TELPAS
Texas English Language Proficiency Assessment System

# Test Administrator Manual

## Grades 2–12



**TELPAS**

**2022–2023**

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

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# General Resources

| General Resources | |
|---|---|
| **Online Resource** | **Located at** |
| Texas Assessment Program | http://tea.texas.gov/student.assessment/ |
| TELPAS | https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources |
| Assessments for Students with Disabilities | https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities |
| Assessments for Emergent Bilingual Students | https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students |
| Test Administrator Practice Site | https://tx.cambiumtds.com/testadmin |
| Student Practice Test Site | https://txpt.cambiumtds.com/student |
| Testing Calendar | https://tea.texas.gov/student.assessment/calendars/ |
| *2022–2023 District and Campus Coordinator Resources*<br>• Accessibility<br>• Test Security<br>• *Test Delivery System (TDS) User Guide*<br>• *Test Information Distribution Engine (TIDE) User Guide* | https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview |

# General Information About TELPAS

## About This Manual

The instructions in this manual explain the responsibilities of test administrators for the Texas English Language Proficiency Assessment System (TELPAS) administrations. 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. Test administrators are required to have this manual with them during each test administration.

## The TELPAS Program

TELPAS is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students, also referred to as English learners (ELs), make in learning the English language. TELPAS fulfills federal Every Student Succeeds Act (ESSA) requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing.

TELPAS

- grades K–1 include:
  - holistically rated observational assessments of listening, speaking, reading, and writing
- grades 2–12 include online tests for:
  - listening and speaking
  - reading and writing

TELPAS is administered only once a year, in the spring, and retest opportunities are not offered.

# TELPAS Policies and Procedures

## TELPAS Test Mode

For kindergarten and grade 1, TELPAS listening, speaking, reading, and writing tests are administered holistically.

For grades 2–12, TELPAS listening and speaking tests and reading and writing tests are administered online. An exception may be possible for a student who requires accommodations that cannot be provided online or for a student whose technology access precludes online testing. In these rare and unavoidable circumstances, the Texas Education Agency (TEA) may authorize a special administration of a TELPAS test. Any student who is administered a TELPAS reading test on paper must have his or her responses submitted through the Data Entry Interface (DEI). Any student who is administered a TELPAS listening, speaking, or writing test holistically must have his or her ratings entered in the Test Information Distribution Engine (TIDE).

For more information, refer to the Special Administration of an Online Assessment section of the *District and Campus Coordinator Resources*.

## TELPAS Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are required to participate in the Texas Assessment Program. EB students in grades K–12 are required to participate in TELPAS, including students classified as EB/EL in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C). EB students are required to be assessed annually with an English language proficiency assessment until they meet emergent bilingual reclassification criteria.

There are circumstances in which a student receiving special education services may not be required to participate in one or more TELPAS language domains. In rare cases, it may be necessary for the admission, review, and dismissal (ARD) committee, in conjunction with the Language Proficiency Assessment Committee (LPAC), to determine whether an EB student should not be assessed in listening, speaking, reading, or writing for reasons associated with the student's particular disability. The reason for not assessing the student must be well supported and documented in the student's individualized education program (IEP) by the ARD committee and in the student's permanent record file by the LPAC. The nonparticipation decision is applicable only for an EB student receiving special education services who is not eligible for TELPAS Alternate. Participation decisions must be considered on a domain-by-domain basis.

For information on EB students who enroll in a district before or during the administration window, refer to the Student Mobility section of the *Coordinator Resources*.

## Scheduling TELPAS Test Administrations

For the 2022–2023 school year, TEA will offer a six-week test administration window for TELPAS as indicated on the Student Assessment Testing Calendar. Each district should establish a local schedule to administer the online tests and complete the holistic ratings. Since TELPAS tests are untimed and students should have all the time they need to complete each test, districts and campuses should schedule a day for the TELPAS listening and speaking test and a different day for the TELPAS reading and writing test. Each online test should be completed in one day unless the student has been approved for an extra day or becomes sick during testing. Districts should plan to test during the first

five and a half weeks of the testing window and reserve the last two to three days to review and verify that all data are entered.

### Late-Arriving Students

Districts must determine if a late-arriving student will have sufficient time to test during that school day or if the student should test on another day within the testing window.

- Each student must be allowed sufficient time to take the test.
- The test directions must be read to late-arriving students.

### Make-Up Testing

Since TELPAS is administered during a six-week test administration window, districts should offer make-up testing opportunities to students who were absent on the campus-scheduled assessment day. When providing make-up testing opportunities, districts must maintain the security of the assessments to ensure that the test content remains valid throughout the assessment window.

### Students Who Become Sick During a Test

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

## TELPAS Accommodations

TEA defines accommodations as changes to materials or procedures that enable students to participate meaningfully in learning and testing. TEA accessibility policies may apply to any student taking TELPAS who meets eligibility criteria based on his or her educational needs.

