STAAR®

Grades 3–5

2018–2019

State of Texas Assessments of Academic Readiness

Test Administrator Manual

Information about the Texas Student Assessment Program is available on TEA's Student Assessment Division website at http://tea.texas.gov/student.assessment/.

Copyright © 2019, Texas Education Agency. All rights reserved.

Table of Contents

General Information Resources 5

Resources Available Online 5

How to Use the 2018–2019 STAAR Test Administrator Manual—Grades 3–5 6

- Test Administrator Manual Organization 6
- Calendar of Events 2019 Grades 3–5 Paper Administrations 7
- Calendar of Events 2019 Grades 3–5 Online Administrations 7

General Program Information 8

- STAAR 8

STAAR Policies and Procedures 9

- Time Limits 9
- Recording Time During Test 9
- Late-Arriving Students 10
- Multiple Test Sessions 11
- Extended Time Designated Supports 11
- Additional Student Data Collection 11

Accessibility Features 12

Information About Designated Supports 14

- Designated Supports 14
- Accommodations in Unexpected or Emergency Situations 15
- Content and Language Supports 15
- Oral Administration 16
- Considerations for Testing with Designated Supports 16

Test Security and Confidentiality Requirements 17

- Test Security 17
- Confidentiality Requirements 17
- Penalties for Prohibited Conduct 18
- Security Oaths and Confidentiality Statements 19
- Testing Irregularities 19
- Reporting of Testing Irregularities 21
- Investigating and Reporting Other Irregularities 22

Training 23

Prepare for Testing 25

Monitor Paper and Online Administrations 29

NOTES

Complete Paper Administration Process 34
Complete Online Administration Process 36
Test Administration Directions 39
Guide to the Test Administration Directions 41
Paper Administration Directions for STAAR Grade 4 Writing 45
Paper Administration Directions for STAAR Mathematics, Reading, and Science 51
Paper Administration Directions for STAAR Spanish Grade 4 Writing 57
Paper Administration Directions for STAAR Spanish Mathematics, Reading, and Science 64
Online Administration Directions for STAAR 70
Online Administration Directions for STAAR Spanish 77
Appendix A 85
Completing Student Identification Information 86
Completing Student Identification Information (STAAR Spanish) 89
Appendix B Starting the Online Tests 93
Appendix C Online Tools 95
Online Tools (STAAR Spanish) 99

General Information Resources

General Information Resources	
For general information related to	**Access**
student assessment program	TEA Student Assessment Division website at http://tea.texas.gov/student.assessment/
STAAR	http://tea.texas.gov/student.assessment/staar/
STAAR Spanish	http://tea.texas.gov/student.assessment/ell/
online testing (training, administration materials, and technology assistance)	http://TexasAssessment.com/technology/

Resources Available Online

Online Resources	
Reference materials available online include	**Located at**
Test Security	http://txetests.com/dccr/
2018–2019 District and Campus Coordinator Resources	http://txetests.com/dccr/
Accommodation Resources	https://tea.texas.gov/student.assessment/accommodations/
Oral/Signed Administration Guidelines	https://tea.texas.gov/student.assessment/accommodations/
Language Proficiency Assessment Resources	http://tea.texas.gov/student.assessment/ell/lpac/
STAAR Assessment Management System User's Guide	http://TexasAssessment.com/technology/

NOTES

How to Use the 2018–2019 STAAR Test Administrator Manual—Grades 3–5

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish. You must carefully read this manual prior to administering any state assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

> Keep this manual throughout the 2018–2019 school year. See your campus coordinator for information on storing this manual between administrations.

Test Administrator Manual Organization

The *2018–2019 STAAR Test Administrator Manual—Grades 3–5* includes program information and grade-band-specific test administration directions. Test administrators are required to have this manual with them during each test administration.

This manual contains the following:

- test administration calendar of events
- general information about STAAR and STAAR Spanish
- STAAR policies and procedures
- accessibility features
- designated supports information
- test security and confidentiality requirements
- information about training, preparation, monitoring, and completing of test sessions
- test administration directions
- appendices addressing completing student identification information on the answer document and the available online tools

This manual is designed to support test administrator activities. Features of the current design include the following:

- action-oriented checklists embedded in the text
- links to the variety of online resources in the NOTES column

Calendar of Events
2019 Grades 3–5 Paper Administrations

EVENTS		TEST ADMINISTRATION			
		APRIL	MAY	MAY RETEST	JUNE RETEST
Test administrator training sessions		By 4/5	By 5/10	By 5/10	By 6/21
Test administrations	Writing	4/9 (G4)			
	Mathematics	4/9 (G5)	5/13 (G3, G4)	5/13 (G5 retest)	6/25 (G5 retest)
	Reading	4/10 (G5)	5/14 (G3, G4)	5/14 (G5 retest)	6/26 (G5 retest)
	Science		5/15 (G5)		

Calendar of Events
2019 Grades 3–5 Online Administrations

EVENTS		TEST ADMINISTRATION			
		APRIL	MAY	MAY RETEST	JUNE RETEST
Test administrator training sessions		By 4/5	By 5/10	By 5/10	By 6/21
Test administrations	Writing	4/9 (G4)			
	Mathematics	4/8–4/18 (G5)	5/13–5/24 (G3, G4)	5/13–5/24 (G5 retest)	6/25 (G5 retest)
	Reading	4/8–4/18 (G5)	5/13–5/24 (G3, G4)	5/13–5/24 (G5 retest)	6/26 (G5 retest)
	Science		5/13–5/24 (G5)		

NOTES

EL Resources

District and Campus Coordinator Resources

General Program Information

STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) help to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is tied to the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

STAAR includes

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History.
- Spanish assessments for
  - grades 3–5 mathematics,
  - grades 3–5 reading,
  - grade 4 writing, and
  - grade 5 science.

All of these assessments are available both on paper and online with and without embedded supports. STAAR also includes optional EOC assessments for Algebra II and English III.

STAAR Policies and Procedures

Time Limits

Administration times for State of Texas Assessments of Academic Readiness (STAAR®) English I, English II, and English III are limited to five hours. Administration times for all other assessments for STAAR and STAAR Spanish are limited to four hours. Students must complete the test within the same school day. However, some students may be eligible for extended time. Details about eligibility and decision-making procedures for extended time are on the Accommodation Resources webpage.

Test administrators must actively monitor the testing room while students are working. All test administrators are required to verify that students have marked their responses on their answer documents by the end of the testing session. Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document. Before a student leaves the room, the test administrator should scan the completed answer document to be sure the student has recorded answers as instructed. If a student submits his or her test materials before the end of the designated time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, "You have not recorded your answers on the answer document. Please go back and mark your answers on it now." The test materials should then be returned so that the student may record his or her answers.

If testing personnel discover during the administration week that a student has not recorded his or her responses on the answer document, district testing coordinators may grant permission to trained school personnel to view the secure test booklet. If the student marked responses in the test booklet, the trained personnel may transcribe the answers from the test booklet onto the student's answer document following the general transcribing procedures.

Recording Time During Test

Test administrators must use a clock or a timer to monitor test time. Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Distribution of materials and the reading of the boldface, scripted test administrator "SAY" directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.

NOTES

- Once the time period has ended, test administrators will instruct students still testing to put their pencils down and close their test booklets or to end and submit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, allow them to leave the area or provide them with an instructional activity (i.e., guided reading activity) while other students continue testing.

Students may stop testing to take breaks. The test administrator should stop the testing time for the group or for an individual student. The testing time will restart when the student(s) resume taking the test. Stop and restart times must be recorded on the seating chart. Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must log out of the test. Students must be monitored by trained testing personnel and are not allowed to discuss any test content during breaks. These breaks include:

- lunch
- medical breaks
- emergency situations that significantly interrupt testing
- consolidation and movement of students to another testing area

Students are allowed to take other, shorter breaks during testing. However, these breaks must be included in the time limit.

- water breaks
- bathroom breaks
- snack breaks
- short physical or mental breaks

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on another day within the testing week.

- Each student must be allowed the designated time available in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

NOTES

Accommodation Resources

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the specified available time is maintained for each session. Sessions can start before the regularly scheduled school day or if started late in the day, may extend beyond the regularly scheduled school day.

Extended Time Designated Supports

Extended time designated supports fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these designated supports are on the Accommodation Resources webpage.

- Extra time (same day) is a locally approved designated support.
- Extra day is for eligible students who have a TEA-approved Accommodation Request Form. This designated support will be approved only in rare cases for students meeting specific eligibility criteria. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

Additional Student Data Collection

Time-to-Test Information

STAAR tests for grades 3–5 are designed to be completed within two hours. For any student who does not complete a test within two hours (primary administrations only), indicate this by marking “0” in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than two hours on the mathematics test and column B if the student needs more than two hours on the reading test.)

New to Texas Information

Districts must identify all students who participate in STAAR or STAAR Spanish in grades 3–8 and EOC assessments who are enrolled in Texas schools for the first time in the current school year.

For all administrations (paper and online), districts should mark the “NEW TO TEXAS” field for any student who transferred into a Texas school or district from out-of-state during the current school year.

NOTE: If during the current school year a student has previously been enrolled in a Texas school, left the state, and has returned to a Texas school, then this student is NOT considered “new to Texas.”

NOTES

Accessibility Features

Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must complete the appropriate section of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
  - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section of the Coordinator Resources.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.

- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - the state-supplied mathematics graph paper
  - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Help tab in the Assessment Management System.)

NOTES

Accommodation Resources

Information About Designated Supports

Designated supports are changes to assessment materials or procedures that are intended to allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of response needed to answer the questions being barriers. A complete list of allowable designated supports can be found on the Accommodation Resources webpage.

It is up to the campus testing coordinator to provide test administrators with information and training about the supports that a student is to receive on test day.

