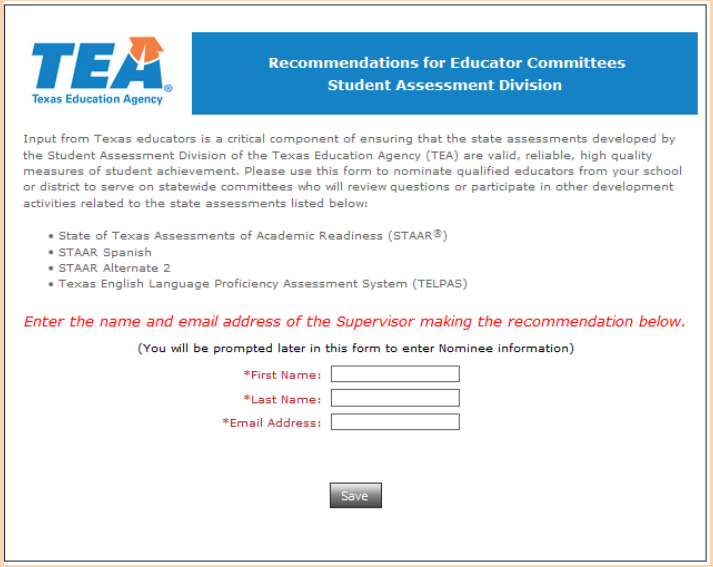


2017 District and Campus Coordinator Manual

Test Administrator Manual 2017 STAAR Alternate 2 (Non-Secure Front Matter)

We Need You!

- Nominate qualified educators for STAAR Alternate 2 Educator Review committees.
- Input from Texas educators is a critical component of ensuring that the STAAR Alternate 2 assessments developed by the Student Assessment Division of the Texas Education Agency (TEA) are valid, reliable, and accessible measures of student achievement for this very specialized population of students.
- Please use this electronic form on the TEA website to nominate qualified educators from your school or district to serve on statewide committees who will review test questions for STAAR Alternate 2.



http://tea.texas.gov/student.assessment/directory/#e

Click on “Educator Committees”

TELPAS

Key Dates

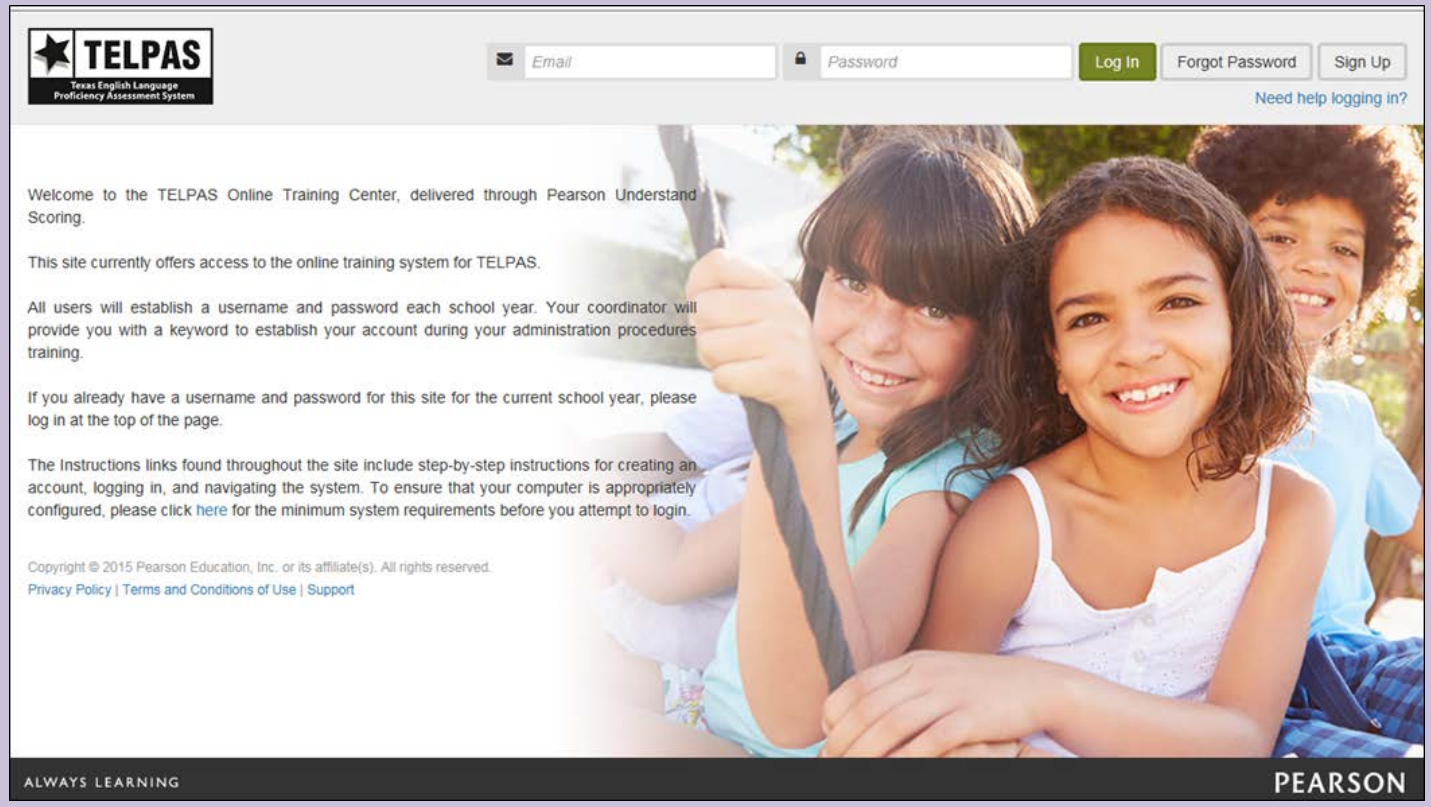
Date	Activity
Jan 3–6	TELPAS manuals shipped to districts
Jan 17–Apr 7	Student data submission (student registration)
Jan 17	Test session setup begins
Jan 18	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 30	Online basic training courses for new K–1 and 2–12 raters available
Feb 13	Calibration window opens for new and returning raters
Mar 6–Apr 5	**TELPAS assessment window**
Apr 6–7	Data verification window

Texas English Language Proficiency Assessment System

K–12

- Listening
- Speaking
- Reading
- Writing

TELPAS Online Training Center



TexasAssessment.com/TELPASTrainingCenter

TELPAS Online Training Center

- Raters required to create new account each year; accounts purged each year

- No role-based accounts (RTCs and DTCs will not have accounts created for them)
  - No training reports for coordinators
  - No account management tools for coordinators

- Calibrations required to be completed in monitored session
  - Two sets available

Updates

- The optional Assembling and Verifying Grades 2–12 Writing Collections course is now separated into two modules (assembling writing collections and verifying writing collections).
- The Grades K-1 Rater Online Basic Training Course and the Assembling and Verifying Grades 2–12 Writing Collections Course will now have a practice activity outside of the modules.
- After completing the modules and practice activities for these courses, a certificate of completion will be available in the training center.
- There are calibration passcodes for set 1 and passcodes for set 2 each day.

Monitored Calibration Sessions

- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
- The number of calibration sessions needed depends on the number of raters that must be trained to rate the ELLs on each campus.
- Most raters will need 1-2 hours to complete a calibration set. Raters must finish a calibration set once it is started in the same monitored session.
- Local procedures must be established for completion of second calibration set if needed.

Monitored Calibration Sessions

- A testing coordinator or other designated personnel must serve as a proctor.
  - The number of proctors needed depends on the number of raters being trained.
  - Proctors may be LPAC administrators, school counselors, or other suitable staff.
  - Proctors **must not** be teachers serving as TELPAS raters this year.
  - Proctors must have received administration procedures training and sign the appropriate oath.

Monitored Calibration Sessions

- A trained proctor must be available to actively monitor the calibration session.
- A roster of participants must be maintained for each calibration session.
- Proctors must have correct calibration passcodes for the day of the session.
- Raters may use their *TELPAS Rater Manual* **or** a copy of the PLDs and scratch paper to make notes during calibration. **Any notes taken during calibration should be done on the scratch paper provided and not in the TELPAS manual.** All notes taken by raters during the session must be turned in to the proctor and destroyed.
- The use of headphones is required for raters to complete the calibration activities.

Monitored Calibration Sessions

- Refer to pages T-17 and T-19 of the ***2017 District and Campus Coordinator Manual*** for instructions on:
  - designating staff to conduct calibration sessions
  - scheduling and conducting calibration sessions
  - monitoring holistic training

Course and Calibration Certificates

- After completing the modules and practice activities for the Grades K-1 Rater Online Basic Training Course or the Assembling and Verifying Writing Collections Course, a certificate of completion will be available in the security summary tab of the TELPAS Online Training Center.
- After completing all modules in the 2-12 online basic training course, district testing coordinators will be able to provide raters with a certificate of completion.
- After successfully calibrating, raters will go to the scoring summary tab of the TELPAS Online Training Center to access and print a certificate. The certificate must be provided to the session proctor.

Coordinator Resources for TELPAS Holistic Rating Training

- A document containing important online rater training resources for coordinators includes:
  - Daily calibration passcode for each set (the passcodes are updated weekly)
  - Sample monitored calibration session roster template
  - Course certificate generator for 2–12 Online Basic Training Course
- Should only be shared with other designated personnel acting as district coordinator assistants.
- Can be accessed within the *Published Reports* section of the TELPAS Assessment Management System

TELPAS Online Testing and Data Submission

- K-1 (all domains) and Grades 2–12 (listening, speaking and writing) online TELPAS entry of holistic rating information will be delivered through TestNav. Grades 2–12 reading test also delivered through TestNav.
  - TestNav accessed through an installable app version.
- Years in U.S. schools data collection do not break out the first year into semesters.
- TELPAS testing and data submission activities will be managed through PearsonAccess^{next}.

TELPAS Online Test Sessions

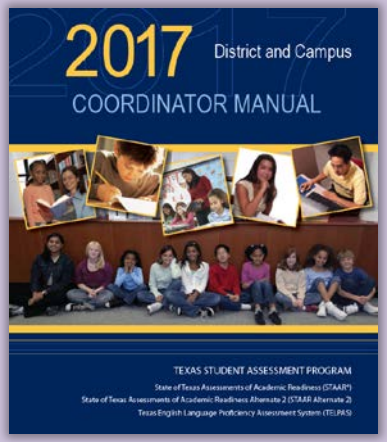
- Test sessions will need to be created for students to take the grades 2–12 reading test.
  - This includes separate test sessions for students approved to take a paper administration so that responses to test questions can be transcribed into a special online form.
- Test sessions will need to be created for holistic rating information to be entered for each student in K–12.
- Student test tickets will be used for students to log in to reading tests but are no longer required for designated personnel to enter rating information. Administrators will "Launch Test" instead.

2017 Listening and Speaking Pilot Study

- Pilot study of the new TELPAS listening and speaking assessments will be conducted during the 2017 TELPAS testing window.
- Information obtained from the pilot study will inform test development and administration policy decisions going forward.
- Students will be registered through upload in the Assessment Management System
- Uni-directional headsets with noise-cancelling microphones are recommended.

