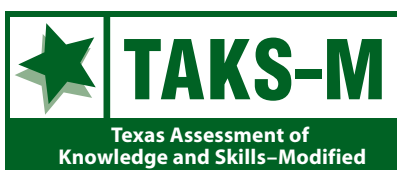


TAKS–M GENERAL TEST ADMINISTRATOR MANUAL

2011

GRADES 3–11



Texas Assessment of Knowledge and Skills–Modified

TESTING PROGRAM
OVERVIEW

TEST ADMINISTRATOR
RESPONSIBILITIES

APPENDICES

Information about the student assessment program can be found on the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment>.

CONTENTS

Guide to the 2011 TAKS–M General Test Administrator Manual	iii
Calendar of Events—2011 TAKS and TAKS–M Testing	iv
Summary of Responsibilities	v

Testing Program Overview

General Information	3
Test Security and Confidentiality Requirements	7

Test Administrator Responsibilities

Prepare for Test Administration	15
Activity 1	
Prepare for and attend test administrator training session; review and sign test administrator security oaths (general and administration-specific)	16
Activity 2	
Help campus coordinator prepare scorable documents for test administration.	18
Activity 3	
Verify precoded labels.	35
Activity 4	
Hand-grid blank scorable documents.	37
Activity 5	
Prepare test materials for distribution.	38
Conduct Test Administration.	40
Activity 6	
Ensure proper testing procedures.	41
Activity 7	
Administer the subject-area test(s).	46

Return Test Materials	52
Activity 8	
Return test materials to the campus coordinator; sign <i>Section 2</i> (and <i>Section 3</i> , if applicable) of the administration-specific security oath.	53
Appendix A	
Gridding Information	57
Appendix B	
General Instructions for Administering Braille and Large-Print Tests	71
Appendix C	
General Instructions for Administering Tests to Students Who Are Deaf or Hard of Hearing	79
Appendix D	
General Oath of Test Security and Confidentiality for TAKS–M Test Administrator	87
Administration-Specific Oath of Test Security and Confidentiality for TAKS–M Test Administrator	89
Test Administrator Checklist	back cover

GUIDE TO THE 2011 TAKS–M GENERAL TEST ADMINISTRATOR MANUAL

The instructions in this manual explain the responsibilities of test administrators for the Texas Assessment of Knowledge and Skills–Modified, or TAKS–M. For test administration procedures for TAKS and TAKS (Accommodated) tests, refer to the *2011 TAKS General Test Administrator Manual* and the appropriate TAKS test administration directions.



Keep this manual and the appropriate TAKS–M test administration directions for reference throughout the 2011 testing year. Contact your campus coordinator for information on storing this manual and the test administration directions between administrations.

The *2011 TAKS–M General Test Administrator Manual* is intended to be used in conjunction with the three sets of test administration directions, which are organized by grade band (grades 3–5, 6–8, and 9–11). This manual contains the following program-wide administration information for TAKS–M:

- test administration calendar
- general information
- test security and confidentiality
- test administrator responsibilities
- appendices containing gridding information, instructions for administering braille and large-print tests, instructions for administering tests to students who are deaf or hard of hearing, and the TAKS–M test administrator security oath (general).

The *2011 TAKS–M General Test Administrator Manual* will be used by test administrators at all grade levels and is intended to be kept and used for all administrations during the year (including retest administrations). Test administrators will need the manual in the testing room as a reference for each testing session.

The TAKS–M test administration directions for grades 3–5, 6–8, and 9–11 are supplements to this manual. Each test administration directions supplement includes the following:

- test administration calendar
- test administration directions (for each applicable grade and subject-area test)
- appendices containing oral administration instructions and sample items, instructions for administering braille and large-print tests, instructions for administering tests to students who are deaf or hard of hearing, instructions for linguistically accommodated testing (LAT) administrations of TAKS–M tests, and the TAKS–M and LAT TAKS–M test administrator security oaths (administration specific).

Grade-band-specific test administration directions will be provided for the first test administration for each grade. Test administration directions should be retained for use throughout the testing year.

Calendar of Events—2011 TAKS and TAKS–M Testing

Events		Test Administration/Grade Level				
	March TAKS/ TAKS–M Grades 4, 7, 9, 10, 11 & Exit Level	April TAKS/ TAKS–M Grades 5 & 8 Math/Reading	April TAKS/ TAKS–M Grades 3–11 & Exit Level	May TAKS/ TAKS–M Grades 5 & 8 Math/Reading Retest	June TAKS/ TAKS–M Grades 5 & 8 Math/Reading Retest	
Test administrator training sessions		By 2/25	By 4/1	By 4/25	By 5/13	By 6/27
TEST ADMINISTRATIONS	Writing	3/1	—	—	—	—
	English Language Arts	3/1 3/3 (G10 make-up)	—	4/26–27 (LAT)	—	—
	Mathematics	—	4/4	4/25 (G3, 4, 6, 7, 10 LAT) 4/26 (G3, 4, 6, 7, 10) 4/27 (G11 & Exit Level) 4/28 (G9)	5/16 (LAT) 5/17	6/28
	Reading	3/1 (G9)	4/5	4/26–27 (G3, 4, 6, 7 LAT) 4/27 (G3, 4, 6, 7)	5/17–18 (LAT) 5/18	6/29
	Science	—	—	4/28 (G5, 8, 10, 11 & Exit Level) 4/29 (G5, 8, 10 LAT)	—	—
	Social Studies	—	—	4/29	—	—

NOTE: Refer to Appendix A of the appropriate TAKS–M test administration directions for detailed information about linguistically accommodated testing (LAT) administrations of TAKS–M mathematics, reading, and science. The LPAC and ARD committee determine in advance whether to provide a two-day administration of LAT TAKS–M reading or ELA on April 26–27 (or May 17–18 for grades 5 and 8). In rare instances, a student taking a LAT administration may be designated by the LPAC to take regular TAKS or TAKS–M tests in other subjects. In such cases, the student’s testing schedule may need to be adjusted to enable the student to take all necessary tests. Tests scheduled the week of April 25 must be completed between April 25 and April 29, and May testing for affected students must be completed between May 16 and May 18.

SUMMARY OF RESPONSIBILITIES

TEST ADMINISTRATOR

Prepare for test administration

1. Prepare for and attend test administrator training session; review and sign test administrator security oaths (general and administration-specific).
2. Help campus coordinator prepare scorable documents for test administration.
3. Verify precoded labels.
4. Hand-grid blank scorable documents.
5. Prepare test materials for distribution.

Conduct test administration

6. Ensure proper testing procedures.
7. Administer the subject-area test(s).

Return test materials

8. Return test materials to the campus coordinator; sign *Section 2* (and *Section 3*, if applicable) of the administration-specific security oath.

**Maintain test security and confidentiality at all times.
Report any irregularities to your campus testing
coordinator immediately.**

Testing Program Overview

General Information

PAGE 3

Test Security and Confidentiality Requirements

PAGE 7

GENERAL INFORMATION

The Texas Assessment of Knowledge and Skills (TAKS) measures a student’s mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS includes a form called TAKS (Accommodated) for students receiving special education services who meet the eligibility criteria for specific accommodations.

This manual pertains to TAKS–Modified (TAKS–M), an alternate assessment based on modified academic achievement standards. TAKS–M is designed for students receiving special education services who meet participation requirements for this assessment. TAKS–M covers the same grade-level content as TAKS, but TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is administered in English for the same grades and subjects as TAKS, including Student Success Initiative (SSI) retest opportunities. However, TAKS–M is not a requirement for graduation. Therefore, it is not considered an exit level test, and there are no grade 11 retest opportunities. TAKS–M is not available in Spanish.

The following chart shows the subjects tested with TAKS–M at each grade level.

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)	
Grade 3	mathematics and reading
Grade 4	writing, mathematics, and reading
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	writing, mathematics, and reading
Grade 8	mathematics, reading, science, and social studies
Grade 9	mathematics and reading
Grade 10	English language arts, mathematics, science, and social studies
Grade 11	English language arts, mathematics, science, and social studies

Linguistically Accommodated Testing (LAT)*	
Grades 3–8 and 10	LAT mathematics and reading/English language arts
Grades 5, 8, and 10	LAT science

* LAT administrations of TAKS–M are provided for eligible students.

The SSI grade advancement requirements extend only to students taking TAKS, TAKS (Accommodated), and TAKS–M reading and mathematics in grades 5 and 8. Students in grades 5 and 8 have up to three opportunities to pass the required TAKS tests. Students in grade 3 are no longer required to pass the reading test to advance to grade 4. More specific information for admission, review, and dismissal (ARD) committees making assessment decisions for students affected by SSI requirements can be found in the *Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative*. The SSI

grade advancement requirements, including retest opportunities, do not apply to students taking TAKS–Alt or to students who qualify to take LAT.

This manual explains the general responsibilities of test administrators for all 2011 TAKS–M test administrations. Test preparation and administration procedures must be followed exactly so that all students eligible for testing have an equal opportunity to demonstrate their academic achievement. Refer to the provisions of the Texas Administrative Code (TAC), which is available in its entirety at <http://www.tea.state.tx.us/rules/tac>, for rules governing the implementation of the state assessment program.

Keep this manual for reference throughout the 2011 testing year. Contact your campus coordinator for information on storing this manual between administrations.

TAKS–M Eligibility

The purpose of TAKS–M is to assess students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum. TAKS–M is intended for a very small number of students.

The decision to administer TAKS–M to a student must be made by the student’s ARD committee; it cannot be based solely on disability category or placement setting, nor can it be determined administratively for accountability purposes. An ARD committee may decide that a student’s knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets all participation requirements. Those requirements are described on the following page.

Contact your campus coordinator if you have questions regarding the eligibility of students for the 2011 TAKS–M tests.

TAKS–M Participation Requirements*

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year are assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student’s knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

- needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS);
- demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence;
- meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt); and
- requires an alternate form of TAKS that is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.

* A document that provides descriptors for each participation criterion is available on the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/resources/taksm>.

Linguistically Accommodated Testing (LAT) Administrations of TAKS–M

A small number of students may be eligible to take a linguistically accommodated testing (LAT) version of TAKS–M. LAT administrations are required for immigrant English language learners (ELLs), including those served by special education, who meet participation criteria in the following grades and subjects:

- mathematics at grades 3–8 and 10
- reading at grades 3–8 and ELA at grade 10
- science at grades 5, 8, and 10

The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests. When taking a LAT administration of TAKS–M, students are able to receive accommodations that address both their special education needs and needs as immigrant ELLs.

With the exception of the TAKS–M grade 10 ELA test, the regular TAKS–M test booklets are used for LAT administrations of TAKS–M. Students taking a LAT administration of the TAKS–M grade 10 ELA test in April use the TAKS–M ELA test booklet marked “LAT.”

LAT test administrators are required to be trained annually in test security and general testing procedures, as well as procedures specific to LAT administrations. Refer to Appendix A of the appropriate TAKS–M test administration directions for detailed information about the following:

- LAT eligibility, decision-making, and documentation requirements
- linguistic accommodations providing direct and indirect linguistic support
- example test questions and student scenarios

TEST SECURITY AND CONFIDENTIALITY REQUIREMENTS

As part of TEA’s ongoing efforts to improve the security of the assessment program, a comprehensive 14-point plan was introduced in June 2007 to help ensure that test results are meaningful and valid. A majority of the plan’s measures were instituted during the 2008 and 2009 spring administrations, and an additional measure was implemented prior to the 2010 administrations through the introduction of online standardized training modules.

Test security involves accounting for all TAKS–M test materials before, during, and after each test administration. Trained, certified personnel and/or their trained designees are the only individuals authorized to have access to test materials, and all secure items must be kept in locked storage (for example, in a locked closet) when not in use. Each day when testing has concluded, all secure materials assigned to individual test administrators must be returned to the campus testing coordinator. If a student has written on any charts or reference materials, these must also be collected and destroyed after the test administration.

The district coordinator is responsible for ensuring that all secure materials have been accounted for prior to shipping the materials back to the testing contractor. Every test booklet has a unique security number that is used for tracking purposes. Districts are required to implement any controls necessary to promote accurate and reliable tracking of all secure items. Districts are required to maintain inventory and shipping records for at least five years in the event that a discrepancy arises or the receipt of the district’s materials cannot be confirmed.

Confidentiality involves protecting the content of all test booklets, completed answer documents, and ancillary materials such as specific braille instructions. Maintaining confidentiality requires compliance with, but is not limited to, all of the following guidelines:

- All testing personnel must be trained and sign an oath before handling secure test materials.
- 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 content of a test or answer documents before, during, or after a test administration unless specifically instructed to do so by the procedures outlined in the test administration materials. **All test content is considered secure until the tests are released to the public.**
- No person providing an oral administration of a test may write notes, calculations, or any other marks in a test booklet or in any other location. Test administrators conducting an oral administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test is strictly prohibited. As a reminder of this obligation, test administrators who give an oral administration of a test are required to sign a separate section (Section #3) of the TAKS–M test administrator administration-specific oath.
- Secure test materials, including test booklets and used answer documents, may not be duplicated without prior approval from the Texas Education Agency (TEA).

- Districts must **NOT** make copies of written compositions for any TAKS–M writing or ELA test.
- Each subject area in a TAKS–M test booklet is sealed. This seal may be broken during the respective subject-area test session only by persons authorized to do so by the instructions contained in the test administration materials.
- No person may answer verbally or nonverbally any question that relates to the content of a test 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 review or discuss student responses during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. **If circumstances necessitate that a test booklet be examined, permission MUST be obtained from TEA before the test booklet is examined.**
- No person may change or amend any response recorded by a student or instruct a student to do so.

For additional information including steps districts can take to maintain test security and confidentiality and for more detail about security requirements, refer to the Test Security Supplement on TEA’s Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/admin/security/test_security_supplement.pdf.



Districts are required to complete seating charts for all administrations. Seating charts must be maintained at the local level. Sample seating charts can be found in the Test Security Supplement, although districts are encouraged to develop charts that work best for their particular circumstances.

Security Oaths

All district and campus personnel who participate in state-mandated testing and/or handle secure test materials **must** be trained and sign a security oath. Any person who has more than one testing role (for instance, a campus coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for **each** role. Security oaths for TAKS–M test administrators can be found in Appendix D of this manual and in the test administration directions. Test administrators are required to sign the general oath following the general training on test security and test administration procedures and before handling any secure materials. They will then sign an administration-specific oath following TAKS–M training, as well as after each TAKS–M test administered. The administration-specific oath also includes a section to be signed by test administrators who give an oral administration of a test. The signed oaths must be returned to the campus coordinator after the test and will be kept on file for at least five years. **Test administrators and other campus personnel who will be present in the testing room must sign an oath for each administration.**

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. The superintendent and campus principals in each school district, chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033, shall develop procedures to ensure the security and confidentiality of the testing program. They shall also be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of administered tests (19 TAC, Chapter 101).

