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PURPOSE

As a result of its ongoing commitment to testing integrity, the Houston Independent School District (HISD) follows monitoring procedures for test security and confidentiality as outlined in the District & Campus Coordinator Resources (DCCR) and test administrator manuals. TEA requires districts and campuses to implement any necessary measures to prevent student cheating.

All testing personnel must read this supplement in its entirety; however, it does not take the place of reading all state required manuals and resources. Campuses are also required to develop their own specific testing procedures in the areas of campus discretion, which should not in any way conflict with state or district assessment procedures.

The security procedures outlined in this supplement have been in practice since 2005 and have been adapted from the procedural guidelines that appear in the state manual. The purpose of this supplement is to articulate consistency throughout the district on the usage of district and state assessments and provide campuses with additional district guidance and procedures related to the proper implementation of testing procedures to maintain the security and confidentiality critical for ensuring valid test scores. Though district assessments are not subject to the security of the TEA, HISD mirrors guidelines used by the state. All programs administered through the HISD Student Assessment Department must be handled in the same manner with modifications where noted.

NOTE: This supplement can be duplicated and distributed to campus staff as needed.
STATE ASSESSMENTS

The Texas Assessments of Academic Readiness (STAAR®) tests are designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS. TEA implemented STAAR in spring 2012 to fulfill requirements enacted by the Texas Legislature. STAAR helps to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. All STAAR assessments are available online and paper formats.

- **STAAR** includes assessments at grades 3-8 of mathematics, reading, writing, science, and social studies.
- **STAAR End-of-Course (EOC) assessments** are available for Algebra I, English I, English II, Biology, and U.S. History in HISD.
- **Substitute Assessments** Effective beginning with the 2011–2012 school year, in accordance with the Texas Education Code (TEC), §39.025(a-1), (a-2), and (a-3), the commissioner of education adopts certain assessments as provided in the chart found here: https://www.sos.texas.gov/texreg/archive/January2019/tables-and-graphics/201805540-1.pdf#search=substitute%20assessments.
  - as substitute assessments that a student may use in place of a corresponding end-of-course (EOC) assessment under the TEC, §39.023(c), to meet the student's assessment graduation requirements. An approved substitute assessment may be used in place of only one specific EOC assessment, except in those cases described by subsection (d)(1) found here: https://www.sos.texas.gov/texreg/archive/January2019/Adopted%20Rules/19.EDUCATION.html.
  - SB 463 has extended Individual Graduation Committees (IGCs) until September 1, 2019.
- **STAAR Spanish** is available for English language learners (ELLs) in grades 3-5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version assessments, including all retest opportunities.
- **STAAR Alternate 2** is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as the STAAR assessments.
- **TELPAS** assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.
- **TELPAS Alternate** is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs for students with significant cognitive disabilities receiving special education services. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing.
- **Interim Assessments** are optional and assess student skills during intervals to help predict the likelihood of summative outcomes and identify student needs.
- **Texas Assessment of Knowledge and Skills (TAKS)** - Effective beginning with the 2017–2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessments will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMs examinees, may pursue one of the following options available at this link: http://tea.texas.gov/student.assessment/taks.
2019-20 STAAR ASSESSMENTS

<table>
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<th>Subjects Assessed</th>
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<tr>
<td>EOC</td>
<td>Algebra I; English I; English II; Biology; U.S. History</td>
<td>STAAR and STAAR Alternate-2</td>
</tr>
</tbody>
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DISTRICT ASSESSMENTS

Most district assessments are used to monitor student progress to obtain long-term perspectives of gains and growths. Assessment results are tracked for students and viewed by teachers who use the results to tailor their instructional approaches and create challenging, but attainable goals for the students.

- **Credit-By-Exam (CBE)** can be administered to a student in grades 1-5 who has not received instruction at the grade level tested and desires to be accelerated (promoted) one grade by meeting certain requirements. Students in grades 6-12 seeking placement credit in a subject area in which they have not received prior instruction may also earn credit by passing CBEs under certain requirements.

- **The Cognitive Abilities Test (CogAT)** is a group-administered K–12 assessment intended to estimate a student's learned reasoning and problem-solving abilities through a battery of nonverbal test items. Grades 1-12 will test online.

- **The Iowa/Logramos Assessments** are a comprehensive set of measures that assess student achievement in reading and math as well as other core content areas in Kindergarten through Grade 12 and are designed to provide a thorough assessment of a student’s progress in skills and standards that are essential to successful learning. Grades 1-12 will test online.

STATE STUDENT PORTAL

The state Student Portal ([https://txparentportal.emetric.net/login?returnUrl=/list](https://txparentportal.emetric.net/login?returnUrl=/list)) allows parents and students access to view their assessment data results posted in the Texas Assessment Management Systems. Parents and/or students must enter the student’s first name, PEIMS ID, and date of birth to obtain the unique access code needed to log in to the student portal.

