

## T-SNAP TELECONFERENCE MINUTES

February 1, 2007

1:00 – 4:00 p.m.

**ROLL CALL AND PRELIMINARIES** – Steve Peterson, Region 20 ESC

PLEASE turn off cell phones and pagers.

**TELECONFERENCE MODERATOR** – Martha Vannoy, 2007 T-SNAP President

### **T-SNAP MATTERS**

**Membership news** – John Thornell, T-SNAP Treasurer

Reported there are now 412 members. This is a 25% increase from last year. **Web site news** ([www.tsnap.com](http://www.tsnap.com)) – Joe Orr, T-SNAP Webmaster Steve Peterson responded. Joe is training and there is no website update at this time. Martha reminded everyone of the TSNAP website at [www.TSNAP.com](http://www.TSNAP.com)

**2006 Texas Assessment Conference review** - Vicki Thomas, T-SNAP Past President

Vicki reported a very successful assessment conference. There were 1510 attendees with 374 evaluations turned in to Staci Daugherty. The dates for the 2007 State Assessment conference are December 3-5 at the Austin Hilton Hotel. Martha encouraged people to attend the conference as well as the academies regarding assessment.

### **TOPICS FOR DISCUSSION WITH TEA AND PEARSON STAFF**

#### ➤ **TAKS-Alt**

Gloria Zyskowski congratulated Martha on her presidency and introduced Pat Otto and Elizabeth Hanna. Pat discussed TAKS-Alt and said she hoped many questions were addressed at an earlier TETN a couple of days ago. There will not be any TETNs in February but there will one on March 20 from 1- 3 P.M. The online field test window for TAKS-Alt is open with the submission window April 2 April 13. Teachers may enter activities into the system in order to reduce the amount of paper and pencil work. Alerts will be added to the TAKS-Alt system. This is the quickest way to notify everyone of related issues. The first alert will regard student names. Students who are not participating in TAKS-Alt should be deleted from the system. This will be a larger issue during operational testing. It could cause negative consequences if students are listed, but not tested. Students should be assigned to only one class and one teacher although they may receive instruction from more than one teacher. Only one teacher of record may enter information for all tested areas. Teachers may choose to collaborate and provide information to enter into the system. Teachers can only see their view and not access students assigned to other teachers. District assessment coordinators were notified this week about who would be participating in the inter-reliability study. If you did not get a letter, your district was not chosen. Expectations were sent to districts regarding the requirements. This included a list of teachers who had been selected, a list of assignments, and the specific essence statements assigned. Districts may not make different assignments within the district. This was done randomly and if districts did that, there is concern about the randomness. For concerns regarding technology help with the training modules call 800-627-0225 and for the administrative site 800-874-0914. Pat reminded us there are two different systems for TAKS-Alt. The training site is found at <http://pearson.learn.com/taksalt> and the administrative site is at [www.taksalt.com](http://www.taksalt.com) (this is the site where teachers enter information).

Answer documents will not be submitted for students participating in TAKS Alt. There is no exempting of students on other answer documents. The fact they are logged into the website will take care of student information. The TAKS Alt website has been updated with sample of activities, pre-determined criteria, TEKS-Based Examples of Instructional Activities for TAKS–Alt, and other sources of information. These examples can be found at:

<http://www.tea.state.tx.us/student.assessment/resources/taksalt/index.html>

Elizabeth addressed the training system regarding the report functionality. At this time reports are being posted at the <http://k12testing.tx.ncspearson.com/>. The

next update will be Monday February 5 and every Monday from now on. If there are any further questions districts may call 1-800-252-9186 Option 2.

Questions from districts:

Pasadena asked for clarification regarding the terms operational, field testing and pilot testing. Pat expressed that when pre-code files were submitted, this caused additional students who were not actually taking the test to be loaded into the system. Pat clarified that the operation test will be given next year and stressed the importance that only those students taking that test should be in the system. Each year this system will need to be cleaned up as students change grades, move from different districts and different assignments. You should only have students who are actually participating listed in the system.

