2016
DISTRICT TESTING ADMINISTRATOR TRAINING

Your District’s Name Here
Disclaimer

• These slides are one man’s opinion of some basic information that Test Administrators need to be prepared to administer state assessments. This is only a suggested template. District Testing Coordinators should use these slides as a starting point and adapt the training slides to fit their specific district.
This training does NOT take the place of reading the appropriate manuals.
Policy and Procedure Highlights
Policy and Procedure Highlights

• STAAR Testing Dates
  – Shift in grades 3–8 test administration dates

• HB 743
  – Redesign of STAAR grades 4 and 7 writing
  – No field test items
  – Measuring time-to-test
Policy and Procedure Highlights

• First Year Students from Out-of-State
• Changes to Precoded Materials
• STAAR Algebra II and English III
• TELPAS Testing Window
• Changes to TELPAS Holistic Rating Training
Test Administration
- Calendar
- Resources
2015–2016 Testing Calendars

– TEA Student Assessment Calendar
– Calendar of Events
Email notification about revisions sent to the district and ESC testing coordinators
http://tea.texas.gov/student.assessment/manuals/dccm/

- located in *District and Campus Coordinator Manual* and on TEA website
- posters delivered with *Coordinator Manuals*
Calendar Highlights

– STAAR grades 4 and 7 writing redesigned to be completed in one four-hour administration on a single day

– Administration of STAAR mathematics and reading for grades 3, 4, 6, and 7 moved to May

– Administration of STAAR grades 5 and 8 science and grade 8 social studies moved to May

– Student Success Initiative grade advancement requirements for mathematics will be reinstated and three testing opportunities will be available
Calendar Highlights

– STAAR English III and Algebra II assessments are available for administration on May 11 and May 12, respectively
– TELPAS testing window has been expanded by one week
– STAAR Alternate 2 three-week testing window moved from February to April
– Report dates have shifted
– STAAR EOC and TAKS testing moved to the week after July 4th
November 18, 2015

SUBJECT: Posting of the Approved 2016–2017 Student Assessment Testing Calendar

TO THE DISTRICT AND ESC TESTING COORDINATOR ADDRESSED:

Please DO NOT reply to this email.

The purpose of this email is to notify you of the posting of the approved 2016–2017 Student Assessment Testing Calendar.

Comments to the proposed calendar were requested through November 10, 2015, and taken into consideration before the calendar was finalized. Based on the review of comments received, the following changes were made to the calendar:

- The summer administration of STAAR EOC and TAKS moved to June 19–23, 2017.

2016–2017 Calendar
- posted November 18, 2015

- summer administration of STAAR EOC and TAKS moved to June 19–23, 2017
2016 Manuals

2016 STAAR Test Administrator Manuals

Grades 3–5  
Grades 6–8  
EOC

- will be posted online February 2016  
- will arrive in districts February 2016  
- will only be shipped once

Keep for the entire year!
Highlights of the 2016 Test Administrator Manuals

- Instructions are limited to test administrator duties.
- Allowable Test Administration Procedures and Materials are included.
- Appendix added that details tools available in the STAAR Online Testing Platform.
- Oaths of Security and Confidentiality that are applicable to all programs are included.
Highlights of the 2016 Test Administrator Manuals

– The Oral/Signed Administration appendix has been rewritten as a stand-alone manual.

– Test administrators will record the amount of time each student took to test on their answer document for each test session.
Highlights of the 2016 Test Administrator Manuals

Time-to-Test in Grades 3–8

– Directions for marking time-to-test are located in test administrator manuals.

– Use the AGENCY USE field to record each student’s time-to-test.

– One column measures time-to-test; another column measures time taken for breaks that do not require the time clock to be stopped.
Highlights of the 2016 Test Administrator Manuals

- online scripts combined and condensed
Highlights of the 2016 Test Administrator Manuals

Test Administration Directions

– internal Table of Contents at the beginning of the Test Administration Directions section
Highlights of the 2016 Test Administrator Manuals

Guide to the Test Administration Directions

– contains general information about using the scripts
Highlights of the 2016 Test Administrator Manuals

Guide to the Test Administration Directions

- use of tutorials is expected for students testing online
- includes specific information about accommodations and oral administration that must be read by the test administrator prior to the administration of the test
Highlights of the 2016 Test Administrator Manuals

Guide to the Test Administration Directions

– describes special considerations for English language learners

– reiterates that a test administrator must have training from the campus coordinator regarding oral administration prior to testing
STAAR Administration
Texas Assessment Management System
Welcome to the Texas Assessment Management System

The Texas Student Assessment Program consists of the following:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Alternate 2
- Texas English Language Proficiency Assessment System (TELPAS)
- Texas Assessment of Knowledge and Skills (TAKS)

The Texas Assessment Management System provides test administrators, educators, and families with the information and resources needed to prepare for and administer these assessments and to access assessment results and reports.

