TELPAS

Texas English Language
Proficiency Assessment System

Test Administrator Manual

Grades 2–12

TELPAS

2021–2022

Information about the Texas Assessment Program can be found on TEA's Student Assessment Division website.

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Contact Information and Resources

Contact Information	
For questions about	**Contact**
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 *Help Desk*
accessing online resources, online test administration procedures, online training, or help with technical concerns or issues	Texas Testing Support Phone: 833-601-8821 TexasTestingSupport@cambiumassessment.com Live Chat: Go to https://www.texasassessment.gov/contact.html and click "Chat Now."

General Information Resources	
For general information related to	**Access**
the student assessment program	www.tea.texas.gov/student.assessment/
EL assessments	www.tea.texas.gov/student.assessment/ell/
TELPAS Rater Manual	www.tea.texas.gov/student.assessment/ell/telpas/
TELPAS online basic training courses, online calibration activities, and related training materials	https://tx.tms.pearson.com/Account/TxLogin
TELPAS online test training and administration materials	https://www.texasassessment.gov/telpas.html
TELPAS online practice tests	https://www.texasassessment.gov/families.html
online testing (training, administration materials, and technology assistance)	https://www.texasassessment.gov/testing-personnel.html
testing calendars	https://tea.texas.gov/student.assessment/calendars/

Resource Materials	
Resources online include	**Located at**
District and Campus Coordinator Resources	www.txetests.com/dccr/
Accommodation Resources	www.tea.texas.gov/student.assessment/accommodations/
Language Proficiency Assessment Committee (LPAC) Resources	www.tea.texas.gov/student.assessment/ell/lpac/
Test Delivery System (TDS) User Guide	https://www.texasassessment.gov/resources/system-user-guides/test-delivery-system-user-guide
Test Information Distribution Engine (TIDE) User Guide	www.texasassessment.gov/resources/system-user-guides/tide-user-guide
Data Entry Interface (DEI) User Guide	https://www.texasassessment.gov/resources/system-user-guides/dei-user-guide

Key Dates

2021–2022	
Events	**Dates**
TELPAS Online Training Center opens	January 10
Online training courses for holistically rated assessments	
• Assembling and Verifying Grades 2–12 Writing Collections course available	January 10
• Basic training courses for new grades K–1 and 2–12 raters available	January 24
Online calibration window opens	February 7
Earliest eligibility date for TELPAS writing samples	February 7
Deadline for training test administrators, raters, assemblers, and verifiers on administration procedures	February 18
TELPAS assessment window, grades K–12 listening, speaking, reading, and writing	February 21–April 1
Deadline for districts to opt in for printed report cards	April 1
Districts receive TELPAS printed reports	May 31–June 3

General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in four language domains: listening, speaking, reading, and writing. When this resource refers to English learners, it applies to students identified as emergent bilingual (EB), per the terminology changes made by the 87th Texas Legislature, 2021.

The Texas Education Agency (TEA) is exploring the development of a standardized TELPAS writing assessment. As part of the development process, TELPAS writing field-test questions will be embedded in all TELPAS reading forms this spring. The embedded writing field-test questions are designed to collect data and will not count toward a student's TELPAS reading or writing score. The TELPAS online assessment components for grades 2–12 include the following:

- multiple-choice online reading and writing tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
- online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, and 9–12

For 2021–2022, TELPAS student writing collections are still required to be collected and rated for a student's proficiency rating. For more information about TELPAS student writing collections, refer to the TELPAS Rater Manual.

The instructions in this manual explain the responsibilities of test administrators for the spring 2022 TELPAS online tests. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *TELPAS Rater Manual*, and the TELPAS information in the *District and Campus Coordinator Resources*. Assessment procedures must be followed exactly so that all students eligible for testing are assessed in a uniform manner.

In rare circumstances that prevent a student from testing online, the Texas Education Agency (TEA) may grant approval for a special administration of the domains of listening, speaking, and reading for grades 2–12. This manual does not contain instructions for a special administration. If you are approved for a special administration, you will follow the instructions that are provided with the approval for the special administration.

Scheduling

For the 2021–2022 school year, TEA will offer a six-week test administration window for TELPAS. Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Student Assessment Testing Calendar. Your campus testing coordinator will inform you of the schedule to follow. Each online test should be completed in one day unless the student has been approved for an extra day or becomes sick during testing.

Make-up Testing

Districts should offer make-up opportunities for TELPAS online tests to students who are absent on the campus-scheduled assessment day since there is a six-week test administration window. Districts that offer make-up testing must maintain the security of the assessments. This includes ensuring that the test content remains secure so the assessments administered to students later within the assessment window are still valid.

Students Who Become Sick During a Test

Make-up testing may also be used for a student who becomes sick and leaves campus during the test. If the student has not completed the assessment, the student may complete the test upon returning to school within the scheduled administration dates. For online administrations, the Test Delivery System (TDS) will lock student responses eight hours after pausing a test. Students who continue testing on another day will be able to view all questions but will not be able to edit responses completed on a previous day.

Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**

  This includes the student's Texas Student Data System (TSDS) ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**

  This includes students' answers and holistic ratings, rater information, and any designated supports used for testing, and should be entered in the **appropriate** system:

  - students' grades 2–12 listening and speaking and reading tests are administered and submitted in TDS

- students' holistic proficiency rating for grades 2–12 writing are entered into the Data Entry Interface (DEI)
- holistic ratings for students' grades K–1 listening, speaking, reading and writing tests are entered into DEI
- designated supports for students' grades K–12 tests are entered into the Test Information Distribution Engine (TIDE)
- reasons why a student was unable to be assessed are submitted into TIDE

Instructions for submitting this information are provided in the *DEI User Guide*, *TIDE User Guide*, and *TDS User Guide*.

Eligibility Requirements

All ELs in grades K–12 are required to participate in TELPAS, including students classified as EB/EL in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services. ELs are required to be assessed annually until they meet EB/EL reclassification criteria.