For policy documents that provide more specific information, refer to the Accessibility section of the *Coordinator Resources*.

## TELPAS Online Practice Tests

TEA releases previously administered tests for TELPAS, which are available in the online testing environment as practice tests. The online practice tests, available on the Practice Test Site, are designed to familiarize students with the online testing environment, the available tools, and the various types of test questions. These tests provide students with an opportunity to interact with the test interface, respond to questions, and locate and use available tools. TEA highly recommends that district personnel use these online practice tests with their students so students are familiar with the online platform prior to the TELPAS administrations.

The TELPAS practice tests are released tests that have been previously administered. In addition, small sets of test questions are available as practice sets. These practice sets are typically used to introduce students to new types of test questions.

# Test Security and Confidentiality

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

## Secure Materials

TELPAS is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. Secure materials include all online assessments, test session IDs, student rating rosters, and assembled writing collections. Test tickets are not secure, but since they contain personally identifiable information, they must be kept confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals.

## Testing Irregularities

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

### Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically result from minor deviations in testing procedures. Routine training on test security and administration procedures is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

#### Accommodation errors

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

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- District personnel administered Complex Transcribing, Extra Day, or an Other accommodation without TEA approval.

### Accounting errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

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

For all incidents where secure materials were left unattended, district coordinators are required to submit a testing irregularity form and indicate if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced student test tickets or secure test materials (e.g., test session IDs, rating rosters, or assembled writing collections).
- Secure online assessments were left open and visible, or secure test materials were left unattended.
- A student was issued test materials (e.g., test ticket) belonging to another student.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

### Eligibility errors

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

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong version).
- A student was administered a paper version and an online version of the same test.
- An eligible student (e.g., an EB student whose parents waived district ESL services) was not administered a test.
- An ineligible student was incorrectly administered a test.
- District testing personnel failed to properly account for all eligible testers.

## Monitoring errors

Monitoring errors are some of the most common types of testing irregularities, but the incidence of monitoring errors can be reduced with annual training. Improper monitoring can be detrimental to students. For example, providing a student with access to materials not allowed during a test may result in the student not receiving a score for that test. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

For all incidents where students were left unattended and unmonitored during testing, district coordinators are required to submit a testing irregularity form and indicate if the validity of the students' assessments was compromised and the students' tests were invalidated.

Examples:

- A test administrator
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;
  - reinforced test-taking strategies;
  - did not provide the appropriate ancillary materials;
  - did not properly prepare a testing environment or device for testing;
  - did not use the test administrator manual during testing, did not read the "SAY" directions to students prior to testing, or deviated from the scripted directions;
  - did not properly complete the required seating chart; or
  - did not give students sufficient time to complete the test.
- A test administrator did not actively monitor students and did not
  - ensure that students worked independently during testing; or
  - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages.

### Training errors

Training errors involve mistakes in training or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign an Oath of Test Security and Confidentiality.

## Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- 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 (e.g., taking pictures or capturing screenshots of) confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

# Penalties for Violating Security and Confidentiality of Assessments

Texas Administrative Code (TAC) §101.3031(a)(5) states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247 (relating to Educators' Code of Ethics) and TAC §249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC) §39.003(d) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

In addition, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115(a)(4).

As indicated in TAC §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to 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 of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently or
- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials

Specifically, TAC §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument, and the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

# Incidents Involving Student Cheating

Most of the testing irregularities district coordinators address involve occurrences in which adult testing personnel bear responsibility for what happened. District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students may cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility.

Districts are required to have procedures in place to prevent the use of cell phones or personal electronic devices to capture images of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., takes a screen shot or photograph), posts, or transmits secure test content or disseminates this information, the Student Assessment Division must be contacted immediately. In addition, any images of secure test content must be destroyed upon completion of the district's investigation.

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing personnel determine that a student has been involved in cheating or attempting to cheat on a state assessment, the district or campus coordinator **must**

- invalidate the student's test (as required by TAC §101.3031(a)(4)) by marking the score code "O" for "Other" in the Test Information Distribution Engine (TIDE) for the corresponding test; and
- complete the Locally Determined Disciplinary Action (LDAA) form to report any disciplinary action taken against students who participated in the cheating incident.

A procedural testing irregularity form should be submitted only if the district coordinator determines that there was a failure on the part of adult testing personnel to follow test administration procedures (such as inadequate monitoring). If the district coordinator determines that testing personnel enabled or were involved in the student cheating incident, the Student Assessment Division must be contacted immediately.

# Accessibility Features and Designated Supports

## Accessibility Features

Accessibility features are procedures and materials available to any student who benefits regularly from their use during instruction. A student cannot be required to use them during testing, and there is no need to document their use in the Test Information Distribution Engine (TIDE) for test administrations. These accessibility features are available for use on TELPAS.

