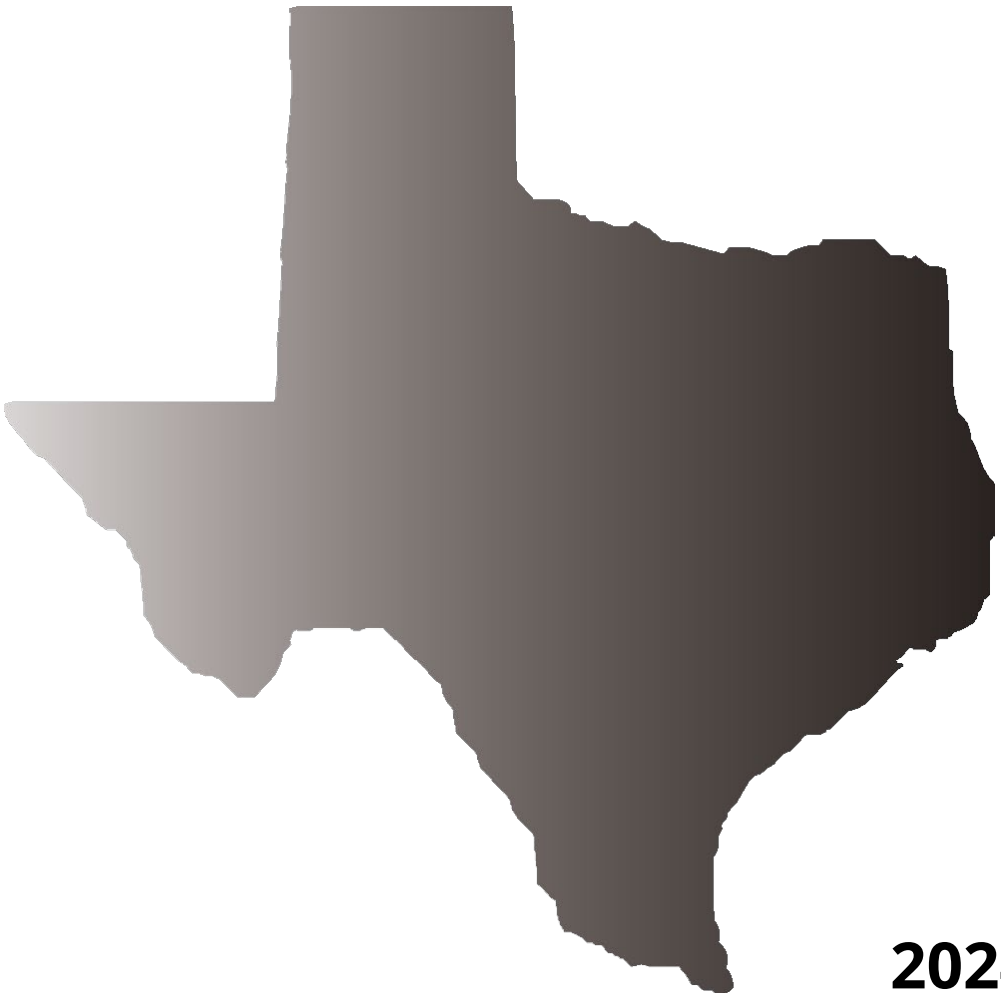
Texas Through-year Assessment Pilot

Test Administration Information



2024–2025

Information about the Texas Assessment Program can be found on the Student Assessment website.

Texas Educator Committees

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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Resources

- Student Assessment
- Texas Through-year Assessment Pilot
- Testing Personnel
- *District and Campus Coordinator Resources*
- Learning Management System

General Information

House Bill 3906, 86th Texas Legislature, 2019, required the Texas Education Agency (TEA) to develop and pilot a through-year assessment model as a possible replacement for the State of Texas Assessments of Academic Readiness (STAAR®) summative assessments. The term *through-year assessment model* refers to a progress-monitoring program that provides students with multiple opportunities throughout the school year to demonstrate their mastery of content standards and to contribute to their summative performance level, which is reported at the end of the school year.

The Texas Through-year Assessment Pilot (TTAP) has been designed in collaboration with Texas educators, administrators, students, and families and consists of three testing opportunities over the course of the school year: one in fall, one in winter, and one in spring. TTAP uses a multistage adaptive design to build shorter assessments in each content area with the goal of more accurately measuring the full scope of the curriculum while minimizing disruption to classroom instruction. This approach to measuring full scope within each testing opportunity ensures that districts can retain their local curricula and that a growth measure can be provided to students.

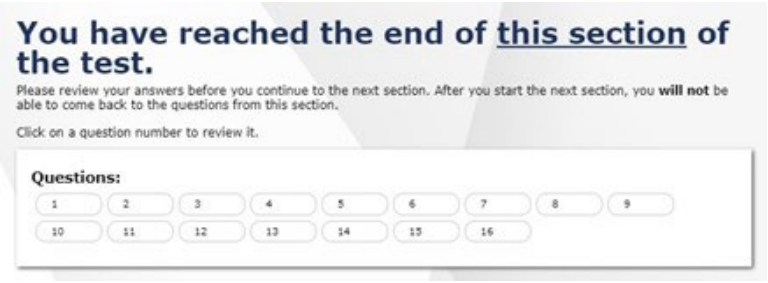
Launched in 2022–2023, TTAP is administered completely online. The multiyear design of this pilot program ensures that the model meets the same rigorous standards for validity and reliability that are applied to STAAR; the design also permits the creation of a comparable scoring methodology that can support state accountability.

