



# New District Testing Coordinator Academy



**Keep reaching for the Gold!** 

*Presented by **STATS***  
*(South Texas Association of Testing Specialists)*  
September 22-23, 2016

# 2016-2017 TSNAP Officers

Texas Statewide Network of Assessment Professionals

Chris Cordell, Austin ISD-President

Shannon Kuhrt, Wichita Falls ISD-Vice President

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*Assisted by:*

Cindy Blair, San Antonio ISD-Immediate Past President

Mark Billingsley, ESC 13 DTC-Past President 2009



# What is TSNAP?

## The Texas Statewide Network of Assessment Professionals

- Established in 2000
- An organization that supports the training, understanding, and networking for individuals in the area of assessments.
- Networking done by regional groups, fall academies, TETNs, and by numerous sessions at the Texas Assessment Conference
- Member cost \$25 per year
- Join Online or by paper application

[www.tsnap.org](http://www.tsnap.org)



# STATS Officers

## South Texas Association of Testing Specialists

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Nelda Y. Rios, Mission CISD-Region 1 TSNAP Director

*Assisted by:*

Francisca Palacios, PSJA ISD-Director of Assessment

Juana M. Perez, Mission CISD-Coordinator for Testing



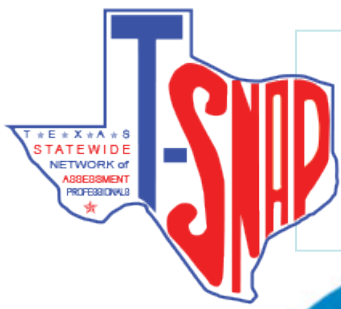




# Life as the DTC



Chris Cordell, Director of Systemwide Testing, Austin ISD,  
TSNAP President



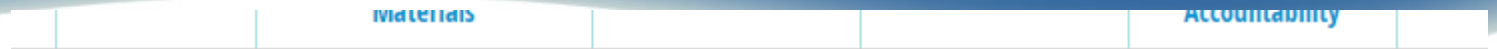
# Calendar/Planning



Nelda Y. Rios, Director for Testing & Evaluation, Mission CISD

# Calendars

## Where to find them?



[Home](#) / [Student Testing and Accountability](#) / [Testing](#) / [Student Assessment Overview](#)

## Testing Calendars

[Student Assessment Home](#) | [Assessment A–Z Directory](#) | [Contact Student Assessment](#)

The links below open the Student Assessment testing calendars. If you have questions about current or future testing calendars or concerns related to potential conflicts with testing dates, you can email [Test.Calendar@tea.texas.gov](mailto:Test.Calendar@tea.texas.gov).

For other key dates pertinent to each administration, refer to the [Calendar of Events](#).

- [2016-2017 School Year](#) (PDF, 54 KB) - **REVISED September 9, 2016**
- [2015-2016 School Year](#) (PDF, 225 KB) - **REVISED September 21, 2015**
- [2014-2015 School Year](#) (PDF, 153 KB) - **REVISED December 12, 2014**
- [2013–2014 School Year](#) (PDF, 50 KB) - **REVISED August 2, 2013**
- [2012–2013 School Year](#) (PDF, 67 KB) - **REVISED June 1, 2012**
- [2011–2012 School Year](#) (PDF, 103 KB) - **REVISED April 4, 2012**

Student  
Overview

Accommo

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PDF Help

Reports a

Resource  
of-School

Resource

Resource  
Administ

Student A

Student S



# Student Assessment Testing Calendar

What does it include?

- Test Dates
- Assessments to be administered (STAAR, TAKS, TELPAS, etc.)
- Make-up session deadlines
- Report dates



# 2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

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)	<i>Exit Level ELA</i>	Reports Posted Online by November 15, 2016 Reports Due in District by December 2, 2016
Oct 18 (Tues)	<i>Exit Level Mathematics</i>	
Oct 19 (Wed)	<i>Exit Level Science</i>	
Oct 20 (Thur)	<i>Exit Level Social Studies</i>	
<b>STAAR</b>		
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.	
<b>STAAR</b>		
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)	

## 2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

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)		TAKS	Report Date(s)
Mar 6 (Mon)		<i>Exit Level ELA</i>	Reports Posted Online by March 28, 2017 Reports Due in District by April 14, 2017
Mar 7 (Tues)		<i>Exit Level Mathematics</i>	
Mar 8 (Wed)		<i>Exit Level Science</i>	
Mar 9 (Thur)		<i>Exit Level Social Studies</i>	
<b>TELPAS</b>			
<b>Assessment Window Mar 6–Apr 5</b>	Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		By April 28, 2017
<b>STAAR</b>			
<b>Mar 28 (Tues)</b>	Grade 4 Writing Grade 7 Writing  Grade 5 Mathematics Grade 8 Mathematics  English I		Grades 4 and 7 Writing by June 14, 2017  Grades 5 and 8 Mathematics by April 18, 2017  English I by June 2, 2017
<b>Mar 29 (Wed)</b>	Grade 5 Reading Grade 8 Reading		By April 18, 2017
<b>Mar 30 (Thur)</b>	English II		By June 2, 2017
<b>Mar 31 (Fri)</b>	All make-up sessions for STAAR assessments scheduled to be administered from Mar 28–30, 2017, must be completed by the end of this day.		
<b>STAAR Alternate 2</b>			
<b>Assessment Window April 3–April 21</b>	STAAR Alternate 2 (grades 3–8 and EOC)		By May 12, 2017





# 2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

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	Report Date(s)
Assessment Window May 1–May 5	Algebra I Biology U.S. History	By June 2, 2017
	<b>STAAR</b>	
May 8 (Mon)	Grades 3–4 Mathematics Grades 6–7 Mathematics	By June 14, 2017
	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)	By May 30, 2017
May 9 (Tue)	Grades 3–4 Reading Grades 6–7 Reading	Grades 3, 4, 6, and 7 Reading by June 14, 2017
	English III	English III by August 18, 2017
	Grade 5 Reading (retest) Grade 8 Reading (retest)	By May 30, 2017
May 10 (Wed)	Grade 5 Science Grade 8 Science	Grades 5 and 8 Science by June 14, 2017
	Algebra II	Algebra II by June 29, 2017
May 11 (Thurs)	Grade 8 Social Studies	By June 14, 2017
May 12 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from May 8–11, 2017, must be completed by the end of this day.	





# 2016–2017 STUDENT ASSESSMENT TESTING CALENDAR

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.		
	<b>STAAR</b>		
Assessment Window June 19–June 23	Algebra I Biology U.S. History		By July 28, 2017



# Calendar of Events

What does it include? (Prior to each Test Administration)

- Deadline for participation counts
- Deadline for submitting precode files
- Deadline for data file submission
- Deadline for additional materials order
- Deadline for CTC and test administrator training sessions
- Date districts receive test administrator manuals, test materials, precoded materials, etc.
- Deadline to ship scorables and nonscorables
- Date districts receive reports/scores/results
- Deadline to notify students and parents of test results
- Deadline to resolve student test warnings/record changes



# Calendar of Events

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)												
2016												
Events	Test Administration/Grade Level											
	March Exit Level	March TELPAS Grades K-12	March STAAR Grades 4-7 Writing and Grade 5-8 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, English III, and U.S. History)	May STAAR Grades 3-8	May STAAR Grades 5-8 Reading and Math Exit	June STAAR Grades 5-8 Reading and Math Exit	July STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	July STAAR Exit Level
Districts receive precode/registration file layout (online only)	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10	8/10
District coordinators submit participation counts (paper and online testing)	—	—	12/10-1/15	12/10-1/15	10/15-11/15	12/10-1/22	12/10-1/22	12/10-1/22	—	—	4/11-4/25	—
District coordinators select precode option/select exit order	—	11/4-12/2	—	—	—	—	—	—	—	—	—	—
District coordinators submit precode file/send student data	—	—	1/15-2/5	1/11-2/5	—	1/11-3/4	1/11-3/4	1/11-3/11	—	—	5/51-6/8	—
Districts receive Materials List (posted online only)	—	—	2/29	2/29	2/28	4/5	4/5	4/5	4/18	5/5	5/5	—
Student data submission (online testing only)	1/11-3/4	1/18-4/8	STAAR L and STAAR A only 1/11-4/7	1/11-4/7	1/18-4/22	1/11-3/6	1/11-3/6	STAAR L, STAAR A, and STAAR only 1/11-5/13	STAAR L and STAAR A only 4/18-5/13	STAAR L and STAAR A only 5/1-5/24	5/21-7/15	5/23-7/14
Registration for out-of-school/district examinees (online only)	12/8-2/5	—	—	1/14-2/5	—	1/14-3/4	1/14-3/4	—	—	5/23-6/1	5/23-6/17	6/23-6/17
Districts receive test administrator manuals	—	1/6-1/8	2/15-2/19	2/15-2/19	—	2/15-2/19	2/15-2/19	2/15-2/19	2/15-2/19	2/15-2/19	2/15-2/19	—
District coordinator training sessions	By 1/29	By 1/29 (for TELPAS only)	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	By 6/10*	By 6/10*
Districts receive combined shipment of test materials (Deadline for district coordinators to order additional materials)	—	—	3/7-3/11	3/7-3/11	2/28-3/4	4/11-4/15	4/11-4/15	4/18-4/22	4/18-4/22	5/6-6/10	5/23-6/24	—
Districts receive precoded materials*	—	—	3/21	3/21	4/15	4/25	4/25	5/2	5/2	6/13	7/1	—
Districts receive out-of-school/district materials	—	—	By 3/18	By 3/18	—	By 4/22	By 4/22	By 4/29	By 4/29	By 6/10	By 7/1	—
Campus coordinator training sessions	By 2/19	Hybrids: By 2/19 Reading by 3/14	By 3/18	By 3/18	By 3/14	By 4/22	By 4/22	By 4/29	By 4/29	By 6/10	By 6/17	By 7/1
Test administrator training sessions	By 2/25	Hybrids: By 2/19 Reading by 3/14	By 3/25	By 3/25	By 3/18	By 4/29	By 4/29	By 5/6	By 5/6	By 6/17	By 7/8	By 7/8
Writing	—	—	3/29	—	—	—	—	—	—	—	—	—
English Language Arts	2/29	—	—	—	—	—	—	—	—	—	7/1	10/17
Mathematics	3/1	—	3/25	—	—	—	—	5/6, 6/3, 6, 6, 7	5/6	6/21	7/12	10/18
Reading	—	—	3/30	—	—	—	—	5/10 (6/3, 4, 6, 7)	5/10	6/22	—	—
Science	3/2	—	—	—	—	—	—	5/11 (6/5, 6)	—	—	7/13	10/19
Social Studies	3/3	—	—	—	—	—	—	5/12 (6/6)	—	—	7/14	10/20
End-of-Course	—	—	—	3/29 English I 3/31 English II	—	5/2-5/6	5/10 (Algebra I) 5/11 (English II)	—	—	—	7/1 (English I) 7/13 (English II) 7/11-7/15 (all other courses)	—
STAAR Alternate 2	—	—	—	—	4/4-4/22	—	—	—	—	—	—	—
TELPAS	—	3/7-6/5	—	—	—	—	—	—	—	—	—	—
Campus coordinators return scoreable materials to district coordinator	—	—	3/31 (6/5, 6) 4/6 (6/4, 7)	4/4	—	5/8	5/12	5/19	5/13	6/23	7/18	—
District coordinators ship all scoreable materials	—	—	4/5 (6/6, 6) 4/6 (6/4, 7)	4/5	—	5/10	5/13	5/16	5/16	6/24	7/19	—
District coordinators order additional reports through STAAR Assessment Management System	3/8	4/8	4/4 (6/5, 6) 5/16 (6/4, 7)	5/13**	4/25	5/13	5/13	5/16	5/16	6/24	7/19	10/25
Districts complete verification of TELPAS student records	—	4/8	—	—	—	—	—	—	—	—	—	—
Campus coordinators return all non-scoreable materials to district coordinator	3/8	4/12	4/8	4/8	4/25	5/4	5/4	5/4	5/24	6/28	7/19	10/25
District coordinators ship all non-scoreable materials	3/11	4/15	4/12	4/12	4/29	5/25	5/25	5/25	5/25	7/1	7/22	10/28
Districts receive Standard and additional Reports	4/15	5/6	4/15 (6/5, 6) 6/25 (6/4, 7)	6/3	3/18	6/3	5/18 (Algebra I) 6/19 (English II)	6/15	5/21	7/6	8/19	8/12
Education Service Centers (ESCs) receive preliminary region reports (online only)	—	—	4/25 (6/5, 6) 6/22 (6/4, 7)	6/10	5/25	6/10	7/7 (Algebra I) 8/25 (English II)	6/22	—	—	—	—
Districts notify students and parents of test results	By 5/27	By 5/27	By 6/30	By 6/10	By 6/2	By 6/10	By 6/10	By 6/30	By 6/7	By 7/15	By 8/25	By 9/2
Districts resolve student test warning record changes	—	—	4/5-4/21 (6/5, 6) 4/5-4/21 (6/4, 7)	4/5-4/21	—	5/6-4/21	5/16-4/17	5/12-4/21	5/12-4/21	6/27-7/6	6/27-8/19	—
Districts submit test information changes	—	5/6-5/23	4/5-4/21 (6/5, 6) 4/5-4/21 (6/4, 7)	—	—	—	—	5/16-4/17	—	—	—	—
Districts receive updated CSRs and data files (online only)	—	5/25	5/25 (6/5, 6) 7/1 (6/4, 7)	6/13	—	6/20	7/15 (Algebra I) 8/6 (English II)	7/1	6/16	7/21	8/6	1/13
ESCs receive final region reports (online only)	6/3	6/10	5/12 (6/5, 6) 7/25 (6/4, 7)	6/13	6/17	6/27	7/25 (Algebra I) 8/12 (English II)	7/8	6/23	7/28	8/12	9/16
Districts report results to local board of trustees	By 6/30	—	By 6/30	By 6/30	By 6/30	By 6/30	By 6/30	By 6/30	By 6/30	By 6/30	By 10/28	By 10/28



# Calendar of Events

## Prior to the Test Administration

	October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
Districts receive precode/registration file layout (online only)	—	8/8
District coordinators submit participation counts (paper and online testing)	—	8/15–9/2
District coordinators select precode option/select sort order	—	—
District coordinators submit precode files/send student data	—	9/19–10/7
Districts receive Materials List (posted online only)	—	11/7
Student data submission (online testing only)	8/30–10/20	9/19–12/9
Registration for out-of-school/district examinees (online only)	8/8–9/23	9/19–10/7
Districts receive test administrator manuals	—	2/15–2/19
District coordinator training sessions	By 9/23†	By 11/10†
Districts receive combined shipment of test materials	—	11/14–11/18
Deadline for district coordinators to order additional materials	—	11/28
Districts receive precoded materials*	—	By 11/18††
Districts receive out-of-school/district materials	—	By 11/18
Campus coordinator training sessions	By 10/7	By 11/14
Test administrator training sessions	By 10/14	By 12/2

# Calendar of Events

## Test Administrations

		October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
<b>TEST ADMINISTRATIONS</b>	<b>Writing</b>	—	—
	<b>English Language Arts</b>	10/17	—
	<b>Mathematics</b>	10/18	—
	<b>Reading</b>	—	—
	<b>Science</b>	10/19	—
	<b>Social Studies</b>	10/20	—
	<b>End-of-Course</b>	—	12/5 (English I) 12/7 (English II) 12/5–12/9 (all other courses)
	<b>STAAR Alternate 2</b>	—	—
	<b>TELPAS</b>	—	—





# Calendar of Events

## After the Test Administration

	October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
Campus coordinators return scorable materials to district coordinator	—	12/12
District coordinators ship all scorable materials	—	12/13
District coordinators order additional reports through STAAR® Assessment Management System	10/25	12/13
Districts complete verification of TELPAS student records	—	—
Campus coordinators return all nonscorable materials to district coordinator	10/25	12/14
District coordinators ship all nonscorable materials	10/28	12/16
Districts receive Standard and additional Reports	12/2	1/19
Education Service Centers (ESCs) receive preliminary region reports (online only)	—	—
Districts notify students and parents of test results	By 12/20	By 2/2
Districts resolve student test warnings/record changes	—	12/13–1/20
Districts submit test information changes	—	—
Districts receive updated CSRs and data files (online only)	1/13	2/3
ESCs receive final region reports (online only)	1/13	2/10
Districts report results to local board of trustees	By 1/20	By 3/24

# Submission of Data Files

Texas Student Assessment Program

2016–2017

## Schedule for Submission of Student Data Files for 2015–2016 School Year

Administration	Submission Window Paper Administrations	Submission Window Online Administrations
October TAKS exit level*	NA	8/31–10/23/2015
December STAAR EOC	9/28–10/16/2015	NA
STAAR Alternate 2 <sup>†</sup>	NA	1/18–4/22/2016
March TAKS exit level*	NA	1/11–3/4/2016
Spring TELPAS grades K–12*	NA	1/18–4/8/2016
March STAAR grades 4 and 7 writing and grades 5 and 8 mathematics and reading	1/11–2/5/2016	1/11–4/1/2016 <sup>§</sup>
March STAAR EOC	1/11–2/5/2016	1/11–4/1/2016
May STAAR EOC	1/11–3/18/2016	1/11–5/6/2016
May STAAR grades 3–8	1/11–3/11/2016	1/11–5/13/2016 <sup>¶</sup>
July STAAR EOC	5/30–6/1/2016	5/30–7/15/2016
July TAKS exit level*	NA	5/23–7/15/2016

\*Because there is no paper testing, data submitted are for the purposes of student registration and class/group creation only.

<sup>§</sup>Because precoded documents are not generated, data submitted are for the purposes of student registration and class/group creation only. This information is needed in order to transcribe STAAR Alternate 2 data into TestNav.

<sup>¶</sup>The online submission window applies to STAAR L and STAAR A students only.

<sup>†</sup>The online submission window applies to STAAR L, STAAR A, and STAAR SOA students only.

## Student Data File Format for Student Registration and Precoding

## Submission Schedule of Student Data Files for 2016–2017 School Year

Refer to the Calendar of Events for submission window deadlines for the 2016–2017 student registration data files.





# Accommodations Request Deadlines



## 2016 Online Accommodation Request Submission Deadlines

Accommodation Request Forms must be received at TEA far enough in advance to allow time for processing. This is usually at least one week prior to the Monday of a testing week or window. Requests sent after this deadline will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at (512) 463-9536 for further instructions.

**NOTE:** All references to STAAR below include STAAR Spanish, STAAR L, and STAAR A when applicable.

Administration Dates	Assessments	Submission Deadlines
October 17-20, 2016	TAKS	October 10, 5:00 PM CST
December 5 and 7, 2016	STAAR English I and English II	November 28, 5:00 PM CST
December 5-9, 2016	STAAR Algebra I, biology, and U.S. history	November 28, 5:00 PM CST



# Student Resolutions

## **Subject: Student Resolutions for the March 2016 STAAR Administrations Now Available**

April 15, 2016

To the District and ESC Testing Coordinator Addressed:

### **ACTION REQUIRED**

Accurate and consistent records must be maintained for all students who take the State of Texas Assessments of Academic Readiness (STAAR<sup>®</sup>) assessments. The student's **name** (first name and last name), **identification number** (PEIMS ID number), and **date of birth** are used to match student test information to records in the STAAR Assessment Management System. Invalid or missing grade-level information for a student can also cause warning in the Assessment Management System.

Districts must resolve records for students who have inconsistent or missing student information, or a mismatch between the most recent answer document submitted and records in the Assessment Management System. The window for resolving test warnings for the March 2016 STAAR administrations is now open. All resolutions must be completed by the following dates:

- **April 21, 2016**, for the March 2016 STAAR grades 5 and 8 mathematics and reading administration
- **June 3, 2016**, for the March 2016 STAAR EOC administration
- **June 17, 2016**, for the March 2016 STAAR grades 4 and 7 writing administration



# Test Site Directory

## **SUBJECT: December 2016 STAAR EOC OOD and OOS Test Site Directory Reminder**

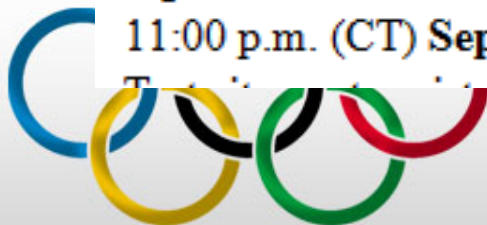
September 6, 2016

To the ESC and District Testing Coordinator Addressed:

### **ACTION REQUIRED**

As noted in the communication dated August 12, 2016, ETS is creating the out-of-district (OOD) and out-of-school (OOS) test site directory for the December 2016 State of Texas Assessments of Academic Readiness (STAAR®) end-of-course (EOC) administration. The *December 2016 STAAR EOC OOD and OOS Test Site Directory* will list those campuses scheduled to participate in the December 2016 STAAR EOC administration along with the dates and start times for testing at each campus. Students will only be able to register for OOD and OOS testing at campuses included in the directory.

Districts must register each participating test site via the *OOD and OOS Test Site Registration Form* for each STAAR EOC administration. Information from previous registrations will **NOT** carry forward to any subsequent administrations. Test site registration for the December 2016 STAAR EOC administrations must be completed by 11:00 p.m. (CT) **September 9, 2016.**



# Preparing Yourself as a DTC: Training

- Participate in all District Coordinator Training opportunities
- View all TETNs-collaborative training/updates offered by TEA, ETS, and Pearson
- Read, Read, Read...all published manuals and user guides such as but not all inclusive, DCCM, Test Security Supplement, STAAR Assessment Management User Guides, Test Administration Manuals, TELPAS Manuals, Educator Guides, etc
- Keep track of Checklists and To-Do Lists
- Call your ESC Testing Coordinator to provide your contact information



# Preparing Yourself as a DTC: Network of Support

- Join your Regional Testing Group
- Set up Favorite Websites
  - TEA Test Security
  - Texas Assessment Landing Page
  - TEA Student Assessment Home Page
  - TSNAP (Texas Statewide Network of Assessment Professionals)
  - Phone a Friend---or several!





# Preparing Yourself as a DTC: Establish Lines of Communication

- Communicate with district departments—Special Education, Section 504, Bilingual/ESL, etc. to ensure eligible students are tested with the correct accommodations
- Communicate with Technology to ensure that the infrastructure to support online testing is in place
- Communicate with Principals and Campus Testing Coordinators to ensure security and confidentiality is maintained
- Forward any communications coming from TEA Student Assessment Division, ETS, Pearson, and Regional Service Centers to the appropriate personnel that pertain to the state assessment program



# Preparing Your CTCs

Who needs to be trained and sign an Oath?

- **Any district employee** having permission to access or handle confidential student information and secure test materials, before, during or after a test administration.
- Testing Personnel– annual training in test security and administration procedures:
  - Superintendent
  - Campus Administration
  - Central Office Personnel
  - Test Administrators
  - Hall monitors/proctors
  - Other personnel such as security officers, custodians, cafeteria, etc.