Resources

http://tea.texas.gov/student.assessment/ell/telpas/

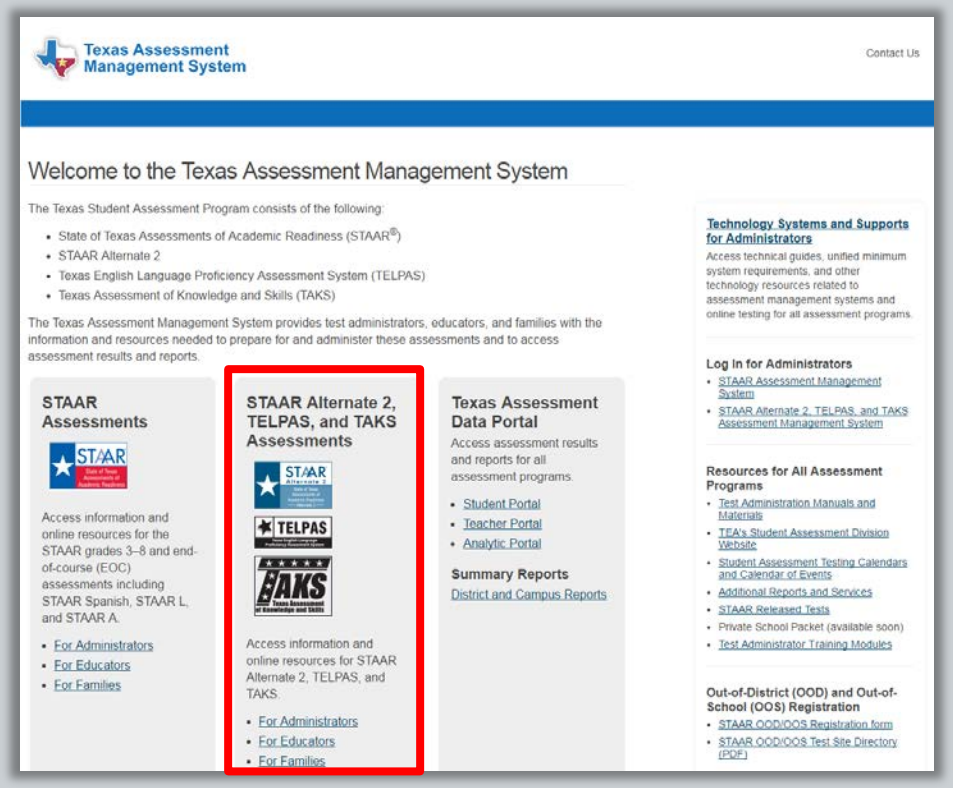


2017 District and Campus Coordinator Manual

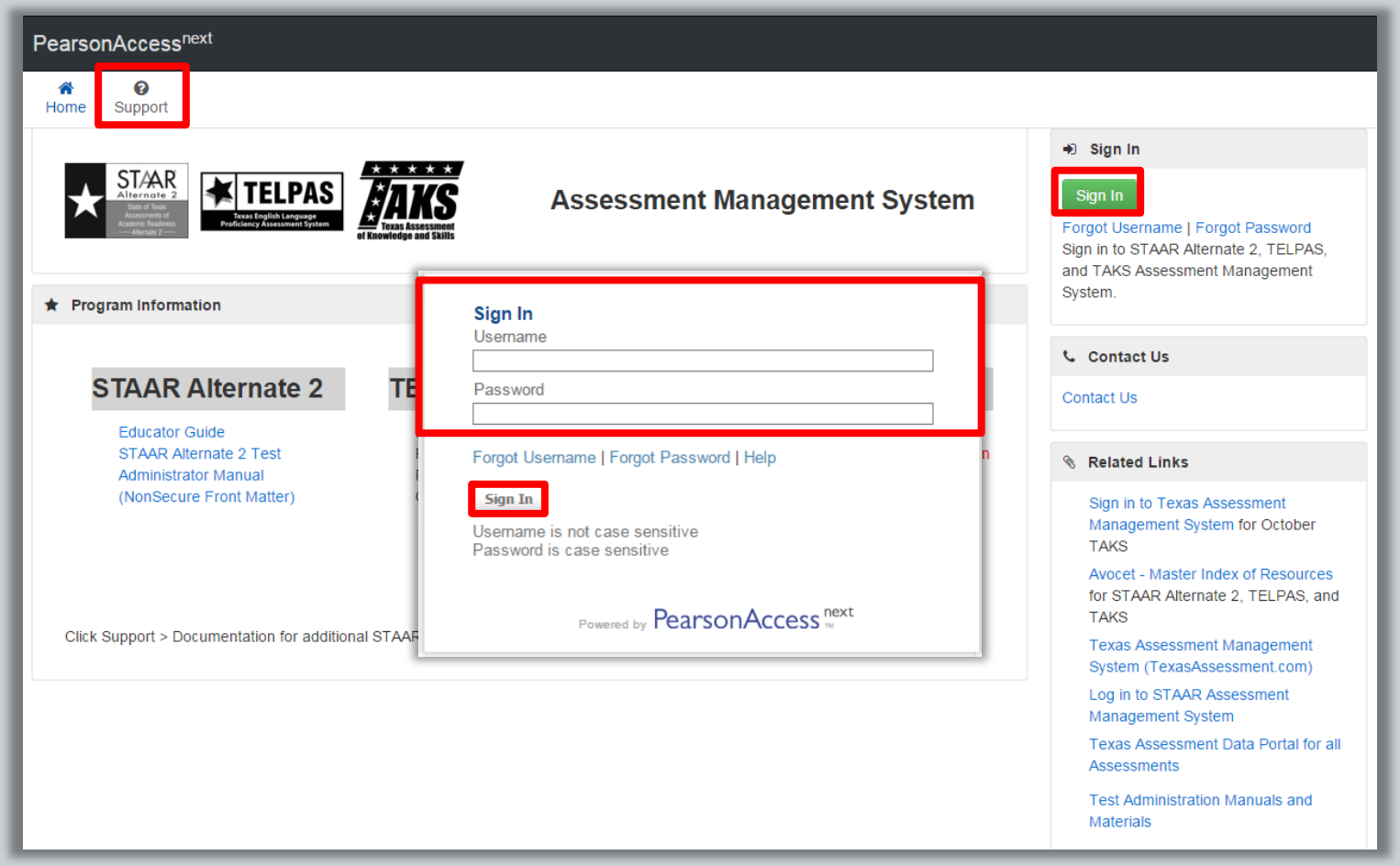
STAAR Alternate 2, TELPAS, and TAKS Assessment Management System

Texas Assessment Management System Landing Page

www.texasassessment.com

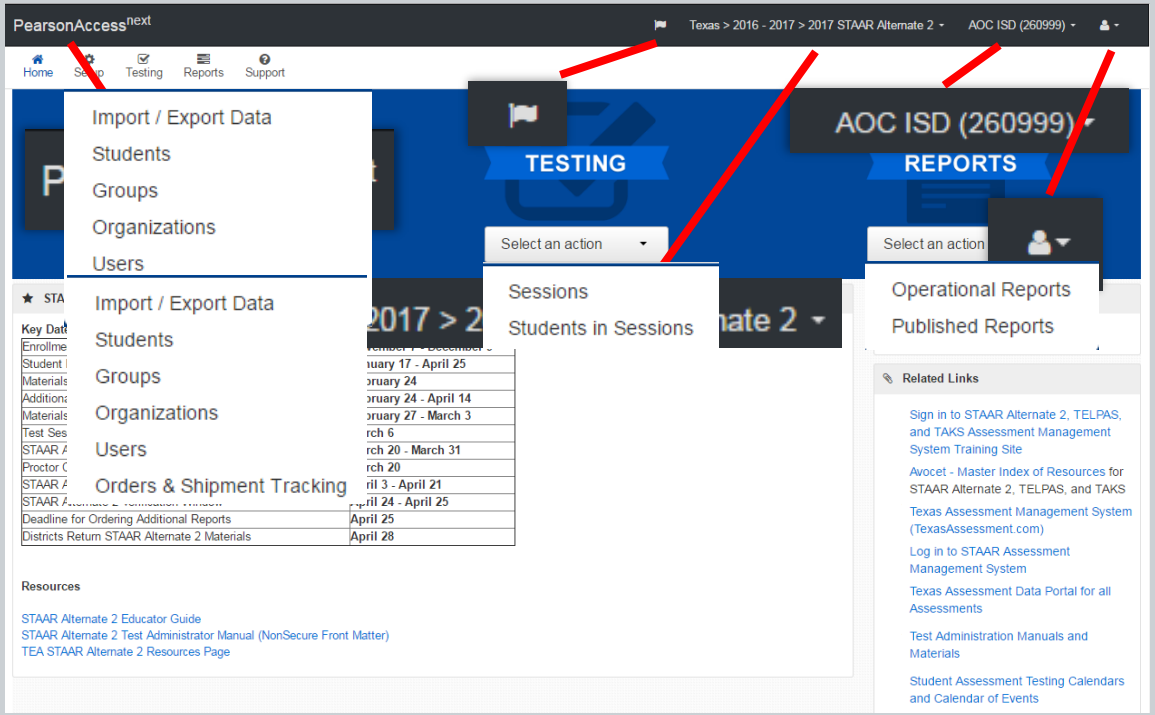


Assessment Management System



Assessment Management System

STAAR Alternate 2, TELPAS, and TAKS Exit Level



Highlights:

- Searchable Support page
- Import/export different files from the same location
- Start or stop all test sessions at once
- Pre-cache test content by test

Assessment Management System

STAAR Alternate 2, TELPAS, and TAKS Exit Level

★ **STAAR Alternate 2**

Key Dates

Enrollment Collection	**November 7 - December 9**
Student Data Submission (Student Registration)	**January 17 - April 25**
Materials List posted online	**February 24**
Additional Order Window	**February 24 - April 14**
Materials Due in District	**February 27 - March 3**
Test Session Setup Begins (Online Transcription Forms)	**March 6**
STAAR Alternate 2 Preview Window	**March 20 - March 31**
Proctor Caching Available (Online Transcription Forms)	**March 20**
STAAR Alternate 2 Assessment Window	**April 3 - April 21**
STAAR Alternate 2 Verification Window	**April 24 - April 25**
Deadline for Ordering Additional Reports	**April 25**
Districts Return STAAR Alternate 2 Materials	**April 28**

Resources

STAAR Alternate 2 Educator Guide
STAAR Alternate 2 Test Administrator Manual (NonSecure Front Matter)
TEA STAAR Alternate 2 Resources Page

Contact

Contact Us

Related Links

Sign in to STAAR Alternate 2, TELPAS, and TAKS Assessment Management System Training Site

Avocet - Master Index of Resources for STAAR Alternate 2, TELPAS, and TAKS

Texas Assessment Management System (TexasAssessment.com)

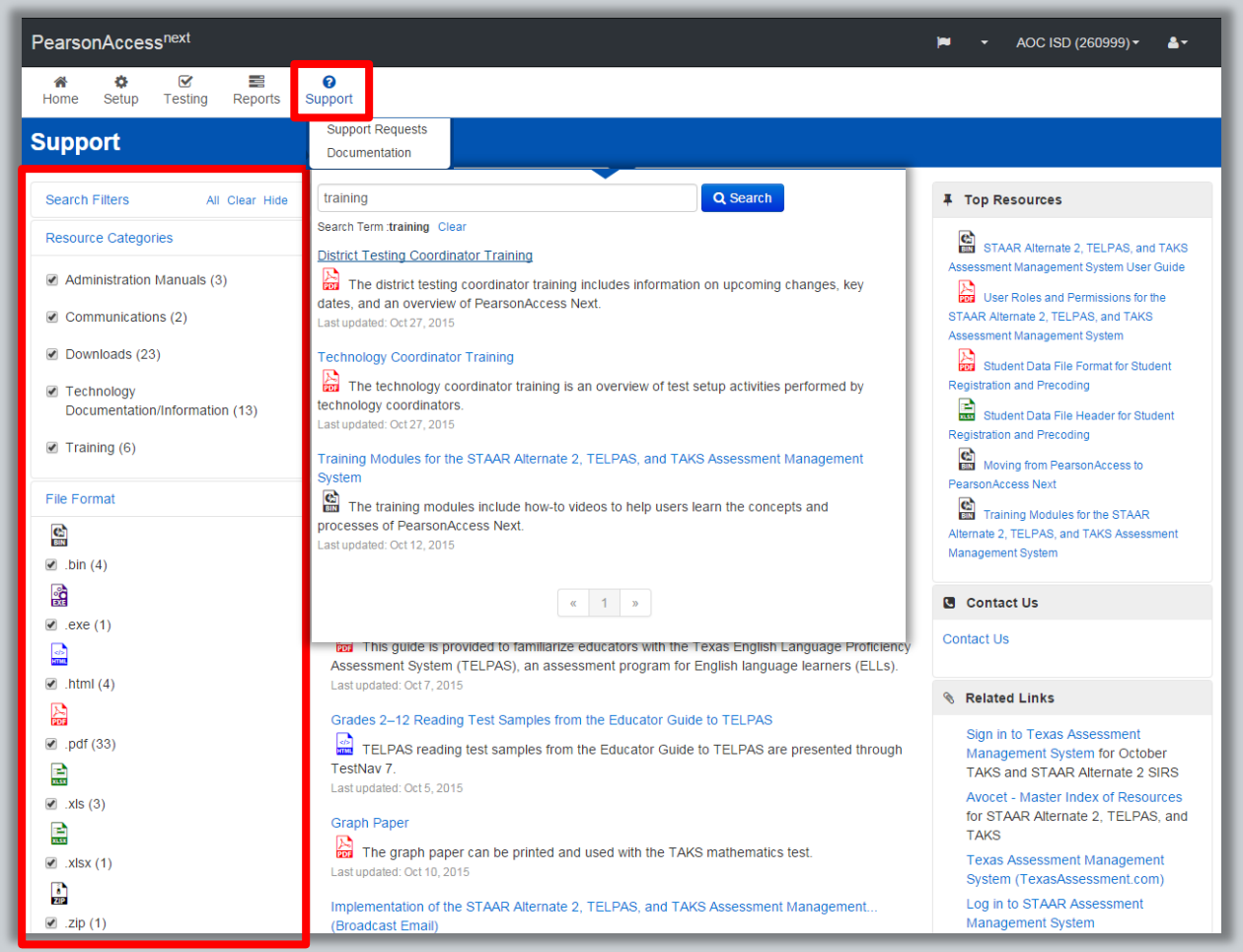
Log in to STAAR Assessment Management System

Texas Assessment Data Portal for all Assessments

Test Administration Manuals and Materials

Student Assessment Testing Calendars and Calendar of Events

Searchable Support Page

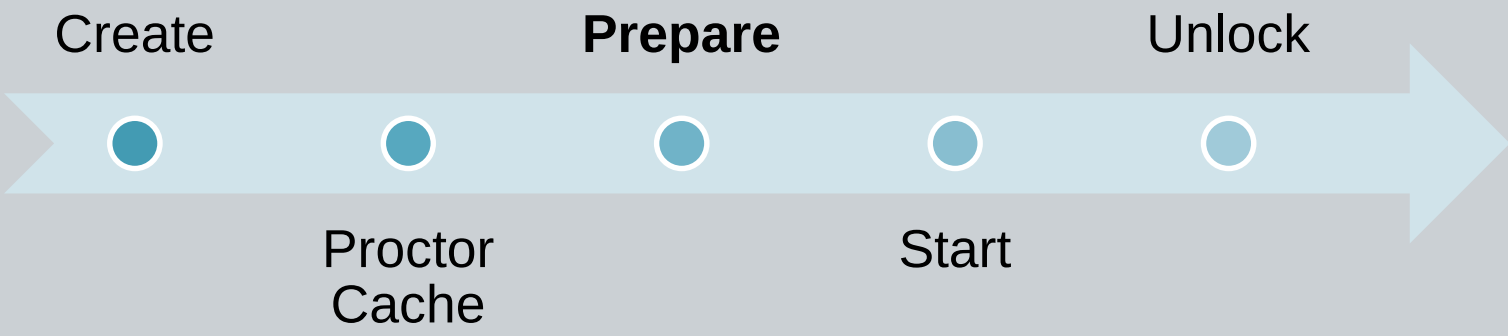


What's New

- Session Management Updates
  - Prepare sessions
  - Lock/unlock test
- Improved Usability for Finding Sessions in the Students in Session Screen
  - Filter a session by name
  - Filter a session by session criteria
- Enhancements to Student Test Tickets
  - Added ability to print/reprint selected tickets
  - Improvement to student test ticket layout
- Updates to Transcribe Sessions
  - Tickets no longer required for STAAR Alternate 2 or TELPAS Holistic Ratings

Session Management Updates

New process for Test Sessions:

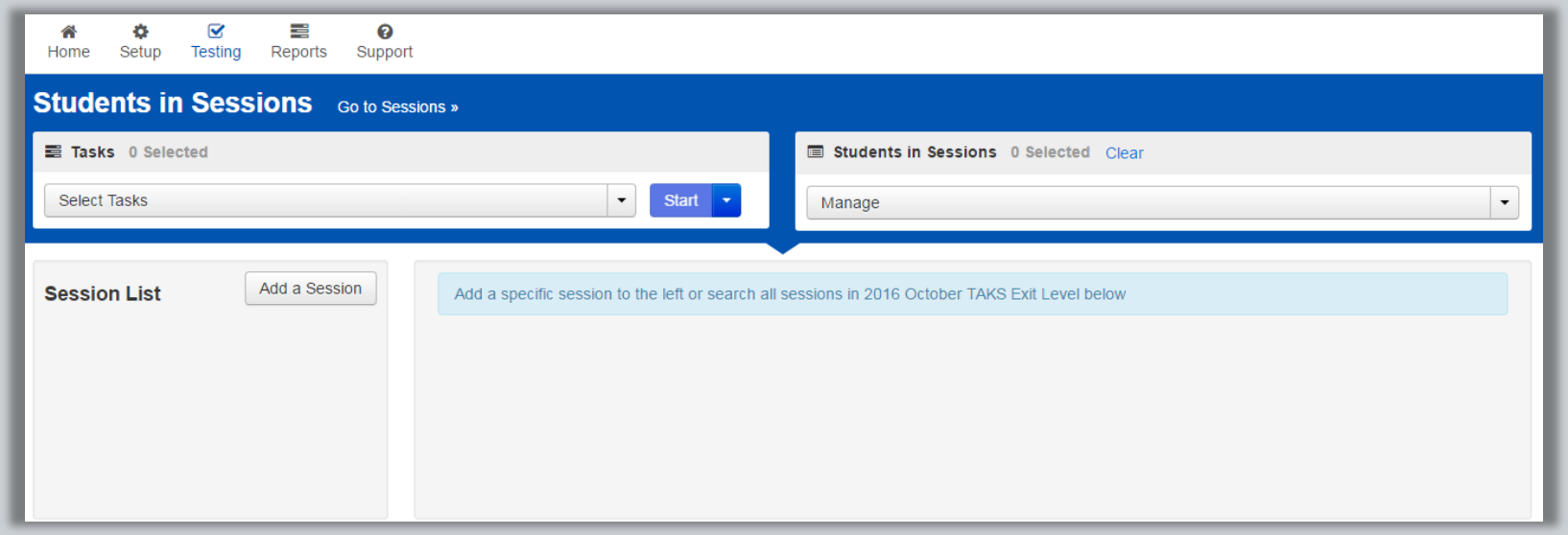


After sessions are created and before the session is started, users can prepare the session. This step takes the information provided when users created sessions to assign students to their test forms.

