

# ACP

Revision Date: October 30, 2019

**Assessment of Course Performance**

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# SECONDARY

# Test Administrator

# Manual

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## Testing Dates

**Fall: December 16, 2019 – December 19, 2019**

**Spring: May 21, 2020 – May 27, 2020**

Visit [assessment.dallasisd.org](https://assessment.dallasisd.org) for the latest updates.



# Table of contents

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<b>Things to Know about ACPs</b>	1
District-mandated Testing	1
ACP Reminders	1
Test Design	2
Test Item Format	2
Test Booklets	2
Answer Sheets	2
Testing Periods	2
Teacher Surveys	2
Item Report Form	2
TEIs	2
ACP Data	2
<b>Test Security Guidelines</b>	3
Test Administrator Specifics for ACPS	3
Examples of Irregularities	5
Reporting and Documenting Testing Irregularities	6
<b>Accommodation Resources</b>	7
Student Testing Accommodations	7
ACP Exceptions	7
Reference Tools	7
Accessibility Features	7
Designated Supports	8
Oral Administration for ACPs	8
ACP Oral Administration Policy	8
ACP Calculator Policy	9
ACP Support Based on Student Populations	10
SPED	10
English Learners (ELs)	10
504	10
General Education (MTSS)	10
<b>Administering the ACPs</b>	11
Before Testing:	11
During Testing:	11
After Testing:	11
<b>Testing Materials</b>	12
Secondary Teacher Headers	12
Precoded Secondary Answer Sheets	14
Blank Secondary Answer Sheets:	14
Correcting Secondary Answer Sheets	15
ACP Griddable Items	16
Test Administrator Script	17
Secondary	17
<b>Forms</b>	20
OATH OF TEST SECURITY AND CONFIDENTIALITY	Form 1
ACP Item Report Form	Form 2
2019-2020 ACP Procedures for ELs	Form 3
STAAR Calculator Policy Last updated Sep 05, 2019	Form 4
23STAAR Dictionary Policy Last updated Aug 19, 2019	Form 5



# Things to Know about ACPs

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## District-mandated Testing

This document is a reference guide for the **Assessment of Course Performance (ACP)**. The campus-based personnel who will use this manual to facilitate the tests are **Test Administrators**.

Refer to this manual for information about the testing procedures, testing materials and make-ups. Any clarifications and assistance required beyond the scope of this document will be addressed by the Assessment Department. If later changes or updates are made from District Leadership or the state, then these initiatives will prevail. This document will be revised accordingly.

**Assessments of Course Performance (ACPs)** are the semester final exams used by the district for grades 6-12 secondary students. Students in STAAR/EOC test subjects will only test with an ACP in the fall semester.

**ACPs are secure tests.** They assess the Texas Essential Knowledge and Skills (TEKS) or student expectations. This manual will only address ACP administration.

The final test results will be displayed within MyData Portal and entered manually into PowerSchool.

ACPs count as 10% for the middle school and 15% for the high school semester grades.

**The fall testing window is December 16-19, 2019.**

**The spring testing window is May 21-27, 2020.**

The following ACPs are not administered in the second semester, due to the STAAR and EOC:

### Middle School:

**ELA:** Grades 6-8 Reading Language Arts\*

**Math:** Grades 6-8 Math\*, Algebra I Pre-AP

**Science:** Grade 7 Science Pre-AP, Grade 8 Science

**Social Studies:** U.S. Studies 8\*

**\*And corresponding Pre-AP courses and ESL**

### High School:

**ELA:** English I, English II\*

**Math:** Algebra I\*

**Science:** Biology\*

**History:** U.S. History

**\*And corresponding Pre-AP courses and ESL**

## ACP Reminders

- LPAC, Sped, and 504 chairs are your campus contacts for EL, special education and 504 concerns.
- ARD committee meetings are required to change ACP testing decisions for SPED students.
- LPAC committee meetings are required to change the testing language for ACPs.
- If a student is tested, the score will be included in the school summary.
- Secondary students in grades 6-12 will test with ACPs designated for 2019-2020.
- ACPs count as 10% for the middle school and 15% for the high school semester grades.
- There are no modified test versions. ACPs must be taken as-is.
- Students must take teacher-made tests if they are exempted by an IEP or for a non-ACP subject.

**The final test results will be displayed within MyData Portal and entered manually into PowerSchool.**

## Test Design

ACP content is developed and approved through collaboration between Test Development and Teaching and Learning Departments. [ACP blueprints](#) are posted online.