# Trainings

## Testing Evaluation Department Trainings 2016-2017

Rev. 8/31/2016

Date	Title	Audience	Location	Time
Aug. 4, 2016	Data Analysis & Accountability	IAS	PDC	8:00 am - 5:00 pm
Aug. 9, 2016	Eduphoria Aware Training	Principals / IAS/ Inst. Coaches & C & I Staff	MCHS Library	Elementary 8:30 - 11:30 Secondary 1:00 - 4:00
Sept. 9, 2016	Training for New Instruction & Assessment Strategists	IAS	PDC	8:00 am - 5:00 pm
Sept. 26, 2016	Accommodations (504, Sp Ed, ELL ), Demographic Coding, & Oct. TAKS	IAS	PDC	8:00 am - 4:00 pm
Oct. 10, 2016	Computer Techs & TAKS Training (High Schools only)	Comp. Techs	PDC	1:00 pm - 4:00 pm
Oct. 31, 2016	STAAR, STAAR Alt 2 Updates, & Dec. EOC Fall Training	IAS	Staff Dev.Rm	8:00 am - 4:00 pm
Dec. 16, 2016	Fall 2016 Testing Updates Training	IAS	Staff Dev.Rm	8:00 am - 4:00 pm
Jan. 30, 2017	Annual Training on Test Security & Procedures	Principals / IAS	Boardroom	8:00 am - 12:00 pm
Jan. 30, 2017	TELPAS Assembling & Verifying/Holistic/Online Reading Test	IAS	Boardroom	1:30 pm - 5:00 pm
Feb. 10, 2017	STAAR Alt 2/MARCH TAKS Training	IAS	PDC	8:00 am - 4:00 pm
Feb. 13, 2017	Annual Training on Test Security & Procedures for Central Office	CO Personnel	Boardroom	8:00 am - 4:00 pm
Feb. 20-22, 17	Texas Assessment Conference	IAS	Austin, TX	8:30 am - 5:30 pm
Feb. 27, 2017	Annual Training on Test Security & Procedures for Computer Techs.	Comp. Techs	PDC	8:00 am - 4:00 pm
Feb. 28, 2017	March EOC/STAAR 4-7 Writing/ STAAR 5-8 Reading & Math	IAS	Staff Dev.Rm	8:00 am - 4:00 pm
Apr. 3-5, 2017	TELPAS Verifying	IAS	Staff Dev.Rm	8:00 am - 5:00 pm
Apr. 10, 2017	MAY EOC and STAAR Training	IAS	Staff Dev.Rm	8:00 am - 4:00 pm
May 26, 2017	IAS-Clearance of Documentation & June STAAR/EOC/TAKS	IAS	Staff Dev.Rm	8:00 am - 4:00 pm

# TELPAS District Schedule

## Mission CISD 2016 TELPAS Schedule

January 11-Assembling & Verifying Grades 2-12 Writing Collections Course opens  
(Must sign-in and complete the course in a monitored setting)

January 19-IAS Training for TELPAS Test Administration Procedures

**January 22-Submission of all New Rater Rosters to Bilingual Department**

January 25-Online Basic Training Courses for new K-1 and 2-12 raters opens  
(Must sign-in and complete the course in a monitored setting)

January 29-TELPAS Holistic & Reading Online Training for Instruction & Assessment Strategist

**January 29-Deadline** for all raters & verifiers to complete the Assembling & Verifying course

**February 3-Online Basic Training Courses for new K-1 and 2-12 raters Session 1** provided by Bilingual Depart.

**February 4-Online Basic Training Courses for new K-1 and 2-12 raters Session 2** provided by Bilingual Depart.

**February 5-Online Basic Training Courses for new K-1 and 2-12 raters Session 3** provided by Bilingual Depart.

**February 10-Deadline** for Verification of TELPAS demographic data file for upload on 2/11/16

**February 15-Deadline** for Holistic Rating Training for Raters

February 15-Online Calibration Window opens for new and returning raters  
(Must sign-in and complete calibration in a monitored setting)

-Attempt for Set 1 and Set 2 will not be allowed on the same day

-Raters not successful on Set 1 must view Supplemental Support Videos provided by Bilingual Department before attempting Set 2. (Must sign-in and complete the course in a monitored setting)

February 15-Earliest eligibility date for TELPAS Writing samples

**March 2-Deadline** for Online Calibration for all raters

**March 4-Deadline** for Test Administrator Training for the TELPAS Online Reading test

**March 4-Deadline** for Collection of all Writing Samples

**March 7 - April 6- TELPAS Assessment Window**

March 7-11-TELPAS Online Reading Test-District Window

March 7-8-Verification of TELPAS Writing Collections-District Window

March 9-11-Complete Holistic Ratings for TELPAS Writing Collections and all Domains-District Window

**March 14-18 SPRING BREAK**

March 21-24-Input Holistic Ratings into Online System (PAN-Pearson Access Next)-District Window

**April 1-All TELPAS Online Reading tests should be completed and All Holistic Ratings should be entered-**  
District Window



# TELPAS Reading Online Testing Schedule

2017 TELPAS Reading Online Testing Schedule  
 Campus Name:

Window Opens March 6, 2017

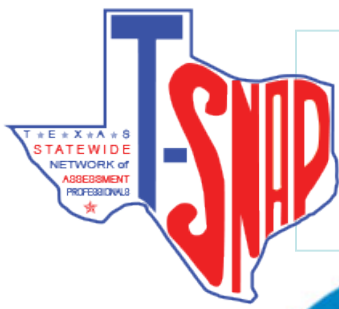
MARCH																
6 (Monday)				7 (Tuesday)				8 (Wednesday)				9 (Thursday)				10 (Friday)
Grade Level:																
Number Testing:																
Room Number:																
Teacher Name:																

Spring Break MARCH																
13 (Monday)				14 (Tuesday)				15 (Wednesday)				16 (Thursday)				17 (Friday)

March Make-Ups/Verify Writing Collections and Input Ratings																
20 (Monday)-Holiday				21 (Tuesday)				22 (Wednesday)				23 (Thursday)				24 (Friday)

Testing & Evaluation Dept. 08/29/16





# Test Security



Francisca Palacios, Director of Assessment, PSJA ISD

# Test Security and Confidentiality Requirements

- All assessment instruments as defined under TEC §39.023 and §39.027 are considered **secure**, and the contents of these tests, including student information used or obtained in their administration, are **confidential**.
- Each person participating in the student assessment program is required to **maintain** and **preserve the security and confidentiality of all test material** and **student data**, and must also handle this information in strict accordance with the instructions contained in the DCCM, test administrator manuals and in the *Test Security Supplement*.

Why is this so critical?



ensures valid test scores



standard and equal testing opportunities for all students



# IT'S THE LAW!

## Texas Education Code (TEC)

### **Sec. 39.0301. SECURITY IN ADMINISTRATION OF ASSESSMENT INSTRUMENTS.**

“The commissioner shall establish procedures... designed to ensure the security of the assessment instruments...”

## Texas Administrative Code (TAC)

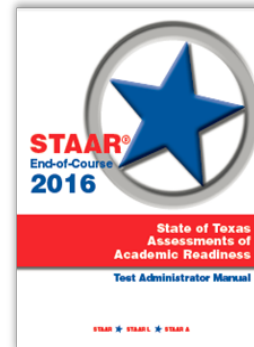
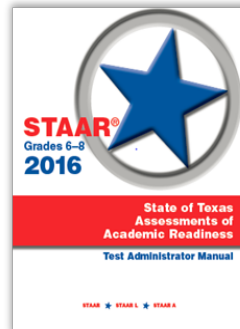
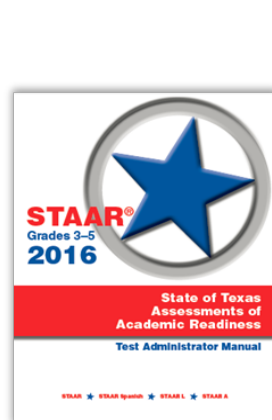
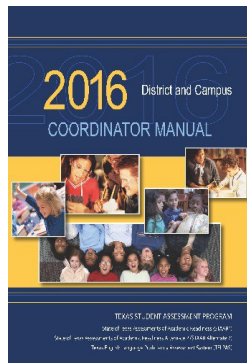
19 TAC §101.3031. Required Test Administration Procedures and Training Activities to Ensure Validity, Reliability, and Security of Assessments.

19 TAC §101.3031(b)(2). *Test Security Supplement*



# Which resources assist the DTC's manage program requirements?

- ***District and Campus Coordinator Manual***
- **Test Administrator Manuals**
- ***2016 Test Security Supplement***



Conduct that departs from the test administration procedures as established in these resources is considered a testing irregularity and must be reported to the Student Assessment Division.

**Note:** The Test Security Supplement is not intended to replace any procedures or instructions contained in the current DCCM or test administrator manuals. It is provided to testing personnel as a supplement to further support incident-free test administrations.





# Test Security

Involves:

- Training all personnel who will participate
- Accounting for all secure materials and confidential student information **before, during, and after** each administration
- Web based Test Administrator Training Modules
- Signing the appropriate oath after training
- Ensuring proper storage and accurate tracking

*Documents used to account for **all** materials should be maintained in a location that will prevent them from being compromised.*

- Seating Charts
- Materials Control Form
- Monitoring of Test Administrations (campus and district level)
- Testing –Do Not Disturb signs posted
- Bulletin boards /instructional displays should be covered or removed



# Test Security

- DTC must account for all testing materials sent by the state testing contractor
- Require campuses to immediately inventory all testing materials and notify DTC of any shortages or discrepancies
- Place all materials in a secure locked storage
- After the completion of a test administration, collect and destroy any recordings, graph paper, scratch paper, or state-supplied reference materials that students have written on during a test.
- Maintain all documentation for a period of 5 years after a test administration



# Security Oaths and Confidentiality Statements

Testing personnel are required to sign security oath(s) only once for the 2016 calendar year.

*(calendar year means from Jan 2016 – Dec 2016)*

All oaths are valid for 2016 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period.

The TELPAS oaths for raters and writing collection verifiers must be signed **separately** according to the training and security requirements of those assessments.





## Training Protocols

The assistant principal designated by the principal as the campus testing coordinator is responsible for conducting the STAAR training for all personnel participating in the Texas student assessment program.



CTC conducts training in small groups (no more than 30 per group).



CTC will train by Department



Must schedule a make-up day.

**These protocols MUST be followed in order to ensure that ALL testing personnel are thoroughly trained and understand all aspects of Test Administrations and Security. (DCCM: 515-19)**

**SUBJECT: Web-based Test Administrator Training Modules and Certificates of Completion Available on the Texas Assessment Management System Website**

December 15, 2015

TO THE ESC AND DISTRICT TESTING COORDINATORS ADDRESSED:

The Web-based Test Administrator Training Modules, along with Certificates of Completion, are now available through the Texas Assessment Management System website at <http://www.TexasAssessment.com/administrators/training/>.

This online training, which currently consists of three modules, is designed to supplement the mandatory training required of all personnel involved in Texas assessments. The training modules are applicable to all of the assessments included under the Texas assessment program and are described below.

Completion of these modules is not a requirement. It is, however, recommended that districts and charter schools use these modules to enhance the mandatory training required of all personnel involved in testing.

Participants will be able to obtain a Certificate of Completion at the end of each module. Individuals will be prompted to fill in their first and last name and date of completion prior to printing or saving a copy of the certificate. Note that any unsaved certificates will not be retrievable at a later time. Certificates are made available for the districts as a convenience and are to be used at the district's discretion.

The topics covered in each training module are outlined below.

### Training Content

#### Module 1—Active Monitoring

- correct implementation of active monitoring
- differentiation between active monitoring and unauthorized viewing
- correct implementation of active monitoring
- identification of blank or incomplete answer documents through active monitoring

#### Module 2—Distribution of Test Materials

- common errors made when assigning or distributing tests to students monitoring
- prevention of mistakes that occur while distributing materials to students
- procedures for preparing for a test administration
- implications of improper distribution of test materials

#### Module 3—Proper Handling of Secure Materials

- expectations for the protection of the security and confidentiality of secure materials
- common errors made in handling of secure materials
- importance of following secure materials accounting procedures
- risks of not properly accounting for all materials

If you have questions regarding policies or procedures as described in the modules, contact the TEA Student Assessment division at (512) 463-9536 or at [studentassessment@tea.texas.gov](mailto:studentassessment@tea.texas.gov).

If you have questions about accessing the modules or for technical support, contact the Texas Assessment Support Center at (855) 333-7770, or through email at [STAAR3-8@ets.org](mailto:STAAR3-8@ets.org) or [STAAREOC@ets.org](mailto:STAAREOC@ets.org).



Use Campus Letterhead

- Sign-in list  
MUST include:
- Title
  - Date
  - Location
  - Time
  - Presenter's name / Title

### 2016 STAAR Test Administrator Training

DATE \_\_\_\_\_  
 LOCATION \_\_\_\_\_  
 TIME \_\_\_\_\_  
 Presenter: \_\_\_\_\_ Title: \_\_\_\_\_

#### Sign-in List

Participant Print Name	Title	Signature	Test Admin. Manual/s Issued Place a $\checkmark$	Oath & Certificates for Modules $\checkmark$ = Submitted				Training Date
				Oath	1	2	3	
	Example: biology teacher	Signature required		Copies of signed oaths and certificates for each module are required				

Participants' names must be pre-printed in alphabetical order

NOTE: The use of this form is mandatory for all campuses for purposes of documentation as required by TEA (DCCM- T-35)

Page \_\_\_\_ of \_\_\_\_

State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
Student Assessment Program

2016

### Oath of Test Security and Confidentiality for Campus Testing Coordinator

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

- (Initial each statement.)
- \_\_\_\_\_ I have received training on the appropriate administration of the state assessments;
  - \_\_\_\_\_ I will read all coordinator directions and applicable manuals governing the administration of the student assessment program;
  - \_\_\_\_\_ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in general test administration procedures;
  - \_\_\_\_\_ I will train the appropriate campus personnel or ensure that appropriate campus personnel are trained in testing procedures specific to each administration during the 2016 calendar year;
  - \_\_\_\_\_ I understand my obligations concerning the security and confidentiality of the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
  - \_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security to the district testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of Campus Testing Coordinator      Printed Name of Campus Testing Coordinator

\_\_\_\_\_  
District Name      Campus Name

\_\_\_\_\_  
County-District Number      Area Code/Telephone #

Initial and sign the above portion of this form before handling any secure test materials. After all testing for the 2016 calendar year for your campus has been completed and all materials have been returned to the district testing coordinator, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the student assessment program and that I have reported any suspected violations of test security or confidentiality to the District Testing Coordinator.

\_\_\_\_\_  
Signature of Campus Testing Coordinator      Date

Return this form along with the signed campus principal security oath to the district testing coordinator.

Campus Testing Coordinators need to sign only one oath for the 2016 calendar year. Any person who has more than one testing role (for instance, a principal who serves as campus testing coordinator) must sign an oath for each role.

Duplicate this form as needed.





# PHARR SAN JUAN ALAMO ISD

## ASSESSMENT DEPARTMENT

Francisca R. Palacios, Director of Assessment

### PHARR SAN JUAN ALAMO ISD Oath of Test Security and Confidentiality 2016

#### CUSTODIAL/SECURITY GUARD and other SUPPORT PERSONNEL (English Version)

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program and do hereby certify the following (by initialing each statement):

- \_\_\_\_\_ I have received training in test security and confidentiality requirements.
- \_\_\_\_\_ Security and confidentiality is to be maintained at all times when handling testing materials (ex. storage areas, campuses, BEFORE, DURING AND AFTER assessments)
- \_\_\_\_\_ All test materials will be kept in a secure storage area under lock and key.
- \_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security to the District Testing Director, Francisca Palacios at 956-354-2025.  
[francisca.palacios@psjaisd.us](mailto:francisca.palacios@psjaisd.us)

I do hereby further certify, warrant, and affirm that will faithfully and fully comply with all requirements concerning test security and confidentiality.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of PSJA ISD Employee

Maintenance  
DEPARTMENT

\_\_\_\_\_  
TITLE

\_\_\_\_\_  
Printed Name of PSJA ISD Employee

It is the policy of the Pharr San Juan Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age. Es norma del Distrito de PSJA San Juan Alamo no discriminar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o edad. P.O. Box 1150/501 East Kelly/Pharr, Texas 78577 / (956) 354-2000 (Ext. 1117)/FAX: (956) 354-3030



# PHARR SAN JUAN ALAMO ISD

## ASSESSMENT DEPARTMENT

Francisca R. Palacios, Director of Assessment

### PHARR SAN JUAN ALAMO ISD Juramento de Seguridad y Confidencialidad de Pruebas 2016

#### PERSONAL DE CONSERJE, PERSONAL DE APOYO (Versión español)

Por el presente, certifico, garantizo y afirmo que cumpliré por completo con todos los requisitos que gobiernan el Programa Estatal de Evaluación y certifico lo siguiente (escribiendo mis iniciales al lado de cada afirmación):

- \_\_\_\_\_ He recibido entrenamiento en los requisitos de seguridad y confidencialidad de las pruebas.
- \_\_\_\_\_ Seguridad y confidencialidad se ~~mantiene~~ siempre cuando trabajando con las cajas ~~para~~ los exámenes estatales. (ex. el plantel, cuarto de exámenes, ANTES, DURANTE Y DESPUES DE EXAMENES)
- \_\_\_\_\_ Todo los exámenes serán guardados en un lugar de mayor seguridad con candado y llave.
- \_\_\_\_\_ Estoy consciente de mi obligación de reportar cualquier infracción sospechada relacionada con la seguridad de las pruebas a la directora de evaluación escolar ~~del~~ Distrito, Francisca Palacios al numero 956-354-2025.  
[francisca.palacios@psjaisd.us](mailto:francisca.palacios@psjaisd.us)

Por el presente, también certifico, garantizo y afirmo que cumpliré fielmente y completamente con todos los requisitos relacionados con la seguridad y la confidencialidad de las pruebas.

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del empleado de PSJA ISD

Departamento

\_\_\_\_\_  
Nombre del empleado de PSJA ISD en letra de molde

\_\_\_\_\_  
Titulo

It is the policy of the Pharr San Juan Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age. Es norma del Distrito de PSJA San Juan Alamo no discriminar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o edad. P.O. Box 1150/501 East Kelly/Pharr, Texas 78577 / (956) 354-2000 (Ext. 1117)/FAX: (956) 354-3030





**TEST MATERIALS SECURE STORAGE AND KEY ACCESS**

This signed form certifies that I, \_\_\_\_\_, Principal for \_\_\_\_\_ School, have followed the Student Assessment Division procedures regarding the storage of secure test materials.

I understand that **ALL** Texas assessment documents and confidential documentation, test booklets, answer documents, secure test administrator manuals, student test tickets and any assessment materials regarded as secure are to be stored, immediately upon receipt, in a secure locked storage area when not in use.

Additionally, I certify that only the individual{s} listed below possess the only key{s} to the identified secure locked storage area {s}.

**Description of Secure Locked Storage Area:**

Campus Name: \_\_\_\_\_ Room #: \_\_\_\_\_

A sign **MUST** be posted on secure storage door:  
DO NOT ENTER /Secure Storage Area/Authorized Personnel Only

(oo electronic signatures)

Campus Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature

Campus Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature

**Please sign and return this form to the Testing Dept. by June 13, 2016 (Monday) by 3pm.**

Finding a suitable location to store secure assessment materials can present certain logistical issues; however, it is required that these items be kept in a secure locked storage area when not in use. Districts and campuses must ensure that access to secure storage is limited to one person or very few individuals and that these individuals are the only people who possess keys to the locked storage area. District coordinators are encouraged to affirm that all campuses are following these storage requirements.

(Source: TEA 2015 Test Security Supplement p. 6)

**Valid Until 12/31/2016**

**Please submit a new secure storage form if your secure storage location changes.**

**2016 STAAR MATERIALS CONTROL FORM**

Check Month:  March  April  May  June  July  December

TEST BOOKLETS are secure documents. Use this form to account for all secure materials. Campus coordinators should fill out the first three columns below prior to distributing any booklets.

The test administrators' initials in the "Out" boxes signify that they have received the secure materials assigned to them and that they have signed the security oath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the "In" box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district coordinator.

Campus Name	<b>PSJA School</b>	Campus Coordinator:	<b>Mario Ferron</b>
Subject	<b>ELA I</b>	Grade:	<b>9th</b>
		Date:	<b>21-Jun-16</b>

NAME OF TEST ADMINISTRATOR	TOTAL # OF BOOKLETS	RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS	OUT	IN
Doe, John	6	123456780-1 to 123456785-4	JD	MF
Perez, Juan	1	123456786-3	JP	MF
	1	123456787-5	JP	MF
	1	123456788-4	JP	MF
	1	123456789-0	JP	MF

Must type or write legibly the first and last name of the test administrator (no initials, no nicknames, no whiteout) Use ink or Pencil

Locate and Record the ten (10) digit security numbers printed on the test booklets in this column.  
Example: S123456789-1

OUT: Test Administrator initials only

IN: CTC or Campus Administrator initials only



JJ		123456789-1 - 789-6		
Perez, J		123456790-3, 123456793-3, 123456795-7, 123456797-3		



2016 JULY STAAR EOC Seating Chart: HIGH SCHOOL

District: \_\_\_\_\_ Campus: \_\_\_\_\_ Room #: \_\_\_\_\_ Date: \_\_\_\_\_

Test Administered: Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Test Administrator(s) / Proctor(s): \_\_\_\_\_

STAAR Version/Mode:  STAAR Paper  STAAR Online  STAAR A (online)  STAAR L (online)

Test Session Information:

4 HOUR TIME LIMIT			EXTRA TIME(SAME DAY) <i>(use only if needed)</i>		
Start Time:	Stop Time:	Total Time:	Start Time:	Stop Time:	Total Time:
to			to		
Lunch Start Time:	Lunch Stop time:	Stop time	Lunch Start Time:	Lunch Stop Time:	
to		( )	to		
Restart Time:	End Time:	Total Time	Restart Time:	End Time:	
to		= 4hrs	to	3:40 p.m.	

Highlight in yellow student names to indicate they have Extra Time(same day) Do not leave any student information blank.

Seat #	Student Last Name	Student First Name	Local Student ID	Booklet # 10 digits	Start Time	End Time	STOP TIME	C v Consolidation time used
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

C = (Consolidation Room) Place a check mark in this column to indicate that the student will be going to another room for consolidation. Test Administrator listed on this form must fill out the information below.

Total # of Students for Consolidation \_\_\_\_\_ Test Admin Signature \_\_\_\_\_

2016 JULY STAAR EOC Seating Chart: HIGH SCHOOL

District: \_\_\_\_\_ Campus: \_\_\_\_\_ Room #: \_\_\_\_\_ Date: \_\_\_\_\_

Test Administered: Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Test Administrator(s) / Proctor(s): \_\_\_\_\_

STAAR Version/Mode:  STAAR Paper  STAAR Online  STAAR A (online)  STAAR L (online)

Reminders: Record the time on the board and on this form, as you remind students about the remaining time and to bubble their answers on the answer documents.

Shr: _____	2hr: _____	1hr: _____	30min: _____	15min: _____
------------	------------	------------	--------------	--------------

++

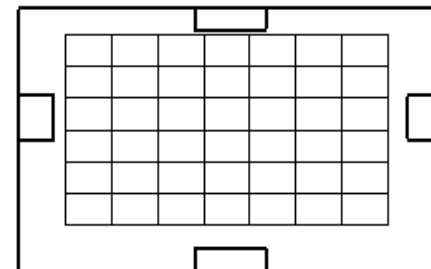
Classroom Relievers - Role: To relieve the test administrator for restroom break, illness or emergency.

PRINT NAME (First & Last Names)	Signature	Role	Time In	Time Out

Medical Breaks: Breaks not included in the time limit (required to stop & restart time clock (p.11). Attach copies of nurse referrals.

Seat #	Full Student Name	Local ID#	Stop Time	Re-start Time	Total Time Owed	Student Test End Time

- Instructions for the grid below:
1. Mark the location of the test administrator(s) by placing an "X" in the margin surrounding the grid.
  2. Mark the seat number on the grid that corresponds to each student on the list of examinees.
  3. Mark the location of any entrances into the testing area.



# Confidentiality Requirements

Involves protecting the contents of all secure test materials

- test booklets
- online assessments
- test tickets
- completed answer documents
- STAAR Alt 2 stimulus images and text
- TELPAS calibration activities and components for holistically rating student performance



Ex. No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA.



**STUDENT TICKET PROTOCOLS  
 ONLINE TEST ADMINISTRATIONS  
 2016 STAAR**

The purpose is to prevent a test administrator from failing to provide a student with the correct student ticket to access an online test. (Procedural error)

Test Administrators will take the following steps prior to starting the test administration to ensure that students are issued the correct student ticket.

**CTC Responsibility:**

CTC must distribute a test roster with student names to each test administrator on the day of each test. CTC must print test rosters and cross reference all names to identify students with identical or similar names.

1. CTC will then write local student id# on test tickets of students (*especially siblings*) with the same name or with similar names such as *Jane Doe & Jayne Dough*

**Test Administrator Responsibility**

Test Administrator **MUST** cross check student names on the test roster with the names on the **student tickets**.

1. Teacher will then ask the student for the following to verify against the student ticket.
  - ✓ complete name
  - ✓ date of birth
  - ✓ local student id (as applicable)
2. Once the student confirms his/her name and date of birth and local id then they will be given their student ticket.
3. Once all students have been issued their student ticket the test administration will begin. **This process should take 3-5 minutes.**

Should there be ANY issues with online testing the test administrator **MUST** immediately **notify** CTC.