STAAR Assessments

Access information and online resources for the STAAR grades 3-8 and end-of-course (EOC) assessments including STAAR Spanish, STAAR I, and STAAR A.

- For Administrators
- For Educators
- For Families

STAAR Alternate 2, TELPAS, and TAKS Assessments

Access information and online resources for STAAR Alternate 2, TELPAS, and TAKS.

- For Administrators
- For Educators
- For Families

Texas Assessment Data Portal

Access assessment results and reports for all assessment programs.

- Student Portal
- Teacher Portal (available soon)
- Analyze Portal

Summary Reports

2015 District and Campus Reports

Resources for All Assessment Programs

- Test Administration Manuals and Guides
- STAAR Alternate 2, TELPAS, and TAKS Assessment Management System

Out of District (OOD) and Out of School (OOS) Registration

- STAAR OOD/OOS Registration Form
- STAAR OOD and OOS Frequently Asked Questions (FAQs)
- TAKS/STAAR OOS Registration
Assessment Management System

Sign In
Enter your username and password to sign in to the systems below. For more information about the Texas Assessment Management System, visit www.texasassessment.com.

- **Administrators**: Access the STAAR Grades 3-8 and End-of-Course Test Management System
- **Administrators and Educators**: Access the Texas Assessment Data Portal for all assessments (STAAR, STAAR Alternate 2, TAKS and TELPAS)

Username:
Password:
Sign In
STAAR Assessment Management System
STAAR Online Testing Platform
At least 4 weeks before test administration

- Administer tutorials and practice tests
At least 4 weeks before test administration

• Administer tutorials and practice tests
1 week before test administration

- Print student test tickets
  - Test login information including student username, password, and session ID
  - Store student test tickets in secure, locked storage
Day of Testing

• Distribute test session tickets
• Make final online testing environment preparations
  (If using LCS, use the monitoring tool to ensure that the caching service is running.)
Day of testing

• Monitor and manage online test sessions in the STAAR Assessment Management System
Accommodations within the STAAR Program

- STAAR A
- Accommodations for Students with Disabilities
- STAAR L
- Linguistic Accommodations
STAAR versus STAAR A

• STAAR A is the **same** as STAAR in the following ways:
  – passing standards
  – time limits
  – assessed curriculum
  – test blueprint
  – progress measures

• STAAR A is **different** than STAAR in the following ways:
  – no field test questions on EOC assessments (no grade 3-8 assessment will have embedded field test questions in 2016)
  – online administration
  – embedded accommodations
  – test questions may differ, resulting in different raw score conversion charts
STAAR A Eligibility Requirements

• STAAR, with or without allowable or approved accommodations from the accommodation triangle, should be the first consideration. If a student cannot access STAAR, the STAAR A eligibility requirements may be reviewed.

  Specific information regarding STAAR A eligibility may be found on the STAAR A Resources page of the TEA website:
  http://tea.texas.gov/student.assessment/STAARA/
STAAR A Online Test Features

• STAAR A is administered online and will include embedded accommodations to selections and test questions.

• Accommodations
  – Zoom
  – Color Settings
  – Popups
  – Rollovers
  – Text-to-speech
  – Supplemental aids: Punnett squares (biology), writing checklists
Grade 4 Writing: Written Composition

• Last year’s policy regarding transcribing student’s responses to the writing prompt for STAAR A grade 4 writing has not changed for the 2016 administration. It is not necessary for students taking 4th grade STAAR A writing to meet the eligibility criteria for Basic Transcribing.

• This specific group of students may have their responses to the writing prompt transcribed into the online test in accordance with guidelines listed in the accommodations triangle document for Basic Transcribing.
  – Note: This is not a requirement of the administration and decisions regarding this provision must be based on individual student need. TEA will continue to review this policy for subsequent administration years.

• Students in all other grades and subjects must meet the eligibility requirements for Basic Transcribing as described in the corresponding document found in the accommodations triangle.
Technology-based Spelling Assistance

• Spell check is NOT an embedded accommodation for the written composition. Students eligible for Spelling Assistance will use what they use in class. See below for special instructions if using spell check, speech-to-text, text-to-speech, or word predictor.

• The student may use a separate laptop/computer while STAAR A is open. He or she will need to transfer the response to the composition typing box (unless receiving Basic Transcribing).

OR

• The student can exit the test session, respond to the prompt using spelling assistance (and Form 1 STAAR booklet to see prompt), print out the response, log back in to STAAR A, and then transfer his or her responses in the composition typing box (unless receiving Basic Transcribing).