- Language Supports
  - Signing Test Directions
  - Translating Test Directions
- Assistive Technology: Learning and Cognition Supports
  - Blank Scratch Paper
  - Sticky Notes
  - Notepad
- Assistive Technology: Hearing Supports
  - Amplification Devices
- Assistive Technology: Visual Supports
  - Color Settings
  - Line Reader
  - Zoom Feature
  - Highlighters and Colored Pencils
  - Large Mouse Pointer
  - Projection Devices
- Assistive Technology: Focus and Attention Supports
  - Tools to Minimize Distractions or Maintain Focus
- Assistive Technology: Applications
  - Permissive Mode
  - Use of an Electronic Device to Monitor a Health Condition
- Setting Supports
  - Individual Test Administration
  - Small Group Administration
- Timing Supports
  - Reminding Students to Stay on Task

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

Campus coordinators must 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 TELPAS.

- Locally-approved designated supports: The decision to provide this type of designated support to a student is made by the appropriate team of people at the campus level (e.g., LPAC; 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 designated support, the appropriate team of people at the campus level (e.g., LPAC, ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RtI team, or student assistance team) determines whether the student meets the specific eligibility criteria. If so, an Accommodation Request Form **must** be submitted in TIDE for TEA to review.

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

Online writing tests will have text-to-speech (TTS) available for all students. Headsets must be provided for all students. Microphones must be provided for students eligible for speech-to-text (STT).

In rare circumstances, a student may need a testing accommodation that is not available with an online administration. In such cases, the student may be eligible for a special paper or holistic administration. Eligibility must be indicated for these students in TIDE by the date indicated in the Calendar of Events to ensure appropriate materials are shipped to campuses. Braille versions of TELPAS reading assessments are available to eligible students. Refer to the Special Administration of an Online Assessment section of the *Coordinator Resources* for additional information.

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

- Students may not receive reading assistance.
- Dictionaries, thesauruses, glossaries, or any other reference materials may not be used.
- Test questions, answer choices, listening selections, reading selections, and constructed-response items may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

## Considerations for Testing with Designated Supports

The use of designated supports may affect how students' test sessions are conducted; therefore, the guidelines below must be followed.

- The test administrator must receive additional training to administer a test with designated supports.
- The test administrator must read the Special Instructions and Considerations section of the applicable accommodations policy and be trained on specific guidelines attached to an approved accommodation request.
- Optional supplemental trainings that focus on topics related to designated supports are available on the *Learning Management System (LMS)*.

Please contact your campus coordinator if you have any questions about providing or implementing designated supports.

## Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of an accessibility feature or a designated support may occur just prior to or on the day of the state assessment. When considering how to meet a student's needs in these situations, student independence should be a priority.

Districts should first consider if a student's needs can be met using any of the accessibility features available to all students and should make them available during testing. There is no need to contact TEA for approval to use accessibility features. Refer to the Accommodation Resources webpage for more information on accessibility features.

If the student's needs cannot be met using an accessibility feature or the student requires additional support, review the Accommodation Resources webpage to see if a locally-approved designated support can meet the student's needs. Consideration should be given to designated supports that the student can use independently (e.g., for the student who does not have their prescribed eyeglasses, consider a projection device). If a locally-approved designated support can meet the student's needs, it should be made available to the student during testing. There is no need to contact TEA.

If the student's needs cannot be met through an accessibility feature or a locally-approved designated support, review the designated supports requiring TEA approval. The Complex Transcribing, Extra Day, and Other policy documents can be found on the Accommodation Resources webpage. If one of these supports is needed, the district coordinator should contact the district's assigned TEA Accommodations Task Force member for permission and additional instructions.

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 classroom testing. Therefore, it is recommended that the student (and test administrator, if applicable) be given the opportunity to practice using the feature or support prior to testing if time permits.

A student's use of a designated support must be recorded in TIDE after testing but before the end of the testing window.

Districts must be aware that the allowance of a testing accommodation in an unexpected or emergency situation applies only to the current test administration and does not transfer to subsequent administrations. In addition, the use of a designated support should be taken into account when interpreting test results.

For additional questions about designated supports in unexpected or emergency situations, contact a member of the TEA Accommodations Task Force at 512-463-9536.

# Training

## ❑ Review Resources

Test administrators should

- review and become familiar with the following resources:
  - TELPAS online practice tests, which can be found in the Practice Test Site;
  - resources available on the TELPAS Resources webpage;
  - TELPAS training modules on the Learning Management System (LMS); and
  - the TDS User Guide
- read this test administrator manual before the training session; and
- bring this manual to the training session.