**This is NON-NEGOTIABLE!**

**This document must be reviewed at campus training and stapled to the test administrator manual.**

I have complied with this responsibility. \_\_\_\_\_  
Test Administrator Name (print) Signature Title  
 \_\_\_\_\_  
Date

**START COLLEGE NOW! COMPLETE EARLY! GO FAR!**

601 E. Kelly St., Pharr, TX 78577 P: (936) 354-2025 F: (936) 354-3030 www.pjsaisd.us  
 It is the policy of Pharr-San-Juan-Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age.

# Student Test Ticket

<b>Test Administration:</b>	July 2016 STAAR EOC RETEST
<b>Group:</b>	NO GROUP NAME GIVEN
<b>First Name:</b>	
<b>Last Name:</b>	
<b>Date of Birth:</b>	
<b>Version:</b>	
<b>Subject:</b>	
<b>Grade:</b>	
<b>Username:</b>	
<b>Password:</b>	(7 Characters)
<b>Session ID</b>	(11 Characters)



# Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

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



# District Internal Control Audit Schedule and Form



Francisca R. Palacios, Direct

State of Texas  
County of Hidalgo

Student Assessment Progra  
2016

## Oath of Test Security and Confidentiality for

District Internal Control Auditor for State Assessments

2016 STAAR Test Administration

### For District Internal Control Auditor:

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment; I hereby certify the following:

(Initial each statement.)

- I have received training on the appropriate administration of the state assessments
- I have received training to fulfill my responsibilities of a District Internal Control Auditor for State Assessments
- I will read all coordinator directions and applicable manuals governing the administration of the student assessment program;
- I will train the appropriate district personnel or ensure that appropriate district personnel are trained in general test administration procedures;
- I will train the appropriate district personnel or ensure that appropriate district personnel are trained in testing procedures specific to each administration during the 2015 calendar year;
- I understand my obligations concerning the security and confidentiality of these tests;
- I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- I am aware of my obligation to report any suspected violations of test security to the district test coordinator who will inform the district superintendent and the Texas Education Agency.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the \_\_\_\_\_ day of \_\_\_\_\_, 2015.

Signature of District Internal Control Auditor  
Title:

Printed Name of District Internal Control  
Title:

Pharr San Juan Alamo ISD 108-909 /Central Office  
District Name County-District Number

Area Code/Telephone #

Initial and sign the above portion before handling any secure test materials. After all testing for the 2016 year for your district has been completed and all materials have been shipped to the testing contractor, date the statement below.  
I do hereby certify, warrant, and affirm that I have fully complied with all the requirements govern student assessment program and that I have reported any suspected violations of test security or to the Texas Education Agency.  
Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

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Francisca R. Palacios, Director of Assessment

## DISTRICT INTERNAL CONTROL AUDIT OF STATE ASSESSMENTS SCHE

2016 STAAR March Administrations

3041

AUDITORS	Tuesday March 29, 2016 Gr. 4 / 7 Writing Gr. 5 / 8 Math Eng. I	Wednesday March 30, 2016 Gr. 5 / 8 Reading	Thursday March 31, 2016 Eng. II	Friday April 1,
Olivia Martinez D. L. E. Director Ext. 1210	Southwest HS Alamo MS Alaya Elem Arnold Elem	Murphy MS Garza Elem Garza Elem Garza-Pena Elem	Buell HS	
Gricelda Quintanilla CATE Director Ext. 7655	Memorial HS Austin MS Cantu Elem Carman Elem	Yzaguirre MS Guerra Elem Kelly-Pharr Elem	Ballew HS	
Peter Trevino Migrant Director Ext. 1279	North HS Escalante MS Chavez Elem Clover Elem	Liberty MS Lusa Elem Dr. Long Elem	CCTA	
Debra Salinas Sp. Ed. Director Ext. 7719	PSJA HS Kennedy MS Doedyns Elem Escobar Elem	Longoia Elem McKeever Elem Palacios Elem Palmer Elem	Sotomayor HS	
Bobbie Gonzalez College Readiness Ext. 1571	TSTEM HS LNU MS Tartar Elem Ford Elem	Ramirez Elem Tand B. Moch Elem Sorenson Elem Trevino Elem		

All make  
must be c  
the end a

Test Session Time Limit = 4 hour time limit for 4/7 Writing; 5/8 Reading and Math  
Test Session Time Limit = 5 hour time limit for Eng. I and Eng. II

Test Session for ELL students with extra time/same day accommodation have until the end of their designated school

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## DISTRICT INTERNAL CONTROL AUDIT OF STATE ASSESSMENTS REPORT

2016 STAAR March

District Internal Control Auditor Name \_\_\_\_\_

Campus Name \_\_\_\_\_

Date \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Auditor Requirements:  Attended DICA Training  Signed Oath  Completed Modules

Campus Principal and Campus Test Coordinator must be informed of the purpose and scope of visit.

### Campus Interview

Evidence Provided

Verify that the following documents are signed and certificates are present

	Yes	No	N/A
1. Campus Principal <input type="checkbox"/> Oath <input type="checkbox"/> Certificates for Modules			
2. Campus Test Coordinator <input type="checkbox"/> Oath <input type="checkbox"/> Certificates for Modules			
3. All Test Administrators <input type="checkbox"/> Oath <input type="checkbox"/> Certificates for Modules			
4. All Hallway and Relief Monitors <input type="checkbox"/> Oath <input type="checkbox"/> Certificates for Modules			
5. All District Personnel Assigned to Campus <input type="checkbox"/> Oath <input type="checkbox"/> Certificates for Modules			
6. Secure Storage Form <input type="checkbox"/> Signed (copy sent to Assess. Dept.)			
7. Secure Storage Area <input type="checkbox"/> Locked when not in use <input type="checkbox"/> Signs Posted <input type="checkbox"/> Testing Personnel Only			
8. Materials Control Forms <input type="checkbox"/> Signed by Test Administrators and CTC or administrator			
9. Seating Charts <input type="checkbox"/> Signed and Completed by Test Administrator			
10. STAAR Accommodations Test List <input type="checkbox"/> Completed by CTC (pp84, 504, STAAR I, STAAR A)			
11. Training Agenda and Sign in <input type="checkbox"/> Completed by CTC			

Inspect campus policies/procedures for state assessment administration

Evidence Provided

Look for evidence of the following:

	Yes	No	N/A
<input type="checkbox"/> Procedures for collecting cell phones are evident and effective			
<input type="checkbox"/> All computers in testing areas not being used for testing are turned off (If "turned on" contact principal for immediate action)			
<input type="checkbox"/> Testing: Do Not Disturb Signs are posted on classroom doors, hallways, testing areas			
<input type="checkbox"/> Test Administrators are using Test Administrator Manuals and student test ticket protocols during the test administration			
<input type="checkbox"/> All desks or computers used for testing are clear of books and other materials not required for the test (backpacks, water bottles, purses, and all other student items should be placed in a particular area of room away from str.)			
<input type="checkbox"/> Hall monitors are actively monitoring students and test areas			
<input type="checkbox"/> All testing areas are free from instructional displays			

(In situations where the campus principal/teacher completes, the area in which the evidence will be reviewed should also be checked.)





# Campus Proctor Schedule

2016 STAAR Proctor Assignments/Responsibilities  
 Assessment Window -May 2 - 6, 2016  
 Time: 7:30 am-5:00 pm

Campus	Monday, Tuesday, Wednesday, Thursday May 2- May 5, 2016 Algebra I, Biology, US History
E. Ballew HS	George Strait Reba McIntyre
CCTA	Axel Rose Pit Bull
Sotomayor HS	Juan Gabriel
PSJA North	Brad Pitt Brittney Spears
PSJA Southwest	Tony Romo Denzel Washington
Memorial ECHS	The Rock John Cina
PSJA High	George Clooney Kevin Hart
Buell Central	George Lopez Chris Rock
TSTEM ECHS	Ricky Martin Bruno Mars

Note: Pack your lunch on this day. A lunch schedule will be followed on the days of testing. You will be notified as to when you will be taking lunch (be prepared to have a short lunch).

## 2016 STAAR PROCTOR ASSIGNMENTS & RESPONSIBILITIES

The following procedures are required to be completed by each proctor by May 6, 2016. All proctors MUST comply with the following requirements and submit copies of all documents to assigned campus and the Assessment Dept. Proctors must also retain a copy of these documents.

### Proctors:

- MUST be trained on STAAR test security and confidentiality and other testing procedures as deemed necessary by the Principal and the Campus Test Coordinator (Assistant Principal). (Proctor training will be conducted by the Assessment Dept.)
- MUST sign a Test Administrator Oath of Test Security and Confidentiality [link](#) training is completed. (Submit oath to campus Principal or CTC and to the Assessment Dept.)
- MUST view the web-based modules and print certificates for Modules 1,2,3 (Submit certificates to campus Principal or CTC and to the Assessment Dept.)
- MUST wear a PSIA ISD picture ID at all times.
- MUST assist in monitoring students during lunch, breaks or assist with other responsibilities as deemed necessary by campus administrators.
- Must sign in/out daily at the campus **NON-NEGOTIABLE**
- Proctor **may not** walk into an active testing classroom unless asked to do so by the campus principal or other administrator.
- No cell phone use at any time! **NON-NEGOTIABLE** \_\_\_\_you may be reached via campus phone
- Wear comfortable shoes
- Bring lunch
- Each proctor participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Proctors should notify the district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinator should in turn notify TEA. **Contact Francisca Palacios, Director of Assessment at 956-354-2025**

**Proctors MUST report to the campus Principal and CTC at 7:45 a.m. on test days.**

Proctors will remain at their assigned campus until the campus administrators dismiss you.

In case of an absence, please contact the appropriate Central Office Administrator so that they send another proctor to replace you.  
 Please contact the Administrators for High Schools  
 Nora Rivas-Garza and Dr. Nora Cantu  
 Please call me should you have any questions.

Thank you for your dedication, your teamwork is truly appreciated!  
*Mrs. Francisca Palacios*  
 Director of Assessment

2016 STAAR Test Proctor Checklist			
Proctor Name: _____	Title: _____	03/23/16	
Campus Name: _____	Date: _____		
Proctor Arrival Time: _____	Proctor Departure Time: _____		
Proctor Requirements: <input type="checkbox"/> Attended Proctor Training <input type="checkbox"/> Signed Oath <input type="checkbox"/> Completed Modules			
Campus Principal and Campus Test Coordinator must be informed of proctor responsibilities.			
Contact made with Principal: <input type="checkbox"/> Yes <input type="checkbox"/> No		Contact made with CTC: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Monitor that campuses are following procedures for the handling of secure test materials, storage and security:</b>			
1. Monitor that the secure storage area for test materials is physically locked and a sign is posted indicating it is a Secure Storage Area	Yes	No	N/A
2. Monitor that "Testing Do Not Disturb" signs are posted on all doors and the testing areas (classroom doors, hallways, any rooms used for testing)			
3. Monitor that ONLY test administrators are properly transporting test materials to and from the testing areas.			
4. Monitor that test administrators are ensuring that test materials are properly secured during lunch break.			
5. Monitor that all test materials are being returned and accounted for at the end of each test day with the use of the Materials Control Form (used at end of proctoring)			
<b>Attendance Procedures for Absent Students in place: Documentation Forms Form 4 and 4A</b>			
6. Assist in monitoring that test administrators are actively monitoring students throughout the testing administration and using the seating charts.			
7. Assist in verifying that all testing areas are free from instructional displays. (In situations where the campus must relocate examinations, the areas to which the students will be moved should also be checked.)			
8. Assist in properly monitoring students during lunch/restroom breaks.			
9. Assist in monitoring that all classroom computers remain off during the testing administration.			
10. Assist in monitoring that students/school personnel are not using a cell phone during test administration.			
11. Assist in monitoring that students who have completed test are quiet and not disturbing other students who are still testing.			
12. Assist in ensuring that students testing online in computer labs are using computer privacy boards.			
This checklist must be completed and emailed at the end of the day to: <a href="mailto:francisca.palacios@psjaisd.edu">francisca.palacios@psjaisd.edu</a>			
Each proctor participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Proctors should notify the district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinator should in turn notify TEA. <b>Contact Francisca Palacios, Director of Assessment at 956-354-2025</b>			
Proctor: _____	Title: _____	Date Submitted: _____	
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1			



# STAAR Policies and Procedures

## STAAR Time Limits

- 5 hr. time limit ELA I & ELA II (STAAR and STAAR A)
- 4 hr. time limit All other assessments STAAR, STAAR Span., STAAR A & STAAR L

## Start and Stop Times

## Announcement of Time Left to Test

## Late Arriving Students

**Breaks included in the time limit** *(not allowed to stop the time clock)*

**Breaks NOT included in the time limit** *(required to stop and restart the time clock)*

## Lunch



# STAAR Policies and Procedures

- Test administrators should use a clock or a timer to monitor test time. The time period starts after the test administrator has read and answered any questions regarding the test directions and tells students to begin working on their tests.
- Once the test has begun, the test administrator must communicate (orally and in writing) the amount of time left to test in one-hour intervals and, in shorter intervals during the last hour.
- Students who do not complete their tests within the time limit must submit what they have completed. Students will be informed in the test administrator directions that materials will be collected at the end of the time period and that they must record all responses before this period ends.
- Students will not be allowed to record responses onto their answer documents or into the online test delivery system (for online tests) after the time period has ended. Once a student has completed and turned in or submitted the test, the student may quietly read a book or be allowed to leave the testing area.
- Start and stop times for each session must be recorded on the seating chart.





June 7, 2016

MEMORANDUM

TO: Middle and High School Principals and Assistant Principals/CTC's
FROM: Francisca R. Palacios, Director of Assessment
RE: 2016 July STAAR EOC and TAKS Assessment Test Sessions

Students will be provided the following time limits for the July STAAR EOC assessments:

- four hours (4 hrs.) to complete STAAR / STAAR L /STAAR A: Algebra I / Biology / U.S. History
five hours (5 hrs.) to complete STAAR : English I / English II

Students will be provided four hours in which to complete STAAR, STAAR A or STAAR L tests. Students with extra time (same day) must complete the test within the same school day unless a student has a TEA-approved Accommodation Request Form for extra day.

High school sites must make transportation arrangements for students with extra time/same day.

Below are the recommended TEST SESSION times for the:

- July 2016 STAAR tests
July 2016 TAKS Exit Level tests

Since the TAKS tests are untimed, each student must be allowed to have as much time as necessary to respond to every test item.

Table with columns: STAAR EOC, Summer School Hours, Test Session, Extra Time/Same Day, Test Dates. Includes rows for High Schools and Middle Schools with specific time slots and dates.

Make-up testing is to be completed by Friday-July 15, 2016 for all assessments.

All make up sessions for STAAR English assessments scheduled to be administered on July 11-15, 2016, must be completed by July 15 -Friday.

\*Campuses may offer multiple test sessions per day as long as the four/five hour time limit is maintained for each session. (DCCM p. 5-6)

Thank You for your team work!

Frances R. Palacios

CC: Dr. Daniel P. King, Supt. of Schools
Dr. Narciso Garcia, Deputy Supt. of Schools
Dr. Leticia Pena, Asst. Supt. for C/I
Dr. Nora Cerna, Administrator for High Schools
Diana Ruiz, Administrator for Middle Schools
Nora Rivas-Garcia, Administrator for Middle Schools

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Test Administrator Reminders During the Test Session

Start and Stop Times

Distribution of materials and the reading of the boldface, scripted test administrator 'SAY' directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

Start time for the test session must be recorded on the seating chart.

Students must record all responses before the end of the time period. They will not be given additional time to record their responses.

Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to exit their online tests.

Stop time for the test session must be recorded on the seating chart.

After students submit their tests online, or after their paper tests are collected, they may read books quietly or be allowed to leave the testing area.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit must submit what they have completed. (Elem., MS and HS Test Administrator Manual p. 10)

Test administrators must alert students to the time remaining in the test session in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who have not completed their tests within the allotted time limit must submit what they have completed.

(Elem., MS Test Administrator Manual p. 32 HS Test Administrator Manual p. 31)

Communicate Orally the time left to test at a minimum 3 times

- You have \_\_\_hr(s) \_\_\_minutes left to test.
You have \_\_\_hr(s) \_\_\_minutes left to test.
You have \_\_\_hr(s) \_\_\_minutes left to test.

Communicate in Writing (write on the board) the time left to test at a minimum 3 times

- You have \_\_\_hr(s) \_\_\_minutes left to test.
You have \_\_\_hr(s) \_\_\_minutes left to test.
You have \_\_\_hr(s) \_\_\_minutes left to test.

Per the Test Administrator Manual Test Administrator may say:

Test administrators may say,

'Remember that you must record your responses on the answer document.'

Test administrators may say,

'Be sure to erase any stray marks that you might have accidentally made on your answer document.'

Test administrators are never 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 respond, for example,

'I can't answer that for you; just do the best you can.'

Before a student leaves the room, the test administrator must scan the completed answer document to be sure the student has recorded answers as instructed. If the student has not done so and time remains in the four-hour time period, the test administrator must say,

'You have not recorded your responses on the answer document. Please go back and mark your answers on it now.'



# Reference Materials, Scratch Paper, Graph Paper, and Charts

- Districts must ensure that any reference materials and graph paper that have been written upon and removed from the test booklet and any scratch paper used and written upon are destroyed immediately after the test session is complete.
- District testing coordinators should verify that procedures are in place to destroy materials as requested.
- Reproduced or locally created materials containing secure test information as part of an allowable accommodation must be collected and returned to the state's testing contractor with the other nonscorable materials. These materials include but are not limited to photocopies, flashcards, or any other item that is a duplication of secure test content.
- All personnel who handle these materials should be aware that the materials may contain secure test content and that any viewing or recording of this confidential information is strictly prohibited.



# 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 using the Materials Control Form.
- District and campus personnel are required to verify compliance with these procedures.





# Testing Irregularities

Take them seriously!



# What are testing irregularities?

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

**Serious irregularities** constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials).

**Examples of serious violations involve, but are not limited to the following:**

- directly OR indirectly assisting students with responses to test questions
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration without permission
- discussing secure test content, student responses, or student performance
- fraudulently exempting or preventing a student from the administration of a required state assessment



# Procedural Irregularities

**Procedural irregularities** are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

## Examples

- **Eligibility error**
- **IEP implementation issue**
- **Improper accounting for secure materials**
- **Monitoring error**
- **Other procedural errors**

*\* Ineligible students were tested*

*\*Student receiving special ed services was administered the wrong test*



# Reporting of Test Irregularities

The superintendent and campus principals in each school district, administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B.

- Serious irregularities must be reported to TEA as soon as DTC is made aware of the situation.
- It is important to have procedures in place to help ensure that all necessary information is gathered and evaluated so the district can make a clear determination about the occurrence.
- DTC or designee is responsible for investigating all testing violations, whether confirmed or alleged
- Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.
- All confirmed testing irregularities must be reported via the Online Incident Report Form

Districts must submit the required information and documentation for irregularities within 10 working days of becoming aware of the violation



Contact the Student Assessment Division security team at .512-463-9536

# Investigating and Reporting Serious Irregularities

At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an Online Incident Report
- typed, dated, and signed statement(s) on campus letterhead from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district's determination regarding the irregularity
- the Plan of Action section of the Online Incident Report  
*(describes the steps that a district will take to ensure that the irregularity does not*

*reoccur)*



# Investigating and Reporting Procedural Irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report.

Districts must also complete the Plan of Action as part of the procedural incident report, describing the district's plan to prevent the reoccurrence of the incident.

For these types of irregularities, the district's reporting obligation is fulfilled once the online submission has been completed.

Documentation collected by the district during the investigation of a procedural irregularity should be kept locally.

If more information is needed, TEA will notify the district coordinator.





# Investigating and Reporting Other Irregularities

## Students Using Electronic Devices to Capture or Transmit Secure Test Content

TEA considers it a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device.

It is considered a serious testing irregularity if a student takes pictures of or transmits any test information using electronic devices, and TEA must be contacted immediately.

A district may be asked to submit an Online Incident Report, and student test results may be invalidated.



# Investigating and Reporting Other Irregularities

## Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator.

If the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test by marking the score code **"O" for "Other"** on the student answer document or in the online form for the corresponding test;
- submit a separate serious Online Incident Report form if the district determines that testing personnel contributed to the cheating;
- submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating; and
- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.



Use Campus Letterhead

(Use Arial Font 12)



Pharr San Juan Alamo Independent School District  
Test Irregularity Incident Report

p. 2

MEMORANDUM

TO: Francisca Palacios, District Test Coord  
FROM: \_\_\_\_\_, Campus Test  
RE: Test Irregularity: Serious **Note:**  
Test Irregularity: Procedural

Description of the Incident

The description of the incident(s) must include

- 1. where (location/room number) and who was involved
- 2. who was involved (include names, titles, roles, grade of)
- 3. what happened
- 4. how it was resolved
- 5. a description of any local disciplinary \* If disciplinary action was taken against **refusal** and any documentation used
- 6. a campus determination of how and

Please attach any statements and supporting document.

Plan of Action

Please describe the school's plan of action to pre

Complete and submit these forms to the Testing Dept.: ATTN: :

Testing Year	2016
Month of Administration	
Assessment Level	
Subject(s)	
Date Incident Occurred	

Program	Program	Assessments
<input type="checkbox"/> STAAR	<input type="checkbox"/> TAKS (on/line)	<input type="checkbox"/> Reading
<input type="checkbox"/> STAAR L		<input type="checkbox"/> Math
<input type="checkbox"/> STAAR A		<input type="checkbox"/> Science
<input type="checkbox"/> STAAR Spanish	<input type="checkbox"/> TELPAS (Online)	<input type="checkbox"/> Soc. Studies
<input type="checkbox"/> STAAR Alternate 2		<input type="checkbox"/> Accommodation

Time Incident occurred	Location Incident occurred	Re

Date Incident reported to CTC	Time Incident reported to CTC	Ini

Date Incident reported to DTC	Time Incident reported to DTC

Names of Student(s) involved	Gr.	Local ID #	Par
			Par
			Tin
			Dai
Names of Student(s) involved	Gr.	Local ID #	Par
			Par
			Tin
			Dai

TEA Representative Name: \_\_\_\_\_  
Recommendations:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Name: \_\_\_\_\_

Indicate the testing irregularity that occurred with a  p. 3

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities and are viewed by TEA as falling in one of two categories—**serious** and **procedural**.  
**(Source: DCCM O-22)**  
**Serious irregularities** constitute severe violations of test security and/or confidentiality and can result in the individual (s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials).

Examples of serious violations involve, but are not limited to, the following:

- Serious**
- Directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration without permission
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA
- fraudulently exempting or preventing a student from the administration of a required state assessment
- failing to complete TELPAS online calibration or practice activities in the online training courses independently

**(Source: DCCM O-22 and O-23)**  
**Procedural irregularities** are less severe and more common, and are typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

- Procedural**
- Eligibility Error
- Individualized Education Program (IEP) Implementation Issue
- Improper Accounting for Secure Materials
- Monitoring Error
- Other Procedural Errors

**Other Irregularities: (Source: DCCM O-26)**


- Students Using Electronic Devices to Capture or Transmit Secure Test Content
- Student Cheating on State Assessments

**Cheating (Source: DCCM O-27)**  
If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the LDDA form, which can be accessed online.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.