Each person participating in the testing program is directly responsible for reporting immediately to the campus or district testing coordinator any violation or suspected violation of test security or confidentiality. The district testing coordinator is directly responsible for reporting immediately to TEA all violations or suspected violations within his or her district. Failure to report to the appropriate authority that an individual has engaged in conduct that violates the security or confidentiality of a test is a violation of 19 TAC, Chapter 101 and could result in sanctions. Details regarding what constitutes an irregularity are provided later in this section.

Penalties for Prohibited Conduct

In accordance with 19 TAC, Chapter 101, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, and any person who fails to report such a violation, may be penalized through

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

Additionally, irregularities in test security or confidentiality may result in the invalidation of student results.



Districts electing to use certified or noncertified paraprofessionals (e.g., teacher aides) during the administration of a state assessment, including any personnel who have access to secure test materials, must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under this circumstance, the supervising certified professional is subject to the penalties listed above.



No person may view, reveal, discuss, or score the contents of an assessment instrument at any time unless expressly authorized to do so by the test administration materials. Release or disclosure of confidential test items 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.

Examples of Testing Irregularities

The incidents listed on the following pages represent departures from prescribed testing procedures. Categories describing the more common irregularities are provided to guide testing personnel in ensuring that appropriate testing procedures are followed. Testing personnel should contact TEA if they are unsure about whether an incident has occurred or if they are unclear regarding what constitutes an irregularity.

Eligibility Error

Examples:

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

Individualized Education Program (IEP) Implementation Issue

Examples:

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

Improper Accounting for Secure Materials

Examples:

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

Monitoring Error

Examples:

- A test administrator left a room unattended when students or secure materials were present.
- Secure materials were left unattended during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing (for example, students were not prevented from gaining an unfair advantage through the use of cell phones, text messages, or other means).
- A test administrator did not verify that a student filled in his or her responses on the scorable document.
- A student was allowed to remove secure materials from the testing area.

Procedural Error

Examples:

- An unauthorized individual (for example, a student or untrained personnel) was permitted to transport secure test materials.
- A test administrator failed to issue the correct materials (for example, mathematics or science charts, science rulers, 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.
- Students were administered a test on the wrong day.
- 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.
- A test administrator failed to remove or cover all instructional displays.

Potential Referral to the Educator Certification and Standards Division

The kinds of behaviors described below constitute serious violations of test security or confidentiality. Disciplinary action at both the local and state levels may be taken against the test administrator, including suspension or termination of educator certification credentials.

Examples:

- Testing personnel viewed a test before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials). This includes viewing a student's secure test booklet to verify whether the student has marked test responses without prior approval from TEA.
- Testing personnel scored student tests, either formally or informally.
- Testing personnel discussed secure test content, student responses, or student performance.
- Testing personnel made a copy of secure materials without permission from TEA.
- Testing personnel directly or indirectly assisted students with responses to test questions.
- Testing personnel tampered with student responses.

Disciplinary Actions Taken Against Students for Cheating on State Assessments

If testing personnel suspect a student has cheated on a state assessment, they must immediately report it to the campus coordinator. If the district determines that a student has cheated on a state assessment, the district may elect to invalidate the student's test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally-determined disciplinary actions stemming from the cheating must be submitted to TEA via the online

reporting form developed for that purpose, which can be accessed at <http://www.tea.state.tx.us/student.assessment/admin/security>.

A separate online incident report form and documentation are necessary **ONLY IF** the district determines that testing personnel contributed to, caused, or did not detect the cheating due to inadequate monitoring or another error.



For more information about test security, refer to the *2010–2011 Test Security Supplement* available at http://www.tea.state.tx.us/student.assessment/admin/security/test_security_supplement.pdf.

Test Administrator Responsibilities

Prepare for Test Administration

PAGE **15**

Conduct Test Administration

PAGE **40**

Return Test Materials

PAGE **52**

Prepare for Test Administration

Activity 1

Prepare for and attend test administrator training session; review and sign test administrator security oaths (general and administration-specific).

PAGE **16**

Activity 2

Help campus coordinator prepare scorable documents for test administration.

PAGE **18**

Activity 3

Verify precoded labels.

PAGE **35**

Activity 4

Hand-grid blank scorable documents.

PAGE **37**

Activity 5

Prepare test materials for distribution.

PAGE **38**

ACTIVITY 1

Prepare for and attend test administrator training session; review and sign test administrator security oaths (general and administration-specific).

Prepare for and Attend Training

All test administrators are required to be trained annually in test security and testing procedures. In addition, all TAKS–M test administrators must be trained in the procedures unique to TAKS–M test administrations. Your campus coordinator will schedule and conduct your training session before testing begins. **Before attending your training session, read the test administrator manual thoroughly. Take the manual to the training session so that you can refer to it as needed.** Make note of any questions you have regarding your responsibilities and any special circumstances you may expect, and be sure to discuss these during your training session.

Optional Web-based Test Administrator Training Modules

Web-based test administrator training modules are available to supplement the mandatory training required of all district personnel involved in testing. This training is optional but recommended. The modules are designed to be taken in either a group or individual setting and take approximately one hour to complete. The modules include “knowledge check” sections, and results are provided in real time. Topics covered in the modules include:

- active monitoring
- distribution of test materials
- proper handling of secure materials



Use of the training modules is not a substitute for the mandatory annual training in test security and test administration procedures but instead supplements the mandatory training.

Review and Sign Test Administrator Security Oath

Test administrators are required to initial and sign an oath following the general training on test security and test administration procedures. They are also required to sign an oath following each administration-specific training session. TAKS–M test administrators will initial and sign the administration-specific oath once before handling secure materials and again after the test administration is completed. This oath also includes a section to be signed by test administrators who gave an oral administration of a test. The administration-specific oath must be returned to your campus coordinator immediately after the test administration is completed, along with the test materials that were assigned to you. (Refer to Activity 8.)

The oaths in Appendix D are appropriate for regular administrations of TAKS–M. The oath for LAT administrations of TAKS–M can be found in Appendix A of the appropriate TAKS–M test administration directions.

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

ACTIVITY 2

Help campus coordinator prepare scorable documents for test administration.

Title 19, Chapter 101 of the Texas Administrative Code specifies that the superintendent of each school district or the chief administrative officer of each charter school and any private school administering the TAKS–M test shall be responsible for ensuring that all assessment instruments are administered to all eligible students. To confirm that this effort has been made, a TAKS–M scorable test booklet (grade 3) or a TAKS–M answer document (grades 4–11) must be submitted for each eligible student, regardless of whether the student tests. Scorable documents that are submitted for students who did not test will be scanned for demographic information only.

March Administration—Grades 4, 7, 9, 10, and 11 Writing/Reading/ELA

Submit one TAKS or TAKS–M answer document for each student in grade 4, 7, 9, 10, or 11/exit level, regardless of whether the student tested. Do not submit an answer document for a student participating in the TAKS–Alt assessment.

An answer document must be submitted in March with the “L” score code marked for grade 10 LEP-exempt students who will receive a LAT ELA administration of TAKS or TAKS–M in April. See your campus coordinator for answer document coding instructions if you have unschooled ELL asylees and refugees who will receive a LAT administration of this assessment.

April Administration—Grades 5 and 8 Mathematics and Reading

Submit a TAKS and/or TAKS–M answer document for each student in grade 5 or 8, regardless of whether the student tested. If the student takes the TAKS–M test in both mathematics and reading, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in both mathematics and reading, then void the TAKS–M precoded label (if it exists). If the student takes TAKS in one subject and TAKS–M in another subject, submit two answer documents, one for TAKS and one for TAKS–M. Do not submit an answer document for a student participating in the TAKS–Alt assessment.

There is only one LAT mathematics and reading administration of TAKS and TAKS–M, and it takes place in May. LEP-exempt students are not subject to SSI retest requirements. LEP-exempt students at grades 5 and 8 will participate in LAT mathematics and reading administrations of TAKS or TAKS–M in May. An answer document must be submitted in April indicating a LEP exemption for students who will receive a LAT mathematics and reading administration of TAKS or TAKS–M in these grades in May. See your campus coordinator for answer document coding instructions if you have unschooled ELL asylees and refugees who will receive a LAT administration of these assessments.

April Administration—Grades 3–11

Grade 3 Mathematics and Reading

Submit a TAKS, TAKS (Accommodated), LAT (if applicable), and/or TAKS–M mathematics and reading scorable test booklet for each student in grade 3. Do not submit a scorable test booklet for a student who participated in the TAKS–Alt assessment.

Because the grade 3 mathematics and reading tests are combined in one booklet, more than one scorable test booklet may need to be submitted for students taking a combination of TAKS, TAKS (Accommodated), and TAKS–M tests. Refer to page 27 for information about gridding score codes when submitting two grade 3 scorable test booklets for the same student.

Grade 4 Mathematics and Reading

Submit a TAKS and/or TAKS–M answer document for each student in grade 4, regardless of whether the student tested. If the student takes the TAKS–M test in both subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in both subjects, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The April administration of grade 4 mathematics and reading is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS or TAKS–M answer document for any grade 4 student who is eligible for a LAT mathematics or reading administration.

Grade 5 Science

Submit a TAKS or TAKS–M answer document for each student in grade 5, regardless of whether the student tested. If the student takes the TAKS–M test, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The April administration of grade 5 science is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS or TAKS–M answer document for any grade 5 student who is eligible for a LAT science administration.

Grades 6 and 7 Mathematics and Reading

Submit a TAKS and/or TAKS–M answer document for each student in grade 6 or 7, regardless of whether the student tested. If the student takes the TAKS–M test in both subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in both subjects, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The April administration of grades 6 and 7 mathematics and reading is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS or TAKS–M answer document for any grade 6 or 7 student who is eligible for a LAT mathematics or reading administration.

Grade 8 Science and Social Studies

Submit a TAKS and/or TAKS–M answer document for each student in grade 8, regardless of whether the student tested. If the student takes the TAKS–M test in both subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in both subjects, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The April administration of grade 8 science is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS or TAKS–M answer document for any grade 8 student who is eligible for a LAT science administration.

Grade 9 Mathematics

Submit a TAKS or TAKS–M answer document for each student in grade 9, regardless of whether the student tested. If the student takes the TAKS–M test, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

Grade 10 Mathematics, Science, and Social Studies

Submit a TAKS and/or TAKS–M answer document for each student in grade 10, regardless of whether the student tested. If the student takes the TAKS–M test in all three subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in all three subjects, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

The April administration of grade 10 mathematics and science is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS or TAKS–M answer document for any grade 10 student who is eligible for a LAT mathematics or science administration.

Grade 10 LAT ELA

For the April grade 10 LAT English language arts administration, submit the appropriate TAKS or TAKS–M grade 10 ELA LAT answer document for any student receiving a LAT administration.

Grade 11 Mathematics, Science, and Social Studies

Submit a TAKS and/or TAKS–M answer document for each student in grade 11, regardless of whether the student tested. If the student takes the TAKS–M test in all three subjects, then void the precoded TAKS answer document (if it exists). Likewise, if the student takes the TAKS test in all three subjects, then void the TAKS–M precoded label (if it exists). Do not submit an answer document for a student who participated in the TAKS–Alt assessment.

May Administration—Grades 5 and 8 Mathematics and Reading Retests

Submit a TAKS and/or TAKS–M answer document for each student in grade 5 or 8 who has not yet met the passing standard in mathematics and/or reading, regardless of whether the student tested.

The May grades 5 and 8 mathematics and reading retest administration is also when LAT administrations of TAKS and TAKS–M are conducted. Submit a TAKS and/or TAKS–M answer document for any student in grade 5 or 8 who is eligible for a LAT administration.

June Administration—Grades 5 and 8 Mathematics and Reading Retests

Submit a TAKS and/or TAKS–M answer document for each eligible student in grade 5 or 8 who has not yet met the passing standard in mathematics and/or reading, regardless of whether the student tested.

Do **NOT** submit an answer document for any grade 5 or 8 student who was reported as LEP-exempt in mathematics or reading in earlier administrations.

- **Pre-coded labels for individuals who are no longer enrolled in your district must be voided and returned to your campus coordinator.**
- **Scorable test booklets or answer documents for enrolled students who are absent or LEP-exempt must be submitted for scanning. Do NOT place these documents with the voided scorable documents. No reports or labels are generated for voided test materials.**
- **If a student has two pre-coded documents (for example, a pre-coded TAKS answer document and a pre-coded TAKS–M label), void the document that was NOT used for testing.**
- **For instructions regarding students taking a combination of TAKS, TAKS (Accommodated), and/or TAKS–M subject-area tests, refer to pages 27–28 of this manual.**

Student Data Elements

Information regarding each student data element on the scorable document is found in Appendix A of this manual.

The student-identification section of the scorable document includes such information as the student's name, identification number, and sex. All identification numbers must be verified or hand-gridded only by campus personnel. Similarly, only campus personnel selected by the

campus coordinator or principal are permitted to verify or hand-grid the information in the FOR SCHOOL USE ONLY section of the scorable document.

Program information submitted on the scorable document should reflect the student's status at the time of testing. Current information should be provided on the scorable document if the student is new to the district or if the student's program or demographic information has changed since the fall 2010 PEIMS submission.

NOTE regarding reporting standard for student ethnicity and race in 2010–2011: Until the 2009–2010 school year, both ethnicity and race data were collected under “E” (ethnicity) on the answer document. The 2010 answer documents also contained the “ETH” (ethnicity) and “RACE” fields required under the new federal standard for the reporting of ethnicity and race information. Last year, PEIMS collected this information using both the old and new reporting standards, making it necessary to complete the “E” (ethnicity), “ETH” (ethnicity), **and** “RACE” fields for all students. The column in the FOR SCHOOL USE ONLY section that was previously used to report ethnicity and race information under the old standard (that is, “E”) is blank on 2011 answer documents.

Score Codes

The SCORE CODE field in the FOR SCHOOL USE ONLY section indicates whether a student's test should be scored. For each subject-area test, select only one score code. Use only a No. 2 pencil. The TAKS–M score code options are described below. Examples of completed SCORE CODE fields for the various TAKS/TAKS–M scorable documents are shown on the pages that follow.

Failure to mark the appropriate score code may result in a score of ZERO for the student in that subject area.

- A** = Absent (Do not mark if an eligible student will take a make-up test.)
- L** = Exempt-LEP: Student is exempt on the basis of limited English proficiency, as determined by a language proficiency assessment committee (LPAC) and documented in the student's permanent record file, according to 19 TAC, Chapter 101.
- O** = Other, such as test administration irregularity, illness during testing, LEP postponement, foreign exchange student waiver, or court-ordered participation in an authorized high school equivalency program (HSEP)
- *** = The student did not test on the answer document for the subject indicated.
- ARD** = The ARD committee has determined that TAKS–M is not the appropriate assessment for SSI retest opportunities because the student meets participation requirements for TAKS–Alt.
- PW** = Parental Waiver: Parent or guardian requested that the student not participate in the third testing opportunity for TAKS in SSI grades and subjects. For students receiving special education services, the ARD committee, of which the parent/guardian is a member, has determined that the student not participate in the third testing opportunity for TAKS, TAKS (Accommodated), or TAKS–M.
- P** = Previously met passing standard
- S** = Test to be scored

If a student is absent during testing *and* is exempt on the basis of limited English proficiency, the student's score code must be marked to indicate the exemption, not the absence. In the case of LEP-exempt students taking LAT administrations, the LEP exemption must be marked in the SCORE CODE field *and* the absence must be indicated in the LAT INFO area.