Designated Supports

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

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

NOTES

Accommodation Resources

Accommodations in Unexpected or Emergency Situations

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

If the student's needs can be met with an accessibility feature or locally determined designated support, it should be made available to the student during testing. There is no need to contact TEA. If, however, a student needs a designated support that requires the approval of TEA, contact the TEA Accommodations Task Force for permission and additional instructions. Once approval has been granted, follow the guidelines to administer the assessment with these designated supports. The Math Scribe, Extra Day, and Complex Transcribing guidelines can be found under the Related Resources section on the Accommodation Resources webpage.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the accessibility feature or designated support during classroom instruction and testing. After testing, if the student used a designated support, the appropriate bubble should be marked on the student's answer document or in the Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, review the Accommodations in Unexpected or Emergency Situations document or contact a member of TEA's Accommodations Task Force at 512-463-9536.

Content and Language Supports

Students who are eligible for content and language supports will take STAAR or STAAR Spanish online. Content and language supports are embedded into the online system and appear as pre-reads, pop-ups, or rollovers throughout STAAR and STAAR Spanish selections, test questions, and answer choices. The pop-ups and rollovers contain text support such as definitions, simplified wording, bulleted lists, graphic organizers, etc. (See the Accommodation Resources webpage for content and language supports guidelines.)

District and Campus Coordinator Resources

In rare circumstances when a student cannot access an online assessment, a paper-based administration with embedded supports may be requested. To request a paper version of STAAR or STAAR Spanish with Embedded Supports, complete the form on the Special Administration of an Online Assessment page of the *Coordinator Resources* and submit it to TEA.

NOTES

Accommodation Resources

Oral Administration

Oral administration is a designated support in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. For students taking STAAR or STAAR Spanish online, oral administration is delivered using text-to-speech functionality. The eligibility criteria and details about oral administration are located in the Oral/Signed Administration policy found on the Accommodation Resources webpage.

Considerations for Testing with Designated Supports

The use of designated supports may affect how students' test sessions are conducted (e.g., extra time, oral administration); therefore, the guidelines below must be followed.

- The test administrator must receive additional training when administering a test with designated supports. The test administrator will need to read the Special Instructions/Considerations section of the applicable accessibility policy and be trained on specific guidelines attached to an approved accommodation request.
- A test administrator must receive additional training if providing students with an oral administration. Refer to the Oral/Signed Administration Guidelines located on the Accommodation Resources webpage.
- The test administrator should ensure that students have available the designated supports they are eligible for (e.g., calculation aids, mathematics manipulatives).
- The test administrator should discuss the designated supports with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment.

Please contact your campus coordinator if you have any questions about providing or implementing testing accommodations.

NOTES

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023, §39.0238, and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the Test Security section of the *Coordinator Resources*, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data.

Texas Education Code

Texas Administrative Code

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations.

District coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials, including test booklets, online assessments and test tickets, and completed answer documents. This requires compliance with, but is not limited to, the guidelines listed below.

Test Security Oath

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the Security section of the *Coordinator Resources*.

Texas Administrative Code

Penalties for Prohibited Conduct

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

- placement of restrictions on the issuance, renewal, or holding of a 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
- impose any additional conditions or restrictions upon a certificate that the State Board of Educator Certification deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

NOTES

Texas Education Code

Test Security Oath

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual: be employed by the district, be trained and sign a security oath, and if noncertified, must be supervised by certified personnel.

NOTE: All personnel, including coordinators and test administrators, who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath.

The Test Security Oath is available in the Security section of the *Coordinator Resources*.

Testing personnel are required to sign a security oath only once for the 2018–2019 school year. All oaths are valid for 2019 spring and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Testing Irregularities

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

Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with 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
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- 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 conduct described in the items listed above or in any other serious violation of security and confidentiality

Procedural Irregularities

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

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus coordinator, or district coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

Monitoring Error

- A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the student.
- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.

- Testing personnel did not adequately monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.
- A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that potentially violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in disciplinary actions.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When an incident occurs, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

NOTES

Online Incident Report

LDDA Form

Investigating and Reporting Other Irregularities

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

Students Using Electronic Devices to Capture or Transmit Secure Test Content

It is a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device. TEA must be contacted immediately. A district may be asked to submit an Online Incident Report, and student test results may be invalidated.

Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to

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

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information, refer to the Security section of the *Coordinator Resources*.

Training

NOTES

District and Campus Coordinator Resources

Assessment Management System

❑ Review the Manual

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

❑ Attend Training

- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System and the STAAR Online Testing Platform, if applicable. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining 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, and
    - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
  - test security
  - scheduling test administrations
  - preparing for test administrations
  - testing with accessibility features
  - testing with designated supports
  - verifying precoded answer documents
  - ensuring distribution of appropriate answer documents or student test tickets
  - monitoring test administrations
  - conducting online test administrations
  - completing answer document fields
  - returning materials to the campus testing coordinator
  - time to test

❑ Review Resources for Online Testing

- Access and review the following training resources prior to all online test administrations:
  - The STAAR online testing tutorial familiarizes students with the general tools, as well as program specific designated supports and accessibility features that may appear in online tests.
  - In addition to the STAAR online testing tutorial, released tests are available for additional practice opportunities.
  - Tutorials and a mini test will be available for STAAR Spanish.

❑ Access the Assessment Management System, if Applicable

- It is not necessary to access the Assessment Management System to administer an online test.
- However, if your campus coordinator has assigned you to edit score code, demographic, or accommodation information in the Assessment Management System, you will receive a user ID, password, and additional training.

Test Security Oath

❑ Review and Sign a Security Oath

- Understand your obligations concerning test security and confidentiality.
- Sign a security oath following the general training on test security and test administration procedures and before handling secure test materials.
- Individuals who are 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 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

NOTES

❑ Review Testing Rosters to Ensure Students Are Appropriately Placed

- Students taking STAAR may be grouped across programs, grades, and subject areas or courses in some cases.
- Testing rooms in which students are given different assessments will be organized by your campus coordinator in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations 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. In addition to those noted in the "Information About Designated Supports" section of this manual, refer to the following instructions available on the Accommodation Resources webpage.

- General Instructions for Administering Braille Versions of State Assessments document
- General Instructions for Administering Large-Print State Assessments document
- General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document
- Oral/Signed Administration Guidelines

❑ 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 reviewed the student tutorial for the online testing system.
- 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 unique username, password, and Session ID needed to log in to take the test, and, if applicable, information about embedded supports.
  - 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 *Assessment Management System User's Guide*.

Accommodation Resources

General Instructions for Administering Braille Versions of State Assessments

General Instructions for Administering Large-Print State Assessments

General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing

Oral/Signed Administration Guidelines

Assessment Management System User's 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 for the subject-area assessment being administered.
  - Examples of content specific materials: Math tables for addition, subtraction, multiplication, and division facts should be concealed or removed from the testing area during mathematics assessments.
  - Graphics containing tested information such as moon phases, the water cycle, or human body systems should be concealed or removed during appropriate grade level science assessments.
  - Historical timelines or lists of historical figures and their accomplishments should be concealed or removed during social studies assessments.
- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer work stations 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.
- Ensure that there is one pair of headphones per student receiving text-to-speech when multiple students are tested in the same room.

Seating Charts

❑ Ready Seating Charts for Each Test Session

- Seating charts must include the names of students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
- Additional seating charts must be completed if students are moved to another room during testing.
- Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.

❑ Receive Test Materials from Campus Coordinator and Prepare for Distribution

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

- two No. 2 pencils with erasers per student
- one test booklet per student
- one answer document per student
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one copy of the test booklet for the test administrator (if applicable)
- dictionaries (for STAAR grades 3–5 reading in English and Spanish and STAAR grade 4 writing English and Spanish only)

Refer to the STAAR Dictionary Policy in the STAAR Program and Policy Highlights section of the *Coordinator Resources* for more information.

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

- testing group rosters
- student test tickets
- scratch paper and graph paper (if applicable)
- pencils or pens
- headphones for students receiving text-to-speech when multiple students are being tested in the same room
- dictionaries (for STAAR grades 3–5 reading in English and Spanish and STAAR grade 4 writing English and Spanish only)

Test administrators must be thoroughly familiar with the dictionary policy that has been established for STAAR and STAAR Spanish. Refer to the STAAR Dictionary Policy in the STAAR Program and Policy Highlights section of the *Coordinator Resources* for more information.

A calculator must not be provided to a student taking any STAAR grades 3–5 mathematics assessments or any STAAR grade 5 science assessment unless the student meets the eligibility criteria as established in the Calculation Aid policy document. Refer to the Accessibility section of the *Coordinator Resources* for more information.

NOTES

Texas Assessment Resources

Reference materials and graph paper for STAAR mathematics assessments are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. For students testing online, reference materials and graph paper are available in the assessment in the online testing platform. Paper versions of these materials that are specifically appropriate for online test administrations may be downloaded and printed from the Texas Assessment Resources webpage.

❑ Inventory All Secure Materials Issued and Initial the Materials Control Form

Test booklets will be issued to test administrators and recorded on the Materials Control Form using the 10-digit security number printed on the back of each booklet. An example is shown below. Ignore the letter "S" before the number.

S123456789 1

- Test booklets will be checked out to test administrators each day. You will return all your assigned test materials to your campus coordinator after each test session.
- The Materials Control Form has columns labeled "Day 1" and "Day 2" to track test booklets because some booklets are used over multiple testing days.
- After you have verified that you have received the exact number of test booklets issued to you on the Materials Control Form, initial the "Out" box for the appropriate day. Your initials signify that you have received the test booklets assigned to you, as recorded on the Materials Control Form, and that you have signed a security oath.

Monitor Paper and 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 coordinator. If a situation arises that you do not know how to resolve, contact your campus 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 the STAAR assessment program and the uniform evaluation of all students throughout the state.

- Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA-allowed or -approved technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order 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.
- Districts may establish starting times for testing.
- 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
  - confirm that students are working only on the subject-area assessment being administered that day,
  - verify that students have access only to allowable materials, and
  - ensure that students are marking their responses on the correct section of the answer document.
- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.