Caution: The student can be provided a STAAR form 1 test booklet to access the writing prompt; however, once STAAR A is exited, the student will not be able to see the pop-ups or rollovers or the writing checklists.
Tutorials and Practice Questions

Teachers and students should become familiar with STAAR A prior to testing. A tools tutorial and practice questions will be posted for this purpose. Test administrator directions have been written with the assumption that all students taking STAAR A have accessed the tutorials and practice questions and are familiar with the online system.
Accommodations for Students with Disabilities
Overview of STAAR Accommodation Changes for the 2016 Calendar Year

• No policy changes to allowable accommodations, just clarifications (outlined in the 2016 accommodations training)
• STAAR Algebra II and English III added where applicable
• Online Accommodation Request Form opens in January; approvals remain effective until 12/31/16
• Standardized Oral Administration (SOA) available for grade 3 in 2016
Type 1 accommodations are approved locally based on specific eligibility criteria. The decision to provide these accommodations is made by the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team).

Type 2 accommodations require TEA approval to use during a state assessment. The appropriate team of people at the campus determine whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.
Standardized Oral Administration (SOA)

- TEA is offering SOA for the STAAR program as an online option for oral administration. The option is available statewide to eligible students in the following grades and subjects:
  - grade 3 reading and mathematics (English only)
  - grade 4 reading and mathematics (English only)
  - grade 5 science (English only)
  - grade 6 reading and mathematics
  - grade 7 reading and mathematics
  - grade 8 science and social studies
- The SOA forms feature a text-to-speech panel that students can use to hear selected text in test questions, answer choices, and graphics similar to the way it is on the traditional oral administration of a paper assessment.
- A student independently selects and changes his or her level of reading support during the test administration. SOA should only be administered to an eligible student for whom this type of oral administration is appropriate.
- A STAAR SOA online tutorial will be available so students can become familiar with the tools available to them during the online SOA test session.
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.
  - See STAAR Calculator Policy for exceptions. Please note that the guidelines set forth in this policy apply to the use of a calculator as an accommodation.
The Accommodation Request Process

• A training PowerPoint will be posted to the 2016 Accommodations for Students with Disabilities Taking State Assessments webpage.

• Only Type 2 accommodations require the submission of an Accommodation Request Form to TEA.

• 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.”
The Accommodation Request Process

• The online accommodation request form for the 2016 calendar year opens in January.

• Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline.
  – Refer to the 2016 Online Accommodation Request Submission Deadlines

• The expiration date for all approved Type 2 accommodations is December 31st of the year the request is approved.
Recording Accommodations on the Answer Document

• 2016 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.
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 Type 1 or 2 accommodation used on the answer document or in the Assessment Management System.

- **No need to contact TEA**
  - Make available test administration procedures and materials allowed for any student.
  - **or**
  - Make available Type 1 accommodations. Consideration should be given to accommodations that the student can independently use (e.g., for the student who does not have his/her prescribed eyeglasses, consider use of a projection device or a large-print test booklet prior to considering an oral administration by a test administrator).

- **Contact TEA**
  - If the student’s needs cannot be met with Step 1 or 2, consider Type 2 accommodations and contact TEA.
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
STAAR L

- STAAR L is an online testing program for ELLs who meet eligibility requirements.
- May be administered to ELLs who—
  - require moderate to substantial linguistic accommodations to understand the English used on STAAR mathematics, science and social studies
  - are not most appropriately assessed with STAAR Spanish, AND
  - have not yet attained a TELPAS advanced high reading rating in grade 2 or above, and
  - have been enrolled in U.S. schools for 3 years or less (5 years or less if a qualifying asylee or refugee)

NOTE: LPACs make and document test participation decisions in accordance with STAAR program requirements.
Changes for 2016

STAAR L Paper Administrations

• New STAAR L Paper Administration Guides
  • Replacing what used to be the paper supplement and English clarification guide (ECG)
  • Each STAAR L test will have its own paper administration guide that includes
    • Non-secure front matter with general information for district and campus coordinators, test administrator information, and instructions for off-limits word list
    • Secure section with test administrator SAY directions and off-limits word list
    • Non-secure section will be posted on STAAR L webpage prior to the administration.

• Students will record their responses on special answer documents for STAAR L and STAAR A.
  • No online transcription form

• Linguistic accommodations must be recorded along with other applicable accommodations on the answer document.
Linguistic Accommodations

Decisions regarding linguistic accommodations are made by the student’s LPAC in accordance with state policy.