There are circumstances in which a student may not be required to participate in the general TELPAS or in one or more language domains.

- **Admission, Review, and Dismissal (ARD) Decision:** In rare cases, it may be necessary for the ARD committee, in conjunction with the language proficiency assessment committee (LPAC), to determine that an EL receiving special education services should not be assessed in listening, speaking, reading, or writing for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's individualized education program (IEP) by the ARD committee and the student's permanent record file by the LPAC. It is also important to note that special administrations of the TELPAS online tests are available, which may allow the student to participate. Refer to the *Coordinator Resources* for more information.

- **ELs with Significant Cognitive Disabilities:** TEA developed TELPAS Alternate to assess ELs with the most significant cognitive disabilities. To determine an EL's eligibility to participate in TELPAS Alternate, refer to the TELPAS Alternate Participation Requirements document found on the TELPAS Alternate Resources webpage. A separate test administrator manual for TELPAS Alternate can also be found on the TELPAS Alternate Resources webpage.

- **Newly Enrolled EL—Holistically Rated Domains:** An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains; however, newly enrolled students in grades 2–12 are required to take the TELPAS listening and speaking and reading tests.

General Information About TELPAS Online Tests for Grades 2–12

TELPAS online tests are not timed. Students must be allowed to work at their individual speed. Once a student begins a test, he or she must complete it on the same day. Districts are not required to test beyond regular school hours but are free to do so if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.

Every effort should be made to assess all eligible students. If students are not present for their assigned test session, they should be moved to another test session in the testing window.

Designated Supports

Specific information regarding allowable designated supports for TELPAS, student eligibility criteria, and special instructions or considerations may be accessed on the Accommodation Resources webpage. If a student was provided a designated support, it must be indicated at the time of testing.

For specific information regarding allowable designated supports for the TELPAS writing field-test items embedded in the online TELPAS reading test, refer to the 2021–2022 Accommodations for TELPAS Writing Field Test Guidance document on the Accommodations Resources webpage.

In rare circumstances, a student may need a testing accommodation that is not available with an online administration. In such cases, the district coordinator will need to obtain approval from TEA for a special administration of TELPAS online test. Once approved for a special administration, instructions will be provided separately. Braille versions of TELPAS reading assessments are available to eligible students. Refer to the *Coordinator Resources* for additional information.

The following procedures are not permitted, as they may invalidate the test.

- Students may not receive reading assistance.
- Students may not use English-language or foreign-language reference materials, including dictionaries or thesauruses.
- Test questions, reading selections, and listening passages may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the Texas Assessment Program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the *District and Campus Coordinator Resources* and the test administrator manuals.

Secure Materials

TELPAS is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. This includes:

- test booklets,
- online assessments,
- online session IDs,
- TELPAS holistic ratings, and
- TELPAS calibration activities.

In addition, district coordinators should verify that procedures are in place to collect and promptly destroy any online test tickets and any reference materials, scratch paper, graph paper, or recordings used during the test administration.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited.

Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing incidents are categorized as serious violations or procedural irregularities. The section includes examples of both types of irregularities, as well as incidents involving student cheating. It is important for district testing personnel to understand the different types of irregularities so that each type of irregularity may be properly reported and addressed.

Serious Testing Violations

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

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Testing Irregularities

Procedural testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Routine training is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student's test, the district should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

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

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. A majority of the situations that involve the loss or late return of secure materials results from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets).

If testing personnel locate any secure materials that were not returned after an administration, contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on an online incident report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were destroyed.
- Secure test materials were not returned to the testing contractor by the published dates.
- Scorable materials were found after test materials had been returned to the testing contractor.
- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- A student's responses, holistic ratings, or observable behaviors were submitted incorrectly (e.g., wrong subject or domain or wrong student).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being tested or has been tested incorrectly. District coordinators should contact the Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A student was administered a paper version and an online version of the same test.
- An eligible student was not administered a test (e.g., EL whose parents had waived district ESL services was not administered the assessment).

- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).

- The district or campus failed to submit STAAR Alternate 2 student responses, TELPAS holistic ratings, or TELPAS Alternate observable behaviors inventory.

- The district failed to properly account for all eligible testers.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents but can be limited with appropriate annual training. Improper monitoring can be detrimental to students. For example, accepting a blank answer document may result in a student not receiving credit for a test that student took. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

Districts should evaluate incidents involving improper student behavior and decide whether testing personnel were or were not actively monitoring. If active monitoring caught the improper student behavior, an online incident report form is not necessary. If improper or inactive monitoring occurred, an online incident report form must be submitted.

For all incidents where students were left unattended and unmonitored, districts are required to provide a determination on an online incident report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated.

Examples:

- A test administrator
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;
  - reinforced test-taking strategies;
  - did not provide the appropriate ancillary materials (e.g., dictionaries, calculators, or reference materials);
  - did not properly prepare a testing environment or a device for testing;
  - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
  - did not properly complete the required seating chart; or
  - did not give students the correct amount of time to complete the test, including allowing students to continue testing another day without proper approval.

- A test administrator did not actively monitor students and did not
  - ensure that students worked independently during testing;
  - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages;
  - confirm that students submitted online tests.

Training Errors

Training errors involve mistakes in training, calibration, or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate Oath of Test Security and Confidentiality.
- Raters for TELPAS did not follow proper training or calibration procedures.

Penalties for Violating Security and Confidentiality of Assessments

Any violation of test security or confidential integrity may result in TEA:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for 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 or fails to cooperate with a TEA investigation, is subject to
  - placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
  - issuance of an inscribed or non-inscribed reprimand;
  - suspension of a certificate for a set term or issuance of a probated suspension for a set term;
  - revocation or cancellation, which includes accepting the surrender, of a certificate without opportunity for reapplication for a set term or permanently; or
  - imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.
- and lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with TEC, §39.003(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, §39A.