Accommodation Resources

Technology Guidelines

- Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.
- Students participating in paper administrations must mark their answers on an answer document within the allotted time with a No. 2 pencil. **Answers marked in a test booklet will not be scored.**
- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents. Test administrators may say, **"Remember that you must record your responses on the answer document."**
- Students will not be allowed to record their responses on their answer documents after the time limit has expired. In cases where the testing time has ended and a test administrator discovers that a student has not recorded his or her responses on the answer document, district testing coordinators may grant permission to trained district or charter school personnel to view the test booklet to ascertain if the student marked answers in the booklet. Refer to the *Coordinator Resources* for more information.
- Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to their answer document.
- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session. Test administrators may say, **"Be sure to erase any stray marks that you might have accidentally made on your answer document."**
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.
- Test administrators must alert students to the time remaining in the test session in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who have not completed their tests within the allotted time limit must submit what they have completed.
- 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 turned in or submitted the test, allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

Breaks

- Test administrators may allow students to take brief breaks in the testing room during a test session. Refer to the "STAAR Policies and Procedures" section for more details.
  - Breaks are not mandatory.
  - During breaks, students must not discuss the content of the test. Test booklets must be closed with answer documents inside.

- Students in an online test administration should pause their tests for breaks. To pause the test, students click the ***Pause*** button. The test administrator should provide assistance for students who need help pausing their tests. To resume a test, students should be instructed to click ***Resume*** on the ***Pause*** screen.
  - If a test is paused for more than 30 minutes, the student will automatically be logged out. To resume testing, the student must log back in using the original student test ticket.
- Students in an online test administration should log out if they take a lunch break. To log out of the test, students click the ***Logout*** button.
- If a student leaves the testing room for an extended period of time and returns, the campus coordinator must decide whether confidentiality has been breached and if it is appropriate for the student to continue testing.

Schoolwide Emergencies

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is 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 log out of 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.

Unusable or Defective Test Materials

If a test booklet or answer document becomes unusable at any point during a test session, contact your campus coordinator for guidance.

Writing Assessments

Ensure the procedures below are followed during the grade 4 writing assessment.

- The test administrator may read aloud or sign the writing prompt to any student who requests this assistance.
- Reading or discussing student compositions is not allowed at any time.
- At no time before, during, or after the administration of the assessment are test administrators permitted to assist students with their written compositions.
- The test administrator must **NOT** do the following:
  - elaborate on the prompt
  - give students an opening and/or closing sentence
  - give students an outline for organizing their composition
  - give students ideas about how to develop their composition
  - translate the prompt into another language (except sign language)

❑ Start Online Test

- The student will launch the STAAR Online Testing Platform secure browser and log in using the username, password, and Session ID provided in the student test ticket. (Districts may choose to have testing personnel log in to the tests within 30 minutes of testing instead of allowing students to do so.)
- 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 for which they were originally scheduled, contact your campus coordinator. The student may be placed in a make-up test session.
  - It is not necessary to print a new student test ticket.

> Test administrators should remind students that they should not click the ***Submit and 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 passages, including the written composition prompt, into another language (except sign language)
- rephrase or add information to questions or to the prompt
- view or discuss test questions with anyone before, during, or after testing
- score test questions or discuss with students how they performed

❑ Collect Test Materials

Before a student leaves the room, the test administrator must visually scan the completed answer document to be sure the student has recorded answers as instructed. If the student has not done so and time remains in the four-hour time period, the test administrator must say, **"You have not recorded your responses on the answer document. Please go back and mark your answers on it now."** The testing materials should then be returned so that the student may record his or her answers. Students will **NOT** be allowed to record answers on the answer document after the four-hour time period ends.

- Test administrators may not look at or comment on answers to individual test questions or point out individually skipped test questions.
- Test responses, which include the written compositions, multiple-choice questions, and griddable questions, cannot be scored unless they appear on an answer document. Transcription may be needed due to a damaged answer document or if the student is eligible for this designated support. If transcription is required, contact your campus coordinator.
- Report any blank answer documents to your campus coordinator.

NOTES

Complete Paper Administration Process

After testing, complete the following tasks before you return your materials to the campus coordinator.

❑ Account for All Test Booklets and Answer Documents

- Make sure that the name of each student is written on his or her test booklet before you collect it.
- Verify that no students' answer documents have been left inside the test booklets.

❑ Ensure That Answer Document Fields Have Been Completed

- If directed by your campus coordinator, ensure that the TEST TAKEN INFO (if applicable), SCORE CODE, ACCOMM. (if applicable), AGENCY USE (Time to Test), and NEW TO TEXAS (if applicable) fields on the student's answer document have been completed using a No. 2 pencil.
- **For April and May 2019 primary administrations only:** For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than two hours on the mathematics test and column B if the student needs more than two hours on the reading test.)

❑ Return Test Materials to the Campus Coordinator

- Immediately after each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.
- Test booklets and answer documents must be separated and counted. Return the following materials to your campus coordinator:
  - answer documents to be scanned
  - voided answer documents
  - unused answer documents
  - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
  - typed or recorded materials and handwritten student responses on scratch paper
  - any reference materials or graph paper used during testing
  - all seating charts with start and stop times recorded

NOTES

STAAR Materials Control Form

- Your campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will then initial the “In” box.

> The *STAAR Test Administrator Manual—Grades 3–5* should be retained throughout the academic year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Complete Online Administration Process

❑ Submit the Test

- Once a student has submitted a test, the student will no longer be active in the test session and cannot access the test with his or her student test ticket. The following steps submit the test and end the session for a student.
  1. On the Review/End page of the test, click ***End Test***.
  2. Check the **"I understand I cannot return to the test"** box.
  3. Select the ***Submit and End Test*** button.
- The test will be submitted for scoring via the Assessment Management System as soon as the student clicks the ***Submit and End Test*** button. (Districts may choose to have testing personnel submit the tests, instead of allowing students to do so.) If a student clicked the ***Submit and End Test*** button accidentally, contact your campus coordinator.
- Students who cannot finish their tests due to illness or a testing irregularity should not click the ***Submit and End Test*** button. The student should log out of the 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."

Assessment Management System User's Guide

❑ Mark Student Test Information in the Assessment Management System

If directed by your campus coordinator, and if applicable, use the Assessment Management System to assign score codes other than "S," identify accommodation information, update demographic information, and mark the NEW TO TEXAS check box. Directions to mark score codes and accommodation information are described below. Your campus coordinator will provide you with directions to update the demographic information and mark the NEW TO TEXAS indicator.

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 the Assessment Management System. Refer to the Verify score codes page of the Complete Online Administrations section of the *Coordinator Resources*.

- Use the following instructions to update Score Codes in the Test Attributes accessible through the Manage Online Testing section of the Assessment Management System.

  1. In the left navigation pane of the Assessment Management System, click ***Students > View & Edit***.
  2. Select ***Test Administration*** and other student identifying information, then click ***Search***.
  3. Select the correct student from the search results by clicking on ***Edit*** (pencil icon).
  4. Click the ***Tests*** tab.
  5. Navigate to the online test session by clicking on the ***View Test Session*** icon (square with a check mark) in the Actions column.
  6. Click on the ***Test Attributes*** icon in the Actions column.
  7. Update the ***Score Codes*** as needed.
  8. Click ***Submit*** to save changes.

Update Accommodations Information

Follow these steps to update the Accommodations in the Student Profile. Indicate that an accommodation was made available to a student, even if the student did not use the accommodation during testing.

1. In the left navigation pane of the Assessment Management System, click ***Students*** > ***View & Edit***.
2. Select ***Test Administration*** and other student identifying information, then click ***Search***.
3. Select the correct student from the search results by clicking on ***Edit*** (pencil icon).
4. Click the ***Tests*** tab.
5. Navigate to the online test session by clicking on the ***View Test Session*** icon (square with a check mark) in the Actions column.
6. Click on the ***Test Attributes*** icon in the Actions column.
7. Update the ***Accommodation*** settings as needed.
8. Click ***Submit*** to save changes.

NOTES

❑ Return All Student Test Tickets, Testing Group Rosters, 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 the Assessment Management System.
- Student test tickets and any reference materials, scratch paper, or graph paper used during testing must be returned to the campus coordinator after the test session.

The *STAAR Test Administrator Manual—Grades 3–5* should be retained throughout the year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Test Administration Directions

Guide to the Test Administration Directions 41

Paper Administration Directions

STAAR Grade 4 Writing.....45

STAAR Mathematics, Reading, and Science.....51

STAAR Spanish Grade 4 Writing.....57

STAAR Spanish Mathematics, Reading, and Science.....64

Online Administration Directions 70

Online Administration Directions for STAAR Spanish.....77

Guide to the Test Administration Directions

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

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

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

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

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

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

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

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

> ***For mathematics:***
>
> **SAY** **To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. Does anyone have any questions about how to record your answer?**
>
> *Make sure that students understand how to grid their answers correctly. When all students are ready, continue.*

NOTES

Sections containing instructions for multiple subjects also use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the sentence, **"Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [SUBJECT-AREA] test,"** you should verbally fill in the subject area as you are reading the material to students.

You must follow the directions presented in this section exactly as they are written.

There are four sets of paper administration directions in this section:

- STAAR writing
- STAAR mathematics, reading, and science
- STAAR Spanish writing
- STAAR Spanish mathematics, reading, and science

Before reading the paper administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)
- dictionaries (for STAAR grades 3–5 reading in English and Spanish and STAAR grade 4 writing English and Spanish only)

Refer to the STAAR Dictionary Policy in the STAAR Program and Policy Highlights section of the *Coordinator Resources* for more information.

If any students do not have a precoded answer document, certain student identification information must be completed before the test session. You may be asked to hand-grid all or part of this information on blank answer documents for these students. Contact your campus coordinator for specific directions for hand-gridding answer documents. If students are to complete this information, read to them the instructions in Appendix A.

Accessibility Features

Students must use a No. 2 pencil to mark their answer documents. They may write in their test booklets or on the graph paper provided. Students may use scratch paper if needed. Refer to the Accessibility Features section of this manual for more information.

There is one set of online administration directions in this section. These directions should be used for all STAAR online administrations.

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

Before reading the online administration directions aloud, distribute the following materials to your students if they do not already have them:

- student test tickets (unless test administrator is logging students in)
- scratch paper
- pencils or pens
- headphones for students receiving text-to-speech when multiple students are being tested in the same room
- dictionaries (for STAAR grades 3–5 reading in English and Spanish and STAAR grade 4 writing English and Spanish only)

Test administrators must be thoroughly familiar with the dictionary and calculator policies that have been established for STAAR.