Refer to the TTAP webpage for more information. Questions about TTAP can be submitted to TEA via TTAP@tea.texas.gov.

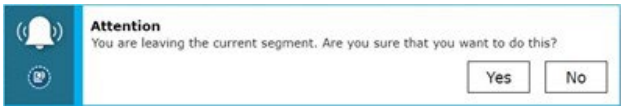
Multistage Testing

TTAP assessments consist of two stages. Each TTAP opportunity uses an adaptive model that poses appropriate questions based on each student's demonstrated ability. This multistage design means that student performance on the first assessment stage determines which second assessment stage is administered.

Before a student exits the first assessment stage, the student encounters a warning message and a review page. This is the student's only opportunity to review or modify the responses he or she gave in the first stage. Once the student moves past the review page and enters the second assessment stage, he or she will no longer be able to return to the first stage.

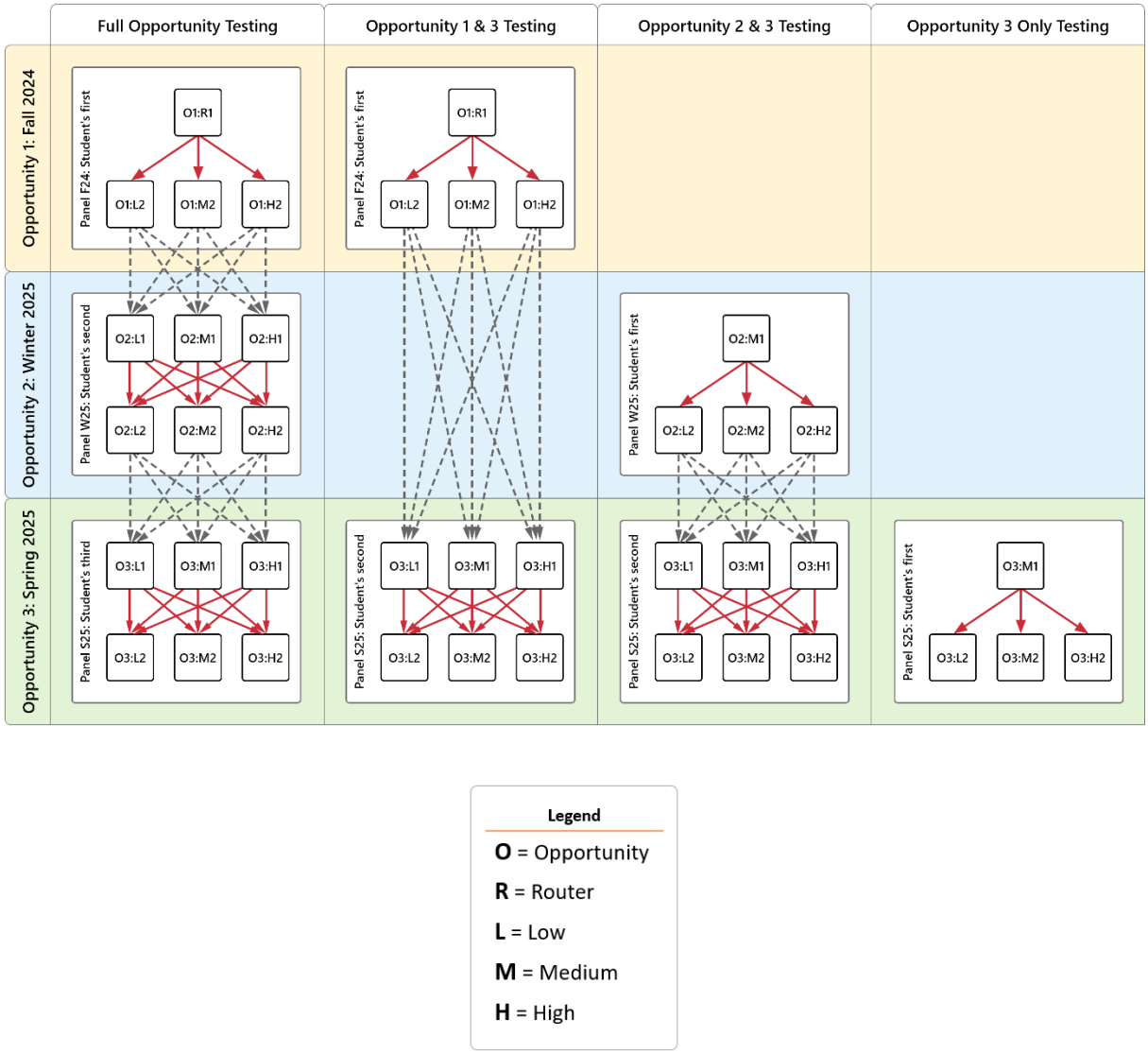


Example of the segment review page



Example of the warning message

Similarly, performance on each previous assessment determines which starting form a student is assigned for the next assessment. For example, performance on the Opportunity 1 assessment determines a student's starting form on the Opportunity 2 assessment.