ONLINE TESTING

The following state assessments are administered online only: STAAR Alternate-2 and TELPAS Reading/Listening/Speaking. STAAR 3-8 and EOC assessments are offered online as an option. Campuses may print reference materials from the approved sites noted in the DCCR. It is highly recommended that tutorials be used to familiarize students with clarification, read aloud accommodations and standard **Online Tools**. All online test administrators must preview the directions in order to be familiar with the online interface. Campuses must also ensure that there is one pair of approved headsets per student testing in the same room. Online testers must be provided their approved accommodations in conjunction with the embedded online accommodations. For all applicable administrations, a calculator must be provided. [Approved Headsets for the 2019-20 School Year](#)
STAAR POLICIES AND PROCEDURES

STAAR TIME LIMITS
Administration times for STAAR English I, English II, as well as STAAR alternative English I and English II, are limited to five (5) hours. Administration times for all other assessments for STAAR and STAAR Spanish are limited to four (4) hours. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

START AND STOP TIMES
Distribution of materials and the reading of the boldface, scripted test administrator “SAY” directions are not included in the time limit. Time-period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time-period. They will not be given additional time to record their responses.
- Once the time-period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to exit their online tests.
- Stop time for the test session must be recorded on the seating chart.
- After students submit their tests online, or after their paper tests are collected, campuses are required to ensure that students are released from the testing area.

ANNOUNCEMENT OF TIME LEFT TO TEST
Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit must submit what they have completed.

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

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

BREAKS
Students are allowed to take breaks during the administration of STAAR assessments. Some breaks are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the time limit (not allowed to stop the time clock)
  - water breaks
  - bathroom breaks
  - snack breaks
  - short physical or mental breaks
- Breaks NOT included in the time limit (required to stop and restart the time clock)
  - Lunch
emergency situations that significantly interrupt testing
- consolidation and movement of students to another testing area
- medical breaks

Test administrators should document stop and restart times when breaks are given.

**LUNCH**

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the seating chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

**EXTENDED TIME ACCOMMODATIONS**

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accessibility features are found on the TEA Accommodation Resources webpage found here: [http://tea.texas.gov/student.assessment/accommodations/](http://tea.texas.gov/student.assessment/accommodations/).

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

**PARTICIPATION AND ATTENDANCE**

Every effort must be made to have 100% participation rate for each test administration. Campuses that do not have 100% participation will be to follow the state and district procedures for offering make-up testing during all administrations. Test Administrators should take attendance on the seating chart based on who was present and tested in their room.

**MAKE-UP TESTING**

The STAAR program allows campuses to offer make-up testing opportunities for all grades and subjects to students who are absent on regularly scheduled assessment days. Campuses should be aware that make-up testing opportunities present a risk that students or adults who participated in the regularly scheduled administration could disseminate confidential test content to students that will be participating in make-up testing jeopardizing the validity of assessments administered to them. Campuses must consider this potential risk and take steps to mitigate the potential for breaches in the confidentiality of the assessments. Make-up test sessions must not go past the testing window or conflict with the district’s deadlines for returning testing materials. To protect the confidentiality of the assessments, students must make-up the missed state assessment immediately upon the return to campus.

**MULTIPLE TEST SESSIONS**

The option to offer multiple test sessions is available to help ensure all eligible testers are provided an opportunity to be tested. Multiple sessions occur when campus staff administers more than one assessment per day. Depending on the testing calendar, this could be the same or different assessment. For example, the same assessment may need to be offered multiple times during the day for TELPAS depending on the availability of computers. In other cases, different assessments may be administered for absent students needing to take more than one assessment.
Students still must be given the allotted amount of time per assessment; therefore, campus staff must be prepared to start testing early or stay after regular hours. Every effort should be made to make parents aware if students will be taking two (2) assessments on the same day.

**TESTING ROOMS**

There should be ample space for Test Administrators to be able to move freely throughout the entire room. Seating should be spacious with walking room between all student desks. If using tables, partitions should be used to ensure students cannot easily see another student’s test materials. There should be no backpacks, books, instructional materials, purses, etc. at any student’s desk. All personal belongings should be placed in the front of the room, out of the students reach. Doors should remain unlocked during testing to prevent disruptions of students and relievers coming in and out of the room. Testing rooms should be properly labeled with signage indicating testing is in progress. Posters, instructional displays, and any room decorations that could aid a student during the testing session must be removed or covered.

**ALTERNATIVE SETTINGS**

Campuses are responsible for making sure all students housed in alternative settings and who are homebound are tested appropriately and receive all required accommodations. Campuses are responsible for bringing all materials (test booklet, answer documents, and supplemental aids, etc.) needed for testing to the designated location by the date and time specified on the specific campus training agenda/schedule.

**ORDERING TEST MATERIALS**

CTCs are responsible for making sure that they have ordered an adequate amount of testing materials needed for each assessment. The following processes give campuses the opportunity to ensure campus counts are accurate: (1) participation count collections during initial ordering and (2) viewing the materials lists for placing additional orders. The district procedures and deadlines for ordering materials are always published via HISD Academic Service memos prior to each test administration.

**INFORMATION ABOUT ACCESSIBILITY FEATURES AND DESIGNATED SUPPORTS**

**ACCESSIBILITY FEATURES**

Accessibility Features can be found in the District and Campus Coordinator Resources (DCCR) and the TEA Accommodations Resources webpage found here: [http://tea.texas.gov/Accessibility Features](http://tea.texas.gov/Accessibility Features) Accessibility Features are available to any student who regularly benefits from the use of these procedures or materials during instruction and include things that may be provided to students based on their needs. Added to the features available is the use of a bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments.

**NOTE:** The bilingual dictionary may not contain pictures and cannot be content specific. A student with accessibility features may need to complete testing in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.

**DESIGNATED SUPPORTS**

Locally-Approved Designated Supports include supports that may be made available to students who meet eligibility criteria. Eligibility decisions are made by the appropriate team of people at the campus-level based on the eligibility criteria that are documented in the appropriate paperwork. Each designated support policy
document located on the TEA Accommodations Resources webpage found here (http://tea.texas.gov/Designated Supports) contains an Eligibility Criteria section and an Authority for Decision and Required Documentation section.