SCORE CODE Fields from TAKS–M Grades 3–11 Scorable Documents

Grade 3

APRIL	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

Grade 4

MARCH
Writing
SCORE CODE
W
(A)
(L)
(O)
(S)

APRIL	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

Grade 5

APRIL		
Mathematics and Reading	Science	
SCORE CODE	SCORE CODE	
M	R	S
(A)	(A)	(A)
(L)	(L)	(L)
(O)	(O)	(O)
(*)	(*)	(S)
(S)	(S)	(S)

MAY	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(ARD)	(ARD)
(P)	(P)
(*)	(*)
(S)	(S)

JUNE	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(ARD)	(ARD)
(PW)	(PW)
(P)	(P)
(*)	(*)
(S)	(S)

Grade 6

APRIL

**Mathematics
and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

Grade 7

MARCH

Writing

SCORE CODE
W
(A)
(L)
(O)
(S)

APRIL

**Mathematics
and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

Grade 8

APRIL

**Mathematics
and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

**Science and
Social Studies**

SCORE CODE	
S	SS
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

MAY

**Mathematics
and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(ARD)	(ARD)
(P)	(P)
(*)	(*)
(S)	(S)

JUNE

**Mathematics
and Reading**

SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(ARD)	(ARD)
(PW)	(PW)
(P)	(P)
(+)	(+)
(S)	(S)

**TEST ADMINISTRATOR
RESPONSIBILITIES**

Grade 9

MARCH	APRIL
Reading	Mathematics
SCORE CODE	SCORE CODE
R	M
(A)	(A)
(L)	(L)
(O)	(O)
(S)	(S)

Grade 10

MARCH	APRIL	
English Language Arts	Mathematics, Science, and Social Studies	English Language Arts (LAT)
SCORE CODE	SCORE CODE	SCORE CODE
ELA	M S SS	ELA
(A)	(A) (A) (A)	(A)
(L)	(L) (L) (L)	(L)
(O)	(O) (O) (O)	(O)
(S)	(*) (*) (*)	(S)
(S)	(S) (S) (S)	(S)

Grade 11

MARCH	APRIL
English Language Arts	Mathematics, Science, and Social Studies
SCORE CODE	SCORE CODE
ELA	M S SS
(A)	(A) (A) (A)
(L)	(L) (L) (L)
(O)	(O) (O) (O)
(S)	(*) (*) (*)
(S)	(S) (S) (S)

Examples for Students Taking TAKS, TAKS (Accommodated), and TAKS–M

There are many possible combinations of TAKS, including TAKS (Accommodated), and TAKS–M testing. Review the two examples carefully. If you have any questions about how to mark the TEST TAKEN INFO (where applicable) or SCORE CODE fields, contact your campus coordinator. Use only a No. 2 pencil.

Grade 3 Mathematics and Reading—TAKS (Accommodated) and TAKS–M

The grade 3 mathematics and reading tests are combined in one scorable test booklet. Therefore, if the ARD committee has determined that a grade 3 student should be tested with TAKS (Accommodated) for one subject area and with TAKS–M for another, you must submit two scorable booklets for the student.

For example, if a grade 3 student took the TAKS (Accommodated) English- or Spanish-version mathematics test and the TAKS–M reading test, both scorable test booklets would be submitted. The SCORE CODE fields must be gridded as follows on each grade 3 test booklet.

On the **TAKS (Accommodated) test booklet**, mark the “S” code in the “M” column of the SCORE CODE field to indicate that the TAKS (Accommodated) mathematics test should be scored. Mark the “*” code in the “R” column of the SCORE CODE field to indicate that the student tested using the TAKS–M grade 3 booklet in reading.

TAKS (Accommodated) Grade 3

APRIL	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(O)	(O)
(*)	(*)
(S)	(S)

On the **TAKS–M test booklet**, mark the “*” code in the “M” column of the SCORE CODE field to indicate that the student tested using the TAKS (Accommodated) booklet in mathematics. Mark the “S” code in the “R” column of the SCORE CODE field to indicate that the TAKS–M reading test should be scored.

TAKS–M Grade 3

APRIL	
Mathematics and Reading	
SCORE CODE	
M	R
(A)	(A)
(L)	(L)
(O)	(O)
(*)	(*)
(S)	(S)

Grade 10 Mathematics, Science, and Social Studies—TAKS (Accommodated) and TAKS–M

If the ARD committee has determined that a student should be tested with TAKS (Accommodated) for one or more subjects and TAKS–M for another subject, **submit two answer documents**: one TAKS and one TAKS–M. For example, if a grade 10 student took the TAKS (Accommodated) mathematics and science tests and the TAKS–M social studies test, two answer documents would be submitted, with the TEST TAKEN INFO and SCORE CODE fields marked as follows.

On the **TAKS answer document**, mark the “M” and “S” codes in the TAKS ACCOMM. FORM section of the TEST TAKEN INFO field, to indicate that the student took the TAKS (Accommodated) mathematics and science tests. Because there is only one TAKS (Accommodated) form, there is no need to enter and grid a test form number from the student’s test booklet. Then, mark the “S” codes in both the “M” and “S” columns of the SCORE CODE field to indicate that the TAKS (Accommodated) mathematics and science tests should be scored. Mark the “*” code in the “SS” column of the SCORE CODE field to indicate that the student tested on the TAKS–M answer document in social studies.

On the **TAKS–M answer document**, mark the “*” code in the “M” and “S” columns of the SCORE CODE field to indicate that the student tested on the TAKS answer document in mathematics and science. Mark the “S” code in the “SS” column of the SCORE CODE field to indicate that the TAKS–M social studies test should be scored.

See the sample below.

TAKS Grade 10

APRIL

**Mathematics, Science,
and Social Studies**

SCORE CODE		
M	S	SS
(A)	(A)	(A)
(L)	(L)	(L)
(O)	(O)	(O)
(*)	(*)	(*)
(S)	(S)	(S)

TEST TAKEN INFO							
TAKS FORM			TAKS ACCOMM. FORM			LAT FORM	
M	S	SS	M	S	SS	M	S
(○)	(○)	(○)	(●)	(●)	(○)	(○)	(○)
FORM #						LAT INFO	
						M	S
						A B	A B
(0)	(0)	(0)	(0)	(0)	(0)	(1)	(1)
(1)	(1)	(1)	(1)	(1)	(1)	(2)	(2)
(2)	(2)	(2)	(2)	(2)	(2)	(3)	(3)
(3)	(3)	(3)	(3)	(3)	(3)	(4)	(4)
(4)	(4)	(4)	(4)	(4)	(4)	(5)	(5)
(5)	(5)	(5)	(5)	(5)	(5)	(6)	(6)
(6)	(6)	(6)	(6)	(6)	(6)	(7)	(7)
(7)	(7)	(7)	(7)	(7)	(7)	(8)	(8)
(8)	(8)	(8)	(8)	(8)	(8)	(9)	(9)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

TAKS–M Grade 10

APRIL

**Mathematics, Science,
and Social Studies**

SCORE CODE		
M	S	SS
(A)	(A)	(A)
(L)	(L)	(L)
(O)	(O)	(O)
(*)	(*)	(*)
(S)	(S)	(S)

ACCOMMODATIONS (FOR ALL PROGRAMS) Field

The TAKS–M scorable documents contain an ACCOMMODATIONS (FOR ALL PROGRAMS) field. Accommodations are practices and procedures in the areas of presentation, response, setting, and timing and scheduling that are intended to reduce or even eliminate the effects of a student’s disability without reducing the learning expectations. Look at the sample field on this page. The following items are represented in this field:

- P = Presentation Accommodation
- R = Response Accommodation
- S = Setting Accommodation
- T = Timing and Scheduling Accommodation
- BR = Braille Administration
- LP = Large-Print Administration
- OA = Oral Administration

Sample from a TAKS–M Answer Document

ACCOMMODATIONS (FOR ALL PROGRAMS)	
M	R
<input type="radio"/> P	<input type="radio"/> P
<input type="radio"/> R	<input type="radio"/> R
<input type="radio"/> S	<input type="radio"/> S
<input type="radio"/> T	<input type="radio"/> T
<input type="radio"/> BR	<input type="radio"/> BR
<input type="radio"/> LP	<input type="radio"/> LP
<input type="radio"/> OA	

Presentation, Response, Setting, and Timing and Scheduling

Eligible students may receive the accommodations specified in the *2010–2011 Accommodations Manual*. To meet federal reporting requirements, information about accommodations used by students will be collected on the scorable documents.

The *2010–2011 Accommodations Manual* contains specific information about allowable accommodations and each accommodation is grouped by category. You must indicate which category of accommodation an eligible student is provided by marking the appropriate code in the ACCOMMODATIONS (FOR ALL PROGRAMS) field: “P” (Presentation), “R” (Response), “S” (Setting), or “T” (Timing and Scheduling). It may be necessary to mark more than one category. Use only a No. 2 pencil.

Note that for students taking LAT, information about linguistic accommodations is collected only in the LAT INFO field.

Braille Administration

TAKS–M tests may be administered to eligible students using a braille version. Braille test booklets are available for all TAKS–M administrations.

Indicate the braille administration by marking the “BR” (Braille Administration) code in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS–M scorable document. The “S” code in the SCORE CODE field for the appropriate subject area must also be marked. Use only a No. 2 pencil. (See sample below for a student who took the test using a braille booklet in mathematics and reading.)

Refer to pages 50–51 for information about transcribing braille tests after testing is completed.

Sample from an April TAKS–M Grade 6 Answer Document

FOR SCHOOL USE ONLY													ACCOMMODATIONS (FOR ALL PROGRAMS)				
											SCORE CODE						
ETH	RACE				ED	TIA	MS	L	B	ESL	G/T	AR	M	R	M	R	
	I	A	B	P	W	01	6	1	C	2	2	1	1	A	A		
1	1	1	1	1	1	02	7		M1	3	3			L	L		
0	0	0	0	0	0	99	8		M2	4				O	O		
							9			5				*	*		
						00	0	0	0	0	0	0	0	S	S		
																BR	BR
																LP	LP
																OA	OA

Large-Print Administration

TAKS–M tests may be administered to eligible students using a large-print version. Large-print test booklets are available for all TAKS–M administrations, including LAT.

Indicate the large-print administration by marking the “LP” (Large-Print Administration) code in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS–M scorable document. The “S” code in the SCORE CODE field for the appropriate subject area must also be marked. Use only a No. 2 pencil. (See sample below for a student who took the test using a large-print booklet in science and in social studies.)

Refer to page 51 for information about transcribing large-print tests after testing is completed.

Sample from an April TAKS–M Grade 8 Answer Document

FOR SCHOOL USE ONLY													ACCOMMODATIONS (FOR ALL PROGRAMS)					
											SCORE CODE							
ETH	RACE				ED	TIA	MS	L	B	ESL	G/T	AR	CT	S	SS	S	SS	
	I	A	B	P	W	01	6	1	C	2	2	1	1	1	A	A		
1	1	1	1	1	1	02	7		M1	3	3			2	L	L		
0	0	0	0	0	0	99	8		M2	4				3	O	O		
							9			5					*	*		
						00	0	0	0	0	0	0	0	0	S	S		
																	BR	BR
																	LP	LP
																	OA	OA

Oral Administration

TAKS–M mathematics, science, and social studies tests may be orally administered to eligible students. **An oral administration is NOT allowed on the writing, reading, or ELA tests.** For more specific information about oral administration eligibility criteria and the additional training requirements, refer to pages 44–45.

Indicate the oral administration by marking the “OA” (Oral Administration) code in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the TAKS–M scorable document. The “S” code in the SCORE CODE field for the appropriate subject area must also be marked. Use only a No. 2 pencil. (See sample below for a student who was provided an oral administration in mathematics.)

Sample from an April TAKS–M Grade 4 Answer Document

FOR SCHOOL USE ONLY													ACCOMMODATIONS (FOR ALL PROGRAMS)				
ETH	RACE				ED	TIA	MS	L	B	ESL	G/T	AR	SCORE CODE		M	R	
	I	A	B	P									W	M			R
					01	6	1	C	2	2	1	1		A	A		
1	1	1	1	1	02	7		M1	3	3				L	L	P	P
0	0	0	0	0	99	8		M2	4					O	O	R	R
						9			5					*	*	S	S
					00	0	0	0	0	0	0	0		S	S	T	T
														BR	BR		
														LP	LP		
														OA	OA		

The accommodation of reading aloud the test questions and answer choices for TAKS–M reading selections is not considered an oral administration. If a student’s ARD committee has documented that questions and answer choices should be read aloud for TAKS–M reading selections, the accommodation should be recorded on the scorable document by marking the Presentation (P) code.

Reading assistance for grade 3 mathematics is an optional part of test administration procedures and is not considered an accommodation. Therefore, no accommodation category should be marked when reading assistance is provided during grade 3 mathematics. More information about reading assistance can be found on page 48.

Gridding Score Code Information for LAT Administrations of TAKS–M

The “L” in the SCORE CODE field must be marked for each LEP-exempt student taking LAT. The “L” score code signifies that the student meets the state exemption criteria from TAKS–M on the basis of limited English proficiency, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s permanent record file as well as the student’s IEP, according to 19 TAC, Chapter 101. The “L” score code must be indicated even if the student is marked “A” (Absent) or “I” (Incomplete) in the LAT INFO area.

April TAKS–M Grade 6

SCORE CODE	
M	R
<input type="radio"/> A	<input type="radio"/> A
<input checked="" type="radio"/> L	<input checked="" type="radio"/> L
<input type="radio"/> O	<input type="radio"/> O
<input type="radio"/> +	<input type="radio"/> +
<input type="radio"/> S	<input type="radio"/> S



Important: The “S” score code must NOT be marked for LEP-exempt students receiving a LAT administration of a TAKS–M subject-area test. A student’s test will be scored on the basis of the “L” in the SCORE CODE field and information supplied in the LAT INFO area.



See your campus coordinator for special coding instructions if you have unschooled ELL asylees and refugees who are beyond the LEP exemption period.

Note that there are no LAT administrations of the writing, social studies, or the grade 9 tests. For students who are LEP-exempt from these assessments, in accordance with 19 TAC, Chapter 101, mark the “L” score code to indicate that the student has been granted a LEP exemption from testing.

LEP-exempt students in their first school year of enrollment in U.S. schools do not take a LAT (or other) reading/ELA test. Their TELPAS reading test satisfies federal testing requirements for that subject area. For these students, fill in the “L” to indicate that the student is LEP-exempt from testing.