Users should prepare sessions a week before testing, when they are proctor caching.

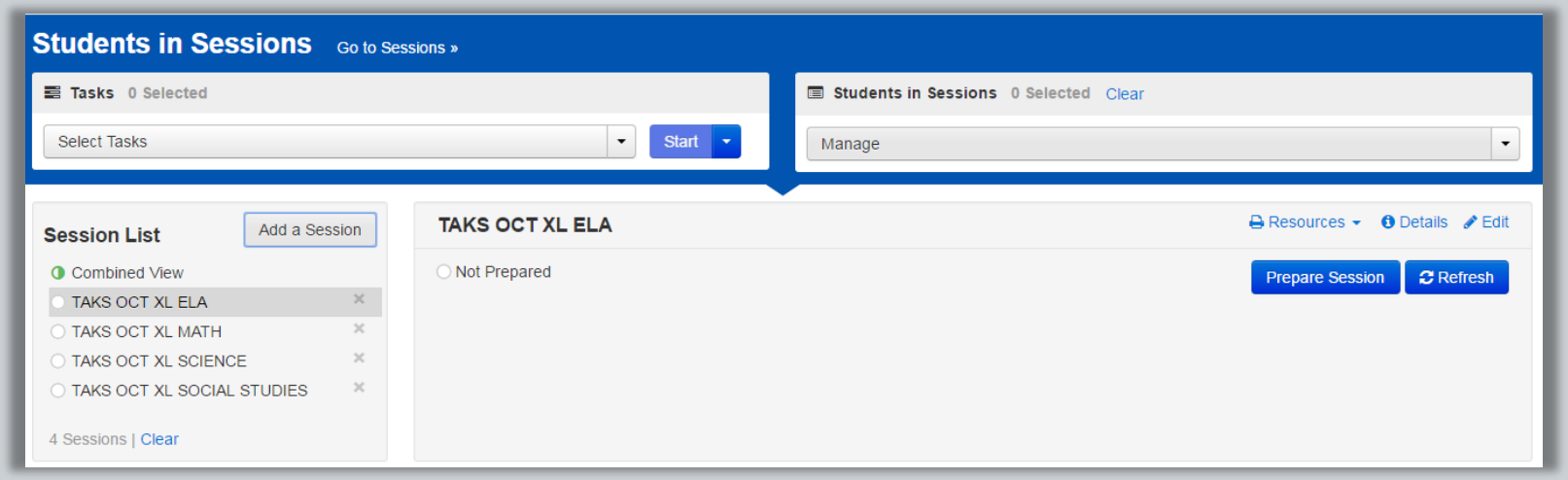
Session Management Updates

1. Go to *Testing* > *Students in Sessions*



Session Management Updates

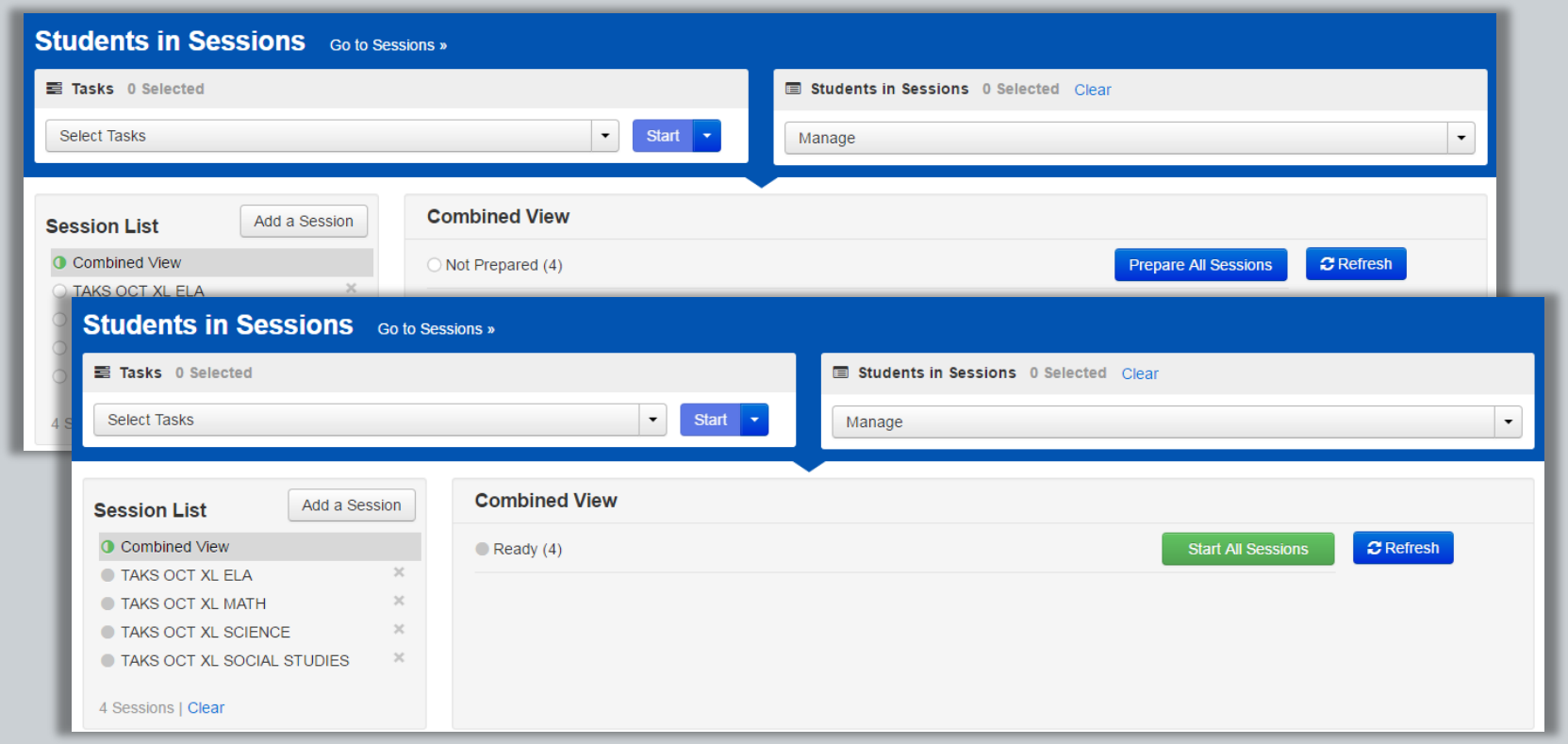
2. Select the correct session from the Session List and then select ***Prepare Session***. If your session is not in the Session List, click ***Add a Session***, enter the search criteria, select your session, and click ***Add Selected***.



While the prepare process is running, sessions will appear in "Preparing" status. Once the process is complete, the session will appear in "Ready" status. The session is now ready to start.

Session Management Updates

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



Unlock Students in a Session

After a session is prepared and a user clicks the ***Start*** button, sessions must be unlocked before students can access their tests in TestNav. Some tests will manually need to be unlocked after the ***Start*** button is clicked.

STAAR Alternate 2 and TAKS

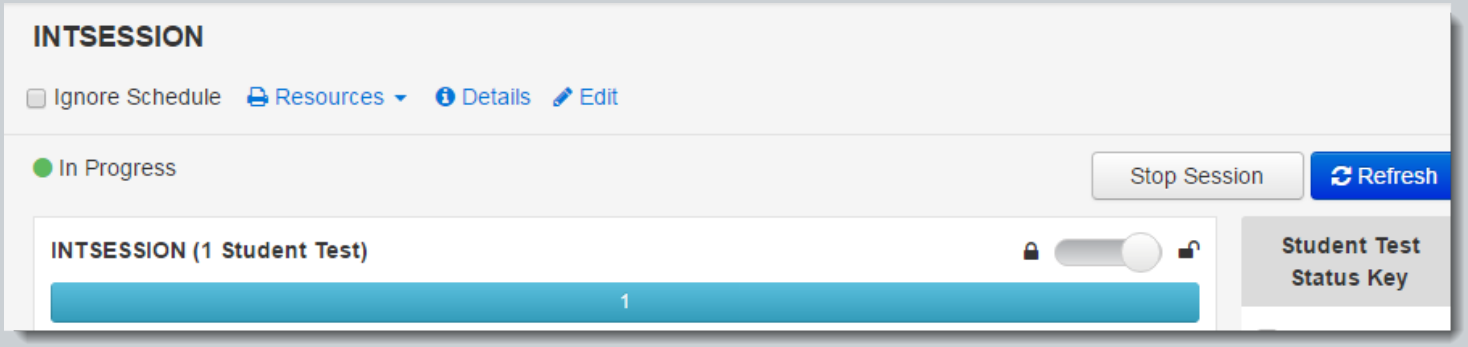
- Will unlock automatically when a session is started
- If a student is added to a session when any test is unlocked, the new test will be unlocked
- If a student is added when all tests are locked, the new test will be locked

TELPAS

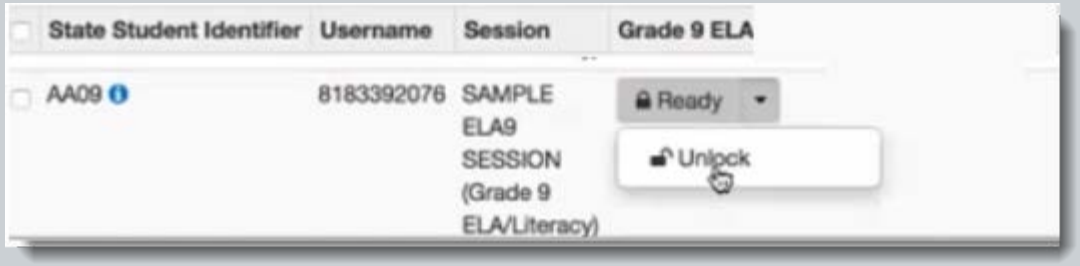
- Will **NOT** be automatically unlocked when the ***Start*** button is clicked
- After a test session is started, the user must unlock the test sessions
- If a student is added to a session, the new test will be added as locked

Unlock Students in a Session

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



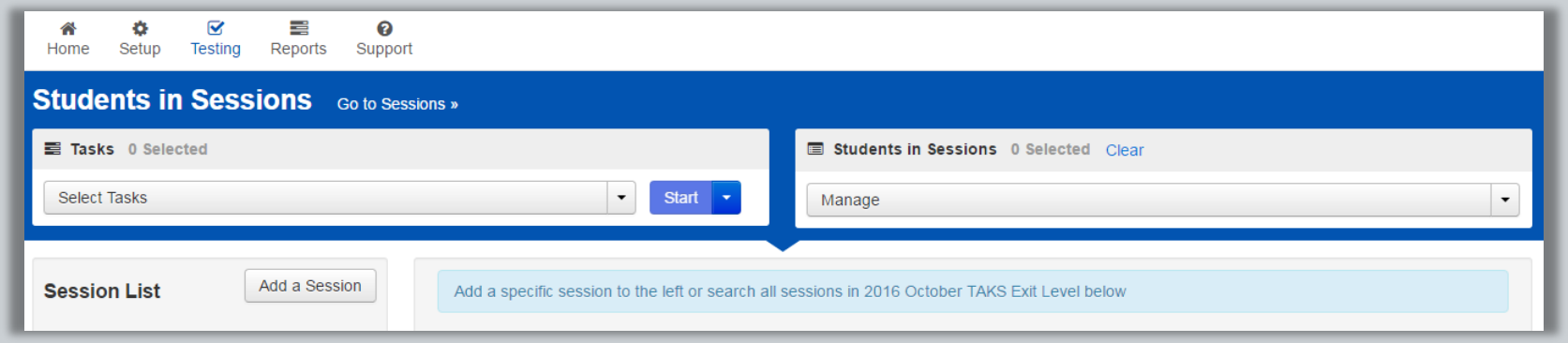
- Locked students appear with a lock symbol next to "Ready" in the "Student Test Status" column. To unlock the test, click the dropdown menu in the "Student Test Status" column and select "Unlock."