Garland asked a question regarding cutting and pasting information that had quotation marks into the site and expressed difficulty with that functionality. Pat suggested calling the help desk. Elizabeth said she would take that back and information would be posted on the alert site. Region 13 asked for information regarding oaths. Administrator oaths are found in the manuals as well as on the resources pages. These oaths are also found under the "Resources" tab at the web site. Steve Peterson from Region 20, wanted information on the sample size related to the inter rater reliability study. Elizabeth said that 900 districts were selected for the inter rater reliability study and one teacher per campus within those districts. Concern was expressed about the amount of staffing time for this study. Pat stated that a second rater could be a paraprofessional, speech pathologists or other teachers who work with the students.

➤ **Oral Administrations**

Kim Brannon with TEA addressed this issue. She is in the process of clarifying language in the FAQ's. In the past, if a student was entitled to an oral administration, the child would have to ask for a change in the level of support. She pointed out pages 43-45 in the DCCM for rules regarding eligibility rules for an oral administration. Students identified as dyslexic may also receive an oral administration. Oral administration is any level of support whether the test is read in entirety or words and phrases. She said districts basically have a year "by" as far as specific documentation for reading support. ARD committees have already designated oral administrations. It is a recommendation to document with the parents such as a phone call to inform them we will start off reading a word or phrase rather than the whole test. There is no need to call an ARD at this time. For next year's testing, ARD committees would need to address the level of support for an oral administration. She suggested ARD committees should start documenting what level of support is need for each student. If this has not been addressed in a student's current IEP, it is not necessary to call another ARD. She said it was important to keep an open line of communication with parents regarding the level of support. In the future, document the level of reading support students will need, but this year that is not required. Students may be grouped differently according to their level of required support. Students may ask for a change of support during oral administration.

**Grade 3 TAKS Math Reading Assistance**

Julie Guthrie director of math addressed this topic. Reading assistance is a type of oral administration so what is allowable for oral administration is allowable for reading assistance. Specific instructions are given in the back of all TA manuals so this information should be covered regarding this topic. All third grade students may have reading assistance for grade 3 math.

Question was asked regarding how to read fractions. Julie said this is also in the back of the manuals.

Region 4 asked about reading assistance for SDAA II levels 4-10 and whether that requires IEP documentation. Kim said that students receiving special ed services at grades 4 and up, that reading the math test would be considered an oral administration and would require documentation. If students in grade 3 need reading assistance, then this does not need to be documented since all third graders may have this assistance. If the test must be read in its entirety then an "oral administration" should be documented. Grouping may occur based on different levels of oral administration, however, it is not required by TEA.

➤ **TAKS-M**

Kim had said at this time there was no new developments for TAKS-M. TEA has not received the federal regulations. Cari Wieland is currently at a meeting in Louisiana discussing this with USDE. They are specifically discussing the "2% Assessment". Something will be available next year. Language in an IEP needs to be written in a format that will be compatible with proposed federal regulations such as "assessment will be based on modified achievement standards with appropriate modifications". This will suffice for paper-work documentation.

**TAKS Writing**

Victoria Young wanted to clarify issues regarding the writing prompt. There is only one writing prompt per grade level for the live TAKS test. Erroneous information has been given that there are multiple prompts for the live test. During the field test, there were multiple prompts. The writing prompt had never been spiraled during field tests. However, this year that was changed in an effort to reduce the amount of field testing. Multiple prompts were used in field testing this year with a possibility of 15 writing prompts in fourth grade. Psychometricians stressed the need to conduct the operational test in the same manner as the field test. The operational test will not include different prompts, as did the field test. However, in order to conduct the operational test in the same way as the field test, the writing prompt may not be read. Victoria stressed the importance of letting students know before the day of testing that they may ask for reading assistance with the writing prompt. Liz from Magnolia asked if an IEP stated that if several special education students would have the prompt read aloud, could that be done in a group.

Victoria thought that made good sense and agreed students whose IEP required the prompt to be read aloud could be grouped together.