LAT INFO Area

After testing, the LAT INFO area of the TAKS–M answer document must be completed by the test administrator, following the instructions on the next page for Column A and Column B. The Accommodations Manual and LAT Manual contain detailed information about each accommodation.

The linguistic accommodation of “English and Spanish tests side by side” does not apply to TAKS–M mathematics or science at any grade since Spanish-version tests are not available. On the TAKS–M answer documents for these tests, the “6” bubble is absent because the accommodation is not available.

COLUMN A. MARK ALL THAT APPLY. I PROVIDED THE FOLLOWING LINGUISTIC ACCOMMODATIONS TO THIS STUDENT:

For LAT TAKS–M mathematics and science administrations, the accommodations are

- ① LINGUISTIC SIMPLIFICATION
- ② ORAL TRANSLATION
- ③ READING ASSISTANCE
- ④ BILINGUAL DICTIONARY
- ⑤ BILINGUAL GLOSSARY
- ⑦ ACCOMMODATIONS AVAILABLE BUT NONE USED

**Sample from a TAKS–M
Answer Document**

LAT INFO			
M		R	
A	B	A	B
①	①	①	①
②	Ⓐ	②	Ⓐ
③		③	
④		④	
⑤		⑤	
		⑥	
⑦		⑦	

For LAT TAKS–M reading/ELA administrations, the accommodations are

- ① BILINGUAL DICTIONARY
- ② ENGLISH DICTIONARY
- ③ READING ALOUD—WORD OR PHRASE
- ④ READING ALOUD—ENTIRE TEST ITEM
- ⑤ ORAL TRANSLATION—WORD OR PHRASE
- ⑥ CLARIFICATION—WORD OR PHRASE
- ⑦ ACCOMMODATIONS AVAILABLE BUT NONE USED

Only fill in the bubble(s) for the linguistic accommodations the student used during testing. At least one bubble must be gridded in Column A of the LAT INFO area for a student to be reported as having taken a LAT test.

There are rare instances in which approved accommodations were made available to a student but none were used. Bubble “7” (ACCOMMODATIONS AVAILABLE BUT NONE USED) should **NOT** be marked if a student uses any of the approved accommodations during the LAT administration. Only fill in the “7” bubble if the student used none of the approved accommodations.

COLUMN B. MARK THE APPROPRIATE CODE (IF APPLICABLE)

- ① INCOMPLETE: THE TEST WAS ATTEMPTED BUT NOT COMPLETED FOR REASONS SUCH AS ILLNESS DURING TESTING OR OTHER TESTING IRREGULARITIES.
- Ⓐ ABSENT: THE LEP-EXEMPT STUDENT WHO WAS ELIGIBLE FOR A LAT ADMINISTRATION WAS ABSENT FROM TESTING.

NOTE: Fill in the bubble(s) in Column A for the linguistic accommodations used even if the test administration is incomplete due to illness or another testing irregularity. If a student is absent, however, leave Column A blank.

Agency Use

This field on the TAKS–M scorable document should be left blank unless your campus coordinator provides you with other instructions.

Court-ordered High School Equivalency Program (HSEP), Grades 9–11

To indicate that a student ordered by the court under Article 45.054, Code of Criminal Procedure, or by the Texas Youth Commission to participate in an authorized high school equivalency program qualifies to be and is excused from taking the TAKS–M tests, according to Title 19 TAC §89.1409, mark the HSEP field. For all subject areas, mark the “O” (Other) code in the SCORE CODE field. (See sample below.)

Sample from a March TAKS–M Grade 9 Answer Document

FOR SCHOOL USE ONLY															
											SCORE CODE				
ETH	RACE					ED	TIA	MS	L	B	ESL	G/T	AR	CT	R
	I	A	B	P	W	01	6	1	C	2	2	1	1	1	A
1	1	1	1	1	1	02	7		M1	3	3			2	L
0	0	0	0	0	0	99	8		M2	4				3	O
							9			5					
						00	0	0	0	0	0	0	0	0	S

HSEP

ACTIVITY 3

Verify precoded labels.

Precoded labels will be used for all TAKS–M tests. TAKS–M precoded labels will be generated for all students classified as receiving special education services from the October 2010 PEIMS information or district-supplied information. **The receipt of a TAKS–M precoded label does not determine which assessment a student receiving special education services should be given. The assessment decisions for students receiving special education services are made by their ARD committees.**

You may interchange TAKS and/or TAKS–M labels.

Correcting Inaccurate Information on Precoded Labels

Campus personnel should follow the instructions below to correct inaccurate information on labels. These instructions for verifying precoded data are also included with the shipment of precoded materials.

- **Inaccurate student name, PEIMS student identification number, or date of birth**

Step 1: Void the label by writing “VOID” across it. If the label has not been affixed to a scorable document, return the voided label with the **nonscorable** materials. (If the label has already been affixed to a scorable document, you must void the scorable document by writing “VOID” in **large, bold** letters across the student information grids on the cover and return it with the **scorable** materials.)

Step 2: On a blank scorable document, print and hand-grid the correct information in the appropriate fields. You must also print and hand-grid all other information and data (if correct) from the label or the Campus Precode Student List. Use only a No. 2 pencil.

Step 3: Voided (or unused) labels not affixed to a scorable document should be returned with the **nonscorable** materials. Voided scorable documents must be placed under a Voided Answer Document Identification Sheet and returned with the **scorable** materials.

- **Any other inaccurate precoded information**

Step 1: Affix the label to a blank scorable document.

Step 2: Hand-grid the correct information in the appropriate field on the scorable document. Use only a No. 2 pencil. Do not hand-grid any field other than the one(s) being corrected.

For example, if the label incorrectly identifies a grade 3 student as participating in an English as a second language (ESL) content-based program, the label can still be used if the **correct** information is hand-gridded on the test booklet cover. To correct the error, fill in the zero in the “ESL” field in the FOR SCHOOL USE ONLY section, as shown below. **Program information that is hand-gridded will override the corresponding precoded program information. The information submitted on the answer document should reflect the student’s status at the time of testing.**

Sample from a TAKS–M Grade 3 Test Booklet

FOR SCHOOL USE ONLY												
ETH	RACE				ED	TIA	MS	L	B	ESL	G/T	AR
	I	A	B	P	W							
						01	6	1	C	2	2	1
1	1	1	1	1	1	02	7		M1	3	3	
0	0	0	0	0	0	99	8		M2	4		
							9			5		
						00	0	0	0	0	0	0

Precoded labels must be applied in the correct location on the TAKS–M scorable documents. Directions on the scorable test booklet cover or answer document show the correct placement of the label. If a label is affixed improperly (for example, across the name grids), the document must be voided and the information must be hand-gridded on a blank test booklet cover or answer document. Return all voided scorable documents to the campus coordinator.

ACTIVITY 4

Hand-grid blank scorable documents.

If you are testing students for whom you have not received precoded labels, you may be asked to hand-grid all or part of the student information on blank TAKS–M scorable documents for these students. If you are asked to hand-grid any of the data elements before the test administration, you must also be sure to complete the STUDENT NAME field so that the appropriate scorable document is distributed to each student at the time of testing. Identification numbers and data in the FOR SCHOOL USE ONLY section of the scorable document **must** be gridded by campus personnel. In addition, your campus coordinator may choose to have you grid the rest of the student identification information, such as date of birth and sex. You must verify that the student identification information has been completed correctly before returning test materials to the campus coordinator at the end of the test administration.

Campus personnel may break open the packages of TAKS–M grade 3 scorable test booklets before the first day of testing in order to hand-grid the test booklet covers. Test booklet seals must not be broken, and the content of the test must not be examined. Sign-out/sign-in procedures used for secure materials must be followed.

To complete the student name grids, write the letters of the name in the boxes provided and mark the corresponding circle below each letter. Use only a No. 2 pencil. If the length of the student’s name exceeds the number of boxes provided, mark as many letters of the name as will fit. For blank spaces, mark the circles without letters. If the student does not have a middle name, mark the blank circle under “MI” (middle initial). The answer documents do not have a place to mark hyphens or apostrophes. If a student’s name has a hyphen or apostrophe, mark the blank circle in that position. To complete the date of birth, mark the month and then write the day of the month and year and mark the corresponding circle below each number, using the example below as a guide. If the day of the month has one digit, add a zero before the number.

DATE-OF-BIRTH			
MONTH	DAY	YEAR	
<input type="radio"/> Jan	0 4	9	9
<input type="radio"/> Feb	<input checked="" type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input checked="" type="radio"/> Mar	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> Apr	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> May	<input type="radio"/> 3 <input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> Jun	<input type="radio"/> 4 <input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> Jul	<input type="radio"/> 5 <input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Aug	<input type="radio"/> 6 <input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Sep	<input type="radio"/> 7 <input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Oct	<input type="radio"/> 8 <input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> Nov	<input type="radio"/> 9 <input type="radio"/> 9	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 9
<input type="radio"/> Dec			

ACTIVITY 5

Prepare test materials for distribution.

Before each test session, your campus coordinator will distribute test materials to you. You will be given the following:

- two No. 2 pencils with erasers per student
- one scorable test booklet per student in grade 3
- one test booklet per student in grades 4–11
- one answer document per student in grades 4–11
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one mathematics chart per student for use with the mathematics test
- one science ruler per student in grade 5 for use with the science test
- one science chart per student in grade 8, 10, or 11 for use with the science test

NOTE: For the TAKS–M reading, writing, and ELA tests, each test administrator will need one extra test booklet because certain parts of these tests must be read aloud. An extra test booklet will also be needed for the mathematics, science, and social studies tests if a test administrator is conducting an oral administration. If additional booklets are needed during testing, contact the campus coordinator.

Test booklets and answer documents must be checked out from and in to the campus coordinator. The campus coordinator will use the Materials Control Form shown on the next page to account for all test booklets while they are signed out to you and to verify that you have signed your security oath. He or she will assign test booklets to you using the unique nine-digit security number printed on each test booklet, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.



Before initialing the “Out” box for the appropriate day, verify that you have received the exact number of test booklets required and that the security numbers on your booklets match those recorded on the Materials Control Form. Your initials on the Materials Control Form also signify that you have signed your security oath.

You are responsible for these test booklets and answer documents until you return them to your campus coordinator after each test session. **All test materials assigned to you must be returned after each test session.** When you return the booklets, your campus coordinator will initial the “In” box on the Materials Control Form to indicate that you have returned all the test booklets checked out to you for that day.

Conduct Test Administration

Activity 6

Ensure proper testing procedures.

PAGE **41**

Activity 7

Administer the subject-area test(s).

PAGE **46**

ACTIVITY 6

Ensure proper testing procedures.

Test sessions must be conducted under the best possible conditions. By following the procedures listed below, you ensure the security and confidentiality of the TAKS–M testing program and the uniform evaluation of all students throughout the state.



A test administrator who has been trained in testing procedures specific to the test administered must be present in the testing room at all times during testing.

Preparing for Test Administrations

- The 2011 TAKS tests, including TAKS (Accommodated) and TAKS–M, must be administered on the dates specified on the Calendar of Events.
- Students participating in a TAKS–M administration must not be tested in a room with students taking the TAKS or TAKS (Accommodated) tests.
- There must be at least one TAKS–M test administrator for every 30 students.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.
- No element of the testing room’s environment should hinder any student’s performance. The testing room should be quiet, well lighted, well ventilated, and comfortable. Each student should have enough space in which to work.
- Districts are required to complete seating charts for use during all administrations. Contact your campus coordinator for information regarding the seating chart your district has implemented. If any administration requires the use of more than one room, a seating chart is needed for each room.
- Districts may establish the time testing will begin. A student who arrives after testing has begun may be tested if sufficient time remains in the day and if the student has not obtained prior knowledge of test content through contact with students who have already finished testing.
- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to students may result in the invalidation of their tests and may compromise the assurance that all individuals are equitably tested in accordance with the guidelines for standardized assessments.
- Some students may finish a test earlier than others. **After their test materials have been collected**, students may be allowed to quietly read books or to leave the testing room. Students may **NOT** read books between the revising and editing section and the written composition of the TAKS–M writing or ELA tests.

- The use of cell phones or other personal electronic devices during testing is not permitted. Districts are required to develop a policy for cell phone use that serves their needs while preserving the security and confidentiality of the testing program. Contact your campus coordinator if you have questions about your district's policy.

Educational Materials Required for Testing

Dictionary and Thesaurus Use

The chart below will help you determine when English-language dictionaries and thesauruses must be provided. Students must be provided appropriate tools (e.g., dictionaries and thesauruses) during assessments so that their performance on the test is a more valid and reliable indicator of what they know and can do.

Grade	Dictionary/Thesaurus Use for TAKS–M
7	Writing: Required for written composition only; not allowed for revising and editing section.
9	Reading: Required for entire test.
10	ELA: Required for reading and written composition only; not allowed for revising and editing section.
11	ELA: Required for reading and written composition only; not allowed for revising and editing section.

Note these policies regarding the use of dictionaries and thesauruses during testing:

- There must be at least one dictionary for every five students.
- It is recommended that there be one thesaurus for every five students, if possible.
- Students may also use a combination dictionary/thesaurus for these assessments.
- An English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for ELL students taking TAKS–M tests only when reference materials must be provided. (Provisions for use of foreign-language reference materials and ESL dictionaries differ for LAT administrations of TAKS–M. LAT information is found in Appendix A of the appropriate TAKS–M test administration directions.)
- Students taking a braille version of a test may use electronic dictionaries and thesauruses only when reference materials must be provided.

If a student needs a dictionary or thesaurus as an accommodation, refer to the *2010–2011 Accommodations Manual*.

Calculator Use

The chart below indicates when calculators must be provided. Students must be provided appropriate tools (e.g., calculators) during assessments so that their performance on the test is a more valid and reliable indicator of what they know and can do.

Grade	Calculator Use for TAKS–M
9	Mathematics: Graphing calculators without QWERTY keyboard or computer algebra system (CAS) required.
10 (including grade 10 LAT)	Mathematics: Graphing calculators without QWERTY keyboard or computer algebra system (CAS) required. Science: Four-function, scientific, or graphing calculator without QWERTY keyboard or computer algebra system (CAS) required.
11	Mathematics: Graphing calculators without QWERTY keyboard or computer algebra system (CAS) required. Science: Four-function, scientific, or graphing calculator without QWERTY keyboard or computer algebra system (CAS) required.

Note these policies regarding the use of calculators during testing:

- Students may use their own calculators instead of the ones provided by the district.
- District/campus personnel are responsible for ensuring that both district-supplied and student-supplied calculators are cleared both before and after testing.
- All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both before and after testing.
- Any programs or applications must be removed or disabled prior to testing.
- For specific assistance in effectively preparing calculators for use during testing, contact the calculator manufacturer.
- For mathematics tests, each student must have a graphing calculator to use throughout the entire administration.
- For science tests, there should be at least one calculator for every five students.
- If students share a calculator during a science test, the memory must be cleared by a test administrator after each student uses it.
- Students taking a braille version of a test may use an audio-graphing calculator (AGC) when calculators must be provided.
- Students taking a braille version of a test at any grade level may use a speech-output calculator if documented in a student's IEP.