## ❑ Attend Training

- Test administrators, raters, principals, and other campus personnel participating in TELPAS administrations are required to receive training in test security and administration procedures at least once, as well as training in procedures unique to specific test modes, versions, and designated supports.
- Test administrators who are authorized to provide special administrations (e.g., braille) must be provided additional training in specific security protocols regarding viewing secure test content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.
- Test administrators or other campus personnel who are responsible for entering student responses in DEI or ratings in TIDE must be provided with additional training in specific security protocol regarding transcribing. Tampering with or changing student responses or ratings is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.
- Your campus coordinator will schedule and conduct your training session before testing begins. Required topics for test administrator training include:
  - Test security
    - test security procedures and test security oaths
    - active monitoring
    - seating charts
    - reporting testing irregularities
    - handling testing irregularities
    - consequences for adult and student cheating

- Scheduling test administrations
  - district or campus assigned testing dates
  - time allowed to test
  - breaks
  - individual and small group test sessions
  - make-up testing
- Preparing for test administrations
  - identifying eligible students
  - setting up testing environment
  - receiving, distributing, and storing test materials such as test session IDs and student test tickets
  - preparing for online administrations
  - preparing for holistic administrations
  - preparing for special paper or holistic administrations of an online assessment, if applicable
  - TELPAS online practice tests
  - optional training modules on the LMS
- Testing with accommodations
  - understanding accessibility policies
  - understanding accommodation policies
  - ensuring students have allowed or approved accessibility features or designated supports
  - collecting materials and preparing designated supports for eligible students
  - preparing testing locations for students who need designated supports or accessibility features
- During test administrations
  - proper testing procedures
  - breaks for test administrators
  - hall monitors
  - availability of campus coordinator and other testing supervisors
- Entering and verifying student data in TIDE and DEI, if applicable
  - score codes
  - program information
  - student responses
  - student ratings
- Returning materials to the campus coordinator

## ❑ Access TIDE, if Applicable

- It is not necessary to access TIDE to administer an online test. However, if your campus coordinator has assigned you to upload student ratings or edit score code, demographic, or accommodation information in TIDE, you will receive access information and additional training.

## ❑ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators, raters, principals, and other campus personnel participating in TELPAS administrations must complete an Oath of Test Security and Confidentiality after training and before handling secure test materials and content.
- In addition, test administrators and other campus personnel who are authorized to provide special administrations or who are responsible for entering information into TIDE or DEI must confirm compliance with security requirements by completing specific sections of a test security oath.
- A copy of the completed oath (electronic or paper) should be submitted to the campus coordinator.

> 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 Online Administrations

## ❑ Understand Responsibilities

- Test administrators must:
  - implement the test administration processes and procedures stated in this manual;
  - ensure students have the required materials and allowed and approved designated supports for the tests;
  - help students log in to and view their tests;
  - maintain test security, including actively monitoring test sessions and keeping test materials secure until they are returned to the campus coordinator;
  - not duplicate, record, or electronically capture (e.g., take pictures or capture screenshots of) confidential test content unless specifically authorized to do so by TEA or procedures outlined in this test administration manual;
  - report any suspected violation of test security to the campus coordinator;
  - manage any interruptions during testing, such as restroom breaks or student illness; and
  - complete seating charts, including the names of the students testing, the assigned seat for each student, the session start and stop times, and the names of all test administrators and monitors involved in the session.

## ❑ Ensure that Students are Familiar with the Online Practice Tests

- Students should be provided with opportunities to review the practice tests. The test directions are based on the assumption that students have had the opportunity to experience the online testing environment.
- The practice tests allow students to practice using the online interface and tools and become familiar with various test item formats.
- The student practice tests are accessible on the Practice Test Site.

## ❑ Become Familiar with the Administration Directions

- There are directions indicating which instructions should be read aloud and when. What may and may not be read aloud will vary depending on designated supports, accommodation eligibility, type of test administration, and other circumstances.
- Students Receiving Designated Supports: You may have students in your testing session who are receiving designated supports. Supports may affect how students' test administrations are conducted (e.g., an extra day). Your campus coordinator will provide you with specific instructions on the use of designated supports for students you are testing. You should ensure that students have available the designated supports they are eligible for (e.g., Individualized Structured Reminders or Manipulating Test Materials). If you have any questions about providing or implementing these supports, contact your campus coordinator. You should talk to students who will be receiving designated supports in advance of the test session to explain what materials or types of assistance will be available to them during the assessment.