ACCOMMODATIONS IN UNEXPECTED OR EMERGENCY SITUATIONS

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

If the student’s needs can be met with an accessibility feature or designated support, it should be made available to the student during testing. There is no need to contact TEA. If, however, a designated support requiring TEA’s approval will be needed, contact the HISD Student Assessment Department as we will need to contact the TEA Accommodations Task Force for permission and additional instructions.

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

TEST SECURITY AND CONFIDENTIALITY REQUIREMENTS

TEST SECURITY

All assessment instruments managed by the HISD Student Assessment Department are considered secure and the contents of these tests, including student information used or obtained in their administration, are confidential. Each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data and must also handle this information in strict accordance with the instructions contained in the Directions for Administration (DFAs) and test administration manuals.

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. To achieve test security, it is necessary to keep all test materials locked in a secured certified storage location on your campus when not in use. Only authorized persons should have access to any secure test materials.

Other steps campuses must take to maintain proper security include but are not limited to:

- immediately inventorying, upon receipt from the Test Materials Center (TMC) or vendor, all materials/boxes received;
- immediately notifying the TMC of any discrepancies identified between the materials received and the campus packing list;
- collecting and destroying immediately after each test administration any reference materials, recordings, graph paper, or scratch paper that students have written on during the test; and
- ensuring when testing has concluded that all secure materials assigned to your campus have been inventoried and packaged.

After testing is completed, all secure test materials assigned to a campus must be returned as instructed by the HISD-TMC. Campus Test Coordinators (CTCs) are ultimately responsible for ensuring that all secure items have been accounted for prior to returning the materials back to the TMC.
CONFIDENTIALITY REQUIREMENTS

Confidentiality requirements involve protecting the contents of all test booklets, online assessments, and completed answer documents. This requires compliance with, but is not limited to, the following guidelines:

- Before handling secure test materials, all testing personnel who meet the requirements to participate in testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the assessments.

- All tests must be administered in strict accordance with the instructions contained in the DFAs and test administration manuals. No person may view, reveal, or discuss the contents of a test booklet, or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the DFAs and test administration manuals. If circumstances necessitate that a test booklet or online assessment be examined, permission must first be obtained from HISD Student Assessment and/or the vendor.

- No person may duplicate, print, record, write notes about, retain, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online), including student responses, without prior approval from HISD Student Assessment and/or the vendor.

- No person may review or change any student responses or instruct a student to do so during or after a test administration without specific permission from HISD Student Assessment to transcribe the contents of an original, scorable test booklet or answer document. Only students may respond to test questions, perform calculations, use strategies, and create rough drafts to written responses.

- Test administrators conducting an oral administration of a paper assessment must be aware that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a paper assessment are required to sign a separate section of the test administrator’s oath.

For additional information, including steps campuses can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the DCCR, and HISD District-Mandated Assessments Test Coordinator’s Manual (TCM).

PENALTIES FOR PROHIBITED CONDUCT

Per the TEA, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a 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.

Penalties for violating the security and confidentiality of district-mandated test programs are subject to district policy on appropriate disciplinary actions. Cases under the jurisdiction of district policy are reported through the HISD Student Assessment Department. If necessary, HISD Student Assessment will submit cases to the HISD Schools Office and Employee Relations Departments.

Penalties for violating the security and confidentiality of state-mandated test programs are subject to state policy on appropriate disciplinary actions. Cases under the jurisdiction of state policy are reported through the HISD

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Student Assessment Department. If necessary, HISD Student Assessment will submit cases to the TEA, HISD Schools Office and Employee Relations Departments.

Maintaining the security and confidentiality of district and state-mandated assessments is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. Any irregularities in test security or confidentiality may result in the invalidation of students’ scores.

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

**DEFINING AND REPORTING TESTING IRREGULARITIES**

**DEFINING TESTING IRREGULARITIES**

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

**Serious irregularities** constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the HISD School Offices, HISD Employee Relations Department, and TEA for consideration of disciplinary action (including suspension or termination of educator certification credentials).

Examples of serious violations involve, but are not limited to, the following:

- Directly OR indirectly assisting students with responses to test questions
- Tampering with student responses
- Viewing secure test content before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the DFAs)
- Discussing secure test content, student responses, or student performance
- Scoring student tests, either formally or informally
- Duplicating, recording, or electronically capturing confidential test content without permission from the HISD Student Assessment Department.

**Procedural irregularities** are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

- **Eligibility Error**
  - Eligible students were not tested
  - Ineligible students were tested

- **Individualized Education Program (IEP) Implementation Issue**
  - A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation
  - A student receiving special education services was administered the wrong test

- **Improper Accounting for Secure Materials**
  - Secure materials were not returned, checked in, and accounted for at the end of each test day
  - A test administrator or Campus Test Coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials
  - Secure materials were not returned to the TMC by the designated check-in date and time

- **Monitoring Error**
  - A test administrator did not verify that students filled in their responses on their answer documents
o A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible
o Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks
o Testing personnel did not monitor students during a break
o A test administrator did not ensure that students worked independently during testing
o Students were not prevented from using cell phones or any other electronic device to take pictures or send messages
o A student was allowed to remove secure materials from the testing area

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

REPORTING TESTING IRREGULARITIES

Each person participating in district and state-mandated assessment programs is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their CTC if they witness an irregularity or suspect that one has occurred. The CTC must then notify the HISD Student Assessment Department. Allegations of suspected testing violations are sometimes also called in directly to the TEA.