Specific information regarding eligibility requirements for and availability of linguistic accommodations by testing program can be found at:

http://tea.texas.gov/student.assessment/accommodations/
TELPAS, STAAR Alternate 2 and TAKS Administration

- TELPAS
- STAAR Alternate 2
- Texas Assessment Management System
- Online testing
- Shipping
TELPAS
Texas English Language Proficiency Assessment System

K–12

• Listening
• Speaking
• Reading
• Writing
Changes to TELPAS Online Holistic Rating Training Activities

• New training site for TELPAS online holistic rating training activities
  – Individuals will be required to create a new account each year to access courses and calibration activities.
  – Accounts and calibration certificates will be purged from new training site at the end of each training window.
  – Calibration must be completed in monitored setting.
  – Number of opportunities to calibrate reduced from three sets to two sets.
  – Local procedures must be established for verifying the completion of online courses and calibration activities.

• Supplemental support provider training eliminated
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.
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 rater oath.
Monitored Calibration Sessions

- 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 passcode 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. All notes taken during calibration session must be turned in to the proctor to be destroyed.
Monitored Calibration Sessions

• Refer to pages T-17 and T-18 of the *2016 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 all modules in the 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

• Document that contains important online rater training resources for coordinators
  – Includes daily calibration passcodes, sample roster for monitored calibration session, course certificate generator for online basic training courses, and assembling and verifying course
  – Also includes Spring 2016 TELPAS Holistic Rating Training Information email that was sent to DTCs and ESC testing coordinators January 8.
• Can be accessed within the Published Reports section of the TELPAS Assessment Management System
• Document takes place of what is referred to as a secure Coordinator Resources for TELPAS Holistic Rating Training webpage in the Coordinator Manual
• Document is currently available with calibration passcodes for the first week and will be updated weekly beginning February 19 through April 1
Changes to TELPAS Online Testing and Data Submission

• Grades 2–12 online TELPAS reading tests and entry of holistic rating information will be delivered through TestNav 8.
  – TestNav 8 can be accessed through a browser-based version or an installable version.
  – Updated tutorials for the grades 2–12 reading test will be available in January.
• Years in US schools data collection no longer breaks out the first year into semesters.
• TELPAS testing and data submission activities will be managed through the updated test management platform, 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 and for designated personnel to enter rating information.
TELPAS Student Tutorials

• As in the past, tutorials are separate from tests.
• For 2016, tutorials are recommended for all students taking TELPAS
  – Reading tests delivered through TestNav 8
  – Several different test item formats
  – No sample items with test
• Tutorials will be available in January and can be accessed from log in page from either the browser-based or installable version of TestNav 8.
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.
The assessment decision and accommodations needed to measure the student’s academic achievement must be documented in the student’s 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. These requirements can be 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 4 – 22, 2016**. 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:

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

• Districts are not required to assess students who are eligible for STAAR Alternate 2 and enroll in the district on April 5, 2016 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 the STAAR Alternate 2 Resources page of the TEA website

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.
Test Administration Process

Receive Test Materials

STAAR Alternate 2 test administrators will be provided with the following materials:

- **STAAR Alternate 2 Test Administrator Manual**—secure
  Provides a guide to administering the test, as well as specific instructions for administering each question.

- **Student booklet**—secure
  Contains the images and text for the questions and answer choices presented to the student.

- **Student response 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:

• 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.)*

• practice reading the script and following the “Presentation Instructions” and “Scoring Instructions” for each item.
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.
Plan and Prepare Accommodations

The allowable accommodations chart has been reformatted and can be found in both The Educator Guide for STAAR Alternate 2, and the STAAR Alternate 2 Test Administrator Manual.

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.
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.
- Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
- 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.
Assistive Technology

Assistive technology that is documented in the student’s IEP and is 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

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

• After student tickets have been printed, student responses can be entered into the on-line transcription form.

• Testing personnel will log into the online transcription form using the student’s authorization ticket and transcribe student responses.

• Testing personnel must be trained and have a signed oath on file.
Return Test Materials to the Campus Coordinator

Return nonscorable materials:

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

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

*Educator Guide State of Texas Assessment of Academic Readiness Alternate 2 (STAAR Alternate 2)—Revised September 2015*

*2016 District and Campus Coordinator Manual*

*Test Administrator Manual 2016 STAAR Alternate 2 (Non-Secure Front Matter)*

*Assessments for Students with Disabilities 2015 Fall Update TETN* (PPT posted 09/17/15)

*FALL 2014 TETN* (PPT)
Texas Assessment Management System
What’s New

• New Texas Assessment Management System Landing Page
• New STAAR Alternate 2, TELPAS, and TAKS Assessment Management System
• TELPAS Online Training Center
• SchoolHouse will no longer be used as of January 1, 2016.
Welcome to the Texas Assessment Management System

The Texas Assessment Management System (TAMIS) is the online platform for Texas educators and school districts to access and manage assessment data, track student performance, and plan instruction to achieve educational excellence. TAMIS offers a variety of tools and resources to support student learning and assessment.