Specifically, Texas Administrative Code, §249.17(g) indicates that an educator who is found guilty of intentionally manipulating the results or violating the security or confidential integrity of a state assessment may not receive a sanction of less than a one-year suspension.

Training

❏ Review the Manual

- Read this test administrator manual before the training session and, as requested by your campus testing coordinator, review additional resources found online.

- Bring this manual to the training session.

❏ Attend Training

- Test administrator training on test security and administration procedures is required at least once. Annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with TIDE and TDS, if applicable. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining the security of test materials until returned to the coordinator
    - preparing and distributing test materials in the classroom for each administration
    - implementing the test administration processes and procedures stated in the manuals
    - monitoring and maintaining test security
    - reporting any suspected violation of test security to the campus coordinator
    - preparing test materials for return to the campus coordinator at the conclusion of test administrations
  - scheduling test administrations
  - preparing for test administrations
  - testing with designated supports
  - ensuring distribution of student test tickets
  - monitoring test administrations
  - conducting online test administrations
  - returning materials to the campus coordinator

❑ Review Resources for Online Testing

- Access and review the following training resources before all online test administrations:
  - The TELPAS online practice tests and practice sets familiarize students with the general tools and testing platform.

❑ Access TIDE, if Applicable

- It is not necessary to access TIDE to administer an online test.

- However, if your campus coordinator has assigned you to edit score code, demographic, or accommodation information in TIDE, you will receive a user ID, password, and additional training.

❑ Review and Sign an Oath of Test Security and Confidentiality

- Understand your obligations concerning test security and confidentiality.

- Sign the general test security oath, located in the Security section of the _Coordinator Resources_, following the general training on test security and test administration procedures and before handling secure test materials.

- Individuals authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by completing the appropriate section of the test security oath.

> Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

Become Familiar with the Administration Directions.

Prior to testing, familiarize yourself with the administration directions that you will read aloud to students.

The TELPAS online test administration directions take into account the difficulties that some ELs have in understanding oral administration directions in English, as well as some students' limited experience with standardized testing.

- Sentences are shorter, the language is simpler, and the instructions are more explicit.
- You are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in your test session. This means that you may shorten the directions, explain them further, simplify an explanation, or state the information in a different way in order to make the directions more understandable for your students. **You must not, however, change the substance of the information contained in the directions.**
- You are permitted to translate into the native language of your students the administration directions that you read aloud to the students before the test. (Test questions, reading selections, and listening passages, however, must not be translated.)

The instructions you read aloud to students will help them understand the nature of the TELPAS online tests.

- The administration directions explain to students that they will encounter questions that vary in difficulty, depending on how much English they know, and that this range of difficulty will help measure their progress in learning English from year to year.
- The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
- More difficult test questions and selections are interspersed with easier ones so that the most difficult questions and selections are not grouped together. A student who expresses concern about a test question or selection that is difficult to understand should be encouraged to continue working through the test, as easier questions and selections are likely to follow.

❑ Ensure Students Are Appropriately Placed

- Because TELPAS assessments are administered in a window, districts must maintain a schedule specifying which assessments are being administered on which date.

- Students taking TELPAS may be grouped across grades and domains in some cases.

- The campus coordinator should organize the testing rooms in which students are given different assessments in a way that keeps students from being confused or disturbed by differences in directions read aloud or designated supports provided.

- A student who uses certain designated supports or accessibility features may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

❑ Prepare for Testing with Designated Supports

All test administrators should review the essential documents for administering designated supports and refer to the following instructions found on the Accommodation Resources webpage.

- General Instructions for Administering Braille Versions of TELPAS document

❑ Prepare for Online Testing

- Be prepared to aid your campus coordinator in preparing materials for testing if you are asked to do so.

- Ensure that students have used the practice tests to familiarize themselves with online testing.

- Campus coordinators, test administrators, or technology staff must generate and print student test tickets at least one day before the test administration.
  - Student test tickets contain the student's first name and TSDS ID needed to log in to take the test. The session ID, which is also needed to log in to take the test, is not included in the test ticket and will need to be provided to students separately.
  - Student test tickets must be stored in a secure location prior to the test administration.
  - Information on printing student test tickets can be found in the TIDE User Guide.

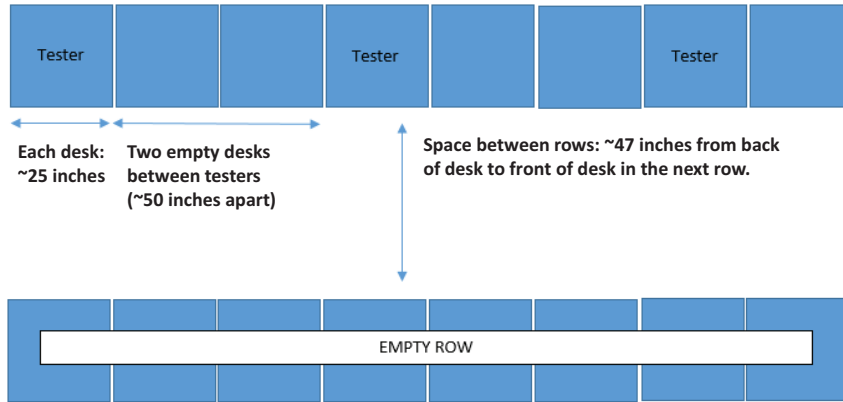❑ Prepare the Testing Environment

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

- A "Testing—Do Not Disturb" sign should be posted outside the testing room.

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

- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.

- To support test security for online administrations, test administrators should make a determined effort to prevent students from seeing one another's monitors.

- There should be a headset for every student taking the listening and speaking test. The headsets must be uni-directional, with noise-cancelling microphones. Further headphone and microphone requirements are described in the *Minimum System Requirements*.