In Opportunity 1, all students begin on a router form in Stage 1. Student performance on the router form determines if they receive the Low, Medium, or High form in Opportunity 1 Stage 2. In Opportunity 2, students' starting form in Stage 1 (Low, Medium, High) is determined by their performance on Opportunity 1. In lieu of previous opportunity information, students will default to starting on the Medium difficulty form. Similar to Opportunity 1, the student's performance on Opportunity 2 Stage 1 determines their Opportunity 2 Stage 2 form. In Opportunity 3, students' starting form in Stage 1 is determined by their performance on Opportunity 2. In lieu of previous opportunity information, students will default to starting on the Medium difficulty form. As in Opportunities 1 and 2, the student's performance on Opportunity 3 Stage 1 determines their Opportunity 3 Stage 2 form. Red lines indicate routing

between stages within an Opportunity or test. Gray lines indicate routing between Opportunities.

In order to receive a score, a student must have responded to at least five test questions overall and at least one in each stage and must have proceeded to Stage 2 of the assessment.

Eligibility

Participation in TTAP is optional for Texas public school districts and open-enrollment charter schools and does not eliminate a district's obligation to administer STAAR. TEA gathers participants' interest through an application process each spring. Participating district testing personnel agree to the terms of the pilot, which include replacing locally adopted benchmarks or interim assessments with TTAP assessments to minimize disruptions to instructional time. Testing coordinators must upload student information in the Test Information Distribution Engine (TIDE) for TTAP, and district-level users can create rosters during the October 1–31, 2024, rostering period. Teachers can access their students' assessment results in the Centralized Reporting System (CRS) if they have a roster assigned. Rosters are created and maintained by the district or campus testing coordinator.

TTAP will offer five test titles during the 2024–2025 school year: grade 3 mathematics (including a Spanish-language version), grade 6 mathematics, grade 7 mathematics, grade 8 mathematics, and grade 8 social studies. Additional assessments will be incorporated into the program in subsequent school years. District testing personnel have the option to participate in any or all TTAP assessments offered during a given school year.

Accommodations

Students taking TTAP may be provided with certain accessibility features based on their individualized education program (IEP) status or Section 504 plan or on decisions made by the language proficiency assessment committee (LPAC) or another local committee (e.g., Response to Intervention [RtI] team). While these features are generally available to any student who regularly benefits from their use during instruction, a student cannot be required to use accessibility features during testing, and there is no need to document their use in TIDE.

Some online accommodations (e.g., text-to-speech [TTS], speech-to-text [STT], content and language supports) are available for students who require them. However, braille, refreshable braille, and American Sign Language (ASL) videos are currently not available with the pilot. The decision to use a particular accommodation with a student should be made on an individual basis considering both the student's needs and whether the student routinely receives the accommodation in classroom instruction and testing. Except for braille and ASL videos, TTAP provides the same level of accessibility that STAAR provides. Refer to the Accommodations section of the *District and Campus Coordinator Resources* for more information on student eligibility for these accommodations.

Students who require accommodations should participate in TTAP if they can meaningfully do so. If it is determined that a student's participation is not appropriate, district testing personnel should adopt a benchmarking alternative for the student (e.g., STAAR Interim assessments, locally created assessments).

Scheduling

Participating districts and charter schools may administer the 2024–2025 TTAP assessments at any time during three testing windows:

- Opportunity 1 (fall): November 11–15, 2024
- Opportunity 2 (winter): January 27–31, 2025
- Opportunity 3 (spring): March 24–28, 2025

District testing personnel should develop a local schedule to administer the assessments during the designated one-week testing windows. All TTAP assessments should be completed in one sitting, and testing times are determined locally. Each testing opportunity is designed to take 80–120 minutes to complete. When scheduling, testing personnel should also consider the time it will take to set up the testing environment and communicate instructions to testers.

If a student becomes ill during testing, the student may complete the assessment upon returning to school within the designated testing window. Students who continue testing on another day will be able to view all questions but will be unable to edit responses begun or completed on a previous day.

Before Testing

Testing coordinators, technology staff, and test administrators should refer to the following instructions before and during the administration of TTAP. Testing coordinators should ensure that all personnel involved in TTAP administration receive a copy of these instructions and that test administrators have received sufficient training to carry out their duties. Campus coordinators should be available to answer questions during the administration of TTAP.

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. Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. 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 test administration materials. Lack of annual training typically results in testing incidents that may impact students' test scores, campus and district accountability ratings, and, ultimately, an educator's teaching certificate.

All testing personnel who handle test materials should be aware that the materials might 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 accommodation or as part of the program-specific test administration process must be informed by district or campus coordinators that responding to test questions, recording the information the test administrators see, scoring an assessment, or discussing the content of an assessment at any time is strictly prohibited.

All testing personnel involved in TTAP are required to sign an Oath of Test Security and Confidentiality indicating that they understand their obligations concerning test security and confidentiality. The test security oath is located in the Test Security section of the *Coordinator Resources*, and testing personnel must sign a test security oath before handling secure test materials.

Training

All district and campus personnel who participate in the Texas Assessment Program or handle secure test materials and content are required to be trained on test security and administration procedures. Campus coordinators will schedule and conduct the training sessions before testing begins and will help to familiarize test administrators with TIDE and the Test Delivery System (TDS).