If a student needs a calculation device as an accommodation, refer to the *2010–2011 Accommodations Manual*.

TAKS–M Testing Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities, special needs, or who are learning English. Additional information about testing accommodations can be found in the *2010–2011 Accommodations Manual*, which provides guidance to district and campus personnel in selecting, providing, and evaluating the use of accommodations in instruction and assessment. The manual is available on the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/resources/accommodations/Manual2010-11.pdf>.

Eligible students may receive the accommodations specified in the *2010–2011 Accommodations Manual* on TAKS–M tests. Contact your campus coordinator to determine whether a student is eligible for a testing accommodation.

The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. All accommodations must be documented in the student’s IEP and, in the case of English language learners, in the student’s permanent record file. For accommodations that are not specifically listed in the *2010–2011 Accommodations Manual*, the district testing coordinator must submit an Accommodation Request Form to TEA.

For information about how to record accommodations use information on a TAKS–M scorable document, refer to page 29. Information regarding linguistic accommodations for LAT is found in Appendix A of the appropriate TAKS–M test administration directions.

Information about some testing accommodations is included below.

Individual or Small-Group Administrations

Depending on the specific TAKS–M accommodations for which a student may be eligible, an individual or small-group administration may be necessary. A district will determine what constitutes a small group. Refer to the *2010–2011 Accommodations Manual* for further information and consult with your campus coordinator as needed.

If possible, avoid testing students participating in a LAT administration of TAKS–M in the same room as students not participating in a LAT administration. Either individual or small-group administrations should be arranged depending on the types of linguistic accommodations provided.

Oral Administration

Oral administration is an accommodation in which test questions and answer choices for mathematics, science, and/or social studies tests may be read aloud or signed to eligible students taking TAKS, TAKS (Accommodated), or TAKS–M tests. Eligibility is determined locally by the student’s ARD committee and should be based on the eligibility requirements found in the *2010–2011 Accommodations Manual*. **Oral administration is not allowed for the reading, writing, or ELA tests.** This does not apply to the dyslexia bundled accommodations for TAKS and TAKS (Accommodated) or the accommodation of reading test questions and answer choices on TAKS–M reading selections.

Oral administration can encompass different levels of reading support for each student on any part of the test, including charts, tables, graphics, the state-supplied mathematics and science charts, and allowable or approved supplemental aids. Reading support may include the test administrator reading only a few words or phrases at student request, reading multiple sentences throughout the test at student request, or reading the test in its entirety. It is the responsibility of the ARD committee to appropriately document the level of reading support the student needs. A student may request a change in the level of reading support provided during testing only if this option is documented.

Before conducting an oral administration, test administrators should familiarize themselves with specific instructions on how to provide an oral administration to eligible students, found in Appendix B of the appropriate test administration directions. For students who are deaf or hard of hearing and eligible for a signed administration, specific guidelines for signing test content for a state assessment are included in Appendix C of this manual. **Your campus coordinator will provide additional training in the procedures specific to an oral test administration.**

No person providing an oral administration of a test may write notes, calculations, or any other marks in a test booklet or in any other location unless that person is providing accommodations to a student according to the guidelines for a scribe. Test administrators conducting an oral administration must be aware that they are viewing secure content and that responding to test items or recording the information they see is strictly prohibited. Any test administrator conducting an oral administration must initial and sign a separate section of the test administrator security oath.

Be sure to code scorable documents properly to indicate oral administrations. Refer to page 31 for specific instructions for marking the appropriate accommodations codes.

Supplemental Aids

A supplemental aid is an accommodation used as a resource that assists a student in recalling information. The use of a supplemental aid must be documented in the student's IEP and must be routinely used in instruction and testing. Any supplemental aids that have been written on during testing must be destroyed. Do not return supplemental aids with any testing materials. For more information on the use of supplemental aids, refer to the *2010–2011 Accommodations Manual*.

ACTIVITY 7

Administer the subject-area test(s).

Follow the instructions in the appropriate TAKS–M test administration directions to administer each subject-area test.

The content of test booklets and answer documents with student answers are considered secure materials at all times. No unauthorized viewing, discussion, or scoring is allowed.

During Testing

- Students are not allowed to talk to one another while test booklets are open.
- Students are not allowed to return to a subject-area test taken on a previous test day or to work on a subject-area test that has not yet been administered.
- Since the TAKS–M tests are **untimed**, each student must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose.
- Each student must be allowed to work at his or her individual speed. Students may **NOT** be directed to speed up or slow down.
- Only students are allowed to erase their stray marks or darken answer-choice ovals, and only during the scheduled test session.

Active Monitoring

Active monitoring means that test administrators must be actively engaged while students work on the test, moving about the room so they can be more aware of students' actions. Test administrators should confirm that students are working only on the subject-area test being administered and that they do not have materials available that are not allowed, such as cell phones. Test administrators should regularly remind students, either as a group or individually, to record their responses on the scorable test booklets or answer documents. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus testing coordinators must confirm that test administrators are actively monitoring in each testing room.

Before a student leaves the testing room, the test administrator **must** review the completed answer document to be sure the student has filled in answer bubbles as instructed. If the student has not done so, the test administrator should say, **“You have not recorded 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 fill in his or her answers as instructed. Test administrators should be instructed to quickly scan answer documents only to

verify that responses are marked. They may not look at or comment on answers to individual test questions or point out individually skipped test items.

Because students are marking responses directly in the grade 3 scorable test booklet, there is limited chance of a student leaving a document blank. The test administrator may quickly glance through scorable test booklets after the students are finished, but before they leave the testing room, to ensure that students have not left an entire page of test items unmarked. The test administrator may NOT look at answers to individual items or point out individually skipped test items.

Mathematics and Science Charts and Science Rulers

- Test administrators must give the appropriate state-supplied mathematics chart to each student to use during the mathematics test. The mathematics chart is also printed in each test booklet.
- Test administrators must give each grade 5 student a state-supplied ruler to use during the science test. Only the ruler provided by the state may be used.
- Test administrators must give each student in grade 8, 10, or 11 a state-supplied science chart to use during the science test. The science chart is also printed in each test booklet.
- Students are **NOT** allowed to write on the separate mathematics or science chart or science ruler. Students may make notes or work problems in their test booklets.
- According to “Other Methods of Response” in the *2010–2011 Accommodations Manual*, a student may be permitted to use scratch paper on the TAKS–M tests as determined by the student’s ARD committee and documented in the student’s IEP. After testing, all scratch paper must be destroyed.

Answering Questions

Test administrators may answer questions about test directions or procedures. Test administrators are **NOT** allowed to answer 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.”** Test administrators and campus personnel are **NOT** allowed to

- translate test questions or passages (including the written composition prompt) into another language (except sign language);
- rephrase or add information to questions or the prompt;
- discuss test questions with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

Answering Questions—LAT

The LAT process is designed to help eligible immigrant ELLs better understand the language used on state-administered academic content tests. LAT test administrators may answer questions that help a student understand the language used in a test question in accordance with accommodations the student is to receive. However, in answering students’ questions, the test administrator must **NOT** provide explanations, definitions, examples, pictures, gestures, or simpler words related to mathematical or scientific terminology assessed. For detailed

information about administering LAT, refer to Appendix A of the appropriate TAKS–M test administrator directions.

Reading Assistance on Grade 3 Mathematics Test

Any student may receive reading assistance on the TAKS–M grade 3 mathematics test. It does not need to be documented in the student’s IEP. Upon request from a student, a test administrator may provide assistance by reading any word, phrase, or sentence of a test question or answer choices that the student is experiencing difficulty reading. When providing reading assistance, the test administrator may not rephrase or make additions to any part of the test read aloud.

Reading assistance is permitted on an individual basis for any grade 3 student who requests it. An administrator who wants to group and separate students who may require reading assistance from those who do not should contact the campus coordinator to see whether the necessary arrangements can be made. Test administrators providing reading assistance must be aware that they are viewing secure content and that responding to test items or recording the information they see is strictly prohibited.

Reading assistance for the grade 3 mathematics test is an optional part of test administration procedures and is not considered an accommodation. Therefore, no accommodation category should be marked. If a student needs the test read in its entirety, then this constitutes an oral administration and it must be documented in the student’s IEP. Refer to the *2010–2011 Accommodations Manual* for eligibility criteria for an oral administration.

Writing and English Language Arts (ELA) Tests

For the written composition section of the TAKS–M grades 4 and 7 writing tests and grades 10 and 11 English language arts tests, test administrators are permitted to read aloud or sign the prompt to students taking TAKS–M. No elaboration on the prompt may be provided. At no time before, during, or after the administration of the test are test administrators permitted to assist students with their written compositions.

The test administrator must NOT

- elaborate on the prompt;
- give students an opening and/or closing sentence;
- give students information about how to organize their compositions;
- give students information about how to develop their ideas; or
- translate the prompt into another language (except sign language).

If a student asks a question about the prompt, the test administrator may say, for example, “I can’t explain it to you; just respond to the prompt in the best way you can.”

Test administrators must NOT duplicate TAKS–M grade 4, 7, 10, or 11 written compositions.

Marking Scorable Documents

- All answers must be marked on a TAKS–M scorable test booklet (grade 3) or answer document (grades 4–11) with a No. 2 pencil. Answers marked in a nonscorable test booklet will **NOT** be scored.
- Test administrators are not allowed to require students to first mark their answers in the test booklet and then transfer them to the answer document.
- Students in grades 4–11 are not allowed to write on answer documents with highlighters or colored pencils. Students may be allowed to use highlighters and colored pencils in nonscorable test booklets to emphasize important information on a subject-area test. A student may use a highlighter or colored pencils in a TAKS–M grade 3 scorable test booklet if the student’s IEP requires their use. After testing, the test administrator must transcribe in No. 2 pencil the contents of the original test booklet onto another scorable test booklet. For further information, refer to the “Transcribing” sections on page 50.
- If the test administrator discovers that a student has not recorded his or her answers on the scorable document, the test administrator must say, **“You have not recorded responses on the answer document. Please go back and mark your answers on it now.”** If the student has already left the testing room, the test administrator is not allowed to transcribe answers or otherwise alter the scorable document without permission from TEA’s Student Assessment Division.

Breaks

Test administrators may allow students to take brief breaks in the testing room during a test session. However, breaks are not mandatory; test administrators may use their own judgment in determining whether any are necessary. During breaks, students must not discuss the content of the test, and test booklets must be closed with answer documents inside. At the discretion of the test administrator, students may be allowed to take restroom breaks one at a time or as an entire class. If the entire class breaks at the same time, follow the security procedures outlined in “Lunch.”

Lunch

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students must place their answer documents inside their test booklets. Collect the booklets and place them in locked storage. **Students must remain together as a group and be closely monitored by trained testing personnel to ensure that they do not discuss the content of the test.**

Emergencies

Occasionally an emergency will arise, and a student may need to leave the testing room for a brief time. No test materials may be taken from the room. If the student returns, the campus coordinator and the test administrator involved should determine whether confidentiality has been maintained, and if the student should continue testing. If a student cannot continue testing, the district must determine if the score code on the student’s scorable document should be marked “S” (Score) or “O” (Other). For a LEP-exempt student taking a LAT administration, the score code (if applicable) should be marked “L” (LEP-exempt) and the LAT INFO field must be marked “I” (Incomplete). You may call TEA’s Student Assessment Division for guidance, if needed, at 512-463-9536.

Changing Testing Rooms

Some students may need more time than others to complete a test. As long as test security is maintained, students may be moved to another testing room. These students must place their answer documents inside their test booklets. Collect the test booklets, accompany the students to the new testing room while ensuring that they do not discuss the content of the test, and then redistribute the booklets once students are ready to continue testing. Students may **NOT** carry their own test booklets to the new testing room. The new testing area should be properly prepared to receive the students, including removing or covering all instructional aids.

Transcribing

Test responses, which include the compositions, responses to open-ended items, and multiple-choice and griddable items, cannot be scored unless they appear on a scorable document. If applicable, the student must be made aware of the space allowed for his or her response to griddable items, the written composition, and open-ended reading items so that the response will fit into the space provided on the scorable document when transcribed. Transcription must be done in No. 2 pencil. All original typed or tape-recorded compositions and responses should be returned with the nonscorable materials. Specific situations in which transcribing may be required are explained below.

Unusable Scorable Test Booklets and Answer Documents

If a scorable test booklet or answer document becomes unusable at any point during a test session, the student should be given a new one with which to continue testing. The test administrator should contact the campus coordinator if additional scorable documents are needed during testing. Instruct the student to start at the exact point where he or she stopped in the unusable document. After the student has finished the test session, the test administrator must transcribe all student identification information as well as the contents of the original test booklet or answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new test booklet or answer document. Transcription must be done in No. 2 pencil. Void the unusable document by writing “VOID” in large, bold letters across the front and return both the transcribed and the voided materials to the campus coordinator.

Other Methods of Response

Some students require transcription as an accommodation. For information about the eligibility criteria for this accommodation, refer to “Other Methods of Response” in the *2010–2011 Accommodations Manual*. Test responses, which include the written composition and multiple-choice questions, cannot be scored unless they appear on an answer document. For the written composition section of a writing or ELA test, explain to the student that the response must fit within the provided space; then transcribe the student’s composition onto the student’s answer document without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the appropriate page(s). Return all original typed or tape-recorded compositions and responses to your campus coordinator.

Braille Materials

If a student uses a braille test booklet for TAKS–M, the test administrator must transcribe the student’s responses onto the appropriate TAKS–M scorable document without making any changes and write “Transcribed by (NAME) because student used a braille test” at the top of the scorable document. Transcription must be done in No. 2 pencil. Transcribing may be done

by the test administrator during testing (for oral responses) or after testing (for brailled, typewritten, or handwritten responses). In addition, you must ensure that the student's identification information has been completed on the scorable document. After testing has been completed, return both the transcribed scorable document and the braille test booklet to the campus coordinator. Refer to Appendix B of this manual for more specific directions regarding returning these materials to the campus coordinator.

Large-Print Materials

If a student uses a large-print test booklet for TAKS–M and marks his or her responses in the test booklet, the test administrator must transcribe the student's responses from the large-print test booklet onto the appropriate TAKS–M scorable document without making any changes and write "Transcribed by (NAME) because student used a large-print test" at the top of the scorable document. Transcription must be done in No. 2 pencil. Transcribing may be done by the test administrator during testing (for oral responses) or after testing (for typewritten or handwritten responses). In addition, the test administrator must ensure that the student's identification information has been completed on the scorable document. After testing has been completed, return both the transcribed scorable document and the large-print test booklet to the campus coordinator. Refer to Appendix B of this manual for more specific directions regarding returning these materials to the campus coordinator.