- Students taking the reading test with the embedded writing field-test questions will need access to headphones and a keyboard.

❑ Ready Seating Charts for Each Test Session

- Seating charts, available in the *Coordinator Resources*, must include the names of the students testing, the location of each student while testing, and the names of all test administrators and monitors involved in the session.

- Additional seating charts must be completed if students are moved to another room during testing.

- Refer to the diagrams on the following page for recommended seating arrangements for the TELPAS listening and speaking test. Students will need to be seated far enough apart that background noise does not cause interference when students are recording their answers.

> *The following page outlines the technical recommended seating arrangements to ensure the best results for the TELPAS listening and speaking test. Seating arrangements must also adhere to your district's most current health guidance.*
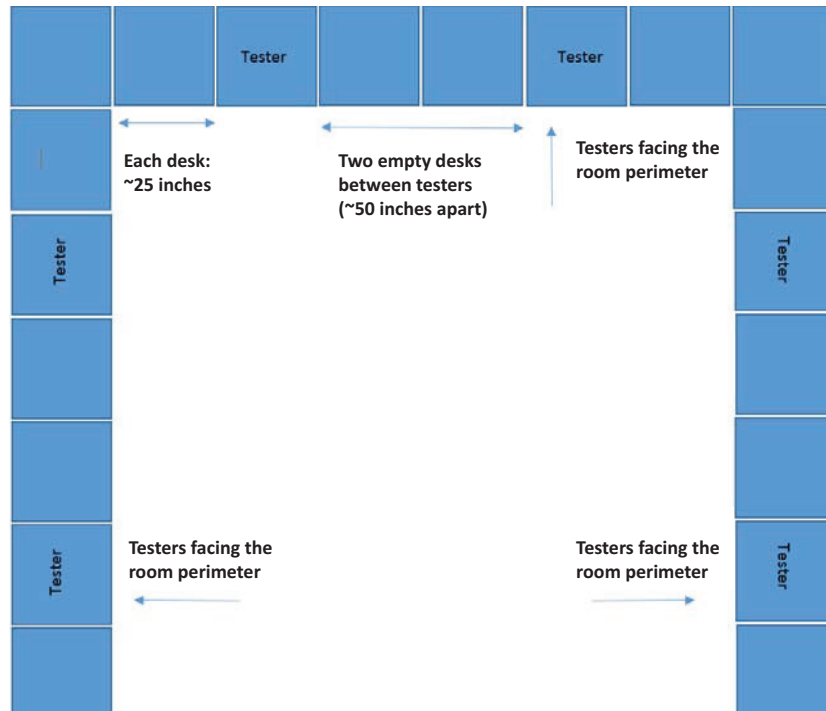
Scenario 1:

| Tester | | | Tester | | | Tester | |

Each desk: **Two empty desks** **Space between rows: ~47 inches from back**
~25 inches **between testers** **of desk to front of desk in the next row.**
(~50 inches apart)

| | | | | | | | |
| EMPTY ROW |

Second row of testers staggered from first row (i.e., tester should not be in the same column)

| | Tester | | | Tester | | | Tester |

Scenario 2:

| | | Tester | | Tester | | |

Each desk: **Two empty desks** **Testers facing the**
~25 inches **between testers** **room perimeter**
(~50 inches apart)

Tester

Tester

Testers facing the **Testers facing the**
room perimeter **room perimeter**

Tester

Tester

❏ Receive Test Materials from Campus Coordinator and Prepare for Distribution

Test administrators for online administrations must ensure that the following required materials are available on the day of testing:

- student test tickets
- scratch paper
- pencils or pens
- headsets for students taking the listening and speaking test
- headphones and keyboards for students taking the reading test with the embedded writing field-test questions

Monitor Online Administrations

> **Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report any suspected violations of test security and confidentiality to the campus or district testing coordinator. If a situation arises that you do not know how to resolve, contact your campus testing coordinator immediately.**

❏ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of TELPAS and the uniform evaluation of all students throughout the state.

■ Districts are required to have procedures in place to prevent the use of cell phones and electronic devices during test administrations. If TEA-allowed or -approved technology-based designated supports are used by a student during testing, TEA guidelines on the use of this technology must be followed to maintain the security and validity of the assessment. Although some technology may be useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the Accommodation Resources webpage.

■ A trained test administrator must be present in each testing room at all times during testing. There must be at least one test administrator for every 30 students.

■ Each student must be allowed to work at his or her individual speed. Because the online tests are **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose.

■ A student who arrives after testing has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing.

■ Test administrators must actively monitor the testing room while students are working.

■ Test administrators should verify that students have access only to allowable materials.

■ Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.

■ Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.

■ Students must remain seated during testing except when they are receiving or returning authorized testing materials.

■ Students are not allowed to talk to one another while testing is in progress.

■ Once a student has completed and submitted the test, allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.

■ Students must **NOT** use reference materials (e.g., dictionaries or thesauruses).

■ Students are allowed to use scratch paper. All scratch paper must be turned in to the campus coordinator after testing.

Breaks

■ Test administrators may allow students to take brief breaks in the testing room during a test session.

- Breaks are not mandatory.
- During breaks, students must not discuss the content of the test.

■ Students in an online test administration should pause their tests for breaks, including lunch breaks. To pause the test, students click the *Pause* button. The test administrator should assist students who need help pausing their tests. To resume a test, students should log back in using the original test ticket.

A warning message displays after 20 minutes of test inactivity. Students who do not click the *OK* button within 60 seconds after this message appears are logged out. This timeout automatically pauses the test.

■ If a student leaves the testing room for an extended time and returns, the campus coordinator must decide whether test security has been breached and if it is appropriate for the student to continue testing.