STARR Assessments
Access information and online resources for the STARR assessments:
- STARR A
- STARR 8

STARR Alternate 2, TELPAS, and TAKS Assessments
Access information and online resources for STARR Alternate 2, TELPAS, and TAKS:
- STARR 3
- TELPAS
- TAKS

Texas Assessment Data Portal
Access assessment results and reports for all assessment programs:
- Student Portal
- Teacher Portal
- Analyzer Portal

Summary Reports
2015 District and Campus Reports

Technology Systems and Supports
For Administrators
- Technology Systems and Supports
- Log in for Administrators
- STARR Assessment Management System
- STARR Alternate 2, TELPAS, and TAKS Assessment Management System
- Resources for All Assessment Programs
- Texas Assessment Manuals and Materials
- Texas Assessment Student Assessment Web Site
- Optional Reports and Services
- STARR Out-of-District (ODD) and Out-of-School (OOS) Registration
- OOD/OOS registration for the December 2015 STAAR administration is currently closed.
Moving to the new assessment management system

<table>
<thead>
<tr>
<th>Topic</th>
<th>Link to the information in the PearsonAccess Next Online Documentation</th>
<th>In PearsonAccess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand Organizations</td>
<td>Manage Organizations</td>
<td>This is the equivalent of the Organizations - Introduction information in the PearsonAccess User Guide.</td>
</tr>
<tr>
<td>Create an Organization</td>
<td>Create and Edit Organizations</td>
<td>Was done in Administrative Management &gt; View Organizations.</td>
</tr>
<tr>
<td>Edit an Organization</td>
<td>Create and Edit Organizations</td>
<td>Was done in Organizations &gt; View Organizations.</td>
</tr>
<tr>
<td>Verify Shipping Information</td>
<td>Create and Edit Organizations</td>
<td>Was done in Administrative Management &gt; View Organizations.</td>
</tr>
<tr>
<td>Delete an Organization</td>
<td>Delete Organizations</td>
<td>Was done in Administrative Management &gt; View Organizations.</td>
</tr>
<tr>
<td>Move an Organization</td>
<td>Create and Edit Organizations</td>
<td>Was done in Administrative Management &gt; View Organizations.</td>
</tr>
<tr>
<td>Close or Reopen an Organization</td>
<td>Create and Edit Organizations</td>
<td>Was done in Administrative Management &gt; View Organizations.</td>
</tr>
<tr>
<td>Import an Organization File</td>
<td>Import and Export Data</td>
<td>Was done in Organizations &gt; Send Organization File.</td>
</tr>
<tr>
<td>Export an Organization File</td>
<td>Import and Export Data</td>
<td>Was done in Organizations &gt; View Organizations &gt; Test Administrations.</td>
</tr>
<tr>
<td>Add Contacts to an Organization</td>
<td>Manage Contacts</td>
<td>Was done in Organizations &gt; View Organizations &gt; Organizations Details &gt; Contacts</td>
</tr>
<tr>
<td>Delete Contacts from an Organization</td>
<td>Manage Contacts</td>
<td>Was done in Organizations &gt; View Organizations &gt; Organizations Details &gt; Contacts</td>
</tr>
</tbody>
</table>
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
### STAAR Alternate 2

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Collection</td>
<td>October 12 - November 13, 2015</td>
</tr>
<tr>
<td>Student Data File Upload (Student Registration) Begins</td>
<td>January 18, 2016</td>
</tr>
<tr>
<td>Districts Receive Materials List (Posted online only)</td>
<td>February 26, 2016</td>
</tr>
<tr>
<td>Materials Due in District</td>
<td>February 29 - March 4, 2016</td>
</tr>
<tr>
<td>Test Session Setup Begins (Online Transcription Forms)</td>
<td>March 7, 2016</td>
</tr>
<tr>
<td>STAAR Alternate 2 Preview Window</td>
<td>March 21 - April 1, 2016</td>
</tr>
<tr>
<td>Proctor Caching Available (Online Transcription Forms)</td>
<td>March 21, 2016</td>
</tr>
<tr>
<td>STAAR Alternate 2 Assessment Window</td>
<td>April 4 - April 22, 2016</td>
</tr>
<tr>
<td>Districts Return STAAR Alternate 2 Materials</td>
<td>April 29, 2016</td>
</tr>
</tbody>
</table>

### Resources

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

Clicking on the student’s test status displays detailed information, including item-level progress.
Monitor Students

- Mark Student Tests Complete
- Resume Student Tests
Online User Guide

Welcome to Pearson Assessment Support

Here you will find support documentation for the Pearson assessment products listed below.

Site Spaces

Arizona Information
- PearsonAccess Next Online User Guide
- PearsonAccess 7.0

TestNav
- TestNav 8 Online Support
- TestNav 7.5 Online Support

PearsonAccess next provides assessment management services for both paper and online testing.