Prior to testing, campus administrators and teachers with students participating in TTAP must familiarize themselves with the “TTAP Educator Overview” training module, which outlines the structure and expectations of the program. The module and other program-specific supplemental and mandatory videos are available in the Learning Management System (LMS).

In addition to the program-specific modules, there are several recommended training modules in LMS that relate to accessing testing and reporting systems, including the following:

- Using the LMS Learner Portal
- Test Security for the Texas Assessment Program
- Managing Secure Materials for the Texas Assessment Program

Responsibilities of Testing Personnel

Testing Coordinators

- Become familiar with this test administration information.
- Review and sign a test security oath for the 2024–2025 school year.
- Review the *TIDE User Guide*, which provides details for navigating and using the resources available in TIDE.
- Prepare test administrators and technology staff to carry out their duties.
- Ensure that test administrators and technology staff have signed test security oaths.
- Identify students who will participate.
- Ensure that students are registered and rostered in TIDE.
- Ensure that student accommodations are appropriately set in TIDE.
- Schedule testing days for TTAP.
- Set up test sessions and print student test tickets.
- Be available to answer questions.

Test Administrators

- Prepare for the administration of TTAP and review these administration instructions.
- Review and sign a test security oath for the 2024–2025 school year.
- Communicate with the testing coordinator to ensure that students have the necessary information they need to log in to their TTAP test sessions.
- Prepare the testing environment.
- Ensure proper testing procedures.
- Administer TTAP assessments.
- Monitor the testing room and maintain test security.

Technology Staff

- Ensure that administrative rights necessary for installing software are obtained.

- Ensure that network infrastructure and computers meet the minimum system requirements.
- Review and sign a test security oath for the 2024–2025 school year.
- Ensure that all testing software is properly installed, configured, and tested.
- Ensure that computers are available and properly configured for online testing sessions.
- Be available for assistance before and during test sessions to address technology problems that might occur.

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

Online Administrations

Test Materials

No paper test booklets, answer documents, or other printed materials will be sent to districts. Test administrators must ensure that the following required materials are available on the day of testing:

- student test tickets
- scratch paper as required for all mathematics assessments and as requested for other assessments
- pencils or pens for use with scratch paper or graph paper
- headsets for students using TTS or STT when multiple students are tested in the same room

A calculator must **NOT** be provided to a student taking the grade 3, grade 6, or grade 7 mathematics assessments unless the student meets the eligibility criteria established in the STAAR Calculation Aids Policy found in the *Coordinator Resources*. Calculator tools in the online testing platform will be provided for all students taking the grade 8 mathematics assessment. Refer to the STAAR Calculator Policy in the Program Overview section of the *Coordinator Resources* for more information on the use of calculators.

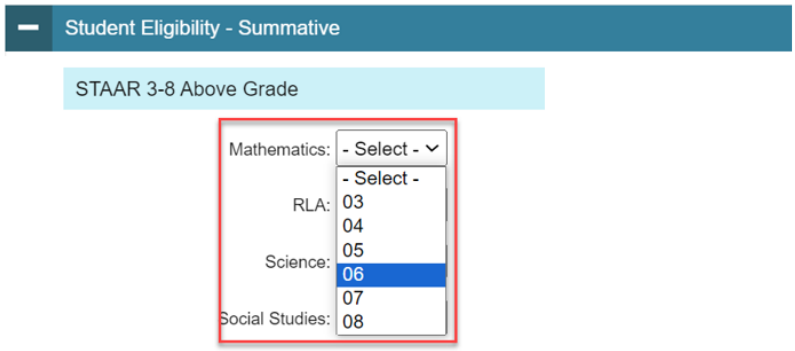
Reference materials and graph paper are available within TDS. Paper versions of these materials are available on the STAAR Mathematics Resources webpage.

Any scratch paper, graph paper, or reference materials that testers have written on must be destroyed immediately after testing is complete.

Online Testing Activities in TIDE

Register Students in TIDE

- Upload student information in TIDE before the test administration window opens for the student to be eligible to participate in TTAP.
- Ensure that all test attributes in TIDE are correct. It is not necessary to select the test format, as online is the only format available.
    - For grades 3–8, students should have the correct grade indicated.
    - TTAP allows for above-grade-level mathematics testers.
        - For a student to be eligible for an above-grade mathematics assessment, the appropriate grade-level assessment must be selected in the *Mathematics* dropdown menu in the *STAAR 3–8 Above Grade* section of TIDE.



        - A student's enrolled grade is the default assessment received unless otherwise indicated in the *STAAR 3-8 Above Grade* section or the *EOC* section in TIDE. It is important to note that a TTAP assessment will only be available to a student if the student's enrolled grade or above grade eligibility matches the grade of an offered TTAP test title.
    - For Spanish testers, *Presentation* must be set to "Spanish" under the Mathematics column in the *Test Attributes* panel.
- Refer to the *TIDE User Guide* for more detailed instructions.