Schoolwide Emergencies

In the event of a schoolwide emergency that disrupts testing, ensuring the safety of students and staff is the top priority. Students should leave their tests where they are and follow the school's procedures. In the case of online administrations, testing staff should not instruct students to pause their tests. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. Once the emergency has been resolved, students should resume testing when instructed to do so.

❑ Start Online Test

- Immediately before testing, test administrators must provide each student their own student test ticket.
  - The student will launch the secure browser application and log in using their first name, the TSDS ID provided on the student test ticket, and the session ID provided by the test administrator.
  - The test administrators will guide students through beginning the test.

❑ Monitor and Manage Online Test Sessions

- If students are not present for the online test session and the test session ends, the students will need the Session ID of the new test session the students will test in.

> Test administrators should remind students that they should not click the *End Test* button until they have finished the test. Once a test is submitted, it cannot be restarted by the test administrator.

❑ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. 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."** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are **NOT** allowed to do the following:

- translate test questions or selections, including the written composition prompt, into another language (except sign language)
- rephrase or add information to questions or the prompt
- provide listening, speaking, reading, or writing assistance to students
- view or discuss test questions with anyone before, during, or after testing
- score test questions or discuss with students how they performed

Complete Online Administration Process

❑ Submit the Test

■ When the student reaches the end of the test, a confirmation message will appear indicating that the student has answered all questions in the test. To submit the test, the student must take the following steps:

1. Click the *End Test* button after checking their answers, and then click the *OK* button within the message.

2. In the review screen, students can review their answers before submitting the test for scoring. A warning icon ▲ will appear for any unanswered questions.

3. Click the *Submit Test* button.

■ The test will be submitted for scoring when the student clicks the *Submit Test* button. Once a student has submitted a test, the student will no longer be able to access the test with their student test ticket and session ID. If a student clicked the *Submit Test* button accidentally, contact your campus testing coordinator.

■ Students who cannot finish their tests due to illness or a testing irregularity should not click the *Submit Test* button. The student should log out of the test. If an ill student does not return later in the testing window to finish that incomplete test, the district must determine whether the student's score code should be "Other" for an illness or testing irregularity or if the student's responses should be submitted for scoring by leaving the score code set to the default "Score."

■ TDS will lock student responses eight hours after pausing a test. Students who continue testing on another day will be able to view all questions and passages but will not be able to edit responses completed on a previous day.

❑ Mark Student Test Information in TIDE

If directed by your campus coordinator, and if applicable, use TIDE to assign score codes other than "S," document accommodation information, and update demographic information. Directions to mark score codes and accommodation information are described below. Your campus coordinator will provide you with directions to update the demographic information.

Score Codes

■ Tests in "submitted" or "inactive" status at the close of the testing window will default to score code "S." If a different score code is applicable, it is necessary to assign the appropriate score code in TIDE. Refer to the Verify score codes page of the Complete Online Administrations section of the *Coordinator Resources*.

■ Use the instructions found in the *TIDE User Guide* to update Score Codes.

Update Accommodations Information

Follow these steps to update the accommodations in the student profile. Indicate that a designated support was made available to a student, even if the student did not use the accommodation during testing.

1. From the *Student Information* task menu on the TIDE dashboard, select *View/Edit/Export Student*.

2. Fill out the form that appears and select *Search*.

3. A pop-up window appears, allowing you to view or export search results or modify your search. To view and edit search results, select *View Results*. To export all search results to the Inbox from the pop-up window, select *Export to Inbox* and then select either *Excel* or *CSV*. The search results will be exported to your Inbox and you will return to the search form.

4. If you select *View Results*, the search results will appear in a table. To edit individual records, select the edit button by the record you want.

5. In the available test attributes panel on the student information window that appears, enter the student's settings for each test.

   ● The panels display a column for each of the student's test subject or course. You can select different attributes for each test subject or course, if necessary.

   ● You can use the table "Fields in the Test Attributes Panels" in the *TIDE User Guid*e appendix as a reference.

6. Select *Save*.

❑ Return All Student Test Tickets and Test Administration Materials to the Campus Coordinator

■ Collect all test tickets before students leave the testing room.

■ For students who were absent from the test, store their unused test tickets in locked storage. Students can use these test tickets during the testing window.

■ Missing or damaged tickets can be accessed or reprinted in TIDE.

■ Student test tickets and any scratch paper used during testing must be returned to the campus coordinator after the test session, as well as all seating charts with start and stop times recorded.

The testing window for TELPAS grades K–12 listening, speaking, reading, and writing assessments closes on April 1. Student records must be verified as complete by 5:00 p.m. (CT) on April 1.

> *If a student has been approved for a special administration of a grades 2–12 TELPAS test, all information, including student responses and ratings, must be submitted in the DEI by 5:00 p.m. (CT) on April 1.*

Test Administration Directions

Starting TELPAS Online Tests

Before starting a TELPAS online test, the test administrator must have a student test ticket for each student and a Session ID.

The test administrator should launch the secure browser for all students before testing begins, as directed by your district's testing policy.

If testing personnel will be logging students on to the secure browser, the test administrator should launch the secure browser on each student's computer and enter the student's first name and TSDS ID found on each printed student test ticket as well as the Session ID. If administering the reading test, this can be done before or after students arrive. If administering the listening and speaking test, log in after students arrive so that students can participate in the headphones and microphone check. If test administrators follow these steps before students arrive, they must ensure that test security is maintained at all times.

To log students into an online test, follow the steps below for each student.

1. Launch the secure browser application on the student's testing device. When the *Student Sign-In* page appears, enter the student's first name and TSDS ID exactly as they appear on the student test ticket.

2. Enter the session ID.

3. Click the *Sign In* button. After signing in to the Student Interface, students must verify their personal information on the *Is This You?* page.

4. Students can select their tests from the *Your Tests* page that appears after students verify their personal information. The *Your Tests* page displays all the tests that a student is eligible to take. Students can only select tests that are included in the session and still need to be completed.

5. Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly from the *Audio/Video Checks* page. If a test does not require functionality checks, this page is skipped.

6. The *Instructions and Help* page is the last step of the sign-in process. Students may review this page to understand how to navigate the test and use test tools as well as review their test settings. This page may also contain additional test instructions or acknowledgements that a student needs to review in order to proceed.

7. To start the test, students select *Begin Test Now*.

If students will be logging themselves on to the secure browser, test administrators will guide students through the login process using the specific administration directions.

Reading Administration Directions— Grades 2–12

The TELPAS reading test is untimed. This year, TELPAS writing field-test questions will be embedded in all TELPAS reading forms. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others. Remember, once a student begins a test, he or she must complete it on the same day.

If you are logging students in to TDS, you must launch the secure browser on each student's computer and enter the student's first name and TSDS ID found on each printed student test ticket as well as the Session ID. Refer to the previous page for steps to complete this task.

> *The administration directions are written in a way that assumes students have had the opportunity to experience this year's online test format for TELPAS through the use of the practice tests and practice sets.*

Distribute the following materials to the students if they do not already have them:

- scratch paper
- pencils or pens
- headphones and keyboards for the embedded writing field-test questions

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Text that is printed in **bold** type and preceded by the word **"SAY"** is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

SAY **Today you will take a reading test on the computer. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. If you are learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you can understand.**

> *Before students can log in to TDS, you must launch the secure browser for each student.*

It is recommended that test administrators log students in grades 2–5 in to the secure browser. If you log in for students, skip the boxed instructions.

Students in grades 6–12 will log in to the secure browser by following the read-aloud directions below. However, you may wish to log in to the secure browser for students at lower proficiency levels.

SAY   **Now we will log in to the test through the secure browser. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand, and I will help you. I am going to give a student test ticket to each of you. You will use the information on the student test ticket to log in to the test. Does anyone have any questions? If so, please raise your hand.**

Pass out the student test tickets.

SAY   **Does everyone have a student test ticket? If not, please raise your hand.**

Make sure students have the correct student test ticket. When students are ready, continue.

SAY   **Look at your student test ticket and find your first and last name. Next find your grade and date of birth. If that information is not correct, please raise your hand.**

Assist students as needed.

SAY   **Now look at your student test ticket and find your first name and the TSDS ID. Raise your hand if you do not see your name and TSDS ID.**

Assist students as needed.

SAY   **Now type this information into the correct fields exactly as it is written on your student test ticket.**

Assist students as needed. Provide the Session ID to students in whatever way is appropriate for the students and the room.

SAY   **I have provided you with the Session ID. Type the Session ID in the Session ID field exactly as I have provided it. Now, click the *Sign In* button.**

Check to see if everyone has successfully logged in to the test. Test administrators may provide students with printed copies of the Session ID or write the Session ID on the classroom chalkboard/dry-erase board or projection device.

SAY   Now, you will see a screen that says *Is This You?* Verify that the information is correct. If your information is correct, select *Yes* to continue. If the information is not correct, then select *No* to return to the login page and raise your hand.

Assist students as needed.

SAY   You will now see a screen that says *Your Tests*. Click the arrow to the left of the TELPAS Reading Test to proceed.

Assist students as needed.

SAY   Now, you will see a screen that allows you to verify the text-to-speech tool functionality. Put your headphones on, click the speaker icon, and listen to the audio. Choose the settings that work best for you and then select *I heard the voice* button. If you are not able to hear the audio, please raise your hand. Now, click the *Continue* button.

If a students volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your campus coordinator.

SAY   Now, you should see a screen that says *Instructions and Help*. Do not click the *Begin Test Now* button until I tell you to do so.

Now, on the *Instructions and Help* screen, click the *View Test Settings* button. You should see a screen that says *Review Test Settings*. This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

Assist students as needed.

SAY   Click the *OK* button to save your changes and return to the *Instructions and Help* screen. Below *Test Settings*, find *Help Guide*. The guide is available within the test by clicking the question mark icon in the top right of your screen. The instructions in the guide remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions.

Assist students as needed.

SAY   **When you start the test, the reading selections may be short or they may be long. Sometimes you will click and move the bar next to the reading selection up and down to read all of it.**

If students are unfamiliar with the term "selection," explain what it means (for example, "story").

SAY   **You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Each new section of the test has directions for you to read. You may raise your hand during the test if you need help with directions or with your computer. I will not be able to help you answer any test questions. If you are not sure about the answer to a question, you may choose the answer you think might be correct or answer it as best you can. It is important to do your best on the parts of the test you can understand.**

> **NOTE:** *At a student's request, a test administrator may read aloud, clarify, or translate the directions posted on the directions screen before a test question or at the top right of a selection. ("Read the selection and choose the best answer to each question."). Only text included in the directions is eligible for test administrator assistance. Test administrators must* **NOT***, however, change the substance of the information given in the directions.*

SAY   **You may change your answer to any question at any time during the test. For multiple choice questions, just click the circle next to the new answer you choose. You will see a dot inside the circle for the new answer, and the dot for the other answer will go away. For writing questions and responses, click in the text box to edit your response.**

If you want to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.

You will have all the time you need to complete the test.

When students are ready, continue.

Read the following directions for students in grades 2–5.

SAY **When you have come to the end of the test, click the *End Test* button and the review screen will show whether you have answered all of the questions. You may click on a test question number to check over your work and make any changes to your answers. When you have checked your answers, raise your hand, and I will come help you close your test. Then, please be quiet until everyone has finished. Does anyone have any questions?**

Answer all questions before continuing.

Read the following directions for students in grades 6–12.