After Testing

- **Immediately after each test session**, the test administrator must return test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session. Test administrators must sign the bottom of their administration-specific oaths after the entire administration has been completed to affirm that they have complied with state assessment requirements.
- Test administrators must **NOT** duplicate TAKS–M grade 4, 7, 10, or 11 written compositions.

The procedures discussed throughout Activities 6 and 7 apply to all students taking TAKS–M tests unless a student has one or more testing accommodations recommended by the student's ARD committee and approved via an Accommodation Request Form. For more information, contact your campus coordinator.

Test administrators are responsible for test security and confidentiality in the testing room. If a situation arises that you do not know how to resolve, contact your campus coordinator. Report in writing any violations of test security and confidentiality to your campus coordinator.



The content of test booklets and answer documents with student answers are considered secure materials at all times. No unauthorized viewing, discussion, or scoring is allowed. If circumstances require the examination of a test booklet, you must obtain permission from TEA PRIOR to viewing.

Return Test Materials

Activity 8

Return test materials to the campus coordinator; sign *Section 2* (and *Section 3*, if applicable) of the administration-specific security oath.

PAGE **53**

ACTIVITY 8

Return test materials to the campus coordinator; sign *Section 2* (and *Section 3*, if applicable) of the administration-specific security oath.

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

- For each student’s TAKS–M test, ensure that the SCORE CODE field and the ACCOMMODATIONS (FOR ALL PROGRAMS) field, if applicable, have been completed on the student’s scorable test booklet or answer document. (Refer to Activity 2 for detailed information about marking these fields.)
- Prepare used grade 3 scorable test booklets (including voided booklets) that are to be scored or scanned by removing the “PULL” tab from the vinyl seals, if this has not been done already. This includes all vinyl seals in all used grade 3 test booklets, regardless of the score codes that are marked.
- Remove all answer documents from the grades 4–11 test booklets.
- Verify that the student information on each scorable document is accurate and complete.
- Account for all test booklets and answer documents, including any unused or voided materials.

Unused precoded labels do not need to be voided. Return them to your campus coordinator.

Test booklets and answer documents **must** be separated. Refer to the following checklists to ensure return of all testing materials to the campus coordinator.

Grade 3:

- Signed oath of test security and confidentiality
- Grade 3 test booklets to be scored or scanned
- Voided grade 3 test booklets
- Unused grade 3 test booklets

Grades 4–11:

- Signed oath of test security and confidentiality
- Answer documents to be scored or scanned
- Voided answer documents
- Unused answer documents
- Used and unused test booklets

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.

Your signed oath of test security and confidentiality will be retained by your campus coordinator for five years.

Destroy any mathematics or science charts or science rulers that have been written on inadvertently. The remaining charts and rulers may be used as instructional tools.



The *TAKS–M General Test Administrator Manual* and the test administration directions should be retained throughout the year. Additional manuals will NOT be distributed with each administration. Contact your campus coordinator for information about storing the materials between administrations.

Appendix A

Gridding Information

GRIDDING INFORMATION

NOTE: The information in this appendix applies to all testing programs and is not specific to TAKS–M.

Identification Information*

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

	LAST-NAME	E0705
	FIRST-NAME	E0703
	MI (PEIMS ELEMENT IS MIDDLE-NAME)	E0704
	DISTRICT-NAME	E0213
	CAMPUS-NAME	E0267
	STUDENT-ID (AS USED FOR PEIMS) EITHER THE STUDENT'S SOCIAL SECURITY NUMBER OR A STATE-APPROVED ALTERNATIVE ID NUMBER CONSISTING OF AN "S" FOLLOWED BY EIGHT DIGITS	E0001
	SEX-CODE M = MALE F = FEMALE	E0004
	GRADE-LEVEL-CODE	E0017
	DATE-OF-BIRTH (MMDDYY)	E0006
	TEST FORM	n/a
	LOCAL-STUDENT-ID — ASSIGNED BY SCHOOL DISTRICT	E0923
ETH	HISPANIC-LATINO-CODE INDICATES A PERSON OF CUBAN, MEXICAN, PUERTO RICAN, SOUTH OR CENTRAL AMERICAN, OR OTHER SPANISH CULTURE OR ORIGIN, REGARDLESS OF RACE. 1 = HISPANIC/LATINO 0 = NOT HISPANIC/LATINO	E1064

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD
HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

I	<p>AMERICAN-INDIAN-ALASKA-NATIVE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF NORTH AND SOUTH AMERICA (INCLUDING CENTRAL AMERICA).</p> <p>1 = YES 0 = NO</p>	E1059
A	<p>ASIAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF THE FAR EAST, SOUTHEAST ASIA, OR THE INDIAN SUBCONTINENT, INCLUDING, FOR EXAMPLE, CAMBODIA, CHINA, INDIA, JAPAN, KOREA, MALAYSIA, PAKISTAN, THE PHILIPPINE ISLANDS, THAILAND, AND VIETNAM.</p> <p>1 = YES 0 = NO</p>	E1060
B	<p>BLACK-AFRICAN-AMERICAN-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE BLACK RACIAL GROUPS OF AFRICA.</p> <p>1 = YES 0 = NO</p>	E1061
P	<p>NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF HAWAII, GUAM, SAMOA, OR OTHER PACIFIC ISLANDS.</p> <p>1 = YES 0 = NO</p>	E1062
W	<p>WHITE-CODE INDICATES A PERSON HAVING ORIGINS IN ANY OF THE ORIGINAL PEOPLES OF EUROPE, THE MIDDLE EAST, OR NORTH AFRICA.</p> <p>1 = YES 0 = NO</p>	E1063

*Not all codes are applicable to every testing program.

Program Information*

Program information submitted should reflect the student’s status at the time of testing. Current information should be provided if the student is new to the district or if the student’s program or demographic information has changed since the fall 2010 PEIMS submission.

If a demographic or program information field is left blank for any student, data from the October 29, 2010, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student’s data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as “No information provided” for that data element.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS		
ANSWER DOCUMENT/ ONLINE RECORD		
HEADING	EXPLANATION	PEIMS DATA ELEMENT ID
ED	ECONOMIC-DISADVANTAGE-INDICATOR-CODE (MARK ONE)	E0785
	01 = ELIGIBLE FOR FREE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM	
	02 = ELIGIBLE FOR REDUCED-PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION PROGRAM	
	99 = OTHER ECONOMIC DISADVANTAGE	
	00 = NOT IDENTIFIED AS ECONOMICALLY DISADVANTAGED	
TIA	TITLE-I-PART-A-INDICATOR-CODE (MARK ONE)	E0894
	6 = STUDENT ATTENDS CAMPUS WITH SCHOOLWIDE PROGRAM	
	7 = STUDENT PARTICIPATES IN PROGRAM AT TARGETED ASSISTANCE SCHOOL	
	8 = STUDENT IS PREVIOUS PARTICIPANT IN PROGRAM AT TARGETED ASSISTANCE SCHOOL (NOT A CURRENT PARTICIPANT)	
	9 = STUDENT DOES NOT ATTEND A TITLE I, PART A SCHOOL BUT RECEIVES TITLE I, PART A SERVICES BECAUSE THE STUDENT IS HOMELESS	
	0 = STUDENT DOES NOT CURRENTLY PARTICIPATE IN AND HAS NOT PREVIOUSLY PARTICIPATED IN PROGRAM AT CURRENT CAMPUS	

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

MS	<p>MIGRANT-STUDENT-INDICATOR-CODE STUDENT HAS BEEN IDENTIFIED AS A MIGRANT STUDENT (MARK ONE)</p> <p>1 = YES 0 = NO</p>	E0984
L	<p>LEP-INDICATOR-CODE STUDENT HAS BEEN IDENTIFIED AS LIMITED ENGLISH PROFICIENT BY THE LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) (MARK ONE)</p> <p>C = STUDENT IS CURRENTLY IDENTIFIED AS LEP (INCLUDES STUDENTS WITH PARENTAL DENIALS).</p> <p>M1 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER FIRST YEAR OF MONITORING AS REQUIRED BY 19 TAC §89.1220(L).</p> <p>M2 = STUDENT HAS MET CRITERIA FOR BILINGUAL/ESL PROGRAM EXIT, IS NO LONGER CLASSIFIED AS LEP IN PEIMS, AND IS IN HIS OR HER SECOND YEAR OF MONITORING AS REQUIRED BY 19 TAC §89.1220(L).</p> <p>0 = ALL OTHER ENROLLED STUDENTS</p> <p>NOTES: 1. MARK M1 OR M2 IF A STUDENT IS IN THE FIRST OR SECOND YEAR OF MONITORING BUT IS INCORRECTLY IDENTIFIED AS LEP IN PEIMS. 2. THE M1 AND M2 CATEGORIES INCLUDE STUDENTS WITH PARENTAL DENIALS WHO HAVE MET THE STATE CRITERIA FOR RECLASSIFICATION AS NON-LEP AND ARE IN THEIR FIRST OR SECOND YEAR OF MONITORING.</p>	
B	<p>BILINGUAL-PROGRAM-CODE (MARK ONE)</p> <p>2 = TRANSITIONAL BILINGUAL/EARLY EXIT 3 = TRANSITIONAL BILINGUAL/LATE EXIT 4 = DUAL LANGUAGE IMMERSION/TWO-WAY 5 = DUAL LANGUAGE IMMERSION/ONE WAY 0 = STUDENT DOES NOT PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM</p>	E1042
ESL	<p>ESL-PROGRAM-TYPE-CODE (MARK ONE)</p> <p>2 = ENGLISH AS A SECOND LANGUAGE/CONTENT-BASED 3 = ENGLISH AS A SECOND LANGUAGE/PULL-OUT 0 = STUDENT DOES NOT PARTICIPATE IN AN ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM</p> <p>NOTE: FOR BILINGUAL OR ESL STUDENTS, PROGRAM INFORMATION SHOULD REFLECT ENROLLMENT IN EITHER A BILINGUAL OR AN ESL PROGRAM.</p>	E1043

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

PEIMS DATA
ELEMENT ID

SE	<p>SPECIAL-ED-INDICATOR-CODE (MARK ONE)</p> <p>1 = STUDENT IS PARTICIPATING IN A SPECIAL EDUCATION PROGRAM</p> <p>0 = STUDENT IS NOT PARTICIPATING IN A SPECIAL EDUCATION PROGRAM</p>	E0794
G/T	<p>GIFTED-TALENTED-INDICATOR-CODE STUDENT IS PARTICIPATING IN A STATE- APPROVED GIFTED/TALENTED PROGRAM (MARK ONE)</p> <p>1 = YES</p> <p>0 = NO</p>	E0034
AR	<p>AT-RISK-INDICATOR-CODE STUDENT IS DESIGNATED AS BEING AT RISK OF DROPPING OUT OF SCHOOL UNDER STATE-MANDATED ACADEMIC CRITERIA ONLY (MARK ONE)</p> <p>1 = YES</p> <p>0 = NO</p>	E0919
CT	<p>CAREER-AND-TECHNICAL-ED-IND-CODE INDICATES WHETHER STUDENT IS ENROLLED IN ONE OR MORE STATE-APPROVED VOCATIONAL EDUCATION COURSES (MARK ONE)</p> <p>1 = ENROLLED IN ONE OR MORE STATE-APPROVED CAREER AND TECHNICAL COURSES AS AN ELECTIVE</p> <p>2 = PARTICIPANT IN THE DISTRICT'S CAREER AND TECHNICAL COHERENT SEQUENCE OF COURSES PROGRAM</p> <p>3 = PARTICIPANT IN THE DISTRICT'S TECH PREP PROGRAM</p> <p>0 = NO PARTICIPATION IN CAREER AND TECHNICAL COURSES</p>	E0031
PD	<p>PARENTAL DENIAL (CODE C, PARENTAL-PERMISSION- CODE) (MARK ONE)</p> <p>1 = PARENT OR GUARDIAN HAS DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM</p> <p>0 = PARENT OR GUARDIAN HAS NOT DENIED PLACEMENT OF STUDENT IN ANY SPECIAL LANGUAGE PROGRAM</p>	E0896

Scoring Information*

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING	EXPLANATION
---------	-------------

ACCOMMODATIONS (FOR ALL PROGRAMS):

- P = PRESENTATION ACCOMMODATION (MARK IF APPLICABLE)
- R = RESPONSE ACCOMMODATION (MARK IF APPLICABLE)
- S = SETTING ACCOMMODATION (MARK IF APPLICABLE)
- T = TIMING AND SCHEDULING ACCOMMODATION (MARK IF APPLICABLE)
- BR = BRAILLE ADMINISTRATION (MARK IF APPLICABLE)
- LP = LARGE-PRINT ADMINISTRATION (MARK IF APPLICABLE)
- OA = ORAL ADMINISTRATION (MARK IF APPLICABLE)
- DB = DYSLEXIA BUNDLED ACCOMMODATIONS (MARK IF APPLICABLE)

NOTE: SEE THE ACCOMMODATIONS MANUAL FOR MORE INFORMATION REGARDING ACCOMMODATIONS.

TAKS, TAKS (ACCOMMODATED), TAKS–M, LAT:

- W = WRITING M = MATHEMATICS
- R = READING ELA = ENGLISH LANGUAGE ARTS
- S = SCIENCE SS = SOCIAL STUDIES

(MARK ONLY ONE SCORE CODE FOR EACH SUBJECT AREA)

- | SCORE CODE | |
|------------|---|
| A | = ABSENT (DO NOT MARK IF AN ELIGIBLE STUDENT WILL TAKE A MAKE-UP TEST.) |
| L | = EXEMPT-LEP: STUDENT IS EXEMPT ON THE BASIS OF LIMITED ENGLISH PROFICIENCY, AS DETERMINED BY A LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) AND DOCUMENTED IN THE STUDENT'S PERMANENT RECORD FILE, ACCORDING TO 19 TAC, CHAPTER 101. |
| O | = OTHER, SUCH AS TEST ADMINISTRATION IRREGULARITY, ILLNESS DURING TESTING, LEP POSTPONEMENT, FOREIGN EXCHANGE STUDENT WAIVER, OR COURT-ORDERED PARTICIPATION IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP). |
| P | = PREVIOUSLY MET PASSING STANDARD |
| * | = THE STUDENT DID NOT TEST ON THE ANSWER DOCUMENT FOR THE SUBJECT INDICATED. |

*Not all codes are applicable to every testing program.