Martha Vannoy asked about exit level re-testers and whether the writing prompt would be read aloud to those students. Victoria said the same procedure would occur in that the prompt would not be read aloud unless requested by the student. The TAAS writing prompt should still be read aloud as it has been in the past.

➤ **LAT Reading**

Laura Ayala and Heather Roeters from TEA addressed LAT reading. An earlier TETN had addressed many concerns regarding LAT reading and Laura wanted to address any questions. She did address grade 10 and which words could be read aloud. The secure tested vocabulary would not be released ahead of time. However, within the manual, the words will be listed. Manual supplements will be posted at: <http://www.tea.state.tx.us/student.assessment/admin/rpte/index.html> Students will be allowed to go back to the first section of the test after beginning the second section on the second day. Once the seal is broken on the revising and editing portion of the grade 10 test, students could go back to the first section, but without the use of a dictionary. If grade 10 students have not broken the seal on the second section, then the student may continue to use the dictionary. Other grades may continue to work on day one since there is no rule regarding a dictionary. Calendaring issues were discussed. If a student is LEP exempt in Reading but will take regular TAKS math, the district coordinator needs to call TEA and have a plan to resolve the calendar conflict. Manual supplements may be downloaded and printed, but Pearson will also provide copies.

- **RPTE II Field Testing**  
Clarification was given again regarding second grade participation in the RPTE II field test. All LEP second graders, unless ARD exempt, will take the RPTE II field test. Selected second graders at specified campuses will take the online version and all other LEP second graders will take the test using paper and pencil. All second graders will need an RPTE booklet in order for the TOP information to be filled in.
- **Test Security Update**  
Gloria Zyskowski discussed test security. External reviewers have completed their investigative audits. This will be turned over to the inspector general. There are less than 100 districts now waiting for the inspector general to determine the resolution of those audits. Student assessment has now turned over all investigative audits to the inspector general. According to Gloria, TEA is trying to reschedule a TETN regarding test security. Hopefully, something will be scheduled prior to the April administration. She also expressed a concern about participation in field-testing and how imperative it is that all identified students should participate in field-testing. This contributes to test reliability and validity of our state assessments and it is imperative with new testing that all eligible students participate. She urged that field-testing be taken seriously. A question was asked regarding making online reports for test incidents. This functionality will not be available for April. A plan is being developed for this, but is not operational at this time. Gloria asked for districts willing to pilot this.
- **Secure Materials Resolution**  
TEA is currently working on letters to close out the 05-06 materials resolution and will notify districts of the status of missing materials. Pearson has completed their scanning of all materials from the October administration. Gloria indicated that there were very few materials missing from this administration. The "Security Materials Supplement" has been posted to the TEA web site. If any district is planning on using scanners, please notify Terri Fish at Pearson. If a district is receiving only partial shipments, wait a day and track it. Notify Terri if you still have not received materials after two days. If you have materials going to neighboring districts, call Pearson and let them know. Pearson will discuss with TEA a new formula for the number of manuals sent with shipments. Several districts are not receiving an ample supply of manuals. One district cited their concern regarding superintendent notification that the district coordinator had not responded to notification of missing materials. Gloria replied that once a district coordinator has made contact with Pearson after receiving a letter of missing materials, no other letter should go out and expressed her apologies.
- **Online Testing**  
Lee Ann from Pearson addressed online testing and gave information on how to get started. She said the Resources page at <http://etest.pearson.com/Customers/Texas/eoct/txeoctrng/txresources/resources.htm> is the first place to get started with information regarding online testing. This site has a WebX describing how to start and prepare for test day. Sample tests and tutorials are on the website. Tutorials can be downloaded in an EPAC. Students can see what the test looks like and how to use the different tools such as highlighters, erasers, etc. There are also preview tests available. One district suggested that the sample test use more flash so their capabilities could be tested. Students testing with the bundled accommodations would still need to test on paper and pencil.
- **OTHER TOPICS IF TIME PERMITS**

Steve reported there were 163 participants, 14 taping, and 46 remote sites.