# Things to Consider BEFORE, DURING AND AFTER an Administration


**PHARR SAN JUAN ALAMO ISD**  
 ASSESSMENT DEPARTMENT  
Francisco R. Palacios, Director of Assessment

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**INTAKE TEAM ROSTER** 6/14/2016  
**2016 July STAAR EOC Test Administration**  
 HIGH SCHOOLS and MIDDLE SCHOOLS

July 14 –Thursday (12:30pm -6:00pm) July 15 –Friday (8:00am – 6:00pm)  
 Central Office Rm. 292  
 8:00am -6:00pm


**9 High Schools**

Intake Team Members	Dept.	Role of Intake Team	
Becky Martinez Georgia Montoya	Assessment Specialist Grants Dept.	Brown Folder Documentation	<b>INTAKE of NONSCORABLE @ Assess. Dept Secure Storage</b>
	CATE Dept. Migrant Dept.		
Angelo Salinas	Assessment Dept. College Readiness	Algebra I	
Veronica Quintana David Villarreal	Special Ed. Dept. C Dept.	English I	Allysa Carrillo (Secretary) and 1 professional
Rodrigo Pena Otelia Venegas	HS Coordinator Dual Lang. Dept.	English II	<b>Floor Crew</b> 2 members
Eduardo Guzman Debbie Dewang	Dual Lang Dept. IL Coach	Biology	
Jim Brewster Lizet Valenciana	HS Content Coach Lead PK Mentor	US History	

**Dr. Nora Cantu and Nora Rivas-Garza - Administrators for High Schools**  
**Breakfast, lunch and a light dinner will be provided to all intake Personnel.**

Thank you for your dedication and enthusiasm, your teamwork is truly appreciate  
*Mrs. Frances Palacios*

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**PSJA ISD ASSESSMENT DEPARTMENT**  
**INTAKE SUPPORT PERSONNEL CHECKLIST**  
**2016 July STAAR EOC - HIGH SCHOOL**

**Campus:** \_\_\_\_\_

CTC must initial each line when completing each item.  
Principal MUST sign below to confirm that each item is completed.

\_\_\_\_\_  
Principal's Signature



CTC Initials		Item
✓		<b>Form 1 - Answer Documents Count</b>
		<b>Form 2 - Verification of students receiving program services</b>
		<b>Form 3 - Score Code of "0"</b>
		<b>Form 4 - Absentee List</b> <span style="font-size: small;">Form 4A - Attendance Document Form</span>
		<b>Form 5 - Homebound Student List</b>
		<b>Training Documentation:</b>
		<input type="checkbox"/> Training Agenda & Sign-In list with names in alphabetical order
		<input type="checkbox"/> Oaths of Test Security and Confidentiality <span style="font-size: small;">} stapled and place alphabetical order</span>
		<input type="checkbox"/> Certificates for Modules 1,2,3
		<b>Testing Documentation:</b>
		<input type="checkbox"/> Materials Control Forms, inventory and shipping records
		<input type="checkbox"/> Student Seating Charts (Regular & Consolidated)
		<input type="checkbox"/> Medical/Nurse Log <span style="font-size: small;">} stapled and place following the materials control form</span>
		<input type="checkbox"/> Classroom Reliever Sign in
		<input type="checkbox"/> Restroom/Break Log
		<b>STAAR Test Plans: (due Friday, July 8, 2016 at Assess. Department)</b>
		1. Map of Test Sites <span style="float: right;">4. List of Students to be tested</span>
		2. Test Administrator List <span style="float: right;">5. Campus Cell Phone Policy</span>
		3. Hall Monitor List
		<b>Secure Storage and Key Access Form</b>
		<b>Voided Answer Documents</b> (packaged and submitted with the <b>scorables</b> )
		Test Irregularity Report (s)
		<b>HJEP Documentation &amp; Test Materials</b> (if applicable)
		<b>Online Testing Campus Test Status Reports</b>
		<b>STAAR I</b>
		<b>STAAR A</b>

Comments: \_\_\_\_\_

Complete  Not Complete (Comment)

Intake Support Personnel Name: \_\_\_\_\_ Date: \_\_\_\_\_

Click to add header


**PHARR-SAN JUAN-ALAMO I.S.D.**  
**HIGH SCHOOLS**  FORM 1  
**2016 July STAAR EOC**  
**Answer Document Counts**

<b>Date:</b> _____	<b>Campus:</b> _____
<b>Principal:</b> _____ <small>Print</small>	<b>Principal:</b> _____ <small>Signature</small>
<b>CTC:</b> _____ <small>Print</small>	<b>CTC:</b> _____ <small>Signature</small>

**Total number of valid scorable documents returned at check-in MUST match the numbers on the Campus and Group Identification Sheet for**

ALGEBRA I				BIOLOGY				U.S. HISTORY			
Score Code	STA AR	STA ARL	STA ARA	Score Code	STA AR	STA ARL	STA ARA	Score Code	STA AR	STA ARL	STA ARA
J="5"				J="5"				J="5"			
Other "Q"				Other "Q"				Other "Q"			
Subtotal				Subtotal				Subtotal			
<b>TOTAL OF ALL TESTERS</b>				<b>TOTAL OF ALL TESTERS</b>				<b>TOTAL OF ALL TESTERS</b>			

**ASSESSMENT DEPARTMENT USE ONLY**  
**NOTE: All required information on this page MUST be completely filled in when you come in for intake**

**Name:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

Click to add footer





# PHARR SAN JUAN ALAMO ISD

Assessment Department

Francisca R. Palacios, Director of Assessment

## 2016-2017 Campus Assessment Team Requirements

Test Plans are due in the Assess. Dept. one week before the test window

Place on SharePoint and notify the following personnel via email:

Test Plan due Friday, July 8, 2016

1. Francis Palacios, Director of Assessment and cc Assessment Specialists
2. Iris Guajardo-Alvarez, Corina Ramirez, Admin. For Elementary Schools
3. Dr. Nora Cantu Admin. For High Schools
4. Nora Rivas-Garza Admin. for Middle Schools
5. Dr. Leticia Pena, Asst. Supt. for C/I
6. All Campus staff (everyone must know their roles during the testing week)

The test plans will include the following documents:

1. Submit a map of the school with all test sites highlighted to include:
  - Classrooms, halls and any other areas to be used to test students
2. Submit lists of ALL personnel participating with the state assessment
  - List #1- Test Administrators: Name and Title, room assignment, subject and test date
  - List #2 – Hall monitors, restroom monitors, proctors, ALL other personnel involved in any role with the assessment (assistant principals, instructional coaches, paraprofessionals..) Name and Title, testing role, test site

3. Submit the lists of students to be tested and include the following information:

Student Name	Test Administrator Name
Grade	Room Assignment
Subjects(s) to be tested	Test Date
Accommodations	<input type="checkbox"/> Sp. Ed. <input type="checkbox"/> 504 <input type="checkbox"/> Allowable Procedures/Materials <input type="checkbox"/> Supplemental Aids <input type="checkbox"/> Other

Send the above list only to the Test Administrator

4. Place posters in hallways one week before the test with the student's test schedule to include:

- Name of student and grade
- subject to be tested
- room assignment
- test administrator name
- test date(s)

This test plan must be prepared in collaboration with the Campus Assessment Team.

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# Campus Assessment Team Documentation



# PHARR SAN JUAN ALAMO ISD

Assessment Department

Francisca R. Palacios, Director of Assessment

## CAMPUS ASSESSMENT TEAM RESPONSIBILITIES

Special Program designees selected to be Campus Assessment Team members will participate in the preparation process of all state and district assessments to ensure that every student fulfills the testing requirements as the Texas Education Agency. CAT members will review and document that all students they serve have been the appropriate assessment and if eligible, identify their individually approved testing accommodations.

Each Campus Assessment Team member (Special Program Designee) is responsible for the following:

- Generate a list of the students receiving services from their program (Sp. Ed., RTI 504/Dyslexia
  - Run and print weekly (every Friday) reports to account for new entries or withdrawals
  - Maintain accurate and current student rosters with assessment documentation in each program
  - Participate in weekly data reviews with teachers during CLC's to ensure all students are being served accordingly
- V. Administer Benchmark I and Benchmark II in the same manner as a STAAR administrator**
- Attend all TEPAS / STAAR / STAAR EOC / STAAR Alternate 2/ TAKS trainings
  - Read and reference all manuals and supplemental materials for each state assessment program
  - Calendar of Events

IX. Implement a campus intake process very similar to the district intake. The purpose of the in campus level is to ensure all required documents have been collected, properly organized a packaged for the testing contractor.

X. The following district personnel are ready to assist you as well:  
Sp. Education Director: Debbie Salinas Sp. Ed. Supervisors: Denise Butler – High School Margarita Aguirre – Middle Sch  
Sp. Ed. Supervisors: Melissa Arevalo & Sandra Chavez – Elementary Schools

RTI/504/Dyslexia Dora Rodriguez – 504 Services Coordinator  
Virginia Gonzalez – 504/Dyslexia Diagnostician

Dual Lang. Enrichment Director: Olivia Martinez  
Compliance Coordinator Rosalva Silva

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# PHARR SAN JUAN ALAMO ISD

Assessment Department

Francisca R. Palacios, Director of Assessment

2016-2017

## CAMPUS ASSESSMENT TEAM MEMBERS

School: \_\_\_\_\_

1. Campus Testing Coordinator Designee (Asst. Principal):  
Name: \_\_\_\_\_
2. Sp. Ed. Dept. Designee:  
Name: \_\_\_\_\_ Title: \_\_\_\_\_
3. RTI Designee:  
Name: \_\_\_\_\_ Title: \_\_\_\_\_
4. 504 Designee:  
Name: \_\_\_\_\_ Title: \_\_\_\_\_
5. Dyslexia Designee:  
Name: \_\_\_\_\_ Title: \_\_\_\_\_
6. LPAC Designee:  
Name: \_\_\_\_\_ Title: \_\_\_\_\_
7. Assistant Principal (Only for Middle and High School)  
Name: \_\_\_\_\_

This team will work collaboratively with ALL upcoming state and district assessments to ensure that every campus fulfills testing requirements as set forth by the Texas Education Agency.

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Please submit this form to the Assessment Dept. by June 13, 2016 by 3pm.

Thank you,  
Francis Palacios

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# Zero Irregularities !







# 10 Things...



Ben Estrada, Director of Assessment, Research and Evaluation,  
Los Fresnos CISD

# 10. Learn the lingo



Knowing the lingo is important.

Whenever you call TEA, ETS or Pearson, they will make reference to different forms, concepts and regulations. They all fit together. They go together. They are all part of the big picture.

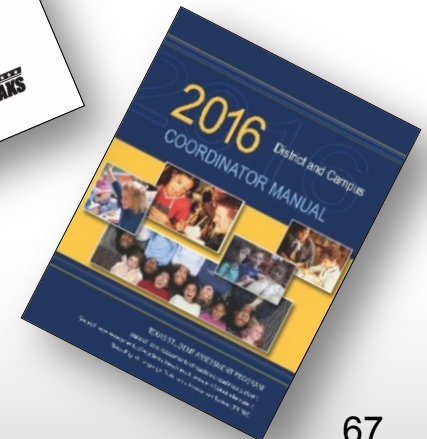
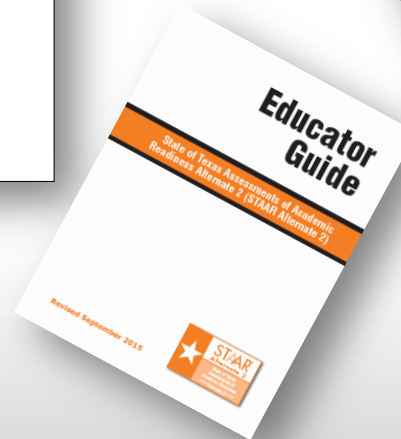
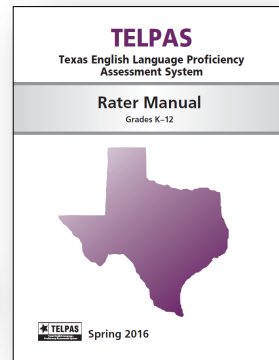


## 9. Learn where to find answers to your questions




# Read your manuals!

1. Test Administrator Manuals
2. Security Supplement
3. The District and Campus Coordinator Manual
  - A. Pay attention to the appendices










Popular Applications: [AskTED](#) [ECOS For Educators](#) [Grant Opportunities](#) [TEA Secure Applications](#) [TEAL Login](#) [TEASE Login](#) [TSDS](#)



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8. Everything you do from now until next August is about testing



- The district has a new peer tutoring initiative in all classrooms
  - How does that affect testing?
- One of your CTCs is having a baby
  - When is she due? What tests are affected?
- The district has won the district championship and is advancing to regionals; then to state
  - How does this affect my spring EOC assessment?
- The new aquatic center is set to open in spring
  - When is the heavy equipment going to be running?
- I am going skiing in December.
  - Not until EOC the last book is shipped out.....



7. Decide how involved you will be with the handling of data



There are two basic types of data files you will work with

1. Txt files –Fixed Length

2. CSV files –Comma Separated Values



Who in your district will upload your data into TOMS and PearsonAccess Next?

Who will load it into third party software?

Will CTCs be allowed to modify data in the ETS/Pearson System?

- adds

- drops

- assessment changes



6. You will need strong problem-solving skills





Good multi-tasking skills will come in handy

If you don't have them, make to-do lists daily!

You will have to learn how to prioritize in crucial moments

Sometimes, problems do not occur in singles

Patience is a virtue.

You will need lots of it; even when you don't have any left

Listening skills are a must!



## **This is a difficult concept for some.**

- You will be pulled in many different directions at one time
- You will wear many hats at one time
- There will be times you want to scream
- There will be times you want to tell someone EXACTLY what is on your mind
- There will be times you want to cry

All the while you will have to keep your wits about; you will have to keep cool; you will have to be the voice of reason.

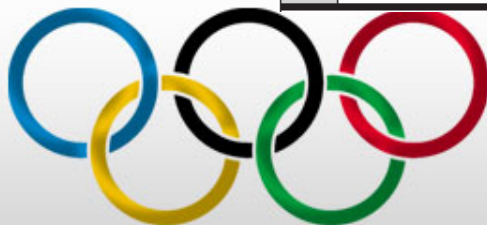


## 5. Embrace your OCD



## Calendar of Events—2016 Testing

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 (English III)	
Districts receive precode/registration file layout (online only)	8/10	8/10	8/10	8/10	8/10	8/10	8/10	
District coordinators submit participation counts (paper and online testing)	—	—	12/10–1/15	12/10–1/15	10/12–11/13	12/10–1/22	12/10–1/22	
District coordinators select precode option/select sort order	—	11/4–12/2	—	—	—	—	—	
District coordinators submit precode files/send student data	—	—	1/11–2/5	1/11–2/5	—	1/11–3/4	1/11–3/4	
Districts receive Materials List (posted online only)	—	—	2/29	2/29	2/26	4/5	4/5	
Student data submission (online testing only)	1/11–3/4	1/18–4/8	STAAR L and STAAR A only 1/11–4/1	1/11–4/1	1/18–4/22	1/11–5/6	1/11–5/6	
Registration for out-of-school/district examinees (online only)	12/8–2/5	—	—	1/14–2/5	—	1/14–3/4	1/14–3/4	
Districts receive test administrator manuals	—	1/4–1/8	2/15–2/19	2/15–2/19	—	2/15–2/19	2/15–2/19	
District coordinator training sessions	By 1/29	By 1/25 (for TELPAS only)	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29	
Districts receive combined shipment of test materials	—	—	3/7–3/11	3/7–3/11	2/29–3/4	4/11–4/15	4/11–4/15	
Deadline for district coordinators to order additional materials	—	—	3/21	3/21	4/15	4/25	4/25	
Districts receive precoded materials*	—	—	By 3/18	By 3/18	—	By 4/22	By 4/22	
Districts receive out-of-school/district materials	—	—	—	By 3/18	—	By 4/22	By 4/22	
Campus coordinator training sessions	By 2/19	Holistic by 2/5 Reading by 2/12	By 3/18	By 3/18	By 3/4	By 4/22	By 4/22	
Test administrator training sessions	By 2/26	Holistic by 2/15 Reading by 3/4	By 3/25	By 3/25	By 3/18	By 4/29	By 4/29	
<b>TEST ADMINISTRATIONS</b>	<b>Writing</b>	—	3/29	—	—	—	—	
	<b>English Language Arts</b>	2/29	—	—	—	—	—	
	<b>Mathematics</b>	3/1	—	3/29	—	—	—	
	<b>Reading</b>	—	—	3/30	—	—	—	
	<b>Science</b>	3/2	—	—	—	—	—	
	<b>Social Studies</b>	3/3	—	—	—	—	—	
	<b>End-of-Course</b>	—	—	—	3/29 English I 3/31 English II	—	5/2–5/6	5/10 (Algebra II) 5/11 (English III)
	<b>STAAR Alternate 2</b>	—	—	—	—	4/4–4/22	—	—
	<b>TELPAS</b>	—	3/7–4/6	—	—	—	—	—



## •Establish your procedures

- Distribution
- Collection
- Monitoring
- District Forms
- Inventory Management



## •Documentation

- How will you document:
  - Incidents?
  - Phone calls?



## Things to think about now

- How will you distribute and collect materials?
- How will you keep track of inventory?
- Where is your inventory going to be kept?
- Who has access to that location?
- Have they signed an oath?
- How will CTCs order additional materials?
  - Deadlines?
- Have your CTCs been trained for the fall administration of EOC? TAKS in October?
- Has your office staff been trained in test security?





4. Accept the fact that you will make mistakes



•Assessment has many moving parts with specific timelines and procedures

- STAAR
- STAAR-ALT2
- TELPAS
- STAAR-A/STAAR-L

•Accept the fact that your Campus Test Coordinators will make mistakes



How you handle those mistakes has far more value than the mistake itself.

- How will you prevent this mistake from happening again?

- Additional training
- Handouts / Reminders
- Pop Quizzes



3. Do not be afraid to call TEA



TEA would rather you call them than make an educated guess that may have serious consequences. Believe it or not, TEA is there to help you.

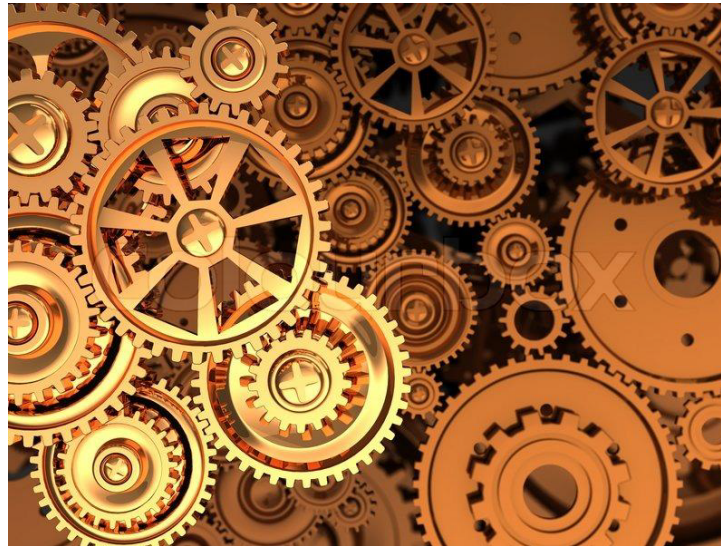
During testing periods, I am available by email, cell phone and text, 24 hours a day; even on weekends.



2. It's OK to say "I don't know".



State assessment is a large machine with several independent smaller moving parts. It will take time to get a handle on it.



Build your network. Fill your rolodex.  
Create your library. Know who to call  
or where to look.





1. Use your “Phone a Friend” lifeline



We all walk a similar path

We all speak the same language

We all share your anxiety level.

Be a duck.





# ETS





# Determining & Documenting Eligibility for STAAR EOC Tests



**Dr. Frank Rivera, Executive Director for Curriculum and Evaluation,  
La Joya ISD**

Written local procedures were implemented to supplement State procedures.

La Joya Independent School District

## Local Procedures for State and Local Testing 2016-2017

The purposes of this document are to establish written procedures for ensuring the security and validity of the State assessment program in La Joya ISD and to provide written guidance for the production and use of local assessment data.

La Joya ISD will abide by the regulations in all the testing manuals produced by the Texas Education Agency. The procedures in this manual are intended to supplement the State regulations as needed.

The contents of this binder will be updated by the La Joya ISD department of Curriculum and Evaluation.

Manual Revised: August 26, 2016

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*Es norma del Distrito Escolar de La Joya el no discriminar por razones con base en sexo, edad, religion, raza, color, origen nacional, ni por discapacidad dentro de sus programas educacionales.*



### **Determining Eligibility for TAKS Exit-Level Retesting and STAAR EOC**

Purpose: To provide a standardized method for determining which students are eligible for a TAKS Exit-Level Retest or STAAR EOC test administration.

1. Use the student information system (Skyward) to obtain a matrix, an Excel spreadsheet, of all students who are enrolled at the campus. Maintain the list to ensure that all students are included or excluded as they enroll or withdraw throughout the year. Indicate in the matrix whether students are currently enrolled or withdrawn.
2. Determine whether the graduation requirement for each student is TAKS or STAAR. Any student who entered 9<sup>th</sup> grade in 2011-2012 or after has STAAR test as a graduation requirement. Indicate on the matrix whether the graduation requirement is TAKS or STAAR for each student.
3. For each student whose graduation requirement is TAKS, check whether the student has passed each of the 4 TAKS Exit-Level tests: ELA, Mathematics, Science and Social Studies.
4. In general, for each student whose graduation requirement is STAAR, if the student has completed a course in the past or will complete a course during that semester for which there is a STAAR End-of-Course (EOC) exam, then the student is eligible to take the STAAR EOC exam for that course if the student has not already met the STAAR EOC graduation requirement for that subject. Refer to the LJISD STAAR EOC Exclusion Procedures to determine whether a student may be excluded from taking a STAAR test.
5. Campus testing coordinators will check the databases available (eg. TAMS, DMAC, Skyward) to ensure that students who have already passed the STAAR EOC tests are not retested. For English I and II, the CTCs will check the lists of students who have met the graduation requirements through the transition criteria to ensure that those students are not retested.
6. Record in the matrix when student meet graduation requirements for STAAR or TAKS.
7. For students who receive special education services, check the Individual Education Plan (IEP) to administer the required State tests with accommodations as indicated in the IEP.
8. Schedule students in the matrix for the appropriate TAKS or STAAR EOC tests at every administration.
9. Provide the matrix to the District Testing Coordinator via the secure folder as requested by the Curriculum and Evaluation staff.





# La Joya ISD

## STAAR End-of-Course Exclusion Procedures

August 27, 2016

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La Joya ISD  
Procedures for State and Local Testing

Documentation of STAAR EOC Exclusions

Purpose: To establish uniform procedures for documenting that students have met STAAR graduation requirements in situations where students are not required to take the STAAR test in a particular subject or through Individual Graduation Committee (IGC) decisions.

1. Campus testing coordinators (CTCs) will train counselors and the campus principal to use the Student STAAR End-of-Course Exclusion Form to document situations where a student has met STAAR graduation requirements in a particular subject by means other than taking the STAAR test for that subject.
2. CTCs and counselors will work together to determine whether a student has met graduation requirements for each required STAAR tested subject. Refer to the applicable laws.
  - a. Credit from Private School: TAC 101.3021(e)
  - b. Credit from out of State/Country: TAC 101.3021(e)
  - c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e), STAAR FAQ #30
  - d. Substitute Assessment: TAC 101.4002, STAAR FAQ #26
  - e. ARD Committee Decision: TAC 101.3022(f), FAQ #65
  - f. Texas Success Initiative (TSI): TAC 101.4002
  - g. English I ELL Provision: TAC 101.3022(c)
  - h. English I or II Transition: TAC 101.3022(b)
  - i. Individual Graduation Committee (IGC): TAC 101.3022(e)
3. For any situation where a student meets the STAAR graduation requirement without actually taking or passing a STAAR test (eg. out-of-State credit, credit prior to 2012, etc.) documented with a Student STAAR End-of-Course Exclusion Form, counselors or designated staff will check the box for “Exempt” in Skyward so that “N/A” is displayed on the transcript for that end-of-course test. Enter the administration and year in which the student met the graduation requirement for each STAAR EOC (eg. Spring 2016 if student earned credit out of state that semester).
4. The completed Student STAAR End-of-Course Exclusion Form and supporting source documentation will be kept in the student’s permanent record in the assessment folder. The CTC will send a copy of that documentation to the District Testing Coordinator.

Created: January 22, 2015  
Revised: August 9, 2016





# Student STAAR End-of-Course Exclusion Form

Campus Name: \_\_\_\_\_ Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

PEIMS Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID Number: \_\_\_\_\_

Check subject box or boxes that apply. Then initial in the box that matched the justification. This original form and hard copy source document(s) should be in student's permanent record. A copy of this completed form and source document(s) must be provided to the Office of Curriculum and Evaluation.