Test Item Format	Many of the ACP items are presented in a multiple-choice format. Science and Mathematics have items in a griddable-response format, requiring a numeric answer to be entered and bubbled.
Test Booklets	Numbered test booklets are printed and shipped to all campuses. Consumable ACPs are printed with an indicative box in the upper right-hand corner of the cover. Online booklets are not available.
Answer Sheets	Grades 6-12 have specific answer sheets. These are the scorable documents that must be scanned with matching teacher headers. <u>Students must bubble their answers on the answer sheet during the testing period.</u> The Test Administrator Script warns the students when 15 minutes are left to test. If a blank answer sheet was turned in after the testing period, only trained testing personnel under oath may transfer the answers from the test booklet using the state's transcription procedures. Answer sheets cannot be returned to the students.
Testing Periods	Students are allotted 90-minutes to complete the test. Campuses must factor in additional time for disseminating materials and reading the Test Administrator Script. Students documented with extra time are allotted a maximum of 2 hours and 15 minutes (time-and-a-half). Review sessions cannot be conducted on the day(s) of testing. Students who are not finished must stop at the end of the allotted time and turn in what they have completed.
Teacher Surveys	ACP surveys document teacher feedback about the tests. Test Coordinators should schedule a supervised time for the teachers to complete the surveys, which cannot occur before the student testing window. A scannable survey format is available.
Item Report Form	Complete the <b>Item Report Form</b> (Form 2) for any ACP concerns reported by students about the test items or printed quality of the test booklets. If students have issues with an item, direct them to do the best they can and mark an answer. <b>Submit the form during the testing window for the item to be evaluated for scoring.</b>
TEIs	ACPs will count toward students' semester grades, Teacher Excellence Initiatives and principal evaluations for the 2019-2020 school year. Please follow your campus testing plan to contribute toward a successful test administration.
ACP Data	MyData Portal will post test results at the student and teacher levels. Districtwide summaries post after the testing window. No item-level analyses will be available.

# Test Security Guidelines

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## Test Administrator Specifics for ACPs



### Staff-related

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- ☒ - Read and sign the oath of test security before each test administration.
- ☒ - Attend the training before administering tests, serving as a testing assistant and any other duties assigned on testing days.
- ☒ - Teachers of record will not test their own students.
- ☒ - Teachers cannot leave assigned testing areas and review ACPs in any other classroom.
- ☒ - Active test monitoring must be used during student testing.
- ☒ - Seating charts must be completed for each testing period.
- ☒ - Students must only use No. 2 pencils.
- ☒ - Students must have the documented testing accommodations based on eligibility.

**Test Administrators are responsible for the security of the test booklets until they are returned to the Test Coordinator. Test Administrators are also responsible for ensuring that the correct test was administered to the students.**



## Classroom-related

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- ✕ - Students are allotted 90 minutes to test.
- ✕ - Collect the students' backpacks, cell phones, smart watches, and all other devices using the campus policy.
- ✕ - Remove or cover maps, pictures, posters, graphics, chalkboard notes and any other instructional tools that may give tips and answers to test questions.
- ✕ - No external form of printed, digital, audio or web-based reference materials can be used during testing. Examples include and are not limited to handouts, note cards, study charts, textbooks, tablet PCs, cameras, cell phones and smart watches.
- ✕ - ACPs cannot be viewed in advance, copied, scanned, photographed, taken home, hole-punched, cut/pasted, re-stapled, glued, reformatted or replaced with another test cover.
- ✕ - Students cannot create notes or answer keys from the test items.
- ✕ - Students must complete their tests in one session.

The marking of answer sheets is part of the testing session. **If it is discovered that a blank answer sheet is turned in,** then only trained testing personnel under oath may transfer the answers from the test booklet to the answer sheet following the state's basic transcribing procedures.



## Examples of Irregularities

Failure to seek assistance or to clarify late-arising questions can invalidate test results or result in severe consequences. There are two categories for testing irregularities. Testing violations are categorized as serious or procedural.

**Procedural irregularities or violations** include actions that are typically the result of minor deviations from testing procedures. Some examples include testing personnel:

- Losing or misplacing completed answer document(s) or test booklet(s),
- Issuing an incorrect test,
- Failing to provide an allowable accommodation or providing an unallowable accommodation,
- Failing to read the directions verbatim as outlined in the Test Administrator Script, or
- Leaving students or secure testing materials unmonitored during testing.

**Serious irregularities or violations** include actions that could reasonably be concluded or determined to have ramifications that would alter or impact the integrity and validity of the test results and can result in the individual(s) responsible being referred for consideration of disciplinary action. Some examples include testing personnel:

- Viewing a test before, during, or after an assessment without authorization,
- Discussing or revealing secure test content or student responses,
- Making a copy of secure materials without permission,
- Directly or indirectly assisting students with responses to test questions, and
- Failing to report an individual engaged in any activity that violates the security or confidentiality of a test.

The district [Test Security Manual](#) addresses the consequences of procedural and serious testing irregularities. The manual also provides more common examples of testing irregularities.

## Reporting and Documenting Testing Irregularities

Testing irregularities occur from inadvertent or intentional infractions that affect a student's test score and generate inaccurate performance results.

**In the unfortunate event that a testing irregularity must be reported, please take the following steps:**

### **Always report the incident or concern immediately on the day it happens.**

- ▣ - Contact your Test Coordinator (TC) immediately with any suspected testing irregularities. If the TC is unavailable, then contact the Principal or other campus administrator.
- ▣ - Prepare a typed, signed statement of your account and submit to the Test Coordinator by the end of the school day.
- ▣ - Follow campus procedures for student removal in the event of cheating or disruptive behavior.
- ▣ - If students are removed, do not allow them to leave with test booklets or answer sheets. Only trained personnel can transport testing materials.
- ▣ - Act quickly to avoid affecting the testing environment for other students.