Improved Usability for Finding Sessions in the Student in Session Screen

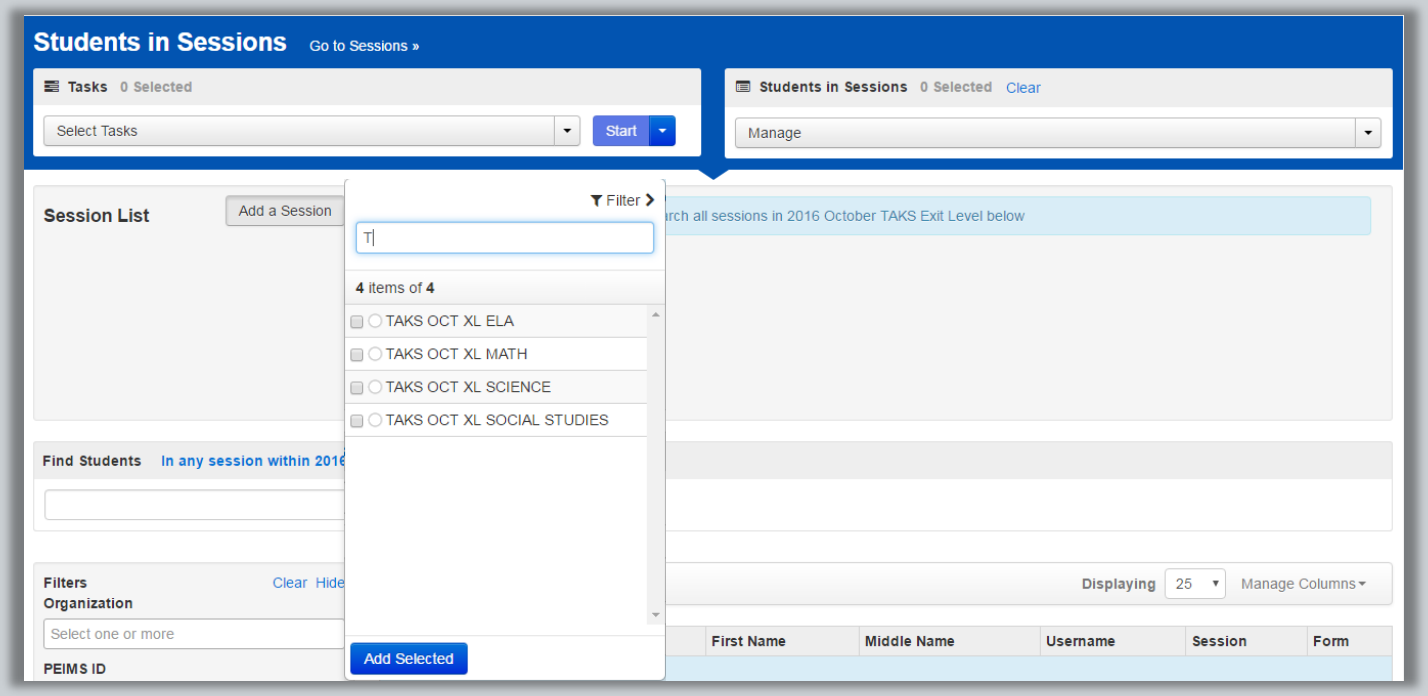
Filter a Session by Name:

1. From *Testing* > *Students in Sessions*, click ***Add a Session***:



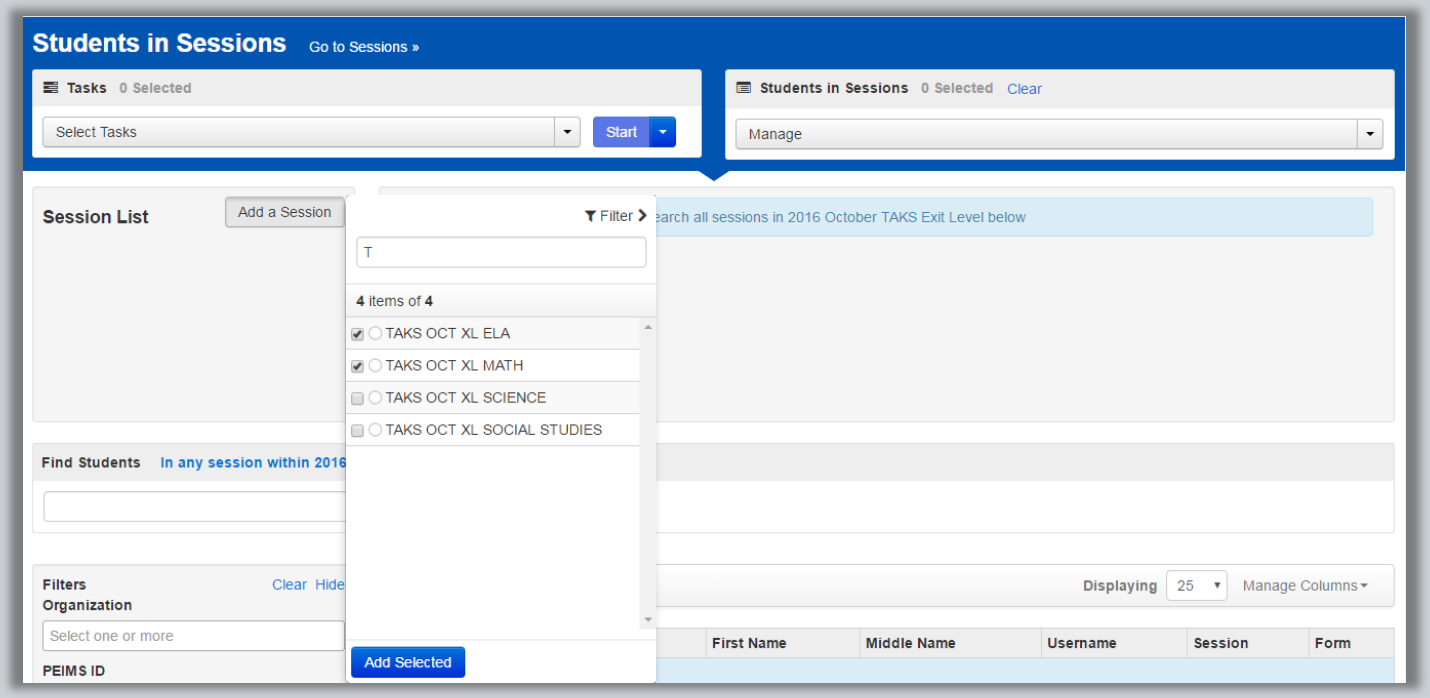
Improved Usability for Finding Sessions in the Student in Session Screen

2. Begin typing the session name:



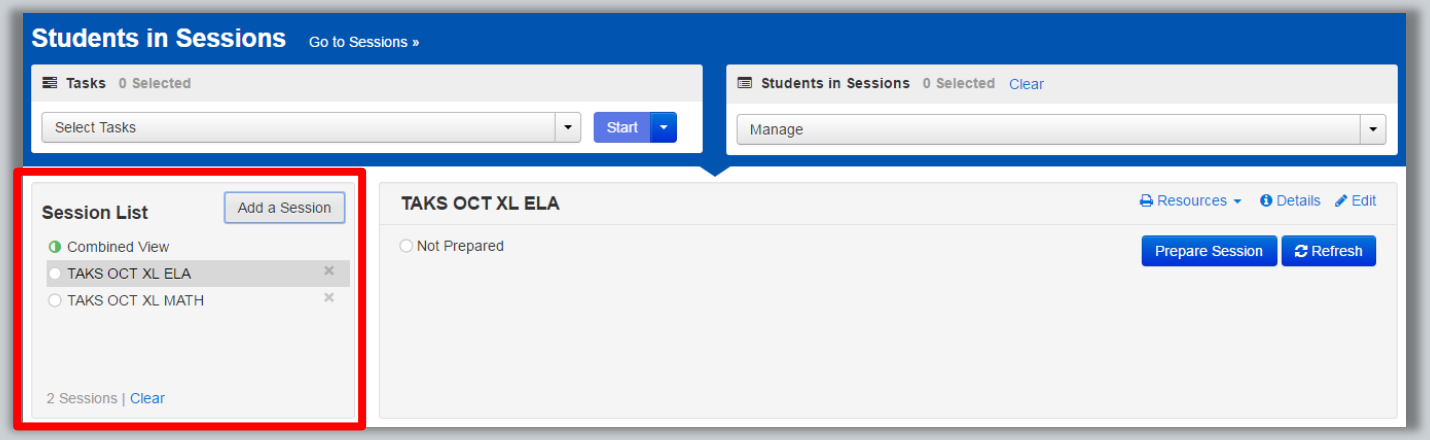
Improved Usability for Finding Sessions in the Student in Session Screen

3. Select the checkbox for the correct session(s) and click ***Add Selected*** to add the session(s) to the Session List :



Improved Usability for Finding Sessions in the Student in Session Screen

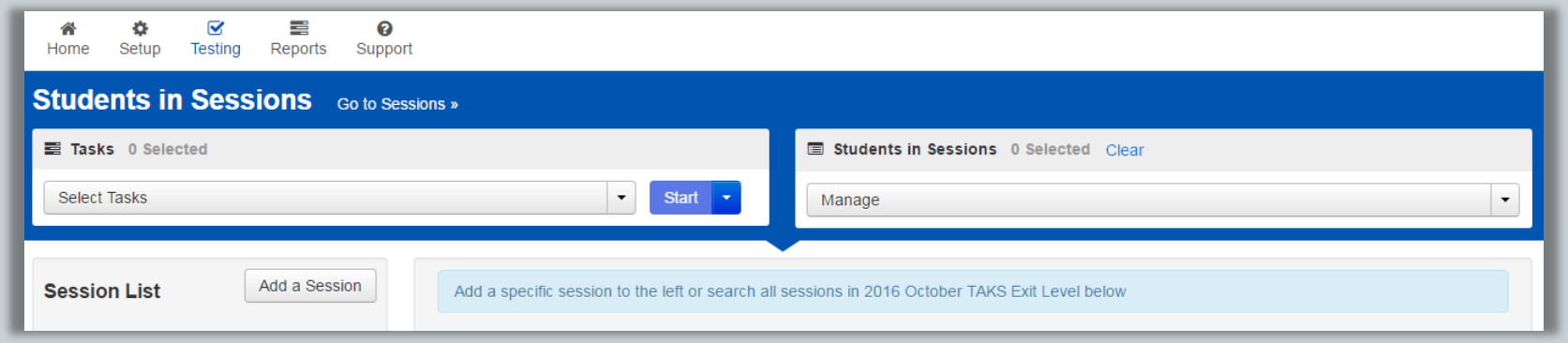
4. Selected sessions will appear in the Session List:



Improved Usability for Finding Sessions in the Student in Session Screen

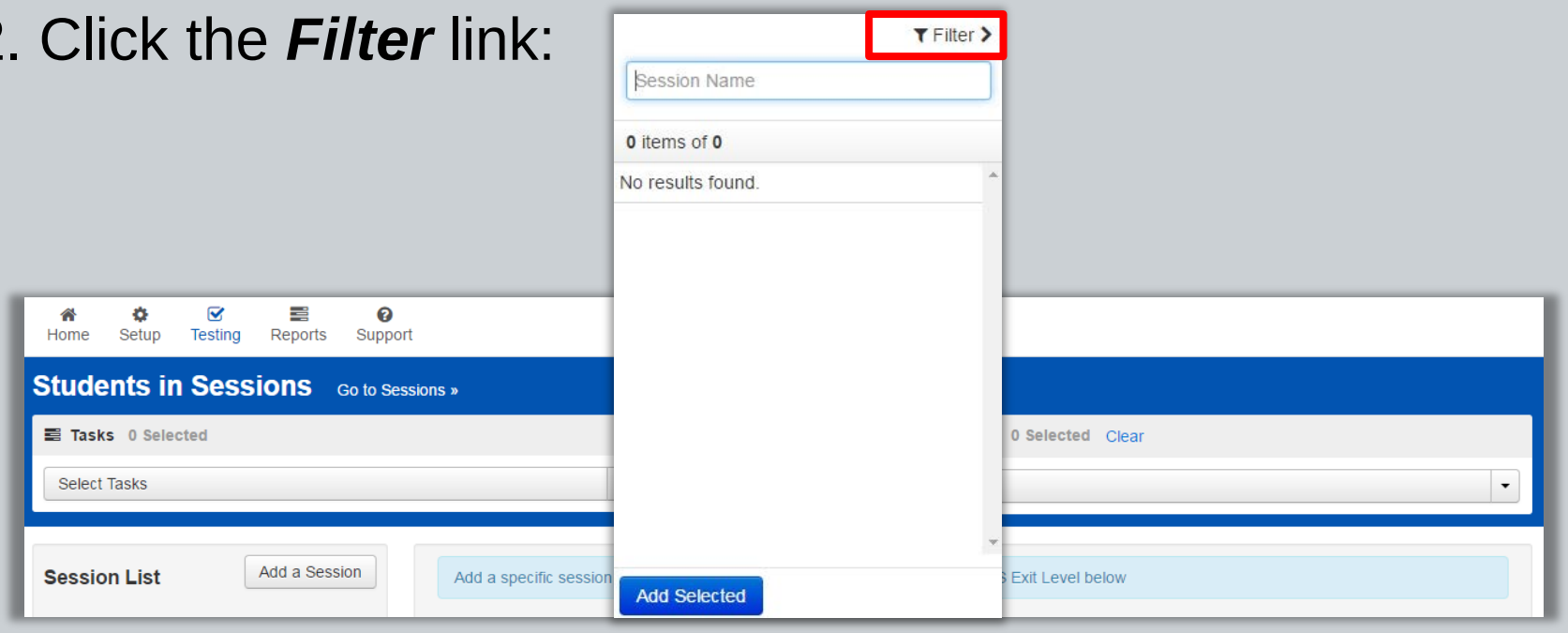
Filter a Session by Session Criteria:

1. From *Testing* > *Students in Sessions*, click ***Add a Session***:



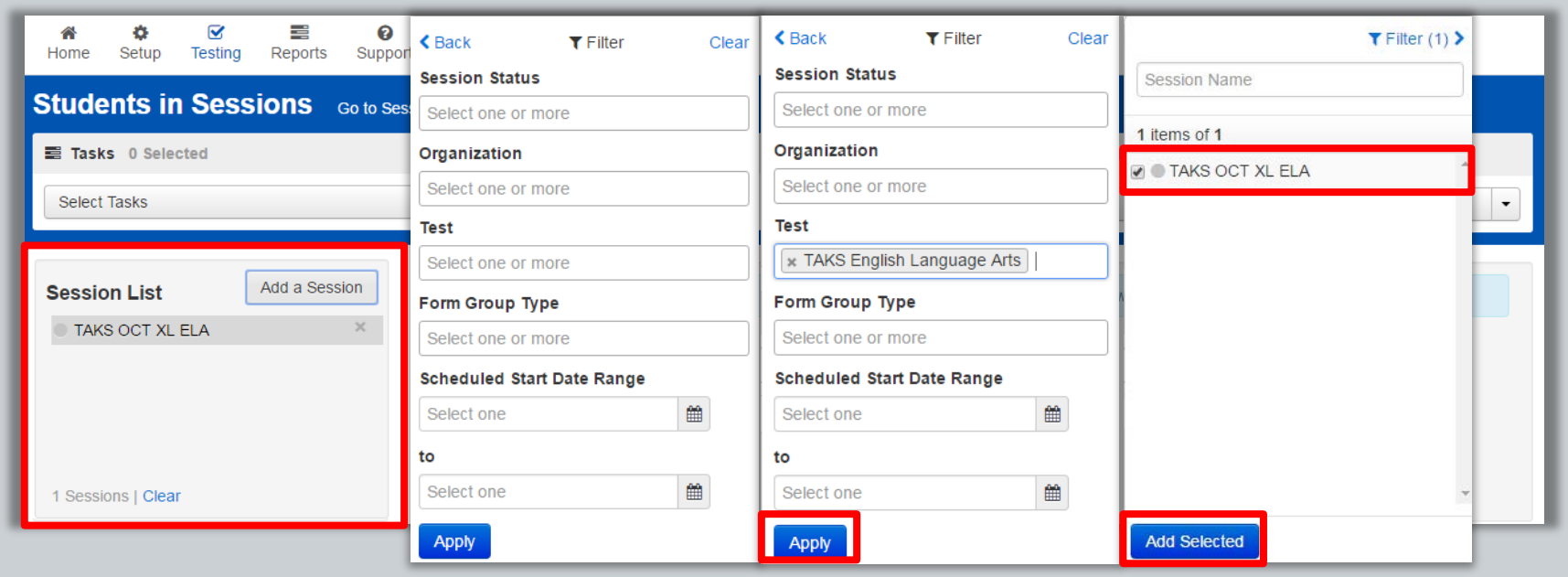
Improved Usability for Finding Sessions in the Student in Session Screen

2. Click the ***Filter*** link:



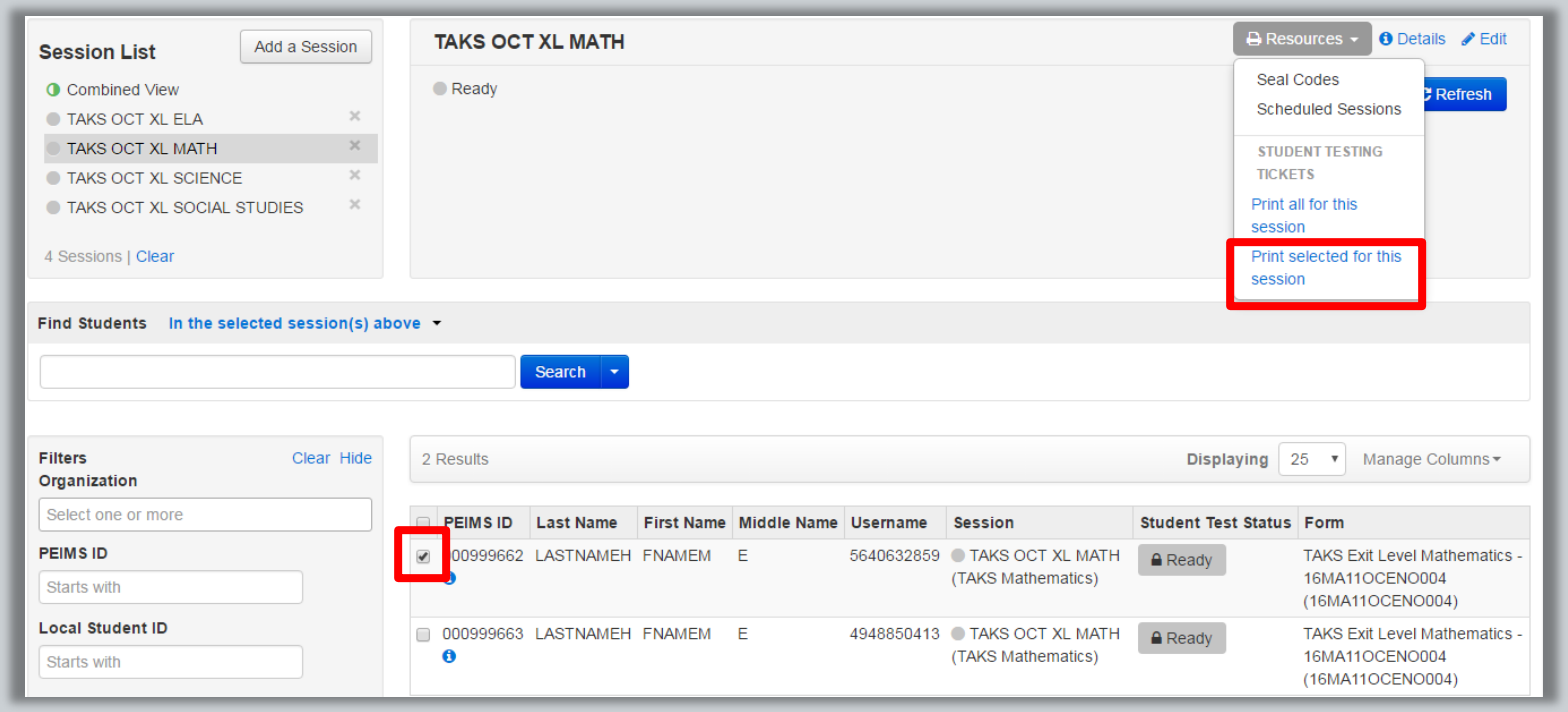
Improved Usability for Finding Sessions in the Student in Session Screen

3. Enter criteria in any field and click ***Apply***, select the checkbox next to the item and then click ***Add Selected***:



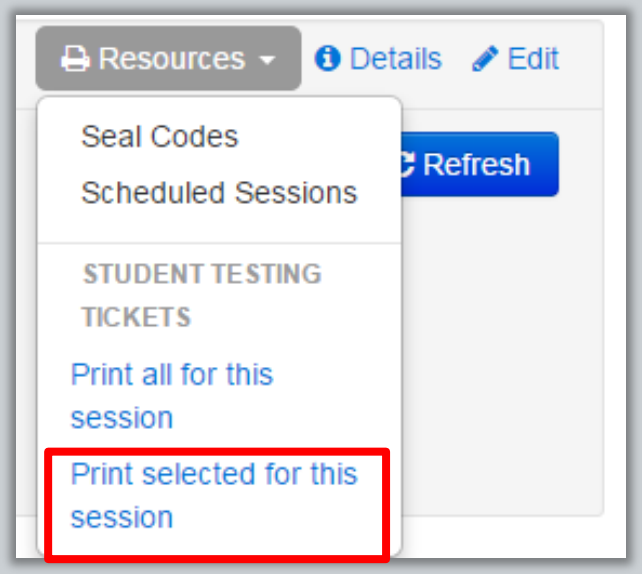
Enhancements to Student Test Tickets

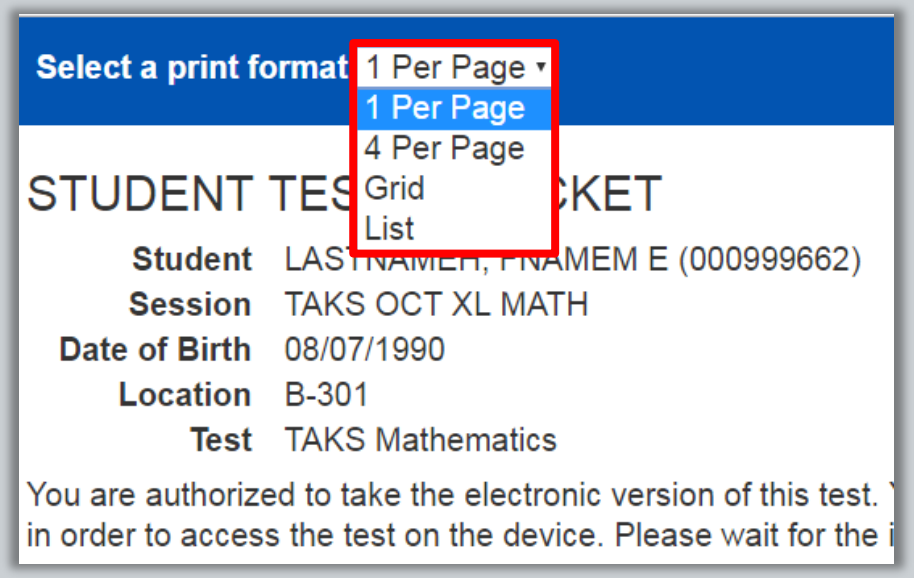
Added Ability to Print/Reprint Selected Tickets



Enhancements to Student Test Tickets

Improvement to Student Test Ticket Layout





Updates to Transcribe Sessions

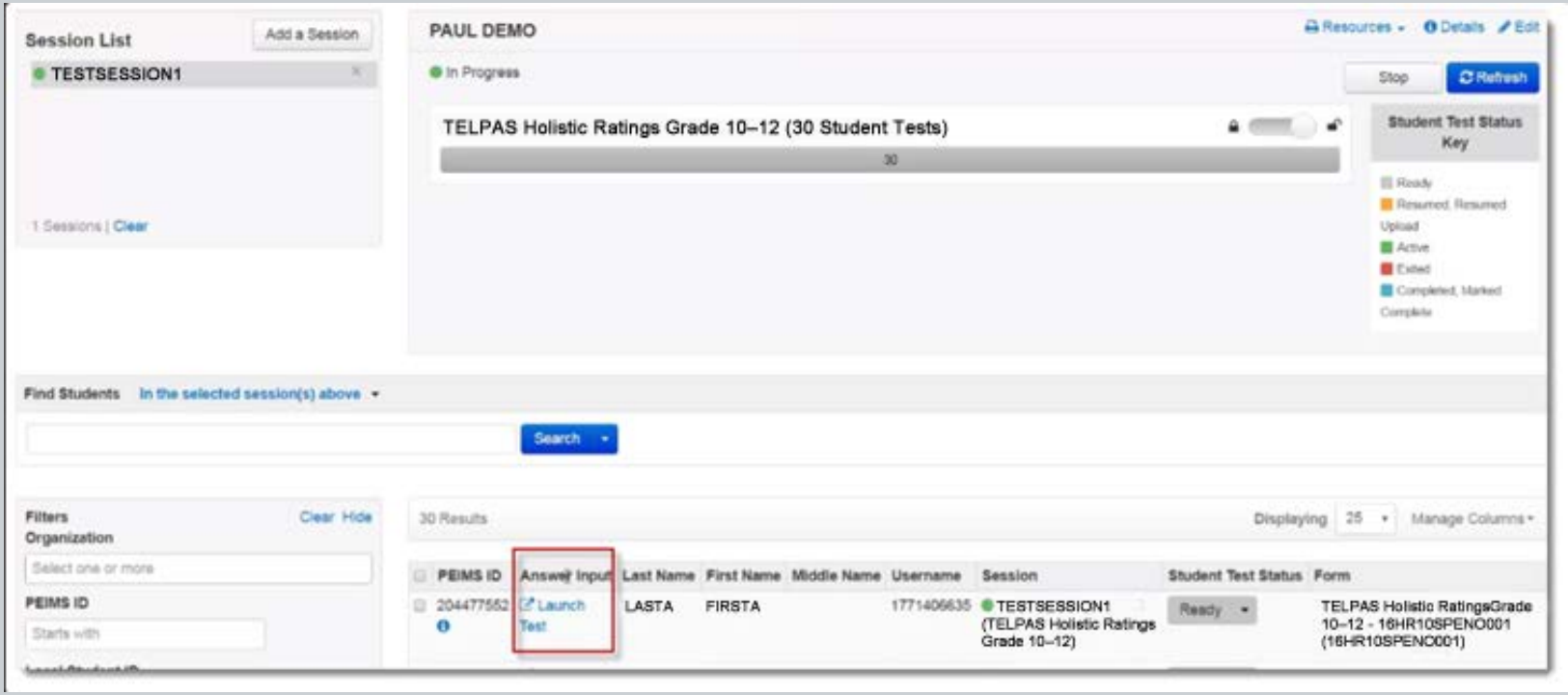
- A new process has been developed for accessing transcription forms for **STAAR Alternate 2** and online rating entry forms for **TELPAS Holistic Ratings** in TestNav through the Assessment Management System. Users can now access transcription and online rating entry forms without having to enter student test ticket information.
- Users must be assigned the appropriate role (Transcribe Assistant) within the Assessment Management System to launch the TestNav transcription and online rating entry forms.

Updates to Transcribe Sessions

1. Go to *Testing* > *Students in Sessions*.
2. Click the session from the Session List. Only one session can be selected to access transcription and online rating forms. Users cannot be in the Combined View.
3. Ensure the test session is started. If selecting a TELPAS Holistic Ratings session, you must unlock the session before starting the session.