Accommodation Resources

Designated Supports

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

Special Considerations for ELs

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

NOTES

Accommodation Resources

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

Oral Administration

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

> Please contact your campus coordinator immediately if you are missing any needed materials or if you have any questions about providing or implementing testing accommodations.

Paper Administration Directions for STAAR Grade 4 Writing

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

> For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving designated supports, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to students who are receiving an extended time or extra day accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"All of your answers and your composition must be recorded [per student's method of response] before the end of the four-hour time period."**

Students may work through the writing test in any order that works best for them.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR writing test. It is important for you to do your best. Now I am going to give each of you a test booklet. When you get your test booklet, do not open it or write on it until I ask you to do so. Do not fill in any information on your answer document until I tell you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student.

NOTES

SAY **Now look at your answer document. Check that the name on your answer document is correct. Does everyone see "GRADE 4 WRITING" on the left-hand side of your answer document?**

Assist any students who do not have the correct answer document.

SAY **Look at the front of your test booklet. Does everyone see "GRADE 4 Writing" on the front of your booklet?**

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has ten digits. Ignore the "S" in front of the number. You need to look at only the ten digits of the number after the "S."**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Now find the words "TEST BOOKLET #" at the top of your answer document.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy all ten digits printed after the "S" from the back of your test booklet into the boxes beside the words "TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the "S" before the number. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

SAY **Today you will write a composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice sections first.**

At this time I will read the directions for the written composition. After I explain the writing task, I will read the directions for the revising and editing sections. You may use a dictionary for all portions of the writing test.

Now open your test booklet to the page that is titled "WRITTEN COMPOSITION." Then turn to the next page to find the expository writing prompt. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the specific writing prompt without the student requesting it.

When all students are ready, continue.

SAY **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY **Now look at the blank pages in your test booklet.**

Pick up one of your student's test booklets and show students the prewriting pages.

SAY **You may use these blank pages to "think out" and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.**

Now open your answer document to page 3 and find the box under the words "Written Composition." When you are ready, you will write your composition here.

Show students the lined page in the answer document.

SAY **Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page.**

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY **When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.**

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY **Now open your test booklet to the page titled "REVISING." Then turn to the next page to find the first selection. At this time I will read the directions for the revising and editing sections. Follow along as I read aloud the directions at the top of the page.**

"Read the selection and choose the best answer to each question. Then fill in the answer on your answer document."

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked "REVISING AND EDITING." This is where you will mark your answers for the revising and editing sections. Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you find that you want to change an answer, completely erase your first choice. Then fill in the circle for your new choice. Your answer document has 29 spaces for answer choices; however, your test booklet has only 24 multiple-choice questions. You will not use all of the spaces for answer choices. You should only mark answers for questions 1 to 24.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY **You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.**

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes, and you may use a dictionary.

You will have up to four hours to complete this test, which includes a composition and some multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and your composition must be recorded on your answer document before the four-hour time period ends.

Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

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

Answer all questions. When all students are ready, continue.

SAY **You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.**

Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your**

answers on the answer document. Please go back and mark your answers on it now." *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.*

For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document.

After testing has been completed and you have collected each student's answer document, ***make sure that the student has recorded his or her responses on the answer document****. Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

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

Paper Administration Directions for STAAR Mathematics, Reading, and Science

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

> For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving designated supports, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to students who are receiving an extended time or extra day accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"All of your answers must be recorded [per student's method of response] before the end of the four-hour time period."**

Reference materials and graph paper for STAAR mathematics are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on these materials that have been removed, the materials must be returned to the campus coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [SUBJECT-AREA] test. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it or write on it until I ask you to do so. Do not fill in any information on your answer document until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

NOTES

Give a test booklet to each student. Answer any questions before continuing.

For all subjects:

If they have not done so previously, students must write their first and last names on the test booklets and complete the [SUBJECT-AREA] TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Check that the name on your answer document is correct.**

Assist any students that need help.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has ten digits. You need to look at only the ten digits of the number after the "S."**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Now find the words [SUBJECT-AREA] "TEST BOOKLET #" at the top of your answer document.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy all ten digits printed after the "S" from the back of your test booklet into the boxes beside the words "TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the "S" before the number. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

April and May Primary Administrations Only:

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, **"Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?"** *Use a student's test booklet to show students where to find the form number.*

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, **"Copy this number below the words 'FORM #' in the 'TEST TAKEN INFO' box on your answer document and fill in the correct circles below."**

Monitor students closely while they copy the FORM #.

For mathematics:

SAY **Open your test booklet and locate the reference materials and graph paper. You may use these when you are solving problems. The reference materials and graph paper are perforated and may be torn out of your test booklet if you choose. If you need help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **Look at the back of your answer document. To answer a multiple-choice question, fill in the circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you find that you want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.**

For mathematics:

SAY **To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. Does anyone have any questions about how to record your answer?**

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

Answer all questions. When students are ready, continue.

SAY **I cannot help you answer any test questions. You must answer them by yourself. I will be able to help you only with questions about the directions.**

For grade 3 mathematics:

SAY **If you need help with a word, phrase, or sentence in a test question or answer choice, raise your hand and I will read it for you.**

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.

You will have up to four hours to complete the test. Stop when you come to the last page of the [SUBJECT-AREA] test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the four-hour time period ends.

You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

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

Answer all questions. When all students are ready, continue.

For Reading

SAY **Remember that you may use a dictionary during the reading test.**

SAY **You will now take the [SUBJECT-AREA] test by yourself. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, you may begin.**

Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.*

For April and May 2019 primary administrations only: *For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than two hours on the mathematics test and column B if the student needs more than two hours on the reading test.)*

After testing has been completed and you have collected each student's answer document, ***make sure that the student has recorded his or her responses on the answer document****. Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

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

Paper Administration Directions for STAAR Spanish Grade 4 Writing

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

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

For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students who are receiving an extended time or extra day accommodation. The test administrator should say, for example, **"Tienen [hasta que termine el día en la escuela/dos días] para completar esta prueba…".**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"Todas sus respuestas y su composición deben quedar registradas [según el método que utilice el estudiante para responder a las preguntas] antes de que terminen las cuatro horas que tienen para contestar la prueba".**

Students may work through the writing test in any order that works best for them.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la prueba STAAR de escritura, la cual es parte del programa de evaluación estatal de Texas. Es importante que hagan su mejor esfuerzo. Enseguida voy a darle a cada uno de ustedes un folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él hasta que yo les diga. No escriban ninguna información en su documento de respuestas hasta que yo les diga. Si tienen alguna pregunta mientras les doy su folleto de prueba, por favor levanten la mano. Dejen su lápiz sobre el escritorio hasta que les diga que pueden usarlo.**

Give a test booklet to each student.

NOTES

SAY **Ahora vean su documento de respuestas. Revisen que el nombre que aparece en su documento de respuestas no tiene errores. ¿Pueden todos ver donde dice "GRADE 4 WRITING" en la parte izquierda de su documento de respuestas?**

Assist any students who do not have the correct answer document.

SAY **Vean la portada de su folleto de prueba. ¿Pueden ver todos donde dice "GRADE 4 Writing – Spanish Version" al frente de su folleto?**

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY **Escriban su nombre y apellido en el espacio donde dice "STUDENT NAME", en la parte de arriba de su folleto de prueba.**

When all students are ready, continue.

SAY **En la parte de atrás de su folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene diez dígitos. No presten atención a la "S" al principio del número. Necesitan fijarse solamente en el número de diez dígitos que aparece después de la "S".**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Ahora busquen donde dice "TEST BOOKLET #" en la parte de arriba de su documento de respuestas.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Vean el número de diez dígitos que aparece después de la "S" en la parte de atrás de su folleto de prueba y escriban todos los dígitos en los cuadros junto a las palabras "TEST BOOKLET #" en su documento de respuestas. Asegúrense de copiar este número exactamente como aparece. No copien la "S" que está al principio del número. Si tienen alguna pregunta, por favor levanten la mano.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, ***"Vean la parte de abajo de la portada de su folleto de prueba. ¿Pueden ver el número que está impreso?".***

Use a student's test booklet to show students where to find the form number.

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, ***"Copien ese número debajo de las palabras 'Form #' de su documento de respuestas y luego llenen los círculos correspondientes que están abajo".***

Monitor students closely while they copy the FORM #.

SAY **Hoy van a escribir una composición y a responder algunas preguntas de opción múltiple. Ustedes pueden decidir cómo quieren contestar la prueba. Pueden escribir primero la composición o pueden trabajar primero en la secciónes de preguntas de opción múltiple.**

En este momento voy a leer las instrucciones para la composición escrita. Una vez que haya explicado lo que tienen que hacer para la composición escrita, voy a leer las instrucciones para la parte de revisión y corrección.

Pueden usar un diccionario en todas las secciones de la prueba de escritura.

Ahora abran su folleto de prueba en la página con el título "COMPOSICIÓN ESCRITA". Luego den vuelta a la página para ver el tema del texto expositivo. Vean la información que viene en su folleto de prueba y lean el tema de la composición en silencio. Si necesitan que yo se los lea, por favor levanten la mano.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the specific writing prompt without the student requesting it.

When all students are ready, continue.

SAY **¿Tienen alguna pregunta?**

Answer all questions. When all students are ready, continue.

SAY **Ahora vean las páginas en blanco que están en su folleto de prueba.**

Pick up one of your student's test booklets and show students the prewriting pages.

SAY **Pueden usar estas páginas en blanco para planear su composición. También pueden usarlas para tomar notas que los ayuden a decidir lo que quieren escribir. Además, pueden escribir un bosquejo que los ayude a organizar sus ideas para que tengan sentido o pueden escribir un borrador de su composición.**

Recuerden que mientras más planeen lo que quieren decir, más clara y completa será su composición. Si escriben un borrador en las páginas en blanco, recuerden que tienen que copiar la composición en la página con renglones del documento de respuestas.

Ahora abran su documento de respuestas en la página 3 y busquen el cuadro debajo de donde dice "Composición escrita". Cuando ya estén listos, van a escribir aquí su composición.