Reporting requirements for district and state assessments differ based on the severity of the confirmed or alleged violation(s). The HISD District Test Coordinator (DTC) must determine whether the incident is a serious or procedural irregularity. With the assistance of the TEA Student Assessment Division, HISD School Offices and/or HISD Employee Relations Department, the DTC must report incidents involving alleged or suspected violations that fall under the category of a serious irregularity as soon as Student Assessment is made aware of the situation.

Once a testing irregularity has been determined, CTCs must complete a Student Assessment incident report. The contents of the report submitted to Student Assessment must clearly lay out the sequence of events of the testing irregularity. The nature of serious allegations requires an immediate investigation by the district in order to gather all necessary evidence while the involved individuals are still available and able to recall details. Therefore, campuses must respond to the report of an irregularity and submit the required information for serious irregularities within ten working days of becoming aware of the violation.

If the campus fails to comply with or does not respond to requests for information, HISD Student Assessment will contact the HISD School Offices and/or HISD Chief School Support Officer to seek assistance and support.

CAMPUS TEST SECURITY POLICIES AND PROCEDURES

CAMPUS ASSESSMENT PLAN (CAP)

The Campus Assessment Plan is a tool to help you plan and prepare for district and/or state testing on your campus. The information you provide in your test plan is essential for having a successful testing year. During the annual Test Security & Test Program Management for Campus Test Coordinators (CTCs) training, you will be guided through a sample plan to assist you with finalizing your actual plan which must be submitted via eSubmission by Friday, November 1, 2019.
SECURED CERTIFIED STORAGE LOCATION REQUIREMENTS

TEA requires that each campus involved in state testing has a secured, lockable location certified by designated district staff as adequate for storing secured test materials when not in use. Finding a suitable location to store test materials can present certain logistical issues. Campuses must ensure that access to the secure storage location is limited to two people or very few individuals and that these individuals are the only people who possess keys to the secure certified storage location.

Below are guidelines to follow when looking for a secured storage location:

- The room site must be adequate in size and in decent physical condition to house secured test materials. Campuses with limited space may use a filing cabinet to store their test materials as long as there is a lock on the cabinets. *(T-buildings, janitor closets, and rooms with numerous windows are not allowed to be used as secured storage locations.)*
- The principal and the school staff must be aware that the secured storage location is to remain locked at all times whenever it is being used for storing secured test materials. No other location on the campus should be used for over-night storage of secured test materials.
- Access to the secured storage location should be limited to only two people – (1) the campus Principal and (2) the CTC. These two individuals should be the only ones listed on the certified storage location certificate and the only individuals in possession of the key(s) to the identified locked area. It is very important that the locked site be inaccessible to anyone else. An exception can be made in the case of an emergency where the principal and/or CTC is off campus. Another staff member such as the secretary, may access the room; however, the Student Assessment Department must be notified via email when this occurrence takes place.
- After the room has been identified as being secured and all signatures have been obtained, the CTC should fax (713) 349-7461 or email a copy of their certified storage location certificate to the attention of Students Assessment Customer Service Representative Donnielle Brooks (dbrooks@houstonisd.org).
- The certified secured storage location certificate must be posted on the inside of the room only. Campuses should not advertise the room as being the secured location where test materials are stored.

Secured storage locations must be certified by **Friday, November 1, 2019.**

CAMPUS TRAINING REQUIREMENTS

All campus personnel who participate in district and state-mandated testing or handle secure test materials are required to receive annual training in general test security and various specific test administration procedures as applicable. CTCs must train all test administrators on their campus and meet with their principal so that the principal is kept informed and has input on scheduling and other matters affecting testing. All testing personnel are responsible for complying with district and state assessment requirements and must meet the eligibility requirements detailed in the DCCR, HISD Test Coordinator Manual (TCM) and the appropriate test administration manuals.

The following topics should be discussed during test administrator trainings:

- Test administrator oaths (should be signed after campus training)
- Test administrator responsibilities
- Teacher reassignments for testing
- Use of certified and noncertified paraprofessionals as test administrators (if applicable)
- Test security and confidentiality policies and procedures
- Procedures for reporting violations or alleged violations or irregularities
- Testing accommodations and exemptions
- Procedures for hand-gridding or verifying student information on scorable test booklets and answer documents; affixing labels with barcoded student information (if applicable)
- Test administration schedules, time limits, directions, and procedures
• Procedures for handling, distributing, and collecting test materials before, during, and after a test administration
• Submitting appropriate answer documents
• Arrangement of rooms or the testing environment
• Student preparation for testing
• Cell phone policy
• Review of pertinent manuals
• Monitoring the test administration

Other topics can be covered as the CTC deems necessary. Trainings should be documented, and test administrators should sign an oath to verify that they have been trained. A copy of any training materials, administrator oaths, and attendance signatures should be kept in the campus files for at least one (1) year. CTCs should provide ample time for questions and discussion at each training session. If there are questions or concerns after a session that you cannot address, contact your assigned SAS in the HISD Student Assessment Department at (713) 349-7460.

NOTE: A special CORRECTIVE ACTION PLAN TRAINING will be mandatory for campuses who have had investigations and/or initial inquiries conducted by HISD Employee Relations or Schools Offices. These trainings will be offered each semester as the need arises and affected campuses will be contacted directly.