SAY **When you have come to the end of the test, click the *End Test* button and the review screen will show whether you have answered all of the questions. You may click on a test question number to check over your work and make any changes to your answers.**

To end the test and submit your answers for scoring, click the *Submit Test* button at the bottom of the review screen. A pop-up message will appear that says, "Are you sure you want to submit the test?" and then click the *Yes* button. When you have reached the *Your Results* page, raise your hand so I can review your screen. I will collect any testing materials and help you close the test. Please sit quietly so that you do not disturb others who are still working. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer all questions before continuing.

SAY **If there are no more questions, click the *Begin Test Now* button. This will take you to the first question of the test.**

At any point during the test administration, the test administrator may assist students if they have trouble navigating through the assessment or need reminders of how to use the tools and designated supports. Refer to Appendix A for more information.

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

Test administrators must be actively engaged in observing students' behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones or dictionaries. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Campus coordinators must confirm that test administrators are actively monitoring in each testing room.

The first part of the test contains easier questions. Later in the test, more difficult selections are mixed with easier selections. If a student expresses concern because a selection or a question is difficult, encourage him or her to keep working, because easier selections or questions will likely follow. Encourage the student again to answer the writing questions or prompt as best as he or she can. Depending on a student's proficiency level, if the student becomes overly frustrated or anxious, do not require him or her to complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. Either the entire class can take a restroom break, or allow only one student at a time to take a restroom break. Refer to the "Ensure Proper Testing Procedures" section for more information.

As students in grades 2–5 finish, click the End Test *button and then click the* YES *button within the message to go to the review screen. The test can only be submitted from the review screen. Click the* Submit Test *button to submit tests for scoring. Collect any scratch paper, test tickets, and any printed Session IDs used by the students. The scratch paper, student test tickets, and any printed Session IDs must be turned in to your campus coordinator to be destroyed.*

As students in grades 6–12 complete the test, review the confirmation screen on the students' Your Results page and collect any scratch paper, test tickets, and any printed Session IDs used by the students so you can return them to the campus coordinator.

Students may be allowed to leave the room, or the test administrator can provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Listening and Speaking Administration Directions— Grades 2–12

The TELPAS listening and speaking test is untimed. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others. Remember, once a student begins a test, he or she must complete it on the same day.

If you are logging students in to TDS, you must launch the secure browser on each student's computer and enter the student's first name and TSDS ID found on each printed student test ticket. Refer to the "Starting TELPAS Online Tests" section for steps to complete this task.

> *The administration directions are written in a way that assumes students have had the opportunity to experience the new online system for TELPAS through the use of the recommended practice tests and practice sets.*

Distribute the following materials to the students if they do not already have them:

- scratch paper
- pencils or pens
- headsets or headphones and microphones

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Text that is printed in **bold** type and preceded by the word **"SAY"** is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

SAY   **Today you will take a listening and speaking test. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know a little English may find some test questions very hard. If you are just learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you can understand.**

Before students can log in to TDS, you must launch the secure browser for each student.

It is recommended that test administrators log students in grades 2–5 in to the secure browser. If you log in for students, skip the boxed instructions.

Students in grades 6–12 will log in to the secure browser by following the read-aloud directions below. However, you may wish to log in to the secure browser for students at lower proficiency levels.

SAY **Now we will log in to the test through the secure browser. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand, and I will help you. I am going to give a student test ticket to each of you. You will use the information on the student test ticket to log in to the test. Does anyone have any questions? If so, please raise your hand.**

Pass out the student test tickets.

SAY **Does everyone have a student test ticket? If not, please raise your hand.**

Make sure students have the correct student test ticket. When students are ready, continue.

SAY **Look at your student test ticket and find your first and last name. Next find your grade and date of birth. If that information is not correct, please raise your hand.**

Assist students as needed.

SAY **Now look at your student test ticket and find your first name and the TSDS ID. Raise your hand if you do not see your name and TSDS ID.**

Assist students as needed.

SAY **Now type this information into the correct fields exactly as it is written on your student test ticket.**

Assist students as needed. Provide the Session ID to students in whatever way is appropriate for the students and the room.

SAY **I have provided you with the Session ID. Type the Session ID in the Session ID field exactly as I have provided it. Now, click the *Sign In* button.**

Check to see if everyone has successfully logged in to the test. Test administrators may provide students with printed copies of the Session ID or write the Session ID on the classroom chalkboard/dry-erase board or projection device.

SAY   Now, you will see a screen that says *Is This You?* **Verify that the information is correct. If your information is correct, select** *Yes* **to continue. If the information is not correct, then select** *No* **to return to the login page and raise your hand.**

Assist students as needed.

SAY   **You will now see a screen that says** *Your Tests*. **Click the arrow to the left of the TELPAS Listening and Speaking Test to proceed.**

Assist students as needed.

The Audio Playback Check panel appears for tests with listening questions and allows students to verify that they can hear the sample audio.

SAY   **The next screen is the Audio Playback Check screen. Put your headphones on, click the speaker icon, and listen to the audio. Choose the settings that work best for you and then select** *I heard the voice button*. **If you are not able to hear the audio, please raise your hand. Now, click the** *Continue* **button.**

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headphones are fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your campus coordinator.

*The **Recording Device Check** panel appears for tests with questions that require students to record audio responses. On this panel, students record their voice and verify that they can hear the recorded audio.*

SAY   **The next screen is the *Recording Device Check* screen. This screen will help you set up your microphone for the test. Make sure the microphone is connected. Raise your hand if your microphone is not connected.**

Check to see that everyone has their microphone plugged into their computer or tablet. Assist any students whose microphones are not connected.

SAY   **Look at the directions in the box. Follow along as I read the directions aloud. The directions say, "To start recording, press the Microphone (top) button. Say your name into your recording device. When you are done, press the Stop (top) button to stop recording." Does everyone see the directions?**

You will practice speaking into the microphone to make sure it is working properly. Now, follow the *Recording Device Check* directions on the screen to test your microphone.