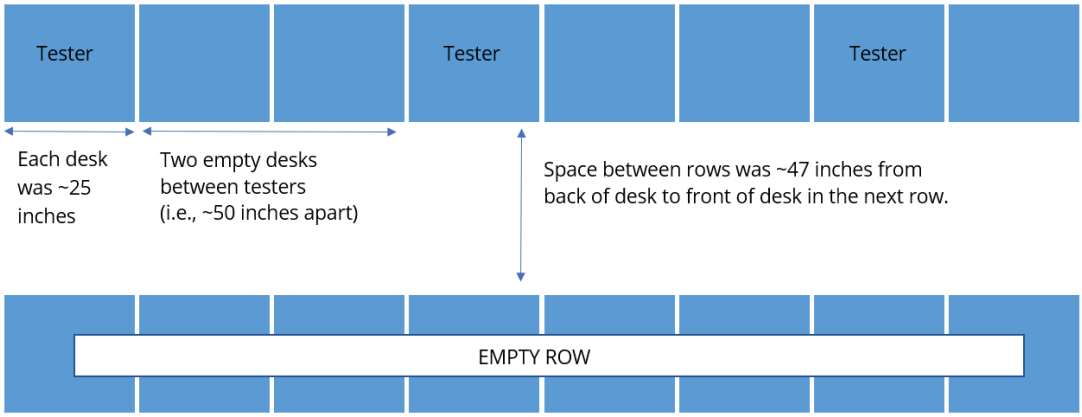
- The TELPAS online test administration directions take into account the difficulties that some EB students have in understanding oral administration directions in English, as well as some students' limited experience with standardized testing.
  - Sentences are shorter, the language is simpler, and the instructions are more explicit.
  - You are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in your test session. This means that you may shorten the directions, explain them further, simplify an explanation, or state the information in a different way in order to make the directions more understandable for your students. **You must not, however, change the substance of the information contained in the directions.**
  - You are permitted to translate into the native language of your students the administration directions that you read aloud to the students before the test. (Test questions, answer choices, listening selections, reading selections, and constructed-response items, however, must not be translated.)
- The instructions you read aloud to students will help them understand the nature of the TELPAS online tests.
  - The administration directions explain to students that they will encounter questions that vary in difficulty depending on how much English they know and that this range of difficulty will help measure their progress in learning English from year to year.
  - The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
  - More difficult test questions and selections are interspersed with easier ones so that the most difficult questions and selections are not grouped together. A student who expresses concern about a test question or selection that is difficult to understand should be encouraged to continue working through the test, as easier questions and selections are likely to follow.

## ❑ Arrange for Testing Areas

- Confer with your campus coordinator to arrange appropriate testing areas and ensure that the areas are properly prepared.
- Confer with your campus coordinator to arrange consolidation testing areas and ensure that the areas are properly prepared.
- Ensure students are sufficiently separated from each other so that they may work without distraction and are prevented from seeing one another's monitor.
- Ensure that one pair of headphones is available for each student when multiple students are tested in the same room.
- Ensure that one headset is available for each student taking the listening and speaking test. The headsets must be unidirectional with noise-cancelling microphones. Further headphone and microphone requirements are described in the Minimum System Requirements.
- For TELPAS writing, ensure that one headset is available for each student receiving a speech-to-text accommodation when multiple students are tested in the same room.
- Ensure that students are seated far enough apart that background noise does not cause interference when students are recording their answers.

*This page outlines the technical recommended seating arrangements to ensure the best results for the TELPAS listening and speaking test.*

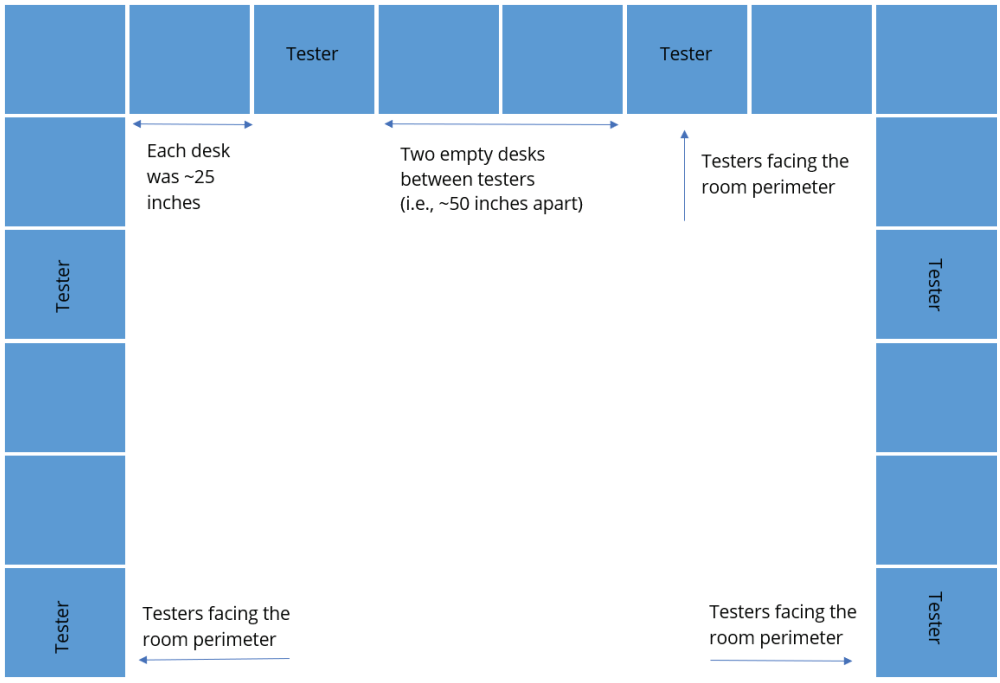
## Scenario 1:




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




## Scenario 2:



## ❑ Receive Test Materials from Campus Coordinator

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

- student test tickets; test tickets contain personally identifiable information and should be kept confidential
- test session ID; session IDs are secure and must be kept secure
- pencils or pens for use with scratch paper or graph paper
- any additional TEA-authorized materials (e.g., headphones, headsets) required for test administration
- any approved designated supports that students are to receive
- headsets for students taking the listening and speaking test
- headphones and keyboards for students taking the reading and writing test
- microphones for students using STT

# Monitor Online Administrations

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

## ❑ Ensure a Proper 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.
- Clocks (analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer workstations used for testing must be cleared of books and other materials not required for the test.
- All desks or computer workstations used for testing must be sufficiently separated from each other so that students are prevented from seeing one another's monitors.
- There should be a headset for every student taking the listening and speaking test.
- Students taking the reading and writing test will need access to headphones and a keyboard.