HISD CELL PHONE POLICY

The use of cell phones and other unapproved electronic devices such as smart watches by students or test administrators in a testing environment is not permitted. Procedures regarding cell phones during testing include:

• Student cell phones and other unapproved electronic devices such as smart watches shall be collected by the test administrator prior to testing and returned to the owners after testing has been completed for the day.
• Test administrators and campus personnel cell phones or unapproved electronic devices such as smart watches shall be turned off in any secured testing environment during the test administration.
• Use of a cell phone or any other unapproved electronic device such as smart watches during the administration of any test will be regarded as cheating, and the student’s test will be invalidated (test will not be scored) with appropriate disciplinary action to follow.
• Campuses must post signs reminding students about the telecommunications rules prior to any district or state test administration.
• Prior to the start of the first major test administration in the spring, test administrators must read the “HISD Electronic Device Advisory Statement to all test participants (see Appendix).”
• After the statement is read to students, all students will be required to sign the statement form located in the appendix section of this supplement each school year.
• See HISD EK(LOCAL) board policy for cell phone policy information.

HISD DISTRICT TEST MONITORING PROGRAM

The District Monitoring (DM) Program was devised by HISD to deter testing irregularities before they happen and preempt campuses previously suspected of misconduct. This program has been a major component of HISD’s testing security since 2005. See HISD EK(LOCAL) board policy for DM Program information. The program includes the following provisions:

• All campuses will be monitored, unannounced, at least once during a major test administration.
• District Monitors will conduct a pre-test audit of test security procedures on the campus.
HISD TEACHER REASSIGNMENT POLICY FOR TESTING

A teacher shall not be assigned to administer major state tests to their own students in grades 3–12. See HISD EK(LOCAL) board policy for teacher reassignment policy information.

The teacher reassignment shall only apply to the following state test administrations:

- State of Texas Assessments of Academic Readiness (STAAR) English (grades 3–8) and Spanish versions (grades 3–5)
- State of Texas Assessments of Academic Readiness End-of-Course (EOC)
- Advanced Placement (AP) Exams

**NOTE:** In special circumstances for which a student needs to be tested in an environment conducive to optimal performance with their teacher of record, a campus may complete and submit a “Teacher of Record Testing Request Form” to the District Student Assessment Department for documentation and approval.

IMPLICATIONS FOR NON-PARTICIPATION ON STATE TESTING PROGRAMS

A parent/guardian who elects not to allow their child to participate in state-mandated assessments will complete and submit to the principal a “State Assessments Non-Participation Form” acknowledging the possible implications of such action. This form is not considered to be an authorization for a test exemption request.

If a student is **present** during the state test administration, they must be sent to the testing room. The student is still read the test directions and given the opportunity to test even when present on make-up days. If the student chooses not to test, the campus can choose to have the student stay in the testing room, or to remove the student from the testing room. A blank answer document - coded with an “S” for scored – is submitted for scoring as required by the state. The student will receive a raw score of zero and the lowest possible scale score for the grade/subject.

If a student is **absent** during the entire state test administration including make-up days, they are marked absent with an “A” score code. Such designation does not impact the school or the district regarding performance calculations but will impact participation rates on the test.

Additionally, the student will be referred to the school-based Grade Placement Committee (GPC) for an initial determination whether to move forward with promotion or require the student to receive additional instruction during summer school. This information can be found in the HISD EK(LOCAL) board policy.

REQUIRED TEST SECURITY DOCUMENTATION

OATHS OF TEST SECURITY AND CONFIDENTIAL INTEGRITY

Test security oaths are required from principals, CTCs, test administrators and anyone else who assumes the responsibility for test administration on an HISD campus or who has access to secure materials. By signing an Oath of Test Security and Confidentiality, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the CTC and/or HISD Student Assessment and are aware of the range of penalties that may result from a violation of test security and confidentiality.

Any person who has more than one testing role (for instance, a principal who also serves as a CTC) must receive appropriate training for each role. All test administrators are required to sign security oath(s) for each district and state-mandated test administration prior to receiving any secure test materials. All oaths are valid for the current fall, spring, and summer testing.

**NOTE:** Any certified or non-certified personnel who has access to district and state assessment materials, administers or assists in the administration of district and state assessments must be trained and sign a security oath. Non-certified personnel must be under the supervision of certified personnel. See information regarding use
of certified and non-certified paraprofessionals during testing in the “Penalties for Prohibited Conduct” section of this supplement (pg. 3).

SEATING CHARTS

As stated in the DCCR, seating charts must be completed for all district and state-mandated test programs for each test session conducted by a campus, including sessions that result from students being moved or relocated for any reason (overflow or consolidation of students, original testing areas becoming unsuitable, etc.).

The HISD Student Assessment Department has created seating charts for state, district, and online assessments for campuses to duplicate and use on white copier paper only. Seating charts on colored paper will not be allowed due to scanning requirements of the HISD Records Management Department. All areas listed on the HISD seating charts are required fields. Student PEIMS/social security numbers should not be recorded on seating charts for security purposes.

Campuses may choose to create their own seating chart templates that best suit their needs; however, the following minimal information must be collected for each test session:

1. The location of the test session must be recorded, including the district name, campus name, and room designation.
2. The assessment that is being administered at the campus must be indicated, including the specific test administered, the subject area (e.g., reading, writing), the test version (e.g., English or Spanish), and the grade level.
3. The first and last name of the test administrator conducting or involved in the test session must be recorded.
4. The first and last name of the teacher of record of the students in which the test administrator is testing.
5. The first and last name of each student participating in the assessment must be indicated on the chart at the campus where the student was seated for testing.
6. The start and stop times for each test session.
7. The primary location of the test administrator and the location of the room entry.