Show students the lined page in the answer document.

SAY **Su composición no tiene que llenar toda la página, pero tampoco debe pasar de una página. No escriban fuera del cuadro en la página con renglones ni agreguen renglones a la página de su composición escrita.**

Asegúrense de escribir claramente para que otras personas puedan leer lo que escribieron. Pueden usar letra de molde o cursiva, la que sea más fácil para ustedes. Recuerden que deben escribir en español y usar solamente un lápiz del número 2 para escribir su composición. Si necesitan otro lápiz para terminar de escribir, por favor levanten la mano. ¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY **Cuando terminen de escribir, lean su trabajo para ver si tiene errores. Si quieren corregir algún error o si quieren cambiar algo, pueden hacerlo. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.**

¿Tienen alguna pregunta?

Answer all questions. When all students are ready, continue.

SAY **Ahora abran su folleto de prueba en la página con el título "REVISIÓN". Después vayan a la siguiente página, donde se encuentra la primera lectura. En este momento voy a leer las instrucciones para la parte de revisión y**

corrección. Sigan en silencio las instrucciones que están en la parte de arriba de la página mientras se las leo en voz alta.

"Lee esta lectura y escoge la mejor respuesta para cada pregunta. Después marca la respuesta en tu documento de respuestas".

Observen que en la lectura hay un número antes de cada oración. Estos números los ayudarán a encontrar la oración o las oraciones que necesitarán para contestar las preguntas que siguen.

Abran su documento de respuestas en la página 2 y encuentren la sección "REVISIÓN Y CORRECCIÓN". Aquí es donde van a marcar sus respuestas a las preguntas de opción múltiple de la secciónes de revisión y corrección. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Marquen sus respuestas con mucho cuidado y llenen los círculos de manera que queden oscuros y totalmente llenos. Si quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY **¿Tienen alguna pregunta?**

Answer all questions. When all students are ready, continue.

SAY **Van a escribir su composición y a contestar las preguntas ustedes solos. No les puedo ayudar a contestar ninguna pregunta de la prueba. Solamente podré ayudarlos con preguntas que tengan acerca de las instrucciones.**

Es posible que no sepan todas las respuestas a las preguntas. Si no saben la respuesta a una pregunta, escojan la respuesta que piensen que podría ser la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren tomar notas. Recuerden también que pueden usar un diccionario.

Tienen cuatro horas para terminar esta prueba, que incluye una composición y preguntas de opción múltiple. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben marcar sus respuestas y escribir su composición en su documento de respuestas antes de que se terminen las cuatro horas que tienen para contestar la prueba.

Recuerden que ustedes deciden qué parte de la prueba quieren hacer primero. Pueden revisar sus respuestas y su composición después de que hayan terminado. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas.

Cuando hayan terminado de revisar su trabajo, cierren su folleto de prueba y levanten la mano. Yo pasaré a sus lugares para recoger su documento de respuestas y su folleto de prueba. Por favor permanezcan sentados y sin

hacer ruido para que no distraigan a sus compañeros que todavía estén trabajando en la prueba. Tampoco platiquen entre ustedes mientras otros compañeros siguen tomando la prueba. ¿Tienen alguna pregunta?

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas".**

Answer all questions. When all students are ready, continue.

SAY **Ahora van a escribir su composición y a contestar las preguntas de opción múltiple. Recuerden que deben marcar sus respuestas con mucho cuidado y llenar los círculos de manera que queden oscuros y completamente llenos. Mientras estén tomando la prueba, voy a pasar por sus lugares en silencio para asegurarme de que están siguiendo las instrucciones y trabajando en forma independiente. Si no tienen más preguntas, pueden comenzar.**

Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"No pusiste tus respuestas en el documento de respuestas. Por favor márcalas en el documento de respuestas ahora mismo".** *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Students may then be allowed to read books quietly or leave the testing room.*

For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document.

After testing has been completed and you have collected each student's answer document, **make sure that the student has recorded his or her responses on the answer document**. *Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

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

Paper Administration Directions for STAAR Spanish Mathematics, Reading, and Science

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

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

For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

The following statement should be provided to students who are receiving an extended time or an extra day accommodation. The test administrator should say, for example, **"Tienen [hasta que termine el día en la escuela/ dos días] para completar esta prueba…".**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"Todas sus respuestas deben quedar registradas [según el método que utilice el estudiante para responder a las preguntas] antes de que terminen las cuatro horas que tienen para contestar la prueba".**

Reference materials and graph paper for STAAR Spanish mathematics are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on these materials that have been removed, the materials must be returned to the campus coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la prueba STAAR de [SUBJECT-AREA], la cual es parte del programa de evaluación estatal de Texas. Es importante que hagan su mejor esfuerzo. Enseguida voy a darle a cada uno de ustedes un folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él hasta que yo les diga. No escriban ninguna información en su documento de respuestas hasta que yo les diga. Si tienen alguna pregunta mientras les doy su folleto**

de prueba, por favor levanten la mano. Dejen su lápiz sobre el escritorio hasta que yo les diga que pueden usarlo.

Give a test booklet to each student. Answer any questions before continuing.

For all subjects:

If they have not done so previously, students must write their first and last names on the test booklets and complete the [SUBJECT-AREA] TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Revisen que el nombre que aparece en su documento de respuestas no tiene errores.**

Assist any students that need help.

SAY **Escriban su nombre y apellido en el espacio donde dice "STUDENT NAME" en la parte de arriba de su folleto de prueba.**

When all students are ready, continue.

SAY **En la parte de atrás de cada folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene diez dígitos.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Ahora busquen donde dice "TEST BOOKLET #" en la parte de arriba de su documento de respuestas de [SUBJECT-AREA].**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Vean el número de diez dígitos que aparece después de la "S" en la parte de atrás de su folleto de prueba y escriban todos los dígitos en los cuadros junto a las palabras "TEST BOOKLET #" en su documento de respuestas. Asegúrense de copiar este número exactamente como aparece. No copien la "S" que está al principio del número. Si tienen alguna pregunta, por favor levanten la mano.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

NOTES

April and May Primary Administrations Only:

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, ***"Vean la parte de abajo de la portada de su folleto de prueba. ¿Pueden ver el número que está impreso?".***

Use a student's test booklet to show students where to find the form number.

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, ***"Copien ese número debajo de las palabras 'Form #' de su documento de respuestas y luego llenen los círculos correspondientes que están abajo".***

Monitor students closely while they copy the FORM #.

For mathematics:

SAY **Abran su folleto de prueba y localicen los materiales de referencia y la hoja de papel cuadriculado. Pueden usar estos materiales cuando estén resolviendo las preguntas. Los materiales de referencia y la hoja de papel cuadriculado están perforados y se pueden desprender de su folleto de prueba si lo prefieren. Si necesitan ayuda, por favor levanten la mano.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **Vean la parte de atrás de su documento de respuestas. Para contestar una pregunta de opción múltiple, llenen el círculo correspondiente en su documento de respuestas. Marquen solamente un círculo para cada pregunta de opción múltiple. Marquen sus respuestas con mucho cuidado y llenen los círculos de manera que queden oscuros y totalmente llenos. Si quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta.**

For mathematics:

SAY **Para contestar una pregunta que se contesta en una cuadrícula, primero necesitan escribir su respuesta en las cajas que están arriba de los círculos. Luego llenen los círculos correspondientes debajo. ¿Tiene alguien alguna pregunta sobre cómo anotar su respuesta?**

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

Answer all questions. When students are ready, continue.

SAY **No los puedo ayudar a contestar ninguna pregunta de la prueba. Van a tener que contestarlas ustedes solos. Solamente podré ayudarlos con preguntas que tengan sobre las instrucciones.**

For grade 3 mathematics:

SAY **Si necesitan ayuda con una palabra, frase u oración en una pregunta de la prueba u opción de respuesta, levanten la mano y se las leeré.**

Es posible que no sepan las respuestas a todas las preguntas. Si no saben la respuesta a una pregunta, escojan la respuesta que piensen que podría ser la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren tomar notas.

Tienen cuatro horas para completar la prueba. Deténganse cuando lleguen a la última página de la prueba de [SUBJECT-AREA]. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben marcar todas sus respuestas en su documento de respuestas antes de que se terminen las cuatro horas que tienen para contestar la prueba.

Pueden revisar sus respuestas después de haber terminado, pero no abran ni trabajen en ninguna otra sección de su folleto de prueba ni del documento de respuestas. Asegúrense de borrar cualquier marca o rayón que hayan hecho sin querer en su documento de respuestas. Cuando hayan terminado de revisar su trabajo, cierren su folleto de prueba y levanten la mano. Yo pasaré a sus lugares a recoger su documento de respuestas, folleto de prueba y los otros materiales. Por favor permanezcan sentados y sin hacer ruido para que no distraigan a sus compañeros que todavía estén trabajando en la prueba. Tampoco platiquen entre ustedes mientras otros compañeros siguen tomando la prueba. ¿Tienen alguna pregunta?

NOTES

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, **"No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas".**

Answer all questions. When all students are ready, continue.

For reading:

SAY **Recuerden que pueden usar un diccionario durante la prueba de lectura.**

SAY **Ahora van a tomar la prueba de [SUBJECT AREA] ustedes solos. Recuerden que deben marcar sus respuestas con mucho cuidado y llenar los círculos de manera que queden oscuros y completamente llenos. Mientras estén tomando la prueba, voy a pasar por sus lugares en silencio para asegurarme de que están siguiendo las instrucciones y trabajando en forma independiente. Si no tienen más preguntas, pueden comenzar.**

Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"No pusiste tus respuestas en el documento de respuestas. Por favor márcalas en el documento de respuestas ahora mismo".** *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.*

For April and May 2019 primary administrations only: *For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document. (For multiple-subject answer documents, use column A if the student needs more than two hours on the mathematics test and column B if the student needs more than two hours on the reading test.)*

After testing has been completed and you have collected each student's answer document, ***make sure that the student has recorded his or her responses on the answer document****. Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

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

Online Administration Directions for STAAR

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

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

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

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

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

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

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

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

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

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test session. You must **NOT**, however, change the substance of the information given in the directions.