Credit from Private School: TAC 101.3021(e).....  
 Credit from out of State/Country: TAC 101.3021(e) .....  
 Credit Awarded Prior to Spring 2012: TAC 101.3021(e) .....  
 English I or II Transition: TAC 101.3022(b).....  
 English I ELL Provision: TAC 101.3022(c).....  
 Individual Graduation Committee (IGC): TAC 101.3022(e)  
 ARD Committee Decision: TAC 101.3022(f).....  
 Substitute Assessments: TAC 101.4002.....  
 Texas Success Initiative (TSI): TAC 101.4002.....

ALGEBRA I	BIOLOGY	US HISTORY	ENGLISH I	ENGLISH II
<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>
<input type="checkbox"/> Credit from private school	<input type="checkbox"/> Credit from private school	<input type="checkbox"/> Credit from private school	<input type="checkbox"/> Credit from private school	<input type="checkbox"/> Credit from private school
<input type="checkbox"/> Credit from out of state/country	<input type="checkbox"/> Credit from out of state/country	<input type="checkbox"/> Credit from out of state/country	<input type="checkbox"/> Credit from out of state/country	<input type="checkbox"/> Credit from out of state/country
<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012
<input type="checkbox"/> Substitute Assessment Type: : _____	<input type="checkbox"/> Substitute Assessment Type: : _____	<input type="checkbox"/> Substitute Assessment Type: : _____	<input type="checkbox"/> Substitute Assessment Type: : _____	<input type="checkbox"/> Substitute Assessment Type: : _____
<input type="checkbox"/> ARD Committee Decision	<input type="checkbox"/> ARD Committee Decision	<input type="checkbox"/> ARD Committee Decision	<input type="checkbox"/> ARD Committee Decision	<input type="checkbox"/> ARD Committee Decision
<input type="checkbox"/> TSI			<input type="checkbox"/> Provision	<input type="checkbox"/> TSI
			<input type="checkbox"/> Transition	<input type="checkbox"/> Transition
<input type="checkbox"/> IGC (Test if enrolled.)	<input type="checkbox"/> IGC (Test if enrolled.)	<input type="checkbox"/> IGC (Test if enrolled.)	<input type="checkbox"/> IGC (Test if enrolled.)	<input type="checkbox"/> IGC (Test if enrolled.)

The above information has been verified by:

Counselor's Name: \_\_\_\_\_ (Print) Counselor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Information has been certified by:

Principal's Name: \_\_\_\_\_ (Print) Principal's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Date turned into CTC \_\_\_\_\_ CTC's Name: \_\_\_\_\_ (Print) CTC's Signature \_\_\_\_\_

\* For substitution type see TEA Substitution Assessments Standards Chart

Revised: May 29, 2015



# Exclusion Form Implementation

<b>Semester</b>	<b># of Forms Completed</b>
Fall 2014	2
Spring 2015 (first class of STAAR graduates)	514
Fall 2015	29
Spring 2016	



Division 2. Participation and Assessment Requirements for Graduation

§101.3021. Required Participation in Academic Content Area Assessments.

- (a) Beginning with students first enrolled in Grade 9 in the 2011-2012 school year, a student enrolled in a course for which an end-of-course (EOC) assessment exists as required by the Texas Education Code (TEC), §39.023(c), shall take the appropriate assessment.
- (b) A student is required to meet the EOC assessment graduation requirements of §101.3022 of this title (relating to Assessment Requirements for Graduation) to receive a Texas diploma if a student:
  - (1) is participating in a distance-learning or correspondence course as outlined in §74.23 of this title (relating to Correspondence Courses and Distance Learning) for which there is an EOC assessment as listed in the TEC, §39.023(c); or
  - (2) is participating in a dual-credit course as specified in §74.25 of this title (relating to High School Credit for College Courses) for which there is an EOC assessment as listed in the TEC, §39.023(c).
- (c) An EOC assessment administered under the TEC, §39.023(c), cannot be used for purposes of credit by examination as specified in §74.24 of this title (relating to Credit by Examination).
- (d) Beginning in the 2011-2012 school year, a student in Grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment specified in the TEC, §39.023(c). The EOC assessment result shall be applied toward the student's assessment graduation requirements, as specified in §101.3022 of this title.
- (e) If a student earned high school credit for a course for which there is an EOC assessment as listed in the TEC, §39.023(c), prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course for which there is an EOC assessment prior to the 2011-2012 spring administration, the student is not required to take the corresponding EOC assessment as listed in the TEC, §39.023(c).
- (f) A student may retake an EOC assessment under the TEC, §39.023(c), only if the student previously failed the EOC assessment. A student is not required to retake a course in order to be administered a retest of an EOC assessment.

Statutory Authority: The provisions of this §101.3021 issued under the Texas Education Code, §39.023 and §39.025, and House Bill 5, Sections 36 and 79, 83rd Texas Legislature, Regular Session, 2013.

Source: The provisions of this §101.3021 adopted to be effective May 29, 2012, 37 TexReg 3827; amended to be effective March 25, 2014, 39 TexReg 2077; amended to be effective December 10, 2015, 40 TexReg 8761.

Laws – Texas Administrative Code (TAC)

- a. Credit from Private School: TAC 101.3021(e)
- b. Credit from out of State/Country: TAC 101.3021(e)
- c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e)
- d. English I or II Transition: TAC 101.3022(b)
- e. English I ELL Provision: TAC 101.3022(c)
- f. Individual Graduation Committee (IGC): TAC 101.3022(e)
- g. ARD Committee Decision: TAC 101.3022(f)
- h. Substitute Assessments: TAC 101.4002
- i. Texas Success Initiative (TSI): TAC 101.4002

Substitute Assessment Chart

TSI Standards: TAC 4.57

TSI Phase-In Time Periods: TAC 4.53 (23)

STAAR Frequently Asked Questions (FAQ)

- a. Substitute Assessment: STAAR FAQ #26
- b. Credit Awarded Prior to Spring 2012: STAAR FAQ #30
- c. ARD Committee Decision: FAQ #65





Laws – Texas Administrative Code (TAC)

- a. Credit from Private School: TAC 101.3021(e) .....
- b. Credit from out of State/Country: TAC 101.3021(e) .....
- c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e) .....
- d. English I or II Transition: TAC 101.3022(b) .....
- e. English I ELL Provision: TAC 101.3022(c) .....
- f. Individual Graduation Committee (IGC): TAC 101.3022(e) .....
- g. ARD Committee Decision: TAC 101.3022(f) .....
- h. Substitute Assessments: TAC 101.4002 .....
- i. Texas Success Initiative (TSI): TAC 101.4002 .....

Substitute Assessment Chart .....

TSI Standards: TAC 4.57 .....

TSI Phase-In Time Periods: TAC 4.53 (23) .....

STAAR Frequently Asked Questions (FAQ) .....

- a. Substitute Assessment: STAAR FAQ #26 .....
- b. Credit Awarded Prior to Spring 2012: STAAR FAQ #30 .....
- c. ARD Committee Decision: FAQ #65 .....

**§101.3022. Assessment Requirements for Graduation.**

- (a) Beginning with students first enrolled in Grade 9 in the 2011-2012 school year, a student must meet satisfactory performance on each end-of-course (EOC) assessment listed in the Texas Education Code (TEC), §39.023(c), except in cases as provided by subsections (b), (e), and (f) of this section and §101.3021(e) of this title (relating to Required Participation in Academic Content Area Assessments), in order to be eligible to receive a Texas diploma. The standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career.
- (b) A student who was administered separate reading and writing EOC assessments under the TEC, §39.023(c), for the English I or English II course has met that course's assessment graduation requirement if the student has met the following criteria:
  - (1) achieved satisfactory performance on either the reading or writing EOC assessment for that course;
  - (2) met at least the minimum score on the other EOC assessment for that course; and
  - (3) achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

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Laws – Texas Administrative Code (TAC)

- a. Credit from Private School: TAC 101.3021(e) .....
- b. Credit from out of State/Country: TAC 101.3021(e) .....
- c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e) .....
- d. English I or II Transition: TAC 101.3022(b).....
- e. English I ELL Provision: TAC 101.3022(c).....
- f. Individual Graduation Committee (IGC): TAC 101.3022(e) ..
- g. ARD Committee Decision: TAC 101.3022(f).....
- h. Substitute Assessments: TAC 101.4002.....
- i. Texas Success Initiative (TSI): TAC 101.4002 .....

Substitute Assessment Chart .....

TSI Standards: TAC 4.57 .....

TSI Phase-In Time Periods: TAC 4.53 (23) .....

STAAR Frequently Asked Questions (FAQ) .....

- a. Substitute Assessment: STAAR FAQ #26.....
- b. Credit Awarded Prior to Spring 2012: STAAR FAQ #30.....
- c. ARD Committee Decision: FAQ #65 .....

§101.CC.

**Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program**

(c) Exceptions to subsection (a) of this section related to English I shall apply to English language learners who meet the criteria specified in §101.1007 of this title (relating to Assessment Provisions for Graduation).



Laws – Texas Administrative Code (TAC)

- a. Credit from Private School: TAC 101.3021(e) .....
- b. Credit from out of State/Country: TAC 101.3021(e) .....
- c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e) .....
- d. English I or II Transition: TAC 101.3022(b).....
- e. English I ELL Provision: TAC 101.3022(c).....
- f. **Individual Graduation Committee (IGC): TAC 101.3022(e)**
- g. ARD Committee Decision: TAC 101.3022(f).....
- h. Substitute Assessments: TAC 101.4002.....
- i. Texas Success Initiative (TSI): TAC 101.4002 .....
- Substitute Assessment Chart.....
- TSI Standards: TAC 4.57 .....
- TSI Phase-In Time Periods: TAC 4.53 (23) .....
- STAAR Frequently Asked Questions (FAQ) .....
- a. Substitute Assessment: STAAR FAQ #26.....
- b. Credit Awarded Prior to Spring 2012: STAAR FAQ #30.....
- c. ARD Committee Decision: FAQ #65 .....

- (e) Effective beginning with the 2014-2015 school year, a student who has taken, but failed to achieve the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) under the TEC, §28.0258.
- (1) A student may not graduate under an IGC if the student did not take each EOC assessment required by this subchapter or an approved substitute assessment in Subchapter DD of this chapter for each course in which the student was enrolled in a Texas public school for which there is an EOC assessment. A school district or charter school shall determine whether the student took each required EOC assessment or an approved substitute assessment required by Subchapter DD of this chapter. For purposes of this section only, a student who does not make an attempt to take all required EOC assessments may not qualify to graduate by means of an IGC.
  - (2) A student who is an English language learner (ELL) and qualifies for the English I special provision in §101.1007 of this title may graduate without an IGC if the student achieves satisfactory performance on the remaining EOC assessments that the student is required to take.
    - (A) The qualifying ELL becomes eligible for IGC review by failing to achieve satisfactory performance on the English I EOC assessment and one other EOC assessment or by failing to achieve satisfactory performance on no more than two of the remaining EOC assessments if the student achieved satisfactory performance on the English I EOC assessment.
    - (B) If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not achieve satisfactory performance on the EOC assessment for that course.
  - (3) Notwithstanding any action taken by a student's IGC, a school district or charter school must provide a student an opportunity to retake an EOC assessment under the TEC, §39.023(c), if the student has not previously achieved satisfactory performance on an assessment for that course. A student is not required to retake a course in order to be administered a retest of an EOC assessment.
  - (4) This subsection only applies to a student classified by the school district or charter school as an 11th or 12th grade student in the 2014-2015, 2015-2016, or 2016-2017 school year.
  - (5) Provisions of this subsection expire September 1, 2017. A student may graduate by means of an IGC if the student has qualified for an IGC under the TEC, §28.0258, and that IGC convened prior to September 1, 2017.





Laws – Texas Administrative Code (TAC)

- a. Credit from Private School: TAC 101.3021(e) .....
- b. Credit from out of State/Country: TAC 101.3021(e) .....
- c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e) .....
- d. English I or II Transition: TAC 101.3022(b).....
- e. English I ELL Provision: TAC 101.3022(c).....
- f. Individual Graduation Committee (IGC): TAC 101.3022(e)
- g. **ARD Committee Decision: TAC 101.3022(f)**.....
- h. Substitute Assessments: TAC 101.4002.....
- i. Texas Success Initiative (TSI): TAC 101.4002 .....

Substitute Assessment Chart.....

TSI Standards: TAC 4.57 .....

TSI Phase-In Time Periods: TAC 4.53 (23) .....

STAAR Frequently Asked Questions (FAQ) .....

- a. Substitute Assessment: STAAR FAQ #26.....
- b. Credit Awarded Prior to Spring 2012: STAAR FAQ #30.....
- c. ARD Committee Decision: FAQ #65 .....

(f) A student who is receiving special education services or has been dismissed from a special education program under the TEC, Chapter 29, Subchapter A, is subject to the provisions of this subsection.

(1) A student receiving special education services is not subject to the requirements in the TEC, §28.0258. As provided in §89.1070 of this title (relating to Graduation Requirements) and §101.3023 of this title (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

(2) A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to retake and achieve satisfactory performance on the EOC assessment if the student's ARD committee

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**Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program** §101.CC.

determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under the TEC, §28.0258, and is subject to the provisions of subsection (e) of this section.

*Statutory Authority: The provisions of this §101.3022 issued under the Texas Education Code, §§28.025(h), 28.0258(k), 39.023, and 39.025.*

*Source: The provisions of this §101.3022 adopted to be effective May 29, 2012, 37 TexReg 3827; amended to be effective July 3, 2013, 38 TexReg 4183; amended to be effective March 25, 2014, 39 TexReg 2077; amended to be effective September 6, 2015, 40 TexReg 5458.*



## Chapter 101. Assessment

### Subchapter DD. Commissioner's Rules Concerning Substitute Assessments for Graduation

#### §101.4002. State of Texas Assessments of Academic Readiness End-of-Course Substitute Assessments.

(a) For purposes of this subchapter, "equivalent course" is defined as a course having sufficient content overlap with the essential knowledge and skills of a similar course in the same content area listed under §74.1(b)(1)-(4) of this title (relating to Essential Knowledge and Skills).

(b) Effective beginning with the 2011-2012 school year, in accordance with the Texas Education Code (TEC), §39.025(a-1), (a-2), and (a-3), the commissioner of education adopts certain assessments as provided in the chart in this subsection as substitute assessments that a student may use in place of a corresponding end-of-course (EOC) assessment under the TEC, §39.023(c), to meet the student's assessment graduation requirements. An approved substitute assessment may be used in place of only one specific EOC assessment, except in those cases described by subsection (d)(1) of this section.

[Figure: 19 TAC §101.4002\(b\)](#)



(c) A student is eligible to use a substitute assessment as provided in the chart in subsection (b) of this section if:

- (1) a student was administered an approved substitute assessment for an equivalent course in which the student was enrolled;
- (2) a student received a satisfactory score on the substitute assessment as determined by the commissioner and provided in the chart in subsection (b) of this section; and
- (3) a student using a Texas Success Initiative (TSI) assessment also meets the requirements of subsection (d) of this section.

(d) Effective beginning with the 2014-2015 school year, a student must meet criteria established in this subsection in order to qualify to use TSI as a substitute assessment.

(1) A student must have been enrolled in a college preparatory course for English language arts (PEIMS code CP110100) or mathematics (PEIMS code CP111200) and, in accordance with the TEC, §39.025(a-1), have been administered an appropriate TSI assessment at the end of that course.

(A) A student under this paragraph who meets all TSI English language arts score requirements provided in the chart in subsection (b) of this section satisfies both the English I and English II EOC assessment graduation requirements.



(B) A student under this paragraph may satisfy an assessment graduation requirement in such a manner regardless of previous performance on an Algebra I, English I, or English II EOC assessment.

(2) In accordance with the TEC, §39.025(a-3), a student who did not meet satisfactory performance on the Algebra I or English II EOC assessment after retaking the assessment may use the corresponding TSI assessment in place of that EOC assessment.

(A) For a student under this paragraph who took separate reading and writing assessments for the English II EOC assessment and who did not meet the English II assessment graduation requirement using those tests as specified in §101.3022(b) of this title (relating to Assessment Requirements for Graduation), the separate TSI reading or writing assessment may not be used to substitute for the corresponding English II reading or writing EOC assessment.

(B) The provisions of this paragraph expire September 1, 2017. A student may meet the assessment graduation requirements under this paragraph using the TSI if the student has met the necessary score requirements as specified in the chart in subsection (b) of this section prior to September 1, 2017.

(e) A student electing to substitute an assessment for graduation purposes must still take the corresponding EOC assessment required under the TEC, §39.023(c), unless the student met the requirements specified in subsection (c) of this section.

(f) A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart in subsection (b) of this section must take the appropriate end-of-course assessment required under the TEC, §39.023(c), to meet the assessment graduation requirements for that subject.

*Statutory Authority: The provisions of this §101.4002 issued under the Texas Education Code, §§39.023(c); 39.025(a), (a-1), (a-3), and (f); and House Bill 5, Section 80, 83rd Texas Legislature, Regular Session, 2013.*

*Source: The provisions of this §101.4002 adopted to be effective December 16, 2013, 38 TexReg 9024; amended to be effective December 10, 2015, 40 TexReg 8762.*





Figure: 19 TAC §101.4002(b)

### Substitute Assessments Standards Chart

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT <sup>^</sup>	Mathematics	22			Reading	21	Reading	21		
					Combined English/Writing	18	Combined English/Writing	18		
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
PLAN	Mathematics	19								
PSAT	Mathematics	47								
SAT	Mathematics	500			Critical Reading	500	Critical Reading	500		
					Writing	500	Writing	500		
TSI**	Mathematics	***			Reading	***	Reading	***		
					Objective Writing/Sentence Skills	350	Objective Writing/Sentence Skills	350		
					Writing	5	Writing	5		

<sup>^</sup> To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18

\* The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

\*\* The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.

\*\*\* A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).



There seemed to be a typographical error since the phases were defined in section 4.53(23) not 4.53(21).

## Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 1</u>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<u>CHAPTER 4</u>	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
<u>SUBCHAPTER C</u>	TEXAS SUCCESS INITIATIVE
<b>RULE §4.57</b>	College Ready and Adult Basic Education (ABE) Standards

(a) The following minimum passing standards (also known as "cut scores") for reading and mathematics on the TSI Assessment shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

(1) Phase I as defined in §4.53(21) of this title (relating to Definitions) - Reading 351; Mathematics 350;

(2) Phase II as defined in §4.53(21) of this title - Reading 355; Mathematics 356; and

(3) Final Phase as defined in §4.53(21) of this title - Reading 359; Mathematics 369.

(b) The following standards on the TSI Assessment may be used by an institution for consideration of courses and/or interventions addressing the educational and training needs of students at the Adult Basic Education levels (below the following cut scores, with no phase-in period):

(1) Reading 342;

(2) Writing 350;

(3) Mathematics 336.

(c) The Phase I, II, and Final Phase college readiness passing standard for the writing portion of the TSI Assessment is a placement score of at least 350, and an essay score of at least a 5. Other demonstrations of writing college readiness include a placement score of at least 363, and an essay score of 4; or a placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5.

(d) An institution shall not require higher Phase I, II, and Final Phase college readiness standards on any or all portions of the TSI Assessment to determine a student's readiness to enroll in any entry-level freshman course.

(e) Determination of applicable Phase I, II, or Final Phase standards as defined in subsections (a), (c), and (d) of this section is based on the student's initial TSI Assessment testing date in any subject area. TSI Assessment results are valid for five (5) years from date of testing.

**Source Note:** The provisions of this §4.57 adopted to be effective December 3, 2003, 28 TexReg 10753; amended to be effective August 27, 2012, 37 TexReg 6587; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective November 21, 2013, 38 TexReg 8195; amended to be effective May 25, 2015, 40 TexReg 2754



# Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 1</u>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<u>CHAPTER 4</u>	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
<u>SUBCHAPTER C</u>	TEXAS SUCCESS INITIATIVE
RULE §4.53	Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(23) TSI Assessment Time Periods--For phase-in of TSI Assessment college-ready standards, the following time periods shall be applicable:

- (A) Phase I--Start date: institution's first class day of fall 2013; expiration: the day immediately before the first class day of fall 2017;
- (B) Phase II--Start date: institution's first class day of fall 2017; expiration: the day immediately before the first class day of fall 2019; and
- (C) Final Phase--Start date: institution's first class day of fall 2019; no expiration.

(24) TSI Assessment--The Board-approved assessment instrument designated in §4.56 of this title (relating to Assessment Instrument) for use by institutions of higher education for assessing a student's readiness to enroll in an entry-level freshman course.

Source Note: The provisions of this §4.53 adopted to be effective December 3, 2003, 28 TexReg 10753; amended to be effective November 28, 2012, 37 TexReg 9358; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective November 21, 2013, 38 TexReg 8195; amended to be effective September 4, 2014, 39 TexReg 6841; amended to be effective May 25, 2015, 40 TexReg 2754





# State of Texas Assessments of Academic Readiness (STAAR®) Frequently Asked Questions (FAQs)

Texas Education Agency  
Student Assessment Division  
May 2016

## **26. What types of substitute assessments can students use to fulfill their STAAR graduation requirements?**

To satisfy their testing requirements for graduation, students can use multiple assessments (e.g., AP, IB, SAT, ACT) in place of STAAR EOC assessments. Details on which assessments can currently be used for this purpose are provided in TAC §101.4002 at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.



# State of Texas Assessments of Academic Readiness (STAAR®) Frequently Asked Questions (FAQs)

Texas Education Agency  
Student Assessment Division  
May 2016

## **30. What are the STAAR graduation requirements for students who completed a high school course prior to spring 2012, the first high-stakes administration of STAAR EOC assessments?**

A student who is graduating on the Minimum High School Program, the Recommended High School Program, or the Distinguished Achievement Program and who has completed a high school course prior to spring 2012 (e.g., a grade 8 student who completed Algebra I during the 2010–2011 school year or a grade 9 student who completed English I in the first semester of the 2011–2012 school year) is not required to take the corresponding STAAR EOC assessment to fulfill his or her graduation requirement.



# State of Texas Assessments of Academic Readiness (STAAR®) Frequently Asked Questions (FAQs)

Texas Education Agency  
Student Assessment Division  
May 2016

**65. Can an ARD committee decide that retesting is not required after a student has taken the first administration of an assessment?**

Yes. The ARD committee can decide that a student does not need to take a retest for any state assessment, including a general STAAR assessment.