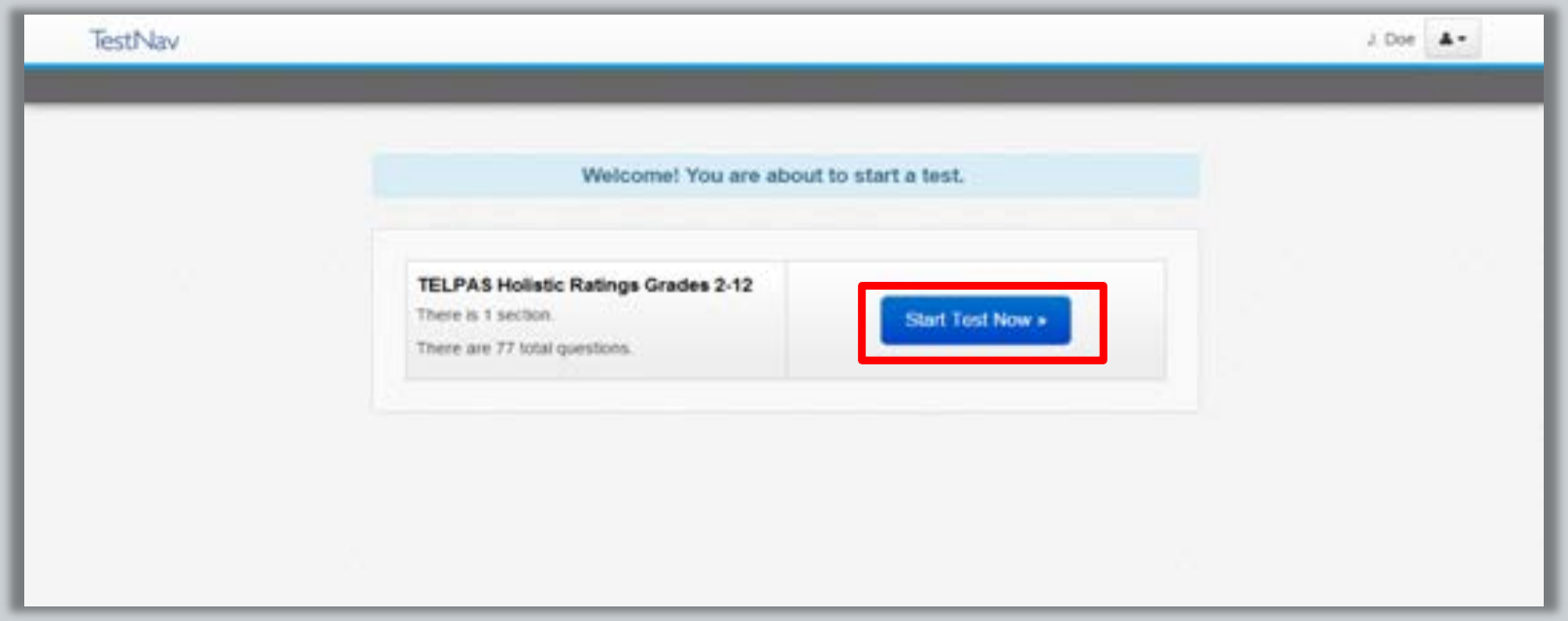
Updates to Transcribe Sessions

4. Click the ***Launch Test*** link in the "Answer Input" column.

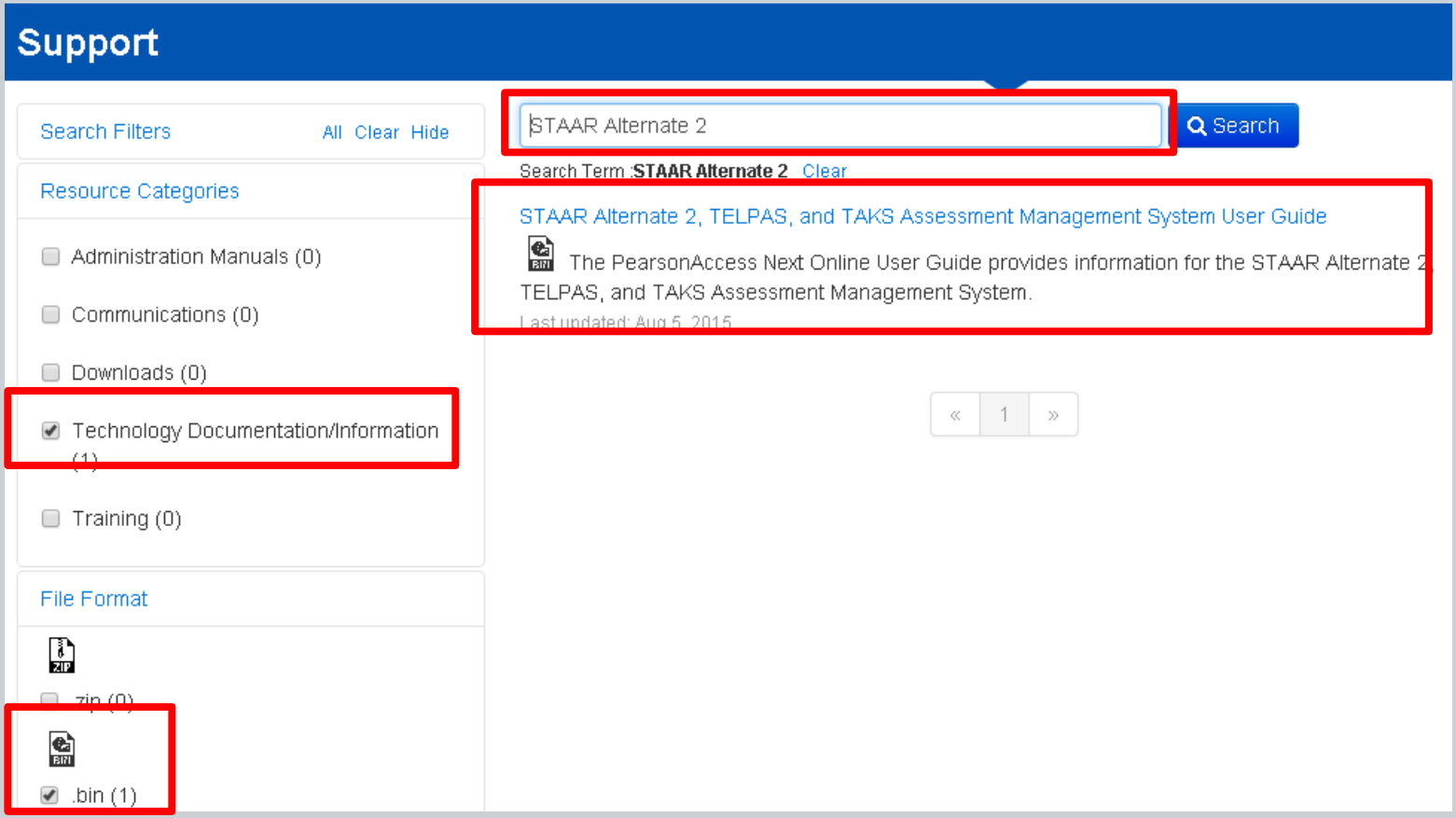


Updates to Transcribe Sessions

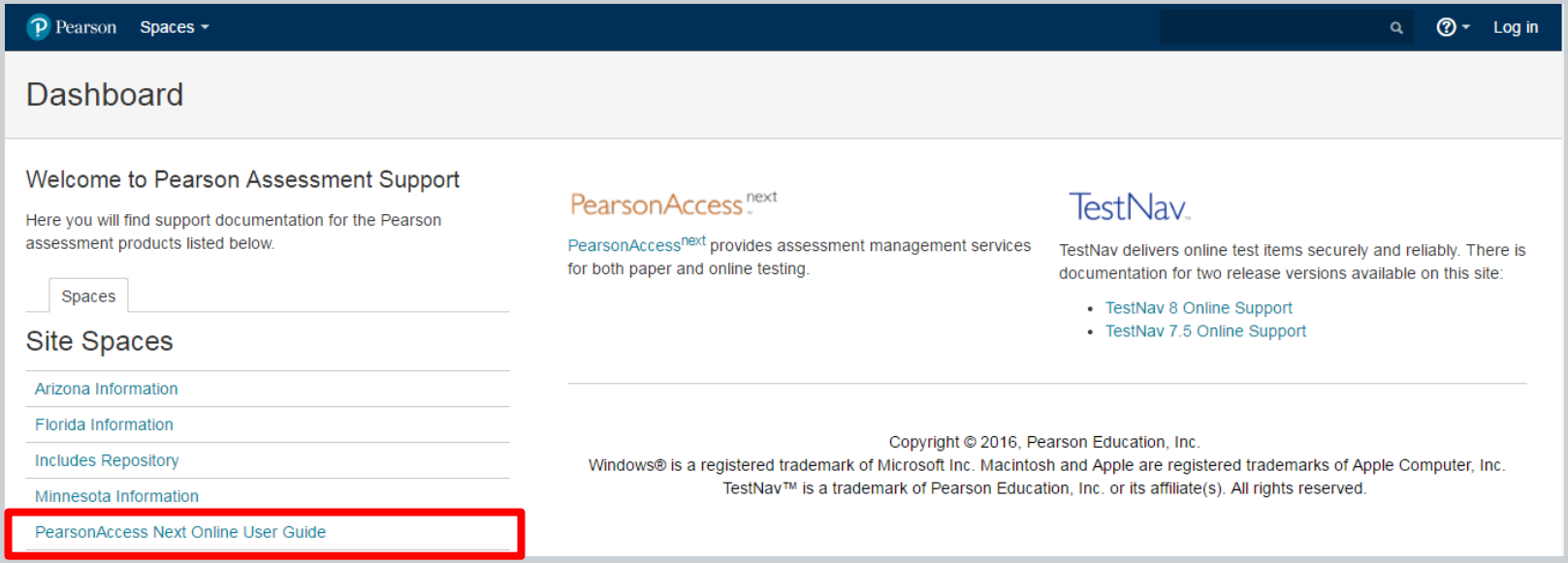
5. The student test will launch in TestNav. Click ***Start Test Now***. For TELPAS, click "Start Section" to go to the online rating entry form. Enter proficiency ratings and rater information.