If students will be logging in to the Online Testing Platform, read the directions in the box below. If testing personnel will be logging the students in to the Online Testing Platform, see the instructions in Appendix B.

SAY **Today you will take the State of Texas Assessments of Academic Readiness–STAAR [SUBJECT-AREA] test. You will take this test on the computer. It is important that you do your best on this test.**

For students logging in to the STAAR Online Testing Platform:

SAY **Now we will log in to the test. I will read the instructions, and you follow along on the computer. 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.**

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

SAY **Does everyone have a student test ticket? If not, please let me know.**

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

SAY **Please make sure that your name and birth date are correct on the test ticket. Also make sure that STAAR [GRADE/SUBJECT AREA] is at the top of your ticket. If any of this information is wrong or missing, please let me know.**

Make sure each student's test ticket is correct. A test ticket will designate whether a student is eligible to use text-to-speech, content and language supports, and/or the spelling assistance tool when testing. Check to ensure that students eligible to use these supports have the information noted on their test tickets. If the information on a student's test ticket is incorrect, contact your campus testing coordinator after all other students have started testing.

SAY **Now open the STAAR Online Testing Program. It may take some time for the test to open on your computer. Let me know if you need help.**

Assist any student having difficulty.

SAY **When the program opens, click on the *Summative Assessment* button.**

Assist any student having difficulty.

SAY **Look at your student test ticket and find your username. Type the username into the Username field exactly as it is written on your student test ticket.**

Assist students as needed.

SAY **Look at your student test ticket and find your password. Type the password into the Password field exactly as it is written on the student test ticket.**

Assist students as needed.

SAY **Look at your student test ticket and find the Session ID. Type the Session ID in the Session ID field exactly as it is written on your student test ticket. Now click the *Login* button.**

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

For students receiving text-to-speech:

SAY **You should see a screen that asks you to check your Speak tool to make sure that the sound on your computer is working. Put on your headphones and check that the sound is working. You may also change how fast the words are read aloud now, if needed. Then take off your headphones. If you do not hear anything or need help, let me know.**

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 testing coordinator.

SAY **Look at your screen. Let me know if you do not see the words STAAR [GRADE/SUBJECT-AREA].**

Make sure that all students are on the correct screen. If incorrect information appears on the screen, have the student log out of the test by clicking on the Logout *button at the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.*

SAY **Now find your name at the top of the screen. Let me know if you do not see your name.**

Help any students having difficulty finding their name. If incorrect information appears on the screen, have the student log out of the test by clicking on the Logout *button in the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.*

SAY **Click the *Next* button. You will see some test directions. You will read this information, and the information on the next screens as well. Continue reading until you see a large STOP sign. Do not click the *Next* button until you are told to do so.**

For students using text-to-speech:

SAY **You may put on your headphones and click the *Speak* button, if needed. When you see the STOP sign, take off your headphones.**

Allow students time to read through the instructions. Confirm that all students are on the STOP sign screen and then continue.

SAY **You will take the STAAR [GRADE/SUBJECT-AREA] test by yourself. I cannot help you answer any test questions. If you do not know the answer to a question, choose the answer you think might be correct.**

For Grade 4 Writing:

SAY **In the writing section of this test, you will have a section titled "WRITTEN COMPOSITION." This is where you will find the expository writing prompt.**

For students using text-to-speech, the Speak *button will read aloud the prompt.*

The test administrator may read aloud or sign the expository writing prompt to any student who needs this assistance, even if they are not eligible for the text-to-speech function. Looking over the student's shoulder, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt screen) related to the expository prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the expository writing prompt or recording the information they see is strictly prohibited. The test administrator may not make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the expository writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the writing prompts without the student requesting it.

SAY **You may use scratch paper to "think out" and plan your composition before you type your response in the box on the screen. In addition, you may write an outline to help you arrange your ideas in an order that makes sense or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. Are there any questions?**

For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the written composition into the online test as an Accessibility Feature. The student does not have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System. The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodation Resources webpage.

For students who will be typing their own responses, say:

If you write a rough draft on scratch paper, remember that you must type the composition in the box on the screen. When you finish typing, read over your work and check for mistakes. If you find any mistakes or would like to change something, you may do so. Your composition does not have to completely fill the typing box, but it may not be more than 1750 characters.

For students eligible for content and language supports, say:

A writing checklist will also be available at the top of the screen to use if you need it while you write your composition.

For students eligible for spelling assistance, say:

You will have Spelling assistance available for your composition. In the response box a red underline will appear below any words that are misspelled. Click the underlined word to see suggested replacements.

Answer any questions and then continue.

SAY **The second section of the writing test is titled "REVISING AND EDITING." In this section you will read selections and answer multiple-choice questions. Each selection will have a number before each sentence. These numbers will help you find a sentence or sentences you will need to answer the questions that follow. You may use a dictionary for all portions of the writing test. Are there any questions?**

For Mathematics:

SAY **You may use the reference materials, graph paper, and scratch paper when you are taking this test.**

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

For students receiving content and language supports for any subject:

SAY **You may see different icons in test questions that tell you there are extra accommodations you may use. You may see some dots under words or small, dark circles to the right of the question or answer choices. Click these dots or circles to see words or pictures that may help you.**

Remind students eligible for text-to-speech that they can use the Speak *tool to listen to text in pop-ups and rollovers read aloud. The test administrator may need to indicate for students where to find the* Help *tool that will show how to use the pop-ups and rollovers throughout the test.*

SAY **When you have come to the end of the test, the *Review/End* screen will show whether you have answered all of the questions. You may click on the *Return to Test* button, or 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 final scoring, click the *End Test* button at the bottom of the *Review/End* screen. Next, select "I understand I cannot return to the test." Then click the *Submit and End Test* button. If you need help, let me know and I will help you. Are there any questions?**

Answer any questions before continuing.

SAY **You will have up to four hours to complete the test. During the test, I will let you know how much time you have left. All of your answers must be entered before the four-hour time period ends.**

While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently. If you need help using any of the online tools, let me know.

When you have completed your test, stay in your seat and let me know. I will come to help you close the test and collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.

You may not talk about the test questions or answer choices with anyone during the test, during breaks, or after you have completed your test. Does anyone have any questions?

Answer any questions before continuing.

SAY **If there are no more questions, you may click the *Next* button to begin the test.**

Any students using text-to-speech may be told to put on their headphones. Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time limits. For lunch breaks, tell students to log out of the tests. For all other breaks, tell students to pause the tests.

Remember to actively monitor during 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 accommodations. Refer to Appendix C for more information.

As students complete the test, collect student test tickets and any scratch paper, graph paper, or reference materials and return them to the campus coordinator. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

Record the stop time for the test session on the seating chart.

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

Online Administration Directions for STAAR Spanish

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

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

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

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

The following statement should be provided to students who are receiving an extended time or additional day accommodation. The test administrator should say, for example, **"Van a tener [hasta el final del día escolar; dos días] para terminar esta prueba…".**

The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"Todas sus respuestas y su composición deben estar anotadas [según el método que utilice el estudiante para contestar las preguntas] antes de que terminen las cuatro horas".**

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

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

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

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test session. You must **NOT**, however, change the substance of the information given in the directions.

If students will be logging in to the Online Testing Platform, read the directions in the box below. If testing personnel will be logging the students in to the Online Testing Platform, see the instructions in Appendix B.

SAY **Hoy van a tomar la prueba STAAR de [subject], la cual es parte del programa de evaluación estatal de Texas. Van a tomar esta prueba en la computadora. Es importante que hagan su mejor esfuerzo en la prueba.**

For students logging in to the STAAR Online Testing Platform:

SAY **Ahora vamos a iniciar la sesión para tomar la prueba. Voy a leer las instrucciones y ustedes leerán en silencio en la computadora junto conmigo. Si tienen alguna pregunta, levanten la mano y los ayudaré. Para iniciar la sesión de la prueba, necesitarán la información que aparece en su ficha de la prueba.**

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

SAY **¿Todos tienen una ficha de la prueba? Si no tienen una ficha, levanten la mano.**

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

SAY **Por favor, revisen que su nombre y fecha de nacimiento aparecen sin errores en su ficha. También asegúrense de que aparezcan las palabras "Prueba STAAR de [SUBJECT AREA] de [GRADE]" en la parte de arriba de su ficha. Si cualquier parte de esta información no aparece o no es correcta, por favor levanten la mano.**

Make sure each student's test ticket is correct. A test ticket will designate whether a student is eligible to use text-to-speech, content and language supports, and/or the spelling assistance tool when testing. Check to ensure that students eligible to use these supports have the information noted on their test tickets. If the information on a student's test ticket is incorrect, contact your campus testing coordinator after all other students have started testing.

SAY **Ahora, abran *STAAR Online Testing Program*. Tal vez la prueba tarde un poco en abrirse en su computadora. Levanten la mano si necesitan ayuda.**

Assist any student having difficulty.

SAY **Cuando el programa se abra, hagan clic en el botón *Summative Assessment*.**

Assist any student having difficulty.

SAY **Encuentren su nombre de usuario [*username*] en su ficha de la prueba. Escriban el nombre de usuario en la casilla *Username* exactamente como aparece en su ficha de la prueba.**

Assist students as needed.

SAY **Encuentren su contraseña [*password*] en su ficha de la prueba. Escriban la contraseña en la casilla que dice *Password* exactamente como aparece en su ficha de la prueba.**

Assist students as needed.

SAY **Encuentren el número de identificación de la sesión [Session ID] en su ficha de la prueba. Escriban el número de identificación en la casilla Session ID exactamente como aparece en su ficha de la prueba. Ahora hagan clic en el botón *Login*.**

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

For students receiving text-to-speech:

SAY **Deben ver una pantalla que pide que verifiquen su herramienta Hablar. Ahí podrán asegurarse de que el sonido de su computadora funciona. Pónganse los audífonos y verifiquen que el sonido funciona. En este momento también pueden cambiar la velocidad a la que se leen las palabras en voz alta si es necesario. Quítense los audífonos. Si no escuchan nada o si necesitan ayuda, por favor levanten la mano.**

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 testing coordinator.