## ❑ 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 TELPAS 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 cell phones and personal electronic devices during test administrations. Before using approved technology during testing, including technology-based accommodations (e.g., accessibility features, designated supports), districts must review the Technology Guidelines for the Texas Assessment Program section of the *Coordinator Resources*. Technology cannot be used during an assessment if its functionality creates a security concern that cannot be addressed.
- A trained test administrator must always be present in each testing room during testing. There must be at least one test administrator for every 30 students.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the assigned seat for each student, the start and stop times for each test session, and the names of all test administrators and monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.

- Students must complete a test on the same day it is started unless the student is approved for an extra day.
- Students must be allowed to work at their own pace. Because the online tests are untimed, each student must be allowed to have as much time as necessary to respond to every test question. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their own pace and to respond to all test questions before the end of the school day. Districts are not required to test beyond the regular school day, but they are free to do so if necessary.
- A student who arrives after a test session has started may be tested if sufficient time remains in the day for the student to complete the test.
- Every effort should be made to administer tests to students absent on a given day of testing. If students are not present for the test session for which they were initially scheduled, they should be moved to another test session later in the testing window.
- Test administrators must actively monitor students throughout the test session. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' online tests.
- Test administrators should verify that students have access only to the materials specifically allowed for the assessment.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to do so by the test procedures.
- Reinforcing, reviewing, or distributing testing strategies during testing is strictly prohibited.
- Students must remain seated during testing except when they are receiving or returning authorized test materials.
- Students are not allowed to talk to one another while testing is in progress.
- Once a student has completed and submitted the test, the test administrator should allow the student to leave the area or provide the student an instructional activity (e.g., guided reading activity) while other students continue testing.
- Test administrators may allow students to take brief breaks in the testing room during a test session.
  - Breaks are not mandatory.
  - During breaks, students must not discuss the content of the test.
- Students should pause their tests for breaks, including lunch breaks. To pause the test, students click the *Pause* button. The test administrator should assist students who need help pausing their tests. To resume a test, students should log back in using their original test ticket.
- A warning message displays after 20 minutes of test inactivity. Students who do not click the *OK* button within 60 seconds after this message appears are logged out. This timeout automatically pauses the test.
- If a student leaves the testing room for an extended time and returns, the campus coordinator must decide whether test security has been breached and if it is appropriate for the student to continue testing.

## ❑ Distribute Test Materials to Students

Before reading the administration directions aloud, distribute the following materials to students:

- scratch paper
- pencils or pens
- one pair of headphones for each student taking a reading and writing assessment; however, a headset should be provided to any student receiving a speech-to-text accommodation when multiple students are testing in the same room.
- one headset for each student taking a listening and speaking assessment

## ❑ Manage Online Test Sessions

- Prepare devices for testing.
  - Before students arrive for an online test session, ensure that all software applications, including Internet browsers, are closed on all student devices.
  - Launch the secure browser on student devices. Be sure you are using the secure browser instead of a conventional browser.
  - When the connection is established, the *Please Sign In* screen is displayed. The device is now ready for the student to log in.
- Start online tests.
  - As indicated during the test administration directions, test administrators must provide a test ticket to each student.
  - The student will launch the secure browser application and log in using their first name, the Texas Student Data System (TSDS) ID provided on the student test ticket, and the session ID provided by the test administrator.
  - Test administrators should ensure that students select the correct test and that they do not begin a practice test or an interim assessment.
- Monitor proctored test sessions.
  - The proctor must have a device (e.g., computer, laptop, tablet) open and running the test session for the entirety of the test session.
  - The proctor must approve student requests to enter the test session and begin testing to ensure that students are taking the correct test and that they are not accidentally logged in to the practice site or starting the wrong assessment.
  - The proctor is able to view each student's test status and number of questions using the Test Administrator Interface.
- For unproctored sessions, test administrators are unable to use the Test Administrator Interface to monitor student progress.

## ❑ Resolve Problems

If any issues arise during testing, contact your campus coordinator immediately.