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD
HEADING

EXPLANATION

- ARD = THE ARD COMMITTEE HAS DETERMINED THAT TAKS–M IS NOT THE APPROPRIATE ASSESSMENT FOR SSI RETEST OPPORTUNITIES BECAUSE THE STUDENT MEETS PARTICIPATION REQUIREMENTS FOR TAKS–ALT.
- PW = PARENTAL WAIVER: PARENT OR GUARDIAN REQUESTED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS IN SSI GRADES AND SUBJECTS. FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES, THE ARD COMMITTEE, OF WHICH THE PARENT/GUARDIAN IS A MEMBER, HAS DETERMINED THAT THE STUDENT NOT PARTICIPATE IN THE THIRD TESTING OPPORTUNITY FOR TAKS, TAKS (ACCOMMODATED), OR TAKS–M.
- X = THE ARD COMMITTEE HAS DETERMINED AND DOCUMENTED IN THE IEP THAT THE STUDENT NOT PARTICIPATE IN TAKS OR TAKS (ACCOMMODATED) EXIT LEVEL RETESTS.
- ALT = A STATE-APPROVED ALTERNATE ASSESSMENT WAS ADMINISTERED INSTEAD OF THE THIRD TAKS TESTING OPPORTUNITY FOR THE GRADES 5 AND 8 MATHEMATICS AND READING ENGLISH-VERSION TESTS.
- S = TEST TO BE SCORED

LEP POST-
PONEMENT

MARK IF A STUDENT WHO IS A RECENT IMMIGRANT WITH LIMITED ENGLISH PROFICIENCY IS GRANTED A LEP POSTPONEMENT OF THE EXIT LEVEL TAKS TESTS ACCORDING TO 19 TAC, CHAPTER 101

FOREIGN
EXCHANGE
STUDENT
WAIVER

MARK IF A FOREIGN EXCHANGE STUDENT QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TAKS TESTS, ACCORDING TO 19 TAC, CHAPTER 101

HIGH SCHOOL
EQUIVALENCY
PROGRAM
(HSEP)

MARK IF A STUDENT WHO IS COURT-ORDERED TO PARTICIPATE IN AN AUTHORIZED HIGH SCHOOL EQUIVALENCY PROGRAM QUALIFIES TO BE AND IS EXCUSED FROM TAKING THE TEST ACCORDING TO 19 TAC §89.1409.

TEST TAKEN INFO:

TAKS FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

FORM # = WRITE THE NUMBER OF THE TAKS FORM THE STUDENT USED, AND MARK THE BUBBLES ACCORDINGLY

**TAKS ACCOMM.
FORM**

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE TAKS (ACCOMMODATED) FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

LAT FORM

MARK EACH SUBJECT AREA FOR WHICH THE STUDENT WAS ADMINISTERED THE LAT FORM. FOR GRADES 4–5, MARK WHICH VERSION OF THE TEST FOR EACH SUBJECT AREA THE STUDENT WAS ADMINISTERED. (MARK ONE)

EN = ENGLISH VERSION

SP = SPANISH VERSION

LAT INFO

COLUMN A:

THIS COLUMN INDICATES WHICH LINGUISTIC ACCOMMODATIONS WERE USED WITH THE STUDENT. MORE THAN ONE ACCOMMODATION MAY BE COMPLETED.

MATHEMATICS AND SCIENCE:

1 = LINGUISTIC SIMPLIFICATION

2 = ORAL TRANSLATION

3 = READING ASSISTANCE

4 = BILINGUAL DICTIONARY

5 = BILINGUAL GLOSSARY

6 = ENGLISH AND SPANISH TESTS SIDE BY SIDE (GRADES 3–5)

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

READING/ELA:

1 = BILINGUAL DICTIONARY

2 = ENGLISH DICTIONARY

3 = READING ALOUD—WORD OR PHRASE

4 = READING ALOUD—ENTIRE TEST ITEM

5 = ORAL TRANSLATION—WORD OR PHRASE

6 = CLARIFICATION—WORD OR PHRASE

7 = ACCOMMODATIONS AVAILABLE BUT NONE USED

TAKS, TAKS (Accommodated), TAKS–M, LAT, or TELPAS

ANSWER DOCUMENT/
ONLINE RECORD

HEADING

EXPLANATION

COLUMN B:

THIS COLUMN SHOULD BE COMPLETED IF ANY OF THE FOLLOWING OCCURRED.

I = INCOMPLETE: THE TEST WAS ATTEMPTED BUT NOT COMPLETED FOR REASONS SUCH AS ILLNESS DURING TESTING OR OTHER TESTING IRREGULARITIES.

A = ABSENT: THE LEP-EXEMPT STUDENT WHO WAS ELIGIBLE FOR A LAT ADMINISTRATION WAS ABSENT FROM TESTING.

TELPASONLINE
CODING

EXPLANATION

TELPAS

THE TELPAS SCORE CODES SHOULD BE USED FOR THE ONLINE ASSESSMENT ONLY. THE PAPER SCORE CODES ARE AVAILABLE IN THE PAPER SUPPLEMENT THAT IS DISTRIBUTED WITH THE TEST BOOKLET.

RATER
INFORMATION
QUESTION A

THIS FIELD INDICATES THE ROLE THAT BEST DESCRIBES THE RELATIONSHIP OF THE RATER TO THE STUDENT.

- 1 = BILINGUAL EDUCATION TEACHER
- 2 = ESL TEACHER
- 3 = ELEMENTARY EDUCATION TEACHER
- 4 = MS OR HS GENERAL ED TEACHER OF CORE SUBJECTS
- 5 = SPECIAL EDUCATION TEACHER
- 6 = GIFTED AND TALENTED TEACHER
- 7 = TEACHER OF ENRICHMENT SUBJECTS
- 8 = NO DOMAINS RATED (E OR X IN EVERY DOMAIN)

RATER
INFORMATION
QUESTION B

THIS FIELD INDICATES WHETHER THE RATER COLLABORATED WITH OTHER INDIVIDUAL(S) FAMILIAR WITH THE STUDENT'S PROGRESS IN LEARNING ENGLISH.

- 1 = YES
- 2 = NO
- 3 = NO DOMAIN RATED (E OR X IN EVERY DOMAIN)

SCORE CODE:

SEE TELPAS CAMPUS COORDINATOR ACTIVITY 15 FOR SCORE CODE EXPLANATIONS.

LISTENING, SPEAKING, WRITING

- B = BEGINNING
- I = INTERMEDIATE
- A = ADVANCED
- H = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (K-1)

- B = BEGINNING
- I = INTERMEDIATE
- A = ADVANCED
- H = ADVANCED HIGH
- E = EXTENUATING CIRCUMSTANCES
- X = ARD DECISION

READING (2-12)

- A = ABSENT
- N = 2ND SEM IMMIGRANT NON-ENGLISH READER
- X = ARD DECISION
- * = TEA-APPROVED PAPER ADMINISTRATION
- O = OTHER STUDENT NOT TO BE SCORED

TELPAS

ONLINE
CODING

EXPLANATION

YEARS IN U.S.
SCHOOLS
(GRADES
1–12 ONLY)

DO NOT INCLUDE KINDERGARTEN OR PREKINDERGARTEN IN COUNTING THE YEARS IN U.S. SCHOOLS OF LEP STUDENTS IN GRADES 1–12. START WITH GRADE 1.

- 0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER OF THE 2010–2011 SCHOOL YEAR
- 1 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE FIRST SEMESTER OF THE 2010–2011 SCHOOL YEAR
- 2 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 2 SCHOOL YEARS
- 3 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 3 SCHOOL YEARS
- 4 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 4 SCHOOL YEARS
- 5 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 5 SCHOOL YEARS
- 6 = HAS BEEN ENROLLED IN U.S. SCHOOLS FOR ALL OR PART(S) OF 6 OR MORE SCHOOL YEARS

Appendix B

General Instructions for Administering Braille and Large-Print Tests

GENERAL INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE-PRINT TESTS

NOTE: This appendix is from the *2010–2011 Accommodations Manual* and addresses all testing programs.

Introduction

This set of instructions provides general information about how to administer the braille and large-print versions of the state standardized tests and will be included in the braille and large-print kits that the district testing coordinator receives.

The braille and large-print versions of the tests are available to students with visual impairments. The TAKS tests, including the TAKS (Accommodated) and Spanish versions, and the TAKS–M tests are available in both braille and large print. The same braille form is used for both TAKS and TAKS (Accommodated). The TELPAS reading tests and LAT administrations are available in large print. TELPAS reading assessments cannot be offered in braille because of the critical nature of visual cues used on the test. For information regarding braille versions of LAT, call TEA’s Student Assessment Division at 512-463-9536.

Test Materials in Large Print and Braille

Large-print materials are shipped with the initial secure shipment for each administration.* Only districts that have identified eligible students during the enrollment process will receive large-print materials. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 14 inches. As with a regular-print test booklet, each subject-area test of a large-print booklet is sealed. Braille materials must be ordered online and will arrive in a separate shipment one week prior to testing. The braille test booklets have single-sided pages and single spacing of braille lines. The booklets are not sealed; instead each subject-area test is presented in a separate booklet.

The decision to use a large-print test booklet should be made in accordance with the guidelines in the Accommodations by Category Chart in the *2010–2011 Accommodations Manual*. Large-print tests should not be ordered for an entire class.

A student who has an impairment in vision [e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment (VI)] and uses large-print materials in the classroom may use a large-print version of the test. An Accommodation Request Form is not required if the student meets both of these conditions. In most cases, large-print tests should be ordered only for students with an impairment in vision.

*NOTE: Large-print TELPAS reading test booklets are not included in the initial shipment. TELPAS grades 2–12 reading test are administered online. Refer to page 29 of the *2010–2011 Accommodations Manual* for information about the process for requesting a large-print TELPAS reading test booklet for a student for whom technology-based accommodations are not appropriate.

For students who are visually impaired and who require a point size larger than the type used on the large-print versions of the tests, submit an Accommodation Request Form requesting to photocopy and enlarge the test materials.



Charts containing the point sizes for the regular- and large-print tests are provided on the Accommodations Resources page at http://www.tea.state.tx.us/student.assessment/resources/accommodations/point_sizes_matrices.pdf.

Accommodation Request Forms must be received by TEA at least one week prior to testing. In the case of a request for a TELPAS reading paper test booklet, an Accommodation Request Form must be received by TEA at least two weeks prior to testing to allow time for processing the request and shipping materials.

Braille tests are available in both contracted and uncontracted braille. Uncontracted braille tests may be ordered only for students who use uncontracted braille materials routinely during classroom instruction. Orders for braille tests must be submitted at least two weeks prior to testing. Because there is only one braille form per grade and subject area for both TAKS and TAKS (Accommodated), a TAKS braille test booklet should be ordered for a student designated to take TAKS (Accommodated). A corresponding print test booklet will be included in the braille kits for all TAKS/TAKS (Accommodated) and TAKS–M tests. If a student taking a braille test needs an oral administration, the test administrator should use the print test booklet that is included in the braille kit.

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet, or a regular-print test booklet in conjunction with a large-print test booklet. In this case, an Accommodation Request Form should be submitted so that specific instructions regarding the use of both forms can be provided to the district.

Specific Braille Instructions

Specific braille instructions supplement the test administrator manual and are designed to help a test administrator understand and meet the needs of a student taking a braille test. Secure specific braille instructions are included in the shipment of braille materials. Unless otherwise stated in these instructions, the directions contained in the test administrator manual should be followed.

After the braille shipment arrives, but prior to the day of testing, the test administrator should read the specific braille instructions to determine which materials a student may need for testing.

Specific braille instructions are divided into three sections:

- **General Information:** This section gives the test administrator information about the braille test booklet and how it compares to the print test booklet for that grade

and subject area. Instructions on how to transcribe the student’s responses are also included in this section.

- **Specific Instructions:** This section provides information for the test administrator about how a particular braille test differs from the print version, including information about test items that have been modified, replaced, or omitted to ensure that the test is accessible to a student who reads braille. If a test question has been replaced on the braille version, a copy of the replacement item will be included at the back of the specific braille instructions for the test administrator to read aloud during an oral administration. This section also provides related administration instructions. For example, test items with a visual element that cannot be rendered in braille will include a description of what is depicted in the print version of the test. Although such descriptions are provided in the braille test booklet, the test administrator may read them aloud from the specific braille instructions at a student’s request. This section also informs test administrators of any manipulatives (e.g., a braille ruler or three-dimensional geometric figure) that a student will need in order to complete the test.
- **Test Administrator Directions:** This section includes general and specific information about the braille test that should be read aloud to the students (e.g., whether special symbols or standard braille codes are used on the test). Any information that is on the Transcriber’s Notes page in the braille test booklet is also provided in this section.

The specific braille instructions are secure. When administering the braille version of a test, keep in mind that you must follow the same security measures as for the administration of a regular-print test.

Training

Districts should plan appropriately to ensure that individuals who are administering the large-print or braille versions of the tests have received training prior to testing. Only test administrators who have been trained in the procedures and special instructions for testing students with visual impairments should administer the tests.

Campus testing coordinators are responsible for issuing the test materials to the appropriate test administrators. It is important that test administrators be given their test administration materials, including the specific braille instructions, in time to prepare for testing. Campus testing coordinators are also responsible for monitoring braille and large-print test administrations to ensure that they are conducted, to the greatest extent possible, in the same manner as the administration of regular-print tests.

Student Materials and Accommodations

All materials and equipment needed by the student should be furnished before testing begins. Typewriters, computers, and low-vision devices such as a closed-circuit television (CCTV) are allowed. If a student uses a computer to generate a written response (e.g., written composition), the document may be saved periodically while the student is completing the response; however,

the response must be deleted when the student finishes testing. All special features (e.g., spell check, word predictor) of a portable word processor or computer must be disabled unless the student receives the accommodation of spelling assistance. As appropriate, the test administrator should have available braille paper, typing paper, pens, crayons, pencils, placeholders, and any manipulatives specified in the specific braille instructions. For tests that require the availability of a dictionary, students taking the braille version of a test may use an electronic dictionary/thesaurus.

Students who take the braille version of the tests at any grade level may use slate and stylus, electronic note-takers, braille rulers, a Cranmer modified abacus, or speech-output calculators. Students taking the braille version of the grades 9–11/exit level mathematics tests and the grades 10 and 11/exit level science tests may use the audio-graphing calculator (AGC). Other programs that perform graphing functions may not be used if they include a computer algebra system (CAS). Students taking the braille version of the grades 8, 10, and 11/exit level science tests may use a periodic table that is routinely used in the classroom in addition to the Periodic Table of the Elements included with the test booklet.

If a student needs an accommodation not listed in the *2010–2011 Accommodations Manual*, contact TEA’s Accommodations Task Force at 512-463-9536. Depending on the accommodation, submission of a request form may not be necessary.

Students Requiring More Than One Day

Students taking a braille or large-print test may require considerably more time to complete the test than a student without a visual impairment. If the student requires more than the one day designated for each subject-area test, an Accommodation Request Form must be submitted with objective evidence of student need.

Student Response Procedures

The test administrator and the student should determine the best method for the student to respond to the test items. The student may respond by writing on the test booklet, by typing, by using braille, or by indicating the answer to the test administrator. Special consideration should be given to the type of paper that a student will need to generate a response for the written composition and open-ended items. The student’s response in its entirety must fit onto the lined pages and/or spaces on the answer document. Students with visual impairments may need to receive individual or small-group administrations in cases where their methods of response might distract other students. Students responding orally will require individual administrations. Special consideration should also be given to lighting conditions for students with low vision.