SAY **Observen su pantalla. Levanten la mano si no ven las palabras "Prueba STAAR de [SUBJECT-AREA] de [GRADE]".**

Make sure that all students are on the correct screen. If incorrect information appears on the screen, have the student log out of the test by clicking on the Logout *button at the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.*

SAY **Ahora encuentren su nombre en la parte de arriba de la pantalla. Levanten la mano si no ven su nombre.**

Help any students having difficulty finding their name. If incorrect information appears on the screen, have the student log out of the test by clicking on the Logout *button in the top right corner of the screen. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.*

SAY **Hagan clic en el botón Siguiente. Aparecerán las instrucciones para tomar la prueba. Van a leer esta información, así como la información que aparece en la siguiente pantalla. Continúen leyendo hasta que vean un letrero grande que dice STOP. No hagan clic en el botón Siguiente hasta que se les indique.**

For students using text-to-speech:

SAY **Pueden ponerse los audífonos y hacer clic en el botón Habla, si es necesario. Cuando vean el letrero de STOP, quítense los audífonos.**

Allow students time to read through the instructions. Confirm that all students are on the STOP sign screen and then continue.

SAY **Van a tomar la prueba STAAR de [SUBJECT-AREA] de [GRADE] solos. No les puedo ayudar a contestar ninguna pregunta de la prueba. Si no saben la respuesta a una pregunta, escojan la respuesta que crean que podría ser la correcta.**

For Grade 4 Writing:

SAY **En la sección de escritura de esta prueba, tendrán una sección titulada "COMPOSICIÓN ESCRITA". Aquí es donde van a encontrar el tema para escribir un texto expositivo.**

For students using text-to-speech, the Speak *button will read aloud the prompt.*

The test administrator may read aloud or sign the expository writing prompt to any student who needs this assistance, even if they are not eligible for the text-to-speech function. Looking over the student's shoulder, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt screen) related to the expository prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the expository writing prompt or recording the information they see is strictly prohibited. The test administrator may not make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the expository writing

prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the writing prompts without the student requesting it.

SAY **Pueden usar unas hojas en blanco para planear su composición antes de escribir su respuesta en la casilla que muestra la pantalla. Además, pueden hacer un bosquejo que los ayude a organizar sus ideas para que tengan más sentido o pueden escribir un borrador de su composición. Recuerden que mientras mejor planeen su escrito, más clara y completa será su composición. ¿Tienen alguna pregunta?**

For any grade 4 student who is taking the STAAR writing test online, the test administrator may transcribe (i.e., type) the student's response to the written composition into the online test as an Accessibility Feature.. The student does not have to be eligible for Basic Transcribing to receive this assistance and it does not need to be documented in the Assessment Management System. The test administrator transcribing the student's response must do so in accordance with guidelines for Basic Transcribing found on TEA's Accommodation Resources webpage.

For students who will be typing their own responses, say:

Si escriben un borrador en las hojas en blanco, recuerden que tienen que escribir la composición en la casilla que muestra la pantalla. Cuando terminen de escribir, lean lo que escribieron y revisen que no haya errores. Si encuentran algún error o les gustaría cambiar algo, pueden hacerlo. La composición no tiene que llenar completamente la casilla y no puede tener más de 1750 caracteres.

Students registering for writing assessments in Spanish use a Text Editor with the Spanish Character Toolbar to enter responses in Spanish.

The Spanish toolbar, which operates by keyboard navigation, mouse, or touch input, includes commonly used Spanish characters not otherwise available on a standard U.S. English keyboard.

For example, to type the Spanish word teléfono, the student would type the letters "tel," then click on the Spanish é character, and then type the letters "fono."

For students eligible for content and language supports, say:

Habrá una lista de revisión en la parte superior de la pantalla que pueden usar si la necesitan mientras escriben su composición.

For students eligible for spelling assistance, say:

Habrá una herramienta para revisar la ortografía al escribir su composición. En la casilla de respuesta, cualquier palabra que esté mal escrita estará subrayada con una línea roja. Hagan clic en la palabra subrayada para ver las opciones sugeridas para reemplazarla.

Answer any questions and then continue.

SAY **La segunda sección de la prueba de escritura se titula "REVISIÓN Y CORRECCIÓN". En esta sección van a leer varias lecturas y a contestar preguntas de opción múltiple. Las lecturas tendrán un número antes de cada oración. Estos números los ayudarán a encontrar una o varias oraciones que necesiten para contestar las preguntas. Pueden usar un diccionario en todas las secciones de la prueba de escritura. ¿Tienen alguna pregunta?**

For Mathematics:

SAY **Pueden usar los materiales de referencia, hojas de papel cuadriculado y hojas en blanco cuando estén tomando la prueba.**

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"No te puedo ayudar con esa pregunta; sólo contéstala lo mejor que puedas".**

For students receiving content and language supports for any subject:

SAY **Es posible que vean diferentes íconos en las preguntas que indican que hay apoyos adicionales que pueden utilizar. Es posible que debajo de algunas palabras haya una línea punteada o que haya pequeños círculos oscuros a la derecha de las preguntas o las opciones de respuesta. Hagan clic en estos puntos o en los círculos para ver palabras o dibujos que los pueden ayudar.**

Remind students eligible for text-to-speech that they can use the Speak *tool to listen to text in pop-ups and rollovers read aloud. The test administrator may need to indicate for students where to find the* Help *tool that will show how to use the pop-ups and rollovers throughout the test.*

SAY **Cuando hayan llegado al final de la prueba, la pantalla *Review/End* (Revisar/Final) mostrará si contestaron todas las preguntas. Pueden hacer clic en el botón *Return to Test* (Regresar a la prueba) o hacer clic en algún número de pregunta para revisar su trabajo y hacer cualquier cambio a sus respuestas. Para finalizar la prueba y enviar sus respuestas para ser evaluadas, hagan clic en el botón *End Test* (Terminar la prueba) en la parte de abajo de la pantalla *Review/End* (Revisar/Final). Después, seleccionen "Sé que no puedo regresar a la prueba". Luego hagan clic en el botón *Submit and End* (Enviar y terminar). Si necesitan ayuda, levanten la mano y los ayudaré. ¿Tienen alguna pregunta?**

Answer any questions before continuing.

SAY **Tienen un máximo de cuatro horas para terminar la prueba. Durante la prueba van a recibir recordatorios del tiempo que les queda para terminar. Deben escribir todas sus respuestas antes de que se terminen las cuatro horas.**

Mientras contestan la prueba, estaré pasando por los pasillos para asegurarme de que todos están siguiendo las instrucciones y trabajando de forma independiente. Si necesitan ayuda para usar cualquiera de las herramientas en línea, levanten la mano.

Cuando hayan terminado la prueba, permanezcan en sus lugares y levanten la mano. Yo pasaré a sus lugares a ayudarlos a cerrar la prueba y recoger cualquier hoja en la que hayan escrito durante la prueba. No platiquen con otros compañeros mientras algunos siguen tomando la prueba.

No pueden hablar con nadie sobre las preguntas de la prueba o las opciones de respuestas durante la prueba, durante los descansos o después de terminar la prueba. ¿Tienen alguna pregunta?

Answer any questions before continuing.

SAY **Si no hay ninguna otra pregunta, pueden hacer clic en el botón *Next* para comenzar la prueba.**

Any students using text-to-speech may be told to put on their headphones. Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time limits. For lunch breaks, tell students to log out of the tests. For all other breaks, tell students to pause the tests.

Remember to actively monitor during 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 accommodations. Refer to Appendix C for more information.

As students complete the test, collect student test tickets and any scratch paper, graph paper, or reference materials and return them to the campus coordinator. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

Record the stop time for the test session on the seating chart.

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

Appendix A

Completing Student Identification Information

Completing Student Identification Information

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information on a blank answer document before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word **"SAY."** The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR [SUBJECT-AREA] test. Before you take the test, you are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.**

Give two pencils to each student who needs them.

SAY **Find the words "LAST-NAME" at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If you have any questions, please raise your hand.**

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Find the section labeled "FIRST-NAME." Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. When you are finished, find the column labeled "MI" to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.**

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Below the boxes where you printed your name are columns of circles with letters in them. In the first column find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name. If there are not enough boxes for all the letters in your last name, print as many letters as you can.**

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

> *The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.*

SAY **Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.**

When all students are ready, continue.

SAY **Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the "MI" column.**

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY **At the bottom of your answer document, print the name of our school district in the space under the words "DISTRICT-NAME." I will print the name of our school district on the board for you.**

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Now print the name of our campus in the space under the words "CAMPUS-NAME." I will print the name of our campus on the board for you.**

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Now find the section marked "SEX CODE." If you are a male, fill in the circle next to the "M." If you are a female, fill in the circle next to the "F."**

When all students are ready, continue.

SAY **Now find the section labeled "DATE-OF-BIRTH." In the space labeled "MONTH," fill in the circle next to the month in which you were born.**

Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled "DAY" and "YEAR." If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 41.

Completing Student Identification Information (STAAR Spanish)

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information on a blank answer document before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word **"SAY."** The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la prueba de [SUBJECT-AREA] de STAAR, la cual es parte del programa de evaluación estatal de Texas. Antes de tomar la prueba van a llenar la parte de enfrente del documento de respuestas que van a usar. Es muy importante que pongan atención y sigan las instrucciones que les voy a dar. Usen solamente un lápiz del número 2 para llenar los círculos en su documento de respuestas. Si no tienen un lápiz del número 2, por favor levanten la mano.**

Give two pencils to each student who needs them.