# Accommodation Resources

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## Student Testing Accommodations

Failure to administer documented testing accommodations can jeopardize a student's success and result in testing irregularities.

Testing accommodations are considered on an individual basis. Students must use an accommodation independently and routinely with daily instruction and classroom testing. District-mandated processes must be used to properly determine eligibility and to document the testing needs within the authorized systems before the ACP testing window.

## ACP Exceptions

The content cannot be modified, reproduced or photocopied in any manner as part of administering an accommodation.

Students who do not receive on-level instruction or are exempted from testing due to learning disabilities must have documentation to take teacher-made tests through ARD, 504, MTSS interventions or LPAC documentation.

## Reference Tools

Required reference tools such as rulers, weight and measurement charts, formulas, etc., will be provided within the test booklet. Any other types of posters, charts, maps, graphics, web sites and chalkboard writings that can provide clues and answers, must not be present or visible during the testing period.

## Accessibility Features

These are testing materials or environments that are available to all students who use them routinely and effectively during regular classroom instruction and testing. Students are not mandated to use these resources for ACPs.

### **For ACPs:**

- Small groups
- Scratch paper
- Highlighters
- Assistive tools such as blank place markers, color overlays, stress balls, etc.
- Reminders to stay on task

## Designated Supports

These testing accommodations are available only to students who meet specific eligibility requirements. Students must have the abilities to use them independently and routinely with daily instruction and classroom testing. District-mandated processes must be used to properly determine eligibility and to document the testing needs within the authorized systems.

ACPs do not include all state approved designated supports that are specific for online testing and STAAR.

### For ACPs:

- Basic transcribing
- Braille
- Calculation aids
- Extra time (time-and-a-half maximum)
- Individualized structured reminders
- Large Print
- Math manipulatives [including snap cubes, counting cubes and base 10 blocks (paper-based)]
- Oral / signed test administration
- Supplemental aids

## Oral Administration for ACPs

This designated support allows the test questions, answer choices, and directions to be read aloud or signed to students who meet the eligibility criteria. Oral administration will be administered locally with ACPs accordingly.

Test Administrators must be trained in advance to understand what content is permissible to be read or signed based on the type of test questions, subjects and routine instruction and testing done in the classroom.

ACP Oral Administration Policy		
ACP subjects	What can be read?	What cannot be read?
Reading Language Arts ESL / ESL English	Directions Test questions Answer choices Required reference materials Allowable designated supports	Reading passages Revising/Editing passages
Math Science Social Studies Electives	Directions Test questions Answer choices Required reference materials Allowable designated supports	

## ACP Calculator Policy

ACP Calculator Policy		
ACP	Calculator Allowed?	Type of Calculator
Math 6	NO*	--
Math 6 Pre-AP	NO*	--
Math 7	NO*	--
Math 7 Pre-AP	YES	Handheld Graphing
Math 8	YES	Handheld Graphing
Algebra I	YES	Handheld Graphing
Algebra I Pre-AP	YES	Handheld Graphing
Geometry	YES	Handheld Graphing
Geometry Pre-AP	YES	Handheld Graphing
Algebra II	YES	Handheld Graphing
Algebra II Pre-AP	YES	Handheld Graphing
Pre-Calculus	YES	Handheld Graphing
Pre-Calculus Pre-AP	YES	Handheld Graphing
Algebraic Reasoning	YES	Handheld Graphing
Science 6	YES**	4-Function, Scientific, or Handheld Graphing
Science 6 Pre-AP	YES**	4-Function, Scientific, or Handheld Graphing
Science 7	YES**	4-Function, Scientific, or Handheld Graphing
Science 7 Pre-AP	YES**	4-Function, Scientific, or Handheld Graphing
Science 8	YES**	4-Function, Scientific, or Handheld Graphing
Biology	YES**	4-Function, Scientific, or Handheld Graphing
Biology Pre-AP	YES**	4-Function, Scientific, or Handheld Graphing
Environmental Systems	YES**	4-Function, Scientific, or Handheld Graphing
Astronomy 8	NO	--
Astronomy	NO	--
Chemistry	YES	Handheld Graphing
Chemistry Pre-AP	YES	Handheld Graphing
Physics 8	YES	Handheld Graphing
Physics	YES	Handheld Graphing
Physics Pre-AP	YES	Handheld Graphing
<p>*Students must meet eligibility criteria for calculation aids from the TEA designated supports policy.</p> <p>**Schools must provide at least one calculator for every 5 students. Shared calculators must be cleared after each student use.</p> <ul style="list-style-type: none"> <li>➤ All calculator memory must be cleared prior to use on the ACP.</li> <li>➤ Computer Algebra System (CAS) calculators are NOT permitted.</li> </ul>		

## ACP Support Based on Student Populations

Students may have different types of learning needs, disabilities and conditions that are protected by federal and state laws. If a student has an academic plan that requires testing accommodations, then schools must comply with completing the evaluation process and documentation before the start of testing.

There are no modified test versions. ACPs must be taken as-is.

If a student is exempted from taking the ACP, then a teacher made exam must be administered.