When you are done recording, click the *Play* (bottom) button to listen to your voice. If the recording is good, select I heard my recording**. If the recording is bad or you did not hear your recording, select** I did not hear my recording **to open the *Problem Recording Audio* panel where you will be able to try to record again. Now, follow the *Recording Device Check* directions on the screen to test your microphone. Raise your hand if you need help.**

Check to see if everyone has successfully set up the microphone. Help any students who have difficulty recording.

SAY Now, you should see a screen that says Instructions and Help. Do not click the Begin Test Now button until I tell you to do so.

Now, on the Instructions and Help screen, click the View Test Settings button. You should see a screen that says Review Test Settings. This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

Assist students as needed.

SAY Click the *OK* button to save your changes and return to the *Instructions and Help* screen. Below *Test Settings*, find *Help Guide*. The guide is available within the test by clicking the question mark icon in the top right of your screen. The instructions in the guide remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions.

Assist students as needed.

SAY You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Different types of questions have different directions for you to read. You may raise your hand during the test if you need help with directions or with your computer. I will not be able to help you answer any test questions. If you are not sure about the answer to a question, you may choose the answer you think might be correct or answer it as best you can. It is important to do your best on the parts of the test you can understand.

NOTE: *At a student's request, a test administrator may read aloud, clarify, or translate the gray-box directions posted at the top of the student's test screen. Only text included in the gray-box directions is eligible for test administrator assistance. Test administrators must **NOT**, however, change the substance of the information given in the directions.*

SAY If you want to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.

Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TDS or using the scratch paper and pencil provided during test administration.

SAY **You may take notes to prepare answers to questions. When you give a spoken answer, speak clearly and use appropriate vocabulary.**

SAY **You will have all the time you need to complete the test.**

When students are ready, continue.

Read the following directions for students in grades 2–5.

SAY **When you have come to the end of the test, click the *End Test* button and the review screen will show whether you have answered all of the questions. You may click on a test question number to check over your work and make any changes to your answers. When you have checked your answers, raise your hand, and I will come help you close your test. Then, please be quiet until everyone has finished. Does anyone have any questions?**

Answer all questions before continuing.

Read the following directions for students in grades 6–12.

SAY **When you have come to the end of the test, click the *End Test* button and the review screen will show whether you have answered all of the questions. You may click on a test question number to check over your work and make any changes to your answers.**

To end the test and submit your answers for scoring, click the *Submit Test* button at the bottom of the review screen. A pop-up message will appear that says, "Are you sure you want to submit the test?" and then click the *Yes* button. When you have reached the *Your Results* page, raise your hand so I can review your screen. I will collect any testing materials and help you close the test. Please sit quietly so that you do not disturb others who are still working. Do not talk to anyone while others are still taking the test. Are there any questions?

Answer all questions before continuing.

SAY **If there are no more questions, click the *Begin Test Now* button. This will take you to the first question of the test.**

At any point during the test administration, the test administrator may assist students if they have trouble navigating through the assessment or need reminders of how to use the tools and designated supports. Refer to Appendix A for more information.

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

Test administrators must be actively engaged in observing students' behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones or dictionaries. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Campus coordinators must confirm that test administrators are actively monitoring in each testing room.

There are both easy questions and difficult questions on the test. If a student expresses concern because something is difficult, encourage him or her to keep working because easier questions will likely follow, and explain again that he or she may leave answers blank if something is too difficult to understand. Depending on a student's proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. Either the entire class can take a restroom break, or allow only one student at a time to take a restroom break. Refer to the "Ensure Proper Testing Procedures" section for more information.

As students in grades 2–5 finish, click the End Test *button and then click the* YES *button within the message to go to the review screen. The test can only be submitted from the review screen. Click the* Submit Test *button to submit tests for scoring. Collect any scratch paper, student test tickets, and any printed Session IDs used by the students. The scratch paper, student test tickets, and any printed Session IDs must be turned in to your campus coordinator to be destroyed.*

As students in grades 6–12 complete the test, review the confirmation screen on the students' Your Results *page and collect any scratch paper, test tickets, and any printed Session IDs used by the students so you can return them to the campus coordinator.*

Students may be allowed to leave the room, or the test administrator can provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

> **UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

Appendix A

Online Tools

Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, you can read the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	NAME	TEXT
Next	Next	You can use **Next** to move forward through the test.
Back	Back	You can use **Back** to move backward through the test.
	Mark for Review	You can use **Mark for Review** to flag a question to review later. When you mark a question for review, a flag will appear on the question number.
	Pause	You can use **Pause** to stop your test for short breaks. The system saves your work and returns you to the same spot when you come back.
?	Help	You can use **Help** to remind you how to use the tools.
	Highlight Selection/ Reset Highlighting	You can use **Highlight Selection** to mark important words or numbers. You can erase highlights by selecting **Reset Highlighting**.
abc	Strikethrough	You can use **Strikethrough** to cross out answer choices that you think are not correct.
	Notepad	You can use **Notepad** to take notes on each question.
	Writing Tools	You can use **Writing Tools in the Notepad or Sticky Notes** to format the edit you entered.
	Line Reader	You can use **Line Reader** to help you keep your place while reading.
	Sticky Notes	You can use **Sticky Notes** to post reminders on the screen.
	Zoom	You can use **Zoom** to make everything on your screen larger.

ICON	NAME	TEXT
	Speak	You can use **Speak** to listen to text in questions, and answer choices being read aloud.
	Microphone	You can use **Microphone** to record your response for speaking questions.
\n\nSave	Save	All responses are saved automatically. You can also manually **Save** your responses to questions.
\n\nEnd Test	End Test	You can **End Test** after responding to the last test question.
	Do Not Read	For students who have text-to-speech as an embedded support, the Do Not Read icon indicates to the student that text-to-speech is not available for that portion of the assessment. This icon will appear on reading selections, editing selections, and editing test questions since reading aloud these portions of the test is NOT allowed.

TE★AS ASSESSMENT