SAY **Busquen las palabras "LAST NAME" en la parte de arriba de su documento de respuestas. Escriban su apellido en los cuadros que aparecen en esta sección comenzando con el primer cuadro a la izquierda. Escriban solamente una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su apellido, escriban sólo las letras que puedan. Si tienen alguna pregunta, por favor levanten la mano.**

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Busquen la parte donde dice "FIRST NAME". Escriban su nombre en los cuadros de esta sección. Escriban solamente una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su nombre, escriban sólo las letras que puedan. Cuando acaben, busquen la columna donde dice "MI" que está a la derecha de la sección donde escribieron su nombre. En este cuadro, escriban la primera letra de su segundo nombre. Si no tienen un segundo nombre, no escriban nada en este cuadro.**

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Debajo de los cuadros donde escribieron su nombre, hay unas columnas de círculos con letras adentro. En la primera columna, busquen el círculo que tenga la primera letra de su apellido. Llenen ese círculo. Asegúrense de que el círculo quede oscuro y totalmente lleno. Si se equivocan, borren completamente la marca que hicieron y luego llenen el círculo correcto. Ahora hagan lo mismo con el resto de las letras de su apellido. Si no hay suficientes cuadros para todas las letras de su apellido escriban sólo las letras que puedan.**

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

> *The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.*

SAY **Es posible que algunos de ustedes no hayan usado todos los cuadros para escribir su apellido. Justamente abajo de cada uno de estos cuadros, hay un círculo sin letras adentro. Por cada cuadro que haya quedado vacío a la derecha de su apellido, llenen los círculos sin letras debajo de ellos.**

When all students are ready, continue.

SAY **Ahora llenen los círculos con las letras de su nombre y la inicial de su segundo nombre como lo hicieron con su apellido. Si no tienen un segundo nombre, llenen el círculo sin letras en la columna donde dice "MI".**

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY **Ahora, en la parte de abajo de su documento de respuestas escriban el nombre de nuestro distrito escolar en el espacio debajo de las palabras "DISTRICT-NAME". Voy a escribir el nombre de nuestro distrito escolar en el pizarrón para que lo puedan copiar.**

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Ahora escriban el nombre de nuestra escuela en el espacio debajo de las palabras "CAMPUS-NAME". Voy a escribir también el nombre de la escuela para que lo puedan copiar.**

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Ahora busquen el espacio donde dice "SEX CODE". Si son niños, llenen el círculo con la letra "M". Si son niñas, llenen el círculo con la letra "F".**

When all students are ready, continue.

SAY **Ahora encuentren la sección "DATE OF BIRTH". En el espacio donde dice "MONTH", llenen el círculo junto al mes en el que nacieron.**

Escriban el día en que nacieron y los últimos dos números del año en que nacieron en los cuadros "DAY" y "YEAR". Si nacieron antes del día diez del mes, necesitan escribir un cero antes del día de su nacimiento. Ahora llenen los círculos con los números que escribieron en los cuadros. Si tienen alguna pregunta, por favor levanten la mano. Cuando terminen, pongan el lápiz sobre su escritorio.

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 41.

Appendix B

Starting the Online Tests

Starting the Online Tests

If testing personnel will be logging students into the STAAR Online Testing Platform, the test administrator will need to have a student test ticket for each student. Each test ticket will designate whether a student is eligible to use text-to-speech, and/or content and language supports when testing. Check to ensure that students eligible to use these supports have the information noted on their test tickets.

Before students in grades 3–5 can begin the test, the test administrator should launch the STAAR Online Testing Platform secure browser on each student's computer and enter the username, password, and Session ID found on each printed student test ticket. This must be completed within 30 minutes of the students starting the test. If test administrators follow these steps before students arrive, they must ensure that test security is maintained at all times.

Follow the steps below for each student in grades 3–5.

1. Open the secure browser on each student's computer.
2. Select ***Take Test***.
3. Enter the username in the *Username* field exactly as it appears on the student test ticket.
4. Enter the password in the *Password* field exactly as it appears on the student test ticket.
5. Enter the Session ID in the *Session ID* field exactly as it appears on the student test ticket.
6. Click the ***Login*** button. A screen showing the administration name and the grade of the test will appear.

> If you receive an error message on any computer while completing the steps above, consult a member of your technology staff or your campus coordinator, who will contact the Texas Assessment Support Center.

Appendix C

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, use the ICON column to identify and point to the proper icon onscreen. 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.
Review/End	Review/End Screen	You can click on ***Review/End*** at any time to go to the review screen at the end of the test. On the ***Review/End*** screen you can see which questions you have not answered yet and which questions you have marked for review.
Mark for Review	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	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.
Logout	Logout	You can use ***Logout*** to stop your test for long breaks. The system saves your work and returns you to the same spot when you log back in.
	Help	You can click on ***Help*** to remind you how to use the tools.
Highlight Erase Highlights	Highlight/Erase Highlights	You can use ***Highlight*** to mark important words or numbers. You can erase highlights by selecting highlighted text and clicking ***Erase Highlights***.
Pencil	Pencil	You can use ***Pencil*** to make marks on the screen.

	Eliminator	You can use ***Eliminator*** to cross out answer choices that you think are not correct.
	Clear	You can use ***Clear*** to remove all marks you have made to the test question.
	Notepad	You can use ***Notepad*** to take notes on each question.
	Writing Tools	Use the ***Writing Tools*** to format the text you entered.
ASL	American Sign Language Video	You can click on ***American Sign Language Video*** to play a signed video of the text in questions and answer choices.
	Dictionary	You can click on ***Dictionary*** to look up the definitions of words.
	Guideline	You can use ***Guideline*** 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.
	Color	You can use ***Color*** to change the colors used on your screen.
	Calculator	You can use a basic, scientific, or graphing ***Calculator***, depending on the test.
	Ruler	You can use ***Customary Ruler*** and ***Metric Ruler*** to measure images on the screen.
	Graph Paper	You can use ***Graph Paper*** to draw lines and points during the test.

	Conversions, Formulas, and Periodic Table	You can click on ***Conversions, Formulas, or Periodic Table*** to show information that may help you with the test.
	Speak	You can use ***Speak*** to listen to text in questions, answer choices, pop-ups, and rollovers being read aloud.
	Audio	You can use ***Audio*** to adjust the volume and speed of the text being read aloud.
marathon	Pop-up	You can click on a word or phrase that is underlined with dots or has a dotted box around it and helpful information will ***Pop-up***.
	Rollover	You can use ***Rollover*** to see a different version of the sentences in the test question.
	Punnett Squares	You can use ***Punnett Squares*** to help you solve some questions on the test.
	Writing Checklist	You can use a ***Writing Checklist*** to help you complete your written composition.

Appendix C

Online Tools (STAAR 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, use the ICON column to identify and point to the proper icon onscreen. 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
Siguiente	Siguiente	Puedes usar ***Siguiente*** para avanzar en la prueba.
Anterior	Anterior	Puedes usar ***Anterior*** regresar en la prueba.
Revisión final	Revisión final	Puedes hacer clic en ***Revisión final*** en cualquier momento para ir a la pantalla de revisión final de la prueba. En la pantalla ***Revisión final*** puedes ver cuáles preguntas no has contestado todavía y cuáles preguntas marcaste para revisión.
Marcar para revisar	Marcar para revisar	Puedes usar ***Marcar para revisar*** para marcar una pregunta para revisarla después. Cuando marques una pregunta para revisarla, aparecerá una bandera junto al número de la pregunta.
Pausa	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.
Cerrar Sesión	Cerrar Sesión	Puedes usar ***Cerrar Sesión*** para detener tu prueba y tomar un descanso largo. El sistema guardará tu trabajo y te permitirá regresar al mismo lugar cuando regreses.
Ayuda	Ayuda	Haz clic en ***Ayuda*** para recordar cómo usar las herramientas.
Resaltar Borrar el resaltado	Resaltar/Borrar el resaltado	Puedes usar ***Resaltar*** para marcar palabras o números importantes. Puedes desmarcar lo que hayas resaltado seleccionando el texto resaltado y haciendo clic en ***Borrar el resaltado***.

Lápiz	Lápiz	Puedes usar el ***Lápiz*** para hacer marcas en la pantalla.
	Eliminador	Puedes usar ***Eliminador*** para tachar opciones de respuestas que creas que no son correctas.
	Limpiar	Puedes usar ***Limpiar*** para quitar todas las marcas que hayas hecho a una pregunta.
	Libreta de notas	Puedes usar la ***Libreta de notas*** para escribir notas en cada pregunta.
B I U	Deshacer, Rehacer, Cortar, Copiar, Pegar, Letra negrita, Letra itálica, Subrayado	Usa las herramientas ***Deshacer***, ***Rehacer***, ***Cortar***, ***Copiar***, ***Pegar***, ***Letra negrita***, ***Letra itálica***, ***Subrayado*** para formatear el texto que escribas.
	Diccionario	Puedes hacer clic en ***Diccionario*** para buscar definiciones de las palabras.
	Guía	Puedes usar ***Guía*** para ayudarte a no perder de vista el renglón donde estás leyendo.
	Notas adhesivas	Puedes usar ***Notas adhesivas*** para poner recordatorios en la pantalla.
	Acercar	Puedes usar ***Acercar*** para ampliar todo lo que aparece en tu pantalla.
	Color	Puedes usar ***Color*** para cambiar los colores que se usan en tu pantalla.
	Calculadora	Puedes usar ***Calculadora*** básica, científica o gráfica, dependiendo de la prueba.
	Regla	Puedes usar una ***Regla del sistema inglés*** o una ***Regla del sistema métrico*** para medir imágenes en la pantalla.
	Papel cuadriculado	Puedes usar ***Papel cuadriculado*** para dibujar líneas y puntos durante la prueba.

	Conversiones, Fórmulas, y Tabla periódica	Puedes hacer clic en ***Conversiones***, ***Fórmulas o Tabla periódica*** para mostrar información que te pueda ayudar con la prueba.
	Habla	Puedes usar ***Habla*** para escuchar las preguntas, las opciones de respuesta, las ventanas de apoyo y textos de apoyo.
	Sonido	Puedes usar ***Sonido*** para ajustar el volumen y la velocidad a la que se lee un texto en voz alta.
marathon	Ventana de apoyo	Puedes hacer clic en una palabra o una frase que esté subrayada con puntos o tenga un recuadro punteado a su alrededor y aparecerá una ***Ventana de apoyo***.
	Texto de apoyo	Puedes usar ***Texto de apoyo*** para ver una versión diferente de las oraciones en una pregunta.
	Lista de revisión de escritura	Puedes usar una ***Lista de revisión de escritura*** para ayudarte a terminar tu composición escrita.

133969-110967 • BBI119E165 • Printed in U.S.A.

809924