See the student population categories below that require documentation for testing accommodations:

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### SPED

- Students who are approved to receive special education services will test with ACPs, unless they are exempted by an ARD committee.
- IEPs must be updated with testing decisions for SPED students within the EasyIEP system.
- Testing decision changes or requests for designated supports must be documented and updated before testing in accordance with district policy.
- The [Special Education Department](#) should be consulted at (972) 581-4100 for assistance to SPED chairs, EasyIEP issues, vision services support and instructional guidelines.

### English Learners (ELs)

- The LPAC committee determines the testing language for ACPs. The testing language must be documented within MyData Portal.
- See the district's EL testing policy for English Learners. (**Form 3**)
- The [Bilingual ESL Department](#) should be consulted at (972) 925-6490 for assistance to LPAC chairs, bilingual and ESL instructional concerns.

### 504

- IAPs must be updated with testing decisions for 504 students within the EasyIEP system.
- Testing decision changes or requests for designated supports must be documented and updated before testing in accordance with district policy.
- The [Section 504 & Dyslexia Services Department](#) should be consulted at (972) 581-4100 for assistance to 504 chairs and instructional guidelines for dyslexia.

### General Education (MTSS)

- This student population does not have IEPs or 504 plans.
- Designated supports for testing must be approved and documented in PowerSchool.
- Students must have experience using the designated support independently and routinely, before the scheduled testing window.
- Testing decisions are based on campus decisions that consider the students' academic needs and progress.
- The MTSS Department must be consulted for assistance with academic intervention plans.
- MTSS guidelines are located at: <http://www.dallasisd.org/MTSS>.

# Administering the ACPs

ACPs are facilitated in three phases. You will play a key role at your campus **before testing, during testing** and **after testing**. Your campus testing plan will cover these areas in more detail.

## Before Testing:



- Thoroughly read the administrator manual before the staff training.
- Prepare the testing rooms.
- Attend the staff training and sign an oath of test security.
- Learn the responsibilities of your assigned role during the testing window.
- Verify testing accommodations and how to administer them correctly.
- Confirm any additional items required to administer the test. (i.e. dictionaries, large-print, etc.)

## During Testing:



- Complete the seating chart based on your testing roster.
- Keep your assigned testing materials secured.
- Take attendance.
- Start on time and read the Test Administrator Script verbatim.
- Employ active test monitoring and do not leave students unattended.
- Double-check that students are not using ink pens to mark their answers on the answer sheet.

## After Testing:



- Update the seating charts based on attendance and start/stop times.
- Count your answer sheets and test booklets separately.
- Collect scratch paper and supplemental aids.
- Check in all testing materials that were signed out.
- Daily, ensure that you have submitted testing irregularity documentation prior to leaving.

# Testing Materials

ACPs use printed booklets. They are not available online. The test booklets are secure, numbered and consumable. Test booklets with answer choices marked by students are not scannable.

- Grades 6-12 ACPs receive administrator manuals and audio CDs or Color Image Cards that are secure, due to containing test information. These are not scannable and must be returned after testing.
- **All used and unused student test booklets must be returned to your Test Coordinator after testing.**

## Secondary Teacher Headers

- Headers are **scorable** documents that accompany student answer sheets for each class section.
- Secondary teacher headers are printed in **Jade**.
- When scanned, the timing marks and bubbled categories activate software programs that generate test scores, reports and data analyses.

Sample of a precoded secondary teacher header

**MARKING INSTRUCTIONS**

- Use a marker 2 pencil only.
- Make dark marks to fill in the oval completely.
- Erase already inked marks and start to change.
- Make no stray marks.

**IMPORTANT!**

To ensure accurate scoring, the information below must be bubbled correctly! If wrong, use a blank header and fill in all information correctly.

**ASSESSMENT OF COURSE PERFORMANCE**

SCHOOL: [ ]  
COURSE NAME: [ ]  
PERIOD: [ ]  
CRSE-SECTION: [ ]  
TEACHER NAME: [ ]

EMPLOYEE ID	TEA NUMBER	TEST CODE	YEAR	FORM	COURSE NUMBER	SECTION NUMBER
01	01	01	01	01	01	01
02	02	02	02	02	02	02
03	03	03	03	03	03	03
04	04	04	04	04	04	04
05	05	05	05	05	05	05
06	06	06	06	06	06	06
07	07	07	07	07	07	07
08	08	08	08	08	08	08
09	09	09	09	09	09	09
10	10	10	10	10	10	10
11	11	11	11	11	11	11
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69	69	69	69	69	69	69
70	70	70	70	70	70	70
71	71	71	71	71	71	71
72	72	72	72	72	72	72
73	73	73	73	73	73	73
74	74	74	74	74	74	74
75	75	75	75	75	75	75
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77	77	77	77	77	77	77
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83	83	83	83	83	83	83
84	84	84	84	84	84	84
85	85	85	85	85	85	85
86	86	86	86	86	86	86
87	87	87	87	87	87	87
88	88	88	88	88	88	88
89	89	89	89	89	89	89
90	90	90	90	90	90	90
91	91	91	91	91	91	91
92	92	92	92	92	92	92
93	93	93	93	93	93	93
94	94	94	94	94	94	94
95	95	95	95	95	95	95
96	96	96	96	96	96	96
97	97	97	97	97	97	97
98	98	98	98	98	98	98
99	99	99	99	99	99	99
00	00	00	00	00	00	00

### Precoded categories:

- Employee ID Number
- TEA Number
- Test Code
- Year
- Form
- Course Number
- Section Number

### Text box details

- School
- Course Name
- Period
- Crs-section
- Test Code
- Title of Test
- Teacher Name



SCANNING: IDNumber™ 038-000170-2-004201 0200

**MARKING INSTRUCTIONS**

- Use number 2 pencil only.
- Make dark marks that fill the oval completely.
- Erase clearly any mark you wish to change.
- Make no stray marks.