TestNav delivers online test items securely and reliably. There is documentation for two release versions available on this site:
- TestNav 8 Online Support
- TestNav 7.5 Online Support

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Training Modules

These training modules are created by Pearson's Online and Technology Implementation Training Services team. The modules present PearsonAccess™ concepts and ease the user into the overall tasks. Some modules also include embedded how-to videos. Training modules are useful for presentations and for individual users to quickly learn the concepts and processes of test administration using PearsonAccess™.

System Overview
This module introduces PearsonAccess™ and provides an overview of the navigation features.
Click here to view the System Overview module.
For more information, see System Basics.

Set Up Organizations and Users
This module explains how to manage test administration participation, enter student enrollment counts, and create user accounts.
Click here to view the Set Up Organizations and Users module.
For more information, see Manage Participation in Test Administrations, Manage Student Enrollments in an Organization, Manage Enrollment Counts, and Create and Edit User Accounts.

Prepare for Testing
This module explains how to create and edit student records, register and assign students to tests, and create groups or classes.
Click here to view the Prepare for Testing module.
For more information, see Create and Edit Student Records, Register Students in a Test Administration, Manage Student or Group Test Assignments and Create and Manage Groups.

Before Testing
This module provides an overview of creating and managing test sessions, precaching test content and tasks associated with paper testing.
Click here to view the Before Testing module.
For more information, see Create an Online Test Session, Manage Cached Content for Online Test Sessions, Manage Orders, Manage Enrollment Counts, Track Shipments, and Use Operational Reports to Track Shipments and Orders.
TELPAS Online Training Center

- Email info to DTCs 1/11/16
- Calibrations required to be completed in monitored session
  - Two sets available
  - Supplemental support training no longer required
- Calibration certificates available only for current administration window
- On-screen help replaces user guide
- No role-based accounts (RTCs and DTCs will not have accounts created for them as in previous site)
  - No training reports for coordinators
  - No account management tools for coordinators
- Accounts purged each year; raters required to create new account each year

TexasAssessment.com/TELPASTrainingCenter
Online Testing
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 English language arts, mathematics, science, and social studies
TestNav 8 – Everything is still the same
Scoring and Reporting
Components of the 2016 Texas Assessment Program

• State of Texas Assessments of Academic Readiness (STAAR)
  – STAAR Spanish
  – STAAR A
  – STAAR L
  – STAAR Alternate 2

• TAKS (exit level)

• Texas English Language Proficiency Assessment System (TELPAS)
Answer Documents

- STAAR and STAAR Spanish — one combined answer document
- STAAR A is online
- STAAR L is online
- 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 (STAAR/STAAR A or STAAR/STAAR L)
  - SSI score codes
  - EOC defaults to “O” if student previously achieved Level II: Satisfactory Academic Performance (score code default set to “3”)

**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 - §101.3014. Scoring and Reporting.
  • (f) A school district, charter school, or private school that administers criterion-referenced tests under the TEC, Chapter 39, Subchapter B, shall accurately report to the Texas Education Agency (TEA) whether that student transferred into the school or district from out of state during the current school year.
Answer Documents (cont.)

Grade 4 Answer Document

1. TEST TAKEN INFO
   - M
   - R
   - EN
   - SP
   - EN
   - SP

2. ABOVE GRADE
   - M
   - R
   - A
   - O
   - *
   - S

SCORE CODE

M R
A A
O O
* *
S S

SCORE CODE

M R
A A
O O
* *
S S
Grade 8 Mathematics and Reading Answer Document

1. TEST TAKEN INFO
   - M
   - R
   - EOC/ABOVE GRADE
   - ○ ○

2. SCORE CODE
   - M
   - A
   - ○ ○
   - ○ ○
   - ○ ○
   - ○ ○
   - R
   - A
   - ○ ○
   - ○ ○
   - ○ ○
   - ○ ○

3. SCORE CODE
   - M
   - A
   - ○ ○
   - ○ ○
   - ○ ○
   - ○ ○
   - R
   - A
   - ○ ○
   - ○ ○
   - ○ ○
   - ○ ○
Answer Documents (cont.)
Test Security
Texas Education Code (TEC)

Sec. 39.0301. SECURITY IN ADMINISTRATION OF ASSESSMENT INSTRUMENTS.

(a) The commissioner:

(1) shall establish procedures for the administration of assessment instruments adopted or developed under Section 39.023, including procedures designed to ensure the security of the assessment instruments;
Texas Administrative Code (TAC)

Title 19. Education
Chapter 101. Assessment
Subchapter CC. Commissioner’s Rules
Division 3. Security of Assessments, Required Test Administration Procedures and Training Activities


§101.3031(b)(2). Test Security Supplement
Proposed Amendment to 19 TAC §101.3031

The proposed amendment would adopt the *2016 Test Security Supplement* as part of the Texas Administrative Code.