# Accountability / Data Validation



Dr. Frank Rivera, Executive Director for Curriculum and Evaluation, La Joya ISD  
Claudia Alanis, Director of Assessment and Accountability, Weslaco ISD

# What is the purpose of the public school accountability system?

2016 Accountability Manual

## Goals of the Texas Accountability System

Texas will be among the top ten states in postsecondary readiness by 2020 by accomplishing the following:

- Improving student achievement at all levels in the core subjects of the state curriculum
- Ensuring the progress of all students toward achieving advanced academic performance
- Closing advanced academic performance level gaps among student groups
- Rewarding excellence based on other indicators in addition to state assessment results

Texas Commission on Next Generation Assessments and Accountability

## Purposes and Roles of the State Accountability System

Purposes of the State Accountability System

- To hold adults more responsible than children for the delivery of a quality public education for all students
- To hold educators, schools, and districts accountable for achieving educational standards
- To allow comparisons so that best educational practices can be identified and replicated for educators
- To enable collaboration between educators



# What is data validation monitoring?

- a system designed to ensure data integrity, accuracy and reliability
- Districts identified as a result of a student assessment data validation indicator are generally expected to
  - a) validate and document their data are correct; and
  - b) if correct data reflect a program implementation concern, address that concern; or
  - c) if the district's identification occurred because of incorrect data, improve local data collection and submission procedures





# What is the goal in data validation?

The goal in data validation is:

- To report accurate information each year.
- To provide effective trainings
- To monitor procedures
- To be in compliance with statute and TEA requirements



# STUDENT ASSESSMENT DATA VALIDATION STATUTE

- ✓ PEIMS Data Standards: Section 2
- ✓ Texas Student Assessment Program DCCM
- ✓ Texas Education Code: 7.028. the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus or programs along with the use of funds provided for such program as necessary to ensure:
  1. Compliance with federal law and regulations
  2. Financial accountability, including compliance with grant requirements
  3. Data integrity for purposes of:
    - a) The Public Education Information Management System (PEIMS); and
    - b) Accountability under Chapter 39



# STUDENT ASSESSMENT DATA VALIDATION STATUTE

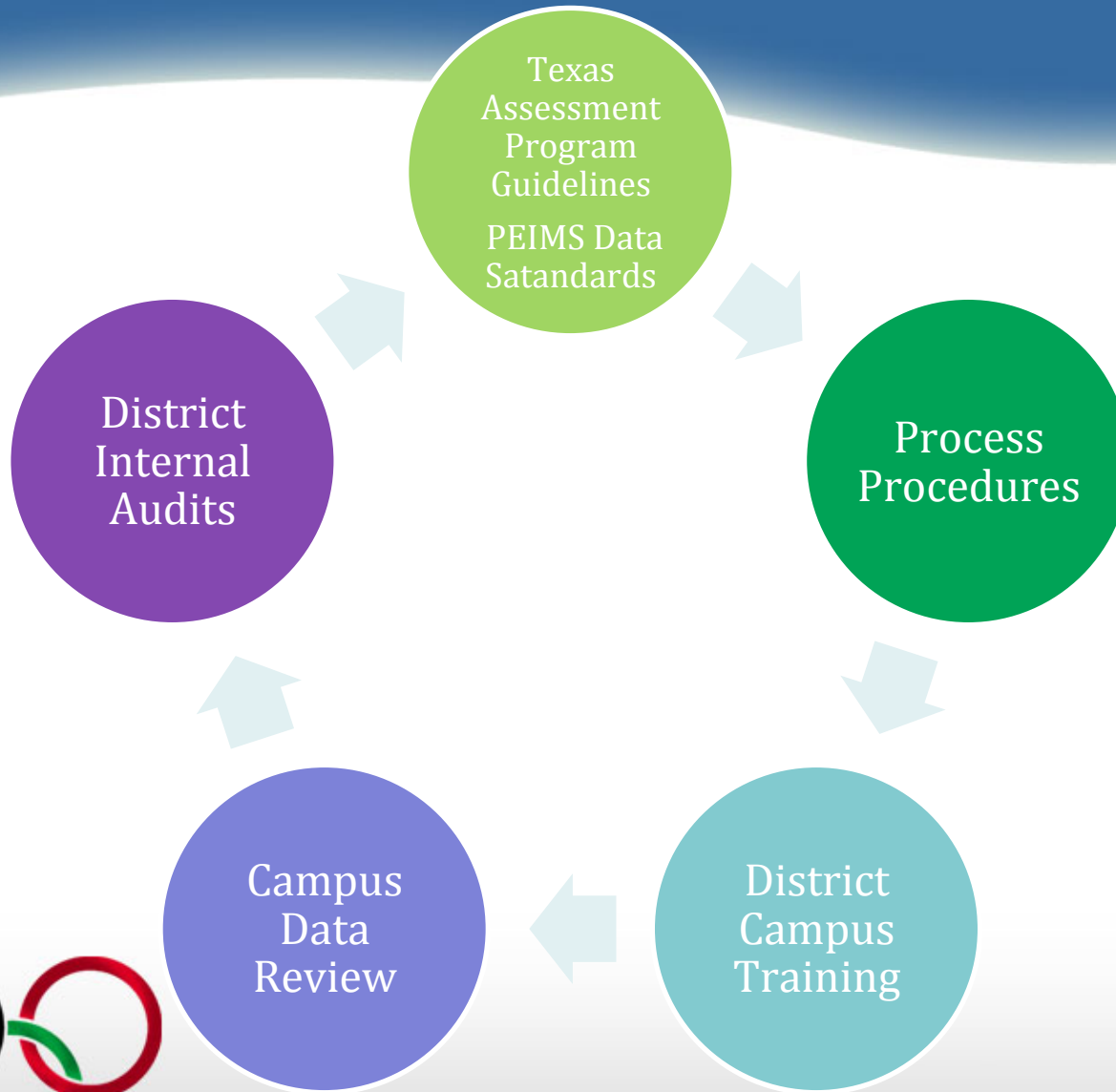
## Texas Education Code: 39.057 Special Accreditation Investigations.

(a) Authorizes the commissioner to conduct special accreditation investigations:

1. When excessive numbers of absences of students eligible to be tested on state assessment instruments are determined.



# Data Validation Process



# 2015 Student Assessment Data Validation Indicators

1. STAAR 3-8 Absent Rate (Mathematics)
2. STAAR 3-8 Absent Rate (Reading)
3. STAAR 3-8 Absent Rate (Science)
4. STAAR 3-8 Absent Rate (Social Studies)
5. STAAR 3-8 Absent Rate (Writing)
6. STAAR 3-8 Other Rate (Mathematics)
7. STAAR 3-8 Other Rate (Reading)
8. STAAR 3-8 Other Rate (Science)
9. STAAR 3-8 Other Rate (Social Studies)
10. STAAR 3-8 Other Rate (Writing)
11. STAAR Alternate 2 Special Testing Provisions Rate
12. TELPAS Reading Absent Rate
13. TELPAS Reading Other Rate
14. STAAR EOC Test Participation Rate
15. Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted



# STUDENT ASSESSMENT DATA PBM DATA VALIDATION DISTRICT REPORT

## Sample Report

**CONFIDENTIAL**  
Texas Education Agency  
2015 PBM Data Validation District Report  
Student Assessment Data

Example ISD

Region ZZ

### DATA SOURCES:

INDICATORS 1-11 = SPRING 2015 STAAR 3-8 DATA AND FALL 2014 AND SPRING 2015 STAAR EOC DATA

INDICATORS 12-13 = SPRING 2015 TELPAS DATA

INDICATOR 14 = PEIMS SUMMER SUBMISSION 2015 (415 Record) AND FALL 2014, SPRING 2015, AND SUMMER 2015 STAAR EOC DATA

INDICATOR 15 = PEIMS FALL SUBMISSION 2014 (101 Record) AND FALL 2014 AND SPRING 2015 STAAR EOC DATA

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<u>INDICATOR</u>	<u>2015 STATE RATE</u>	<u>2015 DISTRICT RATE</u>	<u>2015 NUMERATOR</u>	<u>2015 DENOMINATOR</u>
7. STAAR 3-8 OTHER RATE (READING) 7(ii) AFRICAN AMERICAN	TBD	15.3	19	124
12. TELPAS READING ABSENT RATE	TBD	28.1	25	89
15. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED	TBD	55.8	217	389



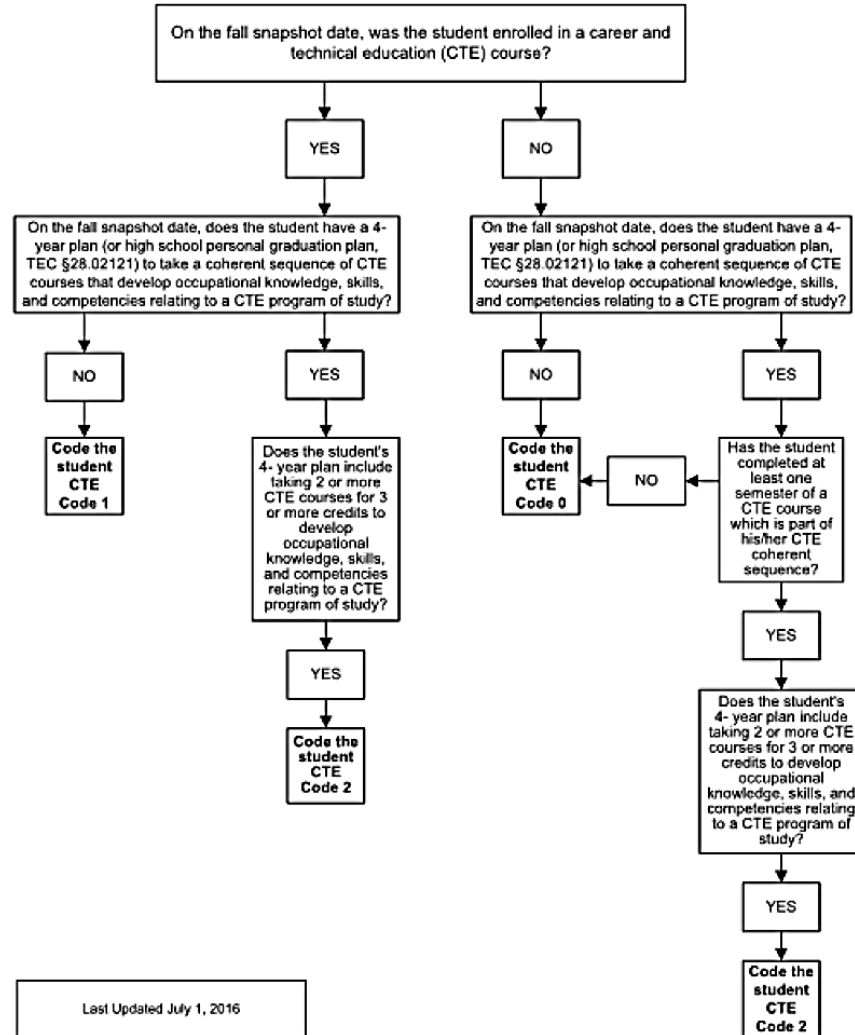
# Accurate CTE Coding

PEIMS Standards

[http://www.texasstudentdatasystem.org/TSDS/TEDS/ESCs\\_LEAs\\_Using\\_PEIMS/](http://www.texasstudentdatasystem.org/TSDS/TEDS/ESCs_LEAs_Using_PEIMS/)



## Career and Technical Education Indicator Code Fall Snapshot Decision Chart (E0031)



# PEIMS Standards for Attendance Documentation

[http://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Compliance/Student\\_Attendance\\_Accounting\\_Handbook/](http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/)

## 2016–2017 Student Attendance Accounting Handbook

Texas Education Agency  
August 2016

All public school districts and open-enrollment charter schools in Texas are required to submit student attendance data through the Public Education Information Management System (PEIMS). The *Student Attendance Accounting Handbook* (handbook) supports that requirement and establishes related student attendance accounting requirements.

The handbook:

- describes the FSP eligibility requirements of all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district and charter school personnel involved in student attendance accounting.

The handbook is for all Texas school district and charter school personnel involved in the student attendance accounting process. No school district or charter school official (or any other person in your district or charter school) has the authority, either implied or actual, to change or alter any rules, regulations, or reporting requirements specified in this handbook.

Mike Morath  
Commissioner of Education



# Local Procedures for Attendance during High School STAAR EOC Testing

## Attendance Procedures for High School STAAR EOC Testing

**Purpose:** The purpose of this procedure is to establish a uniform method for recording attendance information during State testing at each high school. This same method will be used during benchmark testing if the students' schedules are disrupted as they are for State testing.

1. The Campus Testing Coordinator (CTC) will create attendance sheets using the form approved by the District for the purpose of recording attendance during the days of testing.
2. The CTC will provide each Test Administrator (TA) with 3 copies of the Testing Attendance Sheet for each test session.
3. TAs will record attendance on the first copy of the Testing Attendance Sheet in the 1<sup>st</sup> period column during the first 15 minutes of testing.
4. The Testing Attendance Sheets with the 1<sup>st</sup> period column completed will be collected as early as possible after testing begins. Campus staff will be assigned to call parents of students who are marked absent 1<sup>st</sup> period to try to get them to come in for testing.
5. The TAs will record attendance on the second copy of the Testing Attendance Sheet in the 2<sup>nd</sup> period column no later than 15 minutes before the end of the 2<sup>nd</sup> hour of testing.
6. The CTC will collect the attendance sheets with the 2<sup>nd</sup> period column completed and deliver the attendance sheets to the attendance clerk or assigned staff for the purpose of recording absences in Skyward (PEIMS student information system).
7. The attendance clerk or assigned staff will mark each student who is testing either absent or present for 2<sup>nd</sup> period (ADA period) in Skyward before the end of the school day and sign the attendance sheets indicating the date and time when the attendance was entered into Skyward.



# Local Procedures for Attendance during High School STAAR EOC Testing

8. On the third copy of the Testing Attendance Sheet, the TA will record attendance for students who arrive late after 2<sup>nd</sup> period attendance has been collected. The third copy of the attendance sheets will be submitted to the campus testing coordinator by the test administrators along with their testing materials when done testing.
9. The attendance clerk or assigned staff will return copies of the signed attendance sheets to the CTC for review.
10. The CTC will verify that the attendance sheets were completed correctly and that the information was entered accurately into Skyward by 2 days after delivering all testing materials to the District Testing Coordinator.
11. The CTC will provide the District Testing Coordinator with copies of attendance sheets as part of the testing documentation.
12. The District Testing Coordinator (DTC) will conduct an audit of the attendance records to determine whether the information in Skyward matches the information on the attendance sheets.
13. The DTC will report the findings of the audit to the campus principal and the Assistant Superintendent for Curriculum and Instruction.



# Written Local Procedure for PEIMS Coding of Answer Documents

La Joya ISD  
Procedures for State and Local Testing

**PEIMS Coding on Answer Documents**

**Campus Testing Coordinator (CTC) Responsibilities**

1. Obtain the materials listed below.
  - a. Campus Precode Student List from Pearson showing the same information as is on answer documents
  - b. Precoding Data File report from Skyward showing the most current student information available
2. Compare the Precode Student List from Pearson to the Precoding Data File from Skyward. Make sure all the demographics match. If there is a discrepancy, make notes of corrections on the Precode Monitoring List. Use those notes to make changes on the student answer documents when they become available prior to submitting them to the District Testing Coordinator for shipping to the scoring contractor.
3. Turn in a copy of the Campus Student Precode List with corrections to the Office of Curriculum and Evaluation.

**District Testing Coordinator Responsibilities**

1. Direct CTCs to make corrections to answer documents as needed prior to submitting answer documents for scoring.
  - a. Grade level and other demographics need to be current as shown in Skyward.
2. Conduct an audit of at least 20 records per high school, 5 each with CTE codes of 2, 1, and 0.
  - a. Meet with CTE Director, Counselor Coordinator and PEIMS Coordinator to communicate extent of discrepancies found.
  - b. Revise plans for next round of precoding to improve precoding results.





# Checklist for Processing Answer Documents or Online Tests



## La Joya ISD Assessment Checklist for Scorable Material

Campus testing coordinators (CTCs) will submit this completed form along with their scorable testing material.

Campus:

#	Task	Check One		CTC Initials
		Yes	No	
1.	Have you obtained a copy of the <b>Campus Precode Student List</b> and marked all corrections needed on the list? These include changes to student identification information (name, PEIMS ID, and DOB) and demographics (Race, Ethnicity, Eco. Dis., Title I, Migrant, LEP, Bilingual Program, ESL Program, Special Education, Gifted & Talented, At Risk, CTE, etc.)?			
2.	Have all corrections been made on the student answer documents as needed or on TAMS if tested online?			
3.	Has the appropriate test been coded in the <b>Test Taken Info</b> field?			
4.	Has the appropriate <b>Score Code</b> been bubbled in on every answer document? Has a <b>Score Code</b> been entered into TAMS if online?			
5.	Has the “*” score code been marked for students taking STAAR L as appropriate and accommodations entered into TAMS online?			
6.	Are all appropriate accommodations fields marked on answer documents or been entered into TAMS for Online tests?			
7.	Have you organized your answer documents by separating the score codes or making notes of special score codes such as A and O to facilitate the verification process?			
8.	Have you verified that the number of answer documents matches the numbers marked on the cover sheets?			
9.	Do the student name, PEIMS ID and date of birth on hand-gridded answer documents match /TAMS if tested online?			
10.	Have you prepared the voided answer documents (any answer document with precoded student data, a label or hand-gridded student data)?			
11.	Did you submit a roster of students who should have tested and did you submit an answer document for all of those students?			

I certify that I have reviewed and made corrections to the pre-coded information as appropriate to the best of my ability. (Please print and sign your name.)

Testing Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Campus Principal: \_\_\_\_\_ Date: \_\_\_\_\_

In order to determine which fields need most attention, please indicate the number of changes you had to make in the process of correcting the pre-coded information. Also, please feel free to comment on any of the fields.

Field	# of Corrections	Field	# of Corrections
Hispanic		Special Ed.	
Race		G/T	
Econ Dis.		At Risk	
Migrant		CTE	
LEP			
Bilingual			
ESL			



# Tips for Successful Data Collection and Reporting



# POLICIES AND PROCEDURES MATTER

1. Set the standards for behavior
2. Check for understanding
3. Monitor that policies and procedures are being followed
4. Solicit feedback – engage everybody



# ETHICS AND COMPLIANCE

- ✓ Policies and procedures have to be something that can be communicated and documented
- ✓ Best protection is to get people involved
- ✓ 95% of people want to do the right thing
- ✓ It is a PEOPLE solution, not just words on a page
- ✓ It requires empowerment!





# TELPAS



**STATS Officers**

# Definitions

- **What are the ELPS?**

Federally required instructional standards designed to ensure that ELLs are taught the academic English they need for school purposes

- **What is TELPAS?**

A federally required assessment program designed to measure the annual progress that ELLs make in learning the English language

- **What are TELPAS raters?**

Teachers trained to assess ELLs for TELPAS



# Nuts and Bolts

- The ELPS are used in foundation and enrichment instruction of K–12 ELLs.
- TELPAS assesses K–12 ELLs. The ELPS and TELPAS encompass –

## 4 language domains

- Listening
- Speaking
- Reading
- Writing

## 4 proficiency levels

- Beginning
- Intermediate
- Advanced
- Advanced High





# Who Takes TELPAS

All ELLs in grades K–12, including those whose parents decline bilingual/ESL program services, are assessed annually.

In extremely rare cases, an ELL served by special education may not be required to participate in one or more TELPAS language domains by the ARD committee in conjunction with the LPAC.



# TELPAS provides proficiency level ratings for each language domain, plus an overall composite rating.

## Composite Rating

- Beginning
- Intermediate
- Advanced
- Advanced High

## Listening

- Beginning
- Intermediate
- Advanced
- Advanced High

## Writing

- Beginning
- Intermediate
- Advanced
- Advanced High

## Speaking

- Beginning
- Intermediate
- Advanced
- Advanced High

## Reading

- Beginning
- Intermediate
- Advanced
- Advanced High



# Assessment Approaches

- TELPAS uses an **online multiple-choice test** to assess
  - 2–12 reading
- TELPAS uses a **holistic rating process and classroom performance** to assess
  - K–12 listening, speaking, and writing
  - K–1 reading



## ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Listening

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p>	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p>	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</li> <li>• struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</li> <li>• often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>• understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>• understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>• rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

# TELPAS Training Center

## Coordinator Resources for Texas English Language Proficiency Assessment System (TELPAS) Holistic Rating Training



Coordinators may use the information provided on this page to assist in TELPAS online holistic rating training. Note that the new TELPAS Online Training Center will not maintain raters' training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters' completion of holistic rating training requirements. For specific information about training requirements, please refer to the *2016 District and Campus Coordinator Manual* and the *2016 TELPAS Rater Manual*.

### Course Certificates

A certificate of completion for the assembling and verifying and the online basic training courses may be generated from the links below.

There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics.

- Five hours are awarded for the K–1 and 2–12 basic training courses.
- One hour is awarded for the optional assembling and verifying course.
- Two hours are awarded for calibration.

With the first and last name(s) of your 2016 trainee(s), select the applicable course completion certificate below to enter the name(s) in order to generate a certificate:

- [TELPAS Rater Online Basic Training Course for Kindergarten and Grade 1](#)
- [TELPAS Rater Online Basic Training Course for Grades 2–12](#)
- [Assembling and Verifying Grades 2–12 Writing Collections](#)

**Note:** Certificates for 2016 calibrations are provided to trainees upon successful completion of a grade-cluster calibration set in the TELPAS Online Training Center. Before new raters attend a monitored calibration session, coordinators must ensure that new raters complete the appropriate online basic training course. Upon course completion, district coordinators may use the links above to generate a certificate for a rater to document their course completion.





# TELPAS Training Center

## Calibration

Coordinators should ensure that proctors have the correct calibration passcode for the day of the session. Raters must be given the correct passcode for the day once they have logged in for their calibration session.

Campuses must maintain a roster of participants for each calibration session. A sample roster available for use is included as a separate page in this document.

Note the following information:

- Passcodes are not case sensitive.
- A successfully entered passcode will unlock all grade-cluster calibrations sets (e.g., K-1 Set 1, K-1 Set 2, Gr 2 Set 1, Gr 2 Set 2, etc.) for the day session (12:00 AM to 11:59 PM CT) for the trainee.
- An individual passcode will only be active for the specific day listed in the table below. Previous days' passcodes expire and no longer work on subsequent days.
- Trainees will not be allowed back into a calibration set after the passcode used to access the set has expired, including for completed calibration sets.
- The passcode would need to be re-entered if a trainee's session timeouts due to inactivity.

Passcodes to unlock calibrations are listed in the table below:

Day	Passcode
-----	----------





# TELPAS Training Center

SUBJECT: Spring 2016 TELPAS Holistic Rating Training Information

January 8, 2016

To the District and ESC Testing Coordinator Addressed:

The purpose of this email is to provide information to assist you in coordinating TELPAS spring holistic rating training activities.

## Launch of the New TELPAS Online Training Center

The new TELPAS Online Training Center at <http://www.TexasAssessment.com/TELPASTrainingCenter> will be available beginning Monday, January 11, 2016. Individuals who need to use this website to access the required online basic training course and calibration activities, as well as the optional *Assembling and Verifying Grades 2–12 Writing Collections* course, are required to create a new user profile.

Refer to page T-7 of the *2016 District and Campus Coordinator Manual* for the dates that the various training components will be available.

## Keyword

All individuals must enter a keyword to create a new user profile in the TELPAS Online Training Center. The keyword for 2016 TELPAS online training is training2016.

**Note that the keyword is found only in this email.**

## Access to Calibration Activities

Monitored calibration sessions must be established for raters to complete calibration activities. Access to calibration is passcode protected. Coordinators will provide proctors the daily passcode for use in monitored calibration sessions.

## Coordinator Resources

A document containing important online rater training resources for coordinators can be accessed within the *Published Reports* section of the TELPAS Assessment Management System. The information contained in this document should only be shared with other designated personnel acting as district coordinator assistants. The document includes:

- Daily calibration passcodes
- Sample monitored calibration session roster template
- Course certificate generator for K–1 and 2–12 Online Basic Training Courses
- Course certificate generator for the *Assembling and Verifying Grades 2–12 Writing Collections* course



# TELPAS Training Center

## 2016 TELPAS Rater Training Checklist



New Rater	Returning Rater
<ul style="list-style-type: none"><li>▪ New Teacher (never calibrated before)</li><li>▪ New to a grade cluster (Grade clusters are K-1, 2, 3-5, 6-8, 9-12)</li><li>▪ Teacher who has not passed a calibration set in 2013, 2014 or 2015 or who did not complete the basic course prior to successfully calibrating in prior years</li></ul>	<ul style="list-style-type: none"><li>▪ Teacher has successfully calibrated in their grade cluster within the last 3 years and previously completed the TELPAS Online Basic Training Course</li></ul>

### Campus Rater Training

- Read and become familiar with specifics in the administration of holistically rated assessments.
- Attend campus training on TELPAS administration procedures and security (this training must be completed prior to beginning online training modules).
- Sign an *Oath of Test Security & Confidentiality for TELPAS Rater* and submit to CTC.
- Receive a TELPAS Student Rating Roster with the included names of the students for whom you will be the 2016 TELPAS Rater.
- If selected to be an online reading Test Administrator, you will need to attend that training as scheduled by your CTC. You must read and become familiar with specifics in the online reading test administration. You will also sign an *Oath of Test Security for Online Reading Test Administrator*.

### New Rater Online Training

- Create an account in the new training center.
- Complete TELPAS Rater Online Basic Training Course (Overview, Listening, Speaking, Writing & Practice) by **February 15**. Notify the CTC when you have completed all activities of the basic course so that they can request a certificate from the DTC. This course opens on January 25.

### Returning Rater Online Training

- Create an account in the new training center by **February 15**.