Roster Students

For teachers to be able to see their students' performance data in CRS, the students must be included in a reporting roster associated with that teacher. A roster is a group of students associated with a teacher on a particular campus. Rosters typically represent entire classrooms in lower grades or individual classroom periods in upper grades. Rosters may be created only for students associated with a teacher's campus or district. To ensure that all rostering is complete across participating classrooms and campuses, district coordinators should perform

this task during the TIDE rostering period prior to testing. Refer to the *CRS User Guide* for more information.

Plan for Test Sessions

- Plan whether to use a proctored test session or a scheduled test session.
- Practice using the Test Administrator Practice Site to become familiar with setting up test sessions.
- Give students opportunities to use the online practice tests in the Student Practice Test Site to become familiar with how the online test system functions and the variety of question types on each assessment.
- Determine the session duration or range (i.e., start date and time and end date and time).
- Determine which assessments you need to include in the session.
- Determine which students are taking the assessment.
- Check students' test settings in TIDE.
- Have a plan for communicating session IDs to students (e.g., distribute student test tickets with session ID information, write the session ID on the board).
- Students will need to log in using a secure browser application. Ensure that the latest version of the secure browser application is installed. Refer to the Secure Browsers webpage for instructions.

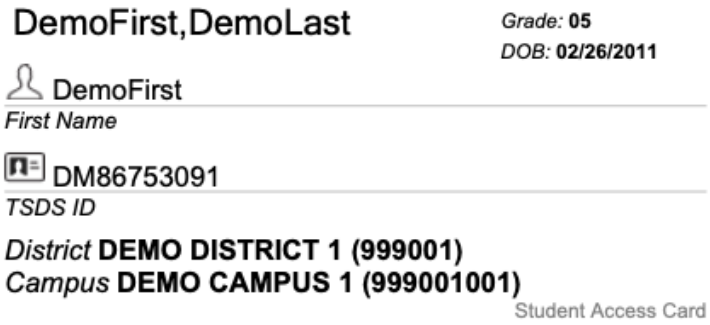
Prepare the Testing Environment

- No element of the testing 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. It is not necessary to conceal or remove instructional or reference materials that are visible in testing areas, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the subject-area assessment being administered.
- Clocks in the testing room, whether analog or digital, do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the assessment.
- All desks or computer workstations used for testing must be sufficiently separated from each other so that students cannot see one another's monitors. Refer to the sample seating charts on the Security Forms page of the *Coordinator Resources*.
- There should be a headset available for every student using TTS or STT when multiple students are tested in the same room.
- A microphone should be enabled on the device for students using STT.

- Test administrators must complete seating charts, including the names of the students testing, the assigned seat for each student, the session start and stop times, the location of the test session, the assessments being administered, and the names of all test administrators and monitors involved in the session. Sample seating charts are available from the Security Forms page of the *Coordinator Resources*.

Generate and Print Test Tickets

- In order to log in, each student must have a test ticket containing his or her legal first name and Texas Student Data System (TSDS) ID.



- Student test tickets are available in TIDE prior to the start of an administration. Campus coordinators, test administrators, or technology staff must generate and print student test tickets at least one day before the test administration and store them in a secure location.
- Students will also need the session ID to log in to take the assessment. The session ID is not included on the test ticket and will need to be provided to students separately.
- Student test tickets must be destroyed immediately after testing is complete.
- Information on printing student test tickets can be found in the *TIDE User Guide*.

During Testing

Proper Testing Procedures

Test administrators must schedule or start the online test session before students can log in and begin taking the assessment. Refer to the *TDS User Guide* for directions on creating and managing a test session.

Test administrators using a proctored test session should refer to the *TDS User Guide* for information on how to add assessments to an active test session, how to approve students for testing, and how to monitor an ongoing test session from the dashboard.

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of TTAP and the uniform evaluation of all students throughout the state. Contact your campus coordinator if a situation arises that you are unable to resolve.

- District personnel may establish specific days and start times for testing.
- A student who arrives after a test session has started may be tested if sufficient time remains in the day for the student to complete the assessment.
- Every effort should be made to administer assessments to students absent on a given day of testing. If students are not present for the test session for which they were initially scheduled, they should be moved to another test session later in the testing window.
- District testing personnel are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Before allowing the use of approved technology during testing, including technology-based accommodations (e.g., accessibility features, designated supports), district personnel must review the Technology Guidelines for the Texas Assessment Program page of the *Coordinator Resources*. Technology may not be used during an assessment if its functionality creates a security concern that cannot be addressed.
- At least one trained test administrator per 30 students must always be present in each testing room during testing.
- Test administrators must actively monitor the testing room while students are working.
- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.
- Test administrators may not view or discuss individual assessment questions or responses unless specifically directed to do so by the test procedures.
- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.

- Students are not allowed to talk to one another while testing is in progress.
- Online assessments will automatically pause when testing devices have been idle for 20 minutes. A warning message displays in this situation, giving the student 60 seconds to click “OK” or be logged out. To resume an assessment, students should log back in using the original test ticket. Students must be monitored by trained testing personnel during breaks and are not allowed to discuss any test content.
- Test administrators must complete seating charts for each test administration. Seating charts must include the names of the students testing, the assigned seat for each student, the start and stop times for each test session, the location of the test session, and the names of all test administrators and monitors involved in the session.
- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the testing area so other students can continue testing.