2016 Test Security Supplement

• Text of Proposed Amendment to 19 TAC §101.3031
  – STATUTORY AUTHORITY – Attachment I

• Public Comment Period

• Proposed Effective Date
  – March 2016
  – The 2015 Test Security Supplement will remain in effect until replaced.
Highlights from the 2016 Test Security Supplement

Test Administration

– Districts are required to provide all eligible students who are in attendance during the administration of an assessment with an opportunity to participate in the test.

– Unless a student meets the accommodation criteria for a transcription or extra time, the student is expected to record his or her answers on the answer document or in the online form for the corresponding test within the time period allowed for the administration of the test.
Highlights from the 2016 Test Security Supplement

Test Administration

– Students who are in attendance on the day of testing and who choose not to participate or refuse to mark their answers on the answer document or in the online form will have their tests submitted for scoring as is.
Highlights from the 2016 Test Security Supplement

Calculator Requirements

- The calculator requirement for state assessments now allows districts to provide either a handheld calculator or a calculator application available on a tablet.

- For students who are using an allowable calculator application, Internet capabilities must be disabled on the electronic device. Additionally, devices must be locked down (in kiosk mode) to prevent the use of other applications during testing.
Highlights from the 2016 Test Security Supplement

Verification of the Destruction of Materials

– Districts are instructed to verify that procedures are in place for the collection and destruction of any state-supplied reference materials, recordings, graph paper, or scratch paper that students have written on during a test.
Highlights from the 2016 Test Security Supplement

STAAR Alternate 2

– Test administrators must be trained on test security for STAAR Alternate 2 prior to accessing secure test material.

– Campus coordinators should refer to the District and Campus Coordinator Manual and the Non-secure Front Matter in the STAAR Alternate 2 Test Administrator Manual for training.
Highlights from the 2016 Test Security Supplement

STAAR Alternate 2

- Trained STAAR Alternate 2 test administrators are permitted to keep test materials in their possession throughout the day as long as the secure materials are kept in locked storage when not in use.

- All materials must still be checked back in to the campus coordinator at the end of the day.

- District and campus personnel are required to verify compliance with these procedures.

- Use the Materials Control Form each day materials are checked out.
Highlights from the 2016 Test Security Supplement

TELPAS

– TELPAS rating training calibration activities must be completed independently and in a monitored environment.
– Raters must complete calibration activities before holistically rating any students.
– Districts must make arrangements for a proper facility in which to hold monitored calibration activities.
– Notes created by raters during practice and calibration activities cannot be shared and must be destroyed.
– Unallowable assistance during calibration is considered a serious testing irregularity.
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
Testing Irregularities

Conduct that departs from the test administration procedures as established in the test administration materials is considered a testing irregularity. 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 immediately
- require a district to call or email TEA immediately to inform test security of the incident
- can result in the individual(s) responsible being referred to the TEA Educator Certification and Standards Division for consideration of disciplinary action
Testing Irregularities

Serious Irregularities

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

- changing or altering an examinee’s response or answer to a secure test item;
- 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

- solving questions in the test or scoring an examinee’s test;
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized to do so;
- viewing a test before, during, or after an assessment unless specifically authorized to do so;
- disclosing the contents of any portion of a secure test;
Testing Irregularities

Serious Irregularities

- failing to report to an appropriate authority that an individual engaged in any of the events listed above;

- fraudulently exempting or preventing a student from participating in the administration of a required state assessment; or

- encouraging or assisting an individual to engage in the conduct described above.
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
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.
Penalties for Violation of Security and Confidentiality of Assessments

Release or disclosure of confidential test content is a Class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and section 37.10 of the Texas Penal Code.

Any irregularities in test security or confidentiality may result in the invalidation of student results.
Reporting Testing Irregularities
### Reporting Testing Irregularities

#### 2014–2015 Incident Reports

(approximate numbers)

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious</td>
<td>160</td>
</tr>
<tr>
<td>Procedural</td>
<td>4458</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4618</strong></td>
</tr>
</tbody>
</table>
Reporting Testing Irregularities

The types of serious testing irregularities reported in 2014 include

- assistance,
- unauthorized viewing or recording of test content,
- discussing secure test content,
- scoring/working students’ tests,
- tampering, and
- falsifying TELPAS/STAAR Alternate data.
Reporting Testing Irregularities

Accessing the Online Incident Report Form

http://tea.texas.gov/student.assessment/
Reporting Testing Irregularities

Online Incident Report

• Determine if the reported incident is procedural or serious.
  – The serious irregularity incident report form has an area for required documentation to be uploaded.
  – The procedural irregularity incident report form does not have an area for uploading documentation.
Reporting Testing Irregularities