Online User Guide

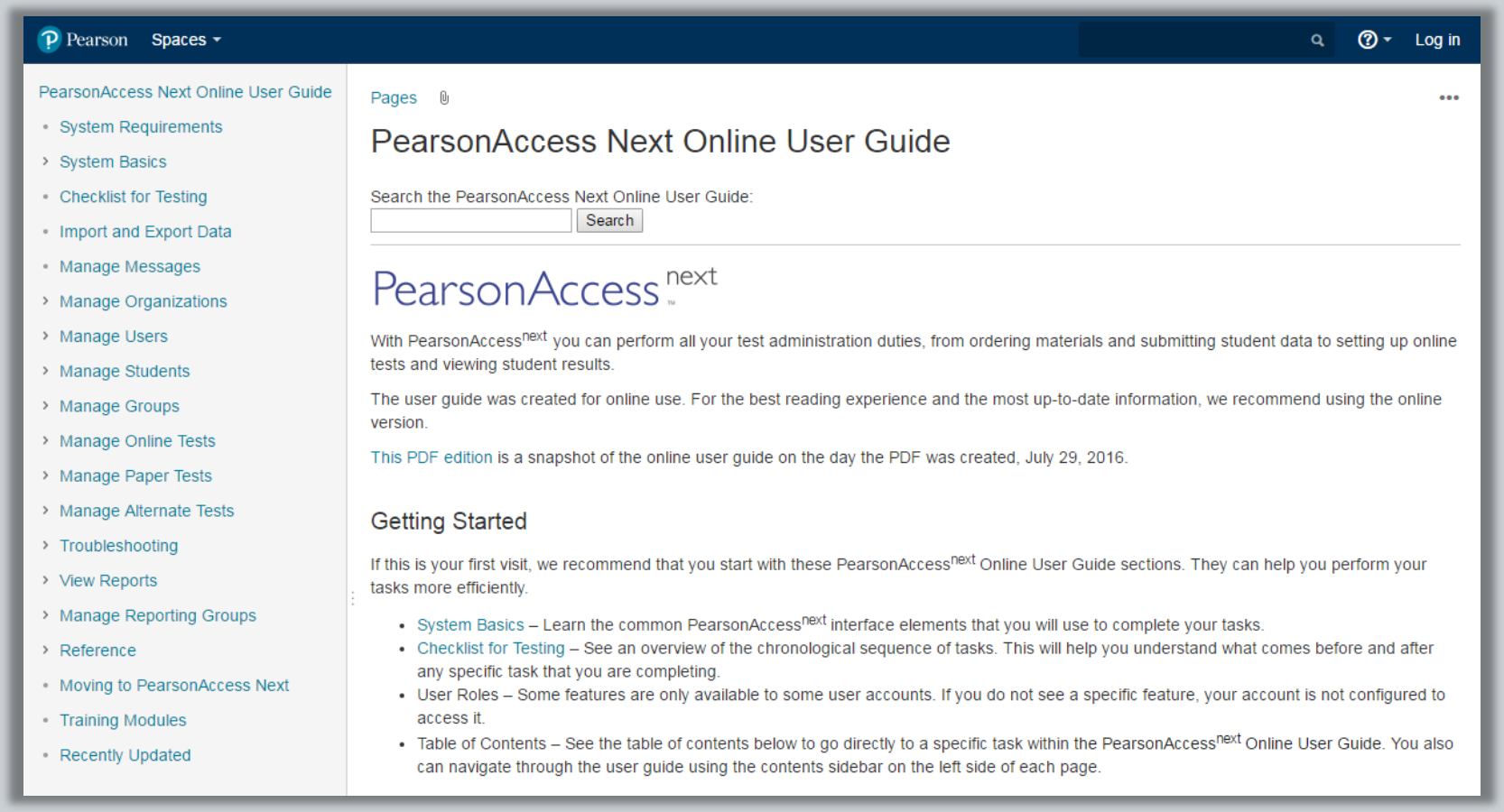


Online User Guide

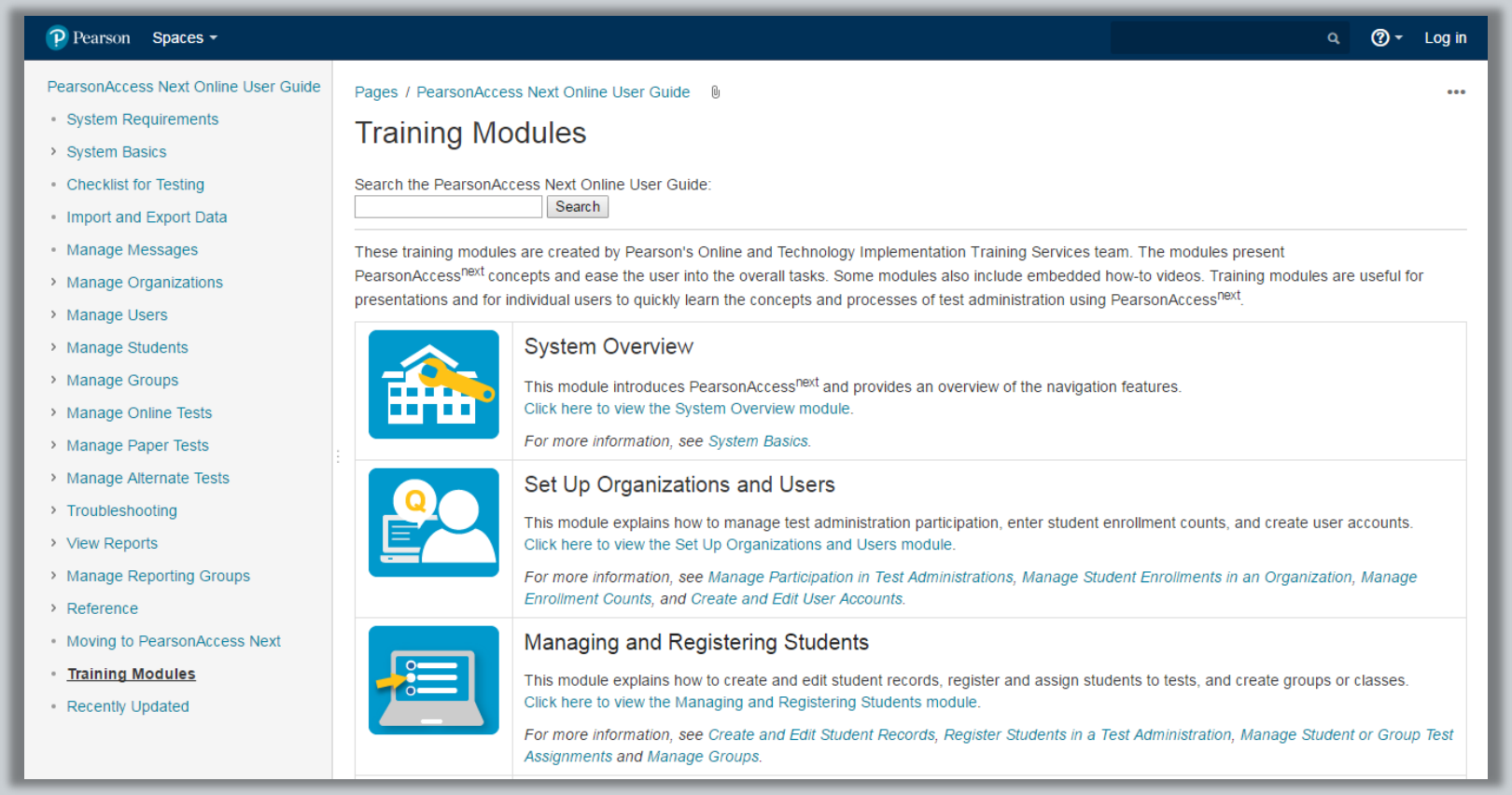


https://support.assessment.pearson.com

Online User Guide



Training Modules



Online Testing

Online Testing Readiness

- Resources Site
- TestNav Components – all the same
- TestNav Configuration in the assessment management system
- Pre-cache Test Content
- Online Testing Checklist
- TestNav 8 – installable app versions
- App Check
- Infrastructure Trial

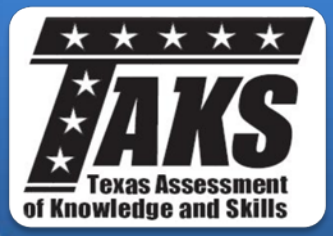
TestNav 8 – What's new?

- iPads:
  - Automatic Assessment Configuration (AAC) replaces previous configuration options
  - Enable microphone permission
  - Confirm app self-lock
  - Max time in kiosk mode
- iOS 10 and macOS 10.12 are not supported on installable TestNav
- New version of proctor caching software (2016.9) released

Assessments Available Online

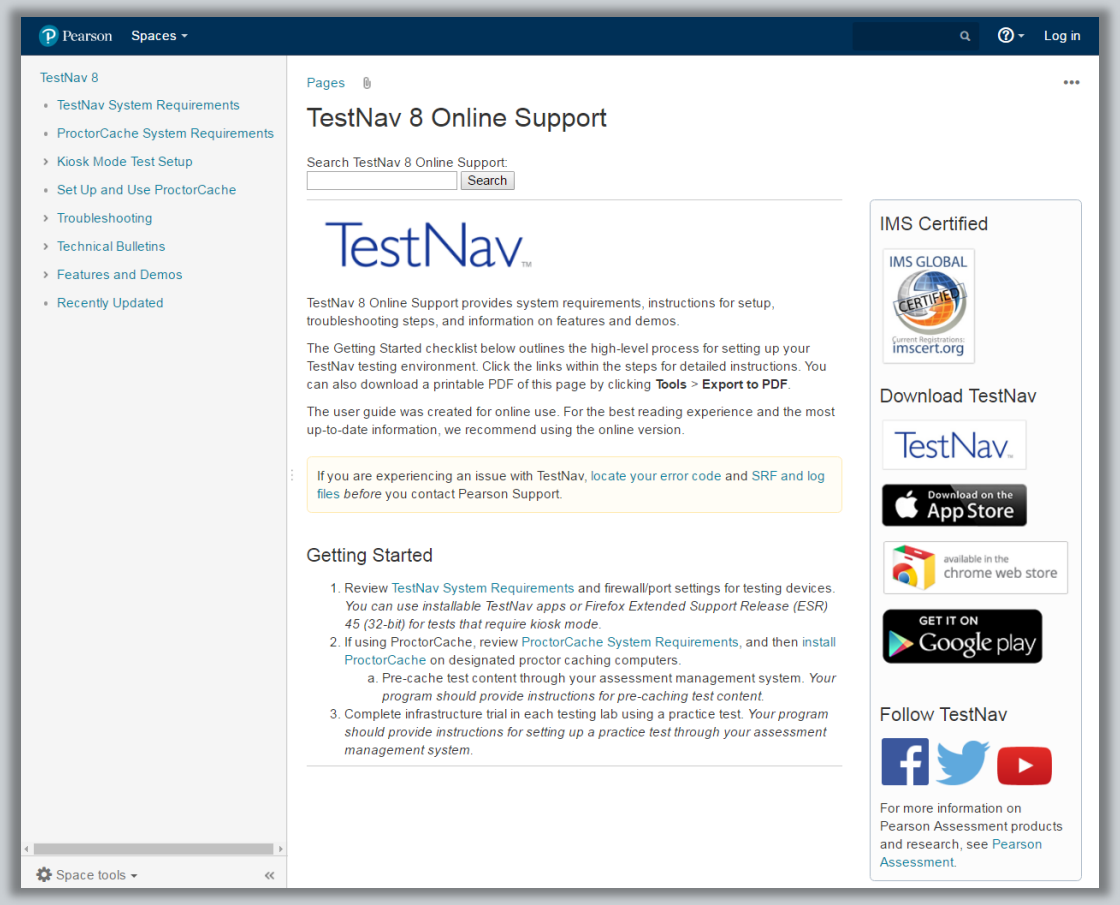
- Students assessed on paper, then answers transcribed into an online form
- Grades 3-8 mathematics and reading, grades 4 and 7 writing, grades 5 and 8 science, grade 8 social studies, Algebra I, English I, English II, biology, and U.S. history

- Grades K-12 holistic ratings in listening, speaking, reading (K-1 only), and writing entered into an online form
- Grades 2-12 reading



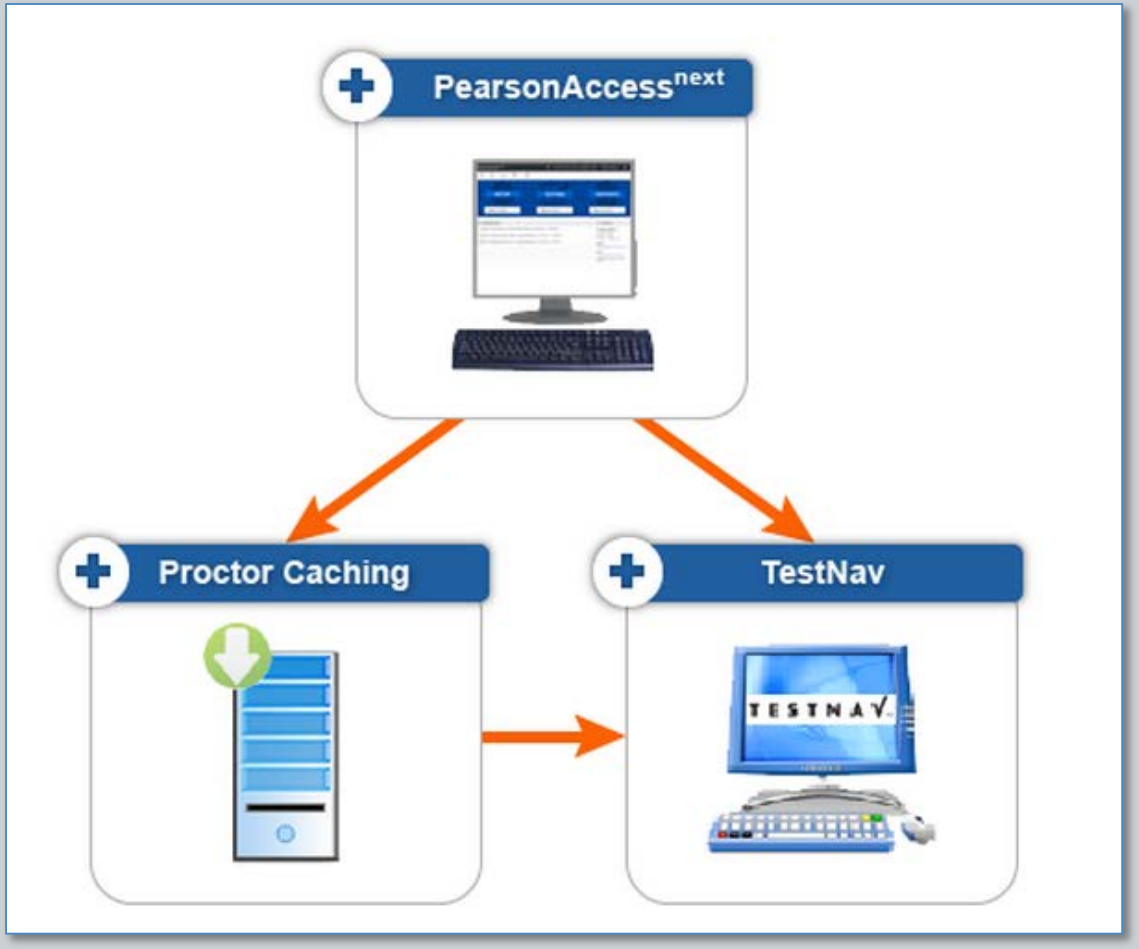
- Exit Level in mathematics, English language arts, science, and social studies

TestNav 8 Online Support

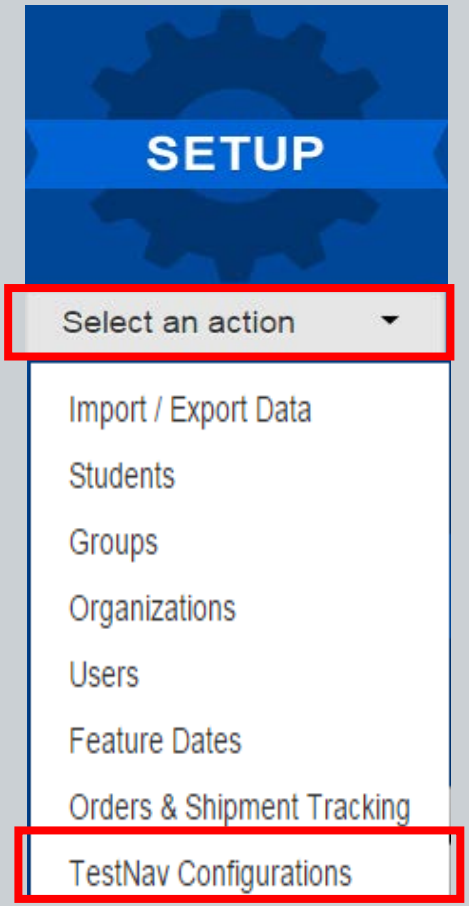


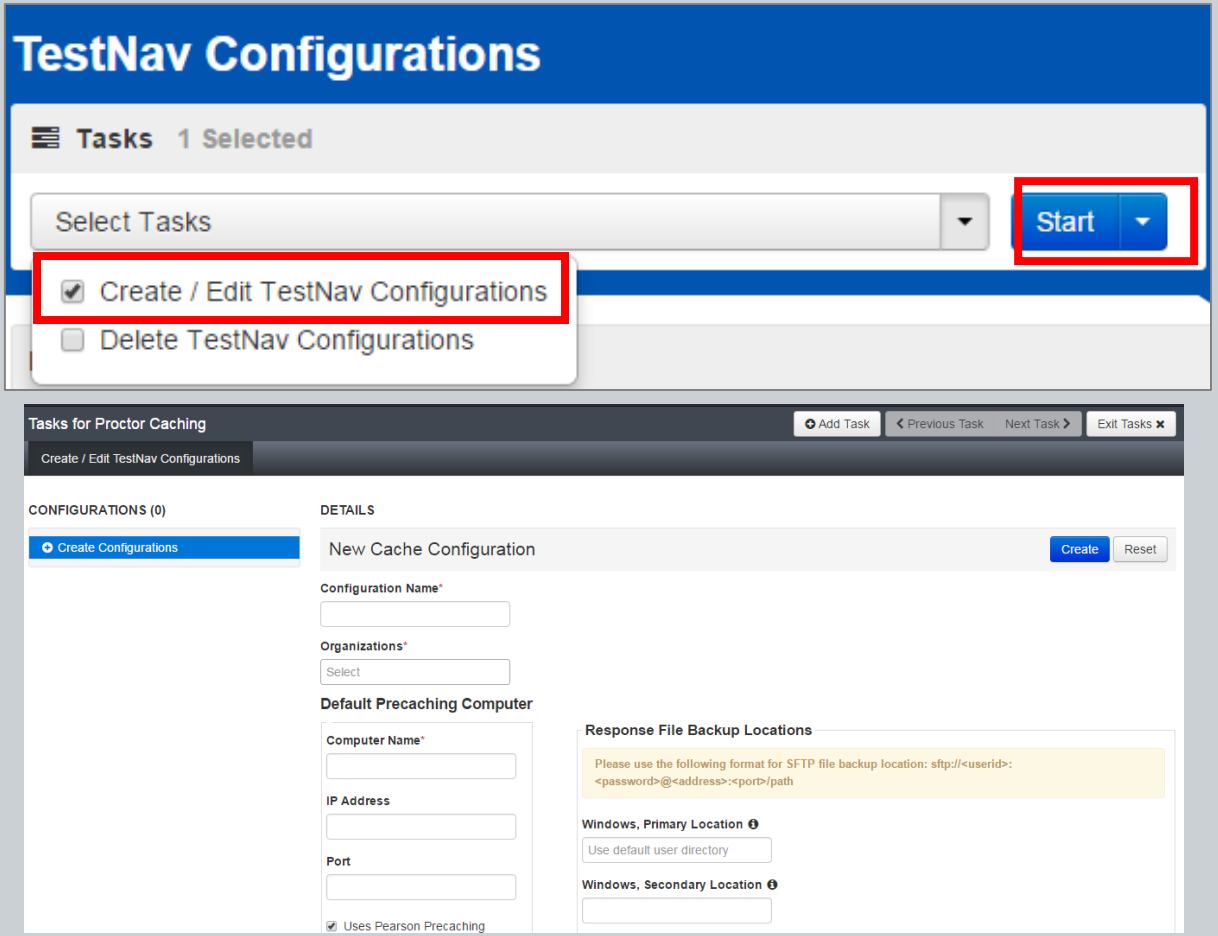
https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support