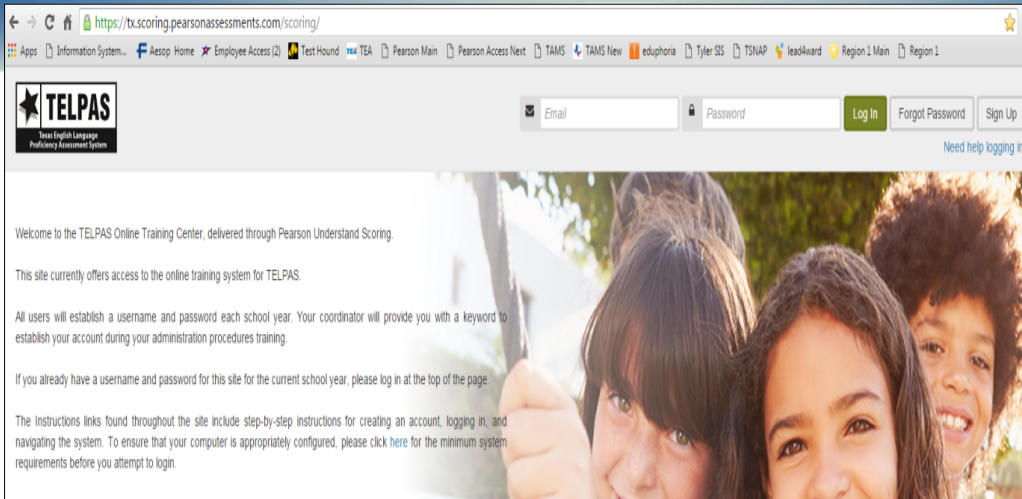
### Calibration Set

Both new and returning raters must successfully complete the calibration set in order to qualify as a rater. The calibration window opens **February 15**. See your CTC for the schedule of sessions for calibration on your campus.

- Complete TEA's online calibration set for the grade cluster(s) you will assess as a rater.
- If the first set is not passed with at least a 70% (K-1), 67% (2-12), you must attempt Set 2 at a later date.
- If you fail Set 1, for supplemental support prior to attempting Set 2 you are to view the videos provided by the Bilingual Department. You may also review the applicable modules of the Online Basic Training Course.



# TELPAS Training Center



A screenshot of a web browser displaying the TELPAS website. The address bar shows the URL <https://tx.scoring.pearsonassessments.com/scoring/>. The page features the TELPAS logo (Texas English Language Proficiency Assessment System) and a login section with fields for Email and Password, and buttons for Log In, Forgot Password, and Sign Up. Below the login section is a large image of three diverse children smiling. The main content area contains the following text:

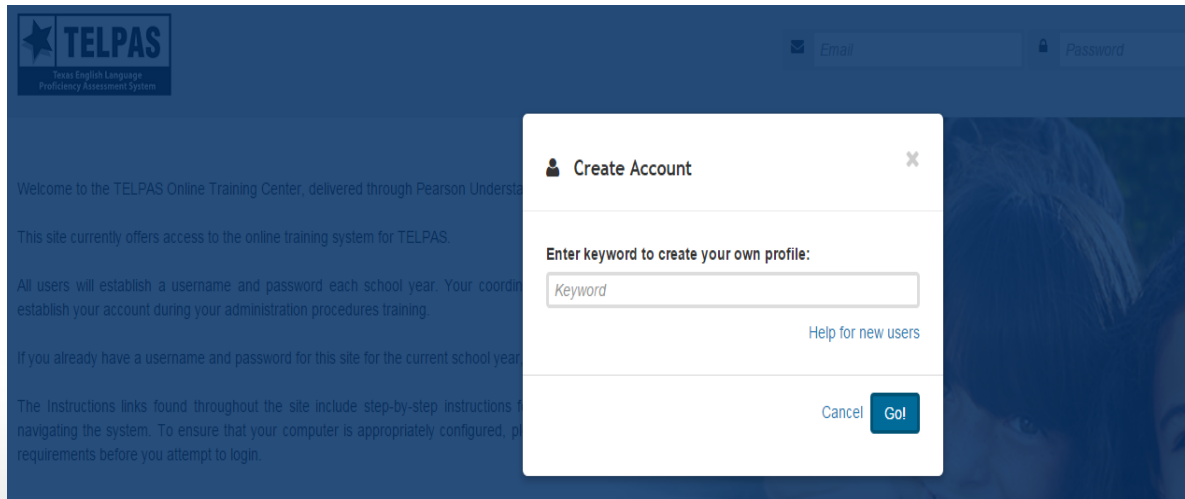
Welcome to the TELPAS Online Training Center, delivered through Pearson Understand Scoring.

This site currently offers access to the online training system for TELPAS.

All users will establish a username and password each school year. Your coordinator will provide you with a keyword to establish your account during your administration procedures training.

If you already have a username and password for this site for the current school year, please log in at the top of the page.

The Instructions links found throughout the site include step-by-step instructions for creating an account, logging in, and navigating the system. To ensure that your computer is appropriately configured, please click [here](#) for the minimum system requirements before you attempt to login.



A screenshot of the TELPAS website with a 'Create Account' modal window open. The modal has a title 'Create Account' and a close button. It contains the following text and form elements:

Enter keyword to create your own profile:

[Help for new users](#)

Cancel

The background of the page is a dark blue gradient with the TELPAS logo and the same text as the first screenshot, but it is partially obscured by the modal.



# TELPAS Training Center

## Create Profile Instructions

Create a profile for TELPAS Online Training. Use this profile to track your status and progress.  
*You must have received TELPAS administration procedures training and have signed an Oath of Test Security and*

Email ID \*:

Enter your work email. This will be your ac

Confirm Email ID \*:

First Name \*:

Last Name \*:

Password \*:

Password should be 6 - 15 characters and

Confirm Password \*:

Password must match exactly.

Region \*:

Select the region for your district.

District \*:

Select your district.

I have read and understand the Rater Agreement  
TELPAS Online Training Course and Calibration

Select your district.

I have read and understand the Rater Agreement for  
TELPAS Online Training Course and Calibration



## Choose Your Training



# TETN

## STAAR Accommodations Update







# Key Concepts about Testing Accommodations



Dr. Frank Rivera, Executive Director for Curriculum and Evaluation, La Joya ISD



# Train District and Campus Staff on Accommodations

- Read the Texas Education Agency (TEA) policies and manuals.
- This training does not take the place of reading TEA policies and manuals.
- Some information in this presentation is from TEA policies and some is from local district procedures.
- If you have a doubt about a testing or accommodation policy, call TEA.



# Train District and Campus Staff on Accommodations

It is the intent of TEA's Student Assessment Division that all resources created to clarify testing and accommodation policies be accessible to educators at the region, district, and campus levels, including classroom teachers.

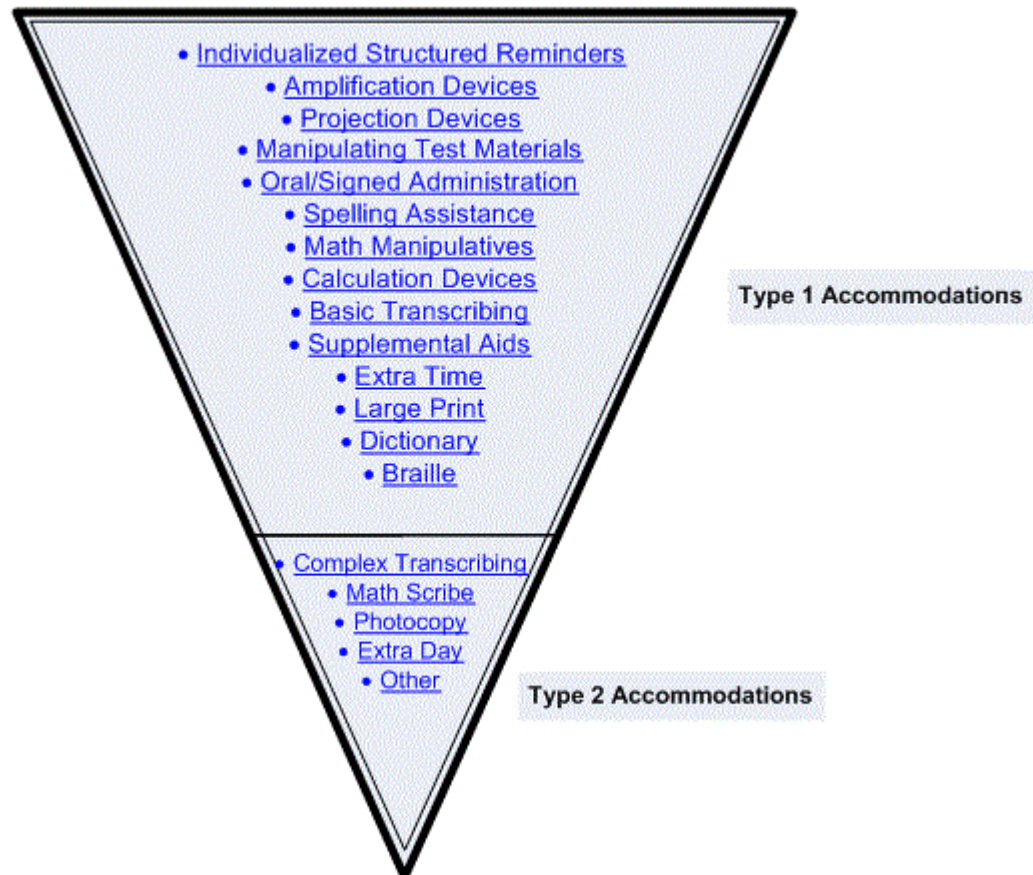
Relevant district and campus staff will need to read all of the policies and related resources once they are posted on TEA's Student Assessment webpage. These documents contain all the details.

<http://tea.texas.gov/student.assessment/accommodations/>



# Train District and Campus Staff on Accommodations

## Accommodations for Students with Disabilities



# Train District and Campus Staff on Accommodations

- ▶ 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



# Train District and Campus Staff on Accommodations

## Tips for Successful Accommodations Implementation

1. Train your staff to use the written accommodation policies when making decisions about accommodations.
2. Review the definition of routine.
3. Review the definition of effective.



# Train District and Campus Staff on Accommodations

- **What does "routinely used" mean?**
  - The student should routinely receive the accommodation during classroom instruction and testing.
  - The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.
  - This does not necessarily mean that the accommodation must be used every day during instruction.



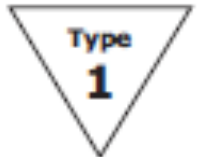


# Train District and Campus Staff on Accommodations

- **How do I know the accommodation has proven effective in meeting the student's specific needs?**
  - Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).
  - This data will show whether the student still needs the accommodation or whether it is now unnecessary.



# Train District and Campus Staff on Accommodations



## Oral/Signed Administration

### Description of Accommodation

This accommodation allows test material to be read aloud to a student with a disability. All references to reading support during an oral administration also apply to signing during a signed administration.



## Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR, STAAR Spanish, and STAAR L mathematics (grades 3–8, Algebra I, and Algebra II)
  - ✓ Test questions, answer choices, required reference materials, and allowable accommodations (e.g., supplemental aid) may be read aloud to a student
- STAAR, STAAR Spanish, and STAAR L science (grades 5 and 8 and biology)
  - ✓ Test questions, answer choices, required reference materials, and allowable accommodations (e.g., supplemental aid) may be read aloud to a student
- STAAR and STAAR L social studies (grade 8 and U.S. history)
  - ✓ Test questions, answer choices, and allowable accommodations (e.g., supplemental aid) may be read aloud to a student
- STAAR and STAAR Spanish grades 3–8 reading
  - ✓ Test questions, answer choices, required reference materials, and allowable accommodations (i.e., dictionary) may be read aloud to a student
  - ✗ Reading selections may **NOT** be read aloud to a student
- STAAR and STAAR Spanish grade 4 writing
  - ✓ Allowable accommodations (e.g., supplemental aid) may be read aloud to a student
  - ✗ Revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student
- STAAR grade 7 writing
  - ✓ Required reference materials and allowable accommodations (e.g., supplemental aid) may be read aloud to a student
  - ✗ Revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student
- STAAR English I, English II, and English III
  - ✓ Reading section: test questions, answer choices, and required reference materials may be read aloud to a student
  - ✗ Reading section: reading selections may **NOT** be read aloud to a student
  - ✓ Writing section: required reference materials and allowable accommodations (e.g., supplemental aid) may be read aloud to a student
  - ✗ Writing section: revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student

**NOTE:** Eligibility for an Oral Administration is not applicable to STAAR A and should **NOT** be determined or documented. For information about the text-to-speech function on STAAR A, refer to the test administration manuals.



## Student Eligibility Criteria

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and classroom testing, and
- meets at least one of the following:
  - The student receives special education services and is identified with dyslexia or a related disorder per TEC §38.003.
  - The student receives special education services and has evidence of reading difficulties.
  - The student receives Section 504 services and is identified with dyslexia or a related disorder per TEC §38.003.
  - The student receives Section 504 services and has evidence of reading difficulties.
  - The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.



## Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, OA must be recorded in the ACCOMM. field as available on the student's answer document or in the Texas Assessment Management System for online administrations.

No Accommodation Request Form required.





## Examples/Types

Several types of oral administration are available, some of which require a decision about student eligibility.

### **Oral Administration of STAAR and STAAR Spanish Paper Tests, STAAR Braille Tests, and STAAR EOC Online Tests**

All guidelines for oral administration apply to paper tests, braille tests, and EOC online tests. Oral administration of these tests should only be provided to an eligible student by a trained test administrator. Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing an oral administration can be found in the Oral/Signed Administration Guidelines document located on the Accommodation Resources webpage.

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and answer choices at student request
- read all test questions and answer choices throughout the test (not appropriate for standardized oral administration [SOA] or STAAR A)

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.





## Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. If providing an oral administration to a student taking a braille test, refer to the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodations for Students with Disabilities webpage.
5. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should 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, located on the TEA's Accommodation for Students With Disabilities webpage.





# TETN STAAR Alt 2



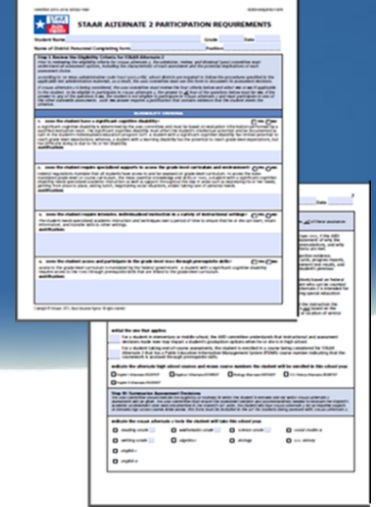


# Key Concepts about STAAR Alt 2

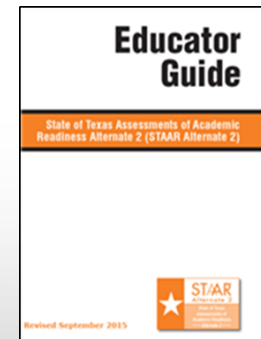


Ben Estrada, Director of Assessment, Research and Evaluation,  
Los Fresnos CISD

# 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.



# Medical Exceptions & 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 appropriate 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.



# 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.





# 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.



# Return Test Materials to the Campus Coordinator

## STAAR Alternate 2 Scoring Document

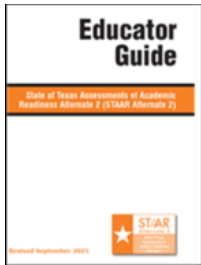
- test booklets grouped by grade for grades 3–8
- student test booklets grouped by course for EOC assessments
- secure Alternate 2 test administrator manuals
- photocopies of secure test materials, if used

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.

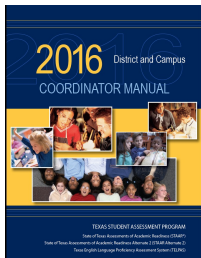
Do not mix STAAR Alternate 2 materials with STAAR or TELPAS materials in the same shipment.



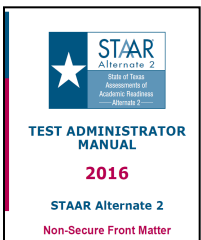
# Resources



*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)*





# Texas Assessment Management System



Juana M. Perez, Coordinator for Testing & Evaluation Department,  
Mission CISD

# Texas Assessment Management System “Landing Page”



Contact Us

## 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 L, 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](#)
- [Analytic Portal](#)

### Summary Reports

[District and Campus Reports](#)

### Technology Systems and Supports for Administrators

Access technical guides, unified minimum system requirements, and other technology resources related to assessment management systems and online testing for all assessment programs.

### Log In for Administrators

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

### Resources for All Assessment Programs

- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Additional Reports and Services](#)
- [2016 STAAR Released Tests](#)
- [Private School Packet \(PDF\)](#)
- [Test Administrator Training Modules](#)

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

- [STAAR OOD/OOS Registration form](#)
- [STAAR OOD/OOS Test Site Directory \(PDF\)](#)
- [STAAR OOD and OOS Frequently Asked Questions \(FAQs\)](#)
- [TAKS/TAAS OOS Registration](#)







# Assessment Management System

## For STAAR Gr. 3-8 & EOC



Contact Us

[Home](#) > Technology Systems and Supports

### Technology Systems and Supports

#### STAAR Grades 3–8 and EOC

- [STAAR Assessment Management System User's Guide \(PDF\)](#)
- [STAAR Assessment Management System User Roles and Permissions \(PDF\)](#)
- STAAR Online Testing Platform Secure Browsers
  - [For Windows](#)
  - [For Mac](#)
  - [For Chromebook](#)
  - [For iPad](#)
  - [For Android](#)
  - For Fedora Linux (.rpm package)
    - [Linux-rpm-64-bit](#)
    - [Linux-rpm-32-bit](#)
  - For Ubuntu Linux (.deb package)
    - [Linux-deb-64-bit](#)
    - [Linux-deb-32-bit](#)
  - For Either Linux Distro (.run package – command line install)
    - [Linux-run-64-bit](#)
    - [Linux-run-32-bit](#)
- [STAAR Online Testing Platform Technology Guide \(PDF\)](#)
- [STAAR Online Testing Platform Local Caching Software \(LCS\) District Guide \(PDF\)](#)
- [Online Readiness Tools](#)
- [Quick Guide to Online Testing \(PDF\)](#)
- [2015 STAAR End-of-Course Reporting Student Data File Format \(PDF\)](#)

#### Log In

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

#### Resources for STAAR Alternate 2, TELPAS, and TAKS

- [Go to STAAR Alternate 2, TELPAS, and TAKS](#)

#### Resources for All Assessment Programs

- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Optional Reports and Services](#)





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

- [For Administrators](#)
- [For Educators](#)
- [For Families](#)

### STAAR Alternate 2, TELPAS, and TAKS Assessments



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- [For Families](#)

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- [TAKS/TAAS OOS Registration](#)



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



# Assessment Management System

## For STAAR Gr. 3-8 & EOC

[Home](#) | [For Administrators](#) | [For Educators](#) | [For Families](#)

[Contact Us](#)



FOR ADMINISTRATORS

[Administrators Home](#) | [About](#) | [Test Administration](#) | [Test Results](#) | [Training](#) | [Resources](#) | [FAQs](#)

[Home](#) > [Administrators](#)

### Assessment Management System for STAAR Grades 3–8 and EOC Assessments: For Administrators

Welcome to the administrators' section of the Texas Assessment Management System website for the STAAR grades 3–8 and EOC assessments including STAAR Spanish, STAAR L, and STAAR A.

Beginning with the 2015–2016 school year, all assessment management activities for the STAAR assessments will be conducted through the STAAR Assessment Management System.

Using the menu options above, you can locate resources and information specific to the administration of STAAR grades 3–8 and EOC assessments. Links are provided throughout the site to ease navigation between the different test management systems and other assessment program resources, including resources applicable to all assessment programs.

[About STAAR Grades 3–8 and EOC](#) >

#### Log In

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

#### Resources for STAAR Alternate 2, TELPAS, and TAKS

- [Go to STAAR Alternate 2, TELPAS, and TAKS](#)

#### Resources for All Assessment Programs

- [Technology Systems and Supports](#)
- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Optional Reports and Services](#)





# Assessment Management System

## For STAAR Gr. 3-8 & EOC



### Assessment Management System

FOR ADMIN

[Administrators Home](#) [About](#) [Test Administration](#) [Test Results](#) [Training](#) [Resources](#) [FAQs](#)

[Home](#) > [Administrators](#) > Test Administration

## Test Administration

Below are resources and information needed to prepare for and administer the STAAR 3–8 and EOC assessments. Select from the topics below to reveal an expanded list of related resources.

### ☐ Communications

- [Student Assessment Correspondence with Districts](#)

### ☐ District and Campus Coordinator Manuals (DCCM)

- [District and Campus Coordinator Manual \(DCCM\)](#)

### ☐ Test Administration Manuals

- [2016 STAAR Test Administration Manual 3–5](#)
- [2016 STAAR Test Administration Manual 6–8](#)
- [2016 STAAR Test Administration Manual – EOC](#)

### ☐ STAAR Assessment Management System

- [STAAR Assessment Management System User's Guide \(PDF\)](#)

### ☐ STAAR OOD/OOS

- [STAAR OOD/OOS Registration Form](#)
- [STAAR OOD/OOS Test Site Directory \(PDF\)](#)
- [STAAR OOD/OOS Test Site Collection Form](#)
- [Frequently Asked Questions](#)

### ☐ Test Administration Dates

- [Texas Student Assessment Program Calendar of Events](#)
- [Student Assessment Testing Calendar](#)

### ☐ Additional Resources

#### Log In

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPA S, and TAKS Assessment Management System](#)

#### Resources for STAAR TELPA S, and TAKS

- [Go to STAAR Alternate 2, TELPA S, and TAKS](#)

#### Resources for All Assessment Programs

- [Technology Systems and Tools](#)
- [Test Administration Materials](#)
- [TEA's Student Assessment Website](#)
- [Student Assessment Test Site and Calendar of Events](#)
- [Optional Reports and System Tools](#)





# Assessment Management System

## Sign-in



Help

### 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](http://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

[Forgot Username](#)

| [Forgot Password](#)





# Assessment Management System

## Online Portal

The screenshot shows the STAAR Assessment Management System Online Portal. The top navigation bar includes the STAAR logo, the text "Assessment Management System", and several menu items: "Dashboard" (highlighted with a yellow box), "Profile", "TAMS", "Help" (highlighted with a yellow box), and "Logout". A left sidebar contains navigation links for "Organizations", "Users", "Students", "Online Testing", "Orders", and "Reports". The main content area features a blue header with a clock icon and the text "Dashboard: Welcome, JUANA PEREZ". Below this are two tabs: "News & Announcements" (active) and "Student Transfers". A blue button labeled "Create Announcement" is visible. A news item is displayed in a white box with a megaphone icon, containing the text: "Welcome | Sep 7, 2016 | Posted By: PEREZ, JUANA. Looking forward to another great ye...". At the bottom right of the news item, it says "Showing 1 of 1".







# Assessment Management System

## Students Tab

Assessment Management System Dashboard Profile TAMS Help Logout

**View & Edit Students**

Students > View & Edit Students

To view or edit students, complete the search criteria below and click SEARCH.  
If you wish to download the results of your search, you must select a campus and a test administration.

### Search for Students

Test Administration \*  
DEC 2016 STAAR EOC

First Name  Last Name  PEIMS ID

Grade  Organization

**SEARCH**

Window is closed or Doesn't Exist or not editable

We found 0 entries matching your search criteria. **Results Per Page** 20

#	Name	PEIMS ID	Campus	Grade	Actions
---	------	----------	--------	-------	---------








# Assessment Management System

## Online Testing Tab

 Assessment Management System Dashboard Profile TAMS Help Logout

**Organizations**

**Users**

**Students**


**Online Testing**


**Manage Online Testing**

**LCS Management**

**Orders**

**Reports**

 **Manage Online Testing**

 > **Online Testing** > **Manage Online Testing**



From this page you can select and view information about test sessions, filtered by groups in your campus(es). To view a session: choose a test administration, subject, grade, and campus and then click the SEARCH button. A list of available groups within that session, as well as aggregate information about testing activity, will appear. To view an individual group, click on the VIEW icon in the Actions column.