Correct Mark: Incorrect Marks:

**IMPORTANT!**

To ensure accurate scoring, the information below must be bubbled correctly! If wrong, use a blank header and fill in all information correctly.

TEACHER NAME

LAST NAME	FIRST NAME	M
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Do not write in this area.

Science 7 - 1st period  
Mrs. Doe  
Room 114

Secondary Assessment  
HEADER SHEET  
(0001)

EMPLOYEE ID (6 NO. LEADING ZEROS)

0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
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7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
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5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
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7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
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7	8	9	0	1	2	3
4	5	6	7	8	9	0
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7	8	9	0	1	2	3
4	5	6	7	8	9	0
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8	9	0	1	2	3	4
5	6	7	8	9	0	1
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3	4	5	6	7	8	9
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7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
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9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
6	7	8	9	0	1	2
3	4	5	6	7	8	9
0	1	2	3	4	5	6
7	8	9	0	1	2	3
4	5	6	7	8	9	0
1	2	3	4	5	6	7
8	9	0	1	2	3	4
5	6	7	8	9	0	1
2						

## Precoded Secondary Answer Sheets

**Precoded high school answer sheet**

- Answer sheets must be paired with headers sheets for scanning, scoring and reporting.
- High school answer sheets are printed in **Blue**.
- Middle school answer sheets are printed in **Maroon**.
- Students must be **reminded** to bubble their answers on the answer sheet and not the test booklet.
- Students sign the oath during the reading of the Test Administrator Script.

### Precoded categories:

— Student ID

### Text box details:

— Type of test  
— School  
— Course Name  
— Period  
— Crs-Section  
— Test code  
— Test Name  
— Student Name  
— Student ID Number

### Special categories:

— Test code  
— Year  
— Form  
— Student oath

## Blank Secondary Answer Sheets:

**Blank middle school answer sheet**

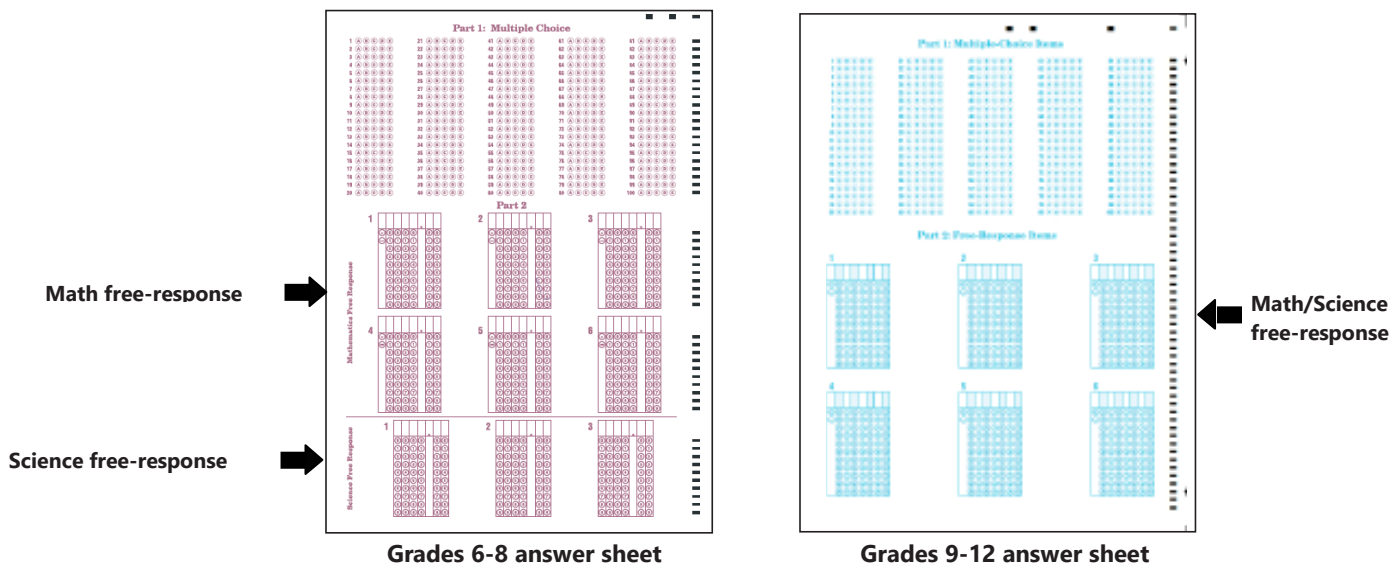
- Students who do not have a precoded answer sheet must fill out a blank one.
- Do not use photocopies or answer sheets formatted for other tests!