TestNav 8 – Everything is still the same



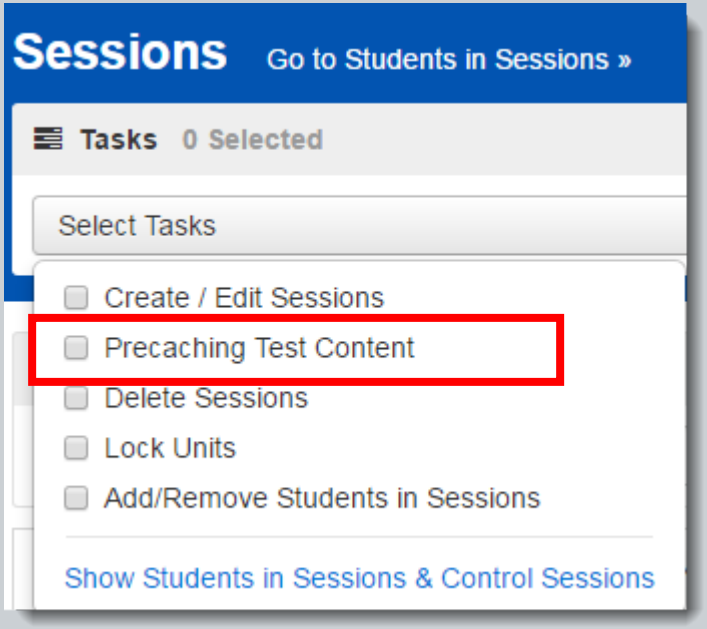
Configure TestNav

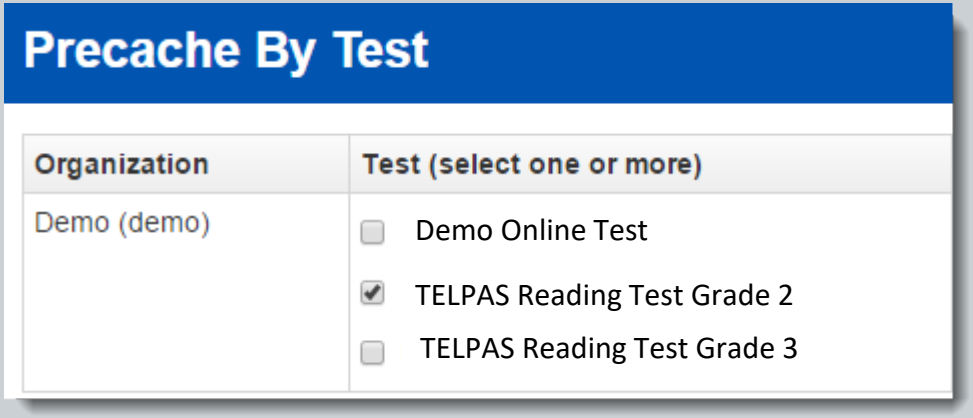




Precaching Test Content

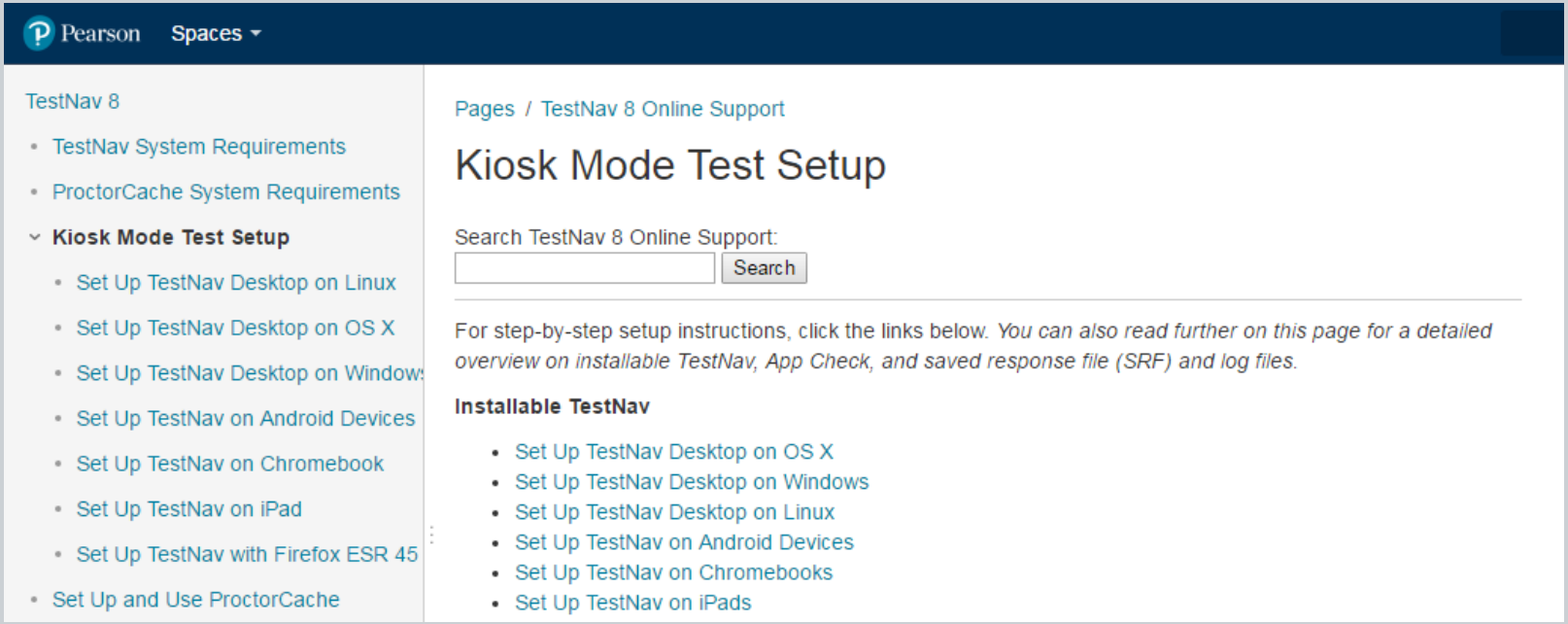
You can cache content by test for all test sessions in addition to caching content for each test session.





Installable TestNav

Installable TestNav



Instructions for installing the TestNav 8 app are found at https://support.assessment.pearson.com.
Select TestNav 8 > Set up TestNav Testing Environment > Installable TestNav Set up Overview

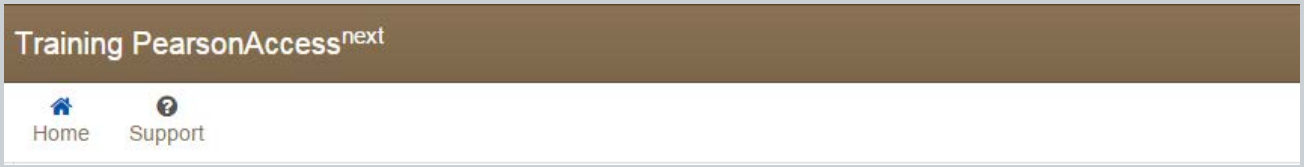
Infrastructure Trial

What is an Infrastructure Trial?

An infrastructure trial is a “dress rehearsal” of a computer-based assessment. This is a low-stakes, dry run for final confirmation that:

- TestNav is configured correctly
- Devices can successfully run TestNav
- Network will bear the full load
- Participating staff know what to do for the computer-based assessment

The infrastructure trial is conducted in the assessment management system training site – the “brown” site.



Who should be involved in an Infrastructure Trial?

Everyone within the school who will have a role in the computer-based assessments should be included in the infrastructure trial.

- Coordinators
- Administrators
- Technology staff
- Assistants

Shipping

STAAR Alternate 2, TELPAS, and TAKS Administration

- Districts receive initial shipments of test materials for STAAR Alternate 2 and manuals for TELPAS.

- The district testing coordinator (DTC) must submit a request to TEA for approval to administer a paper test for TELPAS reading or TAKS.
  - Request for Paper Administrations of STAAR, TELPAS Reading, and TAKS located at http://tea.texas.gov/student.assessment/manuals/dccm/.
  - If a paper test administration is approved, materials will be automatically shipped.

STAAR Alternate 2 Test Materials

Contacts

TEA
Telephone: 512-463-9536 Fax 512-463-9302
TEA Student Assessment website www.tea.texas.gov

Call TEA's Student Assessment Division for assistance with:

- testing accommodations
- notification of a disruption in online testing
- requesting changes to the testing schedule
- questions about the time-limit policy including taking breaks
- testing beyond normal school hours
- handling unusual circumstances on test days
- violations of test security
- handling school emergencies that affect testing
- questions about general online testing policy
- questions about oral administration of test sessions
- assistance with technology applications
- questions about monitoring TELPAS rating training activities
- questions about TEA communications

Contacts

Pearson Customer Service Center

7:30 AM – 5:30 PM CT Monday–Friday

Toll free: 800-627-0225

E-mail: TxPearsonAccess@support.pearson.com

Call or email the Customer Service Center for assistance with:

- information about online testing or online testing procedures
- navigating the Assessment Management System
- accessing and using the Training Center
- managing examinee data
- setting up test sessions
- assigning usernames
- accessing resources
- questions about Pearson Online Testing communications
- setting up a test run of the TestNav test delivery system
- network problems
- proctor caching issues
- evaluating infrastructure
- hardware and software requirements or problems
- the TestNav Early Warning System
- wireless networking issues
- technical emergencies
- solving online testing set-up issues

Scoring and Reporting

Components of the 2017 Texas Assessment Program

- State of Texas Assessments of Academic Readiness (STAAR)
- STAAR Spanish
- STAAR Alternate 2
- Texas English Language Proficiency Assessment System (TELPAS)
- TAKS (exit level)

Answer Documents

- STAAR and STAAR Spanish — one combined answer document
- STAAR with embedded supports – includes braille

- STAAR Alternate 2 — no answer documents should be submitted for students assessed with STAAR Alternate 2
- TELPAS is online
- TAKS is online

Answer Documents (continued)

- STAAR Score Codes
  - "S" – tested
  - "A" – absent
  - "O" – other (illness, testing irregularity, EOC/above grade level, substitute assessment, etc.)
  - "*" – paper/online

NOTE: For each subject area, only ONE score code should be gridded.

Answer Documents (continued)

- An "*" score code is present on all STAAR answer documents that have two subject areas tested.
- TEST TAKEN INFO field — information about the language version (English or Spanish) must be recorded in this field.
  - "EN" or "SP" for grades 3, 4, and 5
- NEW TO TEXAS

STAAR Precoding

- PEIMS vs. District-Supplied Files
- Precode Roster – deadlines
- Nancy Mendoza ☺

PEIMS Data

- The “preliminary” PEIMS file was loaded to the assessment management systems/student directory in late December.
- The “final” PEIMS file will be loaded in late February or early March.
- Do not request updates to student names or DOBs (if the student is on the PEIMS file) between now and early March because the values from the “final” file will overwrite the updates you requested.

STAAR Reporting

- EOC and 3–8 will have separate data files/reports
- All reports will be provided online in PDF format
- STAAR and STAAR Spanish will be reported on the same file
- STAAR Alternate 2 will be reported separately

STAAR Standard Reports

- Confidential Student Report (CSR)
- Confidential Student Label
- Confidential Campus Roster
- Campus and District Summary Report—including constructed response, combined, and cumulative (grades 5 & 8 retests) summary reports
- Data File – individual student data file
- Item Analysis Summary and Individual Reports
- Images of Essays

Confidential Student Report

- One combined report
  - Grades 3-8
    - March, May, and June grades 5,8
    - Spring grades 3-8
  - EOC
    - Spring administration
    - December and June administrations
- Same data will be available in the Student Portal
- Includes STAAR or ELL Progress Measure where applicable

Confidential Student Label

- EOC – cumulative results
  - Show the administration when the student passed
  - Show the latest administration if the student has not passed
- Grades 5 and 8 retest labels will have previous administration data from current year

Confidential Campus Roster

- Separate rosters for each subject
- Separate rosters for STAAR, STAAR Spanish and STAAR Alternate 2
- “All Students”
- Students who did not achieve “Approaches Grade Level” performance (not provided for STAAR Alternate 2)
- Includes STAAR or ELL Progress Measure where applicable

Progress Measure(s) Reporting

- STAAR Progress Measure will have values when it is applicable and can be calculated (ELL Progress Measure will be blank)

- ELL Progress Measure will have values when it is applicable and can be calculated (STAAR Progress Measure will be blank)

Summary Reports

- One page per subject
- Separate summaries for STAAR, STAAR Spanish, and STAAR Alternate 2
- “All Students”
- “First-Time Tested Students”, and “Retested Students” (for EOC only)

Summary Reports (continued)

- Constructed Responses Summary - showing the distribution of score points for the written composition
- Combined Summary – for grades 3,4, and 5 only
- Cumulative Summary Report
  - Provided for the May and June grades 5 and 8 retests
  - English and Spanish are combined for grade 5
  - STAAR Alternate 2 is not included in the Cumulative Summary Report

Student Data Files

- One data file for EOC
- Includes information for the administration being reported – one record per student/assessment
  - Will include item level data for the spring administration only
  - Student Expectation information will be posted on TEA's website (spring administration only)
  - Includes cumulative history