### Search Sessions

Test Administration \*

Subject \*

Testing Grade \*

Campus \*  
-- Select Organization --  

**SEARCH**



## Orders Tab

Assessment Management System
 

[Dashboard](#)
[Profile](#)
[TAMS](#)
[Help](#)
[Logout](#)

**Organizations**  
**Users**  
**Students**  
**Online Testing**  
**Orders**  
**View & Track**  
 Participation Counts  
 Additional Materials  
 Ancillary Services  
**Reports**

**View & Track**

> **Orders** > **View & Track**

To search for an order, search using the criteria below, and then click the search button. The matching order(s) will display in the table below. To view an order, click the view order icon under the actions column. To download order detail, click the download icon under the actions column. To track an order, click the track icon under the actions column.

NOTE: Initial order includes testing materials shipped to districts based on submitted participation counts. To view quantities by campus, download the order details.

### Search for Order

---

Order Type \*

Test Administration \*

Order Number

Find Organization \*

MISSION CISD





# Assessment Management System

## Reports Tab

The screenshot shows the Assessment Management System interface. At the top, there is a navigation bar with the STAAR logo and the text "Assessment Management System". To the right of the logo are links for "Dashboard", "Profile", "TAMS", "Help", and "Logout". Below the navigation bar is a sidebar menu with the following items: "Organizations", "Users", "Students", "Online Testing", "Orders", "Reports" (highlighted in blue), "Online Testing", "Students", "Orders", and "Results". The main content area has a blue header with a bar chart icon and the text "Reports". Below this header is a breadcrumb trail: a globe icon, a right-pointing arrow, and the text "Reports". The main content area contains the text: "Select the type of report you wish to download from the left side Reports Sub Menu."



## Webinars



[Home](#) > [Administrators](#) > [Training](#) > STAAR Assessment Management System

## STAAR Assessment Management System Training

### Webinar Trainings

#### Webinar Series 1 (October 2, 5, and 6, 2015)

##### Webinar 1 Topics:

- Add/upload and manage user accounts
- View participation counts
- View/download EOC non-master (retester) student records
- Add/upload first time tester student registration files
- Update student information
- Transfer students
- Create and manage Registered Groups
- Manage OOS/OD testing

##### Training Materials:

[STAAR Assessment Management System Webinar Training PowerPoint Slides \(October 2015\) \(PowerPoint\)](#)

#### Webinar Series 2 (October 30 and November 3, 2015)

##### Webinar 2 Topics:

- Review of Webinar 1 Topics
- View Initial Order details
- View and track shipped orders
- Place Supplemental Orders (Additional Materials)

##### Training Materials:

[STAAR Assessment Management System Training PowerPoint Slides \(October/November, 2015\)](#)



# Texas Assessment Management System “Landing Page”



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- 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 L, 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](#)
- [Analytic Portal](#)

### Summary Reports

[District and Campus Reports](#)

### Technology Systems and Supports for Administrators

Access technical guides, unified minimum system requirements, and other technology resources related to assessment management systems and online testing for all assessment programs.

### Log In for Administrators

- [STAAR Assessment Management System](#)
- [STAAR Alternate 2, TELPAS, and TAKS Assessment Management System](#)

### Resources for All Assessment Programs

- [Test Administration Manuals and Materials](#)
- [TEA's Student Assessment Division Website](#)
- [Student Assessment Testing Calendars and Calendar of Events](#)
- [Additional Reports and Services](#)
- [2016 STAAR Released Tests](#)
- [Private School Packet \(PDF\)](#)
- [Test Administrator Training Modules](#)

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

- [STAAR OOD/OOS Registration form](#)
- [STAAR OOD/OOS Test Site Directory \(PDF\)](#)
- [STAAR OOD and OOS Frequently Asked Questions \(FAQs\)](#)
- [TAKS/TAAS OOS Registration](#)





# PearsonAccess<sup>next</sup>

## For STAAR Alt 2, TELPAS, TAKS

PearsonAccess<sup>next</sup>

[Home](#) [Support](#)



### Assessment Management System

#### ★ Program Information

#### STAAR Alternate 2

[Educator Guide](#)  
[STAAR Alternate 2 Test Administrator Manual \(NonSecure Front Matter\)](#)

#### TELPAS

[Educator Guide](#)  
[TELPAS Reading Test Administrator Manual](#)  
[TELPAS Rater Manual](#)  
[TELPAS Online Training Center](#)  
[TELPAS Online Reading Test Student Tutorials](#)

#### TAKS

[TAKS Coordinator and Test Administrator Manual](#)  
[TAKS/TAAS Out-of-School Tests:](#)  
[TAKS Registration](#)  
[TAAS Registration](#)  
[Exit Level Site Directory](#)  
[Frequently Asked Questions](#)

#### Sign In

[Sign In](#)

[Forgot Username](#) | [Forgot Password](#)  
Sign in to STAAR Alternate 2, TELPAS, and TAKS Assessment Management System.

#### Contact Us

[Contact Us](#)

#### Related Links

[Sign in to Texas Assessment Management Sys 2015 TELPAS and TAKS Reports](#)  
[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](#)





# PearsonAccess<sup>next</sup>

## For STAAR Alt 2, TELPAS, TAKS

PearsonAccess<sup>next</sup> Texas > 2016 - 2017 > 2016 October TAKS Exit Level MISSION CISD (108908)

Home Setup Testing Reports Support

**SETUP** **TESTING** **REPORTS**

Select an action Select an action Select an action

★ TAKS

**Key Dates**

Registration for out-of-school examinees (online only)	<b>August 8, 2016 - September 23, 2016</b>
Student Data File Upload (Student Registration) Begins	<b>August 30, 2016</b>
Test Session Setup Begins	<b>August 30, 2016</b>
Proctor Caching Available	<b>October 10, 2016</b>
2016 TAKS October Exit Level Administration – English Language Arts	<b>October 17, 2016</b>
2016 TAKS October Exit Level Administration – Mathematics	<b>October 18, 2016</b>
2016 TAKS October Exit Level Administration – Science	<b>October 19, 2016</b>
2016 TAKS October Exit Level Administration – Social Studies	<b>October 20, 2016</b>
Deadline for Ordering Additional Reports	<b>October 25, 2016</b>
Districts Return Non-scorable Materials	<b>October 28, 2016</b>

Contact

Contact Us

**Related Links**

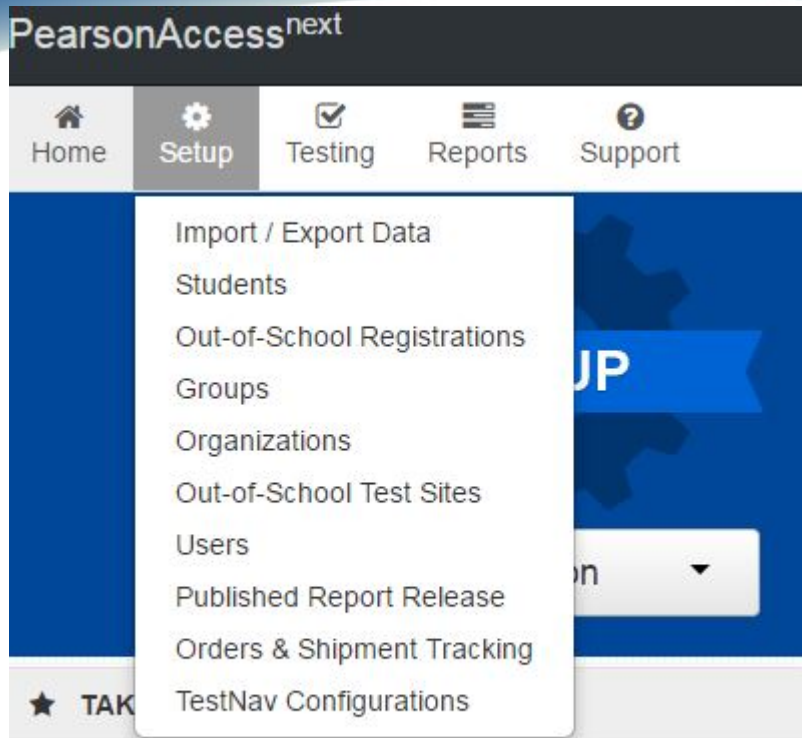
- [Sign in to Texas Assessment Management System for 2015 TELPAS and TAKS Reports](#)
- [Sign in to STAAR Alternate 2, TELPAS, and TAKS Assessment Management System Training Site](#)
- [Avocet - Master Index of Resources for STAAR Alternate 2, TELPAS, and TAKS](#)
- [Texas Assessment Management System \(TexasAssessment.com\)](#)
- [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](#)
- [Technology Systems and Supports](#)

**Resources**

- [TAKS Coordinator and Test Administrator Manual](#)
- [Exit Level Site Directory](#)
- [Frequently Asked Questions](#)
- [TEA TAKS Resources Page](#)



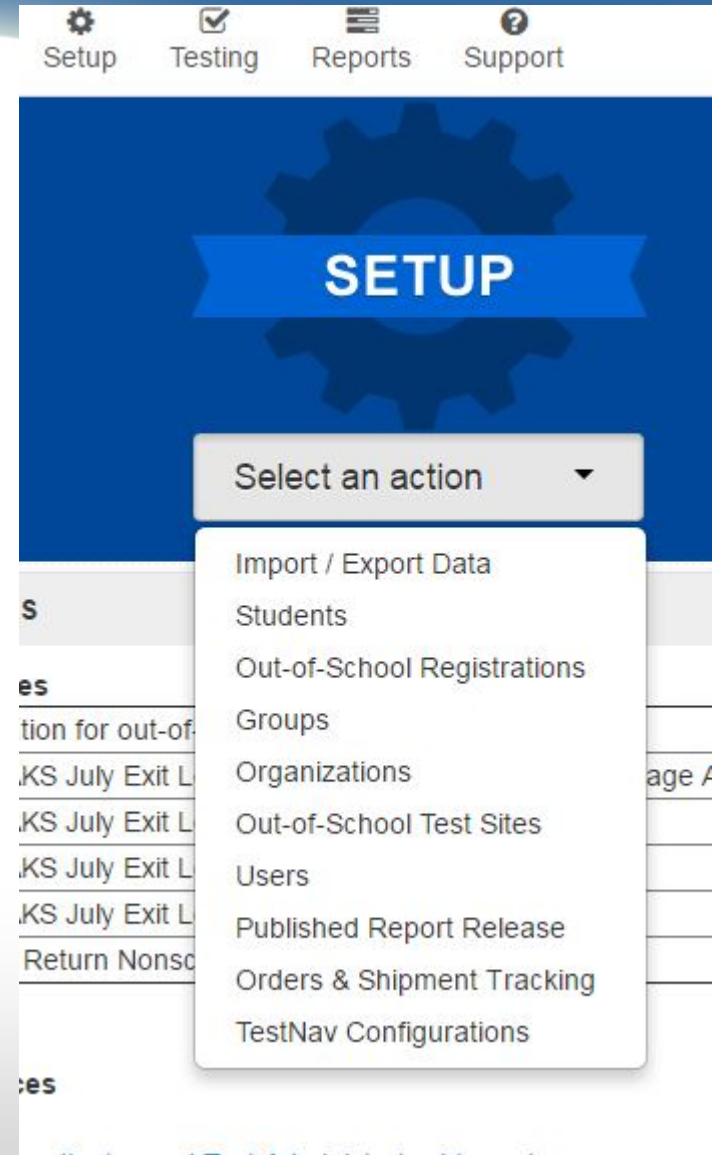
# PearsonAccess<sup>next</sup> Setup



A screenshot of the PearsonAccess<sup>next</sup> web application. The top navigation bar includes icons for Home, Setup, Testing, Reports, and Support. The Setup menu is open, showing a list of options: Import / Export Data, Students, Out-of-School Registrations, Groups, Organizations, Out-of-School Test Sites, Users, Published Report Release, Orders & Shipment Tracking, and TestNav Configurations. Below the menu, there is a section for 'Key Dates' with a table containing one row: 'Registration for out-of-school examinees (online only)'.

## Key Dates

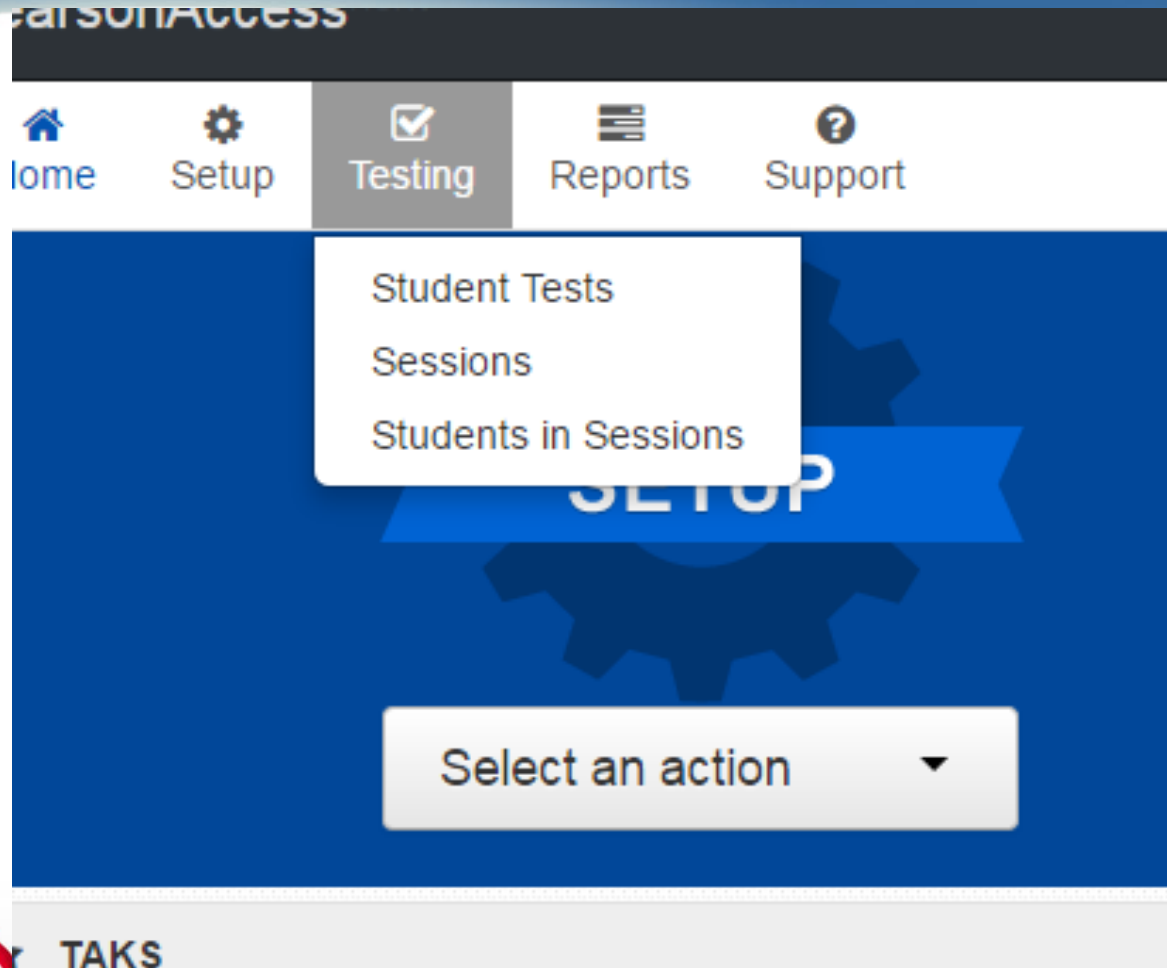
Registration for out-of-school examinees (online only)
--



A screenshot of the PearsonAccess<sup>next</sup> Setup page. The top navigation bar includes icons for Setup, Testing, Reports, and Support. The main content area features a large gear icon and a blue banner with the word 'SETUP'. Below this is a dropdown menu labeled 'Select an action' with a list of options: Import / Export Data, Students, Out-of-School Registrations, Groups, Organizations, Out-of-School Test Sites, Users, Published Report Release, Orders & Shipment Tracking, and TestNav Configurations. The page also shows a table with columns for 'es' and 'Return Nonso'.



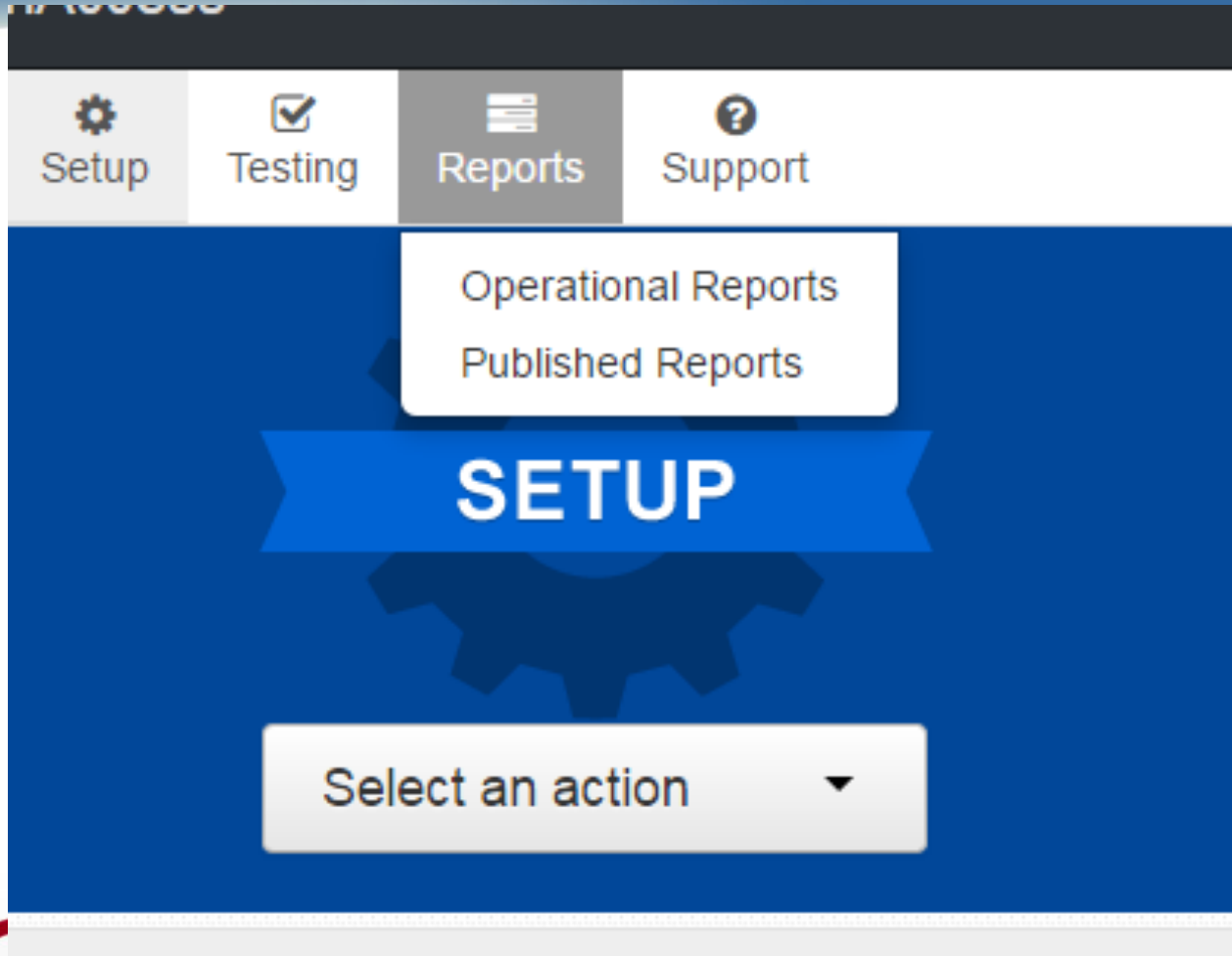
# PearsonAccess<sup>next</sup> Testing



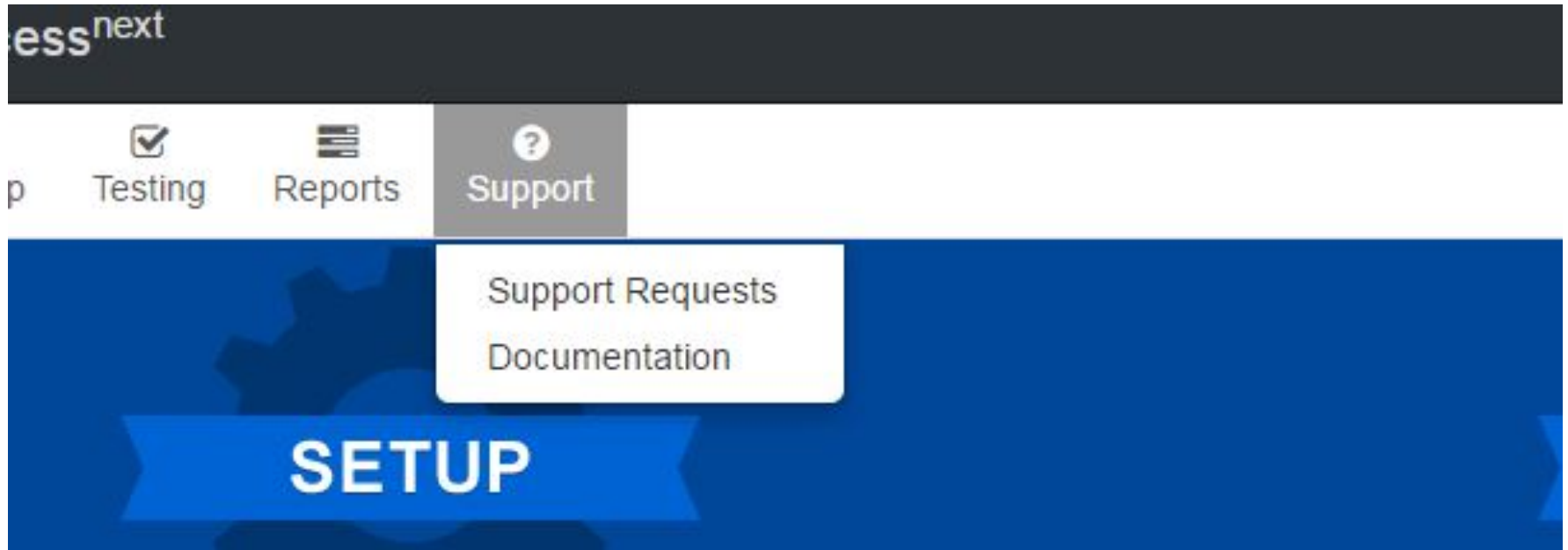
The screenshot shows the PearsonAccess next interface. At the top, there is a navigation bar with five items: Home (house icon), Setup (gear icon), Testing (checkmark icon), Reports (list icon), and Support (question mark icon). The Testing menu is currently open, displaying three options: Student Tests, Sessions, and Students in Sessions. Below the menu is a large blue banner with the word 'SETUP' and a gear icon. At the bottom of the banner is a white button labeled 'Select an action' with a downward arrow. The text 'TAKS' is visible at the bottom left of the interface.



# PearsonAccess<sup>next</sup> Reports



# PearsonAccess<sup>next</sup> Support



The screenshot shows the PearsonAccess<sup>next</sup> user interface. At the top left, the text "ess<sup>next</sup>" is visible. Below it is a navigation bar with four items: "p" (partially visible), "Testing" (with a checkmark icon), "Reports" (with a list icon), and "Support" (with a question mark icon and highlighted in grey). A dropdown menu is open under "Support", containing "Support Requests" and "Documentation". Below the navigation bar is a large blue banner with the word "SETUP" in white capital letters.



# PearsonAccess<sup>next</sup> Support

PearsonAccess<sup>next</sup>

Home Setup Testing Reports Support

Support

Support Requests  
Documentation

Categories [All Clear](#)

- Administration Manuals
- Communications
- Downloads
- Report Information
- Technology Documentation/Information
- Training

File Type [All Clear](#)

- Archive
- Excel
- Web Page

**District Testing Coordinator Training**  
The district testing coordinator training includes informa PearsonAccess Next.  
Jan 19, 2016

**Grades 2–12 Reading Test Samples from**  
TELPAS reading test samples from the Educator Guide  
Jan 25, 2016

**Technology Coordinator Training**  
The technology coordinator training is an overview of te  
Jan 19, 2016



## District Testing Coordinator Training



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