- Schoolwide Emergencies
  - If a schoolwide emergency disrupts testing, ensuring student safety is the top priority. Students should leave their tests where they are and follow the school's emergency procedures. Testing staff should not instruct students to log out of their tests. Online tests will automatically close and become inactive when the testing devices have been idle for 20 minutes. Test administrators must closely monitor their testing groups to ensure that students do not discuss the test. Once the emergency has been resolved, students should resume testing when instructed to do so.
  - If testing cannot be resumed on the same day, students' test tickets should be collected. Then students may resume testing on the following day. If the test session has ended, a new session must be created. Students should log in to the test session using their original test tickets. Students will resume the test from where they left off. Test questions previously responded to will be locked.
- Power Outages or Other System Interruptions
  - If a campus loses power or internet connectivity during testing, the district should determine whether to release students or have them remain in the testing room until the outage has been resolved. If students are released from the testing room, their test tickets should be collected. Students may resume testing the following day using their original test tickets. If the test session has ended, a new session must be created. Students will resume the test from where they left off. Test questions previously responded to will be locked.
- Students Who Choose Not to Respond
  - A district is required to provide testing opportunities to all students who are in attendance during the administration of a test. The student is expected to record his or her answers in the online test within the allotted time. Students taking assessments who choose not to participate or refuse to respond to test questions will have their tests submitted for scoring.

## ❑ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can."** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are **NOT** allowed to do the following:

- translate test questions or selections, including the constructed-response items, into another language
- rephrase or add information to questions or constructed-response items
- read or discuss students' responses to constructed-response items
- assist students with responses to any test items, including constructed-response items

## ❑ Submit Online Tests

- The test will be submitted for scoring when the student clicks the *Submit Test* button. Once a student has submitted a test, the student will no longer be able to access the test with the student test ticket and session ID. If a student clicks the *Submit Test* button accidentally, contact your campus coordinator.
- A student who cannot finish a test due to illness or a testing irregularity should log out of the test and should not click the *Submit Test* button. If the student does not return later in the testing window to finish the incomplete test, the district must determine whether the student's score code should be "Other" for an illness or if the student's responses should be submitted for scoring by leaving the score code set to the default "Score."
- TDS will lock student responses eight hours after pausing a test. Students who continue testing on another day will be able to view all questions and selections but will not be able to edit responses completed on a previous day.

# Complete Online Administration Process

## ❑ Collect Test Materials

- Before students leave the testing area, collect:
  - used and unused student test tickets
  - used and unused session IDs
  - scratch paper
  - any additional TEA-authorized materials (e.g., headphones, headsets) required for test administration

## ❑ Return Test Materials to the Campus Coordinator

- Prior to returning materials, test administrators must account for all secure test materials.
- For students who were absent from the test, store their unused test tickets in locked storage. Students can use these test tickets during the remainder of the testing window.
- Student test tickets, session IDs, and any materials used during testing must be returned to the campus coordinator after the test session.
- Completed seating charts with start and stop times recorded must be returned to the campus coordinator.
- This test administrator manual should be returned to the campus coordinator.

## ❑ Enter Student Information in TIDE

- If your campus coordinator has assigned you to edit score code information in TIDE, you will receive access information and additional training.

# Administration Directions for TELPAS

These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the test, refer to descriptions of the tools in Appendix A.

## General Information

- For students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or item types, as long as the substance of the directions is not changed.
- For students using text-to-speech, the test administrator is allowed to remind students that a "DO NOT READ" icon next to passages or test questions indicates that the text may not be read aloud to the student.
- If testing personnel are logging in for younger students or students at lower proficiency levels, they should follow the directions in the box on page 32–33 but should not read the directions aloud to students.

## Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **"SAY."** Then you may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Some directions use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the statement, **"Today you will take a [listening and speaking or reading and writing] test,"** you should verbally fill in the name of the test, such as listening and speaking, as you are reading the directions to students. The text in *italics* is information meant for you and should not be read aloud to students.

**SAY** **Today you will take a [listening and speaking or reading and writing] test. This test is for students who are learning the English language. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. Do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you can understand.**

*Answer any questions before continuing.*

**SAY** **You will have [until the end of the school day or an extra day] to complete this test. All of your responses must be entered into the online system before the session ends. If you are unsure of a response, provide the best response you can. If you would like to review that response, mark the question for review. You may go back to review your response at the end of this test session. Are there any questions?**

*Answer any questions before continuing.*

**SAY** **If you have questions about the instructions or the tools, please raise your hand so I may help you. You should stay seated and quiet so that you do not disturb others who are testing. If you need a break, please raise your hand. Are there any questions?**