## Explanations for bubbling blank answer sheets:

- **STUDENT NAME** – Print the last and first name and bubble the correct ovals.
- **STUDENT ID** – Print the 7-digit ID number and bubble the correct ovals.
- **TEST CODE** – Print the 4-digit test code and bubble the correct ovals. The test code is found on the ACP book cover.
- **YEAR** – Print the 2-digit year number and bubble the correct ovals. (The year is found on the ACP book cover.)
- **FORM** – Print the 1-digit form number and bubble the correct ovals. (Mark the number from the front cover of the test booklet.)

## Correcting Secondary Answer Sheets

- Instruct students to clean up their own answer sheets.
- ❖ **Erase** stray marks near the timing marks at the edge of the page.
- ❖ Ensure that the bubbles do not bleed into the next column.
- Do not write on a scannable column, bubble or timing mark.
- Do not use photocopies or answer sheets formatted for other tests!
- Answer sheets with bubbles made with ink pens or markers must be transcribed onto another answer sheet.
- ❖ Test Coordinators may supervise and witness the transcribing of answer sheets bubbled in ink or markers.
- ❖ The answer sheet must be signed and dated by the person who completed the transcription.
- ❖ It is only permissible to correct the student name and ID number on the front of the answer sheets.
- **Do not combine different answer sheet subjects under one header.**
- **Do not submit blank answer sheets for students who were absent.**
- **Keep blank answer documents separate.**
- **Contact your Test Coordinator for direction to correct major mishaps.**



## ACP Griddable Items

ACPs include griddable items as open-ended questions. Students must solve the math or science problems independently, without the influence of answer choices.

## Griddable Questions for Math and Science ACPs

- With the exception of MS Science, the correct answer can be a positive or a negative number. If the answer is a negative number, students must enter the negative sign. If no sign is marked, the answer will default to a positive number.
- Students must enter their answer choices in the boxes and fill in the corresponding bubbles.
- Students do not have to use all the boxes.
- Extra zeros may be filled in before or after the answer, if their placement does not affect the value of the answer.
- **(Middle School)** The answer grids include a fixed decimal point. Students must enter their answer choices in the correct columns with attention to the fixed decimal point.
- **(High School)** The answer grids include a floating decimal point. Students must enter their answer choices with attention to the correct placement for the decimal point.

## Grades 6-8 Math

+	0	0	0	0				0	0
-	1	1	1	1				1	1
	2	2	2	2				2	2
	3	3	3	3				3	3
	4	4	4	4				4	4
	5	5	5	5				5	5
	6	6	6	6				6	6
	7	7	7	7				7	7
	8	8	8	8				8	8
	9	9	9	9				9	9

## Grades 6-8 Science

[illegible]

## High School Math and Science

			•				
+	•	•	•	•	•	•	•
−	0	0	0	0	0	0	0
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	5	5	5	5	5	5	5
	6	6	6	6	6	6	6
	7	7	7	7	7	7	7
	8	8	8	8	8	8	8
	9	9	9	9	9	9	9

# ACP

## Test Administrator Script Secondary

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**Follow these scripted responses to begin testing.**

All wording enclosed in text boxes, in bold print, and preceded by the word “**SAY**” must be read verbatim to the students.

- A. Move rapidly through these preliminary instructions to save time. Proceed when the students are ready to begin.

**SAY: Today, the *ACP* will measure how much you have learned this semester. I am going to pass out the test booklets, and answer sheets. Do not open your test booklet until you are told.**

**Please pace yourself to complete this exam within 90 minutes. Your answers must be recorded separately on your answer sheet.**

**Is there anyone who did not turn in their electronic devices, including their cell phone or smart watch?**

- B. Collect any remaining cell phones and smart watches. Distribute the test booklets and pre-coded answer sheets.

**SAY: Do not write or mark on your answer sheet until you are told.**

**Check to make sure the answer sheet you received has your correct name and student ID.**

**If you did not receive an answer sheet with your name printed on it or with the correct information, raise your hand.**

- C. Pass out the blank answer sheets to students who raised their hands.

**SAY: Look at your answer sheet. If the black ovals on your answer sheet do not match up with the blank bubbles, or if the black ovals are outside of the columns, raise your hand.**

- D. For all students who raise their hands, correct pre-coded answer sheets if possible. Pass out the blank answer sheets to students who received pre-coded answer sheets that cannot be corrected. Assist any student who needs help completing steps D through H.

**SAY: If you have an answer sheet that has your name correct, please wait quietly. The next instructions are for students with blank answer sheets only.**

**Find the section that says NAME GRID. Begin with the LAST NAME section. Print your last name at the bottom, with one letter in each box. Then fill in the correct bubble for each letter, one bubble in each column. If there is not enough room for all the letters in your last name, print as much of it as you can.**

**Find the FIRST NAME section. Print your first name at the bottom, one letter in each box. Then fill in the correct bubble for each letter, one bubble in each column. If there is not enough room for all the letters in your first name, print as much of it as you can. Leave the middle name section blank.**

**Find the STUDENT ID NUMBER section. Print your seven-digit ID number at the bottom, one number in each box. Then fill in the correct bubble for each number, one bubble in each column.**

E. After all answer sheets are verified as coded correctly,

**SAY:** Now we will make sure ALL students have the correct test booklet.

(PAUSE)

**SAY:** Open the cover of your test booklet. On the first page, you will see two stop signs at the top followed by a chart. The top of the chart should read, “Are you in...?” Answer the questions and follow the arrows on the chart. If the arrows lead you to the diamond shape on the right—or if you have a question about the chart—please raise your hand.