In the large-print test booklets, the printing on a page is faintly visible through the page that precedes it. To reduce this show-through effect, a large colored sheet is provided with each large-print test. The test administrator should instruct the students to insert this sheet behind the page on which they are working. If a student chooses to mark answers on the large-print test, it is essential that the marks do not bleed through to such a degree that the student is unable to respond to subsequent test items.

A separate sheet for griddable items will be included with large-print materials for TAKS/TAKS (Accommodated) grades 4–exit level mathematics tests and for all TAKS/TAKS (Accommodated) science tests. This sheet must be provided to the student so that the student is aware of the maximum number of boxes available for an answer to a griddable item. If a student writes on the separate sheet, it should be destroyed when the student is finished testing. The TAKS braille test booklets have braille cells that correspond to the number of boxes on the answer document for griddable items. The braille and large-print kits include mathematics and science charts that match the format of the test. Districts may retain the charts after testing as long as students have not written on them. If a student has written on a chart, it must be destroyed after testing.

Transcribing

Student responses for all braille and large-print tests must be transferred to a scorable document. If this is not done, the student’s test cannot be scored.

A scorable test booklet or answer document is provided with each braille or large-print test. The instructions for completing the student identification information and the FOR SCHOOL USE ONLY section of the scorable document can be found in the test administrator manuals. The braille (BR) or the large-print (LP) bubble in the ACCOMMODATIONS (FOR ALL PROGRAMS) field must be marked. If a student used other accommodations in addition to taking the braille or large-print test, the corresponding bubble (P, R, S, or T) should also be marked in this field.

Transcribing may be done by the test administrator during or after testing. The student’s responses should be transcribed as follows:

- Transcribe the student’s responses onto the regular-print scorable document exactly as indicated by the student.
- Write “Transcribed by (NAME) because student used the large-print/braille version” at the top of the scorable document on the page where the student identification information is located.
- All transcriptions must be done in No. 2 pencil.

For a student who takes a TAKS/TAKS (Accommodated) braille test, the test administrator will not mark all of the answer bubbles when transcribing the student’s responses onto a scorable TAKS answer document. Because the braille version of a TAKS test does not include field-test items, there will be a column of bubbles on the TAKS answer document that will not be used. However, for the TAKS/TAKS (Accommodated) grades 5 and 8 and exit level retests, the test administrator **will** use all of the bubbles on the TAKS answer document.

On TAKS answer documents, the test administrator must ensure that the TEST TAKEN INFO field is marked correctly for each subject-area test taken. Although the same braille form will be administered for both TAKS and TAKS (Accommodated), the test administrator needs to verify which of these tests the student is designated to take based on the decision of the student’s ARD committee.

The test administrator may need to contact his or her district testing coordinator to verify how TAKS answer documents should be transcribed and/or marked.

Returning Materials

All braille and large-print materials, including handwritten, typewritten, or brailled responses, must be returned to the district testing coordinator. All regular-print test booklets or answer documents onto which students' responses have been transcribed should be returned in the shipment of scorable materials. The scorable documents for students taking braille and large-print versions of the tests will be processed in the same manner as all other scorable documents.

The braille and large-print test booklets, extra regular-print test booklets, specific braille instructions, and any tape-recorded student responses should be returned in the nonscorable shipment. Any brailled or typewritten responses or handwritten responses on scratch paper (e.g., colored, graph, tactile) that include student notes, answers to multiple-choice items, written compositions, or responses to open-ended reading items must be destroyed after testing. For additional information about what to return in the nonscorable shipment, refer to the *District and Campus Coordinator Manual*.

Contact TEA's Student Assessment Division at 512-463-9536 if you have any questions regarding the administration of braille or large-print tests.

Appendix C

General Instructions for Administering Tests to Students Who Are Deaf or Hard of Hearing

GENERAL INSTRUCTIONS FOR ADMINISTERING TESTS TO STUDENTS WHO ARE DEAF OR HARD OF HEARING

NOTE: This appendix is from the *2010–2011 Accommodations Manual* and addresses all testing programs.

Introduction

This set of general instructions is intended to help test administrators understand and meet the unique testing needs of students who are deaf or hard of hearing. Instructions and guidelines within this appendix are applicable to TAKS, TAKS (Accommodated), and TAKS–M. For information regarding the administration of TELPAS or LAT to a student who is deaf or hard of hearing, call TEA’s Student Assessment Division at 512-463-9536.

Districts should plan accordingly to ensure that those who are administering a test to a student who is deaf or hard of hearing receive training to prepare for this type of test administration and complete the test administrator oath prior to test administration. All district/campus personnel involved in testing students who are deaf or hard of hearing must be familiar with the information in this appendix prior to testing. Unless otherwise indicated in this appendix, regular test administration procedures should be followed when testing a student who is deaf or hard of hearing.

Who May Serve as Test Administrators?

Test administrators should be professionals who hold valid education credentials, such as Texas educator certificates or permits, or who are under the supervision of professionals who hold such credentials. Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are trained in test administration procedures prior to each administration and sign the security oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional throughout the test administration. Refer to the *District and Campus Coordinator Manual* for more information.

Certified Sign Language Interpreters

If a student’s primary access to the TEKS is provided by a deaf educator in a classroom setting, then the deaf educator would be the test administrator. In some cases, a certified sign language interpreter may be needed to facilitate communication between the test administrator and student. Deaf educators and certified sign language interpreters who are employees of the school district should follow the general guidelines outlined in the *District and Campus Coordinator Manual* regarding test administrator responsibilities.

Certified sign language interpreters who are not employees of the district may only facilitate communication between the test administrator and student. They are not allowed to administer

tests and therefore may not be left unattended with secure testing materials. However, because of exposure to secure test content, a certified sign language interpreter must be trained in test administration procedures, complete the test administrator oath, and be supervised at all times by a certified professional who is employed by the district.

If an oral/signed administration of a mathematics, science, or social studies test is necessary, the test administrator or certified sign language interpreter must be familiar with the “Oral Administration” appendix that is included in all TAKS and TAKS–M test administration directions and be trained in testing procedures specific to an oral/signed administration.

TEA does not specify the sign language to be used during test administration. The test administrator should employ the sign language that the student routinely uses as part of daily instruction.

Testing Accommodations

Accommodations used during testing must be routinely used during classroom instruction. All materials and equipment needed by the student should be furnished before testing begins. Educators must communicate with the campus testing coordinator regarding the accommodations that are documented in each student’s IEP that will be necessary during testing. The use of any accommodation should be indicated in the ACCOMMODATIONS (FOR ALL PROGRAMS) field on the student’s scorable document. Refer to the Accommodations by Category Chart in the *2010–2011 Accommodations Manual* for specific information about which accommodations are available for eligible students on different assessments.

Information specific to some testing accommodations commonly used during a test administration to deaf or hard of hearing students is included below.

Transcribing the Written Composition and Open-ended Reading Responses

A scribe is a trained test administrator who transcribes student responses onto a scorable answer document. The role of the scribe is to write exactly what the student signs. A scribe may not edit or alter student responses in any way. The student must have the opportunity to review and edit what the scribe has written. The final draft must be transcribed onto the scorable answer document.

If a student uses Contact Signs or a sign system that is a strict form of Manually Coded English, such as Signing Exact English or Morphemic Sign System, student responses would be transcribed word-for-word on the standard answer document.

Some students who use American Sign Language may need their responses to the written composition and/or open-ended reading items translated into correct English grammar. In these situations, an Accommodation Request Form must be submitted to TEA requesting permission to translate a student’s response prior to transcribing it onto the scorable answer document.

Procedures for transcribing can be found in the *District and Campus Coordinator Manual*.

Sign Language Dictionary

When a standard dictionary is used as a supplemental aid, a sign language dictionary that is grade- or ability-appropriate may also be used as long as all conditions and guidelines from Appendix D of the *2010–2011 Accommodations Manual* are followed. Subject-specific glossaries are not allowed.

When a dictionary/thesaurus is a required part of standard test administration procedures, a grade-appropriate sign language dictionary may be used in conjunction with the standard English dictionary/thesaurus.

Projecting Test Administration Directions and/or Test Content onto a Screen

When the test is administered in sign language, it may be necessary for the print versions of the test administration directions and/or test content to be projected on a screen so that the student can access the test in both print and sign. Projectors that do not involve the photocopying of secure test booklets are preferred and do not require the submission of an Accommodation Request Form.

Projectors that involve the photocopying of secure test booklets require the submission of an Accommodation Request Form. For instance, if a test booklet must be photocopied onto transparencies for use on an overhead projector, an Accommodation Request Form must be submitted to TEA. In this case, one request form may be used for multiple students if additional information is attached that indicates the number of booklets being copied and the number of students receiving the accommodation. Districts must ensure that test security and confidentiality are maintained when photocopying tests. Specific procedures related to this will be provided to districts upon approval of an accommodation request.

Test administration directions are not secure; therefore, photocopying them does not require the submission of an Accommodation Request Form.

Signing, Photocopying, or Amplifying Test Administration Directions

Test administration directions provided during testing may be signed to students who are deaf or hard of hearing. Test administration directions may be further clarified or interpreted as long as the substance of the directions is not changed. When signing test administration directions, only the appropriate TAKS or TAKS–M test administration directions should be used. There is no need for the test administrator to view confidential test materials when signing the test administration directions.

Test administration directions do not contain secure information, and therefore may be photocopied for students who want to read the print directions as the test administrator signs them. An Accommodation Request Form is not required.

A student who is identified as having a hearing impairment may use an amplification device, such as a frequency modulated (FM) system. An Accommodation Request Form is not required.

Signing or Amplifying Test Content

Test content can be signed or amplified for eligible students who are deaf or hard of hearing only in the following cases:

- oral/signed administration of TAKS, TAKS (Accommodated), or TAKS–M mathematics, science, or social studies tests;
- dyslexia bundled accommodations for TAKS or TAKS (Accommodated) grades 3–8 reading tests;
- reading aloud test questions and answer choices for TAKS–M reading selections; and
- reading aloud portions of TAKS–M reading, ELA, and writing tests in accordance with standard test administration procedures.

When test content is signed or amplified, all general instructions regarding the types of administrations listed above should be followed for students who are deaf or hard of hearing. This includes instructions found in this manual, in the TAKS and TAKS–M test administration directions, in the *2010–2011 Accommodations Manual*, and in the *District and Campus Coordinator Manual*.

Procedures Specific to Signing Test Content

The sign language used for the types of administrations listed above should be consistent with the sign language used during instruction. When providing a signed administration of a test to a student who is deaf or hard of hearing, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation for the types of administrations listed above.

The following are guidelines for deciding what sign to use when signing test content during a state assessment.

- A. If a sign for a word or phrase exists, the test administrator should use the sign when the word or phrase occurs in print on the test.** Signs that are commonly used in sign language are allowable in the signed administration of state assessments.

Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction, and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

- B. If a sign for a word or phrase has been locally developed and routinely used in instruction, the test administrator may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will

develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular academic setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction.

An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

C. If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test administrator must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

The word “range” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider the previous sample question:

What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Following the guidelines above may require a test administrator to preview test content in order to properly prepare for a signed administration. Previewing test content is **ONLY** allowed on the day the test is administered and should be done in strict accordance with all standard test security policies and procedures outlined in the *District and Campus Coordinator Manual*. Test administrators conducting an oral/signed administration must be aware that they are viewing secure content and that responding to test items, recording the information they see, or discussing the content of the test at any time is strictly prohibited.

Contact TEA’s Student Assessment Division at 512-463-9536 or test.accommodations@tea.state.tx.us if you have any questions regarding the administration of state assessments to students who are deaf or hard of hearing.

Appendix D

**Oath of Test Security and Confidentiality
for TAKS–M Test Administrator (General)**

**Oath of Test Security and Confidentiality
for TAKS–M Test Administrator
(Administration Specific)**



State of Texas
County of _____

Texas Education Agency
2011 Student Assessment Program

Oath of Test Security and Confidentiality for TAKS–M Test Administrator (General)

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program and do hereby certify the following:

(Initial and date each statement upon completion.)

Initials Date
_____/_____/_____ I have received training on general test administration procedures, and I understand my responsibilities concerning the administration of state assessments.

(Initial to the left of each statement.)

- Initials
_____ I am aware that testing procedures require me to actively monitor during test administrations;
- _____ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;
- _____ I understand my obligations concerning the security and confidentiality of this test, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality. Initial and sign this form **before** handling any secure test materials.

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

Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
District Name	Campus Name	Area Code/Telephone #



State of Texas
 County of _____

Texas Education Agency
 2011 Student Assessment Program

Oath of Test Security and Confidentiality for TAKS–M Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

- March
 April
 May
 June

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program. Initial and date each statement below and sign in *Section 1* **BEFORE** handling any secure test materials:

<u>Initials</u>	<u>Date</u>	
_____	____/____/____	I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and
_____	____/____/____	I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

Section 1: FOR ALL TEST ADMINISTRATORS

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20____.

Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
District Name	Campus Name	Area Code/Telephone #

AFTER all testing for this administration has been concluded, initial, sign, and date the applicable statements below and return the oath to the campus coordinator. All individuals who administered a state assessment must complete *Section 2*. Individuals who conducted an oral administration of a state assessment must also complete *Section 3*.

Section 2: FOR ALL TEST ADMINISTRATORS

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the State Assessment Program and that I have reported any suspected violations of test security or confidentiality to the campus testing coordinator.

Signature of Test Administrator	Date
---------------------------------	------

Section 3: FOR TEST ADMINISTRATORS WHO CONDUCTED ORAL ADMINISTRATION(S)

All test administrators are not permitted to discuss the content of or copy any part of any test in the state assessment program. Individuals who give oral administrations of confidential state assessments have an added responsibility of maintaining confidentiality due to the viewing access they are granted for this type of accommodation. As a reminder of this responsibility, individuals who give oral administrations are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

_____ I have not and will not divulge the contents of the test, generally or specifically, to anyone.

_____ I have not copied any part of the test.

I do hereby certify, warrant, and affirm that I have fully complied with all oral administration requirements governing the State Assessment Program.

Signature of Test Administrator	Date
---------------------------------	------

Test administrators must sign an oath for each test administration.

TEST ADMINISTRATOR CHECKLIST

	March	April	May	June
Prepare for test administration				
1) Prepare for and attend test administrator training session; review and sign test administrator security oaths (general and administration-specific).	_____	_____	_____	_____
2) Help campus coordinator prepare scorable documents for test administration.	_____	_____	_____	_____
3) Verify precoded labels.	_____	_____	_____	_____
4) Hand-grid blank scorable documents.	_____	_____	_____	_____
5) Prepare test materials for distribution.	_____	_____	_____	_____
Conduct test administration				
6) Ensure proper testing procedures.	_____	_____	_____	_____
7) Administer the subject-area test(s).	_____	_____	_____	_____
Return test materials				
8) Return test materials to the campus coordinator; sign <i>Section 2</i> (and <i>Section 3</i> , if applicable) of the administration-specific security oath.	_____	_____	_____	_____

Maintain test security and confidentiality at all times.