*Answer any questions before continuing.*

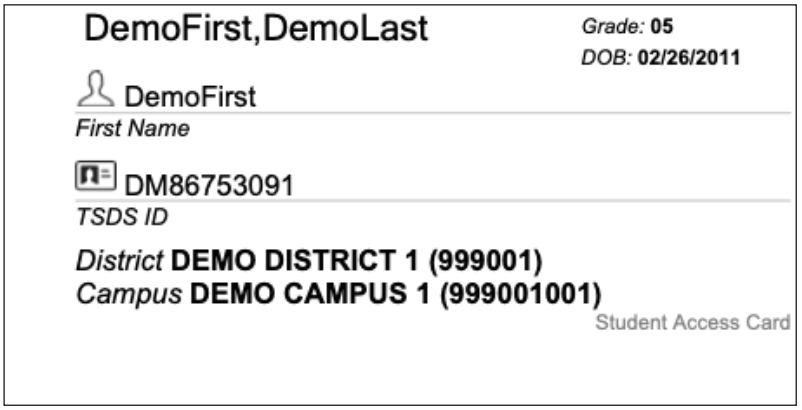
*Most students should log in to the secure browser by following the directions below. Distribute test tickets to students.*

*If you are logging in for younger students or students at lower proficiency levels, you should follow the directions below, but do not read them aloud to students.*

**SAY** **Now we will log in to the test. I will read the instructions as you follow along on your device. Does everyone have a student test ticket? If not, please let me know. You will use the information on your student test ticket to log in to the test.**

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

**SAY** **Please make sure that your first and last names and your birth date, or DOB, are correct on the test ticket. If this information is wrong or missing, please let me know.**


DemoFirst,DemoLast

*Grade:* **05**

*DOB:* **02/26/2011**

DemoFirst

*First Name*

DM86753091

*TSDS ID*

*District* **DEMO DISTRICT 1 (999001)**

*Campus* **DEMO CAMPUS 1 (999001001)**

Student Access Card

*Assist students as needed, then continue. For a student whose test ticket information is incorrect, contact your campus coordinator after other students have begun testing.*

**SAY** **On the *Sign In* page, type your first name and the TSDS ID into the correct fields exactly as it is written on your student test ticket.**

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

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

*Check to see if everyone has successfully logged in to TDS.*

**SAY** **Now you will see a screen that says *Is This You?* Check your name and date of birth. If they are correct, click *Yes*. If they are not correct, raise your hand.**

*Assist students as needed.*

**SAY** **You will now see a screen that says *Your Tests*. Select the TELPAS [listening and speaking or reading and writing] test to continue. If you are not sure, raise your hand.**

*Assist students as needed.*

*If you are logging in for younger students or students at lower proficiency levels, the* Audio/Video Checks *screen is the first screen that students will see.*

*The audio/video checks on this screen will depend on which test students are taking.*

**SAY** **On your device you will see the *Audio/Video Checks* screen. The directions on this screen let you check to see if the sound on the device is working. If you have any problems or questions, please raise your hand. When you are done checking the sound, take off your headphones and wait for additional instructions. Now put on your headphones and follow the directions on the screen.**

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

*When all students have finished the audio/video check and have their headphones or headsets off, continue.*

**SAY** **You should now see a screen that says *Test Information*. Read the information in each box and raise your hand if you have any questions.**

*Assist students as needed.*

**SAY** **When you have completed your test, raise your hand so I can help you close the test and collect any testing materials. Do not click the *Submit Test* button until you are sure you are done. If there are no more questions, please put on your headphones and click the *Begin Test Now* button.**

*Assist students with directions as needed.*

## Additional Information

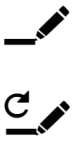
- Ensure students have their headphones or headsets on. If a student's sound is not working, troubleshoot basic steps. If the student is still experiencing issues, contact your campus coordinator.
- Record the start time for the test session on your seating chart.
- During the test session, test administrators **MUST** actively monitor students. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' online tests.
- During the test session, the test administrator may assist students if they have trouble with the secure browser or need reminders of how to use the tools, features, or designated supports.
- 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."**
- If a student expresses concern because a question is difficult, encourage him or her to keep working because easier questions will likely follow, and explain that he or she may leave answers blank if something is too difficult to understand. Depending on a student's proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student finish the test. Submit the test for scoring.
- Test administrators should remind students periodically that they should not click the *Submit Test* button until they have finished the test. Once a test is submitted, it cannot be restarted by the test administrator.
- If a student for whom you do not have a student test ticket arrives in your testing room, contact your campus coordinator.
- If any issues arise or you need assistance, contact your campus coordinator.
- For lunch breaks, instruct students to log out of the test. For all other breaks, instruct students to pause the test.
- As students complete the test, collect student test tickets and any scratch paper that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed and submitted the test, the test administrator should allow the student to leave the area or provide the student an instructional activity (e.g., guided reading activity) while other students continue testing.
- Record the stop time for the test session on your seating chart.

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

# Appendix A

Online Tools

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

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

| ICON | NAME | TEXT |
|---|---|---|
|  Save | Save | All responses are saved automatically. You can also manually ***Save*** your responses to questions. |
|  End Test | End Test | You can ***End Test*** after responding to the last test question. |
|  | Do Not Read | The Do Not Read icon indicates to the student that text-to-speech is not available for that portion of the assessment. This icon will appear on reading selections, editing selections, and editing test questions since reading aloud these portions of the test is NOT allowed. |

TEXAS ASSESSMENT




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