F. For all students who raise their hands, verify their test booklets are correct for the grade and course to be assessed. If not, contact the Test Coordinator immediately. Once all test booklets have been verified as correct,

**SAY:** If you have the correct test booklet, the arrows on the chart will lead you to the correct test code for this *ACP*. You will use this test code and the example provided at the bottom of the chart to fill in the last sections on your answer sheet.

All students will now fill out the last sections of the answer sheet.

(PAUSE)

**SAY:** At the far right of your answer sheet, find the last three columns. Find the **TEST CODE** section. In the boxes at the bottom, print the four-digit test code from the chart inside your booklet. Then fill in the correct bubble for each number, one bubble in each column.

Find the **YEAR** section. Print the two-digit **YEAR** code and bubble it in.

Last, find the **FORM** section and bubble in the one-digit code from the chart inside your test booklet. Make sure your answer sheet matches the example at the bottom of the chart inside your test booklet.

(PAUSE)

**SAY:** Next, return to the cover of your test booklet. At the bottom of the cover, you will find a box with the test code, year, and form for your test booklet. Make sure these match the numbers you bubbled in on your answer sheet. If your numbers do not match, please raise your hand.

G. Correct any coding errors for students who raised their hand. After the test identification sections are verified as coded correctly,

**SAY:** Now read the Student Oath at the top of your answer sheet. After you have read the oath, please sign your name on the line provided. Next, look at the cover of your test booklet. In the box, write your full name on the line.

(PAUSE)

H. After the students sign the oath and write their names on their test booklets,

**SAY:** Turn your answer sheet over. Remember, your answers must be bubbled in on this answer sheet. Now find the row for question #1.

I. If the test has its own Administrator Manual, then begin following it now. If not, continue with these instructions.

**SAY: Open your booklets to page 1. The testing period will end after 90 minutes. Please raise your hand if you need assistance during the test and do not talk. You may now begin.**

**Note:** You must actively monitor during the test by moving around the room to ensure test security. Follow the campus plan regarding students who finish early.

J. After 1 hour and 15 minutes, alert your students that only 15 minutes remain.

**SAY: You have 15 minutes left to finish the test. 15 minutes. Please remember to bubble in the answers on your answer sheet.**

K. At the 90-minute mark,

**SAY: Stop! Time is up. Please close your test booklets. KEEP YOUR ANSWER SHEET SEPARATE FROM THE TEST BOOKLET. TURN IN YOUR ANSWER SHEET SEPARATELY.**

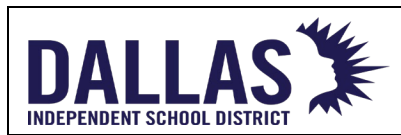
L. Collect all answer sheets, test booklets, pencils, etc. separately. Keep answer sheets separate from test booklets. Do not allow students to leave until all materials are collected.

M. Check in your answer sheets and test booklets as directed. Do not use paper clips, rubber bands, Post-it Notes, or any other items that can damage the answer sheets.

N. **Turn in the answer sheets and test booklets for each class section to your Test Coordinator.**

# Forms





## OATH OF TEST SECURITY AND CONFIDENTIALITY

For Test Administrator, Relief Personnel, Monitors

I do hereby certify, warrant, and affirm that I have read the applicable test administrator manual and information on test security (see clarifications below) governing the administration of the Assessment Department Testing Programs (e.g., *TerraNova/Supera*, *IPT/LAS LINKS*, *ACT*, *PSAT*, *SAT*, *AP*, *CEFA/CBE*), have received the link to the 2019 - 2020 DISD Test Security Manual, have been trained, understand my obligations concerning the security and confidential integrity of these tests, and that I am aware that failure to abide by this oath or affirmation will make me subject to the maximum penalty that can be imposed by the Superintendent of Schools.

Assessment: \_\_\_\_\_

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

\_\_\_\_\_  
Signature of Test Administrator

\_\_\_\_\_  
Printed Name of Test Administrator

\_\_\_\_\_  
School

\_\_\_\_\_  
TEA Number

**This form must be signed and submitted before participating in any test administration.**

The following clarifications are from the DISD Test Security Manual governing all secure testing programs:

- a. Keep all secure test materials in locked storage when not in use.
- b. Do not duplicate, photograph, or retain test questions, secure test administration manuals, or scorable answer documents nor discuss test questions or answers.
- c. Do not take test booklets, secure test manuals, or scorable answer documents from the school building unless they are being returned to Assessment Department.
- d. No person may change any student response nor prompt, provide assistance, or instruct students in selecting the correct response during testing.
- e. Ensure that any review material is appropriate for use and does not contain material from non-released secure tests.
- f. All tests must be administered according to the instructions contained in the test administration manual.
- g. Failure to report a testing irregularity or a test security violation is an irregularity.
- h. Test administrators authorized to view secure assessments must comply with the state confidentiality requirements of not divulging any of the contents of the test and not copying any part of the test.