Post-Test Survey

Before students submit their assessments in TDS, a short survey will automatically appear at the bottom of the screen. Responding to the survey is optional. The responses will be private and will be used to make decisions about future administrations.

Appeals

In the normal course of a testing opportunity, a student takes an online assessment in TDS and submits it. TDS forwards the assessment for scoring, and assessment scores are then reported in CRS during the reporting window. For TTAP assessments, appeals are a way of interrupting this process. For example, a test administrator might want to reset an assessment because the student started testing without the proper accommodations. Although other Texas assessments allow score codes to be entered for a student taking an online assessment that is not completed or submitted for scoring, no score codes can be submitted for TTAP assessments.

Appeal Types Available for TTAP Tests	Description	Example Use Case
Do Not Report (Reset a Test)	Resetting invalidates the assessment and prevents any further action on the assessment. It can be used to allow a student to restart a test opportunity by removing all responses on the assessment.	A student logs into another student's assessment. Do Not Report will reset the assessment and all responses, allowing the correct student to take a fresh assessment.
Re-Open a Test	Reopening an assessment allows a student to access an assessment that has already been submitted. A submitted assessment will reopen at the last page of the assessment. The student can review questions in the current stage but cannot return to previous stage or previous pages of an assessment.	A student accidentally submits an assessment. Re-Open a Test will allow the assessment to be reopened so that the student can finish the assessment and resubmit.

Test Administration Directions

These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets.

General Information

- Spanish-language directions are included for the TTAP Spanish grade 3 mathematics assessment.
- For emergent bilingual (EB) students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular assessment sections or question types as long as the substance of the directions is not changed.
- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.
- For students using TTS, the test administrator is allowed to remind students that a “DO NOT READ” icon next to passages or test question indicates that the text may not be read aloud to the student.
- For students using TTS and content and language supports, the text within these supports will be read aloud unless there is a “DO NOT READ” icon.
- A progress bar showing the student’s percentage of progress through the TTAP assessment appears in the upper-left corner of the test screen. The percentage is based

on the number of test questions the student has viewed out of the total number of questions on the assessment.

- TTAP's multistage design means that student performance on the first stage of the assessment determines which second stage they receive. It is important to note that due to the multistage design, students cannot modify their responses to questions on the first stage once they have exited it. A warning message and a review page appear before students exit the first stage, providing the only opportunity for students to review their responses in the first stage of the assessment. It is important to note that students cannot return to the first stage of their assessment after the review page. At the end of the second stage of the assessment, students will be able to review only their responses in the second stage.

Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word "**SAY**." Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement "**Today you will take the [GRADE and SUBJECT or COURSE] Texas Through-year Assessment Pilot**," the test administrator should verbally fill in the name of the assessment, such as grade 3 mathematics, as he or she is reading the directions to students. You may repeat the directions as many times as needed. The text in *italics* is information meant for you and should not be read aloud to students.

SAY	**Today you will take the [GRADE and SUBJECT or COURSE] Texas Through-year Assessment Pilot.** **It is important that you do your best. TTAP tests can include questions on all of the information we will learn this school year. You may see questions on topics that you do not know the answer to. If you are unsure about an answer, provide what you think is the best answer.** **This assessment has two sections. You cannot return to section one to review or change your answers once you have reached section two. If you would like to review your answer to a question in the same section at a later time, you can mark the question for review before going on to the next question. You may only go back and change the answer to questions in the same section during this test session. Make**	**Hoy van a tomar la [GRADE and SUBJECT or COURSE] prueba piloto A Través del Año, o Through-year Assessment Pilot, del Estado de Texas.** **Es importante que hagan su mejor esfuerzo. Las pruebas del TTAP pueden incluir preguntas sobre toda la información que aprenderemos este año escolar. Es posible que vean preguntas sobre temas de los que no sepan la respuesta. Si no están seguros de una respuesta, escojan la respuesta que creen es mejor.** **Esta prueba tiene dos secciones. No pueden regresar a la primera sección para revisar o cambiar sus respuestas una vez que hayan llegado a la segunda sección. Si desean revisar su respuesta a una pregunta en la misma sección más tarde, pueden marcar la pregunta para repasar antes de continuar a la siguiente pregunta. Pueden regresar y**

	sure you complete both sections of the assessment. Do not spend too much time on any one question. **Now we will log in to the test. If you have any questions, let me know, and I will help you. You will use the information on your student test ticket to log in to the test.**	**cambiar la respuesta a las preguntas en la misma sección durante esta sesión de prueba. Asegúrense de completar ambas secciones de la prueba. No dediquen demasiado tiempo a una sola pregunta.** **Ahora vamos a iniciar la sesión de la prueba. Si tienen alguna pregunta, levanten la mano y yo les ayudaré. Van a usar la información que está en la ficha de la prueba para iniciar la sesión de la prueba.**

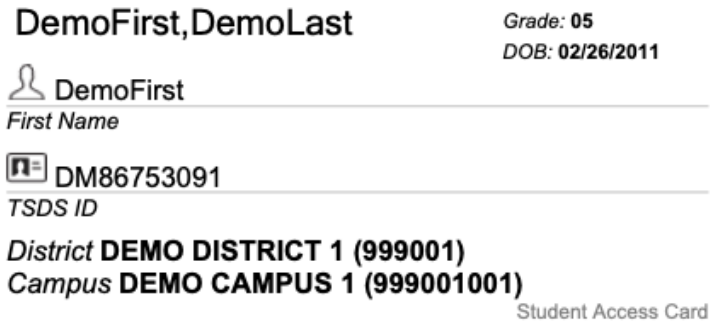
Answer any questions before continuing. Distribute test tickets to students.