TEST ADMINISTRATOR ROSTERS

Test administrator rosters are required for all state-mandated test programs grades 3 - 8. The purpose of this roster is to document who served as a test administrator during a test administration and whose class that test administrator tested during the test administration. This form will also assist the TMC in verifying who should have an oath and seating chart turned in during check-in for each administration.

NOTE: Training sign-in sheets are not required to submit to the TMC as the test security oaths serve the purpose of affirming that a test administrator has been trained.

MATERIALS CONTROL FORM (MCF)

Anyone receiving secure test materials must sign for the materials on an MCF. The MCF is the official documentation of who has custody of any secure materials when they are not locked in the secured certified storage location. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the MCFs, should be completed accurately and carefully and copies should be maintained for one (1) year on the campus in a location that would prevent them from being compromised.
HISD ELECTRONIC DEVICE ADVISORY STATEMENT AND FORM

As stated in the HISD EK(LOCAL) board policy and the TEA TSS, the use of cell phones or any other unapproved electronic devices by students or test administrators in a testing environment is not permitted. Prior to the start of the first major test administration in the spring, test administrators must read the "HISD Electronic Device Advisory Statement" shown in the "HISD Cell Phone Policy" section of this supplement to all test participants.

All students are required to sign the statement form located in the appendix section of this supplement each school year.

HISD Electronic Device Advisory Statement

“As per the Texas Education Agency (TEA) and Houston ISD, the use of cell phones and other unapproved electronic devices such as smart watches during testing is not permitted. I understand that I must power off my electronic device(s) and turn it in to the Test Administrator to hold until ALL students have completed the test. Being in possession of any electronic device(s) will be reason to have my test picked up and NOT SCORED. I understand that I will then have to turn in my phone, and that disciplinary action will be taken by campus administration.”

INCIDENT AND “O SCORE CODE” REPORT FORMS (STATE PROGRAMS)

Testing irregularities must be reported through the submission of an “Incident Report” form to the HISD Student Assessment Department. Campuses are also required to report any disciplinary action taken against a student for cheating on an assessment. The CTC will be asked to complete and submit an “O Score Code Report” form only if it is determined that a student(s) cheated and was given an “O” score code.

NOTE: If a student was given an "O" score code for becoming ill during a test, an "O Score Code Report" form is not needed from the campus. For this instance, the campus is responsible for keeping their own documentation for giving a student an “O” score code.

In a situation where a campus reports an incident involving an irregularity with a test administrator and student cheating, the campus will be required to submit both an “Incident Report” and an “O Score Code Report” form.

Use the following procedures to document any incidents that occur before, during, or after a test administration.

1. Call or e-mail your assigned specialist in the HISD Student Assessment Department immediately to report an incident.
3. Fax the completed form to (713) 349-7461 or scan and e-mail it to your assigned specialist in the HISD Student Assessment Department.
4. If the DTC or designee directs a campus to provide official documentation after reviewing an incident report, that documentation must be submitted on campus letterhead and addressed to the DTC in a timely manner.
5. If additional documentation is requested, send it to your assigned specialist in the HISD Student Assessment Department as soon as it is ready and keep a copy for your campus records.
6. When in doubt about how to proceed, call the HISD Student Assessment Department and ask to speak with your assigned specialist.

Please contact the Summative Assessment Manager, Alicia Lacy-Castille (alacys@houstonisd.org), for questions/concerns regarding serious incidents/allegations.

TEST SECURITY DOCUMENTATION RETENTION

Campuses are required to securely maintain the following documents for a period of one (1) year on their campus after a test administration:

- Signed security oaths for all testing personnel
- Incident report and supporting documentation (if applicable)
- Inventory records including MCFs
• Seating charts for all test sessions (all information must be fully completed)
• Test administrator roster(s)
• HISD electronic device advisory statement forms (collected for each student testing)
• State Assessments “Non-Participation” Form (if applicable)

Campuses may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved if necessary.

All secured documents submitted to the TMC during check-in will be kept on file for five (5) years via HISD Records Management with the TMC archives.

*Questions/concerns regarding security documentation retention should be addressed to the TMC Logistics Manager, Canetra Wilson (cwilson7@houstonisd.org).*
WHO TO CONTACT FOR STUDENT ASSESSMENT GUIDANCE