**2019 - 2020 DISD Test Security Manual Link:**

<http://assessment.dallasisd.org/file?cmd=get&id=47>

**Failure to comply with this oath could result in discipline to include termination.**

**This oath must be kept on file at the campus for 5 years.**



# ACP Item Report Form

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

ACP: \_\_\_\_\_

Test Code Number: \_\_\_\_\_

Item Number: \_\_\_\_\_

Description of Concern: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Have you checked the **Curriculum Alignment Page** to verify item alignment?*

**\* Please Return to Test Coordinator \***

**Please scan & email this form *during the testing window* to: [Assessment@dallasisd.org](mailto:Assessment@dallasisd.org)**

Check Curriculum Alignment Pages and test item updates at [assessment.dallasisd.org](http://assessment.dallasisd.org)

## 2019-2020 ACP Procedures for ELs

### **Designated Supports (1-12):**

The teacher of record in collaboration with the campus Language Proficiency Assessment Committee (LPAC) will determine and document the designated supports for each individual student based on their individual needs for ACPs. The teacher of record will document these decisions in MyData Portal. The designated supports for ACPs are aligned to the supports currently available for STAAR. The eligibility criteria for each designated support can be located at the following link:

<http://tiny.cc/accessibilitysupports>

### ***Please note, Oral Administration has changed to include the following requirements:***

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following:
  - **The student is a current EL and takes a STAAR test in English.**
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.

**NOTE: ELs taking STAAR Spanish may be eligible for an oral administration if they meet either of the last two bullets above.**

*For specific instructions regarding Oral Administration, please refer to the ACP Oral Administration Policy.*

### **Dictionaries (1-12):**

Available to all students, do not require LPAC documentation. (Please see STAAR Dictionary Policy for additional guidance.)

### **Reading and Writing:**

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries (word-to-word translations; no definitions or examples)
- ESL dictionaries (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

### **Math, Science, Social Studies and Electives:**

The following types of dictionaries are allowable:

- bilingual dictionaries (word-to-word translations; no definitions or examples)

### **Language of Assessment (1-5):**

- In grades 1-5, ACPs are available in both Spanish and English for all content areas. The teacher of record in collaboration with the campus LPAC will determine the most appropriate language of assessment and the teacher of record will document those decisions in MyDataPortal.
- For opt-in students, the teacher of record in collaboration with the campus LPAC, will determine the most appropriate language of assessment. Students may be assessed in either Spanish or English.

*For dually identified English learners who receive special education services, the ARDC/LPAC must collaborate to determine the best language of assessment and designated supports for students.*

### **Exemptions (1-12):**

#### Elementary Exemptions:

- LPAC may exempt ***new immigrant students*** who have been in the country less than 12 months from the ACP administration. Campuses must administer a teacher-made assessment to all exempt students. All exemptions require an official LPAC meeting and LPAC documentation.
- LPAC may exempt qualifying unschooled asylees/refugees who have been in the country less than 12 months from district ACPs. Campuses are not required to administer a teacher-made assessment to qualifying unschooled asylees/refugees.

#### Secondary Exemptions:

- For new immigrant students enrolled in the English I ESOL and middle school ESL Language Arts courses:
    - LPAC may exempt new immigrant students who have been enrolled in U.S. schools less than 6 weeks from district ACPs but must administer a teacher-made assessment.
    - For the English I ESOL course and middle school ESL Language Arts courses, there are beginner and intermediate district assessments available
  - For Electives, Math, Science and Social Studies: LPAC may exempt ***new immigrant students*** who have been in the country less than 12 months from district ACPs. Campuses must administer a teacher-made assessment to all exempt students.
  - LPAC may exempt qualifying unschooled asylees/refugees who have been in the country less than 12 months from district ACPs. Campuses are not required to administer a teacher-made assessment to qualifying unschooled asylees/refugees.
-



## **STAAR Calculator Policy** Last updated [Sep 05, 2019](#)

Calculators are required for the following State of Texas Assessments of Academic Readiness (STAAR®) tests: **grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and Biology.**

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria. Information regarding calculators as a designated support for students with disabilities can be found on the [Accommodation Resources](#) webpage.

### **Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II**

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.

### **Requirement for STAAR Grade 8 Science and Biology**

Districts must ensure that students have access to a calculator with basic (i.e., four-function), scientific, or graphing capability when taking the STAAR grade 8 science and Biology assessments. There should be at least one calculator for every five students taking the grade 8 science and Biology assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld calculator, a calculator application, or the calculator tools included in the STAAR online testing platform.

### **Additional Information About Calculators**

The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

The use of a calculating device on STAAR should not replace the teaching of the Texas Essential Knowledge and Skills (TEKS). If a student is using a certain calculator during classroom instruction, it is

important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed unless the CAS is disabled. Calculation applications on smartphones are also not allowed.



## **STAAR Dictionary Policy** Last updated [Aug 19, 2019](#)

Dictionaries must be available to **all** students taking

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries\* (word-to-word translations; no definitions or examples)
- ESL dictionaries\* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, Texas Education Agency (TEA) guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in these *District and Campus Coordinator Resources*.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

\*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for English learners (ELs) who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the school year.



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