SAY	**Does everyone have a student test ticket? If not, please let me know.**	**¿Todos tienen una ficha de la prueba? Si no, díganmelo por favor.**

Make sure each student has a student test ticket. When students are ready, continue.

SAY	**Please make sure that your first and last name and your birth date are correct on the test ticket. If this information is wrong or missing, please let me know.**	**Por favor, asegúrense de que su nombre y su fecha de nacimiento estén correctos en su ficha de la prueba. Si falta esta información o está equivocada, díganmelo por favor.**

Make sure each student's test ticket is correct.


DemoFirst,DemoLast

Grade: **05**
DOB: **02/26/2011**

DemoFirst
First Name

DM86753091
TSDS ID

District **DEMO DISTRICT 1 (999001)**
Campus **DEMO CAMPUS 1 (999001001)**

Student Access Card

SAY	**On the *Sign In* page, type your first name and the TSDS ID into the correct fields exactly as they are written on your student test ticket.**	**En la página de *Ingresar* [Sign In], escriban su nombre y su clave de identificación TSDS en los campos correctos exactamente como aparecen en su ficha de la prueba.**

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.**	**Les di su Número de identificación de la sesión [Session ID]. Escriban ese número en el campo *Número de identificación de la sesión* exactamente como se los he dado. Ahora hagan clic en el botón de *Ingresar* [Sign In].**

Check to see if everyone has successfully logged in to the assessment.

SAY	**Carefully read the instructions on each page as you progress through the next screens at your own pace. Check that the test you select is the Texas Through-year Assessment Pilot. You will have [APPROPRIATE TIME FRAME DETERMINED AT THE LOCAL LEVEL] to complete this test. Please raise your hand if you need a break and ask permission before selecting *Pause*. A short survey will appear on the *End Test* page once you have finished answering the test questions but before you submit the test. This survey is optional, but your answers will help test designers improve the test. When you have reached the *Your Results* page, raise your hand so I can help you close the test and collect any testing materials. 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. Select "Begin Test Now" on the *Instructions & Help* page when you are ready to start your assessment.**	**Lean cuidadosamente las instrucciones en cada pantalla según avance la prueba. Procedan a un ritmo que sea cómodo para ustedes. Verifiquen que la prueba que seleccionan es Texas Through-year Assessment Pilot. Tendrán [APPROPRIATE TIME FRAME DETERMINED AT THE LOCAL LEVEL] para completar esta prueba. Por favor levanten la mano si necesitan un descanso y pidan permiso antes de seleccionar *Pausa* [Pause]. Aparecerá una breve encuesta en la página *Finalizar prueba* [End Test] una vez que hayan terminado de responder las preguntas de la prueba pero antes de enviar la prueba. Esta encuesta es opcional, pero sus respuestas ayudarán a los diseñadores de pruebas a mejorar la prueba. Cuando hayan llegado a la página *Tus resultados* [Your Results], levanten la mano para que yo pueda ayudarles a cerrar la prueba y recoger cualquier material de la prueba. Recogeré todos los materiales de prueba y les ayudaré a cerrar la prueba. Por favor quédense sentados en silencio para que no distraigan a los demás que todavía estén trabajando. No hablen con nadie mientras otros todavía estén tomando la prueba. Cuando estén listos para comenzar la prueba, seleccionen "Comenzar la prueba ahora" [Begin Test Now] en la página de *Instrucciones & ayuda* [Instructions & Help].**

Assist students as needed.

Additional Information

- Any students using TTS or STT should be told to put on their headphones or headsets. If a student's volume is not working, the test administrator should 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, the test administrator should contact the campus coordinator.
- The test administrator should record the start time for the test session on the seating chart.
- During the test session the test administrator may assist students if they have trouble with the secure browser or the functionality of the tools, features, or accommodations. Refer to Appendix A for information in English about the online tools or to Appendix B for the same information in Spanish.
- Test administrators are not allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, "**I can't answer that for you; just do the best you can,**" or "**No te puedo responder esa pregunta; sólo contesta lo mejor que puedas.**"
- Test administrators should periodically remind students that they should not click the *Submit Test* button until they have finished the assessment. Once an assessment is submitted it cannot be restarted by the test administrator.
- If a student for whom the test administrator does not have a student test ticket arrives in the testing room, the test administrator should contact the campus coordinator.
- If any issues arise or assistance is needed, the test administrator should contact the campus coordinator.
- For all breaks, students should be instructed to pause the assessment.
- As students complete the assessment, collect student test tickets and any scratch paper, graph paper, or reference materials that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed and submitted the assessment, the test administrator should allow the student to leave the testing area so other students can continue testing.
- The test administrator should record the stop time for the test session on the seating chart.

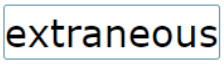
TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.