HOUSTON INDEPENDENT SCHOOL DISTRICT

HISD STUDENT ASSESSMENT DEPARTMENT

• Staci Taylor Fullmighter, Officer of Student Assessment
• Julia Amponsah-Gilder, Director of Student Assessment
• Douglas “Duane” Dixon, Data Quality Manager
  o Data Quality Assessment Administrators: Lou Longoria, Dalip Sondhi
• Alicia Lacy-Castille, Summative Assessments Manager
  o Summative Assessment Administrators: David Guetzow, Tammy Haywood, Mary Ann Herrera, Darin Presto
• Christinia Wehde-Roddiger, Formative Assessments Manager
  o Formative Assessments Administrators: Zulema Mazloom, Nicolas Alvarado, Shannon Weigel, Corey Register
• Aiesha Odutayo, Online Assessments Manager
  o Online Assessments Administrators: Alejandro Mamontoff, Vania Willms
• Canetra Wilson, Test Materials Center Logistics Manager
  o Marta “Tatiana” Pineda de Osorio, TMC Customer Service Representative
    • Administrative Clerks: Sharon Eckles, Alice Gage-Jackson, Consuelo Solis
  o Baldwin Ford & Jose E. Martinez, TMC Warehouse Team Leads
    • Warehousers: Jose Coronel, Santiago Hernandez
• James Metoyer, Director of Student Assessment (Data Driven Instruction Team)
  o Bertha “Betty” Garcia-Hill, Alicia Martin, DDI Team Managers
    • DDI Team Leads: Celina Alanis, Toni Outlaw, Cicely Kelly-Ward, Jamahl Peake, Madeline Brady, Sandee Davis, Gabriel Parshall, Bayana Sumby, Laura Zavaleta
    • DDI Specialists: LaShonda Banks, Taylor Carroll, Michelle Colter, Jasmine Curry, Regina Dishman, Charmaine Fowler, Barani Gopannan, Cherry Jackson, Chae Jiles, Tamitra Johnson, Lisa Knupp, Michael Kucharczyk, Felix Lerma, Patricia Lozano, Elliot Luckett, Mario Mejia, Nkiruka “Nikki” Nnadi, Kendra Nwosu, Tiphanie Shaw, Clara Sutton-Rivers, Gonzalo Tamez, Freddy Viafara, Javona Wheeler, Demetria Williams, LaKeisha Winslow
• Administrative Support Team
  o Roneysha Paul, Executive Administrative Assistant
  o Griselda Martinez-Cabrera, Sr. Administrative Assistant
  o Donnielle Brooks, Sr. Customer Service Representative
  o Jordan Dumas, Customer Service Representative
<table>
<thead>
<tr>
<th>PROGRAM AREA/TOPICS</th>
<th>CAMPUS REP</th>
<th>HISD DISTRICT OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4E Dashboards</td>
<td>N/A</td>
<td>Information Technology (IT) Department</td>
</tr>
<tr>
<td>ACT/PSAT/SAT/NMSQT</td>
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<td>College Readiness Department</td>
</tr>
<tr>
<td>Benchmarks/HFWE/CIRCLE/Ren360/HS Finals</td>
<td>Formative Assessment Coordinator (FAC) or Principal Designee</td>
<td>Curriculum Department</td>
</tr>
<tr>
<td>Data Driven Instruction</td>
<td>Data Driven Instruction Specialist (DDIS)</td>
<td>Student Assessment Department</td>
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<tr>
<td>District &amp; State Mandated Testing</td>
<td>Campus Test Coordinator (CTC)</td>
<td>Student Assessment Department</td>
</tr>
<tr>
<td>Dyslexia/504/Special Education Services/Homebound</td>
<td>Special Ed Coordinator/504 Coordinator/ARD Committee</td>
<td>Office of Special Education Services</td>
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<td>OnTrack</td>
<td>Formative Assessment Coordinator (FAC)</td>
<td>Student Assessment Department</td>
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<td>English Learners (EL)</td>
<td>LPAC Coordinator</td>
<td>Multilingual Programs Department</td>
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<td>Gifted &amp; Talented (GT) Services/Vanguard</td>
<td>GT Coordinator</td>
<td>Advanced Academics Department</td>
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<tr>
<td>Intervention Assistance Team (IAT)</td>
<td>IAT Specialist</td>
<td>Office of Interventions</td>
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<td>Magnet Services</td>
<td>Magnet Coordinator</td>
<td>School Choice Department</td>
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<td>Online Testing</td>
<td>Campus Technologist</td>
<td>Student Assessment Department</td>
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<td>Research &amp; Accountability Department</td>
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<td>State/District Secured Testing Materials</td>
<td>Campus Test Coordinator (CTC)</td>
<td>Student Assessment Department</td>
</tr>
<tr>
<td>Student Records/Report Cards/Transcripts/Promotion Standards</td>
<td>Registrar</td>
<td>Federal and State Compliance</td>
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## IMPORTANT GENERAL TESTING INFORMATION/RESOURCES

<table>
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<tr>
<th>PROGRAM AREA/TOPICS</th>
<th>WEBSITE LINK</th>
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<td>Assessment Results</td>
<td><a href="http://tea.texas.gov/student.assessment/results/">http://tea.texas.gov/student.assessment/results/</a></td>
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<td>HISD Student Assessment SharePoint</td>
<td><a href="http://connectteams.houstonisd.org/team/sa/SitePages/Home.aspx">http://connectteams.houstonisd.org/team/sa/SitePages/Home.aspx</a></td>
</tr>
<tr>
<td>State Student Portal – View Results</td>
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<td>Student Success Initiative (SSI)</td>
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<td>TEA Student Assessment Division</td>
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</tr>
<tr>
<td>TELPAS Alternate</td>
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</tr>
</tbody>
</table>
APPENDIX

- Houston ISD Electronic Device Advisory Form (English)
- Houston ISD Electronic Device Advisory Form (Spanish)
- 2019-2020 HISD State Assessments Non-Participation Policy
- 2019-2020 State Assessments “Non-Participation” Form
Houston ISD Electronic Device Advisory Form

School Year: ________________
Grade Level: __________
Campus Name: ____________________________________________
Homeroom Teacher Name: __________________________________

“As per the Texas Education Agency (TEA) and Houston ISD, the use of cell phones and other unapproved electronic devices such as smart watches during testing is not permitted. I understand that I must power off my electronic device(s) and turn it in to the Test Administrator to hold until ALL students have completed the test. Being in possession of any electronic device(s) will be reason to have my test picked up and NOT SCORED. I understand that I will then have to turn in my phone, and that disciplinary action will be taken by campus administration.”