Online Incident Report

• Description of Events
  – For both procedural and serious irregularities, describe the incident and the findings from your investigation.
  – Include in the description of events:
    a) what happened and how it occurred,
    b) the sequence of events,
    c) information about how the problem was solved or remedied, and
    d) a district determination of events regarding the incident.
Online Incident Report

• Plan of Action
  
  Reports of both procedural and serious testing irregularities must include a Plan of Action that describes the steps a district will take to prevent a reoccurrence of the incident.
Online Incident Report

• The Plan of Action should
  – specifically address the irregularity type;
  – list the individual steps involved in the plan;
  – contain a timeline describing how and when the plan will be implemented;
  – describe how the district will collect feedback regarding the effectiveness of the plan; and
  – provide specific corrective actions for the district, campus, or individual(s) involved.
Reporting Testing Irregularities

Plan of Action Example

(Example provided by a district that was part of the fall 2014 audit.)

In order to prevent a reoccurrence of a test administrator viewing a test without authorization and recording test content, the district will

a) place two test administrators in every testing area,

b) increase monitors to one per hallway, and

c) emphasize the disallowance for any staff member to view and/or record secure test content and the potential penalties for doing so in annual districtwide spring security training for all staff.
Reporting Testing Irregularities

Plan of Action Example (cont.)

d) Annual security training will include role playing activities and a survey at the end of training that contains questions to check for understanding,

e) The district will review all reported testing irregularities from spring 2016 testing and will evaluate whether the additions to the training made an impact in reducing the occurrence of this irregularity, and

f) The test administrator involved in this incident will not be permitted to administer tests in the future without direct supervision.

(This example may not be appropriate for all districts.)
Reminders

Reporting Serious Testing Irregularities

– Investigate and report serious testing irregularities immediately to Student Assessment either by phone or by email

– Conduct a speedy investigation

– Submit an Online Incident Report immediately

– Submit any other required information to Student Assessment within 10 working days
Measures to Ensure Test Security and Confidentiality

In response to recent audits by the United States Department of Education, TEA has engaged in ongoing efforts to improve the security of the assessment program. These include the:

• Plan of Action
  – Added to the Online Incident Report in 2014
  – In fall 2014, Student Assessment audited the implementation of plans submitted by districts

• Statistical analyses of student results
  – Implemented in fall 2015
Measures to Ensure Test Security and Confidentiality

Plan of Action Audit

• Reviewed a selected sample of Online Incident Reports submitted in 2013–2014 to determine if districts were appropriately developing and recording the Plan of Action

• Evaluated plans to determine if districts sufficiently
  – addressed the reported irregularity,
  – detailed the steps to implement the plan,
  – provided a timeline, and
  – described a mechanism for the district to collect feedback.
Measures to Ensure Test Security and Confidentiality

Plan of Action Audit

• District implementation was surveyed in spring 2015. Findings were favorable.
  – Plans were easy to complete and fully implemented.
  – Timelines were appropriate.
  – Districts felt the activities to implement the plan of action were beneficial.
Measures to Ensure Test Security and Confidentiality

Statistical Analyses

• A statistical analysis was performed in spring 2015 to identify campuses with larger than usual year-to-year student performance improvement.
  – Significant changes in mean scale score from 2014 to 2015
  – Significant changes in pass rates from 2014 to 2015
Measures to Ensure Test Security and Confidentiality

Statistical Analyses

• Flagged campuses were cross-referenced with information from a variety of agency resources including:
  a) the 2015 Erasure Analyses report (flags campuses for having atypical rates of wrong-to-right changes on answer documents);
  b) reports of testing irregularities submitted to the Student Assessment Division; and
  c) concerns from other agency divisions that monitor school performance.

• Data from all resources were cross-referenced to determine if further investigation of any campus was warranted.
Measures to Ensure Test Security and Confidentiality

Statistical Analyses

• The agency will continue to monitor unusually large performance gains in future administrations.

• TEA will contact campuses that show atypical increases for two or more years or that have been flagged in multiple areas.
  – Campuses will be required to respond to questions concerning their adherence to requirements to maintain the security and confidentiality of all tests, as well as offer explanations related to teaching and learning practices.
Tips to Avoid the Most Common Testing Irregularities

– Ensure that test administrators have accurate testing rosters that include updated information about accommodations
– Create accurate seating charts
– Announce the time left to test in one hour intervals
– Verify that students have recorded their responses on the answer document or in the online form
– Ensure that principals, campus coordinators, and other staff are available to support test administrators and to monitor testing
– Account for all test materials immediately upon materials check-in