Appendix A

Online Tools (English)

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, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed. Test administrators may also point to the "Help" icon below to remind students of the ***Help*** button located in the top right of the screen.

ICON	NAME	TEXT
	Next	You can use ***Next*** to move forward through the test.
	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.
	Help	You can use ***Help*** to remind you how to use the tools.
	System Settings	You can use ***System Settings*** to change some of the features of your test, such as the color of the screen.
	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.
	Context Menu	You can use ***Context Menu*** to see additional tools, such as Sticky Notes, that are available for the question.
	Highlight Selection or Reset Highlighting	You can use ***Highlight Selection*** to mark important words or numbers. You can erase highlights by selecting ***Reset Highlighting***.
	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.

ICON	NAME	TEXT
	Writing Tools	You can use ***Writing Tools*** in the Notepad or Sticky Notes to format the text you entered.
Dictionary	Dictionary	You can use ***Dictionary*** to look up the definitions of words.
Line Reader	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 Out Zoom In	Zoom	You can use ***Zoom*** to make everything on your screen larger or smaller.
Calculator	Calculator	You can use a basic, scientific, or graphing ***Calculator***, depending on the test.
Ruler	Ruler	You can use a ***Ruler*** to measure images on the screen.
Graph/Draw	Graph/Draw	You can use ***Graph/Draw*** to plot points and draw lines or freeform shapes with multiple colors during the test.
References	References	You can use ***References*** to show information such as conversions, formulas, Punnett squares, a periodic table, and a writing checklist, depending on the test.
	Speak	You can use ***Speak*** to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Microphone	You can use ***Microphone*** to activate speech-to-text.
	Pop-up	You can click a word or phrase that has a border around it (***Pop-up***) and helpful information will pop up.
	Rollover	You can use ***Rollover*** to see a different version of the sentences in the test question.

ICON	NAME	TEXT
Save	Save	All responses are saved automatically. You can also manually ***Save*** your responses to questions.

Appendix B

Online Tools (Spanish)

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. If a student asks how a tool or button functions, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed. Test administrators may also point to the "Ayuda" icon below to remind students of the ***Ayuda*** button located in the top right of the screen.

ICON	NAME	TEXT
	Siguiente	Puedes usar ***Siguiente*** para avanzar en la prueba.
	Volver	Puedes usar ***Volver*** para regresar en la prueba.
	Marcar para revisar	Puedes usar ***Marcar para revisar*** para señalar una pregunta para revisarla después. Cuando marques una pregunta para revisarla, aparecerá una bandera junto al número de la pregunta.
	Ayuda	Puedes usar ***Ayuda*** para recordar cómo usar las herramientas.
	Configuración del sistema	Puedes usar ***Configuración del sistema*** para cambiar algunas de las características de la prueba, como el color de la pantalla.
	Pausa	Puedes usar ***Pausa*** para detener tu prueba y tomar un descanso breve. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
	Menú contextual	Puedes usar ***Menú contextual*** para ver herramientas adicionales, como Bloc de notas, que están disponibles para la pregunta.
	Resaltar selección o Restablecer resaltado	Puedes usar ***Resaltar selección*** para marcar palabras o números importantes. Puedes quitar lo que hayas resaltado seleccionando ***Restablecer resaltado***.
	Tachado	Puedes usar ***Tachado*** para tachar opciones de respuestas que creas que no son correctas.

ICON	NAME	TEXT
	Notas	Puedes usar ***Notas*** para escribir notas en cada pregunta.
	Cortar, Copiar, Pegar	Puedes usar las herramientas ***Cortar***, ***Copiar*** y ***Pegar*** en las Notas o en el Bloc de notas para editar el texto que escribas.
	Diccionario	Puedes usar ***Diccionario*** para buscar definiciones de palabras.
	Lector de línea	Puedes usar ***Lector de línea*** para ayudarte a no perder de vista el renglón donde estás leyendo.
	Bloc de notas	Puedes usar ***Bloc de notas*** para poner recordatorios en la pantalla.
	Alejar o Acercar	Puedes usar ***Alejar*** o ***Acercar*** para reducir o ampliar todo lo que aparece en tu pantalla.
	Calculadora	Puedes usar ***Calculadora*** básica, científica o gráfica, dependiendo de la prueba.
	Regla	Puedes usar ***Regla*** para medir imágenes en la pantalla.
	Graficar/Dibujar	Puede usar ***Graficar/Dibujar*** para trazar puntos y dibujar líneas o formas de forma libre con varios colores durante la prueba.
	Materiales de referencia	Puedes usar ***Materiales de referencia*** para mostrar información como, por ejemplo, conversiones, fórmulas, cuadros de Punnett y una lista de control de escritura, dependiendo de la prueba.
	Habla	Puedes usar ***Habla*** para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Micrófono	Puedes usar ***Micrófono*** para activar la conversión de voz a texto.

ICON	NAME	TEXT
	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que tenga un borde a su alrededor y aparecerá información útil en una ***Ventana de apoyo***.
	Texto de apoyo	Puedes usar ***Texto de apoyo*** para ver una versión diferente de las oraciones en una pregunta.
	Guardar	Todas las respuestas se guardan automáticamente. También puedes ***Guardar*** manualmente tus respuestas a las preguntas.

TEXAS ASSESSMENT