I understand and will comply with the directions regarding any electronic device.

_____________________________________    ________________
Student Printed Name                   Date

_____________________________________    ________________
Student Signature                   Date
Formulario de Aviso para Dispositivos Electrónicos de HISD

Ciclo escolar: __________
Nivel de Grado: __________
Nombre de la escuela: ____________________________________________
Nombre del maestro *homeroom*: ______________________________

“Según la Agencia de Educación de Texas (TEA) y Houston ISD, el uso de teléfonos móviles y otros dispositivos electrónicos no aprobados (como relojes inteligentes) durante las pruebas no está permitido. Entiendo que debo apagar mi dispositivo electrónico y entregarlo al administrador de la prueba para que lo guarde hasta que TODOS los estudiantes hayan completado el examen. Estar en posesión de cualquier dispositivo electrónico será motivo para que mi examen sea recogido y NO SE CALIFIQUE. Entiendo que después deberé entregar mi móvil o dispositivo y que la administración de la escuela tomará medidas disciplinarias”.

Entiendo y cumpliré con las instrucciones referentes a cualquier dispositivo electrónico.

_____________________________________      _____________
Nombre del estudiante (en letras de molde)       Fecha

_____________________________________      _____________
Firma del estudiante                             Fecha
2019-2020 HISD State Assessments Non-Participation Policy

Standardized testing is required in Texas public schools by the State of Texas Assessments of Academic Readiness, or “STAAR,” program set out in Texas Education Code chapter 39 and 19 Texas Administrative Code chapter 101. State law makes it clear that students may not “opt out” of standardized or any other tests. Texas Education Code section 26.010 states:

Exemption from Instruction
(a) A parent is entitled to remove the parent’s child temporarily from a class or other school activity that conflicts with the parent’s religious or moral beliefs if the parent presents or delivers to the teacher of the parent’s child a written statement authorizing the removal of the child from the class or other school activity. **A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test** or to prevent the child from taking a subject for an entire semester.
(b) This section does not exempt a child from satisfying grade-level or graduation requirements in a manner acceptable to the school district and the agency.

HISD Board of Education Policy
A parent/guardian who refuses to allow his or her child to participate in state-mandated assessments will complete and submit to the principal a “State Assessments Non-Participation Form” acknowledging the possible implications of such action, or the parent/guardian may provide a signed letter stating the intent for his or her child not to participate in any designated state-mandated assessments, with any rationale or explanations the parent/guardian wishes to include, including acknowledgement of possible implications. This form is not considered to be an authorization for a test-exemption request.

If a student is present during the state test administration, they must be sent to the testing room. The student is still read the test directions and given the opportunity to test even when present on make-up days. If the student chooses not to test, the campus can choose to have the student stay in the testing room, or to remove the student from the testing room. A blank answer document – coded with an “S” for scored – is submitted for scoring as required by the state. The student will receive a raw score of zero and the lowest possible scale score for the grade/subject.

If a student is absent during the entire state test administration, including make-up days, they are marked absent. Such designation does not impact the school or the district regarding performance calculations but will impact participation rates on the test.

Any student who does not participate in state-mandated assessments at the request of his or her parent/guardian will not be subject to negative consequences or disciplinary action.

State Assessments “Non-Participation” Form
Please note that the “Non-Participation” form is **NOT** required. The form lists the implications of not testing that parents should be aware of, but instead of the form, parents may submit a parent/guardian letter instead. Another option is to complete the form and attach the parent letter.

See the **State Assessments “Non-Participation” Form** on next page.

*For questions, please contact your Campus Test Coordinator (CTC) or principal.*
State Assessments “Non-Participation” Form

This form can be used in lieu of a parent/guardian letter. Please clearly print the following information and return to your school’s principal.

Student’s Name ___________________________________________________
Parent/Guardian’s Name ____________________________________________
Campus __________________________ Student’s Grade Level ______

As the parent/guardian of the above-named student, I elect not to allow my child’s participation in:

_____ State of Texas Assessments of Academic Readiness (STAAR) grades 3-8
_____ STAAR End-of-Course (STAAR EOC)
_____ STAAR Alternate 2 (STAAR ALT 2)
_____ Texas English Language Proficiency Assessment System (TELPAS)/TELPAS Alternate

My reason for this decision is (parent/guardian may attach additional items to this document):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

______ I acknowledge the information listed below:

 State assessments are mandatory for students enrolled in Texas public schools.
 Satisfactory performance on the STAAR End-of-Course (EOC) assessments is a requirement for graduation.
 If a student is present and elects not to participate in the STAAR test, then a blank answer document — coded with an ‘S’ for scored — is submitted to the state on the student’s behalf. Students will receive a raw score of "zero" on the assessment and the lowest possible scale score for the grade/subject.
 If a student is absent during the entire state test administration window, including make-up days, their answer document is coded with an ‘A’ for absent.
 Any student who does not participate in state-mandated assessments at the request of their parent/guardian will not be subject to negative consequences or disciplinary action.

Signature of Parent/Guardian: ________________________________ Date _________________
Signature of Campus Principal: ________________________________ Date _________________

Principals: Please submit a copy of the parent/guardian letter or this form to the HISD Student Assessment Department using this link.

Updated 09/12/2019